

GAVIN W. WATTS

Associate Professor

One University Way | San Antonio, TX 78224 | 210-784-2287 | Madla 269
gavin.watts@tamus.edu

EDUCATION

Ph.D., Emotional-Behavioral Disorders & Early Childhood Special Education Awarded: 2018
The University of Texas at Austin
Austin, Texas

M.Ed., Special Education Awarded: 2012
University of Illinois at Chicago
Chicago, Illinois

B.S., Special Education Awarded: 2008
Illinois State University
Normal, Illinois

CURRENT APPOINTMENT

Associate Professor 2018–Present
Texas A&M University – San Antonio
Department of Educator & Leadership Preparation
College of Education & Human Development

JOURNAL ARTICLES

Watts, G. W., Davis, M. T., López, E. J., & Reynolds, M. A. (2025). Parents' perceptions of outcomes of a college program for students with intellectual disabilities: Beyond the classroom. *Journal of Intellectual and Developmental Disabilities*, 50(4) 411–423.
doi:10.3109/13668250.2025.2459806

Watts, G. W., López, E. J., & Davis, M. T. (2024). “The change was as big as night and day”: Experiences of professors teaching students with intellectual disabilities. *Journal of Intellectual Disabilities*, 38(2), 295-314. doi:10.1177/17446295221148791

Roberts, G. J., Lindström, E. R., **Watts, G. W.**, Coté, B., & Ghosh, E. (2024). The impact of the Engaged Learner program: An integrated behavior support program for small group reading interventions. *Behavior Modification*, 48(2) 150–181. doi: 10.1177/01454455231213980

Watts, G. W., Davis, M. T., & López, E. J. (2023). ‘How are you doing?’: College instructors’ relationships and communication with students with intellectual disabilities. *International Journal of Intellectual Disabilities*. doi:10.1080/20473869.2023.2176411

López, E. J., **Watts, G. W.**, & Davis, M. T. (2023). Considering time: Practical applications for supporting students with disabilities in Hispanic Serving Institutions. *Journal of Hispanic Higher Education*. doi:10.1177/15381927231185318

Watts, G. W., Garfield, T. A., & Davis, M. T. (2023). Perceptions and experiences of first-generation college students. *College Teaching*, 71(1), 38–48, doi:10.1080/87567555.2022.2050669

Watts, G. W., & Kerr, J. C. (2022). Students with emotional-behavioral disorders as tutors. *Intervention in School and Clinic*, 57(4), 251–255. doi:10.1177/10534512211024934

Watts, G. W., & McKenna, J. W. (2021). Training, supervising, and supporting students with emotional-behavioral disorders as cross-age tutors. *Intervention in School and Clinic*, 57(3), 8–12. doi:10.1177/10534512211014834

Davis, M. T., **Watts, G. W.**, & López, E. J. (2021). A systematic review of higher education experiences and supports for students with autism spectrum disorder. *Research in Autism Spectrum Disorders*, 84. doi:10.1016/j.rasd.2021.101769

Watts, G. W., Bryant, D. P., & Roberts, G. J., (2020). Effects of cross-age tutors with EBD on the mathematics performance of at-risk kindergarteners. *Journal of Emotional and Behavioral Disorders*, 28(4), 244–256. doi:10.1177/1063426619884271

Roberts, G. J., Miller, G. E., **Watts, G. W.**, Malala, D. K., Amidon, B. E., & Strain, P. (2020). Intensifying reading instruction for students with attention-deficit/ hyperactivity disorder: Practices to support classroom instruction and family-school collaborations. *Beyond Behavior*, 29, 42–51. doi:10.1177/1074295620902471

Watts, G. W., Bryant, D. P., & Carroll, M. L. (2019). Students with emotional-behavioral disorders as cross-age tutors: A synthesis of the literature. *Behavioral Disorders*, 44(3), 131–147. doi:10.1177/0198742918771914

Watts, G. W. (2016). An overview of the issues in evaluating special educators: Current challenges and recent developments. *Texas Education Review*, 4(1), 46–53. doi:10.15781/t2xw4818j, Retrieved from http://www.digitalcommons.tamusa.edu/sped_faculty/5

Watts, G. W. [Texas Education Review Board] (2016). Introduction to Volume 4, Issue 1: A Highlight on Special Education Educators. *Texas Education Review*, 4(1), 1.

**CONFERENCE PRESENTATIONS (PEER-REVIEWED):
NATIONAL & INTERNATIONAL**

Davis, M. T., López, E. J., & **Watts, G.W.** (2025). *Toward independence: Inclusive post-secondary education for students with intellectual disabilities at a Hispanic Serving Institution*. Proposal accepted by the 8th International Social Role Valorization Conference (May 7-9, 2025; Halifax, Nova Scotia, Canada).

López, E. J., **Watts, G.W.**, & Davis, M.T. (2025). *ENLAZANDO Oportunidades for Students with Intellectual Disabilities in a Hispanic Serving Institution through a Multi-systemic Approach: Program Updates y Lecciones Aprendidas*. Presentation proposal accepted by the Texas Association of Chicano Educators Conference (February 26 - March 1, 2025: Georgetown, TX).

López, E. J., Davis, M. T., & **Watts, G. W.** (2025). *Desarollando (Developing) en tu casa: The TU CASA Program Year 4 Update*. Proposal accepted by the Down Syndrome Association of South Texas Conference (January 31st, 2025, San Antonio, TX).

Davis, M. T., López, E. J., & **Watts, G.W.** (2024; *in review*). *Through the employer's lens: Improving post-secondary programs for students with intellectual disabilities*. Roundtable presentation proposal submitted to the Division on Career Development and Transition International Conference 2024 (October 16-19, 2024: Chantilly, VA).

Watts, G. W. (2024). *Family members of university students with intellectual disabilities: Perceptions and experiences*. Panel paper presentation at the 17th World Congress of the International Association for the Scientific Study of Intellectual and Developmental Disabilities (August 5-8, 2024: Chicago, IL).

Watts, G. W., & Kerr, J. C. (2024). *Students with emotional-behavioral difficulties as cross-age tutors: Positive benefits for all*. Paper presentation at the International Conference on Positive Behavior Support (APBS) (March 6-9, 2024: Chicago, IL).

Davis, M. T., López, E. J., **Watts, G. W.**, & Kallead, V. (2024). *"We live inclusion!"': A post-secondary education program for students with intellectual disabilities at a Hispanic Serving Institution*. Presentation at the Texas Transition Conference (February 28-March 1, 2024: Houston, TX).

Davis, M. T., López, E. J., **Watts, G. W.**, & Kallead, V. (2024). *"I can go to college": An inclusive post-secondary education program for students with intellectual disabilities*. Presentation proposal submitted to the Down Syndrome Association of South Texas Education Conference (January 26th, 2024: San Antonio, TX).

Watts, G. W., Davis, M. T., & López, E. J. (2024). *'We've got to go bigger!': Parents' experiences with a college program for students with intellectual disabilities*. Paper presentation at the Council for Exceptional Children Annual Convention and Expo (March 13-16, 2024: San Antonio, TX).

Davis, M. T., López, E. J., & **Watts, G. W.** (2024). *"Their voices": Students with intellectual disabilities in inclusive higher education*. Panel presentation at the Council for Exceptional Children Annual Convention and Expo (March 13-16, 2024: San Antonio, TX).

Watts, G. W. & Roberts, G. J. (2023). *Inclusive interventions to improve academic and behaviour outcomes for students with behaviour difficulties* Paper and panel presentation

at the European Conference on Educational Research (August 22-26, 2023: Glasgow, Scotland).

Davis, M. T., **Watts, G. W.**, & Garfield, T. A. (2023). *First-generation college students: Perceptions and Experiences of Preservice Teachers*. Poster presentation at the Council for Exceptional Children Annual Convention and Expo 2023 (January, 2023: Louisville, KY).

Watts, G. W., López, E. J., & Davis, M. T. (2023). *Experiences of professors teaching college students with intellectual disabilities*. Poster presentation at the Council for Exceptional Children Annual Convention and Expo 2023 (January, 2023: Louisville, KY).

Davis, M. T., López, E. J., & **Watts, G. W.** (2022) *Access for ALL: Inclusive college education for students with intellectual disabilities*. 2022 TASH Conference (December, 2022: Phoenix, AZ; Accepted).

Watts, G. W., Davis, M. T., & López, E. J. (2022). *'How are you doing?': Relationships and communication between professors and college students with intellectual disabilities*. Paper presentation at the Division on Career Development and Transition International Conference 2022 (October, 2023: Little Rock, AR).

Watts, G. W. (2022). *Training, supervising, and supporting students with emotional-behavioral disorders as tutors*. International Association of Special Education (IASE) 17th Biennial Conference: Building an Inclusive Culture (July 10-14, 2022: Ho Chi Minh City, Vietnam).

Davis, M. T., López, E. J., & **Watts, G. W.** (2022). *Developing inclusive post-secondary education programs for students with intellectual disabilities*. [Paper Presentation]. Texas Transition Conference (February 23-25, 2022: Denton, TX).

Watts, G. W., Garfield, T. A., & Davis, M. T., (2022). *Perceptions and experiences of preservice teachers who are also first-generation college students* [Research roundtable session]. Association of Teacher Educators Annual Conference, February 11-16, 2022, Chicago, IL (Accepted: Unable to travel/attend due to university travel restrictions).

Davis, M. T., López, E. J., **Watts, G. W.**, & Kelley, P. (2022). *Fostering equity in higher education through inclusive PSE programs*. Panel presentation at Association of American Colleges and Universities (January 19-21, 2022: Virtual).

Capin, P., Roberts, G., **Watts, G. W.**, & van Dijk, W. (2022). Evidence-based practices for students with co-occurring academic and behavioral difficulties. Paper presentation submitted to the Council for Exceptional Children Annual Convention and Expo (January 16-19, 2022: Orlando, FL).

López, E. J., Davis, M. T., **Watts, G. W.**, & Kelley, P. (2021). *Opening doors to college: Culturally responsive transition to higher education at a Hispanic serving*

institution. Presentation proposal accepted by the Division on Career Development and Transition International Conference (October 20-23, 2021: Myrtle Beach, SC: Moved to 2022).

Davis, M. T., López, E. J., **Watts, G. W.**, & Kelley, P. (2021). “*TU CASA es mi casa*”: *Students with intellectual disabilities navigating higher education* [Student Panel presentation]. 2021 PA Community of Practice Transition Virtual Conference Proposal - Navigating the Future: A Lifetime Trip (August 11-12, 2021: Pennsylvania, PA).

Watts, G. W., Garfield, T. A., & Davis, M. T., (2021). *Perceptions and experiences of first-generation college students: In the classroom, field, & life* [Paper/panel presentation]. The Teaching Professor Conference (June, 2021: New Orleans, LA).

López, E. J., Davis, M. T., & **Watts, G. W.** (2020). *Developing practitioners-scientists: A platform for advancing research skills in graduate students* [Roundtable/Panel presentation]. Council for Learning Disabilities - 42nd International Conference on Learning Disabilities (October, 2020: Richmond, Virginia; conference moved online).

Watts, G. W., & Kerr, J. C. (2020). *Students with emotional-behavioural difficulties as tutors: Benefits for all?* [Paper presentation]. European Conference on Educational Research (ECER), (August, 2020: Glasgow, Scotland; Conference moved online)

Watts, G. W., Roberts, G. J., Solis, M., Miciak, J., Lindström, E., & Bryant, B. R. (2020). *Practices to improve reading and behavior outcomes for students with behavior difficulties* [Panel presentation]. Council for Exceptional Children Special Education Convention & Expo (February, 2020: Portland, OR).

Bryant, D. P., Bryant, B. R.,... & **Watts, G. W.** (2019). *Misconceptions in mathematics* [Conference session]. 27th Annual Pacific Coast Research Conference (February, 2019: San Diego, CA).

Watts, G. W. & Carroll, M. L. (2019). *Students with EBD as cross-age tutors for kindergarteners at-risk for mathematics learning disabilities: Benefits for all?* [Paper presentation]. Council for Exceptional Children Special Education Convention & Expo (January, 2019: Indianapolis, IN).

Bryant, D. P., Park, S., & **Watts, G. W.** (2019). *Final results of 2-year ratios and proportions (and expressions and equations) study for struggling students* [Conference session]. Council for Exceptional Children Special Education Convention & Expo (January, 2019: Indianapolis, IN).

Carroll, M. L., Ciullo, S., & **Watts, G. W.** (January). *The impact of using SRSD to increase expository writing outcomes in students at-risk for EBD* [Paper presentation]. Council for Exceptional Children Special Education Convention & Expo (January, 2019: Indianapolis, IN).

Watts, G. W., Bryant, D. P., & Carroll, M. L. (2018, October). *Effects of cross-age tutors with EBD on the mathematics performance of at-risk kindergarteners* [Paper presentation]. Council for Learning Disabilities 2018 International Conference on Learning Disabilities, Portland, OR.

Gerzel-Short, L., Miller, R., Hedin, L., & **Watts, G. W.** (2018, October). *Building family partnerships: Exploring early literacy for students with LD* [Panel presentation]. Council for Learning Disabilities 2018 International Conference on Learning Disabilities, Portland, OR.

Watts, G. W., & Bryant, D. P. (2017, April). *Promoting number sense through number line board games delivered by cross-age tutors with EBD* [Paper presentation]. Council for Exceptional Children Special Education Convention & Expo, Boston, MA.

Carroll, M. L., Bryant, D. P., Lee, J., Sigafoos, L. L., **Watts, G. W.**, & Nozari, M. (2017, April). *First-grade early writing intervention for students with severe writing difficulties* [Conference session]. Council for Exceptional Children Special Education Convention & Expo, Boston, MA.

Carroll, M. L., **Watts, G. W.**, Bryant, D. P., & Sigafoos, L. L. (2017, April). *A review of Self-Regulated Strategy Development (SRSD) and writing for 4th-12th grade students with emotional and behavioral disorders* [Poster presentation]. Council for Exceptional Children Special Education Convention & Expo, Boston, MA.

Hou, F., **Watts, G. W.**, Powell, S. R., & Hebert, M. (2017, April). *A meta-analysis of number sense instruction/intervention* [Poster presentation]. Council for Exceptional Children Special Education Convention & Expo, Boston, MA.

Watts, G. W., & Bryant, D. P. (2017, February). *Promoting number sense through number line board games delivered by cross-age tutors: A pilot study* [Paper presentation]. Pacific Coast Research Conference's 25th Annual Convention, San Diego, CA.

Sigafoos, L. L., **Watts, G. W.**, & Bryant, D. P., (2017, February). *A review of SRSD instruction for older students with EBD* [Poster presentation]. Pacific Coast Research Conference's 25th Annual Convention, San Diego, CA.

Watts, G. W., & Bryant, D. P. (2016, October). *Promoting number sense through number line board games delivered by cross-age tutors: Preliminary findings* [Poster presentation]. Division for Early Childhood's 31st Annual Convention, Louisville, KY.

Hou, F., **Watts, G. W.**, Powell, S. R., & Hebert, M. (2016, February). *A meta-analysis of number sense instruction/intervention: Preliminary findings* [Poster presentation] Pacific Coast Research Conference's 24th Annual Convention, San Diego, CA.

Roberts, G. J., Kim, M. K., Steelman, B., Reutebuch, C. K., & **Watts, G. W.** (2015, May). *The effects of a self-management intervention on academic engagement for high school*

students with ASD [Poster presentation]. Association for Behavior Analysis International's 41st Annual Convention, San Antonio, TX.

GRANTS:**Funding Awarded & In Review****TOTAL FUNDING AWARDED: \$10+ million**

Davis, M. T., **Watts, G. W.**, & López, E. J. (2025-2030). Transition University for career advancement and successful adulthood. The Office of Postsecondary Education, U.S. Department of Education.

Co-Principal Investigator

AWARDED: \$2,281,887

Davis, M. T., López, E. J., & **Watts, G. W.** (2025-2028). *Alamo Bridges: Pioneering workforce transitions for Texans with disabilities*. The Office of Special Education and Rehabilitative Services, US Department of Education.

Co-Principal Investigator

AWARDED: \$3,048,067

Flotte, S. & **Watts, G. W.** (2024-2025). Effects of behavior management strategy training on childcare educators: Outcomes and Social Validity. *Research Council Grant*, Texas A&M University - San Antonio.

Co-Principal Investigator

\$10,000 – Funded

Jozwiak, M. M. (PI), Garcia-Alvarado, S. (Co-PI), Janysek, M. (Evaluator), O'Brien, C. (Co-PI), & **Watts, G. W.** (Co-PI) (2022). Campus child care as resource enhancing student-parent success: Campus CARES. Department of Education, Office of Post-Secondary Education C-CAMPUS.

\$1,750,000.00 – Funded (\$437,482.66/year)

López, E. J., Davis, M. T., & **Watts, G. W.** (2022). Neuro-diversity Inclusion Training for Campus Instructors and Staff. Proposal submitted to the *President's Commission on Equity*, Texas A&M University - San Antonio.

Co-Principal Investigator

\$5,000 – Funded

Davis, M. T., López, E. J., **Watts, G. W.**, Sheperis, C. J., & Jozwiak, M. M. (2020-2025). TU CASA: Transition university for career advancement and successful adulthood. Office of Postsecondary Education, US Department of Education. *Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID)*

Department of Education - Office of Postsecondary Education

Co-Principal Investigator

\$2,024,181 – Funded

Watts, G. W., Davis, M. T., & Garfield, T. (2020-2021). Perceptions and experiences of first-

generation college students: In the classroom, field, and life. *Research Council Grant, Texas A&M University - San Antonio.*

Principal Investigator

\$10,000 – Funded

Davis, M. T., **Watts, G. W.**, & Garfield, T. (2019-2020). Perceptions and experiences of first-generation college students. *College of Education and Human Development Research Grant, Texas A&M University - San Antonio.*

Co-Principal Investigator

\$3,000 – Funded

Watts, G. W. (2018-2019). Replication of a Cross-age Tutoring Intervention for Students with Learning and Emotional-Behavioral Disabilities. *Research Council Grant, Texas A&M University - San Antonio.*

Principal Investigator

\$4,697 – Funded

Garfield, T., Gerzel-Short, L., & **Watts, G. W.** (2018-2019). Positive Behavioral Supports: Implementation of a classroom level behavior intervention program. *College of Education & Human Development Grant, Texas A&M University - San Antonio.*

Co-Investigator

\$4,363.80 – Funded

Watts, G. W. (2017-2018). Promoting number sense through number line board games delivered by cross-age tutors with EBD. *The University of Texas Graduate Research Award, The University of Texas at Austin.*

Principal Investigator

\$2,500 – Funded

Watts, G. W., & Zanetti, R. (2013–2014). Math Buddies: A cross-age tutoring program for students with disabilities. *SCORE Grant – Illinois Education Association.*

Principal Investigator

\$2,000 – Funded

INTERNAL & EXTERNAL GRANT PROPOSALS SUBMITTED

Unfunded proposals: \$10,120,000.00+

Davis, M. T., López, E. J., **Watts, G. W.**, & Simpson, J. M. (2024). *Centro de Excelencia: Re-entering workforce through transformation of education and vocational training.* Office of Special Education and Rehabilitative Services, US Department of Education.

Co-Principal Investigator

\$9,799,704.00 – Requested Funding

López, E. J., Davis, M. T., & **Watts, G. W.** (2023). *Aprendiendo En TU CASA: Supporting university students with intellectual disabilities.* Proposal submitted to the Gordon Hartman Family Foundation, San Antonio, TX.

Co-Principal Investigator
Requested: \$25,000.00

López, E. J., Davis, M. T., & **Watts, G. W.** (2022). *TU CASA: Program and Pre-Employment Training Services*. Proposal submitted to the HEB Community Investment Program, San Antonio, TX.

Co-Prinicpal Investigator assisting A&M-SA Development Office
Requested: \$100,000

Flotte (Katz), S. & **Watts, G. W.** (2021-2022). Effects of a behavioral momentum intervention on teacher redirections and classroom on-task behavior. *Research Council Grant*, Texas A&M University - San Antonio.

Co-Principal Investigator
Requested: \$10,000

López, E. J., Davis, M. T., **Watts, G. W.**, & Kelley, P. (2021). *Familia Extendida: Supporting students with intellectual disabilities in higher education*. Gordon Hartman Family Foundation, San Antonio, TX.

Co-Principal Investigator
Requested: \$25,000

Davis, M. T., López, E. J., **Watts, G. W.**, & Kelley, P. (2021). JUNTOS A&M-SA: TU CASA Puppy Trainer Program. Proposal submitted to the *President's Commission on Equity*, Texas A&M University - San Antonio.

Co-Principal Investigator
Requested: \$10,000

López, E. J., **Watts, G. W.**, & Davis, M. T. (2021-2022). TU CASA FAMILIA: Transition university for career advancement and successful adulthood.

Kronkosky Foundation, San Antonio, TX
Co-Principal Investigator
Requested: \$150,000

INVITED SPEAKER & RELATED PRESS & MEDIA

Students with disabilities get leg up with TAMU-SA program (2024, May 16), San Antonio Report, San Antonio, TX

https://sanantonioreport.org/tamu-sa-program-tu-casa-students-with-disabilities/?utm_term=Autofeed&utm_medium=Social&utm_source=LinkedIn#Echobox=1715867143

New childcare facility at Texas A&M-San Antonio helps student parents earn degrees (2024, April 10), Texas Public Radio, San Antonio, TX

<https://www.tpr.org/education/2024-04-10/new-childcare-facility-at-texas-a-m-san-antonio-helps-student-parents-earn-degrees>

A&M-San Antonio launches free childcare for eligible students and single parents (2024, April 10), NEWS4SA - NBC News Affiliate, San Antonio, TX

<https://www.news4sanantonio.com/news/local/am-san-antonio-launches-free-childcare-for-eligible-students-and-single-parents-bexar-county-people-kids-mothers-fathers-families-money-helping>

Texas A&M University-San Antonio offers free childcare to help students reach finish line (2024, April 9), KSAT San Antonio News, San Antonio, TX

<https://www.ksat.com/news/local/2024/04/10/texas-am-university-san-antonio-offers-free-childcare-to-help-students-reach-finish-line/#commentDiv>

Texas A&M-San Antonio offering on-campus childcare for some students (2024, April 10), KENS 5 News, San Antonio, TX <https://www.kens5.com/article/news/crime/texas-am-san-antonio-offering-on-campus-childcare-tamusa-texas-education-college-daycare-pell-grant/273-7a41c34b-8db5-40ca-95ff-914422735e32>

"I can go to college": An inclusive post-secondary education program for students with intellectual disabilities (2024, January 26), Presentation at the Down Syndrome Association of South Texas Education, San Antonio, TX

EmpoweredED Training (2023, November 17), Invited facilitator for training sessions on including individuals with disabilities in research studies. Presented by disAbility San Antonio, San Antonio, TX

A&M-San Antonio's TU CASA program makes campus a home for students with disabilities (2023, November 11). Local media write-up on TU CASA program, San Antonio Express-News, San Antonio, TX
<https://www.expressnews.com/news/education/article/tamusa-program-cognitive-disabilities-18474975.php#photo-24435585>

TU CASA Graduates Make History (2022, June 3). Local media write-up on graduation of first cohort of students from TU CASA program. A&M-SA Today, Texas A&M University-San Antonio, San Antonio, TX

<https://news.tamusa.edu/tu-casa-graduates-make-history/>

Summer BOOT camp (2021, July). Open house presentation for prospective families and students, TU CASA Program, Texas A&M University-San Antonio, San Antonio, TX.

Pilot program at Texas A&M helping students with disabilities go to college (2021, March 11). Fox News San Antonio, San Antonio, TX.
<https://foxsanantonio.com/news/education/pilot-program-at-texas-am-helping-students-with-disabilities-go-to-college>

Estudiantes con discapacidad reciben becas para una carrera universitaria (2021, January 27). Telemundo, San Antonio, TX

https://www.telemundosanantonio.com/noticias/local/estudiantes-con-discapacidad-reciben-becas-para-una-carrera-universitaria/2102811/?fbclid=IwAR2ArJxy4dX-aWV48_YqtJcCYiNjHizOZHQJqEl74TPtU0LvOfxCC5vShLg

Texas A&M-San Antonio receives funding for new program for students with intellectual disabilities (2020, October 24). Texas Public Radio, San Antonio, TX.
<https://www.keranews.org/news/2020-10-24/texas-a-m-san-antonio-receives-funding-for-new-program-for-students-with-intellectual-disabilities>

A&M-San Antonio launches pilot to support students with intellectual learning disabilities (2021). A&M-SA News, San Antonio, TX.
<http://ow.ly/lIsU50DhXJa>

Inclusive post-secondary education for students with intellectual disabilities: TU CASA Program (2021, May 6). Virtual session presented at the Young Adults with Different Abilities (YADA) quarterly meeting. San Antonio, TX

Davis, M. T. & López, E. J., **Watts, G. W.** (2020, January). Invited Speaker. *Welcome to TU CASA: Transition University for Career Advancement and Successful Adulthood*. A virtual welcome celebration for Spring 2021 student cohort and families. Burleson Center, San Antonio, TX.

Davis, M. T. & López, E. J., **Watts, G. W.** (2020, November 5). Invited Presenter. *Transition University for Career Advancement and Successful Adulthood (TU CASA)*. Open House presentation provided for students and families. Burleson Center, San Antonio, TX.

AWARDS / FELLOWSHIPS

Distinguished Rising Scholar Award 2024
Provost's Office – A&M University Faculty Awards

University Trailblazer Award 2022-2023
Office of Family Engagement at A&M-SA
Outstanding Contribution to the University for work on the Campus Cares Program

The Glickman Endowed Fellow 2014–2018
Graduate Student Research Fellowship in Early Childhood Education
The University of Texas at Austin

The University of Texas Graduate School Fellow 2016–2017
Graduate Student Research Fellowship

TECHNICAL REPORTS

Davis, M. T., López, E. J., & **Watts, G. W.** (2024). Grant Performance Report APR Y3 (PR/Award # P407A200021). Annual Performance Report to the U. S. Department of Education.

Davis, M. T., López, E. J., & **Watts, G. W.** (2023). Grant Performance Report APR Y2 (PR/Award # P407A200021). Annual Performance Report to the U. S. Department of Education.

Davis, M. T., López, E. J., & **Watts, G. W.** (2022). Grant Performance Report APR Y1 (PR/Award # P407A200021). Annual Performance Report to the U. S. Department of Education.

NON-PEER REVIEWED PUBLICATIONS

Instructor Manual and Digital/Interactive Textbook

In Prater, M. A. *Teaching Students with High Incidence Disabilities*. Thousand Oaks, CA: SAGE Publications.

Instructor Manual and Digital/Interactive Textbook

In D. Bryant, B. Bryant, & D. Smith. *Teaching students with special needs in inclusive classrooms*. Thousand Oaks, CA: SAGE Publications.

Professional Development & Reading Lesson Plans for Grades K-5

Targeting the 2 percent [Funded by Texas Education Agency]

The Meadows Center for Preventing Educational Risk

The University of Texas at Austin, Austin, TX

COURSES INSTRUCTED

Texas A&M University – San Antonio:

- *Emotional Behavioral Disorders and Related Issues (Graduate)*
- *Behavior Management of Exceptional Individuals (Undergraduate)*
- *Behavioral Aspects of Classroom Organization & Management (Graduate)*
- *Advanced Behavior Analysis & Interventions (Graduate)*
- *Survey of Exceptional Learners (Undergraduate)*
- *Research in Special Education (Graduate)*
- *Practicum in Special Education (Graduate)*

The University of Texas at Austin:

- *Advanced College Teaching (Doctoral)*
- *Positive Behavior Supports (Graduate)*
- *Foundations of Special Education (Undergraduate/Graduate)*
- *Field Supervisor/University Facilitator (Undergraduate/Graduate Student-Teachers)*

Guest Lectures:

- *Qualitative Research Methods for Special Education (Doctoral)*

- *Research Methods in Single Subject/Case Design (Doctoral)*

K-12 CERTIFICATIONS & TEACHING EXPERIENCE

Certified Teacher – Special Education Standard Certification (Texas) <i>Texas Education Agency</i>	2018–Current
Certified Teacher – Special Education Pre-K–Age 21 License (Illinois) Certificate: Learning and Behavior Disorders Specialist I <i>State of Illinois</i>	2008–Current
Behavior Interventionist – Specialist Certificate Certificate: Learning and Behavior Disorders Specialist II (Highly Qualified Status) <i>State of Illinois</i>	
Forest Park Public School District 91 <i>Forest Park, IL</i> Lead Teacher – Middle School Special Education (Cross-categorical/Inclusion) Lead Teacher – Early Childhood Special Education (Cross-categorical)	2008–2014
First United Nursery School <i>Oak Park, IL</i> Lead Teacher – Pre-K Program – <i>Inclusion Classroom</i>	2006–2008

SERVICE

College Teaching (Journal; Impact Factor: 1.8) Editor - Consulting	2025-Present
Office of International Affairs - Study Abroad Committee <i>College of Education Representative</i>	2025-Present
College of Education: Recruitment and Enrollment Committee	2024-2026
Psychology in the Schools <i>Reviewer</i>	2025–Present
Program Point of Contact – Graduate Programs <i>Special Education Program</i>	2020–Present
Journal of Inclusive Postsecondary Education <i>Review Board Member/Peer-Reviewer</i>	2025–Present
Faculty Advisor: TU CASA Amigxs Club/Program	2021–Present
Department of State’s International Visitor Leadership Program	2025, March

Ambassador for Disability Legislation in Practice: A Project for Iraq

Advances in Neurodevelopmental Disorders <i>Review Board Member/Peer-Reviewer</i>	2025–Present
Faculty Advisor: Genealogy Club	2024–Present
College of Education: Strategic Plan Committee	2024-2026
University Distinguished Faculty Awards Committee <i>College of Education & Human Development Representative/Member</i>	2023, 2025
Higher Education (Journal; Impact factor 3.6) <i>Review Board Member/Peer-Reviewer</i>	2024–Present
International Journal of Inclusive Education <i>Review Board Member/Peer-Reviewer</i>	2024–Present
British Journal of Learning Disabilities <i>Peer-Reviewer</i>	2024–Present
Educator Preparation Program Faculty Search Committee <i>ELP Department Representative</i>	2024
European Journal of Inclusive Education <i>Peer-Review Reviewer</i>	2024-2025
Faculty Compensation Advisory Committee <i>ELP Department Representative</i>	2024-2025
European Conference on Education Research (ECER) 2024 <i>Peer-Review Committee: Inclusive Education Research (Strand 04)</i>	2024
Jaguar Awards Selection Committee 2024 <i>Faculty Representative for Reviewing and Awarding Committee</i>	2024
College of Education: Strategic Planning Committee <i>ELP Department Representative</i>	2023-2024
Aesthetics, Arts, and Grounds Committee Member <i>Committee Member</i> <i>Subcommittee: Campus Murals Committee</i>	Present
Faculty Advisor: Genealogy Club	2024–Present
Search Committee: Campus CARES Master Teacher	Fall 2023

A&M-SA On-campus Childcare Program - Hiring Committee

Behavioral Sciences (Journal) <i>Review Board Member/Peer-Reviewer</i>	2023–Present
University Faculty Awards Committee <i>College of Education & Human Development Representative/Member</i>	2023–Present
Children (Journal) <i>Review Board Member/Peer-Reviewer</i>	2023–Present
Educational Sciences (Journal) <i>Review Board Member/Peer-Reviewer</i>	2023–Present
Cogent Education (Journal) <i>College of Reviewers/Peer-Reviewer</i>	2022–Present
Campus CARES: Childcare As Resource for Enhancing Student–Parent Success A&M-SA On-campus Childcare Program <i>Inclusive Coordinator for Students with Disabilities</i>	2022–Present
International Journal of Educational and Life Transitions (Journal) <i>Review Board/Peer-Reviewer</i>	2022–Present
A&M-SA's Institute for Autism and Related Disorders (IARD) <i>Steering/Advisory Committee Member</i>	2022–2023
Council for Exceptional Children National Conference – Proposal Reviewer <i>Reviewer Committee:</i> <ul style="list-style-type: none"> • <i>Division for Emotional and Behavioral Health</i> • <i>Division for Early Childhood (and DEC Conference)</i> • <i>Division for Visual and Performing Arts Education</i> 	2020–Present
A&M-SA President's Commission on Equity and Inclusive Excellence <i>PCOE2 Committee Member</i> <i>Subcommittee: Digital Accessibility & Inclusion</i> <i>Lead: Disability Awareness Month (March)</i>	2022–2023
Division for Early Childhood (DEC) – National Conference <i>Peer-Review Committee: Research Strands</i>	2017–Present
Search Committee Member: Lecturer of Curriculum & Instruction with an emphasis in Literacy Education	2022
Educare San Antonio at A&M-SA – Special Education Expert Consultant	2022

Faculty Advisor: TU CASA Amigxs Club/Program	2021–Present
American Educational Research Association (AERA) National Conference <i>Reviewer Committee</i>	2022–Present
Search Committee Member – TU CASA Program <i>Director</i> <i>Instructional Support Staff</i> <i>Coaching/Peer Program</i>	2020–2022
Budget Committee: Educator & Leadership Preparation Department	2018–Present
Program Point of Contact – Undergraduate & Graduate Programs <i>Special Education Program</i>	2020–Present
Invited Speaker <i>Burleson Center, Edgewood ISD</i>	2020
Search Committee Member <i>TU CASA Project Director Search Committee</i>	2020–2021
Search Committee Member <i>TU CASA Administrative Assistant Search Committee</i>	2020–2021
Search Committee Member <i>Burleson Faculty in Residence Search Committee</i>	2020
Graduate Recruitment: College of Education <i>College of Education</i>	2019–2020
EDSE Search Committee <i>Department/College of Education</i>	2019
edTPA Development Committee <i>College of Education</i>	2019
Review Board: Conference Proposals <i>Division for Early Childhood</i>	2019
Review Board: Conference Proposals – Intervention Research <i>Council for Learning Disabilities</i>	2018
Reviewer: Practice Strand Proposals <i>Council for Exceptional Children – National Conference</i>	2015–2018

Editor	2014–2016
<i>Texas Education Review</i>	
Membership Outreach Committee	2015–2016
<i>Council for Children with Behavioral Disorders</i>	
Illinois Education Association Representative	2011–2013
<i>National Education Association – National Conference</i>	

PROFESSIONAL DEVELOPMENT PROVIDED

Undergraduate Professional Development Workshop: 2023-2024
Self-Regulation Skills for College Students
 in collaboration with TU CASA/Amigxs Club Student Organization

Watts, G. W. (Oct. 27, 2021). *Faculty Professional Learning Session: Research Council Grants*, Texas A&M-San Antonio, Department of Leadership & Educator Preparation, San Antonio, TX

Watts, G. W. (2018–2019). *Behavioral consultation at the classroom level*. La Vernia ISD in La Vernia, TX.

Professional Development & Reading Intervention Curriculum for Grades K-5 2016-2018
Targeting the 2 percent [Funded by Texas Education Agency]
 The Meadows Center for Preventing Educational Risk
 The University of Texas at Austin, Austin, TX

Watts, G. W. (2015–2017). *Behavioral consultation at the classroom level*. University of Texas-University Charter School in Austin, TX.

Watts, G. W. (2012, April). *Developing and implementing successful functional behavior assessments/behavior intervention plans*. Professional development training for Forest Park School District 91 in Forest Park, IL.

Watts, G. W. (2011, November). *IEP goal/objective writing and the Common Core*. Professional development training for Forest Park School District 91 in Forest Park, IL.

Watts, G. W. (2011, March). *Accommodations and adaptations in the general education classroom*. Professional development training for Forest Park School District 91 in Forest Park, IL.

PROFESSIONAL MEMBERSHIPS

- [**Council for Exceptional Children \(CEC\)**](#)
 Member within the following divisions:
 - [*Division for Emotional Behavioral Health \(DEBH\)*](#)

- *[Division on Career Development & Transition \(DCDT\)](#)*

Former member within the following divisions

- *Teacher Education Division (TED)*
- *Division for Early Childhood (DEC)*
- *Division of the Visual and Performing Arts*

- **[**Texas Association of Chicanos in Higher Education \(TACHE\)**](#)**
- **[**Association for Positive Behavioral Support \(APBS\)**](#)**