

## A. EDUCATION AND TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Vanderbilt University	BS	2001	Psychology/Neuroscience
Vanderbilt University, Peabody	M.Ed.	2007	Child Studies
Vanderbilt University, Peabody College	Ph.D.	2016	Early Childhood Special Education
University of Kansas, Juniper Gardens Children's Project	Post Doctoral	2015-2017	Early Childhood Response to Intervention

## B. POSITION AND HONORS

2013-2015 Head Start Graduate Student Research Scholar  
 2017-present Assistant Research Professor, Juniper Gardens Children's Project  
 2022-present Assistant Professor, Special Education, University of Kansas

## OTHER EXPERIENCES

2016-2025 Project Coordinator, Bridging the Word Gap Research Network  
 2010-2015 Graduate Research Assistant, Teaching Pyramid Project, National Center on Quality Teaching and Learning, Vanderbilt University  
 2007-2010 Research Coordinator, Teaching Pyramid Project, Vanderbilt University  
 2007-2010 Data Coordinator, Center on Social Emotional Foundations for Early Learning, Vanderbilt University  
 2005-2007 Graduate Research Assistant, Reading Tutoring Intervention (Dr. Compton), Behavior Modification and Reading Project (Dr. Wehby), Vanderbilt University  
 Early Intervention and Routines Based Project (Dr. McWilliam)  
 2001-2007 Behavior Specialist, Crisis and Family Counselor, Clinical Supervisor, Youth Villages  
 2012-2015 Co-Chair, Student Interest Group, Division of Early Childhood

## C. PUBLICATIONS

### Peer Reviewed:

**Schnitz, A. G.**, Hardy, J. K., Artman, K. M., & Hemmeter, M. L. (2013). Helping teachers implement the Pyramid Model using Practice-Based Coaching [Monograph]. *Young Exceptional Children*, 15, 95-110.  
 Barton, E. E., Reichow, B., **Schnitz, A. G.**, Smith, I., & Sherlock, D. (2015). A systematic review of sensory-based treatments for children with disabilities. *Research in Developmental Disabilities*, 37, 64-80.  
 Hemmeter, M. L., Hardy, J. K., **Schnitz, A. G.**, Kinder, K. A., & Adams, J. M. (2015). Effects of coaching with performance feedback on teachers' use of Teaching Pyramid Model practices. *Topics in Early Childhood Education*, 35, 144-156.  
 Barton, E. E., Fuller, E., & **Schnitz, A. G.** (2016). The use of E-mail to coach pre-service early

- childhood teachers. *Topics in Early Childhood Education*, 36, 78-92.  
doi:10.1177/0271121415612728
- Greenwood, C., Carta, J., Walker, D., Gilkerson, J., Watson-Thompson, J., Larson, A., & **Schnitz, A. G.** (2017). Conceptualizing a public health prevention-intervention framework for bridging the 30 million word gap. Invited paper submitted to *Clinical Child and Family Psychology Review*, 1-30.
- Mason, R., **Schnitz, A. G.**, Wills, H., Kamps, D. & Rosenbloom, R. (2017). Teacher as coach to increase paraprofessional's use of discrete trial training with elementary school children with severe disabilities. *Journal of Autism and Developmental Disabilities* 47, 1696–1707.
- Greenwood, C. R., **Schnitz, A. G.**, Irvin, D., Tsai, S. F., & Carta, J. (2018). Automated Language Environment Analysis (LENA): A research synthesis. *American Journal of Speech-Language Pathology*, 27, 1-15.
- Buzhardt, J. Greenwood, C. R., Walker, D., Jia, F., **Schnitz, A. G.**, Higgins, S., Montagne, D., & Meuhe, C. (2018). Web-based support for data-based decision making: Effect of intervention implementation on infant-toddler communication. *Journal of Early Intervention*, 40, 246-267.
- Greenwood, C. R., Walker, D., Buzhardt, J., Irvin, D., **Schnitz, A. G.**, & Jia, F. (2018). Update on the Early Movement Indicator (EMI) for infants and toddlers. *Topics in Early Childhood Special Education*, 38, 105-117.
- Mason, R., **Schnitz, A. G.**, Wills, H. & Gerow, S. (2018). The use of coaching with performance feedback to increase paraprofessional's use of data collection in the classroom. *Journal of Behavior Education*, 28, 204-226.
- Greenwood, C. R., Carta, J. J., **Schnitz, A. G.**, Irvin, D., Jia, F., & Atwater, J. (2018). Filling an information gap in preschool MTSS/RTI decision making. *Exceptional Children. Online First*
- Greenwood, C. R., **Schnitz, A. G.**, Carta, J., & Wallisch, A. (2020). Methodologies in early communication and literacy studies aimed to reduce the word gap. *Early Childhood Research Quarterly*. doi:10.1016/j.ecresq.2019.04.001
- Greenwood, C. R., Carta, J. J., **Schnitz, A. G.**, Higgins, S., Buzhardt, J., Walker, D., . . . Irvin, D. W. (2021). Progress toward an Early Social Indicator (ESI) for infants and toddlers. *Journal of Early Intervention*, 1-20. <https://doi.org/10.1177/1053815120945021>
- Baggett, K. M., Davis, B., Landry, S. H., Feil, E., **Schnitz, A. G.**, ...Leve, C. (2020). Building the bridge from NICU to early intervention access: Lessons learned from a mobile internet intervention for NICU infants and their mothers. *Journal of Medical Internet Research*.
- Greenwood, C. R., Carta, J. J., Irvin, D. W., & Schnitz, A. G. (2021). Advancing children's learning through innovations in the measurement of literacy engagement. *Topics in Early Childhood Special Education*, 41(3), 191-206.
- Greenwood, C. R., Carta, J. J., **Schnitz, A. G.**, Walker, D., Gabriel, D., Thompson, V., & Watson-Thompson, J. (2021). Progress toward a multisectoral community intervention approach to prevention of the Word Gap. *Behavior and Social Issues*, 30, 545-565.
- Walker, D., Buzhardt, J., Jia, F., **Schnitz, A.**, Irvin, D.W., Greenwood, C. R. (2023). Advances in the Technical Adequacy of the Early Cognitive Problem-Solving Indicator (EPSI) Progress Monitoring Measure for Infants and Toddlers. *Topics in Early Childhood Special Education*, 42, 289-301.
- Frick, T. A., **Schnitz, A. G.**, Cosand, K., Horn, E. M., & Zimmerman, K.N. (2023).

- Dosage Reporting in Early Intervention Literature: A Systematic Review. *Topics in Early Childhood Special Education*, 43, 1-12. <https://doi.org/10.1177/02711214231159603>
- Greenwood, C. R., Irvin, D.W., **Schnitz, A. G.**, & Buzhardt, J. (2024). The search for STEM in the preschool classroom. *Science Education*, 108(2), 524-545.
- Hugh, M. L., Tuck, K., N., Schnitz, A., Didion, L. & Nelson, A. (2024). Meeting the Need to Prepare Unified Early Childhood Educators in Serving Young Children with High-Intensity Needs. *Journal of Special Education Preparation*, 4(1).
- Carta, J. J., Walker, D., Bigelow, K. M., Greenwood, C. R., & Schnitz, A. G. (2025). Advancing equity in early language learning: Expanding the frame for the intervention research. *Journal of Speech, Language, and Hearing Research*.
- Carta, J. J., Schnitz, A. G., & Greenwood, C. (2025). Interventions for Promoting Kindergarten Readiness. *Education and Treatment of Children*.
- Bigelow, K., Schnitz, A. G., & Carta, J. J. (2025). Interventions Promoting Early Social-Emotional Development. *Education and Treatment of Children*.
- Walker, D., Carta, J. J., Greenwood, C., Bigelow, K., & Schnitz, A. G. (2025). Interventions for Early Language Promotion. *Education and Treatment of Children*.
- Schnitz, A. G., Hemmeter, M. L., & Barton, E. E. (Submitted). Effects of the positive solutions for families intervention on parent use of social-emotional practices and child behavior. *Journal of Early Intervention*.
- Schnitz, A. G. (Submitted). Use of Practice-Based Coaching to increase an infant-toddler teacher's use of Pyramid Model practices. *Journal of Early Intervention*.
- Osanya, R., Schnitz, A. G., Huffman J., Wills, H., Quinn, S., & Ong, J. T. (Submitted). Group coaching: Increasing fidelity of implementation of discrete trial training for teachers instructing students with moderate to severe disabilities. *Journal of Autism and Development Disability*.

### Book Chapters

- Schnitz, A. G., & Beherns, S. (2024). *Environments that Support Infants and Toddlers*, In Hunter, Bigelow, Horen, & Hemmeter (Eds.), *Unpacking the Pyramid Model in Infant Toddler Settings* Hunter. Paul H. Brookes Publishing.
- Bigelow, K., Irvin, D., Schnitz, A. G., & Carta, J. (2024). *Putting it all together: Using Data to Monitor Pyramid Model Practice Implementation and Effects*, In Hunter, Bigelow, Horen, & Hemmeter (Eds.), *Unpacking the Pyramid Model in Infant Toddler Settings* Hunter. Paul H. Brookes Publishing.
- Schnitz, A. G., Kim, G. Feldmiller, S. & Bigelow, K. (2024). *Understanding Behavior*. In Hunter, Bigelow, Horen, & Hemmeter (Eds.), *Unpacking the Pyramid Model in Infant Toddler Settings* Hunter. Paul H. Brookes Publishing.
- Joseph, J. D., von der Ebse, M., & **Schnitz, A. G.** (2020). *Promoting Positive Child Outcomes Through Family Partnerships*. In M. L. Hemmeter, M. M. Ostrosky, & L. Fox (Eds.), *Unpacking the Pyramid Model: A practical guide for preschool teachers*. Paul H. Brookes

### **Presentations**

- \*Schnitz, A. G. (2024, November). *Bridging Pyramid Model and Academic Multi-Tiered Systems of Support for Early Childhood*. An invited presentation at the Innovate and Integrate: PaTTAN MTSS/PBIS Advanced Implementation Forum. Hershey, PA.

- \*Schnitz, A. G. (2024, November). *What Does MTSS for Early Language and Literacy Development Look Like in Preschool?* An invited presentation at the Innovate and Integrate: PaTTAN MTSS/PBIS Advanced Implementation Forum. Hershey, PA.
- Schnitz, A. G., Greenwood, C., Carta, J. J. & Buzhardt, J. (2024, September). *The Early Social Indicator: An IGDI to Measure Social Skills in Infants and Toddlers*. Presented at the Gatlinburg Conference Kansas City, MO
- Schnitz, A.G. & Bigelow, K.M. (2024, September). Community-engaged research: Cultivating meaningful researcher-practitioner partnerships [Conference presentation]. Division of Early Childhood 40<sup>th</sup> Annual Conference, New Orleans, LA. <https://www.deconference.org/>
- Frick, T. & Schnitz, A.G. (2024, September). Early Intervention Dosage: Perspectives from the field. Poster presented at the 40<sup>th</sup> Annual International Conference on Young Children and their Families (DEC). New Orleans, LA.
- Greenwood, C. R., Carta, J. J., Schnitz, A., Hollins, N., Guerrero, G., Cintora, S., Williams, D., & Watson-Thompson, J. (2024, February). *Documenting Change in a Co-Created, Multilevel Community Intervention to Promote Rich Language Learning Experiences*. Poster Presentation at the Biannual Conference on Research Innovation in Early Intervention, San Diego, CA.
- Schnitz, A. G., Greenwood, C., & Irvin, D. (2024, February). *Literacy 3D: A tier 1 intervention to increase teacher's use of literacy practices through coaching*. Poster presentation at the Bi-Annual Conference on Research Innovations in Early Intervention. San Diego, CA.
- Carta, J., Schnitz, A., Walker, D., Bigelow, K., Greenwood, C., & Hollins, N. (2024, February). *Moving intervention science toward promoting greater equity in children's early language experience*. Poster presentation at the Bi-Annual Conference on Research Innovations in Early Intervention. San Diego, CA.
- Schnitz, A. G. (2024, April). The Teaching Pyramid Infant Toddler Observation Scale Reliability training [Preconference Training- 16hrs.] National Training Institute on Effective Practices: Addressing Challenging Behavior, Tampa, FL
- Bigelow, K.M., & Schnitz, A. G. (2024, April). *Practice Based Coaching to Support Practice Implementation in Infant and Toddler Settings*. [Conference presentation, 3 hours]. National Training Institute on Effective Practices: Addressing Challenging Behavior, Tampa, FL
- Schnitz, A. G. (2023, November). *Literacy 3D: A Tier 1 intervention for increasing literacy opportunities in preschool classrooms*. A presentation at the Division of Early Childhood Annual Conference, Minneapolis, MN.
- Schnitz, A. G. & Frick, T. (2023, November). *An exploration of LENA GROW and outcomes in Infant and Toddler Classrooms*. A poster presentation at the Division of Early Childhood Annual Conference, Minneapolis, MN.
- Frick, T. & Schnitz, A. G. (2023, November). *Development of an Early Intervention Dosage Scale*. A poster at the Division of Early Childhood Annual Conference, Minneapolis, MN.
- Frick, T. & Schnitz, A. G. (2023, March). *Perspectives of the Field: Early Intervention (EI) Dosage*. A presentation at the Kansas DEC Annual Conference. Wichita, KS
- Bigelow, K.M., Schnitz, A., Taylor, A., Kim, G., & Eddy, M. (2023, April). *Practice Based Coaching to Support Practice Implementation in Infant and Toddler Settings*.

- [Conference presentation]. National Training Institute on Effective Practices: Addressing Challenging Behavior, Tampa, FL.
- Schnitz, A.G. & Behrens, S. (2023, April). *Action Planning in Infant-Toddler Settings* [Conference presentation]. National Training Institute, Tampa, FL.
- Kim, G. Y., Eddy, M. M., Behrens, S. A., Irvin, D. W., Bigelow, K. M., Grasley-Boy, N. M., & Schnitz, A. G. (2022, September). *Validating Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)*. Presented at a Joint Conference from the International Society on Early Intervention (ISEI) and the 38<sup>th</sup> Division for the Early Childhood (DEC).
- Frick, T, Schnitz, A. G. & Horn, E. (2022, September). *Exploring Early Intervention Dosage in Part C: Going beyond amounts*. Presented at a Joint Conference from the International Society on Early Intervention (ISEI) and the 38<sup>th</sup> Division for the Early Childhood (DEC).
- Bigelow, K. M., Schnitz, A.G., & Kim, G. Y. (2022, April). *Coaching to Support Teacher Implementation of Pyramid Model Practices in Infant and Toddler Care*. Presented at 2022 National Training Institute on Effective Practices (NTI).
- Greenwood, C., Schnitz, A., Carta, J., Watson-Thompson, J. Walker, D. Thompson, V. (February, 2022). Promoting Equity in Early Language Learning From a Community Prevention Perspective. Poster presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Schnitz, A. G., Walker, D., Carta, J. Schnitz, A., Greenwood, C., Mullenix, K., & Soto-Boykin, X. (February, 2022). Distilling Research Findings to Bridge the Word Gap: Research Briefs for Practitioners, Policymakers, and Researchers. Poster presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Irvin, D.W., Schnitz, A.G., Guerrero, G., Colaco, K.J., Grasley-Boy, N., & Greenwood, C.R. (2022, February). *Establishing benchmarks of teacher literacy instruction and child response*. Presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Bigelow, K. M., Schnitz, A. G., Irvin, D. W., Feldmiller, S., Behrens, S., & Eddy, M. (2021, September). Practice-based coaching to support teachers' Pyramid Model practices (Conference session). *The 37<sup>th</sup> Annual Convention of the Division of Early Childhood*. <https://www.deconference.org/>
- Carta, J., Greenwood, C., Walker, D., & Schnitz, A. (2021, August). Bridging the Word Gap Research Network: Continuing to Promote the Enrichment of Young Children's Language Learning Environments through Community-Engaged Research. Invited presentation to the Health Resources and Services Administration/Office of Maternal and Child Health, Office of Epidemiology and Research; US Dept of Health and Human Services. Virtual Presentation.
- Irvin, D.W., Schnitz, A. G., Guerrero, G., Muehe, C., Colaco, K.J., Grasley-Boy, N., & Greenwood, C.R. (2021, September). New benchmarks of teacher literacy instruction and child response. *Presented at The 37<sup>th</sup> Annual Convention of the Division of Early Childhood*.
- Mason, R. A., Lory, C., Matijevic, J., Rispoli, M., Smith, J. E., Schnitz, A. G, Wills, A., & Austin, A. (2021, May). ParaImpact: Practice-Based Coaching to Improve Fidelity of a Special Educator's Implementation of Systematic Instruction. Online symposium

- presentation at *Association for Applied Behavior Analysis International (ABAI) Annual Convention*.
- Schnitz, A. G., Carta, J. J., Greenwood, C. R., & Irvin, D. (2021, April). Effects of Literacy 3D: A tier 1 interventions for preschool teachers. Presented at the Society for Research in Child Development Conference Online.
- Lory, C., Mason, R. A., Rispoli, M., Schnitz, A., & Wills, H. (2021, March). ParaImpact: Individualized Coaching to Support Special Educators in Systematic Instruction. Online paper presentation at *Council for Exceptional Children (CEC) Convention*.
- Mason, R. A., Schnitz, A., Wills, H., Smith, J. E., & Rispoli, M. (2021, March). ParaImpact: Teacher-as-Coach to Support Paraeducators for Students with Significant Needs. Online poster presentation at *Council for Exceptional Children (CEC) Convention*.
- Schnitz, A. G., Joseph, J., Von Der Embse, M. (2021, February) Promoting Positive Family Partnerships within the Pyramid Model. Presentations for Brookes Publishing Coffee Chats.
- Schnitz, A. G., Carta, J. J., Greenwood, C. R., & Irvin, D. (2021, January). Literacy 3D: A professional development intervention to increase Tier 1 practices. Presented at the Division of Early Childhood Annual Conference, Online
- Schnitz, A. G., Carta, J. J., Greenwood, C. R., & Walker, D. (2020, November). *The Bridging the Word Gap Community Action Planning Guide: A blueprint for success*. Presented at National Research Conference on Early Childhood.
- Hardy, J. K., & Schnitz, A. G. (2020, September). Building Relationships with Children's Families Can Make a Big Difference. *Presentation for the Military Families Learning Network*.
- Schnitz, A. G., Carta, J. J., Wallisch, A., & Irvin, D. (2020, March). *Enhancing the Language Environments in Early Child Care: A Pilot Study of a LENA Grow Intervention*. Conference on Research Innovations in Early Intervention, San Diego, CA.
- Carta, J. J., Schnitz, A. G., Duran, L., & Wasik, B. (2020, March). *MTSS in Early Education: Developing Research-Based Solutions to Persistent Challenges*. Conference on Research Innovations in Early Intervention, San Diego, CA.
- Irvin, D.W., Schnitz, A.G., & Greenwood, C.R. (2020, March). *Improving data-based decision making for preschoolers who are unresponsive to literacy instruction*. Conference on Research Innovations in Early Intervention, San Diego, CA.
- Irvin, D.W., Schnitz, A.G., & Greenwood, C. (2020, January). *Adding precision to data-based, intervention-decision making for individual children who are not responsive to preschool literacy instruction*. Annual IES Principal Investigators Meeting. Washington, D.C.
- Walker, D., Buzhardt, J., Schnitz, A., Greenwood, C. R., & Carta, J. J. (2019, October). *Individual Growth and Development Indicators (IGDIs) for progress monitoring and informing intervention*. Paper presented at the Division of Early Childhood's Conferences on Children with Special Needs and their Families, Dallas, TX.
- Irvin, D., Greenwood, C. R., & Schnitz, A. (2019, October). *Understanding factors related to children's responsiveness to preschool literacy*. Paper presented at the Division of Early Childhood's Conference on Young Children with Special Needs and their Families, Dallas, TX.
- Schnitz, A. G., Carta, J. J., Irvin, D.W., & Greenwood, C.R. (2019, October). *Literacy 3D: A tier 1 professional development intervention to increase literacy instruction*. The Division for Early Childhood International Conference. Dallas, TX.**

- Carta, J. J., Walker, D., Greenwood, **Schnitz, A. G.**, Watson-Thompson, Gabriel, D., Schneeberger, L., & Wallisch, A. (2019, June). *Bridging the Word Gap Research Network*. Poster session presented at the 3rd HRSA MCHB National Research Network (RN) and Single Investigator Innovation Program (SIIP) Grantee Meeting, Rockville, MD.
- Schnitz, A. G.** & Bigelow, K. (2019, May). *Effects of Coaching on Infant Toddler Caregivers Use of Pyramid Model Strategies*. National Training Institute, St. Petersburg, FL.
- Schnitz, A. G.** & Greenwood, C. (2019, April). *Increasing Preschool Children's Opportunities to Learn Language and Literacy*. A presentation at the Bi-Annual Meeting of the Society for Research in Child Development, Baltimore, MD.
- Schnitz, A. G.**, Greenwood, C. R., & Irvin, D. (2019, January). *The Effects of Literacy 3D: A Tier 1 Professional development intervention to increase teachers' literacy instruction*. Poster presented at the Institute of Educational Sciences Annual Meeting, Washington DC.
- Carta, J. J., Walker, D., Greenwood, **Schnitz, A. G.**, Watson-Thompson, Gabriel, D., Schneeberger, L., & Wallisch, A. (2019, June). *Bridging the Word Gap Research Network*. Poster session presented at the 3rd HRSA MCHB National Research Network (RN) and Single Investigator Innovation Program (SIIP) Grantee Meeting, Rockville, MD.
- Schnitz, A. G.** & Bigelow, K. (2019, May). *Effects of Coaching on Infant Toddler Caregivers Use of Pyramid Model Strategies*. A poster presented at the National Training Institute, St. Petersburg, FL.
- Bigelow, K., Feldmiller, S., Turcotte, A., Behrens, S., **Schnitz, A. G.**, ...Hemmeter, M. L. (2019, May). *Using the Teaching Pyramid Infant-Toddler Observation Scale to Assess Teacher Implementation of Universal Practices for Promoting Infant-Toddler Social-Emotional Development*. A poster presented at the National Training Institute, St. Petersburg, FL.
- Schnitz, A. G.** & Greenwood, C. (2019, April). *Increasing Preschool Children's Opportunities to Learn Language and Literacy*. A presentation at the Bi-Annual Meeting of the Society for Research in Child Development, Baltimore, MD.
- Greenwood, C., Carta, J., **Schnitz, A.**, Buzhardt, J., & Walker, D. (2019, June). Progress toward a technically sound early social indicator for infants and toddlers. Poster presented at the International Society on Early Intervention Conference (ISEI), Sydney, Australia
- Greenwood, C., Carta, J., **Schnitz, A. G.**, Buzhardt, J., & Walker, D. (2019, June). Measuring social-emotional development: Challenges and solutions. Paper presented in McConnell (Chair), *Data-driven practices using general outcome measures for infants, toddlers, and preschool children: Actionable assessment for intervention planning and evaluation*. Symposium at the International Society on Early Intervention Conference (ISEI), Sydney, Australia.
- Schnitz, A. G.**, Greenwood, C. R., & Irvin, D. (2019, January). *The Effects of Literacy 3D: A Tier 1 Professional development intervention to increase teachers' literacy instruction*. Poster presented at the Institute of Educational Sciences Annual Meeting, Washington DC.
- Schnitz, A. G.**, Bigelow, K., Hemmeter, M. L., Carta, J. J., Green, A., & Feldmiller, S. (2018, October). *Using Coaching to Increase Infant/Toddler Teachers' Use of Pyramid Model Practices*. A presentation at the Division of Early Childhood Annual Conference, Orlando, FL.

- Schnitz, A. G.** (2018, October). *Evidence Synthesis of DEC Recommended Practice: Teaming and Consultation 2*. A poster presented at the Division of Early Childhood Annual Conference, Orlando, FL.
- Schnitz, A. G.** (2018, October) Literacy 3D: A Tier 1 Professional Development Literacy Intervention for Preschool Teachers. A poster presented at the Division of Early Childhood Annual Conference, Orlando, FL.
- Schnitz, A. G.** & Mason, R. (2018, June). *Implementation of Practice-Based Coaching with Teachers: Impact of Group Training to Increase Fidelity of Implementation of Discrete Trial Training*. A presentation at the Annual Conference of the Association of Behavior Analysis International, San Diego, CA.
- Rosenbloom, R., Mason, R., & **Schnitz, A.** (2018, June). *Impact of a Teacher-as-Coach Model: Improving Paraprofessionals Fidelity of Implementation of Discrete Trial Training for Students With Moderate-to-Severe Developmental Disabilities*. A presentation at the Annual Conference of the Association of Behavior Analysis International, San Diego, CA.
- Schnitz, A. G.**, & Greenwood, C. (2018, June). *Systematic Review of Language Intervention Research: Methodology, Technology, and Interventions*. A presentation at National Research Conference on Early Childhood, Washington, DC.
- Schnitz, A. G.**, & Carta, J. (2018, June). *Tailoring Interventions for Families At-Risk: A Systematic Research Synthesis*. A presentation at National Research Conference on Early Childhood, Washington, DC.
- Bigelow, K., **Schnitz, A. G.**, & Irvin, D. (2018, April). *The Pyramid infant toddler observation scale reliability training*. A presentation at the National Training Institute for Effective Practices, St. Petersburg, FL.
- Greenwood, C. **Schnitz, A. G.** & Carta, J. (2018, February). *Methodological Gaps in the Extant Language Intervention Research with Low Income Families: A Research Synthesis*. A poster presentation at Conference on Research Innovations in Early Intervention.
- Schnitz, A. G.**, Carta, J., Wallisch, A., & Linares, D. (2018, February). *Tailoring Interventions for Families At-Risk: A Systematic Research Synthesis*. A poster presentation at Conference on Research Innovations in Early Intervention.
- Buzhardt, J. & Irvin, D.W., **Schnitz, A. G.** Jia, F. Walker, D., & Greenwood, C. R. (2018, February). *Long-term implementation of progress monitoring practices in infant-toddler programs and its relationship to child outcomes*. Conference on Research Innovations in Early Intervention. San Diego, CA
- Schnitz, A. G.**, Greenwood, C. R., Irvin, D., Tsai, S. F., & Carta, J. (2017, April). *Automated measurement of natural language: A synthesis of research employing Language ENvironment Analysis technology*. A presentation at the Society for Research in Child Development, Austin, TX.
- Carta, J., Bigelow, K., & **Schnitz, A. G.** (2017, April). *The Pyramid infant toddler observation scale reliability training*. A presentation at the National Training Institute for Effective Practices, St. Petersburg, FL.
- Schnitz, A. G.**, & Gerow, S. (2016, October). *Parent-implement interventions to decrease child challenging behavior: Lessons learned from two studies*. A poster presentation at the Division of Early Childhood Annual Conference, Louisville, KY.
- Schnitz, A. G.**, & Bigelow, K. (2016, October). *Effect of Practice Based Coaching on caregiver's*

- use of Pyramid Model practices*. A poster presentation at the Division of Early Childhood Annual Conference, Louisville, KY.
- Buzhardt, J., **Schnitz, A. G.**, Jai, F., Greenwood, C., Walker, D., & Tsai, S. F. (2016, October). *Evaluating implementation of early communication indicators*. A poster presentation at the Division of Early Childhood Annual Conference, Louisville, KY.
- Schnitz, A. G.** (2016, July). *Effects of the positive solutions for families intervention on parent-child interactions and child behavior*. A presentation at the National Research Conference on Early Childhood, Washington, DC.
- Carta, J., Bigelow, K., Irwin, D., & **Schnitz, A. G.** (2016, April). *The Pyramid infant toddler observation scale reliability training*. A presentation at the National Training Institute for Effective Practices, St. Petersburg, FL.
- Schnitz, A. G.**, Hemmeter, M. L., & Barton, E. E. (2016, February). *Effects of the positive solutions intervention*. A poster presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Schnitz, A. G.** (2015, October). *A Meta-analysis of the parent training to address social emotional competence and address challenging behavior*. A poster presentation at the Divisions of Early Childhood Annual Conference, Atlanta, GA.
- Schnitz, A. G.** (2015, March). *Effects of Positive Solutions for Families Intervention: A Preliminary Analysis*. A poster presentation at the Society for Research in Child Development, Philadelphia, PA.
- Schnitz, A. G.** (2014, November). *How do you feel today? Strategies to teach emotion regulation to young children*. A presentation at the National Association of Education for Young Children Annual Conference, Dallas, TX.
- Bishop, C., **Schnitz, A. G.**, & Binder, D. (2014, October). *Using practice-based coaching to support preschool teachers' implementation of evidence-based practices*. A preconference presentation at the Divisions of Early Childhood Annual Conference, St. Louis, MO.
- Schnitz, A. G.** (2014, October). *A review of the parent training to address social emotional competence and address challenging behavior*. A poster presentation at the Divisions of Early Childhood Annual Conference, St. Louis, MO.
- Schnitz, A. G.** & Hemmeter, M. L. (2014, July). *Effects of a Parent Training Program: A Preliminary Analysis*. A poster presented at the Head Start Research Conference, Washington, DC.
- Schnitz, A. G.** (June, 2014). *Using Practice-Based Coaching to support teachers' implementation of evidenced-based practices in preschool classrooms*. A presentation at the National Association for the Education of Young Children Professional Development Institute, Minneapolis, MN.
- Meeker, K. A., & **Schnitz, A. G.** (2014, March). *Coaching the coaches: Designing professional development systems that promotes best practices*. A webinar presented as part of the Learning Decks: DEC Webinars for Professionals in Early Childhood Special Education.
- Schnitz, A. G.**, Barton, E. E., & Fettig, A. (2014, February). *A Systematic Evaluation of Parent-Implemented Interventions*. A poster presented at Conference on Research Innovations in Early Intervention, San Diego, CA.
- Schnitz, A. G.**, & Artman, K. (2013, November). *Problems, problems, everywhere! Strategies for social problem solving in preschool classrooms*. Presentation at the National Association for the Education of Young Children Annual Conference, Washington D.C.

- Moore, L. Oser, C., Moyer-Trimyer, R., Nichols, S., Meadan, H., Reichow, B., & **Schnitz, A. G.** (2013, October). *Special Interest Groups: Engaging DEC's Membership*. Presentation at the Division for Early Childhood Annual Conference, San Francisco, CA.
- Barton, E. E., Reichow, B., & **Schnitz, A. G.** (2013, October). *A Systematic Review of Research on Sensory Interventions for Children with Disabilities*. Poster presented at the Division for Early Childhood Annual Conference, San Francisco, CA.
- Schnitz, A. G.**, Hemmeter, M. L., & Hardy, J. K. (2013, October). *The effects of an individual reading tutoring intervention on early literacy skills of preschool children*. Poster presented at the Division for Early Childhood Annual Conference, San Francisco, CA.
- Schnitz, A. G.**, Hemmeter, M. L., Hardy, J., Adams, J. M., & Kinder, K. (2012, June). *The effects of coaching with performance feedback on teachers' use of Teaching Pyramid strategies*. A poster presented at the Head Start Research Conference, Washington, DC.
- Kinder, K., Adams, J. M., & **Schnitz, A. G.** (2012, February). *What's the recipe for success? Research on discovering the active ingredients of coaching in the early childhood classroom*. A poster presented at Conference on Research Innovations in Early Intervention, San Diego, CA.
- Hardy, J., **Schnitz, A. G.**, & Hemmeter, M. L. (2012, February). *A critical review of the literature on research in mathematics instruction for preschoolers with and without disabilities*. A poster presented at Conference on Research Innovations in Early Intervention, San Diego, CA.
- Schnitz, A. G.**, Hemmeter, M. L., Hardy, J., & Adams, J. M. (2011, November). *Supporting teacher implementation of Teaching Pyramid strategies: Research on coaching and performance feedback*. A presentation at the annual conference of the Division of Early Childhood, National Harbor, MD.
- Adams, J. M., **Schnitz, A. G.**, & Hemmeter, M. L. (2010, November). *Building on "Use your words!" Supporting young children's anger management and problem-solving skills*. A presentation at the annual conference of the National Association for the Education of Young Children, Anaheim, CA.
- Adams, J. M., **Schnitz, A. G.**, Hemmeter, M. L., Fox, L., & Snyder, P. (2010, October). *A closer look at coaching: Supporting early childhood practitioners' implementation of a multi-component intervention*. A poster presented at the annual conference of the Division of Early Childhood, Kansas City, MO.
- Artman, K., Hemmeter, M. L. & **Schnitz, A. G.** (2009, November). *Practical strategies for understanding, preventing, and addressing challenging behavior*. A presentation at the annual conference of the National Association for the Education of Young Children, Washington, DC.
- Schnitz, A. G.**, Voyles, T., Bennett, & Lane, K. L. (2007, November). *A functional assessment based intervention using self-monitoring to increase on-task behavior in a child with comorbid disorders*. A poster presented at the Tennessee Association of Applied Behavior Analysis. Nashville, TN.

Invited:

- Hemmeter, M. L., & **Schnitz, A. G.** (2014, June). *Promoting social and emotional competence in preschool environments: A training of trainers*. A preconference presentation at the National Association for the Education of Young Children Professional Development Institute, Minneapolis, MN.

- Schnitz, A. G., & Santos, A.** (2014, April). *The nuts and bolts of the Positive Solutions for Families parent trainings*. A presentation at the National Training Institute for Effective Practices, St. Petersburg, FL.
- Binder, D., & Schnitz, A. G.** (2012, March). *The Teaching Pyramid Observation Tool Reliability Training*. A preconference workshop presented at the Challenging behavior: National Training Institute. Clearwater, FL.
- Binder, D., Artman, K. M., & Schnitz, A. G.** (2011, March). *The Teaching Pyramid Observation Tool Reliability Training*. A preconference workshop presented at the Challenging behavior: National Training Institute. Clearwater, FL.
- Schnitz, A. G., & Artman, K.** (2009, June). *The teaching pyramid observation tool*. A presentation to the evaluation team of the Kentucky Initiative for Social Skills and Emotional Development. Lexington, KY.

#### Professional development trainings:

- Schnitz, A. G. & Mason, R.** (2017, February). *Using data to inform decisions in the classroom*. Inservice for Kansas City Public Schools, Kansas City, KS.
- Mason, R. & Schnitz, A. G.** (2016, March). *The use of prompting and reinforcement in the classroom*. Inservice for Kansas City Public Schools, Kansas City, KS.
- Mason, R. & Schnitz, A. G.** (2015, November). *Data collection for child behavior and IEP goals in the classroom: Why it is important and how you do it*. Inservice for Kansas City Public Schools, Kansas City, KS.
- Schnitz, A. G.** (2015, May). *Positive Solutions for Families facilitator's workshop*. Inservice for the Mid-Cumberland Head Start Family Service Specialists, TN.
- Schnitz, A. G., & Higgins, M.** (2013, July). *Social-emotional strategies to prevent challenging behavior*. Inservice for Martha O'Bryan Center, Nashville, TN.
- Schnitz, A. G., & Higgins, M.** (2012, July). *Establishing connections and creating supportive environments*. Inservice for Metro Head Start, Nashville, TN.
- Schnitz, A. G., & Adams, J.** (2010, July). *Got Problems? Teaching social problem solving and anger management to young children*. Inservice for Metro Head Start, Nashville, TN.
- Schnitz, A. G., & Dewey, A.** (2009, July). *Emotional Literacy: The who, what, when, where and how*. Inservice for Metro Head Start, Nashville, TN.
- Schnitz, A. G., & Beitler, N.** (2009, March). *Managing challenging behavior in the classroom*. Inservice for Grace Eaton Childcare, Nashville, TN.
- Schnitz, A. G.** (2008, August). *Promoting children's social emotional competence: The Pyramid Model*. Inservice for Metro Head Start, Nashville, TN.
- Schnitz, A. G., & Adams, J.** (2007, November). *Top 10 tips for managing behavior at home*. Parent training for Fannie Battle Day Home, Nashville, TN

#### **Courses Taught**

##### University of Kansas:

SPED 731 Supporting children with significant disabilities and challenging behavior	2021, 2022
SPED 750 Curriculum and Methods in Early Childhood	2022, 2024
SPED 650 Curriculum Methods in Early Childhood	2025

##### Vanderbilt University:

Leadership in Special Education	Fall 2015
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Procedures for Working with Families Fall 2013  
*Repeat Guest lecturer, graduate level course*

Advanced Procedures Classroom Management - Summer 2012,  
*Instructor, graduate level course* 2013

- *Prepared lectures and presented to class, graded assignments, created rubrics for assignments, answered course content and assignment questions*

- *Prepared lectures and presented to class, graded assignments, created rubrics for assignments, answered course content and assignment questions*

## Funded Grants

Schnitz, A. G. (PI) (2023). Development of the Blended Early Literacy, Language, and Social-emotional Intervention (BELLS) for Preschool Teachers. KU Research GO. (\$30,000).

- Hugh, M. L., Tuck, K., Schnitz, A. G. (Co-PI), & Cheatham, G. (2023 - 2028). Project MounTaiN: Meeting The Need to Prepare Early Interventionists and Special Educators in Data-Based Instruction for Young Children with High Intensity Support Needs. U. S. Department of Education 00183731 (\$1,099,995).
- Strassfeld, N. M. (Principal), Hampton, L. (Co-Principal), Zimmerman, K. N. (Co-Principal), Hugh, M. (Co-Principal), Schnitz, A. (Co-Principal), Cheatham, G. (Co-Principal), & Voulgarides, C. M. (Co-Principal). Preparing Early Childhood Special Education Leaders for Diverse Settings (Project EARLY). FP00004014, Office of Special Education Programs, U. S. Department of Education, CFDA 84.325D, Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel.
- Carta, J., Schnitz, A. G., Walker, D., & Bigelow, K. (2022-2024). Evaluation of the Effectiveness of the Statewide Implementation of Specially Designed Instruction (SIMR). University of Iowa Sub-Award from Race to the Top funds.
- Carta, J., Walker, D., Greenwood, C. R., Schnitz, A. G. (Co-I), & Bigelow, K. (2018-2025). *Bridging the Word Gap Research Network 3.0*. Health Resources and Services Administration U6DMC42197. (\$500, 000/yr.).
- Schnitz, A. G. (PI), Greenwood, C. R., & Irvin, D. (2017-2025). *The Effects of Promoting Engaging Early Literacy Interactions in Preschool Environments: Literacy 3D*. Institute of Education Sciences. Department of Education. NCER. (\$3,300,000).
- Greenwood, C.R., Carta, J., Irvin, D., Schnitz, A.G. (Co-PI). (2017-2024). *Validity Studies of the Classroom Code for Interactive Recording of Children's Learning Environments*. Institute of Education Sciences. Department of Special Education Research. NCSE. (\$1,400,000)
- Mason, R. (PI), Wills, H., Schnitz, A. G. (Co-PI), Irvin, D. (2018-2023). *Para-Impact: Professional Development with Teacher-as-Coach for Paraeducators of Elementary Students with Moderate to Severe Developmental Disabilities* Institute of Education Sciences. Department of Education. NCSE. (\$1,393,765).
- Bigelow, K., Carta, J., Hemmeter, M.L., Schnitz, A. G. (Co-I) & Irvin, D. (2017-2022). *Professional Development to Support Teachers' Implementation of a Tiered Model for Promoting Social-Emotional Development of Infants and Toddlers*. Institute of Education Sciences. Department of Education. NCSE. (\$1,400,000).
- Buzhardt, J. (PI), Walker, D., Irvin, D. & Schnitz, A. G. (Co-I). (2017-2021). *Technology to Support Data-based Decision Making for Infant-Toddler Educators: Development and Pilot Testing of the Making Online Decisions – Problem Solving Tool*. Institute of Education Sciences. Department of Education (\$1,400,000).

### **Fellowships and Honors**

Head Start Research Scholar	2013- 2015
Personnel Preparation Grant for Leaders in Early Childhood Special Education Recipient, Peabody College of Vanderbilt University	2010- 2015

### **Graduate and Postgraduate Advising Record**

#### **Committee Chair: Doctoral**

Teran Frick 2021- Current

Melanie Good 2023- Current  
Luisa Abellean-Pagnani 2024- Current

Committee Member: Doctoral  
Gospel Kim 2023

**Committee Chair: Masters**

Madeline Kaster (Chair)  
Sheri Cardozo (Chair)  
Nika Winn (Chair)

**Master's Committee Member:**

2024  
Shante Winston  
Sara Vela  
Christine Mars  
MJ Pinkston  
Isabel Prieto  
Brooke Wright  
Stephanie Matteson

2023  
Jessa Dhalin  
Sofia Davila  
Amelia Carrtar

2022  
Alyssa Wendel

**Service**

Special Education Department

Leadership Studies Committee. Member.	2024-Present
Recognition and Dissemination Committee. Member.	2023-2024
Personnel Program Preparation Committee. Member.	2022-2023
Early Childhood Committee. Member. Special Education	2022- Present

Juniper Gardens Children's Project

Statistician Search Committee	2018
Social Committee. Member.	2016- present
Professional Development Committee. Member.	2017-present
Recognition and Dissemination Committee. Chair.	2024- present
Ad Hoc Committee to revise evaluations	2024-2025
Life Span Institute Special Committee. Member.	2022-2024

Vanderbilt University

Vanderbilt Peabody Graduate Student Association

Department Representative	2012-2015
Community Service Chair	2011-2014
Department Representative (2011-2012)	
Doctoral Student Mentor- Department of Special Education	2011-2013
Social Committee	2010-2012
<b><u>Division of Early Childhood</u></b>	
Recommended Practices Synthesizer	2016-2020
Challenging Behavior Position Statement Member	2016-2017
Student Interest Group Chair	2012-2015
<b>Grant Reviewer</b>	
Early Care and Education Research Scholars: Head Start Dissertation Grant Review Panel	2024
<b>Editorial Service</b>	
<i>Editorial Review Board</i>	
Topics in Early Childhood Special Education	2016-present
<i>Guest Reviewer</i>	
Journal of Early Intervention	2015-present
Topics in Early Childhood Special Education	2016-present
Journal of Autism and Developmental Disabilities	2016-2017
Education and Treatment of Children	2017
<i>Conference Proposal Reviewer</i>	
Division of Early Childhood Annual Conference	2012-present
Head Start Research Conference	2014-2022
Society for Research in Child Development	2016, 2018
<i>Other Service</i>	
Kansas EQUIP and ECHO group Member	2022-present
Kansas City Kansas Public School Kindergarten Transition Group	2023-present
Kansas City Kansas THRiVE group to prevent youth violence in KCK	2022-present
<b>Certifications</b>	
<i>Board Certified Behavior Analyst Certification</i>	
<b>Affiliations</b>	
Council for Exceptional Children	
Division for Early Childhood	
Division for Research	
Society for Research in Child Development	
American Educational Research Association	