



CURRICULUM VITAE

Elizabeth Talbott, Ph.D.

Associate Dean for Research & Faculty Development

Professor of Special Education

School of Education, William & Mary

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<https://orcid.org/0000-0002-9163-3414>

Expertise: Use of evidence in assessment, intervention, & public policy for youth with and without 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

William & Mary Dean's representative (2025-2029). American Educational Research Association, Consortium of University and Research Institutions.

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

Faculty Affiliate, Institute for Collaboration on Health, Intervention & Policy; Collaboratory on School and Child Health, University of Connecticut (2020-2025).

Core Faculty and Consultant, National Center for Leadership in Intensive Intervention, Vanderbilt University (2019-2024).

Faculty Affiliate for Research and Development, Center for Urban Education Leadership, University of Illinois at Chicago (2016-2022).

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 and Human Development, University of Virginia: *Antisocial and Depressed Girls: Parents', Teachers', and Girls' Perspectives* (1993-94).

PROFESSIONAL DEVELOPMENT

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

Certificate in Education Finance program (Fall 2025). Edunomics Lab, McCourt School of Public Policy, Georgetown University. Washington, DC.

PUBLICATIONS

[Google scholar](#)

Citations = 2487

h = 27

i10 = 36

Reputation ([ResearchGate](#))

Interest score = 825 (higher than 90% of Researchgate members; 23 million + members worldwide)

Articles in Refereed Journals

***indicates student co-author**

De Los Reyes, A., Talbott, E., Yusuf, A.*, Dryburgh, N., & Goodman, K. L. (2026).

Lack of improvements in youth mental health therapies or lack of investments in detecting improvements? Future directions in psychological measurement. *Clinical Psychology Review*.
<https://doi.org/10.1016/j.cpr.2026.102705>

Fine, E.*, Herman, T.*, Makol, B. A., Wang, M., Talbott, E., McLeod, B., Yusuf, A.*, & De Los Reyes, A. (2025). The Kids' Behavior in Context Scales (KICS) I. Teacher, caregiver, and youth views on goals and needs for youth mental health services. *Behavioral Disorders*.
<https://doi.org/10.1177/01987429251371076>

Herman, T.*, Fine, E., Makol, B. A., Wang, M., Talbott, E., McLeod, B., Yusuf, A.*, & De Los Reyes, A. (2025). The Kids' Behavior in Context Scales (KICS) II. An instrument for detecting social

contexts relevant to youth mental health services. *Behavioral Disorders*.
<https://doi.org/10.1177/01987429251371074>

Talbott, E., Maggin, D. M., Chua, M. *, Ashley, L. *, Chen, X. *, Chin, P. A. *, & Curry, M. K. * (2024). Outcome-reporting bias in special education research using experimental and quasi-experimental group designs: A conceptual replication. *Remedial and Special Education*, 4(1), 25-35. <https://doi.org/10.1177/07419325241240067>

Talbott, E., De Los Reyes, A., Kearns, D. M., Mancilla-Martinez, J., & Wang, M. (2023). Evidence-based assessment in special education research: Advancing the use of evidence in methods, tools, and empirical processes. *Exceptional Children*, 89(4), 467-487.
<https://doi.org/10.1177/00144029231171092>

Toste, J. R., Talbott, E., & Cumming, M. M. (2023). Special issue preview: Introducing the next generation of quality indicators for research in special education. *Exceptional Children*, 89(4), 357-358. <https://doi.org/10.1177/00144029231174106>

De Los Reyes, A., Epkins, C. C., Asmundson, G. J. G., Augenstein, T. M., Becker, K. D., Becker, S. P., Bonadio, F. T., Borelli, J. L., Boyd, R. C., Bradshaw, C. P., Burns, G. L., Gasale, G., Causadias, J. M., Cha, C. B., Chorpita, B. F., Cohen, J. R., Comer, J. S., Crowell, S. E., Dirks, M. A., Drabick, D. A. G., DuPaul, G. J., Ehrlich, K. B., Evans, S. W., Felton, J. W., Fite, P. J., Gadow, K. D., Galán, C. A., Garbacz, Gaylord-Harden, N., Gerber, A. H., Hogue, A., Ivanova, M. Y., Jensen-Doss, A., Kang, E., Kendall, P. C., Laird, R. D., Langberg, J. M., Langer, D. A., Lee, S. S., Lerner, M. D., Lippold, M. A., Luebke, A. M., McLeod, B. D., McMahon, R. J., Miller, M., Ohannessian, C. M., Ollendick, T. H., Pina, A., Prinstein, M. J., Rabinowitz, J., Reynolds, E. K., Saalekin, R. T., Schleider, J., Silverman, W. K., Spears, A. P., **Talbott, E.**, von der Embse, N., Wakschlag, L. K., Wang, M., Weisz, J. R., White, B. A., White, S. W., & Youngstrom, E. A. (2023). Editorial statement about *JCCAP*'s 2023 special issue on informant discrepancies in youth mental health assessments: Observations, guidelines, and future directions grounded in 60 years of research. *Journal of Clinical Child and Adolescent Psychology*, 52(1), 147-158. <https://doi.org/10.1080/15374416.2022.2158842>

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*, 92, 102114.
<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*, 43(5), 359-369. <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.
- Atkins, M. S., Adil, J. A., Jackson, M., Talbott, E., & Bell, C. C. (2001). PALS: An ecological approach to school-based mental health services in urban schools. *Report on Emotional and Behavioral Disorders in Youth*, 1 (75-77), 91-92.
- 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 in preparation

***indicates student co-author**

Talbott, E., Chen, X.*, Racz, S. J., Simpfenderfer, A., Allen-Platt, C., Scheibel, G. M. (2026). “How you spend your money is your strategy:” *Education spending and the academic achievement of students with and without disabilities in Virginia, 2018-2025*.

Paper presented at the October, 2025 Society for Research in Educational Effectiveness conference (Chicago, IL). To be submitted as an EdWorkingPaper: Annenberg Institute at Brown University.

Talbott, E., Kain, M-C,* De Los Reyes, A., McGuire, S. L., Maggin, D. M., & Brown, C. (2026). *ABC analysis in context: Setting the stage to reduce exclusionary discipline and increase student engagement and learning*. Manuscript to be submitted to *Journal of Positive Behavior Interventions*.

Talbott, E., De Los Reyes, A., Yang, Junhui*, & Wang, M. (2026). *In Search of the “Goldilocks Zone” for youth behavioral & mental health assessment with Kraemer’s Satellite Model*. Manuscript in preparation. Project funded by W&M 2026 Faculty Innovators Award.

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* (pp. 3-9). 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* (pp. 231-244). 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* (pp. 328-341). 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.

Non-Refereed

Talbott, E., & De Los Reyes, A. (2023). Transforming youth mental health through evidence-based assessment. *Scientia: Psychology and Neuroscience*. <https://doi.org/10.33548/SCIENTIA965>

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

Advancing Youth Academic Success through the Virginia Literacy Act. Elizabeth Talbott, Principal Investigator & Project Director (Co-PIs: Amanda Simpfinderfer, Kristin Conradi Smith, Devin Kearns, Xianxuan Xu). U.S. Department of Education, Institute of Education Sciences, Using Longitudinal Data to Support State Education Policymaking (R305S250009). Aug. 1, 2026-July 31, 2029. Total Costs (Direct + Indirect) = \$978,904 / W&M \$773,138 / NCSU \$198,266.

Improving the Quality of Early Learning on the Virginia Peninsula, 2026. Co-Principal Investigators: Julie Duregger, Sommer Dowd, Cheryl Finch, Carla Javier, Ragen Johnson, Mary Sheldon, Amy Stutt, & Elizabeth Talbott. Grant funded by the Chapin Early Learning Fund, Williamsburg Community Foundation. Total Costs (Direct + Indirect): \$150,000 / W&M \$31,296.

Developing Infrastructure and Procedures for the Special Education Research Accelerator. U.S. Department of Education, Institute of Education Sciences (R324U190001), 2019-2022. Elizabeth Talbott, 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. Elizabeth Talbott, Core faculty. (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. Elizabeth Talbott, Co-Principal Investigator (PI: George Karabatsos). Total Costs (Direct + Indirect): \$280,000.

Teacher Key Opinion Leaders and Services for Children with ADHD. National Institute of Mental Health (RO1MH 62629-01), 2001-2003. Elizabeth Talbott, Co-Principal 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. Elizabeth Talbott, Consultant (PI: Marc Atkins). Total Costs (Direct + Indirect): \$1,186,490.

Internal

Transforming Youth Mental Health through Evidence-based Assessment. William & Mary Vision 2026 Faculty Innovators, 2023-24. Elizabeth Talbott, Principal Investigator (Co-PIs: Andres De Los Reyes & Mo Wang). Total Costs: \$6,500.

What Makes an Effective MTSS team? University of Illinois at Chicago, Department of Special Education, 2018-19. Elizabeth Talbott, 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. Elizabeth Talbott, 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. Elizabeth Talbott, 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. Elizabeth Talbott, Principal Investigator. Total Costs: \$7,500.

GRANT APPLICATIONS not funded (2020-present)

National Center for Education Research (NCER) Methods Training Grant proposals

A Training Program to Optimize Use of Discrepant Results in Education Research, 2025-2028. Elizabeth Talbott, Co-Principal Investigator (Andres De Los Reyes, PI; Co-Is: Jeannette Mancilla-Martinez, Bryce McLeod, Shane Tutweiler, Mo Wang). Grant submitted to the U.S. Department of Education, Institute of Education Sciences. Total Costs (Direct + Indirect): \$800,000 / W&M \$119,497. Not funded. ***Score, 2nd Submission: 2.82.**

Reimagining Use of Multi-method, Multi-informant, Multi-domain Assessments in Education Research, 2022-2025. Institute of Education Sciences Research Methods Training Program (R305B220004). Elizabeth Talbott, Co-Principal Investigator (Andres De Los Reyes, PI). Total Proposed Costs: \$777,390 / W&M \$120,000. Not funded. ***Score, 1st Submission: 2.78.** Revised and resubmitted to IES.

Mental Health Teams' Decision Making for Evidence-based Assessment grant proposals:

How Do Mental Health Professionals Use Evidence from Multi-Informant Assessments to Deliver Services? W.T. Grant Foundation Officer's Research Grants, 2026-2027. Elizabeth Talbott, Co-Principal Investigator (Andres De Los Reyes, Co-PI; Mo Wang, Co-PI). Total Costs (Direct + Indirect): \$50,000. Not Funded.

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. Elizabeth Talbott, Co-Principal Investigator (Andres De Los Reyes, Co-PI; Mo Wang, Co-PI). Total Costs (Direct + Indirect): \$950,000. **Invited for submission to W.T. Grant Foundation following grant pre-review.**

Addressing the Research-to-Practice Gap in Context-Specific Service Delivery for ADHD. U.S. Department of Education, Institute of Education Sciences, 2021-2025. Elizabeth Talbott, Co-Principal Investigator (PI: Andres De Los Reyes; Co-Is: Thomas Power, Jeremy Michel, Sarah Jensen Raczy). Total Costs (Direct + Indirect): \$1,611,456. *Revised for W.T. Grant Foundation submission.*

Effective Teamwork in Assessment and Intervention for Youth with ADHD, 2020-2022. Elizabeth Talbott, Principal Investigator. (Andres De Los Reyes, Co-PI). Spencer Foundation Small Research Grants on Education. Total Costs: \$50,000.

How Do School Professionals and Health Providers Measure Cross-Contextual Symptoms and Impairments When Assessing ADHD: Implications for Effective Assessment and Intervention. U.S. Department of Education, Institute of Education Sciences (IES), 2019-2023. Elizabeth Talbott, Co-Principal Investigator (PI: Andres De Los Reyes; Co-Is: Thomas Power, Jeremy Michel, Sarah Jensen Raczy). Total Costs (Direct + Indirect): \$1,399,138. *Revised & resubmitted to IES.*

U.S. Department of Education, Office of Special Education Programs

Project TEAMS: Special Educators and School Psychologists Collaborate for Student Success. Elizabeth Talbott, Principal Investigator (Project Co-Directors Heartley B. Huber & Leandra Parris). U.S. Department of Education, Office of Special Education Programs (CFDA 84.325K Focus Area B), 2021-2026. Total Costs (Direct + Indirect): \$1,097,029.55 / W&M \$1,097,029.55.

LECTURES AND CONFERENCE PRESENTATIONS (2017 - present)

Invited Presentations; *indicates graduate student co-author

Talbott, E. (2025, October). *Special schools for students with learning disabilities: Demographics, federal policy, and bang for the buck.* Webinar discussant with the [Learning Disabilities Association of America](#).

Talbott, E., Bruhn, A., & von der Embse, N. (2024, October). *From data to action: Supporting students with behavioral and mental health challenges.* [Webinar sponsored by the National Center for Intensive Intervention](#).

Margherio, S., & Talbott, E. (2024, July). Integrating economic analysis in your research. *Journal of Clinical Child and Adolescent Psychology* Future Directions Forum, Columbus, OH.

Talbott, E. (2024, February). *Data-based decision-making with discrepant results in special education.* Pre-conference hackathon leader, Pacific Coast Research Conference, Coronado, CA. Sponsored by the Aletheia Society at the University of Virginia.

Talbott, E., De Los Reyes, A., Kearns, D. M., Mancilla-Martinez, J., & Wang, M. (2023, November).

Evidence based assessment in special education research: Advancing the use of evidence in methods, tools, and empirical processes. Webinar sponsored by the Council for Exceptional Children-Division for Research.

Toste, J. R., Talbott, E., & Cumming, M. M. (2023, September). *Special issue preview: Introducing the next generation of quality indicators for research in special education.* Webinar sponsored by the Council for Exceptional Children-Division for Research.

Scott, J., & Talbott, E. (2023, July). *Why partner with us? Engaging schools and communities in research.* *Journal of Clinical Child and Adolescent Psychology* Future Directions Forum, Regina, Saskatchewan, Canada.

Bettini, E., Kolbe, T., McCray, E., Talbott, E., & Weiss, M. (2023, March). *Interpreting and researching special education policy: Implications for the future.* Featured panel presentation at the Council for Exceptional Children Annual Conference, Louisville, KY.

Bettini, E., Gilmour, A., Jones, N., McCray, E., Talbott, E., & Tefera, A. (2022, November). *Interpreting and researching teacher workforce policy: Implications for the future.* Keynote panel presentation at the Council for Exceptional Children-Teacher Education Division Annual Conference, Richmond, VA.

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.

Select Conference Presentations (refereed; 2017 - present)

- Talbott, E., & Fuchs, D. (2026, February). *Advancing special education research in challenging times*. Townhall presentation (panelists Daniel M. Maggin, Pamela Stecker, Sarah Powell, Brian Boyd, Kristen McMaster) at the Pacific Coast Research Conference, Long Beach, CA.
- De Los Reyes, A., Talbott, E., McLeod, B., & Racz, S. J. (2025, November). *Optimizing the use of discrepant results when using, interpreting, and integrating assessment data*. Advanced Methodology and Statistics Seminar (AMASS), Association for Behavioral and Cognitive Therapies annual conference, New Orleans, LA. <https://www.abct.org/2025-convention/amass-2025/>
- Talbott, E., Chen, X.*, Simpfenderfer, A., Allen-Platt, C., & Scheibel, G. M. (2025, October). *Local variation in education spending and the academic achievement of students with and without disabilities in Virginia, 2018-2024*. Paper presented at the annual meeting of the Society for Research in Educational Effectiveness, Chicago, IL.
- Talbott, E., De Los Reyes, A., Schrage, M.,* & Casale, G. (2025, July). *Informant discrepancies and contextualized assessment in inclusive education*. Special Interest Group, Conference on Inclusion, Wuppertal, Germany.
- Talbott, E., Mason-Williams, L., & Kearns, D. M. (2025, February). *Advancing Policy Research in* ET 07/14/2026

Special Education. Panel presentation at the Pacific Coast Research Conference, Coronado, CA.

von der Embse, N., De Los Reyes, A., Ecklund, K., Kilgus, S., Ormiston, H., & Talbott, E. (2024, December). *Advances in multi-informant school mental health decision-making*. Symposium presented at the National School Mental Health Conference, Orlando, FL.

Talbott, E., Bruhn, A., & von der Embse, N. (2024, October). *From data to action: Supporting students with behavioral and mental health challenges*. Webinar sponsored by the National Center on Intensive Intervention. <https://intensiveintervention.org/data-supporting-students-behavioral-and-mental-health-webinar>

Talbott, E., De Los Reyes, A., Yang, J.*, & Wang, M. (2024, September). *In search of the “Goldilocks zone” for youth mental health & behavioral assessment: Applying Kraemer’s Satellite Model*. Paper presented at the 2024 Society for Research on Educational Effectiveness annual conference (Baltimore, MD). Funded by William & Mary Vision 2026 Faculty Innovators Award.

Talbott, E., De Los Reyes, A., & Racz, S. J. (2024, February). *Context Matters: Triangulating the ratings of parents, teachers, and examiners to predict kindergarten outcomes*. Poster presented at the annual Pacific Coast Research Conference, Coronado, CA.

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

Behavior Management for Students with Disabilities (CRIN X56/EDUC 465)

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

Advanced Behavior Management for Autism Certificate Program (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/EPsy 465)

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

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

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

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 (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 School of Education

- Established faculty mentoring program for assistant to associate professors & clinical faculty
- Established internal research grant program: SEED grants & Dean's Fund for Innovation
- Established, with the Dean, COVID-19 research support for assistant professors
- Mentoring of graduate assistants in research: Katira Ahmed, Lauren Ashley, Xiaohong Chen, Philippa Chin, Meveryn Chua, Mary Kate Curry, Mary-Catherine Kain, Marian May Hall

University of Illinois at Chicago College of Education

(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)
- PhD Advisor (completed): Anne Clark, 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 evidence-based systematic review of mental health interventions for youth with internalizing problems (Kumm, Gesell, Majeika, Talbott, & Maggin, 2019)
- NCLii2 Consultant (2019-2024)

Future Directions Forum (*Journal of Clinical Child and Adolescent Psychology*)

Showcases new frontiers in mental health, recognizes promising early career scientists doing work in this field, and provides professional development to all who attend the *forum*.

- Professional development team member, invited speaker, & editorial consultant (Regina, Canada: July 27-29, 2023)
- Professional development team member, invited speaker, and editorial consultant (Columbus, OH: July 25-27, 2024)

EDITORSHIPS OF JOURNALS

Guest Editor

- Special issue of *Behavioral Disorders* (2025): Celebrating the 50th anniversary of the Individuals with Disabilities Education Act
- Special issue of *Exceptional Children* (2022-2023): Next Generation of Quality Indicators for Special Education Research
- Special issue of *Journal of Emotional and Behavioral Disorders* (2018)

Associate Editor

Behavioral Disorders (2020 -)

Exceptional Children (2022-2023)

Journal of Child and Family Studies (2016-2021)

Journal of Learning Disabilities (2017-2021)

Editorial Board Member

Behavioral Disorders (2017-2019)

Campbell Collaboration, Disability

Coordinating Group (2018-)

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 Clinical Child and Adolescent Psychology (2023; 2024; 2025)
Journal of Emotional and Behavioral Disorders
Journal of Special Education
Learning Disabilities Research and Practice
Remedial and Special Education
Review of Educational Research

Grant Reviewer

Review Member, Small Research Grants Review Panel, Spencer Foundation (2018-2019)

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 (DR): Chair of Public Policy (2016–2023); Senior Public Policy Advisor (2024-25)
- Chair of Interdivisional Research Group (2016-2019)
- Division for Research: Children and Youth Action Network Coordinator (2016-2023)
- Division for Research: Hallahan-Kauffman-Pullen research award committee member (2018-2023)

Council for Exceptional Children committee service

- Member, Legislative Summit planning committee (2019)
- 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; Teacher Education Division

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, Education Coordinating Group (2013-2018)

Illinois Children Mental Health Partnership

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

American Educational Research Association (AERA)

- Member, meta-analysis special interest group; school improvement special interest group

American Psychological Association (APA)

- Member, Society for Clinical Child and Adolescent Psychology (SCCAP, division 53)
- Founding Member, special interest group in early career mentoring with SCCAP, division 53

Society for Research in Educational Effectiveness (SREE)

- *Section Chair*, Social and Emotional Development in Education, SREE conference (2026)

Commonwealth of Virginia

- Virginia License to Teach Students with Learning Disabilities and 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)
- Member, Search Committee, School of Education Fiscal Specialist (2024-25)
- Chair, Search Committee, Director of the Center for Gifted Education (2025)

Faculty Committees (School of Education & University)

- Member, SoE Faculty Executive Committee (2019-2022; 2023-25)
- Member, SoE Faculty Affairs Committee (2023-2024)
- Chair, SoE Faculty Affairs Committee (2024-2025)
- Alternate member, SoE Faculty Evaluation Committee (2020; 2023)
- Member, SoE Faculty Mentoring Committees (2021-)
- Member, W&M Faculty Assembly (2022-2025)
- Chair, W&M Academic Affairs Committee of Faculty Assembly (2022-2025)
- W&M Student Fee Professorship Award Committee (2022, 2023)

Service to Students

- Advisor, Education Studies Minor (2023-)
- Advisor, Griffin School Partnership middle school enrichment program (2023-25)

UNIVERSITY OF ILLINOIS AT CHICAGO COMMITTEE AND PROGRAM SERVICE

Search Committees

- Chair, Search Committees, Assistant to the Chair for the departments of Special Education, Educational Psychology, and Educational Policy Studies (2008; 2013)
- 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)
- Member, Search Committee for College Director of Recruitment & Retention (2014)

Faculty Mentoring, Review, and Promotion and Tenure Service

- Chair, Assistant Professor Third Year Review Committees (2008-09; 2013-14; 2017-19)
- Paper preparer, Assistant-to-Associate Professor of Special Education (2015-16)

Administrative Committees and Service

- Member, College Executive and Strategic Planning Committees (2005-06)
- Chair, program review and accreditation for Special Education, Illinois State Board of Education (2005-06); 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)

- Co-Chair, College of Education Research Day (2011-2014)
- Chair, Dean's Department Restructuring Initiative (2014-15)

SERVICE TO THE PROFESSION

Promotion and Tenure External Reviews: Assistant to Associate & Associate to Full (2019-present)

- George Mason University
- Teachers College, Columbia University
- University of Alabama
- University of California-Riverside
- University of Connecticut
- University of Hawaii
- University of Iowa
- University of Maryland
- University of Northern Iowa
- Utah State University
- Virginia Commonwealth University

Dissertation Committees, External Member:

- Samantha Gesell, Department of Special Education, Vanderbilt University (2018-19)
- Brittany Sterrett, Dept. of Special Education, Virginia Commonwealth University (2019-20)
- Lauren Keeley, Department of Psychology, University of Maryland (2023-25)
- Natalie Charmut, Department of Educational Psychology, University of Connecticut (2025-26)

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; May 2014.

Council for Exceptional Children-Division for Research Public Policy & Advocacy activities **RISE from Trauma Act (2019), Senate bill 1770**

- Contributed resources to the development of this bipartisan, bicameral bill with Rep. Danny Davis (D-IL-07). <https://www.congress.gov/bill/116th-congress/senate-bill/1770>

U.S. Senate HELP Committee

- Provided feedback and commentary to the U.S. Senate HELP committee (July 2021; April 2023; Sept. 2023; Dec. 2023; Feb. 2024) on the proposed reauthorization of the Education Sciences Reform Act (ESRA).

Friends of Institute of Education Sciences (IES)

- Panel participant, [Friends of IES Capitol Hill briefing](#) (14 October, 2021). Panel participants: Elizabeth Talbott (W&M), Catherine Bradshaw (University of Virginia), & Fiona Helsel ([Regional Education Laboratory Northwest](#)).