**Justin N. Coy**

Department of Instruction and Learning Ph.D. Candidate – Special Education
University of Pittsburgh Graduate Student Researcher
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| **RESEARCH INTERESTS** |

Building and maintaining positive classroom environments for all students; pre-service teacher preparation in classroom management and behavioral supports; Applied Behavior Analysis (ABA); mixed-methods research designs; performance feedback and teacher treatment integrity for behavioral interventions; research concerns regarding behavior analytic research

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| **EDUCATION** |

Ph.D. 2020 University of Pittsburgh, Pittsburgh, PA Special Education

M.Ed. 2012 University of Pittsburgh, Pittsburgh, PA Special Education

B.S. 2011 University of Pittsburgh, Pittsburgh, PA Applied Dev. Psych.

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| **CERTIFICATIONS** |

2016- Board Certified Behavior Analyst; Certificate #01-16-24531, Behavior Analysis Certification Board, Tallahassee, FL

2013-2018 Virginia Department of Education: Early/Primary Education PreK-3, Special Education – General Curriculum K-12

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| **PROFESSIONAL EXPERIENCE** |

2016 Behavior Analyst Intern, The Day School at the Children’s Institute of Pittsburgh, Pittsburgh, PA

2015- Graduate Student Researcher, Pennsylvania Alternative System of Assessment (PASA), University of Pittsburgh, Pittsburgh, PA

2012-2015 Special Education Inclusion Teacher, Loudoun County Public Schools, Ashburn, VA

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| **GRANTS** |

**Coy, J.N.** & Kostewicz, D.E. (2018). Understanding the Experiences of Pennsylvania Behavior Analysts. University of Pittsburgh Student & Faculty Research Fund | $2,937.50. *Principal Investigator.*

**Coy, J.N.** (2017). University of Pittsburgh, Graduate and Professional Student Government (GPSG) Conference Presentation Travel Grant | $200

**Coy, J.N.** (2017). University of Pittsburgh School of Education, Council of Graduate Students in Education (CGSE) Conference Presentation Travel Grant | $500

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| **PUBLICATIONS** |

**Coy, J.N.** & Russell, J.L (under review). Teachers as Behavior Professionals: Understanding the Experiences of Teachers as BCBAs. Submitted to *Psychology in the Schools.*

**Coy, J.N.**, Schles, R.A., & Page, L.C. (under review). Comparing parent post-secondary education expectations for students with and without disabilities. Submitted to *Remedial & Special Education.*

Robertson, R.E. & **Coy, J.N.** (in press). Your student is hungry, tired, angry: Now what? Addressing setting events in the classroom. *TEACHING Exceptional Children.*

**Coy, J.N.** & Kostewicz, D.E. (2018). Noncontingent reinforcement: Enriching the classroom environment to reduce problem behaviors. *TEACHING Exceptional Children*. doi:10.1177/0040059918765460

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| **PRESENTATIONS** |

**National**

Kostewicz, D.E., Kubina, R.M., & **Coy, J.N.** (2017, May). Assessing Within Conditions: Graphical Analysis Practices for ABAB Designs. Paper presented at the 43rd Annual Association for Behavior Analysis International Conference, Denver, CO.

Dvorchak, J., **Coy, J.N.**, & Zigmond, N. (2017, April). Students with Significant Cognitive Disabilities Mastering and Maintaining Grade Levels Aligned with Common Core Math Standards. Presentation and Q&A presented at the annual Council for Exceptional Children Conference, Boston, MA (Co-Presenter).

Fulmer, D., Dvorchak, J., Zigmond, N., **Coy, J.N.**, & Gleason, J. (2017, April). Using Evidence-Based Practice to Teach Common Core Math Standards to Students with Significant Cognitive Disabilities. Presentation and Q&A presented at the annual Council for Exceptional Children Conference, Boston, MA (Co-Presenter).

Zigmond, N., Dvorchak, J., & **Coy, J.N.** (2016, April). Teaching Math Core State Standards to Students with Significant Cognitive Disabilities. Presentation and Q&A presented at the annual Council for Exceptional Children Conference, St. Louis, MO (Co-Presenter).

**State/Local**

**Coy, J.N.** (2018, March). A Super Tool for Teaching: Understanding the Lived Experiences of Teachers that Return to School for their BCBA. Research talk and Q&A presented at the annual Council for Graduate Students in Education Conferences, University of Pittsburgh, Pittsburgh, PA.

**Coy, J.N.** (2017, November). Bringing New Life Into the Classroom: Why Do Teachers Return to School for their BCBA? Presentation and Q&A presented at the annual Pennsylvania Council for Exceptional Children Conference, Harrisburg, PA.

Smith, J. & **Coy, J.N.** (2017, March). Behavior Skills Training of Differential Reinforcement of Alternative Behavior for Three Paraprofessionals Working in Inclusive Classrooms. Roundtable presentation and Q&A presented at the annual Council of Graduate Students in Education Conference, University of Pittsburgh, Pittsburgh, PA. (Co-Presenter).

**Guest Lectures**

**Coy, J.N.** (2018, December). Studying Our Analysts: Understanding the Experiences and Insights of Our Behavior Professionals. Invited research talk as part of the *Special Education Research Series*, coordinated by Dr. Douglas Kostewicz, University of Pittsburgh.

**Coy, J.N.** (2018, November). Educating Students with Challenging Behavior and Emotional Behavior Disorders. Lecture presented to undergraduate education students as part of the *Foundations of Special Education* class, coordinated by Sarah Westerfield, M.Ed., University of Pittsburgh.

**Coy, J.N.** (2018, February). Educating Students with Emotional Behavior Disorders. Lecture presented to undergraduate education students as part of the *Foundations of Special Education* class, coordinated by Dr. Anastasia Kokina, University of Pittsburgh.

**Coy, J.N.**, Schles, R., & Alstrin, K.L. (2018, January). Professional Panel: Special Education. Panel discussion presented to undergraduate developmental psychology students, coordinated by Sharon Colvin, M.Ed., University of Pittsburgh.

**Coy, J.N.** (2018, January). History and Identification of Students with Emotional Behavior Disorders. Lecture presented to Master of Special Education with Academic Instruction Certificate (MOSAIC) students (Master’s level, dual-certification program in special education and secondary content area), coordinated by Dr. Douglas Kostewicz, University of Pittsburgh.

**Coy, J.N.** (2017, December). Behavior and Individualized Education Plans (IEPs): Communicating Behavioral Concerns and Goals to Parents. Lecture presented to Combined Accelerated Studies in Education (CASE) students (Master’s level, dual-certification program in special and elementary education), coordinated by Dr. Douglas Kostewicz, University of Pittsburgh.

**Coy, J.N.** (2017, November). Challenging Behaviors in Inclusive Settings. Lecture presented to Master’s of Arts and Teaching students (Master’s level, secondary content certification program), coordinated by Dr. Jesse Dvorchak, University of Pittsburgh.

**Coy, J.N.** (2017, October). Educating Student with Emotional Behavior Disorders: Diagnosis and Interventions. Lecture presented to undergraduate education students as part of the *Foundations of Special Education* class, coordinated by Rachel Schwartz, M.Ed., University of Pittsburgh.

**Coy, J.N.** (2016, December). Behavior and Individualized Education Plans (IEPs): Communicating Behavioral Concerns and Goals to Parents. Lecture presented to Master of Special Education with Academic Instruction Certificate (MOSAIC) students (Master’s level, dual-certification program in special education and secondary content area), coordinated by Dr. Douglas Kostewicz, University of Pittsburgh.

**Coy, J.N.** (2016, March). Discrete-Trial Teaching (DTT), Personalized System of Instruction (PSI), and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) in Applied Behavior Analysis (ABA). Lecture presented to Applied Behavior Analysis (ABA) graduate students, coordinated by Dr. Jesse Smith, University of Pittsburgh.

**Coy, J.N.** (2015, December). Using “Smoking Consciousness” and a Changing Criterion Research Design to Assist with Smoking Cessation. Original research results and lecture presented to Applied Behavior Analysis (ABA) graduate students, coordinated Dr. Ryan Delaney, University of Pittsburgh.

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| **RESEARCH EXPERIENCE** |

**Coy, J.N.** & Kostewicz, D.E. (2018-2019). Understanding the Experiences of Pennsylvania Behavior Analysts. *Principal Investigator.*

Al Otaiba, S., Allor, J., Kamata, A., & Yovanoff, P. (2018). Project FOCUS: Exploring Response to Intervention with a Focus on Students Receiving Tier 3 and Special Education for Reading Disabilities. Institute of Education Sciences ($1,600,000). *Research Assistant*

**Coy, J.N.** (2017- 2018). Bringing New Life Into the Classroom: Examining Why Teachers Return to School for their BCBA.

**Coy, J.N.** & Schles, R.A. (2017- 2018). Understanding the Impact of One or More Disabilities on Parental Expectations for Future Educational Attainment: An Analysis Using the 2012 National Household Education Survey – Parent and Family Involvement in Education. *Primary Investigator.*

Lyon, S. (2017- ). Pennsylvania Alternate System of Assessment (PASA) Reading, Math, and Science. Pennsylvania Department of Education ($4,748,478).

*Graduate Student Researcher*. Primary responsibilities: test-item development, creation of test booklets, field-testing of new test items

Kostewicz, D.E. & Kubina, R.M. (2017). Assessing Within Conditions: Graphical Analysis Practices for ABAB Designs. *Research Assistant*

Schles, R. & **Coy, J.N.** (2017). Comparison of Expectations for Future Education for Parents of Typically Developing Children and Parents of Children with Sensory Disabilities. *Co-Investigator*

**Coy, J.N.** (2016). “I’m Going to Call Your Parents!”: How Often Elementary School Parents of Students with Disabilities are Contacted About Problem Behavior.

Zigmond, N. (2015-2017). Pennsylvania Alternate System of Assessment (PASA) Reading and Math. Pennsylvania Department of Education ($4,556,575).

*Graduate Student Researcher*. Primary responsibilities: investigated the effectiveness of a direct instruction (DI) math curriculum for students with significant cognitive disabilities, assisted with item review and standard setting for alternative assessment, created and managed state-wide survey of instructional knowledge and experiences of special education teachers, investigated teacher prompting during administration of state alternative assessment

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| **PROFESSIONAL SERVICE** |

 **National Service**

2017-2019 Council for Exceptional Children (CEC) Student Committee Member

**School Service**

 2018-2019 Organized/Moderated Panels - Post-PhD: Non-Academic Career Paths

Post-PhD: Academic Career Paths

2018-2019 School of Education Colloquium Committee

2018-2019 Student Representative, School of Education Council (Elected)

2017-2018 Student Representative, School of Education Council (Elected)

 2017-2019 Executive Board Member, Council for Graduate Students in Education

**Departmental Service**

**Program Service**

**Journal and Professional Service**

2017 Reviewer for *Education and Treatment of Children*

**Professional Organizations**

2016- Association for Behavior Analysis International

2016- Pennsylvania Association for Behavior Analysis

2015- Council for Exceptional Children

 Council for Children with Behavioral Disorders

 Division for Research

 Teacher Education Division

2015- Council of Graduate Students in Education, University of Pittsburgh

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| **AWARDS AND HONORS** |

 2013 Recognition for Excellence in Supporting Special Education

 *Loudoun County Public Schools*

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| **UNIVERSITY TEACHING EXPERIENCE** |

**University of Pittsburgh**

*Instructor*

2018 I&L 2565 Applied Behavior Analysis 2: Fundamentals 2

 Graduate level course of 16 BCBA-seeking students; 7 students participated

 via Online/Distance learning

 Course goals: *develop a complete, accurate, and contemporary view of*

*applied behavior analysis, and how functional analysis can be used to understand socially significant behaviors; conduct preference assessments*

Student Opinion of Teaching Survey results:

 Overall Teaching Effectiveness: 4.82/5.00

 Maintaining Supportive/Comfortable Classroom: 5.00/5.00

2018 I&L 2509 Applied Behavior Analysis and Positive Behavior Supports for

Teachers

Graduate level course of 29 CASE students (Master’s level, dual-certification

program in special and elementary education)

Course goals: *same as below*

Student Opinion of Teaching Survey results:

 Overall Teaching Effectiveness: 4.88/5.00

 Maintaining Supportive/Comfortable Classroom: 4.56/5.00

2017 I&L 2509 Applied Behavior Analysis and Positive Behavior Supports for

Teachers

Graduate level course of 16 CASE students (Master’s level, dual-certification

program in special and elementary education)

Course goals: *learn the foundations of Applied Behavior Analysis (ABA); apply ABA*

*principles within real-life contexts and situations; learn to create high-quality, meaningful behavior change goals; collect, interpret, and report behavior data*

Student Opinion of Teaching Survey results:

 Overall Teaching Effectiveness: 4.88/5.00

 Maintaining Supportive/Comfortable Classroom: 5.00/5.00

2017 I&L 2522 Educating Students with Emotional Disturbance

Graduate level course of 15 MOSAIC students

Course goals: *apply ABA knowledge to working with students with emotional-behavioral disorders; develop a comprehensive Functional Behavior Assessment (FBA) and Positive Behavior Support Plan (PBSP); select and develop class-wide behavior interventions*

Student Opinion of Teaching Survey results:

 Overall Teaching Effectiveness: 4.88/5.00

 Maintaining Supportive/Comfortable Classroom: 4.82/5.00

*Co-Instructor*

 2018 I&L 2568 ABA 5: Current Development in Behavior Analysis (Verbal Behavior,

Precision Teaching, Staff Training, & Behavior Consulting)

 Graduate level course of 12 BCBA-seeking students

 Course goals: *developing an understanding of verbal behavior operants; Precision*

*Teaching and using the Standard Celeration Chart (SCC) to graph behavior change over time; training staff and other behavior-change agents*

Student Opinion of Teaching Survey results:

 Overall Teaching Effectiveness: 4.75/5.00

 Maintaining Supportive/Comfortable Classroom: 5.00/5.00

2016 I&L 2522 Educating Students with Emotional Disturbance

*Teaching Assistant*

2016 I&L 2509 Applied Behavior Analysis and Positive Behavior Supports for

Teachers