

Updated August 11, 2016

Stephanie Gerow

Curriculum Vitae

Department of Educational Psychology
School of Education - Baylor University

Education

- Ph.D. Texas A & M University, College Station, Texas
Educational Psychology, Concentration: Special Education
- M.Ed. Texas A & M University, College Station, Texas
Educational Psychology, Concentration: Special Education
- B.S. Davidson College, Davidson, North Carolina
Cum Laude, Honors in Psychology

Areas of Specialization

Applied behavior analysis, autism spectrum disorders, developmental disabilities, parent-implemented interventions, single-case research design, challenging behavior, early childhood

Academic Position

- 2016 – present Assistant Professor
Department of Educational Psychology - Special Education Program
Baylor University, Waco, Texas

Relevant Professional Experience

- 2014 - 2015 Graduate Teaching Assistant (undergraduate and master's courses)
Department of Educational Psychology - Special Education Program
Texas A & M University, College Station
Role: Teaching assistant and/or co-instructor.
- 2015, Fall Practicum Student, College Hills Elementary, College Station, Texas
Role: Worked as an Instructional Assistant in a self-contained special education classroom for children with developmental disabilities (grades K-3). Supported teacher in implementing academic and behavioral interventions.
- 2012 - 2015 Lead Therapist, Autism Clinic, June 2012 – July 2015
Role: Implemented behavioral therapy with children with autism spectrum disorder (ages 2-8).
- 2014, June Behavioral Psychology Research Intern
Neurobehavioral Unit
Kennedy Krieger Institute, Baltimore, Maryland
Role: Assisted with research in the assessment and treatment of severe challenging behavior.

Relevant Professional Training/Certifications

2014 – present Board Certified Behavior Analyst (BCBA)
Certificate Number: 1-14-15813.

Awards and Honors

2015 - 2016 Graduate Student Research Award, College of Education and Human
Development, Texas A & M University.

2013 - 2014 Graduate Student Research Award, College of Education and Human
Development, Texas A & M University.

2012 - present Doctoral Scholar, Preparation of Leaders in Autism Across the Lifespan,
funded by U.S. Department of Education Office of Special Education Programs
(Directors: J. Ganz & M. Rispoli)

2012-2015 Graduate Diversity Fellowship awarded by Texas A & M University

RESEARCH

Peer-Reviewed Publications

Neely, L., Rispoli, M., **Gerow, S.**, & Hong, E. (2016). Preparing educators via telepractice in incidental teaching for children with autism. *Journal of Behavioral Education*. Advance online publication. doi: 10.1007/s10864-016-9250-7

Hong, E. R., Ganz, J. B., Neely, L., Boles, M., **Gerow, S.**, & Davis, J. L. (2016). A meta-analytic review of family-implemented social and communication interventions for individuals with developmental disabilities. *Review Journal of Autism and Developmental Disorders*, 3, 125-136. Advance online publication. doi: 10.1007/s40489-016-0071-3

Hong, E. R., Ganz, J. B., Neely, L., **Gerow, S.**, & Ninci, J. (2016). A review of the quality of primary caregiver-implemented communication intervention research for children with ASD. *Research in Autism Spectrum Disorders*, 25, 122-136. doi: 10.1016/j.rasd.2016.02.005

Neely, L., **Gerow, S.**, Rispoli, M., Lang, R., & Pullen, N. (2016). Treatment of echolalia in individuals with autism spectrum disorder: A systematic review. *Review Journal of Autism and Developmental Disorders*, 3, 82-91. doi: 10.1007/s40489-015-0067-4

Gerow, S., Rispoli, M., Boles, M. B., Neely, L. C. (2015). An analysis of contingency statements in a DRO procedure: A case report. *Developmental Neurorehabilitation*, 18, 203-208. doi: 10.3109/17518423.2013.809812

Hagan-Burke, S., Gilmour, M. W., **Gerow, S.**, & Crowder, W. C. (2015). Identifying academic demands that occasion problem behaviors for students with behavioral disorders: Illustrations at the elementary school level [Special issue: Academic Interventions for Individuals with Autism]. *Behavior Modification*, 39, 215-241. doi: 10.1177/0145445514566505

Neely, L., Rispoli, M., **Gerow, S.**, & Ninci, J. (2015). Effects of antecedent exercise on academic engagement and stereotypy during instruction [Special issue: Academic Interventions for Individuals with Autism]. *Behavior Modification*, 39, 98-116. doi: 10.1177/0145445514552891

Rispoli, M., Camargo, S., Neely, L., **Gerow, S.**, Lang, R., Goodwyn, F. & Ninci, J. (2014). Pre-session satiation as a treatment for stereotypy during group activities. *Behavior Modification*, 38, 392-411. doi: 10.1177/0145445513511631

National/International Conference Presentations

Ganz, J. B., Morin, K., **Gerow, S.**, Gregori, E., Tosun, D. G. (Accepted, 2016, August). *The quality of the evidence supporting the use of high-tech AAC with people with IDD*. Presentation at the 17th Annual Conference for the International Society for Augmentative and Alternative Communication. Toronto, Ontario, Canada. [In absentia].

Gerow, S., Rispoli, M. (2016, January). *Parent-implemented trial-based functional analysis in the home*. Poster presentation at the Council for Exceptional Children's 17th International Conference on Autism, Intellectual Disability, and Developmental Disabilities. Honolulu, HI.

Morin, K., Ganz, J., **Gerow, S.**, Gregori, E., & Genc, D. (2016, January). *Technology-based AAC and individuals with complex communication needs: A meta-analysis of single-case research*. Poster presentation at the Council for Exceptional Children's 17th International Conference on Autism, Intellectual Disability, and Developmental Disabilities. Honolulu, HI.

Gerow, S., & Rispoli, M. (2015, October). *Maintenance and generalization of parent treatment fidelity following parent training*. Poster presentation at the Council for Exceptional Children's 31st International Conference on Young Children with Special Needs and their Families, Atlanta, GA.

Hong, E. R., Ganz, J., Neely, L., Boles, M., **Gerow, S.**, & Ninci, J. (2015, September). *A meta-analytic review of single-case studies on family-implemented social-communication interventions with individuals with ASD and other DD*. Presentation at the 8th International Conference for the Association for Behavior Analysis International, Kyoto, Japan.

Gerow, S., Rispoli, M., & Neely, L. (2015, May). *Assessing maintenance and generalization of parent treatment fidelity following parent training*. Symposium presentation at the 41st Annual Convention for the Association of Behavior Analysis, San Antonio, TX.

Ninci, J., Rispoli, M., & **Gerow, S.** (2015, May). *A trial-based approach to isolating establishing operations for negatively reinforced challenging behavior*. Symposium presentation at the 41st Annual Convention for the Association of Behavior Analysis, San Antonio, TX.

Hong, E. R., Ganz, J., Neely, L., Boles, M., **Gerow, S.**, & Ninci, J. (2015, May). *A meta-analytic review of single-case studies on primary caregiver-implemented communication interventions with individuals with ASD*. Symposium presentation at the 41st Annual Convention for the Association of Behavior Analysis, San Antonio, TX.

Boles, M., Ninci, J., **Gerow, S.**, Gregori, E., & Rispoli, M. J. (2015, May). *Review of studies evaluating vocational preferences on the behavioral outcomes of individuals with disabilities*. Poster presentation at the 41st Annual Convention for the Association of Behavior Analysis, San Antonio, TX.

- Machalicek, W., Lang, R., Knowles, C., Raulston, T., Ruppert, T., & **Gerow, S.** (2014, June). *Parent involvement in intervention for children with intellectual and developmental disabilities: A review of reviews*. Presentation at the AAIDD 138th Annual Meeting, Orlando, Florida. [In absentia].
- Gerow, S.**, Neely, L. C., Rispoli, M. J., & Ninci, J. (2014, May). *An analysis of contingency statements in a differential reinforcement of other behaviors procedure*. Symposium presentation at the 40th Annual Convention for the Association of Behavior Analysis, Chicago, IL.
- Neely, L., **Gerow, S.**, Ninci, J., Goodwyn, F., & Rispoli, M. (2013, May). *The Effects of Antecedent Exercise on Stereotypy During Instruction*. Symposium presentation at the 39th Annual Convention for the Association of Behavior Analysis, Minneapolis, MN.
- Gerow, S.**, Neely, L., Rispoli, M. J., Camargo, S.H., Davis, H., & Boles, M. (2013, May). *Effects of the instructional use of an iPad on challenging behavior and academic engagement for two students with autism*. Poster presentation at the 3rd Annual Conference for the Association of Professional Behavior Analysts, Las Vegas, NV.
- Ninci, J., Kite, L., **Gerow, S.**, Neely, L., & Rispoli, M. (2013, March). *Using high-probability requests to increase the rate of pre-academic skill acquisition and reduce escape-maintained challenging behaviors*. Poster at the 3rd Annual Conference for the Association for Professional Behavior Analysts, Las Vegas, NA.

State/Regional Conference Presentations

- Gerow, S.**, Rispoli, M., Gregori, E., & Sanchez, L. (2016, March). *Parent-implemented trial-based functional analysis and functional communication training*. Poster presentation at the TxABA Regional Conference on Behavior Analysis. Fort Worth, TX.
- Rispoli, M., **Gerow, S.**, Ninci, J., Davis, H., & Lang, R. (2015, March). *Functional communication training to treat challenging behavior associated with rituals: An analysis of resurgence*. Poster presentation at the Texas Association for Behavior Analysis (TxABA) Regional Conference on Behavior Analysis, Houston, TX. [In absentia].
- Ganz, J. B., Gilliland, W., & **Gerow, S.** (2015, February). *ASD-tech: Implementation of evidence-based practices for people with autism spectrum disorders via mobile technology*. Invited presentation at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Gerow, S.**, Boles, M., Neely, L., Rispoli, M. (2014, February). *Decreasing challenging behavior in applied settings through differential reinforcement*. Presentation at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Grant Writing Experience

- Submitted August, 2014 Project REACH (Rural Educators Assessing Challenging Behavior)
Principle Investigator: Mandy Rispoli, Texas A & M University
Funding Organization: Institute of Education Sciences (IES), U.S. Department of Education: CFDA: 84.324A; budgeted \$1,500,000 for 4 years; status: not funded
Role: Developed portions of the narrative, assisted in writing theory of change, prepared letters of support, assisted with budget.

Submitted August, 2015 Project REACH (Rural Educators Assessing Challenging Behavior)
Principle Investigator: Mandy Rispoli, Texas A & M University
Funding Organization: Institute of Education Sciences (IES), U.S. Department of Education: CFDA: 84.324A; budgeted \$1,500,000 for 4 years; status: under review
Role: Developed portions of the narrative, assisted with budget.

TEACHING

College Teaching at Texas A & M University

Undergraduate Instruction for SPED Teacher Certification Program

Fall 2015 *Classroom Management and Behavioral Interventions* (SPED 471)
Instructional format: Traditional class meetings with online supplement (eCampus)
Role: Graduate Assistant & Co-instructor. Assisted with course development, grading, class instruction, and student mentoring (Lead Instructor: M. Fogarty).

Fall 2014 *Classroom Management and Behavioral Interventions* (SPED 471)
Instructional format: Traditional class meetings with online supplement (eCampus)
Role: Graduate Assistant. Assisted with course development, grading, class instruction, and student mentoring. (Lead Instructor: M. Burke).

Graduate Instruction for the SPED Online Master's Program

Summer 2015 *Assessment in School Settings* (SPED 601)
Instructional format: Synchronous (Blackboard Collaborate) and asynchronous (eCampus) online delivery
Role: Graduate Assistant. Assisted in developing content, graded assignments, assisted with syllabus development.

Spring 2015 *Educating Individuals with Autism* (SPED 609)
Instructional format: Synchronous (Blackboard Collaborate) and asynchronous (eCampus) online delivery
Role: Graduate Assistant. Developed content for units, created quizzes, delivered online instruction.

Fall 2014 *Advanced Applied Behavior Analysis* (SPED 699)
Instructional format: Synchronous (Blackboard Collaborate) and asynchronous (eCampus) online delivery
Role: Graduate Assistant. Assisted with developing syllabus, graded assessments and assignments, delivered online instruction, mentored students in creating and refining their class behavior change project.

Spring 2014 *Adolescent Literacy for Students with Diverse Instructional Needs* (SPED 617)
Instructional format: Synchronous (Blackboard Collaborate) and asynchronous (eCampus) online delivery
Role: Graduate Assistant. Facilitated class discussion, graded assignments, answered student questions.

Summer 2014 *Special Education & the Family* (SPED 610)

Instructional format: Synchronous (Blackboard Collaborate) and asynchronous (eCampus) online delivery

Role: Graduate Assistant. Graded online discussions, answered student questions.

Invited Guest Lectures

Fall 2015 Title: Trial-based functional analysis and traditional functional analysis
Research Team: The positive behavior interventions and supports research team
Role: Invited guest lecturer

Fall 2015 Title: Preparing a study proposal
Doctoral Course: Introduction and Preparation for the Special Education Professorate
Role: Invited guest lecturer (Lead Instructor: S. Hagan-Burke)

Fall 2015 Title: Differential reinforcement to decrease challenging behavior
Master's Course: Advanced Applied Behavior Analysis (SPED 699)
Role: Invited guest lecturer (Lead Instructor: R. Mason)

Spring 2015 Title: Addressing challenging behavior in the classroom
Undergraduate Course: Understanding Special Populations (INST 210)
Role: Provided professional development (Lead Instructor: P. Lynch)

Relevant Clinical Supervision

2014-2015 Brazos Valley Autism Clinic (via Texas A & M University)
Role: Supervised and supported master's students in the Autism Clinic.

SERVICE

Invited Presentations for School Systems and Agencies

Gerow, S. (2015, June). *Applied Behavior Analysis: Overview*. Therapist training for The Autism Clinic at BVRC, Bryan, TX.

Gerow, S. (2015, May). *Discrete Trial Teaching*. Therapist training for The Autism Clinic at BVRC, Bryan, TX.

Gerow, S. (2015, April). *How to Select and Use Reinforcement*. Therapist training for The Autism Clinic at BVRC, Bryan, TX.

Gerow, S. (2014, September). *Why does my child keep doing this? Causes of problem behavior*. Parent Training Workshop delivered for Brazos Valley Rehabilitation Center.

Rispoli, M., & **Gerow, S.** (2014, July). *Addressing Challenging Behavior in School Settings: Function-Based Assessments and Interventions*. Professional Development Workshop for Special Education Teachers in Bryan Independent School District.

Rispoli, M., **Gerow, S.**, & Sanchez, L. (2013, July). *Addressing Challenging Behavior in School Settings: Function-Based Assessments and Interventions*. Professional Development Workshop for Special Education Teachers in Bryan Independent School District.

Editorial Service

Guest Reviewer, Journal of Developmental and Physical Disabilities, 2014 – Present.

Memberships in Professional Organizations

Council for Exceptional Children (CEC)

Division of Early Childhood (DEC)

Division on Autism and Developmental Disabilities (DADD)

Texas Association for Behavior Analysis (TxABA)

Association for Behavior Analysis International (ABAI)

Association of Professional Behavior Analysts (APBA)

Internal Service

2014-2015 Member, Special Education Undergraduate Application Review Committee,
Texas A & M University