

# Tracy J. Raulston

Department of Educational Psychology,  
Counseling, and Special Education  
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## Education

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- 2017 *Doctor of Philosophy*  
*Special Education and Clinical Sciences Department*  
Special Education Program  
University of Oregon, Eugene, Oregon  
Advisor: Wendy Machalicek, Ph.D., BCBA-D  
Dissertation: Effects of the Practiced Routines Parent Training Program on Behavioral Strategy Use, Parental Well-Being, and Child Challenging Behavior in Parents of Children with ASD
- 2013 *Master of Education, Curriculum and Instruction Department*  
Special Education Program  
Concentration in Autism and Applied Behavior Analysis  
Texas State University, San Marcos, Texas
- 2007 *Bachelor of Science, Educational Psychology Department*  
Interdisciplinary Studies  
Major in Special Education  
Texas A&M University, College Station, Texas  
Cum Laude

## Current Academic Appointments

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- 2017 – Present Assistant Professor, *Department of Educational Psychology, Counseling, and Special Education*  
Special Education Program  
College of Education  
Pennsylvania State University, University Park, Pennsylvania
- 2018 – Present Affiliate Faculty, *Edna Pierce Prevention Research Center*  
College of Health and Human Development  
Pennsylvania State University, University Park, Pennsylvania

## Professional Interests

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My research is centered on early interventions to support the social emotional development of children with developmental delay, including those on the autism spectrum. Within this broad framework, three overlapping lines of research emerge: (1) early social skills interventions, (2) family capacity and well-being, and (3) prevention of behavior problems.

## Certifications

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2013 – Present	Board Certified Behavior Analyst – Doctoral Designation, (Certification no. 1-13-14506)
2007 – 2019	Texas State Board for Educator Certifications Special Education, Early Childhood – Grade 12 Generalist, Early Childhood – Grade 4 English as a Second Language Supplemental

## Professional Experience

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2012 – 2013	<i>Autism Specialist &amp; In Home and Parent Trainer</i> Department of Special Education Austin Independent School District Austin, Texas
2010 – 2012	<i>Special Education Teacher</i> Social Communication Resources and Services Program (SCORES) Doss Elementary School Austin Independent School District Austin, Texas <i>*Won Teacher of the Year, 2012</i>
2009 – 2010	<i>Special Education Teacher &amp; In Home and Parent Trainer</i> Appropriate Behavior and Communication Program (ABC) College Hills Elementary School and Extended School Year Program (ESY) College Station Independent School District College Station, Texas
2007 – 2009	<i>Special Education Teacher (Autism) &amp; In Home and Parent Trainer</i> Oakwood Intermediate School College Station Independent School District College Station, Texas

## Awards and Honors

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*Outstanding Junior Researcher*, The College of Education Faculty, Staff, and Student Awards, Penn State University (2021)

*Summer Institute on Randomized Behavioral Clinical Trials Participant*, Office of Behavioral and Social Sciences Research (OBSSR), National Institutes of Health (2018)

*Doctoral Research Award*, The College of Education Doctoral Research Awards Committee, University of Oregon (2016)

*Florence Wolfard Scholarship*, College of Education Scholarship and Awards Committee, University of Oregon (2016)

*Sylvia Kraus Presidential Fellowship*, College of Education Scholarship and Awards Committee, University of Oregon (2016)

*Engaging New Leaders in Implementation Science Training (ENLIST)*, Office of Special Education Programs (OSEP) Leadership Grant, Funding for Doctoral Program in Special Education, University of Oregon (2014)

*Jo Webber Award for Research*, Clinic for Autism Research Evaluation, Texas State University (2013)

*Teacher of the Year*, Doss Elementary School, Austin Independent School District (2012)

*Texas Educators of Students with Autism (TESA)*, Office of Special Education Programs (OSEP)

Personnel Preparation Grant, Funding for Master's Program in Special Education, Texas State University (2011)

*Dean's Honor Roll*, College of Education and Human Development, Texas A&M University (2006)

*Distinguished Student*, College of Education and Human Development, Texas A&M University (2004)

## Citations Metrics

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h-index (Google Scholar) = 12

Total citations by other scholars (Google Scholar) = 597

## Refereed Publications

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\*Denotes graduate student author

32. \*Deshpande, D.S., Riccomini, P.J., Hughes, E.M., & **Raulston, T.J.** (2021). Problem solving with the pythagorean theorem: A think aloud analysis of secondary students with learning disabilities. *Learning Disabilities: A Contemporary Journal*, 19(1), 23 – 47.

31. **Raulston, T.** & Hansen, S. (2021). Supporting generalization of social skills during inclusive play settings for children with autism and their peers. *TEACHING Exceptional Children*. Advance online publication. <https://doi.org/10.1177/00400599211025550>

30. **Raulston, T.**, Kosty, D. & McIntyre, L.L. (in press). Mindful parenting, caregiver distress, and conduct problems in children with autism. *American Journal on Intellectual and Developmental Disabilities*.

29. **Raulston, T.**, \*Bhana, N., McIntyre, L.L., & \*Ousley, C. (2021). Brief Report: Collateral joint engagement during a playdate intervention for children with and at risk for autism. *Journal of Autism and Developmental Disorders*, *51*, 357 – 363.
28. \*Laubscher, E., **Raulston, T.**, & \*Ousley, C. (2020). Supporting peer interactions in the inclusive preschool classroom using visual scene displays. *Journal of Special Education Technology*. Advance online publication. <https://doi.org/10.1177/0162643420981561>
27. \*Ousley, C., **Raulston, T.**, Gregori, E., McNaughton, D., \*Bhana, N., \*Mantzoros, T. (2020). A comparison of single-case quality evaluation tools applied to functional communication training with augmentative and alternative communication supports for students with developmental disabilities. *Research in Developmental Disabilities*. Advance online publication. <https://doi.org/10.1016/j.ridd.2020.103803>
26. \*Babb, S., **Raulston, T.**, McNaughton, D., \*Lee, J., & Weintraub, R. (2020). The effects of social skill interventions for adolescents with autism: A meta-analysis. *Remedial and Special Education*. Advance online publication. <https://doi.org/10.1177/0741932520956362>
25. **Raulston, T.**, Hansen, S., Frantz, R., Machalicek, W., & \*Bhana, N. (2020). A parent-implemented playdate intervention for children with autism and their peers. *Journal of Early Intervention*, *42*, 303 – 320.
24. \*Ousley, C., & **Raulston, T.** (Commentary authors) (2020). Preliminary evidence suggests that functional reinforcement contingencies may result in more rapid acquisition of initial auditory-visual discriminations for some individuals with autism spectrum disorder. *Evidence Based Communication Assessment and Intervention*, *14*, 152 – 159.
23. Hieneman, M., **Raulston, T.**, Pennefather, J., & Caraway, N. (2020). A comparative analysis of two online behavioral training programs for parents of children with autism spectrum disorder. *International Journal of Positive Behavioural Support*, *10*, 16 – 31.
22. \*Bhana, N., McNaughton, D., **Raulston, T.**, \*Ousley, C. (2020). Supporting communication and participation in shared storybook reading using visual scene displays. *TEACHING Exceptional Children*, *52*, 382 – 391.
21. Carnett, A., **Raulston, T.**, & Charpentier, J. (2019). Application of Skinner’s analysis of verbal behavior for teaching communication skills to persons with developmental disabilities, *Current Developmental Disorders Reports*, *6*, 131 – 137.
20. Frantz, R., Ertuk, B., Hansen, S., Machalicek, W., Squires, J., **Raulston, T.** (2019). Play to teach: Coaching paraprofessionals to facilitate communication in the preschool classroom. *American Journal on Intellectual and Developmental Disabilities*, *124*, 497 – 510.
19. **Raulston, T.**, Zemantic, P., Machalicek, W., Hieneman, M., Kurtz-Nelson, E., & Barton, H., Hansen, S., Frantz, R. (2019). Effects of a brief mindfulness-infused behavioral parent training program for mothers of children with autism spectrum disorder. *Journal of Contextual Behavioral Science*, *13*, 42 – 51.
18. **Raulston, T.**, Hansen, S., Machalicek, W., McIntyre, L.L., & Carnett, A. (2019). Interventions

- for repetitive behavior in young children with autism: A survey of behavioral practices. *Journal of Autism and Developmental Disorders*, 49, 3047 – 3059.
17. Hansen, S., **Raulston, T.**, Frantz, R., & Machalicek, W., Squires, J., Erturk, B., & Drew, C. (2019). Peer-mediated joint attention intervention in the preschool classroom. *Journal of Special Education*, 53, 96 – 107.
  16. **Raulston, T.**, Hieneman, M., Caraway, N., Pennefather, J., & \*Bhana, N. (2019). Enablers of behavioral parent training for parents of children with autism spectrum disorder. *Journal of Child and Family Studies*, 28, 693 – 703.
  15. Pennefather, J., Hieneman, M., **Raulston, T.**, & Caraway, N. (2018). Evaluation of a telehealth training program to improve family routines, parental well-being, and the behavior of children with autism. *Research in Autism Spectrum Disorders*, 54, 21 – 26.
  14. Hansen, S., **Raulston, T.**, Machalicek, W., & Frantz, R. (2018). A caregiver mediated joint attention intervention. *Behavioral Interventions*, 33, 205 – 211.
  13. **Raulston, T.** & Machalicek, W. (2018). Early intervention for repetitive behavior in autism spectrum disorder: A conceptual model. *Journal of Developmental and Physical Disabilities*, 30, 89 – 109.
  12. Ramdoss, S., **Raulston, T.**, & Haira, A. (2017). A comparison of digitized and synthetic speech outputs to teach requesting to children with autism spectrum disorder. *Journal of Communication Disorders and Assistive Technology*, 1, 1 – 12.
  11. **Raulston, T.** & Hansen, S. (2017). Mindful parenting in everyday routines: How practitioners can help parents reduce stress and be more present. *Division for Early Childhood Recommended Practices Monograph Series No. 3 Family – Knowing Families, Tailoring Practices, Building Capacity*.
  10. Hansen, S., Frantz, R., Machalicek, W., & **Raulston, T.** (2017). A systematic review of advanced social skills interventions for young children with autism. *Review Journal of Autism and Developmental Disorders*, 4, 225 – 242.
  9. Knowles, C., Massar, M., **Raulston, T.**, & Machalicek, W. (2017). Telehealth consultation in a self-contained classroom for behavior: A pilot study. *Preventing School Failure*, 61, 28 – 38.
  8. Machalicek, W., LeQuia, J., Pinkelman, S., Knowles, C., **Raulston, T.**, Davis, T., & Alresheed, F. (2016). Behavioral telehealth consultation with families of children with autism spectrum disorder. *Behavioral Interventions*, 31, 223 – 250.
  7. Machalicek, W., Lang, R., & **Raulston, T.** (2015). Training parents of children with intellectual disabilities: Trends, issues, and future directions. *Current Developmental Disorders Reports*, 2, 110 – 118.
  6. Carnett, A., **Raulston, T.**, Lang, R., Toskanoski, A., Lee, A., Sigafos, J., & Machalicek, W. (2014). Effects of a perseverative interest based token economy on challenging behavior and on-task behavior of a 7-year-old boy with autism. *Journal of Behavioral Education*, 23, 368 – 377.

5. Hansen, S., Blakely, A., Dolata, J., **Raulston, T.**, & Machalicek, W. (2014). Children with autism in the inclusive preschool classroom: A systematic review of single-subject design interventions on social communication skills. *Review Journal of Autism and Developmental Disorders, 1*, 192 – 206.
4. Tostanoski, A., Lang, R., **Raulston, T.**, Carnett, A., & Davis, T. (2014). Voices from the past: Rapid prompting method may contain facilitated communication. *Developmental Neurorehabilitation, 17*, 219 – 223.
3. Pullen, N., **Raulston, T.**, Lang, R., & Wendt, O. (Commentary authors) (2013). A modified preschool life skills program focused on teaching functional communication and self-control resulted in acquisition of requesting skills and the prevention of problem behavior in small groups of preschool children. *Evidence Based Communication Assessment and Intervention, 7*, 112-116.
2. **Raulston, T.**, Carnett, A., Lang, R., Tostanoski, A., Lee, A., Machalicek, W., Sigafos, J., Didden, R., Lancioni, G., & O'Reilly, M. (2013). Teaching individuals with autism spectrum disorder to ask questions: A systematic review. *Research in Autism Spectrum Disorders, 7*, 866 – 878.
1. Lee, A., Lang, R., Davenport, K., Moore, M., O'Reilly, M., Sigafos, J., Lancioni, G., Carnett, A., **Raulston, T.**, Tostanoski, A., Henry, S., & Chung, C. (2013). Comparison of teacher-implemented and iPod assisted academic instruction for students with autism spectrum disorder. *Developmental Neurorehabilitation, 18*, 97 – 103.

### Book Chapters

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4. Ruppert, T., Machalicek, W., Hansen, S., **Raulston, T.** & Frantz, R. (2016). Parent implemented early intervention. In R. Lang, T. Hancock, and N.N. Singh (Eds.), *Early Intervention for Young Children with Autism*. New York: Springer.
3. Machalicek, W., **Raulston, T.**, Knowles, C., Ruppert, T., Carnett, A., & Alresheed, F. (2016). Challenging Behavior. In J. Matson (Ed.), *Comorbid Conditions Among Children with Autism Spectrum Disorders*. New York: Springer.
2. Boutot, E.A., **Raulston, T.**, & Dukes, C. (2016). Evidence-based practices for educating students with autism spectrum disorders. In E.A. Boutot (Ed.), *Autism Spectrum Disorders: Foundations, Characteristics, and Effective Strategies* (2nd ed.). Boston: Pearson.
1. Lang, R., Ramdoss, S., **Raulston, T.**, Carnett, A., Sigafos, J., Didden, R., Moore, D., & O'Reilly, M. (2014). Assistive technology for people with autism spectrum disorders. In G. Lancioni & N. Singh (Eds.), *Assistive Technology for People with Diverse Abilities*. New York: Springer.

### Articles in Magazines and Bulletins

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9. Hieneman, M., **Raulston, T.**, & Strobel, L. (2017, Special Issue). Positive behavior support in family routines: Proven strategies. *Parenting Special Needs Magazine*. Retrieved from

[http://magazine.parentingspecialneeds.org/publication/?i=461820#{"issue\\_id":461820,"page":0}](http://magazine.parentingspecialneeds.org/publication/?i=461820#{)

8. Hieneman, M., **Raulston, T.**, & Strobel, L. (2017, November/December). Monitoring progress. *Parenting Special Needs Magazine*. Retrieved from [http://magazine.parentingspecialneeds.org/publication/?i=453159#{"issue\\_id":453159,"page":24}](http://magazine.parentingspecialneeds.org/publication/?i=453159#{)
7. Hieneman, M., **Raulston, T.**, & Strobel, L. (2017, September/October). Using your plan: Adapting strategies and ensuring contextual fit. *Parenting Special Needs Magazine*. Retrieved from [http://magazine.parentingspecialneeds.org/publication/?i=439866#{"issue\\_id":439866,"page":22}](http://magazine.parentingspecialneeds.org/publication/?i=439866#{)
6. Hieneman, M., **Raulston, T.**, & Strobel, L. (2017, July/August). Using your plan: Teaching skills. *Parenting Special Needs Magazine*. Retrieved from [http://magazine.parentingspecialneeds.org/publication/?i=422979&ver=html5&p=6#{"page":20,"issue\\_id":422979}](http://magazine.parentingspecialneeds.org/publication/?i=422979&ver=html5&p=6#{)
5. Hieneman, M., **Raulston, T.**, & Strobel, L. (2017, May/June). Designing strategies. *Parenting Special Needs Magazine*. Retrieved from [http://magazine.parentingspecialneeds.org/publication/?i=408853#{"issue\\_id":408853,"page":24}](http://magazine.parentingspecialneeds.org/publication/?i=408853#{)
4. Hieneman, M., **Raulston, T.**, & Strobel, L. (2017, March/April). Analyzing patterns. *Parenting Special Needs Magazine*. Retrieved from [http://magazine.parentingspecialneeds.org/publication/?i=391986#{"issue\\_id":391986,"page":32}](http://magazine.parentingspecialneeds.org/publication/?i=391986#{).
3. Hieneman, M., **Raulston, T.**, & Strobel, L. (2017, January/February). Identifying goals: The first step to improving your child's behavior. *Parenting Special Needs Magazine*. Retrieved from [http://magazine.parentingspecialneeds.org/publication/?i=377808#%7B%22issue\\_id%22:377808,%22page%22:26%7D](http://magazine.parentingspecialneeds.org/publication/?i=377808#%7B%22issue_id%22:377808,%22page%22:26%7D)
2. **Raulston, T.** & Hieneman, M. (2016, November/December). Being more present in your Parenting. *Parenting Special Needs Magazine*. Retrieved from [http://magazine.parentingspecialneeds.org/publication/?i=357052#{"issue\\_id":357052,"page":22}](http://magazine.parentingspecialneeds.org/publication/?i=357052#{)
1. Machalicek, W., **Raulston, T.**, Drew, C., & Ruppert, T. (2015). Telehealth behavioral consultation with families of children with autism. *The International Society for the Study of Behavioural Development (ISSBD). Bulletin Special Section on Autism Spectrum Disorder*, 39, 9 – 14.

### **Manuscripts Under Review**

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\*Denotes graduate student author

**Raulston, T.**, \*Ousley, C., & \*Gilhuber, C. (under review). A scoping review of playdate literature with children on the autism spectrum: An emerging and important area.

\*Ousley, C., **Raulston, T.**, & \*Gilhuber, C. (under review). Providing video feedback coaching to parents on communication strategies during playtime.

### **Manuscripts in Preparation**

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\*Denotes student author

Hansen, S., \*Mowbray, M., **Raulston, T.**, Carnett, A., Tullis, C. (revising and resubmitting). Effects of a peer mediated joint attention intervention in an inclusive preschool setting.

**Raulston, T.**, Hansen, S., \*Bhana, N., & \*Ousley, C. (in preparation). Effects of social skills instruction and generalization to playdates in preschoolers with developmental disabilities.

\*Ousley, C. & **Raulston, T.** (in preparation). A guide to incorporate augmentative and alternative communication into functional communication training.

\*Bhana, N., **Raulston, T.**, McNaughton, D., & \*Ousley, C. (revising). Sequential analysis of photographs and parent training to promote novel words in children with autism.

### **Grants**

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\*Denotes graduate student mentee

#### **Funded Projects**

*Coaching Families of Young Children with Autism and Minimal Speech in Naturalistic Developmental Behavioral Strategies Using Video Feedback*

Organization for Autism Research

Funded May 2021

\$2,000

Role: Co-Faculty Mentor with Dr. David McNaughton for Graduate Student Project

PI: \*Ciara Ousley

*Mindful Routines: Development of a Mindfulness-Enhanced Behavior Support Program for Families of Young Children with and at risk for Autism Spectrum Disorder*

Social Science Research Institute, Pennsylvania State University

Funded January 2020

\$22,601

Role: PI

Co-Is (Drs. Robert Roeser, David Lee, & Laura Lee McIntyre)

*Budding Botanists Project*

College Station Independent School District Grant, College Hills Elementary

Collaboration between Appropriate Behavior Communication Classes and Gifted and Talented

Program – Funded creation of an outdoor garden for teaching math and science skills and concepts to students in self-contained special education classrooms and students in gifted and talented program.

Funded 2010

\$5,000

#### **Projects Under Review or Unfunded**

*Project FLEX: Family Led intervention for Early fleXible behavior*



Development and innovation research grant to evaluate the promise of a very early intervention targeted at improving social-emotional behavioral regulation for toddlers identified as at-risk for ASD. Institute of Education Sciences (IES), Special Education Research Grants, U.S. Department of Education *CDF A # 84.324A*  
 Total requested: \$1,999,598  
 Submitted August 2020 (*unfunded*)  
 Role: Co-I with Drs. Sarah Hansen and Amarie Carnett  
 PI: Dr. Leslie Neely

*Project PAWSS: Practitioners for Autism Well-Being Supports and Services*  
 Interdisciplinary personnel preparation grant to support 32 master's scholars in Special Education and School Counseling.  
 Office of Special Education Programs  
 Submitted May 2020 (*unfunded*)  
 Role: Co-I with Dr. Richard Hazler (School Counseling)  
 PIs: Drs. Kate McKinnon and Pamela Wolfe (Special Education)

*Evaluation of an Online Behavioral Parent Training for Families of Young Children with Developmental Delay*  
 Caplan Foundation for Early Childhood  
 Submitted January 2019 (*unfunded*)

*An Evaluation of an Online Self-Directed Positive Behavior Program for Families of Children with Autism*  
 Organization for Autism Research (OAR)  
 Submitted March 2018 (*unfunded*)

*Behavior Skills Training and Coaching for the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)*  
 Institute of Education Sciences (IES), Special Education Research Grants, U.S. Department of Education *CDF A # 84.324A*, 2014 (*unsubmitted/unfunded student project*)

## **Research Experience**

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| <i>2020 – Present</i> | <i>Mindful Routines</i><br>Role: <i>Principal Investigator</i><br>Pennsylvania State University, University Park, Pennsylvania  |
| <i>2017 – 2020</i>    | <i>Playdate Project</i><br>Role: <i>Principal Investigator</i><br>Pennsylvania State University, University Park, Pennsylvania<br>Responsibilities: Coordinate meetings, mentor, and train master's and doctoral students in the fields of special education and communication sciences and disorders. Oversee implementation of single-case research studies focused on investigating methods to support social skills for children with developmental delay during playdates. |
| <i>2015 – 2017</i>    | <i>Autism Parent Trainer Project Phase II (APT II)</i><br>Role: <i>Lead Research Associate</i><br>Co-PIs: Nell Caraway and Dr. Meme Hieneman  |

National Institutes of Health Grant 2R44MH102845-02  
 IRIS Educational Media, Eugene, Oregon  
 Responsibilities: Coordinate and lead weekly project meetings. Review literature and translate findings to team members. Select appropriate measures and prepare data for analysis. Collaborate with various business personnel, including production, sales and communication, to develop the Practiced Routines online telehealth parent training program and the Practiced Mind™ mobile application. Write scripts for educational videos and sound meditations designed to train parents in family-based positive behavior support and reduce parental stress via mindfulness strategies. Manage recruitment of focus groups and study participants. Manage randomization assignment of intervention and active comparison groups. Handle scheduling and routine communication with parent educators and study participants

2014 – 2017

*Oregon Early Autism Project (OEAP)*  
 Role: *Assessor/Research Assistant*  
 PI: Dr. Laura Lee McIntyre  
 University of Oregon, Eugene, Oregon  
 Responsibilities: Participate in meetings to review data and problem solve. Interview parents and administer surveys and standardized assessments including the Childhood Autism Rating Scale, Second Edition and Vineland Adaptive Behavior Scales, Second Edition.

2014 – 2016

*Oregon Parent Project (OPP)*  
 Role: *Assessor/Research Assistant*  
 PI: Dr. Laura Lee McIntyre  
 National Institutes of Health Grant R01 HD059838  
 University of Oregon, Eugene, Oregon  
 Responsibilities: Administer phone surveys and assessments including the Vineland Adaptive Behavior Scales, Second Edition.

2014

*Pearl Duck Autism Center (PDAC)*  
 Role: *Graduate Teaching Fellow, Research Assistant*  
 PI: Dr. Wendy Machalicek  
 University of Oregon, Eugene, Oregon  
 Responsibilities: Train and coach undergraduate and master's students to implement applied behavior analytic assessments and interventions.

2013 – 2017

*Early Intervention in Special Education Research (EISER)*  
 Role: *Research Assistant*  
 PI: Dr. Wendy Machalicek  
 University of Oregon, Eugene, Oregon  
 Responsibilities: Collaborate on multiple behavior analytic research projects in early intervention and developmental disabilities. Assist in problem solving, data collection and analysis, and manuscript preparation.

2012

*Clinic for Autism Research Evaluation and Support (CARES)*  
 Role: *Practicum Student*  
 Texas State University, San Marcos, Texas  
 Responsibilities: Collaborate on multiple research projects in applied behavior analysis and autism. Assist in problem solving,

data collection and analysis, and manuscript preparation.

### **University Course Development**

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- 2021 Early Intervention/Early Childhood Special Education (Pennsylvania Department of Education Special Education Licensure Update)
- 2020 Behavioral Assessment Across Contexts (BACB Task List 5 Redesign)
- 2020 Introduction to Verbal Behavior Module for Concepts and Principles (BACB Task List 5 Redesign)
- 2020 Generalization and Maintenance of Behavior Change and Using Punishment Procedures to Decrease Behavior Modules for Behavior, Change Procedures and Management I (BACB Task List 5 Redesign)

### **University Teaching Experience**

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|                      | <i>Pennsylvania State University</i>   |
| Summer 2020          | Behavior Change Procedures and Management I (online)   |
| Spring 2020 & 2021   | Behavioral Assessment in Contexts (online)   |
| Spring 2019 & 2021   | Doctoral Seminar in Special Education Characteristics, Definitions, and Categories (resident)  |
| Fall 2019            | Single-Case Research Design (online)   |
| Spring & Summer 2018 | Current Issues in Special Education (online)   |
| Spring 2017          | Single-Case Research Design (resident)   |
| Fall 2017 – 2020     | Classroom and Schoolwide Management Practices in Special Education (resident)  |
| <br>                 |  |
| 2015 – 2016          | <i>Supervised College Teaching Intern, University of Oregon</i><br>Department of Special Education and Clinical Sciences<br>Early Intervention Program<br><i>Seminar: Autism in Early Intervention</i>   |
| <br>                 |  |
| 2014 – 2015          | <i>Academic Associate, Arizona State University</i><br>Mary Lou Fulton Teachers College<br>Curriculum and Instruction: Applied Behavior Analysis<br><i>Online Courses:</i><br>Behavior Assessment<br>Behavior Change Systems<br>Consultation Frameworks and Issues<br>Ethics of Applied Behavior Analysis<br>Foundations of Autism Spectrum Disorders<br>Research Methods in Applied Behavior Analysis |
| <br>                 |  |
| 2014                 | <i>Mentor Instructor for Independent Study, University of Oregon</i><br>Department of Special Education and Clinical Sciences<br><i>Course: Advanced Classroom and Behavior Management</i>   |

2013 – 2014 *Graduate Teaching Fellow Teaching Assistant, University of Oregon*  
 Department of Special Education and Clinical Sciences  
*Courses:*  
 Introduction to Classroom and Behavior Management  
 Advanced Classroom and Behavior Management  
 Foundations of Disability

### ***Invited Guest Lectures***

Stimulus Equivalence and Derived Relations. Guest Lecture for Advanced Applied Behavior Analysis.  
 Department of Special Education and Clinical Sciences. College of Education. University of  
 Oregon.  
 November 2015

Verbal and Rule Governed Behavior. Guest Lecture for Advanced Applied Behavior Analysis.  
 Department of Special Education and Clinical Sciences. College of Education. University of  
 Oregon.  
 November 2015

### ***Mentorship and Advising***

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2020 – Present *Dissertation Chair, Christina Gilhuber*  
 2019 – Present *Dissertation Co-Chair, Ciara Ousley*  
 2018 – Present *Dissertation Co-Chair, Naima Bhana*  
*Title: Collateral Effects of Photographs and the Tell Me MORE! Intervention*  
*Package on the Reminiscing Style of Mothers and their Children with and at*  
*Risk for Autism*  
 2018 – Present *Dissertation Committee Member, Divya Deshpande*  
*Title: Enhancing Geometry Problem Solving for Secondary Students with*  
*Disabilities: Investigating the Virtual-Representational-Abstract Instructional*  
*Sequence and Metacognitive Strategy Instruction*  
 2018 – Present *Dissertation Committee Member, Michelle Cook*  
*Title: A Tertiary Level Intervention for At-Risk English Language Learners:*  
*Proof of Concept*  
 2017 – 2018 *Dissertation Committee Member, Ashley McCoy*  
*Title: The Effect of Online Training on Educational Professionals' Knowledge*  
*and Use of System of Least Prompts to Provide AAC Supports*  
 2009 – 2010 *Cooperating Teacher for Special Education Student Teacher*  
*Appropriate Behavior and Communication Classroom (ABC)*  
 College Hills Elementary  
 College Station Independent School District & Texas A&M University  
 2008 – 2009 *Cooperating Teacher for Special Education Student Teacher*  
 Autism Classroom  
 Oakwood Intermediate School  
 College Station Independent School District & Texas A&M University

## **Conference Presentations**

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### *International Conferences*

**Raulston, T.**, Machalicek, W., Hieneman, M., Caraway, N. Incorporating mindfulness into behavioral parent training for caregivers of children with autism and developmental disabilities. Workshop at Association for Behavior Analysis Ninth International Conference. Paris, France. November 2017.

Machalicek, W., Ruppert, T., & **Raulston, T.** Treatment of challenging behavior by parents of children with developmental disabilities via telehealth. Symposium at Association for Behavior Analysis International Eighth International Conference. Kyoto, Japan. September 2015.

### *National Conferences*

29. **Raulston, T.** Utilizing telehealth to deliver interventions to increase communication and play skills and reduce challenging behavior. Symposium Discussant at 47<sup>th</sup> Annual Association for Behavior Analysis International Conference. Virtual, May 2021.

28. \*Ousley, C. & **Raulston, T.** Functional communication training with augmentative and alternative communication supports: Who do we know about? Poster session at the Women in Behavior Analysis Conference. Virtual, August 2020.

27. \*Ousley, C., **Raulston, T.**, Gregori, E., & McNaughton, D. A comparison of single-case quality evaluation tools applied to functional communication training with augmentative and alternative communication supports for students with developmental disabilities. Poster session at the 46<sup>th</sup> Annual Association for Behavior Analysis International Conference. Virtual, May 2020.

26. **Raulston, T.**, Hansen, S., Frantz, R., Machalicek, W., & \*Bhana, N. Coaching parents of children with autism spectrum disorder to embed social skills instruction during playdates. Symposium at the 45<sup>th</sup> Annual Association for Behavior Analysis International Conference. Chicago, Illinois, May 2019.

25. Zemantic, T., **Raulston, T.**, Drew, C., Luehring, M., Barton, H., Erturk, B., & Haq, S. Instructive Feedback During High and Low Demand Contexts for Children with Autism Spectrum Disorder. 45<sup>th</sup> Annual Association for Behavior Analysis International Conference. Chicago, Illinois, May 2019.

24. **Raulston, T.**, Hansen, S., Frantz, R., Machalicek, W., & \*Bhana, N. Coaching parents of children with autism spectrum disorder to embed social skills instruction during playdates. Poster session at the 52<sup>nd</sup> Annual Gatlinburg Conference. San Antonio, Texas, April 2019.

23. **Raulston, T.**, Zemantic, P., & Machalicek, W. Randomized multiple baseline

- study to evaluate a mindfulness-infused behavioral parent education program focused on improving family routines for children with autism. Symposium at the 44<sup>th</sup> Annual Association for Behavior Analysts International Conference. San Diego, California, May 2018.
22. Frantz, R., Erturk, B., Hansen, S.G., Machalicek, W., **Raulston, T.** Learning language through play: Coaching paraprofessionals in the preschool classroom. Symposium at the 44<sup>th</sup> Annual Association for Behavior Analysis International Conference. San Diego, California, May 2018.
  21. Hansen, S., **Raulston, T.**, Machalicek, W., & McIntyre, L.L. Early interventions for repetitive behavior in autism: An online survey of practices by behavior analysts. Symposium at the 44<sup>th</sup> Annual Association for Behavior Analysis International Conference. San Diego, California, May 2018.
  20. **Raulston, T.**, Machalicek, W., & McIntyre, L.L. Effects of a brief mindfulness-infused behavioral parent training for mothers of children with autism spectrum disorder. Symposium at the 51<sup>st</sup> Annual Gatlinburg Conference. San Diego, California, April 2018.
  19. **Raulston, T.**, Teaching children with autism to mand using speech-generating devices. Invited Discussant at Symposium at Association for Behavior Analysis International 43<sup>rd</sup> Annual Conference. Denver, Colorado. May 2017.
  18. **Raulston, T.**, McIntyre, L.L., & Neece, C. The role of mindful parenting on caregiver stress and depression in parents of children with autism spectrum disorder. Poster session at the 50<sup>th</sup> Annual Gatlinburg Conference. San Antonio, Texas. March 2017.
  17. **Raulston, T.**, Hansen, S., & Frantz, B. Wanna have a playdate? Strategies to improve social engagement and play. Poster Session at The Division for Early Childhood Annual Conference, Louisville, Kentucky. October 2016.
  16. Hansen, S.G., **Raulston, T.**, & Frantz, B. Shared moments: Training parents to improve joint attention. Presentation at The Division for Early Childhood Annual Conference, Louisville, Kentucky. October 2016.
  15. Frantz, B., Hansen, S., & **Raulston, T.** Coaching fathers to promote play skills in the home setting. Poster Session at The Division for Early Childhood Annual Conference, Louisville, Kentucky. October 2016.
  14. Moore, C., **Raulston, T.**, & McIntyre, L.L. Psychological acceptance of parents in parents of children with autism spectrum disorders. Poster session at the American Psychological Association Annual Convention, Denver, Colorado. August 2016.
  13. **Raulston, T.**, Brief parent training programs for parents of and staff servicing children with autism. Invited Discussant at Symposium at Association for Behavior Analysis International 42<sup>nd</sup> Annual Conference, Chicago, Illinois. May 2016.
  12. **Raulston, T.**, Hansen, S., & Machalicek, W. Effects of a simulated play date intervention on parent use of strategies and child mands. Poster session at the 42<sup>nd</sup> Annual Association of Behavior Analysis Conference. Chicago, Illinois. May 2016.

11. Hansen, S., **Raulston, T.**, Machalicek, W., & Frantz, B. A parent implemented play based social skills intervention. Symposium at Association for Behavior Analysis International 42<sup>nd</sup> Annual Conference, Chicago, Illinois. May 2016.
10. **Raulston, T.**, Ramey, D., Carnett, A., Hansen, S., Lang, R., & Machalicek, W. Incorporating perseverative interests into interventions for individuals with autism spectrum disorder: A systematic review of the literature. Poster session at the 10<sup>th</sup> Annual Association for Behavior Analysis Autism Conference. New Orleans, Louisiana. January 2016.
9. Hansen, S.G., **Raulston, T.**, & Frantz, R. A systematic review of peer-mediated strategies to support social communication skills in early childhood settings. Poster session at the Association for Applied Behavior Analysis Annual Autism Conference. New Orleans, Louisiana, January, 2016.
8. Hansen, S.G., **Raulston, T.**, & Frantz, R. A systematic review of peer-mediated strategies to support social communication skills in early childhood settings. Poster session at the Association for Applied Behavior Analysis Annual Autism Conference. New Orleans, Louisiana, January, 2016.
7. Machalicek, W., Hansen, S., & **Raulston, T.** Parent implemented interventions: Evaluation of utility of Tau-U, Hedges' g, R-IRD, and visual analysis. Symposium at Association for Behavior Analysis International 41<sup>st</sup> Annual Conference, San Antonio, Texas. May 2015.
6. Hansen, S.G., & **Raulston, T.** Systematic review of social pragmatic interventions for young children with ASD. Poster presentation at the 41<sup>st</sup> Annual Association for Applied Behavior Analysis International Conference, San Antonio, Texas. May 2015.
5. Machalicek, W., Hansen, S.G., & **Raulston, T.** Parent Implemented Interventions: Evaluation of Utility of 3 Effect Size Estimates and Visual Analysis. Symposium presentation at the 41<sup>st</sup> Annual Association for Applied Behavior Analysis International Conference. San Antonio, Texas. May 2015.
4. Machalicek, W., Lang, R., Knowles, C, **Raulston, T.**, Ruppert, T., & Gerow, S. Parent involvement in intervention for children with intellectual and developmental disabilities: A review of reviews. AAIDD 138th Annual Meeting, Orlando, Florida. June 2014.
3. **Raulston, T.**, Carnett, A., Lang, R., Tostanoski, A., Sigafoos, J., & Machalicek, W. Effects of a perseverative interest based token economy on challenging behavior and on-task behavior of a 7-year-old boy with autism. Symposium presentation at the 40th Annual Association for Behavior Analysis International Conference, Chicago, Illinois. May 2014.
2. **Raulston, T.**, Carnett, A., Lang, R., Tostanoski, A., & Lee, A. Teaching individuals with autism spectrum disorder to ask questions: A systematic review. Poster session at 7<sup>th</sup> Annual Autism Conference for the Association for Behavior Analysis International. Portland, Oregon. January 2013.
1. Wehrly, A., & **Raulston, T.** Teaching social skills to students identified with Asperger syndrome. National Association of School Psychologists Annual Conference. Boston, Massachusetts. February 2009.

### *State Conferences*

3. **Raulston, T.**, Carnett, A., Lang, R., Tostanoski, A., & Lee, A. Teaching individuals with autism spectrum disorder to ask questions: A systematic review. Poster session at the Annual TXABA Conference. Fort Worth, Texas. March 2013.
2. Carnett, A., **Raulston, T.**, Lang, R., Lee, A., & Tostanoski, A. Embedding perseverative interests in token economies for children with autism in school settings: An intervention comparison study. Poster session at the Annual TXABA Conference. Fort Worth, Texas. March 2013.
1. Lee, A., Lang, R., Chung, C., Carnett, A., **Raulston, T.**, & Tostanoski, A. Comparison of teacher-implemented and iPod assisted academic instruction for students with autism spectrum disorder. Poster session at the Annual TXABA Conference. Fort Worth, Texas. March 2013.

## **Service**

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### ***Improving Racial/Ethnic Diversity in Behavior Analysis Scholarship***

*University of Oregon Research Group in Applied Behavior Analysis  
Advisory Board Member (2021)*

### ***Special Education Program Vision Committee***

*Department of Educational Psychology, Counseling, and Special Education  
Penn State University  
Committee Member (2020 – 2021)*

### ***Penn State College of Education Faculty Council***

*Department of Educational Psychology, Counseling,  
and Special Education Representative (2019 – 2021)  
Chair of Committee of Faculty, Staff, and Student Concerns (2020 – 2021)  
Member of Ad-hoc Committee on Workload Guidelines (2021)*

### ***Penn State College of Education Strategic Planning Committee***

*Department of Educational Psychology, Counseling,  
and Special Education Representative (2019 – 2021)*

### ***Applied Behavior Analysis Fixed Term Faculty Member Search***

*Department of Educational Psychology, Counseling, and Special Education  
Penn State University  
Committee Member (2019)*

### ***President's New Student Convocation***

***Penn State University***  
*Department Representative (2018)*

### ***Editorial Board Member***

*Journal of Evidence-based Practices for Schools (2018 - present)  
Advances in Neurodevelopmental Disorders (2020 – present)  
Journal of Developmental and Physical Disabilities (2020 – present)*

### ***Ad-hoc Manuscript Reviewer***

*Journal of Contextual Behavior Science (2021)  
Journal of Early Intervention (2020 – present)  
Advances in Neurorehabilitation (2019)*



*International Journal of Developmental Disabilities* (2019)  
*SAGE Open* (2019)  
*Assessment for Effective Intervention* (2019)  
*American Journal of Intellectual and Developmental Disabilities* (2019 - present)  
*Research in Autism Spectrum Disorders* (2019 – present)  
*Exceptional Children* (2018 – present)  
*Review Journal of Autism and Developmental Disorders* (2016 – present)  
*Journal of Positive Behavior Interventions* (2015)  
*Behavioral Interventions* (2014 – 2016)  
*Journal of Autism and Developmental Disorders* (2015)  
*Teaching Exceptional Children* (2015)  
*Developmental Neurorehabilitation* (2014 – 2018)  
*Behavior Modification* (2014)  
*Journal of Child and Family Studies* (2013 – present)  
*Journal of Physical and Developmental Disabilities* (2012 – present)

### ***Public Hearing Testimony***

Submitted letter and testified at public hearing for Senate Bill 696. The purpose of the hearing was to direct Oregon Health Authority to study need for changes in licensure of health care practitioners who treat individuals diagnosed with autism spectrum disorder and report to interim committees of Legislative Assembly related to health care.  
 April, 2015

### ***Invited Discussant***

Autism Poster Session at the 44<sup>th</sup> Annual Association for Behavior Analysts International Conference. San Diego, California, May 2018.

### ***Community Membership***

Positive Behavior Interventions and Supports (PBIS) Committee  
 Pearl Buck Preschool, Eugene, Oregon (2013, 2014)

### ***Trainings and In Service Presentations***

23. **Raulston, T.**, Supporting Caregivers to Implement Behavioral Interventions for Young Children on the Autism Spectrum  
 ASD@PSU Monthly Seminar Series  
 The Penn State Autism and Developmental Disorders Collaborative  
 December 2020
22. **Raulston, T.** Supporting Families to Implement Behavioral Interventions  
 Behavior Change Procedures and Management II Virtual Session  
 Penn State Applied Behavior Analysis Program  
 August 2020
21. **Raulston, T.**, Autism Spectrum Disorders: Brief Overview of History, Characteristics, and Evidence-based Practices. Professional Development for Court Appointed Special Advocates (CASA) of Lane County, Oregon.  
 September 2016
20. **Raulston, T.**, Board Certified Behavior Analysts Visitor Panel for Ethics Course.

Department of Curriculum and Instruction. College of Education. Texas State University.  
August 2016

19. **Raulston, T.**, Early Intervention Program Course Review: Autism in Early Intervention. Guest Presentation for Parent Advisory Group. Department of Special Education and Clinical Sciences. College of Education. University of Oregon.  
February 2016
18. **Raulston, T.**, Project SAIL: Why Choose Special Education? Guest Presentation for Department of Special Education and Clinical Sciences. College of Education. University of Oregon  
July 2015
17. **Raulston, T.**, Introduction to Verbal Behavior Assessment and The VB-MAPP. Training for Pearl Duck Autism Center Student Interns. University of Oregon.  
July & August 2014
16. **Raulston, T.**, Evidence-based Practices for Autism Spectrum Disorders for Parents. Parent Support Group. Springfield Independent School District. Eugene, Oregon.  
April 2014
15. **Raulston, T.**, Introduction to Verbal Behavior Assessment for Young Children with Autism and Other Developmental Disabilities. Pearl Duck Autism Center. University Center for Excellence in Developmental Disability. University of Oregon.  
March 2014
14. **Raulston, T.**, Evidence-based Practices for Children with Autism Spectrum Disorders. Talk for Parents and Professionals. Pearl Duck Autism Center. Pearl Buck Center. Eugene, Oregon.  
November 2013
13. **Raulston, T.**, & Carnett, A., Setting Up a Verbal Behavior Program and Tracking Data. Special Education Teacher Training. Austin Independent School District.  
April 2013
12. **Raulston, T.**, & Carnett, A., Discrete Trial Training. Special Education Teacher Training. Austin Independent School District.  
April 2013
11. **Raulston, T.**, & Carnett, A., Naturalistic Communication Teaching: An Introduction. Special Education Teacher Training. Austin Independent School District.  
March 2013
10. **Raulston, T.**, & Carnett, A., Picture Exchange Communication System (PECS): How to Begin. Special Education Teacher Training. Austin Independent School District.  
February 2013
9. Vega, R., & **Raulston, T.**, Behavior Toolkit: Classroom Management Strategies: Suggested Ways to Respond to Students with Disruptive and Non-Compliant Behaviors. Teacher Training. Austin Independent School District.  
February 2013

8. **Raulston, T.,** & Carnett, A. Assessments for Verbal Behavior: VB-MAPP and ABLLS-R. Special Education Teacher Training. Austin Independent School District. February 2013
7. **Raulston, T.,** & Carnett, A. Increasing Communication Opportunities for Students using Behavioral Principles and Techniques. Preschool Program for Children with Disabilities (PPCD) Teacher Training. Austin Independent School District. December 2012
6. **Raulston, T.** Overview of the VB-MAPP. Introduction to Autism Graduate Course. Texas State University. September 2012
5. **Raulston, T.,** Carnett, A., & Keller, T. Operationally Defining Behavior. Special Education Teacher Training. Austin Independent School District. August 2012
4. **Raulston, T.,** Carnett, A., & Keller, T. Identifying Functions of Challenging Behavior. Special Education Teacher Training. Austin Independent School District. August 2012
3. Carnett, A., & **Raulston, T.** Assessment and Treatment of Challenging Behavior. Social Communication Resources and Services Summer Institute for Teachers. Austin Independent School District. July 2012
2. **Raulston, T.** & Beene, T. Using Video/Photos with Students in Special Education. Anderson High School Vertical Team Professional Development Day. Austin Independent School District. November 2010
1. **Raulston, T.** Effective Strategies for Students with Autism Spectrum Disorder. Oakwood Intermediate Staff Development Share Fair. College Station Independent School District. April 2008

### **Professional Organization Memberships**

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#### **Current**

Association for Applied Behavior Analysis International  
Council for Exceptional Children  
    Pennsylvania Chapter  
    Division for Early Childhood  
    Division for Autism and Developmental Disabilities

#### **Past**

Association of Professional Behavior Analysts  
Oregon Association for Behavior Analysis  
Texas Association for Behavior Analysis