



CURRICULUM VITAE

Elizabeth Talbott, Ph.D.

Associate Dean for Research & Faculty Development

Professor of Special Education

School of Education, William & Mary

301 Monticello Avenue

Williamsburg, VA 23187-8795

Office: (757) 221-2335

ehtalbott@wm.edu

Expertise: Use of evidence in assessment, intervention, & public policy for youth with mental health, learning, and behavioral disabilities

EDUCATION

- 1994 Ph.D., University of Virginia
School of Education & Human Development, Special Education
- 1985 M.Ed., University of Virginia
School of Education & Human Development, Special Education
- 1982 B.S., Virginia Tech
Psychology (major) & English (minor)

PROFESSIONAL POSITIONS

- 2020- Associate Dean for Research and Faculty Development
2019- Professor, Special Education
2019-2020 Department Chair, Curriculum & Instruction
School of Education, William & Mary
- 1994-2019 Assistant-Associate-Full Professor, Special Education
2005-2015 Department Chair, Special Education
College of Education, University of Illinois at Chicago
- 1985-1990 Special Education Teacher
Emotional, Behavioral, and Learning Disabilities: 3rd-6th grades
4th Grade Teacher & Team Leader
Albemarle County Schools, Charlottesville, VA
- 1982-1985 Mental Health Worker, Blue Ridge Hospital
University of Virginia
- 1981 Undergraduate Research Director, Virginia Tech
National Science Foundation Undergraduate Research Grant (#SPI-8003981)
E. Scott Geller, Faculty Director

PROFESSIONAL AFFILIATIONS

Board of Directors and Founding Affiliate, Consortium for the Advancement of Special Education Research, University of Virginia (2017-)

Faculty Affiliate for Research and Development, Center for Urban Education Leadership, University of Illinois at Chicago (2016-)

Affiliate, Institute for Collaboration on Health, Intervention & Policy; Collaboratory on School and Child Health, University of Connecticut (2020-)

Consultant, National Center for Leadership in Intensive Intervention, Vanderbilt University (2019-)

AWARDS, HONORS, AND FELLOWSHIPS

John B. & Florence S. May Fellowship in Learning Disabilities, University of Virginia (1991-92)

Dean's Dissertation Award, Curry School of Education, University of Virginia: *Antisocial and Depressed Girls: Parents', Teachers', and Girls' Perspectives* (1993-94)

PROFESSIONAL DEVELOPMENT IN HIGHER EDUCATION

Management Development Program. Harvard Graduate School of Education (June 1–14, 2014). Harvard University, Cambridge, MA.

PUBLICATIONS

Articles in Refereed Journals

*indicates graduate student co-author

- De Los Reyes, A., Talbott, E., Power, T., Michel, J., Cook, C.R., Racz, S. J., & Fitzpatrick, O.* (2022). The needs-to-goals gap: How informant discrepancies in youth mental health assessments impact service delivery. *Clinical Psychology Review*. Advance online publication. <https://doi.org/10.1016/j.cpr.2021.102114>
- Cook, B. G., Johnson, A. H., Maggin, D. M., Therrien, W. J., Barton, E. E., Lloyd, J. W., Reichow, B., Talbott, E., & Travers, J. C. (2021). Open science and single-case design research. *Remedial and Special Education*. <https://doi.org/10.1177/0741932521996452>
- Kumm, S.*, Talbott, E., & Jolivette, K. (2021). Electronic self-monitoring for secondary students with high incidence disabilities. *Journal of Special Education Technology*, 36(3), 141-151. <https://doi.org/10.1177/01626434211004450>
- Talbott, E., De Los Reyes, A., Power, T., Michel, J., & Racz, S. J. (2021). A team-based collaborative care model for youth with attention deficit hyperactivity disorder in education and health care settings. *Journal of Emotional and Behavioral Disorders*, 29(1), 24-33. <https://doi.org/10.1177/1063426620949987>.
- Talbott, E., Zurheide, J. L., Karabatsos, G., & Kumm, S.* (2021). Teacher similarities in the assessment of externalizing behavior among twins: A meta-analysis. *Behavioral Disorders*, 46(2), 80-95. <https://doi.org/10.1177/0198742920902374> (Work supported by NSF grant# SES-1156372).
- Kumm, S.*, Maggin, D. M., Brown, C.*, & Talbott, E. (2019). A meta-analytic review of interventions targeting youth with internalizing disorders in juvenile justice facilities. *Residential Treatment for Children and Youth*, 36(3), 235-256. <https://doi.org/10.1080/0886571X.2018.1560716>

- Talbott, E., Karabatsos, G., & Zurheide, J. L.* (2018). Informant similarities, twin studies, and the assessment of externalizing behavior: A meta-analysis. *Journal of School Psychology, 67*, 31-55. <http://dx.doi.org/10.1016/j.jsp.2017.09.004> (Work supported by NSF grant# SES-1156372.)
- Talbott, E., Maggin, D. M., & Van Acker, E.Y.,* & Kumm, S.* (2018). Quality indicators for reviews of research in special education. *Exceptionality, 26* (4), 245-265. <https://doi.org/10.1080/09362835.2017.1283625>
- Farmer, T. W., Talbott, E., Dawes, M., Huber, H., & Brooks, D. (2018). Social dynamics management: What is it and why is it important for emotional and behavioral interventions? *Journal of Emotional and Behavioral Disorders, 26* (1), 3-10. <https://doi.org/10.1177/1063426617752139>
- Maggin, D. M., Talbott, E., Van Acker, E. Y.,* & Kumm, S.* (2017). Quality indicators for systematic reviews in Behavioral Disorders. *Behavioral Disorders, 42*(2), 52–64. <https://doi.org/10.1177/098742916688653>
- Talbott, E., Mayrowetz, D., Maggin, D. M. & Tozer, S. (2016). A distributed model of special education leadership for individualized education program teams. *Journal of Special Education Leadership, 29*(1), 23-31.
- Farmer, T.W., Sutherland, K. S., Talbott, E., Brooks, D., Norwalk, K., & Huneke, M. (2016). Special educators as intervention specialists: Dynamic systems and the complexity of intensifying intervention for students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 24*(3), 173-186. <https://doi.org/10.1177/1063426616650166>
- Farmer, T. W., Gatzke-Kopp, L. M., Lee, D. L., Dawes, M., & Talbott, E. (2015). Research and policy on disability: Linking special education to developmental science. *Policy Insights from Behavioral and Brain Sciences, 1*-8. <https://doi.org/10.1177/2372732215624217>
- Karabatsos, G., Talbott, E., & Walker, S. (2015). A Bayesian non-parametric meta-analysis model. *Research Synthesis Methods, 6*(1), 28-44. <https://doi.org/10.1002/jrsm.1117> (Work supported by NSF grant #SES-1156372.)
- Talbott, E., Fleming, J., Karabatsos, G., & Dobria, L.* (2011). Making sense of minority student classification into special education: School context matters. *International Journal of Special Education, 26* (3), 150-170. <http://www.internationaljournalofspecialeducation.com>, member of the Directory of Open Access Journals, <https://doaj.org/toc/0827-3383>
- Atkins, M. S., Frazier, S. L., Leathers, S. J., Graczyk, P., Talbott, E., Jakobsons, L., Adil, J., Marinez-Lora, A., Demirtas, H., Gibbons, R. B., & Bell, C. C. (2008). Teacher key opinion leaders and mental health consultation in low-income urban schools. *Journal of Consulting and Clinical Psychology, 76* (5), 905-908. <https://doi.org/10.1037/a0013036>
- Atkins, M.S., Frazier, S. L., Birman, D., Adil, J., Jackson, M., Graczyk, P. A., Talbott, E., Farmer, A.D., Bell, C. C., & McKay, M. (2006). School-based mental health services for children living in high poverty urban communities. *Administration and Policy in Mental Health and Mental Health Services Research, 33*(2), 146-159. <https://doi.org/10.1007/s10488-006-0031-9>

- Talbott, E., & Fleming, J. (2003). The role of social contexts and special education in the mental health problems of urban adolescents. *Journal of Special Education, 37*(2), 139-181.
- Talbott, E., Celinska, D.*, Simpson, J.*, & Coe*, M. (2002). "Somebody else making somebody else fight": Aggression and the social context among urban adolescent girls. *Exceptionality, 10*, 203-220.
- Mastropieri, M. A., Scruggs, T., Mohler, L., Beranek, M., Spencer, V., Boon, R. T., & Talbott, E. (2001). Can middle school students with serious reading difficulties help each other and learn anything? *Learning Disabilities Research and Practice, 16*, 21-29.
- Van Acker, R., & Talbott, E. (1999). The school context and risk for aggression: Implications for school-based prevention and intervention efforts. *Preventing School Failure, 44*, 12-20.
- Talbott, E., & Thiede, K. (1999). Pathways to antisocial behavior among adolescent girls. *Journal of Emotional and Behavioral Disorders, 7*, 31-39.
- Talbott, E., & Lloyd, J.W. (1997). Raters' views of the problems and competence of adolescent girls. *Exceptionality, 7*, 229-243.
- Talbott, E. (1997). Reflecting on antisocial girls and the study of their development: Researchers' views. *Exceptionality, 7*, 267-272.
- Atkins, M. S., McKay, M. M., Talbott, E., & Arvanitis, P. (1996). *DSM-IV* diagnosis of conduct disorder and oppositional defiant disorder: Implications and guidelines for school mental health teams. *School Psychology Review, 25*, 274-283.
- Talbott, E., Lloyd, J. W., & Tankersley, M. (1994). Effects of reading comprehension interventions for students with learning disabilities. *Learning Disability Quarterly, 17*, 223-232.
- Geller, E. S., Paterson, L., & Talbott, E. (1982). A behavioral analysis of incentive prompts for motivating seat belt use. *Journal of Applied Behavior Analysis, 15*, 403-415.

Manuscripts & books in preparation; submitted for publication

***indicates student co-author**

- Talbott, E., De Los Reyes, A., Kearns, D. M., Mancilla-Martinez, J., Cook, C. R., & Wang, M. (2022, in progress). *Evidence based assessment in special education research: Advancing the use of evidence in methods, tools, and empirical processes*. Manuscript under review.
- Talbott, E., Maggin, D. M., Chin, P. A.*, Ashley, L.*, & Curry, M. K.* (2022, in progress). *Outcome-reporting bias in special education research using experimental and quasi-experimental group designs: A conceptual replication*. Registered report with stage 1 in principle acceptance at *Remedial and Special Education*.
- Maggin, D. M., Talbott, E., Zarate, K.*, Van Acker, E. Y., Curry, M. K.*, & Chin, P. A.* (2022, in progress). *Outcome-reporting bias in single-case design special education research*. Manuscript in preparation. Research methods pre-registered: <https://osf.io/px5kr/>

Books and Book Chapters

*indicates graduate student co-author

- Farmer T. W., Talbott, E., McMaster, K. L., Lee, D., & Aceves, T. C. (2022). *Handbook of Special Education Research: Theory, Methods, and Developmental Processes: Volume 1*. Routledge. <https://www.routledge.com/Handbook-of-Special-Education-Research-Volume-I-Theory-Methods-and-Developmental/Farmer-Talbott-McMaster-Lee-Aceves/p/book/9780367708849>
- Farmer T. W., Talbott, E., McMaster, K. L., Lee, D., & Aceves, T. C. (2022). Taking stock of special education research: Current perspectives and future directions. *Handbook of Special Education Research: Theory, Methods, and Developmental Processes: Volume 1*. Routledge.
- Talbott, E., & De Los Reyes, A. (2022). Making sense of multiple data sources: Using single case research design for behavioral decision making. In T. W. Farmer, E. Talbott, K. L. McMaster, D. Lee, & T. C. Aceves (Eds.), *Handbook of Special Education Research: Theory, Methods, and Developmental Processes: Volume 1*. Routledge.
- Brown, C., Maggin, D. M., & Talbott, E. (2022). Culturally adapted behavioral strategies for special educators. In T. W. Farmer, E. Talbott, K. L. McMaster, D. Lee, & T. C. Aceves (Eds.), *Handbook of Special Education Research: Theory, Methods, and Developmental Processes: Volume 1*. Routledge.
- Talbott, E., DeArment, S., Sterrett, B.*, & Chen, C-C. (2020). Leading the team for youth with emotional and behavioral disabilities: Special educators as adaptive intervention specialists. In T. W. Farmer, M. Conroy, E. M. Z. Farmer, & K. Sutherland (Eds.), *Handbook of Research on Emotional & Behavioral Disabilities: Interdisciplinary Developmental Perspectives on Children and Youth* (pp. 449-461). Routledge.
- Hughes, M. T., & Talbott, E. (2017). *The Wiley Handbook of Diversity in Special Education* (edited volume). Chichester, West Sussex, UK: John Wiley Press. <http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118786971.html>
- Talbott, E., & Hughes, M. T. (2017). *Preface*. In Hughes, M.T. & Talbott, E. (Eds.), *The Wiley Handbook of Diversity in Special Education* (pp. xxi—xxiii). Chichester, West Sussex, UK: John Wiley Press. <http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118786971.html>
- Talbott, E., Trzaska, A.*, & Zurheide, J. L.* (2017). A systematic review of peer tutoring interventions for students with disabilities. In Hughes, M. T., & Talbott, E. (Eds). *The Wiley Handbook of Diversity in Special Education* (pp. 321-356). Chichester, West Sussex, UK: John Wiley Press. <http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118786971.html>
- Talbott, E. (2015). Peer support strategies and special education. In W. G. Scarlett (Ed.), *Encyclopedia of Classroom Management: An A to Z Guide (2: 774-777)*. Thousand Oaks, CA: Sage.
- Talbott, E. (2015). Classroom management and special education. In W. G. Scarlett (Ed.), *Encyclopedia of Classroom Management: An A to Z Guide (1: 256-259)*. Thousand Oaks, CA: Sage.
- Talbott, E., & Cushing, L. S. (2011). Engaging youth with disabilities in school: Building and

sustaining positive relationships. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Assessment and intervention: Advances in learning and behavioral disabilities* (Vol. 24, pp. 198-220). Emerald Group: Bingley, U.K.

Talbott, E. (2005). Conduct disorder. In S.W. Lee & P.A. Lowe (Eds.), *Encyclopedia of School Psychology* (pp. 107-109). Thousand Oaks, CA: Sage.

Atkins, M.S., Frazier, S., Adil, J., & Talbott, E. (2003). School mental health in urban communities. In M. Weist, S. Evans, & N. Lever (Eds.), *School mental health handbook* (pp. 165-178). New York: Kluwer Academic/Plenum Publishers.
<https://psycnet.apa.org/record/2003-00374-012>

Mastropieri, M. A., Spencer, V., Scruggs, T. E., & Talbott, E. (2000). Students with disabilities as tutors: An updated research synthesis. In T. E. Scruggs and M. A. Mastropieri (Eds.), *Advances in Learning and Behavioral Disabilities* (Vol. 14, pp. 247-279). Greenwich, CT: JAI Press.

Talbott, E., & Callahan, K. (1997). Antisocial girls and the development of disruptive behavior disorders. In J. W. Lloyd, E. J. Kameenui, & D. Chard (Eds.), *Issues in educating students with disabilities* (pp. 305-322). Hillsdale, N. J.: Lawrence Erlbaum.

Talbott, E., & Coe, M. G.* (1997). A developmental view of aggression and achievement. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities* (Vol. 11, pp. 87-100). Greenwich, CT: JAI Press.

Lloyd, J. W., Tankersley, M., & Talbott, E. (1994). Using single-subject research methodology to study learning disabilities. In S. Vaughn & C. Bos (Eds.), *Research issues in learning disabilities: Theory, methods, assessment, and ethics* (pp. 163-177). New York: Springer-Verlag.

Lloyd, J. W., Talbott, E., Tankersley, M., & Trent, S. C. (1993). Using cognitive-behavioral techniques to improve classroom performance of students with mental retardation. In R. A. Gable & S. Warren (Eds.), *Advances in mental retardation and developmental disabilities* (pp. 99-116). London: Kingsley.

Opinion-Editorials

Talbott, E., Good, G., Heller, D., & Wiseman, D. (8 December, 2015). *Proposed education cuts hurt special education*. *Education Week*, 35(14), 22.

<http://www.edweek.org/ew/articles/2015/12/09/proposed-education-cuts-hurt-special-education.html>

FUNDED GRANTS

External

Developing Infrastructure and Procedures for the Special Education Research Accelerator. U.S. Department of Education, Institute of Education Sciences (R324U190001), 2019-2022. Research Partner. (Co-Is: Bryan Cook, William Therrien, Vivian Wong). University of Virginia. Total Costs (Direct + Indirect): \$575,273 / W&M \$1,500.

National Center for Leadership in Intensive Intervention. U. S. Department of Education, Office of Special Education Programs (#H325H140001), 2014-2019. Core faculty member. (Co-Is: Daniel M. Maggin & Marie Tejero Hughes). Subcontract from Vanderbilt University. <http://nclii.org/nclii-2-universities/> Total Costs (Direct + Indirect): \$849,000 / UIC \$424,500.

Advances and Applications in Bayesian Density Regression. National Science Foundation program in Methodology, Measurement, and Statistics (SES-1156372), 2012-2016. Co-Principal Investigator (PI: George Karabatsos). Total Costs (Direct + Indirect): \$280,000.

Teacher Opinion Leaders and Services for Children with ADHD. National Institute of Mental Health (RO1MH 62629-01), 2001-2003. Co-Investigator (PI: Marc S. Atkins). Total Costs (Direct + Indirect): \$986,000.

School-based Mental Health Interventions for Inner-city Youth. National Institute of Mental Health (R01MH56491), 1998-2001. Consultant (PI: Marc Atkins). Total Costs (Direct + Indirect): \$1,186,490.

Internal

What Makes an Effective MTSS team? University of Illinois at Chicago, Department of Special Education, 2018-19. Principal Investigator (Co-PI: Daniel M. Maggin). Total Costs: \$5,000.

Implications of Restorative Justice and Policy for Youth of Color, LGBT Students, and Students with Disabilities. University of Illinois at Chicago College of Education, 2014-2017. Co-Principal Investigator (Co-PIs: Aerika Brittian Loyd, Stacey Horn, & David Stovall). Total Costs: \$40,000.

Promoting Adolescents' Reading Comprehension and Social Competence. University of Illinois at Chicago Center for Urban Educational Research and Development, 1999-2000. Principal Investigator. Total Costs: \$10,000.

Academic Engagement with Urban 4th Graders. University of Illinois at Chicago, Center for Urban Educational Research and Development, 1995-96. Principal Investigator. Total Costs: \$7,500.

PENDING GRANTS

How Do Team Leaders in Mental Health Service Delivery Set and Enact Local Policy on the Sources of Evidence in Decision-Making? W.T. Grant Foundation Major Research Grants, 2023-2027. Co-Principal Investigator (Andres De Los Reyes, Co-PI; Mo Wang, Co-PI). Total Costs (Direct + Indirect): \$950,000.

LECTURES AND CONFERENCE PRESENTATIONS (past 5 years)

Invited Presentations; *indicates graduate student co-author

Bradshaw, C. P., Talbott, E., Helsel, F. (2021, October). *Research that informs resilient education systems: The role of the federal investment in IES*. Friends of Institute of Education Sciences (IES) briefing for law and policymakers. American Educational Research Association, Washington, D.C.

Talbott, E. (2021, June). *Future directions in peer relations*. Breakout session co-leader. *Journal of Clinical Child and Adolescent Psychology* Future Directions Forum. American Psychological

Association, Washington, D.C.

Talbott, E. (2021, March). *The road to tenure*. Webinar series, Council for Exceptional Children-Division for Research.

Talbott, E., & Cavell, T. (2020, Nov). *Fostering effective school partnerships for research*. Invited brown bag research presentation at the Comprehensive Assessment and Intervention Program, Department of Psychology, University of Maryland College Park.

Cavell, T., & Talbott, E. (2020, June). *Fostering effective school partnerships for research*. Session co-leader. *Journal of Clinical Child and Adolescent Psychology* Future Directions Forum. American Psychological Association, Washington, D.C.

De Los Reyes, A., Cook, C. R., Downer, J., Hamlin, C., Jackson, Y., Keeley, L. M., Makol, B., Malone, C., McLeod, B., Qasmieh, N., Reynolds, E., Sullivan, M., & Talbott, E. (2020, January). *Informant discrepancies in social-behavioral assessment: Psychometric and practical implications of cross-informant data*. Expert summit funded by Institute of Education Sciences, R324A180032.

Johnson, A., Talbott, E., & Travers, J. (2019, October). *Open science and single-case research design*. Invited presentation in the Richard Shores strand of the Teaching Exceptional Children with Behavioral Disorders annual conference, Tempe, AZ.

Talbott, E. (2019, June). *Future directions in public policy: Parent-child separation*. Breakout session leader. *Journal of Clinical Child and Adolescent Psychology* Future Directions Forum. American Psychological Association, Washington, D.C.

Talbott, E. (2019, April). *Youth with mental health problems in education and health care: The collaborative care model*. Invited seminar, Institute of Education, University College London, U.K.

Talbott, E., Bruhn, A., L., McDaniel, S., & Sterrett, B.* (2019, February). *Adaptation of evidence-based practices for youth with emotional and behavioral disabilities*. Council for Exceptional Children-Division for Research showcase presentation at the Council for Exceptional Children annual conference, Indianapolis, IN.

Bateman, D., Bradshaw, C. P., Fuchs, D., Talbott, E., & Wehby, J. (2019, January). *How to advocate for special education as a leader and professional in the field*. Invited panel presentation, American Institutes for Research public policy forum, Washington, DC.

Talbott, E. (2017, April). *Quality indicators for systematic reviews in special education*. Invited lecture, Ph.D. seminar, College of Education, University of Minnesota, Minneapolis, MN.

Talbott, E. (2017, March). *School mental health and special education*. Invited lecture, Ph.D. seminar, College of Education, University of Texas, Austin, TX.

Refereed Conference Presentations (past 5 years)

Talbott, E., & De Los Reyes, A. (2021). *Making sense of multiple data sources: Using single case ET*

research design for behavioral decision making. Presentation at the Teaching Exceptional Children with Behavioral Disorders annual conference, Tempe, AZ.

Talbott, E. & De Los Reyes, A. (2021, February). *Teacher ratings and observations of aggression: Identifying best evidence to intensify interventions*. Poster presented at the virtual Pacific Coast Research Conference, San Diego, CA.

Talbott, E., De Los Reyes, A., Power, T., Michel, J., & Racz, S. J. (2020, November). *A team-based collaborative care model for youth with attention deficit hyperactivity disorder in education and health care settings*. Presentation at the Teaching Exceptional Children with Behavioral Disorders annual conference, Tempe, AZ.

Kumm, S.*, Maggin, D., Brown, C.*, & Talbott, E. (2018, February). *A meta-analytic review of interventions targeting youth with internalizing disorders in juvenile justice facilities*. Poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, KS.

Kumm, S.*, Gesel, S.*, Majeika, C.*, Talbott, E., & Maggin, D. (2018, February). *Combating the silent epidemic in U.S. schools: A meta-analysis of targeted school-based mental health interventions*. Paper presented at the Council for Exceptional Children annual conference, Tampa, FL.

Kumm, S.*, Gesel, S.*, Majeika, C.*, Talbott, E., & Maggin, D. (2017, October). *Combating the silent epidemic in U.S. schools: A meta-analysis of targeted school-based mental health interventions*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavior Disorders conference, Tempe, AZ.

Kumm, S.*, Talbott, E., & Maggin, D. (2017, November). *A meta-analytic review of targeted school-based mental health interventions for internalizing disorders*. Poster presented at the Illinois Council for Exceptional Children annual conference, Naperville, IL.

UNIVERSITY COURSES TAUGHT

William & Mary

Master's and EdS level

Classroom Management for Students with Disabilities (CRIN X56)

Classroom Organization and Management for Secondary Students (CRIN S09/EDUC 311)

Advanced Class Management (CRIN X57)

University of Illinois at Chicago

Doctoral Level

Single Case Research Design in Special Education (SPED 592)

Experimental and Quasi-Experimental Research Designs in Special Education (SPED 592)

Developmental Approaches to the Study of Children and Youth with Disabilities (SPED 592)

Master's Level

Understanding Youth with High Incidence Disabilities (SPED/EPY 465)

Social and Emotional Development and Disabilities (SPED/EPY 467)

Principles of ABA and Experimental Analysis of Behavior (SPED 514)

Methods for Teaching Students with Emotional and Behavioral Disabilities (SPED 515)

ET

Promoting Academic and Prosocial Behavior for Students with Disabilities I (SPED 472)
Promoting Academic and Prosocial Behavior for Students with Disabilities II (SPED 572)
Teaching Math and Science with Adaptations (SPED/ED 473)
Creating Learning Environments (CI 411)
Classroom-Based Inquiry Internship (SPED 578)
Exceptional Learners; undergraduate and masters (SPED 410)

University of North Texas (Undergraduate and Master's Level)
Student Teaching in Special Education (EDSP 4110)

University of Virginia (Undergraduate and Master's Level)
Characteristics of Learning Disabilities (EDIS 5110)

FACULTY AND GRADUATE STUDENT MENTORING

William & Mary

- Established faculty mentoring program for Assistant to Associate professors (tenure track)
- Established faculty mentoring program for non-tenured faculty
- Established faculty mentoring program for Associate to Full professors (tenure track)
- Launched research seed grant program & Dean's Innovation Fund for research
- Established, with the Dean, COVID-19 research support for Assistant professors

University of Illinois at Chicago (Doctoral level)

- Mentored 2-4 part-time faculty and PhD students annually for adjunct teaching of Sped 410 (online course, 2014-2019)
- Hired, advised, and mentored 15-30 part-time faculty and PhD students annually for adjunct teaching (2005-2015)
- Mentored PhD students in completing professional reviews for publication
- Co-Mentored (with Norma Lopez-Reyna) graduate students in the launching of Speducators Network, a UIC club for students and alumni (2013-2015)
- Guest Lecturer, Center for Urban Education Leadership (2014)
- PhD Advisor (completed): Debra Bujalka (co-directed with Daniel Maggin), Skip Kumm, Deborah Moroney, Kari Smith, Agata Trzaska, Jaime L. Zurheide

Vanderbilt University, National Center for Leadership in Intensive Intervention

Preparation of doctoral students at 7 universities, funded by the U.S. Department of Education, Office of Special Education Programs (#H325H140001)

(Doctoral level)

- Co-chair, curriculum committee (2014-2019)
- Member, cross-institutional research committee (2014-2019)
- Participating instructor, online module: Introduction to Intensive Intervention (2014-2015)
- Lead instructor, online module: Mental Health Interventions for Youth with Disabilities (2014-2015)
- Mentored UIC and Vanderbilt University PhD students in completing an evidence-based systematic review of mental health interventions for youth with internalizing problems (Kumm, Gesell, Majeika, Talbott, & Maggin, 2019)
- Dissertation committee member: Samantha Gesell, Vanderbilt University (2018-2019); Brittany Sterrett, Virginia Commonwealth University (2019-2020)

- Consultant (2019-2024)

EDITORSHIPS OF JOURNALS

Guest Editor

Guest Editor, special issue of *Exceptional Children* (2023): “Next Generation of Quality Indicators for Special Education Research.”

Co-Editor, special issue of *Journal of Emotional and Behavioral Disorders* (2018)

Associate Editor

Behavioral Disorders (2020 -)

Journal of Child and Family Studies (2016-2021)

Journal of Learning Disabilities (2017-2021)

Editorial Board Member

Behavioral Disorders (2017-2019)

Exceptional Children (2016 -)

Exceptionality (1999-2003)

Journal of Emotional and Behavioral Disorders (2017-)

Journal of Special Education (2000-2010)

Learning Disabilities Research and Practice (2010-2021)

Guest Reviewer

Anthropology and Education Quarterly

Behavioral Disorders

Behavioral Genetics

Education and Treatment of Children

Exceptional Children

Elementary Education Journal

Journal of Behavioral Education

Journal of Child and Family Studies

Journal of Emotional and Behavioral Disorders

Journal of Special Education

Learning Disabilities Research and Practice

Remedial and Special Education

Review of Educational Research

Review Member, Small Research Grants Review Panel, Spencer Foundation (Feb. 1, 2018-Feb. 28, 2019)

LEADERSHIP ROLES AND MEMBERSHIPS IN PROFESSIONAL SOCIETIES

Council for Exceptional Children offices

- Division for Research: Executive Board (elected): Vice President (2013-2014); President-Elect (2014-2015); President (2015-2016); Past-President (2016-2018)
- Division for Research: Chair of Public Policy (2016-present)
- Chair of Interdivisional Research Group (2016-2019)
- Division for Research: Children and Youth Action Network Coordinator (2016 -)
- Division for Research: Hallahan-Kauffman-Pullen research award committee member (2018-2021)

Council for Exceptional Children membership and participation

- Member, Legislative Summit planning committee (2019)
- Participant, Legislative Summit (2015-2019; 2022)

- Member, Representative Assembly (2014-16)
- Member, Interdivisional Caucus (2014-16)
- Member, Program Advisory Committee (2014-15)
- Member, Council for Children with Behavior Disorders; Division for Learning Disabilities

Committee Co-Chair

Center for Open Science, University of Virginia, Transparency in Special Education Research (2018)

- Co-chair on data-sharing with Felice Levine, Executive Director, American Educational Research Association (AERA)

Campbell Collaboration membership

- Advisory Board Member, Disability Coordinating Group (2018 -)
- Affiliate Member, Disability Coordinating Group (2017-2018)
- Affiliate Member, Education Coordinating Group (2013 -)

Illinois Children Mental Health Partnership

- Member, School Policies and Standards Committee member (2008-09)

American Psychological Association

- Member, Division 15

Commonwealth of Virginia

- Virginia License to Teach Students with Learning Disabilities and Serious Emotional Disturbance (1985-1990)

WILLIAM & MARY COMMITTEE AND PROGRAM SERVICE

Search Committees

- Member, Search Committee, Dean of the School of Education (2019-2020)
- Member, Search Committee, Associate Dean for Research, School of Education (2019-2020)
- Chair, Search Committee, Assistant Professor in Curriculum & Instruction (2019-2020)

Faculty Committees

- Member, Faculty Executive Committee (2019-2022)
- Member, Faculty Evaluation Committee (Spring 2020)
- Member, Faculty Mentoring Committees (2021-)
- Member, Faculty Assembly (2022-2025)

UNIVERSITY OF ILLINOIS AT CHICAGO COMMITTEE AND PROGRAM SERVICE

Search Committees

- Chair, Search Committee, Assistant to the Chair for the Department of Special Education (2008)
- Chair, Search Committee, Assistant Professor of Special Education position #1 (2010)
- Member, Search Committee, Assistant Professor of Special Education position #2 (2010)
- Member, Search Committee, Assistant Professor of Educational Psychology (2011)
- Chair, Search Committee, Administrative Assistant for the departments of Special Education, Educational Psychology, and Educational Policy Studies (2013)
- Member, College Search Committee for Director of Recruitment & Retention (2014)

Faculty Mentoring, Review, and Promotion and Tenure Service

- Chair, Assistant Professor in Special Education Third Year Review Committee (2008-09)
- Member, Assistant Professor Mentoring Committee (2011)
- Chair, Assistant Professor in Special Education Third Year Review Committee (2013-14)
- Member, Third Year Review Committee, Assistant Professor Educational Psychology (2015)
- Paper preparer, Assistant-to-Associate Professor of Special Education (2015-16)
- Chair, Assistant Professor Mentoring Committee (2017-2019)

Administrative Committees and Service

- Member, College Strategic Planning Committee (2005-06)
- Chair, program review and accreditation for Special Education, Illinois State Board of Education (2005-06)
- Member, College Executive Committee (2005-06)
- Chair, program review and accreditation for Special Education, Illinois Board of Higher Education and Higher Learning Commission (2006-07)
- Author, National Center for Teacher Quality (NCTQ), UIC Special Education report (2010)
- Member, College Interdisciplinary and Diversity Cluster Hire Working Group (2011)
- Member, College Diversity Committee (2012-2013)
- Member, College Administrative Prioritization Task Force (2013)
- Co-Chair, College of Education Research Day (2011-2014)
- Chair, Dean's Department Restructuring Initiative (2014-15)
- Member, Dean's Administrative Council (2005-2015)

SERVICE TO THE PROFESSION

Promotion and Tenure

- External Reviewer, Promotion and Tenure (Assistant to Associate), Southern Illinois University
- External Reviewer, Promotion and Tenure (Assistant to Associate), Virginia Commonwealth University
- External Reviewer, Promotion and Tenure (Assistant to Associate), University of Connecticut
- External Reviewer, Promotion and Tenure (Assistant to Associate), University of Hawaii
- External Reviewer, Promotion and Tenure (Assistant to Associate), George Mason University
- External Reviewer, Promotion and Tenure (Assistant to Associate), University of Maryland
- External Reviewer, Promotion and Tenure (Assistant to Associate), University of Northern Iowa

International Service

- Official Host for two scholars in disability rights and inclusion from Egypt and Tunisia sponsored by the U. S. Department of State (managed by Hands Across the Nile and World Chicago), Oct. 2013 and May 2014.

Council for Exceptional Children-Division for Research Legislative Advocacy & Government Relations

- Contributed resources to the development of the **RISE from Trauma Act (2019)**, Senate bill 1770. <https://www.congress.gov/bill/116th-congress/senate-bill/1770>
- Provided feedback and commentary to the U.S. Senate HELP committee (July, 2021 in the reauthorization of the Education Sciences Reform Act (ESRA).
- Panel participant, Friends of IES Capitol Hill briefing (14 October, 2021).