

Kristi Morin, Ph.D., BCBA-D
Associate Professor of Special Education
Lehigh University, College of Education
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EDUCATION

2019 **IES Postdoctoral Research Training**, Autism Related Projects
Principal Investigators: Drs. Samuel Odom, Kara Hume, & Brian Boyd
Frank Porter Graham Child Development Institute, University of North Carolina-Chapel Hill

2017 **Doctor of Philosophy**, Special Education
Emphasis in Autism and Developmental Disabilities
Texas A&M University, College Station, TX
Dissertation: *The Use of Video Analysis to Change Special Educators' Instructional Practices: A Single-Case Study and Meta-Analysis*
Chair: Jennifer Ganz; Co-Chair: Kimberly Vannest

2013 **Master of Education**, Special Education, Mild/Moderate, Grades 1-5
Northwestern State University, Natchitoches, LA

2006 **Bachelor of Science**, Elementary Education, Grades 1-6
Louisiana State University at Alexandria, Alexandria, LA

CERTIFICATIONS

2021 Certified Classroom Assessment Scoring System (CLASS®) Observer, Upper Elementary and K-3, Teachstone

2018 North Carolina Teaching License, Elementary Education (K-6), Exceptional Children: General Curriculum (K-12), License # 1218625

2016 Board Certified Behavior Analyst—Doctoral Level, Certificate # 1-16-23007

2013 Special Education Teaching Certificate, Mild/Moderate 1-5, LA

2006 Early Childhood Teaching Certificate, LA

2006 Elementary Education Teaching Certificate, LA

PROFESSIONAL EXPERIENCE

Faculty Position (Tenure Track)

2024-present **Associate Professor**, College of Education, Lehigh University, Bethlehem, PA

2021-present **Affiliated Faculty**, College of Health, Lehigh University, Bethlehem, PA

2019-2024 **Assistant Professor**, College of Education, Lehigh University, Bethlehem, PA

Research/Internship

2017-2019 **Autism Research Team Member**, *An Efficacy Study of the School-Based National Professional Development Center on Autism Spectrum Disorder Model (Goal 3: Efficacy) and Supporting Paraprofessionals' Use of Evidence-Based Practices for Students with Autism Spectrum Disorder* (Goal 2: Development and Innovation),

Institute of Education Sciences, U.S. Department of Education, Principal Investigator: Dr. Samuel Odom, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

2016-2017 **Project Coordinator, Board-Certified Behavior Analyst (BCBA) Training for Teachers and Paraprofessionals**, Texas Higher Education Coordinating Board, Award #17185, Principal Investigator: Dr. Jennifer Ganz, Texas A&M University

Summer 2016 **U.S. Department of Education Intern**, Office of Special Education Programs (OSEP), Washington, D. C.

2013-2016 **Research Assistant**, Autism/Behavior Analysis Research Teams
Principal Investigators: Drs. Jennifer Ganz & Mandy Rispoli
Texas A&M University

Supervision/Coaching

2017-2019 **Instructional Coach**, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

2015-2017 **Supervisor of Applied Behavior Analysis Therapists**
Autism Clinic at Brazos Valley Rehabilitation Center, Texas A&M University

2014-2016 **Supervisor of Pre-Service Teachers**, Texas A&M University

Practitioner

2013-2015 **Applied Behavior Analysis Lead Therapist**
Autism Research Clinic, Bryan, TX

2011-2013 **Special Education Classroom Teacher, Grades 1-2**
Rapides Parish School District, Alexandria, LA

2006-2010 **General Education Classroom Teacher, Grades K-1**
Rapides Parish School District, Alexandria, LA

ADDITIONAL PROFESSIONAL TRAINING

Research/Statistics

2021 Co-Decolonizing Research Methods, College of Education, Lehigh University. Two session workshop on how to conduct research that sustains indigenous and “other” community engaged ways of knowing.

2019 The Odum Institute for Research in Social Science, University of North Carolina at Chapel Hill. Attended full day workshops on the following topics: Designing and Implementing Web Surveys, Methods for Dealing with Unit Nonresponse in Surveys, Writing Questions and Visual Designs for Surveys, Introduction to Focus Groups, Discussion and Practical Application of Data Visualization Best Practices Using Survey Data

2018 Audited SOWO 917: Longitudinal and Multilevel Analysis. School of Social Work, University of North Carolina at Chapel Hill.

2018 15th Annual Qualitative Research Summer Intensive. Research Talk, Inc. and the Odum Institute for Research in Social Science, University of North Carolina at Chapel Hill, Chapel Hill, NC. Attended a week-long workshop on the following topics: Coding and Analyzing Qualitative Data, Synthesizing Qualitative Data, and Evaluating and Applying Five Qualitative Approaches

2018 Audited SOWO 918: Applied Regression Analysis and Generalized Linear Models. School of Social Work, University of North Carolina at Chapel Hill.

2018 The Odum Institute for Research in Social Science, University of North Carolina at Chapel Hill. Attended full day workshops on the following topics: Usability Testing for Surveys, Multiple Imputation: Methods and Applications, Introduction to Project Management for Surveys, and Designing Multi-Item Scales.

2017 Considerations for Power and Sample Size. Biostatistics Seminar Series, School of Medicine, University of North Carolina at Chapel Hill.

Teaching Trainings

2021 **GLVCEE Equity Symposium.** Lehigh University School Study Council. Full day workshop on gender identity justice education.

2021 **Inclusive Excellence in Teaching.** Center for Innovation in Teaching and Learning, Lehigh University. Three-day workshop on how to be more inclusive in teaching.

2020 **College of Education Online Course Development Workshop Series.** Instructional Technology Team, Lehigh University. Five-week professional development program on best practices in online teaching and learning.

2015 **Academy for Future Faculty Teaching Certificate Program.** Center for Teaching Excellence, Texas A&M University. Intensive 14- week program consisting of professional development seminars, classroom observations, preparation of academic documents, and consultation with a mentor teacher.

2015 **Professional Certification in Online Teaching.** Instructional Technology Services, Texas A&M University. Intensive 8-week training on developing and teaching online courses.

2014 **Virtual Instructor Certification Program (VICP).** Instructional Technology Services, Texas A&M University. Intensive 6-week training on designing and developing an online course using the Quality Matters Standards.

2013 **Applying the Quality Matters Rubric (on-line teaching).** Instructional Technology Services, Texas A&M University.

Practitioner-Based Trainings

2018 Supercharge your ABA program with Precision Teaching. Chartlytics, Inc. Pensacola, FL.

2014 Picture Exchange Communication System (PECS) Level 1 Training: Basic. Pyramid Educational Consultants, Inc., Houston, TX.

PUBLICATIONS AND CREATIVE ACTIVITIES

Book Chapter

Odom, S. L., **Morin, K.**, Savage, M. N., & Tomaszewski, B. (2019). *Behavioral and educational interventions*. In F. Volkmar (Ed.), *Autism and Pervasive Developmental Disorders* (3rd ed.). Cambridge: Cambridge University Press. doi:10.1017/9781108297769.009

Peer-Reviewed Articles Published/Accepted for Publication (n=34)

*Indicates graduate student co-author; ◇indicates undergraduate student co-author

Wakeel, F., Jain, S., *Connors, V., *Blasko, A., ◇Berman, J., & **Morin, K.** (2024). Stakeholder perspectives on the needs of young adults with autism in health care transition. *Autism - Open Access*, 14(2), 1-9.

*Blasko, A., **Morin, K.**, Lindström, E., *Murphy, G., & *Squitieri, M. (2024). Special educators' training and preparedness to write Individualized Education Programs. *Teacher Education and Special Education*. 47(2), 161–179. (2023 IF = 2.9; 5-year IF = 3.0).
<https://doi.org/10.1177/08884064241234616>.

*Pulos, J., **Morin, K.**, Peltier, C., *Sinclair, T. E., & Williams-Diehm, K. L. (2024). Effects of the self-determined learning model of instruction on academic and nonacademic behaviors: A meta-analysis. *Journal of Behavioral Education*, 33, 615-638. (2021 IF = 2.469; 5-year IF = 2.458). <https://doi.org/10.1007/s10864-023-09508-6>

Morin, K., Lindstrom, E. R., Kratochwill, T. R., Levin, J. R., *Blasko, A., *Weir, A., *Nielson-Pheiffer, C. M., *Kelly, S., *Janunts, D., & Hong, E. R. (2023). Non-concurrent multiple-baseline and multiple-probe designs in special education: A systematic review of current use and future directions. *Exceptional Children*, 90, 126-147.

*Blasko, A., **Morin, K.**, *Bauer, K., ◇Johnson, K., *Enriquez, G., *Hunsicker, L., *Tasik, E., & ◇Renz, T. (2023). A meta-synthesis of disability research in Western Africa. *Journal of Special Education*, 56, 208-218.. (2021 IF = 3.122; 5-year IF = 4.096). Advance online publication. <https://doi.org/10.1177/00224669221090231>

*Gong, L., Hong, E. R., **Morin, K.**, & Noro, F. (2022). Script-fading procedures for the acquisition of wh-question skills in children with autism spectrum disorder. *Journal of Special Education Research*, 11, 1-10. <https://doi.org/10.6033/specialeducation.11.1>

Liao, C.-Y., Ganz, J. B., *Wattanawongwan, S., *Haas, A. N., *Ura, S. K., Vannest, K. J., & **Morin, K.** (2022). Effects of parent-mediated multimodal communication intervention on communicative behaviors in children with autism spectrum disorder. *Education and Treatment of Children*, 45, 321-339. <https://doi.org/10.1007/s43494-022-00072-8>

Liao, C.-Y., Ganz, J. B., *Wattanawongwan, S., *Haas, A. N., *Ura, S., K., Vannest, K. J., & **Morin, K.** (2022). Parent coaching in a multimodal communication intervention for children with autism. *Focus on Autism and Other Developmental Disabilities*, 37, 158-168. (2021 IF = 3.042; 5-year IF = 3.532).
<https://doi.org/10.1177/10883576221099896>

Kratochwill, T. R., Levin, J. R., **Morin, K. L.**, & Lindstrom, E. R. (2022). Examining and enhancing the methodological quality of nonconcurrent multiple-baseline designs. *Perspectives on Behavior Science*, 45, 651-660. (2020 IF = 2.835). <https://doi.org/10.1007/s40614-022-00341-2>

Morin, K., Tomaszewski, B., *Bauer, K., *Blasko, A., ◇Enriquez, G., ◇Tasik, E., & Mehta, K. (2022). Perspectives on disabilities in Sierra Leone. *Journal of Special Education*, 56, 146-157. (2021 IF = 3.122; 5-year IF = 4.096). <https://doi.org/10.1177/00224669211065051>

Peltier, C., **Morin, K.**, Vannest, K. J., Haas, A., *Pulos, J. M., & *Peltier, T. K. (2022). A systematic review of student-mediated math interventions for students with emotional or behavioral disorders. *Journal of Behavioral Education*, 31, 216-242. (2020 IF = 2.396; 5-year IF = 2.752; 2019 AR = 23.8%). <https://doi.org/10.1007/s10864-021-09454-1>

Hume, K., Steinbrenner, J.R., Odom, S.L., **Morin, K.**, Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, Yücesoy-Özkane, S., & Savage, M. (2022). Correction to: Evidence-based practices for children, youth, and young adults with autism: Third generation review. *Journal of Autism and Developmental Disorders*. (2019 IF = 3.047; 5-year IF = 4.367; 2019 AR = 35%). <https://doi.org/10.1007/s10803-022-05438-w>

Morin, K., Nowell, S., Dykstra-Steinbrenner, J., Sam, A., Waters, V., & Odom, S. (2022). A survey of paraprofessionals' experiences of roles, training, and communication when working with students with autism. *Focus on Autism and Other Developmental Disabilities*, 37, 96-107. (2021 IF = 3.042; 5-year IF = 3.532). <https://doi.org/10.1177/10883576211066897>

*Bauer, K., **Morin, K.**, ◇Renz, T., & *Zangu, S. (2022). Autism assessment in low- and middle-income countries: Feasibility and usability of western tools. *Focus on Autism and Other Developmental Disabilities*. (2021 IF = 3.042; 5-year IF = 3.532). Advance online publication. <https://doi.org/10.1177/10883576211073691>

Hume, K., Steinbrenner, J.R., Odom, S.L., **Morin, K.**, Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, Yücesoy-Özkane, S., & Savage, M. (2021). Evidence-based practices for children, youth, and young adults with autism: Third generation review. *Journal of Autism and Developmental Disorders*, 51, 4013-4032. (2019 IF = 3.047; 5-year IF = 4.367; 2019 AR = 35%). <https://doi.org/10.1007/s10803-020-04844-2>

Morin, K., Nagro, S. A., Artis, J., Haas, A., Vannest, K. J., & Ganz, J. B. (2021). Differential effects of video analysis for special educators related to intervention characteristics, dependent variables, and student outcomes: A meta-analysis of single-case research. *Journal of Special Education Technology*, 36, 202-214. (2020 anticipated IF = 1.2; 2018 AR = 41%). <https://doi.org/10.1177/01626434198890250>

Odom, S. L., Hall, L. J., **Morin, K. L.**, Kraemer, B. R., Hume, K. A., McIntyre, N. S., Nowell, S. W., Steinbrenner, J. R., Tomaszewski, B., Sam, A. M., & DaWalt, L. (2021). Education interventions for children and youth with autism: A 40-year perspective. *Journal of Autism and Developmental Disorders*, 51, 4354-4369. (2019 IF = 3.047; 5-year IF = 4.367; 2019 AR = 35%). <https://doi.org/10.1007/s10803-021-04990-1>

Morin, K., Sam, A., Tomaszewski, B., Waters, V., & Odom, S. (2021). Knowledge of evidence-based practices and frequency of selection among school-based professionals of students with autism. *Journal of Special Education*, 55, 143-152. (2017 IF = 2.262; 5-year IF = 2.755; 2019 AR = 13.4%). <https://www.doi.org/10.1177/0022466920958688>

Peltier, C., Tomaszaski, B., **Morin, K.**, Sallese, M. R., & Vannest, K. J. (2020). Criterion validity of a computer adaptive universal screener to an end-of-year state mathematics assessment. *Exceptionality*. (2019 IF = 1.63; 2019 AR = 46.5%).
<https://doi.org/10.1080/09362835.2020.1727337>

Peltier, C., Vannest, K. J., **Morin, K. L.**, Sinclair, T. E., & Sallese, M. R. (2020). A systematic review of teacher mediated interventions to improve the mathematical performance of students with emotional and behavioral disorders. *Exceptionality*, 28, 121-141.
<https://doi.org/10.1080/09362835.2020.1771717>

Morin, K., Vannest, K. J., Hong, E. R., Haas, A., Nagro, S. A., Ganz, J. B., & Lavadia, C. (2020). Using remote delivery to train parents in video analysis procedures. *Journal of Behavioral Education*, 29, 354-381. (2018 IF = 1.087; 2019 AR = 23.8%).
<https://doi.org/10.1007/s10864-019-09361-6>

Peltier, C., **Morin, K.**, Bouck, E. C., Lingo, M., Pulos, J., Sheffler, F.,... & Deardorff, M. (2020). A meta-analysis of single-case research using mathematics manipulatives with students at-risk or identified with a disability. *Journal of Special Education*, 54, 3-15. (2017 IF = 2.262; 5-year IF = 2.755; 2019 AR = 13.4%). <https://doi.org/10.1177/0022466919844516>

Hong, E. R., **Morin, K.**, Ganz, J., Genc, D., Gregori, E., Hale, N., & Boles, M. (2019). Caregiver-implemented augmentative and alternative communication for an adult with autism and complex communication needs: A case study. *International Journal of Therapy and Rehabilitation*, 26(1), 1-12. <https://doi.org/10.12968/ijtr.2017.0163>

Neely, L., Rispoli, M., Boles, M., **Morin, K.**, Gregori, E., Ninci, J., & Hagan-Burke, S. (2019). Interventionist acquisition of incidental teaching using pyramidal training via telehealth. *Behavior Modification*, 43, 711-733. (2019 IF = 2.263; 5-year IF = 2.286)
<https://doi.org/10.1177/0145445518781770>

Morin, K., Ganz, J. B., Vannest, K. J., Haas, A., Nagro, S., Peltier, C., Fuller, M., & Ura, S. (2019). A systematic review of single-case research on video analysis as professional development for special educators. *Journal of Special Education*, 53, 3-14. (2017 IF = 2.262; 5-year IF = 2.755; 2019 AR = 13.9%). <https://doi.org/10.1177/0022466918798361>

Morin, K., Ganz, J.B., Gregori, E., Foster, M. J., Gerow, S., Genc, D., & Hong, E. R. (2018). A Systematic Quality Review of High-Tech AAC Interventions as an Evidence-Based Practice. *Augmentative and Alternative Communication*, 34, 104-117. (2018 IF = 2.706)
<https://doi.org/10.1080/07434618.2018.1458900>

Hong, E. R., Kawaminami, S., Neely, L., **Morin, K.**, Davis, J. L., & Gong, L. (2018). Tablet-based interventions for individuals with ASD: Evidence of generalization and maintenance. *Research in Developmental Disabilities*, 79, 130-141. (2018 IF = 1.872; 5-year IF = 2.376). <https://doi.org/10.1016/j.ridd.2018.01.014>

Ganz, J. B., Katsiyannis, A., & **Morin, K.** (2018). Facilitated communication: The resurgence of a disproven treatment for individuals with autism. *Intervention in School and Clinic*, 54,

52-56. (2018 IF = 0.682; 5-year IF = 0.645; AR = 29%)
<https://doi.org/10.1177/1053451217692564>

Ganz, J. B., **Morin, K.**, Foster, M. J., Vannest, K. J., Genc-Tosun, D., Gregori, E., & Gerow, S. (2017). High-technology augmentative and alternative communication for individuals with intellectual and developmental disabilities and complex communication needs: A meta-analysis. *Augmentative and Alternative Communication*, 33(4), 224-238. (2016 IF = 2.388). <https://doi.org/10.1080/07434617.2017.1373855>

Hong, E. R., Gong, L., Ninci, J., **Morin, K.**, Davis, J., Kawaminami, S., Shi, Y., & Noro, F. (2017). A meta-analysis of single-case research on the use of tablet-mediated interventions for persons with ASD. *Research in Developmental Disabilities*, 70, 198-214. (2016 IF = 1.630; 5-year IF = 2.376). <https://doi.org/10.1016/j.ridd.2017.09.013>

Hong, E. R., Ganz, J. B., **Morin, K.**, Davis, J. D., Ninci, J., Neely, L., & Boles, M. B. (2017). Functional living skills and adolescents and adults with autism spectrum disorder: A meta-analysis. *Education and Training in Autism and Developmental Disabilities*, 52, 268-279. (2017 IF = 1.21; 2017 AR = 28%)

Morin, K., & Davis, J. L. (2017). Cross-validation: What is it and how is it used in regression? *Communications in Statistics—Theory & Methods*, 46, 5238-5251. (2017 IF = 0.424; 2017 AR = 35%). <https://doi.org/10.1080/03610926.2015.1099672>

Hong, E. R., Ganz, J. B., Mason, R., **Morin, K.**, Davis, J. D., Ninci, J.,...& Gilliland, W. D. (2016). The effects of video modeling in teaching functional living skills to persons with ASD: A meta-analysis of single-case studies. *Research in Developmental Disabilities*, 57, 158-169. (2016 IF = 1.630; 5-year IF = 2.376). <https://doi.org/10.1016/j.ridd.2016.07.001>

Ganz, J., Hong, E., Gilliland, W., **Morin, K.**, & Svenkerud, N. (2015). Comparison between visual scene displays and exchange-based communication in augmentative and alternative communication for children with ASD. *Research in Autism Spectrum Disorders*, 11, 27-41. (2015 IF = 3.170; 5 year IF = 2.165; 2015 AR = 36%)
<https://doi.org/10.1016/j.rasd.2014.11.005>

Technical Report (Non-Refereed)

Steinbrenner, J. R., Hume, K., Odom, S. L., **Morin, K. L.**, Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). *Evidence-based practices for children, youth, and young adults with autism*. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team. Retrieved from <https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf>

Invited Article (Non-Refereed)

Morin, K. L. (2020). Reducing problem behavior using functional communication training: A guide for teachers. *Araştırmadan Uygulamaya Özel Eğitim Dergisi*, 1(9), 19-25.

Manuscripts in Progress

Morin, K., *Blasko, A., *Murphy, G., *Connors, V., & *Schinkowitch, T. (in progress – variable coding). A meta-analysis and evidence-based practice determination of studies using video analysis to change educators' behavior.

Morin, K., *Lauriello, J., Hong, E. R., *Blasko, A., & *Shikarpuriya, S. (in progress – data analysis). Stress-reductive interventions for parents of children with ASD: A meta-analysis.

*Blasko, A., & **Morin, K.** (in progress - writing). Effects of video analysis on behavior therapists' instructional skills: A single-case study.

*Weir, A., & **Morin, K.** (in progress - writing). Circumscribed Interests of Individuals with Autism Spectrum Disorders: A Meta-analysis of Single-Case Research for Social and Communication Outcomes.

Online Learning Modules

Morin, K., & AFIRM Team. (2018). *Extinction*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/Extinction>

Haas, A., Besly, A., **Morin, K.**, Ganz, J. B., & Sutedjo, A. (2017). *Assessment*. College Station, Texas: Center on Disability and Development, Texas A&M University. Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Retrieved from: <https://cped.tamu.edu/courses/prep>

Haas, A., Besly, A., **Morin, K.**, Ganz, J. B., & Sutedjo, A. (2017). *Measurement*. College Station, Texas: Center on Disability and Development, Texas A&M University. Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Retrieved from: <https://cped.tamu.edu/courses/prep>

Haas, A., Besly, A., **Morin, K.**, Ganz, J. B., & Sutedjo, A. (2016). *Behavior reduction*. College Station, Texas: Center on Disability and Development, Texas A&M University. Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Retrieved from: <https://cped.tamu.edu/courses/prep>

Haas, A., Besly, A., **Morin, K.**, Ganz, J. B., & Sutedjo, A. (2016). *Professional conduct and scope of practice*. College Station, Texas: Center on Disability and Development, Texas A&M University. Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Retrieved from: <https://cped.tamu.edu/courses/prep>

HONORS AND AWARDS

2023	Frank Hook Award Nomination , College of Education, Lehigh University.
2021	John B. Ochs Teaching Award , Baker Institute for Entrepreneurship, Creativity, and Innovation. Lehigh University.
2021	Projects for Peace Award , Davis UWC Scholars Program, Middlebury College. \$10,000 to support Diagnosing Autism in Africa project.
2019	President and Provost's Faculty Development Travel Award , Provost and Vice President for Academic Affairs, Lehigh University.
2019	IES Meta-Analysis Training Institute, Selected Applicant , National Center for Education Research (NCER), U.S. Department of Education in conjunction with Loyola University. Chicago, IL

2019	IES Single-Case Research Design and Analysis Summer Training Institute, Selected Applicant , National Center for Special Education Research (NCSER), U.S. Department of Education in conjunction with the University of Oregon. Madison, WI
2018	Subdivision Distinguished Leadership Award , North Carolina Council for Exceptional Children, Division of Autism and Developmental Disabilities
2018	IES Cluster Randomized Trials Summer Training Institute, Selected Applicant , National Center for Education Research (NCER), U.S. Department of Education, Institute for Policy Research, Northwestern State University. Evanston, IL
2013-2017	Autism Leadership Fellowship , U.S. Department of Education, Office of Special Education Programs, Texas A&M University
2016	Research Scholar Award , College of Education and Human Development (CEHD), Texas A&M University
2016	Merit Scholarship , College of Education and Human Development (CEHD), Texas A&M University
2014, 2015	Travel Award , College of Education and Human Development (CEHD), Texas A&M University
2013	Lechner Graduate Award , Educational Psychology Department, Texas A&M University
2012	Promethean Board Classroom Award , Rapides Parish School Board, Alexandria, LA.

GRANTS

Competitively Awarded External Research Grants (Funded)

2023-2024	Pennsylvania Technical Training and Assistance Network (PaTTAN). <i>Pennsylvania Accelerated Certification for Educators (PACE).</i> Total award: \$100,000. Co-Directors: Lee Kern, Esther Lindström, Minyi Dennis, Sara Kangas Role: Project Director
2021-2025	U.S. Department of Education, Institute of Education Sciences. <i>Supporting Teachers of Autism in Years 1-3 (STAY).</i> Research Training Programs in Special Education Competition (CFDA Number: 84.324B). Total award: \$700,000. Mentors: Lee Kern, Melinda Leko, Jessaca Spybrook Role: Principal Investigator
2016-2018	Texas Higher Education Coordinating Board , Autism Grant Program. <i>Board-Certified Behavior Analyst Training for Teachers and Paraprofessionals.</i> Total award: \$470,000. PI: Jennifer Ganz Role: Project Coordinator (2016-2017)

Institutional Grants (Funded)

2021-2023	Accelerator Grant , Office of Research and Graduate Studies, Lehigh University. <i>Translating research into impact in the Lehigh Valley: Exploration of</i>
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multidimensional challenges among Autistic adolescents and evidence-based health provider training development. Total award: \$100,000. PI: Elizabeth Dolan, Co-PIs: Fathima Wakeel, Sweety Jain.

Role: Co-Principal Investigator

2021 **Reemergence Grant**, Office of Research and Graduate Studies, Lehigh University. Total award: \$3,000.
Role: Principal Investigator

2021 **COVID Caregiver Grant**, Provost's Office for COVID-Related Faculty Caregiver Support, Lehigh University. Total award: \$2,000
Role: Principal Investigator

2020-2022 **Lehigh University, Inquiry to Impact Project Initiation Grant. Diagnosing Autism in West Africa.** Total award: \$35,000
Role: Principal Investigator

Competitively Awarded External Research Grants (Unfunded)

Not Funded 2023 **U.S. Department of Education, Institute of Education Sciences. Using Motivational Opportunities to Improve Variables Related to Academic Attainment and Engagement (MOTIVATE).** National Center for Special Education Research, Innovation and Development (ALN: 84.324A). Total requested: \$1,987,000. PI: Lynn Koegel (Stanford); Co-PI: Lee Kern (Lehigh)
Role: Co-Principal Investigator

Not Funded 2023 **U.S. Department of Education, Institute of Education Sciences. Reading Interventions for Students with Intellectual and Developmental Disabilities: A Comprehensive Meta-Analysis Project (Reading-COMET).** National Center for Special Education Research, Exploration (ALN: 84.324A). Total requested: \$1,590,461. PI: Esther Lindström (Lehigh); Co-PI: Garrett Roberts (Denver)
Role: Co-Principal Investigator

Not Funded 2021 **U.S. Department of Education, Institute of Education Sciences. Using Motivational Opportunities To Improve Variables related to Academic attainment and Engagement (MOTIVATE).** Requested funding: \$2,000,000 (\$1,000,000 subcontract to Lehigh University). PI: Lynn Koegel; Co-PI: Lee Kern
Role: Co-Principal Investigator

Not Funded 2019 **Organization for Autism Research. Project IMPACT: Investigating a Multi-Level Programmatic Approach to Coaching Teachers.** Requested funding: \$30,000. PI: Kara Hume
Role: Co-Principal Investigator

Not Funded 2018 **Department of Defense Education Activity (DoDEA). Step Up Our Stem Game! STEM for ALL! STEM Every Day!** PI: Cumberland County School System, North Carolina. Requested funding: \$1,250,000.
Role: External Evaluator

EDITORIAL REVIEW BOARD MEMBERSHIP AND AD HOC REVIEWS

Editorial Board Memberships

2021-present	Editorial Review Board Member, <i>Remedial and Special Education</i> (Top journal in Special Education; IF = 5.258)
2021-present	Editorial Review Board Member, <i>Teacher Education and Special Education</i>
2021-present	Editorial Review Board Member, <i>American Journal on Intellectual and Developmental Disabilities</i>
2020-present	Consulting Editor, <i>Education and Training in Autism and Developmental Disabilities</i>

Editorial Reviews (Ad Hoc)

Focus on Autism and Other Developmental Disabilities (2022)
Journal of Physical and Developmental Disabilities (2021)
Teacher Education and Special Education (2021, 2022, 2023)
Education and Training in Autism and Developmental Disabilities (2016, 2018, 2020-2022)
Exceptional Children (2020, 2021, 2022)
Augmentative and Alternative Communication (2015, 2017, 2021)
American Journal of Intellectual and Developmental Disabilities (2020, 2021)
Journal of Autism and Developmental Disabilities (2020)
Advances in Neurodevelopmental Disorders (2019, 2020)
Journal of Special Education Technology (2019, 2020)
Journal of Positive Behavior Interventions (2019, 2020)
Research in Autism Spectrum Disorder (2018)
Behavior Modification (2017)
Journal of Intellectual and Developmental Disability (2015)
Journal of Developmental and Physical Disabilities (2015)
Autism: The International Journal of Research and Practice (2014)

PRESENTATIONS

Invited Peer-Reviewed Conference Presentations (n=7)

Morin, K., Bonilla, S., Lesnick, J., & Rose, R. (2022, January). *To boldly go: Life after IES Fellowships*. Invited panel presentation delivered at the IES Principal Investigator Meeting. Virtual Conference.

Morin, K. (2021, October). *Video performance feedback for educators of children and adolescents with ASD*. Invited oral presentation presented at the Third Annual Richard L. Simpson Conference on Autism. Virtual Conference.

Morin, K. (2020, April). *Helping students with autism find their voice with augmentative and alternative communication*. Invited oral presentation presented at the NC CEC Division on Autism and Developmental Disabilities 2020 Spring Mini-Conference. Virtual Conference.

Morin, K. (2020, October). *Video performance feedback for educators of children and adolescents with ASD*. Invited oral presentation to be presented at the Third Annual Richard L. Simpson Conference on Autism. Overland Park, KS. **Conference canceled.**

Morin, K. (2020, April). *Helping students with autism find their voice with augmentative and alternative communication*. Invited oral presentation presented at the NC CEC Division of Autism and Developmental Disabilities 2020 Spring Mini-Conference. Virtual Conference.

Odom, S. L., **Morin, K.**, & Sam, A. (2019, January). *From research to practice: Finding what works for students with autism*. Invited workshop presented at the North Carolina Council for Exceptional Children 32nd Annual Conference. Wilmington, NC.

Sam, A., **Morin, K.**, & Savage, M. (2018, January). *Achieving meaningful outcomes for students with autism*. Invited pre-conference workshop presented at the North Carolina Council for Exceptional Children 31st Annual Conference. Winston-Salem, NC.

Peer-Reviewed Conference Presentations (n=63)

*Indicates graduate student presenter; ◇Indicates undergraduate student presenter

*Lauriello, J., **Morin, K.**, & *McFadden, K. (2024, May). *The effectiveness of feedback on special education teacher performance: A meta-analysis*. Poster accepted to be presented at the 2024 Association for Behavior Analysis International Annual Convention in Philadelphia, PA.

*Lauriello, J. C., **Morin, K.**, *Blasko, A., *Shikarpuria, S., *Settanni, E., & Hong, E. R. (2024, May). *A meta-analysis of interventions to reduce stress among parents of children with autism*. Poster accepted to be presented at the 2024 Association for Behavior Analysis International Annual Conference in Philadelphia, PA.

*Blasko, A., **Morin, K.**, *Murphy, G., (2024, May) *Special Educator's Training and Preparedness to write the Individualized Education Program Development*. Poster presentation accepted to be presented at Association for Behavior Analysis International (ABA) Annual Convention. Philadelphia, PA.

*Lauriello, J.C., **Morin, K.**, *Blasko, A., *Shikarpuria, S., *Settanni, E., & Hong, E.R. (2024, April). *Reducing Stress Among Parents of Children with Autism: A Meta-Analysis*. Poster presentation accepted to be presented at the 2024 American Educational Research Association (AERA) Annual Meeting. Philadelphia, PA.

Morin, K., *Murphy, G., & *Blasko, A. (2024, March). *Addressing the Needs of New Teachers in High-Needs Settings*. Concurrent oral presentation session accepted to be presented at the Council for Exceptional Children (CEC) Annual Conference. San Antonio, TX.

Morin, K., Kern, L., Kangas, S., Lindström, E., & Dennis, M. (2024, February). *Project PACE: Pennsylvania Accelerated Certification for Educators*. Poster presentation accepted to be presented at Pennsylvania Department of Education Conference. Hershey, PA.

*Rohlfing, D., **Morin, K.**, *Blasko, A. (2024, February). *Support Teachers of Autism in Years 1-3*. Poster presentation accepted to be presented at Pennsylvania Department of Education Conference. Hershey, PA.

*Blasko, A., **Morin, K.**, *Murphy, G., (2024, February) *Special Educator's Training and Preparedness to write the Individualized Education Program Development*. Poster presentation accepted to be presented at Pennsylvania Department of Education Conference. Hershey, PA.

Morin, K., *Murphy, G., & *Blasko, A. (2024, January). *Supporting the Needs of New Teachers of Students with Autism: Multiple Stakeholder Perspectives*. Poster presentation presented at the 2024 Council for Exceptional Children Division on Autism and Developmental Disabilities (DADD) Conference. Honolulu, HI.

Morin, K., *Murphy, G., & *Blasko, A. (2023, October). *Seas the Day! Needs of New Teachers of Autism: Different Stakeholder Perspectives*. Multi-session oral presentation presented at the Teacher Education Division (TED) of the Council for Exceptional Children Annual Conference. Long Beach, CA.

Hall, L., Kraemer, B., **Morin, K.**, Tomaszewski, B., McDaniel, S. (2023, February). *A quality review of IEP goals for autistic youth from 60 high schools*. Poster presentation presented at the 17th Annual Autism Conference, Association for Behavior Analysis International (ABAI). San Diego, CA.

Morin, K., *Blasko, A., & Murphy, G. (2023, January). *Retaining teachers of students with autism in high-needs settings: Pitfalls and successes*. Poster presentation presented at the 2023 Council for Exceptional Children Division on Autism and Developmental Disabilities (DADD) Conference, Clearwater, FL.

◇Karagulian, E., **Morin, K.**, ◇Hargrove, K., ◇Bautista, N., & ◇Gonzalez, P. (2023, January). *Project ASTIA: Autism Screening & Training in Africa*. Poster presentation presented at the 2023 Council for Exceptional Children Division on Autism and Developmental Disabilities (DADD) Conference, Clearwater, FL.

*Connors, T., *Blasko, A., **Morin, K.**, *Murphy, G., & *Rohlfing, D. (2022, November). *Latest developments in the use of video analysis*. Oral presentation presented at the Teacher Education Division (TED) of the Council for Exceptional Children Annual Conference. Richmond, VA.

Morin, K., *Blasko, A., & *Murphy, G. (2022, November). *Building bridges from pre-service to in-service teaching: Lessons learned from the field*. Oral presentation presented at the Teacher Education Division (TED) of the Council for Exceptional Children Annual Conference. Richmond, VA.

◇Hargrove, K., ◇Karagulian, E., ◇Bautista, N., ◇Gonzalez, P., & **Morin, K.** (2022, September). *Diagnosing autism in Africa: Creating a culturally appropriate screener*. Symposium presentation presented at the 2022 Engagement Scholarship Consortium (ESC) Annual Conference. Athens, GA.

◇Karagulian, E., ◇Gonzalez, P., ◇Bautista, N., & **Morin, K.** (2022, September). *Diagnosing autism in Sierra Leone*. Poster presentation presented at the 2022 Engagement Scholarship Consortium (ESC) Annual Conference. Athens, GA.

*Bauer, K., *Blasko, A., & **Morin, K.** (2022, February). *Feasibility of autism assessment in low- and middle-income countries*. Oral presentation presented at the National Association of School Psychologists 2022 Annual Convention. Boston, MA.

*Weir, A., & **Morin, K.** (2022, January). *Circumscribed interests of individuals with autism: Benefits, barriers, and implications for practice*. Poster presentation presented at the Council for Exceptional Children 2022 Special Education Convention and Expo. Orlando, FL.

Steinbrenner, J. R., Hume, K., Odom, S. L., **Morin, K. L.**, Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2021, May). *National Clearinghouse on Autism Evidence & Practice (NCAEP): Updating a systematic review to identify new evidence-based practices for children and youth with autism*. Poster

presentation presented at the International Society for Autism Research 2021 Conference. Virtual Conference.

*Bauer, K., *Blasko, A., & **Morin, K.** (2021, May). *Autism assessment in low- and middle-income countries: Feasibility and usability of Western tools*. Poster presentation presented at the International Society for Autism Research 2021 Conference. Virtual Conference.

*Blasko, A., **Morin, K.**, & *Bauer, K. (2021, March). *Community perceptions and beliefs about disabilities in Sierra Leone*. Multi-Presentation session presented at the Council for Exceptional Children 2021 Special Education Convention and Expo. Baltimore, MD. Virtual Conference.

*Bauer, K., **Morin, K.**, & *Blasko, A. (2021, March). *Development of the MCAST: An autism screener for children in sub-Saharan Africa*. Poster presentation presented at the Council for Exceptional Children 2021 Special Education Convention and Expo. Baltimore, MD. Virtual Conference.

Morin, K., & Blasko, A* (2020, June). *The use of video analysis among special educators: Moderating effects of intervention components*. Poster symposia accepted to be presented at the American Association on Intellectual and Developmental Disabilities (AAIDD) 144th Annual Meeting. Pittsburgh, PA. **Conference canceled**.

*Blasko, A., & **Morin, K.** (2020, June). *Technology-aided self-evaluation procedures: Tools for administrators and supervisors*. Poster symposia accepted to be presented at the American Association on Intellectual and Developmental Disabilities (AAIDD) 144th Annual Meeting. Pittsburgh, PA. **Conference canceled**.

Morin, K., & *Haas, A. (2020, May). *Improving practice through video analysis*. Poster accepted to be presented at the Association for Behavior Analysis International (ABA) 46th Annual Convention. Washington, D.C. **Conference canceled**.

*Pulos, J., Peltier, C., & **Morin, K.** (2020, May). *Effects of the self-determined learning model of instruction on academic and nonacademic behaviors: A meta-analysis*. Poster accepted to be presented at the Association for Behavior Analysis International (ABA) 46th Annual Convention. Washington, D.C. **Conference canceled**.

Dowdy, A. (symposium chair), & **Morin, K.** (discussant). (2020, May). *Advancing applied behavior analysis with meta-analysis*. Symposium accepted to be presented at the Association for Behavior Analysis International (ABA) 46th Annual Convention. Washington, D.C. **Conference canceled**.

Morin, K., Nagro, S., *Haas, A., Vannest, K. J., *Artis, J., & Ganz, J. B. (2020, April). *Differential effects of video analysis related to intervention characteristics, dependent variables, and student outcomes*. Paper session accepted to be presented at the 2020 American Educational Research Association (AERA) Annual Meeting. San Francisco, CA. <http://tinyurl.com/s8b42p8> **Conference canceled**.

Morin, K., Vannest, K. J., *Haas, A., Nagro, S., Hong, E. R., Ganz, J. B., & *Lavadia, C. (2020, April). *Using remote delivery to train parents in video analysis procedures*. Roundtable session accepted to be presented at the 2020 American Educational Research Association

(AERA) Annual Meeting. San Francisco, CA. <http://tinyurl.com/t4uhmoo> **Conference canceled.**

Hall, L., & **Morin, K.** (2020, February). *IEP goal quality for students with autism in 60 high schools*. Poster presented at the Council for Exceptional Children 2020 Special Education Convention and Expo. Portland, OR.

Peltier, C., **Morin, K.**, & Bouck, E. (2020, February). *Effects of mathematics manipulatives on student outcomes: A meta-analysis*. Poster presented at the Council for Exceptional Children 2020 Special Education Convention and Expo. Portland, OR.

Morin, K. (2019, October). *Closing the research to practice gap: Evidence-based resources for students with autism*. Oral presentation presented at the 2019 Pennsylvania Council for Exceptional Children (PACEC) Annual Conference. Philadelphia, PA.

Hume, K., Steinbrenner, J. R., Odom, S. L., Tomaszewski, B., **Morin, K.**, Nowell, S. W., ... & Ozkan, S. Y. (2019, May). *National Clearinghouse on Autism Evidence & Practice (NCAEP): Updating a large scale systematic review of behavioral interventions for children and youth with ASD*. Poster presentation accepted to be presented at the International Society for Autism Research (INSAR) 2019 Annual Meeting. Montreal, Canada.

Hall, L. J., Tomaszewski, B., Kraemer, B., **Morin, K.**, Hume, K., & Odom, S. L. (2019, May). *The quality of IEP goals for students with ASD in 60 high schools*. Poster presented at the International Society for Autism Research (INSAR) 2019 Annual Meeting. Montreal, Canada.

Morin, K. (2019, February). *Evidence-based strategies for decreasing stereotypical and self-injurious behavior among students with autism*. Oral presentation presented at the Council for Exceptional Children 2019 Special Education Convention and Expo. Indianapolis, IN.

Morin, K. (2019, February). *Using video in teacher observations: Resources and ideas to improve evaluations*. Poster presentation presented at the Council for Exceptional Children 2019 Special Education Convention and Expo. Indianapolis, IN.

Morin, K. (2019, January). *The effects of video analysis on intervention characteristics: A meta-analysis of single-case research*. Poster presented at the Institute for Education Sciences (IES) Annual Principal Investigators Meeting. Arlington, VA.

Morin, K. (2018, November). *Evidence-based practices for students with ASD: An overview and demonstration*. Oral presentation presented at Teacher Education Division 2018 National Conference (Council for Exceptional Children). Las Vegas, NV.

McCauley, J., & **Morin, K.** (2018, November). *Self-management: An evidence-based practice to increase student independence*. Oral presentation presented at the North Carolina

Department of Public Instruction 68th Conference on Exceptional Children. Greensboro, NC.

Morin, K., & McCauley, J. (2018, November). *Supporting students' communication with augmentative and alternative communication*. Oral presentation presented at the North Carolina Department of Public Instruction 68th Conference on Exceptional Children. Greensboro, NC.

Morin, K. (2018, October). *Video analysis: A research-based tool to improve instructional practices*. Oral presentation presented at the 41st Annual Teacher Educators for Children with Behavioral Disorders Conference. Tempe, AZ.

Morin, K. (2018, October). *Empowering teachers to reduce stereotypical and self-injurious behaviors using an evidence-based practice*. Oral presentation presented at the 41st Annual Teacher Educators for Children with Behavioral Disorders Conference. Tempe, AZ.

Morin, K., Johnson, X., & Mockovciak, A. (2018, June). *Evidence-based practices for students with ASD: An overview and demonstration*. Oral presentation presented at the North Carolina Council for Exceptional Children (NC CEC) 2018 Summer Mini-Conference. Zebulon, NC.

Morin, K., *Haas, A., Ganz, J. B., Vannest, K. J., *Fuller, M., *Ura, S. K., & Peltier, C. (2018, April). *Effects of video analysis on the instructional skills of educators: A meta-analysis of single-case studies*. Poster presented at the 2018 American Educational Research Association (AERA) Annual Meeting. New York City, NY.

Sam, A., Odom, S., & **Morin, K.** (2018, February). *Use of evidence-based practices in elementary schools for students with ASD*. Oral presentation presented at the Council for Exceptional Children 2018 Special Education Convention and Expo. Tampa, FL. [Presented on behalf of Ann Sam]

Morin, K., Vannest, K. J., *Haas, A., & Ganz, J. (2018, February). *Using video analysis to improve service delivery for children with autism: A single-case study*. Poster presentation presented at the 12th Annual Association for Behavior Analysis International Autism Conference. Miami, FL.

Sam, A., Cox, A., **Morin, K.**, & Odom, S. (2018, January). *Combining online modules with coaching to increase teachers' use of evidence-based practices for learners with autism spectrum disorder*. Poster presented at the Institute for Education Sciences (IES) Annual Principal Investigators Meeting. Arlington, VA.

Hedges, S., Perkins, Y., White, M. L., & **Morin, K.** (2018, January). *How to write the best IEP goals ever!* Oral presentation presented at the North Carolina Council for Exceptional Children 31st Annual Conference. Winston-Salem, NC. [Presented on behalf of Susan Hedges, Yolanda Perkins, and Mary White]

Morin, K. (2018, January). *21st century professional development for educators: Improving student outcomes through improved practice*. Oral presentation presented at the North Carolina Council for Exceptional Children 31st Annual Conference. Winston-Salem, NC

Morin, K., *Haas, A., & Vannest, K. J. (2017, November). *Lights, camera, action! The use of video analysis to improve instructional practices*. Oral presentation presented at the Teacher Education Division 2017 National Conference (Council for Exceptional Children). Savannah, GA.

Morin, K., Haas, A., & Vannest, K. J. (2017, May). *Improving the teaching skills of behavior therapists using video analysis: A series of single-case studies*. Poster presented at the 43rd Annual Association for Behavior Analysis International Convention. Denver, CO.

Morin, K., Liao, C., & Ganz, J. B. (2017, February). *Training a caregiver to implement a visual scene display intervention with a child with autism*. Poster presented at the 35th Annual Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.

Morin, K., Ganz, J. B., & Katsiyannis, A. (2017, February). *From controversy to evidence-based practices: Communication treatments for ASD*. Oral presentation presented at the 35th Annual Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.

Morin, K., & Ganz, J. (2016, April). *Considerations when using technology-based augmentative and alternative communication devices for students with complex communication needs*. Symposium presentation presented at the Council for Exceptional Children 2016 Special Education Convention and Expo. Saint Louis, MO.

Morin, K. (2016, April). *Applied behavior analysis to the rescue! Help for students with challenging behavior*. Oral presentation presented at the Council for Exceptional Children 2016 Special Education Convention and Expo. Saint Louis, MO.

Morin, K., Ganz, J., Gregori, E., & Gerow, S. (2016, February). *Moderating factors of technology-based augmentative and alternative communication*. Poster presented at 34th Annual Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.

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 presented at the 17th International Conference on Autism, Intellectual Disability, and Developmental Disabilities. Council for Exceptional Children Division on Autism and Developmental Disabilities. Honolulu, HI.

Morin, K. (2015, May). *Visual scene displays vs. exchange-based communication for children with ASD*. Poster presented at the 41st Annual Association for Behavior Analysis International Convention. San Antonio, TX.

Morin, K. (2015, February). *Functional communication training: What is it and how is it used in the classroom?* Oral presentation presented at the 33rd Annual Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.

Morin, K., Ganz, J., Hong, E., Gilliland, W., & Svenkerud, N. (2015, January). *Comparison between visual scene displays and exchange-based communication in augmentative and alternative communication for children with ASD*. Poster presented at the 10th Annual Association for Behavior Analysis International Autism Conference. Las Vegas, NV.

Morin, K., Neely, L., Rispoli, M., & Gerow, S. (2014, May). *Training educators to implement functional analyses of challenging behavior: A systematic review*. Symposium

presentation presented at the 40th Annual Association for Behavior Analysis International Convention. Chicago, IL.

Morin, K., Rispoli, M., Lang, R., Machalicek, W., Ninci, J., & Strickland, E. (2014, February). *Reducing resurgence of challenging behavior following functional communication training*. Poster presentation presented at the 32nd Annual Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.

TEACHING, MENTORSHIP, AND RESEARCH ADVISING

Lehigh University

Traditional Instruction - Graduate Level

EDUC 461: Single-Case Research (Spring 2023)

TLT/SPED 409: K-12 Classroom Environment and Measurement (Fall 2019)

SPED 465: Advanced Inclusionary Practices in K-12 (Fall 2019)

Hybrid Instruction – Graduate Level

SPED 442: Student Teaching (Spring 2021, Spring 2022)

SPED 429: Professional Seminar (Spring 2020)

SPED 465: Advanced Inclusionary Practices in K-12 (Fall 2021, Fall 2022)

Online Instruction – Graduate Level

SPED 465: Advanced Inclusionary Practices in K-12 (Fall 2020)

Mentorship in Teaching (Teaching Apprenticeship)

Demi Rohlffing, doctoral student (Fall 2022)

Alyssa Blasko, doctoral student (Spring 2020, Spring 2022)

Elise Settanni Brown, doctoral student (Spring 2021)

Samantha Kelly, doctoral student (Fall 2019)

Amanda Weir, doctoral student (Fall 2019)

Doctoral Dissertation Committee

Alyssa Blasko (Co-Chair). Preparing Pre-service Special Educators to Write High-Quality Individualized Education Programs through Online Professional Development. Co-Chair: Lee Kern. Fall 2023-present.

Samantha Kelly (Member). *Checked In or Checked Out?: A Survey Regarding Positive Behavioral Supports*. Co-Chairs: Minyi Dennis and Lee Kern. Spring 2023-current.

Elise Settanni Brown (Member). *Class-Wide Intervention to Increase Social Engagement Between Students with Autism and their Peers*. Chair: Lee Kern. Spring 2022-current.

Jessica Zawacki (Member). Dissertation: *Promoting the Generalization of Direct Support Professional Prompting Skills When Working with Adults with Autism*. Chair: Lee Kern. Graduated Spring 2023.

Irem Bilgili-Karabacak (Member). Dissertation: *Parent Facilitated Play Dates for Children with Autism Spectrum Disorder*. Chair: Lee Kern. Graduated Spring 2022.

Raquel Burns (Member). Dissertation: *Understanding the Implementation, Benefit, Feasibility of SWPBIS in the Classroom Environment*. Chair: Lee Kern. Graduated Spring 2022.

Amanda Thomas (Co-Chair). Dissertation: *Evaluating the Impact of Peer Mediation on Increasing Appropriate Communication Acts and Decreasing Inappropriate Communication Acts in Adolescents with Autism*. Chair: Linda Bambara. Graduated Spring 2020.

Doctoral Qualifying Project Committee

Michelle Squitieri, member (Fall 2023 – present)
 Jen Lauriello, chair (Spring 2023 – present)
 Chen Shi, member (Fall 2023 - current)
 Kimberly McFadden, member (Spring 2022 - current)
 Henry Zink (school psychology), member (Fall 2021)
 Amanda Weir, chair (Fall 2020 – current)
 Alyssa Blasko, chair (Spring 2021 - Fall 2022)
 Elise Settanni Brown, member (Fall 2019 - Fall 2020)
 Christiana Nielsen, member (Spring 2020 - Spring 2021)

Mentorship in Research (Independent Study)

Molly Jones, doctoral student (Fall 2023)
 Jen Lauriello, doctoral student (Spring 2023, Summer 2023, Fall 2023)
 Demi Rohlffing, doctoral student (Summer 2022, Spring 2023, Summer 2023, Fall 2023)
 Alyssa Blasko, doctoral student (Spring 2021, Fall 2021, Fall 2022, Spring 2023, Fall 2023)
 Saunja Vicari, doctoral student (Summer 2022, Fall 2022)
 Grace Murphy, doctoral student (Fall 2022)
 Jessica Zawacki, doctoral student (Spring 2020)
 Amanda Weir, doctoral student (Spring & Fall 2020, Spring & Fall 2021, Spring & Fall 2022)
 Christiana Nielsen, doctoral student (Spring 2020)

Mentorship in Research (CINQ 389: Inquiry to Impact Project)

Saunja Vicari, special education doctoral student (Summer 2022)
 Nina Bautista, College of Arts and Sciences undergraduate student (Spring/Summer/Fall 2022)
 Elen Karagulian, College of Business undergraduate student (Spring/Summer/Fall 2022)
 Paulina Gonzalez, College of Health undergraduate student (Spring/Summer/Fall 2022)
 Kareem Hargrove, College of Health undergraduate student (Spring/Summer/Fall 2022)
 Kelsey Johnson, behavioral neuroscience undergraduate student (Summer/Fall 2020,
 Spring/Summer/Fall 2021)
 Theodore Renz, psychology undergraduate student (Summer/Fall 2020, Spring/Summer/Fall
 2021)
 Alyssa Blasko, special education doctoral student (Spring 2020, Spring/Summer/Fall 2021)
 Kathleen Bauer, school psychology doctoral student (Spring 2020, Summer/Fall 2021)
 Sine Zungu, psychology doctoral student (Summer 2020)
 Lidnsey Hunsicker, special education master's student (Spring 2020)
 Emily Tasik, biology & psychology undergraduate student (Spring 2020)
 Grace Enriquez, international relations undergraduate student (Spring 2020)

Academic Advising (Master's)

Fall 2023 (25 students): *Rachel Beecroft, Kimberly Bush, Taran Campion, Angie Caprio, Heather Dachiu, Milann D'Angelo, Gena DeLong, Christian Drayton, Stephanie Fleming-Davis, Violeta Good, Maureen Haughney, Ashlee Hovatter, Seval Kanik, Samantha Koch, Natasha Leon-Vazquez, Stacey Marten, Rachel Masters, Laura Osterhout, Boris Patent, Samantha Petratos-Vendetti, Jeanne Ritter, Henry Ruiz, Steph Solt, Stacie Sweger, Tiffani Wright*

Summer 2023 (15 students): *Kimberly Bush, Milann D'Angelo, Christian Drayton, Stephanie Fleming-Davis, Violeta Good, Samantha Koch, Natasha Leon-Vazquez, Rachel Marra, Laura*

Osterhout, Samantha Petratos-Vendetti, Karon Rehrig, Jeanne Ritter, Henry Ruiz, Stacie Sweger, Tiffani Wright

Spring 2023 (6 students): *Heather Dachiu, Ashlee Hovatter, Stephanie Solt, Krill Tighe, Shjon Watlington, Christine Young*

Fall 2022 (10 students): *Alexis Carroll, Heather Dachiu, Samantha Faulkner, Melissa Hamm, Davit Janunts, Seval Kanik, Dakota Sarbaugh, Stephanie Solt, Krill Tighe, Shjon Watlington*

Spring 2022 (10 students): *Sarah Boccella, Alexis Carroll, Heather Dachiu, Samantha Faulkner, Seval Kanik, Brooke Loller, Julia Lombardo, Dakota Sarbaugh, Shjon Watlington, and Shauna York*

Fall 2021 (11 students): *Sara Boccella, Alexis Carroll, Heather Dachiu, Samantha Faulkner, Seval Kanik, Brooke Loller, Julia Lombardo, Randi McCullough, Dakota Sarbaugh, Shjon Watlington, Shauna York*

Spring 2021 (14 students): *Courtney Becker, Sara Boccella, Alexis Carroll, Samantha Faulkner, Kelly Gerber, Seval Kanik, Brooke Loller, Julia Lombardo, Amy Long, Randi McCullough, Amanda Nagy, Dakota Sarbaugh, Shjon Watlington, Shauna York*

Fall 2020 (13 students): *Courtney Becker, Sara Boccella, Alexis Carroll, Samantha Faulkner, Kelly Gerber, Seval Kanik, Brooke Loller, Amy Long, Randi McCullough, Amanda Nagy, Dakota Sarbaugh, Shjon Watlington, Shauna York*

Spring 2020 (2 students): *Julia Lombardo, Shauna York*

Academic Advising (Doctoral)

Grace Murphy (Fall 2022 – current)

Jen Lauriello (Fall 2022 – current)

Saunja Vicari (Fall 2022 – current)

Molly Jones (Fall 2021 – current)

Demi Rohlffing (Fall 2021 – current)

Alyssa Blasko (Fall 2019 – current)

Amanda Weir (Fall 2019 – current)

Tawanda Mutusva (Fall 2021 – Fall 2022)

University of North Carolina at Chapel Hill

Mentorship in Research

Jonet Artis, doctoral student (Spring 2018 – Summer 2019)

Texas A&M University

Traditional Instruction - Undergraduate Level

EPFB 301: Teaching Skills I (Fall 2014, Spring 2015)

SPED 302: Instructional Design for Students with Disabilities (Fall 2014, Spring 2015)

Online Instruction - Graduate Level

EPSY 630: Single-Case Research (Spring 2016)

SPED 628: Consultation in Special Education (Summer 2015)

PROFESSIONAL SERVICE

Institutional Service – Lehigh University

Service to the University

2022-current Faculty Senate, College of Education Representative
 2021-current Faculty Committee on Global Affairs, College of Education Representative
 2021-2022 College of Engineering, College of Education Representative

Service to College

Spring 2021 Zirkel Award Committee Member
 Fall 2020 COE Early Academic Career Panel

Service to Program

2023-2024 Applied Behavior Analysis Teaching Faculty Search Committee Member
 2021-2022 Teaching, Learning, and Technology Program Search Committee Member
 Spring 2021 SPED Doc Student Forum Co-Presenter: How to Conduct a Manuscript Review
 Fall 2020 Autism Services Clinical Director Search Committee Member

Institutional Service – University of North Carolina at Chapel Hill

2018-present **BACB Approved Continuing Education (ACE) Coordinator**, National Professional Development Center on ASD, Chapel Hill, NC.

Institutional Service – Texas A&M University

2015-2016 **Clinical Faculty Search Committee Member**, Special Education, Texas A&M University
 2014-2016 **Undergraduate Program Committee Graduate Student Member**, Special Education (SPED), Texas A&M University
 2014-2015 **Special Education Representative**, Educational Psychology Student Organization (EPSO), Texas A&M University

External Service

2021, 2022 **Grant Proposal Reviewer**, Organization for Autism Research, Applied Research Competition
 2021 **TAMU Alumni Panel**, Department of Educational Psychology, Texas A&M University
 2020-2021 **Past President**, North Carolina Subdivision of the Council for Exceptional Children's Division on Autism and Developmental Disabilities
 2018-2020 **President**, North Carolina Subdivision of the Council for Exceptional Children's Division on Autism and Developmental Disabilities
 2018-2019 **Conference Committee Technology Co-Chair**, North Carolina Council for Exceptional Children
 2018-2019 **Region 5 Regional Representative**, North Carolina Council for Exceptional Children
 2016-2018 **Preparation Program Recognition Reviewer**, Council for Exceptional Children (CEC) and Council for the Accreditation of Educator Preparation (CAEP)

2014

Conference Proposal Reviewer, Council for Exceptional Children's Teacher Education Division Conference, Texas Autism Research and Resource Center's Annual Conference

Professional Development Presentations and Workshops

Morin, K., & *Rohlfing, D. (2022, December). *Engaging students with autism: Strategies for Success*. Invited presentation for Mirrors in Education, a non-profit organization that provides support and training to teachers of color.

Morin, K., Werunga, R., & Simmons-Reed, E. (2021, May). *CEC DDEL Critical Conversation Series Webinar - Migration and the cultural shift: Perspectives on disability from immigrant families*. Invited to speak for webinar series based on my work on Sierra Leoneans' perceptions of disability. Council for Exceptional Children, Division for Culturally and Linguistically Diverse Exceptional Learners. Virtual webinar.

Morin, K. (2021, May). *Challenges and innovations in assessment for youth with ASD in global contexts*. Invited presentation to 700 Mandela Washington Fellows on the challenges, potential impact, and promising future approaches in ASD research. U.S. Department of State, International Research and Exchanges Board (IREX). Recorded presentation.

Morin, K., & Jain, S. (2021, April). *Autism assessment and etiquette for medical professionals*. Invited presentation to a class of nursing students on the process for diagnosing children with autism and proper etiquette for interacting with this population. Louisiana State University at Alexandria, School of Nursing. Virtual presentation.

Morin, K., *Bauer, K., & *Blasko, A. (2021, February). *Autism assessment in low- and middle-income countries: Feasibility and usability of western tools*. Invited oral presentation delivered to a team of chief residents on the consequences of using autism screeners with populations for whom it was not intended. Lehigh Valley Health Network. Virtual presentation.

Morin, K. (2021, February). *Diagnosing Autism in Africa*. Invited overview of global work delivered to a team of physicians and community leaders with an interest in improving the quality of healthcare for people with disabilities. Medical Home Project, Department of Family Medicine, Lehigh Valley Health Network. Virtual presentation.

Morin, K., *Bauer, K., & *Blasko, A. (2021, January). *Diagnosing Autism in Africa: Sierra Leone*. Oral presentation delivered to early career researchers for the International Society of Autism Research Early Career Autism Initiative. Virtual presentation.

Morin, K., & CSEA Team. (2019, March). *Understanding autism: Characteristics and practices for challenging behavior*. Oral presentation delivered to teachers and administrators at Mallard Creek STEM Academy, Charlotte, NC. Presentation retrieved from
<https://csesa.fpg.unc.edu/resources/understanding-autism-professional-development-curriculum>

Morin, K., & CSEA Team. (2019, March). *Understanding autism: Characteristics and practices for challenging behavior*. Oral presentation delivered to teachers and administrators at Socrates Academy, Charlotte, NC. Presentation retrieved from
<https://csesa.fpg.unc.edu/resources/understanding-autism-professional-development-curriculum>

Morin, K. (2018, July). *Communication systems and supports*. Oral presentation to The Efficacy Study of Elementary Learners with Autism (TESELA) coaches at Frank Porter Graham Child Development Institute, Chapel Hill, NC.

Morin, K. (2018, March). *Strategies and resources for coaching teachers in response interruption and redirection*. Oral presentation to The Efficacy Study of Elementary Learners with Autism (TESELA) coaches at Frank Porter Graham Child Development Institute, Chapel Hill, NC.

Morin, K. (2018, June). Year 2 of Project LEVEL: Lifelong Engagement in Varieties of Equivalent Learning. Half-day workshop delivered to in-service teachers and district and school-level administrators on the use of video analysis to improve teachers' instructional practices. Vernon Parish School District, Leesville, LA.

Morin, K., & Vannest, K. J. (2017, June). Project LEVEL: Lifelong Engagement in Varieties of Equivalent Learning. Full-day workshop delivered to in-service teachers and district administrators on the use of video analysis to improve teachers' instructional practices. Vernon Parish School District, Leesville, LA.

Morin, K. (2017, March). *Cha-ching! Maximizing the use of classroom stores to promote positive behavior*. Oral presentation to pre-service teachers and teacher educators at Northwestern State University, Natchitoches, LA.

Morin, K. (2017, March). *Behavior management strategies for classroom teachers: Ideas that work*. Oral presentation to pre-service teachers and teacher educators at Northwestern State University, Natchitoches, LA.

Morin, K. (2016, November). *Supporting children with autism in the home using behavioral interventions: Ideas and resources*. Oral presentation to parents and district-level administrators at Northwestern State University, Natchitoches, LA.

Morin, K. (2016, November). *Breaking the chains of inaccessibility: How to support students with disabilities in the college classroom*. Oral presentation to faculty members at Northwestern State University, Natchitoches, LA.

Morin, K. (2016, August). *The power of token economies and positive reinforcement*. Workshop presented to teachers and faculty at Notre Dame School, Dallas, TX.

Guest Lecturer Presentations

Morin, K. (2024, April). *Considerations for Conducting International Research*. Guest speaker for a doctoral-level course on cultural diversity at Lehigh University, Bethlehem, PA.

Morin, K. (2024, April). *Advice from an IES Early Career Grantee*. Guest speaker for a doctoral-level grant writing course at University of Virginia. Online.

Morin, K. (2019, March). *AAC Assessment in the Classroom: Tips for Teachers*. Guest lecturer for SPED 411: Assessment/Development of Individual Education Program class at Millersville University, Millersville, PA.

Morin, K. (2016, February). *The theoretical foundation and practical application of applied behavior analysis*. Guest lecturer for EPSY 673: Learning Theories class at Texas A&M University, College Station, TX.

Morin, K. (2015, October). *So you want to be a teacher educator? Advice and lessons learned from a fellow doctoral student.* Guest lecturer for SPED 618: Induction and Preparation for the Special Education Professoriate class at Texas A&M University, College Station, TX.

Morin, K. (2015, October). *“I think I can!” Building self-efficacy and increasing students’ motivation to learn.* Guest lecturer for INST 210: Understanding Special Populations class at Texas A&M University, College Station, TX.

Morin, K. (2015, February). *Applied Behavior Analysis: The science of behavior.* Guest lecturer for EPSY 673: Learning Theories class at Texas A&M University, College Station, TX.

Morin, K. (2013, June). *Autism: Resources and supports for the classroom teacher.* Guest lecturer for a class of pre-service general education teachers at Northwestern State University, Natchitoches, LA.

TRADE PUBLICATIONS & PUBLICITY

Institute of Education Sciences. (2023, Nov.). The importance of collaboration and support to improve working conditions for special education teachers. Retrieved from <https://ies.ed.gov/blogs/research/post/the-importance-of-collaboration-and-support-to-improve-working-conditions-for-special-education-teachers> [Mentioned in blog related to work on Project STAY].

The Morning Call. (2023, Sept.). Teacher shortage in the Lehigh Valley: School districts see small applicant pools, substitute concerns. Retrieved from <https://www.mcall.com/2023/09/05/teacher-shortage-in-the-lehigh-valley-school-districts-see-small-applicant-pools-substitute-concerns/?share=eeaoalsopiseircbpt> [Lehigh PACE, a state funded program that my colleagues and I developed mentioned in article].

Lehigh University. (2023, Jan.). Helping autism educators through Project STAY. Retrieved from <https://www2.lehigh.edu/news/helping-autism-educators-through-project-stay> [Interviewed for article].

The Brown and White. (2021, Sept.). College of Education faculty receive nearly \$3 million in research funding. Retrieved from <https://thebrownandwhite.com/2021/09/26/college-of-education-faculty-receive-funding/> [Interviewed for article].

American Association for the Advancement of Science (2021, Sept.). Lehigh University faculty awarded federal grants for special ed, reading skills research. Retrieved from <https://www.eurekalert.org/news-releases/928127>. [Reprinted from Lehigh University news article].

Lehigh University. (2021, Sept.). Lehigh University faculty awarded federal grants for special ed, reading skills research. Retrieved from <https://www2.lehigh.edu/news/lehigh-university-faculty-awarded-federal-grants-for-special-ed-reading-skills-research>. [Interviewed for article].

Association of American Colleges & Universities. (2021, Aug.). Spectacular failure or something truly remarkable: Project-based creative inquiry at Lehigh University. Retrieved from <https://www.aacu.org/aacu-news/campus-model/spectacular-failure-or-something-truly-re>

[markable-project-based-creative-inquiry-lehigh?fbclid=IwAR3SIHsOdNVpBy7LuOrajrM ywnI_9U18SzWcJ8nnLyJ-ICk5VjxYb57h56o](#). [Interviewed for article].

Division for Research, Council for Exceptional Children. (2019, Sept.). A meta-analysis of single-case research using mathematics manipulatives with students at risk or identified with a disability. Retrieved from <https://www.youtube.com/watch?v=PhcAjnVqjml&feature=youtu.be&fbclid=IwAR0aq3ZQFyl08NuTER4ngtTMrethzjrfSMe6li8RNXwqKJRe5QDDSX4DVw> [Invited video blog about publication in the *Journal of Special Education*].

College of Education, Lehigh University. (2019, Aug.). Dr. Kristi Morin: Helping teachers understand students with autism. Retrieved from <https://ed.lehigh.edu/news-events/news/dr-kristi-morin-helping-teachers-understand-students-autism> [Interviewed for article].

Center on Disability and Development, Texas A&M University. (2018, Aug). Student highlight - Kristi Morin, PhD, BCBA-D. Retrieved from <https://cdd.tamu.edu/2018/08/07/student-highlight-kristi-morin-ph-d-bcba-d/> [Interviewed for article].

National Professional Development Center on Autism Spectrum Disorder (2017, Dec). National Clearinghouse on Autism Evidence and Practice (NCAEP). Retrieved from <http://fpg.unc.edu/news/fpg-launches-groundbreaking-project-update-evidence-based-practices-people-autism> [Appearance in video as a teacher educator and Board Certified Behavior Analyst].

Center on Disability and Development, Texas A&M University. (2017, Feb). Texas Autism Collaborative, Behavioral Strategy Modules. Retrieved from <http://autism.tamu.edu/behavioral-strategy-modules> [Featured in video as Project Coordinator for funded grant project].

Texas A&M University. (2016, Aug). Center on Disability and Development awarded two grants under the Autism Grant Program. Retrieved from <https://education.tamu.edu/center-on-disability-and-development-awarded-two-grants-under-the-autism-grant-program/> [Mentioned in article as having made a significant contribution to the funded grant].

The Battalion (TAMU Student Paper), Gracie Mock. (2015, Apr). Researchers work with apps tailored toward autistic kids. Retrieved: http://www.thebatt.com/news/researchers-work-with-apps-tailored-toward-autistic-kids/article_3a44ca7e-e3f5-11e4-9d81-9714afbc72b0.html [Interviewed for article].

Texas A&M Today. (2015, Mar). Using Technology to Improve the Lives of Children with Autism. Retrieved from <http://today.tamu.edu/2015/03/31/using-technology-to-improve-the-lives-of-children-with-autism/> [Appearance in video as researcher and therapist for child with autism].

The Natchitoches Times (Local Newspaper). (2013, Mar). Student Wins Grant to Pursue Doctorate Specializing in Autism and Behaviorism. Retrieved from: <http://news.nsula.edu/home/grad-student-earns-full-ph-d-scholarship> [Interviewed for article].