

Rachel R. Cagliani, Ph.D., BCBA-D
Communication Sciences and Special Education
College of Education
University of Georgia

Curriculum Vitae

in alignment with the format prescribed by the
Office of the Vice President for Academic Affairs, The University of Georgia

A. Academic History

- a. Rachel R. Cagliani
- b. Assistant Professor
- c. Tenure status: Not tenured
- d. Graduate Faculty Appointment: Fall 2019
- e. Highest Degree Earned: Ph.D., Special Education
Institution: University of Georgia
Date: 2017
- f. Academic Positions, in chronological order from most recent
 1. *Assistant Professor*
Communication Sciences and Special Education, University of Georgia
 2. *Postdoctoral Fellow*
Communication Sciences and Special Education, University of Georgia
- g. Other Professional Employment
 1. Teacher
Special Education, Greene County Public Schools, Greensboro, GA
2013-2015
 2. Teacher
Special Education, Gwinnett County Public Schools, Snellville, GA
2012-2013
- h. Post-graduate awards (fellowships, lectureships, etc.)
 1. None

B. Instruction

a. Resident Undergraduate Courses Taught

SPED 3050 Classroom Management for Individuals with Disabilities
Fall 2016; n=22; Fall 2019: n=27; Fall 2020: n=31

SPED 3050E Classroom Management for Individuals with Disabilities
Summer 2020: n=21; Fall 2020: n=20

SPED 4020 Inclusion for Students with Special Needs

Fall 2015: n=24

SPED 4960R Undergraduate Research
Spring 2020: n=3; Fall 2020: n=3

SPED 5460 Student Teaching in Special Education
Spring 2016; n=3

b. Resident Graduate Courses Taught

SPED 7210 Behavioral Methods of Instruction
Spring 2018: n=36; Spring 2019: n=22; Spring 2020: n=18

SPED 7300 Master's Thesis
Fall 2020: n=3

SPED 7440 Practicum in Special Education
Summer 2020: n=6

SPED 7650 Applied Project in Special Education
Spring 2020: n=1

SPED 8000 Directed Study in Special Education
Fall 2020: n=1

c. Distance Learning Instruction

SPED 7260 Instructional Design for Students with ASD
Spring 2017: n=12; Fall 2018: n=8

d. Academic Advising

6 Doctoral Committees
8 Master's students (chair)
31 Master's committees

C. Publications

* Publications marked with an asterisk indicate peer-reviewed publications

** Publications marked with two asterisks indicate invited publications

^ Publications marked with a caret indicate publications with student co-authors

a. Books authored or co-authored (n=0)

b. Books edited and co-edited (n=0)

c. Chapters in books (n=4)

Cagliani, R., Pritchett, C., & Ayres, K. (2019). Punishment. In R.C. Pennington (Ed.), *Applied Behavior Analysis for Everyone: Basic Principles and Practices Explained by Applied Researchers That Use Them* (p. 149-161). Lenexa, KS: AAPC Publishing.

- Ayres, K. M., Quinland, K., Butler, A., & **Cagliani, R.** (2019). Differential reinforcement. In R.C. Pennington (Ed.), *Applied Behavior Analysis for Everyone: Basic Principles and Practices Explained by Applied Researchers That Use Them* (p. 123-148). Lenexa, KS: AAPC Publishing.
- Ayres, K. M., Travers, J.C., Shepley, C., & **Cagliani, R.** (2017). Video based instruction for learners with autism. In J.B. Leaf (Ed.), *Handbook of Social Skills and Autism Spectrum Disorder* (p. 223-239). Springer, Cham.
- Ayres, K., Shepley, S., **Cagliani, R.**, & Whiteside, E. (2017). Learn from Our Mistakes: Designing Educational Software Tools for Individuals with Developmental Disabilities. In D. L. Edyburn (Ed.), *App Development for individuals with disabilities: Insights for developers and entrepreneurs* (p. 45-70). Oviedo, FL: Knowledge by Design, Inc.

d. Monographs (n=0)

e. Journal articles (n=7)

- *[^]**Cagliani, R. R.**, Snyder, S. K., & White, E. N. (2021). Classroom Based Intensive Toilet Training for Children with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders, XX, XX-XX*. <https://doi.org/10.1007/s10803-021-04883-3>
- *[^] White, E. N., Ayres, K. M., Snyder, S. K., **Cagliani, R. R.**, & Ledford, J. R. (2021). Augmentative and Alternative Communication and Speech Production for Individuals with ASD: A Systematic Review. *Journal of Autism and Developmental Disorders, XX, 1-14*. <https://doi.org/10.1007/s10803-021-04868-2>
- ***Cagliani, R. R.**, & Snyder, S. M. (2020). Using contingency space analysis as another option for assessing variables maintaining challenging behavior. *DADD Online Journal, 7(1)*, 164-173.
- [^]*Warren, T., **Cagliani, R.**, Aanyres, K. M., & Whiteside E. (2019). Effects of task sequence and preference on on-task behavior. *Journal of Behavioral Education Research, XX, XX-XX*. DOI: 10.1007/s10864-019-09358-1
- ***Cagliani, R.**, Ayres, K. M., Ringdahl, J. E., & Whiteside, E. E. (2019). The Effect of Delay to Reinforcement and Response Effort on Response Variability. *Journal of Developmental and Physical Disabilities, 31*, 55-71. DOI: 10.1007/s10882-018-9628-7
- *Shepley, S. B., Ayres, K. M., **Cagliani, R.**, & Whiteside, E. (2018). Effects of self-mediated video modeling compared to video self-prompting for adolescents with intellectual disability. *Education and Training in Autism and Developmental Disabilities, 53*, 264-275.

***Cagliani, R.**, Ayres, K., Whiteside, E., & Ringdahl, J. E. (2017). Picture Exchange Communication System and delay to reinforcement. *Journal of Developmental and Physical Disabilities*, 29 (925-939). DOI: 10.1007/s10882-017-9564-y

- f. Bulletins or reports (n=0)**
- g. Abstracts (n=0)**
- h. Book reviews (n=0)**
- i. Works submitted but not yet accepted (n=2)**

*^White, E. N., **Cagliani, R. R.**, & Tyson, K. (Under Review). Effects on speech development with modifications to Picture Exchange Communication System.

*^Cagliani, R., Snyder, S. K., & White, E. N. (Accepted with Major Revisions). Classroom Based Intensive Toilet Training for Children with Autism Spectrum Disorder. *Journal of Autism and Developmental Disabilities*.

- j. Other publications (n=0)**

D. Grants

a. Grants Received

- 2020 Mary Frances Early College of Education Early Career. Principal Investigator. \$4,932.72.
- 2020 Clarke County School District. CABER Demonstration Classrooms. Principal investigator of, Credit: 50%. \$356,664
- 2019 Clarke County School District. CABER Demonstration Classrooms. Principal investigator of, Credit: 50%. \$333,807.
- 2018 Clarke County School District. CABER Demonstration Classrooms. Co-Investigator (PI: Ayres). \$325,672.
- 2018 Jackson County School System. CABER Demonstration Classroom. Co-Investigator (PI: Ayres). \$128,275.
- 2018 U.S. Department of Education, Office of Special Education Program. CABER Scholar. Co-Developer (PI: Ayres). \$1,141,076.

b. Grants submitted, unfunded

- 2019 Organization for Autism Research. Project AACT: Evaluating the effect of parameters of reinforcement on communication transitions with AAC. Principal Investigator. \$40,000.

- 2016 Autism Speaks. Understanding the IEP process for students with ASD. Co-Principal Investigator (Co-PI: Snyder).

E. Recognitions, prizes, and fellowships

- 2019 Accepted and Funded Participant. Summer Research Training Institute in Single-Case Research Design and Analysis. Institute of Education Sciences, Madison, WI.
- 2017 Outstanding Teaching Award Winner
- 2017 Graduate School Excellence in Teaching Award Nominee
- 2016 Jan L. Branham Scholarship Recipient

F. Areas of Research

My primary line of research focuses on evaluating mechanisms of change related to developing critical behaviors for life for individuals with low-incidence disabilities (e.g. autism spectrum disorder, moderate and severe intellectual disability). The critical behaviors for life I currently study are broad based communication training and toilet training. Currently I am examining the effects of various parameters of reinforcement on response variability of communication modalities. I plan to develop a systematic protocol for transitioning individuals who primarily communicate with AAC to spoken words or more advanced forms of AAC. My secondary line of research focuses on toilet training individuals with ASD and ID in the least-restrictive environment (e.g. school and home).

G. Supervision of Student Research

a. Doctoral Chair

b. Master's Chair

Katheryn Carlton ('20)	Graduated M.Ed.
Emily Chatlen ('20)	Graduated M.S.
Molly Johnston ('20)	Graduated M.S.
Taylor Maddox ('20)	Graduated M.S.
McKenna Helbing	
Jessica Turpin	
Emma Charlton	
Kimberly Resendiz-Chavez	

c. Doctoral Committee

Daniel Mangum
 Lauren Best
 Kelsie Tyson
 Emily White
 Jessica Herrod
 Xing Wei

d. Master's Committee

Kelsie Tyson ('17)	Graduated M.Ed.
Graham Green ('17)	Graduated M.Ed.

Callie Dailey ('17)	Graduated M.A.T.
Emily Unholz ('17)	Graduated M.A.T.
Tiffani Warren ('17)	Graduated M.A.T.
Emily Duncan ('18)	Graduated M.S.
Jessica Herrod ('18)	Graduated M.Ed.
Allison White ('18)	Graduated M.Ed.
Lauren Thomas ('18)	Graduated M.Ed.
Christina Honeycutt ('18)	Graduated M.Ed.
Anna Kathleen Hughs ('19)	Graduated M.S.
Lydia Efird ('19)	Graduated M.S.
Jacob Gowler ('19)	Graduated M.S.
Jasmine Hallock ('19)	Graduated M.S.
Anna Ezrine ('19)	Graduated M.S.
Margaux Haley ('19)	Graduated M.S.
Sara Katherine Snyder ('19)	Graduated M.Ed.
Lindsay Waller ('19)	Graduated M.Ed.
Abigail Norman ('19)	Graduated M.Ed.
Jacqueline McGivney ('20)	Graduated M.Ed.
Megan Lashley ('20)	Graduated M.Ed.
Sean Azzolino ('20)	Graduated M.Ed.
Matthew Pelli ('20)	Graduated M.Ed.
Lauren Schexnayder ('20)	Graduated M.S.
Yiming Gao ('20)	Graduated M.S.
Imoni Mapp ('20)	Graduated M.S.
Jordan Barnes ('20)	Graduated M.S.
Ketura Graham ('20)	Graduated M.A.T.
Stephanie Behnke ('20)	Graduated M.S.
Olivia Thompson ('20)	Graduated M.S.
Jamila Salim ('20)	Graduated M.S.

H. Editorships or editorial board member of journals or other learned publications

- 2019-Present Editorial Board, *Focus on Autism and Other Developmental Disabilities*
- 2019-Present Editorial Board, *Behavior Analysis: Research and Practice*
- 2019-Present Guest Reviewer, *Advances in Neurodevelopmental Disorders*
- 2019-Present Guest Reviewer, *Topics in Early Childhood Special Education*
- 2018-Present Guest Reviewer, *Journal of Applied Behavior Analysis*
- 2017-Present Guest Reviewer, *TEACHING Exceptional Children*
- 2017-Present Guest Reviewer, *Journal of Autism and Developmental Disabilities*
- 2017-2019 Guest Reviewer, *Focus on Autism and Other Developmental Disabilities*
- 2019 Guest Reviewer, *Behavior Analysis: Research and Practice*
- 2019 Guest Reviewer, DADD Online Journal

I. Convention Papers

- * *Presentations marked with an asterisk indicate a publication counterpart*
- ***Presentations marked with two asterisks indicate invited presentation.*

^ Presentations marked with a caret indicate publications with student co-presenters

Snyder, S. M., & **Cagliani, R.** (2020, January). Using contingency space analysis as another option for assessing variables maintaining challenging behavior. Presentation at the 21st International Conference on Autism, Intellectual Disability, and Developmental Disabilities. Sarasota, FL.

^Cagliani, R.,** Snyder, S., Herrod, J. Caito, K., & Ayres, K. (2020, January). You want me to do WHAT? Ensuring fidelity of implementation of complex behavior plans throughout the school day. Presentation at the 21st International Conference on Autism, Intellectual Disability, and Developmental Disabilities. Sarasota, FL.

Snyder, S. M., & **Cagliani, R.** (2019, November). Getting it right: Minimizing student and teacher errors with errorless learning practices. 42nd Annual Conference for Teacher Education Division. New Orleans, Louisiana.

Cagliani, R., Ayres, K., & Ringdahl, J. (2019, May). An evaluation of local extinction following augmentative and alternative communication mands on response variability. 45th Annual Convention for Applied Behavior Analysis International. Chicago, Illinois.

^Herrod, J., Cagliani, R., Quinland, K., Whiteside, E., & Ayres, K. M. (2019, March). Differential Reinforcement of Other Behavior for Self-Injurious Behavior in a Classroom Setting with an Individual with Autism Spectrum Disorder. Woman in Behavior Analysis Conference. Nashville, Tennessee.

Cagliani, R., Zimmerman, K., & Snyder, S. (2019, January). Tips, Tricks, and Tools: Creating Visual Activity Schedules for Diverse Learners. Presentation at the 20th International Conference on Autism, Intellectual Disability, and Developmental Disabilities. Maui, HI.

^Herrod, J., Cagliani, R., Quinland, K., Whiteside, E., & Ayres, K. M. (2018, December). Differential Reinforcement of Other Behavior for Self-Injurious Behavior in a Classroom Setting with an Individual with Autism Spectrum Disorder. Georgia Association for Behavior Analysis Conference. Athens, GA.

^Cagliani, R., Davis, A., Green, G., & Tyson, K. (2018, October). Creating optimal learning environments for preschoolers with ASD and significant communication needs. Division for Early Childhood's Annual International Conference on Young Children with Special Needs and Their Families. Orlando, Florida.

Cagliani, R., & Ayres, K. (2018, January). Altering Augmentative and Alternative Communication Interventions to Increase Vocalizations for Individuals with Autism Spectrum Disorder. Presentation at the 19th International Conference on Autism, Intellectual Disability, and Developmental Disabilities. Clearwater, Florida.

Cagliani, R. & Ayres, K. (2018, January). A Review of toilet training for children with developmental delays implemented in the school and home. Poster presentation at the

19th International Conference on Autism, Intellectual Disability, and Developmental Disabilities. Clearwater, Florida.

- Cagliani, R.**, Burgdorf, A., Dailey, C., & Ayres, K. (2017, November). Altering the picture exchange communication system to increase word vocalizations for a preschool aged child with autism. Poster presentation at the Georgia Applied Behavior Analysis Conference. Savannah, Georgia.
- Butler, A., **Cagliani, R.**, Ringdahl, J., & Ayres, K. (2017, May). Embedding Functional Analysis into the Naturally Occurring School Schedule. Poster presentation at the 43rd Annual Convention for Applied Behavior Analysis International. Denver, Colorado.
- Greenway, C., **Cagliani, R.**, Whiteside, E., & Ayres, K. (2017, May). Examining the Effects Token Board Choice has on On-Task Behavior and Problem Behavior During One-to-One Instruction. Poster presentation at the 43rd Annual Convention for Applied Behavior Analysis International. Denver, Colorado.
- Quinland, K., **Cagliani, R.**, & Ayres, K. (2017, May). Assessment of Reinforcer Potency through the use of Progressive-Ratio Schedules of Reinforcement. Poster presentation at the 43rd Annual Convention for Applied Behavior Analysis International. Denver, Colorado.
- Quinland, K., **Cagliani, R.**, Ayres, K., & Huddleston, S. (2017, May). Effects of a differential reinforcement of other behavior procedure to decrease multiply maintained self-injurious behavior in a child with autism. Poster presentation at the 43rd Annual Convention for Applied Behavior Analysis International. Denver, Colorado.
- Snyder, S., & **Cagliani, R.** (2017, April). Supporting behavioral success: Low cost, low effort individual behavior interventions for all students. Presentation at the Council for Exceptional Children Convention and Expo. Boston, Massachusetts.
- Cagliani, R.** & Ayres, K. (2017, January). Altering the Picture Exchange Communication System (PECS) to increase the use of vocalizations as a means for requesting proffered items. Poster presentation at the 18th International Conference on Autism, Intellectual Disability & Developmental Disabilities. Clearwater, Florida.
- Snyder, S., **Cagliani, R.**, & Ayres, K. (2017, January). Measuring basic reading skills using curriculum-based measurement. Presentation at the 18th International Conference on Autism, Intellectual Disability & Developmental Disabilities. Clearwater, Florida.
- Lam, M.F., **Cagliani, R.**, Alexander, J., & Almand, K. (2017, January) Decreasing self injurious behavior by teaching children with autism to wait for preferred items. Poster presentation at the 11th Annual ABAI Autism Conference. San Juan, Puerto Rico.

Snyder, S., Cagliani, R., & Ayres, K. (2016, May). Using an online digital token economy management system to improve prosocial student behaviors. Poster presentation at the 42nd Annual Convention for Applied Behavior Analysis International. Chicago, Illinois.

J. Public Services Performed

- a. Invited presenter, Camp Twin Lakes Partner Training (2019)

K. Other Services

- a. **University Committees**
- b. **College Committees**
- c. **Department Committees**
 - i. Member, Special Education Search Committee (2019-2020)
 - ii. Member, Graduate Faculty (2019-present)
 - iii. Member, Student Awards Committee (2020)
- d. **Service to the Profession**
 - i. Reviewer, The National Professional Development Center on Autism Spectrum Disorders: Evidence-Based Practices for ASD (2018)
 - ii. Reviewer, TEACHING Exceptional Children
 - iii. Reviewer, Behavior Analysis Research and Practice
 - iv. Reviewer, Focus on Autism and Other Developmental Disabilities
 - v. Reviewer, Advances in Neurodevelopmental Disorders
 - vi. Reviewer, DADD Online Journal
 - vii. Reviewer, Topics in Early Childhood Special Education