

# **STEPHEN N. ELLIOTT**

**Department of Special Education  
and  
Learning Sciences Institute  
Peabody College of Vanderbilt University  
Nashville, TN 37203-5701**

Steve received his doctorate at Arizona State University in 1980 and is a Professor of Special Education and the Dunn Family Chair of Educational and Psychological Assessment in Peabody College at Vanderbilt University. Steve teaches courses on measurement and assessment of academic and social behavior. He currently co-directs three USDE research grants concerning the assessment of learning-focused school leadership and the validity of testing modifications and alternate assessments for students with disabilities. He also directs Peabody College's new Interdisciplinary Program in Educational Psychology and serves as the Director of the Learning Sciences Institute, a trans-institutional center for externally funded education research.

Steve has authored more than 135 journal articles, 22 books, 40 chapters, and 5 widely used behavior-rating scales. His research focuses on scale development and (a) the assessment of children's social skills and academic competence and (b) the use of testing accommodations and alternate assessment methods for evaluating the academic performance of students with disabilities for purposes of educational accountability. Steve, along with several colleagues, also has recently designed and validated a new measure of learning-focused leadership that is being used to evaluate the performance of principals and school leadership teams.

Steve's scholarly and professional contributions have been recognized by his colleagues in school psychology as evidenced by being the 1984 recipient of the Lightner Witmer Award from Division 16 within the American Psychological Association, by being elected to Fellow status in four APA divisions and the American Educational Research Association, and being appointed Editor of *School Psychology Review* (1984-1990) for two terms. In 1991, he was named a Vilas Associate Award winner for his social and behavioral research at the University of Wisconsin. Steve frequently consults with educators on the assessment and instruction of K-12 students and served on the National Academy of Sciences' Committee on Education Goals 2000 and Students with Disabilities during 1995-1997. In 1996, he was selected as UW-Madison's Van Hise Outreach Professor for his "outstanding record of teaching and commitment to providing continued professional development programs for educators and psychologists." He currently serves on the U.S. Department of Education's Technical Work Group for the National Assessment of Educational Progress and the Technical Advisory Panel for the National Alternate Assessment Study.

The accompanying vita provides detailed documentation of Steve's training, awards and honors, scholarly contributions, and professional service. More information about Steve is available at <http://peabody.vanderbilt.edu/faculty/sped/elliott.htm>.

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[Revised 1/1/09]

**STEPHEN NELSON ELLIOTT**  
Department of Special Education  
and  
Interdisciplinary Program in Educational Psychology  
Peabody College of Vanderbilt University  
Nashville, TN 37203-5701

**CONTACT INFORMATION**

Office Address: 404 Wyatt Center  
Phone: (615) 322-2538 Wyatt  
Fax: (615) 322-5591  
E-Mail: steve.elliott@vanderbilt.edu

**EDUCATION**

PhD Arizona State University, Educational Psychology, 1980  
Specialty Area: School Psychology  
MA Ed Arizona State University, Educational Psychology, 1977  
MA Michigan State University, Educational Psychology, 1976  
BS Michigan State University, Psychology (Honors College), 1974

**AWARDS & HONORS**

2009 Fellow in the American Educational Research Association  
2005-2007 Distinguished Examiner in Educational Psychology,  
University of Hong Kong  
2001-2002 AERA Program Chair for the 2002 Convention  
2000 Member, Society for the Study of School Psychology, elected by a committee  
of senior peers as a result of scholarly contributions to the profession.  
1996 Van Hise Outreach Teaching Award, University of Wisconsin-Madison,  
presented for an outstanding record of teaching and professional  
development programs for educators.  
1996 Outstanding Research Article Award from American Psychological  
Association's Division 16 for co-authored work on the effectiveness  
of training behavioral consultants.

- 1995-1997 Member, National Academy of Sciences' Committee on Education Goals 2000 and Services to Student with Disabilities (1995-1997).
- 1995 Margaret Bernauer Psychology Research Award, given by the Wisconsin Psychological Association for research on behavioral consultation.
- 1991 Vilas Associate Award, a University of Wisconsin-Madison term-limited (1992-1994) award presented by UW Vilas Trustees for outstanding research in the behavioral sciences.
- 1990 Presidential Award, Presented by the President of the National Association of School Psychologists for outstanding professional service as Editor of *School Psychology Review*.
- 1988 Presidential Award, Presented by the President of the National Association of School Psychologists in recognition of editorial leadership.
- 1985 Fellow, Presented by the American Psychological Association "in recognition of outstanding and unusual contributions to the science and profession of psychology."
- 1984 Lightner Witmer Award, Presented by Division 16 (School Psychology) of the American Psychological Association "for scholarly activity and contributions that have significantly nourished school psychology as a discipline and profession."
- 1981 Outstanding Professional Service Award, Presented by the Nebraska School Psychologists Association.

### **PROFESSIONAL EXPERIENCE**

- 2007-present DIRECTOR, Learning Sciences Institute, Vanderbilt University  
Responsible for providing administrative leadership and support for a federation of over 55 projects involving 100+ PIs and more than \$60 million of external support.
- 2005-present DIRECTOR, Interdisciplinary Program in Educational Psychology (IPEP), Peabody College of Vanderbilt University
- 2004-present DUNN FAMILY PROFESSOR OF EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT and PROFESSOR OF SPECIAL EDUCATION, Peabody College of Vanderbilt University. Responsible for directing the Center for Assessment and Intervention Research and contributing to the graduate education of students in special education.

- 1990-2004 PROFESSOR, University of Wisconsin-Madison, Department of Educational Psychology and School Psychology Program (APA accredited). Responsible for teaching graduate courses in professional school psychology, academic assessment and intervention, and applied research issues.
- 1999-2003 ASSOCIATE DIRECTOR, Wisconsin Center for Education Research, School of Education, University of Wisconsin-Madison. Responsible for providing administrative leadership and support for a federation of over 60 externally funded research projects involving 300+ researchers, graduate assistants, academic and classified staff.
- 1990 -1993 DIRECTOR, School Psychology Training Program (APA accredited), University of Wisconsin-Madison, Department of Educational Psychology.
- 1984 - 1990 EDITOR, School Psychology Review, published by the National Association of School Psychologists. Responsible for management of the journal, reviewing and selecting of manuscripts. The Review is a quarterly, refereed journal with a circulation of over 16,000 during my editorship.
- 1988 - 1990 ASSOCIATE PROFESSOR, University of Wisconsin-Madison, Department of Educational Psychology, School Psychology Program (APA accredited) and Wisconsin Center for Education Research. Tenured 1988.
- 1987 - 1988 ASSISTANT PROFESSOR, University of Wisconsin - Madison, Department of Educational Psychology, School Psychology Program.
- 1983 - 1987 ASSOCIATE PROFESSOR, Louisiana State University, Department of Educational School Psychology Program. Tenured 1985. Responsible for teaching graduate courses in professional issues, research problems, and psychoeducational assessment. Also responsible for supervising doctoral practice, internships, and teaching introductory educational psychology.
- 1980 - 1983 ASSISTANT PROFESSOR, University of Nebraska-Lincoln, Department of Educational Psychology and Measurement, School Psychology Program (APA accredited).
- 1980 - 1983 ASSISTANT DIRECTOR and ASSOCIATE EDITOR, Buros Institute of Mental Measurements, University of Nebraska-Lincoln. Responsible for editing the Mental Measurements Yearbook and other Buros' publications, and organizing the Buros-Nebraska Symposium on Testing.
- 1979 - 1980 SCHOOL PSYCHOLOGIST INTERN, Tempe Elementary School District #3, Tempe, Arizona. Provided a wide range of psychological services to elementary and junior high students and teachers.

## **PUBLICATIONS**

### **Thesis & Dissertation**

Elliott, S. N. (1980). Effect of prose organization on recall: An investigation of memory and metacognition. Doctoral dissertation, Arizona State University.

Elliott, S. N. (1977). Delayed recall of incidentally learned materials. Master's thesis, Arizona State University.

### **Refereed Journals**

#### **In Press**

Goldring, E., Cravens, X.C., Murphy, J., Elliott, S.N., Carson, B., & Porter, A.C. (in press). The evaluation of principals: What and how do states and districts assess leadership? Elementary School Journal.

Goldring, E., Porter, A., Murphy, J., Elliott, S.N., & Cravens, X. (in press). Assessing learning-centered leadership: Connections to research, professional standards, and current practices. Journal of Leadership and Policy in Schools.

Lane, K.L., Kalberg, J.R., Bruhn, A.L., Driscoll, S.A., Wehby, J.H., & Elliott, S.N. (in press). Assessing social validity of school-wide positive behavior support plans: Evidence for the reliability and structure of the Primary Intervention Rating Scale. School Psychology Review.

Murphy, J., Goldring, E., Cravens, X., Elliott, S.N., & Porter, A.C. (in press). The Vanderbilt Assessment of Leadership in Education: Measuring learning-centered leadership. East China Normal University Journal.

Roach, A. T., & Elliott, S. N. (in press). Consultation to support inclusive accountability and standards-based reform: Facilitating access, equity,, and empowerment. Journal of Educational and Psychological Consultation.

#### **2008**

Elliott, S.N., Gresham, F.M., Frank, J.L., & Beddow, P.A. III (2008). Intervention validity of social behavior rating scales: Features of assessments that link results to treatment plans. Assessment for Effective Intervention, *34*(1), 15-24.

Elliott, S.N., Kettler, R.J., & Roach, A.T. (2008). Alternate assessments of modified achievement standards: More accessible and less difficult tests to advance assessment practices? Journal of Disability Policy Studies, *19*(3), 140-152.

Kettler, R. J., Elliott, S.N., & Albers, C. (2008). Structured teacher ratings to identify students who need help: Validation of the Brief Academic Competence Evaluation Screening System. Journal of Psychoeducational Assessment, 26 (3), 260-273.

Lang, S.C., Elliott, S.N., Bolt, D.M., & Kratochwill, T.R. (2008). The effects of testing accommodations on students' performances and reactions to testing. School Psychology Quarterly, 14 (3), 107-124.

## **2007**

Elliott, S.N., Huai, N., & Roach, R.T. (2007). Universal and early screening for educational difficulties: Current and future approaches. Journal of School Psychology, 45, 137-161.

Elliott, S.N., Compton, E., & Roach, A.T. (2007). Building validity evidence for scores on a state-wide alternate assessment: A contrasting groups, multi-method approach. Educational Measurement: Issues & Practice, 26(2), 30-43.

Elliott, S.N., & Roach, R.T. (2007). Alternate assessments of students with significant disabilities: Alternative approaches, common technical challenges. Applied Measurement in Education, 20 (3), 301-333.

Hurwitz, J.T., Elliott, S.N., & Braden, J.P. (2007). The influence of test familiarity and student disability status upon teachers' judgments of students' test performance. School Psychology Quarterly, 14 (2), 115-144.

Murphy, J., Elliott, S.N., Goldring, E., & Porter, A.C. (2007). Leadership for learning: A research-based model and taxonomy of behaviors. School Leadership & Management, 27 (2), 179-201.

Roach, A.T., Elliott, S.N., & Berndt, S.A. (2007). Teacher satisfaction and the consequential validity of an alternate assessment for students with significant disabilities. Journal of Disability Studies, 18 (3), 168-175.

## **2006**

Huai, N., White, J.L., Braden, J. P., & Elliott, S.N. (2006). Effect of an internet-based professional development program on teachers' assessment literacy for all students. Teacher Education and Special Education, 29 (4), 244-260.

Ray, C., & Elliott, S.N. (2006). Social adjustment and academic achievement: A predictive model for students with diverse academic and behavior competencies. School Psychology Review, 35 (3), 493-501.

Roach, A.T., & Elliott, S.N. (2006). The influence of access to the general education curriculum on the alternate assessment performance of students with significant cognitive disabilities. Education Evaluation and Policy Analysis, 28(2), 181-194.

## **2005**

- Braden, J.P., Huai, N., White, J.L., & Elliott, S.N. (2005). Effective professional development to support inclusive assessment practices for all children. Assessment for Effective Intervention, 31 (1), 63-72.
- DiPerna, J.C., Volpe, R., & Elliott, S.N. (2005). A model of academic enablers and mathematics achievement in the elementary grades. Journal of School Psychology, 43, 379-392.
- Kettler, R.J., Niebling, B.C., Mroch, A.A., Feldman, E.S., Newell, M.L., Elliott, S.N., Kratochwill, T.R., Bolt, D.M. (2005). Effects of testing accommodations on math and reading scores: An experimental analysis of the performance of students with and without disabilities. Assessment for Effective Intervention, 31 (1), 37-48.
- Lang, S.C., Kumke, P.J., Ray, C.E., Cowell, E.L., Elliott, S.N., Kratochwill, T.R., & Bolt, D.M. (2005). The consequences of using testing accommodations: Students', teachers', and parents' perceptions and reactions. Assessment for Effective Intervention, 31 (1), 49-62.
- McKevitt, B.C., & Elliott, S.N. (2005). Observations and ratings of preschool children's social behavior: Issues of representativeness and validity. Psychology in the Schools, 42 (1), 13-26.
- Niebling, B.C., & Elliott, S.N. (2005). Testing accommodations and inclusive assessment practices. Assessment for Effective Intervention, 31 (1), 1-6.
- Roach, A.T., & Elliott, S.N. (2005). Goal attainment scaling: An efficient and effective approach to monitoring student progress. Teaching Exceptional Children, 37 (4), 8-17.
- Roach, A.T., Elliott, & Webb, N. (2005). Alignment of an alternate assessment with state academic standards: Evidence for the content validity of the Wisconsin Alternate Assessment. Journal of Special Education, 38 (4), 218-231.

## **2004**

- Elliott, S.N., DiPerna, J.C., Mroch, A., & Lang, S.C. (2004). Prevalence and patterns of academic enabling behaviors: An analysis of teachers' and students' ratings for a national sample of students. School Psychology Review, 33(2), 297-304.
- Elliott, S.N., & Marquart, A.M. (2004). Extended time as a testing accommodation: Its effects and perceived consequences. Exceptional Children. 70 (3), 349-367.
- Gorges, T.C., Elliott, S.N., & Kettler, R. J. (2004). Resistance: Experienced and novice consultants' interpretations and strategies for addressing it in behavioral consultation interviews. Canadian Journal of School Psychology, 19, 1-32.
- LePage, K., Kratochwill, T. R., Elliott, S. N. (2004). Competency-based consultation training: An evaluation of consultation outcomes, treatment effects and consumer satisfaction. School Psychology Quarterly, 19 (1), 1-28.

### **2003**

Elliott, S.N., Kratochwill, T.K., & Roach, A.T. (2003). Implementing social-emotional and academic innovations: Reflections, reactions, and research. School Psychology Review, 32 (3), 320-327.

Kratochwill, T. R., Elliott, S. N., Loitz, P., Sladeczek, I., & Carlson, J.S. (2003). Conjoint consultation using self-administered manual and videotaped parent-teacher training: Effects on children's behavior difficulties. School Psychology Quarterly, 18(3), 269-302.

McKevitt, B.C., & Elliott, S.N. (2003). The use of testing accommodations on a standardized reading test: Effects on scores and attitudes about testing. School Psychology Review, 32(4), 583-600.

### **2002**

DiPerna, J.C., & Elliott, S.N. (2002). Promoting academic enablers to improve student achievement. School Psychology Review, 31(3), 293-298.

DiPerna, J.C., Volpe, R., & Elliott, S.N. (2002). A model of academic enablers and elementary reading/language arts achievement School Psychology Review, 31(3), 298-312.

Elliott, S.N., & DiPerna, J.C. (2002). Assessing the academic competence of college students: Validation of a self-report measure of skills and enablers. Journal of Postsecondary Education and Disability, 15(3), 87-100.

Elliott, S.N., McKevitt, B.C., & Kettler, R. (2002). Testing accommodations research and decision-making: The case of "good" scores being highly valued but difficult to achieve for all students. Measurement and Evaluation in Counseling and Development. 35, 153-166.

Malecki, C.K., & Elliott, S.N. (2002). Children's social behaviors as predictors of academic achievement: A longitudinal analysis. School Psychology Quarterly, 17 (1), 1-23.

### **2001**

Demaray, M., & Elliott, S. N. (2001). Social support differences for ADHD students. School Psychology Quarterly, 16(1), 68-90.

Elliott, S.N., Kratochwill, T.R., & McKevitt, B.C. (2001). Experimental analysis of the effects of testing accommodations on the scores of students with and without disabilities. Journal of School Psychology, 39(1), 3-24.

Elliott, S.N., Malecki, C.K., & Demaray, M.K. (2001). New directions in social skills assessment and intervention for elementary and middle school students. Exceptionality, 9 (1&2), 19-33.

Schulte, A.G., Elliott, S.N., & Kratochwill, T.R. (2001). Effects of testing accommodations on students' standardized mathematics test scores: An experimental analysis. School Psychology Review, 30 (4), 527-547.

Sladeczek, I. S., Elliott, S. N., Kratochwill, T. R., Robertson-Mjaanes, S., & Stoiber, K.C. (2001). Application of goal attainment scaling to a conjoint behavioral consultation case. Journal of Educational and Psychological Consultation, 12(1), 45-58.

## **2000**

Elliott, S.N. (2000). Progress monitoring and trend analysis: Reactions to Reschly's synthesis. School Psych Review, 29(4), 523-524.

Gilbertson-Schulte, A., Elliott, S. N., & Kratochwill, T. R. (2000). Educators' perceptions and documentation of testing accommodations for students with disabilities. Special Services in the Schools, 16, 35-56.

## **1999**

Busse, R. T., Kratochwill, T. R., & Elliott, S. N. (1999). Influences of verbal interactions during behavioral consultations on treatment outcomes. Journal of School Psychology, 37(2), 117-143.

DiPerna, J. C., & Elliott, S. N. (1999). The development and validation of the Academic Competence Evaluation Scale. Journal of Psychoeducational Assessment, 17, 207-225.

Malecki, C. K., & Elliott, S. N. (1999). Adolescents' ratings of perceived social support and its importance: Validation of the Student Social Support Scale. Psychology in the Schools, 36(6), 473-483.

## **1998**

Demaray, M. K., & Elliott, S. N. (1998). Teachers' judgments of students' academic functioning: A comparison of actual and predicted performances. School Psychology Quarterly, 13, 8-24.

Elliott, S. N. (1998). Performance assessment of students' achievement: Research and practice. Learning Disabilities: Research and Practice, 13(4), 233-241.

Elliott, S. N., Kratochwill, T. K., & Schulte, A. G. (1998). The Assessment Accommodations Checklist: Facilitating decisions and documentation in the assessment of students with disabilities. Teaching Exceptional Children, Nov/Dec, 10-14.

Kratochwill, T. R., Bergan, J. R., Sheridan, S. M., & Elliott, S. N. (1998). Assumptions of behavioral consultation: After all is said and done, more has been done than said. School Psychology Quarterly, 13, 63-80.

Schill, M. T., Kratochwill, T. R., & Elliott, S. N. (1998). Functional analysis in behavioral consultation: A treatment utility study. School Psychology Quarterly, 13(2), 116-140.

## **1997**

Elliott, S. N., & Fuchs, L. S. (1997). The utility of curriculum-based measurement and performance assessment as alternatives to intelligence tests. School Psychology Review, 26(2), 224-233.

Ruffalo, S. L., & Elliott, S. N. (1997). Unraveling the situational specificity argument: An examination of cross-informant agreements among raters of children's social behavior. School Psychology Review, 26(3), 488-500.

Trueting, M. B., & Elliott, S. N. (1997). Social behavior ratings: A comparative investigation of at-risk preschoolers by parents and teachers. Canadian Journal of School Psychology, 13, 68-84.

#### **1996**

Gresham, F. M., Noell, G. H., & Elliott, S. N. (1996). Teachers as judges of social competence: A conditional probability analysis. School Psychology Review, 25, 108-117.

#### **1995**

Busse, R. T., Kratochwill, T. K., & Elliott, S. N. (1995). Meta-analysis in single-subject consultation outcome research. Journal of School Psychology, 33, 269-285.

Gorges, T. C., & Elliott, S. N. (1995). Homework: Students' and parents' involvement. Canadian Journal of School Psychology, 11, 18-31.

Kratochwill, T. R., Elliott, S. N., & Busse, R. T. (1995). Behavioral consultation training: A five-year evaluation of consultant and client outcomes. School Psychology Quarterly, 10, 87-117. [Selected as the Outstanding Article of the Year by Division 16 Fellows in 1996.]

#### **1994**

Doll, E., & Elliott, S. N. (1994). Consistency of observations of preschoolers' social behavior. Journal of Early Intervention, 18(2), 227-238.

Elliott, S. N., & McKinnie, D. (1994). Relationships and differences among social skills, problem behaviors, and academic competence: A study of learning disabled and non-disabled students. Canadian Journal of School Psychology, 10, 1-14. [Reprinted in Inclusion: Recent research, edited by G. Bunch & A. Vales (1997), pp. 65-69.]

#### **1993**

Elliott, S. N., Busse, R. T., & Gresham, F. M. (1993). Behavior rating scales: Issues of use and development. School Psychology Review, 22, 313-321.

Elliott, S. N., & Gresham, F. M. (1993). Social skills interventions for children. Behavior Modification, 17, 287-313.

Gresham, F. M., & Elliott, S. N. (1993). Social skills intervention guidelines: Systematic approaches to social skills training. Special Services in the School, 8, 137-158.

Powless, D., & Elliott, S. N. (1993). Social skills of Indian and non-Indian preschoolers: Teachers' and parents' ratings. Journal of School Psychology, 31, 293-307.

## **1992**

Elliott, S. N., & Sheridan, S. M. (1992). Consultation and conferencing: Problem solving among educators, parents, and support personnel. Elementary School Journal, 92(3), 315-338.

## **1991**

Elliott, S. N. (1991). Authentic assessment: An introduction to a neobehavioral approach to classroom assessment. School Psychology Quarterly, 6, 273-278.

Elliott, S. N., & Busse, R. (1991). Social skills assessment and intervention for children at-risk for social-emotional problems. School Psychology International, 12, 63-83. (Reprinted in Special Education in Rural Schools: A Resource Notebook on Rural Schools, Madison, WI: National Center for Effective Schools.)

Elliott, S. N., & Von Brock, M. B. (1991). The Behavior Intervention Rating Scale: The development and validation of a social validity measure. Journal of School Psychology, 29, 43-52.

Elliott, S. N., Von Brock, M. B., & Robertson, S. (1991). Response cost as a classroom intervention: Teachers' and psychologists' ratings of acceptability. Canadian Journal of School Psychology, 29, 43-52.

Frentz, C., Gresham, F. M., & Elliott, S. N. (1991). Popular, controversial, neglected, and rejected adolescents: Contrasts of social competence and achievement differences. Journal of School Psychology, 29, 109-120.

Sheridan, S., & Elliott, S. N. (1991). Behavioral consultation as a process for linking the assessment and treatment of social skills. Journal of Educational and Psychological Consultation, 2, 151-173.

Stuart, D. L., Gresham, F. M., & Elliott, S. N. (1991). Teacher ratings of social skills in popular and rejected males and females. School Psychology Quarterly, 6-1, 16-26.

## **1990**

Elliott, S. N. (1990). On matters of knowledge and acceptability: A response to Harrison and Soucar. School Psychology Quarterly, 5, 161-164.

Elliott, S. N. (1990). The nature and structure of the DAS: Questioning the test's organizing model and use. Journal of Psychoeducational Assessment, 8, 406-411.

Kelley, M. L., Grace, N., & Elliott, S. N. (1990). Acceptance of positive and punitive discipline methods: Comparison among abusive, potentially abusive, and non-abusive parents. Child Abuse & Neglect: The International Journal, 14, 219-226.

Sheridan, S. M., Kratochwill, T. R., & Elliott, S. N. (1990). Behavioral consultation with parents and teachers: Delivering treatment for socially withdrawn children at home and school. School Psychology Review, 19, 75-94.

Turco, T. L., & Elliott, S. N. (1990). Acceptability and effectiveness of group contingencies for improving spelling achievement. Journal of School Psychology, 29, 104-115.

### **1989**

Elliott, S. N., Barnard, J., & Gresham, F. M. (1989). Preschoolers' social behavior: Teachers' and parents' assessments. Journal of Psychoeducational Assessment, 7, 223-234.

Elliott, S. N., & Gresham, F. M. (1989). Teacher and self ratings of popular and rejected adolescent boys' behavior. Journal of Psychoeducational Assessment, 7, 308-322.

Elliott, S. N., Sheridan, S. M., & Gresham, F. M. (1989). Assessing and treating social skill deficits: A case study for scientist-practitioners. Journal of School Psychology, 27, 197-222.

Gresham, F. M., & Elliott, S. N. (1989). Social skills deficits as a primary learning disability? Journal of Learning Disabilities, 22, 120-124.

Gresham, F. M., & Elliott, S. N. (1989). Evolution of a social skills assessment technology for learning disabled students. Learning Disabilities Quarterly, 22, 120-124.

Kelley, M. L., Heffer, R. W., Gresham, F. M., & Elliott, S. N. (1989). Development of a modified Treatment Evaluation Inventory. Journal of Psychopathology and Behavioral Assessment, 11, 235-247.

Turco, T. L., & Elliott, S. N. (1989). Peer nominated social status: A computerized program for identifying at-risk children. Journal of School Psychology, 27, 325-334.

### **1988**

Clark, L., & Elliott, S. N. (1988). The influence of treatment strength information on knowledgeable teachers' evaluation of two social skills training methods. Professional School Psychology, 3, 241-251.

Elliott, S. N. (1988). Acceptability of behavioral treatments: A review of variables that influence treatment selection. Professional Psychology: Research and Practice, 19, 68-80.

Elliott, S. N., Gresham, F. M., Freeman, T., & McCloskey, G. (1988). Teachers' and observers' ratings of children's social skills: Validation of the Social Skills Rating Scale. Journal of Psychoeducational Assessment, 6, 152-161.

Gresham, F. M., & Elliott, S. N. (1988). Teachers' social validity ratings of social skills: Comparisons between mildly handicapped and non-handicapped children. Journal of Psychoeducational Assessment, 6, 225-234.

Gresham, F. M., Evans, S., & Elliott, S. N. (1988). Academic and social self-efficacy scale: Development and initial validation. Journal of Psychoeducational Assessment, 6, 125-138.

Gresham, F. M., Evans, S. A., & Elliott, S. N. (1988). Self-efficacy differences among mildly handicapped, gifted, and non-handicapped students. Journal of Special Education, 22, 231-241.

### **1987**

Elliott, S. N., Argulewicz, E. N., & Turco, T. L. (1987). Validity of the Scales for Rating the Behavioral Characteristics of Superior Students for gifted students from three sociocultural groups. Journal of Experimental Education, 55, 27-32.

Elliott, S. N., & Boeve, K. (1987). Stability of WISC-R IQs: An investigation of ethnic groups over time. Educational and Psychological Measurement, 47, 461-465.

Elliott, S. N., & Gresham, F. M. (1987). Children's social skills: Assessment and classification practices. Journal of Counseling and Development, 66, 96-99.

Elliott, S. N., Turco, T. L., Gresham, F. M. (1987). Consumers' and clients' pretreatment acceptability ratings of classroom-based group contingencies. Journal of School Psychology, 25, 145-154.

Gresham, F. M., & Elliott, S. N. (1987). Social skills deficits of learning disabled students: Issues of definition, classification, and assessment. Journal of Reading, Writing, and Learning Disabilities International, 21, 167-181.

Gresham, F. M., & Elliott, S. N. (1987). The relationship between adaptive behavior and social skills: Definitional and assessment issues. Journal of Special Education, 21, 167-182.

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- Elliott, S. N., & Mazza, J. J. (1989). [Review of Children's Abilities Scale]. In B. Plake, J. Kramer, & J. Conoley (Eds.), The tenth mental measurements yearbook (pp. 159-160). Lincoln, NE: Buros Institute of Mental Measurements.
- Elliott, S. N., & Turco, T. L. (1987). Psychological clinics. In C. R. Reynolds & L. Mann (Eds.), Encyclopedia of special education, vol. 3 (p. 1270). New York, NY: John Wiley.
- Elliott, S. N., & Turco, T. L. (1987). Social validation. In C. R. Reynolds & L. Mann (Eds.), Encyclopedia of special education, vol. 3 (pp. 1458-1459). New York, NY: John Wiley.
- Elliott, S. N., & Turco, T. L. (1987). Treatment acceptability. In C. R. Reynolds & L. Mann (Eds.), Encyclopedia of special education, vol. 3 (p. 1595). New York, NY: John Wiley.
- Turco, T. L., & Elliott, S. N. (1987). [Review of McDermott Multidimensional Assessment of Children]. Computers in Human Behavior, 2, 313-316. (Reprinted in The Tenth Mental Measurements Yearbook [1989, pp. 488-490]. Buros Institute of Mental Measurements.)

#### **1980-1984**

- Elliott, S. N., & Clark, J. C. (1984). [Review of Helping the noncompliant child--A clinician's guide to parent training]. School Psychology Review, 13, 117-118.

## **EDITORSHIPS**

- Carroll, J. L., & Elliott, S. N. (Guest Eds.). (1984). Social competency and social skills: Development, assessment, and intervention. School Psychology Review, 13, 261-420.
- DiPerna, J.C., & Elliott, S.N., (Guest Eds.) (2002). Academic Enablers. School Psychology Review, 31(3), 293-404.
- Elliott, S.N., & Niebling, B. (Guest Eds.) (2005). Testing accommodations: Research to guide practice. Assessment for Effective Intervention.
- Elliott, S. N. (Associate Editor). (1997-1999). School Psychology Quarterly. New York, NY: Guilford Publications.
- Elliott, S. N. (Guest Editor). (1992). Authentic assessment and the practice of school psychology. School Psychology Quarterly, 6, 273-309.
- Elliott, S. N. (Editor-Elect/Editor). (1984-1990). School Psychology Review. Harrisonburg, VA: National Association of School Psychologists.
- Elliott, S. N., & Mitchell, J. V., Jr. (Series Eds.). (1983). The Buros-Nebraska Symposium on Measurement and Testing (Vol. I). Hillsdale, NJ: Lawrence Erlbaum.
- Elliott, S. N., & Piersel, W. C. (Eds.). (1982). Reading: Assessment and intervention. School Psychology Review, 11, 219-305.
- Elliott, S. N., & Witt, J. C. (Series Eds.). The Guilford School Practitioner Series. New York, NY: Guilford Press. (36 books published during 1986-2006)
- Kettler, R.J., & Elliott, S.N. (Guest Eds.). (2009). Alternate assessments on modified achievement standards: New policy, new practices, and persistent challenges. Peabody Journal of Education.
- Kratochwill, T. R., Elliott, S. N., & Gettinger, M. (Series Eds.). Advances in school psychology (Vol. VIII). New York, NY: Lawrence Erlbaum Associates.

## **TECHNICAL REPORTS AND PROFESSIONAL NEWSLETTERS**

(Ordered Chronologically)

- Kratochwill, T.R., Elliott, S.N., Clements, M. (2008). OSEP K-3 Reading and behavior intervention models project (Final Report). U.S. Department of Education, Office of Special Education Rehabilitative Services, Washington, D.C.
- Elliott, S.N. (2003, Spring). Using achievement tests wisely. School of Education Newsletter. Madison, WI: University of Wisconsin-Madison.
- Elliott, S.N., & Kratochwill, T.R. (2003). Effects and consequences of testing accommodations on students achievement test scores (Final Report). U.S. Department of Education, Washington, D.C.
- Elliott, S.N. (2002). The development and validation of the Wisconsin Alternate Assessment: Field Trials. Madison, WI: Wisconsin Department of Public Instruction.
- Elliott, S.N., & DiPerna, J.C. (2002). Using AIMS to improve intervention practices for students with academic difficulties. Focus. The Psychological Corporation.
- Elliott, S.N. (2001). Inclusive assessment practices: Talking better "pictures" of all students. CEC Today.
- Elliott, S.N. (2001). Testing accommodations lead to better assessment "pictures." Comprehensive Center Region VI Newsletter, University of Wisconsin-Madison.
- Schulte, A.G., Elliott, S.N., & Kratochwill, T.R. (2000). Experimental analysis of the effects of testing accommodations on students' standardized achievement test scores. (Final Report). U.S. Department of Education, office of Special Education and Rehabilitation Services, Washington, D.C.
- Elliott, S. N., & DiPerna, J.C. (1999). Fitchburg Responsive Classroom project: Year 1 report. Madison, WI: University of Wisconsin, Madison.
- Elliott, S.N., & Kratochwill, T.R. (1999). Experimental analysis of the effects on testing accommodations on the scores of students with disabilities: A mid-project report. U.S. Department of Education coordinating meeting: Snowbird, Utah.
- DiPerna, J. C., & Elliott, S. N. (1998). Is the construct of academic competence purely academic? Responsive Leadership, 3, 3-5.
- Elliott, S. N. (1998, January). Social skills and academic achievement: Chicken and egg research. Responsive Leadership, 4, 3-5.

- Elliott, S. N. (1998). Statewide testing programs and students with disabilities: Participation and accommodations. CEC Research Connections, 2, 4-5.
- Elliott, S. N., Kratochwill, T. R., & Schulte, A. (1998). Testing accommodations for students with disabilities. Inclusive Education, 1-6.
- Elliott, S. N., & Marquart, A. (1998). The responsive classroom approach: Its effectiveness and acceptability in promoting social and academic competence. University of Wisconsin: Madison, WI.
- Malecki, C., & Elliott, S. N. (1998). Social behavior and academic achievement in Responsive Classrooms: Year 2 progress note from Kensington Avenue Elementary School. Responsive Leadership, 3(4), 13-15.
- Elliott, S. N. (1997, April). Socially supportive environments: Evaluating an important outcome of the responsive classroom. Responsive Leadership, 2-3, 8-9.
- Malecki, C., & Elliott, S. N. (1997). Social behavior and academic achievement in responsive classrooms: A progress note. Responsive Leadership, 3-4, 6-7.
- Elliott, S. N., & Kratochwill, T. R. (1997, June). Performance assessment and standardized testing for students with disabilities (Year 2 Report). U.S. Department of Education: Washington, D.C.
- Elliott, S. N. (1996, February). Evaluating the Responsive Classroom Approach in your school: Tools for detecting change in students' functioning. Responsive Leadership, 1-3, 2-3.
- Elliott, S. N. (1996, June). Evaluating the Responsive Classroom Approach in Your School: Selecting a Sample. Responsive Leadership, 1-4, 3.
- Elliott, S. N. (1996, November). Evaluating the responsive classroom approach in your school: Determining if the results are significant. Responsive Leadership, 2-1, 3-4.
- Elliott, S. N., & Kratochwill, T. R. (1996, June). Performance assessment and students with disabilities: Procedures and outcomes in a statewide assessment system (Final Report). U.S. Department of Education, Washington, D.C.
- Elliott, S. N., & Kratochwill, T. R. (1996, June). Performance assessment and standardized testing for students with disabilities (Year 1 Report). U.S. Department of Education, Washington, D.C.
- Kratochwill, T. R., Elliott, S. N., & Busse, R. T. (1996). Relationships among verbal interactions in consultation and consultation treatment outcomes (Final Report). U.S. Department of Education, Washington, D.C.

- Elliott, S.N. (1995, November). Evaluating the Responsive Classroom Approach in your school: Formulating fundamental questions and envisioning outcome evidence. Responsive Leadership, 1-2, 2-3.
- Kratochwill, T. R., Braden, J., Elliott, S. N., Gettinger, M., McGivern, J., & Propper, C. (1995). School psychology at the University of Wisconsin-Madison - Revisited. Register Report.
- Elliott, S.N. (1994, September). Conceptual and technical issues in the development of statewide performance assessment instruments: Second year report. Wisconsin Performance Assessment Development Project: Annual Report for Fiscal Year 1993-94, 51-70.
- Elliott, S.N. (1994, December). The responsive classroom approach: Its effectiveness and acceptability in the District of Columbia Public Schools. University of Wisconsin: Madison, WI.
- Elliott, S. N., & Kratochwill, T. R. (1994). Performance assessment of students with disabilities: Year 1 report. U.S. Dept. of Education: Washington, D.C.
- Elliott, S. N. (1993, October). Technical issues in the development and use of statewide performance assessment instruments: A report from the technical Advisory Committee. Wisconsin Performance Assessment Project's Annual Report, 169-179.
- Kratochwill, T. R., & Elliott, S. N. (1993). Training school psychologists as behavioral consultants: Final report for a five-year project. U.S. Department of Education, Washington, D.C.
- Kratochwill, T. R., & Elliott, S. N. (1993). Preparation of consultants to serve minority preschoolers: Year 1 report. U.S. Department of Education, Washington, D.C.
- Kratochwill, T. R., Elliott, S. N., & Lehrer, R. (1993). Behavioral consultation: A self-instructional hypermedia training program manual. University of Wisconsin-Madison.
- Elliott, S. N. (1992, May). Authentic assessment: A critical part of educational reform in the 90's. Communiqué, 20, 12-14.
- Elliott, S. N. (1992, October). Authentic assessment: A case report of system change. Communiqué, 21, 1+4-5.
- Elliott, S. N. (1990). Self and teacher ratings of adolescent boys' behavior. Assessment Information Exchange.
- Elliott, S. N. (1989, March). Parents' and teachers' assessments and expectations for preschoolers' social behavior. Assessment Information Exchange, 6-9.
- Carroll, J. L., & Elliott, S. N. (1984). Social competency and social skills: Development, assessment and intervention (Editorial Comments). School Psychology Review, 13, 265.

Elliott, S. N. (1983). Update on tests from the Buros Institute. Nebraska Association of School Psychologists Newsletter.

Elliott, S. N. (1982). The multidisciplinary team: A group problem-solving system - Final summary and evaluation report (NDE project #81-210-01). Nebraska Department of Education, Special Education Branch, Lincoln, NE.

Elliott, S. N., & Piersel, W. C. (1982). Adaptive behavior: A review of the concept and recent research. Nebraska Association of School Psychologists Newsletter.

Elliott, S. N., & Piersel, W. C. (1982). Reading: Assessment and intervention (Editorial comments). School Psychology Review, 11, 219-220. Elliott, S. N. (1981). Psychoeducational assessment: Process, purpose, and performance. New Perspectives in Special Education, Vol. 2.

Elliott, S. N., & Piersel, W. C. (1981). Critical review of two articles on peer assessment and sociometric techniques. Nebraska Association of School Psychologists Newsletter.

Elliott, S. N. (1981). Multidisciplinary decision making for exceptional children: A review of past research. Department of Education, Special Education Branch, Lincoln, NE.

### **GRANTS (External and Competitive)**

(Ordered Chronologically)

Elliott, S.N., Rodriguez, M.C., & Roach, A.T. (2007-2010). Consortium for Modified Alternate Assessment Development and Implementation. U.S. Department of Education, \$1,999,875.

Elliott, S.N. (2007-2009). Operationalizing Alternate Assessment for Science Inquiry Skills. U.S. Department of Education, Subcontract with South Carolina Department of Education, \$115,035.

Compton, E. & Elliott, S.N. (2006-2009). Consortium for Alternate Assessment Validity and Experimental Studies. U.S. Department of Education, Office of Elementary and Secondary Education, \$1,535,473.00.

Porter, A.C., Elliott, S.N., Goldring, E., & Murphy, S.N. (2008-2012). The Development and Validation of the Vanderbilt Assessment of Leadership in Education. U.S. Department of Education, Institute of Education Sciences, \$1,600,000.

Porter, A.C., Murphy, J., Goldring, E., & Elliott, S.N. (2005-2008). Development and validation of the Leadership Assessment System. The Wallace Foundation, \$1,500,000.

- Kratochwill, T.R., & Elliott, S.N. (2002-2008). Coordination, Consultation, and Evaluation Center for Implementing K-3 Behavior and Reading Intervention Models. U.S. Department of Education, Office of Special Education and Rehabilitative Services, \$6,000,000.
- Sueoka, L., Elliott, S.N., & Cook, H.G. (2004-2005). Enhancing the Hawaii State Alternate Assessment System: Development, Implementation, and Validation. U.S. Department of Education, Office of Special Education Programs, \$441,000.
- Elliott, S.N., Kratochwill, T. R., & Bolt, D. (2000-2005). Using DIF analysis to examine the effects of testing accommodations on students' responses to test items. U.S. Department of Education, \$740,000.
- Braden, J.P., & Elliott, S.N. (2000-2003) A hypermedia program on educational assessment for in-service and pre-service teachers. U. S. Department of Education, \$510,000.
- Elliott, S. N., & Kratochwill, T. R. (1998-2002). Experimental analysis of the effects of testing accommodations on scores of students with disabilities. U.S. Department of Education, \$552,000.
- Schulte, A.G., Elliott, S.N., & Kratochwill, T.R. (1999-2000). Experimental analysis of the effects of testing accommodations on students' standardized achievement test scores. U.S. Department of Education, Office of Special Education, Student Initiated Research Award, \$19,994.
- Elliott, S. N. (1997-98). Education assessment and accountability for all students. Wisconsin Department of Public Instruction, \$35,780.
- Elliott, S. N., & Kratochwill, T. K. (1995-1998). Performance assessment and standardized testing for students with disabilities: Psychometric issues, accommodation procedures, and outcome analyses. U.S. Department of Education, \$554,700.
- Kratochwill, T. R., & Elliott, S. N. (1993-97). Training behavioral consultants to work with parents and teachers of minority preschoolers. U.S. Department of Education, Office of Special Education, \$344,000.
- Kratochwill, T. R., & Elliott, S. N. (1992-97). Conjoint behavioral consultation: An early intervention model for preschoolers at risk for social-emotional difficulties. U.S. Department of Education, Office of Special Education, \$744,000.
- Kratochwill, T. R., & Elliott, S. N. (1994-95). How verbal interactions during consultation affect consultation treatment outcomes. U.S. Department of Education, Office of Special Education Research, \$99,064.
- Elliott, S. N., & Kratochwill, T. K. (1993-94). Performance assessment and students' with disabilities: Procedures and outcomes in a statewide assessment system. U.S. Department of Education, Division of Innovation and Development, \$75,000.

- Kratochwill, T. R., & Elliott, S. N. (1988-93). Preparation of school psychologists to serve as consultants to teachers trained in consultation and classroom intervention strategies. U.S. Department of Education, Office of Special Education, \$521,205.
- Kratochwill, T R., Elliott, S. N., & Lehrer, R. (1990-91). Technology development for consultation training. Joint project with Iowa's and Wisconsin's Department of Public Instruction, \$14,000.
- Elliott S. N., & Gresham, F. M. (1984). The use and integrity of support services provided by pupil appraisal personnel for children in Louisiana. Louisiana Department of Education, \$29,995.
- Elliott, S. N., & Gresham, F. M. (1984). Facilitating doctoral training of school psychologists - Year 2. Louisiana Department of Education, \$8,910.
- Gresham, F. M., & Elliott, S. N. (1984). School building level committees and the use of support services provided for children in Louisiana. Louisiana Department of Education, \$21,509.
- Gresham, F. M., & Elliott, S. N. (1983). Facilitating doctoral training of school psychologists - Year 1. Louisiana Department of Education, \$9,000.
- Elliott, S. N. (1981). The multidisciplinary team: A group problem-solving system. Nebraska Department of Education, \$9,000.
- Elliott, S. N. (1981). Behavior assessment training for psychologists and educators. Nebraska Department of Education, \$4,000.

### **GRANTS (University Competitions)**

- Elliott, S.N. (2007-2008). Predicting academic achievement: Screening social and academic enablers. Vanderbilt International Office, Vanderbilt University.
- Elliott, S. N. (1992). Authentic assessment in the classroom. UW-Madison, Office of Outreach Development, \$6,395.
- Elliott, S. N. (1991). A comparative analysis of behavioral consultation with parents and teachers: Delivering treatment for socially withdrawn children at home and school. UW-Madison, Graduate School, \$19,000.

## CONTRACTS

- Elliott, S.N. (2007-2010). Electronic Center for Alternate Assessment Scoring. Idaho Department of Education.
- Elliott, S.N., Roach, A.T., Kettler, R.J., & Beddow, P.A. (2007-2010). Mississippi CAARES project. Mississippi State University & the Mississippi Department of Education.
- Elliott, S.N., & Roach, A.T. (2004-2008). Development and validation of the Mississippi Alternate Assessment. Mississippi Department of Education, Jackson, MS.
- Elliott, S.N., with ThinkLink Learning Associates. (2005-2006). Development of extended academic indicators and alternate assessment guide. Oklahoma Department of Education, Oklahoma City, OK.
- Elliott, S.N. (2001-2006). Evaluating the implementation and use of the Idaho Alternate Assessment. Idaho Department of Education, Boise, ID.
- Elliott, S.N. (2001-2006). Developing and validating an alternate assessment for Wisconsin. Wisconsin Department of Public Instruction.
- Elliott, S. N. (2000-2001). Training of Trainers to facilitate implementation of inclusive accountability procedure. CESA#1, Department of Public Instruction, Madison, WI
- Elliott, S. N., & DiPerna, J. C. (1999-2001). Evaluation of the effectiveness of the Responsive Classroom on students' social and academic functioning in a middle school. Funded by a grant to the Fitchburg, MA Public Schools by the Massachusetts Department of Education.
- Elliott, S. N. (1996-1999). Evaluation of the responsive classroom on the social and academic functioning of students. Funded by the Northeast Foundation for Children and conducted in the Springfield (MA) schools.
- Elliott, S. N. (1997). Assessment of students' cognitive functioning: The use of intelligence tests and alternative methods. A report commissioned by the Department of Specialized Services, Chicago Public Schools, Chicago, IL.
- Kratochwill, T. R., & Elliott, S. N. (1997). Evaluation of NCEO revised model and support materials for assessing social-emotional behavior. A report commissioned by the National Center for Educational Outcomes, University of Minnesota, Minneapolis, MN.
- Elliott, S. N., & Kratochwill, T. R. (1996). Analysis of the NCEO outcomes model. A report commissioned by the National Center of Educational Outcomes, University of Minnesota, Minneapolis, MN.

Elliott, S. N. (1993-1995). The acceptability and effectiveness of the responsive classroom in urban schools. Funded by the District of Columbia Public Schools, Washington, D.C.

Elliott, S. N. (1991-1992). Implementation and evaluation of a social caring curriculum. Northeast Foundation for Children, Inc.: Greenfield, MA.

## **PAPER PRESENTATIONS (Competitive)**

### **2009**

Elliott, S.N. (2009, February). Using cognitive load theory to design better achievement tests. To be presented at the annual convention of the National Association of School Psychologists, Boston.

Elliott, S.N. (2009, June). Designing more accessible achievement tests for all students. To be presented as part of a symposium at the CCSSO National Conference on Student Assessment, Los Angeles.

Elliott, S.N., & Kettler, R.J. (2009, June). Reducing cognitive load in multiple-choice items for all students. To be presented as part of a symposium at the CCSSO National Conference on Student Assessment, Los Angeles.

Elliott, S.N., Compton, E., & Kettler, R.J. (2009, April). Alternate assessments of modified achievement standards: Research on more accessible and less difficult grade-level items. To be presented at the annual convention of the National Council on Measurement in Education, San Diego.

Elliott, S.N., Davies, M., & Kettler, R.J. (2009, April). The SSiS in Australia: Identifying academic difficulties through social skills ratings. To be presented at the annual convention of the American Educational Research Association, San Diego.

### **2008**

Elliott, S.N., & Gresham, F.M. (2008, February). Two decades of social skills research with the SSRS. Presented at the annual convention of the National Association of School Psychologists, New Orleans.

Elliott, S.N., & Gresham, F.M. (2008, February). The SSIS Classwide Program: Screening, intervention, and evaluation. Presented at the annual convention of the National Association of School Psychologists, New Orleans.

Elliott, S.N. (2008, June). Modified achievement tests for students with disabilities: Design strategies and experimental results. Presented at the CCSSO National Conference on Student Assessment, Orlando.

## 2007

Elliott, S.N. (2007, March). NCLB large-scale assessment and accountability programs: A grand opportunity for school psychologists to learn and lead. Presentation at the annual convention of the National Association of School Psychologists, New York City.

Elliott, S.N. (2007, June). Alternate assessments: Changing expectations, improving learning for students with significant disabilities. Paper part of a symposium at the CCSSO annual conference on Large-Scale Assessment, Nashville.

Elliott, S.N. (2007, June). Modified alternate assessments: Future of assessments or another name for out-of-level testing? Paper part of a symposium at the CCSSO annual conference on Large-Scale Assessment, Nashville.

Elliott, S.N. (2007, August). Making sound accommodations decisions: Facilitating test access and implementation integrity. Presented at the annual convention of the American Psychological Association, San Francisco.

Elliott, S.N., Roach, A.T., & Beddow, P. (2007, August). Convergent evidence scales: Quantifying the integrity of multi-component interventions. Presented at the annual convention of the American Psychological Association, San Francisco.

## 2006

Elliott, S.N. (2006, June). Validating IAA scores: A multiple method, multiple group approach. Presented at the CCSSO National Conference on Large-Scale Assessment, San Francisco.

Elliott, S.N., Compton, E., & Roach, A.T. (2006, April). Alternate assessment validity: Evidence for making valid inferences about IAA proficiency scores of students with significant disabilities. Presented at the annual convention of the National Council on Measurement in Education, San Francisco.

Elliott, S.N., Huai, N., Roach, A.T. (2006, April). Universal and early screening for educational difficulties: Current and future approaches. Presented at the annual convention of the National Association of School Psychologists, Anaheim.

Murphy, J., Elliott, S.N., Goldring, E.B., & Porter, A.C. (2006, October). Learning-centered leadership: The conceptual foundation for the Vanderbilt Assessment of Leadership in Education (VAL-ED). Presented at the annual meeting of the Wallace Foundation State Action for Educational Leadership Conference, St. Louis.

Roach, A.T., & Elliott, S.N. (2006, March). Students with significant disabilities, curricular access, and alternate assessment performance. Paper presented at the National Association of School Psychologists annual meeting, Anaheim, CA.

Roach, A.T., & Elliott, S.N. (2006, April). Students with significant disabilities, access to the general curriculum, and alternate assessment performance. Presented at the annual convention of the American Educational Research Association, San Francisco.

## **2005**

Albers, C., Elliott, S.N., & Haii, N. (2005, April). Implementing a multiphase screening procedure to facilitate invention for at-risk students. Presented at the annual convention of the Council for Exceptional Children, Baltimore, MD.

Elliott, S.N. (2005, April). Social support: Definition, guiding theory, and the measurement of students' perceptions. Presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Elliott, S.N., Roach, A.T. & Compton, L. (2005, June). Proficient Performance: The process and outcomes of proficiency standard setting for alternate assessments. Presented at the annual CCSSO Large-Scale Assessment Conference, San Antonio.

Roach, A.T., & Elliott, S.N. (2005, April). Universal screening and progress monitoring for educational difficulties. Presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.

Roach, A.T., & Elliott, S.N. (2005, April). Alternate assessments: Alignment analysis and standard setting methods in practice. Presented at the annual convention of the Council for Exceptional Children, Baltimore, MD.

## **2004**

Huai, N., Braden, J.P., White, J.L., & Elliott, S.N. (2004, April). Effect of an internet-based multimedia teacher development program in enhancing teachers' assessment literacy. Presented at the Annual Convention of the National Association of School Psychologist Dallas, TX.

Huai, N. & Elliott, S.N. (2004, July). Development and validation of a universal academic screening system. Presented at the Annual Convention of the American Psychological Association, Honolulu, HI.

Roach, A.T., & Elliott, S.N. (2004, April). Alignment analysis and standard setting procedures for alternate assessments. Presented at the American Educational Research Association, San Diego, CA.

## **2003**

Braden, J.P., & Elliott, S.N. (2003, February). Assessing One and All: The use and effectiveness of an on-line course for educators. Presented at the IDEA Conference, Washington, DC.

Elliott, S.N. (2003, April). Testing accommodations: Research and practice to advance the meaningful assessment of all students. Presented at the annual meeting of the National Association of School Psychologists, Toronto, Canada.

Kettler, R.J., Elliott, S.N., DiPerna, J.C., & Bolt, D. (2003, August). Ratings of academic competence: Cross-informant agreement and classification accuracy. Poster presented at the American Psychological Association annual meeting, Toronto, Canada.

## **2002**

DiPerna, J.C., & Elliott, S.N. (2002, March). ACES rating scales: Resources to facilitate intervention planning and evaluation. Presented at the annual meeting of the National Association of School Psychologists, Chicago.

Elliott, S.N., & Roach, A.T. (2002, April). The impact of providing testing accommodations to students in special education programs. Paper presented as part of a symposium at the American Educational Research Association, New Orleans.

Mroch, A.A., Lang, S.C., Elliott, S.N., & DiPerna, J.C. (2002, February). Teachers' and students' perceptions of academic enabling behaviors for a diverse national sample of learners. Paper presented at the annual convention of the National Association of School Psychologists, Chicago.

## **2001**

Elliott, S.N. (2001, April). Validity evidence for the ACES. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

Elliott, S.N. (2001, August). The ACES and its validity evidence. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Kettler, R.J., Elliott, S.N., & McKeivitt, B.C. (2001, August). Testing accommodations: What we know and how we know it. Poster presented at the American Psychological Association annual meeting, San Francisco, CA.

Schulte, A.G., Elliott, S.N., & Kratochwill, T.K. (2001, April). Experimental analysis of the effects of testing accommodations on students with and without disabilities. Presented at the annual convention of the National Association of School Psychologists, Washington, DC.

## **2000**

DiPerna, J. C., & Elliott, S. N. (2000, August). Academic enablers and the identification of students with learning difficulties. Presented at the American Psychological Association's annual meeting, Washington D.C.

DiPerna, J. C., & Elliott, S. N. (2000, April). Using the ACES and AIMS to facilitate the development of prereferral interventions. Presented at the annual meeting of the Council of Exceptional Children, Kansas City, MO.

Elliott, S.N. (2000, April). Accommodation decisions: Legal and technical issues challenging teachers. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Elliott, S.N. (2000, June). Experimental research on testing accommodations: What we currently know. Paper presented at the annual meeting of the Council of Chief State School Officers, Snowbird, UT.

Elliott, S.N., Kratochwill, T.R., McKevitt, B.C., & Mroch, A.A. (2000 April). An experimental analysis of the effects of testing accommodations on the scores of students with disabilities. Presented at the annual meeting of the Council for Exceptional Children, Vancouver, Canada.

Loitz, P.A., Kratochwill, T.R., Elliott, S.N., Sladeczek, I., & Carlson, J. (2000, August). Behavioral consultation using manual and videotaped training: Effects on children's behavior. Presented at the annual meeting of the American Psychological Association, Washington, D.C.

### **1999**

Elliott, S. N. (1999, March). Using rating scales to measure academic competence. Presented at the National Association of School Psychologists annual convention, Las Vegas, NV.

Elliott, S.N. (1999, April). Experimental analysis of the effects of testing accommodations on the scores of students with disabilities. Presented as part of a symposium on testing accommodations at the annual meeting of the American Educational Research Association, Montreal, Canada.

Elliott, S.N. (1999, June). Experimental analysis of the effects of testing accommodations on students with disabilities: A midproject report. Presented at the CCSSO Large-Scale Assessment Conference, Snowbird, UT.

Elliott, S.N. (1999, June). Valid testing accommodations: Fundamental assumptions and methods for collecting validity evidence. Presented at the CCSSO Large-Scale Assessment Conference, Snowbird, UT.

Elliott, S.N. (1999, June). The use of DIF analysis to detect invalid testing accommodations: A promising method limited by numbers [Discussant]. Presented at the CCSSO Large-Scale Assessment Conference, Snowbird, UT.

Demaray, M., Malecki, C. K., & Elliott, S. N. (1999, April). The importance of measuring perceived social support in children and adolescents for practice and research. Presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV.

Lepage, K. M., Kratochwill, T.R., & Elliott, S.N. (1999, April). Conjoint behavioral consultation training: An evaluation of consultant outcomes, treatment effects, and consumer satisfaction. Presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV.

McKevitt, B. C., & Elliott, S.N. (1999, April). Observations and ratings of children's social behavior: Issues of representativeness and validity. Presented at the annual convention of the National Association of School Psychologists, Las Vegas, NV.

McKevitt, B. C., Marquart, A., Mroch, A., Schulte, A., Elliott, S.N., & Kratochwill, T.R. (1999, August). Testing accommodations for students with disabilities: An empirical analysis. Presented at the Annual Convention of the American Psychological Association, Boston, MA.

## **1998**

Malecki, C. K., & Elliott, S. N. (1998, April). The influence of elementary students' social behaviors on academic achievement. Presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

Marquart, A., Elliott, S. N., & Kratochwill, T. R. (1998, April). Attitudes of students with disabilities toward participation in large-scale assessments. Presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

DiPerna, J. C., & Elliott, S. N. (1998, April). Academic competencies: The construct and its measurement. Presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

Elliott, S. N. (1998, April). Testing accommodation decision-making for statewide assessments. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Elliott, S. N. (1998, April). The use of alternative assessment methods with diverse populations of students. Presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

Elliott, S. N. (1998, June). The use of single-subject methods to document the effects of testing accommodations on scores. Presented at the National Conference on Large Scale Assessment, Colorado Springs, CO.

Elliott, S. N., Kratochwill, T. R., & Braden, J. (1998, June). Testing accommodations and students with disabilities: Descriptive and experimental studies. Presented at the annual Large-Scale Testing Conference, Colorado Springs, CO.

Elliott, S. N., Kratochwill, T. R., Schulte, A., & Braden, J. (1998, August). Inclusion of students in large-scale assessments: Research and practice. Presented at the annual convention of the American Psychological Association, San Francisco, CA.

## **1997**

Elliott, S. N. (1997, March). Standards-based reform and the assessment of students with disabilities. Presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.

Elliott, S. N. (1997, June). Accommodating students on performance assessment tasks: A report of methods and results. Presented at the National Conference on Large Scale Assessment, Colorado Springs, CO.

Braden, J. P., Elliott, S. N., & Kratochwill, T. R. (1997, June). The performance of students with and without exceptional educational needs on performance assessment and multiple choice achievement measures. Presented at the National Conference on Large Scale Assessment, Colorado Springs, CO.

Gilbertson, A., & Elliott, S. N. (1997, March). The development and validation of the Assessment Accommodation Checklist. Presented at the National Association of School Psychologists annual convention, Anaheim, CA.

Malecki, C. K., & Elliott, S. N. (1997, March). The relationship between social behavior and academic competencies in responsive classrooms. Presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.

Malecki, C. K., & Elliott, S. N. (1997, March). The conceptualization and measurement of perceived social support in adolescents. Presented at the annual convention of the American Educational Research Association, Chicago, IL.

Nolten, P. W., Malecki, C. M., & Elliott, S. N. (1997, April). Social support: Perceptions of adolescents. Presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.

## 1996

Elliott, S. N., Kratochwill, T. R., & Ruffalo, S. (1996, April). Statewide performance assessment and students with disabilities: Outcomes and accommodations. Presented at the annual convention of the Council for Exceptional Children, Orlando, FL.

Elliott, S. N. (1996, March). Performance assessment of students' achievement: Research and practice in schools. Presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

Ruffalo, S. L., & Elliott, S. N. (1996, March). Unraveling the situational specificity argument: A closer look at cross-informant agreements of children's social behavior. Presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

Sladeczek, I., Kratochwill, T. R., & Elliott, S. N. (1996, April). Analysis of parent/teacher mediated intervention for preschoolers with social behavior problems. Presented at the annual convention of the Council for Exceptional Children, Orlando, FL.

## 1995

Elliott, S. N., Malecki, C., & Nolten, P. W. (1995, August). Assessing perceptions of social support: Further development of the Student Social Support Scale. Presented at the annual convention of the American Psychological Association, New York, NY.

Demaray, M., & Elliott, S. N. (1995, March). Teachers' judgments of students' academic functioning: A comparison of actual and predicted performances. Presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Elliott, S. N. (1995, March). Performance assessments and the case for consequential validity. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Elliott, S. N. (1995, March). Goal attainment scaling: Its use in monitoring treatment progress and outcomes. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Elliott, S. N. (1995, March). What I've learned from my son and his teacher about alternative assessments. Presented as part of a symposium on parenting and school psychology at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Elliott, S. N., Sladeczek, I., & Kratochwill, T. R. (1995, August). Goal attainment scaling: Its use as a progress monitoring and outcome effectiveness measure in behavioral consultation. Presented at the annual convention of the American Psychological Association, New York, NY.

Kratochwill, T. R., Busse, R. T., Ruffalo, S., & Elliott, S. N. (1995, March). Evaluating interventions: Using multiple methods to assess progress and outcomes. A mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Malecki, C., & Elliott, S. N. (1995, March). Evaluation of the acceptability and effectiveness of the Responsive Classroom Program in an urban school system. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Nolten, P. W., & Elliott, S. N. (1995, March). Conceptualization and measurement of social support: The development of the Student Social Support Scale. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Potts, M. K., Loitz, P., Kratochwill, T. R., & Elliott, S. N. (1995, March). The use of hypermedia teaching in consultation training. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Racine, C., & Elliott, S. N. (1995, March). The relationship between observations and ratings of children's social behavior: An extension of the accuracy-reliability paradigm. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

## 1994

Elliott, S. N. (1994, March). Conceptual and pragmatic issues in social competence: Developing a behavioral aptitude by treatment interaction model - Discussant. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

Elliott, S. N. (1994, March). Helping parents help kids: A social skills program for ADHD children and their parents - Discussant. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

Kraemer, E. S., Kratochwill, T. R., Elliott, S. N., Belmore, K., & Evans, J. H. (1994, March). Stimulus fading and response initiation techniques for the treatment of elective mutism: A case study. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

Robertson-Mjaanes, S. L., & Elliott, S. N. (1994, March). The relationship between observations and ratings of a preschool child's social behavior. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

Sladeczek, I. E., Kratochwill, T. R., & Elliott, S. N. (1994, March). An analysis of a teacher/parent mediated intervention for preschoolers with behavior problems. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

## 1993

Elliott, S. N. (1993, June). Performance assessment and students with disabilities: Questions and technical issues to consider. Presented at the International Commission on Testing Children, Oxford, England.

Elliott, S. N. (1993, August). Education reform -- What should psychology do? Paper presented as part of the "President's Forum on the Future" at the annual meeting of the American Psychological Association, Toronto, Canada.

Elliott, S. N. (1993, August). Performance assessment: Dogma, data, and technical issues. Presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Gorges, T. C., Elliott, S.N., & Nolten, P. W. (1993, April). Homework: An investigation of students' and parents' involvement. Presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.

Kratochwill, T. R., Busse, R. T., & Elliott, S. N. (1993, February). Training behavioral consultants. Presented at the Illinois School Psychologists' Spring Convention. Rockford, IL.

Kratochwill, T. R., Busse, R. T., & Elliott, S. N. (1993, August). Behavior consultation training: Consultant and client outcomes. Presented at the annual convention of the American Psychological Association, Toronto, Canada.

Nolten, P. W., & Elliott, S. N. (1993, April). The relationship between students' self-efficacy and social behavior ratings. Presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.

## **1992**

Kratochwill, T. K., Busse, R. T., & Elliott, S. N. (1992, August). Evaluation of behavioral consultation training: Consultant and client outcome data. Presented at the annual meeting of the American Psychological Association, Washington, D.C.

Kratochwill, T. K., Elliott, S. N., & Busse, R. T. (1992, October). Prereferral consultation: Training and outcomes. Presented at the Fall Conference of the Wisconsin Association of School Psychologists, Milwaukee, WI.

Elliott, S. N. (1992, July). The Behavior Intervention Rating Scale: A client and consumer measure of treatment acceptability and effectiveness. Presented at the World Congress on Behavior Therapy, Gold Coast, Australia.

Elliott, S. N. (1992, July). Evaluation of behavioral consultation training: Consultant and client process and outcome data. Presented at the World Congress on Behavior Therapy, Gold Coast, Australia.

Elliott, S. N. (1992, August). Training scientist-practitioners: A goal unfulfilled. Presented at the annual meeting of the American Psychological Association, Washington, D.C.

Noell, G. H., Gresham, F. M., & Elliott, S. N. (1992, August). Handicapped and nonhandicapped children's social skills: Empirically derived types. Presented at the annual convention of the American Psychological Association, Washington, D.C.

## **1991**

Nolten, P. W., & Elliott, S. N. (1991, August). Self-efficacy differences among handicapped and non-handicapped students. Presented at the annual convention of the American Psychological Association, San Francisco, CA.

Elliott, S. N. (1991, March). Prereferral assessment and intervention: Structuring the process and products. Presented at the National Association of School Psychologists' Annual Convention, Dallas, TX.

Elliott, S. N. (1991, August). Authentic assessment and the practice of school psychology. Presented at the annual meeting of the Council of Directors of School Psychology Programs, San Francisco, CA.

Elliott, S. N. (1991, August). Behavioral assessment of social-emotional characteristics of mildly handicapped persons. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Fenning, P. A., & Elliott, S. N. (1991, August). Social-cognitive abilities of popular and rejected children. Presented at the annual convention of the American Psychological Association, San Francisco, CA.

Gresham, F. M., Noell, G., & Elliott, S. N. (1991, August). Rater effects in the assessment of social competence. Presented at the annual convention of the American Psychological Association, San Francisco, CA.

Gresham, F. M., Noell, G., & Elliott, S. N. (1991, August). Classification of social competence strengths and weaknesses across instruments. Presented at the annual convention of the American Psychological Association, San Francisco, CA.

McKinnie, D., & Elliott, S. N. (1991, August). Social skills problems of learning disabled children. Presented at the annual convention of the American Psychological Association, San Francisco, CA.

## **1990**

Elliott, S. N. (1990, April). Issues influencing the use and interpretation of behavior rating scales. Presented at the National Association of School Psychologists' Annual Convention, San Francisco, CA.

Elliott, S. N., & Shapiro, E. S. (1990, April). School Psychology Review: Past, present, and future editorial perspectives. Presented at the National Association of School Psychologists' Annual Convention, San Francisco, CA.

Gresham, F. M., & Elliott, S. N. (1990, August). Cross-informant ratings of social competence: Convergent and discriminant validity. Presented at the Annual Convention of the American Psychological Association, Boston, MA.

Powless, D., Elliott, S. N., & Gresham, F. M. (1990, August). Assessment of the social skills of Indian and non-Indian preschoolers. Presented at the Annual Convention of the American Psychological Association, Boston, MA.

Sheridan, S. M., & Elliott, S. N. (1990, April). Linking assessment and treatment of social skills through consultation. Presented at the National Association of School Psychologists' Annual Convention, San Francisco, CA.

## **1989**

Elliott, S. N. (1989, April). Social skills assessment: An overview of methods and examination of measurement challenges. Presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

Elliott, S. N. (1989, May). Treatment acceptability: Past research, future practice. Presented as part of a symposium at the annual convention of the Association for Behavior Analysis, Milwaukee, WI.

Elliott, S. N. (1989, August). School-based treatment of socially withdrawn children: A joint teacher and parent consultation. Presented as part of a symposium at the annual convention of the American Psychological Association, New Orleans, LA.

Elliott, S. N., & Barnard, J. (1989, March). Preschoolers' social behavior: Teachers' and parents' assessments. Presented at the National Association of School Psychologists Annual Convention, Boston, MA.

Elliott, S. N., & Gresham, F. M. (1989, August). Preschoolers' social skills: Normative data on frequency and importance of behaviors. Presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Gresham, F. M., & Elliott, S. N. (1989, August). Concurrent validity of the social skills rating system. Presented at the Annual Convention of the American Psychological Convention, New Orleans, LA.

Hensarling, D., & Elliott, S. N. (1989, March). An investigation of social status as it relates to social skills. Presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

Hensarling, D., Gresham, F. M., & Elliott, S. N. (1989, August). Social skills differences of popular/rejected and attractive/unattractive children. Presented at the Annual Convention of the American Psychological Association, New Orleans, LA.

## **1988**

Elliott, S. N. (1988, April). Assessment of social skills deficits: Current methods and measurement issues. Presented as part of a symposium at the Annual Convention of the American Education Research Association, New Orleans, LA.

Elliott, S. N. (1988, April). Research in school psychology: An optimist's assessment of the long and winding road. Presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Elliott, S. N., & Gresham, F. M. (1988, August). Adolescent social status groups: Baserate data for racial subgroups. Presented at the 91st Annual Convention of the American Psychological Association, Atlanta, GA.

Elliott, S. N., Gresham, F. M., Fenning, P., Peters, J., & Busse, R. (1988, August). Correlates of popular and rejected adolescent boys' behavior. Presented at the 91st Annual Convention of the American Psychological Association, Atlanta, GA.

Gresham, F. M., Elliott, S. N., & Evans, S. (1988, April). Academic and social self-efficacy of exceptional and nonhandicapped children. Presented at the Annual Convention of the American Educational Research Association, New Orleans, LA.

Turco, T. L., & Elliott, S. N. (1988, April). Acceptability and effectiveness of group contingencies for improving spelling. Presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Turco, T. L., & Elliott, S. N. (1988, May). Analysis of the effectiveness and acceptability of group contingencies. To be presented at the annual meeting of the Association of Behavior Analysis, Philadelphia, PA.

Turco, T. L., & Elliott, S. N. (1988, August). Influences of social validity on the effectiveness of group contingencies. Presented at the 91st Annual Convention of the American Psychological Association, Atlanta, GA.

### **1987**

Elliott, S. N. (1987, May). Acceptability and consumer satisfaction with group contingencies in the classroom. Presented at the annual convention of the Association for Behavior Analysis, Nashville, TN.

Elliott, S. N. (1987, August). Selection of classroom-based behavioral interventions. Presented at the annual convention of the American Psychological Association, New York, NY.

### **1986**

Boeve, K., & Elliott, S. N. (1986, April). Ethnicity as a determinant of differences in WISC-R IQs over time. Presented at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.

Elliott, S. N. (1986, April). Publication and evaluation of school psychological research. Presented at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.

Elliott, S. N. (1986, August). Social skills: Assessment procedures for identification and intervention. Presented at the annual convention of the American Psychological Association, Washington, D.C.

Elliott, S. N. (1986, August). Group contingencies and cooperative learning strategies for improving academic performance. Presented at the annual convention of the American Psychological Association, Washington, D.C.

Elliott, S. N., Turco, T. L., & Von Brock, M. B. (1986, April). Acceptability of classroom interventions: Conceptual issues, research, and practice. Presented at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.

Heffer, R. W., Elliott, S. N., Gresham, F. M., & Kelley, M. L. (1986, November). Development of a short-form for the Treatment Evaluation Inventory. Presented at the annual convention of the Association for the Advancement of Behavior Therapy, Chicago, IL.

Gresham, F. M., & Elliott, S. N. (1986, November). Social skills across diagnostic subgroups of mildly handicapped children. Presented at the annual convention of the Association for the Advancement of Behavior Therapy, Chicago, IL.

Von Brock, M. B., & Elliott, S. N. (1986, August). Influence of treatment effectiveness information on the acceptability of classroom interventions. Presented at the annual convention of the American Psychological Association, Washington, D.C.

## **1985**

Elliott, S. N. (1985, April). Discussant for Behavioral assessment in school psychology. A symposium presented at the Annual Convention of the National Association of School Psychologists, Las Vegas, NV.

Elliott, S. N. (1985, April). Research leaders and research agendas for the 1980s. Presented as part of a symposium at the Annual convention of the National Association of School Psychologists, Las Vegas, NV.

Elliott, S. N., & Turco, T. L. (1985, February). Behavioral interventions in the classroom: Children's and teachers' reactions. Presented at the Sixth Annual Super Conference on Special Education, Baton Rouge, LA.

Elliott, S. N., Turco, T. L., & Gresham, F. M. (1985, August). Group Contingencies at school: Psychologists' and children's treatment acceptability ratings. Presented at the Annual Convention of the American Psychological Association, Los Angeles, CA.

Turco, T. L., & Elliott, S. N. (1985, April). The effects of students' sex and behaviors on acceptability ratings. Presented at the Annual Convention of the National Association of School Psychologists, Las Vegas, NV.

## **1984**

Elliott, S. N., Turco, T. L., Evans, S., & Gresham, F. M. (1984, November). Group contingency interventions: Children's acceptability ratings. Presented at the annual convention of the Association for the Advancement of Behavior Therapy, Philadelphia, PA.

Elliott, S. N. (1984, August) Children's acceptability of interventions: Developmental and methodological findings. Presented as part of a symposium at the annual convention of the American Psychological Association, Toronto, Canada.

Elliott, S. N., & Turco, T. L. (1984, October). Acceptability of interventions: Developmental and methodological findings with normal students. Presented at the conference on Programming for the Developmental Needs of Adolescents with Behavior Disorders II, Pensacola, FL.

Elliott, S. N., Turco, T. L., & Witt, J. C. (1984, August). Children's acceptability judgements of classroom interventions. Presented at the annual convention of the American Psychological Association, Toronto, Canada.

Elliott, S. N., Witt, J. C., & Galvin, G. A. (1984, April). Acceptability of classroom

interventions: Children's perspectives. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Turco, T. L., Elliott, S. N., & Von Brock, M. (1984, October). Children's acceptability ratings of interventions: A discussion of current research findings. Presented at the Fifth Annual Conference of the Louisiana School Psychological Association, Kenner, LA.

Turco, T. L., Elliott, S. N., Witt, J. C., & Galvin, G. A. (1984, April). Acceptability of interventions in third-, fifth-, seventh-, and ninth-grade children. Presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Witt, J. C., & Elliott, S. N. (1984, April). Does what you say affect what teachers do: The problem of jargon in school-based consultation. Presented at the annual convention of the American Educational Research Association, New Orleans, LA.

Witt, J. C., Elliott, S. N., & Martens, B. K. (1984, April). Factors influencing teacher resistance to the use of classroom interventions. Presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

### **1983**

Elliott, S. N. (1983, March). Training school psychologists in multidisciplinary problem solving and leadership skills. Presented at the annual meeting of the National Association of School Psychologists, Detroit, MI.

Elliott, S. N. (1983, November). Assessing and affecting the acceptability of classroom interventions. Presented at the Fourth Annual Louisiana School Psychological Association Conference, Metairie, LA.

Elliott, S. N., & Argulewicz, E. N. (1983, August). Ethnic influence on ratings of normal and LD children's behavior. Presented at the annual meeting of the American Psychological Association, Anaheim.

Elliott, S. N., Piersel, W. C., & Galvin, G. A. (1983, August). Stability of WISC-R IQs for handicapped children. Presented at the annual meeting of the American Psychological Association, Anaheim, CA.

Elliott, S. N., Witt, J. C., & Galvin, G. A. (1983, August). The acceptability of positive and negative interventions for children. Presented at the annual meeting of the American Psychological Association, Anaheim, CA.

Witt, J. C., & Elliott, S. N. (1983, August). Assessing the acceptability of behavioral interventions. Presented at the annual meeting of the American Psychological Association, Anaheim, CA.

Witt, J. C., & Elliott, S. N. (1983, December). Acceptability of Behavioral Interventions Used in Classrooms. Presented at the World Congress on Behavior Therapy for the Association for Advancement of Behavior Therapy, Washington, D.C.

Witt, J. C., Elliott, S. N., & Hannifin, M. J. (1983, April). Acceptability of behavioral interventions used in classrooms: The influence of amount of teacher time, severity of the problem behavior, and type of intervention. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Witt, J. C., Hannifin, M. J. & Elliott, S. N. (1983, April). Response covariation between academic performance and inappropriate behavior: An application of interrupted time series analysis and response covariation theory. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

## **1982**

Elliott, S. N., Piersel, W. C., Witt, J. C., & Argulewicz, E. N. (1982, August). WISC-R test stability and the practice of psychological reevaluation. Presented at the 90th Annual Convention of the American Psychological Association, Washington, D.C.

Elliott, S. N. (1982, March). School psychologists' perceptions of their re-evaluation practices. Presented as part of a symposium at the annual meeting of the National Association of School Psychologists, Toronto, Canada.

Elliott, S. N. (1982, October). Multidisciplinary team decision-making: Past and future research investigations. Presented at the Seventh Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

Elliott, S. N., & Argulewicz, E. N. (1982, March). Use of a behavior rating scale to identify developmentally and culturally different gifted children. Presented at the annual meeting of the American Educational Research Association, New York, NY.

Galvin, G. A., Elliott, S. N., & Piersel, W. C. (1982, October). Psychological reevaluations: Perceptions of school psychologists, state consultants of school psychology, and state directors of special education. Presented at the Seventh Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

Kutsick, K., & Elliott, S. N. (1982, March). Utility of the DAP in predicting school achievement. Presented at the annual meeting of the National Association of School Psychologists, Toronto, Canada.

Reynolds, C. R., & Elliott, S. N. (1982, March). Trends in test development and test publication. Presented at the annual meeting of the National Council on Measurement in Education, New York, NY.

## 1981

Witt, J. C., & Elliott, S. N., & Piersel, W. C. (1981, April). The case for an informal, ecological, and personalized approach to evaluating children. Presented at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.

Argulewicz, E. N., & Elliott, S. N. (1981, August). Validity of the SRBCSS for Hispanic and Anglo Gifted students. Presented at the annual meeting of the American Psychological Association, Los Angeles, CA.

Elliott, S. N. (1981, April). Sixth graders' knowledge of the interactive effects of prose learning variables and subsequent ease of recall predictions. Presented at the annual meeting of American Educational Research Association, Los Angeles, CA.

Elliott, S. N. (1981, April). Informal assessment of prerequisite learning behaviors. Presented as part of a symposium at the annual meeting of the National Association of School Psychologists, Houston.

Elliott, S. N., & Piersel, W. C. (1981, October). Informal assessment of reading comprehension skills. Presented at the Sixth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

Piersel, W. C., Galvin, G. A., & Elliott, S. N. (1981, October). Psychological reevaluation procedures of school psychologists: An analysis and discussion of current practices. Presented at the Sixth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

## 1980

Elliott, S. N. (1980, April). Sixth graders' and college students' metacognitive knowledge of prose organization and study strategies. Presented at the annual meeting of the American Educational Research Association, Boston, MA.

Elliott, S. N. (1980, April). The school psychology internship: A symposium. Presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

Elliott, S. N. (1980, August). Top-level structure in text: Its use and effect for young readers. Presented at the Eighth World Congress on Reading, Manila, Philippines.

Elliott, S. N., & Argulewicz, E. N. (1980, April). Cognitive behavioral interventions that can facilitate classroom learning. Presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

Elliott, S. N., & Argulewicz, E. N. (1980, October). Attention training: A cognitive-behavioral intervention for children. Presented at the Fifth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

Witt, J. C., & Elliott, S. N. (1980, October). The response cost lottery: A time efficient and effective behavioral intervention. Presented at the Fifth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

## **1979**

Bretzing, B. H., & Elliott, S. N. Local norms. (1979, April). Presented at the Arizona Association of School Psychologists' Spring meeting, Tempe, AZ.

Elliott, S. N., & Carroll, J. L. (1979, March). Strategies to help children remember and understand what they read. Presented at the National Association of School Psychologists' Annual Convention, San Diego, CA.

Elliott, S. N., & Carroll, J. L. (1979, April). Immediate and delayed recall of incidentally learned material: A comparison of paradigms. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Kontos, S., Elliott, S. N., Embry, L., Housley, T., Raikes, H., & Woods, A. (1979, March). Developing autonomy as a researcher. A symposium presented at the biennial meeting of the Society for Research in Child Development, San Francisco, CA.

## **PAPER PRESENTATIONS AND LECTURES (Invited)**

## **2008**

Elliott, S.N. (2008, February). Social behavior assessment: Technical issues and use of the SSIS Performance Screening Guide and Rating Scales. Invited presentation to the College of Education faculty and students, University of Melbourne, Melbourne, Australia.

Elliott, S.N. (2008, July). Two decades of social skills research with the Social Skills Rating System. Presented at the XXIX International Congress of Psychology, Berlin, Germany.

Elliott, S.N. (2008, November). Social behavior assessment to intervention for a multi-tiered delivery system. Florida Positive Behavior Support Leadership team, University of South Florida, Tampa.

## **2007**

Elliott, S.N. (2007, October). Inclusive assessments: All learners + leaders. Invited presentation to the College of Education faculty, Pennsylvania State University, PA.

Elliott, S.N. (2007, October). Alternate achievement tests: Understanding the construct being assessed. Invited presentation to the College of Education, University of Maryland, College Park, MD.

Elliott, S.N. (2007, June). Measuring and counting the academic performance of students with significant disabilities. Invited presentation for the Mississippi Rising Summer Conference, Biloxi, MS.

Goldring, E., Porter, A., Murphy, J., & Elliott, S.N. (2007, May). Leading for learning: Assessing behaviors that matter most. Invited presentation for the Summit on Connecting Teaching and Learning. Washington, D.C.

## **2006**

Elliott, S.N. (2006, February). Alternate assessments: Guiding conceptual and design issues for sound assessments. Invited presentation for the CCSSO ASES State Collaborative on Assessment and Student Standards, Washington, D.C.

Elliott, S.N., (2006, March). Helping individualized education program teams make decisions about selecting accommodations. Invited presentation at the ETS Invitational Conference on Accommodating Students with Disabilities on State Assessments, Savannah, GA.

Elliott, S.N., (2006, May). Alternate assessments: Increasingly complex decisions for an increasing number of students with disabilities. Invited Spotlight Session at the 27<sup>th</sup> Annual LRP National Institute on Legal Issues of Educating Individuals with Disabilities.

## **2005**

Elliott, S.N. (2005, June). Strategies for improving the test performance of students with disabilities. Invited presentation for the Wisconsin State Leadership Academy, Madison, WI.

Elliott, S.N. (2005, October). Improving learning and achievement of students with disabilities. Invited presentation at the Institute for Learning Partnerships, University of Wisconsin-Green Bay.

## **2004**

Elliott, S.N. (2004, January). Assessment for intervention: Theory, research, and practice. Invited presentation for Peabody College faculty at Vanderbilt University.

Elliott, S.N. (2004, October). Assessment for screening and prereferral intervention. Invited presentation for Mid-South School Psychology Association, Tunica, MS.

Elliott, S.N. (2004, December). Planning for academic progress when time is limited and every student matters. Invited presentation for the Wisconsin Association of School District Administrators, Madison, WI.

## **2003**

Elliott, S.N. (2003, February). Inclusive assessment practices and statewide accountability systems. Invited public presentation by the LaFollette School for Social Policy, University of Wisconsin-Madison.

Elliott, S.N. (2003, November). Assessment for Intervention: Challenges and advances. Keynote address for the 27<sup>th</sup> Annual TECBD Conference, Tempe, AZ.

Elliott, S.N. (2003, November). Testing accommodations: Theory, research, and practice. Invited presentation for the College of Education Faculty at Michigan State University.

Elliott, S.N. (2003, December). Academic enablers and the development of academically competent students. Keynote address for the 1<sup>st</sup> Annual Conference on Cognition, Language, and Special Education Research, Gold Coast, Australia.

## **2002**

Elliott, S.N. (2002, May). Testing accommodations: Research and practice to advance meaningful assessment of all students. Invited presentation for the University of California-Berkeley Conference on Educational Assessment Issues, Berkeley, CA.

Elliott, S.N. (2002, June). Testing accommodation research methods and design issues. Invited presentation to for special education and school psychology doctoral students, University of Nebraska-Lincoln.

Elliott, S.N. (2002, July). Educational assessment and inclusive accountability. Invited presentation to senators from 11 states and 2 Canadian provinces, Bowhay Institute & LaFollette School for Social Policy, Madison, WI.

Elliott, S.N. (2002, August). Assessment and educational accountability for all students. Invited presentation at the Dean's Annual Superintendents Meeting, Memorial Union, University of Wisconsin-Madison.

Elliott, S.N. (2002, October). Alternate assessment and the new Wisconsin Alternate Assessment for Students with Disabilities. Invited presentation to the State Superintendent's Leadership Conference in Special Education, Middleton, WI.

Elliott, S.N. (2002, November). The role of social skills as an enabler for academic achievement. Invited presentation for the Colorado Society of School Psychologists, Beaver Creek, CO.

## **2001**

Elliott, S.N. (2001, January). Testing accommodations research to guide practices with students with disabilities. Keynote address at the North Carolina Educational Accountability Conference, Greensboro, NC.

Elliott, S.N. (2001, January). Social skills: Key academic enablers. Invited presentation at the North Carolina Educational Accountability Conference, Greensboro, NC.

Elliott, S.N. (2001, April). Testing accommodations research: What we know and how we know it. Invited presentation for the Wisconsin Department of Public Instruction staff, Madison, WI.

Elliott, S.N. (2001, April). Testing accommodations and educational accountability. Presented at the annual WCER/CESA Directors conference, University of Wisconsin, Madison.

Elliott, S.N. (2001, July). Teachers are tests and unsung heroes. Keynote address for the North Carolina Special Education Teachers Association, Greensboro, NC.

Elliott, S.N. (2001, October). Developing and evaluating a prereferral intervention system for student at-risk academically. Invited presentation for educators in Lancaster Public Schools, Lancaster, SC.

Elliott, S.N. (2001, October). Using goal attainment scaling methods to link assessments to intervention: Technical and practical issues. Invited presentation for the faculty and students of the Department of Educational Psychology, University of British Columbia, Vancouver, Canada.

Elliott, S.N. (2001, November). Testing accommodations: Research and practice. Invited presentation for the members of the Florida Educational Research Association, Marco Island, FL.

Elliott, S.N. (2001, November). Testing accommodations research and practice issues: A "good" score is hard to come by. Invited presentation for the Board on Testing and Assessment, National Research Council, Washington, DC.

## **2000**

Elliott, S.N. (2000, May). Teaching teachers about the validity of testing accommodations and other important things in the name of inclusive accountability. Presented at the Educational Accountability Summit, Madison, WI.

## **1999**

Elliott, S. N. (1999, January). Selecting and implementing testing accommodations with students with disabilities. Invited presentation to employees of CTB/McGraw-Hill, Monterey, CA.

Elliott, S.N. (1999, November). Tactics for including all students in statewide assessments: Testing accommodations and alternate assessments. Invited presentation at the Superintendent of Education's annual Leadership Conference for Special Educators, Middleton, WI.

Elliott, S.N. (1999, November). The valid use of testing accommodations with students with disabilities: Issues and tactics. Presented at the annual conference of the National Association of State Directors of Special Education, Lake Tahoe, CA.

Elliott, S.N. (1999, November). Alternate assessment methods: Increasing communication and accountability for all students. Presented at the annual conference of the National Association of State Directors of Special Education, Lake Tahoe, CA.

Elliott, S.N. (1999, November). Children's social skills: Critical to success at school. Presented to the New York City Board of Education, Cornell University Club, New York City.

### **1998**

Elliott, S. N. (1998, March). Assessing children's social behavior. Presented to Assessment Core Personnel, Waisman Center for Mental Retardation, University of Wisconsin, Madison, WI.

Elliott, S. N. (1998, September). Testing accommodations and alternate assessments: Including all students in the educational accountability system. Presented at the Wisconsin Directors of Special Education Conference, Madison, WI.

Elliott, S. N. (1998, September). Inclusive assessment: Using testing accommodations wisely. Invited presentation by U.S. Department of Education for State assessment and special education directors. Boston, MA.

Elliott, S. N. (1998, November). Assessing all students: Testing accommodations and alternate assessments. Invited presentation to personnel from Indiana Department of Special Education, Indianapolis, IN.

### **1997**

Elliott, S. N. (1997, February). Educational assessment: New methods and challenging old problems. Presented to UW-Madison School of Education faculty and alumni, Faculty Club, Madison, WI.

Elliott, S. N. (1997, May). Professional development of educators' assessment skills: Challenges along the path to best practices. Presented to the UW-Madison School of Education's Board of Visitors, Madison, WI.

Elliott, S. N. (1997, June). Assessing students' social and academic behavior: A decade of research on rating scales. Presented to the faculty at the University of Nebraska - Lincoln, NE.

Elliott, S. N. (1997, August). Students with disabilities and statewide testing: Accommodation practices and technical issues to consider. Wisconsin Assessment Institute & UW-Oshkosh, Appleton, WI.

Elliott, S. N. (1997, September). Including all students in statewide assessments: Issues of accommodation and resources. Presented at the National Governors' Association Midwest Forum on Assessment, Madison, WI.

### **1996**

Elliott, S. N. (1996, July). Educational assessment: Promising new methods, pesky old problems. Presented to educators at Perspectives in Education Series, Madison Extension Education Program, Madison, WI.

## **1995**

Elliott, S. N. (1995, January). IQ and school decision-making: Evidence from the field -- Reactions. Invited presentation to the Board of Testing and Assessment for the National Academy of Sciences and National Research Council, LaJolla, CA.

Elliott, S. N. (1995, May). Performance assessment: Current research and uses in schools. Invited paper to be presented to the National Research Council, Washington, D.C.

Elliott, S. N. (1995, May). Performance assessment of students' achievement: Research and practice. Presented at a workshop on educational decision-making for the National Research Council's Board on Testing and Assessment, Washington, D.C.

Elliott, S. N. (1995, September). Conceptualizing and implementing interventions for students with academic problems. Presented at the 19th annual Alfred University School Psychology Symposium, Alfred, NY.

## **1994**

Elliott, S. N., & Kratochwill, T. R. (1994, September). Performance assessment research and students with disabilities. Invited presentation at the Superintendent's Conference for Special Education and Pupil Services Leadership Personnel, Wisconsin DPI, Madison, WI.

Elliott, S. N. (1994, July). Performance assessment and students with disabilities. Invited presentation at Office of Special Education Research Conference, Washington, D.C.

## **1993**

Elliott, S. N. (1993, May). Assessment alternatives and O.B.E. Invited presentation for Dane County Parent Network, Oregon, WI.

## **1992**

Elliott, S. N. (1992, January). Social skills assessment and intervention. Keynote address for the Saskatchewan School Psychologist Association, Saskatoon, Saskatchewan, Canada.

Elliott, S. N. (1992, February). Authentic and performance assessment: New approaches for documenting achievement. Invited presentation for educators in CESA #2, Stoughton, WI.

Elliott, S. N. (1992, March). Performance assessment and the instructional process. Invited presentation for Dane County Directors of Instruction. Verona, WI.

## **1991**

Elliott, S. N. (1991, October). Prereferral interventions: Knowledge, empowerment, and implementation. Keynote address for the Michigan Association of Learning Disabilities Educators, Boyne Mountain, MI.

Elliott, S. N. (1991, May). Conceptualizing prereferral interventions. Invited presentation to faculty and students in the Department of Counseling and School Psychology at Lehigh University, Bethlehem, PA.

## **1990**

Elliott, S. N., & Gresham, F. M. (1990, August). Social skills assessment: Conceptual, technological, and research advances. Invited address for Division 16 at the Annual Convention of the American Psychological Association, Boston, MA.

Elliott, S. N. (1990, February). The role of social validity in the assessment and treatment of children. Invited presentation for faculty and students, Department of Psychology, University of South Carolina, Columbia, SC.

Elliott, S. N. (1990, March). Designing prereferral interventions: Assessing both child and teacher characteristics. Presented at the Spring Conference of the Oregon School Psychologist Association, Eugene, OR.

Elliott, S. N. (1990, March). Social validation issues in assessment and treatment practices with children. Invited presentation for faculty and students, Department of Psychology, Illinois State University, Normal, IL.

Elliott, S. N. (1990, May). Reactions to the DAS: Theoretical and practical aspects of intelligence. Invited paper at the Conference on Intelligence. Memphis, TN.

## **1989**

Elliott, S. N. (1989, February). Treatment acceptability: Advances in research and practice. Invited workshop and keynote address for faculty and students of St. Lawrence University, Kingston, Ontario, Canada.

Elliott, S. N. (1989, April). Social validity and research on the acceptance and implementation of school-based interventions. Invited presentation for faculty and students in the Department of Psychological Foundations, University of South Florida, Tampa, FL.

Elliott, S. N. (1989, October). Psychological treatments for children. Invited presentation for the Department of Psychology, Radford University, Radford, VA.

## **1987**

Elliott, S. N. (1987, April). Research and use of the SSRS for the assessment and intervention of children's social skills deficits. Invited presentation for students in the Department of Psychological Foundations, University of South Florida, Tampa, FL.

Elliott, S. N. (1987, April). Acceptability of interventions: Implications for the practice of consultation. Invited presentation for students in the Counselor Education Department, University of Florida, Gainesville, FL.

## **1986**

Elliott, S. N. (1986, March). Acceptability of classroom interventions: A program of research. Invited presentation for the Department of Educational and Psychological Foundations at the University of South Florida, Tampa, FL.

Elliott, S. N. (1986, April). Acceptability and social validity of school interventions. Invited presentation for the Department of Psychology faculty at the University of Rhode Island, Kingston, RI.

Elliott, S. N. (1986, April). Editorial perspectives: Publishing in School Psychology Review. Invited as part of a symposium at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.

Elliott, S. N. (1986, July). Curriculum-based assessment: Research and practice in the USA. Invited presentation for the faculty at the Reading Center, Kelvin Grove College, Brisbane, Australia.

Elliott, S. N. (1986, September). Treatment acceptability research: Methods and findings. Invited presentation for faculty and students in the Department of Counseling, School Psychology, and Special Education, Lehigh University, Bethlehem, PA.

Elliott, S. N. (1986, October). Acceptability of classroom interventions: Research methods and findings. Invited presentation for faculty and students in the Department of Educational Psychology, University of Wisconsin-Madison, Madison, WI.

#### **1985**

Elliott, S. N. (1985, July). Children's involvement in treatment decision-making. Invited presentation for Focus on Children a James Madison University Psychology Department Summer Institute, Harrisonburg, VA.

Elliott, S. N. (1985, October). School psychology research and practice. Invited presentation for the Louisiana School Psychological Association, New Orleans, LA.

#### **1984**

Elliott, S. N. (1984, May). School psychologists and reading: Metacomprehension of a profession's reading skills and training. Invited presentation at the Twenty-ninth Annual convention of the International Reading Association, Atlanta, GA.

Elliott, S. N. (1984, May). Behavioral assessment and teaching of academic skills. Invited presentation as part of a symposium at annual conference of the Association for Behavior Analysis, Nashville, TN.

#### **1983**

Elliott, S. N. (1983, April). Research at the Buros Institute of Mental Measurements. Invited presentation as part of a symposium on the Buros Institute at the annual meeting of the National Council on Measurement in Education, Montreal, Canada.

Elliott, S. N. (1983, October). Assessing and affecting the acceptability of behavioral interventions. Invited presentation for faculty and students in the Educational Psychology Department at the University of Oklahoma, Norman, OK.

## **1982**

Elliott, S. N. (1982, March). Test Selection: Is there a best test? Invited presentation at the Michigan Schools Conference on Testing, University of Michigan, Ann Arbor, MI.

## **1980**

Elliott, S. N. (1980, February). Children's metacognitive knowledge of reading and studying. Invited presentation for the Psychology Department Faculty at Syracuse University, Syracuse, NY.

Elliott, S. N. (1980, March). Effect of prose organization on recall: An investigation of memory and metacomprehension. Invited presentation for the Educational Psychology Department Faculty at the University of Nebraska-Lincoln, Lincoln, NE.

Elliott, S. N. (1980, March). Investigating children's metacognitive knowledge and behaviors: Problems and research techniques. Invited presentation for the Psychology Department Faculty at Colorado State University, Fort Collins, CO.

Elliott, S. N. (1980, July). Metacomprehension in reading. Invited presentation for the Greater Brisbane Reading Association of Advanced Colleges of Education, Brisbane, Australia.

Elliott, S. N. (1980, September). Inservice: An efficient and effective mode of consultation. Invited keynote speaker at the Fall meeting of Nebraska School Psychology Association, Lincoln, NE.

## **WORKSHOPS**

### **2009**

Elliott, S.N. (2009, February). Social skills intervention and resources: A manualized tier 2 program. To be presented at the annual convention of the National Association of School Psychologists, Boston.

Gresham, F.M., & Elliott, S.N. (2009, February). Social Skills Improvement System-Rating Scales: Description and uses. To be presented at the annual convention of the National Association of School Psychologists, Boston.

### **2008**

Elliott, S.N. (2008, October). Universal assessment and class-wide intervention for social and academic difficulties. Presented to the Georgia Association of School Psychologists, Savannah.

Elliott, S.N. (2008, October). Comprehensive and multi-tiered social skills assessment and intervention: Research and practice with the SSiS system. Presented to the Arizona Association of School Psychologists, Pheonix.

Elliott, S.N. (2008, October). Tier 2 assessment and small group interventions for social behavior difficulties. Presented to the Illinois Association of School Psychologists.

Elliott, S.N. (2008, May). Evaluating evidence and rating students' performance on alternate assessments: Methods and implementation issues. Presented to the Idaho Department of Education Alternate Assessment Team, Boise, ID.

Elliott, S.N. (2008, February). Social behavior assessment: Use of the SSIS Performance Screening Guide and Rating Scales to predict school performance. Presented to Brisbane Area Educators at Griffith University, Brisbane, Australia.

Elliott, S.N., Kettler, R.J., Beddow, P.A., & Rodriguez, M.C. (2008, July). Designing alternate assessments and the modification of test items to facilitate access. Presented to the Arizona Department of Education Staff and Item Writing Teams, Phoenix.

## **2007**

Elliott, S.N. (2007, October). Assessing and intervening to improve children's social and academic functioning: Using the SSIS wisely. Pennsylvania School Psychology Association, State College, PA.

Elliott, S.N. (2007, January). Using the Mississippi Alternate Assessment for Extended Curriculum Frameworks. Mississippi Department of Education, Jackson, MS.

Elliott, S.N. (2007, January). Developing accessible and aligned items for students with significant disabilities. Arizona Department of Education, Phoenix, AZ.

Elliott, S.N. (2007, February). Using the Mississippi Alternate Assessment for Extended Curriculum Frameworks. Mississippi Department of Education, Tupelo, MS.

## **2006**

Elliott, S.N. (2006, January). Using the Hawaii State Alternate Assessment wisely. Hawaii Department of Education, Honolulu, HI.

Elliott, S.N. (2006, March). Effective practices for increasing the performances of all students on statewide tests. Michigan Association of Middle and High School Principals, Lansing, MI

Elliott, S.N. (2006, September). Strategies for increasing the performances of all students on statewide tests. Monroe Public School District, Monroe, MI.

Elliott, S.N. (2006, October). Designing and validating modified alternate assessments. Wisconsin Department of Public Instruction, Madison, WI.

## **2005**

Elliott, S.N. (2005, October). Using the Mississippi Alternate Assessment with students with the most significant disabilities. Jackson, MS.

Elliott, S.N. (2005, May). Designing and using alternate assessments wisely. Hawaii Department of Education, Honolulu, HI.

Elliott, S.N. (2005, March). Screening for academic difficulties. Nashville Metropolitan School Psychologists, Nashville, TN.

Elliott, S.N. (2005, April). Screening and progress monitoring of educational difficulties. Tennessee Association of School Psychologists, Spring Institute, Murfreesboro, TN.

#### **2004**

Elliott, S.N. (2004, April). Inclusive assessment: From research to practice. With UW Outreach K-12 educators and assessment coordinators, Madison, WI.

#### **2003**

Elliott, S.N. (2003, January). Using testing accommodations to facilitate the meaningful assessment of students with disabilities. For educators in Madison Metropolitan Schools, Madison, WI.

Elliott, S.N. (2003, March). Using testing accommodations wisely with middle and high school students. For educators in Madison Metropolitan Schools, Madison, WI.

Elliott, S.N. (2003, May). Using the WAA for students with severe disabilities. Presented for the University of Wisconsin, School of Education Outreach, Madison.

Elliott, S.N. (2003, August). Using the revised WAA to assess the academic performance of students with disabilities. For special education leaders, Wisconsin Dells, WI.

Elliott, S.N. (2003, October). Using the revised WAA to assess students with severe disabilities for special educators and assessment coordinators, Wausau, WI.

#### **2002**

Elliott, S.N., & Kratochwill, T.R. (2002, February). The enhanced Wisconsin Alternate Assessment. Presented to teachers as part of a statewide validation, Milton, WI.

Elliott, S.N., & Roach, A.T. (2002, March). Designing and using goal attainment scales to monitor intervention progress. A mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Chicago.

Elliott, S.N. (2002, July). Using the ACES and AIMS to facilitate prereferral assessment and intervention practices. Invited workshop for Lancaster & Chesterfield Country Public School educators, Lancaster, SC.

Elliott, S.N. (2002, August). Using testing accommodations and alternate assessments to facilitate the meaningful assessment of students with disabilities. Invited workshop for University of Wisconsin-Whitewater students and community members, Whitewater, WI.

Elliott, S.N. (2002, August). The new Wisconsin Alternate Assessment for students with

disabilities. For assessment leaders in the Milwaukee area, Milwaukee, WI.

Elliott, S.N. (2002, October). Assessing and improving students' academic competence: Using the ACES and AIMS wisely. For school psychologists at the Mid-South Regional School Psychology Conference, Chattanooga, TN.

Elliott, S.N. (2002, November). Assessing and improving students' social competence: Using the SSRS and related intervention methods in schools. For the Colorado Society of School Psychologists, Beaver Creek, CO.

## **2001**

DiPerna, J.C., & Elliott, S.N. (2001, April). Designing prereferral interventions for academically at risk students. Presented at the annual convention of the National Association of School Psychologists, Washington, DC.

Elliott, S.N. (2001, January). Testing accommodations: Research and practice. Presented to educators in the Allegheny Intermediate Unit, Gibsonia, PA.

Elliott, S.N. (2001, January). Using testing accommodations wisely. Invited workshop for educators at the North Carolina Educational Accountability Conference, Greensboro, NC.

Elliott, S.N., & Braden, J.P. (2001, April). Assessing one and all: Educational accountability and students with disabilities. Presented at the annual convention of the Council of Exceptional Children, Kansas City, MO.

Elliott, S.N. (2001, September). Assessing and improving children's academic and social competence in the classroom. Invited workshop for the New Mexico School Psychologists Association, Albuquerque, NM.

Elliott, S.N. (2001, September). Testing accommodations and educational accountability for all students. Invited workshop for the North Carolina School Psychology Association, Wilmington, NC.

Elliott, S.N. (2001, October). Using the ACES and AIMS to facilitate the design and evaluation of academic interventions. Invited workshop for Lancaster Public School educators, Lancaster, SC.

Elliott, S.N. (2001, October). Social skills development, assessment, and intervention. Invited Workshop of the psychiatric and nursing staff of the Children's Hospital of British Columbia, Vancouver, Canada.

Elliott, S.N. (2001, October). Using the ACES and AIMS to facilitate the design and evaluation of academic interventions. Invited workshop for Phoenix Public School educators, Phoenix.

Elliott, S.N. (2001, November). Assessing one and all: A workshop for educators who want to facilitate the full participation of students with disabilities in large-scale assessments. Invited workshop for testing and evaluation directors, Marco Island, FL.

Elliott, S.N. (2001, November). New approaches to assessment for classroom-based interventions: Advancing the science and practice of teacher-driven assessments. Invited workshop for educators and psychologists, University of Wisconsin Outreach, Madison, WI.

## **2000**

Elliott, S.N. (2000, January). Alternate assessments: Fundamental guidelines for conducting and reporting alternate assessments in Wisconsin. Presented to educators in Wisconsin Dells, WI.

Elliott, S.N. (2000, April). Conducting alternate assessments: Technical and practical issues. Presented to educators on the Idaho Alternate Assessment Leadership Team, Boise, ID.

Elliott, S.N. (2000, April). Facilitating the meaningful participation of all students in large-scale assessments: Testing accommodations and alternate assessments. Presented at the annual convention of the National Association of School Psychologists, New Orleans.

Elliott, S.N. (2000, August). Designing and using alternate assessments for students with significant disabilities. Presented to educators in the LaGrange Area Department of Special Education, LaGrange, IL.

Elliott, S.N. (2000, August). Implementing and scoring the Idaho Alternate Assessment. Presented to educators in Moscow, ID.

Elliott, S.N. (2000, September). Conducting functional assessments and designing interventions. Presented to pupil services staff in Lorain Public Schools, Lorain, OH.

Elliott, S.N. (2000, October). Improving Social skills and creating supportive environments to reduce violence at school. Presented at the Arizona Association of School Psychologists, Mesa AZ.

Elliott, S.N. (2000, October). Assessing one and all: Using testing accommodations wisely. Presented to educational leaders in Harrisburg, PA.

Elliott, S.N. (2000, December). Conducting alternate assessments using the Idaho Alternate Assessment System. Presented to educators in the Boise-Nampa area schools, Nampa, ID.

Elliott, S.N. (2000, December). Conducting alternate assessments using the Idaho Alternate Assessment System. Presented to educators in the Pocatello-Idaho Falls area schools, Pocatello, ID.

## **1999**

Elliott, S. N. (1999, January). Testing accommodations and alternate assessment practices: Facilitating the participation of all students in statewide assessments. Presented to special education leaders and Department of Education staff, St. Petersburg, FL.

- Elliott, S. N. (1999, January). Designing and implementing an alternate assessment system for students with severe disabilities. Presented to educators in Kane County Educational Center, Mooseheart, IL.
- Elliott, S.N. (1999, January). Assessing all students: Testing accommodations and alternate assessments. Presented to educators from West Allis and Franklin, WI public schools, West Allis, WI.
- Elliott, S.N. (1999, February). Facilitating the participation of all students in the WSAS. Presented to the Special Education staff of the Sheboygan Public Schools, Sheboygan, WI.
- Elliott, S. N. (1999, February). High standards for all students: IDEA '97 and the inclusion of students with disabilities in the WSAS. Presented to the Special Education staff of the West Bend Public Schools, West Bend, WI.
- Elliott, S.N. (1999, March). Assessing all students: Testing accommodations and alternate assessments. Presented to educators from CESA #5 area schools, Wisconsin Dells, WI.
- Elliott, S. N. (1999, March). Testing accommodations and alternate assessment for students with disabilities. Presented to the CESA #1 Spring Institute on Educational Assessment, Eau Claire, WI.
- Elliott, S.N. (1999, April). Using the Assessment Accommodations Checklist: Selecting and documenting testing accommodations for students with disabilities. Presented as a mini-skills workshop at the annual convention of the Council for Exceptional Children, Charlotte, NC.
- Elliott, S.N. (1999, June). Using testing accommodations wisely. Presented to the Special Education Assessment Leadership Team, Indiana Division of Special Education, Department of Education, Indianapolis, IN.
- Elliott, S.N. (1999, June). Educational accountability for all students: Testing accommodations and alternate assessment methods. Presented to educational leaders from across the state as part of CESA #1 Grant Project, Milwaukee, WI.
- Elliott, S.N. (1999, October). Designing and scoring alternate assessments. Presented to educators in CESA #11, Turtle Lake, WI.
- Elliott, S.N. (1999, October). Facilitating the participation of all students in statewide and district assessments. Presented at the Quality Schools Conference, Ashland, WI.
- Elliott, S. N. (1999, November). Assessment for interventions with social and academic problems. Presented at the Ohio School Psychologists Association, Columbus, OH.
- Elliott, S.N. (1999, November). Testing accommodations and alternate assessments for students with disabilities. Presented as part of a Statewide Assessment Project, Wisconsin Dells, WI.

## 1998

- Elliott, S. N. (1998, January). Alternative assessment methods: Monitoring educational progress and designing instructional interventions. Presented to pupil personnel support staff, AEA 13, Council Bluffs, IA.
- Elliott, S. N. (1998, February). Educational assessment and accountability for all students: High standards, testing accommodations, and accountability. Presented to educators in the CESA#1 Student Assessment Project, West Allis, WI.
- Elliott, S. N. (1998, February). Educational accountability for all students: High standards, assessment, and testing accommodations. Presented to educators in CESA#9 Assessment Center, Wausau, WI.
- Elliott, S. N. (1998, February). Using intervention-based assessments: Case illustrations. Presented to educators from Livingston Co. Special Services Unit, Bloomington, IL.
- Elliott, S. N. (1998, February). Intervention-based assessments. Presented to school psychologists in the Lincoln Way Special Education Regional Resource Area, Dellroy, OH.
- Elliott, S. N. (1998, March). Performance assessment fundamentals. Presented to Baraboo and Reedsburg teachers, UW-Baraboo, Baraboo, WI.
- Elliott, S. N. (1998, March). Intervention-based assessments for academic and social problems. Presented to pupil personnel staff, AEA 13, Council Bluffs, IA.
- Elliott, S. N. (1998, June). Designing alternate assessment: Writing and assessing performance indicators. Co-facilitated a workshop for the WI Department of Public Instruction, Madison, WI.
- Elliott, S. N. (1998, June). Testing accommodations and alternate assessments for students with disabilities. Presented at CESA #9 Assessment Academy, Wausau, WI.
- Elliott, S. N. (1998, June). Testing accommodations: Law, policy, and best practices with students with disabilities. Presented at CESA #1 Summer Assessment Institute, Madison, WI.
- Elliott, S. N. (1998, July). Designing evaluations of school-wide social skills programs. Presented at the annual Responsive Leadership Forum, Greenfield, MA.
- Elliott, S. N. (1998, July). Performance-based assessment. Presented at the Summer Institute on Advances in Assessment, Lehigh University, Bethlehem, PA.
- Elliott, S. N. (1998, August). Educational accountability of all students: Testing accommodations and alternate assessments. Presented at the Wisconsin Assessment Institute, Appleton, WI.

- Elliott, S. N. (1998, August). Designing alternate assessments. Presented to educators in CESA #3, Fennimore, WI.
- Elliott, S. N. (1998, September). Using alternative assessments with APIs to monitor progress of students with severe disabilities. Presented to educators in CESA #3, Fennimore, WI.
- Elliott, S. N. (1998, September). Assessing all students: The use of testing accommodations and alternate assessments in a statewide assessment system. Presented to educators in CESA #11 and #12, Turtle Lake, WI.
- Elliott, S. N. (1998, September). Implementing testing accommodations and alternate assessments. Presented to educators in CESA #3, Fennimore, WI.
- Elliott, S. N. (1998, October). Assessment for intervention. Presented to the psychologists and educators, St. Charles (IL) Public Schools, Mooseheart, IL.
- Elliott, S. N. (1998, October). Evaluating the effects of schooling on the social and academic behaviors of all students. Presented to the Research Committee, Mt. Prospect Public Schools, Mt. Prospect, IL.
- Elliott, S. N. (1998, October). Designing and implementing alternate assessments for students with severe disabilities. Presented to educators in CESA #11, Turtle Lake, WI.
- Elliott, S. N. (1998, October). Designing and implementing alternate assessments for students with severe disabilities. Presented to educators in CESA #12, Hayward, WI.
- Elliott, S. N. (1998, November). Prereferral assessment and intervention with at-risk students. Presented to the members of the Saskatchewan Educational Psychologist Association, Saskatoon, Saskatchewan, Canada.
- Elliott, S. N. (1998, November). Testing accommodations and alternate assessments: Increasing the participation of all students in the state's accountability system. Presented to educators in CESA #16, Oshkosh, WI.
- Elliott, S. N. (1998, November). Testing accommodations and alternate assessments: Increasing the participation of all students in the state's accountability system. Presented to educators from the Hartford Union High School, Hartford, WI.
- Elliott, S. N. (1998, November). High standards for all students: Testing accommodations and alternate assessments. Presented as part of CESA #1 Assessment Project, Green Bay, WI.
- 1997**
- Elliott, S. N. (1997, January). Performance assessment: Introduction and potential uses with middle school students. Presented to teachers at Cherokee Middle School, Madison, WI.

- Elliott, S. N. (1997, January). Testing accommodations for students with disabilities. Presented to teachers and support staff at LaFollette High School, Madison, WI.
- Elliott, S. N. (1997, February). Designing performance assessments. Presented to teachers at Sun Prairie Schools, Sun Prairie, WI.
- Elliott, S. N. (1997, July). Evaluating school climate. Presented to educators at the Responsive Leadership Forum, Greenfield, MA.
- Elliott, S. N. (1997, September). Assessing person-environment fit: Making decisions about special education services. Presented to educators from Livingston Co. Special Services Unit, Bloomington, IL.
- Elliott, S. N. (1997, November). Designing and evaluating classroom interventions. Presented to educators from Livingston Co. Special Services Unit, Bloomington, IL.
- 1996**
- Elliott, S. N. (1996, March). Educational assessment: Academic outcomes, evaluation criteria, and communicating results. Madison Education Extension Program, Madison, WI.
- Elliott, S. N. (1996, March). Fundamentals of alternative educational assessment: Outcomes, criteria, and standards. Present to K-12 teachers in the Greendale Public Schools, Greendale, WI.
- Elliott, S. N. (1996, March). Designing performance assessments. Presented to K-12 educators in Sun Prairie Public Schools, Sun Prairie, WI.
- Elliott, S. N. (1996, April). Performance assessment: Fundamentals and examples. Presented to teachers in the Sun Prairie Schools, Sun Prairie, WI.
- Elliott, S. N. (1996, May). Performance assessment in mathematics. Presented to teachers and support personnel in the Madison Metropolitan Schools, Madison, WI.
- Elliott, S. N. (1996, June). Performance assessment in mathematics. Presented to teachers and support personnel in the Madison Metropolitan Schools, Madison, WI.
- Elliott, S. N. (1996, July). Evaluating schoolwide social skills programs. Presented to educational administrators at the Response Leadership Forum, Northeast Foundation for Children, Greenfield, MA.
- Elliott, S. N. (1996, October). Helping teachers design and implement performance assessments. Presented to support personnel in the Madison Metropolitan School District, Madison, WI.
- Elliott, S. N. (1996, December). Designing performance assessments for all students. O'Keefe Middle School teachers, Madison, WI.

Elliott, S. N., Malecki, C. K., & Gilbertson, A. (1996, November). Performance assessment and students with disabilities: High standards, testing accommodations, and educational accountability. Madison Education Extension Program, University of Wisconsin, Madison.

## **1995**

Elliott, S. N. (1995, January). System-wide outcomes and their assessment. Presented to the Menomonie Public Schools Administrative Team, Menomonie, WI.

Elliott, S. N. (1995, January). Performance assessment and high standards for all students. Three-day workshop for teachers at Coral Springs Middle School, Coral Springs, FL.

Elliott, S. N. (1995, March). Performance and portfolio assessments as part of school learning. Presented to EP745 students and Monona Grove teachers, at the University Wisconsin, Madison, WI.

Elliott, S. N. (1995 July). Evaluating classwide and schoolwide social skills programs. Presented as part of the Responsive Schools Leadership Forum at the Northeast Foundation for Children, Greenfield, MA.

Elliott, S. N. (1995, July). Conceptualizing, implementing, and evaluating school-based interventions. Presented at the Rhode Island School Psychologists Association Summer Institute, Newport, RI.

Elliott, S. N. (1995, August). Performance assessment in the K-12 science curriculum. Presented to science teachers in the Stoughton Public Schools, Stoughton, WI.

Elliott, S. N. (1995, October). Performance and portfolio assessments in your classroom. Presented to teachers in the Sun Prairie Schools, Sun Prairie, WI.

## **1994**

Elliott, S. N. (1994, January). Designing assessments to measure educational outcomes. CESA #6, Oshkosh, WI.

Elliott, S. N. (1994, January). Problem conceptualization and treatment planning. Conneaut Public Schools, Conneaut, OH.

Elliott, S. N. (1994, February). Treatment implementation and progress monitoring. Conneaut Public Schools, Conneaut, OH.

Elliott, S. N. (1994, February). Authentic/performance assessment in the classroom. Madison Education Extension Program, Madison, WI.

Elliott, S. N. (1994, February). Alternative assessment in the classroom: Methods and implications for school psychology. Illinois School Psychology Association, Decatur, IL.

Elliott, S. N. (1994, March). Performance and portfolio assessment methods. Waunakee Public Schools, Waunakee, WI.

Elliott, S. N., Sladeczek, I. E., & Kratochwill, T. R. (1994, March). Implementing conjoint consultation with manual-based interventions for preschoolers exhibiting externalizing problems. Presented at the National Association of School Psychologists Annual Meeting, Seattle, WA.

Elliott, S. N. (1994, September). Prereferral assessment for intervention. Northeastern Ohio Special Education Resource Center, Warren, OH.

Elliott, S. N. (1994, September). Prereferral assessment for intervention. Southeastern Ohio Special Education Resource Center, New Lexington, OH.

Elliott, S. N. (1994, October). Intervention design and progress monitoring. Northeastern Ohio Special Education Resource Center, Warren, OH.

Elliott, S. N. (1994, October). Interventions for academic and behavior problems. Southeastern Ohio Special Education Resource Center, Athens, OH.

Elliott, S. N. (1994, October). Alternative assessment methods. Cuyahoga Falls Public Schools, Cuyahoga, OH.

Elliott, S. N. (1994, November). Educational assessment in the elementary school: Academic outcomes, evaluation criteria, and communicating results. Madison Education Extension Program, Madison, WI.

Elliott, S. N. (1994, December). Educational assessment in the middle and high schools: Academic outcomes, evaluation criteria, and communicating results. Madison Education Extension Program, Madison, WI.

### **1993**

Elliott, S. N. (1993, February). Authentic/performance assessment in the classroom. Presented to educators in CESA #2, Stoughton, WI.

Elliott, S. N. (1993, March). Prereferral assessment for intervention. Presented at the Regional Inservice for the RSDC, Racine, WI.

Elliott, S. N. (1993, March). Prereferral assessment for intervention. Presented to educators in the Union Grove Schools, Union Grove, WI.

Elliott, S. N. (1993, April). Assessing outcomes of schooling. Presented to educators in the Sun Prairie Schools, Sun Prairie, WI.

Elliott, S. N. (1993, April). Authentic/performance-based assessments: Methods and system-wide implementation procedures. Presented as a 6-hour advanced professional workshop at the annual convention of the National Association of School Psychologists, Washington, D.C.

- Busse, R. T., Elliott, S. N., & Kratochwill, T. R. (1993, April). Training behavioral consultants: Theory, methods, and outcomes. Presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.
- Elliott, S. N., & Busse, R. T. (1993, April). Prereferral assessment and the design of classroom interventions. Presented as a mini-skills workshop at the Annual Convention of the National Association of School Psychologists, Washington, D.C.
- Elliott, S. N. (1993, May). Assessment and the restructuring of education. Presented at the Wisconsin Gifted Educators Association, Madison, WI.
- Elliott, S. N. (1993, September). Alternative assessment practices in the classroom. Lincoln Way Special Education Regional Resource Center, Louisville, OH.
- Elliott, S. N. (1993, September). Performance assessment tactics and implementation practices. Northeast Ohio Special Education Regional Resource Center, Warren, OH.
- Elliott, S. N. (1993, September). Prereferral assessment for intervention. Heartland Area Education Agency, Des Moines, IA.
- Elliott, S. N. (1993, September). Authentic/performance assessment: Fundamental strategies and implementation methods. Area Education Agency #7, Cedar Falls & Waterloo, IA.
- Elliott, S. N. (1993, October). Assessment for intervention design and evaluation. Arizona School Psychology Association, Phoenix, AZ.
- Elliott, S. N. (1993, October). Performance assessment in the classroom: Roles and issues for school psychologists. Arizona School Psychology Association, Phoenix, AZ.
- Elliott, S. N. (1993, October). Social skills assessment: Rating scale and observation methods. District of Columbia Public Schools, Washington, D.C.
- Elliott, S. N. (1993, October). Performance assessment: Dogma, data, and technical issues. New York School Psychology Association, Islip, NY.
- Elliott, S. N. (1993, November). Authentic/Performance assessment. Madison Education Extension Program, Madison, WI.
- Elliott, S. N. (1993, November). Assessment as communication. Cambridge Public Schools, Cambridge, WI.
- Elliott, S. N. (1993, December). Performance assessment in the middle school. Lake County Educational Center, Grayslake, IL.
- Elliott, S. N. (1993, January). Using portfolios to document students' academic progress.

Presented to teachers in Monona Grove Schools, Monona Grove, WI.

Elliott, S. N., & Busse, R. T. (1993, June). Parents involvement in prereferral interventions. Presented at the Upper Midwest School Psychology Summer Institute, Madison, WI.

## **1992**

Elliott, S. N. (1992, February). Interventions: From conceptualization to evaluation. Presented at the Illinois School Psychology Associations' Writer Conference, Decatur, IL.

Elliott, S. N. (1992, February). Authentic assessment: K-12 strategies and implementation. Presented for the UW-Madison Education Extension, Madison, WI.

Elliott, S. N., Bischoff, J., Varner, D., Buerger, E., & Christenson, L. (1992, March). Designing and implementing performance assessment methods. Presented for the UW-Madison Education Extension, Madison, WI.

Elliott, S. N. (1992, April). Prereferral assessment and intervention strategies for behavior and academic problems. Presented for the UW-Madison Education Extension, Madison, WI.

Elliott, S. N. (1992, April). Prereferral assessment for intervention. Presented for CESA #2, Stoughton, WI.

Elliott, S. N. (1992, May). Authentic assessment fundamentals. Presented to teachers of the Dodgeland Public Schools, Juneau, WI.

Elliott, S. N. (1992, May). Social skills assessment and intervention. Presented for the Ohio School Psychologists Association, Cleveland, OH.

Elliott, S. N. (1992, August). Prereferral assessment and the delivery of interventions. Presented to the Ft. Worth Public Schools' Psychological Services Staff, Ft. Worth, TX.

Elliott, S. N. (1992, September). Authentic assessment: Basic concepts and issues for teachers. Presented to the entire instructional staff of the Evansville (WI) Public Schools, Evansville, WI.

Elliott, S. N. (1992, September). Authentic assessment: Development and implementation. Presented to educators from Lake Mills, Waterloo, and Johnson Creek (WI) Public Schools, Lake Mills, WI.

Elliott, S. N. (1992, October). Prereferral assessment and intervention. Presented for educators from CESA #2, Stoughton, WI.

Elliott, S. N. (1992, October). Authentic assessment: System-wide implementation issues. Presented to the entire instructional staff of the Evansville (WI) Public Schools, Evansville, WI.

- Elliott, S. N. (1992, October). Performance assessment and the practice of school psychology. Presented at the Fall Conference of the Virginia Academy of School Psychologists, Richmond, VA.
- Elliott, S. N. (1992, November). Authentic assessment: From planning to implementation. Presented for the UW-Madison Education Extension Program, Madison, WI.
- Elliott, S. N. (1992, November). Fundamentals of performance assessment. Presented to Monroe Public School teachers, Monroe, WI.
- Elliott, S. N. (1992, November). Performance and portfolio assessment. Presented to River Valley Public School teachers, Spring Green, WI.
- Elliott, S. N. (1992, December). Trends in the assessment of children's academic performance. Presented to Middleton-Cross Plains teachers, Middleton, WI.
- Elliott, S. N. (1992, December). Prereferral assessment methods for elementary school children. Presented to teachers and staff of the Port Washington Public Schools, Port Washington, WI.
- Elliott, S. N. (1992, December). Linking performance assessments to practical outcomes. Presented to the Outcomes Study Group of Sun Prairie Schools, Sun Prairie, WI.

### **1991**

- Elliott, S. N. (1991, January). Social skills assessment and intervention for learning disabled children. Invited by the Canadian Ministry of Education, The Robarts School, London, Ontario, Canada.
- Elliott, S. N. (1991, September). Using rating scales and sociometrics to select children for social skills interventions. Presented for the Northeast Foundation for Children, West Haven, CT.
- Elliott, S. N. (1991, October-November). Prereferral assessment for intervention. Presented at the Illinois School Psychology Associations' Fall Regional Meetings, Mt. Vernon, Bloomington, Lisle, and Lombard, IL.
- Elliott, S. N. (1991, October). Social skills treatment planning and evaluation. Presented to the Michigan Association of Learning Disability Educators. Boyne Mountain, MI.
- Elliott, S. N. (1991, October). Prereferral assessment and intervention planning. Presented for the Louisiana School Psychologists Association, Baton Rouge, LA.

### **1990**

- Elliott, S. N. (1990, January). Group interventions for mainstreamed handicapped students. Presented to the Psychology and Social Work staff of Oakland Public Schools, Bloomfield Hills, MI.

- Elliott, S. N. (1990, February). Conceptualize and implementing effective interventions for social and academic problems. Presented to the School Psychologists for Bettendorf and Davenport (Iowa), Bettendorf, IA.
- Elliott, S. N. (1990, February). Group intervention for academic and behavior problems. Presented at the Central States School Psychology Conference, Tulsa, OK.
- Elliott, S. N. (1990, March). Social skills assessment and intervention: The Social Skills Rating System. Presented at the Oregon School Psychology Associations' Spring Conference, Eugene, OR.
- Elliott, S. N. (1990, March). Prereferral assessment and intervention tactics. Presented at the Oregon School Psychology Associations' Spring Conference, Eugene, OR.
- Elliott, S. N. (1990, March). Social skills assessment and interventions: The Social Skills Rating System. Presented at the Western Pennsylvania School Psychology Association Convention, Pittsburgh, PA.
- Elliott, S. N. (1990, April). Social behavior assessment and treatment planning via the SSRS. Presented for the Central Pennsylvania School Psychologists Association, Pennsylvania State University, University Park, PA.
- Elliott, S. N. (1990, May). Social skills assessment and intervention: The Social Skills Rating System. Presented at the West Virginia School Psychology Association's Annual Convention, Weston, WV.
- Elliott, S. N. (1990, May). Group interventions and the delivery of services to regular educators. Presented for the West Chicago School Psychology Association, Evanston, IL.
- Elliott, S. N. (1990, June). Conceptualizing and implementing classroom interventions. Presented to the psychological and educational services staff of Intermediate Unit IV, Grove City, PA.
- Elliott, S. N. (1990, July). Treating children at risk for social skills deficiencies. Invited workshop at the XIIth Annual International School Psychology Colloquium, Newport, RI.
- Elliott, S. N. (1990, September). Social skills assessment: The SSRS research and practice. Presented at the Arizona School Psychologists Association, Tempe, AZ.
- Elliott, S.N. (1990, November). Social skills assessment and intervention for children with behavior problems. Presented to the Alabama Council for Children with Behavior Disorders, Birmingham, AL.
- Elliott, S. N. (1990, November). Social skills assessment practices. Presented to the Illinois Association of School Social Workers, Chicago, IL.

## **1989**

Elliott, S. N. (1989, February). Social behavior problems: Assessment and intervention strategies for teachers. Presented for teachers of the Wisconsin Heights School District, Mazomanie, WI.

Elliott, S. N., & Gettinger, M. (1989, March). Group interventions for high needs students in the regular classroom. Presented as part of Advanced Professional Training pre-convention workshops for the National Association of School Psychologists, Boston, MA.

Elliott, S. N. (1989, October). Social skills deficits: Assessing and treating young children's interpersonal behavior. Presented for Radford University and the Virginia Department of Education, Roanoke, VA.

Elliott, S. N. (1989, October). Prereferral assessment and group-based interventions for academic and behavior problems. Presented for the North Carolina School Psychology Association, Charlotte, NC.

Elliott, S. N., & Kratochwill, T. R. (1989, July). Designing and implementing interventions for academic and behavior problems. Presented as a Summer Institute for the Florida Association of School Psychologists, St. Petersburg, FL.

## **1988**

Elliott, S. N. (1988, March). Assessment and treatment of preschoolers social skills deficits. Presented at Wisconsin Association of School Psychologists Convention, Wisconsin Dells.

Elliott, S. N. (1988, November). Social skills deficits: Assessing and treating young children's interpersonal behavior. Presented for educators and mental health professionals through Madison Education Extension Programs, University of Wisconsin, Madison, WI.

## **1987**

Elliott, S. N. (1987, August). Social skills assessment and interventions. Presented at the Central Michigan University School Psychology Summer Institute, Mt. Pleasant, MI.

Elliott, S. N. (1987, October). Social skills assessment and treatment planning. Presented to the Montana School Psychologists Association, Helena, MT.

## **1984**

Elliott, S. N. (1984, March). Multidisciplinary decision making and group leadership skills. Presented at the Arizona Association of School Psychologists Spring meeting, Scottsdale.

## **1983**

Elliott, S. N. (1983, October). Multidisciplinary teams: Leadership and problem solving procedures. Presented at the Oklahoma School Psychological Association Fall convention, Oklahoma City, OK.

## **1982**

Elliott, S. N. (1982, February). Multidisciplinary decision making: Problem-solving procedures. Funded by the Nebraska Department of Education for special educators and school psychologists in Nebraska. Lincoln, NE.

Elliott, S. N., & Witt, J. C. (1982, October). Adaptive behavior: Concepts, measurement, and issues. Funded by the Nebraska Association of School Psychologists. Presented at the Seventh Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

## **1981**

Elliott, S. N. (1981, November). Multidisciplinary decision making: Group process and leadership considerations. Funded by the Nebraska Department of Education for special educators, and school psychologists in Nebraska. Lincoln, NE.

## **EDITORIAL BOARDS AND CONSULTANTSHIPS**

Consulting Editor, Psychological Assessment, 2009  
Editorial Advisory Board, Journal of Applied School Psychology, 2009  
Scientific Advisory Panel, School Psychology Review, 2005 to present  
Editorial Advisory Board, School Psychology Quarterly, 1984 to 2006  
Editorial Advisory Board, Journal of Canadian School Psychology, 1990 to present  
Editorial Advisory Board, School Psychology Review, 1983-84, 1991-94, 2001-2005  
Editorial Advisory Board, Journal of Educational and Psychological Consultation, 1995-98  
Editorial Advisory Board, Journal of School Psychology, 1984-94  
Editorial Advisory Board, Journal of Psychoeducational Assessment, 1987-90  
Ad Hoc reviewer, Education and Psychological Measurement, 2008  
Ad Hoc reviewer, Educational Measurement: Issues and Practices, 2007-2008  
Ad Hoc reviewer, Journal of Clinical Child Psychology, 1987, 1992  
Ad Hoc reviewer, Exceptional Children, 1988-89, 1997-98, 2004-07  
Ad Hoc reviewer, American Educational Research Journal, 1989, 1994, 1997  
Ad Hoc reviewer, Journal of Consulting and Clinical Psychology, 1989-90, 1992, 1995  
Ad Hoc reviewer, Child Development, 1990, 1993-96, 2006  
Ad Hoc reviewer, Journal of Educational Psychology, 1991, 1994, 1998  
Ad Hoc reviewer, Review of Educational Research, 1994, 1997  
Ad Hoc reviewer, Journal of Special Education, 1994, 1997  
Ad Hoc reviewer, Psychological Assessment, 1994-95, 2005  
Ad Hoc reviewer, Psychological Bulletin, 1996-97, 2006  
Ad Hoc reviewer, Journal of Learning Disabilities, 1998, 2005  
Ad Hoc reviewer, Educational Evaluation and Policy Analysis, 1999-2005  
Ad Hoc reviewer, Applied Educational Measurement, 2005-06

## **COMMITTEE WORK: NATIONAL LEVEL**

Chair, AERA Program Chair, 2001-2002  
Member, NASP/APA Inter-organizational Committee, 2000-03.  
Member, Accommodations Committee, Voluntary National Math and Reading Tests, 1997-99.  
Member, National Research Council's - Goals 2000 and Students with Disabilities, 1995-1997.  
Executive Board Member, Council of Directors of School Psychology Programs, 1990-93.  
Member, Accreditation Steering Committee, American Psychological Society, 1992-93.  
Member, Convention Program Committee, Div. 16, American Psychological Assoc., 1992-93.  
Consultant, National Panel of Educational Assessment and APA Practice Directorate, 1992-93.  
Site Visitor, Accreditation Committee, American Psychological Association, 1985-2001.  
Member, Buros Institute of Mental Measurements National Advisory Board, 1988-90.  
Senior Co-Chair, Convention Program Committee, Div. 16, American Psych Association, 1985.  
Co-chair, Convention Program Committee, Div. 16, American Psychological Association, 1984.  
Chair, Membership Committee, Division 16, American Psychological Association, 1983-85.  
Member, Fellows Committee, Division 16, American Psychological Association, 1986-87.  
Member, Lightner Witmer Award Committee, Div. 16, American Psychological Assoc., 1987.

## **COMMITTEE WORK: DEPARTMENT, COLLEGE, AND UNIVERSITY LEVEL**

Chair, Endowed Professors Search Committee, Peabody College of Education- Vanderbilt (2007)  
Member, Research Committee, Peabody College of Education - Vanderbilt (2007)  
Member, Executive Committee, Peabody College of Education – Vanderbilt (2005-present)  
Member, Admissions Committee for Dept. of Special Education – Vanderbilt (2005-2006)  
Co-Chair, Doctoral Studies Committee for Dept. of Special Education – Vanderbilt (2004-2006)  
Chair, Recruitment, Admissions, & Fellowships Committee- UW-Madison (2001-2002)  
Member, Outreach Committee – SOE UW-Madison (2002-2003)  
Member, Equity and Diversity Committee- SOE UW-Madison (2001-2002)  
Chair, WCER Web Team Committee - UW-Madison (2000-2003)  
Co-Chair, Diversity Committee, School Psychology Program-UW-Madison (2000-02)  
Member, Faculty Senate - UW-Madison (1998-2002)  
Chair, Grievance Committee, Department of Educational Psychology - UW-Madison (1994-95)  
Chair, Admissions and Fellowship Committee - UW-Madison (1988-90)  
Member, SOE Outreach & Service Activities Committee - UW-Madison (1990-91, 1996-97)  
Chair, Department Reorganization Committee - UNL (1981-82)  
Member, Executive Steering Committee - LSU (1984-87)

## **CHAIR OF STUDENTS' THESES AND DISSERTATIONS**

(\*Winner of a Major Campus, State, or National Award)

Mary Von Brock - Thesis (December 1985); University Faculty  
Lillee Clark - Dissertation (October 1986); Private Practitioner  
Timothy Turco - Dissertation (June 1987); University Faculty & School Psychologist  
Donna Powless - Thesis (January 1990), Dissertation (December 1995); School Psychologist  
Pamela Fenning\* - Thesis (June 1990), Dissertation (December 1992); University Faculty  
DeAnna McKinnie - Thesis (August 1990); School Psychologist  
Patrick Nolten - Thesis (December 1991), Dissertation (August 1994); Faculty & Sch Psych  
Randy T. Busse\* - Thesis (March 1992), Dissertation (August 1996); University Faculty  
Todd Gorges - Thesis (October 1992), Dissertation (December, 1999); School Psychologist  
Mary Beth Kanard - Thesis (August 1993); School Psychologist  
Sherry Robertson-Mjaanes - Thesis (September 1993), Dissertation (May, 1999); Sch Psych  
Rose Marie Firle - Thesis (November 1993); School Psychologist  
Sara Anderson Ousdigian - Thesis (March 1994), Dissertation (September 2000); Sch Psych  
Michelle Kilpatrick Demaray - Thesis (August 1994), Dissertation (February 1998); Faculty  
Caroline Racine\* - Thesis (September 1994); School Psychologist  
Stacey Ruffalo - Thesis (September 1994); School Psychologist  
Amy Olson - Thesis (August 1995); School Psychologist  
Christine Malecki\* - Thesis (May 1995), Dissertation (October 1997); University Faculty  
Eva Kubinski - Thesis (December 1996); School Psychologist  
Aleta Gilbertson Schulte\* - Thesis (June 1997), Dissertation (June 2000); School Psychologist  
James DiPerna\* - Thesis (June 1997), Dissertation (June 1999); University Faculty  
Kathy Lepage - Dissertation (May 1998); School Psychologist  
Brian McKeivitt\* - Thesis (May 1998), Dissertation (August 2001); School Psychologist  
Michelle Montgomery - Dissertation (October 1998); University Faculty & School Psychologist  
William Seymour - Dissertation (July 1999); School Psychologist  
Ann Marquart\*- Dissertation (July 2000); University Faculty  
Andy Mroch – Thesis (May 2002)  
Ryan J. Kettler\*– Thesis (September 2002), Dissertation (August 2005), University Faculty  
Andrew Roach\* – Thesis (October 2002), Dissertation (December 2004), University Faculty  
Bradley Niebling\* – Thesis (November 2002), Dissertation (July 2004), School Psychologist  
Nan Huai – Thesis (May 2003), Dissertation (November 2004), University Faculty  
Sylvia Lang\* – Thesis (July 2003), Dissertation (April 2005), School Psychologist  
Deitra Gibson – Thesis (August 2003), Dissertation (August 2005), School Psychologist  
Elizabeth Feldman – Thesis (November 2004)  
Jason Hurwitz – Thesis (December 2004)  
Corey Ray – Thesis (April 2005)  
Elizabeth Witter Freeman – Thesis (September 2005)

## **CONSULTANCIES & ADVISORY BOARDS**

Assessment Expert Reviewer, United States Department of Education, 2008  
Program Evaluator, Pennsylvania State University, School Psychology, 2007  
Consultant and Technical Advisor, Idaho Department of Education, 2007-2008  
Consultant and Technical Advisor, Arizona Department of Education, 2006-2007  
Consultant and Technical Advisor, Iowa Department of Education, 2006-2007  
Technical Advisory Committee member, South Dakota Student Assessment System, 2006-2007  
Consultant and Technical Advisor, Wisconsin Department of Public Instruction, 2006-2007  
Special Populations Assessment Advisor, ThinkLink Learning, 2005-2007  
Consultant & Technical Advisor, National Alternate Assessment Study, SRI & USDOE 2005-07  
Consultant & Technical Advisor, NAEP Technical Work Group, USDOE 2005-07  
Board Member, Center for Promoting Research to Practice, Lehigh University, 2005-2008  
Board Member, Center for Children, Youth, Families & Schools, Univ. Nebraska, 2004-2010  
Consultant, Hawaii Department of Education, 2004-2006  
Consultant, Mississippi Department of Education, 2004-2007  
Consultant, Westat, Rockville, MD, 2003-2004  
Consultant, Wisconsin Department of Public Instruction, Title I Review response, 2001-2004  
Consultant, Idaho Department of Education, Committee on Alternate Assessment, 2000-2006  
Consultant, CTB/McGraw-Hill, Test Development division, 1998-2000.  
Consultant, American Institutes of Research - Palo Alto, testing accommodations, 1997-98.  
Consultant to National Center on Education Outcomes, University of Minnesota, College of Education for use of alternate assessments with students with disabilities, 1996.  
Consultant to U.S. Office of Technology Innovation, 1992-94.  
Consultant to American Psychological Society to develop accreditation guidelines for graduate programs in applied psychology, Fall/Spring, 1992-93.  
Consultant to Washington, D.C. Public Schools Early Childhood Program and Center for Systemic Educational Change, 1992, 1993, 1994.  
Consultant to Northeast Foundation for Children, 1991-92, 1995-96, 1997-1998.

## **PROFESSIONAL AFFILIATIONS**

American Educational Research Association  
American Psychological Association, Fellow Divisions 5, 15, 16, 37, Member Division 26 & 52  
Council for Exceptional Children  
National Association of School Psychologists  
National Council on Measurement in Education

## **LICENSURE/CERTIFICATION**

Psychologist, State of Wisconsin, Department of Regulation and Licensing, License #1723  
Psychologist, State of Louisiana, Board of Examiners of Psychologists, License #459 (inactive)  
Psychologist, State of Nebraska, Bureau of Examining Boards, License #326 (inactive)  
School Psychologist, Arizona Department of Education (inactive)  
School Psychologist 62, Wisconsin Department of Public Instruction (License #430378523558)

## **REFERENCES**

- Dr. Camilla P. Benbow, Dean, College of Education and Human Development, Vanderbilt University, Nashville, TN 37203-5701, (615) 322-8407
- Dr. Jeffrey P. Braden, Interim Dean, College of Arts & Sciences, North Carolina State University, Raleigh, NC 27695-7801, (919) 513-7393
- Dr. Frank M. Gresham, Professor, Department of Psychology, Louisiana State University, Baton Rouge, LA 70803 (225) 810-9528
- Dr. Thomas R. Kratochwill, Director, School Psychology Program, Department of Educational Psychology, University of Wisconsin-Madison, Madison, WI 53706 (608) 262-5912
- Dr. Barbara S. Plake, Director, Former Buros Institute of Mental Measurements, University of Nebraska-Lincoln, Lincoln, NE 68588, retired.
- Dr. Daniel J. Reschly, Professor, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN 37203-5701, (615) 322-8150
- Dr. Edward S. Shapiro, Professor; Department of Counseling, School Psychology, and Special Education, Lehigh University, Bethlehem, PA 18015, (215) 758-3258