

VITA

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EDUCATION

1990 Ph.D., Special Education, University of Virginia
1987 M.Ed., Special Education, College of William and Mary
1983 B.S., Special Education, University of Virginia

CURRENT PROFESSIONAL STATUS

2016 – Interim Associate Dean for Research and Innovation, and Professor of Special Education,
College of Education and Human Development, University of Louisville, Louisville, KY

PROFESSIONAL EXPERIENCE

2012 – 2016 Professor and Chair, Department of Special Education, College of Education and Human
Development, University of Louisville, Louisville, KY

2009 – 2012 Associate Professor, Department of Special Education, College of Education and Human
Development, University of Louisville, Louisville, KY

2000 – 2009 Associate Professor (Research Faculty), Department of Curriculum, Instruction, and
Special Education, Curry School of Education, University of Virginia, Charlottesville,
VA

2002 – 2009 Senior Scientist, Phonological Awareness Literacy Screening (PALS) Project, Curry
School of Education, University of Virginia

1997 - 2000 Associate Professor, Special Education and Coordinator of Special Education Programs
(1999-2000), Assistant Professor (1997–1999), Cleveland State University, Cleveland,
OH

1995 - 1997 Associate Professor of Special Education, University of Nebraska at Kearney,
Kearney, Nebraska

1994 - 1995 Assistant Professor of Special Education, Louisiana State University, Baton Rouge, LA

1992 - 1994 Assistant Professor of Special Education, Longwood College, Farmville, VA.

- 1991 - 1994 Instructor, Department of Psychiatry, Medical College of Virginia, Richmond, VA.
- 1990 - 1994 Research Associate, Commonwealth Institute for Child and Family Studies, Department of Psychiatry, Medical College of Virginia, Richmond, VA.
- 1987 - 1990 Research Assistant, Virginia Behavior Disorders Project, University of Virginia, James M. Kauffman and John W. Lloyd, co-directors.
- 1985 - 1987 Teacher of students with behavioral disorders, Virginia Beach City Public Schools, Virginia Beach, VA.
- 1984 - 1985 Teacher of students with behavioral disorders, Prince George County Public Schools, Prince George, VA.
- 1983 Teacher, autistic unit, Grafton School, Berryville, VA.
- 1983 (Spring) Supervisor, Night College, Region Ten Community Services Board, Mental Health and Mental Retardation Services, Charlottesville, VA.

PUBLICATIONS: BOOKS (11)

2018

Kauffman, J. M., & Landrum, T. J. (2018). *Characteristics of emotional and behavioral disorders of children and youth* (11th ed.). Upper Saddle River, NJ: Pearson.

2016

Cook, B. G., Tankersley, M., & Landrum, T. J. (Eds.) (2016). *Instructional practices with and without empirical validity (Advances in learning and behavioral disabilities, Volume 29)*. Bingley, UK: Emerald Publishing Group.

2015

Cook, B. G., Tankersley, M., & Landrum, T. J. (Eds.) (2015). *Transition of youth and young adults (Advances in learning and behavioral disabilities, Volume 28)*. Bingley, UK: Emerald Publishing Group.

2014

Cook, B. G., Tankersley, M., & Landrum, T. J. (Eds.) (2014). *Special education past, present, and future: Perspectives from the field (Advances in learning and behavioral disabilities, Volume 27)*. Bingley, UK: Emerald Publishing Group.

2013

Cook, B. G., Tankersley, M., & Landrum, T. J. (Eds.) (2013). *Evidence-based practices (Advances in learning and behavioral disabilities, Volume 26)*. Bingley, UK: Emerald Publishing Group.

Kauffman, J. M., & Landrum, T. J. (2013). *Cases in emotional and behavioral disorders of children and youth* (3rd ed.). Upper Saddle River, NJ: Pearson.

Lloyd, J. W., & Landrum, T. J., Cook, B. G., & Tankersley (Eds.) (2013). *Research-based approaches for assessment*. Upper Saddle River, NJ: Merrill/Pearson.

Lloyd, J. W., & Landrum, T. J., (Section Editors) (2013). Research-based approaches for assessment. In B. G. Cook & M. Tankersley (Eds.) (2013). *Research-based practices in special education*. Upper Saddle River, NJ: Merrill/Pearson.

2012

Cook, B. G., Tankersley, M., & Landrum, T. J. (Eds.) (2012). *Classroom behavior, contexts, and interventions (Advances in learning and behavioral disabilities, Volume 25)*. Bingley, UK: Emerald Publishing Group.

2007

Crockett, J. C., Gerber, M. G., & Landrum, T. J. (Eds.) (2007). *Achieving the radical reform of special education: Essays in honor of James M. Kauffman*. Mahwah, NJ: Lawrence Erlbaum Associates.

2006

Kauffman, J. M., & Landrum, T. J. (2006). *Children and youth with emotional and behavioral disorders: A history of their education*. Austin, TX: ProEd, Inc.

PUBLICATIONS: CHAPTERS (24)

2017

Landrum, T. J. (2017). Emotional and behavioral disorders. In J. M. Kauffman & D. P. Hallahan (Eds.), *Handbook of special education* (pp. 312-324). New York: Routledge.

2016

Cook, B. G., Tankersley, M., & Landrum, T. J. (2016). Instructional practices with and without empirical validity: An introduction. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Advances in Learning and behavioral disabilities: Instructional practices with and without empirical validity, Volume 29* (pp. 1-16). Bingley, UK: Emerald Publishing Group.

Landrum, T. J., & Landrum, K. M. (2016). Learning styles, learning preferences, and student choice: Implications for teaching. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Advances in Learning and behavioral disabilities: Instructional practices with and without empirical validity, Volume 29* (pp. 135-152). Bingley, UK: Emerald Publishing Group.

2015

Landrum, T. J. (2015). Science matters in special education. In B. Bateman, J. W. Lloyd, and M. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 429-440). New York: Routledge.

Tankersley, M., Cook, B. G., & Landrum, T. J. (2015). The transition of youth and young adults with learning disabilities and with emotional and behavioral disabilities: An introduction to the volume. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Advances in learning and behavioral disabilities: Transition of youth and young adults, Volume 28* (pp. 1-5). Bingley, UK: Emerald Publishing Group.

2014

Cook, B. G., Landrum, T. J., & Tankersley, M. (2014). Special education past, present, and future: Foundational concepts and introduction to the volume. In B. G. Cook, M. Tankersley, and T. J. Landrum (Eds.), *Special education past, present, and future: Perspectives from the field (Advances in learning and behavioral disabilities, Volume 27)* (pp. 1-10). Bingley, UK: Emerald Publishing Group.

2013

Cook, B. G., Tankersley, M., & Landrum, T. J. (2013). Evidence-based practices in learning and behavioral disabilities: The search for effective instruction. In B. G. Cook, M. Tankersley, and T. J. Landrum (Eds.), *Evidence-based practices (Advances in learning and behavioral disabilities, Volume 26)* (pp. 1-19). Bingley, UK: Emerald Publishing Group.

Landrum, T. J., & Tankersley, M. (2013). Evidence-based practice in emotional and behavioral disorders. In B. G. Cook, M. Tankersley, and T. J. Landrum (Eds.), *Evidence-based practices (Advances in learning and behavioral disabilities, Volume 26)* (pp. 251-271). Bingley, UK: Emerald Publishing Group.

Landrum, T. J., Wiley, A. L., Tankersley, M., & Kauffman, J. M. (2013). Is EBD ‘special,’ and is ‘special education’ an appropriate response? In P. Garner, J. Kauffman, & J. Elliott (Eds.), *The SAGE handbook of emotional and behavioral difficulties (2nd ed.)* (pp. 69-81). London: SAGE Publications.

2011

Landrum, T. J. (2011). Emotional and behavioral disorders. In J. M. Kauffman & D. P. Hallahan (Eds.), *Handbook of special education* (pp. 209-220). New York: Routledge.

2008

Kauffman, J. M., Mock, D. R., Tankersley, M., & Landrum, T. J. (2008). Effective service delivery models. In R. J. Morris & N. Mather (Eds.), *Evidence-based interventions for students with learning and behavioral challenges* (pp. 359-378). Mahwah, NJ: Lawrence Erlbaum Associates.

Landrum, T. J., & McDuffie, K. A. (2008). Learning: Behavioral. In T. L. Good (Ed.), *21st Century Education: A Reference Handbook* (pp. 161-167). Thousand Oaks, CA: Sage.

2007

Kauffman, J. M., & Landrum, T. J. (2007). Educational service interventions and reforms. In J. W. Jacobson & J. A. Mulick, & J. Rohann (Eds.), *Handbook of intellectual and developmental disabilities* (173-188). New York: Kluwer.

2006

Landrum, T. J., & Kauffman, J. M. (2006). Behavioral approaches to classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 47-71). Mahwah, NJ: Erlbaum.

Landrum, T. J., Tankersley, M., & Kauffman, J. M. (2006). What’s special about special education for students with emotional or behavioral disorders. In B. Cook & B. Shirmer (Eds.), *What’s special about special education?* (pp. 12-25). Austin, TX: ProEd, Inc

2004

Tankersley, M., Landrum T. J., & Cook, B. G. (2004). How research informs practice in the field of emotional and behavioral disorders. In R. B. Rutherford, M. M. Quinn, & S. R. Mathur (Eds.), *Handbook of Research in Behavioral Disorders* (pp. 98-113). New York: Guilford.

2000

Landrum, T. J., & Tankersley, M. (2000). The education of students with behavioral disorders. In M. A. Winzer & K. Mazurek (Eds.), *Defining special education into the 21st century: Issues of debate and reform* (pp. 163-174). Washington, DC: Gallaudet University Press.

Tankersley, M., Landrum, T. J., Cook, B. G., & Balan, C. (2000). The implementation of positive behavioral intervention plans. In C. F. Telzrow & M. Tankersley (Eds.), *IDEA Amendments of 1997: Practice guidelines for school-based teams* (pp. 241-270). Reston, VA: National Association of School Psychologists.

1997

Tankersley, M., & Landrum, T. J. (1997). Comorbidity of emotional and behavioral disorders. In J. W. Lloyd, E. J. Kameenui, & D. Chard (Eds.), *Issues in educating students with disabilities*. (pp. 153-173). Mahwah, NJ: Lawrence Erlbaum Associates.

1993

Landrum, T. J., Al-Mateen, C. S., Singh, N. N., & Ellis, C. R. (1993). Educational and classroom management of ADHD and impulse disorders. In L. Koziol, C. Stout, & D. H. Ruben (Eds.), *Handbook on childhood impulse disorders and ADHD: Theory and practice* (pp. 123-143). Springfield, IL: Charles C. Thomas.

1992

Goodship, J. M., & Landrum, T. J. (1992). Social behavior of deaf and hard of hearing children and delinquency. In R. B. Rutherford, Jr. and S. R. Mathur (Eds.), *Monograph in Behavioral Disorders*, Vol. 15 (pp. 68-75). Reston, VA: Council for Children with Behavioral Disorders.

1991

Landrum, T. J. (1991). Emotionally disturbed persons. In S. E. Schwartz (Ed.), *Exceptional people: A guide for understanding* (pp. 231-243). New York: McGraw-Hill.

Lloyd, J. W., Landrum, T. J., & Hallahan, D. P. (1991). Self-monitoring applications for classroom intervention. In G. Stoner, M. R. Shinn, & H. M. Walker (Eds.), *Interventions for achievement and behavior problems* (pp. 201-213). Washington, DC: National Association of School Psychologists.

1990

Lloyd, J. W., & Landrum, T. J. (1990). Self-recording of attending to task: Treatment components and generalization of effects. In T. E. Scruggs & B. Y. L. Wong (Eds.), *Intervention research in learning disabilities* (pp. 235-262). New York: Springer-Verlag.

PUBLICATIONS: EDITED SPECIAL ISSUES OF PROFESSIONAL JOURNALS

2009

Cook, B. G., Tankersley, M., & Landrum, T. J. (Guest Eds.). (2009). Determining evidence-based practices in special education. *Exceptional Children*, 75.

2008

Cook, L., Cook, B. G., & Landrum, T. J. (Guest Eds.). (2008). Exploring the meaning and application of evidence-based practices in special education. *Intervention in School and Clinic*, 44(2).

1992

Singh, N. N., Cohen, R., & Landrum, T. J. (Guest Eds.) (1992). Special issue: Child and adolescent mental health. *Clinical Psychology Review*, 12(8).

Singh, N. N., Oswald, D. P., & Landrum, T. J. (Guest Eds.) (1992). Special issue. Social behavior: Assessment, analysis, and intervention. *Behavior Modification*, 16(4).

PUBLICATIONS: JOURNAL ARTICLES (55)

2017

Collins, L. W., Sweigart, C. A., Landrum, T. J., & Cook, B. G. (2017). Navigating common challenges and pitfalls in the first years of special education: Solutions for success. *Teaching Exceptional Children, 49*, 213-222.

2015

Sweigart, C. A., Landrum, T. J., & Pennington, R. C. (2015). The effect of real-time visual performance feedback on teacher feedback: A preliminary investigation. *Education and Treatment of Children, 38*, 429-450.

Cook, B. G., Tankersley, M., Cook, L., & Landrum, T. J. (2015). Republication of "Evidence-Based Practices in Special Education: Some Practical Considerations." *Intervention in School and Clinic, 50*(5), 310-315. doi: 10.1177/1053451214532071 (*note: this is a republication of a 2008 paper, selected by the editors as the journal marked 50 years of publication; this paper was chosen to represent the journal's fifth decade)

Sweigart, C. A., & Landrum, T. J. (2015). The impact of number of adults on instruction: Implications for co-teaching. *Preventing School Failure, 59*, 22-29. doi: 10.1080/1045988X.2014.919139

2014

Cook, B. G., Buysse, V., Klingner, J., Landrum, T. J., McWilliam, R. A., Tankersley, M., & Test, D. W. (2014). CEC's standards for classifying the evidence base of practices in special education. *Remedial and Special Education*. Advance online publication. doi: 10.1177/0741932514557271

Council for Exceptional Children Evidence-based Practice Workgroup*. (2014). Council for Exceptional Children: Standards for evidence-based practices in special education. *Exceptional Children, 80*, 504-511. doi: 10.1177/0014402914531388

Council for Exceptional Children Evidence-based Practice Workgroup*. (2014). Council for Exceptional Children: Standards for evidence-based practices in special education. *Teaching Exceptional Children, 46*, 206-212. doi: 10.1177/0040059914531389

**Workgroup consisted of Bryan Cook (Chair), Virginia Buysse, Janette Klingner, Tim Landrum, Robin McWilliam, Melody Tankersley, and Dave Test.*

Landrum, T. J., & Sweigart, C. A. (2014). Simple, evidence-based interventions for classic problems of emotional and behavioral disorders. *Beyond Behavior, 23*(3), 3-9.

2013

Cook, B. G., Cook, L. H., & Landrum, T. J. (2013). Moving research into practice: Can we make dissemination stick? *Exceptional Children, 79*, 163-180.

2011

Landrum, T. J., Scott, T. M., & Lingo, A. S. (2011). Classroom misbehavior is predictable and preventable. *Kappan, 93*(2), 30-34.

2010

Landrum, T. J., & McDuffie, K. A. (2010). Learning styles in the age of differentiated instruction. *Exceptionality, 18*, 6-17.

2009

Cook, B. G., Tankersley, M., & Landrum, T. J. (2009). Determining evidence-based practices in special education. *Exceptional Children, 75*, 365-383.

Invernizzi, M., Landrum, T. J., Teichman, A., & Townsend, M. (2009). Increased implementation of emergent literacy screening in pre-kindergarten. *Early Childhood Education Journal, 37*, 437-446.

Kauffman, J. M., & Landrum, T. J. (2009). Politics, civil rights, and disproportional identification of students with emotional and behavioral disorders. *Exceptionality, 17*, 177-188.

2008

Cook, L., Cook, B. G., Landrum, T. J., & Tankersley, M. (2008). Examining the role of group experimental research in establishing evidence-based practices. *Intervention in School and Clinic, 44*, 76-82.

Cook, B. G., Landrum, T. J., Cook, L., & Tankersley, M. (2008). Introduction to the special issue: Evidence-based practices in special education. *Intervention in School and Clinic, 44*, 67-68.

Cook, B. G., Tankersley, M., Cook, L., & Landrum, T. J. (2008). Evidence-based practices in special education: Some practical considerations. *Intervention in School and Clinic, 44*, 69-75.

Tankersley, M., Harjusola-Webb, S., & Landrum, T. J. (2008). Using single-subject research to establish the evidence base of special education. *Intervention in School and Clinic, 44*, 83-90.

McDuffie, K. A., Landrum, T. J., & Gelman, J. (2008). Co-teaching and students with emotional and behavioral disorders. *Beyond Behavior, 17*(2), 11-16.

2007

Landrum, T. J., Cook, B. G., Tankersley, M., & Fitzgerald, S. (2007). Teacher perceptions of the useability of intervention information from personal versus data-based sources. *Education and Treatment of Children, 30*(4), 27-42.

2006

Howell, J., Drake, E. A., & Landrum, T. J. (2005-2006). PALS PreK: Influencing emergent literacy in the preschool setting. *Reading in Virginia, 29*, 37-42.

2005

Invernizzi, M. A., Justice, L. M., Landrum, T. J., & Booker, K. C. (2004-2005). Early literacy screening in kindergarten: Widespread implementation in Virginia. *Journal of Literacy Research, 36*, 479-500.

Invernizzi, M. A., Landrum, T. J., Howell, J. L., & Warley, H. P. (2005). Toward the peaceful coexistence of test developers, policy makers, and teachers in an era of accountability. *Reading Teacher, 58*(7), 2-10.

Kauffman, J. M., Landrum, T. J., Mock, D., Sayeski, B., & Sayeski, K. L. (2005). Diverse knowledge and skills require a diversity of instructional groups: A position statement. *Remedial and Special Education, 26*(1), 2-6.

Landrum, T. J., Howell, J. L., Invernizzi, M. A., & Drake, E. A. (2004-2005). PALS and Virginia's EIRI: Looking behind the scores. *Reading in Virginia*, 28, 43-48.

Warley, H. P., Landrum, T. J., & Invernizzi, M. A. (2005). Prediction of first grade reading achievement: A comparison of kindergarten predictors. *National Reading Conference Yearbook*, 54, 428-442.

2004

Howell, J., Partridge, H., Landrum, T. J., & Invernizzi, M. (2003-2004). A look back on seven years of PALS and Virginia's EIRI. *Reading in Virginia*, 27, 74-77.

Landrum, T. J., Katsiyannis, A., & Archwamety, T. (2004). An analysis of placement and exit patterns of students with emotional or behavioral disorders. *Behavioral Disorders*, 29, 141-154.

Landrum, T. J., & Tankersley, M. T. (2004). Science in the schoolhouse: An uninvited guest. *Journal of Learning Disabilities*, 37, 207-212.

2003

Cook, B. G., Landrum, T. J., Tankersley, M., & Kauffman, J. M. (2003). Bringing research to bear on practice: Effecting evidence-based instruction for students with emotional or behavioral disorders. *Education and Treatment of Children*, 26(4), 345-361.

Landrum, T. J., Tankersley, M., & Kauffman, J. M. (2003). What's special about special education for students with emotional or behavioral disorders? *Journal of Special Education*, 37, 148-156.

2002

Katsiyannis, A. K., Landrum, T. J., & Reid, R. (2002). Rights and responsibilities under Section 504. *Beyond Behavior*, 11(2), 9-15.

Landrum, T. J., Cook, B. G., Tankersley, M., & Fitzgerald, S. (2002). Teachers' perceptions of the trustworthiness, useability, and accessibility of information from different sources. *Remedial and Special Education*, 23(1), 42-48.

2000

Cook, B. G., Tankersley, M., Cook, L., & Landrum, T. J. (2000). Teachers' attitudes toward their included students with disabilities. *Exceptional Children*, 67, 115-135.

Landrum, T. J. (2000) Assessment for eligibility: Issues in identifying students with emotional or behavioral disorders. *Assessment for Effective Intervention (formerly Diagnostique)*, 26, 41-49.

1999

Landrum, T. J. & Tankersley, M. (1999). Emotional and behavioral disorders in the new millennium: The future is now. *Behavioral Disorders*, 24, 319-330.

1997

Katsiyannis, A. K., Landrum, T. J., Bullock, L., & Vinton L. (1997). Certification requirements for teachers of students with emotional or behavioral disorders: A national survey. *Behavioral Disorders*, 22, 131-140.

Katsiyannis, A. K., Landrum, T. J., & Vinton, L. (1997). Practical guidelines for monitoring treatment of attention-deficit/hyperactivity disorder. *Preventing School Failure*, 41, 132-136.

Landrum, T. J. (1997). Why data don't matter (guest editorial). *Journal of Behavioral Education*, 7, 123-129.

1995

Landrum, M. S., & Landrum, T. J. (1995). *Perceived problem behaviors in intellectually gifted children*. 1995 NAGC Research Briefs, 39-43. Washington, DC: National Association for Gifted Children.

Landrum, T. J., Singh, N. N., Nemil, M. S., Ellis, C. R., & Best, A. M. (1995). Characteristics of children and adolescents with serious emotional disturbance in systems of care. Part II: Community-based services. *Journal of Emotional and Behavioral Disorders*, 3, 141-149.

1994

Singh, N. N., Landrum, T. J., Donatelli, L. S., Hampton, C., & Ellis, C. R. (1994). Characteristics of children and adolescents with serious emotional disturbance in systems of care. I: Partial hospitalization and inpatient psychiatric services. *Journal of Emotional and Behavioral Disorders*, 2, 13-20.

1993

Ellis, C. R., Singh, N. N., & Landrum, T. J. (1993). Pharmacotherapy: I. *Journal of Developmental and Physical Disabilities*, 5, 1-3.

Singh, N. N., Donatelli, L. S., Best, A., Williams, D. E., Barrera, F. J., Lenz, M. W., Landrum, T. J., Ellis, C. R., & Moe, T. L. (1993). Factor structure of the motivation assessment scale. *Journal of Intellectual Disability Research*, 37, 65-74.

Singh, N. N., Landrum, T. J., Ellis, C. R., & Donatelli, L. S. (1993). Effects of thioridazine and visual screening on stereotypy and social behavior in individuals with mental retardation. *Research in Developmental Disabilities*, 14(3), 163-177.

1992

Anderson, V. M., Singh, N. N., Moe, T. L., & Landrum, T. J. (1992). Enhancing spelling performance of students with mental retardation: Comparative effects of three remediation procedures. *Australasian Journal of Special Education*, 15, 5-13.

Conaghan, B. P., Singh, N. N., Moe, T. L., Landrum, T. J., & Ellis, C. R. (1992). Acquisition and maintenance of manual signs by hearing impaired adults with mental retardation. *Journal of Behavioral Education*, 2, 177-205.

Landrum, T. J. (1992). Teachers as victims: An interactional analysis of the teacher's role in educating atypical learners. *Behavioral Disorders*, 17, 135-144.

Landrum, T. J., & Kauffman, J. M. (1992a). Characteristics of general education teachers perceived as effective by their peers: Implications for the inclusion of children with learning and behavioral disorders. *Exceptionality*, 3, 147-163.

Landrum, T. J., & Kauffman, J. M. (1992b). Reflections on "Characteristics of general education teachers perceived as effective by their peers: Implications for the inclusion of children with learning and behavioral disorders." *Exceptionality*, 3, 185-188.

Landrum, T. J., & Lloyd, J. W. (1992). Generalization in social behavior research with children and youth who have emotional or behavioral disorders. *Behavior Modification*, 16, 593-616.

1991

Algozzine, B., Ysseldyke, J. E., Kauffman, J. M., & Landrum, T. J. (1991). Implications of school reform in the 1990s for teachers of students with behavior problems. *Preventing School Failure*, 35(2), 6-10.

Lloyd, J. W., Kauffman, J. M., Landrum, T. J., & Roe, D. L. (1991). Why do teachers refer pupils for special education? An analysis of referral records. *Exceptionality*, 2, 115-126.

1989

Landrum, T. J. (1989). Gifted and learning disabled students: Practical considerations for teachers. *Academic Therapy*, 24, 533-544.

Lloyd, J. W., Bateman, D. F., Landrum, T. J., & Hallahan, D. P. (1989). Self-recording of attention versus productivity. *Journal of Applied Behavior Analysis*, 22, 315-323.

PUBLICATIONS: MISCELLANEOUS

Landrum, T. (2015). Relationship-based approaches to classroom management. In W. George Scarlett (Ed.), *The SAGE Encyclopedia of Classroom Management*. Thousand Oaks, CA: SAGE.

Landrum, T. J., Sweigart, C.A. , & Hughes, L. E. (2015). Disabilities and classroom management. In W. George Scarlett (Ed.), *The SAGE Encyclopedia of Classroom Management*. Thousand Oaks, CA: SAGE.

Sweigart, C.A. , & Landrum, T. (2015). Praise and encouragement. In W. George Scarlett (Ed.), *The SAGE Encyclopedia of Classroom Management*. Thousand Oaks, CA: SAGE.

Landrum, T. J., & Kauffman, J. M. (2003). Education of emotionally disturbed. In J. W. Guthrie (Ed.), *Encyclopedia of Education* (2nd ed.) (pp. 726-728). New York: Macmillan Reference USA.

Landrum, T. J., & Lloyd, J. W. (1991). Book review: *Introduction to behavior analysis in special education*. *Journal of Behavioral Education*, 1, 145-149.

PRESENTATIONS (*asterisk indicates lead (or sole) presenter or organizer)**2017**

Targeted antecedent interventions for students with or at-risk for EBD (with L. Collins). Teacher Educators for Children with Behavioral Disorders (TECBD) Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ, October, 2017.

Establishing evidence-based practices in EBD: Challenges and implications (with L. Collins & B. G. Cook). Teacher Educators for Children with Behavioral Disorders (TECBD) Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ, October, 2017.

**After you land the job, then what? Successful strategies for new faculty members* (with M. Tankersley & G. Benner). Teacher Educators for Children with Behavioral Disorders (TECBD) Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ, October, 2017.

**Returning to our roots: Essential features of effective, evidence-based interventions for students with EBD* (Half-day pre-conference workshop) (with L. Collins). Teacher Educators for Children with

Behavioral Disorders (TECBD) Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ, October, 2017.

**Sources and examples of evidence-based practices in emotional and behavioral disorders*, with Lauren W. Collins, Annual Convention of the Council for Exceptional Children, Boston, MA, April 2017.

Teaching Exceptional Children special issue overview: Tips and tools for beginning special educators, with Lauren W. Collins & Kristin Sayeski, invited presentation to Student Forum, Annual Convention of the Council for Exceptional Children, Boston, MA, April 2017.

2016

**Classic problems, classic solutions: Simple strategies to improve student behavior*, with Chris A. Sweigart. 40th Annual Conference of Teacher Educators for Children with Behavioral Disorders (TECBD). Tempe, AZ, October 2016. (*invited half-day workshop session*)

**Evidence-based practice in emotional and behavioral disorders*, with C. Sweigart, Annual Convention of the Council for Exceptional Children, St. Louis, MO, April 2016.

**Identifying and disseminating evidence-based practice in special education* (with L. Evanovich & C. Sweigart), session in invited strand, co-lead with T. Scott. Annual Convention of the Council for Exceptional Children, St. Louis, MO, April 2016.

Navigating the publication process: Learning how to successfully publish in CCBD journals Behavioral Disorders and Beyond Behavior, with B. Cook. Annual Convention of the Council for Exceptional Children, St. Louis, MO, April 2016.

**Tertiary interventions for classic behavior problems: A focus on practical antecedent strategies (half-day pre-symposium workshop)*, with C. Sweigart, Midwest Symposium for Leadership in Behavioral Disorders (MSLBD), Kansas City, MO, February, 2016.

2015

The 6S Pyramid: A framework for efficiently identifying research-based practices (poster session), with B. Cook and M. Tankersley, 37th International Conference on Learning Disabilities, Council for Learning Disabilities, Las Vegas, NV, October, 2015.

**Keys to effective classroom management for students with EBD*, Featured Presenter (invited), Behavior Management Strand, Council for Children with Behavioral Disorders International Conference, Atlanta, GA, September 2015.

**Research on classroom and behavior management for EBD: Whose behavior needs changing?* Invited session, Research Strand, Council for Children with Behavioral Disorders International Conference, Atlanta, GA, September 2015.

**Behavioral foundations for academic and social success: Practical strategies for teachers (two part-session)*, with Chris Sweigart. Midwest Symposium for Leadership in Behavioral Disorders (MSLBD), Kansas City, MO, February, 2015.

Publish, not perish: How to prepare your work for CCBD journals "Beyond Behavior" and "Behavioral Disorders", with K. Vannest & J. B. Ryan. Midwest Symposium for Leadership in Behavioral Disorders (MSLBD), Kansas City, MO, February, 2015.

2014

The unique nature of the EBD population and the unique contribution of single-case research. with Bryan G. Cook and Melody Tankersley, 38th Annual Conference of Teacher Educators for Children with Behavioral Disorders (TECBD). Tempe, AZ, October 2014.

Trends in the EBD literature: An analysis of article citation rates. with Bryan G. Cook, Amy E. Ruhaak, and Melody Tankersley, 38th Annual Conference of Teacher Educators for Children with Behavioral Disorders (TECBD). Tempe, AZ, October 2014.

**Toward evidence-based practice in emotional and behavioral disorders,* Council for Exceptional Children (CEC) Annual Convention, Philadelphia, PA, April 2014.

**Evidence-based interventions for behavioral and academic success,* Midwest Symposium for Leadership in Behavioral Disorders (MSLBD), Kansas City, MO, February, 2014.

2013

**Extreme school violence and EBD: (How) Do they intersect?* with Chris A. Sweigart, 37th Annual Conference of Teacher Educators for Children with Behavioral Disorders (TECBD). Tempe, AZ, October, 2013.

**Evidence-based practice in EBD: (How) do we know what works?* with Bryan G. Cook, 37th Annual Conference of Teacher Educators for Children with Behavioral Disorders (TECBD). Tempe, AZ, October, 2013.

TECBD Symposium on the Handbook of Emotional and Behavioral Difficulties, with Joao Lopes, James M. Kauffman, Robert Gable, Lauren Reed, Kathleen Lane, Wedny Oakes, Jo Hendrickson, Lori deMello, Bryan Cook, Amy Ruhaak, Andrew Wiley, and Kathryn Germer, 37th Annual Conference of Teacher Educators for Children with Behavioral Disorders (TECBD). Tempe, AZ, October, 2013.

**Research in emotional and behavioral disorders: What we know and what we need to know* (invited Featured Speaker), 2013 International Council for Children with Behavioral Disorders (CCBD) Conference, Chicago, IL, September 2013.

Overcoming the research-to-practice gap (invited panelist), with R. Gable (moderator), L. Reed, and M. Tankersley, 2013 International Council for Children with Behavioral Disorders (CCBD) Conference, Chicago, IL, September 2013.

Writing and publishing your textbook (invited panelist), with G. Benner, D. Cheney, K. Lane, J. Shriner, and M. Yell (moderator), 2013 International Council for Children with Behavioral Disorders (CCBD) Conference, Chicago, IL, September 2013.

**Simple, evidence-based practices for classic behavior problems,* with Chris Sweigart, 2013 International Council for Children with Behavioral Disorders (CCBD) Conference, Chicago, IL, September 2013.

Behavioral principles underlying effective instruction and intervention, with Chris Sweigart, 2013 International Council for Children with Behavioral Disorders (CCBD) Conference, Chicago, IL, September 2013.

**Evidence-based Practices for Students with EBD,* (featured session), 2013 Research to Practice conference, Indiana IEP Resource Center, Indianapolis, IN, May, 2013

**Issues in Identification, Evaluation, & Eligibility in the Category of EBD: Who Has Emotional and Behavioral Disorders?* (featured session) 2013 Research to Practice conference, Indiana IEP Resource Center, Indianapolis, IN, May, 2013

CEC's Evidence-based Practice Initiative: Preliminary research update, with Bryan Cook (moderator), Janette Klingner, Melody Tankersley, and David Test, Council for Exceptional Children (CEC) Annual Convention, San Antonio, TX, April 2013.

**Academic interventions for students with EBD, Focus on Inclusion: Indiana's Statewide Conference on Inclusive Education*, Indianapolis, IN, March 2013.

**Evidence-based practices for students with EBD, Focus on Inclusion: Indiana's Statewide Conference on Inclusive Education*, Indianapolis, IN, March 2013.

2012

**Strategies that work for managing disruptive classroom behavior*, Kentucky Council for Exceptional Children Annual Conference, Louisville, KY, November 2012.

Bridging the research to practice gap through dissemination, with B.G Cook, and M. Tankersley, Teacher Educators for Children with Behavioral Disorders (TECBD) 36th Annual Conference, Tempe, AZ, October, 2012

CEC Evidence-based practice initiative, panelist, with CEC Evidence-based Practice Work Group: V. Buysse, B. G., Cook, J. Klingner, R. Mainzer, M. Tankersley, D. Test., & R. McWilliam, Council for Exceptional Children Annual Convention, Denver, CO, April 2012.

**Improving the dissemination of evidence-based practices*, (poster) with B. G. Cook & L. H. Cook, Council for Exceptional Children Annual Convention, Denver, CO, April 2012.

2011

**Identifying evidence-based practices in emotional and behavioral disorders: Building on 50 years of research*, with K. McDuffie-Landrum, 9th Biennial International Conference on Children and Youth with Behavioral Disorders, New Orleans, LA, September, 2011.

Beyond efficacy: Toward a broader consideration of instructional practices, with B. G. Cook, M. M. Gerber, & M. Tankersley, 35th Annual Conference of Teacher Educators for Children with Behavior Disorders, Tempe, AZ, October, 2011.

**Dissemination of evidence-based practices*, invited session as part of Division for Research Showcase session, Council for Exceptional Children Annual Convention, National Harbor, MD, April, 2011.

2010

Teacher-student interactions in co-taught classrooms: Does co-teaching make a difference? (invited session) with K. McDuffie-Landrum, 34th Annual Conference of Teacher Educators for Children with Behavior Disorders, Tempe, AZ, October, 2010.

Supporting students with EBD within the context of three-tiered models of support: Where do we go from here? A panel discussion, with K. L. Lane, W. P. Oakes, K. McDuffie-Landrum, J. Fox, & L.

Blevins. 34th Annual Conference of Teacher Educators for Children with Behavior Disorders, Tempe, AZ, October, 2010.

**Effective practice for challenging behavior: Four research-based strategies*, LDA Summer Institute, Louisville, KY, June 2010.

**Effective practices in behavior disorders*, Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO, February, 2010.

2009

Generations of knowledge: Mentor panel (invited panelist), 33rd Annual Conference of Teacher Educators for Children with Behavior Disorders, Tempe, AZ, October, 2007.

Determining evidence-based practices in special education (Division for Research Showcase Session), moderator, with session leader B. Cook and presenters S. Baker, D. Browder, D. Chard, K. Lane, M. Montague, and M. Tankersley, Council for Exceptional Children Annual Conference, Seattle, WA, April, 2009.

Determining evidence-based practices in special education, with B. Cook, M. Tankersley, S. Baker, and D. Chard, Pacific Coast Research Conference, Coronado, CA, February, 2009.

2008

**Universal literacy screening: PreK through third grade*, Governor's Conference on Education, Virginia School Boards Association, Richmond, VA, July, 2008.

How to effectively co-teach students with behavioral disorders, with K. McDuffie, J. Gelman, & K. Robbins, Council for Exceptional Children Annual Conference, Boston, MA, April 2008.

**Behavioral foundations of classroom management and effective instruction*, with K. McDuffie and M. Herbst, Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO, February, 2008.

2007

Field-testing quality indicators for single-subject research in special education, with M. Tankersley & B. Cook, 31st Annual Conference of Teacher Educators for Children with Behavior Disorders, Tempe, AZ, November, 2007.

**Using literacy screening data to guide instruction, monitor progress, and show growth over time* (with M. Invernizzi), Virginia Educational Research Association, Charlottesville, VA, September, 2007.

**Evidence-based practice in the education of students with emotional and behavioral disorders* (Invited session for strand on evidence-based practices in special education), with M. Tankersley, Council for Exceptional Children Annual Conference, Louisville, KY, April, 2007.

**Behavioral strategies for effective instruction and classroom management*, (2-hour workshop) Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO, February, 2007.

2006

Instructional level needs vs. grade level expectations: Preliminary results from an urban literacy reform effort, with T. Gill & H. Warley, National Reading Conference, 56th Annual Meeting, Los Angeles, CA, December, 2006.

**Achieving the radical reform of special education*, with M. Gerber and J. Crockett (session co-leaders); and panelists S. Forness, K. Lane, M. Mostert, G. Sasso, M. Tankersley, 30th Annual Conference of Teacher Educators for Children with Behavior Disorders, Tempe, AZ, November, 2006.

**Shores research strand on interventions and treatment fidelity with EBD students* (invited discussant, with M. Tankersley; J. Fox & M. Conroy, strand leaders), 30th Annual Conference of Teacher Educators for Children with Behavior Disorders, Tempe, AZ, November, 2006.

**Participation and performance of students with disabilities in statewide literacy assessment*, Council for Exceptional Children Annual Conference, Salt Lake City UT, April 2006.

Inclusion of students with learning disabilities: Stakeholders' perceptions of unintended side effects, with M. Tankersley, J. Crockett, B. Cook, L. Cook, & M. Gerber, Pacific Coast Research Conference, Coronado, CA, February, 2006.

2005

A preliminary investigation of quality indicators in experimental and single-subject research, with B. Cook, & M. Tankersley, 29th Annual Conference of Teacher Educators for Children with Behavior Disorders, Tempe, AZ, November, 2005.

Children and youth with emotional and behavioral disorders: A history of their education, with J. M. Kauffman, 29th Annual Conference of Teacher Educators for Children with Behavior Disorders, Tempe, AZ, November, 2005.

**Implementing statewide literacy screening in the era of Reading First: Results and lessons learned*, with M. Invernizzi, J. Howell, and H. (Partridge) Warley, Annual Meeting of the American Educational Research Association (AERA), Montreal, Quebec, April, 2005.

**Back to the future: Forgotten behavioral strategies every teacher should know and use* (half-day pre-symposium workshop), Midwest Symposium for Leadership in Behavioral Disorders, Kansas, City, MO, February, 2005.

**Making behavioral strategies work for—not against—you*, Midwest Symposium for Leadership in Behavioral Disorders, Kansas, City, MO, February, 2005.

2004

**A psychometric study of two methods of measuring reading rates*, with J. Howell & M. Invernizzi, National Reading Conference, San Antonio, TX, December, 2004.

**The stories behind the scores: A closer look at high literacy gains in high poverty schools*, with M. McCormack, National Reading Conference, San Antonio, TX, December, 2004

Historical roots and contemporary directions of special education for students with emotional and behavioral disorders, with J. M. Kauffman, 28th Annual Conference of Teacher Educators for Children with Behavior Disorders, Tempe, AZ, November, 2004.

**Assessing Reading: PALS and the Early Intervention Reading Initiative*, with H. P. Warley, Virginia Association of Test Directors 2004 Conference, Richmond, VA, November 9, 2004.

What is special about special education? (panel session, with S. Vaughn, S. Deno, P. Kohler, D. Browder, & B. Cook, panel leader) Council for Exceptional Children Annual Conference, New Orleans, LA, April 2004.

**Reading First and students with disabilities*, Council for Exceptional Children Annual Conference, New Orleans, LA, April 2004.

**Phonological Awareness Literacy Screening (PALS): History, development, and technical adequacy*, Virginia, State Reading Association annual conference, Richmond, VA, March, 2004.

2003

Implementing a large-scale early literacy assessment, with H. Partridge & J. Howell, National Reading Conference, Scottsdale, AZ, December 2003.

Behavioral family interventions: A related service for children with emotional and behavioral disorders, with M. Tankersley & B. Cook, 27th Annual Conference of Teacher Educators for Children with Behavior Disorders, Tempe, AZ, November, 2003.

How research informs practice in the field of emotional and behavioral disorders, with M. Tankersley & B. Cook, 27th Annual Conference of Teacher Educators for Children with Behavior Disorders, Tempe, AZ, November, 2003.

Teachers' beliefs, skills, and practices regarding effective inclusive teaching practices, with B. Cook, M. Tankersley, & L. Cameron, Council for Exceptional Children Annual Conference, Seattle, WA, April 2003.

**Students with disabilities and PALS screening: A preliminary analysis*, Virginia State Reading Association conference, Roanoke, VA, March, 2003

The results are in: Teachers', principals', and district representatives' responses to the PALS online survey with J. Reifenger, Virginia State Reading Association conference, Roanoke, VA, March, 2003

**What teachers think about their teaching: Does research play a role?* With B. Cook, E. Martinez, & M. Tankersley, Annual Pacific Coast Research Conference, La Jolla, CA, February, 2003.

**The history, development, and technical adequacy of Phonological Awareness Literacy Screening (PALS) for Grades K-3: An overview of one assessment based on SBRR* (panel session), with M. Invernizzi, H. Partridge, & J. Ballow, Hawaii International Conference on Education, Honolulu, HI, January, 2003.

**Translating research into practice in behavior disorders* (poster session) Hawaii International Conference on Education, Honolulu, HI, January, 2003.

The trials and tribulations of early literacy assessment within a statewide reading initiative, with M. Invernizzi, H. Partridge, & J. Ballow, Hawaii International Conference on Education, Honolulu, HI, January, 2003.

2002

- **How research informs practice in behavior disorders*, with M. Tankersley, J. Kauffman, & B. Cook, 26th Annual Conference of Teacher Educators for Children with Behavior Disorders, Tempe, AZ, November, 2002.
- **Beyond behavior (and back again)* (Keynote address), South Carolina Council for Children with Behavioral Disorders (SC-CCBD), Greenville, SC, November 2002.
- **Implementing effective self-management for students with behavioral disorders*, South Carolina Council for Children with Behavioral Disorders (SC-CCBD), Greenville, SC, November 2002.
- **Effective classroom practices for students with emotional or behavioral difficulties*, (full-day workshop), Shaklee Institute, Wichita, KS, September 2002.
- **Teacher perceptions of intervention information presented in a personal versus data-based format* (poster session) with M. Tankersley & B. Cook, Council for Exceptional Children Annual Conference, New York, NY, April 2002.
- **Effective practice for students with behavior disorders* (full-day pre-symposium workshop), with M. Tankersley, K. Callicott, and B. Cook, Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO, February, 2002.

2001

- Teachers attitudes toward their included students with behavioral disorders*, with B. Cook & M. Tankersley, 25th Annual Conference of Teacher Educators for Children with Behavior Disorders, Scottsdale, AZ, November, 2001.
- **Effective programming for gifted students with disabilities*, 14th Biennial World Conference, World Council for Gifted and Talented Children, Barcelona, Spain, August 2001.
- **Special populations in classrooms: Accommodating academic and behavioral diversity*, University of Virginia Summer Institute on Academic Diversity, Charlottesville, VA, July, 2001.
- **Effective practice in behavior disorders: How do we determine what works?* with B. Cook & M. Tankersley, Council for Exceptional Children Annual Conference, Kansas City, MO, April, 2001.
- Translating research into practice: Teachers' beliefs about research and research-based practices*, with A. Foegen & B. Cook, Annual Pacific Coast Research Conference, La Jolla, CA, February, 2001.
- **Effective intervention for students with learning and behavior problems* (inservice presentation), Nottoway County Public Schools, Nottoway, VA, January, 2001.

2000

- **Programming for students with learning and behavior disorders*, Virginia's 3rd Annual Regional Alternative Education Conference, Thomas Jefferson Center for Educational Design, Charlottesville, VA, December, 2000
- Teachers' views of community-based job training and inclusion as predictors of employability* (poster session), with B. Cook, Council for Exceptional Children Annual Conference, Vancouver, BC, Canada, April, 2000.

**Effective practice in behavior disorders*, with B. Cook and M. Tankersley, Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO, February, 2000.

1999

A comparison of pre-service teachers' attitudes toward the inclusion of students with behavioral disorders and other disabilities, with B. Cook, 23rd Annual Conference of Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ, November, 1999.

**Teacher talk and students with E/BD: Praise revisited*, with M. Tankersley, Third International Conference on Children and Youth with Behavioral Disorders, Dallas, TX, October, 1999.

1998

**Deciding what works in special education: Three perspectives on research to practice issues* (Chair, Division for Research Showcase session), with B. Cook, M. Tankersley, J. Lloyd, T. Lewis, T. Scott, and J. Kauffman, Council for Exceptional Children Annual Conference, Charlotte, NC, April, 1998.

**What works, what doesn't, and how to tell the difference*, with M. Tankersley and K. Callicott, Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO, February, 1998.

Rejection, attachment, concern, and indifference: Teachers' nominations of integrated students with disabilities with B. Cook, and M. Tankersley, Council for Exceptional Children Annual Conference, Minneapolis, MN, April, 1998.

Results of this study showed that ...: Does research really matter to teachers? with M. Tankersley and B. Cook, Council for Exceptional Children Annual Conference, Minneapolis, MN, April, 1998.

1997

**Do data matter? Teacher perceptions of intervention information from different sources*, with M. Tankersley & B. Cook, 21st Annual Conference of Teacher Educators for Children with Behavioral Disorders, Scottsdale, AZ, November, 1997.

**Implementing self-management interventions: What the research says*, with M. Tankersley, International Conference on Children and Youth with Behavioral Disorders, October, 1997, Dallas, TX.

**Programming for gifted students with learning disabilities: A synthesis of the literature* (poster session), with K. Vannest & L. Vinton, Council for Exceptional Children Annual Conference, Salt Lake City, UT, April, 1997.

Assessing multiple emotional and behavioral disorders: The issue of co-morbidity (poster session), with M. Tankersley, Council for Exceptional Children Annual Conference, Salt Lake City, UT, April, 1997.

**Implementing effective self-management for students with behavioral disorders*, with M. Tankersley, Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO, February, 1997.

1996

**New directions in self-management research*, with M. Tankersley, 19th Annual TED Conference, Washington, DC, November, 1996.

Facilitating transition through individualized school-based interventions, with M. Tankersley, International Adolescent Conference, Institute for Adolescents with Behavioral Disorders, Aspen, CO, October 1996.

**Teacher behavior and effective classroom management*, 13th Annual Nebraska State Conference on Troubled Children and Youth, Kearney, NE, July, 1996.

**Effective instruction: Teaching so all students learn*, with A. Katsiyannis, 5th Annual Promising Practices Conference, Kearney, NE, June, 1996.

Self-monitoring for students and teachers (poster session), with M. Tankersley, Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO, February, 1996.

Positive behavioral support outreach in Louisiana, poster session, with K. Vannest and R. K. Denny, Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO, February, 1996.

**Intervention with aggressive students*, invited presentation, Kearney Public School Special Education staff, Kearney, NE, February, 1996.

1995

**Teacher behavior during student self-monitoring: An analysis of reactivity*, with M. Tankersley, 19th Annual Conference of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ, November, 1995.

Positive behavioral support outreach in Louisiana, with K. Vannest and R. K. Denny, 19th Annual Conference of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ, November, 1995.

Special education in Louisiana: A descriptive profile of capacity, needs, and future directions, with R. K. Denny and K. Vannest, 15th Annual Superconference on Special Education, Baton Rouge, LA, March, 1995.

1994

**Teacher perceptions of their ability to work with difficult students*, 18th Annual Conference of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ, November, 1994.

**Teacher efficacy and the education of difficult students: An analysis of teachers' self-perceptions*, Annual Meeting of the American Educational Research Association (AERA), New Orleans, LA, April, 1994.

1993

**Characteristics of children and adolescents with serious emotional disturbance: Youth provided community-based services as an alternative to residential placement*, 17th Annual Conference of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ, November, 1993.

**Characteristics of children identified as SED admitted to a children's psychiatric hospital*, Commonwealth Institute for Child and Family Studies 3rd Annual Conference on Children and Adolescents with Emotional or Behavioral Disorders, Virginia Beach, VA, October, 1993.

1992

**Statistical Overview of Metropolitan Area Youth*, Metropolitan Interfaith Assembly Board Retreat, Richmond, VA, July, 1992

Effects of fluoxetine on self-injury, with R. W. Ricketts, C. R. Ellis, A. Pinero, N. N. Singh, & Y. N. Singh, 18th Annual Convention, Association for Behavior Analysis, San Francisco, CA, May, 1992.

**Teacher Perceptions of Peers' Effectiveness with Difficult Students: Implications for Special and Regular Education*, Council for Exceptional Children Annual Conference, Baltimore, MD, April, 1992.

**Nonaversive Intervention for Classroom Behavior Problems: Practical Approaches to Diagnosis and Treatment*, Virginia Federation (CEC) Annual State Conference, Richmond, VA, March, 1992.

Underachievement and Learning Problems of Talented Students, with M. S. Landrum, Johns Hopkins University Center for Talented Youth, 1991 Explorations in Space and Astronomy, Williamsburg, VA, December, 1991.

1991

**Evaluating Community-based Services for SED Youth*, 15th Annual Conference of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ, November, 1991.

**Effects of Thioridazine and Visual Screening, Alone and Combined, on Stereotypy and Social Behavior*, 17th Annual Convention, Association for Behavior Analysis, Atlanta, GA, May, 1991.

**Evaluating Community-based Services for Troubled Youth and Families: Issues and Preliminary Findings*, 4th Annual Research Conference, Research and Training Center for Children's Mental Health, Florida Mental Health Institute, University of South Florida, Tampa, FL, February, 1991.

1990

Self-recording Interventions, with J. W. Lloyd, 14th Annual Conference of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ, November, 1990.

Teachers' Views of Risk, Peer Competence, and Interventions, with J. M. Kauffman & J. W. Lloyd, 14th Annual Conference of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ, November, 1990.

**Carl Fenichel Memorial Lectureship Presentation*, Council for Children with Behavioral Disorders, Council for Exceptional Children Annual Conference, Toronto, Ontario, April, 1990.

Teaching Self-Control Skills in Special and Regular Education Settings, with J. W. Lloyd, Council for Exceptional Children Annual Conference, Toronto, Ontario, April, 1990.

**Conduct Disorder versus Social Maladjustment: Implications for Special and Regular Educators*, Virginia Federation (CEC) Annual State Conference, Arlington, VA, March, 1990.

**Gifted and Handicapped Students: Redefining the Special Educator's Role*, Northern Virginia Council for the Gifted and Talented, Stafford County, VA, March, 1990.

1989

Promoting Self-Control in the Classroom, with J. W. Lloyd, C. Wissick, & F. James, Council for Children with Behavioral Disorders Annual Conference, Charlotte, North Carolina, September, 1989.

Learner-Enabling Instruction, with J. W. Lloyd, B. J. Blandford, & C. Wissick, staff development workshop, Talbot County Public Schools, Talbot County, MD, June 27-29, 1989.

**Effective Programming for High Ability LD Students: Reassessing the Gifted LD Label*, with B. J. Blandford, Virginia Federation (CEC) Annual State Conference, Roanoke, Virginia, March 1989.

GUEST LECTURES & INVITED PRESENTATIONS

Humane Behavior Management, in EDLF 300/500, Learning and Development (UVA); Fall 2000, 2001, 2002, 2003, 2004; Sara Rimm-Kauffman, Herb Richards, Peter Sheras, instructors.

Research to Practice Issues, in EDIS 885, Doctoral Seminar in Special Education (UVA), Fall 2000, 2001, 2002, 2003, 2004; Jim Kauffman, John Lloyd (2002) instructors.

Positive Strategies for Working with Kids, Summer Enrichment Program (UVA) staff training, June 2001, 2002, 2003, 2004.

Behavior Management and Appropriate Discipline, Cavalier Day Camp (UVA) staff training, June 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008.

EDITORIAL WORK

Editor

Associate Editor, *Behavioral Disorders*, (2017 – present)

Co-editor, *Advances in Learning and Behavioral Disabilities* (2011 - present)

Co-editor, *Behavioral Disorders* (2014 – 2017)

Co-Editor, *Beyond Behavior* (2010-2013)

Associate Editor, *Journal of Behavioral Education* (1990 - 1997)

Associate Editor, *Journal of Child and Family Studies* (1990 - 1997)

Editor, *FOCUS on Research* (newsletter of the Division for Research) (1998 - 2007)

Review Boards – current

Field Reviewer, *Teaching Exceptional Children* (2014 – present)

Editorial Review Board, *Remedial and Special Education* (2010 - present)

Field Reviewer, *Exceptional Children* (2009 - present)

Field Reviewer, *Exceptionality* (2012 - present)

Editorial Board, *Journal of Emotional and Behavioral Disorders* (1992 – 1999; 2009 - present)

Reviewer - previous or occasional

Guest Reviewer, *Journal of Child and Family Studies* (2004 -)

Guest Reviewer, *Teaching Exceptional Children*, (2004 - 2014)

Guest Reviewer, *Journal of Special Education* (2003 -)

Field Associate, *Beyond Behavior*, (2003 - 2010)

Editorial Board, *Behavioral Disorders* (2004 - 2014)

Editorial Board, *Journal of Behavioral Education* (1997 - 2000)

Editorial Board, *Journal of Child and Family Studies* (1997 - 2000)

Guest Reviewer, *Behavioral Disorders* (1999 - 2003)

Guest Reviewer, Pro-Ed Publications (1995)

Guest Reviewer, *Exceptionality* (1992 - 1997)

Guest Reviewer, *Research in Developmental Disabilities* (1990)

Guest Reviewer, Brooks-Cole Publishing (1990 - 1991)

SERVICE

National

Council for Exceptional Children – Division for Research (CEC-DR)

Past-President (2011-2012); President (2010-2011); President-elect (2009-2010); Vice President (2008-2009)

Chair, Early Career Publication Award (2014- present)

Interim Chair, Kauffman-Hallahan Research Award Committee (2014)

Publications Chair and Newsletter Editor (1998-2007)

Membership Chair (1993 – 1998)

Council for Exceptional Children (CEC)

Core Team Member, Work Group on Evidence-based Practice (2005 - 2014)

CEC Ad Hoc Committee on Research (1994 - 1995)

Program Advisory Committee (2010 convention)

Council for Exceptional Children – Council for Children with Behavioral Disorders (CCBD)

Publications Committee member (2001 – 2006)

State and Regional

Governor’s Task Force on School Readiness (VA) (2007 - 2009)

Evaluation Work Group (Co-chair), Council on Community Services for Youth and Families, Richmond, VA (1990-1992)

Midwest Symposium for Leadership in Behavioral Disorders, Planning Committee (1995 - 1997)

Region III Developmental Disabilities Council (NE) (1995 - 1997)

Troubled Children and Youth, Planning Committee (NE) (1995 - 1997)

Local

P.L. 101-476 (IDEA) Advisory Council, East Baton Rouge Parish Schools (LA) (1994-1995)

Behavior Management Committee, Virginia Treatment Center for Children, Richmond, VA (1990-1992)

Kentucky Teacher Internship Program (KTIP)

Teacher Educator member for two interns, 2011, 2012

EXTERNAL EVALUATOR FOR TENURE AND PROMOTION

College of Charleston

George Mason University

Pennsylvania State University

University of Alabama

University of Cincinnati

University of Florida

University of Iowa

University of Memphis

University of Missouri

COMMITTEE WORK

University of Louisville

ex-officio, CEHD Diversity Committee (2016 -)

ex-officio, CEHD Research and Faculty Development Committee (2016 -)

CEHD Personnel Committee 2010-2012

CEHD Dean Search Committee (member) 2010-2011
CEHD Committee on Committees 2011-2012)
CEHD Doctoral Coordinators Group (member 2010-2011; chair, 2011-2012)
Teaching and Learning Leadership Team (2011 -)
EDTL Advanced Programs Group
Special Education Faculty Search, Co-chair 2012-2013

University of Virginia

Faculty Council Subcommittee on Dissertation Issues (2005 - 2006)
Teacher Education Committee (2000-2001)
Search Committee member:
PALS IT Specialist (2003)
PALS Office Manager (2004)
PALS Research Assistant (2004)
PALS Research Associate (2004)
Reading First Project Manager (2004)
Reading First Lecturer/Research Associate (2004)
Summer Enrichment Program Director (2004-2005)

Cleveland State University

Search Committee Chair, Educational Services Coordinator (1997-1998)
Research and Grants Committee (1999 - 2000)
Teacher Education Council (1999 - 2000)
Graduation, Convocation and Assembly Committee (1998 - 2000)

University of Nebraska at Kearney

Search Committee Chair, Special Education Faculty Search (1996-1997)
Teacher Education Committee, University of Nebraska at Kearney (1995 - 1997)
Honors Committee, College of Education, University of Nebraska at Kearney (1995 - 1997)
Faculty Committee, College of Education Self-Study (1996-1997)
Graduate Committee, Special Education/Communication Disorders (1995 - 1997)

Other

Holmes Elementary Steering Committee, Department of Curriculum and Instruction, Louisiana State University (1994-1995)
Human Services Core Course Development Committee, Longwood College (1993)

CONFERENCE PROPOSAL AND OTHER REVIEWER

Council for Exceptional Children (CEC):

Annual conference proposal reviewer (1999 to present)

Council for Exceptional Children – Division for Research (DR):

Doctoral Students Scholars, selection review committee (2008)

Council for Children with Behavioral Disorders (CCBD):

Coordinator, Research Strand, 2011 International Conference (2011)

CEC Annual conference proposal reviewer (2009, 2010, 2017)

International Conference proposal reviewer (2000, 2002)

CCBD/DCDT monograph series reviewer (2002)

CCBD Foundation practitioner awards reviewer (2002)

Carl Fenichel Award Competition reviewer (1991, 1992)

DOCTORAL STUDENTS

Doctoral Dissertation Committee member (completion date)

Brittany Cox, University of Louisville (May, 2017)
 Leah Dix, University of Louisville (December, 2015)
 Shannon Stone, University of Louisville (December 2015)
 Ashlee Ebert, University of Virginia (August, 2009)
 Peggy Dubeck, University of Virginia (May 2008)
 Karen L. Ford, University of Virginia (August 2007)
 Heather P. Warley, University of Virginia (January 2007)
 Jennifer L. Howell, University of Virginia (May 2005)
 Courtney L. Hodges, University of Virginia (May 2004)
 Elizabeth A. Martinez, University of Virginia (May 2002)
 Mary Jane Irons, University of Virginia (May 2001)
 Kimberly Vannest, Louisiana State University (December 1998)
 Diane S. Brown, Louisiana State University (May 1995)

Doctoral Dissertation Committee Chair (completion date)

Chris Sweigart, University of Louisville (May 2015)
 Kristina Hill, University of Louisville
 Pamela Larkin, University of Louisville
 Shaunta Lindsey, University of Virginia (May 2008)

CONSULTING

South Carolina Department of Education, Research to Practice Institute (Summers, 2009-2017)
 Full week professional development for teachers and school support personnel
 U.S. Department of Education, Office of Special Education and Rehabilitative Services, Panel reviewer:
 Preparation of Low-incidence personnel (2015)
 Preparation of Leadership Personnel (2014)
 Field-initiated research competition (1997 - 1999)
 Edgefield (SC) Schools, 2011
 Temple University Literacy Partnership (2006-2007)
 Fauquier County (VA) Public Schools (2006)
 Orange County (VA) Public Schools (2005)
 Nottoway County (VA) Public Schools (2001)
 Citizen's Academy, Cleveland OH (1999)
 Twinsburg City (OH) Schools (1999)
 Riverdale School, Riverdale, NE (1997)
 Jacob's Ladder Enrichment Program for disadvantaged gifted youth, Christchurch School, VA (1992)
 Texas Department of Mental Health and Mental Retardation (1992 -1993)
 Southwest Institute for Developmental Disabilities, Abilene, TX (1992 - 1993)
 Goochland County, VA Dept of Mental Health, Mental Retardation, and Substance Abuse Services
 (1991)

PROFESSIONAL AFFILIATIONS

Council for Exceptional Children (CEC)

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

HONORS AND AWARDS

Carl Fenichel Memorial Lectureship Award, 1990, Council for Children with Behavioral Disorders,
Toronto, Ontario.

COURSES TAUGHT

University of Louisville

EDAP 711 - Doctoral Professional Seminar (First Year)
EDAP 790 - Doctoral Dissertation Seminar
EDSP 345 - Special Populations in Schools
EDSP 510 - Legal Issues in Special Education
EDSP 545 - Exceptional Children in the Regular Classroom
EDSP 644 - Applied Behavior Analysis
EDSP 675 - Characteristics, Needs, and Responses for Students with EBD

Other courses taught

Behavior Management
Introduction to Special Education (Exceptionalities)
Characteristics of Behavior Disorders
Methods for Teaching Exceptional Students
Methods for Teaching Students with Behavior Disorders
Methods for Teaching Students with Mild/Moderate Disabilities
Methods for Teaching Students with Moderate/Intensive Educational Needs
Career and Life Planning for Students with Disabilities (Transition course)
Assessment for Exceptional Individuals
Language Development and Disorders
Collaboration & Communication Among School Personnel, Families and Community Organizations
Mainstreaming (methods for teaching students with disabilities in regular education settings)
Practicum supervision
Student teaching supervision