Tasia Brafford, PhD, BCBA

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PROFESSIONAL EXPERIENCE

Assistant Professor (Tenure-track) 2023 – present
Texas State University San Marcos, Texas

- Special Education program, Curriculum & Instruction Department, College of Education
- Expertise in mathematics instruction & assessment

Postdoctoral Fellow 2021 – 2023
The Meadows Center for Preventing Educational Risk at the University of Texas at Austin

- Multi-tiered Systems of Support and Methodological Skill Development Research Fellow
- Funded by the Institute of Education Sciences, U.S. Department of Education (R324B200012)

Adjunct Faculty 2022
East Tennessee State University

EDUCATION

IES Postdoctoral Research Training 2021 – 2023
The Meadows Center for Preventing Educational Risk at the University of Texas at Austin
Multi-tiered Systems of Support and Methodological Skill Development Research
Principal Investigators: Drs. Sharon Vaughn, Greg Roberts, & Nathan Clements

Ph.D. Special Education University of Oregon 2021

- Quantitative Research Methods Specialization (Advisor: Beth Harn, Ph.D.)
- Dissertation: Measuring Intervention Implementation: Examining the Relation of Dimensions of Implementation to Student Outcomes in a Kindergarten Mathematics Intervention
  2021 Division for Learning Disabilities John Wills Lloyd Outstanding Research Award Winner
- Partially funded through United States Department of Education, Office of Special Education Programs Preparation of Leadership Personnel Grant: Project HEART: Heightened Excellence in Autism Research & Training

M.S.Ed. Educational Psychology Baylor University 2016

- Specialization in Applied Behavior Analysis

B.S. Childhood & Special Education The College of Saint Rose 2009

- Mathematics Concentration

PUBLICATIONS: PEER-REVIEWED

Sutherland, M., Furjanic, D., **Brafford, T.**, & Suhr, M. P. (2026). Coaching for better math instruction: Key practices that matter. *Journal of Educational and Psychological Consultation.* [Manuscript submitted for publication]. Center on Teaching & Learning, University of Oregon.

Brafford, T., Powell, S. R., Fall, A.-M., McCroskey, C., Hughes, E. M. (2025). *Differential performance of middle-school students on a measure of mathematics vocabulary across grade levels and dual-language learner populations* [Manuscript submitted for publication]. Department of Curriculum and Instruction, Texas State University.

Randolph, K., Fisher, L., Horn, A., Scalici, A., Vega, A., **Brafford, T.**, & Billingsley, G. (2025). *An updated systematic literature review: Using coaching to improve fidelity of evidence-based practices* [Manuscript submitted for publication]. Department of Curriculum and Instruction, Texas State University.

Reardon, K., Meline, M., **Brafford, T.**, & Harn, B. (2025). *Meeting the needs of diverse learners: Universal design for learning & the sheltered instruction observation protocol* [Manuscript submitted for publication]. Special Education and Clinical Services Department, University of Oregon.

Brafford, T., Doabler, C. T., Gersib, J. A., Lussier, C., Clarke, B., Turtura, J., Sutton, B. N., & Kosty, D. (2026). Purposeful practice opportunities: How guided and independent practice informs number sense development. *Learning Disabilities Research & Practice.* https://journals.sagepub.com/doi/10.1177/09388982261448180

Gersib, J. A., Doabler, C. T., Fall, A.-M., Longhi, M., Uy, J., Lovette, G., **Brafford, T.**, Johnson, K., McLucas, A., Ghafghazi, S., Johnston, K., Roberts, G., & Therrien, W. (2026). The impact of instructional guidance on science learning in second grade classrooms. *The Elementary School Journal.* https://doi.org/10.1086/740636

Park, S., Kunkel, A., Stecker, P. M., & **Brafford, T.** (2026). Investigating preservice teachers' knowledge of data-based decision-making, high-leverage practices, and evidence-based practices in mathematics. *Action in Teacher Education.* https://doi.org/10.1080/01626620.2026.2642766

Randolph, K., Billingsley, G., Riden, B., **Brafford, T.**, & Hott, B. (2025). Supporting students in unstructured settings using universal positive behavior interventions and supports. *TEACHING Exceptional Children.* Advance online publication. https://doi.org/10.1177/00400599251347228

Powell, S. R., Barnes, M. A., Root, J., Hughes, E. M., Ketterlin-Geller, L., Nelson, G., Rojo, M., Allsopp, D. H., Witzel, B., Myers, J. A., Flores, M. M., Lembke, E., Burns, M. K., Namkung, J., Poncy, B., Ennis, R. P., Morin, L. L., Arsenault, T. L., Doabler, C. T., … **Brafford, T.**, … & Peltier, C. (2025). The NCTM/CEC position statement on teaching mathematics to students with disabilities: What's in it and what's not. *Research in Special Education, 2*. https://doi.org/10.25894/rise.2796

Brafford, T., Harn, B., Clarke, B., Doabler, C. T., Kosty, D., & Scalise, K. (2023). Implementation factors and their influence on student mathematics outcomes. *Learning Disabilities Research & Practice, 38,* 5-14. https://doi.org/10.1111/ldrp.12298

Brafford, T., Clarke, B., Gersten, R. M., Smolkowski, K., Sutherland, M., Dimino, J., & Fainstein, D. (2023). Exploring the validity and reliability of an early numeracy screening measure for

English learners in primary grades. *Early Childhood Research Quarterly, 63*, 278-287. https://doi.org/10.1016/j.ecresq.2022.12.007

Machalick, W., Glugatch, L., Erturk, B., **Brafford, T.**, Kunze, M., Drew, C., Douglas, A., Storie, S., Crowe, R., & Manaña, S. (2022). Recommendations for diversifying racial and ethnic representation in autism intervention research: A crossover review of recruitment and retention practices in pediatric mental health. *Journal of Clinical Medicine, 11*, 6468. https://doi.org/10.3390/jcm11216468

Doabler, C. T., Clarke, B., Kosty, D., Sutherland, M., Turtura, J. E., Firestone, A. R., Kimmel, G. L., Brott, P., **Brafford, T. L.,** Nelson Fien, N. J., Smolkowski, K., & Jungjohann, K. (2022). Promoting understanding of measurement and statistical investigation among second-grade students with mathematics difficulties. *Journal of Educational Psychology, 114*(3), 560-575. https://doi.org/10.1037/edu0000711

Nelson, G., Crawford, A., Hunt, J., Park, S., Leckie, E., Duarte, A., **Brafford, T.**, Ramos-Duke, M., & Zarate, K. (2022). A systematic review of research syntheses on students with mathematics learning disabilities and difficulties. *Learning Disabilities Research & Practice, 37*, 18-36. https://doi.org/10.1111/ldrp.12272

Nelson, G., Park, S., **Brafford, T.,** Heller, N. A., Crawford, A. R., Drake, K. R. (2021). Reporting quality in math meta-analyses for students with or at risk of disabilities. *Exceptional Children, 88*, 125-144. https://doi.org/10.1177/00144029211050851

Doabler, C. T., Clarke, B., Kosty, D., Turtura, J., Firestone, A., Smolkowski, K., Jungjohann, K., **Brafford, T. L.,** Nelson, N. J., Sutherland, M., Fien, H., & Maddox, S. (2019). Efficacy of a first-grade mathematics intervention on measurement and data analysis. *Exceptional Children, 86*, 77-94. https://doi.org/10.1177/0014402919857993

Doabler, C.T., Clarke, B., Firestone, A., Turtura, J., Jungjohann, K., **Brafford, T.,** Sutherland, M., Nelson, N.J., & Fien, H. (2019). Applying the curriculum research framework in the design and development of a technology-based tier 2 mathematics intervention. *Journal of Special Education Technology, 34*, 176-189. https://doi.org/10.1177/0162643418812051

GRANTS: SUBMITTED

Randolph, K., & **Brafford, T.** (2025). *Coaching Teachers to Implement Evidence-based Teaching Practices with Fidelity.* Submitted to Texas State University Research Enhancement Program, $24,000 (Under review).

Brafford, T. (2024). PROJECT TOMMS: *Teaching Observations of Mathematics – Middle School: An Observational Investigation of Mathematics Teachers' Practices to Support Middle School Students with Mathematics Difficulties.* Submitted to National Center for Special Education Research Early Career Program, $699,999 (Under review).

Randolph, K., & **Brafford, T.** (2024). *Coaching Teachers to Implement Evidence-based Teaching Practices with Fidelity.* Submitted to Texas State University Research Enhancement Program, $16,000 (Unfunded).

Brafford, T. (2023). *An Observational Investigation of Mathematics Teachers' Practices to Support Middle School Students with Mathematics Difficulties: Teaching Observations of Mathematics – Middle School (Project TOMMS).* Submitted to National Center for Special Education Research Early Career Program, $699,878 (Unfunded).

Randolph, K., & **Brafford, T.** (2023). *Coaching Teachers to Implement Evidence-based Teaching Practices with Fidelity.* Submitted to Texas State University Research Enhancement Program, $16,000 (Unfunded).

Brafford, T. (2019). *Harnessing the power of tier 2: Analyzing the effect of instructional practices on student outcomes in tier 2 intervention.* Submitted to Wing Institute Graduate Research Funding Program, $5,000 (Unfunded).

Brafford, T. (2016). *Travel funding awarded to attend 42nd Association for Behavior Analysis International Conference in Chicago, IL*. Funded by Baylor University Graduate School Travel Award. $300 (Funded).

Brafford, T. (2016). *Travel funding awarded to attend 42nd Association for Behavior Analysis International Conference in Chicago, IL*. Funded by Baylor University Department of Educational Psychology Travel Award. $150 (Funded).

PUBLICATIONS: BOOK CHAPTERS

McCroskey, C., **Brafford, T.,** Reardon, K., Meline, M., & Harn, B. (2022). IDEA: History and legal issues. In D. Fisher (Ed.), *Routledge Encyclopedia of Education.* Routledge. https://doi.org/10.4324/9781138609877-REE155-1

Machalicek, W., Douglas, A., Drew, C., Barton, H., Erturk, B., & **Brafford, T.** (2021). Applied behavior analysis and intellectual and developmental disabilities. In L. M. Glidden (Ed.), *Handbook on Intellectual and Developmental Disability.* American Psychological Association.

INVITED PRESENTATIONS

Powell, S., **Brafford, T.**, Shen, Z., & Mao, J. (2023, October 26). *Enhancing the math experience for exceptional learners: Essential for instruction* [Conference presentation]. NCTM Annual Conference, Washington, DC.

Brafford, T. (2023, November 29). Instructional strategies to support all learners across middle school mathematics classrooms. Lovejoy Independent School District, Dallas, Texas.

Brafford, T. (2023, August 8). Research-based instructional strategies in mathematics classrooms. Highland Park Independent School District, Dallas, Texas.

Reardon, K., Meline, M., & **Brafford, T.** (2023, June 27). *UDL and SIOP: Evidence-based strategies to support all learners* [Conference presentation]. Savvas SIOP Conference, virtual.

Brafford, T. (2023, February 17). Instructional strategies to support all learners in mathematics: Research-based practices to improve instruction. Midlothian Independent School District Strong Foundations Committee, Midlothian, Texas.

PRESENTATIONS: CONFERENCES

Brafford, T. (Accepted). *Connecting research to classroom practice for students with mathematics difficulties and disabilities* [Panelist]. Pacific Coast Research Conference.

Brafford, T. (Accepted). *Examining mathematics interventions in middle school: A systematic literature review* [Poster presentation]. Pacific Coast Research Conference.

Randolph, K. M., Fisher, L. B., Horn, A., Billingsley, G., & **Brafford, T.** (2025, November 11). *An updated systematic literature review: Using coaching to improve fidelity of evidence-based practices.* 2025 Council of Exceptional Children – Teacher Education Division Conference, Kansas City, Missouri.

Brafford, T. & Harn, B. (2025, February 6). *Factors related to summer school attendance* [Poster presentation]. Pacific Coast Research Conference, San Diego, California.

Brafford, T. (2024, March 15). *Survey says, "Align instruction": Core mathematics instruction supporting all learners.* [Poster presentation]. CEC 2024 Special Education Conference & Expo.

Brafford, T., Nelson, G., Hughes, E. M., & Swanson, E. (2024, February 1). *Mathematics vocabulary: The foundation of mathematics competence?* [Panel presentation; served as panel organizer and panelist]. Pacific Coast Research Conference.

Brafford, T., Powell, S. R. & Hughes, E. M. (2023, March 3). *Differential performance of middle-school students on a mathematics vocabulary measure* [Poster presentation]. Council for Exceptional Children Conference.

Brafford, T. Harn, B., Clarke, B., & Doabler, C. (2023, March 3). *Intervention implementation: Dimensions and relations to student mathematics achievement* [Poster presentation]. Council for Exceptional Children Conference.

Brafford, T., Powell, S. R. & Hughes, E. M. (2023, February 2). *Differential relations of mathematics vocabulary and academic performance by grade level* [Poster presentation]. Pacific Coast Research Conference.

Park, S., **Brafford, T.,** & Nelson, G. (2022, October 21). *A systematic review of research syntheses focused on mathematics interventions* [Poster presentation]. Council for Learning Disabilities Annual Conference, Richmond, Virginia.

Brafford, T., Fritz, R., & Harn, B. (2022, October 20). *Using observational measures to support paraprofessionals in improving instruction* [Poster presentation]. Council for Learning Disabilities Annual Conference, Richmond, Virginia.

Brafford, T., Harn, B., Clarke, B., Doabler, C., Kosty, D., & Scalise, K. (2022, February 18). *Dimensions of implementation related to student outcomes in a kindergarten mathematics intervention* [Poster presentation]. Pacific Coast Research Conference, San Diego, California.

Brafford, T., Kimmel, G. L., Clarke, B., & Doabler, C. (2021, February 12). *Explicit instructional interactions in an empirically validated tier 2 kindergarten mathematics intervention* [Poster presentation]. Pacific Coast Research Conference, Virtual Conference.

Brafford, T., Sutherland, M., Clarke, B., & Stevens, J. (2020, February 28). *Exploring English learners' early numeracy trajectories compared to their peers* [Poster presentation]. Pacific Coast Research Conference, San Diego, California.

Meline, M., Reardon, K., **Brafford, T.,** & Harn, B. (2020, February 6). *UDL and SIOP: A combined approach to support all learners* [Conference presentation]. Council for Exceptional Children Conference, Portland, Oregon.

Brafford, T., Fritz, R., & Harn, B. (2019, October 3). *Examining instructional quality of small group intervention across time* [Poster presentation]. Conference on Learning Disabilities, San Antonio, Texas.

Meline, M., **Brafford, T.,** & Reardon, K. (2019, February 7). *UDL and SIOP: Strategies to support all learners* [Conference presentation]. Confederation of Oregon School Administrators (COSA) Conference, Eugene, Oregon.

Brafford, T., & Harn, B. (2018, November 9). *Teachers' perceptions of student behavior: an analysis of the relationship between student characteristics and teacher ratings using structural education modeling* [Poster presentation]. Teacher Education Division of Council of Exceptional Children Conference, Las Vegas, Nevada.

- TED Kaleidoscope Student Research Poster Award for Quantitative Research Recipient

Meline, M., **Brafford, T.,** & Harn, B. (2018, November 9). *Clinical practice in teacher preparation: Evaluating quality* [Single paper presentation]. Teacher Education Division, Las Vegas, Nevada.

Brafford, T., McCroskey, C., Harn, B., & Clarke, B. (2018, October 11). *Utility of mathematics response to intervention progress monitoring measures* [Roundtable presentation]. Conference on Learning Disabilities, Portland, OR.

Kunze, M., Ertürk, B., Storie, S., & **Brafford, T.** (2018 March 1). *Recruitment and retention of ethnically diverse participants in early intervention research* [Poster presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA.

Douglas, A., Kunze, M., Storie, S., & **Brafford, T.** (2018, February 22). *Functions of behavior and the impacts in the early childhood and elementary classroom (What's the Function? Part 1)* [Conference presentation]. 2018 Northwest Positive Behavior Interventions and Supports, Tacoma, WA.

Brafford, T., Storie, S., Kunze, M., & Douglas, A. (2018, February 22). *Attention and escape: Dual function-based interventions in the early childhood and elementary classrooms (What's the Function? Part 2)* [Conference presentation]. 2018 Northwest Positive Behavior Interventions and Supports, Tacoma, WA.

Cloud, M., Davis, T. N., Weston, R., Hodges, A., Uptegrove, L., **Brafford, T.,** Phipps, L., & Grebe, S. (2016, May 27-31). *Evaluation of the effects of vocal feedback during error correction on skill acquisition* [Individual symposium]. 42nd Annual National Convention: Association of Behavior Analysis International, Chicago, IL.

Brafford, T., Cloud, M., Davis, T. N., Weston, R., Hodges, A., Uptegrove, L., Phipps, L., & Grebe, S. (2016, March 3–6). *Analysis of vocal feedback during error correction procedures of direct trial*

intervention [Poster presentation]. Texas Association of Applied Behavior Analysis Regional Conference, Ft. Worth, TX.

PROFESSIONAL DEVELOPMENT

Brafford, T. (2025, August 7). Research-based instructional strategies in high school mathematics classrooms. Weslaco Independent School District Mathematics Teachers, Weslaco, Texas.

Brafford, T. (2025, May 7–9). Walk through observations: Mathematics research-based instructional strategies in practice. Weslaco Independent School District Mathematics Teachers (Kindergarten – Algebra), Weslaco, Texas.

Brafford, T. (2024, August 6–7). Research-based instructional strategies in mathematics. Weslaco Independent School District Mathematics Teachers (Grades 6–12), Weslaco, Texas.

Brafford, T., & Bohmer, M. (2022, October 25). Research-based instructional strategies in mathematics: Depth and coherence of key concepts and balance of conceptual and procedural knowledge. Midlothian Independent School District Instruction Committee, Midlothian, Texas.

Brafford, T., & Bohmer, M. (2022, October 21). Research-based instructional strategies in mathematics: An introduction to key practices. Lovejoy Independent School District Strong Foundations Committee, virtual.

Brafford, T., & Bohmer, M. (2022, October 11). Research-based instructional strategies in mathematics: An introduction to key practices. Midlothian Independent School District Strong Foundations Committee, virtual.

Brafford, T., & Reardon, K. (2019, September 23). Understanding universal design for learning: The role of district leadership's role in supporting learning for all. Bethel School District Administration Leadership Team Professional Development, Eugene, Oregon.

Harn, B., **Brafford, T.,** & McCroskey, C. (2019, April 27). Making the most of small group instruction: Positive and proactive strategies and solutions. Bethel School District Title I Teachers and Educational Assistants Professional Development, Eugene, Oregon.

Brafford, T., Meline. M., & Harn, B. (2018, December 12). UOTeach Seminar: UDL and SIOP. Professional Development for UOTeach/General Education Faculty, Eugene, Oregon.

Brafford, T. (2018, January 2). Collaborating with general education teachers to decrease challenging behavior. Eugene/4J School District Professional Development, Eugene, OR.

Brafford, T. (2017, October 20). Educating students with autism in the general education setting. Eugene/4J School District Professional Development, Eugene, OR.

Brafford, T. (2014, August 20). *Differentiation for all*. Killeen Independent School District Job Alike Day, Killeen, TX.

UNIVERSITY TEACHING EXPERIENCE

Texas State University

SPED 5321 Assessment and Evaluation of Students with Disabilities Spring 2025, Fall 2025

Provided instruction to graduate students on evidence-based practices for teaching mathematics to leaners with disabilities. Course content emphasizes early numeracy and whole number concepts, curriculum-based assessment, progress monitoring, rationale number understanding, error analysis, and explicit instructional design. Guided students in analyzing instructional materials, developing mathematics lesson plans, implementing differentiated instruction, and evaluating student performance to inform data-based decision-making. Taught course in hybrid and online, asynchronous formats.

Student Evaluation Rating:

Spring 2025: 4.39/5.00 with 50% of or 9/18 students reporting

CI 4348 Teaching Mathematics to Diverse Children in EC-Grade 6 Classrooms Spring 2025

Provided instruction to undergraduate students on evidence-based mathematics teaching and assessment practices for racially, linguistically, socioeconomically, and academically diverse leaners in early childhood through Grade 6. Guided students in analyzing children's mathematical thinking, examining problem-solving strategies, and using assessment data to support differentiated and inclusive instruction. Students engaged in field-based experiences, designed and demonstrated mathematics lessons, conducted assessments and curricular analyses, and developed a portfolio of mathematics activities aligned with state standards and high-quality instructional practices.

Student Evaluation Rating:

Spring 2025: 2.88/5.00 with 64% or 7/11 students

SPED 5340 Principles and Practices of Effective Instruction Summer 2024

Provided instruction to graduate students on research-based instructional theory and practices for learners with mild to moderate disabilities in special education settings. Course content emphasized responsive instructional design, high-leverage and evidence-based practices, curriculum-based measurement, explicit instruction, individualized education plan goal writing, and planning effective intervention across stages of learning. Guided students in analyzing learner profiles, writing measurable objectives, designing lessons, and applying response to intervention framework to support early identification and intervention.

Student Evaluation Rating:

Summer 2024: 4.65/5.00 with 100% or 5/5 students reporting

SPED 3390/5334 Assessment and Evaluation of Students with Disabilities Spring 2024

Through discussion and course activities, provide instruction to undergraduate and graduate students on the assessment of students with disabilities. Topics covered include curriculum-based assessment, basic statistical understanding, use of assessments and evaluations to guide instructional decision-making, and bias in assessment and evaluation.

Student Evaluation Rating:

Fall 2023: 4.39/5.00 with 95% or 20/21 students reporting

SPED 4344 Educating Students with Mild Disabilities Fall 2023, Spring 2024

Presented course material related to the education of students with disabilities in the general education setting for teacher candidates. Content related to response to intervention, disabilities categories and special education law, evidence-based instructional techniques, and behavior management strategies were covered in depth through class activities, prepared lectures, student presentations, online and in-class assignments, and regular course discussion.

Student Evaluation Rating:
Fall 2023: 4.90/5.00 with 87% of or 33/38 students reporting
Spring 2024: 4.88/5.00 with 97% of or 38/39 students reporting
Summer 2024: 4.89/5.00 with 41% of or 12/29 students reporting

SPED 5326 Evidence-based Practices for Students with Mild Disabilities Fall 2023

Graduate-level course focused on the education of students with disabilities in the general education setting, including response to intervention, disabilities categories and special education law, evidence-based instructional techniques, and behavior management strategies. Coursework included class activities, prepared lectures, student presentations, online and in-class assignments, and regular course discussion.

Student Evaluation Rating: 4.54/5.00 with 83% of or 5/6 students reporting

East Tennessee State University

SPED 4467/5467 Teaching Math to Students with Mild/Moderate Exceptional Learning Needs Fall 2022

University of Oregon

EDUC 642 Multiple Regression Fall 2019

- Graduate assistant in course taught by Joseph Stevens, Ph.D.

SPED 510 Special Education Law Winter 2019

- Co-taught with Elisa Jamgochian, Ph.D.

Universal Design for Learning in the General Education Classroom [Guest Lecture]

- Seminar: Introduction to Autism (EDST 628) Winter 2019

SPED 610 Assessment in Special Education Fall 2018

- Co-taught with Elisa Jamgochian, Ph.D.

SPED 422/522 Special Education Math Instruction

- Co-taught with Elisa Jamgochian, Ph.D. Spring 2017
- Graduate assistant in course taught by Kathleen Jungjohann Spring 2018

SPED 543 Supporting Students with Low Incidence Disabilities Summer 2017

- Co-taught with Della Thomas, Ed.D.

Inclusion of Individuals with Intellectual and Developmental Disabilities in Schools [Guest Lecture]

- Seminar: Introduction to Developmental Disabilities (SPED 407/507) Winter 2017

UNIVERSITY COURSE DEVELOPMENT

Texas State University

Educating Students with Mild Disabilities (SPED 4344)

Adapted an in-person introductory special education course for paraprofessionals pursuing teacher certification in an online, asynchronous format. Designed to be accessible and engaging content that focused on disability categories and special education law, response to intervention, evidence-based instructional strategies, and behavior management techniques. Course activities included interactive assignments, structured discussion boards, application-based tasks, and student-created presentations.

Teaching Mathematics to Diverse Children in EC-6th Grade Classroom (CI 4348)

Designed for students pursuing dual teaching certifications in general education (i.e., early childhood through Grade 6) and special education, the in-person class was developed to include engagement with evidence-based instruction for all learners. Specific instructional strategies, such as explicit instruction, concrete-representational-abstract instructional sequence, and exploratory activities to develop a depth of understanding, were introduced in the course materials.

Teaching Mathematics to Students with Disabilities (SPED 5321)

Developed graduate level course focused on evidence-based instruction in mathematics context. In a fully online, asynchronous format, an engaging and active experience created learning opportunities for students pursuing a special education master's degree. Online activities include discussion boards, exploration of resources, and assignments (i.e., quizzes, lesson plans, presentations).

Principles and Practices of Effective Instruction (SPED 5340)

Developed and delivered a graduate-level course on research-based instructional methods for students with disabilities to be delivered in a fully online, asynchronous format. Designed to be an active and engaging learning experience that supported master's students in understanding responsive instructional methods. Online learning activities included interactive professional development modules, discussion boards, quizzes, applied instructional planning assignments, video analyses, and curriculum-based measurement projects.

University of Oregon

Special Education Law (SPED 410/511)

Redesigned syllabus to transfer course from face-to-face to online format, adding key online learning components including access to peers through discussion boards, weekly engagement activities, and incorporating external resources to promote learning.

Foundations of Disability I (SPED 411/511)

Redesigned syllabus based on student and faculty feedback regarding important content and objectives to promote future student success. Integrated universal design for learning, explicit instruction, and learner characteristics of students with disabilities into introductory special education course for future general education secondary and elementary teachers.

Academic and Behavioral Interventions (previously SPSY 631)

Developed syllabus and outlined online course content (specific to early childhood special education), integrating that content with existing curricula, comprehensively outlining how the course addresses BCBA task list items, creating assignments, gathering online and other resources, selecting readings, and proposing credit hours to be allotted to each activity.

METHODOLOGICAL TRAINING

- Graduate Specialization in Quantitative Research Methods
- Specialized training in SPSS, AMOS, and R statistical programming packages

Invited Participant

- National Center for Education Research's 2023 Research Training Institute on Cluster-Randomized Trials [Full funding for lodging.]

- University of Texas at Austin's 2024 Systematic Reviews & Evidence Synthesis Boot Camp
- AERA's 2020 Institute on Statistical Analysis focused on Development of Mathematics Competencies in Early Childhood [Full funding for travel and lodging.]

RESEARCH EXPERIENCE

Teachers' knowledge and perceptions of mathematics terminology across Grades 3–8
PI: Brafford, T. December 2023 – present

School and district administrators' impressions of a mathematics instruction observational tool
PI: Brafford, T. September 2023 – present

Teachers' knowledge and perceptions of mathematics instructional strategies to support struggling learners
PI: Brafford, T. August 2023 – present

Tier 1 mathematics instruction: Observations of general education mathematics instruction
PI: Brafford, T. October 2022 – present

Strong Foundations: A Texas Education Agency-funded project to improve the instruction of mathematics and reading across the state of Texas.
PI: Schnakenberg Wick, J. July 2022 – present

Middle schoolers' mathematics vocabulary knowledge: Investigation of math vocabulary knowledge, algebra readiness, and language skills.
PI: Brafford, T., Powell, S., & Hughes, E. November 2018 – present

Precision Math: Broadening Participation in Mathematics for English Learners with Mathematics Difficulties. [National Science Foundation DRK-12 grant award]
PI: Doabler, C. July 2017 – August 2023

Effects of coach-delivered prompting and performance feedback on teacher use of evidence-based classroom management practices and student behavior outcomes. [Dissertation]
PI: Massar, M. M. December 2016 – May 2017

PROFESSIONAL EXPERIENCE

2024 – Present Evaluator
TPI-US
- Review educator preparation programs based on specific frameworks identified by state or local agencies through on-campus observations and interviews

2024 – Present Consultant
Meadows Center for Preventing Educational Risk
- Provide technical assistance to schools across Texas on evidence-based mathematics instruction

2022 – 2025 Consultant
Instructional Research Group
- What Works Clearinghouse-certified group design reviewer
- Review group design research to evaluate the rigor of studies for the purpose of synthesizing research for dissemination to the research and educational communities

2023 Math Content Writer

Amplify Education, Inc.

- Writer and reviewer of mathematics assessment items
- Align assessment content and items to test specifications across early elementary grades (kindergarten – Grade 2)

2016 – 2020 Consultant
Eugene/4J School District & University of Oregon, Eugene, Oregon

- All Grades
- Developed instructional series on environmental arrangement, data collection, and data-based decision making across campuses. Facilitated collaboration between local school district and special education university program. Provided ongoing professional development to autism consultant team, teachers, and paraprofessional staff. Evaluated autism consultant program to identify program theory, develop protocols for program implementation, and assessment of treatment fidelity and treatment effectiveness. Provided school-based coaching to paraprofessionals, special educators, and general education teachers across the district. Ongoing professional development topics: Instructional strategies for students with autism, Evidence-based practices for students with autism in the classroom.

2015 – 2016 Special Education Teacher
Waco Independent School District, Waco, Texas

- Grades 6 – 8
- Collaborated with mathematics teachers to provide instruction to all students in inclusive classrooms. Monitored progress of students with special needs through data collection to determine areas of growth and areas of need. Supervised two paraprofessionals in implementation of accommodations for students with disabilities in the general education classroom. Worked in partnership with mathematics core teachers in daily professional learning community meetings.

2014 – 2016 ABA Therapist
Baylor Center for Assessment, Research, & Evaluation, Waco, Texas

- Provided evidenced based interventions to clients with disabilities. Continually evaluated program effectiveness and client progress through data collection and analysis. Collaborated with clients' parent and caregivers to determine goals appropriate for individual clients. Actively participated in supervisory sessions with other therapists to provide and receive peer feedback.

2013 – 2015 Special Education Teacher
Killeen Independent School District, Killeen, Texas

- Preschool Age (3-5 year old)
- Communicated daily with students' family regarding student needs and performance. Promoted growth through engaging and interactive lessons based on student need.

2012 – 2013 Special Education Teacher
Florence Independent School District, Florence, Texas

- Grades 6 – 12
- Prepared daily, structured lessons built to accommodate the needs of each student. Adhered to state grade level standards while modifying curriculum to aid in individual student success.

2011 – 2012 Special Education Teacher
KIPP: Tech Valley Charter School, Albany, New York

- Grades 5 – 8
- Collaborated with content area teachers to ensure needs of students with special educational needs were met. Provided after school support to at-risk students.

RELATED EXPERIENCE

2018 – 2019 Reading Academy Teacher
Genesis Summer Reading Academy, Eugene, Oregon

2010 – 2011 Substitute Teacher
Shenendehowa Central School District, Clifton Park, New York

2010 – 2011 Substitute Teacher
Capital Region BOCES, Albany, New York

2009 HEOP/ACCESS Tutor
The College of Saint Rose, Albany, New York

2010 Instructional Intern
KIPP: Tech Valley Charter School, Albany, New York

2009 Student Teacher
Holy Spirit Elementary School, East Greenbush, New York

2009 Student Teacher
Van Rensselaer Elementary School, Rensselaer, New York

CERTIFICATIONS

What Works Clearinghouse Group Design Certified Reviewer

Board Certified Behavior Analyst — expires February 2025
Certification no. 1-17-25146

Texas Educator Certificates — inactive October 2022
Generalist (Grades EC – 6, 4 – 8)
Mathematics (Grades 4 – 8)
Special Education (Grades EC – 12)

New York Teaching Certifications — expired December 2014
Childhood Education (Grades 1-6)
Special Education (Grades 1-8)
Mathematics (Grades 6-8)

AWARDS

John Wills Lloyd Outstanding Research Award Winner

January 2022

AREA Institute on Statistical Analysis Invited Participant
February 2020
CLD Leadership Academy Selected Participant
2019-2021 Cohort
TED Kaleidoscope Student Research Poster Award for Quantitative Research Recipient
Teacher Education Division of Council of Exceptional Children
November 2018
CLD Leadership Institute Selected Participant
October 2018
Weatherby Scholarship, Baylor University [Full funding]
Spring 2016, Fall 2015
Educational Psychology Department Scholarship, Baylor University
Spring 2015, Summer 2015, Fall 2014
Teacher of the Week, Indian Spring Middle School, Waco Independent School District
May 2016
Summa Cum Laude Graduate, The College of Saint Rose
December 2009

NATIONAL SERVICE

Editorial Board Member

Learning Disabilities Research & Practice	January 2026 - present

Ad Hoc Reviewer

TEACHING Exceptional Children	May 2025
Learning Disabilities Research & Practice	March 2025
Investigations in Mathematics Learning	March 2025
Early Childhood Research Quarterly	November 2024
Journal of Special Education Technology	2024 (3)
The Elementary School Journal	June 2024, January, June, & July 2025
Journal of Learning Disabilities	January 2024
Advances in Neurodevelopmental Disorders	January 2024
British Journal of Educational Psychology	December 2023 & April 2024
Assessment for Effective Intervention	May & August 2019
Developmental Neurorehabilitation	2017 (2) & 2018 (5)

Grant Competition Reviewer

January 2025	*National Science Foundation: EDU Core Research*
October 2024	*Department of Education: Education, Innovation, & Research*
July 2020	*Department of Education, Ready-to-Learn Programming*

Conference Proposal Reviewer

March 2022	Psychology of Mathematics Education-North American 2022
	Council for Learning Disabilities International 2022

Council for Learning Disabilities Leadership Development Committee Member
November 2018 – September 2022

Group Design Research Reviewer National Clearinghouse on Autism Evidence & Practice
March 2018

UNIVERSITY SERVICE

Texas State University

College of Education Spring 2024 Graduate Student Success Collaborative Meeting Participant

University of Oregon

University of Oregon Graduate Advisory Council Representative for the College of Education
2019-2020 Academic Year

Active participant in three research groups led by the University of Oregon faculty:
Beth Harn, Ph.D. & Ben Clarke, Ph.D. (2017 – 2021)
Wendy Machalicek, Ph.D., BCBA-D (2016 – 2018)

Founding leader of student research group in R statistical programming (2017 - 2018)

Summer Academy to Inspire Learning (SAIL) Program Presenter (2017 – 2021)

Baylor University

Children's Special Needs Network Presenter for Baylor Autism Resource Clinic (2015)

REGIONAL SERVICE

Competition Judge, Texas Association of Future Educators Area 3 Regional Conference
December 2024