Rebecca J. Lansing, M.Ed.

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**Education:**

M. Ed., Child and Family Studies, 2007

*University of North Carolina, Charlotte*

*Charlotte, NC*

Concentration: Special Needs/Special Education

Thesis: Promoting Positive Peer Interactions in the Inclusive Preschool Classroom, Chair, Dr. JaneDiane Smith.

Graduate Certificate, Special Education/Child and Family Development, 2004

*University of North Carolina, Charlotte*

*Charlotte, NC*

B.S., Child Development, 1979

B.S., Psychology, 1979

*South Dakota State University*

*Brookings, SD*

**Teaching Experience:**

**Lecturer, 2012-2015**

*University of West Georgia, Carrollton, GA*

ECED 3282: Supervision of Teacher Candidates

ECED 3271: Integrating Curriculum, Instruction and Classroom Management for Pre-K-5 Classrooms

READ 3251: Children’s Literature

**Adjunct Instructor, Fall 2010**

*University of North Carolina-Charlotte, Charlotte, NC*

Courses taught: SPED 4111: Issues in Early Intervention for Young Children with Disabilities

**Adjunct Instructor, 2007-2012**

*Stanly Community College, Albemarle, NC*

Courses taught: EDU 146: Child Guidance; EDU 131: Child, Family and Community; EDU 221: Children with Exceptionalities; EDU 119: Intro to Early Childhood Education; EDU 144: Child Development I

**Research Experience:**

Master’s Thesis: Promoting Positive Peer Interactions in the Inclusive Preschool Classroom, Chair, Dr. JaneDiane Smith. University of North Carolina, Charlotte, 2007.

Designed and implemented a research project to examine the use of intervention techniques to promote the development of positive social skills needed to improve peer interaction among children with and without disabilities—skills that are necessary to socially integrate children with disabilities and maximize the benefits of inclusive environments. A quasi-experimental design was used to compare the frequency of interactive behaviors of target children with disabilities before and after the implementation of a three-tiered intervention, using video observations coded to provide data on positive initiations, positive responses and cooperative play, and teacher surveys to assess teacher perception of children’s social competence.

**Related Professional Experience:**

**Corporate Education Specialist, 2007-2011**

*RHA Howell, Inc., LaGrange, NC*

**Program Director, 2006-2007**

*RHA Howell, Inc., Anson Children’s Center, Polkton, NC*

**Preschool Teacher, 2002-2006**

*Anson Children’s Center, Polkton, NC*

**Presentations:**

Lansing, R., & Smith, J. (2009, June). *Promoting positive peer play in inclusive classrooms*. Session presented at the National  
     Institute for Early Childhood Professional Development for NAEYC, Charlotte, NC.

**Work in Progress:**

Lansing, R., & Smith, J. *Play to learn, learn to play: Promoting positive peer play in the inclusive preschool classrooms.*

**Related Community Experience:**

* Community Member of the Crosswalk Project revisioning team for University of North Carolina at Charlotte to revise the undergraduate degree program in Child and Family Development
* Member of Staff Development committee for North Carolina Residential Resources (NORCARR)
* Member of peer review committee for Developmental Day Programs in North Carolina to monitor compliance and quality of services for children with special needs