

CATHERINE AURENTZ GRIFFITH, PH.D., BCBA

Clemson University
College of Education

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CURRENT APPOINTMENT

Clinical Associate Professor, Department of Education and Human Development,
College of Education, Clemson University

EDUCATION

| | | | |
|------|-------|------------------------|---|
| 2007 | Ph.D. | University of Virginia | Special Education (major) High Incidence Disabilities & Statistics (concentrations) |
| 2002 | Ed.M. | Harvard University | Mind, Brain, and Education (major) |
| 2000 | B.A. | Randolph-Macon College | Psychology (major) Behavioral and Clinical Neuroscience (concentrations) |

CONTINUING EDUCATION

2021 Applied Behavior Analysis Advanced Series Certificate, Florida Institute of Technology

LICENSURE AND CERTIFICATION

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|-------------|---|
| 2021-2025 | Board Certified Behavior Analyst (#1-21-49539) |
| 2018-2024 | Certified South Carolina Evaluator, South Carolina Department of Education |
| 2021 – 2031 | Virginia Postgraduate Professional License: Specific Learning Disabilities K-12 (#PGP-0673931) |
| 2018 | Clemson Online Certification for Course Design and Delivery (CONCERT) |

PROFESSIONAL BACKGROUND

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|-------------|---|
| 2017 – 2022 | Clinical Assistant Professor Department of Education and Human Development, College of Education, Clemson University |
| 2012 – 2017 | Visiting Instructor Department of Education and Human Development, College of Education, Clemson University |

- 2006 - 2012 **Research Associate**
National Dropout Prevention Center, Clemson University
- 2010 **Consultant**
McGraw Hill Companies
- 2004-2006 **Adjunct Instructor/University Supervisor/Graduate Teaching Assistant**
University of Virginia, Curry School of Education, Charlottesville, VA
- 2004 & 2005 **Special Education Extended School Year Teacher**
Hanover County Public Schools, Virginia
- 2002 - 2004 **Special Education Teacher**
Hanover County Public Schools, Oak Knoll Middle School,
Mechanicsville, VA
- 2002 **Teaching Assistant**
Judge Baker Children's Center, Manville School, Boston, MA
- 2001-2002 **Graduate Research Assistant in Education**
Harvard University, Graduate School of Education, Cambridge, MA
- 2000 - 2001 **Senior Laboratory Specialist in Neuroscience**
Virginia Commonwealth University, School of Medicine, Richmond, VA
- 1998 & 1999 **Undergraduate Neuroscience Research Assistant**
Randolph-Macon College, Ashland, VA

UNIVERSITY TEACHING & SUPERVISION

CLEMSON UNIVERSITY

Evaluation Note. Likert-type scale ranging from 1 to 5, with 5 being the highest score.

Summer 2023

EDSP 8730: Experimental Analysis of Behavior (graduate)

The instructor clearly explained concepts, methods, and subject matter ($N=11$, 91% response rate, mean=4.80, standard deviation=0.63).

EDSP 8760: Behavior Analytic Supervision (graduate)

The instructor clearly explained concepts, methods, and subject matter ($N=16$, 88% response rate, mean=4.71, standard deviation=0.47).

Spring 2023

EDSP 8740: Single Case Research Design (graduate)

The instructor's teaching methods helped me understand the course material ($N=14$, 86% response rate, mean=4.58, standard deviation=0.67).

EDSP 8210: Educational Assessment for Individuals with Disabilities (graduate)

The instructor's teaching methods helped me understand the course material ($N=19$, 84% response rate, mean=4.41, standard deviation=0.71).

Fall 2022

EDSP 3760: Characteristics and Instruction for Individuals with Learning Disabilities and Emotional Behavior Disorders

The instructor's teaching methods helped me understand the course material ($N=37$, 92% response rate, mean=3.59, standard deviation=1.35).

EDSP 8610: Supporting Students with High-Incidence Disabilities (graduate)

The instructor's teaching methods helped me understand the course material ($N=11$, 82% response rate, mean=4.44, standard deviation=0.73).

EDSP 8720: Advanced Classroom Management (graduate)

The instructor's teaching methods helped me understand the course material ($N=17$, 94% response rate, mean=4.31, standard deviation=0.70).

Summer 2022

EDSP 8730: Experimental Analysis of Behavior

The instructor's teaching methods helped me understand the course material ($N=17$, 100% response rate, mean=4.65, standard deviation=0.79).

Spring 2022

EDSP 8210: Educational Assessment for Individuals with Disabilities (graduate)

The instructor's teaching methods helped me understand the course material ($N=19$, 84% response rate, mean=4.56, standard deviation=0.63).

EDSP 8740: Single Case Research Design (graduate)

The instructor's teaching methods helped me understand the course material ($N=16$, 94% response rate, mean=4.40, standard deviation=0.74).

EDSP 4980: Directed Teaching in Special Education (small N)

ED 8090: Teacher Residency Internship (graduate; small N)

Fall 2021

EDSP 3700-300: Introduction to Special Education

The instructor's teaching methods helped me understand the course material ($N=22$, 85% response rate, mean=4.55, standard deviation=0.80).

EDSP 3760: Characteristics and Instruction for Individuals with Learning Disabilities and Emotional Behavior Disorders

The instructor's teaching methods helped me understand the course material ($N=23$, 96% response rate, mean=4.43, standard deviation=0.66).

EDSP 8610: Supporting Students with High-Incidence Disabilities (graduate)

The instructor's teaching methods helped me understand the course material ($N=20$, 50% response rate, mean=4.70, standard deviation=0.48).

Spring 2021

EDSP 4980: Directed Teaching in Special Education

The instructor's teaching methods helped me understand the course material ($N=11$, 27% response rate, mean=4.33, standard deviation=0.58).

Fall 2020

EDSP 3720: Characteristics and Instruction for Individuals with Learning Disabilities

The instructor's teaching methods helped me understand the course material ($N=18$, 95% response rate, mean=4.83, standard deviation=0.38).

EDSP 3700-002: Introduction to Special Education

The instructor's teaching methods helped me understand the course material ($N=22$, 88% response rate, mean=4.86, standard deviation=0.47).

EDSP 3700-004: Introduction to Special Education

The instructor's teaching methods helped me understand the course material ($N=30$, 91% response rate, mean=4.60, standard deviation=0.81).

Spring 2020 (Course evaluations not completed due to COVID-19.)

EDSP 4980: Directed Teaching in Special Education

EDSP 8570: Integrating Knowledge and Skills to Develop Preservice Special Educators'

EDSP 8580: Directed Teaching in Special Education (graduate)

Fall 2019

EDSP 3720: Characteristics and Instruction for Individuals with Learning Disabilities

Overall, the instructor is an effective teacher ($N=30$, 93% response rate, mean=4.963, standard deviation=0.192).

EDSP 8120: Practicum in Learning Disabilities (graduate)

Overall, the instructor is an effective teacher ($N=5$, 80% response rate, mean=5.0, standard deviation=0).

EDSP 8160: Characteristics of Individuals with Intellectual Disabilities and Autism (graduate)

($N=1$, independent study)

EDSP 8550: Intensive Academic Interventions for Individuals with Learning Disabilities(graduate)

Overall, the instructor is an effective teacher ($N=5$, 80% response rate, mean=5.0, standard deviation=0).

Spring 2019

EDSP 4980: Directed Teaching in Special Education

Overall, the instructor is an effective teacher ($N=1$, 0% response rate).

EDSP 8130: Characteristics and Strategies for Individuals with Emotional/Behavioral Disorders

($N=2$, independent study, 50% response rate, mean=5.0)

EDSP 8570: Integrating Knowledge and Skills to Develop Preservice Special Educators'

Instructional Expertise (graduate)

Overall, the instructor is an effective teacher ($N=10$, 80% response rate, mean=5.0).

EDSP 8580: Directed Teaching in Special Education (graduate)

Overall, the instructor is an effective teacher ($N=7$, 86% response rate, mean=5.0).

Fall 2018

EDSP 3720: Characteristics and Instruction for Individuals with Learning Disabilities

Overall, the instructor is an effective teacher ($N=13$, 100% response rate, mean=4.615, standard deviation=0.65).

EDSP 4960: Special Education Field Experience

Overall, the instructor is an effective teacher ($N=1$, 100% response rate, mean=5.0).

EDSP 8120: Practicum in Learning Disabilities (graduate)

Overall, the instructor is an effective teacher ($N=10$, 90% response rate, mean=4.875, standard deviation=0.354).

EDSP 8550: Intensive Academic Interventions for Individuals with Learning Disabilities(graduate)

Overall, the instructor is an effective teacher ($N=11$, 91% response rate, mean=4.70, standard deviation=0.483).

Summer 2018

EDSP 8770: Introduction to Exceptionalities (graduate, fully online)

Overall, the instructor is an effective teacher ($N=11$, 91% response rate, mean=4.70)

Spring 2018

EDSP 4980: Directed Teaching in Special Education

Overall, the instructor is an effective teacher ($N=2$, 100% response rate, mean=5.0).

EDSP 8230: Teaching Individuals with Disabilities in Integrated Settings (graduate)

Overall, the instructor is an effective teacher ($N=4$, 75% response rate, mean=5.0).

EDSP 8580: Directed Teaching in Special Education (graduate)

Overall, the instructor is an effective teacher ($N=4$, 75% response rate, mean=5.0).

EDSP 8160: Characteristics of Individuals with Intellectual Disabilities and Autism (graduate) ($N=1$, independent study)

EDSP 9500: College Teaching and Field Supervision in Special Education (graduate)

($N=1$, supervision of doctoral student)

Fall 2017

EDSP 3720: Characteristics and Instruction for Individuals with Learning Disabilities

Overall, the instructor is an effective teacher ($N=19$, 89% response rate, mean=4.94, standard deviation=0.24).

EDSP 8120: Practicum in Learning Disabilities (graduate)

Overall, the instructor is an effective teacher ($N=6$, 83% response rate, mean=4.40, standard deviation=0.894).

EDSP 8550: Intensive Academic Interventions for Individuals with Learning Disabilities(graduate)

Overall, the instructor is an effective teacher ($N=6$, 83% response rate, mean=4.20, standard deviation=1.095).

Summer 2017

EDSP 8230: Teaching Individuals with Disabilities in Integrated Settings (graduate)

Overall, the instructor is an effective teacher ($N=13$, 62% response rate, mean=5.00, standard deviation=0.00).

Spring 2017

EDSP 3700: Introduction to Special Education

Overall, the instructor is an effective teacher ($N=35$, 80% response rate, mean=4.571, standard deviation=0.634).

Fall 2016

EDSP 3720: Characteristics and Instruction for Individuals with Learning Disabilities

Overall, the instructor is an effective teacher ($N=24$; 75% response rate, mean=4.833, standard deviation=0.383).

Fall 2015

EDSP 3720: Characteristics and Instruction for Individuals with Learning Disabilities

Overall, the instructor is an effective teacher ($N=17$; 71% response rate, mean=3.917, standard deviation=1.240).

Spring 2015

EDSP 8230: Teaching Individuals with Disabilities in Integrated Settings (graduate)

Overall, the instructor is an effective teacher ($N=13$, 77% response rate, mean=4.90, standard deviation=0.316).

Fall 2014

EDSP 3720: Characteristics and Instruction for Individuals with Learning Disabilities

Overall, the instructor is an effective teacher ($N = 20$, 85% response rate, mean=4.647, standard deviation=0.493).

Fall 2013

EDSP 4920: Teaching Mathematics to Individuals with Disabilities

Overall, the instructor is an effective teacher ($N=21$, 100% response rate, mean=4.40, standard deviation=0.940).

Summer 2013

EDSP 8230: Teaching Individuals with Disabilities in Integrated Settings (graduate)

Overall, the instructor is an effective teacher ($N=8$; 38% response rate, mean=5.000, standard deviation=0.00).

Spring 2013

EDSP 8230: Teaching Individuals with Disabilities in Integrated Settings (graduate)

Overall, the instructor is an effective teacher ($N=8$, 38% response rate, mean=4.667, standard deviation=0.577).

Fall 2012

EDSP 3740: Characteristics and Strategies for Individuals with Emotional and Behavioral Disorders

Overall, the instructor is an effective teacher ($N=21$, 33% response rate, mean=4.857, standard deviation=0.378).

Spring 2007

READ 460: Teaching Reading in the Elementary Grades 3-6

Overall, the instructor is an effective teacher ($N=16$, 81% response rate, mean=4.538, standard deviation=0.660).

UNIVERSITY OF VIRGINIA

Sole Instructor/University Supervision:

EDIS 511: Characteristics of Individuals with Learning Disabilities (Spring 2006)

EDIS 713: Secondary, Vocational, and Transition Skills (Summer 2006)

EDIS 5887: Teaching Internship – Special Education (Fall 2005)

Graduate Teaching Assistant (GTA):

EDIS 526: Reading in the Primary Grades (GTA for Dr. Paige Pullen)

EDIS 522: Reading Development for the Special Population (GTA for Dr. Paige Pullen)

EDIS 511: Characteristics of Individuals with Learning Disabilities (GTA for Dr. John Lloyd)

EDIS 505: Behavior Management (GTA for Dr. Kristin Sayeski)

EDIS 504: Assessment Techniques for Exceptional Individuals (GTA for Dr. Patricia Crawford)

ADVISING

DOCTORAL STUDENT ADVISING: DISSERTATION COMMITTEE MEMBER (5)

Davida Rogers (Anticipate Graduation May 2024)
Samantha Scott (Anticipate Graduation May 2024)
Logan Qualls (Anticipate Graduation May 2025)
Ashleigh Burke (Anticipate Graduation Unknown)
Friggita Johnson (Graduated August 2020)

MASTER OF EDUCATION (MED) STUDENT ADVISING: CHAIR (28)

Cohort 1 - 2021-2023: (16)
Cohort 2 – 2022-2024 (12)
Cohort 3 – 2023-2025 (18)

MASTER OF ARTS IN TEACHING (MAT) STUDENT ADVISING: CHAIR (16)

Cohort 4 – 2019-2020 (6)
Cohort 3 – 2018-2019 (10)

MASTER OF ARTS IN TEACHING (MAT) STUDENT ADVISING: MEMBER (2)

Cohort 2 – 2017-2018 (2)

EXTERNAL FUNDING

FUNDED

South Carolina Department of Education, Office of Special Education Services, 2022-2027:
Behavioral Alliance of South Carolina (BASC) (\$4,635,323) Principal Investigator: Shanna Hirsch
Role: Technical Assistance Consultant

NOT FUNDED

Office of Special Education Programs (OSEP) Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel, 2021-2026: *Advanced Behavioral Interventions and Research Design (A-BIRD)* (\$1,106,382) Principal Investigator: Joseph Ryan
Role: Co-Principal Investigator

INTERNAL FUNDING

FUNDED

Clemson University, Research Fellows (CU FELLOWS), 2023-2025: Sustaining the Teacher Workforce: The Formation of Professional Learning Networks through the ECHO Model® (\$164,300) Principal Investigator: Shanna Hirsch
Role: Co-Principal Investigator

Clemson University, College of Education, Associate Dean of Research, 2023-2024:
Investigating the Effects of Practice-Based Professional Development on Practitioners'
Implementation of Functional Assessment-Based Intervention Plans (\$13,389)
Role: Principal Investigator

SCHOLARSHIP

Note. Student co-authors are in *italics* and community collaborators are underlined.

ARTICLES IN JOURNALS

Hirsch, S. E., **Griffith, C.**, *Kelley, M. H., Carlson, A., & McKown, G.* (2023). Increasing preservice teachers' knowledge and skills using a mixed-reality simulator: The tale of two studies. *Teacher Education and Special Education*.
<https://doi.org/10.1177/08884064231154028>

Hirsch, S. E., Lewis, T. J., **Griffith, C. A.**, *Carlson, A., Brown, C., & Katsiyannis, A.* (2023). An analysis of selected aspects of functional behavioral assessments and behavior intervention plans. *Journal of Special Education*.
<https://doi.org/10.1177/00224669221146168>

Hirsch, S. E., **Griffith, C. A.**, *Chow, J. C., Walker, A. C., & Walters, S.* (2022). Professional learning and development for special educators serving students emotional and behavioral disorders in self-contained settings. *Behavioral Disorders*.
<https://doi.org/10.1177/0198742922111083>

Hirsch, S. E., Mathews, H., **Griffith, C.**, *Carlson, A., & Walker, A.* (2023). Using Project ECHO during the pandemic to connect special educators who work with students with Emotional Behavioral Disorders. *Journal of Emotional and Behavioral Disorders*. DOI: 10.1177/10634266231154196

Griffith, C. A., Hirsch, S. E., & Burns, T. (online publication on 21 July 2021). Implementing functional-assessment based interventions in secondary settings: Strategies for overcoming barriers. *TEACHING Exceptional Children*.
<https://doi.org/10.1177/00400599211029675>

Griffith, C. A., Lloyd, J. W., Lane, K. L., & Tankersley, M. (2010). Grade retention of students during grades K-8 predicts reading achievement and progress during secondary schooling. *Reading & Writing Quarterly*, 26, 1-16.

Griffith, C. A. (2006, July). Review of the book *Time to learn: How to create high schools that serve all students*. *American School Board Journal*, 193(7), 45.

BOOK CHAPTER

Stecker, P. M., Hodge, J., & **Griffith, C. A.** (2020). Response to intervention framework: An application to school settings. In M. M. Martel (Ed.) *The clinical guide to assessment and treatment of childhood learning and attention problems* (pp. 77-97). Elsevier Academic Press. ISBN: 978-0-12-815755-8

DOCTORAL DISSERTATION

Griffith, C. A. (2007). Influence of child, school district, and community factors on the identification rates of students with specific learning disabilities. *Dissertation Abstracts International, 68(11)*. (UMI No. 3288053)
Advisor & Chair: Dr. John Lloyd
Committee Members: Dr. Dan Hallahan, Dr. Xitao Fan, Dr. Kristin Sayeski

PUBLISHED TECHNICAL REPORTS

Hammond, C., Withington, C., Sharp, J., Mobley, C., Drew, S. F., Stringfield, N. S., . . . **Griffith, C.** (2014). *Programs of study as a state policy mandate: A longitudinal study of the South Carolina Personal Pathways to Success Initiative* (Unabridged Final Technical Report Years 1-5, Executive Summary and Implications of Findings). Retrieved from National Dropout Prevention Center/Network Web site:
www.dropoutprevention.org/publications/research-reports/personal-pathways

Hammond, C., Withington, C., Sharp, J., Mobley, C., Drew, S. F., Stringfield, N. S., . . . **Griffith, C.** (2014). *Programs of study as a state policy mandate: A longitudinal study of the South Carolina Personal Pathways to Success Initiative* (Unabridged Final Technical Report Years 1-5). Retrieved from National Dropout Prevention Center/Network Web site: www.dropoutprevention.org/publications/research-reports/personal-pathways

MONOGRAPH

Griffith, C. A. (2011). *Research-based remedial reading strategies for teens*. Clemson, SC: National Dropout Prevention Center.

UNPUBLISHED RESEARCH REPORTS

Griffith, C. A. & Drew, S. (2011, August). *Use of the Jamestown Reading Navigator on secondary students' reading comprehension and vocabulary skills: Summary report of reading data for 2007-2008, 2008-2009, 2009-2010, 2010-2011*. Clemson, SC: National Dropout Prevention Center.

Griffith, C. A. & Drew, S. (2011, August). *An evaluation of the impact of the Jamestown Reading Navigator on high school completion, school dropout, and related risk and support factors: Year 5 annual report*. Clemson, SC: National Dropout Prevention Center.

Griffith, C.A., Drew, S., & Smink, J. (2011, February). *Use of the Jamestown Reading Navigator on secondary students' reading comprehension and vocabulary skills: Summary report of reading data for 2007-2008, 2008-2009, 2009-2010.* Clemson, SC: National Dropout Prevention Center.

Griffith, C.A., Drew, S., & Smink, J. (2010, August). *An evaluation of the impact of the Jamestown Reading Navigator on high school completion, school dropout, and related risk and support factors: Year 4 annual report.* Clemson, SC: National Dropout Prevention Center.

Griffith, C.A., Drew, S., & Smink, J. (2010, February). *An evaluation of the impact of the Jamestown Reading Navigator on high school completion, school dropout and related risk and support factors: Year 4 interim report.* Clemson, SC: National Dropout Prevention Center.

Griffith, C.A., Wesley, T., Drew, S., & Smink, J. (2009, August). *An evaluation of the impact of the Jamestown Reading Navigator on high school completion, school dropout, and related risk and support factors: Year 3 annual report.* Clemson, SC: National Dropout Prevention Center.

Griffith, C.A., Wesley, T., Drew, S., & Smink, J. (2009, February). *An evaluation of the impact of the Jamestown Reading Navigator on high school completion, school dropout and related risk and support factors: Year 3 interim report.* Clemson, SC: National Dropout Prevention Center.

Griffith, C.A., Wesley, T., Drew, S., & Smink, J. (2008, August). *An evaluation of the impact of the Jamestown Reading Navigator on high school completion, school dropout, and related risk and support factors: Year 2 annual report.* Clemson, SC: National Dropout Prevention Center.

Griffith, C.A., Wesley, T., Drew, S., & Smink, J. (2008, February). *An evaluation of the impact of the Jamestown Reading Navigator on high school completion, school dropout and related risk and support factors: Year 2 interim report.* Clemson, SC: National Dropout Prevention Center.

Griffith, C.A., Wesley, T., Drew, S., & Smink, J. (2007, August). *An evaluation of the impact of the Jamestown Reading Navigator on high school completion, school dropout, and related risk and support factors: Year 1 annual report.* Clemson, SC: National Dropout Prevention Center.

OTHER PUBLICATIONS

Griffith, C. A. (2006, Summer). Using a historical perspective to understand current policy on educational placements for students with disabilities. *Society for the History of Children and Youth Newsletter*, 8, 13-15.

Lambert, K. G., Quadros, P., **Aurentz, C.**, Lowry, C., & Kinsley, C. H. (1999). Does chronic

activity-stress produce hippocampal atrophy and basal forebrain lesions? A preliminary analysis. In J. F. McGinty (Ed.), *Advancing from the Ventral Striatum to the Extended Amygdala: Implications for Neuropsychiatry and Drug Abuse* (pp. 742-46). New York: New York Academy of Sciences.

SELECTED CONFERENCE PRESENTATIONS

Note. Student co-authors are in *italics* and community collaborators are underlined.

NATIONAL CONFERENCE PRESENTATIONS

Hirsch, S. E., **Griffith, C.**, Mathews, H., & Walker, A. (2023, March 30). Building a virtual community of practice for special educators through Project ECHO. Paper presentation at the International Conference on Positive Behavior Support, the Association for Positive Behavior Support, Jacksonville, FL.
https://www.apbs.org/conference/files/2023/APBS_2023_FullAgenda-033123.pdf

Walters, S., **Griffith, C.**, *McKown, G.*, *Carlson, A.*, *Qualls, L.*, & Hirsch, S. E (2023, March 29). Using mixed-reality simulation to improve PST's use of positive behavior practices. Paper presentation at the International Conference on Positive Behavior Support, the Association for Positive Behavior Support, Jacksonville, FL.
https://www.apbs.org/conference/files/2023/APBS_2023_FullAgenda-033123.pdf

Carlson, A., Hirsch, S. E., **Griffith, C. A.**, & Samudre, M. (2022, April 15). Professional development on FBA-BIP: A systematic review. Poster presentation at the International Conference on Positive Behavior Support, The Association for Positive Behavior Support, San Diego, CA (**APBS Student Poster Award Recipient**).

McKown, G., **Griffith, C.**, Hirsch, S.E., *Kelley, M.* (2022, January 17). Using mixed reality simulation to practice facilitating IEP meetings with preservice teachers. Presentation at the Council for Exceptional Children Conference, Orlando, FL.

Hirsch, S. E., **Griffith, C.**, Lewis, T., Katsiyannis, A., & *Carlson, A.* (2021, March 3-4). FBA/BIP record review of students with disabilities in a large school district. Presentation at the Council for Exceptional Children Conference, virtual conference.

Stecker, P. M., **Griffith, C. A.**, *Johnson, F.*, *Popham, M.*, & Allen, A. (2019, February). *Preservice educators' perceptions about vocabulary matching and selection measures for progress monitoring*. Presentation at the Pacific Coast Research Conference, San Diego, CA.

Griffith, C. A. (2008, November). *Use of the Jamestown Reading Navigator on secondary students' reading skills and attitudes*. Presentation at the National Dropout Prevention Network Conference, Atlanta, GA.

Griffith, C. A., Lindsay, S. M., & Maynard, K. (2007, April). *Strategies for distinguishing*

whether common reading instructional strategies are evidence-based. Presentation at the Council for Exceptional Children Convention & Expo, Louisville, KY.

Griffith, C. A. (2007, April). *Is there evidence to confirm the misidentification of individuals with LD?* Poster presentation at the Council for Exceptional Children Convention & Expo, Louisville, KY.

Maynard, K. L., **Griffith, C. A.**, & Lindsay, S. M. (2007, April). *Using student learning styles as an instructional strategy: Results from a meta-analysis.* Poster presentation at the Council for Exceptional Children Convention & Expo, Louisville, KY.

Griffith, C. A., Lindsey, S. M., & Maynard, K. L. (2006, November). *Should teacher educators promote using student learning styles as an instructional strategy?* Poster presentation at the Teacher Education Division Conference, San Diego, CA.

Glasper, E. R., Lambert, K. G., **Aurentz, C.**, Amory, E., Griffin, G., Graber, A., & Kinsley, C. R. (2000, June). *An investigation of the neurobiological mechanisms of withdrawal in activity-stress rats.* Poster presentation at the American Psychological Society, Miami, FL.

Aurentz, C. L., Felts, P. T., Lowry, C. A., Wartella, J. E., Miller, S. D., Amory, E. A., Gifford, G. W., Kinsley, C. H., & Lambert, K. G. (1999, June). *Increased c-fos and tyrosine hydroxylase activity in the extended amygdala of rats displaying compulsive-like running.* Poster presentation at the International Behavioral Neuroscience Society, Nancy, France.

Aurentz, C. L. (1998, November). *The neurobiological mechanisms of addiction with connections to anorexia nervosa in activity-stress rats.* Presentation at the National Collegiate Honor Council Conference, Chicago, IL.

REGIONAL/STATE CONFERENCE PRESENTATIONS

Griffith, C. (2023, July 10). Using vocabulary and reading comprehension strategies to promote learning in the content areas. Presentation at the SC Teams Summer University, Columbia, SC.

Rufe, S. & **Griffith, C.** (2023, July 10). Using the Classroom Assistance Tool (CAT) to suggest strategies for problem-solving with classroom-related behaviors. Presentation at the SC Teams Summer University, Columbia, SC.

Griffith, C. A., Hirsch, S. E., *McKown, G.*, *Kelley, M.*, & *Carlson, A.* (2022, April 29). *Use of mixed-reality simulation to collect and share data: Preparation of special educators.* A poster presentation at the Southeastern School Behavioral Health Conference, Myrtle Beach, SC.

Hirsch, S. E., Lewis, T. J., **Griffith, C. A.**, & *Carlson, A.* (2022, April 28). *Question: What is the current state of FBA-BIPs? Answer: Lessons learning from a comprehensive record review of FBA-BIP documents.* A paper presentation at the Southeastern School Behavioral Health Conference, Myrtle Beach, SC

Stecker, P. M., **Griffith, C. A.**, *Daniels, S. S.*, & *Kinser, H. C.* (2020, February). *Developing student learning objectives (SLOs) in teacher preparation using principles of curriculum-based measurement.* Presentation at the South Carolina Council for Exceptional Children Conference, Myrtle Beach, SC.

Stecker, P. M., **Griffith, C. A.**, *Vaughn, M.*, & *Nash, D.* (2020, February). *Implementing SLOs the FAST way!* Poster Presentation at the South Carolina Council for Exceptional Children Conference, Myrtle Beach, SC.

Griffith, C. A. (2006, October). *Retained and nonretained students and their reading growth in secondary schools: An analysis of NELS data.* Poster presentation at the Virginia Council for Exceptional Children Conference. Charlottesville, VA.

Griffith, C. A. (2006, October). *What evidence confirms the misidentification of individuals with learning disabilities or emotional and behavioral disorders?* Poster presentation at the Virginia Council for Exceptional Children Conference. Charlottesville, VA.

SERVICE

SERVICE TO THE FIELD

Editorial Board Member

- *TEACHING Exceptional Children*, 2017-present

Guest Reviewer

- *The Reading Teacher*, 2018-present
- *American Journal of Education*, 2011
- *Assessment for Effective Intervention*, 2006 – 2008
- *Journal of Special Education*, 2008 – 2011, 2021-present

PROFESSIONAL SERVICE

Committee Member

- Student Representative, Division for Learning Disabilities (DLD), 2006-2007
Chaired and coordinated two student poster sessions for the 2006 and 2007 CEC Conventions. Prepared grant proposal to fund the distribution of evidence-based practices to teachers with Dr. Karen Rooney and Dr. Margaret P. Weiss.
- Advanced Standards Work Group, 2006-2008
Collaboration between Council for Learning Disabilities and Division for Learning Disabilities

Conference Proposal Reviewer

- Council for Exceptional Children Conventions
Teacher Education Division, 2018 & 2019
Division for Learning Disabilities, 2006-2011
Instructional Design and Strategies, 2006-2011

UNIVERSITY-LEVEL SERVICE

Service to the College

College of Education, Clemson University

- Search Committee for Office of Field and Clinical Partnerships and Outreach,
Early Childhood/Elementary Placement Coordinator and Middle Grades/Secondary
Placement Coordinator, Member, 2017-2018

Service to the Department

Education & Human Development, College of Education, Clemson University

- Search Committee for Assistant Professor of Special Education, Member, 2022-2023
- Search Committee for Lecturer of Special Education, Member, 2022-2023
- Advisory Board to Department Chair, Member, 2021-present
- Election Committee, Member, 2018-2021
- Strategic Planning Group, Member, 2017-2018

Service to the Area

*Special Education, Education & Human Development, College of Education,
Clemson University*

- Special Education, Undergraduate Area Coordinator, 2021-present
- Master of Education (MEd), Program Coordinator, 2020-present
- Master of Arts in Teaching (MAT), Program Coordinator, 2017-2020

LOCAL-LEVEL SERVICE

Service to Greenville County School District

School Board, Member At-Large (elected)

- Langston Charter Middle School, Greenville, SC (2022-present)

School Improvement Council Member

- Bell's Crossing Elementary, Simpsonville, SC (2014-2021)

Applied Behavior Analysis Service to Schools

- Preschool Special Education Classrooms (2019-2021) – Assess using Verbal Behavior Milestones Assessment and Placement Programs (VB-Mapp), design individual program recommendations for students, and conduct functional behavior assessments (FBAs) and behavior intervention plans (BIPs).

- Self-Contained Special Education Elementary, Middle, and High Schools Classrooms including Students with EBD (2019-2020) – Observe teacher and student behaviors using data recording sheet.
- Fisher Middle School (2019-2020) – Conduct FBAs and BIPs to support three students with disabilities.

Service to Grace Church

Pre-School Teacher for Children with Disabilities (2016-2017)

SELECTED SERVICE TRAININGS/PRESENTATIONS

Mullis, J., Tucholski, A., Woods, A., Hirsch, S. E., & **Griffith, C. A.** (2022, October 14)
Functional behavior assessments: Supporting tier 2 and tier 3 interventions for students.
Co-presenter in training for school psychologists in Greenville County School District, Greenville, SC

Griffith, C. A. (2017, May). *How can you help your child in reading this summer?* Guest presenter for a Lunch and Learn session at Bells Crossing Elementary School, Simpsonville, SC.

Griffith, C. A. (2014, March). *Strategies to help your child in reading.* Guest presenter for a Lunch and Learn session at Bells Crossing Elementary School, Simpsonville, SC.

HONORS AND AWARDS

2000 Outstanding Psychology Major, Randolph-Macon College
Phi Beta Kappa, Randolph-Macon College
Psi Chi Honor Society, Randolph-Macon College
Cum Laude, Randolph-Macon College

1999 Research Fellow, Council of Undergraduate Research (CUR)

1996-2000 Honors Program, Randolph-Macon College