Ashley Bagwell, M.S., BCBA

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EDUCATION

University of Texas at Austin Degree expected Summer 2020
Ph.D., Special Education (emphasis in Autism and Developmental Disabilities)
Advisor: Dr. Terry Falcomata, Ph.D.

Southern Illinois University at Carbondale May 2015
M.S., Rehabilitation (emphasis in Behavior Analysis and Therapy)
Thesis: The Effects of Lag Schedules and Multiple Response Alternatives on Response Resurgence;
Advisor: Dr. Joel Ringdahl, Ph.D.

The University of Texas at Austin May 2013
B.A., Psychology ▪ Minor: French

RELEVANT EXPERIENCE

Assistive and Instructional Technology Lab June 2017 - Present
Lab Manager

- Scheduled and facilitated orientations introducing preliminary teachers to assistive technology (AT).
- Regularly sought out new and improving examples of AT to incorporate in orientations.
- Communicated frequently with instructors and students to coordinate orientations.
- Created specialized orientations for students in early childhood and special education concentrations

Human Operant Lab August 2015 - Present
Lab Manager

- Designed and created behavioral experiments via Tkinter and Pygame UI libraries
- Recruited participants in person and through an online subject pool
- Ran studies with participants face to face, from consenting to debriefing
- Maintained all obtained data, including routinely graphing data sets

Applied Behavior Analysis Masters Course Summer 2018, 2019, 2020
Co-instructor, Teaching Assistant

- Served as co-instructor in 2018, teaching assistant in 2019
- Taught basic behavioral principals for students seeking board certification in behavior analysis
- Conducted delivery instruction, grading, and feedback online via the Canvas platform

Bluebonnet Trails Community Services April 2016 – May 2017
Behavioral Therapist

- Worked directly with children with autism spectrum disorder (ASD).
- Trained parents to implement strategies consistent with ABA principles.
- Developed and implemented behavior plans unique to children and family needs.
- Routinely collected and graphed data to assess progress toward treatment goals.

Project 12-Ways August 2013 – May 2015
Graduate Assistant

- Trained parents with DCFS involvement to exceed minimum parenting standards.
- Created and implemented Task Analyses unique to clients' environments.
- Routinely collected data using momentary time sampling procedures and calculated IOA.
- Trained coworkers to implement training protocols and communicate effectively with clients.

NIH Grant (under Dr. Joel Ringdahl, Ph.D.) May 2014 – May 2015
Research Assistant

- Conducted Functional Analyses and implemented Functional Communication Training procedures.
- Conducted mand modality assessments and free operant and MSWO preference assessments.
- Assisted in the assessment of the effects of prompted density and mand modality preference.
- Collected data on frequency/duration of multiple responses during trials.

Evaluation and Developmental Center August 2014 – May 2015
Behavioral Consultation Intern

- Worked directly with young adults with mild-moderate disabilities.

- Took referrals from staff regarding behavioral concerns and worked with a team of professionals.
- Taught self-advocacy skills in a classroom setting.
- Conducted paired-choice preference assessments and ICAP behavioral assessments.

Neurorestorative January 2014 – May 2014
Behavioral Intervention Team Intern
- Worked directly with adults with traumatic brain injury.
- Developed behavior plans.
- Developed computer program designed to aid in long-term memory recall.
- Implemented PEAK (equivalence training) assessments.

CURRENT RESEARCH

Improving Treatment Fidelity – The "vary" application – Dissertation (PI**)**
I will implement the application "vary," which I developed via Swift, as a tool for implementing schedules of reinforcement that differentially target behavioral variability. The application can track and signal when to deliver reinforcement for clinicians and researchers using lag schedules and relative frequency thresholds. The study will target the effects of the application on treatment fidelity.

Human Operant Literature Review (PI)
A comprehensive review of human operant research published in four leading behavioral journals will assess different study characteristics including: participant demographics, settings, materials (use of computers, platforms like mTurk, etc.). Implications regarding the future of human operant research publication and orientation toward the Open Science movement will be discussed.

Bruxism Intervention (PI)
Baseline data will be collected on rates of teeth grinding exhibited by a teenage girl with ASD. A functional analysis of the teeth grinding will be completed. An intervention for teeth grinding will be developed and implemented, contributing to the small number of evidence-based interventions for bruxism.

Evaluating Pre-Service Teacher Attitudes toward Assistive Technology (PI)
Undergraduate Pre-Service teachers who visit the AIT Lab will complete pre- and post-orientation surveys wherein their knowledge of AT and biases/attitudes toward AT will be assessed. Pre- and post-orientation surveys will be compared using statistical analyses.

Mixed vs. Fixed Delays to Reinforcement (Research Assistant)
Typically developing undergrads will participate in a human operant evaluation of preference for mixed or fixed delays to reinforcement. This preference will be examined over increasing amounts of delay to determine if there is a point at which preference switches.

Mitigating Response Resurgence (Research Assistant)
Typically developing undergrads will participate in a human operant evaluation of resurgence. A number of manipulations will be explored in comparison to each other using both single subject and group design research methods. One of the studies under this umbrella is in collaboration with Dr. Jennifer McComas, Ph.D. at the University of Minnesota.

Stimulus Equivalence Evaluation of Bias (Research Assistant)
Students at a segregated school in Minnesota will participate in a study using a computer program and stimulus equivalence principles to assess implicit bias against students from the opposite racial group. Using ABA principles and the stimulus equivalence program, experimenters will attempt to break down these biases. This study is in collaboration with Dr. Jennifer McComas, Ph.D. at the University of Minnesota; I created the computer program and am providing ongoing technical support.

PRESENTATIONS

Translational Evaluations of Reinstatement of Responding: Reinstating Effects of Previously Neutral Stimuli May 2020
Research Talk [Symposium canceled]
Association for Behavior Analysis International 46th Annual Convention

Bridging the Gap Between Basic and Applied Behavior Analysis: Human May 2020

Operant Research in the 21st Century
Poster Presentation [Poster session canceled]
Association for Behavior Analysis International 46th Annual Convention

A Comparison of Lag Schedules and a Serial Approach to Training Multiple Responses on Persistence and Resurgence of Responding Within an Analogue of Functional Communication Training May 2019
Research Talk
Association for Behavior Analysis International 45th Annual Convention

Assessment and Treatment of Idiosyncratic and Automatically Maintained Bruxism May 2018
Poster Presentation
Association for Behavior Analysis International 44th Annual Convention

Assessment and Treatment of Idiosyncratic and Automatically Maintained Bruxism in a girl with Autism February 2018
Research Talk
Supporting Individuals with Autism Conference

Intro to Python 3.6 September 2017
Doctoral Seminar
University of Texas, Austin and University of Minnesota Collaborative Meeting

Mitigating Response Resurgence Through the Reinforcement of Variability July 2017
Doctoral Seminar
Victoria University of Wellington and University of Texas, Austin Link Seminar

The Effects of Lag Schedules and Multiple Response Alternatives on Response Resurgence May 2016
Poster Presentation
Association for Behavior Analysis International 42nd Annual Convention

SKILLS

Fluent in French
Proficient in Visual Basic, Python (Tkinter and Pygame UI libraries), and Swift
Proficient in Microsoft Excel
Competent maker of tamales and cheesecake, but never at the same time

PROFESSIONAL ASSOCIATIONS

Member of ABAI December 2013 – Present
Board Certified Behavior Analyst November 2015 – Present

Manuscripts in Preparation

Bagwell, A., Falcomata, T. S., Vargas-Londono, F., Ramirez, A., Shpall, C., Ferguson, R., & Swinnea, S. (in preparation). Assessment and treatment of idiosyncratic bruxism maintained by automatic reinforcement.

Bagwell, A., Falcomata, T. S., & Swinnea, S. (in preparation). Bridging the gap bridging the gap between basic and applied behavior analysis: Human operant research in the twenty-first century.

Christoforo Ramirez, A., Falcomata, T. S., Vargas-Londono, F., & Bagwell, A. (in preparation). The effects of reinforcing variable play behavior with lag schedules on object-based stereotypy.

Falcomata, T. S., Ringdahl, J. E., McComas, J., & Bagwell, A. (in preparation). A human operant-based evaluation of the effects of lag schedules on resurgence of target responding and persistence of alternative responding.

Falcomata, T. S., Bagwell, A., Ferguson, R., Christoforo Ramirez, A., & Vargas Londono, F. (in preparation). An evaluation of relapse of responding: Generalized reinstatement effects in individuals with autism spectrum disorders.

Falcomata, T. S., Vargas Londono, F., Bagwell, A., Barnett, M., (in preparation). Primary and secondary language effects on relapse: Renewal of responding resulting from multiple language in bilingual individuals with autism spectrum disorder.

Park, J., Bagwell, A. F., Bryant, D. P., & Bryant, B. R. (in preparation). The Attitudes and Knowledge of Preservice Teachers on Assistive and Instructional Technology.

International Conference/Paper/Poster Presentations

Falcomata, T. S., Bagwell, A., Ringdahl, J. E., McComas, J. J., & Shpall, C. (2019, May). A comparison of lag schedules and a serial approach to training multiple responses on persistence and resurgence of responding within an analogue of functional communication training. In A. Machado (Chair). Paper presented at the 45th annual meeting of the Association for Behavior Analysis International, Chicago, IL.

McComas, J., Falcomata, T. S., Bagwell, A., & Ringdahl, J. E. (2019, May). A translational evaluation of the effects of a lag schedule on resurgence of target responding and persistence of alternative responding: An analog of functional communication training. In F. Londono (Chair). Paper presented at the 45th annual meeting of the Association for Behavior Analysis International, Chicago, IL.

Park, J., Bagwell, A. F., Bryant, D. P., & Bryant, B. R. (February, 2019). The Attitudes and Knowledge of Preservice Teachers on Assistive and Instructional Technology. Poster presented at the Council for Exceptional Children Conference 2019, Indianapolis, IN.

Vargas Londono, F., Falcomata, T. S., Shpall, C., Ramirez-Cristoforo, A., & Bagwell, A. (May, 2018). A translational evaluation of the effects of response rate on resurgence in individuals with autism. Poster presented at the 44th annual meeting of the Association for Behavior Analysis International, San Diego, CA.

Bagwell, A., Falcomata, T. S., Ramirez-Cristoforo, A., Vargas Londono, F., Shpall, C., Ferguson, R. (May, 2018). Assessment and treatment of idiosyncratic and automatic maintained bruxism. Poster presented at the 44th annual meeting of the Association for Behavior Analysis International, San Diego, CA.

Bagwell, A., Ringdahl, J. E., & Falcomata, T. S. (May, 2016) The effects of lag schedules and multiple response alternatives on response resurgence. Poster presented at the 42nd annual meeting of the Association for Behavior Analysis International, Chicago, IL.