

EDUCATION

Degrees:

- Expected. Ph.D., University of Washington
June 2023 Emphasis: Special Education (Early Childhood)
Advisor: Angel Fettig, Ph.D.
Dissertation Title: Effectiveness of Prevent-Teach-Reinforce for Families (PTR-F) on Culturally Diverse Families: A Mixed Methods Study
- May 2016 M. Ed., Vanderbilt University
Emphasis: Special Education (Early Childhood)
Advisor: Erin E. Barton, Ph.D.
Thesis: Teaching Complex Play to Young Children: A Comparison Study
- May 2013 B.A., University of Southern California
Major: Psychology
Advisor: Stanley J. Huey, Jr., Ph.D.
Thesis: Is Writing Better than Talking?: Language Coherence and Health during Trauma Disclosure

PUBLICATIONS

Refereed Publications:

- Fettig, A., Zulauf-McCurdy, C., **Choi, G.**, & McManus, M. (2022). Qualitative investigation of educator and parent experiences of education services during COVID-19. *Journal of Early Interventions*.
- Artman-Meeker, K., Fettig, A., Cunningham, J., Chang, H., **Choi, G.**, & Harbin, S. (2021). Iterative design and pilot implementation of a tiered coaching model to support social-emotional teaching practices. *Topics in Early Childhood Special Education*.
- Barton, E. E., **Choi, G.**, & Mauldin, E. G. (2019). Teaching sequences of pretend play to children with Disabilities. *Journal of Early Intervention*, 41(1), 13–29.
<https://doi.org/10.1177/1053815118799466>
- Qiu, J., Barton, E. E., & **Choi, G.** (2018). Using system of least prompts to teach play to young children with disabilities. *The Journal of Special Education*.
- Barton, E. E., Pokorski, E. A., Gossett, S., Sweeney, E., **Choi, G.**, & Qui, J. (2018). The use of email to coach early childhood teachers. *Journal of Early Intervention*.
- Barton, E. E., Harris, B., Leech, N., Stiff, L., **Choi, G.**, & Joel, T. (2015). An analysis of state autism educational assessment practices and requirements. *Journal of Autism and Developmental Disorders*.

Manuscripts in Preparation:

- Harbin, S., **Choi, G & Fettig, A.** (Under review). Reconceptualizing family-centered partnerships in

parent-implemented interventions.

Choi, G., & Fettig, A. (in preparation). Parent's use of evidence-based strategies to address children's challenging behaviors.

Choi, G., & Bigelow, K. (in preparation). Collaborating with immigrant families of children with disabilities in promoting children's social emotional competence.

Choi, G., Barton, E. E., Sweeney, E., & Gossett, S. (in progress). Teaching complex play to young children: a comparison study.

Chapters and Other Publications:

Blackwell, T. K., & **Choi, G.** (in preparation). Building positive relationships with families. In A. Hunter, M. L. Hemmeter, K. Bigelow, N. Horen. (Eds.), *Unpacking the Pyramid model: A practical guide for infant toddler teachers*. Brooks Publishing.

PRESENTATIONS

Refereed:

Choi, G., Kuo, Y., & Watkins-Xu, Y. (May, 2023). *Family Engagement Toolkit for Social Emotional Learning in Infant/Toddler Programs*. [Conference Session]. Infant and Early Childhood Conference, Online.

Fettig, A., Harbin, S., & **Choi, G.** (September, 2022). *Re-imagining Parent-Practitioner Partnerships for Effective PII*. [Poster Presentation]. Division for Early Childhood 38th Annual International Conference on Young children with Disabilities and Their Families, Chicago, IL

Von der Embse, M., Nemecek, A., Yang, H., Riepe, B., **Choi, G.,** & Wasser, J. (September, 2022). Positive Solutions for Families. [Conference session]. Division for Early Childhood 38th Annual International Conference on Young children with Disabilities and Their Families, Chicago, IL

Choi, G., & Fettig, A. (2022, April). *Parent's Use of Evidence-Based Strategies to Address Challenging Behaviors*. [Poster presentation]. 19th International Conference on Positive Behavior Support, San Diego, CA.

Choi, G., & Fettig, A. (2022, February). *Parent's Use of Evidence-Based Strategies to Address Challenging Behaviors*. [Poster presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA.

Fettig, A., Meeker, K. A., Cunningham, J., Chang, H. C., **Choi, G.,** & Harbin, S. (2022, February). *Pilot Implementation of a Tiered Coaching Model to Support Pyramid Model Practices*. [Conference session]. Conference on Research Innovations in Early Intervention, San Diego, CA.

Choi, G., & Fettig, A. (2021, September). *Parent's Use of Evidence-Based Strategies to Address Challenging Behaviors*. [Poster presentation]. Division for Early Childhood Conference, Online.

Fettig, A., Meeker, K. A., Cunningham, J., **Choi, G.,** Chang, H. C., Harbin, S. & Horbanczuk, S. (2021, January). *Implementing the Tiered Coaching Model to Support Pyramid Model Practices*. [Conference session]. Division for Early Childhood Conference, Online.

Cunningham, J., Artman-Meeker, K., Fettig, A., Chang, T., & **Choi, G.** (2020, February). *A Tiered Coaching Model to Support Teacher Use of Pyramid Model Practices*. [Poster presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA.

Fettig, A., Artman-Meeker, K., Cunningham, J., Chang, T., & **Choi, G.** (2019, October). *Using a Tiered Approach to Coaching on the Pyramid Model*. [Conference session]. Division for Early Childhood Conference. Dallas, TX.

Choi, G. & Greeny, K. (2019, May). *Using Positive Behavior Support to Address Challenging Behaviors*. [Conference session]. Infant and Early Childhood Conference. Tacoma, WA.

Cunningham, J., Zimmerman, K., & **Choi, G.** (2019, May). *Enhancing Language and Prosocial Outcomes for Young Children in Inclusive Classrooms*. [Conference session]. Infant and Early Childhood Conference. Tacoma, WA.

Barton, E. E. Stiff, L. A., Mauldin, E., & **Choi, G.** (2015, October). *Teaching children with disabilities to engage in sequences of pretend play*. [Poster presentation]. Division for Early Childhood Conference, Atlanta, GA.

Choi, G., & Huey, S. J. (2013, May). *Is Writing Better than Talking?: Language Coherence and Health during Trauma Disclosure*. [Poster presentation]. Annual University of Southern California Undergraduate Research Symposium, Los Angeles, CA.

Invited:

Von der Embse, M., & **Choi, G.** (2022, April). *Powering It Up: Partnering with Families to Strengthen Program-Wide Implementation of The Pyramid Model*. [Toolkit session]. National Training Institute on Effective Practices, Tampa, FL.

RESEARCH EXPERIENCE

2018 – 2022 **Graduate Research Assistant – Tiered Coaching Model Project (Funded by IES; PIs – Drs. Angel Fettig & Kathleen Artman-Meeker)**

University of Washington, Seattle, WA

- Randomized controlled study to test the effectiveness of the Tiered Coaching Model (TCM) in supporting preschool teachers' implementation of the Pyramid Model.
- Assessed implementation of Pyramid Model practices in preschool classrooms using the Teaching Pyramid Observation Tool (TPOT™).
- Created materials (e.g., newsletters and book nooks) to assist teachers in using strategies to support children's social-emotional development.
- Coded implementation fidelity data on group and individual coaching sessions.

2020 – 2020 **Graduate Research Assistant – Pandemic Impact Study (PI – Dr. Angel Fettig)**

University of Washington, Seattle, WA

- Qualitative study to explore early childhood educators' and parents' experiences with educational service delivery for young children with disabilities during the pandemic.
- Interviewed parents and educators of young children with disabilities.
- Qualitatively analyzed data with a research team.

2019 – 2020 **Graduate Research Assistant – Special Education Charter School Professional Learning Community Project (Funded by Arc of Washington Trust Fund; PI – Dr. Katy Bateman)**

University of Washington, Seattle, WA

- A project to connect special education teachers across the charter school sector in Washington State using Project ECHO.
- Transcribed the discussion and created a summary report for each meeting.

- 2018 – 2019 **Graduate Research Assistant – Family Behavior Support App (IES Project; PIs – Drs. Erin Barton, Angel Fettig, & Hedda Meadan)**
University of Washington, Seattle, WA
- Randomized controlled study to test the effectiveness of the Family Behavior Support App in increasing parents’ implementation of behavior support plans and decreasing children’s challenging behaviors.
 - Collaborated with caregivers to determine the routine for video recording and appropriate adjustments for potential challenges.
 - Collected behavioral data on children’s challenging behaviors, replacement skills, and parent’s skills through video observations.
- 2014 – 2016 **Graduate Research Assistant**
Vanderbilt University, Nashville, TN.
- Implemented a play-focused intervention for preschoolers with developmental disabilities.
 - Investigated different U.S. states’ eligibility requirements for autism.
 - Collected data on teachers’ use of recommended practices in inclusive preschool classrooms for the study titled, “The use of email to coach early childhood teachers.”
 - Monitored procedural fidelity for the project titled, “Increasing sequences of pretend play in children with disabilities.”
- 2010 – 2011 **Undergraduate Research Assistant**
Dr. Gerald Davison Lab, University of Southern California, Los Angeles, CA.
- Transcribed participants’ responses to virtual scenarios for the study titled, “Experimentally induced distraction impacts cognitive but not emotional processes in think-aloud cognitive assessment”
 - Analyzed specific words from the transcription and monitored accuracy of the analysis with supervisors.
- 2010 **Undergraduate Research Assistant**
Dr. Norman Miller Lab, University of Southern California, Los Angeles, CA.
- Administered experiments using computer games for the research project titled, “Interpersonal and Intergroup Aggression; Social Projection”
 - Assessed participants’ reactions to social rejection by conducting interviews and administering psychological assessments.

TEACHING AND CLINICAL EXPERIENCE

- 09/2019 – 06/2022 **Coach for Teacher Candidates (TC) in Special Education Teacher Preparation Program**
University of Washington, Seattle, WA.
- Supervised Early Childhood Special Education teacher candidates’ core practices (e.g., use of evidence-based practices, data collection, positive interactions with students, behavior management, etc.) through practice-based coaching.
- 09/2021 – 12/2021 **Instructor – Exceptional Children**
University of Washington, Seattle, WA.
- Lead instructor who developed the course plan for hybrid lessons and taught topics of intersectionality, inclusion, and disability.
- 03/2021 – 06/2021 **Instructor – Introduction to Autism Spectrum Disorders**
University of Washington, Seattle, WA.
- Co-Lead instructor who updated course contents and lectured on social skills-focused interventions and collaborating with families.
- 01/2021 – 03/2021 **Instructor – Strategies for Learners with Extensive Support Needs**
University of Washington, Seattle, WA.

- Lead instructor who revised course contents and taught knowledge and skills for providing adequate support for learners with moderate to severe cognitive, physical, or multiple disabilities.
- 09/2020 – 12/2020 **Teaching Assistant – Introduction to Autism Spectrum Disorders**
University of Washington, Seattle, WA.
- Contributed to re-organizing course contents and lectured on social skills-focused interventions.
- 03/2020 – 06/2020 **Instructional Team – Autism and Other Social, Communication, and Developmental Disabilities**
University of Washington, Seattle, WA.
- Contributed to developing lesson plans focusing on interventions for students with developmental disabilities and lectured on social skills-focused interventions
- 01/2020 – 03/2020 **Instructional Team – Collaborating with Families and Educational Team**
University of Washington, Seattle, WA.
- Participated in developing lesson plans focusing on collaboration with families and professionals and facilitated group discussions of master-level students with diverse backgrounds (e.g., Behavioral services providers, student teachers at public schools or early intervention settings)
- 02/2018 – 05/2018 **Program Supervisor**
Smart Start, Incheon, Republic of Korea.
- Designed individualized instruction programs for young children (3-5 year olds) based on behavioral assessments, and trained/coached parents and behavior therapists in using behavioral strategies.
- 08/2016 – 06/2017 **Special Education Teacher**
Pacific Autism Center for Education (PACE), Santa Clara, CA.
- Case manager who developed Individual Education Plans for children (5-8 year olds) with moderate/severe autism through collaboration with interdisciplinary teams.
 - Developed individualized lesson plans for students and supervised instructional aides on implementing lesson activities in a self-contained classroom.
- 02/2016 – 05/2016 **Special Education Student Teacher**
Susan Gray School, Nashville, TN.
- Administered Functional Analysis for children with challenging behaviors and developed individualized behavior support plans.
 - Created and led center activities with individualized accommodations for an inclusive preschool classroom.
- 01/2015 – 05/2015 **Behavior Support Team Intern**
Metro Nashville Public School, Nashville, TN.
- Performed functional behavior assessments for students (preK-12) with behavioral needs and developed individualized behavior support plans under supervision.
 - Consulted teachers for implementing behavior support plans in the classroom.
- 09/2014 – 12/2014 **Applied Behavior Analysis Intern**
TRIAD Behavior Analysis Clinic at Vanderbilt, Nashville, TN.
- Assessed functions of challenging behavior, participated in designing, implementing, and evaluating a behavior intervention for a client and implemented Functional Communication Training.

COURSES TAUGHT

Graduate level:

EDSPE 519. *Strategies for Learners with Extensive Support Needs* [Online asynchronous]. Winter, 2021.

EDSPE 525. *Autism and Other Social, Communication, and Developmental Disabilities* [Hybrid]. Spring, 2020

EDSPE 563. *Collaborating with Families and Educational Team* [In-person]. Winter, 2020

Undergraduate level:

EDSPE 435. *Introduction to Autism Spectrum Disorder* [Online asynchronous]. Winter & Spring, 2023; Fall, 2022; Spring, 2021.

EDSPE 304. *Disability and Ableism – Exceptional Children* [Hybrid]. Fall, 2021.

SERVICES

Ad Hoc Reviewer

Journal of Early Intervention

University of Washington

03/2021 – 06/2021 **Community-Led Grant Writing**

- Found funding opportunities for local educational non-profit organizations
- Collaborated with the faculty and College of Education colleagues to write a grant proposal draft for Somali Childcare Provider Association (SCPA)

HONORS AND SCHOLARSHIPS

2022 Dissertation Fellowship
2021 Haring Family Endowed Fellowship
2020 National Center for Pyramid Model Innovations (NCPMI) Fellowship
2019 Alice Hayden Scholarship
2014 – 2016 Dean’s Tuition Scholarship, 2 years
2013 *magna cum laude*
2012 *phi beta kappa*
2009 – 2013 Dean’s List, 8 semesters

AREAS OF EXPERTISE

Early Childhood Special Education	Social-emotional Development
Culturally Responsive Interventions	Applied Behavior Analysis
Family-Educator Collaboration	Developmental Disabilities/Delays

CERTIFICATIONS

Board Certified Behavior Analyst (BCBA)

Certificate # 1-16-24327

Expires 11/2022

Teaching Pyramid Observation Tool (TPOT) observer training

Trained until Spring, 2022

Classroom Assessment Scoring System (CLASS®) Observer

CLASS 2008 Observer Pre-K

Expires 9/2020

PROFESSIONAL ORGANIZATION MEMBERSHIP

- Council for Exceptional Children (CEC)
 - Division for Early Childhood (DEC)
 - Division for Autism and Developmental Disabilities (DADD)
- Association for Positive Behavior Support (ABPS)
- Applied Behavior Analysis International (ABAI)

