

**Curriculum Vitae
Gary Stoner, Ph.D.**

Contact Information

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Current Position

Professor and Program Director, School Psychology Programs, Department of Psychology, University of Rhode Island. July 2007 to present.

Previous Academic Positions

Associate Professor, and Tenured Professor, School Psychology Program, School of Education, University of Massachusetts Amherst. September, 1996 through June 2007. Program director from 1996 through 2005.

Assistant, and Tenured Associate Professor, School Psychology Program, Department of Applied Behavioral and Communication Sciences, College of Education, University of Oregon. August 1987 through August 1996.

Education

Senior Post-Doctoral Fellow, University of Massachusetts, Department of Psychology; in applied behavior analysis and developmental disabilities, 1986-87. Supervisor: Beth Sulzer-Azaroff, Ph.D.

Post-Doctoral Fellow, Johns Hopkins University School of Medicine and the Kennedy Institute for Handicapped Children; in applied behavior analysis, behavioral pediatrics, and developmental disabilities, 1985-1986. Supervisors: Michael F. Cataldo, Ph.D., John M. Parrish, Ph.D., Brian Iwata, Ph.D.

Ph.D., Psychology, University of Rhode Island; specialization in school psychology, program accredited by the American Psychological Association, 1986. Dissertation: Attention deficit disorder with hyperactivity: Medication effects on clinic and classroom impulsivity in children. Major Professor: Mark D. Rapport, Ph.D.

B.A., Psychology, Kent State University, 1979.

Professional Society Memberships

American Psychological Association, Divisions 16 & 25
National Association of School Psychologists
Society for the Study of School Psychology
Rhode Island School Psychologists Association

Awards/Honors

Executive Board Member, Society for the Study of School Psychology. Elected to serve in the position of Secretary of the Executive Board, 2017-2019.

Member, American Psychological Association Commission on Accreditation (CoA). Selected to represent the Council of Directors of School Psychology Programs, 2010-2014. Served as program reviewer, review panel co-chair, CoA Executive Committee member, and Standards of Accreditation writing group member.

Member and Elected Chair, American Psychological Association Interdivisional Coalition for Psychology in Schools and Education, Selected to represent Division 16-School Psychology of the American Psychological Association. December 2007 through December 2009.

Elected Member, Society for the Study of School Psychology. In recognition of scholarly accomplishments and willingness to work with others in fostering the development of school psychology scholarship and practice. April 2006.

Elected President, Division 16 (School Psychology) of the American Psychological Association. Three year term (President Elect, President, Past-President), January 2005 through December 2007.

Fellow, American Psychological Association, Division of School Psychology, Awarded Fellow status Fall, 2004, for demonstrated evidence of unusual and outstanding contributions or performance in the field of psychology that has had a national impact on the field of psychology beyond a local, state or regional level.

Selected Participant and Group Facilitator, The Future of School Psychology, Invitational Conference 2002, sponsored by the American Psychological Association, the National Association of School Psychologists, and five other major organizations in the field, November 14-16, 2002, Indianapolis, Indiana.

Certificate of Appreciation for Demonstrated Excellence in Teaching, School of Continuing Education, University of Massachusetts Amherst, Summer 2001, for course entitled "Leadership Institute in School Psychology."

Nominee, University of Massachusetts Distinguished Teaching Award (1999-2000 Academic Year).

Certificate of Appreciation for Demonstrated Excellence in Teaching, School of Continuing Education, University of Massachusetts Amherst, Summer 1998 for a course entitled "Contemporary issues in the assessment and treatment of ADHD."

Co-Director of a project selected as an exemplary, best practices program in meeting the needs of children and families in Head Start Programs, by the Task Force on Head Start and Mental Health, 1996. Project title: Serving young children with attention deficit hyperactivity disorders and related behavior problems: A management and prevention program. A model inservice training project funded by the United States Department of Education, Office of Special Education and Rehabilitative Services.

Selected scholar for the Summer Institute on Behavior Change in Mental Health, Behavioral Medicine, and Education. Center for Advanced Study in the Behavioral Sciences, Stanford, California, Summer, 1988.

Outstanding Poster Presentation Award in the area of behavioral community psychology in developmental disabilities. Association for Behavior Analysis National Convention, Milwaukee, Wisconsin, 1986.

Outstanding Poster Presentation Award in the area of behavioral pharmacology and toxicology. Association for Behavior Analysis National Convention, Nashville, Tennessee, 1984.

Publications: Books

DuPaul, G. J., & Stoner, G. (2014). *ADHD in the schools: Assessment and intervention strategies (3rd Ed.)*. New York: Guilford. *Paperback edition published 2015. Korean translation published 2016.*

DuPaul, G. J., & Stoner, G. (2003). *ADHD in the schools: Assessment and intervention strategies (2nd Ed.)*. New York: Guilford. *Paperback edition published 2004; also translated and published in Japanese, Korean, Portuguese, Hebrew and Italian language editions.*

Shinn, M.R., Walker, H.M. & Stoner, G. (Eds.). (2002). *Interventions for academic and behavior problems II: Preventive and remedial approaches*. Bethesda, MD: National Association of School Psychologists.

DuPaul, G. J. & Stoner, G. (1994). *ADHD (Attention-deficit Hyperactivity Disorder) in the schools: Assessment and intervention strategies*. New York: Guilford.

Stoner, G., Shinn, M. R., & Walker, H. M. (Eds.). (1991). *Interventions for achievement and behavior problems*. Silver Spring, MD: National Association of School Psychologists.

Publications: Articles in Refereed Journals

- Bratica-Sullivan, R., & Stoner, G. (2012). Developmental and gender differences in elementary school children's recognition of bullying. *Pastoral Care in Education: An International Journal of Personal, Social, and Emotional Development*, 30 (2), 113-125.
- Plumer, P. J., & Stoner, G. (2005). The relative effects of Classwide Peer Tutoring and peer coaching on the positive social behaviors of children with Attention Deficit Hyperactivity Disorder. *Journal of Attention Disorders*, 9 (1), 290-300.
- Clarfield, J., & Stoner, G. (2005). The effects of computerized reading instruction on the academic performance of students identified with ADHD. *School Psychology Review*, 34 (2), 246-254.
- Hintze, J. M., Ryan, A. L., & Stoner, G. (2003). Concurrent validity and diagnostic accuracy of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Comprehensive Test of Phonological Processing. *School Psychology Review*, 32, 541-556.
- Stoner, G., Scarpati, S.E., Phaneuf, R., & Hintze, J.M. (2002). Using Curriculum-based Measurement to evaluate intervention efficacy. *Child and Family Behavior Therapy*, 24 (1/2), 101-112.
- Powell-Smith, K. A., Shinn, M. R., Stoner, G., & Good III, R. H. (2000). Parent tutoring in reading using literature and curriculum materials: Impact on student reading achievement. *School Psychology Review*, 29, 5-27.
- Johnson, T. C., Stoner, G., & Green, S. K. (1996). Demonstrating the experimenting society model with classwide behavior management interventions. *School Psychology Review*, 25, 198-213.
- Carey, S. P., & Stoner, G. (1994). Contextual considerations in social skills instruction. *School Psychology Quarterly*, 8, 137-141.
- Stoner, G., Carey, S. P., Ikeda, M. J., & Shinn, M. R. (1994). The utility of curriculum-based measurement for evaluating the effects of methylphenidate on academic performance. *Journal of Applied Behavior Analysis*, 27, 101-113.
- Stoner, G., & Carey, S. P. (1992). Serving students diagnosed with ADD: Avoiding deficits in professional attention. *School Psychology Quarterly*, 7, 302-307.
- Stoner, G. (1992). Validating curriculum-based measurement: Essential concerns from a behavioral perspective. *School Psychology Quarterly*, 7, 16-20.
- Stoner, G. & Green, S. K. (1992). Reconsidering the scientist-practitioner model for school psychology practice. *School Psychology Review*, 21, 154-165.

- Green, S. K. & Stoner, G. (1990). A social psychologist's perspective on school psychology reform. *School Psychology Quarterly*, 5, 294-309.
- Rapport, M. D., Stoner, G., DuPaul, G. J., Kelly, K. L., Tucker, S. B., & Schoeler, T. (1988). Attention deficit disorder and methylphenidate: A multi-level analysis of dose-response effects on children's impulsivity across settings. *Journal of the American Academy of Child and Adolescent Psychology*, 27, 60-69.
- Rapport, M.D., DuPaul, G.J., Stoner, G., & Jones, J. (1986). Comparing classroom and clinic measures of attention deficit disorder: Differential, idiosyncratic, and dose-response effects of methylphenidate. *Journal of Consulting and Clinical Psychology*, 44, 334-341.
- Rapport, M. D., DuPaul, G. J., Tucker, S. B., Merlo, M., & Stoner, G. (1986). Hyperactivity and frustration: The influence of size and control over rewards in delaying gratification. *Journal of Abnormal Child Psychology*, 14, 191-204.
- Rapport, M. D., Stoner, G., DuPaul, G. J., Birmingham, B. K., & Tucker, S. (1985). Methylphenidate in hyperactive children: Differential effects of dose on academic, learning, and social behavior. *Journal of Abnormal Child Psychology*, 13, 227-244.
- Rapport, M. D., DuPaul, G. J., Stoner, G., Birmingham, B. K., & Masse, G. (1985). Attention deficit disorder with hyperactivity: Differential effects of methylphenidate on impulsivity. *Pediatrics*, 76, 938-943.

Publications: Book Chapters

- DuPaul, G. J., Stoner, G. & O'Reilly, M.J. (2014). Best practices in classroom interventions for attention problems. In A. Thomas and P. Harrison (Eds.), *Best Practices in School Psychology (Student Level Services) (6th Ed, pp. 335-348)*. Bethesda, MD. National Association of School Psychologists.
- Kulman, R., Stoner, G., Ruffolo, L., Marshall, S., Slater, J., Dyl, A., & Cheng, A. (2011). Teaching executive functions, self-management, and ethical decision-making through popular video game play. In K. Schrier and D. Gibson (Eds.), *Designing Games for Ethics: Models, Techniques and Frameworks (193-207)*. Hershey, PA: IGI Global.
- DuPaul, G.J., & Stoner, G. (2010). Interventions for attention-deficit hyperactivity disorder. In H.M. Walker & M.R. Shinn (Eds.), *Interventions for achievement and behavior in a three-tier model including RTI (3rd ed., pp. 825-848)*. Bethesda, MD: National Association of School Psychologists.
- DuPaul, G. J., Stoner, G. & O'Reilly, M.J. (2008). Best practices in classroom interventions for attention problems. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology (5th Ed.)*. Bethesda, MD. National Association of School Psychologists.
- Powell-Smith, K. A., Stoner, G., Bilter, K. J., & Sansosti, F. J. (2008). Supporting the education of students with severe and low incidence disabilities: A school psychology service delivery

model. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology (5th Ed.)*. Bethesda, MD. National Association of School Psychologists.

Stoner, G. (2005). Attention-Deficit Hyperactivity Disorder (ADHD). In M. Hersen, G. Sugai, & R. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy: Volume III*. Thousand Oaks, California: Sage Publications.

Phaneuf, R. L., & Stoner, G. (2003). Assessment of preschool children. In R. Fernandez-Bassesteros (Ed.), *Encyclopedia of psychological assessment*. New York: SAGE.

Stoner, G., Scarpati, S.E., Phaneuf, R., & Hintze, J.M. (2002). Using Curriculum-based Measurement to evaluate intervention efficacy. In J.K. Luiselli and C. Diament (Eds.), *Behavior psychology in the schools: Innovations in evaluation, support, and consultation*, (pp. 101-112). Binghamton, NY: The Haworth Press.

DuPaul, G. J., & Stoner, G. & O'Reilly, M.J. (2002). Best practices in classroom interventions for attention problems. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology (4th Ed.)*. Bethesda, MD. National Association of School Psychologists.

DuPaul, G. J., Stoner, G. (2002). Interventions for attention problems. In M. R. Shinn, H. M. Walker, and G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches*. Bethesda, MD. National Association of School Psychologists.

Hintze, J. M., Stoner, G., & Bull, M. H. (2000). Analogue assessment: Research and practice in evaluating emotional and behavioral Problems. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Behavioral assessment in schools: Theory research, and clinical foundations (2nd ed.)*. (pp. 104- 138). New York: Guilford.

Hintze, J. M., Stoner, G., & Bull, M. H. (2000). Analogue assessment: Emotional/behavior problems. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Conducting school-based assessment of child and adolescent behavior* (pp. 55-77). New York: Guilford.

DuPaul, G. J., Stoner, G., Tilly, W. D., & Putnam, D. (1991). Interventions for attention problems. In G. Stoner, M. R. Shinn, & H. M. Walker (Eds.) *Interventions for achievement and behavior problems* (pp. 685-713). Silver Spring, MD: National Association of School Psychologists.

Publications: Electronic Media

Furey, J., & Stoner, G. (2015). Multi-tiered systems of support needs assessment [Excel workbook for use by school personnel]. Unpublished instrument. Retrieved from <https://sites.google.com/site/mtssneedsassessment/>

Stoner, G. (2002). The future of school psychology. *Proceedings of the Future of School Psychology, 2002 Invitational Conference* (November, 2002). Retrieved from http://www.indiana.edu/%7Efutures/E_Stoner.html

Publications: Audiovisual Media

DuPaul, G. J. & Stoner, G. (Authors); Lerner, S. (Producer). (1998). *Assessing ADHD in the schools*. [Video-tape]. New York: Guilford.

DuPaul, G. J. & Stoner, G. (Authors); Lerner, S. (Producer). (1998). *Classroom interventions for ADHD*. [Video-tape]. New York: Guilford.

Publications: Instructional manuals

DuPaul, G. J. & Stoner, G. (1998). *Assessing ADHD in the schools*. Instructional manual accompanying the video-tape. New York: Guilford.

DuPaul, G. J. & Stoner, G. (1998). *Classroom interventions for ADHD*. Instructional manual accompanying the video-tape. New York: Guilford.

Publications: Reviews of Books and Tests

Stoner, G. (2006). Review of *Safe and healthy schools: Practical prevention strategies. Attention!*, February 2006, 15.

Stoner, G. (1995). Review of the *Metropolitan Readiness Tests--Fifth Edition*. In J. CloseConoley & J. Impara (Eds.), *The Twelfth Mental Measurements Yearbook* (pp. 612-614). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Stoner, G. (1992). Review of the *Pre-School Behaviour Checklist*. In J. J. Kramer & J. Close Conoley (Eds.), *The Eleventh Mental Measurements Yearbook* (pp. 691-692). Lincoln, NE: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Stoner, G. (1991). Review of *Pediatric neuropsychology*. *School Psychology Quarterly*, 6, 15, 7158.

Stoner, G. (1990). An introduction to interventions in the schools [Review of *Psycho educational Interventions in the Schools*]. *Contemporary Psychology*, 35, 365-366.

Stoner, G. (1989). Review of *Cognitive-Behavior Therapy with Children in Schools*. *School Psychology Review*, 18, 536-537.

Publications: Non-peer reviewed

Stoner, G., DuPaul, G. J., & O'Reilly, M. J. (in press). National Association of School Psychologists Position Statement on Students with Attention Problems. Bethesda, MD: National Association of School Psychologists.

Stoner, G., Furey, J., & Mitchell, A. (2012). *A blueprint of essential components for implementing Response-to-Intervention based educational services: Elements, topics, models*

and methods to guide professional development. Providence, RI: Rhode Island Department of Education.

Stoner, G., Mitchell, A., & Furey, J. (2012). *An educator's self-evaluation tool for Response to Intervention: A set of checklists for identifying staff development needs and priorities at the level of a school building.* Providence, RI: Rhode Island Department of Education.

Stoner, G., DuPaul, G. J., & O'Reilly, M. J. (2012). National Association of School Psychologists Position Statement on Students with Attention Problems. Bethesda, MD: National Association of School Psychologists.

Stoner, G. (Fall, 2006). President's message: Emphasizing prevention and intervention in our work. *The School Psychologist*, 160-161.

Stoner, G. (Summer, 2006). President's message: School psychology and screening for problems. *The School Psychologist*, 104-105, 132.

Stoner, G. (Spring, 2006). President's message: Immigration and cultural competence. *The School Psychologist*, 64-65.

Stoner, G. (Winter, 2006). President's message: Some thoughts and questions on psychology and education. *The School Psychologist*, 4.

Scarpati, S., & Stoner, G. (Guest Editors). (2001). Contemporary issues in special education (Special issue). Education Connection, (Spring volume). Published by the University of Massachusetts Amherst School of Education, Amherst, MA.

Stoner, G. (2001). Improving special education through prevention and early intervention. Education Connection, (Spring volume), 24-27. Published by the University of Massachusetts Amherst School of Education, Amherst, MA.

Crosson, P., Effrat, A., Scarpati, S., Stoner, G., Swaminathan, H., Schneider, R., McKenzie, A.S., & Hutt Vater, C. (1999). The Massachusetts Education Reform Act of 1993 Research and Evaluation Mapping Project. Prepared for The Massachusetts Education Reform Review Commission, by the UMass Center for Education Policy. Presented, June 9, 1999.

Manuscripts in preparation

Stoner, G., Furey, J., & Mitchell, A. (in preparation). *Taking Response to Intervention to the next level: A Conceptual and Practical Model for Teacher Support.*

Udaka, J., & Stoner, G. (in preparation). *Cross-Age Peer Tutoring in Dialogic Reading: Effects on the Language Development of Young Children.*

Grants and Contracts Awarded

Rhode Island Multi-Tiered Systems of Support (MTSS). State-wide professional development grant jointly administered by the Rhode Island Department of Education and The Sherlock

Center on Disability – Rhode Island College. I serve as a project consultant, member of the State implementation team, the curriculum development group, and as a trainer. (2012 to present).

Supporting Response to Intervention school-based services in the North Kingstown, Rhode Island Public Schools, Gary Stoner, Principal Investigator, approximately \$20,000 funded by the Rhode Island Department of Education, for each of the 2010-11, 2011-12, and 2012-13 academic years.

School Psychology Service and Training Support. Collaborative project with and funded by the Central Falls Public Schools. Paul Bueno de Mesquita and Gary Stoner, Principal Investigators. \$40,500 per year funded for the 2008-09, 2009-10, 2010-11, and 2011-12 academic years.

Children FIRST (Families Investing in Readiness for School Today). An early schooling prevention project, funded by the National Association of School Psychologists Children's Fund. Gary Stoner, Faculty Advisor, Joanne Morgan and Amanda Nnatchetam, Principal Investigators. \$2500 funded, January through December 2007.

Reading First, School Wide Reading Improvement, and Special Education Support Contract. Funded by the North Adams Public Schools, Gary Stoner, Principal Investigator, approximately \$200,000 funded, September 2003 through June 2005.

Reading First DIBELS Assessment Training and Support. Funded by the Massachusetts Department of Education, Gary Stoner, Principal Investigator (with subcontract to Ideal Consulting), \$55,000 funded, May 2003-August, 2003.

The involvement of vocational, career, and technical education students in statewide high stakes testing programs. A research grant funded by the Massachusetts Education Reform Review Commission, Stanley Scarpati and Gary Stoner, Principal Investigators; \$38,000 funded, January 2001 through June 2001.

School Consultation Team Contracts, between the University of Massachusetts School Psychology Program, and the North Adams Public Schools, Athol-Royalston Public Schools and the Pittsfield Public Schools, Funding approximately \$40K-75K per year for 1998-99, 1999-2000, 2000-01, 2001-02, 2002-03, school years.

University of Massachusetts Faculty Research Grant: Gary Stoner, Principal Investigator. Project title--Parent-child reading interactions: Development of an observation-based assessment tool to support early literacy skill development. Amount funded--\$4900; awarded 1998.

Contract with Pittsfield Massachusetts Public Schools. Gary Stoner and Stan Scarpati, Principal Investigators. Project title--Evaluation of the Enhanced Lateralization Reading Program. Amount funded, \$2500; Sept. 1997 through June, 1998.

Serving young children with attention deficit hyperactivity disorders and related behavior problems: A management and prevention program. A model inservice training project funded by the United States Department of Education, Office of Special Education and Rehabilitative

Services; Gary Stoner and Ruth Kaminski, Principal Investigators; \$120,000 per year, 8/94 through 7/97, total funding approximately \$360,000.

Training leadership personnel in school psychology and attention deficit hyperactivity disorder. United States Department of Education, Office of Special Education and Rehabilitative Services; Gary Stoner and Elizabeth A. Schaughency, Principal Investigators; \$104,000 per year, 9/94 through 8/99, total funding approximately \$520,000.

Preparing school psychologists to support young children with attention deficit disorders and related problems in early intervention and preschool settings. United States Department of Education, Office of Special Education and Rehabilitative Services; Gary Stoner and Elizabeth A. Schaughency, Principal Investigators; \$91,000 per year, 9/94 through 8/99, total funding approximately \$450,000.

School psychologists and the education of students with severe disabilities: A related services personnel preparation program. United States Department of Education, Office of Special Education and Rehabilitative Services; Gary Stoner and Mark R. Shinn, Principal Investigators; \$102,000 per year, 9/94 through 8/97, total funding approximately \$306,000.

Interventions for pre-school children with Attention-deficit Hyperactivity Disorder. Differential and combined effects of methylphenidate and parent training in child behavior management. Research grant from the Oregon Health Sciences University; Gary Stoner, Robert Nickel, Elizabeth A. Schaughency, Sean Carey, Lydia Fusetti, Co-Investigators; \$1,500, 1/92 through 1/93.

School psychologists and the education of students with severe handicaps: A related services personnel preparation program. United States Department of Education, Office of Special Education and Rehabilitative Services; Mark R. Shinn and Gary Stoner, Principal Investigators; \$70,000 per year, 7/90 through 6/93, total funding approximately \$210,000.

Training school psychologists to work with individuals with severe handicaps. United States Department of Education, Office of Special Education and Rehabilitative Services; Mark R. Shinn, Project Director; Gary Stoner, Project Coordinator; \$59,000-\$65,000 per year, 7/87 through 6/90, total funding approximately \$190,000.

Evaluating effects of stimulant medication on ADHD children via curriculum-based measures. National Association of School Psychologists Research Grant; Gary Stoner, Mark R. Shinn, Elizabeth A. Schaughency, and David Putnam, Jr., Co Investigators; \$5,000, 1/89 through 6/92.

Professional Presentations--National and International Meetings

The Parent Involvement Needs Assessment: Item development, refinement, and utility. Poster presentation with Khadijah Cyril, at the Annual Convention of the National Association of School Psychologists, February 2017, San Antonio, Texas.

Implementation science: Assessment of technological interventions for generalized anxiety disorder in schools. Lou Turchetta, Valerie Ryan, Gary Stoner, and Lisa Weyandt. Poster

presentation with Lou Turchetta, Valerie Ryan, and Lisa Weyand, at the Annual Convention of the National Association of School Psychologists, February 2017, San Antonio, Texas.

Assessment and identification of Attention Deficit Hyperactivity Disorder: Strategies and tactics for use in school settings. Invited Professional Workshop (6 hours), for the Region III Education Center (Texas), January 7, 2016, Victoria, Texas. Attended by more than 100 school based professionals, including psychologists, counselors, teachers, and administrators.

School and classroom-based interventions to support children and adolescents with ADHD: Established, innovative and promising approaches. Invited Professional Workshop (6 hours), for the Region III Education Center (Texas), January 8, 2016, Victoria, Texas. Attended by more than 100 school based professionals, including psychologists, counselors, teachers, and administrators.

Contemporary school based assessment and supports for students with Attention Deficit Hyperactivity Disorder. Invited Professional Workshop (3 hours), for the Annual Convention of the National Association of School Psychologists, February 2015, Orlando, FL.

Should children with ADHD play Minecraft? The pros and cons of technology use for children with ADHD. Co-presented with I. Randy Kulman, at the CHADD (Children and Adults with Attention Deficit/Hyperactivity Disorder) International Conference on ADHD, November 2014, Chicago, Illinois.

How to prepare a program self-study for the American Psychological Association doctoral program accreditation process. Workshop (5 hours) co-presented with Carlen Henington, at the Annual Meeting of the Council of Directors of School Psychology Programs, January, 2014, Hollywood Beach, Florida.

Becoming an accreditation site visitor for the Commission on Accreditation of the American Psychological Association. Workshop (6 hours) co-presented with C. Henington, at the Annual Convention of the National Association of School Psychologists, February 2014, Washington, DC.

Matching school-based needs assessment and Multi-Tiered Systems of Support implementation practices. Paper presented with Jenlyn Furey, as part of a symposium: Advancing multi-tiered systems of support through program evaluation (Julie Morrison, Chair). Annual Convention of the National Association of School Psychologists, February 2014, Washington, DC.

An RtI Blueprint for state and local implementation. Paper presented with Jenlyn Furey and Alison Mitchell, at the Annual Convention of the National Association of School Psychologists, February 2013, Seattle, Washington.

How to prepare a program self-study for the American Psychological Association doctoral program accreditation process. Co-presented with D. McIntosh, at the Annual Meeting of the Council of Directors of School Psychology Programs, January, 2013, Hollywood Beach, Florida.

Can video games and technology support the learning of students with ADHD in the schools?. Paper presented at the Annual Convention of the American Psychological Association, August 2012, Orlando, Florida.

Bolstering teacher assessment literacy for effective data-based decision making. Co-presented with Jenlyn Furey, Alison Mitchell, and Stephanie Marshall, at the Annual Convention of the National Association of School Psychologists, February 2012, Philadelphia, PA.

How to complete a program self-study for the American Psychological Association doctoral program accreditation process. Co-presented with D. McIntosh, at the Annual Meeting of the Council of Directors of School Psychology Programs, January 26, 2012, Deerfield Beach, Florida.

School psychology program review from an American Psychological Association Commission on Accreditation perspective. Co-presented with D. McIntosh, at the Annual Meeting of the Council of Directors of School Psychology Programs, January 28, 2012, Deerfield Beach, Florida.

Can video and computer games help your child with ADHD learn executive functioning and academic skills? Workshop presented with I. Randy Kulman at the 23rd International Children and Adults with Attention Deficit Disorder Conference, November 2011, Orlando, Florida.

Overview of the potential benefits and positive uses of video games. Paper presented with I. Randy Kulman, at the Annual Convention of the American Psychological Association, August 5, 2011, Washington, DC.

Academics and Attention Deficit Hyperactivity Disorder (ADHD): Problems, programming and placement. Invited presentation as part of a “strand” on supporting students with ADHD in schools. Presented at the Annual Convention of the Council for Exceptional Children, April 27, 2011, National Harbor, Maryland.

Expanding the range of intervention agents to support students with ADHD in elementary schools. Presented as part of a Symposium: Supporting students with ADHD in schools, Pre-school through secondary school. George J. DuPaul, Chair. July 2010, Dublin, Ireland. International School Psychology Association.

Gender and developmental differences in bullying. Co-presented with Robyn Bratica, at the Annual Convention of the National Association of School Psychologists, March 2010, Chicago, Illinois.

School psychology and teacher support: Conceptual frameworks and effective practices. Symposium presented at the National Association of School Psychologists Annual Convention, February, 2008, New Orleans, Louisiana. Symposium organizer and chair, Gary Stoner.

Does improving math-fact fluency generalize to other math skills? Paper presented, with Kristin Ezbicki, John Hintze, and William Matthews, at the National Association of School Psychologists Annual Convention, February, 2008, New Orleans, Louisiana.

Perspectives on the proposed Model Licensure Act of the American Psychological Association. Invited presentation made at the Council of Directors of School Psychology Programs Annual Meeting, January, 2008, Deerfield Beach, Florida.

Academic interventions for elementary age students with ADHD. Invited Workshop, presented at the 20th Anniversary Hall of Fame Conference of Children and Adults with Attention-Deficit Hyperactivity Disorder (CHADD), November 7, 2007.

What is school excellence? Is it the same for everyone? Invited presentation, as part of an invited panel on assessment of school excellence under No Child Left Behind regulations. Presented at the 6th Annual Education Leadership Conference of the American Psychological Association, September 18, 2006, Washington, DC.

Contemporary school psychology from a prevention and intervention orientation: Issues and challenges for research, training, and practice. Presidential address (Division 16, School Psychology, American Psychological Association) delivered at the American Psychological Association Annual Convention, August 11, 2006, New Orleans, Louisiana.

Using the Planning and Evaluation Tool to evaluate school wide reading improvement. Paper presented with Maren Watkins, Julie Clarfield, Scott Methe, and Anne O'Brien, at the National Association of School Psychologists Annual Convention, April 2005, Atlanta, Georgia.

The effects of computerized reading instruction on the academic performance of students identified with ADHD. Poster presented with Julie Clarfield at the National Association of School Psychologists Annual Convention, April 2004, Dallas, Texas.

The effects of Classwide Peer Tutoring and peer coaching on the social interactions of children with attention deficit hyperactivity disorder. Poster presented with Pamela Plumer at the National Association of School Psychologists Annual Convention, April 2004, Dallas, Texas

The Proceedings of the APA Education Leadership Conference: Implications for school psychology. Symposium (Gary Stoner, Chair) presented at the Council of Directors of School Psychology Programs Annual Meeting, February 2004, Deerfield Beach Florida.

Professional training goals, objectives, and evidence: The example of UMASS School Psychology vis a vis APA accreditation. Paper presented as part of the Symposium: How to get accredited for seven years. LeAdelle Phelps, Chair. Presented at the Council of Directors of School Psychology Programs Annual Meeting, February 2004, Deerfield Beach Florida.

Early literacy/reading interventions for children with ADHD. Paper presented with Julie Clarfield as part of the Symposium: Interventions for students with ADHD from preschool to high school. George J. DuPaul, Chair. Presented at the Pacific Coast Research Conference, February 2004, San Diego, California.

Early literacy skill development of students at-risk for ADHD. Paper presented with Mary Jean O'Reilly and Julie Clarfield, as part of a Symposium: ADHD and Academic Achievement—Promoting Success Through the School Years (George J. DuPaul, Chair), at the Annual

Convention of the American Psychological Association, August, 2003, Toronto, Ontario, Canada.

Parent directed reading interventions with elementary school children with reading difficulties. Paper presented with Shannon Kay at the National Association of School Psychologists Annual Convention, April 2003, Toronto, Ontario, Canada.

Panel participant. Topic: The Future of School Psychology Conference. Symposium presented at the Council of Directors of School Psychology Programs Annual Meeting, February 2003, Deerfield Beach Florida.

Integrating functional assessment and ecological assessment: Interventions for young children. Paper presented with Robin L. Phaneuf, at the Focus on Behavior analysis in Education Conference, September 2002, Columbus, Ohio.

Contemporary approaches to school-based assessment and intervention with children with Attention Deficit Hyperactivity Disorder. Full-day professional development workshop, presented with George J. DuPaul, at the National Association of School Psychologists Annual Convention, March 2002, Chicago, Illinois.

Early identification and intervention with Kindergartners at risk for reading failure: A multiple gating approach. Paper presented with Judith E. Loughlin at the National Association of School Psychologists Annual Convention, March 2002, Chicago, Illinois.

The early literacy skill development of Kindergartners and First Graders at risk for disruptive behavior disorders. Poster with. presented with Mary Jean O'Reilly at the National Association of School Psychologists Annual Convention, March 2002, Chicago, Illinois.

Assessing working memory and students with ADHD. Poster with. presented with Stanley E. Scarpati and Ward Johnson at the National Association of School Psychologists Annual Convention, March 2002, Chicago, Illinois.

The reading skill development of students with behavior disorders in Grades K through 3: Achievement, progress, and instructional data. Poster presented with Kimberly A. Gibbons and Mary Jean O'Reilly, at the Pacific Coast Research Conference, February 2002, LaJolla, California.

Recent assessment and intervention research on early literacy skill development. Symposium organized and presented by Gary Stoner (Chair), John Hintze, Rebecca Dowling, Lydia Greene, Heather Halsey, Judy Loughlin, Mary Jean O'Reilly, Robin Phaneuf, and Roland Good (Discussant), at the National Association of School Psychologists Annual Convention, April 2001, Washington, DC.

Parents as tutors promoting language and literacy: A developmental perspective. Paper presented at the Building Unified Systems Conference, sponsored by the Urban Special Education Leadership Collaborative, March 2001, Worcester, Massachusetts.

Mentoring students into academia/preparing future faculty. Symposium presented at the Council of Directors of School Psychology Programs Annual Meeting. Gary Stoner (Chair), Jack Cummings, Terry Gutkin, Adena Meyers, and Kelly Powell-Smith, presenters. February 2001, Deerfield Beach, Florida.

Early literacy skills in pre-schoolers: Correlations with parent-child reading practices. Poster presented with Mary Jean O'Reilly, Lydia Greene, and Ted Christ, at the National Association of School Psychologists Annual Convention, April 2000, New Orleans, Louisiana.

Translating educational reform into improved student outcomes: Suggestions for graduate students and graduate programs. Invited paper presented as part of a symposium on educational reform: Suggestions for graduate students and graduate training programs in education, presented at the Association for Behavior Analysis International Conference, May 2000, Washington, D.C.

Evaluating a controversial reading instruction program: Using curriculum-based measurement to identify real vs. promised student gains. Poster presented at the Pacific Coast Research Conference, February 2000, LaJolla, California.

Considerations in securing external funding within school psychology programs. Presented as part of a symposium on external funding in school psychology, Chaired by Daniel J. Reschly, Vanderbilt University, at the Council of Directors of School Psychology Programs Annual Meeting, January, 1999, Deerfield Beach, Florida.

Evaluating a controversial reading instruction program: Using Curriculum-Based Measurement to identify real vs. promised student gains. Paper presented with Stan Scarpati and Robin Phaneuf, at the National Association of School Psychologist Annual Convention, April 1999, Las Vegas, Nevada.

Intervention approaches to enhance the development of young children with social and emotional challenges. Workshop presented as an invited faculty member of the Training Institutes on Developing Local Systems of Care in a Managed Care Environment for Children and Adolescents with Serious Emotional Disturbances and their Families, sponsored by the Georgetown University Child Development Center, Center for Child Health and Mental Health Policy. June 1998, Orlando, Florida.

Parent-child reading interactions: Development of an observation-based assessment tool to support early literacy skill development. Presentation at the National Association of School Psychologists Annual Convention. Co-presented with 4 graduate students. April 1998, Orlando, Florida.

School-based intervention strategies, and effective educational support for students with Attention Disorders. Full day series of presentations as part of a Conference on Attention Disorders: A Collaborative Approach, sponsored by the Olympia WA Public Schools and Good Samaritan Hospital for public school professionals, physicians, social workers, and psychologists. October, 1997, Tacoma, WA;

Invited colloquium for the University of Oregon College of Education. Educational support for children with Attention Deficit Hyperactivity Disorder: Current status, pressing needs, and future directions. November 1997, Eugene, Oregon.

A data-based model for evaluating the combined effects of behavior management and stimulant medication with young children with Attention Deficit Hyperactivity Disorder. Paper presented with Elizabeth A. Schaughency, Sean P. Carey, and Robert Nickel, as part of a symposium on Evaluating Medication Effects with Attention Deficit Hyperactivity Disorders across the Lifespan, at the Annual Convention of the American Psychological Association. August 1997, Chicago, Illinois.

To diagnose or not to diagnose: Avoiding confirmatory bias in diagnostic evaluations regarding Attention Deficit Hyperactivity Disorder. Paper presentation at the National Association of School Psychologists Annual Convention. Co-presented with 7 graduate students. March 1997, Anaheim, California.

The Management and Prevention Project: A model inservice training project for early intervention with ADHD. Paper presented with Ruth Kaminski and Elizabeth A. Schaughency at the National Association of School Psychologists Annual Convention. March 1997, Anaheim, California.

Treatment acceptability in school psychology and special education: A quantitative review. Paper presented with Mark R. Shinn, and Sandra Vargas, at the Pacific Coast Research Conference. February 1997, LaJolla, California.

The Management and Prevention Project: A model inservice training project for early intervention with ADHD. Paper presented with Ruth Kaminski and Elizabeth A. Schaughency as part of a symposium on Early Intervention with Attention Deficit Disorders at the National Conference of the Association for the Advancement of Behavior Therapy. November 1996, New York, New York.

Assessment and interventions for children, adolescents, and adults with Attention Deficit Hyperactivity Disorder. (May 1996). Invited workshop conducted for the Norwegian Project for ADHD, Tourette's Syndrome, and Narcolepsy, Oslo, Norway.

Assessment of children and young adolescents with Attention Deficit Hyperactivity Disorder. (May 1996). Invited professional training seminar conducted for the Torshov Centre for Special Education, Oslo, Norway.

Interventions for children and young adolescents with Attention Deficit Hyperactivity Disorder. Medical, pedagogical, and psychological approaches. (May 1996). Invited professional training seminar conducted for the Torshov Centre for Special Education, Oslo, Norway.

Prevention and intervention for students with Attention Deficit Hyperactivity Disorder: Models for effective practice across levels of schooling. (April 1996). Symposium, Gary Stoner, Chair, presented with Ruth Kaminski, Elizabeth A. Schaughency, Sean P. Carey, and Berry Broadbent, University of Oregon; Thomas J. Power and Martin J. Ikeda, Univ. of Pennsylvania School of

Medicine; and, Edward S. Shapiro, George J. DuPaul, and Kathy L. Bradley, Lehigh University, at the National Association of School Psychologists Convention, Atlanta, GA.

Keeping the focus on individual subjects: Using single subject case studies to address research questions. (February 1996). Symposium presented with Mark R. Shinn, and Roland H. Good, III, at the Pacific Coast Research Conference, LaJolla, California.

Advances in behavioral, medical, and educational interventions for students with Attention Deficit Hyperactivity Disorder. (1995). Professional workshop conducted (with George J. DuPaul) at the Association for Behavior Analysis Convention, Washington, DC.

Contextual approaches to social skills instruction. (1995). Paper presented (with Sean P. Carey) as part of a symposium entitled: Facilitating generalization in social skills training: Contextual and functional approaches (Frank M. Gresham, Chair), at the National Association of School Psychologists Convention, Chicago, Illinois.

Re-setting the educational agenda for students with Attention Deficit Hyperactivity Disorder: Training, service and research needs. Invited colloquium sponsored by the School Psychology Program, Lehigh University, Bethlehem, Pennsylvania. October 1994.

Interventions for Attention Deficit Hyperactivity Disorder. Collaborating with physicians, teachers and parents. (1994). Workshop presented (with George J. DuPaul) at the National Association of School Psychologists Convention, Seattle, Washington.

Collaborating with pediatricians to evaluate medication effects on in-school behavior and achievement. (1994). Paper presented (with Martin J. Ikeda) as part of a symposium entitled: The school psychologist as team leader in managing ADHD: Developing partnerships between school and community (Thomas J. Power, Chair), at the National Association of School Psychologists Convention, Seattle, Washington.

Making intervention outcome decisions with young children diagnosed with ADHD: A model for evaluating the individual and concurrent effects of stimulant medication and behavioral parent training. (1993). Paper presented (with Sean Carey) at the Association for Behavior Analysis Convention, Chicago, Illinois.

Interventions with pre-school children diagnosed with Attention-deficit Hyperactivity Disorder A preliminary model for evaluating the differential and combined effects of methylphenidate and behavior management. (1993). Paper presented (with Sean Carey, Janet Otterstedt, and Patricia Ball) at the National Association of School Psychologists Convention, Washington, DC.

Behavioral approaches to effective teaching and instruction. (1993). Symposium presented at the National Association of School Psychologists Convention, Washington, DC. Brian K. Martens, Chair. Presenters: Brian K. Martens, Edward J. Daly, Susan Q. Kelly, Christopher Skinner. invited discussant: Gary Stoner.

Behavioral consultation in regular education classrooms: Using an alternating treatments design to make intervention choices. (1992). Paper presented (with Taya C. Johnson and Susan K. Green) at the Association for Behavior Analysis Convention, San Francisco, California.

School psychology services involving students with severe disabilities: Results of a national survey. (1992). Paper presented (with Timothy Blakeslee and Martin Ikeda) at the National Association of School Psychologists Convention, Nashville, Tennessee.

Parent facilitation of the functional language development of preschool age children: Effects of environmental arrangement strategies. (1991). Paper presented (with Karen Bilter and George Singer) at the Association for Behavior Analysis Convention, Atlanta, Georgia.

Evaluating stimulant medication effects on children's academic behavior: The utility of curriculum-based measures of reading and math. (1991). Paper presented (with Sean Carey and Mark Shinn) at the Association for Behavior Analysis Convention, Atlanta, Georgia.

Behavior analysis, school psychology and education. (1990). Symposium presented at the National Association of School Psychologists Convention, San Francisco, California. Gary Stoner, Chair. Presenters: Mark Shinn, Scott McConnell, Chris Skinner, Brian Martens, and Donald Pumroy.

A social psychologist's perspective on school psychology reform. (1990). Paper presented (with Susan Green) at the National Association of School Psychologists Convention, San Francisco, California.

School psychology services for students with severe handicaps: Strategies, tactics, and processes for educational problem solving. (1990). Paper presented (with Karen J. Bilter, Kelly A. Powell-Smith, and Mary Goodwin) at the National Association of School Psychologists Convention, San Francisco, California.

Relationships between behavior analysis, school psychology and education: Current practices, constraints, and possibilities. (1989). Symposium presented at the Association for Behavior Analysis Convention, Milwaukee, Wisconsin. Gary Stoner, Chair. Presenters: Mark Shinn, Scott McConnell, Edward Shapiro, Brian Martens, and Beth Sulzer-Azaroff.

Applied behavior analysis and school psychology: Current relationships, future directions, and implications for practice, research and training. (1989). Paper presented (with Scott McConnell and Mark Shinn) at the Association for Behavior Analysis Convention, Milwaukee, Wisconsin.

Stimulant medication in the classroom: A review and analysis. (1989). Paper presented (with Christine Rolland and W. David Tilly) at the National Association of School Psychologists Convention, Boston, Massachusetts.

Evaluating effects of stimulant medication on ADHD children via curriculum-based measurement. (1989). Paper presented (with David Putnam) as part of a symposium on advances in research in curriculum-based measurement (M. Shinn, Chair), National Association of School Psychologists Convention, Boston, Massachusetts.

Evaluating stimulant medications in the schools: School psychologists' roles and functions. (1988). Paper presented at the Convention of the National Association of School Psychologists, Chicago, Illinois.

Dose-response effects of methylphenidate on impulsivity in children with ADDH. (1987). Paper presented (with Mark Rapport) at the Annual Convention of the American Psychological Association, New York, New York.

Assessment and treatment of pediatric breath-holding: A case study. (1987). Paper presented (with R. Alan Williams and Terry Page) at the Convention of the Association for Behavior Analysis, Nashville, Tennessee.

Functional assessment and treatment of severe behavior problems in a mildly retarded boy. (1986). Paper presented (with Laura Poole, Robert Kissel, and Lynn Pelco) at the Convention of the Association for Behavior Analysis, Milwaukee, Wisconsin.

Attention deficit disorder: Effects of Ritalin on children's impulsivity. (1985). Paper presented (with Mark Rapport and George DuPaul) at the Convention for the Association for Behavior Analysis, Columbus, Ohio.

Attention deficit disorder- Effects of Ritalin on children's attention. (1985). Paper presented (with Mark Rapport and George DuPaul) at the Convention for the Association for Behavior Analysis, Columbus, Ohio.

Attention deficit disorder with hyperactivity: Epidemiological, diagnostic, and treatment issues for successful outcome in the classroom. (1985). Workshop presented (with Mark Rapport and George DuPaul) at the Convention for the Association for Behavior Analysis, Columbus, Ohio.

Methylphenidate in hyperactive children: Differential effects of dose on academic, learning, and social behavior. (1984). Paper presented (with Mark Rapport and George DuPaul) at the Convention for the Association for Behavior Analysis, Nashville, Tennessee.

A high school psychological drop-in service: Development, implementation, and evaluation. (1984). Paper presented (with Michele Merlo) at the Convention of the National Association of School Psychologists, Philadelphia, Pennsylvania.

Professional Presentations--Regional/State/Local Levels

MTSS needs assessment: An efficient tool for school-wide decision making. Presented with Jenlyn Furey, at the Northeast Positive Behavior and Intervention Supports Annual Conference, May 17, 2017. Mystic, Connecticut.

Effective parenting with children who are difficult-to-manage: Practical strategies from behavioral foundations. Presented at the Groden Network 4th Annual Symposium on Evidence-

based and Emerging Trends for Parents and Practitioners of Persons with ASD, April 12, 2017. Providence, Rhode Island.

Child/adolescent mental health and schools: A brief overview. Presented at the Rhode Island Association of School Principals workshop on Promoting Mental Health in Schools, February 13, 2017. Warwick, Rhode Island.

Playing smarter in a digital world: Improving attention and executive functioning through technology. Co-presented with I. Randy Kulman at the Learning and the Brain sponsored conference-- Focused, Organized Minds: Using Brain Science to Engage Attention in a Distracted World. November 2014, Boston, Massachusetts.

Improving child outcomes through Positive Teacher Support: Considerations and challenges for prevention- and intervention-oriented service delivery and research. Invited Keynote Address, Center for Behavioral Education Research, University of Connecticut School of Education. May 14, 2013. Storrs, Connecticut.

Assessment, evaluation, and identification of Attention Deficit Hyperactivity Disorder: Strategies and tactics for use in school settings. One-half day, continuing education workshop for 60 professionals. Presented on two consecutive days at the Indiana (Statewide). Effective Evaluation Resource Center (EERC) Research to Practice Conference, May 2 and May 3, 2013. Indianapolis, Indiana.

School- and classroom-based interventions to support children and adolescents with ADHD: Established, innovative and promising approaches. One-half day, continuing education workshop for 60 professionals. Presented on two consecutive days at the Indiana (Statewide). Effective Evaluation Resource Center (EERC) Research to Practice Conference, May 2 and May 3, 2013. Indianapolis, Indiana.

Integrating behavior and academic initiatives within a Response-to-Intervention framework. Presented as part of a panel on Response-to Intervention, at the Rhode Island Statewide Positive Behavior Interventions and Supports and Intervention Symposium. April 20, 2012, Providence, Rhode Island.

A discussion of The National Association of School Psychologists' Model for Comprehensive and Integrated School Psychological Services, also known as the NASP Practice Model. Presented for the Rhode Island School Psychologists Association, April 11, 2012, Warwick, Rhode Island.

School-based behavior support: From prevention to intervention, including an RtI perspective. Three part workshop developed and presented for the Rhode Island Department of Education Regional RtI Training Series. November 11, 2011; February 8, 2012; and, April 9, 2012. North Smithfield, RI.

Restraint and seclusion as behavioral treatments: Perspectives, problems, and alternatives. Invited presentation, to the State of Rhode Island Special Education Advisory Committee, East Greenwich, RI, December 15, 2011

Designing behavior support plans for students with challenging behaviors, Half-day workshop for school professionals, Rhode Island School Psychologists Association, Kingston, RI. November 19, 2011.

Conceptual and practical issues in Response-to-Intervention based school services. Presented with Alison Mitchell, to the University of Rhode Island Chapter of the Council for Exceptional Children. Kingston, RI, September 26, 2011.

Designing, implementing, and evaluating evidence based interventions school psychology. Invited presentation sponsored by the Rhode Island School Psychologists Association. October 1, 2010, Narragansett, RI.

Contemporary approaches and considerations of ethics in school psychology. Half-day workshop for school psychologists, Rhode Island School Psychologists Association, Kingston, RI. September 2009.

Functional Behavior Assessment and Behavior Support Plans: Foundations and Methods for School Personnel, 2-day workshop for 65 education professionals, Connecticut Special Education Resource Consortium, Meriden, CT. February 6, and May 4, 2007.

Supporting children and adolescents with ADHD: Innovative and promising approaches. Invited presentation for 40 psychologists, social workers, and school administrators. Sponsored by South County Child and Family Consultants, Wakefield, Rhode Island, October 27, 2006.

Prevention and intervention oriented school psychology: Issues and challenges for research, teaching, and service. Invited colloquium presented to 25 students and faculty of the University of Minnesota, School Psychology Program, Minneapolis, Minnesota, April 20, 2006.

Improving educational services for students with Attention deficit hyperactivity disorder: Assessment and intervention strategies. Full day workshop presented to 45 school counselors, nurses, teachers, and psychologists, for the St. Croix River Education District, Rush City, Minnesota, April 21, 2006.

Functional Behavior Assessment and Behavior Support Plans: Logic, Tools, and Skills for School Personnel, 2-day workshop for 65 education professionals, presented with Regina Oliver, CT-SERC, Middletown, CT. February 9, and March 28, 2006.

Interventions for students with ADHD: School based strategies for behavior and academic support. Workshop presented for 60 school psychologists and diagnostic prescriptive teachers. Providence Public Schools, Providence, Rhode Island. February 10, 2006.

Increasing the effectiveness of school-based interventions: Strategies for school psychologists. Invited presentation for school psychologist. Presented at the Rhode Island School Psychologists Association Fall Conference, Warwick, Rhode Island, October 20, 2005.

Functional behavioral assessment and its use in the design of behavior support plans. Two day workshop for school psychologists, special educators, and school administrators. Presented with Regina Oliver for the Connecticut Special Education Resource Collaborative, Weathersfield, Connecticut, Winter/Spring 2005.

Invited discussant. School-wide behavior support interventions in urban public schools. Robert Putnam, Chair. Presented at the Berkshire Association for Behavior Analysis and Therapy, Annual Conference, October 16, 2003.

School wide approaches to management and prevention of student behavior problems. Inservice workshop series for school adjustment counselors and school psychologists, presented with Stanley Scarpati, Pittsfield Massachusetts Public Schools, May, June, and July 2003.

Research in school psychology: Investigating both individual behavior and cultural practices. Syracuse University School Psychology Program, Brown Bag Speaker series, Invited guest discussant and speaker, April 2003.

Recent advances in school-based assessment and intervention with children with Attention Deficit Hyperactivity Disorder. Full-day professional development workshop, presented with George J. DuPaul, at the Rhode Island School Psychologists Association Summer Conference, Newport, Rhode Island, July 2002.

Prevention and management of achievement and behavior problems: Focus on special education. Professional development workshop series for special education teachers and staff of the Chicopee, Massachusetts Public Schools. April 3, 10, 24, 2002.

What the general education teacher needs to know about special education: Contemporary issues in collaboration. Professional development workshop series for teachers and staff of the Chicopee, Massachusetts Public Schools. March 6, 13, 27, 2002.

Contemporary approaches to school-based assessment and intervention with children with Attention Deficit Hyperactivity Disorder. Full-day professional development workshop, presented with George J. DuPaul and Thomas J. Power, at the New Jersey Association of School Psychologists Annual Meeting, May 2001, Princeton, New Jersey.

Parent tutoring in reading: A developmental perspective. Invited paper presented at the Rhode Island School Psychologists Association Summer Conference, July 2000, Newport, Rhode Island.

Functional behavior assessment in schools: Foundations, strategies, and uses. Inservice training workshop presented to professionals of the Amherst Public Schools, February 2000, Amherst, Massachusetts.

Home, school and community based approaches to promoting early school success. Symposium presented at the Berkshire Association for Behavior Analysis and Therapy, Gary Stoner, Chair, October 1999, Amherst, Massachusetts.

Inclusion of students with disabilities in school wide testing programs: Issues, problems, and perspectives. Paper presented with Stan Scarpati, at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy. October 1998, Amherst, Massachusetts.

Contemporary approaches to school based assessment and interventions for students with Attention Deficit Disorders; a 1/2-day workshop for school psychologists, co-sponsored by the University of Rhode Island School Psychology Program for the Rhode Island School Psychologists Association; 40 participants. December 4, 1998, Kingston, Rhode Island.

School-based intervention strategies, and effective educational support for students with Attention Disorders; Full day workshop for public school professionals, sponsored by the Hampshire Education Collaborative, 35 participants. January 14, 1999, Amherst, Massachusetts.

Contemporary approaches to classroom and behavior management for teachers. Colloquium presentation for the members of the Teacher Education Coordinating Council of the University of Massachusetts, 20 participants. March 26, 1999, Amherst, Massachusetts.

Classroom management, and the prevention and management of problem behavior in schools. A 3-meeting workshop for classroom teachers. Workshop presented to 35 teachers and school administrators of the North Adams Public Schools. March, April, May, 1999, North Adams, Massachusetts.

Invited half/day presentation for the Western Massachusetts Directors of Special Education Annual Summer Conference. Early identification and early intervention with ADHD: The Management and Prevention Curriculum. August, 1998, Craigville, Massachusetts.

Invited half/day presentation for the Western Massachusetts Directors of Special Education Annual Summer Conference. Prevention-oriented school psychology and special education. Methods, models, and procedural issues. August, 1998, Craigville, Massachusetts.

Functional behavioral assessment in elementary school settings. Inservice workshop presentation for the Massachusetts Association of Special Education Directors. May 8, 1998, Worcester, MA.

Educational support for students with Attention Deficit Disorders: Assessment and intervention in school settings. One full day inservice workshop for public school teachers and support staff. March, 1997, New Bedford, MA.

Educational support for students with Attention Deficit Disorders: Assessment and intervention in school settings. One full-day inservice workshop for public school teachers and support staff conducted for the Hampshire Educational Collaborative. July, 1997, Ware, MA.

Classroom-based intervention and support for students with Attention Deficit Disorders; 2-full day inservice workshop for public school teachers and support staff. One full day inservice workshop for public school teachers and support staff conducted for the Hampshire Educational Collaborative. August, 1997, Easthampton, MA.

Classroom-based intervention strategies for students with Attention Deficit Disorders; 2-full-day inservice workshop for public school teachers and support staff conducted for the Chicopee Public Schools. November 8 & 22, 1997, Chicopee, MA.

Symposium chair and presenter at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy. Integrating science and practice in contemporary school psychology: Emerging methods in research, practice, and inservice training. With Michelle Gilbert, Massachusetts Urban Project, and John Hintze, University of Connecticut. October, 1997, Amherst, Massachusetts.

Children with Attention Deficit Hyperactivity Disorder- Behavior management and teaching strategies for parents. Presentations sponsored the Chariho Public School System, Rhode Island; Jamestown Public School System, Rhode Island; Ledyard Public School System, Connecticut. 1994-1995 School Year.

Classroom management of children with Attention Deficit Hyperactivity Disorder: Guidelines for education professionals. Inservice training workshops. Chariho Public School System, Rhode Island; Jamestown Public School System, Rhode Island; Southern Rhode Island Special Education Collaborative; Ledyard Public School System, Connecticut; North Stonington Public School System, Connecticut; Nassau & Suffolk Counties Special Education Collaborative, New York. 1994-1995 School Year.

Attention Deficit Hyperactivity Disorder. Assessment and intervention guidelines for community mental health professionals. Inservice training workshop. Rhode Island Department of Children, Youth, and Families. April 10, 1995.

Attention Deficit Hyperactivity Disorder: Various specific topics (1993-1994). Four presentations to school district personnel from local and regional school districts in and around Eugene, Oregon.

Interventions with pre-school children diagnosed with Attention-deficit Hyperactivity Disorder: A preliminary model for evaluating the differential and combined effects of methylphenidate and behavior management. (1992). Paper presented (with Sean Carey) at the Northwest Association for Behavior Analysis Convention, Seattle, Washington. Also presented at the Northwest Society for Developmental and Behavioral Pediatrics meeting, 1993, Seattle, Washington.

Attention deficit hyperactivity disorder. Educational issues and concerns. (1991). Presentation to the University of Oregon Chapter of the Council for Exceptional Children.

Issues in evaluating stimulant medication effects in children diagnosed with Attention Deficit Hyperactivity Disorder. (1989). Paper presented (with David Putnam and W. David Tilly) at The Oregon Conference, Eugene, Oregon.

Issues in identification and treatment of Attention Deficit Hyperactivity Disorder. (1988). Invited workshop panel presenter. Eugene Public Schools, Eugene, Oregon.

Effective problem solving consultation. (1988). Workshop presented (with Mark R. Shinn) to the Cascade Regional Program's consultants for students with auditory, visual, and orthopedic impairments. Fall 1988 Continuing Education Conference, Newport, Oregon.

The use of rating scales in decision making with behavior disordered students: A critical analysis. (1988). Paper presented (with Mark R. Shinn and Kathleen Rodden-Nord) at the Washington-Idaho-Oregon School Psychology Conference, Bellevue, Washington.
A multi-faceted approach to the diagnosis and treatment of ADD-H and other behavior problems. (1986). Guest lecture presented to the Department of Pediatrics, The Kennedy Institute for Handicapped Children, Baltimore, Maryland.

Evaluating medication effects in children using single-case and group experimental designs. (1986). Paper presented (with Robert Kissel, Terry Page, and Lynn Pelco) to the Department of Child Psychiatry, Johns Hopkins University School of Medicine, Baltimore, Maryland.

Stimulants and neuroleptics in children: Behavioral monitoring of efficacy and adverse effects. (1986). Paper presented (with Robert Kissel, Terry Page, and Lynn Pelco) to the Department of Pediatrics, The Kennedy Institute for Handicapped Children, Baltimore, Maryland.

Attention deficit disorder with hyperactivity: Classroom behavior and stimulant medication treatment. (1985). Workshop presented (with Mark Rapport and George DuPaul) at the Richmond Public Schools, Richmond, Rhode Island.

Dose-response effects of psychostimulants on hyperactive children's school performance. (1983). Paper presented (with Mark Rapport and George DuPaul) at the Convention of the Berkshire Association for Behavior Analysis and Therapy, Amherst, Massachusetts.

Doctoral Dissertation Committees Chaired or Co-chaired:

The effects of functional analysis assessment on the development of behavior support plans for individuals with developmental disabilities. Completed by Lora Tuesday Heathfield, August 1992, University of Oregon (co-chaired with Rob Horner).

Literature based and curriculum based parent tutoring programs in reading: Impact on student reading achievement. Completed by Kelly A. Powell-Smith, March 1993, University of Oregon.

The effects of parental use of environmental arrangement strategies on the functional language of preschool-age children. Completed by Karen J. Bilter, June 1993, University of Oregon.

Changing school psychology practitioner roles through continuing professional development: An examination of self-instruction as a learning activity. Completed by Mollie S. McKibben, August 1993, University of Oregon (co-chaired).

Evaluating stimulant medication effects on children with Attention Deficit Hyperactivity Disorder: Investigating the utility of curriculum-based measurement. Completed by Martin J. Ikeda, June 1994, University of Oregon.

The effects of teacher use of environmental arrangement strategies in the classroom on the functional language of preschool-age children. Completed by Stephanie Vincent, June 1995, University of Oregon.

Reading achievement of students in general education classrooms: Effects of instructional material difficulty and the use of published placement standards. Completed by Michelle M. Gilbert, April 1996, University of Oregon (co-chaired with Mark Shinn).

Reading achievement and instructional interactions: A developmental comparison of primary grade students with Attention Deficit Hyperactivity Disorder and their typical peers. Completed by Kimberly A. Gibbons, April 1996, University of Oregon.

Training parents to arrange and monitor peer social activities for children with Attention Deficit Hyperactivity Disorder. Completed by John Patrick Carey, May 1996, University of Oregon.

The effects of parent delivered instruction on the phonemic awareness and letter identification skills of Kindergarten children. Completed by Rebecca Dowling, March 2000, University of Massachusetts.

Integrating functional assessment and ecological assessment: Interventions for young children. Completed by Robin L. Phaneuf, May 2002, University of Massachusetts.

Investigating parent-child storybook reading and its relationship to early literacy skill: Development and use of a direct observation system. Completed by Lydia S. Greene, May 2002, University of Massachusetts.

The early literacy skill development of Kindergartners and First Graders at risk for disruptive behavior disorders. Completed by Mary Jean O'Reilly, May 2002, University of Massachusetts.

Early identification and intervention with Kindergartners at risk for reading failure: A district-wide prevention program using a multiple gating approach. Completed by Judith E. Loughlin, May 2003, University of Massachusetts.

A program evaluation of an academic self-management training as an intervention for post-secondary students with learning disabilities. Completed by Peter C. Stoll, May 2003, University of Massachusetts.

The effects of a parent delivered direct instruction reading curriculum on the early literacy skills of first grade children. Completed by Shannon Kay, May 2003, University of Massachusetts.

The effects of culturally matched materials on the reading comprehension of African-American students. Completed by Stacy A. S. Williams, May 2004, University of Massachusetts.

The effects of two computerized reading instruction programs on young children at-risk for reading problems. Completed by Julie Clarfield, April 2006, University of Massachusetts Amherst.

Promoting the early identification of internalizing problems in preliterate children: Development of the Watkins early self-report of internalizing problems. Completed by Maren L. Watkins, May 2007, University of Massachusetts Amherst.

Using peers as intervention agents to improve the social behaviors of elementary-aged children with Attention Deficit Hyperactivity Disorder: Effects of a peer coaching package. Completed by Pamela J. Plumer, May 2007, University of Massachusetts Amherst.

The effects of a math-fact fluency intervention on the complex calculation and application performance of fourth grade students. Completed by Kristen E. Ezbicki, April 2008, University of Massachusetts Amherst.

Investigating a parent implemented early literacy intervention: Effects of dialogic reading using alphabet books on the alphabet skills, phonological awareness, and oral language of preschool children. Completed by Heather N. Halsey, April 2008, University of Massachusetts Amherst.

Cross-age peer tutoring in dialogic reading: Effects on the language development of young children. Completed by Itsuko Jamie Udaka, July 2009, University of Massachusetts Amherst.

Providing parents with young children's performance feedback information: Effects on vocabulary and pre-literacy development. Completed by Amanda Nnatchetam, April 2010, University of Massachusetts Amherst.

Student, peer, and teacher reports of bullying: Examining the correlations between multiple informants and accuracy by type of informant. Completed by Robyn Bratica Sullivan, April, 2012. University of Rhode Island.

Psychiatric hospitalization to school transitions: Examining professional perceptions of effectiveness and fidelity. Completed by Jacqueline M. Tisdale, April 2014. University of Rhode Island.

The identification of contextual factors influencing teacher implementation of interventions related to students' Individual Education Plans. Completed by Stephanie M. Marshall, May 2015. University of Rhode Island.

Evaluating the implementation quality and utility of Response-to-Intervention practices. Completed by Paige Hamilton-Read, December 2016. University of Rhode Island.

Professional Service Activities

Editorial Board Member, *Training and Education in Professional Psychology*. 2014 to present.

Program Review Consultant, for the American Psychological Association Commission on Accreditation, Spring 2015 to present.

School psychology professional training program accreditation reviewer, for the American Psychological Association Commission on Accreditation, Fall 2010, Spring 2011, Fall 2012, Spring 2013, Fall, 2014, Spring 2016.

American Psychological Association, Coalition for Psychology in Schools and Education representative, and participant: Education Leadership Conference of the American Psychological Association, September 2008 and 2009, Washington DC.

American Psychological Association Division 16 (School Psychology) representative, and participant: Education Leadership Conference of the American Psychological Association, September 2007, Washington DC.

American Psychological Association Division 16 (School Psychology) representative, and participant: Education Leadership Conference of the American Psychological Association, September 2006, Washington DC.

Advisory Board Member, Future of School Psychology Conference Training Modules/Materials. Reviewed and suggested improvements regarding school psychology training materials, 2005-2006.

American Psychological Association Division 16 (School Psychology) representative, and participant: Coalition for Psychology in Schools and Education meeting, December 16-18, 2005, Washington DC.

American Psychological Association Division 16 (School Psychology) representative, and participant: APA State Leadership Conference, March 2006 in Washington DC.

Invited school psychology professional training program accreditation reviewer, American Psychological Association, Fall 2005.

Invited site/program reviewer and review team chair, Massachusetts Board of Higher Education, reviewed proposed professional training program in school psychology, Spring, 2005.

Invited external reviewer for promotion, and promotion and tenure cases. Ohio State University, 2004; Michigan State University, 2005; University of Tennessee, 2005, and many others.

Elected Member of the Executive Board, Council of Directors of School Psychology Programs (a training council of the American Psychological Association). 2002-2005.

Invited reviewer/publication consultant for texts on Pediatric School Psychology (1999), and Functional Behavior Assessment in Schools (2000) for Guilford Press.

Editorial Board Member, *Journal of Attention Disorders*, July 2005-2009.

Editorial Board Member, *School Psychology Review*, journal published by the National Association of School Psychologists, 1993-2002.

Editorial Board Member, *School Psychology Quarterly*, the Journal of Division 16 (School Psychology) of the American Psychological Association, 1991 to 2002.

Invited reviewer/publication consultant for the following texts:

Merrell, K. W. (1994). Assessment of behavioral, social, & objective methods for use with children and adolescents. New York: Longman.

Rathvon, N. (1999). Classroom interventions. New York: Guilford.

R. Mennuti, A. Freeman, R. Christner (Eds.). (2005) Cognitive-Behavioral Interventions in Educational Settings: A handbook for practice. New York: Taylor and Francis,

Shinn, M. R. (Ed.). (1997). Advanced publications of Curriculum-Based measurement. New York: Guilford.

Invited expert consultant on Attention Deficit Hyperactivity Disorder, to the United States Social Security Administration, Commission on Childhood Disabilities, Washington, DC; provided expert testimony regarding the nature of the disorder, its evaluation and treatment, and its impact on the lives of diagnosed individuals. February, 1995.

Evaluation Consultant. School Psychology Program, Lehigh University. Project entitled: A Regional Consulting Center to Assist School Personnel in Working with Early Adolescents with Attention Deficit Disorder. Edward S. Shapiro and George J. DuPaul, Co-Principal Investigators. United States Dept. of Education, OSERS Special Project Number H029K20455. October, 1994.

Invited participant. Professional forum on the education of children with Attention Deficit Disorder. Sponsored by the U. S. Dept. of Education, Washington, DC, January 1993.

Invited reviewer for the Journal of Applied Behavior Analysis Special Issue on behavior analysis and school psychology, 1993.

Invited reviewer for School Psychology- Review Special Issue on Attention Deficit Disorder, 1990.

Invited reviewer for the United States Department of Education, Office of Special Education and Rehabilitative Services, research report on the Education of Children with Attention Deficit Disorder, 1993.

Field reviewer for the following journals:

Behavioral Assessment

Education & Treatment of Children

Journal of Applied Behavior Analysis

School Psychology Review

The Journal of Special Education

Member, American Psychological Association Division 16 Convention Program Committee, 1996, 2002, 2003, 2004, 2005, 2006, 2007.

Service to the University of Rhode Island, Psychology Department, and the School Psychology Program:

Search committee member, Department Chair search, 2016.

Program Director, School Psychology Programs (Ph.D. and M.S. programs). July 2007 to present.

Member, Department Administrative Affairs Committee, 2007 to present.

Chair, Faculty Search Committee, for a tenure-track position in the School Psychology Program, 2007-2008 academic year.

Member, University of Rhode Island Graduate Council, and Graduate Curriculum Committee. September 2007 to June 2013.

Member, URI Graduate Council, University of Rhode Island Graduate Manual Revision Committee, University of Rhode Island, Fall 2007 to 2010.

Member, Faculty Search Committee, for a tenure-track position in Special Education, 2008-09 academic year.

Executive Committee Member and University of Rhode Island school psychology program representative. Rhode Island School Psychologists Association, Fall 2007 to present.

Service to the University of Massachusetts, School of Education, and the School Psychology Program:

Member, Faculty Search Committee, for a tenure-track position in Special Education, 2005-2006 academic year.

Member, School of Education Academic Matters Committee, 2000 to 2002.

Member, Faculty Search Committee, for a tenure-track position in Special Education, 2000-2001 academic year.

Elected Member, School of Education Personnel Committee, 1998 to 2000.

Chair, Department Academic Matters Committee, 1997 to 2000.

Chair, Faculty Search Committee, for a tenure-track position in the School Psychology Program, 1997-1998 academic year.

Member, School of Education, Program Evaluation Standards Development Committee, 1998 to 2000.

Member, Dean's ad hoc Committee on Lecturer Conversion Policy, 1997-1998 academic year.

Member, University of Massachusetts Commonwealth of Massachusetts Division of Mental Health Collaborative Program Development Committee, 1999 to 2002.

Program Director, School Psychology Programs leading to degrees of Ph.D. and M.Ed./CAGS. 1996 to 2005.

Member, University Provost's Ad Hoc Personnel Committee, 1998-1999 academic year.

Service to the University of Oregon College of Education, and the School Psychology Program:

Chair, College of Education Scholarships and Awards Committee, 1995-1996.

Faculty Representative, College of Education Consortium for the Improvement of Professional Education, 1993-1997.

Elected Department Representative, College of Education Faculty Personnel Council, 1995-1997.

Member, University of Oregon Committee for the Protection of Human Subjects/Institutional Review Board, 1988-1990.

Member, Instructional Council of the College of Education, 1988 through 1990, and 1992 through 1994.

Member, Faculty Search Committees, for a tenure-track position in the School Psychology Program, 1987-1988 academic year; and, tenure-track position in the Counseling Psychology Program, 1992-1993 academic year.

Chair, Faculty Search Committee, for a tenure-track position in the Counseling Psychology Program, 1995-1996 academic year.

Member, Lane County (Oregon) Education Service District, Advisory Council for the Special Education Division, 1991 to 1994.

Member, School Psychology Program, American Psychological Association and National Association of School Psychologists Program Accreditation/Approval Preparation Committees.

Author (with Vicki Collins), University of Oregon School Psychology Program Internship and Practicum Handbook, 1988 and yearly updates through 1996.

Other Professional Experience

School Psychologist/Supervisor of School Psychology Services Stonington Public Schools,
Stonington, Connecticut, September 1983 to June 1984.

Professional References

Available on request