

# Aaron C. Barnes, MA

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## EDUCATION

- University of Oregon, Eugene, OR**  
*Doctor of Philosophy, School Psychology* Expected June 2009  
GPA: 3.90 (current)
- Minnesota State University, Mankato, Mankato, MN**  
*Master of Arts in Clinical Psychology* October 2006  
GPA: 3.73
- Luther College Decorah, IA**  
*Bachelor of Arts in Psychology,* May 2003  
GPA: 3.154
- University of Nottingham Nottingham, England**  
*Study Abroad Program* 2001-2002

## WORK/TEACHING EXPERIENCE

### Experience in Teaching

- 2006 – 2008 **Graduate Teaching Fellow**, College of Education, University of Oregon  
Shared responsibilities for planning and delivering lectures, administering and grading evaluations, and managing student data bases, for graduate and undergraduate level special education courses on Schoolwide Discipline Practices, Behavior and Classroom Management, and Classroom Assessment Procedures.
- Summer 2006 **Instructor**, Bethel School District, Eugene, OR.  
Planned and delivered instruction and behavioral support programs in remedial reading and language arts areas. Implemented and monitored student progress on behavioral and academic interventions.
- 2004 – 2005 **Teaching Graduate Student**, Psychology Department, Minnesota State University, Mankato  
Primary instructor for undergraduate psychology course (Supervisor: Daniel Houlihan, Ph. D.)
- 2003 – 2004 **Graduate Assistant**, Psychology Department, Minnesota State University, Mankato

Assisted in the organization of material for Abnormal Psychology undergraduate course. (Supervisor: Barry Ries, Ph. D., Director of Clinical Training)

### Related Work/Clinical Experience

- 2008 – Present      **Social Behavior Collaborative Planner**, St. Croix River Education District, Rush City, MN  
Engaged in Consultation, Collaboration, and Training activities with administrators, school psychologists, special and general education teachers, and students in five districts, to facilitate the provision of behavior supports across system, district, building, classroom, and individual student levels.
- 2007 – 2008      **Technical Assistance Provider, Intensive Positive Behavior Support Team**, Howard Elementary, Eugene, OR  
Served as the on-site representative for a federally funded grant intended to increase a school's capacity, at the systems-level, to provide individualized targeted and intensive behavior interventions.
- Summer 2003      **Assistant Teacher**, Andie Olson Summer School Program, Osage, IA  
Supervised and assisted in education of second through fourth grade students as part of a summer school program. Monitored behavior and promoted academic outcomes in various areas of elementary education. Included one-on-one work with individuals with academic difficulties, developmental disabilities, and behavior problems.
- Summer 2003      **Primary Care Provider**, Comprehensive Systems, Charles City, IA  
Provided daily living and behavioral services to individuals with various degrees of developmental disabilities, and mental illness. Tracked and monitored individuals unique behavior problems, nutrition, diet restrictions, hygiene, and performance on other adaptive behaviors. Implemented token economies and chaining towards desired behaviors.

### RESEARCH EXPERIENCE

**Doctoral Dissertation Project** Eugene, OR      1/07-present  
*An Evaluation of Routines Analyses Within Functional Behavior Assessment*

**Education and Community Supports** Eugene, OR      9/05-present  
*Research Team Member*

### Publications/Presentations

- August 2008      **Response-to-Intervention as a set of principles: Clearing the confusion.** *Education & Treatment of Children*, 31, 417-431. With Harlacher, J.
- May 2008      **Using Routines Analysis to Guide Descriptive Analyses.** *Association for Behavior Analysis International, National Conference.*
- March 2008      **Clearing the Confusion: RTI as a set of principles.** *National Association of School Psychology, National Convention*

- March 2007      **Reporting practices of psychological research using a wait-list control: Current state and suggestions for improvement,** *International Journal of Methods in Psychiatric Research*, 16, 34-42
- March 2007      **So You've Completed a Functional Behavior Assessment... Now What?** *Association for Positive Behavior Supports, National Conference.*
- March 2007      **Assessing ADHD in Preschool Children: How Early is Too Early?,** *National Association of School Psychology, National Conference.*

***Other Participation***

- 2006 – present      **An Evaluation of the Maintenance of Reductions in Problem Behavior Upon Fading the Check in Check out Program,** *University of Oregon.*
- 2005 – 2006      **Function-based literacy instruction for children with escape-maintained problem behavior,** *University of Oregon.*
- 2005 – 2006      **Effects of function-based or non-function-based secondary interventions on reported problem behavior,** *University of Oregon.*
- 2005 – 2006      **Function-based secondary interventions for problem behaviors of students in general education settings,** *University of Oregon.*
- 2005 – 2006      **Indirect and direct methods of functional assessment for general education students with problem behavior,** *University of Oregon.*
- 2003 – 2005      **Differences in occurrence of behavior problems in children with and without Fetal Alcohol Syndrome,** Minnesota State University, Mankato, MN
- 2003 – 2005      **Age and gender differences in detection of emotion in children with and without Fetal Alcohol Syndrome,** Minnesota State University, Mankato, MN
- 2003 – 2004      **Measuring detection of emotion on facial stimuli in children with and without fetal alcohol syndrome,** Minnesota State University, Mankato, MN

**Membership in Professional Organizations**

- 2007 – Present      Association for Behavior Analysis International (ABAI)
- 2006 – Present      American Psychological Association (APA)
- 2005 – Present      National Association of School Psychologists (NASP)
- 2004 – 2005      Association for the Advancement of Behavior Therapy (AABT)
- 2002 – 2003      American Psychological Society Student Caucus (APSSC)