

**Erin Elfers, M.ED, B.C.B.A**

859-832-0555

[Erin.elfers@gmail.com](mailto:Erin.elfers@gmail.com)

**Education**

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Vanderbilt University-Peabody College, Nashville, TN

Master of Education in Special Education

Emphasis in Applied Behavior Analysis, May 2008

Appalachian State University, Boone, NC

Bachelor of Science in Psychology, emphasis in Neuroscience, 1998 - 2001

Bachelor of Arts in Literature, emphasis in Creative Writing, 1998-2001

**Certification, Licensure, and Training**

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*BCBA certification, November 2008, renewed 2017*

*Licensed Behavior Analyst (LBA) in Kentucky, since 2013*

*Certified Ohio Behavior Analyst (COBA), since 2013*

*Teaching licensure since 2008, renewed 2017 (Ohio and Kentucky certified)*

**Professional Positions**

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▪ **Faculty Lecturer, Teacher Education, Northern Kentucky University**

**August 2020-Present**

Duties include teaching graduate courses in Applied Behavior Analysis. Concepts include functional assessment of behavior, evidence-based strategies, and basic concepts and terminology of applied behavior analysis, as well as single subject research design. Texts include *Applied Behavior Analysis for Teachers* by Alberto and Trautman and *Single Subject Research* by Stephen Richards.

▪ **Educational Consultant, Greater Cincinnati/Northern Kentucky area**

**2013-Present**

Duties include contracting with schools to conduct functional behavioral assessments, creating behavior support plans, and training teachers and school staff on treatment and behavior plans in the classroom environment using brief consultation, faculty and staff in-service trainings, or ongoing consultation models.

▪ **Board Certified Behavior Analyst, Greater Cincinnati/Northern Kentucky area**

**2009-Present**

Duties include consulting with families in the home, school, and community settings, implementing intervention plans with students and children with autism spectrum disorders and other neuro-developmental disorders to increase skill and language acquisition and peer interactions, address social and play skills, and employ behavior management systems.

▪ **Clinical Director, Positive Solutions Behavior Group (PSBG)**

**2017-2020**

Duties include consulting with families in the home and clinical settings, training Registered Behavior Technicians, negotiating with insurance companies and sourcing funding options for families seeking services, creating and monitoring staff and consumer schedules, and conducting trainings about Applied Behavior Analysis, behavior, and autism spectrum disorders with schools, families, and community.

▪ **Instructor, online courses, Virginia Commonwealth University**

**2015**

Responsibilities include giving feedback on modules pertaining to the instruction of students with ASD, monitoring discussion boards, and grading coursework.

▪ **Autism and Behavior Consultant, Boone County Schools, Boone County, KY**

**2009-2014**

Duties include consulting with teachers, training special and general education teachers and other school professionals in behavior analysis, teaching procedures, and behavior management in the school setting. Responsible for attending IEP meetings, giving presentations, and ongoing consultation.

▪ **Child Developmentalist, Thompson Center for Autism, University of Missouri-Columbia**

**2008-2009**

Duties include consulting with families and schools, implementing intervention plans with students and children with autism spectrum disorders and other neuro-developmental disorders to increase skill and language acquisition and peer interactions, address social and play skills, and employing behavior management systems. Additionally, conference planning, giving and attending presentations for professional development, data collection and analysis, participation in collaborative meetings to problem-solve.

▪ **Research Assistant, Vanderbilt University**

**2006-2008**

Duties include running a reading intervention with students diagnosed with Emotional and Behavioral Disorders (EBD), entering data for a federal grant-sponsored intervention for children with special needs, conducting observations of classrooms, and assessing students in area Metropolitan/Davidson County Nashville Public Schools.

▪ **Lead Behavioral Technician**

**1999-2006**

*Boone, North Carolina, Charleston, South Carolina, Geneva, Switzerland, and Cincinnati, Ohio*

Supervised and implemented behavioral intervention programs for several children, adolescents, and adults with autism in the home, school, and community settings, primarily using Applied Behavior Analysis (ABA). Duties included assessment, home-based therapy, school shadowing, data recording and analysis, training new therapists, updating program goals, and working collaboratively with teachers, parents and respected professionals to discuss client's progress. Individual program development using various therapy methodologies (ABA (DTT and VB), TEACCH, Floortime, Social Stories, PECS, and augmentative communication systems). Received ongoing training and supervision by recognized psychologists and professionals in the field.

**Additional Experience-Peabody College, Vanderbilt University, Nashville, Tennessee**

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▪ **Behavioral consultant, Metropolitan Davidson County Schools**

**2007**

Conducted functional behavioral assessments (FBA) with students with Emotional or Behavioral Disorders (EBD) in classroom settings and utilized the results of the FBA to create a behavioral intervention plan for the teacher to implement. Treatment fidelity as well as social validity data were conducted. Relevant articles were read and discussed at weekly meetings.

▪ **Behavior Analysis Clinic, Vanderbilt University**

**2007**

Conducted analogue functional analyses (AFA) of children, adolescents, and adults, manipulating reinforcement and extinction contingencies following the display of target behaviors (Iwata). Descriptive assessments were conducted following the AFA in the home and interviews were conducted with parents. This combined information was used to define the function of the behavior and create a behavior intervention plan for the parents to implement.

▪ **Teacher, Metropolitan Davidson County School District, Nashville, TN**

**2006-2008**

In resource and self-contained modified intensive program (MIP) classroom settings, responsibilities included planning extensive lessons, working in small groups with students on students' individual education program (IEP) goals in reading, writing, and math, attending IEP and Support Team meetings,

and conducting assessments, curriculum-based measurement projects, and behavior change projects with students in the class. Additional duties included grant-writing and budget development.

### **Awards and Scholarships**

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***“Building Capacity” training grant recipient,  
Vanderbilt University, Peabody College, 2006-2008***

***Graduate study grant recipient,  
Xavier University, 2005***

***Levi Strauss and Co. Academic  
Scholarship, 1997-1998***

***Appalachian State University Dean’s  
List, 1998- 2001***

***Gamma Beta Phi Honors  
Society, 1998-2001***

***Association of Southeastern  
Biologists, 2000-2002***

### **Presentations and Publications**

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-Strater, K., Elfers, E. (2019) *The Emergence of Self-Determination in Young Adults with Intellectual Disabilities Participating in Project Search* AILACTE Journal, Volume XVI.

-Elfers, E (2019) *Functional Behavior Assessment in Schools; Intensive Teaching vs, Natural Environment Teaching; Addressing Behavior Issues in Students with Emotional and Behavior Disorders* Department- and School-Wide trainings for area school districts.

-Elfers, E. (2018, 2019) *Creating Behavioral Success in the Early Childhood Classroom*

Elfers, E. (2017) *Developmental Delays and ADD: How to spot the early signs and what to do next.* ‘Mariemont Moms’ group, Mariemont, OH.

-Elfers, E., Strater, K. (2010-2013). Effective teaching strategies for children with autism spectrum disorders. Boone County School District. Various locations, Boone County, Kentucky.

-Elfers, E., Frank-Nix, K. (2011-2013). Setting Up Effective Early Childhood Classrooms; training for preschool teachers. Florence, KY

-Autism-related book review author (2004-2013) for Autism Society of Greater Cincinnati quarterly newsletter.

-Elfers, E., Visovsky, K., Chun, M. (2009, April). Cognition and Academic Skills in Autism Spectrum Disorder. A comprehensive tiered teacher training. Columbia, MO.

-Tregnago, M., Elfers, E. (2008, March). Reinforcement 101. Autism Intervention Conference, Columbia, MO.

-Elfers, E., Henson, M., Tregnago, M., Visovsky, K. (2008, December). Teaching Play Skills to children with autism spectrum disorders. A comprehensive tiered teacher training. Columbia, MO.

-Elfers, E., Henson, M., Tregnago, M., Visovsky, K., McBroom, J., Hopper, L., (2008, July). Autism Summer Institute. A comprehensive tiered teacher training. Columbia, MO.

-Carroll, C., Chasnoff, S., Elfers, E., McCole, K., & Lane, K. L. (2007, November). *Developing a feasible functional assessment based intervention for an adolescent in an alternative setting.* A poster presented at the Tennessee Association of Applied Behavior Analysis. Nashville, TN.

-Elfers, E., McCole, K., Wolery, M., and Wehby, J. (2008, February). *Comparison of progressive time delay and errorless teaching procedure for teaching acquisition skills to young children with autism.* A poster presented at the Behavioral Autism Treatment Conference in affiliation with the Association of Behavior Analysis. Atlanta, GA.

-Elfers, E., McCole, K., Wolery, M., and Wehby, J. (2008, May). *Comparison of progressive time delay and errorless teaching procedure for teaching acquisition skills to young children with autism.* A poster presented at the international conference for the Association of Behavior Analysis. Chicago, IL.

-Elfers, E. (2002) *Intra-collicular Glucose Injections Lessen Sound-induced Seizure Severity*, Association of Southeastern Biologists Quarterly Review. National Conference for Undergraduate research (NCUR).

