

Teresa A. Grimes
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Education:

Master's of Education Florida Atlantic University-1999

Master's degree with a major in Exceptional Student Education in the Education of Students with Varying Exceptionalities

Bachelor of Science Degree University of Central Florida- Cum Laude-1992

Teacher of Exceptional Child-Emotional Disturbance

Experience:

Co-Owner of Whole Child Consulting, LLC -2003-Present

Provide behaviorally sound interventions and programming for individuals with learning and behavior disorders.

Participate in consultations with schools, families and companies in a variety of formats including: on-site, web, video, email, fax and phone.

Member of District 13 Local Review Committee, March 2007-March 2008.

Supervise BCBA candidates in their work with current clients and report to the colleges and universities.

Perform functional analyses and develop behavior programs for severe problem behavior.

Provide training to staff/therapists that monitor and implement programming.

Develop data systems to monitor and affect behavior change in staff and therapists.

Conduct workshops and trainings to instruct and train behavior analysts, families and therapists regarding interventions, including but not limited to: Verbal Behavior, Precision Teaching, Direct Instruction, Association Method, NET and play and social therapy.

Clinic Coordinator STARS Clinic

Participate in initial assessments (along with Dr. Jim Partington) for all students who attended the clinic.

Develop and coordinate intervention at the clinic.

Assign staff and create schedule for staff, parents and students.

Facilitate the involvement of the parents in the program by assisting in their understanding of the basic principles of behavior analysis and how they were applied to their child's program.

Monitor the data/progress of the students, implement program changes as necessary.

Provide direct instruction to students while modeling appropriate therapy for parents and staff.

Implemented study later to be published in *The Analysis of Verbal Behavior*, (Steve J. Ward, M.A., Pamela J. Osnes, Ph.D., and James W. Partington, Ph.D., *The Effects of a Delay of Non-contingent Reinforcement during a Pairing Procedure in the Development of Stimulus Control and Automatically Reinforced Vocalizations*).

Teacher/therapist-Columbia University Fred Keller School

Provide 1:1 therapy for students attending the Fred Keller School.

Keep data points for every behavioral instruction throughout the day, sometimes over a thousand "learn units" per day.

Create and maintain graphs for all instruction in all program areas.

Implement data-based decisions using the "data decision tree" developed by Dr. Koehane, Columbia University.

Consultant-Tri-County TEC

Consult to families, schools, and group homes regarding behaviorally sound interventions for individuals with learning and behavior disorders, including adults with severe problem behaviors.

In coordination with Steven Ward, MA, BCBA, was District 15 instructor for the Certified Behavior Analyst course for the state examination.

Participated in performance of functional analyses, with analog conditions, to determine function of problem behavior/severe aggression in individuals living at home and in group homes.

Participated in Local Review Committee meetings regarding the programming for severe problem behavior in children and adults who were a danger to themselves and others.

Provided programming intervention in “child on parent” domestic violence case.

Operated as a classroom teacher for a semester, in a classroom for severely emotionally disturbed students at a center school.

Department Head and Local Education Agent

Sebastian River High School

Conduct all IEP’s as Local Education Agent for students attending the high school ensuring that all aspects of the IEP were conducted according to State and Federal laws, including but not limited to: provision of parent information packet, Least Restricted Environment provisions, creation and subdivision of individualized goals and benchmarks with measurable goals, etc.

Provide feedback and instruction necessitated by the “double basic” system, whereby students are included in regular education classes and a certified special education teacher provides instruction and assistance to the regular education teacher involved.

Monitor all hours on IEP and student schedule to ensure students were receiving correct number of hours in every area (including but not limited to: speech, OT, PT, LD class, EH class, APD, double basic, regular education, etc.) as specified on the IEP.

Created a semester’s worth of instruction using the ESE High School Florida Sunshine Standards for an individual with Down’s syndrome in order to help the regular education teacher include the student in the regular education classroom.

Classroom Teacher

Develop, interpret and program all IEP goals for students based upon present level of performance and projections of potential learning, for a self-contained classroom of middle school students and high school students.

Create a safe environment for staff and students, including becoming certified in a number of crisis prevention programs, including CPI and TEAM.

Manage and report on data, including graphing (visual displays), for all IEP and short term behavioral goals, as well as classroom social and play skills.

Participate as classroom teacher and occasionally the Local Education Agent, for IEP meetings for all students in the classroom.

Manage access to the classroom and information sharing with parents and guardians, including parent meetings, train opportunities for parents as well as weekly videos sent home to parents who requested them.

Research and frame lesson plans for effective instruction of goals and objectives including observing and monitoring teacher assistant behavior (including data collection) and instructional techniques.

Publications:

Ward, S.J., and Grimes, T.A., *The Inventory of Good Learner Repertoires*, Lulu (2008).

Awards:

Teacher of the Year-Wabasso School, Indian River, Florida, 1995

Workshops:

Grimes, Teresa and Ward, Steve (2009). *Analyzing Autism Interventions: Critiques of Popular Autism Interventions and Combinations that Work*. Workshop presented at ABAI annual conference in Phoenix, AZ.

Grimes, Teresa and Pollard-Licklider, Judy (2009). *Overcoming Severe Deficits in Vocal Behavior with the Association Method*. Workshop presented at ABAI annual conference in Phoenix, AZ.

Grimes, Teresa and Ward, Steve (2008). *Teaching Children with Autism: A review of Popular Instructional Methods and Combinations that Work*. Presented for FEAT South and Valdosta State University, Savannah, GA.

Grimes, Teresa and Ward, Steve (2008). *A Brief Introduction to Verbal Behavior*. Presented for Florida Atlantic University in Palm Beach, FL.

Grimes, Teresa and Ward, Steve (2008). *Applied Behavior Analysis for Older Learners*. Presented for INFEAT in Hammond, IN.

Grimes, Teresa and Ward, Steve (2007). *Precision Teaching*. Presented for INFEAT in Hammond, IN.

Grimes, Teresa and Ward, Steve (2006). Verbal Behavior Workshop. Presented for BASIL in Downers Grove, IL.

Professional Memberships/Certifications

National Certification BCBA-2002

Teacher's Certification of Florida-Certification Type-Professional- Present to 2014

Association for Behavior Analysis international

Florida Association for Behavior Analysis