

David James Royer

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UNIVERSITY ADDRESS

University of Louisville
College of Education and Human Development
Department of Special Education, Early Childhood, and Prevention Science
1905 S First St.
Louisville, KY 40292-0001

CURRENT APPOINTMENT

Assistant Professor
University of Louisville
CEHD, Department of SECP

AREAS OF SPECIALIZATION

Comprehensive, integrated, three-tiered (Ci3T) model of prevention
Evidence-based practices
Student-directed individualized education programs (IEPs)

EDUCATION

2017	Ph.D.	University of Kansas Special Education Concentrations: research, emotional/behavioral disorders, three-tiered models of prevention Dissertation: <i>Examining the utility of the Schoolwide Expectations Survey for Specific Settings (SESSS): A data-informed approach to developing expectation matrices</i> Advisor: Kathleen Lynne Lane, Ph.D., BCBA-D
2011	M.S.	California State University, Long Beach Special Education Thesis: <i>The Foldable IEP: A student-directed individualized education program model</i> Advisor: Cara Richards-Tutor, Ph.D.
2010	Credential	California State University, Long Beach Education specialist, level 2
2006	Credential	Chapman University

		English single subject teaching credential Education specialist, level 1
2001	B.A.	Chapman University Music Magna Cum Laude, Gray Key, Department Honors, Presidential Scholar, Talent Scholar, Honors at Entrance

PROFESSIONAL EXPERIENCE

Higher Education

2017-present	Assistant professor. College of Education, Department of Special Education University of ‘ at Mānoa
2016-2019	Online instructor. School of Education, Department of Special Education University of Kansas
2016-2017	<i>Moving Forward with Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: Project SUPPORT and SUCCEED</i> Co-presenter (year-long professional learning series), University of Kansas
2015-2017	<i>Partnerships and Collaborations Focused on Problems of Practice or Policy: A Lawrence Public Schools, University of Kansas, and Arizona State University Alliance.</i> Funded by Institute of Education Sciences (IES) Award No. R305H150018; Researcher-Practitioner Partnerships in Education Research; New or Existing Partnership Research Assistant, University of Kansas
2014-2015	<i>Designing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention in Lawrence Public School District’s Secondary Schools: Building A Multi-Tiered System of Supports with an Integrated Focus</i> Co-coordinator, University of Kansas <i>Implementing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: Getting Started</i> Research Assistant, University of Kansas
2013-2014	<i>Designing Comprehensive, Integrated, Three-Tiered Models (Ci3T) of Prevention in Kansas: Building Multi-Tiered Systems Support with an Integrated Focus</i> Research Assistant, University of Kansas <i>Shoring Up Classroom Management Within Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: Practical Strategies That Work – A Book Study</i> Co-coordinator, University of Kansas

2012-2013 Lecturer, School of Education
California State University, Long Beach

Fall 2000 Co-instructor, Freshmen Seminar
Chapman University

Public Education Employment

2012-2013 Long Beach USD Resource specialist program (RSP)
Long Beach Polytechnic High School Teacher
Long Beach, Calif. Grades: 9-10

2012-2013 Long Beach USD Resource specialist program
Poly Academy of Achievers and Leaders Teacher and consultation teacher
Long Beach, Calif. Grades: 11-12

2012 Long Beach USD Resource specialist program
Woodrow Wilson High School Consultation teacher
Long Beach, Calif. Grades: 9-12

2006 Long Beach USD General education summer school
Robert A. Millikan High School English and reading teacher
Long Beach, Calif. Grades: 9

2005-2012 Long Beach USD RSP, Lindamood-Bell reading, and
David Starr Jordan High School general education English teacher
Long Beach, Calif. Grades: 9-10

HONORS, AWARDS, AND AFFILIATIONS

Honors

2017 Council for Exceptional Children's Division for Research Doctoral Student Scholar (CEC DR-DSS): One of 10 scholars selected through an internationally competitive review process to be a member of the ninth cohort

2015 Delta Tau Delta International Fraternity award of distinction: Western Plains Division special recognition for excellence in alumni service

Awards

2017, May Judy Tate Outstanding Doctoral Student Award
School of Education, Dept. of Special Education, University of Kansas

2016-2017 University Graduate Fellowship
School of Education, Dept. of Special Education, University of Kansas

2015-2016 Richard & Carol Whelan Scholarship
School of Education, University of Kansas

Professional Society Memberships

2017 – present Hawai‘i Association for Behavior Analysis (HABA)

2015 – present Association for Positive Behavior Support (APBS)

2005 – present Council for Exceptional Children (CEC)

- Division for Research (CEC-DR)
- Council for Children with Behavioral Disorders (CCBD)

Additional Certifications

Behavior Analyst Certification Board, Inc. Board Certified Behavior Analyst (BCBA).
Certification no. 1-19-39173
Date of issue: November 18, 2019

Prevention Research Institute (2001, August). Lifetime certification for *PRIME for Life: On Campus Talking About Alcohol*. Lexington, KY.

RESEARCH GRANTS AND OTHER EXTERNAL FUNDING

Enhancing Ci3T: Building professional capacity for high-fidelity implementation to support students' educational outcomes (Project ENHANCE; 2019-2024)

\$215,000; Institute of Education Sciences, Research Networks Focused on Critical Problems of Policy and Practice in Special Education CFDA Number: 84.324N

Role: co-Principal investigator

Role in preparation: Contributor

Purpose: To unpackage key components of comprehensive, integrated three-tiered (Ci3T) models of prevention through a series of investigations including a randomized control trial of traditional Ci3T efficacy and iterative development of professional learning structures for moving integrated systems to scale (leadership skills and structures to support Ci3T, capacity of Ci3T leadership teams to support implementation, and facilitating installation of systematic screening for behavior).

Ci3T and My IEP Scholarly Productivity (Summer 2020)

\$10,000; University of Hawai‘i at Mānoa College of Education, Department of Special Education

Role: Principal investigator

Role in preparation: Author.

Purpose: To clean all 2019-2020 Ci3T training and implementation data, preparing it for analysis in Statistical Analysis Software (SAS) and repository; to co-facilitate the summer Ci3T Train the Trainers three-day professional learning series; to support local Ci3T schools by designing their

Ci3T implementation materials and printing large vinyl posters and banners; to write and submit Ci3T journal articles; to conduct a systematic literature review of student-led IEPs.

Project CENTRAL 2: Supporting Ci3T Trainers, Coaches, and School Leadership Teams' Design, Implementation, and Monitoring of a Ci3T Model of Prevention (2019-2020)

\$17,269; Hawai'i State Department of Education

Role: Principal investigator

Role in preparation: Author.

Purpose: To develop and deliver professional learning and consultation/coaching to school faculty and staff and leadership teams in Central O'ahu district to increase knowledge, confidence, and perceived usefulness of concepts and strategies related to comprehensive, integrated, three-tiered (Ci3T) models of prevention.

Ci3T Focus Groups (Summer 2019)

\$1,000; University of Hawai'i at Mānoa Office of the Vice Chancellor for Research

Role: Principal investigator

Role in preparation: Author.

Purpose: To conduct two focus groups investigating perceived and actual enablers and barriers to schools designing, implementing, and monitoring Ci3T models of prevention in Hawai'i.

A Singularly Ci3T Summer: Inquiry, Analysis, and Training of Trainers (Summer 2019)

\$10,000; University of Hawai'i at Mānoa College of Education, Department of Special Education

Role: Principal investigator

Role in preparation: Author.

Purpose: To investigate perceived and actual enablers and barriers to schools designing, implementing, and monitoring Ci3T models of prevention in Hawai'i; clean and prepare for analysis all Ci3T training and implementation data collected during 2018-2019; attend Ci3T Training of Trainers three-day professional learning series in Lawrence, Kansas and replicate in Hawai'i.

Project CENTRAL: Professional Learning Supporting Preparation for Ci3T Models of Prevention in Central O'ahu District, Hawai'i (2018-2019)

\$24,218; Hawai'i State Department of Education

Role: Principal investigator

Role in preparation: Author.

Purpose: To develop and deliver professional learning and follow-up consultation to school faculty and staff in Central O'ahu District, Hawai'i in order to increase educator knowledge, confidence, and perceived usefulness of concepts and strategies related to classroom management; low-intensity teacher-delivered strategies; positive behavioral interventions and supports; and comprehensive, integrated, three-tiered (Ci3T) models of prevention.

Project My IEP, Ci3T, SCRD (Summer 2018)

\$10,000; University of Hawai'i at Mānoa College of Education, Department of Special Education

Role: Principal investigator

Role in preparation: Author.

Purpose: To research the existing literature base on student-led IEPs; improve the My IEP curriculum based on stakeholder feedback; attend comprehensive, integrated, three-tiered (Ci3T) models of prevention data cleaning summer workshop; co-present at Ci3T Trainer of Trainers summer professional learning series; attend Institute of Education Sciences summer research training institute on single-case intervention design and analysis.

Project EMPOWER Hawai'i: Identifying and Supporting K-12 Students Within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs (2017-2018)

\$6,111; University of Hawai'i at Mānoa College of Education.

Role: Principal investigator

Role in preparation: Author.

Purpose: To offer a free-access professional learning series to the island of Oahu's preK-12 educators and parents interested in building their knowledge, skill sets, and confidence in supporting students with challenging behaviors. Topics included proactive, systematic methods of looking for students who might require additional assistance to experience success in school, systematic screening tools, how to use screening data to inform tiered intervention efforts, low-intensity strategies to support students whose behavior impedes academic and social success, self-management strategies, and student-directed IEPs.

PUBLICATIONS

Books and Chapters ($n = 2$)

Lane, K. L., Royer, D. J., & Oakes, W. P. (2020). Literacy instruction for students with emotional and behavior disorders: A developing knowledge base. In R. Boon, M. Burke, and L. Bowman-Perrot (Eds.). *Literacy instruction for students with emotional and behavioral disorders (EBD): Research-based interventions for the classroom* (pp. 1-16). Charlotte, NC: Information Age Publishing.

Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2016). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success*. Phoenix, AZ: KOI Education.

Encyclopedia Entries, Reflections, Commentaries, and Newsletter Articles ($n = 2$)

Ninci, J. M., & Royer, D. J. (November, 2018). Recreational reinforcement: Balancing brains and brawn through bouldering. *Behavior Today* [online newsletter]. Retrieved from: http://rapidlandingpages.com/behaviortoday34_2

Lane, K. L. & Royer, D. J. (2018). Single-case research. In B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 1525-1528). Thousand Oaks, CA: SAGE Publications. <https://doi.org/10.4135/9781506326139.n633>

Web-based Resources: Research to Practice ($n = 10$)

- Buckman, M. M., Royer, D. J., Oakes, W. P., Lane, K. L., Common, E. A., Chafouleas, S. M., & Briesch, A. M. (2020, December). The Tier 2 process: Using data to connect students to validated supports. A mini-module in *Enhancing Ci3T Module 6: Responding respectfully to challenging behavior* [multimedia module]. Ci3T Research Team.
- Buckman, M. M., Oakes, W. P., Lane, K. L., Briesch, A. M., Royer, D. J., Common, E. A., & Chafouleas, S. M. (2020, November). *Enhancing Ci3T Module 7: Creating positive, productive, and safe learning environments* [multimedia module]. Ci3T Research Team.
- Lane, K. L., Oakes, W. P., Menzies, H. M., Buckman, M. M., & Royer, D. J. (2020). Systematic screening for behavior: Considerations and commitment to continued inquiry. Practice brief available at <https://www.ci3t.org/screening>
- Sanders, S., Royer, D. J., Kumm, S. A., & Jolivette, K. (2019). Facility-wide PBIS implementation: Possible barriers and potential solutions for six salient topics as viewed by roundtable participants and facilitators. OSEP TAC PBIS Forum 18 practice brief available at <https://www.pbis.org/blueprintguidestools/briefs>
- Jolivette, K., Kumm, S. A., Sanders, S., Royer, D. J., & Sprague, J. R. (2019). Facility-wide PBIS: Common questions from the Forum and field. OSEP TAC PBIS Forum 18 practice brief available at <https://www.pbis.org/blueprintguidestools/briefs>
- Common, E. A., Lane, K. L., Johl, L. E., Oakes, W. P., & Royer, D. J. (2016). *FABI planning form and behavior intervention plan*. A comprehensive, integrated, three-tiered model of prevention professional learning video module. Web-based resource available at <http://www.ci3t.org/fabi>
- Common, E. A., Lane, K. L., Johl, L. E., Oakes, W. P., & Royer, D. J. (2016). *Phase change decision making*. A comprehensive, integrated, three-tiered model of prevention professional learning video module. Web-based resource available at <http://www.ci3t.org/fabi>
- Royer, D. J., Lane, K. L., Ennis, R. P., Menzies, H. M., & Oakes, W. P. (2015). *Low-intensity strategies: A look at behavior-specific praise*. A comprehensive, integrated, three-tiered model of prevention professional learning module. Web-based resource available at <http://www.ci3t.org/pl>
- Royer, D. J., Lane, K. L., Cantwell, E. D., Ennis, R. P., Oakes, W. P., & Menzies, H. M., (2015). *Low-intensity strategies: A look at precorrection*. A comprehensive, integrated, three-tiered model of prevention professional learning module. Web-based resource available at <http://www.ci3t.org/pl>
- Royer, D. J., Lane, K. L., Oakes, W. P., Menzies, H. M., & Ennis, R. P. (2015). *Low-intensity strategies: A look at instructional feedback*. A comprehensive, integrated, three-tiered

model of prevention professional learning module. Web-based resource available at <http://www.ci3t.org/pl>

Articles in Referred Journals ($n = 22$)

- Brunsting, N. C., Bettini, E., Rock, M. L., Royer, D. J., Common, E. A., Lane, K. L., Xie, F., Chen, A., & Zeng, F. (2021). Burnout of special educators serving students with emotional-behavioral disorders: A longitudinal study. *Remedial and Special Education*. <https://doi.org/10.1177/07419325211030562>
- Buckman, M. M., Lane, K. L., Common, E. A., Royer, D. J., Oakes, W. P., Allen, G. E., Lane, K. S., & Brunsting, N. B. (2021). Treatment integrity of primary (Tier 1) prevention efforts in tiered systems: Mapping the literature. *Education and Treatment of Children*.
- Royer, D. J., Lane, K. L., Oakes, W. P., Jenkins, A. B., Cantwell, E. D., Common, E. A., & Lane, K. S. (2021). Examining the Schoolwide Expectations Survey for Specific Settings (SESSS): Descriptive properties. *Journal of Positive Behavior Interventions*, *xx(x)*, 1-12. <https://doi.org/10.1177/10983007211026684>
- Lane, K. L., Oakes, W. P., Royer, D. J., Menzies, H. M., Brunsting, N. C., Buckman, M. M., Common, E. A., Lane, N. A., Schatschneider, C., & Lane, K. S. (2020). Secondary teachers' self-efficacy during initial implementation of comprehensive, integrated, three-tiered models. *Journal of Positive Behavior Interventions*, *xx(x)*, 1-13. <https://doi.org/10.1177/1098300720946628>
- Oakes, W. P., Lane, K. L., Royer, D. J., Menzies, H. M., Buckman, M. M., Brunsting, N. C., Cantwell, E. D., Schatschneider, C., & Lane, N. A. (2020). Elementary teachers' self-efficacy during initial implementation of comprehensive, integrated, three-tiered models of prevention. *Journal of Positive Behavior Interventions*, *xx(x)*, 1-13. <https://doi.org/10.1177/1098300720916718>
- Menzies, H. M., Oakes, W. P., Lane, K. L., Royer, D. J., Cantwell, E. D., Common, E. A., & Buckman, M. M. (2020). Elementary teachers' perceptions of a comprehensive, integrated, three-tiered model of prevention. *Remedial and Special Education*, *xx(x)*, 1-13. <https://doi.org/10.1177/0741932519896860>
- Oakes, W. P., Cantwell, E. D., Lane, K. L., Royer, D. J., & Common, E. A. (2020). Examining educators' views of classroom management and instructional strategies: School-site capacity for supporting students' behavioral needs. *Preventing School Failure*, *64(1)*, 1-11. <https://doi.org/10.1080/1045988X.2018.1523125>
- Common, E. A., Buckman, M. M., Lane, K. L., Leko, M., Royer, D. J., Oakes, W. P., & Allen, G. E. (2019). Exploring solutions to address students' social competencies to facilitate school success: A usability and feasibility study. *Education and Treatment of Children*, *42(4)*, 489-514.

- Ennis, R. P., Royer, D. J., Lane, K. L., & Dunlap, K. D. (2019). Behavior-specific praise in PK-12 settings: Mapping the 50-year knowledge base. *Behavioral Disorders, 45*(3), 131-147. <https://doi.org/10.1177/0198742919843075>
- Ennis, R. P., Royer, D. J., Lane, K. L., & Dunlap, K. D. (2019). The impact of coaching on teacher-delivered behavior-specific praise in pre-K-12 settings: A systematic review. *Behavioral Disorders, 45*(3), 148-166. <https://doi.org/10.1177/0198742919839221>
- Royer, D. J., Lane, K. L., Dunlap, K. D., & Ennis, R. P. (2019). A systematic review of teacher-delivered behavior-specific praise on K-12 student performance. *Remedial and Special Education, 40*(2), 112-128. <https://doi.org/10.1177/0741932517751054>
- Lane, K. L., Oakes, W. P., Royer, D. J., Cantwell, E. D., & Menzies, H. M. (2019). Using the schoolwide expectations survey for specific settings to inform primary prevention efforts: Building expectations matrices to support school success. *Remedial and Special Education, 40*(1), 51-62. <https://doi.org/10.1177/0741932518786787>
- Ennis, R. P., Royer, D. J., Lane, K. L., Menzies, H. M., Oakes, W. P., & Schellman, L. E. (2018). Behavior-specific praise: An effective, efficient, low-intensity strategy to support student success. *Beyond Behavior, 27*(3), 134-139. <https://doi.org/10.1177/1074295618798587>
- Lane, K. L., Menzies, H. M., Ennis, R. P., Oakes, W. P., Royer, D. J., & Lane, K. S. (2018). Instructional choice: An effective, efficient, low-intensity strategy to support student success. *Beyond Behavior, 27*(3), 160-167. <https://doi.org/10.1177/1074295618786965>
- Lane, K. L., Oakes, W. P., Cantwell, E. D., Common, E. A., Royer, D. J., Leko, M. M., Schatschneider, C., Menzies, H. M., Buckman, M. M., & Allen, G. E. (2018). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in elementary schools. *Journal of Emotional and Behavioral Disorders, 27*(4), 221-234. <https://doi.org/10.1177/1063426618795443>
- Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Leko, M. M., Schatschneider, C., & Menzies, H. M. (2018). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing scores in secondary schools. *Journal of Emotional and Behavioral Disorders, 27*(2), 86-100. <https://doi.org/10.1177/1063426617744746>
- Royer, D. J. (2017). My IEP: A student-directed individualized education program model. *Exceptionality, 25*(4), 235-252. <https://doi.org/10.1080/09362835.2016.1216850>
- Ennis, R. P., Royer, D., J., Lane, K. L., & Griffith, C. (2017). A systematic review of precorrection in PK-12 settings. *Education and Treatment of Children, 40*(4), 465-496.
- Oakes, W. P., Lane, K. L., Cantwell E. D., & Royer, D. J. (2017). Systematic screening for behavior in K-12 settings as regular school practice: Practical considerations and

recommendations. *Journal of Applied School Psychology*, 33(4), 369-393.
<https://doi.org/10.1080/15377903.2017.1345813>

Royer, D. J., Lane, K. L., Cantwell, E. D., & Messenger, M. L. (2016). A systematic review of the evidence base for instructional choice in K-12 settings. *Behavioral Disorders*, 42(3), 89-107. <https://doi.org/10.1177/0198742916688655>

Lane, K. L., Royer, D. J., Messenger, M. L., Common, E. A., Ennis, R. P., & Swogger, E. D. (2015). Empowering teachers with low-intensity strategies to support academic engagement: Implementation and effects of instructional choice for elementary students in inclusive settings. *Education & Treatment of Children*, 38(4), 473-504.
<https://doi.org/10.1353/etc.2015.0013>

Lane, K. L., Oakes, W. P., Ennis, R. P., & Royer, D. J. (2015). Additional evidence of convergent validity between SRSS-IE and SSiS-PSG scores. *Behavioral Disorders*, 40(4), 213-229. <https://doi.org/10.17988/0198-7429-40.4.213>

Manuscripts in Review (n = 8)

Royer, D. J., Oakes, W. P., Briesch, A. M., Chafouleas, S. M., Lane, K. L., Buckman, M. M., Sherod, R. L., & Common, E. A. (2021). Ci3T leadership team members' perceived facilitators and barriers to implementation. *Manuscript submitted for review*.

Pérez-Clark, P., Royer, D. J., Austin, K. S., & Lane, K. L. (2021). A systematic review of Second Step social skills program in middle schools. *Manuscript submitted for review*.

Common, E. A., Buckman, M. M., Lane, K. L., Oakes, W. P., Royer, D. J., Chafouleas, S. M., Briesch, A. M., Sherod, R. L. (2021). Project ENHANCE: Assessing professional learning needs for implementing comprehensive, integrated, three-tiered (Ci3T) models of prevention. *Manuscript submitted for review*.

Briesch, A. M., Chafouleas, S. M., Iovino, E. A., Abdulkerim, N., Sherod, R. L., Oakes, W. P., Lane, K. L., Common, E. A., Royer, D. J., & Buckman, M. M. (2021). Exploring directions for professional learning to enhance behavior screening within a comprehensive, integrated, three-tiered model of prevention. *Manuscript submitted for review*.

Brunsting, N. C., Bettini, E., Rock, M., Common, E. A., Royer, D. J., Lane, K. L., Xie, F., Chen, A., & Zeng, F. (2021). Working conditions and burnout of special educators of students with EBD: Longitudinal Outcomes. *Manuscript submitted for review*.

Oakes, W. P., Lane, K. L., Royer, D. J., Menzies, H. M., & Brunsting, N. C. (2021). Well-being of educators working in tiered systems. *Chapter in review*.

Oakes, W. P., Lane, K. L., Royer, D. J., Buckman, M. M., Common, E. A., Allen, G. E., & Cantwell, E. D. (2020). Supporting the installation of comprehensive, integrated, three-tiered (Ci3T) models of prevention: Educator perspectives. *Manuscript submitted review*.

Lane, K. L., Common, E. A., Royer, D. J., & Oakes, W. P. (2019). Conducting systematic reviews of the literature: Guidance for quality appraisals. *Manuscript accepted (book chapter)*.

Manuscripts in Preparation ($n = 6$)

Royer, D. J., Austin, K. S., Lane, K. L., & Pérez-Clark, P. (2021). A systematic review of Second Step social skills program in elementary schools. *Manuscript in preparation*.

Royer, D. J., Pérez-Clark, P., Austin, K. S., & Lane, K. L. (2021). Second Step social skills curricula: Mapping the knowledge base. *Manuscript in preparation*.

Royer, D. J., Common, E. A., Lane, K. L., & Oakes, W. P. (2021). A systematic review of the development and use of schoolwide expectations within positive behavioral interventions and supports (PBIS) frameworks. *Manuscript in preparation*.

Royer, D. J., & Brown, K. L. (2021). Student-led individualized education programs: A systematic review of the literature. *Manuscript in preparation*.

Royer, D. J., & Brown, K. L. (2021). Educator perceptions of *My IEP* usability and feasibility. *Manuscript in preparation*.

Allen, G. E., Lane, K. L., Buckman, M. M., Common, E. A., Royer, D. J., Brunsting, N. B., Lane, K. S., & Oakes, W. P. (2021). Social validity of school-wide primary prevention programs: A review of the literature. *Manuscript in preparation*.

Common, E. A., Brusting, N. C., Carrero, K., Lane, K. L., Buckman, M. M., Germer, K., Lane, K. S., Royer, D. J. (2021). Studying certified behavior analysts' sense of burnout and self-efficacy. *Manuscript in preparation*.

Other ($n = 3$)

Lane, K. L., Common, E. A., Royer, D. J., & Muller, K. (2014). *Group comparison and single-case research design quality indicator matrix using Council for Exceptional Children 2014 standards*. Unpublished tool.

Lane, K. L., Royer, D. J., & Common, E. A. (2014). *Group comparison and single-case research design quality indicator matrix using Council for Exceptional Children 2014 standards: Walk-through guide*. Unpublished tool.

Royer, D. J. (2000, September). EMG, Inc.: How Rob Turner's perseverance paid off. *Sonoma Business*, 25(9), 59-60.

CONFERENCE PRESENTATIONS (*n* = 89)

International (*n* = 28)

- Royer, D. J. & Brown, K. L. (2021, March). *Student-directed individualized education programs: A systematic review of the literature*. A poster presented at the 2021 Council for Exceptional Children (CEC) Convention and Expo Learning Interactive Virtual Event (LIVE).
- Oakes, W. P., Royer, D. J., Briesch, A. M., Chafouleas, S. M., Lane, K. L., & Common, E. A. (2021, March). *Leadership skills to support high-fidelity Ci3T implementations: Project ENHANCE year 1 findings*. A presentation at the 2021 Council for Exceptional Children (CEC) Convention and Expo Learning Interactive Virtual Event (LIVE).
- Liang, V. Y., Lau, J. S., Royer, D. J., & Bristol, R. M. (2021, March). *Innovative professional learning: Empowering educators to support all students within three-tiered models of prevention*. A poster presented virtually at the Pacific Rim International Conference on Disability and Diversity 36th annual conference, Honolulu, HI.
- Oakes, W. P., Royer, D. J., & Buckman, M. M. (2020, February). *Elementary educators' efficacy in implementing comprehensive, integrated, three-tiered models of prevention*. A presentation at the 2020 Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Royer, D. J., Brunsting, N. C., Oakes, W. P., Lane, K. L., Buckman, M. M., Common, E. A. (2020, February). *Secondary teachers' sense of efficacy and burnout after two years of implementing Ci3T*. A presentation at the 2020 Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Royer, D. J., & Brown, K. L. (2020, February). *Ci3T in Hawai'i: Building a tiered model of prevention in a new locale*. A presentation at the 2020 Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Brunsting, N. C., Bettini, E., Common, E. A., Rock, M., & Royer, D. J. (2020, February). *Social support, self-efficacy, and burnout of special educators of students with EBD*. A presentation at the 2020 Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Common, E. A., Oakes, W. P., Royer, D. J., Buckman, M. M., Allen, G. E., Perez-Clark, P., & Lane, K. L. (2020, February). *Examining social validity within comprehensive, integrated, three-tiered (Ci3T) models: Illustrations and relations garnered across a university-district partnership*. A poster presented at the 2020 Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.

- Buckman, M. M., Common, E. A., Royer, D. J., Lane, K. L., & Brunsting, N. C. (2020, February). *Treatment integrity of primary prevention efforts in tiered models: A review of the literature*. A poster presented at the 2020 Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Royer, D. J., & Brown, K. L. (2019, March). *Social validity of My IEP: A student-directed individualized education program model*. A poster presentation at the Pacific Rim International Conference on Disability and Diversity 34th annual conference, Honolulu, HI.
- Royer, D. J., Ulloa, P. R., & Platter, D. T. (2019, January). *Functional assessment-based interventions (FABI): Improving academic, behavioral, and social outcomes for two elementary students*. A poster presentation at the 20th International Conference on Autism, Intellectual Disability, and Developmental Disabilities (Council for Exceptional Children Division on Autism and Developmental Disabilities; DADD), Lahaina, Maui, HI.
- Royer, D. J., Lane, K. L., Oakes, W. P., Buckman, M. M., & Allen, G. E. (2019, February). *Precorrection, active supervision, and instructional feedback: Low-intensity strategies to support behavior for school success*. A poster presentation at the 2019 Council for Exceptional Children (CEC) Convention and Expo, Indianapolis, IN.
- Common, E. A., Lane, K. L., & Royer, D. J. (2019, February). *Research to inform practice: Applications in systematic reviews, quality appraisals, and quantitative syntheses*. A presentation at the 2019 Council for Exceptional Children (CEC) Convention and Expo, Indianapolis, IN.
- Buckman, M. M., Common, E. A., Royer, D. J., Allen, G. E., Leko, M. M., Oakes, W. P. & Lane, K. L. (2019, January). *Exploring Tier 2 solutions to address students' social-emotional learning: A feasibility study*. A presentation at the 2019 Council for Exceptional Children (CEC) Convention and Expo, Indianapolis, IN.
- Royer, D. J., Oakes, W. P., Lane, K. L., & Menzies, H. M. (2018, March). *Teachers' sense of efficacy and burnout after two years of implementing Ci3T: A work in progress*. A poster presented at the 2018 Association for Positive Behavior Support (APBS) 15th International Conference on Positive Behavior Support, San Diego, CA.
- Common, E. A., Lane, K. L., Royer, D. J., & Oakes, W. P. (2018, March). *Examining Tier 2 efforts for addressing students' social-emotional needs: A feasibility study*. A poster presented at the 2018 Association for Positive Behavior Support (APBS) 15th International Conference on Positive Behavior Support, San Diego, CA.
- Royer, D. J., Ennis, R. P., Oakes, W. P., & Lane, K. L. (2018, February). *Behavior-specific praise*. A presentation in the *Low-intensity strategies to support behavior for school success* strand at the 2018 Council for Exceptional Children (CEC) Convention and Expo, Tampa, FL.

- Royer, D. J., Lane, K. L., & Oakes, W. P. (2018, February). *Schoolwide Expectations Survey for Specific Settings (SESSS): Psychometric properties and practical applications*. A poster presented at the 2018 Council for Exceptional Children (CEC) Convention and Expo, Tampa, FL.
- Royer, D. J. (2017, October). *My IEP: A student-directed individualized education program model*. A presentation at Pacific Rim International Conference on Disability and Diversity 33rd annual conference, Honolulu, HI.
- Royer, D. J. (2017, October). *The Schoolwide Expectations Survey for Specific Settings (SESSS): Designing comprehensive, integrated, three-tiered models at K-12*. A poster presented at Pacific Rim International Conference on Disability and Diversity 33rd annual conference, Honolulu, HI.
- Ennis, R. P., Royer, D. J., Lane, K. L., & Dunlap, K. D. (2017, April). *A review of behavior-specific praise in PK-12 settings: Applying CEC's quality indicators for EBPs*. A poster presented at the 2017 Council for Exceptional Children (CEC) Convention and Expo, Boston, MA.
- Cantwell, E. D., Royer, D. J., Common, E. A., & Love, H. R. (2017, April). *Three-tiered models of prevention: Monitoring Tier 1 treatment integrity and social validity*. A poster presented at the 2017 Council for Exceptional Children Convention and Expo, Boston, MA.
- Lane, K. L., Oakes, W. P., Ennis, R. P., Royer, D. J., & Common, E. A. (2017, April). *Practical strategies to support student success in school: Keeping students engaged*. A demonstration presented at the 2017 Council for Exceptional Children Convention and Expo, Boston, MA.
- Royer, D. J. (2016, August). *Chapter success starts with new members: Five strategies for effective education*. A presentation at the 2016 Delta Tau Delta International Fraternity Karnea biennial conference, Orlando, FL.
- Royer, D. J. (2016, August). *Behavior-specific praise*. Part of DELT Talks, a TED-talk style presentation at the 2016 Delta Tau Delta International Fraternity Karnea biennial conference, Orlando, FL.
- Cantwell, E. D., Lane, K. L., Royer, D. J., Oakes, W. P., & Common, E. A. (2015, September). *Cultivating classroom management and instructional strategies within Ci3T models of prevention: A book study*. A poster presented at the 2015 Council for Children with Behavioral Disorders (CCBD) international conference, Atlanta, GA.
- Messenger, M. L., Lane, K. L., Oakes, W. P., Ennis, R. P., Royer, D. J., Common, E. A., & Cantwell, E. D. (2015, September). *The effects of instructional choice for elementary*

students in inclusive settings. A poster presented at the 2015 Council for Children with Behavioral Disorders (CCBD) international conference, Atlanta, GA.

Royer, D. J., Oakes, W. P., Lane, K. L., Cantwell, E. D., & Common, E. A. (2015, September). *Schoolwide Expectations Survey for Specific Settings: Designing comprehensive, integrated, three-tiered models at secondary schools.* A poster presented at the 2015 Council for Children with Behavioral Disorders (CCBD) international conference, Atlanta, GA.

National (n = 31)

Jolivette, K., Sanders, S., Garwood, J., & Royer, D. J. (2020, December). *When plan A does not work, remember there are 26 letters in the alphabet: Navigating your research hopes and dreams with reality.* An online mentorship strand presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.

Lane, K. L., Oakes, W. P., Allen, G. E., Austin, K. S., Brunsting, N. C., Buckman, M. M., Common, E. A., Jones, J. S., Lane, K. S., Lane, N. A., Perez-Clark, P., Royer, D. J., & Sherod, R. L. (2020, November). *Using Ci3T Structures in the Covid-19 Era: 10/10 Topics.* An online presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.

Buckman, M. M., Royer, D. J., Common, E. A., Brunsting, N. C., Lane, K. S., Perez-Clark, P., Oakes, W. P., & Lane, K. L. (2019, October). *Treatment integrity of primary prevention efforts: Lessons learned from a systematic review of the literature.* A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.

Buckman, M. M., Common, E. A., Lane, K. L., Oakes, W. P., Royer, D. J., Lane, K. S., & Allen, G. E. (2019, October). *Ci3T tools to facilitate data-informed decision making.* A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.

Royer, D. J., Brown, K. L., Lane, K. L., & Oakes, W. P. (2019, October). *Ci3T in Hawai'i: Building a tiered model of prevention in a new locale.* A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.

Brunsting, N. C., Royer, D. J., Oakes, W. P., Lane, K. L., Menzies, H. M., Buckman, M. M., Common, E. A., & Allen, G. E. (2019, October). *Ci3T models of prevention: Middle and high school teacher efficacy and burnout.* A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.

Lane, K. L., Oakes, W. P., Chafouleas, S., Briesch, A., Royer, D. J., Common, E. A., Buckman, M. M., & Sherod, R. (2019, October). *Enhancing Ci3T: Building professional capacity for high fidelity implementation to support students' educational outcomes.* A

- presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Allen, G. E., Buckman, M. M., Common, E. A., Royer, D. J., Oakes, W. P., Brunsting, N. C., Lane, K. S., & Lane, K. L. (2019, October). *Examining social validity in tiered systems of support: A systematic review*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Menzies, H. M., Common, E. A., Royer, D. J., Buckman, M. M., & Allen, G. E. (2018, October). *An update on the SRSS-IE: Lessons learned from the field*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Oakes, W. P., Lane, K. L., Menzies, H. M., Royer, D. J., Common, E. A., Buckman, M. M., & Brunsting, N. C. (2018, October). *Ci3T models of prevention: Teachers' self-efficacy*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Buckman, M. M., Lane, K. L., Oakes, W. P., Allen, G. E., Common, E. A., Royer, D. J., Brunsting, N. C., & Lane, K. S. (2018, October). *Assessing treatment integrity of primary (Tier 1) practices in schools implementing Ci3T models of prevention*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., Allen, G. E., Buckman, M. M., & Brunsting, N. C. (2018, October). *Professional learning: Empowering Ci3T leadership teams*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Royer, D. J., Lane, K. L., Oakes, W. P., Common, E. A., & Lane, K. S. (2018, October). *The Schoolwide Expectations Survey for Specific Settings (SESSS): An update on lessons learned*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Common, E. A., Buckman, M. M., Lane, K. L., Royer, D. J., Oakes, W. P., & Allen, G. E. (2018, October). *Exploring Tier 2 efforts in addressing students' social-emotional needs: A social skills feasibility study*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., Buckman, M. M., & Allen, G. A. (2018, October). *Supporting school success! Feasibility strategies for supporting engagement*. A workshop presented at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.

- Royer, D. J., Lane, K. L., Lane, K. S., & Kramer, S. (2018, October). *Using the Schoolwide Expectations Survey for Specific Settings (SESSS) to Build Behavior Expectation Matrices*. A poster presented at the 2018 National PBIS Leadership Forum, Chicago, IL.
- Lane, K. L., Oakes, W. P., & Royer, D. J. (2017, October). *Ci3T: Building capacity*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Royer, D. J., Lane, K. L., Oakes, W. P., Jenkins, A. B., & Common, E. A. (2017, October). *Examining the Schoolwide Expectations Survey for Specific Settings (SESSS): Descriptive properties and practical applications*. A paper presented at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Lane, K. L., Common, E. A., Buckman, M., Royer, D. J., & Oakes, W. P. (2017, October). *Exploring Tier 2 efforts in addressing students' social-emotional needs: A social skills feasibility study*. A paper presented at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., Buckman, M., & Allen, G. (2017, October). *A look at the relationship between challenging behaviors and academic performance: How do students progress in Ci3T models of prevention?* A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Oakes, W. P., Lane, K. L., Royer, D. J., & Crittenden, M. (2017, October). *An update on the SRSS-IE: Lessons learned from the field*. A paper presented at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Royer, D. J., Lane, K. L., DeWitt, W., & Brungardt, M. E. (2017, September). *Implementing a comprehensive, integrated, three-tiered (Ci3T) model of prevention at the high school level: Teaching schoolwide expectations and social skills*. A poster presented at the 2017 National PBIS Leadership Forum, Chicago, IL.
- Ennis, R. P., Royer, D. J., Lane, K. L., & Oakes, W. P., (2016, October). *A look at precorrection: A summary of the literature and steps for success*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Common, E. A., & Johl, L. E. (2016, October). *Ci3T ... Moving forward with district partners*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) 40th annual conference, Tempe, AZ.
- Royer, D. J., Dunlap, K. D., Ennis, R. P., & Lane, K. L. (2016, October). *A look at behavior-specific praise (BSP): A summary of the literature and steps for success*. A presentation

at Teacher Educators for Children with Behavioral Disorders (TECBD) 40th annual conference, Tempe, AZ.

Oakes, W. P., Lane, K. L., & Royer, D. J. (2015, October). *Comprehensive, integrated, three-tiered (Ci3T) models of prevention: What is new in measurement?* A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) 39th annual conference, Tempe, AZ.

Royer, D. J., Lane, K. L., Cantwell, E. D., & Messenger, M. L. (2015, October). *Systematic review of instructional choice interventions supporting student performance in traditional school-based settings: A field test of CEC 2014 quality indicators.* A paper presented at Teacher Educators for Children with Behavioral Disorders (TECBD) 39th annual conference, Tempe, AZ.

Lane, K. L., Oakes, W. P., Ennis, R. P., Messenger, M. L., Royer, D. J., Common, E. A., & Swogger, E. D. (2014, October). *Instructional choice to support academic engagement during writing instruction.* A paper presented at Teacher Educators for Children with Behavioral Disorders (TECBD) 38th annual conference, Tempe, AZ.

Oakes, W. P., Lane, K. L., Royer, D. J., Common, E. A., & Swogger, E. D. (2014, October). *Shoring up classroom management within Ci3T models of prevention: Practical strategies that work.* A paper presented at Teacher Educators for Children with Behavioral Disorders (TECBD) 38th annual conference, Tempe, AZ.

Royer, D. J. (2012, April). *The foldable IEP: A student-directed individualized education program model.* A presentation at Council for Exception Children (CEC) national conference. Denver, CO.

Regional (n = 16)

Royer, D. J., Lane, K. L., Dunlap, K. D., & Ennis, R. P. (2017, February). *Systematic review of teacher-delivered behavior-specific praise in K-12 settings.* A poster presented at the 35th annual Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.

Lane, K. L., Common, E. A., & Royer, D. J. (2017, February). *Supporting behavior for school success: Three simple strategies to support academic engagement.* A half-day workshop presentation at the 35th annual Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.

Royer, D. J. (2017, February). *Lens of understanding: A new perspective on conflict and communication.* A presentation at Delta Tau Delta International Fraternity Western Plains Division Conference, Wichita, KS.

Royer, D. J., Lane, K. L., Cantwell, E. D., Messenger, M. L. (2016, February). *Systematic review of instructional choice interventions supporting student performance in school-based*

- settings: A field test of CEC 2014 quality indicators.* A poster presented at the 34th annual Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Cantwell, E. D., Lane, K. L., Royer, D. J., Common, E. A., Johl, L. E., & Quell, A. E. (2016, February). *Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Monitoring treatment integrity.* A poster presented at the 34th annual Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Royer, D. J. (2016, February). *Strategic planning.* A presentation at Delta Tau Delta International Fraternity Western Plains Division Conference, Springfield, MO.
- Royer, D. J. (2016, February). *Maximizing the new member education process.* A presentation at Delta Tau Delta International Fraternity Western Plains Division Conference, Springfield, MO.
- Oakes, W. P., Lane, K. L., & Royer, D. J. (2015, February). *Building comprehensive, integrated, three-tiered (Ci3T) models to address students' academic, behavioral, and social needs.* A poster presented at the 33rd annual Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Royer, D. J., Swogger, E. D., Oakes, W. P., Quell, A. E., & Lane, K. L. (2015, February). *EMPOWERing teachers with low-intensity supports to improve students' academic engagement: Increasing opportunities to respond and instructional feedback.* A presentation at the 33rd annual Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Swogger, E. D., Lane, K. L., Oakes, W. P., & Royer, D. J. (2015, February). *Project EMPOWER: A professional development series to introduce comprehensive, integrated, three-tiered models of prevention.* A poster presented at the 33rd annual Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Royer, D. J. (2015, February). *Chapter planning.* Facilitator for three sessions at Delta Tau Delta International Fraternity Western Plains Division Conference, Dallas, TX
- Royer, D. J. (2015, February). *Holding members academically accountable.* A presentation at Delta Tau Delta International Fraternity Western Plains Division Conference, Dallas, TX.
- Royer, D. J. (2015, February). *Promoting academic success: Fraternal learning communities.* A presentation at Delta Tau Delta International Fraternity Western Plains Division Conference, Dallas, TX.
- Lane, K. L., Oakes, W. P., Swogger, E. D., Royer, D. J., & Common, E. A. (2015, January). *Identifying and supporting PK-12 students within the context of three-tiered models of prevention to meet students' multiple needs: A collaborative effort.* A presentation at University of Kansas School of Education Faculty Research Conference, Lawrence, KS.

Royer, D. J. (2003, November). *ImageNow document imaging system and Datatel Colleague: A paperless office solution*. Southeast Datatel Users' Group (SEDUG) annual convention. Myrtle Beach, SC.

State (n = 2)

Royer, D. J., & Bireley, K. E. (2015, March). *Supporting the full inclusion of students with emotional and behavioral disorders (EBD) in general education classroom settings: A review of the literature*. A presentation at University of Kansas Professionals for Disability (KUPD) 11th annual conference, Lawrence, KS.

Royer, D. J. (2014, March). *Instructional choice: Choice-making interventions that promote on-task and other appropriate behaviors*. A poster presented at University of Kansas Professionals for Disability (KUPD) 10th annual conference, Lawrence, KS.

Local (n = 14)

Royer, D. J. (2017, July). *Two Strategies to Support Academic Engagement: Behavior-Specific Praise and Opportunities to Respond*. A professional learning session presented at the Strengthening Outcomes for all Students in Regular Settings (SOARS) Summer Institute in Lawrence, KS.

Lane, K. L., Royer, D. J., Oakes, W. P., & Cantwell, E. D. (2017, January). *Simple, low-intensity strategies to increase engagement and minimize disruption*. A professional learning session presented at KU Adams Alumni Center, Lawrence, KS.

Lane, K. L., Royer, D. J., & Oakes, W. P. (2015, December). *Moving forward: Expanding your Tier 2 library with instructional choice, instructional feedback, and behavior contracts*. A professional learning session presented at Lawrence Public Schools, Lawrence, KS.

Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, October). *Moving forward with comprehensive, integrated, three-tiered (Ci3T) models of prevention in Lawrence Public Schools: Why PBIS?* Three presentations to district middle and high school paraprofessionals at Lawrence Public Schools professional development summit, Lawrence, KS.

Common, E. A., Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, October). *Tier 3 strategies: A look at functional assessment-based interventions*. A professional learning session presented at Prairie Park Elementary School, Lawrence, KS.

Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, August). *Low-intensity strategies: A look at pre-correction and behavior specific praise*. A professional learning session presented at McKinley Elementary School, Abilene, KS.

Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, April). *Low-intensity strategies: Increasing opportunities to respond and using instructional choice to support instruction*. A

professional learning session presented at Council Grove High School, Council Grove, KS.

Common, E. A., Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, April). *Low-intensity strategies: Increasing opportunities to respond and using self-monitoring to support instruction*. A professional learning session presented at McKinley Elementary School, Abilene, KS.

Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, March). *Higher-intensity strategies: Using self-monitoring to support instruction*. A professional learning session presented at Jayhawk Towers, Topeka, KS.

Lane, K. L., Royer, D. J., & Oakes, W. P. (2015, January). *Low intensity strategies: Using instructional choice and instructional feedback to support instruction*. A professional learning session presented at Alvamar Country Club, Lawrence, KS.

Lane, K. L., Royer, D. J., & Oakes, W. P. (2015, January). *Supporting behavior for school success: A look at behavior-specific praise*. A professional learning session presented at Eudora Schools, Eudora, KS.

Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, January). *Supporting behavior for school success: A look at instructional choice*. A professional learning session presented at Eudora Schools, Eudora, KS.

Lane, K. L., Royer, D. J., & Oakes, W. P. (2015, January). *Supporting behavior for school success: A look at increasing opportunities to respond*. A professional learning session presented at Eudora Schools, Eudora, KS.

Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, January). *Using self-monitoring strategies to improve academic performance*. A professional learning session presented at Eudora Schools, Eudora, KS.

TEACHING

University of Hawai‘i at Mānoa

Note. UHM’s online “Course Evaluation System” used a Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*):

#06 – The instructor treated students with respect.

#09 – The instructor both sets high standards and helps students achieve them.

#10 – The instructor was available for consultation.

#12 – The instructor's feedback was useful.

#13 – The instructor is enthusiastic about the course material.

#14 – The instructor was easy to talk with and available for consultation.

#15 – The instructor tells students when they have done especially well.

Spring 2021

SPED 621: Language Arts Strategies: Students with Mild/Moderate Disabilities (hybrid online)
Evaluations

Fall 2020

SPED 611: Methods and Strategies for Students with Mild/Moderate Disabilities (online)
Evaluations ($N = 14$, 85.71%)

#06 $M = 4.50$; $SD = 1.00$

#09 $M = 4.58$; $SD = 0.67$

#10 $M = 4.25$; $SD = 0.87$

#12 $M = 4.50$; $SD = 0.80$

#13 $M = 4.58$; $SD = 0.67$

#14 $M = 4.08$; $SD = 1.16$

#15 $M = 4.67$; $SD = 0.49$

SPED 641d: Foundations in Exceptionalities (online)

Evaluations ($N = 9$, 100%)

#06 $M = 4.78$; $SD = 0.44$

#09 $M = 4.89$; $SD = 0.33$

#10 $M = 4.89$; $SD = 0.33$

#12 $M = 4.89$; $SD = 0.33$

#13 $M = 4.89$; $SD = 0.33$

#14 $M = 4.78$; $SD = 0.44$

#15 $M = 4.89$; $SD = 0.33$

Spring 2020

SPED 642: Seminar on Applied Research/Special Education (hybrid online)

Evaluations ($N = 24$, 96.00%)

#06 $M = 4.96$; $SD = 0.21$

#09 $M = 4.75$; $SD = 0.61$

#10 $M = 4.75$; $SD = 0.61$

#12 $M = 4.79$; $SD = 0.51$

#13 $M = 5.00$; $SD = 0.00$

#14 $M = 4.83$; $SD = 0.48$

#15 $M = 4.75$; $SD = 0.53$

Fall 2019

SPED 630: Positive Behavior Supports (hybrid online; two sections)

Evaluations ($N = 32$, 100%)

#06 $M = 4.59$; $SD = 0.61$

#09 $M = 4.38$; $SD = 0.91$

#10 $M = 4.55$; $SD = 0.62$

#12 $M = 4.25$; $SD = 1.08$

#13 $M = 4.78$; $SD = 0.49$

#14 $M = 4.47$; $SD = 0.76$

#15 $M = 4.53$; $SD = 0.67$

Spring 2019

SPED 621: Language Arts Strategies: Students with Mild/Moderate Disabilities (hybrid online)

Evaluations ($N = 6$, 100%)

#06 $M = 5.00$; $SD = 0.00$

#09 $M = 5.00$; $SD = 0.00$

#10 $M = 5.00$; $SD = 0.00$

#12 $M = 4.83$; $SD = 0.41$

#13 $M = 5.00$; $SD = 0.00$

#14 $M = 5.00$; $SD = 0.00$

#15 $M = 5.00$; $SD = 0.00$

Fall 2018

SPED 603: Principles of Behavior (hybrid online)

Evaluations ($N = 14$, 93.33%)

#06 $M = 4.50$; $SD = 0.65$

#09 $M = 4.71$; $SD = 0.61$

#10 $M = 4.57$; $SD = 0.65$

#12 $M = 4.57$; $SD = 0.65$

#13 $M = 4.93$; $SD = 0.27$

#14 $M = 4.21$; $SD = 0.80$

#15 $M = 4.93$; $SD = 0.27$

SPED 630: Positive Behavior Supports (hybrid online)

Evaluations ($N = 24$, 96.00%)

#06 $M = 4.57$; $SD = 0.79$

#09 $M = 4.33$; $SD = 0.96$

#10 $M = 4.58$; $SD = 0.65$

#12 $M = 4.42$; $SD = 1.02$

#13 $M = 4.75$; $SD = 0.44$

#14 $M = 4.43$; $SD = 0.95$

#15 $M = 4.50$; $SD = 0.98$

SPED 760: Grant Development and Procurement

Evaluations ($N = 9$, 100%)

#06 $M = 3.89$; $SD = 1.27$

#09 $M = 3.56$; $SD = 1.01$

#10 $M = 4.33$; $SD = 0.50$

#12 $M = 3.88$; $SD = 0.64$

#13 $M = 4.22$; $SD = 0.44$

#14 $M = 4.22$; $SD = 0.44$

#15 $M = 4.00$; $SD = 0.87$

Note. Prior to fall 2018 UH's online "Course and Faculty Evaluation" used a Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*):

- #07 – The instructor presented concepts clearly and effectively.
- #11 – The instructor provided specific meaningful feedback.
- #12 – The instructor was accessible to students.
- #17 – The instructor's feedback was useful.
- #18 – The instructor is enthusiastic about the course material.
- #19 – The instructor was easy to talk with and available for consultation.
- #20 – The instructor tells students when they have done especially well.

Summer 2018

SPED 641B: Seminar in Issues in Special Education – Topic: Current Issues and Trends (online)

Evaluations ($N = 18$, 94.74%)

- #07 $M = 4.67$; $SD = 0.84$
- #11 $M = 4.78$; $SD = 0.73$
- #12 $M = 4.82$; $SD = 0.39$
- #17 $M = 4.72$; $SD = 0.75$
- #18 $M = 4.78$; $SD = 0.55$
- #19 $M = 4.72$; $SD = 0.57$
- #20 $M = 4.76$; $SD = 0.56$

Spring 2018

SPED 621: Language Arts Strategies: Students with Mild/Moderate Disabilities (hybrid online)

Evaluations ($N = 5$, 71.43%)

- #07 $M = 4.60$; $SD = 0.55$
- #11 $M = 4.60$; $SD = 0.55$
- #12 $M = 4.60$; $SD = 0.55$
- #17 $M = 4.50$; $SD = 0.58$
- #18 $M = 4.60$; $SD = 0.55$
- #19 $M = 4.60$; $SD = 0.55$
- #20 $M = 4.60$; $SD = 0.55$

SPED 626: Field Experiences in Special Education

Independent study: Paula Ulloa

Fall 2017

SPED 603: Principles of Behavior (hybrid online)

Evaluations ($N = 22$, 100%)

- #07 $M = 4.55$; $SD = 0.91$
- #11 $M = 4.64$; $SD = 0.73$
- #12 $M = 4.77$; $SD = 0.43$
- #17 $M = 4.67$; $SD = 0.66$
- #18 $M = 4.80$; $SD = 0.52$
- #19 $M = 4.67$; $SD = 0.66$
- #20 $M = 4.75$; $SD = 0.55$

SPED 526: Field Experiences in Special Education—Post Baccalaureate

SPED 528: Internship in Special Education—Post Baccalaureate Programs

Master's Degree and *PhD Student Advising

2017-2018	2018-2019	2019-2020	2020-2021
Peter Van Tuyl	Kristina Brown	Kristina Brown	*Roxanne Bristol
	Sharlene Curry	Sharlene Curry	Sharlene Curry
	Katherine DeKemper	Katherine DeKemper	Thomas Davies
	Kristina DeWitt	Kristina DeWitt	Katherine DeKemper
	Aya Frank	Saint-Marie Gough	Kristina DeWitt
	Saint-Marie Gough	Sarah Hyde	Mary Beth Jones
	Sarah Hyde	Mary Beth Jones	Amelia Kyewich
	Mary Beth Jones	Tracy Kaichi	Allan Mamaclay
	Tracy Kaichi	Amelia Kyewich	Rebecca Medeiros
	Amelia Kyewich	Allan Mamaclay	Pamela Moniz-Pena
	Allan Mamaclay	Rebecca Medeiros	Kirk Nakaki
	Katie McDougall	Pamela Moniz-Pena	Tuere Williams
	Rebecca Medeiros	Caitlin Mueller	
	Pamela Moniz-Pena	Kirk Nakaki	
	Caitlin Mueller	Susan Rupp	
	Kirk Nakaki	Stephen Ventimilia	
	Susan Rupp	Tuere Williams	
	Peter Van Tuyl	Jason Wisdom	
	Stephen Ventimilia		
	Tuere Williams		
	Jason Wisdom		

Doctoral Student Committee Membership

2018-2019	2019-2021	2020-2021
Jenna Caparoso	Kaitlin Hill	Tierney Barcarse

University of Kansas

Note. KU's online "Student Survey of Teaching" used a Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*):

#5 – Teaching was clear, understandable, and engaging.

#6 – Encouraging, supportive, and involved in my learning the course material.

#7 – Available, responsive, and helpful.

#8 – Demonstrated respect for students and their points of view.

Fall 2017

SPED 743: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management (online)

Evaluations ($N = 16$, 61.5%)

#5 $M = 3.31$; $SD = 1.62$

#6 $M = 3.88$; $SD = 1.54$

#7 $M = 4.06$; $SD = 1.24$

#8 $M = 4.13$; $SD = 1.02$

Spring 2017

SPED 743: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management (online)

Evaluations ($N = 13$, 65%)

#5 $M = 4.00$; $SD = 1.08$

#6 $M = 4.23$; $SD = 0.83$

#7 $M = 4.46$; $SD = 0.88$

#8 $M = 4.23$; $SD = 1.01$

Fall 2016

SPED 743: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management (online)

Evaluations ($N = 11$, 50%)

#5 $M = 3.18$; $SD = 1.17$

#6 $M = 4.27$; $SD = 0.79$

#7 $M = 4.45$; $SD = 0.69$

#8 $M = 4.36$; $SD = 0.67$

Summer 2016

SPED 743: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management (online)

Evaluations ($N = 21$, 84%)

#5 $M = 4.29$; $SD = 1.06$

#6 $M = 4.67$; $SD = 0.91$

#7 $M = 4.76$; $SD = 0.89$

#8 $M = 4.67$; $SD = 0.91$

Spring 2015

SPED 743: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management (teaching assistant)

California State University, Long Beach

Note. New questions were developed for the “Student Perceptions of Teaching” questionnaire starting fall 2012 using a Likert-type scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*):

#1 – Class time was used efficiently.

#2 – Concepts were presented in a manner that helped me learn.

#5 – The instructor was effective at teaching the subject matter in this course.

Fall 2012

EDP 560: Behavioral Analysis and Positive Behavioral Interventions

Evaluations ($N = 19$)

#1 $M = 5.59$; $SD = 0.71$

#2 $M = 5.88$; $SD = 0.33$

#5 $M = 5.82$; $SD = 0.53$

Note. Prior to fall 2012, the “Student Perceptions of Teaching” questionnaire used a Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*):

#5 – The instructor was well prepared for class.

#6 – The instructor was effective in presenting subject content and materials in the class.

#8 – Rate the overall teaching effectiveness of this instructor in this course.

Spring 2012

EDSP 355B: Collaborative Models of Inclusive Education: Partnerships and Strategies for Teaching All Students in Secondary Schools

Evaluations ($N = 26$)

#5 $M = 4.76$; $SD = 0.43$

#6 $M = 4.57$; $SD = 0.57$

#8 $M = 4.73$; $SD = 0.45$

EDSP 546C: Practicum in Special Education: Masters

Evaluations: ($N = 11$)

#5 $M = 4.90$; $SD = 0.30$

#6 $M = 4.72$; $SD = 0.46$

#8 $M = 4.80$; $SD = 0.42$

SERVICE

National

2020, June Co-Presenter, *Ci3T Implementers Forum*. Presented virtually.

2020, June Co-Presenter, *Ci3T Train the Trainers Three-Day Professional Learning Series*. Presented virtually.

2019, June Co-Presenter, *Ci3T Train the Trainers Three-Day Professional Learning Series*. Lawrence, KS.

2018, June Co-Presenter, *Ci3T Trainer of Trainers Three-Day Professional Learning Series*. Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (June 19-21, 2018). Ci3T Trainer of Trainers Workshop (Ci3T TOT). Lawrence, KS.

2018, January Guest presenter, *Productive Scholars Writing Group*

2017 – present Treasurer, *Council for Children with Behavioral Disorders (CCBD)*

- 2017, June Co-Presenter, *Ci3T Trainer of Trainers Three-Day Professional Learning Series*. Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (June 20-22, 2017). Ci3T Trainer of Trainers Workshop (Ci3T TOT). Lawrence, KS.
- 2015, Nov. Delta Tau Delta International Fraternity *Programming Summit* invited contributor to determine future direction of all educational and leadership programming
- 2015, Oct. Delta Tau Delta International Fraternity *Ignite* leadership conference small-group facilitator

Journals

- 2021 – present Editorial board member, *Education and Treatment of Children*
- 2020 – present Editorial board member, *Remedial and Special Education*
- 2019 – present Guest reviewer, *Perspectives on Behavior Science*
- 2019 – present Guest reviewer, *Journal of Child and Family Studies*
- 2019 – present Guest reviewer and board member, *Teacher Education and Special Education*
- 2019 – present Guest reviewer, *Exceptionality*
- 2017 – present Guest reviewer and board member, *Behavioral Disorders*
- 2015 – present Guest reviewer, *Education and Treatment of Children*
- 2015 – present Guest reviewer, *Journal of Positive Behavior Interventions*
- 2013 – present Guest reviewer, *Remedial and Special Education*

Conferences

- 2020, June Council for Exceptional Children (CEC) 2021 Special Education Convention & Expo proposal reviewer
- 2019, April Council for Exceptional Children (CEC) 2020 Special Education Convention & Expo proposal reviewer
- 2018, Aug. Association for Positive Behavior Support (APBS) 2018 international conference proposal reviewer
- 2018, May Council for Exceptional Children (CEC) 2019 Special Education Convention & Expo proposal reviewer

- 2017, Sept. National PBIS Leadership Forum conference volunteer
- 2017, Oct. Teacher Educators for Children with Behavior Disorders (TECBD) conference volunteer
- 2017, Oct. Pacific Rim International Conference on Disability and Diversity (PacRim) conference volunteer
- 2016, Oct. Teacher Educators for Children with Behavior Disorders (TECBD) conference volunteer
- 2015, Oct. Teacher Educators for Children with Behavior Disorders (TECBD) conference volunteer
- 2015, Sept. Council for Children with Behavioral Disorders (CCBD) conference volunteer
- 2015 Council for Children with Behavioral Disorders (CCBD) conference proposal reviewer
- 2014, Oct. Teacher Educators for Children with Behavior Disorders (TECBD) conference volunteer

Regional and Community

- 2020-2021 *Project KUALIMA: Identifying and Supporting K-12 Students Within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs*. A five-part online series of 2-hour free-access professional learning sessions, Honolulu, HI.
- Royer, D. J., Buckman, M. M., & Oakes, W. P. (2020, March). *Supporting student success across the tiers*. A Ci3T implementation support professional learning series presentation to school leadership teams in Southwest Vermont Supervisory Union, Bennington, VT.
- Royer, D. J. & Brown, K. L. (2019, December). *Systematic behavior screening within a three-tiered model of prevention*. Three professional learning presentations to cohorts of 14 school leadership teams at Pearl Country Club, Aiea; Kea'au High School, Hilo; and Windward Community College, Kaneohe, HI.
- Sumida, L., Morimoto, L., & Royer, D. J. (2019, October). *Students lead the way! Exploring student-directed IEPs*. Two professional learning presentations at the Radford Complex Summit, Radford High School, Honolulu, HI.
- 2019-2020 *Project KUALIMA: Identifying and Supporting K-12 Students Within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs*. A five-part series of 2-hour free-access professional learning sessions at

- Hawai'i State Department of Education Office of Student Support Services, Honolulu, HI.
- 2019, July *Ci3T Hawai'i Train the Trainers Three-Day Professional Learning Series*. Royer, D. J., Lane, K. L., Oakes, W. P., & Brown, K. L. (July 9-11, 2019). Hawai'i state Department of Education Office of Student Support Services, Honolulu, HI.
- Sumida, L., Morimoto, L., & Royer, D. J. (2018, August). *Students lead the way! Exploring student-led IEPs and developing self-determination*. A full-day professional learning presentation at Aliamanu Middle School, Honolulu, HI.
- 2018-2019 *Project KUALIMA: Identifying and Supporting K-12 Students Within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs*. A five-part series of 2-hour free-access professional learning sessions at Leeward Community College, Pearl City, HI.
- Royer, D. J., & Sheehey, P. H. (2018, May). *Self-determination and self-advocacy: School and family collaboration*. A presentation to New Horizons: A Support Group for Teachers, Punahou Families, and Children with Learning Differences at Punahou School, Honolulu, HI.
- 2017-2018 *Project KUALIMA: Identifying and Supporting K-12 Students Within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs*. A five-part series of 2-hour free-access professional learning sessions at Kapi'olani Community College, Honolulu, HI.
- Lane, K. L., Buckman, M. M., Cantwell, E. D., Royer, D. J. (2017, November). *Ci3T implementation technology support day 2: Reporting treatment integrity and social validity data*. A professional learning session presented at Joseph R. Pearson Hall, Lawrence, KS
- Lane, K. L., Cantwell, E. D., Royer, D. J., Buckman, M. M. (2017, October). *Ci3T implementation technology support day 1: Collecting treatment integrity and social validity data*. A professional learning session presented at Joseph R. Pearson Hall, Lawrence, KS
- 2015, Feb. Midwest Symposium for Leadership in Behavior Disorders (MSLBD) symposium volunteer
- 2014, Feb. Midwest Symposium for Leadership in Behavior Disorders (MSLBD) symposium volunteer
- 2013-2014 Project EMPOWER volunteer. *Identifying and supporting K-12 students within the context of three-tiered models of prevention to meet students' multiple*

needs: A collaborative effort. A series of six professional learning sessions offered to local educators and greater community. Lawrence, KS.

2013-2017 Delta Tau Delta International Fraternity, Gamma Tau chapter advisor, University of Kansas; Iota Epsilon chapter founding father, Chapman University.

University

2019-2021 *Hawai'i State Special Education Advisory Council* University of Hawai'i representative

2019-2021 *Undergraduate Research Opportunities Program* committee member

College

2020, March *Exceptional Students and Elementary Education Program* interviewer of applicants

2019, Jan. *Exceptional Students and Elementary Education Program* interviewer of applicants

2018, April *Student-Faculty Research Night* featured speaker

Department

2019-2020 *Special Education Department Personnel Committee* member

2019-2020 *Limited Term Faculty preK-6 Severe Disabilities/Autism Search Committee* member (post-baccalaureate and blended early childhood programs)

2018-2020 *BCBA Committee* member

2018-2019 *Severe/Autism-BCBA Search Committee* member

2017-2018 *Limited Term Faculty Severe Disabilities/Autism Search Committee* member

2017-2018 *Severe/Autism-BCBA Search Committee* member

2017-2021 *Master of Education Committee* member

Royer, D. J. (2020, October). *Student-directed individualized education programs: Supporting self-advocacy and self-determination.* Guest lecturer for ESEE 321. University of Hawai'i at Mānoa, Honolulu.

Royer, D. J. (2020, March). *Multi-tiered system supports and student-led IEP: Everything you wanted to know and were brave enough to ask.* Guest lecturer for ESEE 311. University of Hawai'i at Mānoa, Honolulu.

- Royer, D. J. (2020, January). *Defining yourself as a scholar*. Guest presenter for doctoral program seminar. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2019, October). *Student-directed individualized education programs: Self-determination and self-advocacy in action*. Guest lecturer for ESEE 321. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2018, April). *Self-determination: Causal agency theory, self-management, and the Self-Determination Inventory Student Report*. Guest lecturer for SPED 614. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2018, April). *Systems and systematic screening*. Guest lecturer for SPED 671. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2018, April). *Instruction³: Instruction in inclusive settings, peer-mediated instruction, social skills group instruction*. Guest lecturer for SPED 614. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2018, April). *Becoming a productive scholar: Defining your lines of inquiry and establishing research structures to support your scholarship*. Guest presenter for doctoral program seminar. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2017, August). *Behavioral principals, measurement systems, single-case research designs, and visual analysis*. Guest lecturer for SPED 630. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2017, April). *Single-case research: Combination and other designs*. Guest lecturer presenting on less published single-case research designs to SPED 990. University of Kansas, Lawrence.
- Royer, D. J. (2017, April). *Preparing for life after the program: Year by year*. A brown bag talk for KU Professionals for Inclusion & Social Justice. University of Kansas, Lawrence.
- 2014-2015 *Knowledge and Mobilization Committee* doctoral student representative. Focused on raising awareness of faculty research through award nominations (local, regional, and national), social media, presentations, professional learning offerings, and journal access.
- Royer, D. J. (2015, October). *Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Building a multi-tiered system of supports with an integrated focus*. Guest lecturer presenting an overview of Ci3T to SPED 326. University of Kansas, Lawrence.
- Royer, D. J. (2015, March). *Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Building a multi-tiered system of supports with an integrated focus*. Guest lecturer presenting an overview of Ci3T to SPED 326. University of Kansas, Lawrence.

- Royer, D. J. (2014, October). *Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Building a multi-tiered system of supports with an integrated focus*. Guest lecturer presenting an overview of Ci3T to SPED 326. University of Kansas, Lawrence.
- Royer, D. J. (2013, January). *My IEP: A student-directed individualized education program model*. Guest lecturer, presenting to future education specialists. California State University, Long Beach.
- Royer, D. J. (2011, May). *Special education service delivery options*. Presentation to all school of education faculty who prepare and instruct general education teacher candidates. California State University, Long Beach.

Mentorship

- 2020-present Jessica Lau, University of Hawai'i at Mānoa. Supported undergraduate student through basics of research procedures and volunteer with Project KUALIMA.
- 2020-present Vanessa Liang, University of Hawai'i at Mānoa. Supported undergraduate student through basics of research procedures and volunteer with Project KUALIMA.
- 2020-present Paloma Perez-Clark, University of Kansas. Supported doctoral student through systematic literature review and general research activities.
- 2016-present Mark Matthew Buckman, University of Kansas. Supported doctoral student through course planning, department requirements, and research activities.
- 2013-2015 Emily Dawn Cantwell, University of Kansas. Supported master's degree candidate through thesis: implementation of middle school book study project, thesis writing, revising, and submitting.
- 2013-2014 Kellie Elizabeth Bireley, University of Kansas. Supported master's degree candidate through thesis writing, revising, and submitting process.

Public School

- 2010-2011 David Starr Jordan High School, Schedule Committee, Chair
- 2006-2008 David Starr Jordan High School, Special Education Department Chair

REFERENCES

Available upon request.