

**CURRICULUM VITAE
AMY SHEARER LINGO**

ADDRESS

College of Education and Human Development
University of Louisville
Louisville, Kentucky 40292

EDUCATIONAL INSTITUTIONS ATTENDED AND DEGREES

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|------|---------------------------------|---|
| 2003 | Doctor of Education (Ed. D.) | Department of Special Education and Rehabilitation Counseling, University of Kentucky |
| 2001 | Master of Science | Department of Special Education and Rehabilitation Counseling, University of Kentucky |
| 2001 | Level I-Principal Certification | University of Kentucky |
| 1996 | Initial Certification | Teaching Certification, Special Education, Learning and Behavior Disabilities, K-12/Science, 5-8
Eastern Kentucky University |
| 1993 | Bachelor of Arts | Human Physiology/Health
Transylvania University |

PROFESSIONAL POSITIONS HELD

- Interim Dean, College of Education and Human Development, University of Louisville, Kentucky (2019-present)
- Associate Dean for Academic Affairs and Unit Effectiveness, College of Education and Human Development, University of Louisville, Kentucky (2015-present)
- Professor, Department of Special Education, College of Education and Human Development, University of Louisville, Kentucky (2015-present)
- Special Assistant to the Dean, College of Education and Human Development, University of Louisville, Kentucky (2014-2015)
- Assistant Chair, Department of Special Education and Human Development, University of Louisville, Kentucky (2009-2015)
- Associate Professor, College of Education and Human Development, University of Louisville, Kentucky (2009-2015)
- Assistant Professor, College of Education and Human Development, University of

Louisville, Kentucky (2005-2009)

Assistant Professor, School of Education, Bellarmine University, Louisville, Kentucky
(2003-2005)

Research Assistant, Systems of Positive Behavioral Supports, Department of Special
Education and Rehabilitation Counseling, University of Kentucky, Lexington, Kentucky
(2001-2003)

Data Collector, Office of Special Education Programs, U.S. Department of Education,
State and Local Implementation of the Individuals with Disabilities Education
Act (2001)

Graduate Assistant, Department of Special Education and Rehabilitation Counseling,
University of Kentucky, Lexington, Kentucky (1999-2001)

Positive Behavioral Support Trainer, Kentucky, Ohio, Illinois, Mississippi (2000-2002)

Behavioral Consultant, Pulaski County, KY; Fayette County, KY; Anderson County, KY;
Shelby County, KY; Elliott County, KY; Ohio County, KY; Magoffin County, KY;
Nelson County, KY (2000-2002)

Teacher Educator, Kentucky Teacher Internship Program (1999-2018)

Supervising Teacher, Department of Special Education, University of Kentucky
(1997-1999)

Learning and Behavior Disorders Resource Teacher, Bryan Station Traditional Middle
School, Fayette County, Lexington, Kentucky (1996-1999)

PUBLICATIONS

Peer Reviewed

Scott, T. M., Gage, N., Hirn, R., Lingo, A., & Burt, J. L. (in press). An Examination of the
Association between MTSS Implementation Fidelity Measures and Student
Outcomes. *Preventing School Failure*.

Cooper, J. T., Whitney, T., & Lingo, A. S. (2018) Using immediate feedback to increase
opportunities to respond in a general education classroom. *Rural Special Education
Quarterly*, 37(1), 52-60. doi: 10.1177/8756870517747121

Whitney, T., Lingo, A., Cooper, J. & Karp, K. (2017). Effects of children's literature on
students' on task behavior during mathematics instruction. *Remedial and Special
Education*, 38(5), 284-296.

- Whitney, T., Cooper, J.T., and Lingo, A. S. (2017) "Increasing Student Engagement Through Opportunities to Respond," *Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children*: 3 (2), Article 3.
- Harbour, K., Karp, K. S. & Lingo, A. (2017). Inquiry to action: Diagnosing and addressing students relational thinking about the equal sign. *Teaching Exceptional Children*. 49(2), 126-133.
- Whitney, T., Hirn, R.G., & Lingo, A.S. (2016) Effects of a mathematics fluency program on mathematics performance of students with challenging behaviors. *Preventing School Failure: Alternative Education for Children and Youth*, 60(2), 133-142.
- Whitney, T., Cooper, J. T., & Lingo, A. S. (2015). Providing student opportunities to respond in reading and mathematics: A look across grade levels. *Preventing School Failure*, 59 (1), 14-21.
- Lingo, A.S. (2014). Tutoring middle school students with disabilities by high school students: Effects on oral reading fluency. *Education and Treatment of Children*, 37, (1), 53-76.
- Courtade, G. R., Lingo, A. S., & Whitney, T. (2013). Using story-based lessons to increase academic engaged time in general education classes for students with moderate intellectual disability and autism. *Rural Special Education Quarterly*, 32(4).
- Stevens, K.B. & Lingo, A.S. (2013). Assessing classroom management: The umbrella approach. *Beyond Behavior*, 22, (2), 19-26.
- Courtade, G., Lingo, A., Karp, K. & Whitney, T. (2013). Using shared story reading to teach mathematics skills to elementary students with moderate and severe disabilities. *Teaching Exceptional Children*, 45(3), 34-44.
- Landrum, T. J., Scott, T. M., & Lingo, A. S. (2011). Addressing challenging behavior in the classroom: Prediction, prevention, and instruction. *Kappan*, 93(2), 30-34.
- Cooper, J. T., Lingo, A. S., Whitney, T., & Slaton, D.B. (2011). The effects of instruction in a paired associates learning strategy as an intervention for college students with learning disabilities. *Journal of Postsecondary Education and Disability*, 24(2).
- Lingo, A.S., Barton-Arwood, S.M., & Jolivet, K. (2011). Using data collection methods to improve student outcomes: Practical strategies and examples. *Teaching Exceptional Children*, 43, 6-13.
- Lingo, A.S., Jolivet, K., & Barton-Arwood, S.M. (2009). Visual and verbal feedback to promote appropriate social behavior for a student with emotional and behavioral disorders. *Preventing School Failure*, 54, 24-29.
- Alter, P.J., Wyrick, A., Brown, E.T., & Lingo, A.S. (2008). Improving mathematics

- problem-solving skills for students with challenging behavior. *Beyond Behavior*, 17, 2-7.
- Godsey, J.R., Schuster, J.W., Lingo, A.S., Collins, B.C., & Kleinert, H.L. (2008). Peer-implemented time delay procedures on the acquisition of chained tasks by students with moderate and severe disabilities. *Education and Training in Developmental Disabilities*, 43, 111-122.
- Frey, A.J., Lingo, A., & Nelson, C.M. (2008). Positive behavior support: A call for leadership. *Children & Schools*, 30, 5-14.
- Jolivet, K., Lingo, A.S., Houchins, D.E., & Arwood-Barton, S. (2006). Building math fluency for students with developmental disabilities and attentional difficulties using Great Leaps Math. *Education and Training in Developmental Disabilities*, 41(4), 392-400.
- Lingo, A.S., Slaton, D.B., & Jolivet, K. (2006). Effects of corrective reading on the reading abilities and classroom behaviors of middle school students with reading deficits and challenging behaviors. *Behavioral Disorders*, 31(3), 265-283.
- Stevens, K.B. & Lingo, A.S. (2005). Constant time delay: One way to provide positive behavioral support for students with emotional and behavioral disorders. *Beyond Behavior*, 14(3), 10-15.
- Bucalos, A.B., & Lingo, A. S. (2005). What kind of “managers” do adolescents really need? Helping middle and secondary teachers manage classrooms effectively. *Beyond Behavior*, 14(2), 9-14.
- Walker, L., Jolivet, K., & Lingo, A.S. (2005). Improving the reading fluency: A case study using the Great Leaps Reading Program. *Beyond Behavior*, 14(1), 21-27.
- Bucalos, A.B., & Lingo, A.S. (2005). Filling the potholes in the road to inclusion: Successful strategies for intermediate and middle school students with mild disabilities. *TEACHING Exceptional Children Plus*, 1(4). Retrieved May 1, 2008 from <http://escholarship.bc.edu/education/teplus/vol1/iss4/1>
- Jolivet, K., McCormick, K.M., Jung, L., & Lingo, A.S. (2004). Embedding choices into the daily routines of young children with behavior problems: Eight reasons to build social competence. *Beyond Behavior*, 13, 21-26.
- Scott, T.M., & Shearer-Lingo, A. (2002). The effects of reading fluency instruction on the academic and behavioral success of middle school students in a self-contained EBD classroom. *Preventing School Failure*, 46, 167-173.

Invited

Jolivet, K., Shearer-Lingo, A., Gassaway, L.J., Harley, D.A., & McCormick, K.M. (2000). Practical applications of direct instruction for families to use in the home. *Center for Effective Collaboration and Practice. Invited.*

Book Chapter

Frey, A.J., Lingo, A.S. & Nelson, C.M. (2009). Implementing Positive Behavior Support in Elementary Schools. *Interventions for Achievement and Behavior Problems in a Three-Tier Model including RtI* by M.R. Shinn, H.M. Walker, and G. Stoner.

Curriculum Materials

Dougherty, B. J., Lingo A. S., & Columba, L. (2013). *Everybody counts: Learning counting with the MOTO family*. Reston, VA: National Council of Teachers of Mathematics.

Dougherty, B. J., Lingo A. S., & Columba, L. (2013). *Clock wise: Learning time with the MOTO family*. Reston, VA: National Council of Teachers of Mathematics.

Dougherty, B. J., Lingo A. S., & Columba, L. (2013). *What comes next?: Making patterns with the MOTO family*. Reston, VA: National Council of Teachers of Mathematics.

Dougherty, B. J., Lingo A. S., & Columba, L. (2013). *One foot, two feet: Measuring with the MOTO family*. Reston, VA: National Council of Teachers of Mathematics.

Dougherty, B. J., Lingo A. S., & Columba, L. (2013). *It all adds up!/: Learning to add and subtract with the MOTO family*. Reston, VA: National Council of Teachers of Mathematics.

Dougherty, B. J., Lingo A. S., & Columba, L. (2013). *Bits and pieces: Sorting and representing data with the MOTO family*. Reston, VA: National Council of Teachers of Mathematics.

This is a series of digital learning experiences for grades PreK–2.

Under Review

Crawford, S. & Lingo, A.S. *Using Oral Rehearsal to Preserve Student Voice in Struggling High School Writers*. Beyond Behavior.

In Progress

Lingo, A.S. & Karp, K.S. *Developing special education teachers' ability to teach*

math in k-8 classrooms. Manuscript in preparation.

GRANT FUNDING- Total External Funding- over \$14 million; Total Internal Funding \$19,758

Academic and Behavior Response to Intervention in Kentucky (2018). Kentucky Department of Education grant, \$725,000. Co-Principal Investigator with Terry Scott.

Toolkits for Effective Instruction (2018). Jefferson County Public Schools, \$400,000. Co-Principal Investigator

Collaboration for Effective Educator Development (2017). University of Florida, U.S. Department of Education, \$114,500. Principal Investigator.

Academic and Behavior Response to Intervention in Kentucky (2017). Kentucky Department of Education grant, \$725,000. Co-Principal Investigator with Terry Scott.

Academic and Behavior Response to Intervention in Kentucky (2016). Kentucky Department of Education grant, \$725,000. Co-Principal Investigator with Terry Scott.

State Professional Development Grant (SPDG)—funded by OSEP via Kentucky Department of Education. (2012-2017). Primary focus training and evaluation of effective instructional practices for students with disabilities. Portion to the University of Louisville, \$2.69 million. Co-Principal Investigator with Terry Scott and Ginevra Courtade.

Academic and Behavior Response to Intervention in Kentucky (2015) Kentucky Department of Education grant, \$725,000. Co-Principal Investigator with Terry Scott.

Academic and Behavior Response to Intervention in Kentucky (2014). Kentucky Department of Education grant, \$725,000. Co-Principal Investigator with Terry Scott.

Academic and Behavior Response to Intervention in Kentucky (2013). Kentucky Department of Education grant, \$725,000. Co-Principal Investigator with Terry Scott.

WHAS Crusade for Children Scholarship Grant (2012). Scholarship to support teaching candidates seeking special education certification. \$20,000.

Academic and Behavior Response to Intervention in Kentucky (2012). Kentucky Department of Education grant, \$540,000. Co-Principal Investigator

Special Education Doctoral Program to Prepare for Higher Education Faculty and Researchers in the Area of Learning and Behavioral Disorders. (2012-2016). OSEP funded Leadership grant. Total grant \$1,226,390. Co-Principal Investigator with Terry Scott. Primary focus = preparing doctoral personnel.

Helping Extend Learning and Practice. (2007-2012). Kentucky Department of Education. \$600,000. Principal Investigator.

Academic and Behavior Response to Intervention in Kentucky (2011). Kentucky Department of Education grant, \$545,000. Co-Principal Investigator with Terry Scott.

WHAS Crusade for Children Scholarship Grant (2011). Scholarship to support teaching candidates seeking special education certification. \$26,000.

Academic and Behavior Response to Intervention. (2010). Kentucky Department of Education. \$525,000. Co-Principal Investigator with Terry Scott.

Academic and Behavior Response to Intervention. (2009). Kentucky Department of Education. \$465,000. Co-Principal Investigator.

Scholarship of Teaching and Learning Grant. (2009-2010). Delphi Center for Teaching and Learning, University of Louisville. \$2,766. Co-Principal Investigator with Terry Scott.

Effects of Expanding Special Education Teachers' Knowledge and Ability to Teach Mathematics. (2009-2010). Research and Faculty Development Grant, College of Education and Human Development. \$2,596. Co-Principal Investigator with Karen Karp.

Teaching Mathematics to Students with Moderate to Severe Cognitive Disabilities. (2009-2010). Research and Faculty Development Grant, College of Education and Human Development. \$2,596. Co-Principal Investigator with Karen Karp.

Use of Flip Camera Video to Analyze Diagnostic Interviews of Students with Disabilities (2009). Technology Mini Grant, College of Education and Human Development, \$1,800. Co-Principal Investigator.

First Step: Home/School Intervention for Preschoolers with Disruptive Behavior. (2008-2011). National Institute of Health. \$3,767,563. Subcontract from Oregon Research Institute \$947,766. Co-Principal Investigator.

Center for Innovation and Instruction for Diverse Learners. (2008). Kentucky Department of Education. \$463,000. Principal Investigator.

Helping Extend Learning and Practice. (2008). Kentucky Department of Education. \$68,818. Principal Investigator.

Center for Innovation and Instruction for Diverse Learners. (2007). Kentucky Department of Education. \$486,502. Principal Investigator.

Helping Extend Learning and Practice. (2007). Kentucky Department of Education. \$68,818. Principal Investigator.

Kentucky Accessible Material Consortium. (2006-2007). Kentucky Department of Education. \$625,667. Principal Investigator.

Reaching Proficiency Project. (2006). Kentucky Department of Education. \$88,400. Principal Investigator.

Special Education Faculty Mentor Grant. (2006). University of Louisville. \$5,000. Principal Investigator.

JCPS Head Start/Kent School of Social Work Mental Health Contract. (2005-2008). Jefferson County Public Schools. \$23,000. Co-Principal Investigator.

Social/Emotional Foundation for School Success. (2007). Kentucky Department of Education. \$25,000. Co-Principal Investigator.

Evaluation of Behavior Intervention Plans in Preschool Students. (2006). Center for Family Resource Development. \$5,000. Co-Principal Investigator.

PRESENTATIONS AT PROFESSIONAL CONFERENCES

Keynote

Lingo, A.S. & Karp, K. (2011, November). *Teaching mathematics to K-8 students with disabilities.* Invited Keynote Presentation given at the Indiana Council of Teachers of Mathematics. Indianapolis, IN.

Peer-Reviewed

Lingo, A.S., Ackerman, K., Brownell, M., & McCray, E. (2019, February). *Kentucky KEEP: Partnering to implement high leverage practices systemwide.* Presentation given at the AACTE 71st Annual Meeting. Louisville, KY.

Lingo, A.S., Ackerman, K., Brownell, M., & McCray, E. (2019, February). *High leverage practices in action.* Presentation given at the AACTE 71st Annual Meeting. Louisville, KY.

Ackerman, K., Whitney, T., & Lingo, A. S. (2019, January). *What do teachers know about evidence-based and high-leverage practices? Reimagining educator preparation.* Poster presented at Council for Exceptional Children Special Education Convention & Exposition, Indianapolis, IN.

Ackerman, K., Whitney, T., & Lingo, A. S. (2019, January). *Building collaborative education preparation partnerships to enhance educator quality.* Council for Exceptional Children Special Education Convention & Exposition, Indianapolis, IN.

- Cooper, J. T., Whitney, T., & Lingo, A. S. (2019, January). *Opportunities to respond in content-area classes: What's really happening*. Poster presented at Council for Exceptional Children Special Education Convention & Exposition, Indianapolis, IN.
- Lingo, A.S. & Karp, K. (2018, November). *Diagnostic interviews: Formative assessment to guide mathematical interventions for at-risk students*. Presentation given at the NCTM Regional Conference. Kansas City, MO.
- Norton-Meier, L.A., & Lingo, A.S. (2018, February). *In the company of children and an elementary school community: Exploring how pre-service teachers come to understand high-leverage teaching practices while participating in a state-wide CEEDAR initiative*. Presentation given at the Associate of Teacher Educators Conference, Las Vegas, NV.
- Whitney, T., & Lingo, A. S. (2017, November). *Using multiple measures for educator preparation program accountability and continuous improvement*. Teacher Education Division of the Council for Exceptional Children Conference, Savannah, GA.
- Ackerman, K., & Lingo, A.S. (2017, November). *Bringing High Leverage Practices to the Bluegrass*. Teacher Education Division of the Council for Exceptional Children Conference, Savannah, GA.
- Norton-Meier, L.A., & Lingo, A.S. (2017, August). *Re-thinking Literacy Teacher Preparation in Urban Elementary Schools: How Participating in a State-Wide CEEDAR Initiative is Creating a Space for a Community to Inform Practice*. Presentation given at the Associate of Teacher Educators Summer Conference, Pittsburgh, PA.
- Shreffler, J., Sharma, M., & Lingo, A.S. (2017, July). *Valid and Reliable Assessments: Strategies for Stakeholder Input and Developing Rubrics*. Presentation given at the LiveText Assessment Conference, Chicago, IL.
- Lingo, A.S., Shreffler, J., & Sharma, M. (2017, July). *Ideas for a Successful CAEP Visit: A Look at Preparation and Utilizing LiveText*. Presentation given at the LiveText Assessment Conference, Chicago, IL.
- Lingo, A.S., Larson, A.E., Henry, L., O'Hair, M.J. (2017, April). *A Statewide Blueprint to Improve Educator Effectiveness for All Learners*. Presentation given at the AERA Annual Meeting, San Antonio, TX.
- Scott, T.S., Lingo, A.S., Cooper, J.T., Hirn, R.G., Pennington, R. & Courtade, G. (2016, November). *Teacher as change agent: Considering instructional practices to prevent student failure*. Presented at the Council for Exceptional Children, Division of Teacher Education Conference, Lexington, KY.
- Courtade, G., Pennington, R. & Lingo, A.S. (2016, November). *Teacher supports in rural areas: Virtual PLCs, bug-in-the-ear coaching, and face-to-face professional development*.

Presented at the Council for Exceptional Children, Division of Teacher Education Conference, Lexington, KY.

- Whitney, T., Cooper, J.T. & Lingo, A.S. (2016, November). *Increasing student engagement through OTR*. Presented at the Council for Exceptional Children, Division of Teacher Education Conference, Lexington, KY.
- Whitney, T., Cooper, J.T. & Lingo, A.S. (2016, November). *Providing opportunities to respond: Do we practice what we preach?* Presented at the Council for Exceptional Children, Division of Teacher Education Conference, Lexington, KY.
- Whitney, T., & Lingo, A. S. (2016, April). *Improving mathematics fact fluency for students with challenging behaviors and mathematics difficulty*. Council for Exceptional Children Special Education Convention & Exposition, St. Louis, MO.
- Whitney, T., & Lingo, A. S. (2016, April). *Incorporating shared story reading to teach mathematics in a tier-2 setting*. Council for Exceptional Children Special Education Convention & Exposition, St. Louis, MO.
- Scott, T. M., Hirn, R. G., Cooper, J. T., & Lingo, A. S. (2016, April). *Typical teacher instructional practices: Analysis and implications from over 7,000 observations*. Presented at the Council for Exceptional Children Conference, St. Louis, MO.
- Courtade, G., Scott, T. M., Lingo, A. S., Pennington, R., Hirn, R. G., & Cooper, J. T. (2016, April). *Teacher as change agent: Considering instructional practice to prevent student failure*. Presented at the Council for Exceptional Children Conference, St. Louis, MO.
- Hirn, R. G., Cooper, J. T., & Lingo, A. S. (2016, March). *Project ABRI: Systematically improving statewide behavioral and academic outcomes*. Presented at the 13th International Conference on Positive Behavioral Support, San Francisco, CA.
- Karp, K.S. & Lingo, A.S. (2015, November). *Intervention and Assessment Strategies for Grades 2-5 Students Who Struggle*. Presented at the NCTM Regional Conference, Nashville, TN.
- Lingo, A.S. & Harbour, K. (2015, April). *Examining the Impact of Schema-Based Instruction on Problem-Solving Performance*. National Council of Teachers of Mathematics Research Conference, Boston, MA.
- Whitney, T., Cooper, J.T., & Lingo, A.S. (2015, April). *OTR in Reading and Mathematics: Research versus Practice*. Presented at the Council for Exceptional Children Conference, San Diego, CA.
- Lingo, A.S. & Harbour, K.E. (2015, April). *Role of Service Learning in Understanding and Applying Mathematical Content*. National Council of Teachers of Mathematics Annual Conference, Boston, MA.

- Harbour, K.E. & Lingo, A.S. (2015, April). *Solve It! Using a “Structured” Approach to Problem Solving*. National Council of Teachers of Mathematics Annual Conference, Boston, MA.
- Lingo, A.S. & Harbour, K. (2015, April). *Examining the Impact of Schema-Based Instruction on Problem-Solving Performance*. National Council of Teachers of Mathematics Research Conference, Boston, MA.
- Whitney, J.T., Cooper, J.T., & Lingo, A.S. (2014, November). *Increasing opportunities to respond using bug-in-ear technology*. Council for Exceptional Children, Division of Teacher Education Conference, Indianapolis, IN.
- Hirn, R. & Lingo, A.S. (2014, October). *Effective reading strategies for students with challenging behaviors*. Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Whitney, J.T., Cooper, J.T., Lingo, A.S., & Hirn, R. (2014, October). *Providing opportunities to respond in reading and mathematics: A look across grade levels*. Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Cooper, J.T., Whitney, J.T., & Lingo, A.S. (2014, October). *Using bug-in-ear technology to increase opportunities to respond*. Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Cooper, J.T., Lingo, A.S., & Whitney, J.T. (2014, April). *Effects of increasing opportunities to respond on student engagement*. Council for Exceptional Children’s Annual Conference. Philadelphia, PA.
- Courtade, G., Lingo, A.S., & Whitney, J.T. (2014, April). *Using children’s literature to teach CCSS mathematics to students with moderate/severe disabilities*. Council for Exceptional Children’s Annual Conference. Philadelphia, PA.
- Lingo, A.S. & Harbour, K. (2014, April). *Schema-based instruction: A strategy to teach problem solving*. National Council of Teachers of Mathematics Annual Conference, New Orleans, LA.
- Karp, K.S., & Lingo, A.S. (2014, April). *Best practices from mathematics education and special education research*. National Council of Teachers of Mathematics Research Conference. New Orleans, LA.
- Lingo, A.S., Willhoit, K., & Scott, T.S. (2014, March). *Full implementation of PBIS and RTI in an elementary school; Lessons learned*. International Association for Positive Behavior Support Conference. Chicago, IL.
- Karp, K., & Lingo, A.S. (2013, November). *Assessment within a response to intervention model: Tools and ideas*. Elementary Mathematics Specialists Consortium, Westminster, MD.

- Whitney, T., Lingo, A. S. (2013, November). *Using shared story reading in mathematics for students with disabilities*. Regional Meeting of the National Council of Teachers of Mathematics, Louisville, KY.
- Lingo, A.S., & Karp, K. (2013, November). *Teaching the common core to students who struggle in mathematics*. Regional Meeting of the National Council of Teachers of Mathematics, Louisville, KY.
- Lingo, A.S., & Karp, K. (2013, October). *Teaching the common core to students who struggle in mathematics*. Regional Meeting of the National Council of Teachers of Mathematics, Las Vegas, NV.
- Cooper, J.T., Lingo, A.S., & Whitney, T. (2013, April). *Increasing opportunities for successful transitions for college students with learning disabilities*. Council for Exceptional Children Annual Conference, San Antonio, Texas.
- Lingo, A.S., & Karp, K. (2013, April). *Teaching mathematics to students with disabilities: Using the C-S-A intervention*. Council for Exceptional Children Annual Conference, San Antonio, Texas.
- Lingo, A.S., & Karp, K. (2013, April). *Diagnostic interviews: An assessment for targeting interventions for struggling Students*. National Council of Teachers of Mathematics Annual Conference, Denver, Colorado.
- Whitney, T., Cooper, J. T., & Lingo, A. S. (2012, November). *Improving student engagement during mathematics instruction using children's literature*. Presented at the Council for Exceptional Children Teacher Education Division Conference, Grand Rapids, Michigan.
- Lingo, A.S., Karp, K. (2012, November). *Integrating diagnostic assessments into a co-taught mathematics methods course*. Presented at the Council for Exceptional Children Teacher Education Division Conference, Grand Rapids, Michigan.
- Scott, T.S., & Lingo, A.S. (2012, July). *Evaluating instructional practice in the classroom: Results from 4,000 teacher-student direct observations*. Presented at the OSEP Project Director's Meeting, Washington DC.
- Lingo, A.S., Karp, K. (2012, April). *Teaching mathematics to students with disabilities: Using the C-S-A intervention*. Keynote presented at the Annual Meeting of the National Council of Teachers of Mathematics, Philadelphia, PA.
- Karp, K., Bryant, D., & Lingo, A.S. (2012, April). *Teaching a mathematics methods course to special education teachers*. Presented at the Annual Meeting of the Research Pre-session at the National Council of Teachers of Mathematics, Philadelphia, PA.

- Karp, K., Bryant, D., & Lingo, A.S. (2012, April). *Teaching a Mathematics Methods Course to Special Education Teachers*. Presented at the Council for Exceptional Children Annual Meeting, Denver, CO.
- Lingo, A.S., & Scott, T.S. (2012, March). *Big ideas for tiered intervention systems: Differentiating school-wide academic and behavior implementation*. Presented at the 9th International Conference on Positive Behavior Support, Atlanta, GA.
- Lingo, A.S., Karp, K., & Cooper, J.T. (2011, November). *Improving special education teachers' content knowledge through effective co-teaching at the university level*. Presented at the Annual Meeting of the Teacher Education Division of the Council on Exceptional Children, Austin, TX.
- Lingo, A.S., & Cooper, J.T. (2011, September). *A targeted intervention for students with challenging behaviors: Positive results with a mathematics fluency building strategy*. Presented at the 9th Biennial International Conference on Children and Youth with Behavioral Disorders, New Orleans, LA.
- Lingo, A.S. & Karp, K. (2011, April). *Implementing the CCSS standards in teaching mathematics for students with intellectual disabilities*. Presentation given at the pre-session institute of the Annual Meeting of the Council on Exceptional Children, National Harbor, MD.
- Karp, K. & Lingo, A.S. (2011, April). *Linking diagnostic assessments to interventions for students with disabilities*. Presentation given at the Annual Meeting of the National Council of Teachers of Mathematics, Indianapolis, IN.
- Hirn, R. & Lingo, A.S. (2011, February). *Mathematics for students exhibiting challenging behavior: Characteristics of learners and strategies for intervention*. Presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lingo, A.S., Cooper, J.T., & Whitney, J.T. (2011, February). *Effective strategies for teaching reading to students with challenging behaviors*. Presented at the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.
- Lingo, A.S., Cooper, J.T., & Karp, K. (2010, November). *Teaching mathematics to students with special needs: Connecting and collaborating*. Presentation given at the Annual Meeting of the Teacher Education Division of the Council on Exceptional Children. St. Louis, MO.
- Karp, K. & Lingo, A.S. (2010, April). *Teaching mathematics to students with special needs: Connecting and collaborating*. Presentation given at the Annual Meeting of the National Council of Teachers of Mathematics. San Diego, CA.
- Lingo, A.S. & Karp, K. (2010, January) *Collaborating to teach mathematics to students with special needs*. Presentation given at the Annual Meeting of the Association of Mathematics Teacher Educators. Irvine, CA.

- Lingo, A.S., Scott, T.S., Alter, P., & Hirn, R. (2010, March). *School-wide systems of positive behavior support and intervention: Implementation in Kentucky*. Presentation given at the Annual Positive Behavior Support Conference. St. Louis, MO.
- Scott, T., Abell, M., Hirn, R., & Lingo, A.S. (2009, November). *School-wide systems of positive behavior support and intervention: Implementation in Kentucky*. Presented at the 43rd Annual Kentucky Council for Exceptional Children. Louisville, KY
- Alter, P. & Lingo, A.S. (2009, November). *Changing teacher talk: Verbal strategies to address challenging behaviors*. Presented at the Southern Regional Association of Teacher Education Conference. Louisville, KY
- Lingo, A.S. (2009, April). *Effects of pairing teacher directed instruction with computer assisted instruction on student access to the general education curriculum*. Presented at the 32nd Annual Teacher Education Conference of the Council for Exceptional Children. Charlotte, NC.
- Lingo, A.S. & Karp, K. (2009, April). *Working together: Effectiveness of a collaboratively taught mathematics methods course for special education teachers*. Presented at the 32nd Annual Teacher Education Conference of the Council for Exceptional Children. Charlotte, NC.
- Scott, T., Hirn, R., Lingo, A.S., & Cooper, J.T. (2009, October) *Academic and behavior response to intervention*. Presented at the Positive Behavior Support Leadership Forum. Chicago, IL.
- Alter, P. & Lingo, A.S. (2009, March) *Developing math fluency in students with challenging behaviors*. Presented at the International Conference for Positive Behavior Support. Jacksonville, FL.
- Barton-Arwood, S., Jolivette, K., & Lingo, A.S. (2009, February). *Improving the writing skills and reading comprehension of students with behavior problems using web-based publishing*. Presented at the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.
- Barton-Arwood, S. & Lingo, A.S. (2008, November). *Improving teachers' ability to address students' social skills deficits in the classroom*. Presented at the 31st Annual Teacher Education Conference of the Council for Exceptional Children. Dallas, TX.
- Lingo, A.S. (2007, October) *Functional behavior assessment and function-based interventions in early childhood centers: A consultative model*. Presented at the 7th Biennial International Conference on Children and Youth with Behavioral Disorders. Dallas (Irving), TX.

- Lingo, A.S., Pruitt, B.A., & Cooper, J.T. (2007, September). *Reading fluency: The silent barrier to proficient reading*. Presented at the 7th Biennial International Conference on Children and Youth with Behavioral Disorders. Dallas (Irving), TX.
- Frey, A.J. & Lingo, A.S. (2007, April). *Feasibility and impact of early childhood behavior intervention planning*. Presented at the Council for Exceptional Children, CEC Annual Convention and Expo, Louisville, KY.
- Jolivette, K., Lingo, A.S., & Barton-Arwood, S. (2007, April). *Positive behavior support (PBS) in a residential facility for students with SED: Results and considerations*. Presented at the Council for Exceptional Children, CEC Annual Convention and Expo, Louisville, KY.
- Bronger, L., & Lingo, A.S. (2006, November). *Meeting the challenge of highly qualified special education teachers through alternative certification*. Presented at the 29th Annual TED Conference and 2nd Annual TAM-TED Conference Council for Exceptional Children Technology and Media Division Teacher Education Division, San Diego, CA.
- Frey, A.J., & Lingo, A.S. (2006, March). *Program-wide positive behavior support in early childhood settings: Helping young children with special educational needs through systems change*. Presented at the Annual Positive Behavior Support Conference, Reno, NV.
- Jolivette, K., & Lingo, A.S. (2006, February). *Developing a system of education for incarcerated youth with disabilities*. Presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Jolivette, K., Lingo, A.S., & Barton-Arwood, S. (2005, November). *Mentor-assisted research validated education and literacy for court-involved youth*. Presented at the 28th Annual TED Conference and 1st Annual TAM-TED Conference Council for Exceptional Children Technology and Media Division Teacher Education Division, Portland, ME.
- Barton-Arwood, S., Lingo, A.S., & Jolivette, K., (2005, November). *Improving teachers' knowledge, confidence, and use of best practices*. Presented at the 28th Annual TED Conference and 1st Annual TAM-TED Conference Council for Exceptional Children Technology and Media Division Teacher Education Division, Portland, ME.
- Lingo, A.S. (2005, September). *Team-based planning for behavior intervention in preschool students*. Presented at the Sixth International Conference on Children and Youth with Behavioral Disorders, Dallas, TX.
- Lingo, A.S. & Pruitt, B.A. (2005, September). *Building math fluency in elementary students with mild disabilities*. Presented at the Sixth International Conference on Children and Youth with Behavioral Disorders, Dallas, TX.
- Lingo, A.S., Slaton, D.B., & Pruitt, B.A. (2005, May). *Tutoring programs to improve reading*

- fluency: Involving community members and parents.* Presented at the International Reading Association 50th Annual Convention, San Antonio, TX.
- Lingo, A.S. (2004, November). *Improving the math fluency of elementary-aged students with learning and behavior disorders.* Presented at the 28th Anniversary Annual TECBD Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Lingo, A.S., Pruitt, B.A., & Slaton, D.B. (2004, April). *Results of a specific reading intervention with students with reading and behavior problems.* Presented at the Council for Exceptional Children, CEC Annual Convention and Expo, New Orleans, LA.
- Lingo, A.S., Nelson, C.M., & Jolivette, K. (2004, February). *Positive behavior support: designing and implementing evidence-based practices in an elementary self-contained classroom.* Presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lingo, A.S., & Jolivette, K. (2004, February). *Increasing student on-task behavior through visual and verbal performance feedback.* Presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Stevens, K.B., & Lingo, A.S. (2003, September). *Linking IEP objectives to state mandated standards: Can it be done?* Presented at the 5th International Conference on Behavioral Disorders, St. Louis, MO.
- Lingo, A.S., & Pruitt, B.A. (2003, April). *Practical classroom interventions for reading fluency: Improving speed, accuracy, and expression.* Presented at the Council for Exceptional Children, CEC Annual Convention and Expo, Seattle, WA.
- Jolivette, K., & Lingo, A.S. (2003, March). *Structuring an elementary classroom for student success.* Presented at the First International Conference on Positive Behavior Support. Orlando, FL (2003).
- Lingo, A.S., & Jolivette, K. (2003, February). *Improving the reading abilities of a student with learning and behavioral disabilities using Great Leaps.* Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Lingo, A.S., (2002, November). *The effects of Great Leaps on reading fluency for a student with learning and behavioral disorders.* Presented at the 26th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Nelson, C.M., & Lingo, A.S. (2002, October). *Functional behavior intervention plans: Assessment through implementation.* Presented at the International Child and Adolescent Conference XI, Miami, FL.
- Scott, T.M., & Lingo, A.S. (2002, April). *School-wide systems of positive behavior support.*

Presented at the Council for Exceptional Children Annual Convention and Expo, New York, NY.

Lingo, A.S., Pruitt, B.A., & Slaton, D.B. (2002, April). *Reading fluency tutoring: Research on alternative arrangements*. Presented at the Council for Exceptional Children Annual Convention and Expo, New York, NY.

Christel, C., & Lingo, A.S. (2002, January). *A troubled path: Risk factors on the road to delinquency and protective factors that may lead to a resilient path*. Presented at the 12th Annual National Conference and Training Seminar on Educating Adjudicated, Incarcerated and At-Risk Youth, Palm Springs, CA.

Lingo, A.S. (2001, November). *The effects of a reading fluency intervention on students with mild disabilities*. Presented at the Teacher Educators for Children with Behavior Disorders, Tempe, AZ.

Lingo, A.S., & Pruitt, B.A. (2001, September). *Building reading fluency using Great Leaps reading*. Presented at the International Conference on Children and Youth with Behavioral Disorders, Atlanta, GA.

Scott, T.M., & Lingo, A.S. (2000, November). *Using school-wide support systems to facilitate academic and social success across all students: Examples from the front lines*. Presented at the International Adolescent Conference X, Portland, OR.

Scott, T.M., & Lingo, A.S. (2000, April). *An investigation of interactions in collaborative versus resource classrooms for elementary students with mild disabilities*. Presented at the Council for Exceptional Children Annual Convention, Vancouver, British Columbia.

Conference Presentations- Invited

Building Common Ground. Presentation given (with K. Karp) at the NSF Response to Intervention Conference, May 2011, Alexandria, VA.

Intervention and Student Success: Implications for the Reading and Math Content Areas
42nd Annual Exceptional Children's Conference, Louisville, KY. (2008).

They Don't Know, What They Don't Know: Implementing Functional Behavioral Assessment and Behavior Intervention Plans. *Kentucky Behavior Institute*. Lexington, KY. (2008).

Reaching Proficiency: An Examination of Reading and Math Response to Interventions for Students with LD and MMD. *42nd Annual Exceptional Children's Conference*, Louisville, KY. (2007).

Research in Learning and Behavior Disorders at U of L: Graduate Student Opportunities. *42nd Annual Exceptional Children's Conference*, Louisville, KY. (2007).

Practical Collaborative Arrangements: Differentiating Instruction for All Your Elementary/Middle School Classroom Students. *Kentucky Behavior Institute*, Lexington, KY. (2007).

Effective Instruction...Effective Strategies: The Key to Closing the Achievement Gap. *Kentucky Teaching and Learning Conference*, Louisville, KY (2006).

Conducting Functional Behavioral Assessments and Implementing Behavior Intervention Plans. *Kentucky Behavior Institute*, Lexington, KY (2005).

Positive Behavior Supports and Instructional Strategies. *The Bluegrass Chapter of CHADD, Second Annual Winter Conference, Partners in Progress*, Lexington, KY (2005).

Developing Functional Behavior Intervention Plans. *The 39th Annual Conference for Exceptional Children*, Louisville, KY (2003).

How Does a Student's Reading Problem Affect Behavior and What We Can Do About It? *The 39th Annual Conference for Exceptional Children*, Louisville, KY (2003).

Writing and Implementing Behavior Intervention Plans to Promote Student Success. *The 10th Annual Kentucky Behavior Institute*, Louisville, KY (2003).

Developing Functional Behavior Intervention Plans. *38th Annual Conference for Exceptional Children*, Louisville, KY (2002).

Teaching in Secondary Resource Room: Surviving and Managing Behavior and Academics. *The 9th Annual Kentucky Behavior Institute*, Louisville, KY (2002).

Developing Functional Behavior Intervention Plans. *The 9th Annual Kentucky Behavior Institute*, Louisville, KY (2002).

Behavioral Interventions for Parents. *Kentucky Council for Exceptional Children Conference*, Louisville, KY (2001).

Teaching in Secondary Resource Room: Surviving and Managing Behavior and Academics. *Behavior Institute*, Louisville, KY (2001).

Functional Behavior Assessment and Intervention Planning, *Kentucky Center for School Safety*, Murray, Kentucky (2000).

Positive Behavioral Intervention and Support. *Kentucky Center for School Safety*, Frankfort, Kentucky (2000).

Teaching in an LBD Resource Room: Managing Behavior and Academics. *Council for*

Exceptional Children, Louisville, Kentucky (2000).

Teaching in an LBD Resource Room: Managing Behavior and Academics. *35th Annual Conference on Programs for Exceptional Children*, Louisville, Kentucky (1999).

Using Functional Assessment Outcomes to Develop Effective Behavior Interventions: A Simplified Ten-Step Approach. *Behavior Institute*, Louisville, Kentucky (1999).

SCHOLASTIC AND PROFESSIONAL HONORS

Metroversity Instructional Development Award, 2010

Faculty Favorite 2007-2010, 2018. University of Louisville.

Exemplary Poster Session 2002. *Council for Exceptional Children International Conference*, New York, NY

Ashland Oil Teacher of the Year Nominee 1999.

Sally Mae Teacher of the Year Nominee 1997.

SERVICE

International Service

Provided professional development and ongoing technical assistance in Gothenburg, Sweden for school district in the area of reading and math interventions

National Service

AACTE Clinical Practice Commission- Special Education Task Force

Council for Accreditation of Educator Preparation (CAEP) site visitor

NCTM educational materials advisory member

Senior Educational Advisor, Johns Hopkins University School of Education (2019-present)

Editorial and Manuscript Review

Associate Editor, *Beyond Behavior* 2007-2011

Field Reviewer, *Beyond Behavior* 2004-2007

Monograph Reviewer for National Council for Teaching Mathematics

State Service

Kentucky Association of Colleges of Teacher Education (KACTE)- President-elect

Reading Committee, Educational Professional Standards Board (2015)

Dyslexia Task Force (2016)

State Professional Development Grant Management Team
Co-Chair, Institute of Higher Education Special Education Consortium (2009-2012)
Institute of Higher Education Special Education Consortium (2003-present)
State IHE Moderate/Severe Workgroup
Learning Disabilities Task Force
Kentucky Autism Training Center Strategic Planning Team

Service to the Community

Curriculum and Instruction Committee, Clear Creek Elementary, Shelbyville, KY (2012-2015)
Atkinson Elementary Teaching and Learning Academy Support Team
Exceptional Child Education (ECE) Advisory Board (2003-present)
Pitt Academy Board Member, 2004-2005

Service to the College of Education and Human Development

Search committee elementary mathematics educator (2015, 2016)
CAEP Assessment Core Team (2014- present)
Curriculum Committee (2009-2015)-Chair (2011-2015), ex-officio (2015- present)
College Educator Teacher Preparation Committee (2008-present)
University Educator Preparation Committee (2008-present)
Field and Clinical Advisory Board Member (2008-present)
Women in Higher Education Mentoring Group (2005-2006)
Doctoral Reorganization Committee (2007)

Service to the Department

Special Education Program Committee – 2005-present
Search Committee for Moderate and Severe Disabilities (2006)-Lisa Kemmerer
Search Committee for Moderate and Severe Disabilities (2007)-Monica Delano
Search Committee for Moderate and Severe Disabilities (2009)-Ginevra Courtade
Search Committee for Learning and Behavior Disorders (2006)-Peter Alter
Search Committee for Learning and Behavior Disorders (2007)-Terry Scott
Search Committee for Learning and Behavior Disorders (2007)-Nicole Fenty
Curriculum Committee 2007-2008
Honors and Scholarship Committee 2005-2008
Planning and Budget Committee 2008-2011
 Chair 2007-2008
Doctoral Admissions Committee 2007-present

Professional Memberships

Council for Exceptional Children, Divisions of Teacher Education, Behavior Disorders and Learning Disabilities

American Education Research Association

American Association of Colleges of Teacher Educators

Association of Teacher Education

TEACHING

Doctoral Committees

Chair

Stacy Crawford Bewley

Todd Whitney, July 2011, Faculty Member, University of Louisville

Karla Stauble, August 2009

Co-Chair

Kristy Park, August 2008, Faculty Member, George Mason University

Lauren Evanovich, Faculty Member, University of South Florida

Beth Gurney

Member

Jon Burt

Kristen Harbour, Faculty member, University of South Carolina

Regina Hirn, Faculty member

LaTricia Bronger

DeAnna Deneen

Donna Brostek, Faculty Member, University of Kentucky

Allyson Burri

Doctoral Program Committee

Kristina Hill

Chris Sweigart

Courses Taught

EDTP 101, Academic Orientation

EDSP 260, Classroom Management

EDTP 300, Special Education Methods and Assessment

EDTP 329, Special Education Methods and Assessment, Practicum

EDSP 518, Teaching Reading to Students with Disabilities

EDSP 612, LBD Curriculum Methods and Assessment, I

EDSP 616, LBD Curriculum Methods and Assessment, II

EDSP 617, Practicum in Learning and Behavior Disorders

EDSP 541, Introduction to Learning and Behavior Disorders

EDSP 675, Characteristics, Needs, and Responses for Students with EBD

EDSP 647, Teaching Mathematics to Students with Disabilities

EDSP 669, Single Subject Research
EDSP 420, Assessment of Exceptional Learners
EDTP 477, Capstone Seminar: Initial Teacher Certification
EDSP 710, Doctoral Seminar in Special Education