

**April N. Haas**

Special Education Division  
Department of Educational Psychology  
Texas A&M University-Commerce | Commerce, TX

**ACADEMIC HISTORY**

**Education**

- 2016- August 2020     Doctor of Philosophy in Educational Psychology with a concentration in special education from Texas A&M University  
Dissertation: *Peer-Mediated Academic Instruction: A Meta-Analysis and Single Case Experiment*
- 2016                     Master of Science in Educational Psychology with a concentration in special education from Texas A&M University
- 2011                     Bachelor of Science in Behavior Analysis with a minor in special education from the University of North Texas

**Academic Experience**

- Fall 2023-Present     **Adjunct Professor University of Maine, Orono, Maine:** Teaching the Special Education courses in the College of Education and Human Development
- Fall 2022-Present     **Adjunct Professor Texas A&M University Commerce, Commerce, Texas:** Teaching the ABA courses in the College of Special Education
- Spring 2022             **Adjunct Professor Lehigh University, Bethel, Pennsylvania:** Teaching the single case research course for the ABA tract in the College of Special Education
- 2017- Present           **Project Coordinator:** Board-Certified Behavior Analyst (BCBA) Training for Teachers and Paraprofessionals, Texas Higher Education Coordinating Board, Award #17185, Principal Investigator: Dr. Jennifer Ganz, Texas A&M University
- 2019- Present           **Research Team Leader:** Aggie Research Leadership Program, How Much Progress is Acceptable for Children with Autism?
- 2019- Present           **Research Team Leader:** Aggie Research Leadership Program, Does Working Out Really Work Out for Students with Autism?
- 2019                      **U. S. Department of Education Intern:** Office of Special Education Programs (OSEP), Washington, D. C.

2018- Present	<b>Data Collection:</b> Meta-Analyses of Variables Related to Instruction in Augmentative and Alternative Communication Implementation, Institute for Education Sciences, Principal Investigator: Dr. Jennifer Ganz, Texas A&M University
2017- 2018	<b>ABA Supervisor:</b> Supervised students at Texas A&M sitting for their BCBA exam
2016- 2017	<b>Graduate Research Assistant:</b> Special Education Program, Department of Educational Psychology, Texas A&M University, College Station
2016-2017	<b>Coach Supervisor:</b> Texas Higher Education Coordinating Board (THECB) Autism Grant Program (Coach to Communicate (C2C): Partnering to Improve Communication for Individuals with Autism. Award No. 17108).

### Related Employment

2023-Present	Director of Assessment Services- Life Skills Autism Academy
2021- 2023	Regional Clinical Director- Life Skills Autism Academy
2020-2021	Supervising Clinician- BCBA, Life Skills Autism Academy
2015- 2016	Lead Behavior Therapist, Behavioral Beginnings, in home therapy for students with autism (ages 3 to 17 years old), Grapevine, TX; organized and collected data on student's progress, conducted assessment, conducted parent training, implemented interventions based parental input
2012-2015	Assistant Director, Journey Learning Center a multidisciplinary education center for students with autism (ages 18 months to 8 years old), Grapevine, TX; organized and collected data on student's progress, conducted assessment, trained and evaluated teachers on program implementation, collaborated with speech, occupational therapist and Board Certified Behavior Analysts to incorporate students' goals into the curriculum
2012-2013	Private Therapist (6-year-old with autism), Keller, TX; worked on student's IEP goals, social skills, and independent living skills after school
2008-2012	Instructor and Program Assistant, Easter Seals Center for Autism an inclusive preschool (ages 18 months to 6 years old), Grapevine TX: Created curriculum, ensured proper program implementation, conducted assessment under the supervision of a BCBA, organized and graphed data, trained and evaluated teachers on program implementation

## Certification and Licensure

Board Certified Behavior Analyst- Doctoral (BCBA-D), August 2017, Certificate number: 1-17-27154

Behavior Analyst, Texas Department of Licensing and Regulation, License number: 2448

## RESEARCH

### Areas of Interest

Supporting inclusive and culturally responsive practices for individuals with disabilities by providing education and training to educators on implementation of supported practices in the classroom. Utilizing peer mediated interventions to improve academic, communication, and social outcomes for students with autism in an inclusive environment. Conducting quantitative analysis through single case and meta-analytic research to support students with autism in inclusive setting.

### Purpose Statement

To equip all educators with the knowledge and resources need to support students with disabilities. Expand the literature on inclusive practices for students with autism.

## PUBLICATIONS

### Published or In Press

Ganz, J. B., Pustejovsky, J. E., Reichle, J., Vannest, K., Foster, M., Pierson, L. M., Wattanawongwan, S., Fuller, M. C., Haas, A., Sallese, M. R., Smith, S. D., & Yllades, V. (2023). A Case for increased rigor in AAC research: A methodological quality review. *Education and Training in Autism and Developmental Disabilities*, 58(1), 3-21.

Ganz, J. B., Pustejovsky, J. E., Reichle, J., Vannest, K. J., Foster, M., Haas, A. N., ... & Smith, S. D. (2022). Considering Instructional Contexts in AAC Interventions for People with ASD and/or IDD Experiencing Complex Communicative Needs: a Single-Case Design Meta-analysis. *Review Journal of Autism and Developmental Disorders*, 1-15.

Ganz, J. B., Pustejovsky, J. E., Reichle, J., Vannest, K. J., Foster, M., Pierson, L. M., ... & Smith, S. D. (2022). Participant characteristics predicting communication outcomes in AAC implementation for individuals with ASD and IDD: a systematic review and meta-analysis. *Augmentative and Alternative Communication*, 1-16.

Liao, C. Y., Ganz, J. B., Wattanawongwan, S., Haas, A. N., Ura, S. K., Vannest, K. J., & Morin, K. L. (2022). Parent coaching in a multimodal communication intervention for children with autism. *Focus on Autism and Other Developmental Disabilities*, 37(3), 158-168.

- Liao, C. Y., Ganz, J. B., Wattanawongwan, S., Haas, A. N., Ura, S. K., Vannest, K. J., & Morin, K. L. (2022). Effects of a Parent-Mediated Multimodal Communication Intervention on Communicative Behaviors in Children with Autism Spectrum Disorder. *Education and Treatment of Children*, 1-19.
- Ganz, J. B., Pustejovsky, J., Reichle, J., Vannest, K., Foster, M., Fuller, M. C., ... & Yllades, V. (2021). Selecting communicative interventions targets for school-aged participants with ASD and ID: A Single-case experimental design meta-analysis. EdArXiv.
- Haas, A., Vannest, K. J., Fuller, M. C., & Ganz, J. B. (2021). Understanding the Effect Size of Peer-Mediated Academic Instruction: A Meta-Analysis. *Focus on Autism and Other Developmental Disabilities*, doi: [10.1177/10883576211023329](https://doi.org/10.1177/10883576211023329)
- Pierson, L. M., Thompson, J. L., Ganz, J. B., Wattanawongwan, S., Haas, A. N., & Yllades, V. (2021). Coaching parents of children with developmental disabilities to implement a modified dialogic reading intervention using low technology via telepractice. *American Journal of Speech-Language Pathology*, 30(1), 119-136. doi: [0.23641/asha.13382831](https://doi.org/0.23641/asha.13382831)
- Peltier, C., Morin, K. L., Vannest, K. J., Haas, A., Pulos, J. M., & Peltier, T. K. (2021). A systematic review of student-mediated math interventions for students with emotional or behavior disorders. *Journal of Behavioral Education*, 1-27. doi: [10.1007/s10864-021-09454-1](https://doi.org/10.1007/s10864-021-09454-1)
- Peltier, C., Muharib, R., Haas, A., & Dowdy, A. (2021). A decade review of two potential analysis altering variables in graph construction. *Journal of Autism and Developmental Disorders*, 1-11. doi: [10.1007/s10803-021-04959-0](https://doi.org/10.1007/s10803-021-04959-0)
- Vannest, K. J., Carrero, K. M., Patience, B., Price, G., Altmann, R., Haas, A., & Smith, S. (2021). Military-Connected Adolescents' Emotional and Behavioral Risk Status: Comparisons of Universal Screening Data and National Norms. *Journal of Child and Family Studies*, 30(1), 134-145. doi: [10.1007/s10826-020-01887-y](https://doi.org/10.1007/s10826-020-01887-y)
- Haas, A., Vannest, K. J., Thompson, J. L., Fuller M. C., & Wattanawongwan, S., (2020). Peer-mediated instruction and academic outcomes for students with autism spectrum disorders: A comparison of quality indicators. *Mentoring and Tutoring: Partnership in Learning*. 28, 625-642. doi: [10.1080/13611267.2020.1859330](https://doi.org/10.1080/13611267.2020.1859330)
- Morin, K. L., Vannest, K. J., Hong, E. R., Haas, A., Nagro, S. A., Ganz, J. B., & Lavadia, C. (2020). Using remote delivery to train parents in video analysis procedures. *Journal of Behavioral Education*, 29(2), 354-381. doi: [10.1007/s10864-019-09361-6](https://doi.org/10.1007/s10864-019-09361-6)
- Haas, A., Vannest, K. J., & Smith, S. (2019). Utilizing Peers to Support Academic Learning for Children with Autism Spectrum Disorder. *Behavior Analysis in Practice*. doi:10.1007/s40617-019-00363-4

- Morin, K., Ganz, J. B., Vannest, K. J., Haas, A., Nagro, S., Peltier, C., Fuller, M., & Ura, S. (2019). A systematic review of single-case research on video analysis as professional development for special educators. *Journal of Special Education*, 53, 3-14. (2017 IF = 2. 262; 5-year IF = 2. 755). doi:10. 1177/0022466918798361
- Morin, K. L., Nagro, S., Artis, J., Haas, A., Ganz, J. B., & Vannest, K. J. (2019). Differential effects of video analysis for special educators related to intervention characteristics, dependent variables, and student outcomes: A meta-analysis of single-case research. *Journal of Special Education Technology*. doi: [10.1177/0162643419890250](https://doi.org/10.1177/0162643419890250)
- Carrero, K., Haas, A., Hussien, S. (2018). Effects of an in-home intensive toilet training protocol for a young child with autism. *DADD Online Journal*, 5, 143-152.
- Vannest, K. J., Peltier, C., & Haas, A. (2018). Results reporting in single case experiments and single case meta-analysis. *Research in Developmental Disabilities*, 79, 10-18. doi: 10. 1016/j. ridd. 2018. 04. 029
- Haas, A. (2011). Speling Trubls. *Behavior Analysis Digest International*, 23 (3), 9.

### **Submitted for Publication**

- Ganz, J. B., Pustejovsky, J. E., Reichle, J., Vannest, K., Foster, M., Fuller, M. C., Pierson, L. M., Wattanawongwan, S., Bernal, A., Chen, M., Haas, A., Skov, R., Smith, S. D., & Yllades, V. (2021). *Selecting communicative interventions targets for school-aged participants with ASD and ID: A Single-case experimental design meta-analysis* [Manuscript submitted for publication].
- Morin, K. L., Vannest, K. J., Ganz, J. B., & Haas, A. (in review). The use of video analysis to improve the instructional practices of educators.
- Peltier, C., Morin, K., Vannest, K. J., Haas, A., Pulos, J. M., & Peltier, T. K. (in review). A meta-analysis of single-case experimental designs implementing student mediated interventions on the mathematical performance of students with an emotional or behavioral disorder.

### **Books or Other Non-Periodical, One-Time Publications**

- Ganz, J. B., Vannest, K., Pustejovsky, J., Reichle, J., & Foster, M. Collaborators: Wattanawongwan, S., Pierson, L., Haas, A., Smith, S. Meta-analyses of variables related to instruction in augmentative and alternative communication implementation [Research Protocol]. PROSPERO 2018 CRD42018112428 Available from: [http://www.crd.york.ac.uk/PROSPERO/display\\_record.php?ID=CRD42018112428](http://www.crd.york.ac.uk/PROSPERO/display_record.php?ID=CRD42018112428)

### **Competitively Awarded Grants and Contracts**

## Funded

Haas, A. (Award Period 2014) Putting Together the Missing Pieces. Autism Speaks Neighborhood Grant. \$5,000.

Illuminating Goals and Nurturing Interests Towards Engagement (IGNITE). Department of Defense Activity Military- Connected Academic and Support Programs Award. \$1,500,000. (Role: literature review)

Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Texas Higher Education Coordinating Board (THECB). \$475,000. (Role: Narrative, Budget, Timeline, Community Support)

## Unfunded

Evaluating the Effects of Applied Behavior Analysis on Cognition, Adaptive Behaviors, and Symptoms of ASD with Controls for School and Parent Delivered Supports. Department of Defense Applied Behavior Analysis Clinical Study Award. \$7,000,000.00. (Role: literature and partial methods)

## Conference Presentations and Colloquiums

Vannest, K. J., Haas, A., Sallese, M. R., & Smith, S. D. (2020, February). *Improving Implementation: The Evidence for Coaching & Performance Feedback in Teachers and Peers and the Implications for Knowledge and Use of Evidence-Based Practices*. Panel presented at the Council for Exceptional Children Conference, Portland, OR.

Haas, A., (2020, January). *Determining the Least Restrictive Environment for Students with Disabilities Who Engage in Disruptive Behaviors*. Presented at the Division of Autism and Developmental Disabilities Conference, Sarasota, FL.

Carrero, K. M., & Haas, A. (2020, January). *Embedding Culturally Responsive Practices into an Intensive Tact Training Program for a Middle-Eastern Child with Autism*. Presented at the Division of Autism and Developmental Disabilities Conference, Sarasota, FL.

Haas, A., (2019, February). *Evaluating the Quality of Exercise Interventions for Students with Autism Spectrum Disorder*. Presented at the Council for Exceptional Children Conference, Indianapolis, IN.

Vannest, K. J., Haas, A., & Wattanawongwan, S. (2019, January). *Interventions for Anxiety in Anxiety-Provoking Times*. Poster presented at the Council for Exceptional Children Conference, Indianapolis, IN.

Whirley, M. L., Haas, A., & Wattanawongwan, S. (2019, January). *Self-Monitoring Interventions for Students with Disabilities: A Meta-Analysis of Group Designs*. Poster presented at the Council for Exceptional Children Conference, Indianapolis, IN.

- Fuller, M. C., Haas, A., & Wattanawongwan, S. (2019, January). *Current Uses for Self-Monitoring for Groups in Educational Settings: A Meta-Analysis*. Poster presented at the Division of Autism and Developmental Disabilities Conference, Maui, HI.
- Haas, A. (2019, January). *Understanding the Quality and Effectiveness of Antecedent Exercise for Changing Behavior in Students with ASD*. Presented at the Division of Autism and Developmental Disabilities Conference, Maui, HI.
- Carrero, K. M. & Haas, A. (2018, October). *Function-Based Replacement Behaviors for Sensory-Seeking and Sensory-Avoidant Behaviors*. Presented at the Teacher Educators for Children with Behavior Disorders (TECBD) Conference, Tempe, AZ.
- Haas, A. (2018, October). *Antecedent Exercise: Quality, Effectiveness, and Implications for Changing Behavior for Students with Autism*. Presented at the Teacher Educators for Children with Behavior Disorders (TECBD) Conference, Tempe, AZ.
- Morin, K., Haas, A., Ganz, J. B., Vannest, K. J., Fuller, M., Ura, S. K., & Peltier, C. (2018, April). *Effects of Video Analysis on the Instructional Skills of Educators: A Meta-Analysis of Single-Case Studies*. Poster presented at the 2018 American Educational Research Association (AERA) Annual Meeting. New York City, NY.
- Haas A. & Fuller, M. C. (2018, February). *Utilizing Behavioral Skills Training Through Telehealth to Increase Parent Treatment Fidelity in Children with Autism: Implications for Practitioners*. Multi-presentation session accepted to be presented at the Council for Exceptional Children conference, Tampa, FL.
- Liao, C., Ganz, J. B., Wattanawongwan, S., Haas, A., Ura, S. K., & Morin, K. L. (28, February). *Training Parents to Implement a Multimodal Communication Intervention with Children with ASD*. Poster accepted to be presented at the Council for Exceptional Children Conference, Tampa, FL.
- Haas, A. (2018, February). *Effect Size of Peer Mediated Instruction Strategies to Increase Academic Skills in Students with Autism*. Poster accepted to be presented at Association for Behavior Analysis International Autism Conference, Miami, FL.
- Morin, K. L., Vannest, K. J., Haas, A., & Ganz, J. B. (2018, February). *Using Video Analysis to Improve Service Delivery for Children with Autism: A Single-Case Study*. Poster presentation accepted to be presented at the 12<sup>th</sup> Annual Association for Behavior Analysis International Autism Conference. Miami, FL.
- Liao, C., Ganz, J. B., Wattanawongwan, S., Haas, A., Ura, S. K., & Morin, K. L. (2018, January). *Teaching parents to Use Behavioral Skills Through a Multimodal Communication Intervention with Children with Autism Spectrum Disorder*. Poster presented at the Division of Autism and Developmental Disabilities Conference, Clearwater, FL.

- Morin, K. L., & Haas, A. (2017, November). *Lights, Camera, Action! The Use of Video Analysis to Improve Instructional Practices*. Presentation session presented at the Teacher Education Division National Conference, Savannah, GA.
- Haas, A. (2017, October). *Benefits of Peer Tutoring Strategies for Students with Autism: A Meta-Analysis Review of the Literature*. Presented at the Teacher Educators for Children with Behavior Disorders (TECBD) Conference, Tempe, AZ. [osf. io/csvh3](https://osf.io/csvh3)
- Haas, A. (2017, May). *Peers, an Overlooked Resource for Supporting Children with Autism in Schools*. Poster session presented at the Association of Applied Behavior Analysis Annual Convention, Denver, CO.
- Morin, K. L., & Haas, A. (2017, May). *Improving the Teaching Skills of Behavior Therapists Using Video Analysis: A Series of Single-Case Studies*. Poster session presented at the Association of Applied Behavior Analysis Annual Convention, Denver, CO.
- Vannest, K. J., Haas, A., & Fuller, M. C. (2017, April). *Best Interventions for Internalizing Disorders*. Presentation with Q&A at CEC 2017 Special Education Convention & Expo. Boston, Massachusetts.
- Vannest, K. J., Adiguzel, T., Haas, A., & Fuller, M. C. (2017, April). *Program Chair Featured: Measuring Progress in Science Using Curriculum or State Standards*. Presentation with Q&A at CEC 2017 Special Education Convention & Expo. Boston, Massachusetts.
- Vannest, K. J., Haas, A., & Fuller, M. C. (2017, April). *Workshop 20 – Innovative Practices in Classroom and Behavior Management*. Workshop at CEC 2017 Special Education Convention & Expo. Boston, Massachusetts.
- Haas, A. (2017, February) *Using Video Analysis to Increase Best Practices for Teachers*. Poster session presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

### **Course and Curriculum Development**

- Fuller, M. C., Besly, A., Haas, A., Ganz, J. B., and Cavazos, M. (2018). *Ethics*. Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Center on Disability and Development. Texas A&M University. College Station, Texas. retrieved from: <https://cped.tamu.edu/courses/prep>
- Fuller, M. C., Besly, A., Haas, A., Ganz, J. B., and Cavazos, M. (2018). *Skill acquisition*. Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Center on Disability and Development. Texas A&M University. College Station, Texas. retrieved from: <https://cped.tamu.edu/courses/prep>
- Haas, A., Besly, A., Morin, K. L., Ganz, J. B., and Sutedjo, A. (2017). *Assessment*. Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Center on



Disability and Development. Texas A&M University. College Station, Texas. retrieved from: <https://cped.tamu.edu/courses/prep>

Haas, A., Besly, A., Morin, K. L., Ganz, J. B., and Sutedjo, A. (2016). *Behavior reduction*. Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Center on Disability and Development. Texas A&M University. College Station, Texas. retrieved from: <https://cped.tamu.edu/courses/prep>

Fuller, M. C., Besly, A., Haas, A., Ganz, J. B., and Cavazos, M. (2018). *Documentation and reporting*. Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Center on Disability and Development. Texas A&M University. College Station, Texas. retrieved from: <https://cped.tamu.edu/courses/prep>

Haas, A., Besly, A., Morin, K. L., Ganz, J. B., and Sutedjo, A. (2017). *Measurement*. Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Center on Disability and Development. Texas A&M University. College Station, Texas. retrieved from: <https://cped.tamu.edu/courses/prep>

Haas, A., Besly, A., Morin, K. L., Ganz, J. B., and Sutedjo, A. (2016). *Professional conduct and scope of practice*. Preparing Researchers, Educators, and Parents (PREP): Tools for Autism and Behavior. Center on Disability and Development. Texas A&M University. College Station, Texas. retrieved from: <https://cped.tamu.edu/courses/prep>

### Invited Guest Lecture

Fall 2019      Guest Panelist, The Rapid Conversion of Literature Review to Scientific Publication, University of Vermont

Spring 2017      Applied Behavior Analysis, Multi- County Workshop for Childcare Providers and Parents, Hallettsville, TX

## TEACHING

### Undergraduate Courses

Fall 2023      SED 302 Adapting Instruction for Students with Disabilities (UM)

Fall 2023      PSY 300 Learning and Processes Development (TAMUC)

Spring 2020      EPSY 491 Research (Instructor of Record)

Fall 2019      INST 210 Understanding Special Populations (Teaching Assistant)

Fall 2019      INST 210 Understanding Special Populations Lab (Instructor of Record)

Spring 2019      SPED 471 Classroom Management and Behavioral Interventions (Teaching Assistant)

### **Master's Distance Education**

Spring 2024      SED 556 Assessing Students with Autism and Severe Disabilities (UM)

Spring 2024      SED 536 Educational Strategies for Students with Severe Disabilities (UM)

Spring 2024      PSY 538 Ethics in Clinical Practice (TAMUC)

Spring 2023-2024      PSY 605 Single Subject Design (TAMUC)

Fall 2022-2024      PSY 535 Applied Behavior Analysis (TAMUC)

Fall 2022-2023      SPED 540 Assessment and Interventions for Social Communication Impairments (TAMUC)

Spring 2022      EDUC 461 Single-Subject Research Design (Lehigh University)

Summer 2017- 2018      SPED 642 Program Development for Students with Emotional and Behavioral Problems (Teaching Assistant)

### **Invited Guest Lecture**

Spring 2017, 2020      Applications of Applied Behavior Analysis, Texas A&M University

## **SERVICE**

### **National Service**

2022 Reviewer      Reviewer Special Education grants competition Office of Special Education Programs (OSEP)

### **Review Service for Professional Journals**

2018 Reviewer      Evidence Based Practices for Children and Youth with ASD, The National Clearinghouse on Autism Evidence and Practice (NCAEP)

2017 Reviewer      *Conference Proposals*, Council for Exceptional Children, Technology and Media Division (TAM)

2017 Reviewer      *Conference Proposals*, Council for Exceptional Children, Teacher Education Division (TED)

**Ad Hoc Reviews**

- 2018 CEC Diversity Committee
- 2018 TEACHING Exceptional Children (TEC)
- 2018- 2019 Education and Treatment of Children (ETC)
- 2018- 2022 Journal of Autism and Developmental Disabilities (JADD)
- 2018 Education and Training in Autism and Developmental Disabilities (ETADD)

**Membership in Professional Organizations**

- 2016- 2019 Association for Behavior Analysis International (ABAI)
- 2017- 2019 American Educational Research Association (AERA)
- 2017- Present Council for Exceptional Children (CEC)
- 2017- Present Division on Autism and Developmental Disabilities (DADD)
- 2017- 2019 Teacher Education Division (TED)
- 2019- Present Council for Children with Behavioral Disorders (CCBD)

**Membership in Professional Organizations**

- 2016- Present Texas Association for Behavior Analysis (TXABA)

**Undergraduate**

- 2018- 2020 Undergraduate Admissions Review Texas A&M University
- 2019- 2020 SPED Undergraduate Efolio Review Texas A&M University
- 2019- 2020 Aggie Achieve Admissions Review Texas A&M University

**Graduate Admissions Review**

- 2018- 2019 Graduate Admissions Review Texas A&M University