

Curriculum Vitae

Hunter C. King
hcking@ua.edu
 (251) 554-8864

Academic Appointments

Assistant Professor of School Psychology Department of Educational Studies in Psychology, Research Methodology, and Counseling College of Education University of Alabama, Tuscaloosa, AL	2026-Present
Assistant Professor of Education Department of Human Development and Child Studies School of Education and Human Services Oakland University, Rochester Hills, MI	2024-2026

Educational Background

Post-Doctoral Research Fellowship

Kennedy Krieger Institute, Johns Hopkins School of Medicine, Baltimore, MD Neurobehavioral Unit-Inpatient	September 2024
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Doctor of Philosophy, School Psychology

University of Utah, Salt Lake City, UT Dissertation: Caregiver Training on Antecedent Strategies to Increase Children's Compliance with Caregiver Requests	August 2023
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Pre-Doctoral Internship

Kennedy Krieger Institute, Johns Hopkins School of Medicine, Baltimore, MD ABA Track: Pediatric Feeding Disorders Program and Neurobehavioral Unit-Outpatient	July 2023
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Master of Arts, Clinical Psychology

Minnesota State University, Mankato, MN Thesis: Survey of Rewards for Teens: Extension, Replication, and 25-year Follow-up	May 2017
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Bachelor of Arts, Psychology, Cum Laude

Texas Tech University, Lubbock, TX	May 2015
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Licensure

Licensed Psychologist: Maryland (07278)
 Board Certified Behavior Analyst–Doctoral: (1-21-46978)

Certifications

Nationally Certified in Trauma-Focused Cognitive Behavior Therapy
 What Works Clearinghouse Group Design and Single-Case Design Standards Training Certification
 Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Fellow

Peer reviewed manuscripts (*N* = 33)

*Student authors are in bold

- King, H. C. **Kelly-McFarland, H.**, Randall, K. (2026). The effects of context fading on combined contingency and context changes: A preliminary human-operant investigation. *Learning and Motivation*.
- King, H. C., Nall, R., & Falligant, J. M. (2026). Extending a matching-law based account of extinction bursts to humans. *Perspectives on Behavior Science*, 49, 313–332. <https://doi.org/10.1007/s40614-026-00499-z>
- King, H. C. (2026) Quantifying interaction effects in operant relapse: An introduction on isobolographic analysis. *Perspectives on Behavior Science*, 49, 393–413. <https://doi.org/10.1007/s40614-026-00493-5>.
- King, H. C., **Perez, N., H., Kelly-McFarland, H.**, & Kranak, M. P. (2025). The effects of discriminative stimuli on combined relapse: A preliminary human-operant investigation. *Journal of the Experimental Analysis of Behavior*, 151(1). <https://doi.org/10.1002/jeab.70080>.
- King, H. C., Falligant, J. M., & Kranak, M., **Spink, C.** (2025). Discriminative properties of reinforcers modulate resurgence: A systematic review of the contextual relapse literature. *Perspectives on Behavior Science*, 48, 711–729. <https://doi.org/10.1007/s40614-025-00482-0>
- King, H. C., Chesbrough, E., Macuare, V., & Falligant, J. M. (2025). A systematic review and quality appraisal of individualized levels systems. *Education and Treatment of Children*, 48, 415–433. <https://doi.org/10.1007/s43494-025-00155-2>.
- King, H. C., Spink, C., & Falligant, J. M. (2025). Discriminative properties of reinforcers modulate resurgence: A human operant demonstration. *Journal of Experimental Analysis of Behavior*, 123(3), 256–538. <https://doi.org/10.1002/jeab.70010>.
- King, H. C., Kurtz, P., Chin, M., & Falligant, J. M. (2025). Characterizing automatically maintained self-injury with the aberrant behavior checklist. *American Journal on Intellectual and Developmental Disabilities*, 130(1), 13–23. <https://doi.org/10.1352/1944-7558-130.1.13>.
- King, H. C., Fischer, A. J., Radley, K., Davis, J., Houlihan, D., & Jenson, B. (2025). Caregiver telehealth training on antecedent strategies to increase children’s instruction following in the home. *Journal of Behavioral Education*, 34, 26–52. <https://doi.org/10.1007/s10864-023-09528-2>.
- King, H. C., Falligant, J. M., & Jacobs, K. W. (2024). Recent research on response disequilibrium theory: A concise review. *Journal of Applied Behavior Analysis*, 58(1), 262–265. <https://doi.org/10.1002/jaba.2917>.
- Chesbrough, E., King, H. C., Mariatu, F., Quigley, S., & Falligant, J. M. (2024). Further analysis of dense-to-lean and fixed lean schedule thinning. *Behavioral Interventions*, 39(4). <https://doi.org/10.1002/bin.2055>
- Madden, S., King, H. C., Chesbrough, E., & Falligant, J. (2024). Behavioral assessment and treatment of Pica: A brief report. *Neurodevelopmental Rehabilitation*, 27(7), 268–272. <https://doi.org/10.1080/17518423.2024.2397336>
- Falligant, J. M., Cero, I., King, H. C., Nall, R. (2024). A preliminary analysis of temporal dynamics in human-operant performance. *Experimental Analysis of Human Behavior Bulletin*, 35, 1–14.
- Ryan, M., King, H. C., & Falligant, J. M. (2024). Increasing toy engagement using response disequilibrium theory: A systematic replication. *The Psychological Record*, 74, 219–224. <https://doi.org/10.1007/s40732-024-00601>

- Schmidt, J. D., Krantz, J., King, H. C., Better, J., & Maruska, C. (2024). Using a brief experimental analysis to identify interventions for writing speed. *Behavioral Interventions*.
<https://doi.org/10.1002/bin.2019>
- Martone, L., King, H. C., Fischer, A. J., & Cornejo, P. (2024). Toward an inclusive research laboratory climate in school psychology training programs. *School Psychology Training and Pedagogy*, 44(2), 1–21.
- Davis, J., King, H. C., Radley, K., Jenson, H., & Corsi, C., & Jenson, B. (2024). A meta-analysis of the mystery motivator intervention. *Journal of Positive Behavioral Interventions*, 26(2), 113–127.
<https://doi.org/10.1177/10983007231224048>.
- King, H. C., Martone, L., Laureano, B., & Falligant, J. M. (2024). A systematic review of enhanced resurgence paradigms. *Journal of Experimental Analysis of Behavior*, 121(2), 266–278.
<https://doi.org/10.1002/jeab.902>
- Spencer, S., King, H. C., Martone, L., & Houlihan, D. (2022). Countercontrol: A relational frame theory account and revival of a 70-year-old Skinnerian term. *Perspectives on Behavior Science*, 45(1),
<https://doi.org/10.1007/s40614-022-00337-y>.
- King, H. C., Wu, S., Bloomfield, B., & Fischer, A. J. (2022). A practical guide on problem-solving teleconsultation in schools. *Journal of Educational and Psychological Consultation*, 33(2), 181–200. <https://doi.org/10.1080/10474412.2022.2070495>.
- King, H. C., Howarth, R. E., Choi, S., & Fischer, A. J. (2022) Using teleconsultation-enhanced treatment for avoidant/restrictive food intake disorder in an adolescent male. *Child & Family Behavior Therapy*, 44(1), 35–59. <https://doi.org/10.1080/07317107.2021.2024716>.
- King, H. C., Miller-Johnson, K., McCulla, K., Fischer, A. J., Wu, S., & Miller, M. (2021). A preliminary evaluation of a digital token economy to increase student engagement during group teletherapy. *International Journal of Technology in Education*, 4(4), 729–751.
<https://doi.org/10.46328/ijte.175>
- King, H. C., Bloomfield, B., Wu, S., & Fischer, A. J. (2021). A systematic review of school-based teleconsultation: Implications in research and practice. [Special Issue]. *School Psychology Review*, 51(2), 237–256. <https://doi.org/10.1080/2372966X.2021.1894478>.
- King, H. C., Houlihan, D., Radley, K., & Lai, D. (2021). The evolution of high probability command Manuscquences: Theoretical and procedural concerns. *European Journal of Behavior Analysis*, 22(1), 59–73. <https://doi.org/10.1080/15021149.2020.1758989>.
- Bloomfield, B. S., Fischer, A. J., King, H. C., Lehman, E. L., & Clark, R. R. (2020). Exploring implementor error during a remotely conducted school-based functional analysis training package. *Journal of Applied School Psychology*, 36(4), 347–375.
<https://doi.org/10.1080/15377903.2020.1749204>.
- King, H. C., Bella, Z., Lewis, H. J. L., Payan, J., & Fischer, J. A. (2020). The Survey of Rewards for Teens-Revised: A brief psychometric report and assessment of reward preferences in STEM education. *Child & Family Behavior Therapy*, 43(1), 27–37.
<https://doi.org/10.1080/00168890.2020.1848409>.
- King, H. C., Bloomfield, B., Fischer, A. J., Radley, K., & Dart, E. (2020). A Comparison of digital observations of students from video cameras and aerial drones. [Special Issue]. *Journal of Educational and Psychoeducational Consultation*, 31(3), 360–381.
<https://doi.org/10.1080/10474412.2020.1744446>.

- O'Callaghan, R., King, H. C., & Lewis, C. (2019). Making a SIGNificant impact. A grassroots community of practice. *Journal of Applied Research in Higher Education*, 12(5), 943–956. <https://doi.org/10.1108/JARHE-07-2019-0181>.
- King, H. C. & Houlihan, D. D. (2018). A Survey of Rewards for Teens: Extension and 25-year follow-up. *Child & Family Behavior Therapy*, 40(1), 1–25. <https://doi.org/10.1080/07317107.2017.1397839>.
- Kinskey, C., King, H. C., Miller, C.L. (2018). Open educational resources: An analysis of Minnesota state colleges and university student resources. *The Journal of Open and Distance Learning*, 33(3), 190–202. <https://doi.org/10.1080/02680513.2018.1500887>.
- Lewis, C., King, H. C., & Martin, A. (2018). Graduate teaching assistant pedagogical training: A case study. *Journal of Applied Instructional Design*, 7(1), 35–43. <https://doi.org/10.28990/jaid2018.071006>.
- Grooms, J. C., Miller, C. L., & King, H. C. (2018). To infinity and beyond: Gamifying IT service desk training: A case study. *Performance Improvement Quarterly*, 31(1), 249–268. <https://doi.org/10.1002/piq/21263>.
- King, H. C., Miller, C. L., & Bayerl, J. (2017). Building technology competency: An evidence-based approach to improving student technology skills. *Journal of Formative Design in Learning*, 1, 45–55. <https://doi.org/10.1007/s41686-017-0001-5>.

Manuscripts under review ($N = 4$)

- King, H. C., Pauls, A. M., King, S., **Kelly-McFarland, H.**, **Romzek, K.**, & **Sears, K.** A systematic review of reinforcers during functional communication training. [Manuscript submitted for publication].
- King, H. C., Mitteer, D., **Kelly-McFarland, H.**, & **Marobo, J. S.** A preliminary evaluation for mitigating relapse of undesirable caregiver behavior. [Manuscript submitted for publication].
- King, H. C., Hagopian, L., Gregory, M. Individualized levels systems: A retrospective consecutive controlled case series of 44 treatment applications. [Manuscript submitted for publication]
- Kranak, M. P., King, H. C., **Knight, C. R.**, **Sears, K. R.**, **Stephens, M. J.**, & Falligant, J. M. On the representative state of peer review in behavior analysis. [Manuscript submitted for publication]

Manuscripts in preparation ($N = 2$)

- King, H. C., Falligant, J. M., Klapes, B., Leask, L., Spink, C., & Olivia, K. A meta-analytic review of the empirical literature on the endogenous opioid hypothesis. [Manuscript in preparation]
- Marobo, J. S.**, King, H. C., **Mair, E.**, Wakabayashi, T. & Kwame, S. S. A scoping review of interventions targeting caregiver mental health in Sub-Saharan Africa. [Manuscript submitted for publication].

Book chapters ($N = 6$)

- Grunwald, K.**, King, H. C., Kranak, M., **Phillips, J.**, Falligant, J. M., & **Sprink, C.** (2025). Renewal in clinical practice: Implications and mitigation strategies. In M. Kranak (Ed.). *Behavioral treatments for individuals with autism: Promoting longevity and durability*. Springer.

- Krank, M., & King, H. C. (2025). Sustained treatment of automatically maintained destructive behavior. In D. Mitteer (Ed.). *Toward durability and generalization in the treatment of autism*. Springer Nature.
- Roberts, M., Chang, A., McCoy, E., King, H. C., Fischer, A. J., & Kazemi, E. (2025). Using artificial intelligence and robotics to support individuals on the autism spectrum. In P. Sturmey, R. Lang., and J. K. Luiselli (Eds.). *Lifespan treatment of autism spectrum disorder: An evidence-based guide for professionals and families*. Oxford University Press.
- King, H. C., Lewis, H., Martone, L. E., & Fischer, A. J. (2022). Fading procedures in the treatment of mealtime behaviors. In J. H. Cihon, L. Tereshko, K.B. Marshall, & M. J. Weiss, (Eds.). *Behavior analytic approaches to promote enjoyable mealtimes for individuals with autism and their families*. Vernon Press.
- King, H. C., Aaron, J. F., Lewis, H., & Payan J. (2021). Peer modeling interventions. In T. A., Collins, & R. O., Hawkins (Eds.). *Peers as change agents: A guide to implementing peer-mediated interventions in schools*. Oxford University Press.
- Miller, C. L. Monk, R., & King, H. C. Reinventing military science in higher education: Using service learning and cloud computing to develop future leaders. In J.M., Spector, E. Bowling, J. Elen, & V. Svihla (Eds.). *Handbook of research on educational communication and technology, 5th edition*. Springer.

Professional Presentations and Symposia (N = 38)

- King, H. C., & Kimball, R. (2026). Mitigating renewal and combined relapse: Translational outcomes with clincical implications. In. Kranak, M. (chair). *Mitigating combined relapse with discriminative stimuli and context fading: A preliminary translational evaluation*. [Symposium]. Association for Behavior Analysis International Annual Convention, San Fransciso, CA, United States.
- King, H. C., Markofski, J. N., Ferris, E., & Aliva Rozo, D. A., (2026). Understanding how context and contingency changes impact relapse. In. Montague K. (chair). *Quantifying combined stimulus changes in operant relapse: An introduction to isobolographic analysis*. [Symposium]. Association for Behavior Analysis International Annual Convention, San Fransciso, CA, United States.
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- Kelly-McFarland, H., King, H. C., Perez, N., H., & Kranak, M. P. (2026). The effects of discriminative stimuli on combined relapse: A preliminary human-operant investigation [Poster]. Association for Behavior Analysis International Annual Convention, San Francisco, CA, United States.
- Kelly-McFarland, H., King, H. C., Randall, K. (2026) The effects of context fading on combined contingency and context changes: A preliminary human-operant investigation. [Poster]. Association for Behavior Analysis International Annual Convention, San Francisco, CA, United States.
- Patel, S., King, H., Exline, E., Schmidt, J. (2025). *Evaluation of an environmental safety checklist for improving adherence to organizational standards* [Poster]. Association for Behavior Analysis International Annual Convention, Washington, DC, United States.
- Lanovaz, M. J., Leon, A., Plessas, A., & King, H. C. (2024). Innovative analytical approaches in behavior analysis: From basic to applied research. In. Hantula, D. A. (chair). *Applying disequilibrium theory in clinical settings. Considerations for practice and research*. [Symposium]. Association for Behavior Analysis International Annual Convention, Philadelphia, PA, United States.

- Call, N., McDowell, J. J., Higgenbotham, R., Falligant, J. M., Hagopian, L. P., Morris, S. L., Taylor, P., & Allen, A. E. (2024, May). In King, H. C. (chair). *Artificial organisms worked hard to create this symposium: Further evaluation of and application of the evolutionary theory of behavior dynamics*. [Symposium]. Association for Behavior Analysis International Annual Convention, Philadelphia, PA, United States.
- King, H. C., Chesborough, E., Macuare, V., & Falligant, J. M. (2024) *A systematic review and quality appraisal of individualized levels systems*. [Poster]. Association for Behavior Analysis International Annual Convention, Philadelphia, PA.
- Leask, L., King, H. C., Falligant, J. M., & Wachtel, L. (2024). *The effects of naltrexone on self-injury: A consecutive controlled case series*. [Poster]. Maryland Association for Behavior Analysis Annual Conference, Baltimore, MD, United States.
- Ryan, M. E., King, H.C., Chesbrough, E., & Falligant, J.M. (2023) *Increasing toy engagement using the disequilibrium theory: A systematic replication*. [Poster]. Maryland Association for Behavior Analysis Annual Conference, Baltimore, MD, United States.
- Leask, L., King, H. C., Falligant, J. M., & Wachtel, L. (2023). *Analysis of the endogenous opioid hypothesis*. [Poster]. Maryland Association for Behavior Analysis Annual Conference, Baltimore, MD, United States.
- Duclaux, C., Martone, L., King, H. C., & Chang, A. In Fischer, A, J. (2023, May) *Supporting individuals on the autism spectrum through robotics and virtual learning*. In. Sun, L. (Chair). Telepresence robots: What they are, empirical demonstrations, and future directions. Symposium presented at the annual conference of Applied Behavior Analysis International, Denver, CO.
- King, H. C., Fischer, A. J., Radley, K., Davis, J. L., Houlihan, D.& Jenson, W., Martone, L., & Maldonado, A. (2023, May). *Caregiver telehealth training on antecedent strategies to promote instruction following in the home*. Presented at the annual Applied Behavior Analysis International conference, Denver, CO.
- King, H. C., Bloomfield, B., Wu, S., & Fischer, A. J. (2021, November). *A systematic review of school-based teleconsultation: Implications in research and practice*. Poster presented at the annual Utah Association for School Psychologists conference, Sandy, UT.
- King, H. C., Miller-Johnson, K., McCulla, K., Fischer, A. J., Wu, S., & Miller, M. (2021, August). *A preliminary evaluation of a digital token economy to increase student engagement during group teletherapy*. Poster presented at the Utah Applied Behavior Analysis virtual conference, Salt Lake City, UT.
- Martone, L., King, H. C., & Fischer, A. J. (2021, April). *Towards an inclusive research laboratory climate in school psychology training programs*. Poster presented at Four Corners ABA conference.
- King, H. C., Howarth, R. E., Choi, S., & Fischer, A. J. (2021, March). *Using teleconsultation to treat avoidant/restrictive food intake disorder in an adolescent male with a comorbid clinical presentation*. Poster presented at the annual Applied Behavior Analysis International–Autism Conference.
- King, H. C., Jensen, H., Corsi, C., Davis, J., Jenson, B., & Radley, K. (2021, February). *A meta-analysis of the mystery motivator intervention*. Paper presented at the annual National Association for School Psychologists conference.

- King, H. C., Miller, M., Fischer, A. J. (2020, August). *Contemporary adolescent rewards: Generational shifts and applied applications*. Poster presented at the Utah Applied Behavior Analysis conference, Salt Lake City, UT.
- King, H. C., Howarth, R. E., Choi, S., & Fischer, A. J. (2020, August). *Using teleconsultation to treat avoidant/restrictive food intake disorder in an adolescent male with a comorbid clinical presentation*. Poster presented at the Utah Applied Behavior Analysis conference, Salt Lake City, UT.
- Miller, K. J., King, H. C., & Fischer, A. J. (2020, May). *Supporting acute behavior through school district integrated day treatment*. Paper virtually presented at the annual Association for Positive Behavior and Supports conference.
- Bella, Z., King, H. C., Payan, J., & Fischer, J.A. (2020, February). *Comprehension of functional behavior assessments in schools: A needs assessment of Utah public schools*. Poster presented at the annual National Association for School Psychologist conference, Baltimore, MD.
- Cornejo, P.A., King, H. C., & Fischer, A.J. (2020, February). *Restorative justice in response to student sexual harassment*. Poster presented at the annual National Association for School Psychologist conference, Baltimore, MD.
- King, H. C., Radley, K., & Fischer, A.J (2020, February). *Feedforward video self-modeling in a student with Down's Syndrome*. Poster presented at the annual National Association for School Psychologist conference, Baltimore, MD.
- King, H. C., Bella, Z., Payan, J., Lewis, H., & Fischer, A.J. (2020, February). *Test retest reliability of the Survey of Rewards for Teens-Revised*. Poster presented at the annual National Association for School Psychologist conference, Baltimore, MD.
- Bloomfield, B., King, H. C., Fischer, A.J., Dart, E., Radley, K. Feng, M., Malmrose, A., Jung, Se I., Farnsworth, A. (2019, October). *A comparison of observations of students from video cameras and aerial drones*. Poster presented at the annual Utah Association for School Psychologists conference, Salt Lake City, UT.
- Bloomfield, B., King, H. C., Fischer, A.J., Dart, E., Radley, K. Feng, M., Malmrose, A., Jung, Se I., Farnsworth, A. (2019, October). *A comparison of observations of students from video cameras and aerial drones*. Poster presented at the annual Technology, Mind, and Society conference, Washington, DC.
- King, H. C., Bella, Z., Payan, J., & Fischer, J.A. (2019, August). *Comprehension of functional behavior assessments in schools: A needs assessment of Utah public schools*. Paper presented at the annual Utah Applied Behavior Analysis conference, Salt Lake City, UT.
- Cornejo, P.A., King, H. C., & Fischer, A.J. (2019, April). *School-based group psychoeducation as restorative justice response to student misconduct*. Poster presentation at the annual Department of Education Graduate Research Fair, Salt Lake City, UT.
- Silberman, M.J., King, H. C., Omlie, C., Cornejo, P.A., & Fischer, A.J. (2018, November). *Development of a tier 2 mental health intervention in response to crisis events*. Poster presented at the annual Utah Association for School Psychologists conference, Salt Lake City, UT.
- King, H. C., Cornejo, P.A., Omlie, C., Silberman, M., & Fischer, A. (2018, November). *The effect of instructor predictability and familiarity on adolescent compliance*. Poster presented the annual Utah Association of School Psychology conference, Salt Lake City, UT.

- Fast, C., Kasahara, G., King, H. C., Lee, G., & Houlihan, D. (2017, March). *Social media use and cyberbullying in Belize*. Paper presented at the Midwestern Conference on Professional Psychology, Owatonna, MN.
- King, H. C. (2017, March). *Survey of rewards for teens: Extension, Replication, and 25-Year Follow-up*, Paper presented at the Midwestern Conference on Professional Psychology, Owatonna, MN.
- Fast, C., Kasahara, G., King, H. C., Lee, G., & Houlihan, D. (2017, April). *Social media usage and cyberbullying among adolescents in Belize*, Paper presented at the Minnesota Psychological Association 81st Annual Convention, Plymouth, MN.
- Watson, N.L., DeMarree, K.G., King, H. C., Wagner, A.N., & Cohen, L.M. (2016, March). *Social anxiety and smoking-to-cope as risk factors for smoking maintenance and relapse: The role of craving*. In Watson, N.L. (Chair). *Anxiety and Smoking: Emerging Data on Mechanistic Factors and Treatment Implications*. Symposium presented at the annual meeting of the Society for Research on Nicotine and Tobacco, Chicago, IL.
- King, H. C., Gabriella, G., Haslam, K. A., Watson, N. L., & Cohen, L. M. (2015, April). *Effects of impulsivity on distress levels after 24h of smoking abstinence*. Poster presentation at the 2015 Annual Society of Behavioral Medicine Conference, San Antonio, TX.
- Haslam, A. K., Gottlieb, J. C., Sustaita, M., Watson, N. L., Gabriella, G., Sarwar, M., King, H. C., Key, C. M., & Cohen, L. M. (2015, April). *Does encouraging exercise improve exercise rates during a quit attempt: Using a bayesian analysis*. Paper presented at the Annual Society of Behavioral Medicine Conference, San Antonio, TX.
- Haslam, A. K., King, H. C., Gottlieb, J.C., Sustaita, M., Watson, N. L., Gabriella, G., Sarwar, M., Key, C. M., & Cohen, L. M. (2015, April). *The effect of physical activity on depression during a smoking cessation intervention*. Poster presented at the 2015 Annual Society of Behavioral Medicine Conference, San Antonio, TX

Non-referred Scholarly Documents (N = 6)

- King, H. C. (2019). Behavior assessment. In Fischer, A. J. (Ed). *The Acute Services for Children in Education and Day-Treatment (ASCEND) program manual*. Department of Educational Psychology, University of Utah, Salt Lake City, UT.
- King, H. C. (2019). Data collection. In Fischer, A. J. (Ed). *The Acute Services for Children in Education and Day-Treatment (ASCEND) program manual*. Department of Educational Psychology, University of Utah, Salt Lake City, UT.
- King, H. C. (2019). Check In / Check Out. In Fischer, A. J. (Ed). *The Acute Services for Children in Education and Day-Treatment (ASCEND) program manual*. Department of Educational Psychology, University of Utah, Salt Lake City, UT.
- King, H. C. (2019). Mental Health Services. In Fischer, A. J. (Ed). *The Acute Services for Children in Education and Day-Treatment (ASCEND) program manual*. Department of Educational Psychology, University of Utah, Salt Lake City, UT.
- Haslen, E. G., King, H. C., & Hafner, B. J. (2017). Falls in people with lower limb loss or deficiency: A scoping report. *American Academy of Orthotists & Prosthetists*.
- King, H. C., & Qijie, C. (2016). Self-Grading: A Commentary. *iSALT Resources: Theories, Concepts, and Measures*. Paper 7. Minnesota State University, Mankato. http://cornerstone.lib.mnsu.edu/isalt_resources/7.

Invited Lectures (N = 6)

- King, H. C. (2026, February). *Effective use of ChatGPT in academic research*. Department of Human Development and Child Studies, Oakland University.
- King, H. C., & Falligant, J. M. (2025, April). *Characterizing automatically maintained self injurious behavior with the Abberant Behavior Checklist*. Virtual presentation for the *American Journal on Intellectual and Developmental Disabilities*.
- King, H. C. (2024, November). *The science and philosophy of human behavior*. Department of Human Development and Child Studies, Oakland University.
- King, H.C. (2024, April). *Identifying and mitigating resurgence of challenging behavior*. Kennedy Krieger Institute, Johns Hopkins School of Medicine.
- King, H.C. (2024, February). *Applied behavior analysis and function-informed behavior interventions*. Neuropsychiatry Didactics, PGY-2. Johns Hopkins School of Medicine, Department of Psychiatry and Behavioral Sciences.
- King, H.C. (2023, October). *The magnificent world of applied behavior analysis: Finding my theoretical orientation and career path*. Presented to the students of applied behavior analysis society (SABAS) at the University of Maryland, Baltimore Campus, Baltimore, MD.

Contracts (N=1)

Havenwick Psychiatric Hospital. Behavior Consultant. Amount: \$4500.

Grants (N = 9)

- National Institute of Health. R16. *Disrupting relapse pathways: An analysis of tactics to mitigate additive relapse*.
Amount Requested: \$124,985. Role PI. Status: Under review
- National Institute of Child Health and Human Services. R01. *Determinants of behavioral persistence in stereotypic movement disorder with self-injury*.
Amount requested: \$434,335. Role: Other significant contributor. Status: Under review.
- Spencer Foundation (2022). *Enhancing access and equity to conjoint-behavioral teleconsultation through contemporary technologies to support special educators, caregivers, and elementary-aged students with disabilities*.
Amount requested: \$485,000. Role: Writing assistant. Status: Unfunded.
- Institute of Education Sciences, Goal II (2020). *Using artificial intelligence-driven virtual reality behavior training to improve classroom management and prosocial outcomes of elementary school students*.
Amount requested: \$1,487,218. Role: Writing assistant. Status: Unfunded.
- Institute of Education Sciences, Goal II (2020). *Enhancing access and equity to conjoint-behavioral teleconsultation through contemporary technologies to support special educators, caregivers, and elementary-aged students with disabilities*.
Amount requested: \$1,497,516. Role: Writing assistant. Status: Unfunded
- Spencer Foundation (2020). *The Use of Virtual Training Environments to Promote Teacher's Use of Evidence-Based Strategies in School-Based Settings*.

Amount requested: \$50,000. Role: Writing assistant. Status: Unfunded

Sidney W. & Janet R. Bijou Foundation (2020). *The Development of a Reward Survey for Today's Youth: Examining Changes in Reward Preference Across Age*.
Amount requested: \$2,012. Role: Co-PI. Status: Unfunded

Department of Education, University of Utah (2019). *Assessment and Treatment of Severe Behavior*.
Amount requested: \$3,500. Role: Writing assistant. Status: Unfunded

Institute of Education Sciences, Goal II (2019). *Rolling Out Telepresence Robots to Support Special Education Teachers through Problem Solving Consultation and Improve Outcomes for Elementary-Aged Students with or At-Risk for a Disability*.
Amount requested: \$1,397,957. Role: Writing assistant. Status: Unfunded

Editorial responsibilities

<i>Journal of Applied Behavior Analysis</i>	Board of Editors
<i>Behavior Analysis In Practice</i>	Board of Editors
<i>Advances in Higher Education</i>	Board of Editors
<i>Journal of the Experimental Analysis of Behavior</i>	Guest Reviewer
<i>European Journal of Behavior Analysis</i>	Guest Reviewer
<i>Frontiers in Psychiatry</i>	Guest Reviewer
<i>Research on Child and Adolescent Psychopathology</i>	Guest Reviewer
<i>School Psychology Review</i>	Guest Reviewer
<i>Contemporary School Psychology</i>	Guest Reviewer
<i>Advances in Neurodevelopmental Disorders</i>	Guest Reviewer
<i>The Journal of Open and Distance Learning</i>	Guest Reviewer
<i>American Educational Research Association (2020)</i>	Panel Reviewer

Courses Taught

Concepts and Principles of Applied Behavior Analysis
Behavior Assessment
Ethics in Behavior Analysis
Assessment for Intervention Across the Lifespan
Supporting Students with Behavioral and/or Emotional Impairment
Counseling Issues for Special Needs
Legal Issues in Special Education
Motivation and Organizational Settings

Dissertation Committee Member (N = 1)

Kim, B. (2025). Headstart teachers' turnover and retention trends from 2022 to 2025 in the early adoption phase of the 2025 Teacher Compensation Provision. Oakland University, MI.

Masters Thesis and Capstone Committee Member (N = 2)

Huetlinger, A. (2024). The effects of verbal stimuli on behavior regulation during response deficit: An exploration into autmenting. Salem State University, MA.

Milton-Harrison, M. (2025). Development of a needs assessment for ABA clinics serving medicare clients. Oakland University, MI.

Service Positions

Research Support Committee, Chair, Oakland University,	2025-Present
Research Support Committee, Member, Oakland University,	2024-2025
Student Advisory Committee, University of Utah, Department of Education	2021-2022

Honors and awards

Faculty Research Award. School of Education and Human Services, Oakland University. Winter, 2026.

Research Travel Award. School of Education and Human Services, Oakland University. Winter, 2026.

Research Support Award. School of Education and Human Services, Oakland University. Winter, 2026.

Contemporary adolescent rewards: Generational shifts and applied applications. Best poster award, presented at the 2020 Utah Applied Behavior Analysis conference, Salt Lake City, UT.

A preliminary evaluation of a digital token economy to increase student engagement during group teletherapy. Best poster award presented at the 2021 Utah Applied Behavior Analysis conference, Salt Lake City, UT. Best poster award.

Educator Workshops and Trainings (N = 10)

King, H. C. (2025, September). Understading and supporting challenging beahvior. Havenwyck Psychiatric Hospital.

King, H. C., & Chuang, A. (2022, April). *A guide on assessing and supporting student behavior.* Presented to school staff and district administrators in Washington County School District.

King, H. C. (2021, October). Changing what we can: A primer on increasing appropriate behavior in educational settings. Presented to school staff and administrators at Rose Creek Elementary School, Riverton, UT.

King, H. C. (2021, March). *Changing what we can: A primer on increasing appropriate behavior in educational settings.* Presented to school staff and administrators at Rose Creek Elementary School, Riverton, UT.

King, H.C. (2021, February). *Assessing adolescent reward preferences: Generational shifts and applied applications.* Presented at the Jordan School District guidance in-service.

King, H.C. & Martone, L. (2020, October). *Waves of behavior therapy.* Webinar presented as part of the University Technology, Training, Education, and Consultation professional development series, Salt Lake City, UT.

King, H.C. (2020, January). *Thinking functionally & preventing and responding to challenging behavior in elementary-aged students.* Presented at Sorenson Unity Center, Salt Lake City, UT.

King, H.C. (2019, October). *Thinking functionally & preventing and maximizing outcomes for adolescents.* Presented at H.M. Knight Elementary, Moab, UT.

King, H.C. (2018, October). *Personalizing educator's handbook at the school level.* Presented to school staff and administrators at Itineris Early College Highschool, West Jordan, UT.

King, H.C. (2019, February). *Multi-Tier Systems of Support and Positive Behavior Interventions and Support.* Presented to special-education teachers and school administration at Sand Ridge Middle School, Roy, UT.

Trainee-Based Research Experience

- Kennedy Krieger Institute, Neurobehavioral Unit-Inpatient** 2023-2024
Auto Self-Injurious Behavior Lab, Louis Hagopian, Ph.D., LP., BCBA-D
 Assist in a federally funded two-armed, cross over clinical trial evaluating the efficacy of competing stimuli on automatically maintained self-injurious behavior.
- Kennedy Krieger Institute, Neurobehavioral Unit-Inpatient** 2023-2024
John Michael Falligant and Jonathan Schmidt, Ph.D., LP., BCBA-D
 Conduct translational and applied investigations on operant relapse, quantitative models of behavior, assessment and treatment of severe behavior, and brief experimental analyses.
- University of Utah, Department of Educational Psychology** 2018-2023
U-TTEC Research Lab, Aaron Fischer, Ph.D., LP., BCBA-D
 Collaborative and independent research focusing on the intersection of technology and behavior assessment and intervention with school-aged children and their caretakers.
- Minnesota State University, Mankato** 2016-2017
Institutional Review Board (IRB) - Student Member
 Assist IRB in reviewing research proposals from various academic departments.
- Minnesota State University, Mankato** 2016- 2017
Academic Technology Services, Carrie Miller, Ph.D.
 Collaborative research focusing on student preferences for open educational resources, development of special interest groups, and gamified on-board training.
- Minneapolis, MN Veteran Affairs Healthcare Center** Summer 2016
Research Practicum, Supervisor: Melissa Polusny, Ph.D., LP.
 Assist with data collection and analysis for Risk and Resilience in National Guard Soldiers (RINGS) PTSD research study. Support the submission of a federally funded grant proposal for PTSD-related research, and composition of a scoping report on fall risks for amputees with a lower limb prosthetic.
- Minnesota State University, Mankato** 2016-2017
Academic Technology Services, Vicky Cai, Ph.D.
 Assist with the development of conceptual framework for iSALT fellowship research projects and survey development.
- Minnesota State University, Mankato** 2015-2017
Department of Psychology, Daniel Houlihan, Ph.D.
 Collaborative and independent research on adolescent cyberbullying in Belize, South America, and survey development for adolescent reward preferences and family involvement in extended care facilities.
- Texas Tech University** 2014- 2015
Behavioral Psychopharmacology Laboratory, Lee Cohen, Ph.D., LP.
 Collaborative and independent research focusing on state and trait symptoms of social anxiety during smoking cessation programs, and physical activity on depression during smoking cessation interventions.

University-Based Clinical Experience

- Kennedy Krieger Institute: Applied Behavior Analysis Track** July 2022- Present
Supervisor: Alison Kozlowski, Ph.D., LP, BCBA-D, John Huete, Ph.D. LP., Baltimore, MD

Assessment and treatment of severe behavior in individuals with intellectual and developmental disabilities, monitor treatment progress, and train caregivers on strategies to maintain treatment gains in community settings.

Washington County School District

August 2021-May-2022

Supervisor: Aaron Fischer, Ph.D., LP., BCBA-D

Provide problem-solving teleconsultation to special educators on functional behavior assessment and behavior intervention plans. Provide supervision to five Registered Behavior Technicians and two BCBA-trainees.

Rose Creek Elementary School, School-based internship

August 2021-May 2022

Supervisor: Abby Gottsegen, Ph.D., LP., NCSP, Jordan, UT.

Conduct psychoeducational evaluations, provide individual group therapy to children, educator consultation on behavior assessment and intervention, and direct provision of functional behavior assessments and behavior intervention plans.

Midvale Elementary School School-Based Practicum

January 2021-May 2021

Supervisor: Pamela Doyle, Ph.D., NCSP, Jordan Valley, UT.

Conduct psychoeducational evaluations, provide individual therapy and group counseling to children, and direct provision of functional behavior assessments and behavior intervention plans.

South Valley School, School-Based Practicum

Fall 2020-December 2020

Supervisor: Abby Gottsegen, Ph.D., LP, NCSP, Jordan, UT.

Conduct psychoeducational evaluations and provide individual therapy and group counseling to adult-aged students with moderate to severe intellectual, developmental, and medical disabilities.

University of Utah Pediatric Feeding Disorder Clinic

November 2019-March 2020

Supervisor: Aaron J. Fischer, Ph.D., BCBA-D, Salt Lake City, UT.

Design and implement feeding interventions via teleconsultation for adolescents with a range of mealtime challenges.

ASCEND Day-Treatment Program

August 2019- May 2021

Supervisor: Aaron J. Fischer, Ph.D., LP., BCBA-D, Salt Lake City, UT.

Coordinate student intakes and graduate-clinician caseloads; develop and implement functional behavioral assessment (indirect, descriptive, experimental) and behavior intervention plans; conduct trauma-informed cognitive behavior therapy with at-risk children; conduct dialectical behavior group therapy.

University of Utah Educational Assessment and Support Clinic

January 2019-May 2020

Supervisor: Janiece Pompa, Ph.D., LP.

Conduct psychoeducational evaluations and cognitive behavioral therapy with children and adolescents with mood and or behavioral difficulties.

Canyon View School

January 2019-May 2019

Supervisor: Heather Shepard, BCBA, Ogden, UT.

Conduct functional behavioral assessments (indirect, descriptive, experimental) and behavior intervention plans targeting mild to severe behavior in school settings. Provide behavior consultation to promote intervention integrity.

Bryant Middle School

November 2018-May 2019

Supervisor: Aaron J. Fischer, Ph.D., LP., BCBA-D, Salt Lake City, UT.

Assist in the development and delivery of a restorative group therapy, grounded in a feminist multicultural therapy framework, on sexual assault focusing on consent, interpersonal skill building, and empowerment.

Blind Mule Behavior Management*Supervisor: Glenn Dyke, BCBA*

August 2018-May 2019

Provide behavioral consultative services to educators in primary and secondary schools. Conduct functional behavioral assessments (indirect, descriptive, experimental) and implement and monitor behavior intervention programs for children and adolescents displaying moderate to severe disruptive behavior.

Non-University Based Clinical Experience**Women's Protective Services**

June 2017-July 2018

*Position: Adult and Child Therapist**Supervisor: Rebecca Hyman, LPC*

Provide trauma-focused cognitive-behavior therapy to children and adolescents and cognitive processing therapy to adults exposed to domestic violence/traumatic event(s). Provide trauma-informed group therapy focused on assertiveness and coping with anxiety and depression.

Adult Child and Family Services

July 2015- February 2016

Position: Mental Health Practitioner. Mankato, MN

Facilitate individual (and family) in-home behavioral skills-training with adolescents with a formal diagnosis of a neurodevelopmental, disruptive/impulse, or affective disorders. Document client progress using Procentive electronic medical records

Ranch at Dove Tree Treatment Center

June 2013 – June 2015

Position: Full-time Mental Health Technician. Lubbock, TX

Provide psychosocial support to clients early in sobriety from prolonged alcohol and/or drug abuse. Monitor daily activities of current collegiate male clients. Manage resident medication and disbursement.

Professional societies and memberships

National Association of School Psychology: Student Member (#1055725)

American Psychological Association Division 25: Member (#C2002478987)

American Educational Research Association: Member (#1024735)

Association for Behavioral Analysis International: Full Member (#130541)

Professional references

Aaron Fischer, Ph.D., LP., BCBA-D: Professor of School Psychology, University of Utah
Phone (609) 760-4908 | aaron.fischer@utah.edu

John Michael Falligant, Ph.D., LP., BCBA-D: Assistant Professor of Clinical Psychology, Auburn University. Phone (205) 807-2371 | jmf0031@auburn.edu

Michael Kranak, Ph.D., BCBA-D. Assistant Professor of Education, Department of Human Development and Child Studies, Oakland University. kranak@oakland.edu

Daniel Houlihan, Ph.D. Professor of Clinical Psychology, Minnesota State University, Mankato. Phone: (507) 389-6308 | daniel.houlihan@mnsu.edu.