

ABBREVIATED CURRICULUM VITAE

Stephanie Gerow, Ph.D., BCBA-D

Department of Early Childhood, Multilingual, and Special Education
University of Nevada, Las Vegas
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Education

Ph.D. Texas A&M University, College Station, Texas
Educational Psychology, Special Education

M.Ed. Texas A&M University, College Station, Texas
Educational Psychology, Special Education

B.S. Davidson College, Davidson, North Carolina
Cum Laude, Honors in Psychology

Academic Positions

2022 – present Research Associate
Department of Early Childhood, Multilingual, and Special Education
University of Nevada, Las Vegas

2021 – 2022 Associate Professor
Department of Educational Psychology
Baylor University, Waco, Texas

2016 – 2021 Assistant Professor
Department of Educational Psychology
Baylor University, Waco, Texas

Areas of Specialization

Applied behavior analysis, autism, developmental disabilities, early childhood special education, parent-implemented intervention, telehealth interventions

Professional Certification and Licensure

2022 – present Licensed Behavior Analyst, Nevada. License Number: 0723

2018 – present Licensed Behavior Analyst, Texas. License Number: 2273

2016 – present Board Certified Behavior Analyst-Doctoral (BCBA-D), Certificate Number: 1-14-15813.

External Support

[total awarded amount exceeds \$5.5 million]

Developing and Evaluating the Feasibility of a Manualized Tier 3 Problem Behavior Intervention for Young Children with Developmental Delay

Key Personnel: **Stephanie Gerow (PI)**, Maureen Conroy (Mentor), Tonya Davis (Co-Mentor), John Hitchcock, Ann Kaiser, Blair Lloyd, David Richman, and Wendy Machalicek
Funding Organization: Institute of Education Sciences (IES), U.S. Department of Education
Competition: Early Career Development and Mentoring
Duration: August 2021-July 2024; Budget: \$493,412

Collaborative Preparation of Doctoral Scholars to Implement Socially Valid Evidence-based Practices and Conduct Research for CLD Learners with Disabilities in Special Education (DIVERSE Collaborative)

Key Personnel (BU): Mack Burke (PI), Tonya Davis, **Stephanie Gerow**, Tracey Sulak
Funding Organization: Office of Special Education Programs, U.S. Department of Education
Competition: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel Preparation of Leadership Personnel
Duration: October 1, 2021-September 30, 2026; Budget: \$3,766,943
This project is in collaboration with University of Texas at San Antonio and Texas A&M University; both institutions receive subawards from this budget.

Caregiver Coaching Project: Providing Support for Texas Families of Children with ASD

Key Personnel: **Stephanie Gerow (PI)**, Tonya Davis (Co-PI) and Jessica Akers
Funding organization: Texas Higher Education Coordinating Board
Competition: Autism Grant Program, Parent-Directed Treatment
Duration: June 2020-May 2022; Budget: \$369,699

Preparing Educators with Autism Knowledge and Skills

Key Personnel: Tonya Davis (PI), **Stephanie Gerow (Co-PI)**, and Kristen Padilla-Mainor
Funding organization: Texas Higher Education Coordinating Board
Competition: Autism Grant Program, BCBA Training for Teachers/Paraprofessionals
Duration: June 2020-May 2022; Budget: \$478,843

Parent training via tele-health technology for families of children with ASD in rural areas - Expansion

Key Personnel: **Stephanie Gerow (PI)**, Tonya Davis (Co-PI), Kristen Padilla-Mainor, and Jessica Akers
Funding organization: Texas Higher Education Coordinating Board
Competition: Autism Grant Program, Parent-Directed Treatment
Duration: February 2019-December 2021; Budget: \$212,409

Parent training via tele-health technology for families of children with ASD in rural areas

Key Personnel: **Stephanie Gerow (PI)**, Tonya Davis (Co-PI), Kristen Padilla-Mainor, and Jessica Akers
Funding organization: Texas Higher Education Coordinating Board
Competition: Autism Grant Program, Parent-Directed Treatment
Duration: August 2018-July 2021; Budget: \$278,456

Selected Scholarly Manuscripts and Book Chapters

[Total = 36, full list available at [Google Scholar](#)]

*Indicates current or former student.

- Gerow, S.,** *Kirkpatrick, M., *McGinnis, K., Sulak, T., Davis, T. N., & *Fritz, S. (2023). Evaluation of a telehealth program for caregivers of children with ASD. *Behavior Modification, 47*(2), 349-379. <https://doi.org/10.1177/01454455221130001>
- Gerow, S.,** *Radhakrishnan, S., Akers, J. S., *McGinnis, K., & *Swenson, R. (2021). Telehealth parent coaching to improve daily living skills for children with ASD. *Journal of Applied Behavior Analysis, 54*(2), 566-581.
- Gerow, S.,** *Radhakrishnan, S., Davis, T. N., *Zambrano, J., *Avery, S., Cosottile, D. W., & *Exline, E. (2021). Parent-implemented brief functional analysis and treatment with coaching via telehealth. *Journal of Applied Behavior Analysis, 54*(1), 54-69.
- Akers, J. S., Davis, T. N., **Gerow, S.,** & *Avery, S. (2020). Decreasing motor stereotypy in individuals with autism spectrum disorder: A systematic review. *Research in Autism Spectrum Disorders, 77*.
- Gerow, S.,** *Rivera, G., *Radhakrishnan, S., & Davis, T. N. (2020). Parent-implemented brief functional analysis in the home. *Behavioral Interventions, 35*(4), 691-703.
- Gerow, S.,** *Radhakrishnan, S., Davis, T. N., *Hodges, A., & *Feind, A. (2020). A comparison of demand fading and a dense schedule of reinforcement during functional communication training. *Behavior Analysis in Practice, 30*(1), 90-103.
- Gerow, S.,** *Rivera, G., Akers, J. S., *Kirkpatrick, M., & *Radhakrishnan, S. (2019). Parent-implemented treatment for automatically maintained stereotypy. *Behavioral Interventions, 34*(4), 466-474.
- Gerow, S.,** Rispoli, M., Gregori, E., & Sanchez, L. (2019). Parent-implemented trial-based functional analysis for young children with ASD. *Focus on Autism and Other Developmental Disabilities, 34*(1), 29-40.
- *Rivera, G., **Gerow, S.,** *Kirkpatrick, M. (2019). A review of school-based interventions to reduce challenging behavior for adolescents with ASD. *Journal of Developmental and Physical Disabilities, 31*(1), 1-21.
- Mason, R., Schnitz, A. G., **Gerow, S.,** An, Z. G., & Wills, H. W. (2019). Effects of teacher-implemented coaching to increase paraeducators' accurate data collection. *Journal of Behavioral Education, 28*(2), 204-226.
- Akers, J. S., Davis, T. N., **Gerow, S. L.,** *Hodges, A., & *Weston, R. (2019). Stereotypy and repetitive behaviors. In J. L. Matson (Ed.), *Handbook of Intellectual Disabilities*. New York, NY: Springer.
- Gerow, S.,** Davis, T. N., *Radhakrishnan, S., Gregori, E. V., & *Rivera, G. (2018). Functional communication training: The strength of evidence across disabilities. *Exceptional Children, 85*(1), 86-103.
- Gerow, S.,** Rispoli, M., Ninci, J., Gregori, E. V., & Hagan-Burke, S. (2018). Teaching parents to implement functional communication training for young children with developmental delay. *Topics in Early Childhood Special Education, 38*(2), 68-81.
- Mason, R., & **Gerow, S.** (2018). Parent- and peer-mediated interventions for children with autism spectrum disorder and complex communication needs. In J. B. Ganz & R. L.

- Simpson (Eds.), *Interventions for individuals with autism spectrum disorders and complex communication needs*. Baltimore, MD: Paul H. Brookes Publishing.
- Neely, L., Rispoli, M., **Gerow, S.**, Hong, E., & Hagan-Burke, S. (2017). Fidelity outcomes for autism-focused interventionists coached via telepractice: A systematic literature review. *Journal of Physical and Developmental Disabilities, 29*(6), 849-874.
- Neely, L., Rispoli, M., **Gerow, S.**, & Hong, E. (2016). Preparing educators via telepractice in incidental teaching for children with autism. *Journal of Behavioral Education, 25*(4), 393-416.
- Hong, E. R., Ganz, J. B., Neely, L., Boles, M., **Gerow, S.**, & Davis, J. L. (2016). A meta-analytic review of family-implemented social and communication interventions for individuals with developmental disabilities. *Review Journal of Autism and Developmental Disorders, 3*(2), 125-136.
- Hagan-Burke, S., Gilmour, M. W., **Gerow, S.**, & Crowder, W. C. (2015). Identifying academic demands that occasion problem behaviors for students with behavioral disorders: Illustrations at the elementary school level. *Behavior Modification, 39*(1), 215-241.
- Neely, L., Rispoli, M., **Gerow, S.**, & Ninci, J. (2015). Effects of antecedent exercise on academic engagement and stereotypy during instruction. *Behavior Modification, 39*(1), 98-116.

Selected Recent Presentations

- Gerow, S.**, *Radhakrishnan, S., Davis, T. N., *Zambrano, J., *Avery, S., & Sottile, D. (2021, May). Conducting brief functional analysis via telehealth technology. Symposium presentation at the Convention for the Association of Behavior Analysis International. Online due to COVID-19.
- Kunze, M., Hansen, S. G., Lee, J. D., **Gerow, S.** (2021, January). Telehealth: Fidelity, social validity, and implementation effectiveness. Presentation at the Annual Conference for the Division for Early Childhood of the Council for Exceptional Children. Online due to COVID-19.
- Hamrick, J., Andrews, A., Tsami, L., & **Gerow, S.** (2020, April). Enhancing service delivery to clients in rural areas. Invited panel presentation at Texas Association of Applied Behavior Analysis Regional Conference. Online due to COVID-19.
- Gerow, S.**, *Rivera, G. J., Akers, J., & *Kirkpatrick, M. (2019, September). Parent-implemented stereotypy intervention for a child with autism. Poster presentation at the International Conference for the Association of Behavior Analysis International. Stockholm, Sweden.
- *O'Guinn, N., *Kirkpatrick, M., **Gerow, S.**, *Rivera, G. J., (2019, May). A review of school-based interventions to reduce challenging behavior for adolescents with autism spectrum disorder. Poster presentation at the Annual Convention for the Association of Behavior Analysis. Chicago, IL.
- *Radhakrishnan, S., **Gerow, S.**, Gregori, E., *O'Guinn, N., & *Rivera, G. J. (2019, May). Community-based intervention to reduce challenging behaviors for individuals with developmental disabilities: A systematic literature review. Poster presentation at the Annual Convention for the Association of Behavior Analysis. Chicago, IL.
- Gerow, S.**, *Rivera, G., *Hodges, A., & *Radhakrishnan, S. (2018, May). Parent-implemented brief functional analysis in the home. Symposium presentation at the Annual Convention for the Association of Behavior Analysis. San Diego, CA.

Teaching and Mentorship

University of Nevada, Las Vegas

- *Single Subject design Techniques in Applied Behavior Analysis* (ESP 751), master's course in the applied behavior analysis sequence.

Baylor University

- *Applied Behavior Analysis* (EDP 2276), undergraduate course in the special education sequence.
- *Therapeutic Interventions* (EDP 5346), master's course in the applied behavior analysis sequence.
- *Single-Subject Research Design* (EDP 5357), master's course in the applied behavior analysis sequence.
- *Challenging Behavior and Developmental Disabilities* (EDP 5361), master's course in the applied behavior analysis sequence.
- *Grant Writing* (EDP 6338), Ph.D. course.

Mentorship in Research

Postdoctoral Researchers

- Aisling Costello, 2022 – present
- Catharine Lory, 2021-2022
- David Cosottile, 2019-2022

Mentorship of Doctoral Students

- Kristina McGinnis, expected graduation May 2023
- Suzy Avery, doctoral student, graduated August 2022
- Supriya Radhakrishnan, doctoral student, graduated May 2021

Service

Ad Hoc Reviewer

Behavioral Interventions
Focus on Autism and Other Developmental Disabilities
Journal of Applied Behavior Analysis
Journal of Behavioral Education
Journal of Developmental and Physical Disabilities
Journal of Early Intervention
Journal of Positive Behavior Interventions
Research in Developmental Disabilities

Federal Grant Reviewer

- National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR)
- Department of Education, Office of Special Education and Rehabilitative Services

Committee Member, Equity, Diversity, and Inclusivity for Everyone (EDIE) Committee, Texas Association for Behavior Analysis, regional chapter of Association for Behavior Analysis International. 2021-present

Executive Council Member, Texas Association for Behavior Analysis, regional chapter of Association for Behavior Analysis International. 2020-2021

Applied Behavior Analysis Specialization Director. Educational Psychology Department, Baylor University. Role: Direct the specialization by overseeing coursework, recruiting applicants, organizing admissions, and advising students. 2019-2022.

Baylor Clinic for Assessment, Research and Evaluation (CARE) affiliated faculty member. Baylor Center for Developmental Disabilities (BCDD), Baylor University. 2016-2022.

Professional Organization Membership

Council for Exceptional Children (CEC)
Texas Association for Behavior Analysis (TxABA)
Association for Behavior Analysis International (ABAI)