

**CURRICULUM VITAE  
AMY SHEARER LINGO**

**ADDRESS**

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

**EDUCATIONAL INSTITUTIONS ATTENDED AND DEGREES**

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

**SELECTED PROFESSIONAL POSITIONS HELD**

Interim Dean, College of Education and Human Development, University of Louisville,  
Kentucky (April 2019-present)

Associate Dean for Academic Affairs and Unit Effectiveness, College of Education and Human  
Development, University of Louisville, Kentucky (2015-2019)

Professor, Department of Special Education, College of Education and Human Development,  
University of Louisville, Kentucky (2015-present)

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)

## SELECTED PUBLICATIONS (of 37)

### Peer Reviewed

Farra, S. M., Whitney, T., Cooper, J. T., **Lingo, A. S.**, & Hovious-Furgason, M. (2022). Using parental tutoring to improve the oral reading fluency of students with disabilities in rural settings. *Journal of Special Education Apprenticeship*, 11(2), Article 4. Available at: <https://scholarworks.lib.csusb.edu/josea/vol11/iss2/4/>

Whitney, T., **Lingo, A. S.**, 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., & **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.**, Barton-Arwood, S.M., & Jolivette, K. (2011). Using data collection methods to improve student outcomes: Practical strategies and examples. *Teaching Exceptional Children*, 43, 6-13.

Frey, A.J., **Lingo, A. S.**, & Nelson, C.M. (2008). Positive behavior support: A call for leadership. *Children & Schools*, 30, 5-14.

**Lingo, A. S.**, Slaton, D.B., & Jolivette, 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.

Walker, L., Jolivette, K., & **Lingo, A. S.** (2005). Improving the reading fluency: A case study using the Great Leaps Reading Program. *Beyond Behavior*, 14(1), 21-27.

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.

## SELECTED EXTERNALLY FUNDED PROJECTS (of 36)

**GRANT FUNDING- Total External Funding- over \$15 million; Total Internal Funding \$19,758**

**Ohio Valley Educational Cooperative (OVEC)** (2021). Council on Postsecondary Education, \$125,000. Principal Investigator

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

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

## **SELECTED 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 (of 104)**

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.

Hirn, R. & **Lingo, A. S.** (2014, October). *Effective reading strategies for students with challenging behaviors.* Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

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.**, 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.**, Pruitt, B.A., & Cooper, J.T. (2007, September). *Reading fluency: The silent barrier to proficient reading.* Presented at the 7<sup>th</sup> Biennial International Conference on Children and Youth with Behavioral Disorders. Dallas (Irving), TX.

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.

**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 50<sup>th</sup> 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 28<sup>th</sup> 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., & 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.
- Lingo, A. S., & Jolivet, 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 26<sup>th</sup> Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- 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.
- 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.

## **SCHOLASTIC AND PROFESSIONAL HONORS**

Kentucky Associate of Colleges of Teacher Education Distinguished Service Award, 2022  
 Bingham Fellows Class of 2020, Leadership Louisville, Selected as one of forty community leaders.

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.

## **SELECTED SERVICE**

### **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)

### **State Service**

Academies Guiding Team (2023-present)  
 Kentucky Association of Colleges of Teacher Education (KACTE)- Past-President (2022-2024)  
 Kentucky Association of Colleges of Teacher Education (KACTE)- President (2020-2022)  
 Kentucky Association of Colleges of Teacher Education (KACTE)- President-elect (2018-2020)  
 Educational Professional Standards Board Member (Governor appointed) (2023-present)  
 Evolve502 Board Member (2022-present)

Jefferson County Technical College System Foundation Board Member (2022-present)  
Kentucky Excellence in Educator Preparation (KEEP) State Program Chair, (2017-present)  
Reading Committee, Educational Professional Standards Board (2015- present)

### **Service to the Community**

H.U.G. Helping Us Grow Foundation, Board Member (2019-present)  
Build Back, Together! Education and Workforce focus team, appointed by Mayor Greg Fischer,  
University of Louisville (2020)  
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

### **Professional Memberships**

Jefferson Community and Technical College Foundation Board  
Evolve502 Board  
Ohio Valley Educational Cooperative  
The University of Louisville Athletic Association  
Education Professional Standards Board  
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**

### **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

## ABBREVIATE 5-PAGE VITA

Terrance M. Scott, Ph.D.  
(11/'23)

College of Education and Human Development  
University of Louisville  
Louisville, KY 40292  
(502) 794-4296  
t.scott@louisville.edu

<b>EDUCATION</b>		Year Conferred
Ph.D.	University of Oregon, Eugene, OR Special Education/Emotional and Behavioral Disorders	1994
M.S.	Portland State University, Portland, OR Special Education/Behavioral Disorders	1990
B.S.	University of Oregon, Psychology	1984

### **SELECTED PROFESSIONAL EXPERIENCE**

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Professor and Distinguished University Scholar (University Endowed Professorship) 7/07 – present  
-Department of Special Education, Early Childhood, and Prevention Science  
-University of Louisville

Director, Center for Instructional and Behavioral Research in Schools ([www.cibrs.com](http://www.cibrs.com)) 7/16 – present  
-College of Education and Human Development, University of Louisville

Senior Principal Education Researcher 1/21 – 7/21  
Stanford Research Institute (SRI International)

Associate Professor 9/06 – 7/07  
-Special Education Department  
-University of Oregon

Associate Professor 4/03 – 8/06  
-Department of Special Education  
-University of Florida

Assistant Professor 8/01 – 3/03  
-Department of Special Education  
-University of Florida

Assistant Professor 8/96 – 6/01  
-Department of Special Education and Rehabilitation Counseling  
-University of Kentucky

### **SELECTED HONORS AND AWARDS**

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1. *President's Distinguished Faculty Award for Scholarship* - Selected by President of University of Louisville for research and scholarly activity while at the university. 2018.
2. *National Leadership Award* – International Council for Children with Behavioral Disorders (CCBD), April, 2012. For significant career contributions to the field of behavioral disorders.
3. *Distinguished Early Career Award* – Council for Exceptional Children – Division for Research and Donald H. Hamill Foundation, 2004. For research contributions within 10 years of doctoral degree.

## SELECTED PUBLICATIONS (OF 96 TOTAL)

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### Refereed Publications (peer reviewed)

1. **Scott, T. M.**, & Nelson, C. M. (in press). Science and special education: A foundational Relationship. *Exceptionality*.
2. **Scott, T. M.** (2023). Not a Roll of the Dice: Increasing the probability of student success. *Teaching Exceptional Children*, 55(4), 286-287.
3. Whitney, T., Cooper, J. T., Ackerman, K., & **Scott, T. M.** (2022). Providing OTR to Increase Engagement for Students with EBD in Inclusive Classrooms. *Intervention in School and Clinic*, 57(4), 243-250.
4. **Scott, T. M.** (2021). Implicit Bias, Disproportionate Discipline, and Teacher Responsibility for Instruction as Prevention. *Preventing School Failure*, 65(4), 291-300.
5. **Scott, T. M.**, & Gage, N. (2020). An examination of the association between teacher's instructional practices and school-wide disciplinary and academic outcomes. *Education and Treatment of Children*, 43(3), 223-235. 10.1007/s43494-020-00024-0.
6. Evanovich, L., & **Scott, T. M.** (2020). Examining the effect of explicit reading instruction on the engagement of elementary students with challenging behaviors. *Exceptionality*, 1-15. [doi.org/10.1080/09362835.2020.1727340](https://doi.org/10.1080/09362835.2020.1727340)
7. **Scott, T. M.**, Gage, N., Hirn, R., & Han, H. (2019). Teacher and student race as a predictor for negative feedback during instruction. *School Psychology Quarterly*, 34(1), 22-31.
8. Hirn, R. G., Hollo, A., & **Scott, T. M.** (2017). Exploring instructional differences and school performance in high poverty elementary schools. *Preventing School Failure: Alternative Education for Children and Youth*, 62(1), 37-48. [doi.org/10.1080/1045988X.2017.1329197](https://doi.org/10.1080/1045988X.2017.1329197)
9. Gage, N. A., MacSuga-Gage, A. S., Prykanowski, D., Coyne, M., & **Scott, T. M.** (2015). Investigating the collateral effects of behavior management on early literacy skills. *Education and Treatment of Children*, 38(4), 523-540.
10. Hirn, R. G., & **Scott, T. M.** (2014). Descriptive analysis of teacher instructional practices and student engagement among adolescents with and without challenging behavior. *Education and Treatment of Children*, 36(4), 585-607.
11. **Scott, T. M.**, Hirn, R.G., & Alter, P. J. (2014). Teacher Instruction as a Predictor for Student On-Task and Disruptive Behaviors. *Preventing School Failure*, 58, 193-200. 10.1080/1045988X.2013.787588
12. Haydon T., Marsicano, R., & **Scott, T. M.** (2013). A Comparison of Choral and Individual Responding: A Review of the Literature. *Preventing School Failure*, 57(4), 181-188.
13. **Scott, T. M.**, Park, K. L., Swain-Bradway, J., & Landers, E. (2007). Positive behavior support in the classroom: Facilitating behaviorally inclusive learning environments. *International Journal of Behavioral Consultation and Therapy*, 3(2), 223-235.
14. **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(4), 167-173.
15. **Scott, T. M.**, Nelson, C. M., & Liaupsin, C. (2001). Effective instruction: The forgotten component in preventing school violence. *Education and Treatment of Children*, 24, 309-322.

**Selected Published Books (of 5)**

1. Whitney, J. T., **Scott, T. M.**, & Cooper, J. T. (2022). *Creating an Actively Engaged Classroom: 14 Strategies for Student Success*. Thousand Oaks, CA: Corwin Press.
2. **Scott, T. M.**, Hirn, R. G., & Cooper, J. (2017). *Classroom Success: Keys to Success in Classroom Instruction*. Lanham, MD: Rowman and Littlefield Publishing.
3. **Scott, T. M.** (2016). *Teaching Behavior: Managing Classroom Behavior with Effective Instruction*. New York: Corwin Press.

**Selected Published Media (of 8)**

1. **Scott, T. M.**, Borders, A., Fitzer, M., & Roark, E. (2018). *Behavior Solutions on the Bus*. Louisville, KY Educators Media Resource Group,
2. **Scott, T. M.**, Liaupsin, C., & Nelson, C. M. (2005). *Team-based Functional Assessment and Intervention Planning: A Simplified Teaming Process*. Longmont, CO: Sopris West.
3. Liaupsin, C., **Scott, T.M.**, & Nelson, C. M. (2000). *Functional assessment of behavior: An interactive training module*. Longmont, CO: Sopris West.

**Selected Published Chapters (of 39)**

1. **Scott, T. M.**, & Wilson, S. E. (in preparation). Research Integrity. In J. M. Kauffman, D. Hallahan, & P. Pullen (Eds.) *Handbook of Special Education* (3<sup>rd</sup> ed.). New York: Routledge.
2. **Scott, T. M.**, & Nakamura, J. (2022). Effective Instruction as the Basis for classroom management. In E. J. Sabornie & D. L. Espelage (Eds.) *Handbook of Classroom Management* (3<sup>rd</sup> ed.) pp 15-30. New York: Routledge.
3. Cooper, J. T., **Scott, T. M.**, & Whitney, J. T. (2020). A Science of Instruction and its implications for students with disabilities. In James Kauffman (Ed.) *On Educational Inclusion: Meanings, History, and Issues*. New York: Routledge

**Online Micro-Credentialing Video Modules**

1. **Scott, T. M.** (2023). *Mental Health in Schools* (3 videos). Kentucky Department of Education via Louisville, KY: Center for instructional and Behavioral Research in Schools.
2. **Scott, T. M.** (2023). *Social Emotional Learning in Kentucky Schools* (6 videos). Kentucky Department of Education via Louisville, KY: Center for instructional and Behavioral Research in Schools.
3. **Scott, T. M.** (2023). *Fostering Equity* (3 videos). Kentucky Department of Education via Louisville, KY: Center for instructional and Behavioral Research in Schools. <http://www.cibrs.com/videos/>
4. **Scott, T. M.** (2023). *Diversity, Equity, Inclusion, and Belonging* (3 videos). Kentucky Department of Education via Louisville, KY: Center for instructional and Behavioral Research in Schools. <http://www.cibrs.com/videos/>
5. **Scott, T. M.** (2022). *High-Leverage Practices* (6 videos). Center for Instructional and Behavioral Research in Schools, Louisville, KY: Center for instructional and Behavioral Research in Schools. <http://www.cibrs.com/videos/>
6. **Scott, T. M.** (2022). *Co-Teaching* (6 videos). Center for Instructional and Behavioral Research in Schools, Louisville, KY: Center for instructional and Behavioral Research in Schools. <http://www.cibrs.com/videos/>



7. **Scott, T. M.** (2021). *RTI – Tier 1* (7 videos). Center for Instructional and Behavioral Research in Schools, Louisville, KY: Center for instructional and Behavioral Research in Schools. <http://www.cibrs.com/videos/>
8. **Scott, T. M.** (2021). *PBIS – Tier 1* (7 videos). Center for Instructional and Behavioral Research in Schools, Louisville, KY: Center for instructional and Behavioral Research in Schools. <http://www.cibrs.com/videos/>

## **SELECTED EXTERNALLY FUNDED PROJECTS**

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### **Over \$27 million total funding for research and training projects**

#### **Selected Federal Grants – PI (of 6)**

1. Motivational Interviewing for School Change. Institute for Education Sciences (IES) – Goal 2: Special Education Research – Social Emotional Learning (Grant no. R324A191173). **\$1.4 million**. Principal Investigator with Andy Frey. July 1, 2019-June 30, 2023.
  2. Special Education Doctoral Program to Prepare for Higher Education Faculty and Researchers in the Area of Learning and Behavioral Disorders. OSEP funded Leadership grant (Grant no. H325D110009). **\$1,226,390**. Co-Principal Investigator with Amy Lingo. 2012-2016. Primary focus = preparing doctoral personnel.
  3. *A Model System for Early Prevention of Reading and Behavioral Failure*. OSEP funded. (Grant no. H324M020068). OSEP funded Model/Demo grant. Primary focus = creating model demonstration sites for positive behavioral support and early reading interventions K-3. **\$680,891**. Co-Principal Investigator with Holly Lane. 2002-2006.
  4. *Preparing Personnel to Meet the Needs of Students with Learning and Behavioral Disabilities*. (Grant no. H029G70112) Office of Special Education Programs, US Department of Education Personnel Preparation Total grant **\$380,000**, Co-Principal Investigator with C. Michael Nelson and Deborah Slaton, 1998-2000.
- 10 subcontracts on federal grants

#### **Selected State Grants and Contracts (of 13)**

1. Kentucky-ABRI statewide Center for MTSS. Kentucky Department of Education. Create and implement 3-tiered model for supporting all schools in Kentucky for MTSS implementation. **\$5.6 million**. Co-Principal Investigator with Amy Lingo. July 1, 2019 to June 30, 2024 (annual proposals and renewals).
2. Academic and Behavior Response to Intervention in Kentucky– Scaling Up in Kentucky. Implementation and evaluation of MTSS models for academics and behavior – additional development of video-based instructional modules. Kentucky Department of Education grant, **\$4,210,005**. Principal Investigator/writer. July 1, 2013 – June 30, 2018 (annual proposals and renewals).

## **SELECTED PROFESSIONAL PRESENTATION**

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#### **Selected International Keynote Addresses (of 20)**

1. “*Adult Responsibility in Schools: Equity and Student Success*” Norwegian PALS (SW-PBIS) Conference. Oslo, Norway, Sept 14, 2023 (invited keynote).
2. “*Adults in PBIS: Changing Our Behaviors to Affect Student Success*” Ministry of Education, Vilnius, Lithuania. April 26, 2023 (invited keynote).
3. “*Instruction, Management, Relationships, and Equity: Adult Responsibilities for Fostering Student Success*” 2022 Queensland Positive Behaviour for Learning Conference, Brisbane, Queensland, Australia, June 21, 2022 (invited keynote).

**Selected US Keynote Addresses (of 100)**

1. *“Instructional Practices, Student Behavior, and Disproportionality: Strategies for Creating Successful Classroom Environments”* New England PBIS Conference, Boston, MA, November, 16, 2018 (invited keynote).
2. *“Facilitating Student Success in School: The Adult’s Role in High-Probability Strategies”* Hawaii School Counselor Association, Honolulu, HI, Feb 9, 2018 (invited keynote).
3. *“Focusing Systemic Practice in Schools: Preparing Adults to Affect Positive Student Outcomes”* New York City Department of Education, 9<sup>th</sup> PBIS Leadership Summit, New York City, NY, May 16, 2016 (invited keynote).

**Selected Invited International Presentations (of 79)**

1. *“High Probability Practices: Maximizing the Probabilities for Student Success”* Association of International Schools – Kenya Conference. Nairobi, Kenya, October 7-8, 2023 (invited presentation).
  2. *“Managing Classroom Instruction Through Effective Teaching”* New Zealand National Positive Behavior Support for Learning Conference. Wellington, NZ, August 11, 2016 (invited presentation).
- 353 US Invited Presentations and Workshops
  - 120 Refereed National and International Conference Presentations
  - 93 State and Local Presentations
  - 320 Invited Workshop Presentations

**SELECTED COLLEGE TEACHING**

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**Selected Courses Taught**

1. Research Analysis in Special Education  
(UL EDSP 639) Graduate students
  2. Teacher Training in EBD  
(UF EEX 6936) Doctoral Seminar
  3. Principals of Behavior Management and Instruction with Exceptional Learners  
(UK EDS 516) Graduate and undergraduate students
- Chaired 12 dissertations
  - Member of 22 dissertation committees

**SELECTED PROFESSIONAL AFFILIATIONS**

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**National President**

- Council for Children with Behavior Disorders (Division of International CEC) (elected)
- President Elect 2013-2014
  - President 2014-2015
  - Past President 2015-2016

**SELECTED EDITORIAL SERVICE**

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**Editor**

- Beyond Behavior*, Summer 2007 – Spring 2010 (second 3-year term)  
*Beyond Behavior*, Summer 2004 – Spring 2007 (3-year term)

- Guest Editor - 8 Special journal Issues
- Editorial Board Member – 8 journals

## ERIN HOGAN

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### UNIVERSITY APPOINTMENTS

2023-Present **Assistant Professor of Literacy**, Department of Elementary, Middle, and Secondary Teacher Education, College of Education and Human Development  
*University of Louisville, Louisville, KY*

### EDUCATION

Postdoctoral **Institute of Education Sciences Postdoctoral Research Fellow**, Multitiered Systems of Support. Principal Investigators: Drs. Sharon Vaughn, Greg Roberts, Elizabeth Swanson Meadows Center for Preventing Educational Risk, University of Texas at Austin (2021-2023).

Ph.D. **Literacy Instruction & Applied Linguistics**. University of Maryland, College Park, Department of Teaching and Learning, Policy and Leadership (2021).

Postbac **Statistical Methodology**. University of Maryland, College Park (2021).

M.Ed. **Reading Specialist**. University of Maryland, College Park (2015).

B.A. **Philosophy, with Minor in Italian**. University of Maryland, College Park (2003).

### *Certifications*

- **Certified Reviewer: Group Designs (4.1; 5.0)**. What Works Clearinghouse (2022).
- **K-12 Reading Specialist**. University of Maryland, College Park (2015).
- **K-12 Special Education**. University of Virginia (2006).

### *Research Training*

- **Cluster-Randomized Trials**. Institute of Education Sciences, National Center for Educational Research. Summer Training Institute (2022).

### PROFESSIONAL EXPERIENCE

**Consultant, Instructional Research Group**, Los Alamitos, CA, June 2022-present

**Panel Reviewer, U.S. Department of Education**, Postsecondary Student Success Grant Competition, October 2023

**Research Assistant, University of Maryland, College Park**, August 2015- August 2021

Research assistant to Dr. Jade Wexler for Project CALI (Content Area Literacy Instruction), IES Grant R324A1501.81, PACT Plus IES Grant H326M150016, and Project AIM (Adaptive Intervention Model) IES Grant R324A200012

**Special Education teacher**, Fairfax, VA and Washington D.C. 2005-2014

### TEACHING EXPERIENCE

**Instructor**, Culturally Relevant Language and Literacy Instruction, Assessing Language and Literacy Development in Language Arts Classrooms, Foundations of Reading, Leadership in Schoolwide Reading Programs, Language and Literacy Development in Schools and Communities, Clinic Practicum for Reading Specialists, Foundational Reading Instruction

### SELECTED PEER- REVIEWED PUBLICATIONS

Shelton, A., Swanson, E., Wexler, J, Barrows, B, & **Hogan, E.** (2023). An Exploration of Middle School Literacy Coaching: A Multi-Survey Study of Teachers and Instructional Coaches. *Teacher Education and Special Education*. doi: 10.1177/08884064231172733

- Hogan, E.** Gannon, C., Anthony, M., Byrne, V., & Dhingra, N. (2022). Transfer, Adaptation, and Loss in Practice-Based Teacher Education Amidst COVID-19. *The New Educator*, 18(3), 256-279. doi: 10.1080/1547688X.2022.2098438
- Shelton, A., **Hogan, E.**, Wexler, J., Chow, J. (2022). A Synthesis of Teacher Professional Development Targeting Literacy Instruction and Intervention for English Learners. *Review of Educational Research*. doi: 10.3102/00346543221087718
- Wexler, J., Kearns, D. K., Lemons, C. J., Shelton, A., Pollack, M., Stapleton, L. M., Clancy, E., **Hogan, E.**, & Lyon, C. (2022). Improving Instruction in the Co-taught Middle School Classroom to Support Reading Comprehension. *Contemporary Educational Psychology*.
- Wexler, J., Swanson, E., Vaughn, S., Shelton, A., Bray, L., **Hogan, E.**, & Kurz, L. A. (2022). Sustaining the Use of Evidence-Based Tier 1 Literacy Practices. *Journal of Learning Disabilities*.
- Hogan, E.** & Landa, M. (2021). Using the Children’s Literature Course to Promote Teacher Candidates’ Cultural Competence. *Handbook of research on teaching diverse youth literature to pre-service professionals*.
- Byrne, V. L., **Hogan, E.**, Dhingra, N., Anthony, M., Gannon, C. (2021). An exploratory study of how novice online instructors pivot to remote assessments strategies. *Distance Education*, 42(2), 184-199.
- Lyon, C., Kearns, D. M., & **Hogan, E. K.** (2021). Individualizing literacy instruction in co-taught classrooms through a station teaching model. *Intervention in School and Clinic*, 56(4).

#### **SELECTED WORKS IN PROGRESS**

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- Hogan, E.**, Sun, Y. & Croninger, R. (under revision). How Classroom Dialogic Interaction Patterns Affect Student Reading Performance: A Mixed Methods Study. *Reading Research Quarterly*.
- Hogan, E.** & Salinger, T. (under revision). Text Analysis, Text-Based Discussion, and Preparing Elementary Teachers for Disciplinary Literacy in English Language Arts Classrooms. *Literacy Research: Theory, Methods, and Practice*.
- Hogan, E.** Vaughn, S., & Payne, B. (full manuscript invited). A Mixed Methods Study of Teachers’ Use of Feedback within Middle School Social Studies Classrooms to Promote Reading Comprehension. *Learning and Instruction*.
- Hogan, E.** & Bae, C. (full manuscript invited). The Role of Organizational Context in Urban Middle School Science Teachers’ Enactment of Professional Development. *Science Education*.
- Hogan, E.**, Shelton, A., & Wexler, J. (under review). Professional Development and Coaching for Co-Teaching Pairs: A Theory of Action. *The International Journal of Inclusive Education*.
- Stark, K., **Hogan, E.**, & Payne, B. (under review). A Discourse Analysis of Coaching Conversations between Practicing Teachers and their Coaches. *Teacher Education Quarterly*.
- Hogan, E.**, Andress, T. & Woulfin, S. Observing Professional Learning Committee Meetings: A Systematic Review. Manuscript in preparation.
- Andress, T., **Hogan, E.**, & Clemens, N. A Systematic Review of Writing Interventions for English Learners with Writing Difficulties. Manuscript in preparation.
- Hogan, E.**, Fluhler, S., Payne, B., Wanzek, J., & Vaughn, S. Does Use of Differentiation Support Students’ Social Studies Content Acquisition of Students? Manuscript in preparation.

## **SELECTED PEER-REVIEWED PRESENTATIONS**

- Shelton, A. & **Hogan, E.** (February, 2024) *How Special Education Teacher Educators Prepare Teacher Candidates for Supporting Language and Literacy Development for Emergent Bilinguals* [Poster Session]. Pacific Coast Research Conference, San Diego, CA.
- Hogan, E.** (November, 2023). *Professional Learning Communities for Teachers of Reading* [Paper Session]. Literacy Research Association, Atlanta, GA.
- August, D. & **Hogan, E.** (February, 2023). *A Social Studies and Science Intervention that Builds Middle-Grades English Learners' Academic Language and Disciplinary Knowledge* [Paper Session]. National Association of Bilingual Education, Portland, OR.
- Hogan, E.,** Ghafgazi, S., McGraw, L., Payne, B., & Wexler, J. (March, 2023). *Schoolwide Adolescent Literacy Models: Ingredients for a Successful Launch* [Paper Session]. Council for Exceptional Children, Louisville, KY.
- Stark, K., **Hogan, E.,** & Payne, B. (March, 2023). *Talking with Teachers: A Synthesis of Coaching/Mentoring Discourse Studies*. [Poster Session]. Council for Exceptional Children, Louisville, KY.
- Payne, B., **Hogan, E.** Swanson, E., & Wexler, J. (January, 2022). *Survey Study: Status of Literacy Coaching in Middle Schools Across the Nation* [Poster Session]. Council for Exceptional Children, Orlando, FL.
- Hogan, E.,** Payne, B., Stark, K. (2021, November). *Targeting Teacher Professional Growth through AIM Coaching* [Poster Session]. Teacher Education Division, Ft. Worth, TX.
- Hogan, E.** (2021, November). *Factors that Impact Preservice Teachers' Learning About and Leading Text-Based Discussions* [Paper Session]. Literacy Research Association, Atlanta., GA
- Grifenhagen, J., Jones, J., **Hogan, E.,** Wexler, J., Maloch, B., & Bambrick, J. (2020, November). *Perspectives on Literacy Coaching for Co-Teachers* [Symposium Session]. Literacy Research Association, virtual conference.
- Hogan, E. K.,** Clancy, E. & Wexler, J. (2020, Apr 17 - 21) *Improved Inclusion Classrooms From Professional Development and Coaching for Co-Teachers* [Roundtable Session]. American Educational Research Association, San Francisco, CA <http://tinyurl.com/r3z85oy> (Conference Canceled)

## **GRANT WRITING**

*Professional Learning Communities and the Relationship between Literacy Policy and Teachers' Practice*. University of Louisville. \$15,000.

**Principal Investigator:** Erin Hogan

Status: Funded

*A Mississippi Miracle? The Effect of Mississippi's Science-of-Reading Reforms on Elementary Reading Skills*. The Smith Richardson Foundation. \$155,284.

**Principal Investigator:** Paul von Hippel

Role: co-Principal Investigator; Subaward: \$24,999

Status: Funded

*How Middle Schools Support English Learners with Reading Difficulties and Disabilities through Response to Intervention Models*: The Spencer Foundation Small Grant. \$50,000.

**Principal Investigators:** Alex Shelton, Erin Hogan, and Doris Baker. Status: Submitted

*Texas Center for Learning Disabilities*: National Institute of Child Health and Human Development. \$9,000,000.

**Principal Investigators:** Jack Fletcher, David Francis, Sharon Vaughn.

Role: Project 3 researcher

Status: Unfunded

*A Culturally Responsive Reading Intervention Including Multisyllabic Word Reading for Upper Elementary Students*: W.T. Grant Foundation Research Grant on Reducing Inequality. \$600,000.

**Principal Investigators**: Elizabeth Swanson, Erin Hogan, and Sharon Vaughn.

Status: Invited to submit full proposal, unfunded

*Regional Education Lab Southwest Region, 2022-2027*. Total award: \$27,500,000

**Principal Investigator**: Elizabeth Swanson

Role: Partnership Lead; Partnership total: \$1,000,000

Status: Unfunded

## **SELECTED GRANTS AND AWARDS**

**Nystrand Offutt Scholar**, University of Louisville, November 2023

**Postsecondary Practitioner Fellowship Award**, Society for Research on Educational Effectiveness, August 2021

**Outstanding Doctoral Student**, University of Maryland College Park, May 2021

**SPARC Grant Dissertation Award (\$1,000)** University of Maryland College Park, May 2020

**Dean's Fellowship (\$25,000)** University of Maryland College Park, August 2015-August 2018

## **PROFESSIONAL MEMBERSHIPS**

Society for the Scientific Study of Reading

Society for Research on Educational Effectiveness

American Educational Research Association

Teacher Education Division, Council for Exceptional Children

National Association of Bilingual Education

## **TEACHING CREDENTIALS**

Virginia Five Year Professional License, Special Education, K-12

K-12 Reading Specialist Certification, University of Maryland, College Park, May 2015

CURRICULUM VITAE  
Todd Whitney, Ph.D.

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University of Louisville  
College of Education & Human Development (CEHD)  
Department of Special Education, Early Childhood, and Prevention Science  
Room 154, Porter Education Building  
Louisville, KY 40292  
502-852-2156  
[jeremy.whitney@louisville.edu](mailto:jeremy.whitney@louisville.edu)

**ACADEMIC BACKGROUND**

- 2011 Doctor of Philosophy in Curriculum and Instruction with concentration in Special Education, University of Louisville
- 2007 Master of Education, Special Education with concentration in Learning & Behavior Disorders (K–12), University of Louisville
- 2005 Bachelor of Arts, History with concentration in Social Sciences, University of Louisville

**PROFESSIONAL EXPERIENCE**

- 2023 – present Associate Professor of Special Education, College of Education and Human Development, University of Louisville, Louisville, KY
- 2018 – present Assistant Professor of Special Education, College of Education and Human Development, University of Louisville, Louisville, KY
- 2022 – present Assistant Department Chair, Department of Special Education, Early Childhood, and Prevention Science, University of Louisville, Louisville, KY.
- 2016 – 2018 Assistant Professor of Special Education, Annsley Frazier Thornton School of Education, Bellarmine University, Louisville, KY
- 2018 – 2018 Chair of Undergraduate Education Programs, Annsley Frazier Thornton School of Education, Bellarmine University, Louisville, KY
- 2013 – 2015 Assistant Professor of Special Education, College of Education, Health & Human Sciences, University of Memphis, Memphis, TN
- 2012 – 2013 Post-doctoral Fellow, OSEP Leadership Grant in personnel development, University of Louisville, Louisville, KY
- 2011 – 2012 Term Instructor, College of Education and Human Development, Department of Special Education, University of Louisville, Louisville, KY
- 2009 – 2011 Graduate Assistant, College of Education and Human Development, Department of Special Education, University of Louisville, Louisville, KY
- 2009-2011 Data Collector, First Step to Success: Home/School Intervention for Preschoolers with Disruptive Behaviors

2006 – 2009

Special Education Teacher, Emmett Field Elementary School, Jefferson County Public Schools

## **PROFESSIONAL LICENSURE**

Kentucky Professional Certificate for Teaching Exceptional Children – Learning and Behavior Disorders, Grades Primary through 12, Certificate No. 000078639, Expiration Date: 06/30/2028

## **SELECTED PUBLICATIONS**

### **Books**

**Whitney, T.**, Cooper, J. T., & Scott, T. M. (2021). *Creating an Actively Engaged classroom: 14 strategies for student success*. Corwin.

### **Book Chapters**

Cooper, J. T., Landrum, T. J., **Whitney, T.**, & Baltodano-Van Ness, H. M. (2023) Virtual and personal academic instruction and behavior management. In J. Kauffman (Ed.), *Navigating students' mental health in the wake of COVID-19: Using public health crises to inform research and practice*. Routledge.

Cooper, J. T., Scott, T. M., & **Whitney, T.** (2020). A science of instruction and its implications for students with disabilities. In J. Kauffman (Ed.), *On educational inclusion: Meanings, history, issues, and international perspectives*. Routledge.

### **Peer Reviewed - National**

**Whitney, T.**, & Ackerman, K. B. (2023). Effects of a digital fluency-based reading program for students with significant reading difficulties. *Journal of Special Education Technology* 38(3), 262-273. <https://doi.org/10.1177/01626434221093774>

Ackerman, K. B., **Whitney, T.**, & Samudre, M. (2023). The effectiveness of a peer coaching intervention on co-teachers use of high leverage practices. *Preventing School Failure: Alternative Education for Children and Youth*, 67(1), 27-38. <https://doi.org/10.1080/1045988X.2022.2070591>

Farra, S. M., **Whitney, T.**, Cooper, J. T., Lingo, A. S., & Hovious-Ferguson, M. (2022). Using parental tutoring to improve the oral reading fluency of students with disabilities in rural settings. *Journal of Special Education Apprenticeship*, 11(2), Article 4. Available at: <https://scholarworks.lib.csusb.edu/josea/vol11/iss2/4/>

**Whitney, T.**, Ackerman, K. B., Cooper, J. T., & Scott, T. M. (2022). Opportunities to respond for students with emotional behavioral disorders in inclusive classrooms. *Intervention in School and Clinic*, 57(4), 243-250. <https://doi.org/10.1177/10534512211024931>



- Whitney, T., & Ackerman, K. B.** (2020). Acknowledging student behavior: A review of methods promoting positive and constructive feedback. *Beyond Behavior*, 29(2), 86-94. <https://doi.org/10.1177/1074295620902474>
- Burt, J., & **Whitney, T.** (2018). From resource to the real world: Facilitating generalization of intervention outcomes. *TEACHING Exceptional Children*, 50(6), 364-372. <https://doi.org/10.1177/0040059918777246>
- 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. <https://doi.org/10.1177/8756870517747121>
- Whitney, T.**, Lingo, A. S., Cooper, J. T., & Karp, K. (2017). Effects of shared story reading in mathematics for students with academic difficulty and challenging behaviors. *Remedial and Special Education*, 38(5), 284-296. <https://doi.org/10.1177/0741932517698964>
- Hunter, W., Diecker, L., & **Whitney, T.** (2016). Consultants and co-teachers impacting student outcomes with numbered heads together: Keeping all engaged. *Journal of Educational & Psychological Consultation*, 26(2), 186-199. <https://doi.org/10.1080/10474412.2015.1108200>
- Whitney, T.**, Hirn, R. G., & Lingo, A. S. (2016). Effects of mathematics fluency program on mathematics performance of students with challenging behaviors. *Preventing School Failure: Alternative Education for Children and Youth*, 60(2), 133-142. <https://doi.org/10.1080/1045988X.2015.1040984>
- 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: Alternative Education for Children and Youth*, 59(1), 14-21. <https://doi.org/10.1080/1045988X.2014.919138>
- 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 disabilities and autism. *Rural Special Education Quarterly*, 32(4), 3-14. <https://doi.org/10.1177/875687051303200402>
- Courtade, G. R., Karp, K., Lingo, A. S., & **Whitney, T.** (2013). Shared story reading: Teaching mathematics to students with moderate and severe disabilities. *TEACHING Exceptional Children*, 45(3), 34-44. <https://doi.org/10.1177/004005991304500304>
- 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), 133-145.

## **SELECTED PRESENTATIONS**

**Whitney, T.**, Cooper, J. T., & Scott, T. M. (2023, March) *Creating an Actively Engaged Classroom*. Council for Exceptional Children Special Education Convention & Exposition, Louisville, KY.

Scott, T M., **Whitney, T.**, Cooper, J. T., & Allday, A. (2023, March) *Examining Relationships, Emotions, and Reactivity in Teacher-Student Relationships*. Council for Exceptional Children Special Education Convention & Exposition, Louisville, KY.

Baltodano-Van Ness, H. M., Cooper, J. T, **Whitney, T.**, & Landrum, T. J. (2022, November). *The disproportionate impact of COVID-19 on students with EBD: Next steps for special educators*. 45th Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

**Whitney, T.**, & Ackerman, K. B. (2022, January) *Effects of a digital reading fluency program for students with reading difficulties* [Poster Presentation]. Council for Exceptional Children Special Education Convention & Exposition, Orlando, FL.

Cooper, J. T., Scott, T. M., & **Whitney, T.** (2020, November). *A science of instruction and its implications for students with disabilities*. 43rd Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

Ackerman, K. B., **Whitney, T.**, & Samudre, M. D. (2020, February). *Leveraging two: Co-teachers increasing high-leverage practice use through reciprocal peer coaching*. Council for Exceptional Children Special Education Convention & Exposition, Portland, OR.

**Whitney, T.**, Cooper, J. T., Scott, T. M., & Lingo, A. S. (2020, February). *A descriptive analysis of preservice teachers' use of evidence-based instructional practices* [Poster Presentation]. Council for Exceptional Children Special Education Convention & Exposition, Portland, OR.

Brownell, M., Lingo, A. S., Ackerman, K. B., & **Whitney, T.** (2019, November). *Developing mutually beneficial clinical partnerships to promote inclusive teaching*. Teacher Education Division of the Council for Exceptional Children Conference, New Orleans, LA.

## **SELECTED GRANT PROPOSALS SUBMITTED**

Scott, T. M., **Whitney, T.**, McDaniel, S. C., Allday, R. A., Ackerman, K. B., & Samudre, M. D. (2023). *Examining the relationship between teacher and student anxiety and effective instruction in a transactional model*. Source: USDE; Institute of Education Sciences (IES). Amount Requested: \$1,119,183 (pending)

Ault, M. J., Ackerman, K. B., Courtade, G., & **Whitney, T.** (2023). *Project PURPLE ACRES*. Source: USDE; Office of Special Education Programs. Amount Requested: \$2,500,000 (not funded)

**Whitney, T.,** Cooper, J. T., & Flint, A. S. (2023). *University of Louisville Structured Literacy Project (UL-SLP)*. Kentucky Council on Postsecondary Education. Award: \$80,000. Role: Co-Principal Investigator

Whitney, T. (2023). *Milton Metz Scholarship Grant*. Source: WHAS Crusade for Children. Award: \$24,000. Role: Principal Investigator

Whitney, T. (2022). *Exploring the Relationships Between Student Behaviors and Special Education Teacher's Physical Well-Being and Instruction: A Pilot Study*. Source: University of Louisville Office of Research and Innovation – Programmatic Support Grant. Award: \$2,938. Role: Principal Investigator

### **SELECTED STATE/NATIONAL SERVICE**

2020 - 2022	President, <i>Kentucky Council for Exceptional Children-Teacher Education Division</i>
2017 - 2020	Secretary, <i>Kentucky Council for Exceptional Children-Teacher Education Division</i>
2018 - present	Editorial Board Member, <i>Rural Special Education Quarterly</i>
2016 - present	Reviewer, <i>Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children</i>

### **AFFILIATIONS AND MEMBERSHIPS**

Council for Exceptional Children (CEC)  
CEC-Division of Research (DR)  
CEC-Council of Children with Behavioral Disorders (CCBD)  
CEC- Teacher Education Division (TED)  
Association for Positive Behavior Support (APBS)

### **SELECTED COURSES TAUGHT**

EDSP 512	Methods for Students with LBD (UG/G)
EDSP 516	Assessment Procedures for Students with LBD (UG/G)
EDSP 518	Structured Literacy for Diverse Learners (UG/G)
EDSP 652	Academic and Behavior Response to Intervention (G)

## Curriculum Vitae for Jeffrey C. Valentine

### Professional Preparation

University of New Mexico	Psychology	B.A.	1992
Northern Arizona University	Psychology	M.A.	1996
University of Missouri-Columbia	Social Psychology	Ph.D.	2001
University of Missouri-Columbia	Postdoctoral Fellow		2001-2002

### Appointments

August 2006 – present: *Professor and Program Coordinator*; Educational Psychology, Measurement, and Evaluation, College of Education and Human Development, University of Louisville (assistant professor 2006-2009; associate professor 2009-2014)

October 2013 – September 2016: Visiting Research Professor, School of Sociology, Social Policy, and Social Work, Queen's University Belfast

September 2003 – August 2006: *Adjunct Assistant Professor and Research Scientist*. Department of Psychology: Social & Health Sciences and Program in Education, Duke University.

September 2002 - August 2003: *Research Assistant Professor*. Department of Psychological Sciences, University of Missouri - Columbia

### Publications

#### **(i) Publications Most Closely Related to the Proposed Project**

- Valentine, J. C. (2023). How evidence clearinghouses can avoid the winner's curse. *Journal of Research on Educational Effectiveness*. doi: 10.1080/19345747.2023.2194298
- Valentine, J. C., Pigott, T. D., & Morris, J. (2023). Meta-analysis. In H. Cooper, M. N. Coutanche, L. M. McMullen, A. T. Painter, D. Rindskopf, & K. J. Sher (Eds.) *APA Handbook of Research Methods in Psychology* (2nd ed., pp. 539-560). American Psychological Association.
- Waddington, H. S., Villar, P. F., & Valentine, J. C. (2022). Can non-randomised studies of interventions provide unbiased effect estimates? A systematic review of internal replication studies. *Evaluation Review*. doi: 10.1177/2F0193841X221116721
- Valentine, J. C., Cheung, M. W.-L., Smith, E. J., Alexander, O., Hatton, J. M., Hong, R. Y., Huckaby, L. T., Patton, S. C., Pössel, P., & Seely, H. D. (2022). A primer on meta-analytic structural equation modeling: The case of depression. *Prevention Science*, 23, 346-365. doi: 10.1007/s11121-021-01298-5
- Valentine, J.C., Littell, J. H., & Young, S. (Eds.) (2022). *Systematic reviews and meta-analysis: A Campbell Collaboration online course*. Open Learning Initiative. Available: <https://oli.cmu.edu/courses/systematic-reviews-and-meta-analysis-o-f/>
- Cooper, H., Hedges, L. V., & Valentine, J. C. (Eds.). (2019). *The handbook of research synthesis and meta-analysis* (3<sup>rd</sup> ed). New York: Russell Sage Foundation
- Valentine, J. C., Aloe, A. M., & Wilson, S. J. (2019). Interpreting effect sizes. In H. Cooper, L.V. Hedges, and J. C. Valentine (Eds.), *The Handbook of Research Synthesis and Meta-Analysis*, 3<sup>rd</sup> edition.
- Valentine, J. C. (2019). Incorporating judgments about study quality into research syntheses. In H. Cooper, L.V. Hedges, and J. C. Valentine (Eds.), *The Handbook of Research Synthesis and Meta-Analysis*, 3<sup>rd</sup> edition, pp. 129-140. New York, NY: Russell Sage Foundation.

- Valentine, J. C., Konstantopoulos, S., & Goldrick-Rab, S. (2017). What happens to students placed into developmental education?: A meta-analysis of regression discontinuity studies. *Review of Educational Research, 87*, 806-833. doi:10.3102/0034654317709237
- Ardasheva, Y., Wang, Z., Adesope, O. O., & Valentine, J. C. (2017). Exploring effectiveness and moderators of language learning strategy instruction on second language and self-regulated learning outcomes. *Review of Educational Research, 87*, 544-582. doi:10.3102/0034654316689135
- Wong, V. C., Valentine, J. C., & Miller-Bains, K. (2017). Empirical performance of covariates in education observational studies. *Journal of Research on Educational Effectiveness, 10*, 207-236. <http://dx.doi.org/10.1080/19345747.2016.1164781>
- Valentine, J. C., Wilson, S. J., Rindskopf, D., Lau, T., Tanner-Smith, E. E., Yeide, M., LaSota, R., & Foster, L. (2017). The challenge of synthesis when there are only a few studies. *Evaluation Review, 41*, 3-26. doi: 10.1177/0193841X16674421
- Bailey, T., Bashford, J., et al. (2016). *Strategies for Postsecondary Studies in Developmental Education – A Practice Guide for College and University Administrators, Advisors, and Faculty*. Washington, DC: Institute of Education Sciences, What Works Clearinghouse.
- Valentine, J. C., Wilson, S. J., Rindskopf, D., Lau, T., Tanner-Smith, E. E., Yeide, M., LaSota, R., & Foster, L. (2016). The challenge of synthesis when there are only a few studies. *Evaluation Review*. doi: 10.1177/0193841X16674421
- Pigott, T. D., Valentine, J. C., Polanin, J. R., Williams, R., & Canada, D. D. (2013). Outcome-reporting bias in education research. *Educational Researcher, 42*, 424-432.
- Valentine, J. C. & Thompson, S. G. (2013). Issues relating to confounding and meta-analysis when including non-randomized studies in systematic reviews on the effects of interventions. *Research Synthesis Methods, 4*, 26-35.
- Squires, J. E., Valentine, J. C., & Grimshaw, J. M. (2013). Systematic reviews of complex interventions: Framing the review question. *Journal of Clinical Epidemiology, 66*, 1215-1222.
- Valentine, J. C., Hirschy, A., S., Bremer, C., Novillo, W., Castellano, M., & Banister, A. (2011). Keeping at-risk students in school: A systematic review of college retention programs. *Educational Evaluation and Policy Analysis, 33*, 214-234.
- Rakes, C. R., Valentine, J. C., McGatha, M. B., & Ronau, R. N. (2010). Methods of instructional improvement in algebra: A systematic review and meta-analysis. *Review of Educational Research, 80*, 372-400.
- Valentine, J. C., Cooper, H., Patall, E. A., Tyson, D., & Civey Robinson, J. (2010). A method for evaluating research syntheses: The quality, conclusions, and consensus of twelve syntheses of the effects of after school programs. *Research Synthesis Methods, 1*, 20-38.
- Cooper, H., Hedges, L. V., & Valentine, J. C. (Eds.). (2009). *The handbook of research synthesis and meta-analysis* (2<sup>nd</sup> ed). New York: Russell Sage Foundation.
- Valentine, J. C., & Cooper, H. (2008). A systematic and transparent approach for assessing the methodological quality of intervention effectiveness research: The Study Design and Implementation Assessment Device (Study DIAD). *Psychological Methods, 13*, 130-149.
- Valentine, J. C., & McHugh, C. (2007). The effects of attrition on baseline group comparability in randomized experiments in education: A meta-analytic review. *Psychological Methods, 12*, 268-282.

Flay, B. R., Biglan, A., Boruch, R. F., González Castro, F., Gottfredson, D., Kellam, S., Mościcki, E. K., Scheinke, S., Valentine, J. C., & Ji, P. (2005). Standards of evidence: Criteria for efficacy, effectiveness, and dissemination. *Prevention Science*, 6, 151-175.

**(ii) Other Significant Publications**

Wong, V. C., Valentine, J. C., & Miller-Bains, K. (2017). Empirical performance of covariates in education observational studies. *Journal of Research on Educational Effectiveness*, 10, 207-236. <http://dx.doi.org/10.1080/19345747.2016.11647814>.

Sterne, J. A. C. et al. (2016). ROBINS-I: A tool for assessing risk of bias in non-randomized studies of interventions. *BMJ*, 355. doi: <https://doi.org/10.1136/bmj.i4919>

DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2011). How effective are mentoring programs of youth?: A systematic assessment of the evidence. *Psychological Science in the Public Interest*, 12, 57-91.

Valentine, J. C., Pigott, T. D., & Rothstein, H. R. (2010). How many studies do you need?: A primer on statistical power in meta-analysis. *Journal of Educational and Behavioral Statistics*, 35, 215-247

**Synergistic Activities**

- (1) **Principal Investigator**, *What Works Clearinghouse* (U.S. Department of Education, Institute of Education Sciences) (various projects, 2012 – present)
- (2) **Associate Editor**: *Research Synthesis Methods*
- (3) **Consulting Editor**: *American Psychologist*
- (4) **Campbell Collaboration Methods Training Group (chair)**