

**VITA**  
**ELIZABETH N. REYES**

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**EDUCATION AND PROFESSIONAL CREDENTIALS**

Degrees

Ph.D.	2020	University of North Carolina at Charlotte	Special Education
M.Ed.	2013	University of North Carolina at Charlotte	Special Education
Graduate Certificate	2013	University of North Carolina at Charlotte	Autism Spectrum Disorders
B.A.	2010	University of North Carolina at Charlotte	Special Education

Licenses

State of North Carolina Professional Educators License  
Special Education: General Curriculum  
Special Education: Adapted Curriculum

**PROFESSIONAL EXPERIENCE**

2020- Present	Clinical Assistant Professor in Special Education University of South Carolina
2019-2020	Research Associate TIES Grant: Increasing Time, Instructional Effectiveness, Engagement, and State Support for Inclusive Practices for Students with Significant Cognitive Disabilities Grant University of North Carolina at Charlotte
2018-2019	Graduate Research Assistant TIES Grant: Increasing Time, Instructional Effectiveness, Engagement, and State Support for Inclusive Practices for Students with Significant Cognitive Disabilities Grant University of North Carolina at Charlotte
2017- 2020	Exceptional Student Education Director Back Creek Christian Academy, Charlotte, NC
2015-2017	Exceptional Student Education Director Charlotte United Christian Academy, Charlotte, NC

2014- 2015                   Special Education Teacher  
Charlotte-Mecklenburg Schools, North Carolina

2011- 2014                   Special Education Teacher  
Cabarrus County Schools, North Carolina

2010- 2011                   Special Education Teacher  
Kannapolis City Schools, North Carolina

### **UNIVERSITY TEACHING**

Courses taught  
University of South Carolina

EDEX 891 Advanced Educational Procedures for Exceptional Children, *Spring, 2021*

EDEX 714 Practicum in Instruction of Exceptional Children II, *Spring, 2021*

EDEX 581 Teaching Reading in the Content Areas to Adolescents with Reading Disabilities,  
*Spring, 2021*

EDEX 523 Introduction to Exceptional Children, *Spring, 2021*

University of North Carolina at Charlotte

SPED 4270: Classroom Management, Fall 2017 (*Co-taught with Dr. Charles Wood*)

SPED 5275: Teaching Reading to Learners with Special Needs, Summer 2018 & Summer 2019 (*Co-Taught with Dr. Erin Fitzpatrick*)

SPED 7113: Single-Case Research, Spring 2019 (*Co-Taught with Dr. Reem Muharib*)

SPED 5375: Foundations of Literacy, Fall 2019 (*AdjunctInstructor*)

SPED 4270: Classroom Management, Fall 2020 (*AdjunctInstructor*)

### **GUEST LECTURES**

Spring 2018                   EDUC 3789 Seminar: Honors in Education

Spring 2018                   RSCH 7113 Single-Case Research

Fall 2018                    SPED 5275: Teaching Reading to Learners with Special Needs

Fall 2018                    SPED 3172: Assessment in Special Education

Fall 2018                    SPED 4275: Phonemic Awareness

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Summer 2020

EDUC 4290: Modifying Instruction for Learners with Diverse Needs

## **ADVISING**

Co-Advisor for Courtney Simpson (M.Ed. Research Project), 2017

## **RESEARCH**

### **Publications**

#### **Peer-Reviewed Journal Articles**

**Reyes, E. N.**, Wood, C. L., Walker, V. L., Voggt, A. P., & Vestal, A. R. (in press). Effects of video self-modeling and system of least prompts on completion of transitional routines for a student with extensive support needs in inclusive settings. *Journal of Positive Behavior Interventions*.

Saunders, A., Wakeman, S., **Reyes, E. N.** (2020). *An updated review of experimental research on academic interventions for students with the most significant cognitive disabilities in inclusive settings*. Manuscript submitted for publication.

Clausen, A. M., **Reyes, E. N.**, & Wakeman, S. (2020). *Professional development needs reported by general education teachers at an inclusive private Christian school: A pilot study*. Manuscript submitted for review.

**Reyes, E. N.**, Wakeman, S., & Clausen, A. M. (2020). *High leverage practices for students with significant cognitive disabilities in inclusive classrooms*. Manuscript in preparation.

Saunders, A., **Reyes, E. N.**, & Wakeman, S. W. (2020). *Creating an inclusive culture for students with the most significant cognitive disabilities and extensive support needs*. Manuscript in preparation.

#### **Articles and Briefs**

**Reyes, E. N.**, & Wakeman, S. (2020). *Planning Hybrid (Online and In-person) Lessons for Inclusive Classrooms (DL #27)*. Minneapolis, MN: University of Minnesota, TIES Center.

Ghere, G., Sommersness, J., & **Reyes, E. N.** (2020). *Pivoting between Paraprofessional Support in Inclusive Schools and Distance Learning*. Minneapolis, MN: University of Minnesota, TIES Center.

**Reyes, E. N.**, & Wakeman, S. (2020). *Grading Considerations for Inclusive Classrooms in an Online Environment (DL #22)*. Minneapolis, MN: University of Minnesota, TIES Center.

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- Wakeman, S., & **Reyes, E. N.** (2020). *Online inclusive education: Guidelines and Considerations for Planning Virtual Lessons* (DL #20). Minneapolis, MN: University of Minnesota, TIES Center.
- Taub, D., **Reyes, E. N.**, & Bowman, J. (2020). *The First Days of School* (DL #18). Minneapolis, MN: University of Minnesota, TIES Center.
- Taub, D., **Reyes, E. N.**, & Bowman, J. (2020). *Preparing for the first week of school* (DL #18). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E.**, & Wakeman, S. (2020). *Increasing opportunities to respond and provide feedback to students with significant cognitive disabilities in inclusive online environments* (DL #16). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E. N.**, & Wakeman, S. (2020). *Making Inferences in the Inclusive Classroom* (TIPS Series: Tip #16). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E. N.**, Wakeman, S., & Clausen, A. (2020). *Turn and Talk in the Inclusive Classroom* (TIPS Series: Tip #15). Minneapolis, MN: University of Minnesota, TIES Center.
- Kearns, J., Thurlow, M., Wakeman, S., & **Reyes, E. N.** (2020). *Academic Standards for Students with Significant Cognitive Disabilities in Inclusive Classrooms: Same Content Standards, Alternate Achievement Standards* (TIPS Series: Tip #14). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E. N.**, Wakeman, S., & Thurlow, M. (2020). *Talking about grading with parents or guardians and students for inclusive classrooms* (TIPS Series: Tip #13). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E. N.**, Wakeman, S., & Thurlow, M. (2020). *Grading for students with significant cognitive disabilities in inclusive classrooms* (TIPS Series: Tip #11). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E. N.**, Wakeman, S., & Bowman, J. (2020). *The use of graphic organizers in inclusive classrooms for students with significant cognitive disabilities* (TIPS Series: Tip #10). Minneapolis, MN: University of Minnesota, TIES Center.
- Clausen, A., **Reyes, E. N.**, Wakeman, S., & Bowman, J. (2020). *Special Education High Leverage Practices for Instruction in Inclusive Settings* (TIPS Series: Tip #9). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E. N.** (2020). *Promoting engagement for students with significant cognitive disabilities on group learning platforms* (TIPS Distance Learning Series: DL #12). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E. N.** (2020). *Time management during distance learning* (TIPS Distance Learning Series: DL #8). Minneapolis, MN: University of Minnesota, TIES Center.
- Reyes, E. N.** (2020). *Self-determined schedule making* (TIPS Distance Learning Series: DL #7). Minneapolis, MN: University of Minnesota, TIES Center.
- Clausen, A., Reyes, E. N., & Wakeman, S. (2020). *High-Leverage Practices Crosswalk* (TIPS Series: Tip #8). Minneapolis, MN: University of Minnesota, TIES Center.

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Clausen, A., Liu, K., **Reyes, E. N.**, & Wakeman, S. (2019). Homework (TIPS Series: Tip #7). Minneapolis, MN: University of Minnesota, TIES Center.

### Book Chapters

Spooner, F., McKissick, B., & **Reyes, E. N.** (in press). Life skills and community-based instruction in adolescent transition education. In M. L. Wehmeyer & K. A. Shogren (Eds.), *Handbook of adolescent transition education for youth with disabilities* (2<sup>nd</sup> ed., pp. XX-XX). New York, NY: Routledge.

### Technical Reports

Saunders, A., Wakeman, S., **Reyes, E. N.**, Thurlow, M., & Vandercook, T. (2019). *Instructional Practices for Students with the Most Significant Disabilities in Inclusive Settings: A Review of the Literature*. Report prepared for TIES Center. Minneapolis, MN.

Beach, K. D., **Reyes E. N.**, & Wood, C.L. (2019). *HillRap© Reading Intervention Digital Format: External Evaluation*. Prepared for the Hill Reading Center. Durham, NC.

### Conference Presentations

**Reyes, E. N.** (2020, February). *Building a school-wide inclusive culture: A recipe for success*. [Paper presentation]. South Carolina's Council for Exceptional Children's annual conference 2020, Myrtle Beach, SC.

**Reyes, E. N.** (2020, February). *Effects of video modeling on completion of transitions in inclusive settings*. [Paper presentation]. South Carolina's Council for Exceptional Children's annual conference, Myrtle Beach, SC.

**Reyes, E. N.**, Wood, C. L., & Vestal, A. R. (2020, January). *Implementing video modeling to improve student transitions across inclusive settings*. [Paper presentation]. Council for Exceptional Children's annual conference, Portland, OR.

Saunders, A., Wakeman, S., & **Reyes, E. N.** (2020, January). *Learn, see, do: Strategies for teaching core content to students with significant disabilities in inclusive settings*. [Poster presentation]. Council for Exceptional Children's annual conference, Portland, OR.

**Reyes, E. N.** (2020, January). *Effects of video modeling and system of least prompts on completion of transitions in inclusive settings*. [Paper presentation]. Council for Exceptional Children's Division on Autism and Developmental Disabilities Annual Conference, Sarasota, FL.

**Reyes, E. N.**, & Clausen, A. (2020, January). *Learn, see, do: Strategies for teaching core content to students with significant cognitive disabilities in inclusive settings*. [Poster presentation]. Council for Exceptional Children's Division on Autism and Developmental Disabilities Annual Conference, Sarasota, FL.

**Reyes, E. N.**, Walker, V. L. (2019, June). *Effects of video-modeling and system of least prompts on completion of transitions in inclusive settings*. [Paper presentation] 4<sup>th</sup> Annual North Carolina Inclusion Summit at Western Carolina University, Cullowhee, NC.

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- Reyes, E. N., & Saunders, A.** (2019, June). *Building a schoolwide inclusive culture*. [Paper Presentation]. 4<sup>th</sup> Annual North Carolina Inclusion Summit at Western Carolina University, Cullowhee, NC.
- Reyes, E. N., Saunders, A., Wakeman, S.** (2019, March). *Evidence-based practice review of academic interventions for students with significant cognitive disabilities in inclusive settings*. [Poster presentation]. University of North Carolina at Charlotte Graduate Research Symposium, Charlotte, NC.
- Reyes, E. N.** (2019, March). *Twenty-seven Evidence based practices for individuals with autism spectrum disorders and how to implement in school settings*. [Paper presentation]. South Carolina's Council for Exceptional Children's annual conference, Myrtle Beach, SC.
- Reyes, E. N.** (2019, March). *Keeping special education special: Special education as a service not a place*. [Paper Presentation]. South Carolina's Council for Exceptional Children's annual conference, Myrtle Beach, SC.
- Reyes, E. N.** (2019, February). *Effects of video modeling on completion of transitions in inclusive settings*. [Paper presented]. Student Symposium at the North Carolina Association for Behavior Analysis Conference, Winston-Salem, NC.
- Reyes, E. N.** (2019, January). *Faulty notions about teaching and learning that impede the use of evidence based practices in special education*. [Paper presentation]. North Carolina's Council for Exceptional Children's annual conference, Wilmington, NC.
- Wakeman, S., Saunders, A., & Reyes, E. N.** (2019, January). *Strategies for providing academic instruction to students with significant cognitive disabilities in inclusive settings*. [Paper presentation]. Council for Exceptional Children's annual conference, Indianapolis, IN.
- Reyes, E. N., Saunders, A., & Wakeman, S.** (2019, January). *Meeting in the middle: Teaching academic and functional skills to students with severe disabilities*. [Poster presentation]. Council for Exceptional Children's annual conference, Indianapolis, IN.
- Brosh, C. R., Spooner, F., Wood, C. L., Reyes, E. N.** (2019, January). *Effects of multi-component intervention package on mathematical problem-solving and acquisition of academic content for students with disabilities*. [Poster presentation]. Council for Exceptional Children's Division on Autism and Developmental Disabilities Annual Conference, Kaanapali, Maui, HI.
- Reyes, E. N.** (2018, November). *How diversity and perspective taking can help inform team decisions for learners with exceptional needs*. [Poster presentation]. UNC Charlotte College of Education Culture Crawl, Charlotte, NC.
- Saunders, A. Q., Reyes, E. N.** (2018, November). *A balancing act: Addressing academic and functional skills simultaneously*. [Paper presentation]. 68<sup>th</sup> Annual Conference on Exceptional Children for North Carolina Department of Public Instruction, Greensboro, NC.
- Collins, B. C., & Reyes, E. N.** (2018, June). *Using sound practices to support academic learning of students with significant cognitive disabilities in inclusive settings*. [Paper presentation]. 3<sup>rd</sup> Annual North Carolina Inclusion Summit at Western Carolina University, Cullowhee, NC.
- Reyes, E. N.** (2018, June). *There is no "i" in team, unless it is a school-based inclusion team: How to turn diversity into synergy*. [Poster presentation]. 3<sup>rd</sup> Annual North Carolina Inclusion Summit at Western Carolina University, Cullowhee, NC.

Brosh, C. R., Spooner, F., Wood, C. L., **Reyes, E. N.** (2018, February). *Effects of a multi-component intervention package on academic skills for students with severe disabilities*. [Poster presentation]. North Carolina Association for Behavior Analysis Conference, Winston-Salem, NC.

Simpson, C. A., Voggt, A. P, **Reyes, E. N.**, & Wood, C. L. (2018, February). *Effects of active student response strategies on off-task behavior and student participation in a rural second grade classroom*. [Poster presentation]. North Carolina Association for Behavior Analysis Conference, Winston-Salem, NC.

**Reyes, E. N.** (2018, February). *Closing the research-to-practice gap to promote best practices in inclusive education*. [Paper presentation]. South Carolina's Council for Exceptional Children's annual conference, Myrtle Beach, SC.

**Reyes, E. N.** (2016, November). *Co-teaching is like a marriage: Sometimes arranged*. [Paper presentation]. Annual Inclusion Across the Lifespan conference, Rock Hill, SC.

**Reyes, E. N.** (2015, March). *The end of average*. [Paper presentation]. North Carolina Schools for Exceptional Learners annual conference, Charlotte, NC.

**Reyes, E. N.** (2015, November). *Corrective learning: How to treat the causes of learning problems instead of treating the symptoms*. [Paper presentation]. Annual Inclusion Across the Lifespan conference, Rock Hill, SC.

## **Podcasts**

Taub, D., & **Reyes, E. N.** (2020, October 17). *TIES center: An abundance of resources* [Audio podcast]. Special Education Network & Inclusion Association.

## **SERVICE**

### **Service to State and National Organizations**

TED Sponsored Doctoral Student Representative for South Carolina at CEC's Special Education Legislative Summit, 2019, Washington, D.C.

Diversity Committee Member of the national Council for Exceptional Children's Division on Autism and Developmental Disabilities (DADD), 2019

Communications Committee Member of the national Council for Exceptional Children's Division on Autism and Developmental Disabilities (DADD), 2019

Vice President of South Carolina Council for Exceptional Children's Division on Autism and Developmental Disabilities (DADD), 2018

Student Representative for Council for Exceptional Children's Teacher Education Division (TED), appointed 2018

Autism Evidence-Based Practices Update Reviewer, The National Professional Developmental Center on Autism Spectrum Disorders, 2018

Volunteer, North Carolina Association for Behavior Analysis 2018 Conference, Winston-Salem, NC, 2018

### **Service to the University**

Student Liaison for incoming Doctoral students, UNC Charlotte, 2018

Poster Presentation Judge for the Undergraduate Research Conference UNC Charlotte, 2018, 2019

### **Service to the Community**

Advisory board member for Carolina Collaborative Preparation Academy, 2018

Founding board member and secretary at Telra Institute, 2019-present

### **Workshops and Inservice Presentations**

Reyes, E. N., & Voggt, A. P. (2019, February). *Exceptional children's new teacher toolkit*. Invited workshop presented at a seminar for student teachers. University of North Carolina at Charlotte, Charlotte, NC.

Reyes, E. N. (2018, December). *Collaboration with parents*. Online module for special education teachers for the Cabarrus Health Alliance, available online for the regions of Cabarrus County, Rowan County, and Union County, NC.

Reyes, E. N. (2018, November). *The difference between: Clarifying terms used in exceptional children*. Online module for special education teachers for the Cabarrus Health Alliance, available online for the regions of Cabarrus County, Rowan County, and Union County, NC.

Reyes, E. N. (2018, August). *Teacher support materials and resources for exceptional children's teachers*. Online module for special education teachers for the Cabarrus Health Alliance, available online for the regions of Cabarrus County, Rowan County, and Union County, NC.

Reyes, E. N., Voggt, A. P., & Banks, T. S. (2018, April). *Supporting special education teachers*. Invited workshop presented at the New Teacher Support Program Coaches Meeting, University of North Carolina at Charlotte, Charlotte, NC.

### **Manuscript Reviews**

2020	Rural Special Education Quarterly
2018-2020	Journal of Special Education Apprenticeship (JOSEA) Reviewer
2018	Research in Autism Spectrum Disorders (RASD) Reviewer

### **Conference Proposal Reviewer**

2018-2019	TED Annual Conference Proposal Reviewer
2018-2019	TED Kaleidoscope Proposal Reviewer



## **ADDITIONAL TRAINING**

Leadership Institute Training: Research to Practice, South Carolina Department of Public Instruction  
EdTPA, Pre-service teacher evaluation tool, UNC Charlotte  
CLASS, supervision tool for student teachers, UNC Charlotte  
Online Course Training, WebEx and Canvas Training, UNC Charlotte

## **HONORS AND AWARDS**

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| 2019 | Third Place Poster Award in Education, Graduate Research Symposium at UNC Charlotte   |
| 2019 | Best Poster Award, Council for Exceptional Children's Division on Autism and Developmental Disabilities Annual Conference   |
| 2018 | Best Student Poster Award, Graduate Level, North Carolina Association for Behavior Analysis Annual Conference   |
| 2018 | Ph.D. Traineeship, Leadership Training Program. Division of Personnel Preparation, Office of Special Education and Rehabilitation Services, United States Department of Education |
| 2017 | Doctoral Fellowship, Wayland H. Cato Jr. Scholarship Award. The Cato Graduate School, University of North Carolina at Charlotte   |

## **PROFESSIONAL MEMBERSHIPS**

Council for Exceptional Children (CEC)  
CEC Division on Autism and Developmental Disabilities (DADD)  
CEC Teacher Education Division (TED)  
CEC Division for Research (DR)  
South Carolina Council for Exceptional Children (SC-CEC)  
North Carolina Association of Behavior Analysis (NC-ABA)