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PERSONAL INFORMATION

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CURRENT PRINCIPAL JOB TITLE

Susan W. Gray Professor of Education and Human Development, Peabody College, Vanderbilt University, Nashville, TN

Director, Family Research Group, Vanderbilt Kennedy Center, Nashville, TN.

FIELDS OF PRESENT MAJOR SCIENTIFIC INTEREST

Early language acquisition and intervention, early childhood special education, children's mental health.

EDUCATIONAL EXPERIENCE

B.S., 1970 (Honors)
Kansas State University, Manhattan, KS
Majors: Speech and Political Science

M.A., 1973
University of Kansas, Lawrence, KS
Majors: Early Childhood Education and Human Development

Ph.D., 1974
University of Kansas, Lawrence, KS
Majors: Developmental and Child Psychology

Post Doctoral Fellow
National Institute of Health, University of Kansas
1974-75
Lawrence, KS and Kansas Neurological Institute, Topeka, KS

RELATED TRAINING AND PROFESSIONAL EXPERIENCE

2004-Present	Faculty Member, Learning Sciences Institute, Vanderbilt University
2002-2004	Deputy Director, Vanderbilt Kennedy Center
1995-1998	Chair, Department of Special Education
1992-2002	Director, Institute on Prevention, Early Intervention and Families, Kennedy Center, Vanderbilt University
1990-91	Visiting Scientist, Yerkes Center, Section on Language, Cognition and

1990-Present	Neuropsychology, Division of Behavioral Biology, Emory University Senior Fellow, Vanderbilt Institute on Public Policy
1984-86	Chair, Department of Special Education, Peabody College of Vanderbilt University
1988-Present	Professor, Departments of Special Education and Psychology and Human Development
1982-88	Associate Professor, Departments of Special Education and Psychology and Human Development
1982-Present	Kennedy Center Scientist, John F. Kennedy Mental Retardation Center, Vanderbilt University
1982-Present	Faculty Member, Mental Retardation Training Program, Kennedy Center, Vanderbilt University
1982-92	Courtesy Associate Professor, Department of Human Development and Family Life, University of Kansas
1977-82	Research Associate, Department of Human Development, University of Kansas
1977-82	Research Coordinator, Kansas Research Institute for the Early Childhood Education of the Handicapped
1975-82	Courtesy Assistant Professor, Department of Human Development, University of Kansas
1975-82	Director, Language Project Preschool
1975-82	Research Associate, Bureau of Child Research, Lawrence, Kansas
1972-73	National Institute of Mental Health Trainee, Department of Human Development, University of Kansas, Lawrence, Kansas
1972-73	Laboratory classroom teacher and supervisor, Edna A. Hill Child Development Laboratories, University of Kansas, Lawrence, Kansas

HONORS, MEMBERSHIPS AND AFFILIATIONS

Susan Gray Chair in Education and Human Development, Peabody College of Vanderbilt University, 2006
Investigator, Learning Sciences Institute, Vanderbilt University, 2005-Present
Co-Chair, Sibling Leadership Network Conference, Washington, D.C., Nov 9-10, 2007
National Advisory Board, Reading Interventions for Students with Mental Retardation Research Institutes, U.S. Department of Education, Office of Special Education Programs, 2005
Advisory Board, Center on Early Childhood Outcomes, 2004
Technical Work Group, Head Start National Advisory Panel, 2003-2007
Harvie Branscomb Distinguished Professor, Peabody College of Vanderbilt University, 2001
President, Division 33, APA, 2003-2004
Executive Council, Division 33, APA, 2001-2008
Member, Head Start Mental Research Consortium, 1998-2005
Speaker, Peabody Commencement, Peabody College of Vanderbilt University, May 11, 1990;
May 8, 1995
Member, University Research Council, 1994-1997
Member, Council on Teacher Education, 1996-1998
Member, Undergraduate Administrative Committee, 1995-Present
Member, AAUAP-OSEP Task Force, 1993-1995
Member, Chancellor's Committee on Status of Senior Scholar, Vanderbilt University, 1989-1993
Member, NICHD-MR Committee, 1990-1994
Member, Project SEARCH Executive Board, 1989-1990
Member, AAUAP-OSERS Advisory Committee, 1989-1992

Member, CEC Advisory Panel, CEC-ERIC Clearinghouse on Gifted & Handicapped Children, 1988-2000
Member, Program Committee OSERS Research Project Directors Conference, 1988-1991
Member, Society for Advancement of Behavior Analysis
Member, Council on Exceptional Children, Division of Early Childhood, Division on Research
Member, Association for Behavior Analysis
Chair, Federal Research Committee, The Association for Persons with Severe Handicaps, 1987-1991
Member, Publication Committee, The Association for Persons with Severe Handicaps, 1989-Present
Fellow, American Psychological Association (Division 25, 34)
Fellow, American Association on Mental Retardation
Member, Society for Research in Child Development
Outstanding Faculty Award, Peabody College/Vanderbilt University, 1984
Speaker, William S. Tisdall Distinguished Lecturer Series, University of Kentucky, 1988
Educator of the Year, Tennessee Association for Retarded Citizens, 1989
Educator of the Year, National Association for Retarded Citizens, 1989

BOOKS & MONOGRAPHS

- Thompson, T., & Kaiser, A. P. (Eds.) (1996). *Peabody Journal of Education (Vol. 71)*. New Jersey: Lawrence Erlbaum Associates.
- Kaiser, A. P., & Gray, D. B. (Eds.) (1993). *Enhancing children's communication: Research foundations for intervention (Vol. 2)*. Baltimore: Paul H. Brookes.
- Kaiser, A. P., & McWhorter, C. L. (Eds.) (1990). *Preparing personnel to work with persons with severe disabilities*. Baltimore: Paul H. Brookes.
- Warren, S. F., & Rogers-Warren, A. K. (Eds.) (1985). *Teaching functional language*. Baltimore: University Park Press.
- Rogers-Warren, A. K., & Warren, S. F. (Eds.) (1977). *Ecological perspectives in behavior analysis*. Baltimore: University Park Press.

CHAPTERS

- Kaiser, A.P., & Trent, J. A. (2007). Communication intervention for young children with disabilities: Naturalistic approaches to promoting development. In S. Odom, R. Horner, M. Snell & J. Blacher (Eds.), *Handbook of Developmental Disabilities*, (pp. 224-246). New York: Guilford Press.
- Hancock, T. B., & Kaiser, A. P. (2006). Enhanced Milieu Teaching. In R. McCauley & M. Fey (Eds.), *Treatment of Language Disorders in Children*, (pp. 203-233). Baltimore: Paul Brookes.
- Kaiser, A. P., & Grim, J. C. (2005). Teaching functional communication skills. In M. Snell & F. Brown (Eds.), *Instruction of Students with Severe Disabilities*, (pp. 447-488). Upper Saddle River, NJ: Pearson.
- Garfinkle, A. N., & Kaiser, A. P. (2004). Communication for students with severe disabilities in inclusive classrooms. In C. Kennedy & E. Horn (Eds.), *Including Students with Severe Disabilities*, (pp. 120-137). Boston: Allyn and Bacon.

- Kaiser, A. P., Hester, P. P., & McDuffie, A. S. (2001). Supporting communication in young children with developmental disabilities. In D. Felce & E. Emerson (Eds.), *MRDD Research Reviews*, (Vol. VII, 2, pp. 143-150). Hoboken, NJ: Wiley-Liss.
- Kaiser, A. P., Tapp, J., Solomon, N. A., Delaney, E. M., Ezell, S. S., Hester, P. P., & Hancock, T. B. (2000). Observing complex adult-child interactions. In T. Thompson, D. Felce & F. J. Symons (Eds.), *Behavioral Observations* (pp. 177-192). Baltimore: Brookes.
- Kaiser, A. P. (1998). Teaching functional communication skills. In M. E. Snell (Ed.), *Instruction of students with severe disabilities 5th ed.*, (pp. 453-492). New York: Macmillan.
- Kaiser, A. P., Hemmeter, M. L. & Hester, P. P. (1996). The facilitative effects of input on children's language development: Contributions from studies of enhanced milieu teaching. In L. B. Adamson & M. A. Rowski (Eds.), *Research on communication and language disorders: Contributions to theories of language development*, (267-294). Baltimore: Paul H. Brookes Publishing Co.
- Odom, S. L., & Kaiser, A. P. (1996). Prevention and early intervention during early childhood: Theoretical and empirical bases for practice. In W. E. MacLean (Ed.), *Ellis Handbook on mental deficiency, psychological theory and research, 3rd ed*, (pp. 137-172). Hillsdale, NJ: Lawrence Erlbaum.
- Kaiser, A. P., & Hester, P. P. (1995). How everyday environments support children's communication. In L. K. Koegel, R. L. Koegel, & Dunlap, G. (Eds.), *Positive Behavioral Support, (Chpt. 7)*, (pp.145-162). Baltimore: Paul H. Brookes.
- Kaiser, A. P. (1993). Functional language. In M. E. Snell (Ed.), *Instruction of students with severe disabilities 4th ed.*, (pp. 347-379). New York: Macmillan.
- Kaiser, A. P. (1993). Introduction: Enhancing children's social communication. In A. P. Kaiser & D. B. Gray (Eds.), *Enhancing children's communication: Research foundations for intervention Vol. 2*, (pp. 3-9). Baltimore: Paul H. Brookes.
- Kaiser, A. P. (1993). Parent-implemented language intervention: An environmental system perspective. In A. P. Kaiser & D. B. Gray (Eds.), *Enhancing children's communication: Research foundations for intervention Vol. 2*, (pp. 63-84). Baltimore: Paul H. Brookes.
- Ostrosky, M. M., Kaiser, A. P., & Odom, S. L. (1993). Facilitating children's social- communicative interactions through the use of peer-mediated interventions. In A. P. Kaiser & D. B. Gray (Eds.), *Enhancing children's communication: Research foundations for intervention Vol. 2*, (pp. 159-185). Baltimore: Paul H. Brookes.
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- Kaiser, A. P., Yoder, P. J., & Keetz, A. (1992). Evaluating milieu teaching. In S. F. Warren & J. Reichle (Eds.), *Causes and effects in communication and language intervention Vol. 1*, (pp. 9-47). Baltimore: Paul H. Brookes.

- Kaiser, A. P., Hendrickson, J. M., & Alpert, C. L. (1991). Milieu language teaching: A second look. In R. A. Gable (Ed.), *Advances in mental retardation and developmental disabilities Vol. 4*, (pp. 63-92). London: Jessica Kingsley.
- Westlake, C. R., & Kaiser, A. P. (1991). Early childhood services for children with severe disabilities: Research, values, policy, and practice. In L. H. Meyer, C. A. Peck, & L. Brown (Eds.), *Critical issues in the lives of persons with severe disabilities* (pp. 429-458). Baltimore: Paul H. Brookes.
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- Kaiser, A. P., & Warren, S. F. (1987). Pragmatics and generalization. In R. L. Schiefelbusch & L. L. Lloyd (Eds.), *Language perspectives: Acquisition, retardation, and intervention* (2nd ed., pp. 393-442). Austin, TX: Pro-Ed.
- Hupp, S. C., & Kaiser, A. P. (1986). Evaluating educational programs for severely handicapped preschoolers. In L. Bickman & D. Weatherford (Eds.), *Evaluating early intervention programs for young severely handicapped children and their families*, (pp. 233-261). Elmsford, NY: Pergamon Press.
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ARTICLES

- Stanton-Chapman, T. L., Kaiser, A. P., Vijay, P., & Chapman, C. (in press). A Multi-component intervention to increase peer-directed communication in Head Start children. *Journal of Early Intervention*.
- Trent, J. A., Kaiser, A. P., & Frey, J. R. (2007). Older siblings' use of responsive interaction strategies and the effects on their younger siblings with Down syndrome. *Journal of Early Intervention*, 29(4), 273-286.

- Scherer, N. J., & Kaiser, A. P. (2007). Early intervention for children with cleft palate. *Infants and Young Children, 20*(4), 355-366.
- Kaiser, A. P., Hancock, T. B., & Trent, J. A. (2007). Teaching parents communication strategies. *Early Childhood Services: An Interdisciplinary Journal of Effectiveness, 1*, 107-136.
- Stanton-Chapman, T. L., Kaiser, A. P. & Wolery, M. (2006). Building social communication skills in Head Start children using storybooks: The effects of prompting on social interactions. *Journal of Early Intervention, 2* (3), 197-212.
- Qi, C. H., Kaiser, A. P., & Milan, S. (2006). Children's behavior during teacher-directed and child-directed activities in Head Start. *Journal of Early Intervention, 2* (2), 97-110.
- Qi, C. H., Kaiser, A. P., Milan, S., & Hancock, T. B. (2006). Language performance of low-income African American and European American preschool children on the PPVT-III. *Language, Speech, and Hearing Services in the School, 37*(1), 1-12.
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- Hodapp, R. M., Glidden, L. M., & Kaiser, A. P. (2005). Siblings of persons with disabilities: Toward a research agenda. *Mental Retardation, 43*(5). 334-338.
- Trent, J. A., Kaiser, A. P., & Wolery, M. (2005). The use of responsive interaction strategies by siblings. *Topics in Early Childhood Special Education, 25*(2), 107-118.
- Cai, X., Kaiser, A. P., & Hancock, T. B. (2004). Parent and teacher agreement on child behavior checklist: items in a sample of preschoolers from low-income and predominantly African-American families. *Journal of Clinical Child & Adolescent Psychology, 33*(2), 303-312.
- Qi, C. H., & Kaiser, A. P. (2004). Problem behaviors of low-income children with language delays: An observation study. *Journal of Speech, Language, and Hearing Research, 47*(3), 595-609.
- Stanton-Chapman, T. L., Chapman, D. A., Kaiser, A. P., & Hancock, T. B. (2004). Cumulative risk and low income children's language development. *Topics in Early Childhood Special Education, 24*(4), 227-237.
- Craig-Unkefer, L. A., & Kaiser, A. P. (2003). Increasing peer-directed social communication skills of children enrolled in Head Start. *Journal of Early Intervention, 25*(4), 229-247.
- Qi, C., & Kaiser, A. P. (2003). Behavior problems of preschool children from low-income families: Review of the literature. *Topics in Early Childhood Special Education, 23* (4), 188-216.
- Qi, C., Kaiser, A. P., Milan, S. E., Yzquierdo, Z., & Hancock, T. B. (2003). The performance of low-income, African-American children on the Preschool Language Scale-3. *Journal of Speech, Language, and Hearing Research, 46*(3), 576-590.

- Kaiser, A. P., & Hancock, T. B. (2003). Teaching parents new skills to support their young children's development. *Infants and Young Children, 16(1)*, 9-21.
- Craig-Unkefer, L. A., & Kaiser, A. P. (2002). Improving the social communication skills of at-risk preschool children in a play context. *Topics in Early Childhood Special Education, 22(1)*, 3-13.
- Hancock, T. B., & Kaiser, A. P. (2002). The effects of trainer-implemented enhanced milieu teaching on the social communication of children who have autism. *Topics in Early Childhood Special Education, 22(1)*, 39-54.
- Hancock, T. B., Kaiser, A. P., & Delaney, E. M. (2002). Teaching parents of preschoolers at high-risk: Strategies to support language and positive behavior. *Topics in Early Childhood Special Education, 22(4)*, 191-212.
- Kaiser, A. P., Cai, X., Hancock, T. B., & Foster, E. M. (2002). Teacher-reported behavior problems and language delays in boys and girls enrolled in Head Start. *Behavioral Disorders, 28(1)*, 23-39.
- Qi, C. H., & Kaiser, A. P. (2002). Identifying the relationship between language delays and behavior problems in Head Start children. *Proceedings of the First Eight Years Pathways to the Future: Implications for Research, Policy, and Practice, Head Start's Sixth National Research Conference*, 721-722.
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- Delaney, E. M., & Kaiser, A. P. (2001). The effects of teaching parents blended communication and behavior support strategies. *Behavioral Disorders, 26(2)*, 93-116.
- Kaiser, A. P., Hancock, T. B., Cai, X., Foster, E. M., & Hester, P. P. (2000). Parent-reported behavior problems and language delays in boys and girls enrolled in Head Start classrooms. *Behavioral Disorders, 26(1)*, 26-41.
- Kaiser, A. P., Hancock, T. B., & Nietfeld, J. P. (2000). The effects of parent-implemented enhanced milieu teaching on the social communication of children who have autism. *Journal of Early Education and Development [Special Issue], 11(4)*, 423-446.
- Kaiser, A. P., Tapp, J., Solomon, N. A., Delaney, E. M., Ezell, S.S., Hester, P. P., & Hancock, T. B. (2000). Observing complex adult-child interactions. *Behavioral Observations, 177-192*.
- Kim, O. H., & Kaiser, A. P. (2000). Language characteristics of children with Attention Deficit Hyperactivity Disorder. *Communication Quarterly, 21*, 154-165.
- Qi, C. H., McLean, Z. Y., Kaiser, A. P., & Hancock, T. B. (2000) The language performance of African-American Head Start children on the Preschool Language Scale-3. *Proceedings of Developmental and Contextual Transitions of Children and Families: Implications for Research, Policy, and Practice*, 630-631.

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- Hester, P. P., & Kaiser, A. P. (1998). Early intervention for the prevention of conduct disorder: Research issues in early identification, implementation, and interpretation of treatment outcomes. *Behavioral Disorders, 24(1)*, 58-66.
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- Kaiser, A. P., & Delaney, E. M. (1996). The effects of poverty on parenting young children. *Peabody Journal of Education, 71(4)*, 66-85.
- Kaiser, A. (1996). Formal and functional definitions of the Kennedy Center: An introduction. *Peabody Journal of Education, 71(4)*, 3-15.
- Thompson, T. & Kaiser, A. P. (1996). Forward. *Peabody Journal of Education, 71(4)*, 1-2.
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- Kaiser, A.P., Hemmeter, M.L., Ostrosky, M. M., Fischer, R., Yoder, P. & Keefer, M. (1996). The effects of teaching parents to use responsive interaction strategies. *Topics in Early Childhood Special Education, 16(3)*, 375-406.
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- Kaiser, A. P., & Goetz, L. (1993). Enhancing communication with persons labeled severely disabled. *The Journal of the Association for Persons with Severe Handicaps, 18*(3), 137-142.
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Kaiser, A. P., & Westlake, C. R. (1987, November). *TASH federal research committee survey regarding the OSEP grant review process.* Paper prepared for The Association for Persons with Severe Handicaps and Office of Special Education and Rehabilitation Services. Chicago, IL. [Reprinted in the TASH Newsletter, April, 1988]

Kaiser, A. P. (1987, October). *Personnel preparation policy recommendations.* Paper prepared for The Association for Persons with Severe Handicaps and Office of Special Education and Rehabilitative Services. Nashville, TN. [Reprinted in the TASH Newsletter, July, 1988]

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WORK IN REVIEW

Kleeck, A. V., Schwarz, A. L., Fey, M., Kaiser, A. P., Miller, J., & Weitzman, E. (in press). Should we use telegraphic or grammatical input with children in the early stages of language development? Evidence from research and experts. *Journal of Speech Language Services in the Schools.*

Stainbrook, A. T., & Kaiser, A. P. (submitted). Sibling Generalization of Responsive Interaction Strategies. *Journal of Early Intervention.*

Wood, B. K., Wolery M., & Kaiser, A. P. (in press). Treatment of food selectivity in a young child with autism. *Focus on Autism and other Developmental Disabilities.*

Scherer, N., and Kaiser, A. P. (in press). Enhanced Milieu Teaching with phonological emphasis: Application for children with CLP in Treatment of Sound Disorders in Children. Chapter to appear in Williams, L., McLeod, S., & McCauley, R. (Eds.), *Speech Interventions: Research to Practice.* Baltimore: Brookes Publishing.

Kaiser, A.P., & Trent, J. A. (in press). Family school partnerships and communication interventions for young children with disabilities. In Christenson, S. and Reschly, A. (Eds.), *Handbook on School-Family Partnerships for Promoting Student Competence.* London: Taylor & Francis Group.

Cai, X., Kaiser, A. P., Hancock, T. B., & Lipsey, M. W. (submitted). Parent and teacher ratings of problem behaviors in preschool children from low-income and predominantly African-American families: Cross-informant agreement and disagreement. *Journal of Abnormal Child Development.*

Qi, C. H., Kaiser, A. P., Milan, S. (submitted). An investigation of the impact of maternal education on the language and speech of urban, African American preschoolers from low-income families. *Journal of Speech, Language and Hearing Research.*

Stanton-Chapman, T. L., Kaiser, A. P., Vijay, P., & Chapman, C. (submitted). A multi-component intervention to increase peer-directed communication in Head Start children. *Journal of Early Intervention.*

PAPERS PRESENTED (Since 2000)

- Kaiser, A. P. (2008, November). It's not what you said – It's when you said it. American Speech-Language-Hearing Association Convention, Chicago, IL.
- Roberts, M., McLeod, R., Kaiser, A. P., & Hancock, T. B. (2008, November). A comparison of three language sampling elicitation methods. Poster presented at the American Speech-Language-Hearing Association Convention, Chicago, IL.
- Kinder, K. A., Kaiser, A. P., Stainbrook, A. T., & Ton, J. T. (2008, October). Effects of Video Modeling and Email Feedback on EMT Strategies. Division of Early Childhood Conference, Minneapolis, MN.
- Kaiser, A. P., Hancock, T. B., & Milan, S. (2008, August). The Effects of Parent Implemented Naturalistic Language Intervention. International Association for the Scientific Study of Intellectual Disabilities, Cape Town, South Africa.
- Kaiser, A. P., Morse, A., & Burke, M. (2008, August). Young Adult Siblings of Individuals with Disabilities: Looking Toward the Future. International Association for the Scientific Study of Intellectual Disabilities, Cape Town, South Africa.
- Kaiser, A. P., Milan, S., Hancock, T. B., & Frey, J. (2008, June). Language and behavior problems among 4 year old children enrolled in Head Start. Head Start 9th Annual National Research Conference, Washington, D.C.
- Kaiser, A. P., & Snyder, P. (2008, August). Role of Correlational Evidence in EBP Framework. Presented at the annual meeting of the American Psychological Association, Boston, MA.
- McLeod, R.H., Roberts, M. Y., Hancock, T. B., & Kaiser, A.P. (2008, June). Generalization of teacher skills and child outcomes after coaching and data-based feedback. Poster presented at the Institute of Education Sciences Conference, Washington, D.C.
- Kaiser, A. P., Morse, A. B., Burke, M. (2008, May). Lives in Transition: Young Adult Siblings of Individuals with Disabilities. Presented at the Tennessee Disability Megaconference, Nashville, TN.
- Kaiser, A. P. MacFarland, T. L., & Hancock, T. B. (2008, March). Individual Differences in Parent-Implemented Enhanced Milieu Teaching: Effects on Children with ASD. Presented at the 41st Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.
- Kaiser, A. P. & Morse, A. B. (2008, March). Lives in Transition: Young Adult Siblings of Individuals with Disabilities. Presented at the 41st Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.
- McLeod, R. H., Roberts, M. Y., & Kaiser, A. P. (2008, February). Effects of coaching and data-based feedback on teacher implementation of enhanced milieu teaching, Poster presented at Conference for Research Innovations in Early Childhood Intervention, San Diego, CA.

- Kaiser, A. P. (2008, February). It's Not What You Said... It's When You Said It: Measuring Context is Essential. Presented at the Conference for Research Innovations in Early Intervention, San Diego, CA.
- Kaiser, A. P., Bailey, D, Odom, S., & Warren, S. (2007, December). Early Childhood Research Perspectives. Presented at the Special Olympics Working Conference, Miami, FL.
- Kaiser, A. P. (2007, December). Vanderbilt Sibling Research Consortium. Presented to The Arc of the US, Executive Board, Nashville, TN.
- Hancock, T. B., & Kaiser, A. P. (2007, March). An ecological model for facilitating parent-generalization of newly-learned naturalistic teaching strategies. Presented at the Society for Research in Child Development Biennial Meeting, Boston, MA.
- Kaiser, A. P., Hemmeter, M. L., & Vijay, P. (2007, March). The effects of preschool children's behavior on teacher-provided learning opportunities. Poster presented at the Society for Research in Child Development Biennial Meeting, Boston, MA.
- Kaiser, A. P. (2007, March). Predicting and preventing problem behavior in low income preschool children. Presented at the ETSU Center for Early Childhood Research Colloquium, Johnson City, TN.
- Kaiser, A. P., Hancock, T. B., & Vijay, P. (2007, March). Parent-child communication at home in preschool children with Down syndrome and Autism spectrum disorders. Presented at the 40th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Annapolis, MD.
- Scherer, N. J. & Kaiser, A. P. (2006, November). Parent training to support children's speech and language development. Presented at the 2006 American Speech-Language-Hearing Association Convention, Miami, FL.
- Kaiser, A. P. (2006, October). Roles, responsibilities and needs of adult siblings. Presented at The Arc of the United States National Convention, San Diego, CA.
- Kaiser, A. P. (2006, April). Enhanced Milieu Teaching: Parent-Implemented Communication Interventions for Young Children with ASD. Presented at the Florida State University Center for Autism & Related Disabilities, Tallahassee, FL.
- Kaiser, A. P. (2006, February). Constraints on generalization from naturalistic language intervention. Presented at the 5th biannual Conference on Research Innovations in Early Intervention, San Diego, CA.
- Kaiser, A. P. (2005, November). Developmental effects of early language intervention for children with mental retardation. Invited presentation at the University of Wisconsin-Madison, Madison, WI.
- Kaiser, A. P. (2005, October). *Talk to me, teach me*. Presented at the University of Illinois at Champaign-Urbana for the Goldstick Family Lecture in Communication Disorders, Champaign, IL.
- Kaiser, A. P. (2005, October). *Language and behavior problems in young children at-risk: Why behavior matters for language learners*. Presented at the University of Illinois at Champaign-Urbana for an Invited Research Proseminar, Department of Special Education, Champaign, IL.
- McWilliam, R., Kaiser, A. P., & Snyder, P. (2005, October). *Random-assignment experiments: Application in*

- early intervention*. Presented at the 21st annual Division for Early Childhood Conference, DEC, Portland, OR.
- Kaiser, A. P. (2005, June). *EMT Workshop*. Presented at the Florida State University Summer Autism Institute, Tallahassee, FL.
- Kaiser, A. P. (2005, June). *Teaching parents to support their children's development*. Presented to the Philadelphia 0-3 Early Intervention Consortium, Philadelphia, PA.
- Kaiser, A. P., Hancock, T. B., & Milan, S. (2005, May). *Language delays and behavior problems in preschool children from low income families: Implications for prevention*. Presented at the 13th annual Society for Prevention Research, Washington, DC.
- Kaiser, A. P., & Trent, J. A. (2005, April). *Family research program*. Vanderbilt Kennedy Center Leadership Committee Meeting, Nashville, TN.
- Kaiser, A. P., Hancock, T. B., & Milan, S. (2005, April). *Language delays and behavior problems in preschool children from low income families: Longitudinal analysis*. Presented at the 2005 Society for Research and Child Development Biennial Meeting, Atlanta, GA.
- Kaiser, A. P., Hancock, T. B., & Milan, S. (2005, March). *A comparison of parent-implemented and trainer implemented language interventions*. Presented at 38th Annual Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Annapolis, MD.
- Trent, J. A., & Kaiser, A. P. (2005, March). *Teaching siblings of children with Down syndrome to use responsive interaction strategies*. Poster presented at 38th Annual Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Annapolis, MD.
- Kaiser, A. P. (2005, March). *Enhanced Milieu Teaching: Developing and testing a parent-implemented intervention to promote communication development*. Presented at the Learning Disabilities Association of America 42nd Annual Conference, Reno, NV.
- Kaiser, A. P. (2004, November). *Parents as language teachers for their young children with developmental disabilities*. Presented at the University of New Mexico, Albuquerque, NM.
- Kaiser, A. P. (2004, November). *Kennedy Center research project on siblings*. Fired up for Down Syndrome Conference, Nashville, TN.
- Kaiser, A. P., Hancock, T. B., Trent, A., & Salmon, S. (2004 November). *Supporting Siblings of children with Down Syndrome*. Down syndrome Statewide Conference, Memphis, TN.
- Kaiser, A. P. (2004, October). *Early identification and prevention of conduct disorders*. Children and Adults with Attention Deficit/Hyperactivity disorder, Nashville, TN.
- Kaiser, A. P. (2004 September). *It's all about communication*. Tennessee Association for the Education of Young Children, Franklin, TN.
- Kaiser, A. P. (2004 September). *The relationship between language and behavior in low SES preschoolers*.

2004 Rite Care Conference, Nashville, TN.

- Kaiser, A. P. (2004, July). *Parents as language teachers for their young children with mental retardation*. Presented at the 2004 American Psychological Association Conference, Honolulu, HI.
- Qi, C. H., & Kaiser, A. P. (2004, June). *Maternal education and language measures in Head Start Children*. Poster presented at A, at the Symposium on Research in Child Language Disorders, Madison, WI.
- Kaiser, A. P. (2004, March). *Beyond behavior management: The communication bases of behavior problems*. Presented at Easter Seals, Nashville, TN.
- Kaiser, A. P. (2004, March). *Family Research Program*. Presented at the 37th Annual Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, San Diego, CA.
- Kaiser, A. P., Hancock, T. B., and Milan, S. (2004, March). *The effects of communication intervention on the language and behavior of low-income preschool children: Issues of attrition and subject compliance*. Presented at the 37th Annual Gatlinburg Conference, San Diego, CA.
- Kaiser, A. P., Hancock, T., Qi, C., Cai, C., Milan, S. (2003, November). *Language and behavior problems in low income preschool children*. Presented at the British Psychological Society, London, England.
- Qi, C. H., & Kaiser, A. P. (2003, November). *Maternal education and language measures in urban African-American Preschoolers*. Presented at the American Speech-Language-Hearing Association Annual Convention, Chicago, IL.
- Kaiser, A. P., Hancock, T. B., & Stanton-Chapman, T. (2003, October). *Communication intervention for preschool children at-risk for language and behavior problems*. DEC Conference, Washington, DC.
- Cai, C. X., Kaiser, A. P., & Hancock, T. B. (2003, August). *Competence profiles of children and their relationship to family risks*. American Psychological Association Conference, Toronto, Ontario, Canada.
- Qi, C. H., & Kaiser, A. P. (2003, June). *Problem behavior of low-income children with language delays*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.
- Qi, C. H., McGinley, V., & Kaiser, A. P. (2003, May). *Behavior problems of at-risk kindergarteners*. Poster presented at the American Association of Mental Retardation Annual Conference, Chicago, IL.
- Kaiser, A. P. (2003, April). *Beyond Behavior Management: Understanding and addressing the communicative bases of behavior problems in the classroom*. Presented to the Nashville Area Association for the Education of Young Children NAAEYC Week of the Young Child Professional Development Day.
- Kaiser, A. P., Hancock, T. B., Milan, S. (2003, April). *Continuity of language and behavior problems in children enrolled in Head Start*. Presented at the 70th Anniversary of the Society for Research in Child Development, Tampa, FL.
- Kaiser, A. P., Stanton-Chapman, T., Cai, C., & Qi, C. H. (2003, March) *Predicting and assessing behavior and language problems in Head Start children*. Presented at the 36th Annual Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Annapolis, MD.

- Kaiser, A. P., Hancock, T. B., Cai, C., & Stanton-Chapman, T., (2002, August). *Early identification of significant development in Head Start children*. Presented at the 110th Annual Meeting of the American Psychological Association, Chicago, IL.
- Hancock, T. B., & Kaiser, A. P. (2002, August). *Language delays and behavior problems in Head Start children*. Presented at the 110th Annual Meeting of the American Psychological Association, Chicago, IL.
- Cai, C. X., Kaiser, A.P., & Hancock, T. B., (2002, August). *Informant specificity of parent- and teacher-identified problem behaviors in preschoolers*. Presented at the 110th Annual Meeting of the American Psychological Association, Chicago, IL.
- Qi, C. H., & Kaiser, A. P. (2002, July). *Problem behaviors of African American children with language delays*. Presented at the 23rd Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Kaiser, A. P., Hancock, T. B., & Windsor, K. (2002, July). *Generalized effects of parent- and therapist implemented naturalistic teaching*. Presented at the 23rd Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Kaiser, A. P., Hancock, T. B., & Chapman, D. (2002, June). *Five year old outcomes for children identified with language and behavior problems at three years of age*. Presented at the 4th Annual Summer Institute, Family Research Consortium, Charlotte, NC.
- Cai, X., Kaiser, A. P., & Hancock, T. B. (2002, May). *Cross-informant Agreement between Parent-and Teacher-identified Problem Behaviors in Preschoolers: Item Level Analysis*. Poster session presented at the 10th Annual Conference on Society for Prevention Research, Seattle, WA.
- Cai, X., Lipsey, M.W., & Kaiser, A. P. (2002, May). *Stability of problem behaviors in early childhood: Preliminary results form a meta-analysis review*. Poster session presented at eh 10th Annual Conference on Society for Prevention Research, Seattle, WA.
- Kaiser, A.P., & Hancock, T.B. (2002, March). *Four critical issues in naturalistic teaching*. Paper presented at CRIEI Conference on Research Innovations in Early Intervention, San Diego, CA.
- Hancock, T.B., & Kaiser, A.P. (2001, December). *What you say means a lot to me: The effects of parents' language on their young children*. Paper presented at the National Head Start Training & Technical Assistance Network Training Meeting, Washington, D.C.
- Kaiser, A. P., Hancock, T. B., McLean, Z. Y., & Stanton-Chapman, T. L. (2001, October). *Building social communication skills during peer interaction: Kidtalk-for-Peers*. Presented at the Head Start University Partnership Grantees Meeting. Alexandria, VA.
- Qi, C. H., & Kaiser, A. P. (2001, October). *Behavior problems in Head Start children with language delays*. Head Start Grantee Meeting, Washington, DC.
- Qi, C. H., Kaiser, A. P., & Milan, S. (April, 2001). *Language performance of low-income African American children on two language tests*. The Council for Exceptional Children, Kansas City, MO.

- Kaiser, A. P., Hancock, T., Foster, E. M. & Cai, C. (2001, April). *The co-occurrence of language and behavior problems among children enrolled in Head Start*. Poster presented at the Biennial Society for Research in Child Development. Minneapolis, MN.
- Foster, M. E., Cai, X., Kaiser, A. P., & Hancock, T. B. (2001, May). *Patterns of language and behavior problems: Prevalence among Head Start enrollees*. Paper presented at the 9th Annual Conference of the Society for Prevention Research, Washington, DC.
- Kaiser, A. P., Hancock, T., Foster, E. M. & MacLean, Z. Y. (2000, December). *KIDTALK: Early identification and prevention of conduct disorder in Head Start children*. Paper presented at the 16th Annual DEC International Early Childhood Conference on Children with Special Needs. Albuquerque, NM.
- Kaiser, A. P., Hancock, T. B., Solomon, N. A., Windsor, K. & Howard, F. (2000, November). *Project III: Generalized effects of parent- and therapist-implemented enhanced milieu teaching*. Paper presented at the ASHA Annual Convention. Washington, DC.
- Qi, C. H., Kaiser, A. P., Milan, S., & Hancock, T. (2000, November). *Low-Income, African American Children's Language Performance on Peabody Picture Vocabulary Test-III*. Paper presented at the American Speech Hearing Association Annual Convention. Washington, DC.
- Kaiser, A. P. (2000, October). *Communication and behavior in early childhood classrooms*. Presented at the Georgia Association for Young Children. Duluth, GA.
- Kaiser, A.P., Hancock, T.B., Foster, E.M., & Cai, C. (2000, August). *Parents' and teachers' assessments of behavior problems in three-year-olds enrolled in Head Start*. Paper presented at the 108th Annual American Psychological Association Convention, Washington, DC.
- Qi, C. H., McLean, Z. Y., Kaiser, A. P., & Hancock, T. B. (2000, June). *Language Performance of Low-Income, African American Children on the PLS-3*. Presented at the 5th Head Start National Research Conference, Washington, DC.
- Kaiser, A. P., Hancock, T. B., Foster, E. M., & McLean, Z. (2000, June). *KidTalk: Early Identification and Prevention of Conduct Disorder in Head Start Children*. Presented at the 5th Head Start National Research Conference, Washington, DC.
- Yzquierdo-McLean, Z. A., Hancock, T. B., Milan, S. E., Johnson, E. J., & Kaiser, A. P. (2000, June). *Child Language, Problem Behavior, and Social Skills as it Relates to Parenting Stress*. Presented at the Family Research Consortium III, Keystone, CO.
- Kaiser, A. P., (2000, June). *Research on Parent-Implemented Early Language Interventions*. Presented at Symposium on Research in Child Language Disorders, Madison, WI.
- Kaiser, A. P., & Hancock, T. B. (2000, April). *Supporting Children's Communication Development Through Parent-Implemented Naturalistic Interventions*. Presented at the 2nd Annual Conference on Research Innovations in Early Intervention, San Diego, CA.
- Kaiser, A. P., & Milieu Teaching Group (2000, April). *Social and Behavior Aspects of Intervention*. Presented at the Treatment Efficacy Conference, Nashville, TN.

Qi, C. H., Kaiser, A. P., McLean, Z., & Hancock, T. (2000, April). *The Language Performance of African American Children on the Preschool Language Scale-3*. Presented at the Treatment Efficacy Conference, Nashville, TN.

Kaiser, A. P., Hancock, T. B., Foster, M., & Cai, C. (2000, April). *Kidtalk at Head Start: What are we learning about language and behavior*. Presented at the 27th Annual National Head Start Association Training Conference, Washington, DC.

Head Start Consortium (2000, March). *Head Start Mental Health Research Consortium: Preliminary Data on Prevention*. Paper presented at the 13th Annual Research Conference on Systems of Care for Children's Mental, Tampa, FL.

Hancock, T. B., Kaiser, A. P., & Foster, E. M. (2000, March). *Parent and teacher assessments of children's behavior problems*. Paper presented at the 33rd Annual Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, San Diego, CA.

GRANT SUPPORT

Principal Investigator:

Doctoral Leadership Training in Early Childhood Special Education, U.S. Department of Education (#H325D070075-08), 2007-2011.

Model Demonstration Center on Early Childhood Language Intervention, LSI, (#H326M070004), 2008-2012.

Tennessee Sibling Project, Tennessee Developmental Disabilities Council, 2007-2008.

Improving Language and Literacy Outcomes for Preschool Children at Highest Risk for Reading, IES, (R324E06008), 2006-2010.

Sibling Research Consortium, The Arc of the United States, 2005-2006

Social Communicative Effects of Language Intervention, NIH, (#HD4574501A1), 2004-2009.

Doctoral Leadership Personnel Prep. Grant, U.S. Department of Education, ROI, (#H320030012), 2003-2007.

Doctoral Leadership Training in Early Childhood, U.S. Department of Education, (#H325D99002302), 2003-2005.

Building Social Communication Skills During Peer Intervention, DHHS/ACFY (90YD0112), 2001-2004

Preventing Problems in Children's Social Behavior, NIMH, (MH54629-01A1), 1996-2001.

Early Identification and Prevention of Conduct Disorder in Head Start Children, ACYF/NIMH, 1997-2002.

Doctoral Leadership Training in Early Childhood Special Education, U.S. Department of Education (#H029D40078), 1994-2003

Curriculum Vita

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Generalized Effects of Parent and Therapist Implemented Naturalistic Teaching [Parent Project: Clinical Center on Language Intervention] (#P50DC03282), 1998-2003

The Generalized Effects of Early Language Intervention, U.S. Department of Education, (#H023C10031), 1991-94

The Generalized Effects of Naturalistic Language Teaching, National Institute of Child Health and Human Development, (#HD27583), 1991-96

The Effects of Parent-Implemented Language Intervention on Mentally Retarded Children's Communication Development, National Institute of Child Health and Human Development, (#HD15051), 1991-94

Preparation of Leadership Personnel in Early Childhood Special Education (#H029D90071), 1989-94

Comprehensive Language Training in Preschool Classroom, Office of Special Education (USOE #G008730528), 1987-91

Parents as Milieu Language Teachers: Research on Strategies for Training Parents and Parent-Trainers, National Institute on Disability and Rehabilitation Research (USOE #G008720107), 1987-90

A Longitudinal Analysis of The Role of Imitation In Early Language Learning, Vanderbilt University, Biomedical Research Support Grant, 1986

Training Siblings as Incidental Teachers, Office of Special Education, (#G008530238), 1985-86

Preparation of Special Education In Early Childhood Special Education, Office of Special Education, (#G008401604), 1984-87

Research on Technology for Training Milieu Language Teachers, Office of Special Education, (#G008400663), 1984-87

Preparation of Leadership Personnel in Early Childhood Special Education, (#G00840066), 1984-87

Changes in Language Learning Strategies as a Result of Incidental Language Teaching with Handicapped Students, Vanderbilt University, Spencer Foundation Grant, 1983

Linguistic Skills Training with Mothers: Effects on Child Behavior, University of Kansas Biomedical Sciences Support Grant, (KU#4791-x706-6), 1981-82

Analysis of Family Support for Handicapped Preschool Children At-Risk for Abuse (USOE #G0078-02089), 1980-83

Longitudinal Assessment of Mother-Child Interactions University of Kansas Biomedical Sciences Support Grant (KU#4968-x706-4), 1980-81

National Institute of Mental Health Post Doctoral Fellowship, 1974-75

Faculty Investigator:

Curriculum Vita
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Sibling use of Responsive Interaction Strategies (Award to Alacia Trent), Vanderbilt Kennedy Center Family Research Program, 2005-2006

Head Start Research Fellowship (Award to Lesley Craig), ACYF, 1997-1998

Studies of Teacher Language and Student Behavior with Students with Concurrent Emotional/Behavioral Disorders and Receptive Language Disorder (Award to Kelley Lassman), U.S. Department of Education (#H324B1980062), 1998-1999

Investigator:

Personnel Preparation to Improve Services and Results for Children with Disabilities, U.S. Department of Education, (#H325A03009304), 2004-2008, Mark Wolery, Principal Investigator

Project LINK, U.S. Department of Education, (#H324C02006003C), 2002-2005, Craig Kennedy, Principal Investigator

Early Childhood Research Institute on Inclusion, Dept. of Education, 1994-99, Samuel Odom, Principal Investigator

Personal Advisor Grant, Dept. of Education, 1989-91, Willis Hawley, Principal Investigator.
Communications Research with Retarded Children (#HD 0087-13), 1975-81, Joseph E. Spradlin, Principal Investigator

Teaching Language for Successful Transition to the Public Schools: A Socio-Ecological Approach, Bureau for the Education of the Handicapped (USOE #G0079-05223), 1981-82, Richard L. Schiefelbusch, Principal Investigator

Institute on Mental Retardation and Intellectual Development: Research Program on Retarded Intellectual Development, National Institute on Child Health and Human Development, 1985-1989. Alfred Baumeister, Principal Investigator

An Interagency Integrated Early Intervention Approach to Early Childhood Special Services (USOE #24AH10170), 1981-83, Steve Warren, Principal Investigator

Optimal Learning Environments for Handicapped Infants, (USOE #G008302259), 1983-86, Steve Warren, Principal Investigator

Project Director and Investigator, Teaching Children to Generalize Newly Trained Language: A Socio-Ecological Approach (USOE #G0076-05086), 1976-79, R. L. Schiefelbusch, Principal Investigator

Research Coordinator and Investigator, Kansas Research Institute for the Early Childhood Education of the Handicapped (USOE 300-77-0308), 1977-82, Judith LeBlanc and Edward L. Meyen, Principal Investigators

CONSULTANTSHIPS

2001-present The Committee for Children, Seattle, WA.
1994 University of Illinois
1993-present Technical Resource Group, Nashville, TN

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1993 Connolly-Bryant School, Nashville, TN
1988-1990 Office of Special Education, Washington, D.C.
1985 Preschool Orientation and Mobility Project, Vanderbilt University
1985 Frank Porter Graham Child Development Center, University of North Carolina
1983 Florida State Dept. of Education, Division of Blind Services
1983 Duncanwood Developmental Center, Nashville, TN
1982-present Kennedy Center Susan Gray School (formerly, Experimental School), Vanderbilt University
1982 Infant Parent Training Center, Houston, TX
1980 Western States Technical Assistance Resource (WESTAR), Monmouth, OR
1978-1981 Comprehensive Communication Curriculum Demonstration Project, Kansas Neurological Institute, Topeka, KS
1977 Cambridge Area Diagnostic Rehabilitation Services, Cambridge, Minnesota
1977, 1980-83 Cambridge State Hospital, Cambridge, Minnesota
1974 America Youth Foundation, St. Louis, Missouri
1973 Applied Science Associates, Inc., Auto Pedestrian Safety Program

GRANT REVIEWING

2008 Chairperson, Special Emphasis Panel for RFA-DC-08-001, National Institute on Deafness and Other Communication Disorders, February 7, 2008
2000-present Biobehavioral and Behavioral Processes (6) Study Center, National Institute of Health
1997-2001 Panel Member, Child and Adolescent Prevention Research, NIMH
1990-1994 Mental Retardation Panel, National Institute of Child Health and Human Development
1989 March of Dimes Foundation
1988-1993 Joseph P. Kennedy, Jr. Foundation Seed Grants
1987-1988 Office of Educational Research and Innovation
1986, 1983, Panel Member, Ad Hoc Review Team, National Institute for Child Health and Human
1995 Development
1986-present National Institute on Disabilities and Rehabilitative Research
1985 Field Reader & Member of National Advisory Panel Utah Institute on Early Intervention Effectiveness
1984-1988 Administration on Developmental Disabilities UAF Review Panel
1979-82 Biomedical Sciences Support Subcommittee University of Kansas
1978-present Bureau of Education for the Handicapped/Office of Special Education /OSEP

EDITORIAL CONSULTING

1989-92 Journal of the Association for Persons with Severe Handicaps

Associate Editor:

1993-95 American Journal on Mental Retardation
1983-86 Education and Treatment of Children
1983-86 Analysis and Intervention in Developmental Disabilities

Guest Editor:

1996 Peabody Journal of Education
1984 Monographs of the American Speech and Hearing Association
1981-82 Education and Treatment of Children

1983 Behavioral Assessment

Board of Editors:

1993-Present American Journal on Mental Retardation
1989-Present National Forum in Special Education
1988-94 &
2002-Present Journal of Early Intervention
1985-90 The Behavior Analyst
1983-Present Topics in Early Childhood Special Education
1984-86 Journal of Special Education Technology
1980-84 &
1988-Present Journal of the Association for Persons with Severe Handicaps
1981-83 Education and Treatment of Children
1981-84 Behavioral Assessment

Guest Reviewer:

2004 Child Development
1987-Present Journal of Speech & Hearing Disorders

Guest Reviewer:

1987-2003 Psychological Bulletin
1987-Present Journal of Special Education
1987-Present Developmental Psychology
1981 The Behavior Analyst
1981 Developmental Review
1979-2004 American Journal on Mental Retardation
1977-82 Behavior Modification
1976-79 Behavior Therapy
1976-Present Journal of Applied Behavior Analysis

Editorial Consultant:

1990-Present Paul H. Brookes Publishing Co.
1989-2004 Sycamore Press
1984-2003 John Wiley & Sons Publishing Co.
1984 Allyn & Bacon
1982-Present Charles Merrill Publishing Co./Pearson
1982 Scott, Foresman Publishing Co.
1980-81 University Park Press

UNIVERSITY SERVICE

University

Advisory Board, Child Development Center, Department of Pediatrics	2004-present
Evaluation Committee, Venture Capital Fence	2003-2004
Equal Access Committee	2002-2004
STOP (Streamline the Operating Process) Committee	2000-2004
Peabody representative to University Research Council	1996-99
Calendar Committee	1992-98

Chancellor's Committee on the Senior Scholar	1991-93
Peabody representative to Graduate School Council	1989-91
Peabody representative to Faculty Senate	1988-90
Faculty Affairs Committee of the Senate	1988-90

Peabody College

Language and Literacy Faculty Search	2003-2004
Susan Gray School Advisory Board	2002-present
Faculty Council Research Committee	2002-2004
Behavioral Sciences Task Force	2002-2003
Library Committee	2002-2003
LSI Director Planning Group	2002
MR Search Committee	2000-2003, Chair 2003
Interdepartmental committee on ECE/ECSE	1998-2003
Acting Associate Dean	1998
Chair, Dean's Search Committee	1998
College promotion and tenure	1990-91, 1993-95, 1998-2002
Mission and Priorities Committee	1989-91; Chair 1990-91
Summer research grant awards committee	1989, 1992
Budget Consultation Committee	1988-90; 1991-92

Chair Peabody Faculty Council	1982-84, 1989-90, 1996-97
Affirmative Action	1982-83, Chair 1988-89

Vanderbilt Kennedy Center

Biobehavioral Science Post Doctoral Training Program, Faculty member	2006-present
Family Research Group, Director	2004-present
Associate Director	2004-2006
Family Resource Center Advisory Board	2004
Sibling Research Consortium, Chair	2003-present
Institute on Language, Social, and Cognitive Development Director	1998-present
Institute on Prevention and Early Intervention Director	1997-98
Co-director with Sam Odom	1994-97
Behavioral Sciences Core Evaluation	Chair 1992-93
Space Committee for Kennedy Center	1990-98; Chair 1991-93
Advisory Board for Kennedy Center	1984-88; 1992-93, 1994-2006
Mental Retardation Training Program Faculty member	1984-present

Department

Faculty Evaluation Committee	2000-2004; 2007
Executive Committee	1999-2003; 2004-5
ECSE Search Committee, Chair	1999-2004
ECSE program, Chair	1999-present

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Admissions & Recruitment, Chair	1994-95
Space Committee	1993; 1995-98; 2002-2003
Futures Committee, Chair	1992-93
Doctoral Studies Committee	1990-93; 2004-present
Doctoral Leadership Training Program in ECSE Director/PI	1986-present
Chair, Department of Special Education	1984-86; 1995-98

Service Talks

Peabody College Distinguished Faculty Lecturer	1998
Welcoming Talk to incoming Peabody Freshman	1992, 1996
Graduation Speaker, Peabody College	1990, 1995
Various Presentations for the Kennedy Center in recent community forums and lunches	
Speaker, Vanderbilt Symposium on Women in Higher Education	1988