

**Rachel E. Robertson**  
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**EDUCATION**

**Vanderbilt University**  
Ph.D. Special Education: Behavior Disorders & Applied Behavior Analysis, May 2011

**Queens College**  
C.A.S. Applied Behavior Analysis, May 2005

**Syracuse University**  
M.S. Special Education, Moderate and Severe Disabilities, December 2003

**Columbia University, New York, NY**  
B.A. English & Psychology, May 2000

**CERTIFICATION** **Board Certified Behavior Analyst**  
Behavior Analysis Certification Board, 2009 – present [Doctoral level (2013 – present)]

**Special Education Teacher Certification**  
Pre-K – 12<sup>th</sup>, New York State, 2006 – present

**HONORS AND AWARDS** **Student Research Award in Single-Subject Methodology**  
Council for Exceptional Children Division for Research, 2012

**Vanderbilt University Awards**  
Peabody Dean’s Fellowship, 2006-2010  
Peabody Graduate Honor Scholarship, 2006-2010

**Steven Apter Award**  
Syracuse University, 2003

**Academic All-Ivy**  
Columbia University, 2000

**PROFESSIONAL EXPERIENCE** **Assistant Professor of Special Education**, 2013 – present  
Teaching, Learning, & Leading, School of Education, University of Pittsburgh

**Assistant Professor of Special Education**, 2011 – 2013  
Counseling, School Psychology, & Special Education, Duquesne University

**Postdoctoral Fellow in Special Education**, 2010 – 2011  
The Watson Institute, Pittsburgh, PA

**Graduate Student Researcher, 2006 – 2010**  
Vanderbilt Behavior Research Center, Vanderbilt University

**Home-Based ABA Therapist, 2009**  
SAIL, Inc., Nashville, TN

**Clinical Intern, 2008**  
Functional Analysis Clinic, Vanderbilt University

**Family-Centered Positive Behavior Support Consultant, 2007 – 2008**  
Vanderbilt Children's Hospital, Vanderbilt University

**Coordinator of Autism Services and Behavioral Support, 2004 – 2006**  
Birch Family Services, New York, NY

**Teacher and Paraprofessional, 2002 – 2004**  
Jowonio Inclusive Preschool Program, Syracuse, NY  
Levy Middle School, Syracuse, NY  
Exceptional Family Resources, Syracuse, NY  
T.C. Roberson High School, Asheville, NC  
Applied Behavior Analysis Center of North Carolina, Asheville, NC  
Autism Society of North Carolina, Asheville, NC  
Hall Fletcher Elementary School, Asheville, NC

**PUBLICATIONS**  
(\*=Students)

**Published or In-Press Peer-Reviewed Manuscripts (26)**

Robertson, R. (2020). Breaking down buy-in: Can lessons from social psychology increase teacher use of proactive behavior management? *Psychology in the Schools, 57*, 1771-1786.

Maggin, D., Robertson, R., & Cook, B. (2020). Introduction to the special series on results-blind peer review: An experimental analysis on reviewer editorial recommendations and manuscript evaluations. *Behavioral Disorders, 45*, 195-206.

\*Schwartz, R., Robertson, R., & \*Westerfield, S. (2020). Increasing the provision of choices within an adult transition program. *Education and Training in Autism and Developmental Disabilities, 55*, 348-361.

Robertson, R., Kokina, A., & Moore, D. (2020). Barriers to implementing behavior intervention plans: Results of a statewide survey. *Journal of Positive Behavior Interventions, 22*, 145-155.

\*Sobeck, E., Robertson, R., & \*Smith, J. (2020). Effects of didactic instruction and performance feedback on provision of positive behavior supports by paraeducators in inclusive classrooms. *The Journal of Special Education, 53*, 245-255.

\*Ampuero, M., & Robertson, R. (2019). Paraprofessionals' understandings of problem behavior and positive behavior support for students with autism. *Special Education Research, Policy, and Practice, 3*, 6-22.

- \*Valentini, S., & Robertson, R. (2019). Using social stories to increase social initiations in a child with autism spectrum disorder. *Special Education Research, Policy, and Practice, 3*, 37-53.
- \*Schwartz, R., & Robertson, R. (2019). Synthesis of sexual education literature for adults with intellectual disabilities. *Career Development and Transition for Exceptional Individuals, 42*, 148-157.
- Robertson, R., & \*Coy, J. (2019). Your student is hungry, tired, angry: Now what? Addressing distal setting events in the classroom. *Teaching Exceptional Children, 51*, 361-371.
- \*Sobeck, E., & Robertson, R. (2019). Perspectives on current practices and barriers to training for paraeducators of students with autism in inclusive settings. *Journal of the American Academy of Special Education Professionals, 15*, 131-151.
- \*Schles, R., & Robertson, R. (2019). The role of coaching and evidence based practices for preservice special education teachers and student outcomes: A review of the literature. *Teacher Education and Special Education, 42*, 36-48.
- Severini, K., Ledford, J., & Robertson, R. (2018). Systematic review of problem behavior interventions: Outcomes, demographics, and settings. *Journal of Autism and Developmental Disorders, 48*, 3261-3272.
- \*Wynkoop, K., Robertson, R., & \*Schwartz, R. (2018). Effects of two video modeling interventions on the independent living skills of students with autism spectrum disorder and intellectual disability. *Journal of Special Education Technology, 33*, 145-158.
- \*Wynkoop, K., Robertson, R., & \*Sobeck, E. (2018). Effects of video modeling and video modeling plus prompting and reinforcement on the daily living skills of a student with autism. *Journal of the American Academy of Special Education Professionals, 13*, 126-141.
- Lovelace, T., Robertson, R., & Tamayo, S. (2018). Experiences of African American mothers of sons with autism spectrum disorder: Lessons for improving service delivery. *Educational and Training in Autism and Developmental Disabilities, 53*, 3-16.
- Robertson, R., \*Sobeck, E., \*Wynkoop, K., & \*Schwartz. (2017). Participant diversity in special education research: Parent-implemented behavior interventions for children with autism spectrum disorder. *Remedial and Special Education, 38*, 259 - 271.
- Robertson, R. (2016). Effectiveness and acceptability of parent-implemented behavior interventions for children with autism in three African American families. *Education and Training in Autism and Developmental Disabilities, 51*, 107-121.
- \*Pattison, A. E., & Robertson, R. E. (2015). Simultaneous presentation of speech and sign prompts to increase MLU in children with Intellectual Disability. *Communication Disorders Quarterly, 37*, 141-147.

Robertson, R. (2015). The acquisition of problem behavior in individuals with developmental disabilities as a behavioral cusp. *Behavior Modification, 39*, 475-495.

Moore, T., Wehby, J., Hollo, A., Robertson, R., & Maggin, D. (2014). Teacher reports of student health and its influence on students' school performance. *Journal of Positive Behavior Interventions, 16*, 112-122.

Robertson, R., Wehby, J., & King, M. (2013). Increased parent reinforcement of spontaneous requests in children with autism spectrum disorders: Effects on problem behavior. *Research in Developmental Disabilities, 34*, 1069-1082.

Wehby, J., Maggin, D., Partin, T., & Robertson, R. (2012). The impact of working alliance, social validity, and teacher burnout on implementation fidelity of the good behavior game. *School Mental Health, 4*, 22 -33.

Maggin, D., Wehby, J., Moore, T. C., Robertson, R., & Oliver, R. (2011). A comparison of instructional, curricular, and assessment differences of self-contained and general education placements for children with behavioral problems. *Behavioral Disorders, 36*, 84-99.

Maggin, D., Robertson, R., Oliver, R., Hollo, A., & Moore, T. (2010). Integrating research, policy, and practice to bring science to the classroom: New leaders' perspectives on the field of emotional and behavioral disorders. *Behavioral Disorders, 35*, 308-324.

Partin, T., Robertson, R., Maggin, D., Oliver, R., & Wehby, J. (2010). Using teacher praise and opportunities to respond to promote appropriate student behavior. *Preventing School Failure, 54*, 172-178.

Maggin, D., Wehby, J., Partin, T., Robertson, R., & Oliver, R. (2009). Supervising paraeducators in classrooms for children with emotional and behavioral disorders. *Beyond Behavior, 18*, 2-9.

#### **Manuscripts under Peer Review (4)**

Cook, B., Robertson, R., & Maggin, M. Registered reports in special education: Introduction to the special series. *Remedial and Special Education*.

Robertson, R., \*Buonomo, K., \*Abdellatif, H., & \*DeMaria, S. Results of a "psychologically wise" professional development to increase teacher use of proactive behavior management strategies. *Teacher Education and Special Education*.

\*Ampuero, M., & Robertson, R. Improving paraprofessional mand training for students with autism through a brief performance feedback intervention. *Education and Treatment for Children*.

\*Schwartz, R., Robertson, R., & \*Westerfield, S. Increasing choice within a postsecondary program. *Focus on Autism and Other Developmental Disabilities*.

**Manuscripts in Progress (1)**

Robertson, R., \*Abdellatif, H., \*Buonomo, K., & \*DeMaria, S. Implementation of proactive behavior management: Practice-based evidence shared by educators within professional learning communities.

**BOOK  
CHAPTERS**

Lee, D., Robertson, R., Hall, C., & Rizzo, K. (2020). Professional development and consultation to support teachers of students with EBD. In T. Farmer, B. Farmer, M. Conroy, & K. Sutherland (Eds.), *Handbook of Research on Emotional & Behavioral Disabilities: Interdisciplinary Developmental Perspectives on Children and Youth*. Abingdon, UK: Routledge/Taylor and Francis.

Robertson, R. (2016). Emergence and early development of problem behavior in individuals with developmental disabilities: A behavioral model of parent-child interactions. In E. Miles (Ed.), *Problem Behaviors: Risk Factors, Consequences, and Treatment*. Hauppauge, NY: Nova Science Publishers, Inc.

Schmitt, A. J., Robertson, R., Hennessey, J., Jaquette, C. H., & Vernon-Dotson, L. (2012). Workplace bullying of persons with disabilities. In J. Lipinski & L. M. Crothers (Eds.), *Bullying in the workplace: Symptoms, causes, and remedies*. New York: Routledge/Taylor and Francis.

**GRANTS**

(\*=Students)

**External**

Co-Principal Investigator (with Drs. Doug Kostewicz, Sheila Conway, and Richard Milner). Federal Office of Special Education Programs. *Urban Special Education Scholars (USES)* (8/1/18 – 8/1/23), \$1,027,584.

Senior Personnel (PI: Dr. Miya Asato). Federal Maternal and Child Health Bureau. *Leadership Education in Neurodevelopmental and Related Disabilities (LEND)*, (9/1/18 – 9/1/21), \$2,732,779.

Co-Investigator (with \*Rachel Schwartz). Organization for Autism Research Student-Faculty Grant. *Staff Training in Offering Choice to Adults with Intellectual Disabilities* (9/1/16 – 9/1/18), \$2,000.

Senior Personnel (with Co-Investigators, Drs. Krans, E., Rustgi, V., Schwarz, E., Yabes, J., Zickmund, S.). National Institutes of Health. *Facilitating HCV Treatment Through Tailored Prenatal Care for HCV Infected, Substance Using Pregnant Women*, (8/1/15 – 8/1/17), \$379,280.

Senior Personnel (with Drs. Lyon, S., Hanson, M., Heh, P.) Pennsylvania Department of Education, Bureau of Special Education. *Pennsylvania Alternate System of Assessment (PASA) – Science* (8/1/14 – 8/1/16), \$2,083,191.

**External Unfunded**

Principal Investigator (with Dr. Thomas Farmer). Institute of Education Sciences. *Developing Wise Interventions to Increase Teacher Use of Evidence-Based Classroom*

*Management for Students with and At-Risk for Disabilities* (Score = 2.37; Scores < 2 in funding range), \$1,399,999, 2018.

Principal Investigator (with Dr. Jennifer Russell). Institute of Education Sciences. *Developing Wise Interventions to Increase Teacher Use of Evidence-Based Classroom Management for Students with and At-Risk for Disabilities* (Score = 2.16; Scores < 2 in funding range), \$1,399,999, 2017.

### **Internal**

Principal Investigator. University of Pittsburgh Central Research Development Fund. *Do Teachers' Implicit Theories of Personality Affect the Quality of Behavior Support They Provide to Students?* (8/1/16 – 8/1/21), \$14,670.

Co-Investigator (with \*Haya Abdellatif). University of Pittsburgh School of Education Student & Faculty Research Fund. *The influence of evolving perceptions and beliefs of pre-service special education teachers on career aspirations: A longitudinal study*, (12/15/20 – 12/15/21), \$2,052.

Co-Investigator (with \*Miguel Ampuero). University of Pittsburgh School of Education Student & Faculty Research Fund. *Comparing the Effectiveness and Efficiency of Behavioral Skills Training and Brief Performance Feedback Interventions During Paraprofessional Training*, (12/15/19 – 12/15/20), \$3,000.

Co-Investigator (with \*Rachel Schwartz). University of Pittsburgh School of Education Student & Faculty Research Fund. *Staff Training in Offering Choice to Adults with Intellectual Disabilities*, (12/15/18-12/15/19), \$2,881.

Co-Investigator (with \*Emily Sobek). University of Pittsburgh School of Education Student & Faculty Research Fund. *Effectiveness and Sustainability of a Strengths-Based Training Program for Paraeducators of Students with ASD in Inclusive Settings* (8/1/15 – 8/1/2016), \$2,381.

Co-Investigator (with \*Kaylee Wynkoop). University of Pittsburgh School of Education Student & Faculty Research Fund. *The Effects of Video Modeling on Daily Living Skills of Students with Autism* (9/1/14 – 9/1/15), \$2,748.

Principal Investigator. Duquesne University Faculty Development Fund. *Increasing Parent Reinforcement of Spontaneous Requests in Children with Autism to Decrease Child Problem Behavior* (9/1/12 – 9/1/13), \$9,000.

Principal Investigator. Duquesne University Barbara A. Sizemore Scholars & Small Grants Program. *Effectiveness and Acceptability of Behavioral Interventions for Children with Autism in African American Families* (8/1/11 – 8/1/12), \$2,000.

Principal Investigator. Vanderbilt University Special Education Endowment Doctoral Dissertation Grant. *Increased Parent Reinforcement of Spontaneous Requests in Children with Autism: Effects on Problem Behavior* (2/1/10 – 9/1/10), \$1,000.

***Internal Unfunded***

Co-Principal Investigator (with Dr. Dana Thompson Dorsey). Pitt SEED Project. *Reducing Implicit Racial Bias in Teacher Discipline Practices: Project PROTEKT*, \$39,328, 2018.

**Grant Consultancies**

Single-case design methodologist (PI: Dr. Valire Copeland). School of Social Work Internal Grant. *Addressing autism spectrum disorders in African American families* (2/1/20 – 2/1/21).

External Reviewer (PI: Dr. Emily Sobeck). The Ohio Deans' Compact on Exceptional Children. Federal Office of Special Education Programs. *Using Media to Enhance Evidence-Based Practice Competencies in Undergraduate Majors and In-Service Teachers* (8/1/19 – 8/1/21).

On-Ramp Trainer (PI: Dr. Tessa McCarthy). Federal Office of Special Education Programs. *Combined Orientation, Mobility, and Behavioral Services (COMBS)* (5/1/18 – 5/1/22).

**INVITED  
ADDRESSES**

Robertson, R. (2020, June). A functional approach to challenging behavior. *TEIS Early Intervention Services*. Remotely delivered to >100 staff across Allegheny, Washington, Fayette, and Butler counties.

Robertson, R. (2019, Oct.). An ABA Approach to Managing Challenging Behavior in Children with ASD. *Leadership Education in Neurodevelopmental and Related Disorders*, University of Pittsburgh.

Robertson, R. (2019, July). Autism Spectrum Disorder: Models of Intervention. *University of Pittsburgh Medical Center*.

Robertson, R. (2018, Nov.). Assessing functions of problem behavior in children with Developmental Disabilities. *Leadership Education in Neurodevelopmental and Related Disorders*, University of Pittsburgh.

Robertson, R. (2018, April). Barriers to implementation of behavior interventions for children with ASD. *Autism Research and Clinical Forum*, University of Pittsburgh.

Robertson, R. (2015, June). Single-case design: Applications in research and practice. *Duquesne University*.

**PEER-  
REVIEWED  
PRESENTATIONS  
(\*=Students)**

Moore, T., Robertson, R., Maggin, D., & Wehby, J. Low-intensity Behavior Management Strategies: Stepping Stones for Selection of More Intensive Interventions. Symposium presented at Association for Positive Behavior Support Annual Conference, Miami, FL, March, 2020.

Schwartz, R., & Robertson, R. Sexual education for adults with intellectual disabilities: What do we know? Paper presented at Council for Exceptional Children Annual Convention and Expo, Portland, OR, February, 2020.

Robertson, R., \*Buonomo, K., \*Abdellatif, H., & \*DeMaria, S. Changing teachers' mindsets to increase their use of proactive behavior management. Poster presented at Council for Exceptional Children Annual Convention and Expo, Portland, OR, February, 2020.

Maggin, D., Robertson, R., & Cook, B. Experimental analysis of results-blind peer review on editorial recommendations and manuscript evaluations. Paper presented at Council for Exceptional Children Annual Convention and Expo, Portland, OR, February, 2020.

Robertson, R., & Kokina, A. Implementing individualized positive behavior support: Exploring why some teachers struggle and others succeed. Paper presented at the Association for Positive Behavior Support Annual Conference, Washington, DC, March, 2019.

\*Schwartz, R., Robertson, R., & \*Westerfield, S. Increasing diverse choice opportunities in a postsecondary setting. Paper presented at Council for Exceptional Children Annual Convention and Expo, Indianapolis, IN, February, 2019.

\*Ampuero, M., Sobeck, E., & Robertson, R. Improving paraprofessional training in teacher preparation. Paper presented at Council for Exceptional Children Annual Convention and Expo, Indianapolis, IN, February, 2019.

Sobeck, E. & Robertson, R. Implementing Behavior Intervention Plans: How Can Special Education Teachers Better Support Paraeducators? Paper presented at Council for Exceptional Children Annual Convention and Expo, Indianapolis, IN, February, 2019.

Robertson, R., \*Schwartz, R., & \*Ampuero, M. Do Teachers' Mindsets Impact their Use of Positive Classroom Behavior Management Strategies? Poster presented at Council for Exceptional Children Annual Convention and Expo, Indianapolis, IN, February, 2019.

Robertson, R., & Lovelace, T. Families of color and autism: Lessons for improving service delivery. Paper presented at University of Pittsburgh Cross-Disciplinary Conference on Family and Healthy U, Pittsburgh, PA, March, 2018.

\*Ampuero, M., & Robertson, R. Using performance feedback to improve paraprofessionals' implementation of mand training for children with ASD. Poster presented at Association for Positive Behavior Support Annual Conference, San Diego, CA, March, 2018.

\*Sobeck, E., Robertson, R., & \*Schwartz, R. Didactic instruction and performance feedback: How should we be training our paraeducators? Paper presented at Council for Exceptional Children Annual Convention and Expo, Boston, MA, April, 2017.

Kokina, A., \*Lapinski, S., \*Schwartz, R., \*Ampuero, M., & Robertson, R. Review of Evidence-Based Practices for Females with Autism Spectrum Disorder. Poster



presented at Association for Positive Behavior Support Annual Conference, Denver, CO, March, 2017.

\*Schwartz, R., & Robertson, R. Training staff in residential settings to offer choice. Poster presented at Association for Positive Behavior Support Annual Conference, Denver, CO, March, 2017.

Robertson, R., Kokina, A., \*Schwartz, R., \*Ampuero, M., & \*Lapinski, S. It's out of my control: Teacher mindset and PBS Implementation. Poster presented at Association for Positive Behavior Support Annual Conference, Denver, CO, March, 2017.

Robertson, R. Participant diversity in special education research. Paper presented at Association of Researchers in Special Education Annual Conference, Franklin, TN, September, 2016.

Lovelace, T., & Robertson, R. Experiences of African American mothers of sons with ASD. Poster presented at Applied Behavior Analysis International Annual Conference, Chicago, IL, May, 2016.

\*Wynkoop, K., Robertson, R., \*Sobeck, E., & \*Schwartz, R. Effects of video modeling versus continuous video modeling on the daily living skills of students with autism and intellectual disabilities. Poster presented at Council for Exceptional Children Annual Convention, St. Louis, MO, April, 2016.

\*Sobeck, E., & Robertson, R. Effects of didactic instruction versus performance feedback on the use of positive behavior support strategies by paraeducators in inclusive settings. Poster presented at the Council for Exceptional Children Annual Convention, St. Louis, MO, April, 2016.

Robertson, R., & Kokina, A. Obstacles to implementing behavior intervention plans: Practitioner perspectives. Paper presented at Council for Exceptional Children Annual Convention, St. Louis, MO, April, 2016.

Robertson, R., & Kokina, A. Obstacles to implementing behavior intervention plans with students with autism: Practitioner perspectives. Paper presented at Advisory Board On Autism and Related Disorders (ABOARD) Annual Conference, Pittsburgh, PA, April, 2016.

Robertson, R., & Kokina, A. Obstacles to implementing behavior intervention plans: Practitioner perspectives. Paper presented at Association for Positive Behavior Support, San Francisco, CA, March, 2016.

Robertson, R. What stops teachers from using intensive behavior interventions? Initial findings and future directions. Paper presented at Association for Researchers in Special Education Annual Conference, Franklin, TN, October, 2015.

Robertson, R., \*Sobeck, E., & \*Wynkoop, K. Participant diversity in special education research. Poster presented at Applied Behavior Analysis International's Annual Convention, San Antonio, TX, May, 2015.

Robertson, R., Lyon, S., Hansen, M., \*Sobeck, E., & \*Wynkoop, K. Barriers to Implementing Behavior Intervention Plans: Results of a Statewide Teacher Survey. Poster presented at the Council for Exceptional Children's Annual Convention, San Diego, CA, April, 2015.

Lyon, S., Hansen, M., \*Smith, J., \*Matsik, M., & Robertson, R. Test performance and challenges of the lowest performing students on an alternate assessment. Poster presented at the Council for Exceptional Children's Annual Convention, San Diego, CA, April, 2015.

\*Wynkoop, K., Robertson, R., & \*Sobeck, E. Effects of video modeling and video modeling plus prompting and reinforcement on the daily living skills of a student with autism. Poster presented at the Council for Exceptional Children's Annual Convention, San Diego, CA, April, 2015.

\*Sobeck, E., & Robertson, R. Perspectives on current practices and barriers to training for paraeducators working with students with autism in inclusive settings. Poster presented at the Council for Exceptional Children's Division for Autism and Developmental Disabilities 14<sup>th</sup> International Conference, Clearwater Beach, FL, January, 2015.

Robertson, R., Kearns, D., Zumeta, R., Moore, T., Lemons, C., & Wehby, J. Intensive Intervention: Evidence for Bold New Directions in Special Education. Symposium presented at the Association for Behavior Analysis International's Annual Convention, Chicago, IL, May, 2014.

Robertson, R., Lovelace, T, \*Wynkoop, K., & \*Sobeck, E. Experiences of African American caregivers of children with autism spectrum disorder. Paper presented at the Council of Exceptional Children's Annual Convention, Philadelphia, PA, April, 2014.

Robertson, R., \*Sobeck, E., & \*Wynkoop, K. Participant demographics in studies of parent-mediated behavior interventions for children with autism spectrum disorder. Poster presented at the Council of Exceptional Children's Division for Autism and Developmental Disabilities 14<sup>th</sup> International Conference, Clearwater Beach, FL, January, 2014.

Robertson, R. Intensive, effective, sustainable behavior interventions: Can we prove Skinner wrong? Paper presented at the Association of Researchers in Special Education Annual Conference, Vanderbilt University, Nashville, TN, October 2013.

Robertson, R., \*Carapellotti, D., & \*Beeks, A. Response class hierarchies of existing mands and problem behavior in children with autism spectrum disorder. Poster presented at the Annual Convention of the American Psychological Association, Honolulu, HI, August, 2013.

Robertson, R., Lovelace, T., \*Nichols, K., & \*Marburger, S. Effectiveness and acceptability of behavioral interventions for children with autism in African American families. Poster presented at the Annual Convention of the American Psychological Association, Honolulu, HI, August, 2013.

Robertson, R., Lovelace, T., \*Nichols, K., & \*Marburger, S. Effectiveness and acceptability of behavioral interventions for children with autism in African American families. Poster presented at the Annual Convention of the Association for Behavior Analysis International, Minneapolis, MN, May 2013.

Robertson, R., Lovelace, T., \*Nichols, K., & \*Marburger, S. Effectiveness and acceptability of behavioral interventions for children with autism in African American families. Paper presented at Council for Exceptional Children Annual Convention and Expo, San Antonio, TX, April 2013.

Robertson, R., & Wehby, J. Increased parent reinforcement of spontaneous requests in children with autism spectrum disorder: Effects on problem behavior. Paper presented at Council for Exceptional Children Annual Convention and Expo, Denver, CO, April, 2012.

Robertson, R. Increased parent reinforcement of spontaneous requests in children with autism spectrum disorder: Effects on problem behavior. Poster presented at the Eastern Psychological Association Meeting, Pittsburgh, PA, March, 2012.

Robertson, R. Response class hierarchies of existing mands and problem behavior in children with autism spectrum disorder. Poster presented at Applied Behavior Analysis International 6<sup>th</sup> Annual Autism Conference, Philadelphia, PA, January, 2012.

Robertson, R., Wehby, J., & King, M. Increased parent reinforcement of existing mands in children with autism: Effects on problem behavior. Paper presented at 37<sup>th</sup> Annual Convention of the Association for Behavior Analysis International, Denver, CO, May, 2011.

Robertson, R., Wehby, J., & Henderson, L. Parent survey of risk factors for problem behavior in children with developmental disabilities. Poster presented at the 36<sup>th</sup> Annual Convention of the Association for Behavior Analysis International, San Antonio, TX, May, 2010.

Robertson, R., Wehby, J., & Henderson, L. Parent survey of risk factors for problem behavior in children with developmental disabilities. Poster presented at Council for Exceptional Children Annual Convention and Expo, Nashville, TN, April, 2010.

Robertson, R. (Chair), Macaleese, K., Patel, M., Berens, K., & Wilson, G. Professional development series: How to start and run your own behavior analysis business. Panel presented at the 35<sup>th</sup> Annual Convention of the Association for Behavior Analysis International, Phoenix, AZ, May 2009.

Robertson, R. The acquisition of problem behavior in individuals with developmental disabilities as a behavioral cusp. Poster presented at the 35<sup>th</sup> Annual Convention of the Association for Behavior Analysis International, Phoenix, AZ, May 2009.

Robertson, R., Maggin, D., Partin, T., & Wehby, J. A teacher-focused school-based intervention in classrooms with students with E/BD: Teacher maintenance of the intervention. Paper presented at the 34<sup>th</sup> Annual Convention of the Association for Behavior Analysis International, Chicago, IL, May, 2008.

Oliver, R., Partin, T., Maggin, D., Robertson, R., & Wehby, J. Teachers' Knowledge and Use of Effective Classroom Management Strategies: Prerequisites to Consultation-Based Behavioral Interventions. Paper presented at the 34<sup>th</sup> Annual Convention of the Association for Behavior Analysis International, Chicago, IL, May, 2008.

Maggin, D., Partin, T., Robertson, R., & Wehby, J. Teacher Praise and Opportunities for Students to Respond to Academic Questions: Pre and Post Intervention. Paper presented at the 34<sup>th</sup> Annual Convention of the Association for Behavior Analysis International, Chicago, IL, May, 2008.

Robertson, R., & Wehby, J. Predictors of classroom placement in students with emotional and behavioral disorders. Poster presented at the 34<sup>th</sup> Annual Convention of the Association for Behavior Analysis International, Chicago, IL, May, 2008.

Robertson, R., Maggin, D., Partin, T., & Wehby, J. Predictors of classroom placement in students with emotional and behavioral disorders. Paper presented at Council for Exceptional Children Convention and Expo, Boston, MA, April 2008.

Maggin, D., Wehby, J., Partin, T., & Robertson, R. Paraprofessionals in classrooms for students with EBD. Paper presented at Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO, February, 2008.

Wehby, J., Maggin, D., Partin, T., & Robertson, R. Comprehensive program for preventing severe behavior problems in schools. Paper presented at Council for Exceptional Children Convention and Expo. Louisville, KY, April, 2007.

Wehby, J., Maggin, D., Partin, T., & Robertson, R. Improving classrooms for students with emotional and behavioral disorders. Workshop presented at Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO, February, 2007.

## **MEDIA**

Robertson, R. (August, 2019). *Kids and adults with autism flying easier in Pittsburgh, with airport's help*. National Public Radio. <https://www.npr.org/sections/health-shots/2019/08/08/746936601/kids-and-adults-with-autism-flying-easier-in-pittsburgh-with-airports-help>

Robertson, R. (June, 2019). *Marshall Memo* (#789). Robertson and Coy (2019) selected as a featured education article for the week. Available at [www.marshallmemo.com](http://www.marshallmemo.com)

Robertson, R. (April, 2013). *Living with autism and revising the DSM*. Pittsburgh Public Radio news program, "Essential Pittsburgh." Available at <http://wesa.fm/post/living-autism-and-revising-dsm>

**UNIVERSITY  
TEACHING AND  
SUPERVISION**

**University of Pittsburgh**

**Special Education PhD**

Professional Seminar in Special Education I  
Grant Writing in Special Education  
Doctoral Writing Seminar

**Special Education EdD**

Supervised Practitioner Inquiry – Writing the Literature Review  
Advanced Research Seminar in Special Education  
Guidance in Scholarly Practice

**Applied Behavior Analysis MED**

Applied Behavior Analysis 1: Definitions, Measurement, and Functional Analysis  
Applied Behavior Analysis 2: Procedural Analyses  
Applied Behavior Analysis 3: Applications in Developmental Disabilities  
Applied Behavior Analysis 7: Research Seminar in Special Education  
Applied Behavior Analysis Practicum Supervisor

**Early Intervention MEd / Pitt LEND Center**

Interdisciplinary Leadership Seminar in Developmental Disabilities

**Master of Special Education with Academic Instruction Certificate (MOSAIC) MED**

Research Seminar in Special Education

**Combined Accelerated Studies in Education (CASE) BS**

Curriculum Development for Students with Intellectual/Developmental Disabilities

**UNIVERSITY /  
SCHOOL /  
DEPARTMENTAL  
SERVICE**

Member, University Research Council, University of Pittsburgh, 2020-present  
Researcher Participant, Shifting Power in Educational Research and Development,  
School of Education & Remake Learning, 2020-2021  
Grant Application Reviewer, Pitt Momentum Funds, University of Pittsburgh, 2019-2020  
CUE Faculty Fellow, SOE, 2020 – 2023  
Grant Application Reviewer, Central Research Development Funds, University of  
Pittsburgh, 2018 – 2020  
Faculty, Leadership Education in Neurodevelopmental and Related Disabilities (LEND),  
University of Pittsburgh, 2018 – Present  
Faculty Mentor, First Experiences in Research, University of Pittsburgh, 2016 – 2020  
Member, Division of Innovative Leadership, School of Education, 2019 – present  
IRB Scientific Reviewer, School of Education, 2019 – 2020  
EdD Special Education ARCO Coordinator, School of Education, 2018 – present  
Faculty Fellow, Center for Urban Education, School of Education, 2016 – 2019  
Scholar Facilitator, CUESEF, SOE, 2018  
Member, Instruction & Learning PhD Committee, 2015 – 2019  
Chair, Faculty and Student Research Committee, School of Education, 2016 – 2017  
Member, Faculty and Student Research Committee, School of Education, 2015 – present

Member, Special Education Faculty Search Committee, 2014 – 2015  
Member, Center for Urban Education Advisory Board, 2014 – 2016  
Graduate Faculty, Teaching Learning & Leading, 2013 – Present

**OTHER  
PROFESSIONAL  
SERVICE**

**Conference Proposal Reviewer**

Research Division, Council for Exceptional Children, 2017 – present

**Grant Proposal Standing Review Panel**

Leadership, Office of Special Education Programs, 2015 – present

**University of Pittsburgh Representative**

Higher Education Consortium for Special Education (HECSE), 2015 – 2017

**Guest Action Editor**

Remedial and Special Education, 2019 – 2020

Behavioral Disorders, 2019 – 2020

**Editorial Board**

Exceptional Children, 2019 – present

**Ad-Hoc Reviewer**

Exceptionality; PLOS one; Behavioral Disorders; Topics in Early Childhood Special Education; American Journal on Intellectual and Developmental Disabilities; Remedial and Special Education; Journal of Positive Behavior Interventions; Exceptional Children; Education and Treatment of Children; Journal of Emotional and Behavioral Disorders; Focus on Autism and Other Developmental Disabilities; Research in Developmental Disabilities; Research in Autism Spectrum Disorders; Journal of Educational Research; The Elementary School Journal

**COMMUNITY  
SERVICE**

Member, Human Rights Committee, Western Pennsylvania School for Blind Children, 2018 – present

**PHD STUDENT  
GRADUATES**

Miguel Ampuero, 2020, Tenure-stream faculty at Berry College

Rachel Schwartz, 2019, Educational Consultant for The Watson Institute

Emily Sobeck, 2016, Tenure-stream faculty at Franciscan University

Kaylee Wynkoop, 2016, Educational Consultant for PA Technical Assistance Network

**EDD STUDENT  
GRADUATES**

Lynn Palmieri, 2020, Special Educator, East Allegheny

Chris Bernick, 2019, Assistant Director of Special Education, Benton Harbor

Lauren Barry, 2018, Special Educator, East Allegheny

**AFFILIATIONS**

Council for Exceptional Children (CEC)

Association for Positive Behavior Support (APBS)

The Association for Applied Behavior Analysis International (ABAI)