

CHELSEA T. MORRIS

Assistant Professor
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305.401.5803

EDUCATION

Ph.D. Teaching and Learning, Specialization in Early Childhood Special Education | 2018
University of Miami, Coral Gables, FL

Dissertation: “Parent-teacher alliance in early childhood: Congruence of behavior ratings and expectations, IEP goals, and children’s outcomes”

Committee: B. Elbaum, C. Zopluoglu, W. Cavendish, B. Harry, C. Beverly

M.Ed. Early Childhood Special Education | 2007

James Madison University, Harrisonburg, VA

Master’s Thesis: “Availability and accessibility of transition resources and services to families of preschool-aged children with special needs: A statewide focus project of the Infant and Toddler Connection”

B.S. Studio Art | 2006

James Madison University, Harrisonburg, VA

TEACHING AND TEACHER PREPARATION

University

2018 – present

Assistant Professor

Department of Literacy and Special Education

Department of Early Childhood through Secondary Education

University of West Georgia

2020 – present

Faculty Director

College of Education Early Learning Center

University of West Georgia

2014 – 2015

Adjunct Instructor

Department of Curriculum, Instruction, and Special Education

University of Virginia

2013 – 2014

Adjunct Instructor

Department of Exceptional Education, Inclusive Early Childhood

James Madison University

Topical Expertise: Prevention and Intervention Strategies for Challenging Behavior in Early Childhood Special Education, Integrating Curriculum and Classroom Instruction in Early Childhood and Elementary Education/Special Education, Medical and Technological Aspects of Early Childhood Special Education, Infants and Toddlers with Special Healthcare Needs, Special Education Law and Policy, Family Education for Teachers and Child Care Workers, Collaboration in Special Education, Family and Community Involvement for School Improvement

Early Childhood/Special Education

Albemarle County Public Schools | Charlottesville, VA | 2013 – 2015

Preschool Special Education Teacher, Early Childhood Special Education

Autism “A-Base” Program Leader, Preschool Inclusive Programming

Lead Special Education Teacher, K-5 Western Feeder Pattern

Charlottesville City Public Schools | Charlottesville, VA | 2007 – 2013

Infant Educator, University of Virginia Children's Hospital Education Program

Certification

Rebound and Recovery: Social-Emotional Education and Intervention for Early Childhood, Florida State University (06/24/2021)

Postgraduate Professional Teaching License, Commonwealth of Virginia
Early Childhood Special Education (PGP-0623208, exp. 06/2022)

Virginia Early Intervention Practitioner (TR-954, exp. 08/2020)

Supervision

University of West Georgia | Current

- Early childhood research lab student worker supervisor
- Practicum mentor of teacher candidates in the UWG Early Learning Center
- University field supervisor of teacher candidates in early childhood and dual certification programs
- Student research assistant program employees
- Graduate student research assistants

Liberty University | Spring 2015

- Field supervisor of student teacher in self-contained K-5 elementary classroom

UVA Curry School of Education | Spring 2014 – Fall 2014

- Pre-service mentor teacher of student teachers in reverse inclusion preschool classroom

James Madison University | Fall 2012 – Spring 2015

- Field supervisor of practicum students and volunteers in hospital and early childhood special education settings

University of Virginia Children's Hospital | Fall 2011 – Spring 2013

- Field supervisor of volunteers and practicum students in acute/intensive care settings

RESEARCH AND FUNDED PROJECTS

Active (\$350,104)

Talk with Me Baby | 2022-2023

Co-Principal Investigator

Principal Investigators: Lama Farran, UWG; Susan Brasher, Emory School of Nursing
Funding from Sandra Dunagan Deal Center for Early Language and Literacy: **\$49,499**

The purpose of this project is to build upon previous findings of research studies that evaluated Talk With Me Baby using implementation science to scale-up training in rural settings through embedded curriculum opportunities for individuals considered natural helpers in the community, targeting those in pre-service education, speech-language pathology, and nursing student programs.

Rebound and Recovery | 2021-2022

Co-Principal Investigator

Co-Investigator: Lindsay Dennis, Florida State University

Funding from the Center for the Study and Promotion of Communities, Families, and Children: **\$14,000**

The purpose of this research is to determine the extent to which teacher completion of an online early childhood curriculum training in trauma-informed care impacts the emotional literacy and relationship connections in preschool classrooms.

Community Transformation: Social-Emotional Resources for Reducing Suspension and Expulsion in Preschool and Child Care | 2021-2022

Principal Investigator

Co-Investigator: Katy B. Green, UWG; Laura Smith, UWG; Ashley Poole, UWG

Funding received from the Department of Early Care and Learning, Georgia: **\$75,000**

The purpose of this project is to create a set of nationally-disseminated resources via toolkits and training sessions for use in preschool and child care settings in an effort to equip providers with knowledge and skills related to problem-solving that is necessary to reduce suspension and expulsion and disproportionate discipline practices.

Collective Impact: *The Basics*[™] West Georgia | 2021 - 2022

Principal Investigator

Co-Investigator: Laura Smith, UWG; Karen Wild, Carrollton City Schools

Funding received from Sandra Deal Center for Early Language & Literacy: **\$24,080**

The purpose of this project is to bring *The Basics*[™] to West Georgia, through collaboration with healthcare providers, Head Start/Early Head Start, and local schools at well-child visits, family engagement events, and educator preparation opportunities.

Well Start for Early Learning | 2020 - 2022

Principal Investigator

Co-Investigators: Laura Smith, UWG; Katy Green, UWG

Funding received from Alice Huffard Richards Grant (2021): **\$100,000**

Funding received from the Alice Huffard Richards Grant (2022): **\$81,525**

Funding received from Community Foundation of West Georgia Impact Grant: **\$6,000**

The purpose of this early childhood initiative is to build and support advanced learning opportunities, best-in-class model programming, and social-emotional learning for young children, their families, and the community of West Georgia through training and technical assistance, impact programs and projects, and regional partnerships. Additionally funding was secured to ensure the makerspace impact project is an inclusive space for children with disabilities.

Completed (\$165,846)

National Early Childhood Inclusion Indicators Initiative | 2019 - 2021

Project Member

Principal Investigator: Dr. Lise Fox

This research is aimed at gaining comprehensive, systematic knowledge regarding the proportion of states with policies related to the suspension and expulsion in early childhood settings. The broader national initiative examines policies and practices at the state, local program leadership, and classroom system level in order to improve and increase inclusive opportunities for young children with disabilities and their families.

Making Connections for Teachers, Families, and Students: The Pyramid Model and Social-Emotional Learning Communities Demonstration Project | 2018 - 2021

Co-Principal Investigator

Principal Investigator: Rebecca Bulotsky-Shearer, University of Miami

Funding received from The Children's Trust, Miami, Florida, total award: **\$830,000**; subaward: **\$23,000**

The purpose of this study is to understand whether the Pyramid Model, an early childhood professional development and education program to improve children's social-emotional readiness, makes a long-lasting and measurable impact on teachers, children, and parents in universal preschool programs and Head Start classrooms in Liberty City, Miami.

Social-Emotional Toolkits for Teachers and Day Care Providers | 2020

Principal Investigator

Funding received from Community Foundation of West Georgia, private donor: **\$10,000**

The social-emotional toolkits are a professional development model designed to evaluate the effectiveness of embedded practice in early childhood settings.

Instruction of Children at Risk and with Exceptionalities (iCARE) | 2019-2020

Co-Principal Investigator

Principal Investigator: Katy Green, UWG; Co-Investigator: James Schwab, UWG

Funding received from YMCA of Metropolitan Atlanta, grant contract: **\$132,846**

iCARE is a partnership with Metro Atlanta Head Start and preschool programming to implement family engagement events, developmental screening of young children, and professional development for early childhood teachers.

Measuring Outcomes | 2015-2018

Doctoral Assistant

Principal Investigator: Batya Elbaum

This discretionary project, funded by the Florida Department of Education under the Individuals with Disabilities Education Act, is responsible for analyzing data collected by the state on outcomes of early intervention and early childhood special education services for children ages birth to five years old.

Exceptional Student Education Parent Survey Project | 2015-2018

Doctoral Assistant

Principal Investigator: Batya Elbaum

This discretionary project, funded by the Florida Department of Education under the Individuals with Disabilities Education Act, is responsible for Florida's implementation of the Parent Involvement Indicator of the State Performance Plan under IDEA.

Teachers' Voices | 2016-2019

Research Team Member

Principal Investigator: Wendy Cavendish

This project seeks to explore the perspectives and understanding of special education teachers in a large urban district related to assessment and interventions for children with exceptionalities with a primary focus on explaining the research to practice gap in schools with culturally diverse populations.

Under Review (\$4,378,663)

Morris, C. T., Smith, L., Wright, A., & Willox, L. (2021). Cradle to career: Early learning supports for higher education pathways. \$4,378,663, *Principal Investigator*.

AWARDS AND HONORS

University of West Georgia Student Research Assistant Program (\$9,635) | 2019, 2020, 2021
 University of West Georgia Innovations Fund (\$3,014) | 2020
 National Center for Pyramid Model Innovations Fellowship (unfunded) | 2018-2020
 Barbara Marks Scholarship Award Recipient (\$12,000) | University of Miami (2015-18)
 UCT Scholarship Recipient (\$1,200) | United Commercial Travelers of America (2015-2016)
 Herma's Readers Grant Recipient (\$400.00) | First Book (2014)
 Pets in the Classroom Grant Recipient (\$250.00) | The Pet Care Trust (2014)

PUBLICATIONS AND PRESENTATIONS

ORCID-ID: 0000-0002-4266-5559

* *denotes a student author*

Journal Articles

- Morris, C. T.**, Chapman, L. A., Ocasio-Stoutenburg, L., & Kibler, K. (2022). Revolution on the horizon: The genesis of a new paradigm in educational research. Manuscript under review.
- Bulotsky-Shearer, R., Ehrenreich-May, J., Bailey, J., **Morris, C. T.**, & Gruen, R. (2021). Effects of implementation supports for Pyramid Model Practices in high poverty schools: Making connections with children, teachers, and families. Manuscript under review.
- Green, K. B., **Morris, C. T.**, Rubin, E., Townsend, J., & Smith, L. (2022). Implementation and implications of the Social Emotional Engagement - Knowledge and Skills (SEE-KS) framework for pre-service teacher preparation. *GATEways to Teacher Education*. Manuscript in press.
- Green, K. B., Griffin, R. A., **Morris, C. T.**, & Varga, M. A. (2021). Early childhood family education: Language and pre-academic skills for Latinx dual language learners. *Journal of English Learner Education*, 13, 1-39.
<https://stars.library.ucf.edu/jele/vol13/iss1/3/>
- Chapman, L. C., **Morris, C. T.**, Green, K. B., & Naranjo, C. (2021). Supporting practitioner inquiry in teacher education: Opportunities and challenges in ESOL contexts. *Georgia Teaching English to Speakers of Other Languages (GATESOL) Journal*, 31(1).
<http://georgiatesoljournal.org/ojs/index.php/GATESOL/article/view/116>
- Chapman, L. C., **Morris, C. T.**, & Cavendish, W. (2021). 'She's my partner in crime': Teacher collaborations among special educators in self-contained settings. *The New Educator*, 17, 1-22. <https://doi.org/10.1080/1547688X.2021.1904070>
- Perryman, T., *Sandefur, C., & **Morris, C. T.** (2021). Professional and counseling skills through mixed-reality simulation in Communication Sciences and Disorders. *Perspectives of the American Speech-Language-Hearing Association Special Interest Groups*, 6(2), 416-428.
https://pubs.asha.org/doi/10.1044/2020_PERSP-20-00118
- Morris, C. T.**, Chapman, L. A., Kesten, S. M., & Elbaum, B. (2021). Exploring parent perceptions of shared decision making and outcomes in IEP meetings: Power in play. *Florida Journal of Educational Research*, 59(1), 197-209.
<https://feraonline.org/journal/journal-contents/>
- Morris, C. T.**, & Chapman, L. A. (2020). Disrupting norms in teacher preparation programs: Navigating challenges and sharing successes. *Journal of Culture and Values in Education*, 3(1). <https://doi.org/10.46303/jcve.03.01.ed>
- Morris, C. T.**, & Chapman, L. A. (2019). Timeless learning: How imagination, observation, and zero-based thinking change schools: A review. *Journal of*

Culture and Values in Education, 2(1), 113-118.

<http://cultureandvalues.org/index.php/JCV/article/view/28/20>

Cavendish, W., **Morris, C. T.**, & Chapman, L. A., *Ocasio-Stoutenburg, L., & *Kibler, K. (2019). Teacher perceptions of implementation practices to support secondary students in special education. *Preventing School Failure*, 64(1), 1-9.

<https://doi.org/10.1080/1045988X.2019.1628000>

Morris, C. T. & Chidester, R. (2018). Common purpose, uncommon results: A collaborative approach to early literacy in children with Down syndrome. *Journal of the American Academy of Special Education Professionals*, Spring/Summer 2018. <https://eric.ed.gov/?id=EJ1254555>

Morris, C. T. (2017). Preventing the preschool-to-prison pipeline: Examining preschool discipline policy recommendations. *Roosevelt House Faculty Journal*.

<http://www.roosevelthouse.hunter.cuny.edu/?forum-post=preventing-preschool-prison-pipeline-recommendations-policy-practice>

Peer-Reviewed Book Chapters and Editorial Contributions

Morris, C. T. (Ed.). (2022). Leveraging family and community strengths to develop young children's social, emotional, behavioral, and mental health wellness. *Book proposal under review*.

Shearer-Bulotsky, R., Leon, E. *, Futterer, J. *, **Morris, C. T.**, Downer, J., & Clayback, K. (2022). Developing interventions that foster children's social-emotional development by making connections with teachers, families, and schools. In C. McWayne, & V. Gadsden (Eds.), *Hope and resilience: Early childhood research for change*.

Morris, C. T., Jones, S. E., Newton, J. R., & Chapman, L. A. (forthcoming). Committing to family-professional partnerships during crisis schooling. In L. Davis & L. Willox (Eds.), *Lessons learned in 2020: Reflections and lessons for the classroom*.

Bulotsky-Shearer, R., *Futterer, J., *Bailey, J., & **Morris, C. T.** (2020). Leveraging the developmental strengths of young children in context. In G. DuPaul (Ed.), *Promoting healthy growth and development in young children: Bridging the science-practice gap in educational settings*. (pp. 167-189). APA Publications. <https://www.apa.org/pubs/books/healthy-development-young-children-sample-article.pdf>

Conroy, M., Shearer, R., & **Morris, C. T.** (2020). Prevention and intervention in pre- and elementary school years. In T. Farmer, M. Conroy, B. Farmer, & K. Sutherland (Eds.), *Handbook of research on emotional and behavioral disabilities: Interdisciplinary developmental perspectives on children and youth*. Routledge, Taylor & Francis Group. <https://www.routledge.com/Handbook-of-Research-on-Emotional-and-Behavioral-Disorders-Interdisciplinary/Farmer-Conroy-Farmer-Sutherland/p/book/9781138320710>

Chapman, L. A., & **Morris, C. T.** (2018). From caring to cared for: Prioritizing an ethic of care for special educators. In K. N. Daniels & K. Billingsley (Eds.), *Creating caring and supportive educational environments for meaningful learning (Advances in educational technologies and instructional design)*. IGI Global. <https://www.igi-global.com/gateway/chapter/full-text-pdf/212236>

Cavendish, W., Samson, J., & **Morris, C. T.** (Eds.). (2016). *Intersections of race and class in special education policy: Colloquium recommendations*. Roosevelt House Public Policy Institute.

<http://www.roosevelthouse.hunter.cuny.edu/devdev/wp-content/uploads/2016/11/2016.9.26.RaceClassCollRecs.pdf?x64952>

Technical Writing, Reports, and Field Contributions

- Morris, C. T.**, Sandefur, C.*, Alicot, C., & Fox, L. (2022). Suri spider selects a solution. Published educational resource, National Center for Pyramid Model Innovation. https://challengingbehavior.cbcs.usf.edu/docs/Suri-Spider_Story_EN.pdf
- Morris, C. T.**, & Hunter, A. (2021). *The Pyramid Model and trauma informed care: A guide for early childhood professionals to support young children's resilience*. Published educational resource, National Center for Pyramid Model Innovation. https://challengingbehavior.cbcs.usf.edu/docs/Trauma-Informed-Care_Guide.pdf
- Morris, C. T.**, & Brock, A. (2021). *Kindergarten readiness of Baby Braves program participants*. Unpublished technical report, Heard County, Georgia.
- Elbaum, B., Celimli-Aksoy, S., & **Morris, C. T.** (2017). *BDI-2 vs. BDI-2 Normative Update: Comparison of scores and impact on child outcomes reporting*. Unpublished technical report, Florida Department of Education, Miami, FL.
- Elbaum, B., Sanchez-Sarno, A., **Morris, C. T.**, & Celimli-Aksoy, S. (2016). *Florida ESE parent survey: Ten years of measuring schools' facilitation of parental involvement*. Unpublished technical report, Florida Department of Education, Miami, FL.
- Elbaum, B., **Morris, C. T.**, & Celimli-Aksoy, S. (2016). *Analysis of responses to the 2015-16 ESE parent survey additional online questions*. Unpublished technical report, Florida Department of Education, Miami, FL.
- Elbaum, B., & **Morris, C. T.** (2016). *Analysis of responses to the 2015-16 ESE parent survey additional online questions – Compliance Related Concerns*. Unpublished technical report, Florida Department of Education, Miami, FL.
- Elbaum, B., Sanchez-Sarno, A., & **Morris, C. T.** (2015). *Analysis of responses to the 2014-2015 ESE parent survey additional online questions*. Unpublished technical report, Florida Department of Education, Miami, FL.

Conference Presentations

- Bulotsky-Shearer, R., **Morris, C. T.**, Fox, L., Kinder, K., & Hemmeter, M. L. (2022). *Real-world cultural and contextual adaptations and modifications of Pyramid Model research*. [Accepted poster presentation]. Conference on Research Innovations in Early Intervention, San Diego, California.
- Morris, C. T.**, Clayback, K. A., & O'Grady, C. (2022). *Feasibility of embedded instruction as equitable professional development in child care*. [Accepted poster presentation]. Conference on Research Innovations in Early Intervention, San Diego, California.
- Green, K. B., **Morris, C. T.**, Townsend, J., & Rollins, L. (2022). *A case study of preparing teacher candidates for SEE-KS: A social-emotional engagement framework for including all children*. [Accepted panel session]. Eastern Educational Research Association, Clearwater, Florida.
- Griffin, R. A., Green, K. B., & **Morris, C. T.** (2021, April 9-12). *Early childhood family education: Building parent capacity and promoting pre-academic skills of culturally and linguistically diverse families* [Conference session]. American Educational Research Association (AERA) Annual Meeting, Virtual.
- Green, K. B., & **Morris, C. T.** (2021, February 18-19). *Feasibility of SEE-KS with undergraduate teacher candidates: Social-emotional framework of engaging all children* [Conference session]. Eastern Educational Research Association, Virtual.
- *Sandefur, C. , **Morris, C. T.**, & Perryman, T. (2021, February 5-6). *Developing interpersonal and counseling skills through mixed-reality simulation in Communication Sciences and Disorders* [Student conference session]. Georgia Speech-Language-Hearing Association Annual Convention, Virtual.

- Green, K. B., & **Morris, C. T.** (2021, January 21-29). *SEE-KS with teacher candidates: Peer coaching approach for child engagement* [Poster session]. Annual Division of Early Childhood Meeting, Virtual.
- Fox, L., *Miguel, T., Vinh, M., **Morris, C. T.**, Leigh, A., & Veguilla, M. (2021, January 21-29). *Digging deeper on state policies for suspension and expulsion* [Conference session]. Annual Division of Early Childhood Meeting, Virtual.
- Newton, J. R., **Morris, C. T.**, Williams, M. C., & Smith, A. (2021, January 21-29). *Ungrading: The ambitious preparation of pre-service educators* [Conference session]. Annual Division of Early Childhood Meeting, Virtual.
- Bulotsky-Shearer, R., **Morris, C. T.**, *Bailey, J., *Futterer, J., & *Gruen, R. (2020, November 30 - December 3). *Making connections for teachers, families, and children: Implementation supports for the Pyramid Model in high poverty neighborhoods* [Poster session]. Administration for Children and Families National Research Conference on Early Childhood, Virtual.
- *Dickson, G., & **Morris, C. T.** (2020, October 23-24). *COVID-19 and the changing state of early childhood education* [Supervised student presentation]. Georgia Undergraduate Research Conference, Virtual.
- Perryman, T., **Morris, C. T.**, & *Sandefur, C. (2020, October 8). *Student perspectives of mixed-reality simulation for knowledge application* [Conference session] Georgia Educational Research Association Annual Conference, Virtual.
- Griffin, R. A., Green, K. B., **Morris, C. T.**, & Schwab, J. R. (2020, April 7). *Early childhood family education program for culturally and linguistically diverse families: Implications for teacher education programs* [Poster presentation]. 2020 University System of Georgia Teaching and Learning Conference, Athens, GA. website (Conference cancelled)
- *Harmon, H., **Morris, C. T.**, & Ponder, T. (2020, February 25). *Reflections on engagement and leadership practices of preservice teachers in a mixed-reality environment* [Student poster session]. Posters at the Capitol, Atlanta, GA.
- Morris, C. T.** (2019, December). *Pyramid Model sustainability and teacher self-efficacy* [Conference session]. Georgia Association for Positive Behavior Support Conference, Atlanta, GA.
- Perryman, T., & **Morris, C. T.** (2019, November 19-21). *Using a mixed-reality simulation environment in the preparation of students in Communication Disorders: Lessons learned* [Conference session]. American Speech-Language-Hearing Association Conference, Orlando, FL.
- Morris, C. T.**, Hemmeter, M. L., & Corr, C. (2019, October 1-4). *Embedding trauma-sensitive practices within the Pyramid Model framework* [Poster session]. Annual Division of Early Childhood Meeting, Dallas, TX.
- Morris, C. T.**, Alicot, C., Bulotsky-Shearer, R., Combs, C. (2019, October 1-4). *Coaching the coaches: Training and reflection of Pyramid Model leaders* [Poster session]. Annual Division of Early Childhood Meeting, Dallas, TX.
- Newton, J., **Morris, C. T.**, & Chapman, L. A. (2019, October 1-4). *Ambitious teaching in higher education: Presuming competence, rethinking relationships, and trusting students* [Poster session]. Annual Division of Early Childhood Meeting, Dallas, TX.
- Morris, C. T.**, Grossman, R., Bulotsky-Shearer, R., & *Arbide, K. (2019, October 1-4). *Social-emotional learning and development: Pyramid Model teachers' description and self-efficacy* [Poster session]. Annual Division of Early Childhood Meeting, Dallas, TX.
- Fain, A., & **Morris, C. T.** (2019, May 14). *Spice it up: Engaging students online* [Conference session]. University of West Georgia's Innovations in Pedagogy Conference, Carrollton, GA.

- *Harmon, H., **Morris, C. T.**, & Ponder, T. (2019, April 10-13). *Reflections on engagement and leadership practices of preservice teachers in a mixed-reality environment* [Student poster session]. National Council on Undergraduate Research Conference, Kennesaw, GA.
- Morris, C. T.**, Perryman, T., & Ponder, T. (2019, April 10-12). *Supporting academic and social learning opportunities in a mixed-reality simulation environment* [Conference session]. University System of Georgia Teaching and Learning Conference, Athens, GA.
- Morris, C. T.** (2018, October 23-26). *Parent-teacher agreement on problem behavior in kindergarten children with and without Individualized Educational Programs* [Paper]. Annual Division of Early Childhood Meeting, Orlando, FL.
- Morris, C. T.**, & Elbaum, B. (2018, October 23-26). *Shared decision making and DEC recommended practices: A crosswalk* [Poster session]. Annual Division of Early Childhood Meeting, Orlando, FL.
- Morris, C. T.**, Kesten, S. M., & Elbaum, B. (2018, April 13-17). *Power in play: Exploring the sources of power imbalance in IEP meetings* [Paper presentation]. Annual Meeting of the American Educational Research Association, New York, NY.
- Elbaum, B., **Morris, C. T.**, & Celimli-Aksoy, S. (2017, October 4-6). *Overall improvement of children served in a state Part B prekindergarten program* [Poster session]. DEC Conference on Young Children with Disabilities and Their Families, Portland, OR.
- Cavendish, W., Chapman, L. A., **Morris, C. T.**, Ocasio-Stoutenburg, L., & Kibler, K. (2017, April 27-May 1). *Special educators' perceptions of professional learning opportunities: A call for greater access, relevance, and collaboration* [Roundtable session]. Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Cavendish, W., **Morris, C. T.**, Chapman, L. A., Ocasio-Stoutenburg, L., & Kibler, K. (2017, April 7). *Special educators' perceptions of LD and ID and recommendations for teacher preparation and professional development: A three-stage research project* [Poster session]. Annual School of Education and Human Development Faculty/Student Poster Research Showcase, Miami, FL.
- Cavendish, W., **Morris, C. T.**, Chapman, L. A., Ocasio-Stoutenburg, L., & Kibler, K. (2016, October 13-14). *Special educators' perceptions of LD and ID and recommendations for teacher preparation and professional development* [Roundtable session]. International Council for Learning Disabilities 38th Annual Conference, San Antonio, TX.

Invited Presentations and Professional Development

- Morris, C. T.**, & Hunter, A. (2022). *Building resilience with young children and families: Introduction to a trauma-informed practice guide* [Invited presentation]. National Training Institute on Effective Practices: Addressing Challenging Behavior, Tampa, Florida.
- Morris, C. T.**, & Hunter, A. (2021). *Understanding trauma-informed care and the Pyramid Model: Building Resilience* [Invited webinar presentation]. National Center for Pyramid Model Innovations.
<https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2021/12-09/2021-12-09-WTF-Understanding-Trauma-Informed-Care.html>
- Morris, C. T.**, Huffstead, M., & Poole, A. (2021, December 21). *Trauma-informed care in early childhood settings* [Professional development]. Community Action for Improvement Head Start Program, La Grange, GA.

- Morris, C. T., & Poole, A.** (2021, December 22). *Disability and inclusion: An early childhood educator workshop* [Professional development]. Community Action for Improvement Head Start Program, La Grange, GA.
- McClellan, M., Smith, L., **Morris, C. T.**, & Wild, K. (2020, April 14). *A collective impact approach to workforce development* [Panel presentation]. Education Policy Fellowship Program: An initiative of Georgia partnership for excellence in Education, Virtual.
- Bulotsky-Shearer, R., Ehrenreich-May, J., **Morris, C. T.**, *Gonzalez, A., *Bailey, J., & *Futterer, J. (2020, April 30-May 3). *Evaluating the efficacy of implementation supports for the Pyramid Model in high poverty schools* [Invited presentation]. National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL. (Conference cancelled)
- Green, K. B., & **Morris, C. T.** (2019, October 15). *Social, emotional, and behavioral learning of young children: Professional development in early childhood/special education* [Poster session]. University of West Georgia College of Education Research, Diversity, and Study Abroad Showcase, Carrollton, GA.
- Green, K., **Morris, C. T.**, & Schwab, J. (2019, July 31-August 1). *The Behavior Toolbox for preventing and addressing challenging behavior* [Professional development]. YMCA/Early Childhood Development Co., LLC's Fulton County Early Learning Conference Training, Atlanta, GA.
- Morris, C. T.**, & Smith, L. (2019, July 18). *Early learning community action table* [Invited presentation]. Education Collaborative Summit, Carrollton, GA.
- Bulotsky-Shearer, R., Ehrenreich-May, J., **Morris, C. T.**, *Grossman, R., *Bailey, J., & *Futterer, J. (2019, April). *Making connections for teachers, families, and children: Implementation supports for the Pyramid Model in high poverty neighborhoods* [Invited presentation]. National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL.
- Morris, C. T.** (2017, October 12). *Culturally responsive classroom management approaches to partnering with parents* [Guest lecture]. Classroom Leadership for Behavior Management, University of Miami, Miami, FL.
- Morris, C. T.** (2017, March 23). *Understanding and supporting students with hearing and visual impairments, Assistive technology in the inclusive classroom* [Guest lecture]. Specialized Instructional Strategies/Transition, University of Miami, Miami, FL.
- Morris, C. T.** (2017, February 17). *Challenges & opportunities in accessing large-scale education databases* [Invited presentation]. School of Education and Human Development Brownbag Research Colloquium, University of Miami, Miami, FL.
- Morris, C. T.** (2016, November 15). *Health/Mental health disparities & equity: Childhood trauma, abuse, neglect, and mental health* [Panel presentation]. Faculty Seminar Series on Equity and Justice in Education Policy, Roosevelt House Public Policy Institute at Hunter College, New York, NY.
- Morris, C. T.** (2011, September). *Supporting infant mental health through parents of children with special health care needs* [Guest lecture]. Hospital Education Infant Rounds, Charlottesville, VA.
- Morris, C. T.** (2008, March). *A look at VACTERL Association through a culturally responsive family lens* [Guest lecture]. Hospital Education Infant Rounds, Charlottesville, VA.

EDITORIAL EXPERIENCE

Editorial Boards

Young Exceptional Children (2021 – present)
Topics in Early Childhood Special Education (2021 – present)
Elements: The International Journal of Applied Educational Research (2021 – present)
Journal of Culture and Values in Education (2020 – present)
Journal of the American Academy of Special Education Professionals (2018 – present)
Journal of Special Education Research, Policy, & Practice (2018 – present)

Ad Hoc Reviewer

Child and Youth Care Forum (2020 – present)
Volunteer Reviewer for the 2019 DEC conference proposals
Volunteer Reviewer for the 2018 DEC conference proposals
Volunteer Reviewer for the 2017 DEC Recommended Practices Monograph Series
Volunteer Reviewer for AERA 2017 Annual Meeting – Division K: Multicultural, Inclusive, and Social Justice Frameworks for Teaching and Teacher Education in PK-16
Volunteer Reviewer for AERA 2018 Annual Meeting and AERA 2019 Annual Meeting – Division L: Educational Policies and Politics, SIG: Family, School, Community Partnerships, & SIG: Early Education and Child Development
Volunteer Reviewer for AERA 2019 Annual Meeting – Division A: Administration, Organization, and Leadership, School and District Improvement, Division L: Social Policy and Education

PROFESSIONAL MEMBERSHIP AND SERVICE

University of West Georgia

Faculty Senate Committee for Diversity and Internationalization, representative (2021 – present)
Undergraduate Research Committee, member (2020 – present)
West Georgia Special Education Advisory Board, member (2019 – present)
Faculty Development, Management, and Retention (FDMR), committee member (2018 - 2020)
FDMR Speed Centers, facilitator (2019)
General Faculty Roundtable, discussion facilitator (2019)
Volunteer Reviewer for UWG's Innovations in Pedagogy Conference (2019)

University System of Georgia

Volunteer Reviewer for the 2020 Teaching and Learning Conference
Volunteer Reviewer for the 2019 Teaching and Learning Conference

Georgia

Georgia Division for Early Childhood of the Council for Exceptional Children, Board Member - Child Action Network Coordinator (2021 - present)
Georgia Department of Early Care and Learning Program Administration/Early Childhood Leadership Workgroup, member (2021 - present)
Pyramid Model State Leadership Team, member (2021 – present)
Infant & Early Childhood Mental Health Workforce Development, member (2021 – present)
Georgia Professional Standards Commission, Elementary Education Birth through Kindergarten Task Force (2019)
Carrollton-Carroll County Education Collaborative, Early Learning member (2019 - 2020)

National/International

Florida State University, Center for the Study and Promotion of Communities, Families, and Children, Advisory Review Board, member (2021 - present)
National Center for Pyramid Model Innovations Infant and Early Childhood Mental Health Workforce, member (2020 - present)

Division for Early Childhood of the CEC, member (2015 - present)
American Educational Research Association, member (2016-2019)
National Association of Special Education Teachers, member (2015 - present)
Council for Learning Disabilities, member (2015-2017)
Virginia Association of Infant Mental Health, member (2010-2016)
Virginia Education Association, member and Albemarle County Public School State Convention
Representative (2008-2015)
National Center for Physical Development, Head Start/Body Start, grant reviewer (2009)