

Holly Rittenhouse-Cea

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EDUCATION

Fordham University, New York, NY

Ph.D. in Language, Literacy, and Learning Processes in Special Education, 2015

Dissertation: "Evaluating the effects of training in incidental teaching in instructors of students with ASD"

Dissertation Advisor: Su-Je Cho, Ph.D.

Committee: Dr. Bobby Newman, Ph.D., BCBA-D

Dr. Chun Zhang, Ph.D.

Dr. Diana Rodriguez, Ph.D.

Queens College, CUNY, Flushing, NY

Advanced Certificate in Applied Behavior Analysis, 2010

Supervision: Dr. Karrie Lindeman, Ph.D., BCBA-D, LBA

Dr. Bobby Newman, Ph.D., BCBA-D, LBA

Hofstra University, Hempstead, NY

M.S. Special Education, 2008

Northern Kentucky University, Highland Heights, KY

B.A. Elementary Education, 2005

GRANT AND RESEARCH EXPERIENCE

Project PACTS, A grant funded by the Office of Special Education & Rehabilitative Services, U.S. Department of Education, New York, NY

Project Coordinator, October 2017-June 2019

Project REACH, A grant funded by the Office of Special Education & Rehabilitative Services, U.S. Department of Education, New York, NY

Consultant, October 2015-September 2017

Fordham University, New York, NY

Graduate Research Assistant, 2011-2013

Research on differentiated instruction, RtI, positive behavior interventions and supports (PBIS), and functional behavior assessment (FBA).

PUBLICATIONS

Rittenhouse-Cea, H. and Cho, S. 2019. Evaluating the effects of training in incidental teaching in instructors of students with ASD. *Journal of Special Education* 53 (2), 108-118.

Cho, S., Doyle, K., and **Rittenhouse-Cea, H.** 2018. "Infusing Evidence-Based Practices in Pre-service Preparation Program for Teachers of Culturally and Linguistically Diverse Students," *Journal of Multilingual Education Research*: Vol. 8,

Article 6.

Available at: <https://research.library.fordham.edu/jmer/vol8/iss1/6>

Cho, S., Blair, K., and **Rittenhouse-Cea, H.** 2017. Effective school leaders for the 21st century in special education. In Cooper, Bruce S.; McCray, Carlos R.; and Coffin, Stephen, "Why School Leaders Need Vision : Managing Scarcity, Mandates, and Conflicting Goals for Educational Quality" (2017). *All Books and Media by Montclair State University Authors*. 165.

https://digitalcommons.montclair.edu/all_books/165

Rittenhouse, H. 2007. Satiation. In B. Newman and D. Reinecke (Eds). Behavioral Detectives. Dove and Orca. New York.

Cho, S., **Rittenhouse-Cea, H.**, and Doyle, K. (in prep). Effects of training on pre-service teacher's implementation of function-based interventions.

Rittenhouse-Cea, H. and Gauert, S. (in process). Parent Implementation of DTT using remote instruction: Feasibility of telehealth application.

PROFESSIONAL PRESENTATIONS & WORKSHOPS

Cho, S., **Rittenhouse-Cea, H.**, and Doyle, K. 2019. Effects of training on pre-service teacher's implementation of function-based interventions. Association for Positive Behavior Support, Washington, D.C.

Rittenhouse-Cea, H. and Cho, S. 2016. Evaluating the Effects of Training in Incidental Teaching in Instructors of Students with ASD. Presented at Association for Positive Behavior Support, San Francisco, CA.

Rittenhouse-Cea, H. and Shaw, K. 2015. Teaching Away from the Table: Examining Staff Training in Incidental Teaching Methods. Presented at Putting the Pieces Together Conference, Dayton, OH.

PROGRAM & COURSE DEVELOPMENT

University of Dayton: 2U

EDC 507 Applied Behavior Analysis Immersion
EDC 519 Applied Behavior Analysis II
EDC 526 Family, School, & Health Systems
EDC 589 Culminating Capstone

Fordham University: 2U

CTGE 5161 Differentiated Instruction for Children with Special Needs

Fordham University: Project PACTS

CTGE 5159 Assessment of Children with Disabilities
CTGE 5161 Instructional Planning and Management for Students with Severe Learning & Behavioral Problems
CTGE 5222: Practicum for In-Service Teachers

CTGE 6310: Educating Students with Severe Learning and Behavioral Problems
CTGE 6320: Collaboration and Consultation with Families and Professionals
CTGE 6330 Instruction in Communication and Social Skills
CTGE 6350 Positive Behavior Supports
PSGE 6311: Applications of Behavior Analysis in Educational Settings

TEACHING EXPERIENCE

University of Dayton, Dayton, OH

Director, Associate Clinical Professor, School of Education and Health Sciences: Applied Behavior Analysis Program, Fall 2019-present

Courses Taught (fully online, powered by 2U)

EDC 519 Applied Behavior Analysis II

EDC 526 Family, School, & Health Systems

Hunter College, New York, NY

Adjunct Professor, Graduate School of Education, 2017-2019

Courses Taught (includes face-to-face and hybrid/online formats):

SPED 701 Assessment of Students with Disabilities

SPED 773 Writing, Math, and Organizational Strategies for Adolescent Students with Learning Disabilities: Methods II

SPED 777 Supervised Clinical Teaching of Students with Disabilities: Parts I & 2

Fordham University, New York, NY

Adjunct Professor, Graduate School of Education, 2011-2019

Courses Taught (includes face-to-face and hybrid/online formats):

CTGE 5155 Foundations of Special Education

CTGE 5161 Differentiated Instruction for Children with Special Needs

CTGE 5165 Consultation and Co-Teaching in Collaborative Classrooms

CTGE 5551 Reflecting on Inclusive Field Experience

CTGE 5552 Reflecting on Inclusive Field Experience II

CTGE 5553 Reflecting on Inclusive Student Teaching

CTGE 5554 Reflecting on Inclusive Student Teaching II

CTGE 6310: Educating Students with Severe Learning and Behavioral Problems

CTGE 6350 Positive Behavior Supports

PSGE 6324 Environments for Managing Challenging Behavior

Adjunct Instructional Staff-Field Specialist, Graduate School of Education, 2010-2019

Supervise and observe the implementation of instructional and behavior management strategies for students in special education field placements.

PROFESSIONAL SERVICE

Teaching Fellows, University of Dayton, 2020-21

Student Disability Accommodation Implementation Team of the Path Forward Academics Working Group, University of Dayton, 2020

Non-Tenure Track Promotion Committee, University of Dayton, 2019-present

Journal of Autism and Developmental Disabilities
Invited Reviewer, 2020

Focus on Autism and Other Developmental Disorders
Ad Hoc Peer Reviewer, 2015-present

CLINICAL EXPERIENCE

Self Employed-In-home, Public Schools, Private Schools, Continental US
ABA Consultant, 2008-2018

Design, implement, and manage ABA programs for students with ASD and related developmental disorders. Train parents and teachers in implementing ABA procedures.

STE Consultants, Glen Cove, NY

Clinical Director of ABA, NY and Telehealth, 2012-2013

Supervise and train staff. Design, implement, and manage ABA programs for students with ASD and related developmental disorders. Train parents and teachers in ABA procedures.

NYC and Long Island Public Schools, New York, NY

ABA Consultant, 2008-2013

Design, implement, and manage ABA programs for students with ASD and related developmental disorders. Train teachers in implementing ABA procedures.

The ELIJA School, Levittown, NY

ABA Program Coordinator, 2007-2008

ABA Head Teacher, 2006-2007

Supervise and train staff. Design, implement, and manage ABA programs for students with ASD and related developmental disorders. Train parents in ABA procedures.

Carbone Clinic, Valley Cottage, NY

ABA Clinical Instructor, January to May 2006

Provide 1:1 instruction to students with ASD and other related disorders.

AWARDS AND HONORS

New York State Association for Behavior Analysis Student Member of the Year, 2007

Phi Delta Kappa International Honor Society, Fordham University Chapter, 2012-2015

The Honor Society of Phi Kappa Phi, Fordham University Chapter, 2012-2015

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

Association for Behavior Analysis International (ABAI)

Association for Professional Behavior Analysts (APBA)

Association for Positive Behavior Support (APBS)