College of Education, Health, & Human Services
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Dr. Melody Tankersley

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Education

Post-Doctoral Fellow, Behavior Analysis **1993**
University of Kansas

Ph.D., Special Education **1992**
University of Virginia

M.Ed., Special Education **1986**
Winthrop University

B.S., Special Education **1984**
Winthrop University

Higher Education Work Experience

Director **0/2009 - 0/2009**
Office of Research and Faculty Diversity

Interim Department Chair **0/2008 - 0/2009**

Co-coordinator, Special Education Program **9/2007 - 0/2010**
Kent State University

Professor **08/2004 - present**
Special Education - Kent State University

Associate Professor, Special Education (tenure awarded 1998) **08/1998 - 08/2004**
Kent State University

Coordinator, Special Education **08/1996 - 12/2004**

Kent State University

Assistant Professor, Special Education **08/1993 - 08/1998**

Kent State University

Other Professional Experience

Co-Director **2006 - present**

Ohio's Integrated Systems Model

Triple P: Positive Parenting Program Coordinator **2005 - 2007**

Children's Hospital Medical Center of Akron, NueroDevelopmental Center

Co-Director **1994 - 1997**

Low-Incidence Transition Coordinator Training Program. U.S. Department of Education; Pete Flexer, Director, Kent State University.

Consultant **1993 - 1995**

An Ecobehavioral Approach for Assessment and Prevention of Behavior Disorders for Young Children and Their Families. U.S. Department of Education; Debra Kamps, Director, University of Kansas.

Project Coordinator **1992 - 1995**

An Ecobehavioral Approach for Assessment and Prevention of Behavior Disorders for Young Children and Their Families. U.S. Department of Education; Debra Kamps, Director, University of Kansas.

Graduate Scholar **1992 - 1993**

Post-Doctoral Program in Research Concerning Effective Instructional Practices for Minority Group Students with Handicaps at the Juniper Gardens Children's Project. U.S. Department of Education; Charles R. Greenwood, Director, University of Kansas.

Publications

Cook, B. G., Smith, G. J., & Tankersley, M. (in press). Evidence-based practices in education. In K. Harris (Ed). *Educational Psychology: Contributions to Education.* American Psychological Association. 2012

Publication: *Book Chapters*

Cook, B. G., & Tankersley, M. (in press). *Research-based practices in special education*. Pearson. 2012

Publication: *Books Edited*

Chard, D. J., Cook, B. G., & Tankersley, M. (in press). *Research-based strategies for improving outcomes in academics*. Pearson. 2012

Publication: *Books Edited*

Lane, K. L., Cook, B. G., & Tankersley, M. (in press). *Research-based strategies for improving outcomes in behavior*. Pearson. 2012

Publication: *Books Edited*

Cook, B. G., & Tankersley, M. (in press). *Research-based practices in special education*. Pearson. 2012

Publication: *Books Edited*

Lloyd, J. W., Landrum, T. J., Cook, B. G., & Tankersley, M. (in press). *Research-based approaches for assessment*. Pearson. 2012

Publication: *Books Edited*

McWilliam, Cook, B. G., & Tankersley, M. (in press). *Strategies for improving outcomes for special populations of learners*. Pearson. 2012

Publication: *Books Edited*

Cook, B. G., Smith, G. J., & Tankersley, M. (in press). Evidence-based practices in education. In K. Harris (Ed). *Educational Psychology: Contributions to Education.* American Psychological Association. 2012

Publication: *Journal Articles, Refereed*

Cameron, D. L., Cook, B. G., & Tankersley, M. (2011). An analysis of the different patterns of 1:1 interactions between educational professionals and their students with varying abilities in inclusive classrooms. *International Journal of Inclusive Education,* 1-20. 2011

Publication: *Journal Articles, Refereed*

Griffith, C. A., Lloyd, J. W., Lane, K. L., & Tankersley, M. (2010). Retention of students during K-8 grades predicts their reading achievement and progress during secondary schooling. *Reading and Writing Quarterly Reading and Writing Quarterly*, *26*, 51-66. 2010

Publication: *Journal Articles, Refereed*

McGoey, K. E., Schneider, D. L., Rezzetano, K. M., Prodan, T., & Tankersley, M. (2010). Classwide intervention to manage disruptive behavior in the kindergarten classroom. *Journal of Applied School Psychology*, *26*, 247-261. 2010

Publication: *Journal Articles, Refereed*

Shapiro, C. J., Smith, B. H., & Tankersley, M. (2010). Taking a public health approach to school-based parenting interventions designed to reduce emotional and behavioral disorders in schools: Triple P-Positive Parenting Program as an example. *Advances in School Mental Health Promotion, 3*, 63-74. 2010

Publication: *Journal Articles, Refereed*

Cook, L. H., Rumrill, P. D., & Tankersley, M. (2010). Prioritizes and understanding of faculty members regarding college students with disabilities. *International Journal of Teaching and Learning in Higher Education*, *21*, 84-96. 2010

Publication: *Journal Articles, Refereed*

Griffith, C. A., Lloyd, J. W., Lane, K. L., & Tankersley, M. (2010). Retention of students during K-8 grades predicts their reading achievement and progress during secondary schooling*Reading and Writing Quarterly*, 26, 51-66. 2010

Publication: *Journal Articles, Refereed*

Cook, B. G., **Tankersley, M.**, & Landrum, T. J. (2009). Determining evidence-based practices in special education. *Exceptional Children*, *75*, 365-283. 2009

Publication: *Journal Articles, Refereed*

Kauffman, J. M., Mock, D. R., Tankersley, M., & Landrum, T. J. (2008). Effective service delivery models. In R. J. Morris and N. Mather (Eds.),*Evidence-Based Interventions for Students with Learning and Behavioral Challenges* (pp. 359-382). Mahwah, NJ: Lawrence Erlbaum Associates. 2008

Publication: *Book Chapters*

Cook, B. G., **Tankersley, M.**, & Harjusola-Webb, S. (2008). Evidence-based special education and professional wisdom: Putting it all together.*Intervention in School & Clinic, 44*(2), 105-111. 2008

Publication: *Journal Articles, Refereed*

Cook, L. H., Cook, B. G., Landrum, T. J., & **Tankersley, M.** (2008). Examining the role of group experimental research in establishing evidence-based practices. *Intervention in School & Clinic, 44(2), 76-82.* 2008

Publication: *Journal Articles, Refereed*

Cook, B. G., **Tankersley, M.**, Cook, L., & Landrum, T. J. (2008). Evidence-based practices in special education: Some practical considerations.*Intervention in School & Clinic, 44*(2), 69-75. 2008

Publication: *Journal Articles, Refereed*

Tankersley, M., Cook, B. G., & Cook, L. (2008). A preliminary examination to identify the presence of quality indicators in single-subject research.*Education and Treatment of Children, 31*, 523-548. 2008

Publication: *Journal Articles, Refereed*

Tankersley, M., Harjusola-Webb, S., & Landrum, T. J. (2008). Using single-subject research to establish the evidence-base of special education. *Intervention in School & Clinic, 44*(2), 83-90. 2008

Publication: *Journal Articles, Refereed*

Cook, B. G., & Tankersley, M. (2007). A preliminary examination to identify the presence of quality indicators in experimentalresearch in special education. In J. B. Crockett, M. M. Gerber, and T. J. Landrum (Eds.),*Achieving the radical reform of special education: Essays in honor of James M. Kauffman*(pp.189-212). Mahwah, NJ: Lawrence Erlbaum Associates. 2007

Publication: *Book Chapters*

Cook, B. G., & Tankersley, M. (2007). A preliminary examination to identify the presence of quality indicators in experimental research in special education. In J. B. Crockett, M. M. Gerber, and T. J. Landrum (Eds.), *Achieving the radical reform of special education: Essays in honor of James M. Kauffman* (pp. 189-212). Mahwah, NJ: Lawrence Erlbaum Associates. 2007

Publication: *Book Chapters*

Tankersley, M., Niesz, T., Cook, B. G., & Woods, W. (2007). The unintended and unexpected side effects of inclusion of students with learning disabilities: The perspectives of special education teachers.*Learning Disabilities: A Multidisciplinary Journal, 14*, 135-144 2007

Publication: *Journal Articles, Refereed*

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

Publication: *Journal Articles, Refereed*

Cook, B. G. & **Tankersley, M.** (guest editors) (2007). Introduction to the special issue: Side Effects of Inclusion: The unforeseen impact of including students with learning disabilities.*Learning Disabilities: A Multidisciplinary Learning Disabilities: A Multidisciplinary Journal, 14*,131-133. 2007

Publication: *Journal Articles, Refereed*

Tankersley, M. & Cook, B. C. (2007). An overview of the side effects of including students with learning disabilities.*Learning Disabilities: A Multidisciplinary Journal, 14*, 217-224. 2007

Publication: *Journal Articles, Refereed*

Cook, B. G., Cameron, D. L., & **Tankersley, M.** (2007). Inclusive teachers' attitudinal ratings of their students with disabilities. *The Journal of Special Education*, *40*, 230-238. 2007

Publication: *Journal Articles, Refereed*

Lloyd, J. W., Pullen, P. C., Tankersley, M., & Lloyd, P. A. (2006). Defining and synthesizing effective practice: Critical dimensions of research and synthesis approaches considered. In B. G. Cook and B. R. Schirmer (Eds.).*What is special about special education?* (pp. 136-154). Austin, TX: ProEd. 2006

Publication: *Book Chapters*

Landrum, T. J., Tankersley, M., & Kauffman, J. M. (2006). What is special about special education for students with emotional and behavioral disorders? In B. G. Cook and B. R. Schirmer (Eds.).*What is special about special education?* (pp.12-25). Austin, TX: ProEd. 2006

Publication: *Book Chapters*

Tankersley, M., McGoey, K. E., Dalton, D., Rumrill, P. D., & Balan, C. M. (2006). Speaking of research: Single subject research methods in rehabilitation. *Work: A Journal of Assessment, Prevention, & Rehabilitation, 26*, 85-92. 2006

Publication: *Journal Articles, Refereed*

Pretti-Frontczak, K. L., McGough, S., Vilardo, L., & **Tankersley, M.** (2006). Examination of eco-behavioral assessments designed for understanding complex behaviors and environments. *Journal of Early and Intensive Behavior Intervention, 3*, 81-102. 2006

Publication: *Journal Articles, Refereed*

Koch, L. C., Cook, B. G., **Tankersley, M.**, & Rumrill, P. D. (2006). Utilizing research in professional practice. *Work: A Journal of Assessment, Prevention, & Rehabilitation, 26*, 327-331. 2006

Publication: *Journal Articles, Refereed*

Staples, L., McGoey, K. E., Cowan, R. J., Crist, N., & **Tankersley, M.** (2006). Collaborating with kindergarten teachers to increase student compliance with classroom rules. *Journal of Evidence-Based Practices for Schools*, *7*, 142-164. 2006

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Staples, L., McGoey, K. E., Cowan, R. J., Crist, N., & **Tankersley, M.** (2006). Implementation guidelines for collaborating with kindergarten teachers to increase student compliance with classroom rules. *Journal of Evidence-Based Practices for Schools*, *7*, 165-166. 2006

Publication: *Journal Articles, Refereed*

Tankersley, M. (2006). *Instructor's Manual: Introduction to Exceptional Children, Tenth Edition, Daniel P. Hallahan and James M. Kauffman, authors*. Boston: Allyn & Bacon. 2006

Publication: *Other*

Tankersley, M., Cowan, R. J., & Cook, B. G. (2005). Self-monitoring to improve academic and behavioral performance. In G. D. Sideridis & T. A. Citro (Eds.), *Research to practice: Effective interventions for learning disabilities* (pp.50-71). Boston, MA: Learning Disabilities Worldwide. 2005

Publication: *Book Chapters*

Cook, B. G., & Audet, L., Cameron, D. L., & Tankersley, M. (2005). Students with high incidence disabilities. In J. Wood (Ed.)*Adapting instruction to accommodate students in inclusive settings* (5th ed). Columbus 2005

Publication: *Book Chapters*

Tankersley, M., Landrum, T. J., & Cook, B. G. (2004). How research informs practice in behavioral disorders. In R.B. Rutherford, M. M. Quinn, and S. R. Mathur (Eds.),*Handbook of Research in Emotional and Behavioral Disorders* (pp. 98-116). New York: Guilford Press. 2004

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

Publication: *Journal Articles, Refereed*

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

Publication: *Journal Articles, Refereed*

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

Publication: *Journal Articles, Refereed*

Tankersley, M. (2003). *Instructor's Manual: Introduction to Exceptional Children, Ninth Edition, Daniel P. Hallahan and James M. Kauffman, authors*. Boston: Allyn & Bacon. 2003

Publication: *Other*

2002

Landrum, T. J., Cook, B. G., **Tankersley, M.**, & Fitzgerald, S. (2002). Teacher perceptions of the trustworthiness, useability, and accessibility of information from different sources. *Remedial and Special Education, 23*, 42-48.

Publication: *Journal Articles, Refereed*

2001

McReynolds, C., Koch, L., Rumrill, P. Jr., **Tankersley, M.**, Ware, M., & Hennessey, M. (2001). Qualitative research designs. In P. D. Rumrill, Jr. and B. G. Cook (Eds.), *Research in Special Education: Designs, Methods, and Applications* (pp. 159-179). Springfield, IL: Charles C. Thomas.

Publication: *Book Chapters*

2001

Cook, B., Rumrill, P. Jr., Webb, J., & **Tankersley, M.** (2001). Quantitative research designs. In P. D. Rumrill, Jr. and B. G. Cook (Eds.), *Research in Special Education: Designs, Methods, and Applications* (pp. 121-158). Springfield, IL: Charles C. Thomas.

Publication: *Book Chapters*

2001

Bellini, J., Rumrill, P. Jr., & **Tankersley, M.** (2001). Getting started in special education research: Variables, research questions, and hypotheses. In P. D. Rumrill, Jr. and B. G. Cook (Eds.), *Research in Special Education: Designs, Methods, and Applications* (pp. 17-35). Springfield, IL: Charles C. Thomas.

Publication: *Book Chapters*

2001

Landrum, T. J., & **Tankersley, M.** (2001). The education of students with emotional or behavioral disorders. In M. A. Winzer and K. Mazurek (Eds.), *Defining Special Education into the 21st Century: Issues of Debate and Reform* (pp. 163-174). Washington, DC: Gallaudet University Press.

Publication: *Book Chapters*

2001

Cook, B. G., Trevino, C., Cook, L., & **Tankersley, M.** (2001). Instructional strategies. In R. Flexer, T. Simmons, B. Baer, and P. Luft (Eds.), *Transition Planning for Secondary Students with Disabilities* (pp. 247-271). Upper Saddle River, NJ: Prentice Hall.

Publication: *Book Chapters*

2000

Tankersley, M., Landrum, T. J., Cook, B. G., & Balan, C. (2000). Developing behavioral intervention plans for students with disabilities. In C. F. Telzrow and M. Tankersley (Eds.), *IDEA Amendments of 1997: Practice Guidelines for School-Based Teams* (pp. 241-270). Washington, DC: National Association of School Psychologists.

Publication: *Book Chapters*

2000

Telzrow, C. F., & **Tankersley, M.** (Eds.) (2000). *IDEA Amendments of 1997: Practice guidelines for school-based teams*. Washington, DC: National Association of School Psychologists.

Publication: *Books Edited*

2000

Mancina, C., **Tankersley, M.**, Kamps, D., Kravits, T., & Parrett, J. (2000). Brief report: Reduction of inappropriate vocalizations for a child with autism using a self-management treatment program. *Journal of Autism and Developmental Disorders, 30,* 599-606.

Publication: *Journal Articles, Refereed*

2000

Kamps, D. K., **Tankersley, M.**, & Ellis, C. (2000). Social skills interventions for young at-risk students: A two-year follow-up study. *Behavioral Disorders, 25*, 310-324.

Publication: *Journal Articles, Refereed*

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

Publication: *Journal Articles, Refereed*

Tankersley, M. (2000). *Instructor's Manual: Introduction to Exceptional Children, Eighth Edition, Daniel P. Hallahan and James M. Kauffman, authors*. Boston: Allyn & Bacon. 2000

Publication: *Other*

Tankersley, M., & Balan, C. (1999). Psychopharmacology in the treatment of language and behavioral disorders. In D. Rogers-Adkinson and P. L. Griffith (Eds.), *Assessment and Intervention of Communication and Psychiatric Disorders in Children* (pp. 141-176). San Diego: Singular. 1999

Publication: *Book Chapters*

Gallagher, D. J., **Tankersley, M**. **J.**, & Herbert, J. M. (1999). Students' perceptions of teachers and teaching. In R. McNergney and C. Keller (Eds.), *Images of mainstreaming: Educating students with disabilities* (pp. 149-162). New York: Garland Publishing. 1999

Publication: *Book Chapters*

Audet, L. R., & **Tankersley, M.** (1999). Implications of communication and behavioral disorders for classroom management: Collaborative intervention techniques. In D. Rogers-Adkinson and P. L. Griffith (Eds.), *Assessment and Intervention of Communication and Psychiatric Disorders in Children* (pp. 403-440). San Diego: Singular. 1999

Publication: *Book Chapters*

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

Publication: *Journal Articles, Refereed*

Tankersley, M. & Landrum, T. J. (1998). Comorbidity of emotional and behavioral disorders. In J. W. Lloyd, E. J., Kameenui, and D. Chard (Eds.). *Issues in Educating Students with Disabilities*. Mahwah, NJ: Erlbaum. 1998

Publication: *Book Chapters*

Flexer, R. W., Simmons, T. J., & **Tankersley, M.** (1997). Graduate interdisciplinary transition training at Kent State University. *Journal of Vocational Rehabilitation, 8,* 183-195. 1997

Publication: *Journal Articles, Refereed*

Tankersley, M. (1997). *Instructor's Manual: Introduction to Exceptional Children, Seventh Edition, Daniel P. Hallahan and James M. Kauffman, authors*. Boston: Allyn & Bacon. 1997

Publication: *Other*

Tankersley, M., Kamps, D., Mancina, K., & Wiedinger, D. (1996). Social interventions for Head Start children with behavioral risks: Implementation and outcomes. *Journal of Emotional and Behavioral Disorders, 4,* 171-181. 1996

Publication: *Journal Articles, Refereed*

Kamps, D. K., & **Tankersley, M.** (1996). Prevention of behavior and conduct disorders: Trends and research issues. *Behavioral Disorders, 22,* 41-48. 1996

Publication: *Journal Articles, Refereed*

Griffith, P. L., Myers, R. W., & **Tankersley, M.** (1996). MMPI-2 items which correctly identified women with histories of childhood sexual abuse. *Psychological Reports, 78,* 717-722. 1996

Publication: *Journal Articles, Refereed*

Tankersley, M. (1995). A group-oriented contingency management program: A review of research on the *Good Behavior Game* and implications for teachers. *Preventing School Failure, 40,* 19-24. 1995

Publication: *Journal Articles, Refereed*

Lloyd, J. W., **Tankersley, M.**, & Talbott, E. (1994). Using single-subject methodology to study learning disabilities. In S. Vaughn and C. Bos (Eds.), *Research Issues in Learning Disabilities: Theory, Methodology, Assessment, and Ethics*. New York: Springer-Verlag. 1994

Publication: *Book Chapters*

Talbott, E., Lloyd, J. W., & **Tankersley, M.** (1994). Reading comprehension interventions for students with learning disabilities. *Journal of Learning Disabilities, 17,* 223-232. 1994

Publication: *Journal Articles, Refereed*

Artiles, A. J., Mostert, M. P., & **Tankersley, M.** (1994). Assessing the link between teacher cognitions, teacher behaviors, and pupil responses to lessons. *Teaching and Teacher Education, 5,* 465-481. 1994

Publication: *Journal Articles, Refereed*

Tankersley, M. (1994). *Instructor's Manual: Introduction to Exceptional Children, Sixth Edition, Daniel P. Hallahan and James M. Kauffman, authors*. Boston: Allyn & Bacon. 1994

Publication: *Other*

Lloyd, J. W., Talbott, E., **Tankersley, M.**, & Trent, S. C. (1993). Using cognitive-behavioral techniques to improve classroom performance of students with mental retardation. In R. A. Gable and S.Warren (Eds.), *Advances in Mental Retardation and Developmental Disabilities*. London: Kingsley. 1993

Publication: *Book Chapters*

Herbert, J. M., & **Tankersley, M.** (1993). More and less effective ways to intervene with classroom teachers. *Journal of Curriculum and Supervision, 9,* 24-40. 1993

Publication: *Journal Articles, Refereed*

Tankersley, M. (1993). *Instructor's Manual: Characteristics of Emotional and Behavioral Disorders in Children and Youth, Fifth Edition, James M. Kauffman, author*. Columbus: Merrill. 1993

Publication: *Other*

Morine-Dershimer, G., Saunders, S., Artiles, A. J., Mostert, M. P., **Tankersley, M.**, Trent, S. C., & Nuttycombe, D. G. (1992). Choosing among alternatives for tracing conceptual change. *Teaching and Teacher Education, 8*, 471-483. 1992

Publication: *Journal Articles, Refereed*

Strang, H. R., Vekiari, K., & **Tankersley, M.** (1991). The Curry teaching simulation: A window of effective teaching skills? In D. Carey, R. Carey, D. A. Willis, & J. Willis (Eds.), *Technology and Teacher Education Annual: 1992*. Houston, TX: Society for Technology and Teacher Education. 1991

Publication: *Book Chapters*

Tankersley, M. (1991). *Instructor's Manual: Introduction to Exceptional Children, Fifth Edition, Daniel P. Hallahan and James M. Kauffman, authors*. Boston: Allyn & Bacon. 1991

Publication: *Other*

Cook, B. G., Smith, G. J., & Tankersley, M. (in press). Evidence-based practices in education. In K. Harris (Ed). *Educational Psychology: Contributions to Education.* American Psychological Assocation.

Publication: *Book Chapters*

Griffith, C. A., Lloyd, J. W., Lane, K. L., & **Tankersley, M.** (in press). Retention of students during K-8 grades predicts their reading achievement and progress during secondary schooling. *Reading Reading and Writing Quarterly*.

Publication: *Journal Articles, Refereed*

Cook, L. H., Rumrill, P. D., & Tankersley, M. (in press). Prioritizes and understanding of faculty members regarding college students with disabilities. *International Journal of Teaching and Learning in Higher Education*, *21*.

Publication: *Journal Articles, Refereed*

Presentations

Cook, B., Baker, S., Browder, D., Chard, D., Landrum, T., Lane, K. L., Montague, M., & Tankersley, M. (April 2009). Determining evidence-based practices in special education. A showcase panel presented at *Annual Meeting of Council for Exceptional Children*. Seattle, WA. 2009

Type: *International Invited*

Tankersley, M. & Landrum, T. J. (November 2008). Research Behavioral Disorders and the Quality Indicators: What We Know and Need to Know. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ. 2008

Type: *National Refereed*

Tankersley, M., Cook, B. G., Landrum, T. J., Crockett, J., & Gerber, M. (February, 2006). Inclusion of students with learning disabilities: Stakeholders' perceptions of unintended side effects. *Pacific Coast Research Conference*. La Jolla, CA. 2006

Type: *National Refereed*

Tankersley, M. (April, 2006). Side effects of inclusion. *Annual Meeting of the Council for Exceptional Children.* Salt Lake City, UT. 2006

Type: *International Refereed*

Tankersley, M., Winchell, B., McGoey, K., & Cortelli, G. (January, 2005). Improving outcomes for students with behavioral disorders.*Hawaii International Conference on Education.* Honolulu, HI. 2005

Type: *National Refereed*

Tankersley, M., Winchell, B. N., Cortelli, G., McGoey, K., & Pretti-Frontczak, K. (April, 2005). Improving outcomes for students with behavioral disorders through a collaborative consultation model*The Society for Research in Child Development.* Altanta, GA. 2005

Type: *National Refereed*

Tankersley, M., McGoey, K., Cowan, R., Anhalt, K., Pretti-Frontczak, K., & Barton, L. (November, 2005). The Behavior Intervention Specialist Program: Outcomes of a collaborative consultation training program*Annual Meeting of Teacher Educators of Children with Behavior Disorders.* Tempe, AZ. 2005

Type: *National Refereed*

McGoey, K. E., Tankersley, M., Prodan, T., & Staples, L. (April, 2004). Classwide intervention to manage disruptive behavior in the kindergarten classroom.*National Association for School Psychologists.* Dallas, TX. 2004

Type: *National Refereed*

Landrum, T. J., Cook, B. G., Martinez, E., & Tankersley, M. T. (February, 2003). What teachers think about their teaching: Does research plaly a role?*Annual Pacific Coast Research Conference.* La Jolla, CA. 2003

Type: *National Refereed*

Cook, B. G., Tankersley, M., & Landrum, T. J. (April, 2003). Teachers' beliefs, skills, and practices regarding effective inclusive teaching techniques.*Annual Meeting of the Council for Exceptional Children.* Seattle, WA. 2003

Type: *International Refereed*

Tankersley, M., Cook, B. G., & Landrum, T. J. (November, 2003). Behavioral family interventions: A related service for children with emotional and behavioral disorders.*Annual Meeting of Teacher Educators of Children with Behavior Disorders.* Tempe, AZ. 2003

Type: *Regional Refereed*

Tankersley, M., Landrum, T. J., & Cook. B. G. (November, 2003). How research informs practice in the field of emotional and behavioral disorders.*Annual Meeting of Teacher Educators of Children with Behavior Disorders.* Tempe, AZ. 2003

Type: *Regional Refereed*

Cameron, D. L., Cook, B. G., & Tankersley, M. J. (February, 2002). An analysis of research designs in Behavioral Disorders and The Journal of Emotional and Behavioral Disorders: Implications for our knowledge base*Annual Midwest Symposium on Behavioral Disorders.* Kansas City, MO. Kansas City, MO. 2002

Type: *Regional Refereed*

Landrum, T. J., Cook, B. G., & Tankersley, M. (April, 2002). Teacher perceptions of intervention information in a personal versus data-based format.*Annual Meeting of the Council for Exceptional Children.* New York, NY. 2002

Type: *Regional Refereed*

Cook, L. & Tankersley, M. (November 2002). Decision-making in the classroom. *Annual Meeting of Teacher Educators of Children with Behavior Disorders.* Tempe, AZ. 2002

Type: *Regional Refereed*

Landrum, T., J., Tankersley, M., Kauffman, J. M., & Cook, B. G. (November, 2002). What is special about special education for students with behavioral disorders?*Annual Meeting of Teacher Educators of Children with Behavior Disorders.* Tempe, AZ. 2002

Type: *Regional Refereed*

Landrum, T.J., Tankersley, M., & Cook, B.G. (February, 2000). Effective practice in behavioral disorders.*Midwest Symposium for Leadership in Behavioral Disorders*. Kansas City, MO. 2002

Type: *Regional Refereed*

Hinkel, P.L., Griffith, P. L., Tankersley, M., & Hoza, T. (April, 2001). A personnel preparation program for transitional services to youth with learning or emotional and behavioral disorders.*Annual Meeting of the Council for E Annual Meeting of the Council for Exceptional Children*Kansas City, MO. 2001

Type: *Regional Refereed*

Landrum, T. J., Cook, B. C., & Tankersley, M. (April, 2001). Effective practice in behavior disorders: How do we determine what works?*Annual Meeting of the Council for Exceptional Children.* Kansas City, MO. 2001

Type: *Regional Refereed*

McGoey, K., Tankersley, M., & Telzrow, C. (August, 2001). IDEAs on behavior: Behavioral intervention plans for students with disabilities. 109th*Annual Convention American Psychological Association.* San Francisco, CA. 2001

Type: *Regional Refereed*

Cook, B. G., Tankersley, M., & Landrum, T. J. (November, 2001). Teachers' attitudes toward their included students with behavioral disorders.*Annual Meeting of Teacher Educators of Children with Behavior Disorders.* Scottsdale, AZ. 2001

Type: *Regional Refereed*

Landrum, T. J., Cook, B. G., & Tankersley, M. (February, 2000). Effective practice in behavior disorders. *Midwest Symposium for Leadership in Behavior Disorders.* Kansas City, MO. 2000

Type: *Regional Refereed*

Tankersley, M., Griffith, P. L., & Trevino, C. (April, 1999). A personnel preparation program for transition of youth with learning disabilities and emotional and behavioral disorders.*Annual Meeting of the Council for Exceptional Children.* Charlotte, NC. 1999

Type: *Regional Refereed*

Landrum, T.J., Tankersley, M., & Cook, B. (April, 1999). Deciding what works in special education: Three perspectives on research to practice issues. Division on Research's Showcase Presentation*Annual Meeting of the Council for Exceptional Children.* Charlotte, NC. 1999

Type: *Regional Refereed*

Cook, B.G., Cook, L.H., & Tankersley, M. (February, 1999). Attitudes of pre-service general education teachers towards the inclusion of students with differing disabilities. *Annual Meeting of the State Superintendent\'s Task Force for Preparing Special Education Personnel*. Columbus, OH. 1999

Type: *State Refereed*

Cook, B.G., Landrum, T.J., & Tankersley, M. (November, 1999). A comparison of preservice teachers\' attitudes toward the inclusion of students with behavioral disorders and other disabilities *23rd Annual Conference of Teacher Educators for Children with Behavioral Disorders*. Scottsdale, AZ. 1999

Type: *National Refereed*

Tankersley, M., Landrum, T.J., & Cook, B. (April, 1999). Toward a conceptual model of what works in special education: Bridging the research to practice gap. *International Council for Exceptional Children*. Charlotte, NC. 1999

Type: *International Refereed*

Tankersley, M., & Hinkle, P. (October, 1999). Issues and techniques for teaching and managing behavior in juvenile corrections classrooms. *Third International Conference on Children and Youth with Behavioral Disorders*. Dallas, TX. 1999

Type: *International Refereed*

Landrum, T.J., & Tankersley, M. (October, 1999). Teacher talk and students with behavior disorders: Praise revisited. *Third International Conference on Children and Youth with Behavioral Disorders*. Dallas, TX. 1999

Type: *International Refereed*

Landrum, T.J., & Tankersley, M. (February, 1998). What works, what doesn't, and how to tell the difference. *Midwest Symposium for Leadership in Behavior Disorders*. Kansas City, MO. 1998

Type: *Regional Refereed*

Cook, B.G., Tankersley, M., & Landrum, T.J. (April, 1998). Rejection, attachment, concern, and indifference: Teacher\'s nominations of integrated students with disabilities. *Annual Meeting of the Council for Exceptional Children*. Minneapolis, MN. 1998

Type: *National Refereed*

Tankersley, M., Cook, B., & Landrum, T.J. (April, 1998). Results of this study showed that...Do teachers really care about research? *International Council for Exceptional Children*. Minneapolis, MN. 1998

Type: *International Refereed*

Tankersley, M., & Landrum, T.J. (February, 1997). Implementing effective self-management for students with behavioral disorders. *Midwest Symposium for Leadership in Behavior Disorders*. Kansas City, MO. 1997

Type: *Regional Refereed*

Audet, L.R., & Tankersley, M. (November, 1997). Applied behavior analysis and pervasive developmental disorders: What every speech/language therapist needs to know. *American Speech and Hearing Association*, San Diego, CA. 1997

Type: *National Refereed*

Landrum, T.J., Tankersley, M., & Cook, B. (November, 1997). Do data matter: Teacher perceptions of information from different sources. *Teacher Educators of Children with Behavior Disorders*, Scottsdale, AZ. 1997

Type: *National Refereed*

Landrum, T.J., & Tankersley, M. (October, 1997). Implementing self-management interventions: What the research says. *Council for Children with Behavior Disorders: Second International Conference on Behavior Disorders*, Dallas, TX. 1997

Type: *International Refereed*

Landrum, T.J., & Tankersley, M. (February, 1996). The effects of self-monitoring on student and teacher behavior. *Midwest Symposium for Leadership in Behavior Disorders*. Kansas City, MO. 1996

Type: *Regional Refereed*

Simmons, T., Tankersley, M., McMahan, R., Mutua, K., & Hudson, T. (May, 1996). Personnel preparation through Kent State University\'s Center for Innovation in Transition and Employment: The Cooperative Transitional Services Program. *American Association of Mental Retardation 120th Annual Meeting*. San Antonio, TX. 1996

Type: *National Refereed*

Griffith, P.L., Myers, R., Cusick, G., & Tankersley, M. (August, 1996). Characteristics and symptoms of women differing in sexual abuse histories and sexual orientation. *American Psychological Association*. Toronto, Canada. 1996

Type: *National Refereed*

Landrum, T.J., & Tankersley, M. (November, 1996). New directions in self-management research. *19th Annual Conference Teacher Education Division of Council for Exceptional Children*. Washington, DC. 1996

Type: *National Refereed*

Tankersley, M., & Trevino, C. (December, 1996). Training transition coordinators: An experiential-based graduate program. *The Association for Persons with Severe Disabilities* (TASH). San Francisco, CA. 1996

Type: *National Refereed*

Tankersley, M., & Landrum, T.J. (October, 1996). Facilitating transition through individualized school-based interventions. *International Institute for Adolescents with Behavioral Disorders*. Aspen, CO. 1996

Type: *International Refereed*

Tankersley, M. (April 1995). ClassWide Peer Tutoring with adolescents with emotional and behavioral disorders. *Annual Meeting of the Council for Exceptional Children.* Indianapolis, IN. 1995

Type: *Regional Refereed*

Tankersley, M. & Landrum, T. J. (November 1995). The effects of self-monitoring on students' and teachers' behaviors. *Annual Meeting of Teacher Educators of Children with Behavior Disorders.* Tempe, AZ. 1995

Type: *Regional Refereed*

Mancina, C., Tankersley, M., Kamps, D., Kravits, T., & Greenwood, C. (May 1994). The use of a self-management program to reduce inappropriate vocalizations in a child with autism. *Annual Meeting of the Association for Behavior Analysis.* Atlanta, GA. 1994

Type: *Regional Refereed*

Tankersley, M. & Balan, C. M. (November 1994). Psychotropic drugs: An overview of drugs and presentation of a computerized reference. *Annual Meeting of Teacher Educators of Children with Behavior Disorders.* Tempe, AZ. 1994

Type: *Regional Refereed*

Garrison Harrell, L., Tankersley, M., & Sasso, G. (November 1994). Integration, inclusion, and mainstreaming: The results of a national survey. *Annual Meeting of Teacher Educators of Children with Behavior Disorders.* Tempe, AZ. 1994

Type: *Regional Refereed*

Tankersley, M. (February 1993). Internalizing subtypes: Issues in classification. *Midwest Symposium for Leadership in Behavior Disorders.* Kansas City, MO. 1993

Type: *Regional Refereed*

Tankersley, M. (April 1993). Classification and Identification of Internalizing Behavioral Subtypes. *Annual Meeting of the Council fo Annual Meeting of the Council for Exceptional Children.* San Antonio, TX. 1993

Type: *Regional Refereed*

Kamps, D. & Tankersley, M.(May 1993). An ecobehavioral approach for assessment and prevention of behavior disorders for young children and their families. *Annual Meeting of the Association for Behavior Analysis.* Chicago, IL. 1993

Type: *Regional Refereed*

Kamps, D. & Tankersley, M. (October 1993). Assessment and prevention of behavior disorders for young children. *Virginia Beach Conference on Children and Adolescents with Emotional or Behavioral Disorders.* Virginia Beach, VA. 1993

Type: *Regional Refereed*

Kamps, D. & Tankersley, M. (October 1993). Observations of the behavior of Head Start girls at risk for conduct disorder. *Virginia Beach Conference on Children and Adolescents with Emotional or Behavioral Disorders.* Virginia Beach, VA. 1993

Type: *Regional Refereed*

Tankersley, M. & Lloyd, J. W. (October 1993). Teacher ratings of preadolescent girls with internalizing or externalizing disorders. *Virginia Beach Conference on Children and Adolescents with Emotional or Behavioral Disorder.* Virginia Beach, VA. 1993

Type: *Regional Refereed*

Tankersley, M. & Lloyd, J. W. (November 1993). Comorbid behavior problems of children with externalizing behavior problems. *Annual Meeting of Teacher Educators of Children with Behavior Disorders.* Tempe, AZ. 1993

Type: *Regional Refereed*

Kamps, D., & Tankersley, M. (November 1993). Intervention for Head Start children at-risk for conduct disorder. *Annual Meeting of Teacher Educators of Children with Behavior Disorders.* Tempe, AZ. 1993

Type: *Regional Refereed*

Tankersley, M. (April 1992). Alternative perspectives on teacher planning displayed in prospective teachers' concept maps.*Annual Meeting of the American Educational Research Association.* San Francisco, CA. 1992

Type: *Regional Refereed*

Tankersley, M. & Lloyd, J. W. (November 1992). Classification of internalizing behaviors. *Annual Meeting of Teacher Educators of Children with Behavior Disorders.* Tempe, AZ. 1992

Type: *Regional Refereed*

Herbert, J., & Tankersley, M. (April 1991). A study of supervisors' attempts to reflect on practice. *Annual Meeting of the American Annual Meeting of the American Educational Research Association.* Chicago, IL. 1991

Type: *Regional Refereed*

Strang, H., Vekiari, C., & Tankersley, M. (April 1991). The Curry teaching simulation: A window on effective teaching skills?*Technology in Teaching Conference.* Greenville, NC. 1991

Type: *Regional Refereed*

Tankersley, M. & Saunders, S. (November 1990). En route to conceptions of effective teaching: Preservice teachers' concept maps.*Annual Meeting of the Northeastern Educational Research Association.* Ellenville, NY. 1990

Type: *Regional Refereed*

Service

Coordinate, College of Bahamas, Special Education Program **2006 - 2007**

Type: *Department*

Editorial Boards, Behavioral Disorders **2005 - present**

Type: *International*

Member, Review Committee for 5-Year Review of Dean Andrews **2004 - 2005**

Type: *University*

Member, Faculty Affairs Task Force **2004 - 2005**

Type: *Department*

Reviewer, Council for Exceptional Children **2004 - 2004**

2005 Annual Meeting of the Council for Exceptional Children

Type: *International*

Reviewer, US Department of Education, Office of Special Education Programs **2004 - 2004**

Field Initiated Research Projects (competition CDFA 84.324C)

Type: *National*

Member, Council for Exceptional Children **2003 - present**

Member of the Knowledge Utilization Subcommitee
Type: *International*

Reviewer, US Department of Education, Office of Special Education **2002 - 2002**
Field Initiated Research Projects (competition CDFA 84.324C)
Type: *National*

Reviewer, US Department of Education, Office of Special Education Programs **2002 - 2002**
Student Initiated Research Projects (competition CFDA 84.342B)
Type: *National*

Editorial Boards, Learning Disabilities: An International Journal **2002 - present**

Type: *International*

Member, University Teaching Council **2000 - 2004**

Type: *University*

Reviewer, Council for Exceptional Children **2000 - 2000**
2001 Annual Meeting of the Council for Exceptional Children
Type: *International*

Member, Faculty Advisory Committee **2000 - present**

Type: *Department*

Member, College Advisory Committee **2000 - present**

Type: *College*

Member, Internal Graduate Program Review **2000 - 2001**

Type: *College*

Member, Committee on Advising **2000 - 2001**

Type: *College*

Member, Conceptual Framework of Teacher Education Program **2000 - 2001**

Type: *College*

Member, Research Council **1999 - 2000**

Type: *Department*

Member, Kent State University Research Society **1999 - 2001**

Type: *University*

Member, University Graduate Council **1999 - 2001**

Type: *University*

Member, Graduate Faculty Status Committee **1998 - 2000**

Type: *College*

Reviewer, Council for Exceptional Children **1997 - 1997**

1998 Annual Meeting for the Council for Exceptional Children

Type: *International*

Co-editor, Council for Exceptional Children, Newsletter for the Division for Research **1997 - present**

FOCUS on Research.

Type: *International*

Member, Council for Exceptional Children, Division of Research **1997 - present**

Member of the Publications Committee.

Type: *International*

Organizer, 1995 Special Education Conference, Inclusive Education, with Gladys Prichett and Peg Pepe through the College of Education and College of Continuing Studies (250 attendees) **1997 - 1998**

Type: *Department*

Member, Dissertation Awards Committee **1997 - 1998**

Type: *College*

Respondent, Kent State University Graduate Student Senate Research Colloquium **1997 - 1998**

Type: *College*

Proposal Reviewer, 1998 International Council for Exceptional Children Convention, Division of Learning Disabilities **1997 - 1998**

Type: *Community*

Co-Editor, FOCUS on Research, Newsletter for the Division for Research, International Council for Exceptional Children **1997 - 2002**

Type: *Co-Editor*

Reviewer, US Department of Education, Office of Special Education and Rehabilitative Services, Division of Innovation and Development **1996 - 1996**

Center to Promote Collaboration and Communication of Effective Practices for Children with, or At Risk of Developing Serious Emotional Disturbance (competition CFDA 84.237T)

Type: *National*

Program Coordinator, Speical Education **1996 - present**

responsibilites have included (a) leading the Special Education program through licensure changes for each program: Mild/Moderate Intervention Specialist, Moderate/Intensive Interventional Specialist, Early Childhood Intervention Specialist, Deaf Education, Gifted Education, (b) leading program through redesign of doctoral degree program, (c) leading program through design of educational specialist degree program, (d) leading program through redesign of masters degree program, and (e) leading the program through NCATE review.

Type: *Department*

Member, Faculty Advisory Committee **1996 - 1998**

Type: *Department*

Member, College of Education Graduate Council **1996 - 1998**

Type: *College*

Member, College of Education Teacher Education Council **1996 - 2000**

Type: *College*

Faculty Advisor, Student Council for Exceptional Children (Co-Advisor 1994-1995) **1996 - 1998**

Type: *College*

Member, College of Education Universal Professional Requirements (UPR) Committee **1996 - 1997**

Type: *College*

Panel Reviewer, Center to Promote Collaboration and Communication of Effective Practices for Children with, or At Risk of Developing Serious Emotional Disturbance (competition CFDA 84.237T), Division of Innovation and Development, Office of Special Education and Reh **1996 - 1997**

Type: *Reviewer*

Post-Hoc Committee on the By-Laws for the Division for Research, International Council for Exceptional Children **1996 - 1997**

Type: *Offices Held*

Member, Foundations Subcommittee, Teacher Education Design Program, Department of Teaching, Leadership and Curriculum Studies **1995 - 1998**

Type: *College*

Member, Middle Childhood Cohort, Teacher Education Design Program, Department of Teaching, Leadership and Curriculum Studies **1995 - 1998**

Type: *College*

Faculty Representative, Summit County NEW3 Project **1995 - 1996**

Type: *College*

Member, College of Education Student Affairs Advisory Council **1995 - 1996**

Type: *College*

Reviewer, Council for Exceptional Children **1994 - 1994**

1995 Annual Meeting of the Council for Exceptional Children

Type: *International*

Reviewer, US Department of Education, Office of Special Education and Rehabilitative Services, Division of Innovation and Development **1994 - 1994**

School-Linked Services to Support Better Outcomes for Children with Disabilities and Their Families (competition CFDA 84.023D)

Type: *National*

Reviewer, Behavioral Disorders **1994 - 1999**

Type: *International*

Reviewer, Education and Treatment of Children **1994 - 1995**

Type: *International*

Editorial Boards, Journal of Emotional and Behavioral Disorders **1994 - present**

Type: *International*

Member, Faculty Senate **1994 - 1995**

Type: *University*

Member, Human Subjects Review Board **1994 - 1998**

Type: *University*

Proposal Reviewer, 1995 International Council for Exceptional Children Ccnvention, Division for Research **1994 - 1995**

Type: *Community*

Panel Reviewer, School-Linked Services to Support Better Outcomes for Children with Disabilities and Their Families (competition CFDA 84.023D), Division of Innovation and Development, Office of Special Education and Rehabilitative Services, U.S. Department of Educat **1994 - 1995**

Type: *Reviewer*

Guest Reviewer, Education and Treatment of Children **1994 - 1995**

Type: *Reviewer*

Guest Reviewer, Behavioral Disorders **1994 - 1999**

Type: *Reviewer*

Editorial Board, Journal of Emotional and Behavior Disorders **1994 - present**

Type: *Editorial Boards*

Reviewer, Journal of Behavioral Education **1993 - 1997**

Type: *International*

Reviewer, Journal of Child and Family Studies **1993 - 1997**

Type: *International*

Editorial Boards, Exceptionality **1993 - 1998**

Type: *International*

Council for Exceptional Children, Division for Research **1993 - 1995**

Interim Secretary

Type: *International*

Guest Reviewer, Journal of Child and Family Studies **1993 - 1997**

Type: *Reviewer*

Guest Reviewer, Journal of Behavioral Education **1993 - 1997**

Type: *Reviewer*

Editorial Board, Exceptionality **1993 - 1998**

Type: *Editorial Boards*

Interim Secretary, International Council for Exceptional Children, Division for Research **1993 - 1995**

Type: *Offices Held*

Reviewer, Council for Exceptional Children **1991 - 1991**

1992 Annual Meeting for the Council for Exceptional Children

Type: *International*

Proposal Reviewer, 1992 International Council for Exceptional Children Convention, Council for Children with Behavioral Disorders Division **1991 - 1992**

Type: *Community*

Reviewer, Council for Exceptional Children **- 2006**

2007 Annual Meeting of the Council for Exceptional Children

Type: *International*

Reviewer, Council for Exceptional Children, Division for Research **- 2007**

2007 Annual Meeting of the Council for Exceptional Children

Type: *International*

Grants

Co-Investigator, Kent State University's Redesigned Program for Preparing Highly Qualified Special Education Teachers **2010 - 2011**

Co-Investigator (Dr. Andrew Wiley, PI and Dr. Steven Turner, Co-PI), Kent State University's Redesigned Program for Preparing Highly Qualified Special Education Teachers, Ohio Department of Education, October 2010-August 2011 ($99,879)Search the web: enhanced by

Search

Collaboration with: Andrew Wiley, Steven Turner

Submitted: $99,879.00 Status: Awarded

Awarded: $99,879.00 (9 2010)

Ohio Department of Education - Training

PI, OISM Personnel Development **2007 - 2007**

Awarded: $30,000.00 (0 0)

Ohio Department of Education for Special Education Directors Personnel Development

Co PI, Economic and Mental Health Impact of an Evidence-Based Intervention for Child Behavior Disorders **2003 - 2004**

Awarded: $58,300.00 (0 0)

Ohio Board of Regents Research Challenge Program, Kent State University, Division of Research and Graduate Studies

PI, The Behavioral Intervention Specialist Program **2002 - 2007**

Awarded: $786,675.00 (0 0)

U. S. Department of Education, Office of Special Education and Rehabilitative Services

PI, Influences of Teacher Decision-Making During Classroom Instruction **2002 - 2003**

Awarded: $2,500.00 (0 0)

Kent State University Research Council

PI, Increasing the Capacity of School Personnel to Address the Behavioral Needs of All Students **1999 - 2004**

Awarded: 125,000 (0 0)

sub-contract with Ohio Department of Education through U.S. Department of Education, Office of Special Education and Rehabilitative Services, State Improvement Grant

Co PI, Evaluating the Effectiveness of a Model Interdisciplinary Early Childhood Intervention Training Program **1999 - 2000**

Awarded: $19,914.00 (0 0)

Ohio State Superintendent's Task Force for Preparing Special Education Personnel - Basic Research

Co PI, Increasing the Capacity of School Personnel to Address the Behavioral Needs of All Students **1999 - 2004**

sub-contract with Ohio Department of Education through U.S. Department of Education, Office of Special Education and Rehabilitative Services, State Improvement Grant

Awarded: $125,000.00

Ohio Department of Education - Basic Research

PI, Meta-Analysis of Early Intervention for the Prevention of Behavior Disorders **1999 - 2000**

Awarded: $2,500.00 (0 0)

Kent State University Research Council - Basic Research

Co PI, Preparing Teachers and Paraprofessionals to Provide Educational and Transitional Services to Youth with Learning Disabilities and Youth with Emotional and Behavioral Disorders **1998 - 2000**

Awarded: $729,824.00 (0 0)

U.S. Department of Education, Office of Special Education and Rehabilitative Services - Basic Research

Co PI, Meta-Analysis of Early Intervention for the Prevention of Behavior Disorders **1994 - 1994**

Awarded: $2,500.00 (0 0)

Kent State University Research Council - Basic Research

PI, ClassWide Peer Tutoring: Assessing Its Effects on the Academic and Social Behavior of Adolescents with Emotional and Behavioral Disorders **1994 - 1994**

Awarded: $2,500.00 (0 0)

Kent State University Research Council

PI, Assessing Attitudes Surrounding the Inclusion of Children and Youth with Emotional and Behavioral Disorders into Regular Education Classrooms **1993 - 1994**

Awarded: $474.00 (0 0)

Kent State University Research Council

PI, Classification and Identification of Internalizing Behavioral Subtypes **1991 - 1992**

Awarded: $14,899.00 (0 0)

U. S. Department of Education, Office of Special Education and Rehabilitative Services