

CRAIG HALL KENNEDY
Associate Dean for Research
and Professor
Peabody College, Box 329
Vanderbilt University
Nashville, TN 37203

1 January 2010
Office: 615-322-8407
Fax: 615-342-8501
craig.kennedy@vanderbilt.edu

Educational Background

BA (1987 – Psychology), University of California at Santa Barbara; MS (1988 – Special Education), University of Oregon; PhD (1992 – Special Education) University of California at Santa Barbara

Areas of Special Interest

Autism and Developmental Disabilities, Aggression, Social Relationships, Biobehavioral Analyses, *N*=1 Research Methodology

Academic Background

Associate Dean for Research, Peabody College, Vanderbilt University, 1/10-present
Chair, Department of Special Education, Vanderbilt University, 1/07-12/09
Professor (primary), Department of Special Education, Vanderbilt University, 7/04-present
Professor, Department of Pediatrics, Vanderbilt University Medical Center, 7/04-present
Associate Professor (primary), Department of Special Education, Vanderbilt University, 8/97-6/04
Associate Professor, Department of Pediatrics, Vanderbilt University Medical Center, 7/01-6/04
Associate Professor (primary), Department of Psychiatry, Medical College of Pennsylvania, 8/96-7/97
Associate Professor, Department of Pharmacology, Medical College of Pennsylvania, 8/96-7/97
Assistant Professor, Department of Special Education, University of Hawaii, 8/92-7/96

Academic Positions (Not Listed Above)

Director, Behavior Analysis Clinic, Vanderbilt Kennedy Center, 9/03-12/09
Director, Technology and Media Core Services, Vanderbilt Kennedy Center, 7/99-8/03
Chair, Vanderbilt Institutional Animal Care and Utilization Committee, 7/03-8/06
Vice-Chair, Vanderbilt Institutional Animal Care and Utilization Committee, 7/01-6/03
Investigator, Vanderbilt Kennedy Center, 8/97-present
Investigator, Vanderbilt Brain Institute, 9/01-present
Investigator, Vanderbilt Center for Integrative and Cognitive Neuroscience, 8/03-present

Honors

Research Excellence Award, Peabody College, Vanderbilt University, 2005
Educator of the Year, Nashville Mayor's Advisory Council for People with Disabilities, 1999
B. F. Skinner New Researcher Award, American Psychological Association, Division 25, 1994
Alice H. Hayden Award, The Association for Persons with Severe Handicaps (TASH), 1991

Professional Affiliations

American Association for the Advancement of Science (Neuroscience, Psychology), American Association of Colleges for Teacher Education, American Association on Intellectual/Developmental Disabilities, American Psychological Association (Divisions 25 and 33), Association for Behavior Analysis, Council for Exceptional Children, Higher Education Consortium for Special Education, Society for Neuroscience, TASH

Books

- Kennedy, C. H., & Peck, C. A. (in press). *Context, intervention, and disability: Essays in honor of Thomas G. Haring*. Mahwah, NJ: Lawrence Erlbaum.
- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer supports: Improving students' social lives and learning*. Baltimore: Paul H. Brookes.
- Kennedy, C. H. (2005). *Single-case designs for educational research*. Boston: Allyn and Bacon.
- Kennedy, C. H., & Horn, E. (2004). *Including students with severe disabilities*. Boston: Allyn and Bacon.
- Kennedy, C. H., & Fisher, D. (2001). *Inclusive middle schools*. Baltimore: Paul H. Brookes.

Journal Articles

- Allen, B., Tonge, B., Emerson, E., McGill, P., & Kennedy, C. (in press). The prevention of behavioral and emotional difficulties in people with intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities*.
- Bruzek, J., & Kennedy, C. H. (in press). Interventions to improve the social engagement of students with multiple profound disabilities are few and far between, but desperately needed. *Evidence-Based Communication Assessment and Intervention*.
- Harvey, M. T., Kline, R., Roberts, C., May, M. E., Valdovinos, M. G., Wiley, R. G., & Kennedy, C. H. (in press). Sensitivity to noxious stimulation following REM sleep deprivation via parametric thermal place preference analysis. *Neuroscience Letters*.
- May, M. E., Couppis, M. H., & Kennedy, C. H. (in press). Environmental and neurobiological influences on stereotypic movements: Toward a research synthesis. *Journal of Mental Health Research in Intellectual Disabilities*.
- May, M. E., Souri, A., Light, D., & Kennedy, C. H. (in press). Association between the 5-HTTLPR gene and neurodevelopmental disabilities, but not behavior problems. *Brain Research*.
- McGinnis, M. A., Houchins-Juárez, N., McDaniel, J. L., & Kennedy, C. H. (in press). Abolishing and establishing operation analyses of social attention as positive reinforcement for problem behavior. *Journal of Applied Behavior Analysis*.
- Cushing, L. S., Carter, E. W., Clark, N. M., Wallis, T., & Kennedy, C. H. (2009). Measuring the quality of inclusive education: A psychometric analysis of the Program Quality Measurement Tool. *Journal of Special Education, 42*, 195-208.
- May, M. E., & Kennedy, C. H. (2009). Access to aggression as positive reinforcement in mice under various ratio- and time-based reinforcement schedules. *Journal of the Experimental Analysis of Behavior, 91*, 185-196.
- May, M. E., Souri, A., Hedges, L., Phillips, J. A., Light, D., Blakely, R. D., & Kennedy, C. H. (2009). A functional polymorphism in the monoamine oxidase A gene is associated with problem behavior in adults with intellectual/developmental disabilities. *American Journal on Intellectual/Developmental Disabilities, 114*, 269-273.

- McComas, J. J., Vollmer, T. R., & Kennedy, C. H. (2009). Descriptive analysis: Quantification and examination of behavior-environment interactions. *Journal of Applied Behavior Analysis, 42*, 411-412.
- Couppis, M. H., & Kennedy, C. H. (2008). The rewarding effect of aggression is reduced by nucleus accumbens dopamine receptor antagonism in mice. *Psychopharmacology (Berl), 197*, 449-456.
- Couppis, M. H., Kennedy, C. H., & Stanwood, G. D. (2008). Differences in aggressive behavior and the mesocorticolimbic dopamine system between A/J and BALB/cJ mice. *Synapse, 62*, 715-724.
- May, M. E., Jackson, J. A. W., Blodgett, K., Kishel, E., Huber, H., Riediger, A., & Kennedy, C. H. (2008). Using functional behavioral assessment to study the effects of citalopram on the verbalizations of a woman with obsessive-compulsive disorder and mental retardation. *Journal of Clinical Psychiatry, 10*, 73-75.
- Roberts, C., Harvey, M. T., May, M., Valdovinos, M. G., Patterson, T. G., Couppis, M. H., & Kennedy, C. H. (2008). Varied effects of conventional antiepileptics on responding maintained by negative versus positive reinforcement. *Physiology and Behavior, 93*, 612-621.
- Kennedy, C. H., Juárez, A. P., Becker, A., Greenslade, K., Harvey, M. T., Sullivan, C., & Tally, B. (2007). Increased special health care needs in children with severe developmental disabilities and behavioral disorders. *Developmental Medicine and Child Neurology, 49*, 926-930.
- Carter, E. W., & Kennedy, C. H. (2006). Using peer support interventions to access the general curriculum. *Research and Practice for Persons with Severe Disabilities (formerly JASH), 31*, 284-292.
- Roantree, C. F., & Kennedy, C. H. (2006). A paradoxical effect of pre-session attention on stereotypy: Antecedent attention as an establishing, not an abolishing, operation. *Journal of Applied Behavior Analysis, 39*, 381-384.
- Spooner, F., Dymond, S., Smith, A., & Kennedy, C. H. (2006). Accessing the general curriculum: More questions than answers. *Research and Practice for People with Severe Disabilities (formerly JASH), 31*, 277-283.
- Carter, E. W., Clark, N. M., Cushing, L. S., & Kennedy, C. H. (2005 a). Moving from elementary to middle school: Supporting smooth transitions for students with severe disabilities. *Teaching Exceptional Children, 37*, 8-15.
- Carter, E. W., Clark, N. M., Cushing, L. S., & Kennedy, C. H. (2005 b). Number of peers in peer support programs for students with severe disabilities: Effects on social interactions and access to the general education curriculum. *Research and Practice for People with Severe Disabilities (formerly JASH), 30*, 15-25.
- Cushing, L. S., Clark, N. M., Carter, E. W., & Kennedy, C. H. (2005). Accessing the general education curriculum: An assessment and outcome based approach for students with severe disabilities. *Teaching Exceptional Children., 37*, 6-13.
- May, M. E., Harvey, M. T., Valdovinos, M., Kline, R. J., Wiley, R. G., & Kennedy, C. H. (2005). Nociceptor and age-specific effects of REM sleep deprivation induced hyperalgesia. *Behavioural Brain Research, 159*, 89-94.
- Roberts, C., Yoder, P. J., & Kennedy, C. H. (2005). Descriptive analysis of epileptic events and the occurrence of self-injury and aggression. *American Journal on Mental Retardation, 110*, 405-412.
- Valdovinos, M. G., Caruso, M., Roberts, C., Kim, G., & Kennedy, C. H. (2005). Medical and behavioral symptoms as potential medication side effects in adults with developmental disabilities. *American Journal on Mental Retardation, 110*, 164-170.

- Valdovinos, M. G., Roberts, C., & Kennedy, C. H. (2005). Functional analysis of tardive dyskinesia: Implications for assessment and treatment. *Journal of Applied Behavior Analysis, 38*, 239-242.
- Caruso, M., & Kennedy, C. H. (2004). Evaluating a prompting system for promoting timely JABA reviews. *Journal of Applied Behavior Analysis, 37*, 523-526.
- Clark, N. M., Cushing, L. S., & Kennedy, C. H. (2004). An intensive onsite technical assistance model to promote inclusive practices. *Research and Practice for People with Severe Disabilities (formerly JASH), 29*, 253-262.
- Harvey, M. T., May, M. E., & Kennedy, C. H. (2004). Nonconcurrent multiple baseline designs for educational program evaluation. *Journal of Behavioral Education, 13*, 267-276.
- Harvey, M. T., Smith, R. L., May, M. E., Caruso, M., Roberts, C., Patterson, T. G., Valdovinos, M. G., & Kennedy, C. H. (2004). Possible role for the 5-HT1A receptor in the effects of REM sleep deprivation on avoidance responding in rats. *Psychopharmacology (Berl), 176*, 123-128.
- Kennedy, C. H. (2004 a). Facts, interpretations, and explanations: A review of Evelyn Fox Keller's *Making Sense of Life*. *Journal of Applied Behavior Analysis, 37*, 539-553.
- Kennedy, C. H. (2004 b). Recent innovations in single-case designs. *Journal of Behavioral Education, 13*, 209-211.
- Kennedy, C. H. (2004 c). Aggressive behavioral phenotypes: Implications for people with intellectual disabilities. *Journal of Intellectual Disability Research, 48*, 286-287.
- Valdovinos, M. G., & Kennedy, C. H. (2004). A behavior-analytic conceptualization of psychotropic medication side effects. *The Behavior Analyst, 27*, 231-238.
- Valdovinos, M. G., Roberts, C., & Kennedy, C. H. (2004). Analogue functional analysis of movements associated with tardive dyskinesia. *Journal of Applied Behavior Analysis, 37*, 391-393.
- Borgioli, J. A., & Kennedy, C. H. (2003). Transitions between school and hospital for students with multiple disabilities: A survey of causes, educational continuity, and parental perceptions. *Research and Practice for People with Severe Disabilities (formerly JASH), 28*, 1-6.
- Kirby, M., & Kennedy, C. H. (2003). Variable-interval reinforcement schedule value influences responding following REM sleep deprivation. *Journal of the Experimental Analysis of Behavior, 80*, 253-260.
- Smith, R. L., & Kennedy, C. H. (2003). Increases in avoidance responding produced by REM sleep deprivation or serotonin depletion are reversed by 5-hydroxytryptophan administration. *Behavioural Brain Research, 140*, 81-86.
- Souza, G., & Kennedy, C. H. (2003). Facilitating interactions in the community for a transition-age student with severe intellectual disabilities. *Journal of Positive Behavior Interventions, 5*, 179-182.
- Tang, J-C., Patterson, T. G., & Kennedy, C. H. (2003). Identifying specific sensory modalities maintaining the stereotypy of students with multiple profound disabilities. *Research in Developmental Disabilities, 24*, 433-451.
- Caruso, M., Harvey, M. T., Roberts, C., Patterson, T. G., & Kennedy, C. H. (2002). Differential effects of carbamazepine on appetitive and avoidance responding. *Pharmacology, Biochemistry, and Behavior, 74*, 221-227.
- Kennedy, C. H. (2002 a). Effects of REM sleep deprivation on FI and FR schedules of positive reinforcement. *Behavioural Brain Research, 128*, 205-214.
- Kennedy, C. H. (2002 b). Toward a socially valid understanding of problem behavior. *Education and Training of Children, 25*, 142-153.
- Kennedy, C. H. (2002 c). The maintenance of behavior as an indicator of social validity. *Behavior Modification, 26*, 594-606.
- Harvey, M. T., & Kennedy, C. H. (2002). Polysomnographic phenotypes in developmental disabilities. *International Journal of Developmental Neuroscience, 20*, 443-448.

- Tang, J-C, Koppekin, A., Caruso, M., & Kennedy, C. H. (2002). Functional analysis of stereotypical ear-covering in a child with autism. *Journal of Applied Behavior Analysis*, 35, 95-98.
- Kennedy, C. H. (2001). Social interaction interventions for youth with severe disabilities should emphasize interdependence. *Mental Retardation and Developmental Disabilities Research Reviews*, 7, 122-127.
- Kennedy, C. H., Caruso, M., & Thompson, T. (2001). Experimental analyses of gene-brain-behavior relations: Some notes on their application. *Journal of Applied Behavior Analysis*, 34, 539-549.
- Kennedy, C. H., Long, T., Jolivette, K., Cox, J., Tang, J. C., & Thompson, T. (2001). Facilitating general education participation for students with behavior problems by linking positive behavior supports and person-centered planning. *Journal of Emotional and Behavioral Disorders*, 9, 161-171.
- Scotti, J. R., & Kennedy, C. H. (2001). Introductory comments for the special issue on functional behavioral assessment. *Journal of The Association for Persons with Severe Handicaps*, 26, 2-4.
- Kennedy, C. H. (2000 a). Effects of REM sleep deprivation on responding under multiple schedules of free-operant avoidance. *Cognitive, Affective, and Behavioral Neuroscience*, 28, 564-570.
- Kennedy, C. H. (2000 b). When reinforcers for problem behavior are not readily apparent: Extending functional assessments to biological reinforcers. *Journal of Positive Behavior Interventions*, 2, 195-202.
- Kennedy, C. H., Meyer, K. A., Knowles, T., & Shukla, S. (2000). Analyzing the multiple functions of stereotypical behavior for students with autism: Implications for assessment and treatment. *Journal of Applied Behavior Analysis*, 33, 559-571.
- Kennedy, C. H., Meyer, K. A., Werts, M. G., & Cushing, L. S. (2000). Effects of sleep deprivation on free-operant avoidance. *Journal of the Experimental Analysis of Behavior*, 73, 333-345.
- Ryndak, D. L., & Kennedy, C. H. (2000). Meeting the needs of students with severe disabilities: Issues and practices in teacher education. *Journal of The Association for Persons with Severe Handicaps*, 25, 69-71.
- Gronna, S., Serna, L. A., Kennedy, C. H., & Prater, M. A. (1999). Using scripts to establish generalized social skills in integrated settings. *Behavior Modification*, 23, 419-440.
- Meyer, K. A., Kennedy, C. H., Shukla, S., & Cushing, L. S. (1999). Receptive communication in late-stage Rett syndrome: A cautionary note. *Journal of Autism and Developmental Disorders*, 29, 93-94.
- Shukla, S., Kennedy, C. H., & Cushing, L. S. (1999). Supporting intermediate school students with severe disabilities in general education classrooms: A comparison of two approaches. *Journal of Positive Behavior Interventions*, 1, 130-140.
- Kennedy, C. H., & Meyer, K. A. (1998). The use of psychotropic medication for people with severe disabilities and challenging behavior: Current issues and future directions. *Journal of The Association for Persons with Severe Handicaps*, 23, 83-97.
- Shukla, S., Kennedy, C. H., & Cushing, L. S. (1998). Adult influence on the participation of peers without disabilities in peer support programs. *Journal of Behavioral Education*, 8, 397-413.
- Cushing, L. S., & Kennedy, C. H. (1997). Academic effects on students without disabilities who serve as peer supports for students with disabilities in general education classrooms. *Journal of Applied Behavior Analysis*, 30, 139-152.
- Cushing, L. S., Kennedy, C. H., Shukla, S., Davis, J., & Meyer, K. A. (1997). Disentangling the effects of curricular revision and social grouping in cooperative learning arrangements. *Focus on Autism and Other Developmental Disabilities*, 12, 231-240.

- Kennedy, C. H. (1997 a). Increasing the integration between behavior analysis and general education. *Journal of Behavioral Education, 7*, 71-74.
- Kennedy, C. H. (1997 b). In response to "Behavioral support for students with severe disabilities: Functional assessment and comprehensive intervention." *Journal of Special Education, 31*, 108.
- Kennedy, C. H., Cushing, L., & Itkonen, T. (1997). General education participation increases the social contacts and friendship networks of students with severe disabilities. *Journal of Behavioral Education, 7*, 167-189.
- Kennedy, C. H., Shukla, S., & Fryxell, D. (1997). Comparing the effects of educational placement on the social relationships of intermediate school students with severe disabilities. *Exceptional Children, 64*, 31-47.
- Kennedy, C. H., & Meyer, K. A. (1996). Sleep deprivation, allergy symptoms, and negatively reinforced problem behavior. *Journal of Applied Behavior Analysis, 29*, 133-135.
- Fryxell, D., & Kennedy, C. H. (1995). Placement along the continuum of services and its impact on students' social relationships. *Journal of The Association for Persons with Severe Handicaps, 20*, 259-269.
- Haring, T. G., Breen, C., Weiner, J., Bednersh, F., & Kennedy, C. H. (1995). Using videotape modeling to promote generalized purchasing skills. *Journal of Behavioral Education, 5*, 29-54.
- Itkonen, T., & Kennedy, C. H. (1995). Tavoitteena elämän laatu: Ajatuksia ja kokemuksia arviointimenetelmistä [Quality of life: Thoughts and experiences about assessment]. *Autismi, 3*, 16-24.
- Kennedy, C. H. (1995 a). A lesson learned (Thomas G. Haring, 1953-1993). *Journal of Behavioral Education, 5*, 119-121.
- Kennedy, C. H. (1995 b). Review of Edward G. Carr et al.'s *Communication Based Interventions for Problem Behavior*. *Journal of The Association for Persons with Severe Handicaps, 20*, 90-92.
- Kennedy, C. H., Itkonen, T., & Lindquist, K. (1995). Comparing interspersed requests and social comments as antecedent interventions to increase compliance. *Journal of Applied Behavior Analysis, 28*, 97-98.
- Kennedy, C. H., & Serna, L. A. (1995). Emergent relational responding based on quantity and equivalence. *Psychological Record, 45*, 241-260.
- Kennedy, C. H., & Shukla, S. (1995). Social interaction research for people with autism as a set of past, current, and emerging propositions. *Behavioral Disorders, 21*, 21-36.
- Kennedy, C. H., & Souza, G. (1995). Functional analysis and treatment of eye-poking. *Journal of Applied Behavior Analysis, 28*, 27-37.
- Kennedy, C. H. (1994 a). Manipulating antecedent conditions to alter the stimulus control of problem behavior. *Journal of Applied Behavior Analysis, 27*, 161-170.
- Kennedy, C. H. (1994 b). An emerging technology of stimulus control. *Southwest Quarterly Review, 2*, 1-3.
- Kennedy, C. H. (1994c). Automatic reinforcement: Oxymoron or hypothetical construct? *Journal of Behavioral Education, 4*, 387-396.
- Kennedy, C. H., & Itkonen, T. (1994). Some effects of regular class participation on the social contacts and social networks of high school students with severe disabilities. *Journal of The Association for Persons with Severe Handicaps, 19*, 1-10.
- Kennedy, C. H., Itkonen, T., & Lindquist, K. (1994). Nodality effects and the demonstration of relational properties defining equivalence: Implications for restrictions in complex stimulus control. *Journal of Applied Behavior Analysis, 27*, 673-684. [Special issue on integrating basic and applied research.]

- Kennedy, C. H., & Haring, T. G. (1993a). Teaching choice-making during social interactions to students with profound multiple disabilities. *Journal of Applied Behavior Analysis*, 26, 63-76.
- Kennedy, C. H., & Haring, T. G. (1993b). Combining escape and reward DRO to reduce the challenging behavior of students with severe disabilities. *Journal of The Association for Persons with Severe Handicaps*, 18, 85-92.
- Kennedy, C. H., & Itkonen, T. (1993). Effects of setting events on the problem behavior of students with severe disabilities. *Journal of Applied Behavior Analysis*, 26, 321-328.
- Kennedy, C. H. (1992 a). Concurrent operants: A model for stimulus control transfer using delayed prompting. *Psychological Record*, 42, 525-540.
- Kennedy, C. H. (1992 b). Trends in the measurement of social validity. *The Behavior Analyst*, 15, 147-156.
- Kennedy, C. H., & Haring, T. G. (1992). Reducing the serious problem behavior of people with developmental disabilities living in the community. *Behavioral Residential Treatment*, 7, 81-98.
- Kennedy, C. H. (1991). Equivalence class formation influenced by the number of nodes separating stimuli. *Behavioural Processes*, 24, 219-245.
- Haring, T. G., & Kennedy, C. H. (1990). Contextual control of problem behavior in students with severe disabilities. *Journal of Applied Behavior Analysis*, 23, 235-244.
- Kennedy, C. H., Horner, C. H., & Newton, J. S. (1990). The social networks and activity patterns of adults with severe disabilities: A correlational analysis. *Journal of The Association for Persons with Severe Handicaps*, 15, 86-91.
- Kennedy, C. H., Horner, C. H., Newton, J. S., & Kanda, E. (1990). Measuring the activity patterns of adults with severe disabilities using the Resident Lifestyle Inventory. *Journal of The Association for Persons with Severe Handicaps*, 15, 79-85.
- Kennedy, C. H. (1989). Selecting consistent vertical axis scales. *Journal of Applied Behavior Analysis*, 22, 338-339.
- Kennedy, C. H., Horner, R. H., & Newton, J. S. (1989). Social contacts of adults with severe disabilities living in the community: A descriptive analysis of relationship patterns. *Journal of The Association for Persons with Severe Handicaps*, 14, 190-196.
- Haring, T. G., & Kennedy, C. H. (1988). Units of analysis in task-analytic research. *Journal of Applied Behavior Analysis*, 21, 207-216.
- Kennedy, C. H., & Laitinen, R. (1988). Second-order conditional control of symmetric and transitive stimulus relations: The influence of order effects. *Psychological Record*, 38, 437-446.
- Haring, T. G., Kennedy, C. H., Adams, M. J., & Pitts-Conway, V. (1987). Teaching generalization of purchasing skills across community settings to autistic youth using videotape modeling. *Journal of Applied Behavior Analysis*, 20, 89-96.

Book Chapters and Monographs

- Kennedy, C. H. (in press). Behavioral interventions. In R. Dryden-Edwards (Ed.), *Developmental disabilities from childhood to adulthood: What Works for community psychiatrists*. Baltimore: Johns Hopkins University Press.
- Valdovinos, M. G., & Kennedy, C. H. (in press). Contextual determinants of motivation: A behavioral analysis. In C. H. Kennedy, & C. A. Peck (Eds.), *Context, intervention, and disability: Essays in honor of Thomas G. Haring*. London: Routledge.
- May, M. E., Bruzek, J., & Kennedy, C. H. (in press). Interventions for stereotypical behavior. In P. Sturmey & M. Hersen (Eds.), *Handbook of evidence-based practice in clinical psychology, Volume 1: Child and adolescent disorders*. New York: Wiley and Sons.

- Kennedy, C. H. (2007). Stereotypic movement disorder. In P. Sturmey (Ed.), *Functional analysis and in clinical treatment* (pp. 193-210). New York: Academic Press.
- Kennedy, C. H. (2006). Autism spectrum disorders. In D. D. Smith (Ed.), *Introduction to special education* (6th ed.) (pp. 429-458). Boston: Allyn and Bacon.
- Kennedy, C. H., & Becker, A. (2006). Health conditions in antecedent assessment and intervention of problem behavior. In J. Luiselli (Ed.), *Antecedent-based approaches to reducing problem behavior* (2nd ed.) (pp. 73-97). Baltimore: Paul H. Brookes.
- Kennedy, C. H., & O'Reilly, M. E. (2006). Pain, health conditions, and problem behavior in people with developmental disabilities. In T. F. Oberlander & F. J. Symons (Eds.), *Pain in children and adults with developmental disabilities* (pp. 121-138) Baltimore: Paul H. Brookes.
- Harvey, M. T., & Kennedy, C. H. (2005). Functions of behavior. In J. T. Neisworth & P. Wolfe (Eds.), *The autism encyclopedia* (p. 87). Baltimore: Paul H. Brookes.
- Kennedy, C. H. (2005). Behavioral functions. In G. Sugai & R. H. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy: Educational applications* (pp. 1340-1341). San Francisco: Sage.
- Kennedy, C. H., & Halle, J. W., Drasgow, E. (2005). Establishing operations. In G. Sugai & R. H. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy: Educational applications* (pp. 1299-1302). San Francisco: Sage.
- May, M. E., & Kennedy, C. H. (2005). Contingency. In J. T. Neisworth & P. Wolfe (Eds.), *The autism encyclopedia* (p. 43). Baltimore: Paul H. Brookes.
- Roberts, C., & Kennedy, C. H. (2005). Reinforcement. In J. T. Neisworth & P. Wolfe (Eds.), *The autism encyclopedia* (pp. 173). Baltimore: Paul H. Brookes.
- Valdovinos, M. & Kennedy, C. H. (2005). Response cost. In J. T. Neisworth & P. Wolfe (Eds.), *The autism encyclopedia* (pp. 175). Baltimore: Paul H. Brookes.
- Fisher, D., Frey, N., & Kennedy, C. H. (2004). Middle school. In C. H. Kennedy & E. Horn (Eds.), *Inclusion of students with severe disabilities* (pp. 246-258). Boston: Allyn and Bacon.
- Kennedy, C. H. (2004 a). Social relationships. In C. H. Kennedy & E. Horn (Eds.), *Inclusion of students with severe disabilities* (pp. 100-123). Boston: Allyn and Bacon.
- Kennedy, C. H. (2004 b). Research on social relationships. In E. Emerson, C. Hatton, T. Paramenter, & T. Thompson (Eds.), *International handbook of applied research in intellectual disabilities* (pp. 297-310). London: Wiley.
- Kennedy, C. H. (2003). Peer-to-peer relationships as a foundation for inclusive education. In D. Fisher (Ed.), *Inclusive education in urban schools* (pp. 145-156). Baltimore: Paul H. Brookes.
- Kennedy, C. H. (2002). The evolution of stereotypy into self-injury. In S. Schroeder, M. L. Oster-Granite, & T. Thompson (Eds.), *Self-injurious behavior: Gene-brain-behavior relationships* (pp. 133-143). Washington, DC: American Psychological Association.
- Cushing, L. S., & Kennedy, C. H. (2002 b). Facilitating social relationships in general education settings. In D. Ryndak & S. Alper (Eds.), *Curriculum and instruction for students with significant disabilities in inclusive settings* (2nd Ed.) (pp. 206-215). Boston: Allyn & Bacon.
- Cushing, L. S., & Kennedy, C. H. (2001). Adolescents: Putting research into practice. In H. Goldstein, L. Kaczmarek, & K. M. English (Eds.), *Promoting social communication: Children with developmental disabilities from birth to adolescence* (pp. 331-344). Baltimore: Paul H. Brookes.
- Fisher, D., Kennedy, C. H., & Buswell, B. (2001). *2000 TASH conference yearbook* (Vol. 2). Baltimore: TASH.
- Kennedy, C. H. (2001). Promoting social-communicative interactions in adolescents. In H. Goldstein, L. Kaczmarek, & K. M. English (Eds.), *Promoting social communication:*

- Children with developmental disabilities from birth to adolescence* (pp. 307-330). Baltimore: Paul H. Brookes.
- Fisher, D., Kennedy, C. H., & Buswell, B. (2000). *1999 TASH conference yearbook* (Vol. 1). Baltimore: TASH.
- Kennedy, C. H., & Thompson, T. (2000). Health conditions contributing to problem behavior among people with mental retardation and developmental disabilities. In M. Wehmeyer & J. Patten (Eds.), *Mental retardation in the 21st century* (pp. 211-231). Austin, TX: ProEd.
- Schaffner, C. B., Buswell, B. E., & Kennedy, C. H. (1999). Building relationships. In C. B. Schaffner & B. E. Buswell (Eds.), *Opening Doors!* (pp. 33-36). Colorado Springs, CO: PEAK.
- Kennedy, C. H. (1998). Käyttäytymisongelmien positiivinen kohtaaminen [Positive support strategies for problem behavior]. In O. Ikonen (Ed.), *Autismi: Teoriasta käytäntöön* [Autism: Future directions] (pp. 206-228). Helsinki, Finland: Atena.
- Kennedy, C. H., & Meyer, K. A. (1998). Establishing operations and the motivation of problem behavior. In J. Luiselli & M. Cameron (Eds.), *Antecedent-based approaches to reducing problem behavior* (pp. 329-346). Baltimore: Paul H. Brookes.
- Haring, T. G., & Kennedy, C. H. (1996). Behavior-analytic foundations of classroom management. In W. Stainback & S. Stainback (Eds.), *Controversial issues confronting special education: Divergent perspectives* (2nd Ed.). New York: Allyn & Bacon.
- Horner, R. H., Close, D. W., Fredericks, H. D. B., O'Neill, R. E., Albin, R. W., Sprague, J. R., Kennedy, C. H., Flannery, K. B., & Heathfield, L. T. (1996). Supported living for people with severe behavior problems. In D. H. Lehr & F. Brown (Ed.), *People with disabilities who challenge the system* (pp. 209-240). Baltimore: Paul H. Brookes.
- Kennedy, C. H., & Ikonen, T. (1995). Social relationships, influential variables, and change across the lifespan. In L. Kern-Koegel, R. L. Koegel, & G. Dunlap (Eds.), *Positive behavioral support: Including people with difficult behavior in the community* (pp. 287-304). Baltimore: Paul H. Brookes.
- Haring, T. G., Kennedy, C. H., & Breen C. (1992). Philosophic foundations of behavior analysis in developmental disabilities. In K. Haring, D. Lovett, & N. G. Haring (Eds.), *Integrated lifecycle services for persons with disabilities: A theoretical and empirical perspective* (pp. 59-87). New York: Springer Verlag Publishing.
- Breen, C. G., Kennedy, C. H., & Haring, T. G. (1991). *Methods for facilitating the inclusion of students with disabilities in integrated school and community contexts*. Santa Barbara: University of California.
- Haring, T. G., & Kennedy, C. H. (1991). Behavior-analytic foundations of classroom management. In W. Stainback & S. Stainback (Eds.), *Controversial issues confronting special education: Divergent perspectives* (pp. 201-212). New York: Allyn & Bacon.
- Kennedy, C. H. (1991 a). Using escape DRO to reduce challenging behavior. In C. G. Breen, C. H. Kennedy, & T. G. Haring (Eds.), *Methods for facilitating the inclusion of students with disabilities in integrated school and community contexts*. Santa Barbara: University of California.
- Kennedy, C. H. (1991 b). Teaching choice-making during leisure/break times to students with profound disabilities. In C. G. Breen, C. H. Kennedy, & T. G. Haring (Eds.), *Methods for facilitating the inclusion of students with disabilities in integrated school and community contexts*. Santa Barbara: University of California.
- Haring, T. G., Breen, C., Laitinen, R., Weiner, J., Bednersh, F., Bernstein, D., & Kennedy, C. H. (Eds.) (1989). *Complex models of generalization: Extending repertoires of critical skills*. Santa Barbara: University of California.

Journal Special Issues (Guest Editor)

- McComas, J., Vollmer, T. R., & Kennedy, C. H. (2009). Descriptive analysis: Quantifying and examining behavior-environment interactions. *Journal of Applied Behavior Analysis, 42*, 411-494.
- Spooner, F., Dymond, S., & Kennedy, C. H. (2006). Accessing the general curriculum. *Research and Practice for Persons with Severe Disabilities* (formerly *JASH*), *31*, 277-337.
- Kennedy, C. H. (2004). Recent innovations in single-case designs. *Journal of Behavioral Education, 13*, 209-276.
- Scotti, J. R., & Kennedy, C. H. (2001). Functional behavioral assessment. *Journal of The Association for Persons with Severe Handicaps, 26*, 2-68.
- Ryndak, D. L., & Kennedy, C. H. (2000). Issues and practices in teacher education. *Journal of The Association for Persons with Severe Handicaps, 25*, 69-121.
- Kennedy, C. H. (1997). Behavior analysis in general education. *Journal of Behavioral Education, 7*, 71-122.

Journal Editing

- Associate Editor, *Journal of Applied Behavior Analysis*, 1999-2002
- Associate Editor, *Journal of Behavioral Education*, 1994-2000
- Associate Editor, *Journal of The Association for Persons with Severe Handicaps*, 1998-2001
- Board of Editors, *American Journal on Mental Retardation*, 2003-present
- Board of Editors, *Behavioral Disorders*, 1995-present
- Board of Editors, *Exceptional Children*, 1996-present
- Board of Editors, *Focus on Autism and Other Developmental Disabilities*, 1998-present
- Board of Editors, *Journal of Applied Behavior Analysis*, 1995-present
- Board of Editors, *Journal of Applied Research in Intellectual Disabilities*, 2006-present
- Board of Editors, *Journal of Behavioral Education* 1992-1994; 2009-present
- Board of Editors, *Journal of Special Education*, 1998-present
- Board of Editors, *Journal of The Association for Persons with Severe Handicaps*, 1991-present

Current Grants

- Harris, K. (Principal Investigator), Kaiser, A., & Kennedy, C. (2008-2012). *Postdoctoral leadership training in special education research*. Leadership training grant from the U.S. Department of Education, Institute of Educational Sciences. Amount: \$1,000,000.
- Hughes, C. (Principal Investigator), Cushing, L., Hodapp, R., & Kennedy, C. (2004-2010). *Personnel preparation in severe disabilities*. Personnel preparation training grant application submitted to the U.S. Department of Education, Office of Special Education and Rehabilitation Services. Amount: \$1,000,000.
- Kennedy, C. (Principal Investigator), Hodapp, R., & Hughes, C. (2005-2010). *Leadership training in severe disabilities/autism*. Leadership training grant application submitted to the U. S. Department of Education, Office of Special Education Programs. Amount: \$800,000.
- Walden, T. (Principal Investigator), & Kennedy, C. (2004-2010). *Behavioral research scientists in developmental disabilities*. Doctoral training program grant (T32), National Institute of Child Health and Human Development, National Institutes of Health. Amount: \$1,710,000.
- Wehby, J. (Principal Investigator), Kennedy, C., McComas, J., Sutherland, K. & Symons, F. (2004-2010). *Randomized clinical trial of behavioral interventions for students with*

severe emotional behavioral disorders. National behavioral research center grant from the U.S. Department of Education, Institute of Educational Sciences. Amount: \$4,299,184.

Previous Grants

- Kennedy, C. (Principal Investigator)(2003-2007). *Community inclusion project*. Tennessee Council on Developmental Disabilities, Tennessee Department of Mental Health/Developmental Disabilities. Amount: \$550,000.
- Kennedy, C. (Principal Investigator), & Cushing, L. (2003-2007). *Project ACCESS: Peer support strategies for inclusive schools*. Direct research grant, U.S. Department of Education, Office of Special Education and Rehabilitation Services. Amount: \$540,000.
- Kennedy, C. (Principal Investigator), & Cushing, L. (2003-2008). *Tennessee technical assistance and resources for enhancing deaf-blind supports (TREDS)*. Technical assistance grant, U.S. Department of Education, Office of Special Education and Rehabilitative Services. Amount: \$1,192,255.
- Kennedy, C. (Principal Investigator), & Harvey, M. (2003-2006). *Polysomnographic phenotypes in developmental disabilities*. R03 research grant, National Institute of Child Health and Human Development, National Institutes of Health. Amount: \$151,000.
- Kennedy, C. (Principal Investigator)(2002-2006). *Project LINK: Integrating health, educational, and psychological evaluations of problem behavior*. Field-initiated research grant, U.S. Department of Education, Office of Special Education and Rehabilitative Services. Amount: \$540,000.
- Kennedy, C. (Principal Investigator), Corn, A., Horn, E., Hughes, C., Kaiser, A., Shery, T., & Zika, G. (2000-2006). *Leadership training in low-incidence disabilities: Integrating research and practice*. Leadership preparation grant, U.S. Department of Education, Office of Special Education and Rehabilitative Services. Amount: \$800,000.
- Rosemergy, J., & Kennedy, C. (Principal Investigator)(2000-2003). *Tennessee information and referral services*. Tennessee Council on Developmental Disabilities, Tennessee Department of Mental Health/Developmental Disabilities. Amount: \$621,691.
- Kennedy, C. (Principal Investigator)(1999-2003). *Tennessee technical assistance and resources for enhancing deaf-blind supports (TREDS)*. Technical assistance grant, Department of Education, Office of Special Education and Rehabilitative Services. Amount: \$810,000.
- Kennedy, C. (Principal Investigator)(1999-2003). *Alternative assessment in Tennessee*. Special Education Division, Tennessee Department of Education. Amount: \$180,000.
- Walden, T. (Principal Investigator), & Kennedy, C. (1999-2004). *Research behavioral scientists in mental retardation*. Doctoral training program grant (T32), National Institute of Child Health and Human Development, National Institutes of Health. Amount: \$1,220,000.
- Kennedy, C. (Principal Investigator)(1994-1997). *Social inclusion research project*. Research Projects for Educating Children with Severe Disabilities in Inclusive Settings competition from the U. S. Department of Education, Office of Special Education and Rehabilitative Services. Amount: \$540,000.

Courses Taught

Advanced Single-Case Research Design, Applied Behavior Analysis, Assessment/Instruction of Students with Severe Disabilities/Autism, Biobehavioral Research in Intellectual/Developmental Disabilities, Experimental Analysis of Behavior, Research Methods (General), Single-Case Research Designs

Mentoring

Chair of 10 Dissertation Committees (Neuroscience, Special Education)

Member of 27 Dissertation Committees (Neuroscience, Psychology, Special Education)

Chair of 27 Master's Committees (Special Education)

Member of 17 Master's Committees (Laboratory Sciences, Neuroscience, Psychology, Urban Studies, Sociology, Special Education)

Former Predoctoral/Postdoctoral Students (selected):

Erik W. Carter (2003-2004), Associate Professor, University of Wisconsin at Madison

Nitasha M. Clark (2000-2006), Lecturer, University of New Mexico

Lisa S. Cushing (2000-2005), Associate Professor, University of Illinois at Chicago

Mark T. Harvey (1999-2005), Associate Professor, Florida Institute of Technology

Michael E. May (2001-2007), Assistant Professor, Southern Illinois University

Smita Shukla-Mehta (1993-1995), Associate Professor, University of North Texas

Kim A. Myer (1994-1997), Lecturer, University of Queensland, Australia

Celeste Roberts (1999-2007), Assistant Professor, Florida Institute of Technology

Jung-Chang Tang (1998-2001), Associate Professor, National Chia-Yi University, Taiwan

Maria G. Valdovinos (2002-2004), Assistant Professor, Drake University

Professional Service Committees

National Conference Program Committee, TASH, Co-Chair, 2007-2008

Society for the Experimental Analysis of Behavior, Board of Trustees, 2003-present

Institute for Educational Sciences, U. S. Department of Education, Standing Panel Member, 2006-present

National Institutes of Health, National Institute on Child Health and Human Development, Ad Hoc Reviewer, 2005-present

Middle Tennessee Chapter of the Society for Neuroscience, Vice-President, 2005-2007

National Institute on Disabilities and Rehabilitation Research, U.S. Department of Education, Ad Hoc Reviewer, 2005-2006

National Institutes of Health, National Institute of General Medical Sciences, Ad Hoc Reviewer, 2004-2005

International Association for the Scientific Study of Intellectual Disabilities World Congress, Scientific Advisory Board, 2001-present

Tennessee Department of Education, Tennessee Alternative Assessment Steering Committee, Member, 1998-2003

Tennessee Department of Education, Tennessee Institutions of Higher Education Consortium on Special Education, 2001-2002

Behavior Analysis Certification Board, Standards Committee, 2002-present

Tennessee Department of Education, Tennessee Alternative Assessment Steering Committee, 1998-2003

Tennessee Department of Education, Tennessee Institutions of Higher Education Consortium on Special Education, 2001-2002

Tennessee Department of Mental Health and Mental Retardation, Powers and Duties Study Committee, 1999

Hawaii TASH, Founding Member, Vice-President, 1996

TASH, Publications Committee, 1995-1997

Hawaii State Department of Health, Developmental Disabilities Division Planning Council, 1993-1996

Hawaii State Department of Education, Special Education Advisory Committee, 1993-1996

Office of Special Education Programs, U.S. Department of Education, Ad Hoc Reviewer, 1991-present

Recent Vanderbilt University Service

Vanderbilt University, Educational Neuroscience Initiative (Co-Chair)

Kennedy Center, TRIAD Director Search Committee

University Central, Council on Teacher Education

Peabody College, Research Infrastructure Review Committee (Chair)

Peabody College, Chairs and Deans Committee

Peabody College, Executive Committee