BRENNA NOLAND RUDOLPH
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EDUCATION
Ph.D. Special Education with a minor in Program Evaluation, University of Minnesota, Minneapolis, MN. August 2019. GPA: 3.95.

M.A. Special Education with a concentration in Autism Spectrum Disorders, University of St. Thomas, Minneapolis, MN. Master's Thesis: Increasing Joint Attention in Toddlers with Autism Spectrum Disorders. December 2010. GPA: 3.97.

B.S. Early Childhood Special Education, University of Wisconsin-Eau Claire, Eau Claire, WI. December 2004. GPA: 3.91.

LICENSURE/CERTIFICATES
Certificate in Autism Spectrum Disorders. Received August 2008.
License in Early Childhood Special Education. Received June 2005.

PROFESSIONAL EXPERIENCE
University of Minnesota: Graduate Instructor. June 2015 – Present. Create course syllabi. Design presentations, activities, and assignments that support student learning. Create rubrics for assignments that clearly define expectations. Facilitate online and face-to-face class sessions. Interact with students outside of class via office hours, email, and online discussion forums. Review and grade student work.

University of Minnesota: ECSE & ASD Field Supervisor. September 2014 – Present. Communicate practicum requirements to students and cooperating teachers. Review and grade student work. Conduct observations and provide performance-related feedback to students. Lead post-observation meetings with students and cooperating teachers during which students' progress, areas of need, and goals are discussed. Supply students with additional materials and training as needed to enhance their skills.

3B's Therapy: Behavioral Consultant. March 2011 – Present. Provide family-guided and routines-based intervention to caregivers of children with developmental differences in home and community settings. Contract with local school districts to conduct ASD evaluations and provide professional development. Serve as parent advocate at due process meetings.

University of Minnesota: Research Assistant. September 2017 – January 2019. Served as project coordinator of Project Engage, funded by the Institute of Education Sciences and led by Dr. LeAnne Johnson. Contributed significantly to the development of a cloud-based data collection tool used to document adult interaction practices and student engagement across early childhood settings.

University of Minnesota: Graduate Teaching Assistant. September 2014 – August 2015. Attended class sessions and assisted in teaching-related duties as needed. Facilitated student learning both in class and online through the university's online learning management system. Created grading rubrics, communicated assignment requirements to students, and graded student work.

University of Minnesota: Adjunct Instructor. January 2014 – May 2014. Created course syllabi. Designed presentations, activities, and assignments that supported student learning. Created rubrics for assignments that clearly defined expectations. Facilitated face-to-face and online class sessions. Interacted with students outside of class via email and online discussion forums. Reviewed and graded student work.

University of St. Thomas: ECSE Field Supervisor. June 2013 – August 2013. Communicated practicum requirements to students and cooperating teachers. Reviewed and graded student work. Conducted observations and provided performance-related feedback. Led post-observation meetings with students and cooperating teachers during which student progress, areas of need, and goals were discussed. Supplied students with training and additional materials to enhance skills.

University of St. Thomas: Adjunct Instructor. August 2012 – June 2013. Co-taught two graduate level methods courses within the ECSE licensure program. Assisted in creating course syllabi. Designed presentations, activities, and assignments that supported student learning. Created rubrics for assignments that clearly defined expectations. Facilitated class sessions. Interacted with students outside of class through email and online discussion forums. Reviewed and graded student work.

Minnetonka Public Schools: Autism Specialist. September 2009 – August 2014. Conducted observations to determine if ASD evaluations were warranted. Administered, scored, and interpreted standardized assessments focused on social interactions, reciprocal communication, and stereotyped and/or repetitive patterns of behavior and assisted teams in determining eligibility for services. Contributed to all necessary due process paperwork. Provided consultation and training to educational teams (including parents) in home, school, and community settings.

Minnetonka Public Schools: Early Childhood Special Education Teacher. March 2005 – August 2014. Conducted observations and screenings to determine if evaluations were warranted. Administered, scored, and interpreted standardized assessments that focused on development across all developmental domains and led teams in determining eligibility for services. Completed all necessary due process paperwork. Provided direct instruction in the classroom and coached caregivers in home and community settings. Trained and supervised ECSE paraprofessionals. Collected data on student progress to guide future decisions.

COURSES TAUGHT
(I = Instructor;   TA = Teaching Assistant;   TA+ = Teaching Assistant with additional duties)
University of Minnesota, Minneapolis, MN:
EDHD 5007 – Technology for Teaching and Learning: Early Childhood Education (I)
EPSY 5609 – Family Centered Services (I)
EPSY 5625 – Education of Infants, Toddlers, & Preschool Children with Disabilities: Intro (TA)
EPSY 5682 – Education of Infants and Toddlers with Disabilities: Methods and Materials (I)
EPSY 5690 – Experimental Teaching Seminar: EdTPA (TA+)
EPSY 5720 – Introduction to Special Education (TA)
EPSY 5761 – Student Teaching In Early Childhood Special Education: Ages 3-5 (I)
EPSY 5762 – Student Teaching In Early Childhood Special Education: Ages Birth-3 (I)

University of St. Thomas, Minneapolis, MN:
SPED 740 – Methods: Early Childhood Special Education (I)
SPED 744 – Working with Infants, Toddlers, and Families (I)

PUBLICATIONS

Ford, A. L., **Rudolph, B. N.**, Pennington, B. & Byiers, B. J. (2019), An exploration of the interrater agreement of visual analysis with and without context. *Journal of Applied Behavior Analysis*. doi:10.1002/jaba.560

Johnson, L., Fleury, V., Ford, A., **Rudolph, B.**, & Young, K. (2018). Translating evidence-based practices to usable interventions for young children with autism. *Journal of Early Intervention*. Retrieved online from http://journals.sagepub.com/eprint/msNkrEgBDCIid2rzARBq/full

Noland, B. & Koopman, S.M. (2014). What is video modeling? *Closing the Gap Solutions,* 32 (6), 28-30. *Both authors contributed equally.

Murray, S. & **Noland, B**. (2012). Introduction to video modeling: Using technology to take visuals to the next level. *Autism Advocate*, 62. Retrieved from http://www.autism-society.org/about-us/publications/autism-advocate.html. ***Both authors contributed equally.

Murray, S. & **Noland, B**. (2012). *Video Modeling for Young Children with Autism Spectrum Disorders: A Practical Guide for Parents and Professionals.* London: Jessica Kingsley Publishers. ***Both authors contributed equally.

CONFERENCE PRESENTATIONS

Rudolph, B., & Hugh, M. (March 2018). Progress monitoring in early childhood special education: In search of current trends and futures needs. Poster presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Johnson, L., Ford, A., & **Rudolph, B.** (October 2017). Enhancing efficiency and effectiveness of team meetings through data driven problem solving. Oral presentation at the Division for Early Childhood's 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR.

Rudolph, B. & Johnson, L. (March 2016). Video Modeling for Young Children with Autism Spectrum Disorders. Poster presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Noland, B. (April 2014). Watch & Learn: Video modeling for young children with ASD. Training session for early childhood professionals at the Focus on the Children Conference, Rochester, MN.

Noland, B. & Murray, S. (March 2014). Watch and learn: Video modeling for young children. Breakout session presented at the Minnesota Division for Early Childhood Annual Conference, Bloomington, MN.

Noland, B. & Murray, S. (October 2013). Watch and learn: Video modeling for young children. Breakout session presented at Closing the Gap, Bloomington, MN.

Noland, B. & Murray, S. (April 2013). Watch and learn: Video modeling for young children with ASD. Breakout session presented at the Autism Society of Minnesota's Annual Conference, St. Louis Park, MN.

Noland, B. (April 2013). Watch & Learn: Video modeling for young children with ASD. Training session for early childhood professionals at the Focus on the Children Conference, Rochester, MN.

Noland, B. & Murray, S. (July 2011). The use of technology to address the core deficits in young children with autism spectrum disorders. Breakout session presented at the Autism Society of America's National Conference, Orlando, FL.

Murray, S. & **Noland, B.** (March 2011). The use of video-recording devices in early childhood special education. Breakout sessions presented at the Minnesota Division for Early Childhood Annual Conference, Bloomington, MN.

Noland, B. & Murray, S. (March 2011). The use of video-recording devices in early childhood special education. Breakout session presented at the Minnesota Division for Early Childhood Annual Conference, Bloomington, MN.

Murray, S. & **Noland, B.** (March 2010). SMART Boards in the ECSE classroom. Breakout session presented at the Minnesota Division for Early Childhood Annual Conference, Bloomington, MN.

ADDITIONAL PRESENTATIONS

Rudolph, B., Ford, A., & Hugh, M. (August 2018). Teams aren't built in a day: Guideposts for the journey. Training for Anoka-Hennepin's early childhood staff, Andover, MN.

Johnson, L., Ford, A., **Rudolph, B.**, & Hugh, M. (August 2018). Incl*us*ion: It's all about the *us* in the middle. Training for Anoka-Hennepin's early childhood staff, Andover, MN.

Rudolph, B. (March 2018). Promoting engagement within classroom routines. Training for St. Paul Public School District's early childhood special education paraprofessionals, St. Paul, MN.

Rudolph, B. (November 2017). Family-guided routines-based intervention. Training for early intervention staff working in South Washington County, South Saint Paul, and Burnsville/Eagan/Savage school districts.

Rudolph, B. (August 2017). Peer-mediated interventions and video modeling: Promoting engagement within natural routines. Training for St. Paul Public School District's early childhood special education staff.

Murray, S. & **Noland, B.** (April 2013). Video modeling: The use of video to teach young children new skills. Training session presented to parents and professionals at PACER Center, Bloomington, MN.

Murray, S. & **Noland, B.** (January 2013). Watch and learn: Video modeling for young children with ASD. Training for parents and professionals involved in the South Sub-Regional Autism SPLICE group, Inver Gove Heights, MN.

Noland, B. (October 2012). Using technology to enhance student learning. Training for
        graduate students during their student teaching seminar at University of St. Thomas,
        Minneapolis, MN.

HONORS AND AWARDS

Minnetonka Public School's Distinguished Educator Program. May 2012-June 2014.
Minnetonka Award for Child-Centered Excellence in Teaching. Received in 2009.

PROFESSIONAL ORGANIZATIONS

Association for Positive Behavior Support
Autism Society of America
Autism Society of Minnesota
Council for Exceptional Children: Division for Early Childhood