

PATRICIO ERHARD, M.ED., BCBA, LBA

Education

PhD Candidate Expected 2024	Special Education The University of Texas at Austin Adviser: Dr. Terry S. Falcomata, Ph.D., BCBA-D Funded through the UT Austin Provost Scholars Fellowship, the College of Education Fellowship, and the Graduate School Continuing Education Fellowship. Areas of research: <i>social skills, generalization, multiple-exemplar training, instructive feedback, indirect requests, dual language development, equivalence-based instruction</i>
M.Ed. 2018	Special Education Texas State University Adviser: Dr. Russell Lang, Ph.D., BCBA-D Areas of research: <i>autism, applied behavior analysis</i>
B.A. 2012	Psychology (Honors) University of Texas at Austin Minor: Business Foundations

Academic Appointments

Assistant Instructor	SED 378T – Trastorno del Espectro Autista (Autism Spectrum Disorder) – <i>Spanish Course</i> University of Texas at Austin	Spring 2022, Spring 2023
Teaching Assistant	SED F396R – Single-Subject Research Design University of Texas at Austin	Summer I 2023
Teaching Assistant	SED S388 – Advanced Concepts in ABA University of Texas at Austin	Summer II 2021, Summer II 2022, Summer II 2023
Teaching Assistant	SED F388 – Theoretical Framework in ABA University of Texas at Austin	Summer I 2021, Summer I 2022, Summer I 2023
Teaching Assistant	SED s388 – Professional Development in ABA University of Texas at Austin	Summer II 2020
Teaching Assistant	SED f386 – Foundations in PBS & Class Management	Summer I 2020

	University of Texas at Austin	
Teaching Assistant	SED 388 – Practicum in SPED: Severe/Multiple Disabilities University of Texas at Austin	Spring 2020, Fall 2020, Spring 2021, Fall 2021, Fall 2022
Teaching Assistant	SED 303 – Autism: Truths & Consequences University of Texas at Austin	Fall 2019
Graduate Research Assistant	Clinic for Autism Research Evaluation and Support (CARES) Texas State University	Fall 2018
Research Mentoring	Clinic for Autism Research Evaluation and Support (CARES) Texas State University	Summer 2018
Intensive Practicum	Clinic for Autism Research Evaluation and Support (CARES) Texas State University	Fall 2017 Spring 2018
Research Assistant	Child Development in Context Lab (CDCL) University of Texas at Austin	Jun.-Aug. 2011 Jan.-May 2012
Research Assistant	Stress and Coping Lab University of Texas at Austin	Aug.-Dec. 2010

Peer-Reviewed Publications

- Oshinski, M., Falcomata, T. S., & **Erhard, P.** (2022). Interventions to teach intimate care skills to individuals with autism and other developmental disabilities: A systematic synthesis of the literature. *Journal of Developmental and Physical Disabilities, 99(99)*, 99-99. <https://doi.org/10.1007/s10882-022-09884-3>
- Hills, L., Falcomata, T. S., Nesselrode, R., & **Erhard, P.** (2022). Assessment and treatment of problem behavior with multiple functions for individuals with disabilities: A review and discussion. *Behavior Analysis: Research and Practice, 99(99)*, 99-99. doi: <https://doi.org/10.1037/bar0000259>
- Erhard, P.**, Falcomata, T. S., Oshinski, M., & Sekula, A. (2022). The effects of multiple-exemplar training on the generalization of social skills with adolescents and young adults with autism: A systematic review. *Review Journal of Autism and Developmental Disorders, 99(99)*, 99-99. doi: <https://doi.org/10.1007/s40489-022-00328-4>

Nesselrode, R., Falcomata, T. S., Wright, L., & **Erhard, P.** (2022). Functional analyses in public school settings: A systematic review of the literature. *Behavior Analysis in Practice, 99*(99), 99-99. doi: <https://doi.org/10.1007/s40617-022-00679-8>

Lang, R., **Erhard, P.**, Harmon, T., Ledbetter-Cho, K., & Lee, A. (2018). Functional communication training plus extinction is effective in reducing problem behavior maintained by environmental rearrangement. *Evidence-based Communication Assessment and Intervention*. doi: 10.1080/17489539.2018.1504422

Peer-Reviewed Book Chapters

Lang, R., **Erhard, P.**, Vigil, I., Dunn, W., & Matthews, M. (In press). Chapter 29: Characteristics and assessment of pica in individuals with intellectual disability. In J. L. Matson (Ed.), *Handbook of dual disorders – Assessment, diagnosis, and treatment in persons with intellectual disability* (2nd ed). New York, NY: Springer.

Erhard, P., & Falcomata, T. S. (2023). Generalization. In Matson, J. L. (Eds.), *Handbook of applied behavior analysis. Autism and child psychopathology series*. Springer, Cham. https://doi.org/10.1007/978-3-031-19964-6_15

Erhard, P., Wong, T., Barnett, M., Falcomata, T. S., & Lang, R. (2022). Self-management skills and applied behavior analysis. In J. L. Matson and P. Sturmey (Eds.), *Handbook on autism and pervasive developmental disorders*. New York, NY: Springer. doi: https://link.springer.com/chapter/10.1007/978-3-030-88538-0_41

Erhard, P., Falcomata, T. S., & Harmon, T. (2021). Behavioral skills training. In F. R. Volkmar (Ed.), *Encyclopedia of autism spectrum disorders*. New York, NY: Springer. doi: https://doi.org/10.1007/978-3-319-91280-6_102320

Erhard, P., Lang, R., & Rispoli, M. (2021). Disguised mands. In F. R. Volkmar (Ed.), *Encyclopedia of autism spectrum disorders*. New York, NY: Springer. doi: https://doi.org/10.1007/978-3-319-91280-6_102318

Erhard, P., El Fattal, R., & Van Etten, N. (2021). Multiple exemplar training. In F. R. Volkmar (Ed.), *Encyclopedia of autism spectrum disorders*. New York, NY: Springer. doi: https://doi.org/10.1007/978-3-319-91280-6_102319

Lang, R., Harmon, T., McLay, L., Phinney, A., Ledbetter-Cho, K., Lubarsky, A., **Erhard, P.**, Strong, K., Detar, W., & Rispoli, M. (2020). Characteristics and assessment of pica in individuals with intellectual disability. In J. L. Matson (Ed.), *Handbook of dual disorders – Assessment, diagnosis, and treatment in persons with intellectual disability*. New York, NY: Springer. doi: 10.1007/978-3-030-46835-4_26

Lang, R., Davis, T., Ledbetter-Cho, K., McLay, L., **Erhard, P.**, & Wicker, M. (2019). Psychological and educational approaches to the treatment of aggression and tantrums in people with

intellectual disability. In J. L. Matson (Ed.), *Handbook of Intellectual Disabilities: Integrating Theory, Research and Practice*. New York, NY: Springer. doi: https://doi.org/10.1007/978-3-030-20843-1_35

Manuscripts in Preparation

Please note that I have only listed articles "in preparation" if I have completed all data collection and are currently being written or their data are being analyzed.

Erhard, P., Falcomata, T.S., & Sanchez, N. J. (In preparation). The use of equivalence-based instruction to teach social skills to individuals with developmental disabilities: A systematic review.

Erhard, P., Falcomata, T. S., Nesselrode, R., Vargas Londoño, F., & Ramirez, A. (In preparation). Evaluation of instructive feedback and multiple-exemplar training as strategies for generalizing tacts across English and Spanish responses.

Erhard, P., Falcomata, T. S., Nesselrode, R., Hills, L., Lang, R., & Selvapathi, P. (In preparation). The use of pre-session manipulations as motivating operations with people diagnosed with autism spectrum disorder.

Ng, L., Falcomata, T.S., & **Erhard, P.** (In preparation). A systematic review of post-secondary transition interventions and outcomes for adults with autism spectrum disorder.

Hills, L., Falcomata, T. S., & **Erhard, P.** (In preparation). Function-based interventions for students with severe disabilities in inclusive school settings: A systematic literature review.

Willows, J., Falcomata, T.S., Baker, D., & **Erhard, P.** (In preparation). Culturally relevant transition planning for culturally and linguistically diverse families of children with autism spectrum disorder or intellectual/developmental disabilities.

Invited Scholarly Presentations

Erhard, P., Falcomata, T. S., Nesselrode, R., Vargas Londoño, F., & Ramirez, A. Evaluation of instructive feedback and multiple-exemplar training as strategies for generalizing tacts across English and Spanish responses. DEI Scholarly Contribution Paper Competition Symposium. Annual Association for Behavior Analysis International Conference, Denver, CO, May 2023.

Erhard, P. Teaching children with autism the names of items in English and Spanish using instructive feedback and multiple exemplar training. Symposium at the Autism Conference at University of Texas, Austin, TX, March 2020.

Erhard, P. Teaching children with autism the names of items in English and Spanish using instructive feedback and multiple exemplar training. Student panel at the Texas Association for Behavior Specialists, Round Rock, TX, February 2020.

Erhard, P. Teaching children with autism to respond to disguised mands and body language cues. Student Panel at the Texas Association for Behavior Specialists, Round Rock, TX, February 2019.

Additional Scholarly Presentations

Willows, J., Falcomata, T.S., Baker, D., **Erhard, P.** & Hooper, H. Culturally responsive transition planning for culturally and linguistically diverse students with autism spectrum disorder, intellectual, or developmental disabilities. Poster presented at the Research Day, Autism Cares 2023 Conference, Washington D.C., July 2023.

Erhard, P., Falcomata, T. S., Oshinski, M., & Sekula, A. (2023). The effects of multiple-exemplar training on the generalization of social skills with adolescents and young adults with autism: A systematic review. Poster presentation at the Annual Association for Behavior Analysis International Conference, Denver, CO, May 2023.

Erhard, P., Falcomata, T. S., Nesselrode, R., Vargas Londoño, F., & Ramirez, A. Evaluation of instructive feedback and multiple-exemplar training as strategies for generalizing tacts across English and Spanish responses. Poster presentation at the Annual Association for Behavior Analysis International Conference, Boston, MA, May 2022. (Refereed).

Oshinski, M., Falcomata, T. S., & **Erhard, P.** (2022). Effectiveness of interventions to teach intimate care skills to individuals with autism and developmental disabilities. Poster presentation at the Annual Association for Behavior Analysis International Conference, Boston, MA, May 2022. (Refereed).

Erhard, P. Teaching children with autism to respond to disguised mands and body language cues. Symposium on Addressing the Needs of Children with Autism Across Social, Academic, and Behavioral Domains in the Annual Association for Behavior Analysis International Conference, Chicago, IL, May 2019. (Refereed).

Erhard, P. Teaching children with autism to respond to disguised mands and body language cues. Poster presentation at the Verbal Behavior Conference, Austin, TX, April 2019. (Refereed).

Erhard, P. Teaching children with autism to respond to disguised mands and body language cues. Symposium at the Autism Conference at University of Texas, Austin, TX, March 2019.

Invited Guest Lectures

Erhard, P. Beyond simple language: Using behavior-analytic strategies to teach adjectives, prepositions, and pronouns (online webinar). My Star ABA. China, January 2024.

Erhard, P. Self-management: Practical strategies for promoting independence (online webinar). My Star ABA. China, October 2023.

Mengler, M., & **Erhard, P.** Schedules of reinforcement (online module). Texas Statewide Leadership for Autism Training. Region 13 Education Service Center / Texas Education Agency. Austin, TX. October 2023.

Mengler, M., & **Erhard, P.** Measurement and data collection in the classroom - Part 2 (online module). Texas Statewide Leadership for Autism Training. Region 13 Education Service Center / Texas Education Agency. Austin, TX. October 2023.

Mengler, M., & **Erhard, P.** Measurement and data collection in the classroom - Part 1 (online module). Texas Statewide Leadership for Autism Training. Region 13 Education Service Center / Texas Education Agency. Austin, TX. October 2023.

Erhard, P. Task analyses and chaining strategies (online module). Texas Statewide Leadership for Autism Training. Region 13 Education Service Center / Texas Education Agency. Austin, TX. October 2023.

Erhard, P. Stimulus control, transfer of stimulus control, prompting, and prompt-fading strategies (online module). Texas Statewide Leadership for Autism Training. Region 13 Education Service Center / Texas Education Agency. Austin, TX. October 2023.

Erhard, P. Equivalence-based instruction. SED S388 – Advanced Concepts in ABA. University of Texas at Austin, Austin, TX. July 2023.

Erhard, P. Supporting multiple language development with individuals with autism. Empowering Diversity: Recognizing and Treating Autism in Minority Populations. The Missing Piece Clinic. St. Edwards University, Austin, TX. March 2023.

Erhard, P. Student reception showcase. Texas Leadership Society Luncheon. University of Austin, Austin, TX. February 2023.

Erhard, P. Trastorno del espectro autista (Autism spectrum disorder). ALD 322 – Diferencias Individuales. University of Texas at Austin, Austin, TX. November 2022. (*Spanish Lecture*)

Erhard, P. Equivalence-based instruction. SED S388 – Advanced Concepts in ABA. University of Texas at Austin, Austin, TX. July 2022.

Erhard, P. World-changing students. What Starts Here Fundraising Campaign Launch. University of Austin, Austin, TX. March 2022.

Erhard, P. Self-management. SED S388 – Advanced Concepts in ABA. University of Texas at Austin, Austin, TX. August 2021.

Erhard, P. Generalization and maintenance (asynchronous). SED 388 - Practicum in Special Education: Severe/Multiple Disabilities. University of Texas at Austin, Austin, TX. April 2021.

Erhard, P. Module 19: Interpreting IEP example 2 (online module). My Star ABA. China, October 2020.

Erhard, P. Module 18: Interpreting IEP example 1 (online module). My Star ABA. China, September 2020.

Erhard, P. Module 9: Example ABA Session (online module). My Star ABA. China, March 2020.

Certifications

Licensed Behavior Analyst (Texas)	2019-present
Board Certified Behavior Analyst	2019-present
Registered Behavior Technician	2014-2019
Business Foundations Certification	2012-present

Awards and Honors

Continuing Education Fellowship – UT Austin	2023
DEI Scholarly Contribution Paper Competition Award - ABAI	2023
Phi Kappa Phi Honor Society - UT Austin	2021
Phi Kappa Phi Honor Society - UT Austin	2020
College of Education Fellowship – UT Austin	2019
Provost Scholars Fellowship – UT Austin	2019
Phi Kappa Phi Honor Society - Texas State University	2018
Alpha Chi Honor Society - Texas State University	2018
College of Liberal Arts Graduation Honors – UT Austin	2012
Graduation Honors - UT Austin	2012
Psi Chi Honor Society - UT Austin	2011

Research Experience

Towards a stronger assessment of social validity in autism treatments: Development of the Cultural Understanding of a Learner's Training Regimen (CULTR) questionnaire.

Erhard, P., Willows, J., Falcomata, T. S., & Barnett, M., Rodriguez, E., Lim, N., & Russell-George, A. (ongoing).

Used analytical concept mapping to interpret the feedback of parents of autistic children from diverse backgrounds to develop a cultural acceptability questionnaire.

Role: Principal investigator, interventionist, data collector, manuscript preparation
University of Texas at Austin, November 2023-present

Using equivalence-based instruction and video models to derive relations between direct and disguised mands.

Erhard, P., Fienup, D., Falcomata, T. S., & Barnett, M. (ongoing).

Used matching-to-sample video models to teach young adults with ASD how to derive relations between direct and indirect requests.

Role: Principal investigator, interventionist, data collector, manuscript preparation
University of Texas at Austin, November 2023-present

Evaluation of instructive feedback and multiple-exemplar training as strategies for generalizing facts across English and Spanish languages.

Erhard, P., Falcomata, T. S., Nesselrode, R., & Vargas Londono, F. (completed).

Embedded additional nontarget stimuli in a secondary language during trial-based learning to increase the vocabulary of bilingual children with an autism spectrum disorder diagnosis.

Role: Principal investigator, interventionist, data collector, manuscript preparation
University of Texas at Austin, December 2019-November 2021

Teaching children with autism to respond to disguised mands and body language cues.

Erhard, P., Lang, R., Davenport, K., Ledbetter-Cho, K., & Wicker, M. (completed).

Replicated and extended previous research by training three individuals with autism to respond to indirect language.

Role: Principal investigator, interventionist, data collector, manuscript preparation
Texas State University, June 2018-Nov 2018

Mother-infant synchrony and infant joint attention development: a transactional approach.

Gamber, B. & Neal-Beevers, A. R. (completed).

The purpose of this study was to examine joint attention abilities and mother-infant synchrony in infants with a sibling with an ASD diagnosis (high-risk) compared to infants with a sibling without ASD (low-risk).

Role: data collector, observer (video coding).

University of Texas at Austin, Jun.-Aug. 2011 & Jan.-May 2012

Clinical Experience		
Founder / Owner	Spedly LLC	2023-present
BCBA Consultant	ASPIRE	2021-present
BCBA Case Supervisor	Cultivate Behavioral Health	2019-2021
Registered Behavior Technician Marketing Coordinator	Cultivate Behavioral Health	2017-2019
Registered Behavior Technician Marketing Coordinator	First Leap	2013-2017
Volunteered Services		
Clinical Consultant	ASD Virtual Parent Support Group Cultivate Behavioral Health	Aug 20 th , 2020
Grant Reviewer	Cycle 2 Autism Grants Texas Education Agency	Feb. 28 th , 2020

Caregiver Training

Creando y Manteniendo Amistades
(Creating and Maintaining Friendships)
Pleasant Hill Elementary
Autism Society of Texas

March 26th, 2019

Professional Development

Autism Diagnostic Observation Scale (ADOS) Training

March 9th & 10th, 2020

Reviewer

Ad hoc Reviewer - Behavior Analysis in Practice

Ad hoc Reviewer - Journal of Behavioral Education

Ad hoc Reviewer - Journal of Developmental and Physical Disabilities

Professional Organization Memberships

Association for Behavior Analysis International

Texas Association of Behavior Specialists

Texas Association for Behavior Analysts

Bachelor's Students Supervised

2021-2022 - Austin Sekula

2022-2023 - Prathi Selvapathi