

VITA
Mark Wolery

PERSONAL INFORMATION

Mark Wolery, PhD
Department of Special Education, Box 228, Peabody College, Vanderbilt University, Nashville, TN
37203
Phone: (615) 322-8278 Fax: (615) 343-1570 E-mail: mark.wolery@vanderbilt.edu

Current Appointment

Professor of Special Education

Area of Specialization

Early Childhood Special Education
Inclusive early education
Instructional procedures
Intervention with children who have autism and developmental disabilities

EDUCATION

1969 BA Tennessee Temple College, Chattanooga, TN; Major: Psychology; Minor: Religion
1975 MEd Virginia Commonwealth University, Richmond, VA; Special Education: Emotional
Disturbance
1980 PhD University of Washington, Seattle, WA; Special Education: Early Childhood Special
Education/Severely Handicapped; Supporting Field: Language Development;
Collateral Field: Developmental Psychology

PROFESSIONAL EXPERIENCE

1969-1971 Psychiatric Social Worker, United States Army (involuntary).
1971-1972 Teaching Assistant, Teacher, Orange Grove Center for the Retarded, Chattanooga,
TN.
1972-1975 Teacher/Supervisor, Regional Child Development Center, Big Stone Gap, VA.
1975-1977 Coordinator of Developmental Therapy, Children and Youth Services, Moccasin
Bend Mental Health Institute, Chattanooga, TN.
1977-1978 Project Assistant, Western States Technical Assistance Resource (WESTAR),
University of Washington, Seattle.
1978-1980 Graduate Assistant, Area of Special Education, University of Washington, Seattle.
1980 Head Teacher, Severe Behavior Disorders Classroom, Experimental Education Unit,
University of Washington, Seattle.
1980-1984 Assistant Professor, Department of Special Education, University of Kentucky,
Lexington.

- 1984-1990 Associate Professor, Department of Special Education, University of Kentucky, Lexington.
- 1990-1996 Senior Research Scientist, Child and Family Studies Program, Allegheny-Singer Research Institute, Pittsburgh, PA.
- 1991-1996 Professor of Psychiatry, Department of Psychiatry, Allegheny University for the Health Sciences (formerly, Medical College of Pennsylvania and Hahnemann University), Pittsburgh, PA.
- 1997-2000 Director of Research for the Family and Child Care Program, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
- 1997-2001 Investigator, Senior Scientist (1999), Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
- 1997-2001 Research Professor, School of Education, University of North Carolina at Chapel Hill.
- 1998-2005 Adjunct Faculty, Watson School of Education, University of North Carolina at Wilmington.
- 2000-present Professor of Special Education, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.

HONORS AND AFFILIATIONS

Honors

- 1969 Psychology Graduate of the Year
- 1969 Honorary Membership in Phi Psi Sigma
- 1987 President's Incentive Award for Outstanding Contribution, University of Kentucky
- 1988 President's Incentive Award for Outstanding Contribution, University of Kentucky
- 1989 President's Incentive Award for Outstanding Contribution, University of Kentucky
- 1989 Contributor of the Year, Kentucky Division of Early Childhood, Council for Exceptional Children
- 1989 Faculty Excellence Award, Student Council for Exceptional Children, University of Kentucky, Lexington, KY
- 1990 Kentucky Colonel, Awarded by the Governor of Kentucky, Frankfort, KY
- 1994 Arkansas Traveler, Awarded by the Governor of Arkansas, Little Rock, AR
- 1998 Service to the Field Award, North Carolina Division for Early Childhood
- 1998 Service to the Field Award, International Division for Early Childhood, Council of Exceptional Children
- 2001 Special Education Research Award, Council for Exceptional Children
- 2004-2006 Benefactor of the Commons Award, Peabody College, Vanderbilt University

Affiliations

- 1976 – present American Association on Mental Retardation
- 1976 – present Council for Exceptional Children: Division on Mental Retardation, Division of Early Childhood, Teacher Education Division, Research Division

1977 – present The Association for Persons with Severe Disabilities

PUBLICATIONS

Books

- Bailey, D. B., & Wolery, M. (1984). *Teaching infants and preschoolers with handicaps*. Columbus, OH: Charles Merrill.
- Wolery, M., Bailey, D. B., & Sugai, G. M. (1988). *Effective teaching: Principles and procedures of applied behavior analysis with exceptional students*. Boston: Allyn and Bacon.
- Bailey, D. B., & Wolery, M. (Eds.) (1989). *Assessing infants and preschoolers with handicaps*. Columbus, OH: Charles Merrill.
- Bailey, D. B., & Wolery, M. (1992). *Teaching infants and preschoolers with disabilities* (2nd ed.). Columbus, OH: Macmillan.
- Wolery, M., Ault, M. J., & Doyle, P. M. (1992). *Teaching students with moderate and severe disabilities: Use of response prompting strategies*. White Plains, NY: Longman.
- Wolery, M., & Wilbers, J. S. (1994). *Including children with special needs in early childhood programs*. Washington, DC: National Association for the Education of Young Children.
- McLean, M., Bailey, D. B., & Wolery, M. (Eds.) (1996). *Assessing infants and preschoolers with special needs* (2nd ed.). Columbus, HO: Merrill/Prentice Hall.
- Dunst, C. J., & Wolery, M. (Eds.) (1997). *Advances in early education and day care: Family policy and practice in early child care, Volume 9*. Greenwich, CT: JAI Press.
- McLean, M., Wolery, M., & Bailey, D. B. (2004). *Assessing infants and preschoolers with special needs* (3rd. ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Book Chapters

- Gast, D. L., & Wolery, M. (1985). Severe developmental disabilities. In W. Berdine & A. E. Blackhurst (Eds.), *An introduction to special education* (2nd ed., pp. 468-519). Boston: Little, Brown.
- Gast, D. L., & Wolery, M. (1987). Severe maladaptive behaviors. In M. Snell (Ed.), *Systematic instruction of persons with severe handicaps* (3rd ed., pp. 300-332). Columbus, OH: Charles Merrill.
- Wolery, M., & Brookfield-Norman, J. (1988). (Pre-) academic skills for handicapped preschool children. In S. L. Odom and M. B. Karnes (Eds.), *Early intervention for infants and children with handicaps: An empirical base* (pp. 109-128). Baltimore: Brookes.
- Gast, D. L., & Wolery, M. (1990). An applied research model for the teacher preparation in the education of persons with severe disabilities. In A. P. Kaiser & C. M. McWhorter (Eds.), *Preparing personnel to work with persons with severely handicapped* (pp. 243-269). Baltimore: Paul Brookes.
- Wolery, M., & Haring, T. G. (1990). Moderate, severe, and profound handicaps. In N. G. Haring & L. McCormick (Eds.), *Exceptional children and youth* (5th ed., pp. 239-280). Columbus, OH: Charles Merrill.
- Wolery, M., & Gast, D. L. (1990). Reframing the debate: Finding middle ground and defining the

- role of social validation. In A. C. Repp & N. N. Singh (Eds.), *The use of nonaversive and aversive interventions for persons with developmental disabilities* (pp. 129-143). Sycamore, IL: Sycamore Publishing.
- Wolery, M. (1991). Basic behavior management techniques. In E. Cipani (Ed.), *A guide for developing language competence in preschool children with severe and moderate handicaps* (pp. 43-67). Springfield, IL: Charles C. Thomas.
- Wolery, M., Strain, P. S., & Bailey, D. B. (1992). Reaching the potentials of children with special needs. In S. Bredekamp & T. Rosegrant (Eds.), *Reaching potentials: Appropriate curriculum and assessment for young children* (pp. 92-111). Washington, DC: National Association for the Education of Young Children.
- Wolery, M. (1993). Early childhood special education. In A. E. Blackhurst & W. H. Berdine (Eds.), *An introduction to special education* (3rd ed., pp. 104-135). New York: Harper Collins.
- Wolery, M., & Fleming, L. A. (1993). Implementing individualized curriculum in integrated settings. In C. A. Peck, S. L. Odom, & D. Bricker (Eds.), *Integrating young children with disabilities into community programs: Ecological perspectives on research and implementation* (pp. 109-132). Baltimore: Paul Brookes.
- Wolery, M., & Haring, T. G. (1994). Moderate, severe, and profound disabilities. In N. G. Haring, L. McCormick, & T. G. Haring (Eds.), *Exceptional children and youth* (6th ed., pp. 258-299). Columbus, OH: Macmillan.
- Wolery, M., & Sainato, D. M. (1996). General curriculum and intervention strategies. In S. L. Odom & M. E. McLean (Eds.), *Early intervention/early childhood special education: Recommended practices* (pp. 125-158). Austin, TX: PRO-ED.
- Wolery, M. (1996). Early childhood special and general education. In R. A. McWilliam (Ed.) *Rethinking pull-out services* (pp. 185-215). Baltimore: Paul Brookes.
- Wolery, M., & Winterling, V. (1997). Curricular approaches to controlling severe behavior problems. In N. N. Singh (Ed.). *Prevention and treatment of severe behavior problems: Models and methods in developmental disabilities* (pp. 87-120). San Francisco: Brookes Cole.
- Wolery, M. (1999). Children with disabilities in early elementary school. In R. C. Pianta, & M. J. Cox (Eds.), *The transition to kindergarten* (pp. 253-280). Baltimore: Paul Brookes.
- Wolery, M. (2000). Behavioral and educational approaches to early intervention. In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of early childhood intervention* (pp. 179-203, 2nd ed.). New York: Cambridge University Press.
- Wolery, M. (2000). Special education. In A. E. Kazdin (Ed.). *Encyclopedia of Psychology* (Vol. 7, pp. 423-426). New York: Oxford University Press.
- Wolery, M. (2000). Recommended practices in child-focused interventions. In S. Sandall, M. E. McLean, & B. J. Smith (Eds.), *DEC Recommended practices in early intervention/early childhood special education* (pp. 29-37). Longmont, CO: Sopris West.
- Marcus, L. M., Garfinkle, A., & Wolery, M. (2001). Issues in early diagnosis and intervention in young children with autism. In E. Schopler, & N. Yirmiya, (Eds.), *The research basis for autism intervention* (pp. 171-185). New York: Kluwer/Plenum.
- McWilliam, R. A., Wolery, M., & Odom, S. L. (2001). Instructional perspectives in inclusive preschool classrooms. In M. J. Guralnick (Ed.), *Early childhood inclusion: Focus on change* (pp. 503-527). Baltimore: Paul Brookes.
- Wolery, M. (2005). Errorless learning. In M. Hersen, G. Sugai, & R. Horner (Eds.) *Encyclopedia of*

- behavior modification and cognitive behavior therapy: Educational applications* (Vol 3). (pp. 1296-1299) Thousand Oaks, CA: Sage.
- Wolery, M. (2005). Norris Haring. In M. Hersen, G. Sugai, & R. Horner (Eds.) *Encyclopedia of behavior modification and cognitive behavior therapy: Educational applications* (Vol 3). (pp. 1351-1354) Thousand Oaks, CA: Sage.
- Wolery, M. (2005). DEC recommended practices: Child-focused practices. In S. Sandall, M. L. Hemmeter, B. J. Smith, & M. E. McLean (Eds.), *DEC recommended practices: A - comprehensive guide for practical application in early intervention/early childhood special education* (pp. 71-106). Longmont, CO: Sopris West.
- Odom, S. L., & Wolery, M. (2006). A unified theory of practice in early intervention/early childhood special education. In B. Cook & B. Schirmer (Eds.) *What is special about special education* (pp. 72-85). Austin, TX: Pro-Ed.
- Wolery, M., & Lane, K. (in press). Writing tasks: Literature reviews, research proposals, and final reports. In D. L. Gast (Ed.). *Single subject research in behavioral sciences*. Mahwah, NJ: Lawrence Erlbaum.
- Gast, D. L., & Wolery, M. (in press). Comparative intervention designs. In D. L. Gast (Ed.). *Single subject research in behavioral sciences*. Mahwah, NJ: Lawrence Erlbaum.

Articles in Professional Journals

- Wolery, M. (1978). Self-stimulatory behavior as a basis for devising reinforcers. *American Association for the Education of the Severely/Profoundly Handicapped Review*, 3, 23-29.
- Conley, O. S., & Wolery, M. (1980). Treatment by overcorrection of self-injurious eye gouging in preschool blind children. *Journal of Behavior Therapy and Experimental Psychiatry*, 11, 121-125.
- Wolery, M., & Billingsley, F. F. (1982). The application of Revusky's R_n test to slope and level changes. *Behavioral Assessment*, 4, 93-103.
- Wolery, M., & Harris, S. R. (1982). Interpreting results of single-subject research designs. *Physical Therapy*, 62, 445-452.
- The above article was selected and reprinted in *Research: An Anthology, American Physical Therapy Association*, (1983).
- Doke, L. A., Wolery, M., & Sumberg, C. (1983). Effects and side-effects of response contingent ammonia spritzes in treating chronic aggression. *Behavior Modification*, 7, 531-556.
- Hughes, V., Wolery, M., & Neel, R. S. (1983). Teacher verbalizations and task performance with autistic children. *Journal of Autism and Developmental Disorders*, 13, 305-316.
- Wolery, M. (1983). Proportional change index: An alternative for comparing child change data. *Exceptional Children*, 50, 167-170.
- Wolery, M. (1983). Evaluating curricula: Purposes and strategies. *Topics in Early Childhood Special Education*, 2(4), 15-24.
- Wolery, M., & Bailey, D. B. (1984). Alternatives to impact evaluations: Suggestions for program evaluation in early intervention. *Journal of the Division for Early Childhood*, 9, 27-37.
- The above article was selected and reprinted in S. Stile (Ed.), *Early childhood special education: A book of readings*. Department of Special Education, University of New Mexico.

- Wolery, M., & Dyk, L. (1984). Arena assessment: Description and preliminary social validity data. *Journal of the Association for Persons with Severe Handicaps*, 9, 231-235.
- Wolery, M., & Gast, D. L. (1984). Effective and efficient procedures for the transfer of stimulus control. *Topics in Early Childhood Special Education*, 4, 55-77.
- Wolery, M., & Dyk, L. (1985). The evaluation of two levels of a center based early intervention project. *Topics in Early Childhood Special Education*, 5, 66-77.
- Wolery, M., Kirk, K., & Gast, D. L. (1985). Stereotypic behavior as a reinforcer: Effects and side-effects. *Journal of Autism and Developmental Disorders*, 15, 149-161.
- Bennett, D., Gast, D. L., Wolery, M., & Schuster, J. W. (1986). Time delay and system of least prompts: A comparison in teaching manual sign production. *Education and Training of the Mentally Retarded*, 21, 117-129.
- Godby, S., Gast, D. L., & Wolery, M. (1987). A comparison of time delay and system of least prompts in teaching object identification. *Research in Developmental Disabilities*, 8, 283-306.
- Mudd, J., & Wolery, M. (1987). Teaching Head Start teachers to use incidental teaching. *Journal of the Division for Early Childhood*, 11, 124-134.
- Wolery, M. (1987). Program evaluation at the local level: Improving services. *Topics in Early Childhood Special Education*, 7, 111-123.
- Ault, M. J., Gast, D. L., & Wolery, M. (1988). Comparison of progressive and constant time delay procedures in teaching community-sign word reading. *American Journal of Mental Retardation*, 93, 44-56.
- Ault, M. J., Wolery, M., Gast, D. L., Doyle, P. M., & Eizenstat, V. (1988). Comparison of response prompting procedures in teaching numeral identification to autistic subjects. *Journal of Autism and Developmental Disorders*, 18, 627-636.
- Brown-Gorton, R., & Wolery, M. (1988). Teaching mothers to imitate their handicapped children: Effects on maternal mands. *Journal of Special Education*, 22, 97-107.
- Doyle, P. M., Wolery, M., Ault, M. J., & Gast, D. L. (1988). System of least prompts: A review of procedural parameters. *Journal of the Association for Persons with Severe Handicaps*, 13, 28-40.
- Farmer, R., Wolery, M., Gast, D. L., & Page, J. L. (1988). Individual staff training to increase the frequency of data collection in an integrated preschool program. *Education and Treatment of Children*, 11, 127-142.
- Gast, D. L., Ault, M. J., Wolery, M., Doyle, P. M., & Belanger, S. (1988). Comparison of constant time delay and the system of least prompts in teaching sight word reading to students with moderate retardation. *Education and Training in Mental Retardation*, 23, 117-128.
- Gast, D. L., & Wolery, M. (1988). Parallel treatments design: A nested single subject design for comparing instructional procedures. *Education and Treatment of Children*, 11, 270-285.
- Schuster, J. W., Gast, D. L., Wolery, M., & Gultinan, S. (1988). The effectiveness of a constant time-delay procedure to teach chained responses to adolescents with mental retardation. *Journal of Applied Behavior Analysis*, 21, 169-178.
- Wolery, M., Gast, D. L., Kirk, K., & Schuster, J. W. (1988). Fading extra-stimulus prompts with autistic children using time delay. *Education and Treatment of Children*, 11, 29-44.
- Ault, M. J., Wolery, M., Doyle, P. M., & Gast, D. L. (1989). Review of comparative studies in instruction of students with moderate and severe handicaps. *Exceptional Children*, 55, 346-356.
- Doyle, P. M., Wolery, M., Ault, M. J., Gast, D. L., & Wiley, K. (1989). Establishing conditional

discriminations: Concurrent versus isolation-intermix instruction. *Research in Developmental Disabilities, 10*, 349-362.

Wolery, M. (1989). Transitions in early childhood special education: Issues and procedures. *Focus on Exceptional Children, 22*, 1-16.

The above article was selected and reprinted in E. L. Meyen, G. A. Vergason, & R. J. Whelan (Eds.), (1993). *Challenges facing special education (5-25)*. Denver: Love Publishing.

Ault, M. J., Wolery, M., Gast, D. L., Doyle, P. M., & Martin, C. P. (1990). Comparison of predictable and unpredictable trial sequences during small group instruction. *Learning Disability Quarterly, 13*, 12-29.

Cybriwsky, C. A., Wolery, M., & Gast, D. L. (1990). Use of a constant time delay procedure in teaching preschoolers in a group format. *Journal of Early Intervention, 14*, 99-116.

Doyle, P. M., Gast, D. L., Wolery, M., Ault, M. J., & Farmer, J. A. (1990). Use of constant time delay in small group instruction: A study of observational and incidental learning. *Journal of Special Education, 23*, 369-385.

Doyle, P. M., Wolery, M., Gast, D. L., Ault, M. J., & Wiley, K. (1990). Comparison of constant time delay and the system of least prompts in teaching preschoolers with developmental delays. *Research in Developmental Disabilities, 11*, 1-22.

Gast, D. L., Wolery, M., Morris, L. L., Doyle, P. M., & Meyer, S. (1990). Teaching sight word reading in a group instructional arrangement using constant time delay. *Exceptionality, 1*, 81-96.

Wolery, M., Ault, M. J., Gast, D. L., Doyle, P. M., & Griffen, A. K. (1990). Comparison of constant time delay and the system of least prompts in teaching chained tasks. *Education and Training in Mental Retardation, 25*, 243-257.

Wolery, M., Ault, M. J., Gast, D. L., Doyle, P. M., & Mills, B. M. (1990). Use of choral and individual spelling attentional responses in teaching sight word reading during small group instruction. *Remedial and Special Education, 11*(5), 47-58.

Collins, B. C., Gast, D. L., Ault, M. J., & Wolery, M. (1991). Small group instruction: Guidelines for teachers of students with moderate to severe handicaps. *Education and Training in Mental Retardation, 26*, 18-32.

Collins, B. C., Gast, D. L., Wolery, M., Holcombe, M. A., & Leatherby, J. (1991). Using constant time delay to teach self-feeding to young students with severe/profound handicaps: Evidence of limited effectiveness. *Journal of Developmental and Physical Disabilities, 3*, 157-179.

Collins, B. C., Wolery, M., & Gast, D. L. (1991). A survey of safety concerns for students with special needs. *Education and Training in Mental Retardation, 26*, 305-318.

Farmer, J. A., Gast, D. L., Wolery, M., & Winterling, V. (1991). Small group instruction for students with severe handicaps: A study of observational learning. *Education and Training in Mental Retardation, 26*, 190-201

Fleming, L. A., Wolery, M., Weinzierl, C., Venn, M. L., Schroeder, C. (1991). Model for assessing and adapting teachers' roles in mainstreamed settings. *Topics in Early Childhood Special Education, 11*(1), 85-98.

Gast, D. L., Doyle, P. M., Wolery, M., Ault, M. J., & Baklarz, J. L. (1991). Acquisition of incidental information during small group instruction. *Education and Treatment of Children, 14*, 1-18.

Gast, D. L., Doyle, P. M., Wolery, M., Ault, M. J., Farmer, J. A. (1991). Assessing the acquisition of incidental information by secondary-age students with mental retardation: A comparison of

- response prompting strategies. *American Journal on Mental Retardation*, 96, 63-80.
- Schuster, J. W., Collins, B. C., Nelson, C. M., Gast, D. L., & Wolery, M. (1991). The University of Kentucky program in developmental and behavioral disorders. *Education and Treatment of Children*, 14, 333-348.
- Shelton, B., Gast, D. L., Wolery, M., & Winterling, V. (1991). The role of small group instruction in facilitating observational and incidental learning. *Language, Speech, and Hearing Services in Schools*, 22, 123-133.
- Stinson, D. M., Gast, D. L., Wolery, M., & Collins, B. C. (1991). Acquisition of nontarget information during small-group instruction. *Exceptionality*, 2, 65-80.
- Wolery, M. (1991). Instruction in early childhood special education: "Seeing through a glass darkly ... knowing in part." *Exceptional Children*, 58, 127-135.
- Wolery, M., Ault, M. J., Gast, D. L., Doyle, P. M., & Griffen, A. K. (1991). Teaching chained tasks in dyads: Acquisition of target and observational behaviors. *Journal of Special Education*, 25, 198-220.
- Wolery, M., Cybriwsky, C. A., Gast, D. L., & Boyle-Gast, K. (1991). Use of constant time delay and attentional responses with adolescents. *Exceptional Children*, 57, 462-474.
- Wolery, M., Doyle, P. M., Ault, M. J., Gast, D. L., Meyer, S., & Stinson, D. (1991). Effects of presenting incidental information in consequent events on future learning. *Journal of Behavioral Education*, 1, 79-104.
- Ault, M. J., Gast, D. L., Wolery, M., & Doyle, P. M. (1992). Data collection and graphing method for teaching chained tasks with the constant time delay procedure. *Teaching Exceptional Children*, 24(2), 28-33.
- Collins, B. C., Wolery, M., & Gast, D. L. (1992). A national survey of safety concerns for students with special needs. *Journal of Developmental and Physical Disabilities*, 4, 263-276.
- Doyle, P. M., Gast, D. L., Wolery, M., Ault, M. J., & Meyer, S. (1992). Teaching discrete skills to students with moderate mental retardation in small-group instructional arrangements. *Exceptionality*, 3, 233-253.
- Gast, D. L., Winterling, V., Wolery, M., & Farmer, J. A. (1992). Teaching first-aid skills to students with moderate handicaps in small group instruction. *Education and Treatment of Children*, 15, 101-124.
- Griffen, A. K., Wolery, M., & Schuster, J. W. (1992). Triadic instruction of chained food preparation responses: Acquisition and Observational learning. *Journal of Applied Behavior Analysis*, 25, 193-204.
- Hall, M. G., Schuster, J. W., Wolery, M., Gast, D. L., & Doyle, P. M. (1992). Teaching chained skills in a non-school setting using a divided half instructional format. *Journal of Behavioral Education*, 2, 257-279.
- Leatherby, J. G., Gast, D. L., Wolery, M., & Collins, B. C. (1992). Assessment of reinforcer preference in multi-handicapped students. *Journal of Developmental and Physical Disabilities*, 4, 15-36.
- LeLaurin, K., & Wolery, M. (1992). Research standards in early intervention: Defining, describing, and measuring the independent variable. *Journal of Early Intervention*, 16, 275-287.
- Sandknop, P. A., Schuster, J. W., Wolery, M., & Cross, D. P. (1992). The use of an adaptive device to teach students with moderate mental retardation to select lower priced grocery items. *Education and Training in Mental Retardation*, 27, 219-229.

- Schuster, J. W., Griffen, A. K., & Wolery, M. (1992). Comparison of the simultaneous prompting and constant time delay procedures in teaching sight words to elementary students with moderate mental retardation. *Journal of Behavioral Education, 2*, 305-325.
- Strain, P. S., McConnell, S. R., Carta, J. J., Fowler, S. A., Neisworth, J. T., & Wolery, M. (1992). Behaviorism in early intervention. *Topics in Early Childhood Special Education, 12*(1), 121-141.
- Venn, M. L., & Wolery, M. (1992). Increasing day care staff members' interactions during caregiving routines. *Journal of Early Intervention, 16*, 304-319.
- Werts, M. G., Wolery, M., Holcombe-Ligon, A., Vassilaros, M. A., Billings, S. S. (1992). Efficacy of transition-based teaching with instructive feedback. *Education and Treatment of Children, 15*, 320-334.
- Winterling, V., Gast, D. L., Wolery, M., & Farmer, J. A. (1992). Teaching safety skills to high school students with moderate disabilities. *Journal of Applied Behavior Analysis, 25*, 217-227.
- Wolery, M., Ault, M. J., Doyle, P. M., Gast, D. L., & Griffen, A. K. (1992). Choral and individual responding during small group instruction: Identification of interactional effects. *Education and Treatment of Children, 15*, 289-309.
- Wolery, M., Doyle, P. M., Ault, M. J., & Gast, D. L. (1992). Reflections on teaching discrete skills to students with moderate mental retardation in small-group instructional arrangements. *Exceptionality, 3*, 265-270.
- Wolery, M., Holcombe, A., Cybriwsky, C. A., Doyle, P. M., Schuster, J. W., Ault, M. J., & Gast, D. L. (1992). Constant time delay with discrete responses: A review of effectiveness and demographic, procedural, and methodological parameters. *Research in Developmental Disabilities, 13*, 239-266.
- Gast, D. L., Collins, B. C., Wolery, M., & Jones, R. (1993). Teaching preschool children with disabilities to respond to the lures of strangers. *Exceptional Children, 59*, 301-311.
- Holcombe, A., Wolery, M., Werts, M. G., & Hrenkevich, P. (1993). Effects of instructive feedback on future learning. *Journal of Behavioral Education, 3*, 259-285.
- Venn, M. L., Wolery, M., Fleming, L. A., DeCesare, L. D., Morris, A., Sigismund, M. H. (1993). Effects of teaching preschool peers to use the mand-model procedure during snack activities. *American Journal of Speech-Language Pathology, 2*(1), 38-46.
- Venn, M. L., Wolery, M., Werts, M. G., Morris, A., DeCesare, L. D., & Cuffs, M. S. (1993). Embedding instruction in art activities to teach preschoolers with disabilities to imitate their peers. *Early Childhood Research Quarterly, 8*, 277-294.
- Werts, M. G., Wolery, M., Holcombe, A., & Frederick, C. (1993). Effects of instructive feedback related and unrelated to the target behaviors. *Exceptionality, 4*, 81-95.
- Wolery, M., Brookfield, J., Huffman, L., Schroeder, C., Martin, C. G., Venn, M. L., & Holcombe, A. (1993). Preparation in preschool mainstreaming as reported by general early education faculty. *Journal of Early Intervention, 17*, 298-308.
- Wolery, M., Doyle, P. M., Gast, D. L., Ault, M. J., & Simpson, S. L. (1993). Comparison of progressive time delay and transition-based teaching with preschoolers who have developmental delays. *Journal of Early Intervention, 17*, 160-176.
- Wolery, M., & Ezell, H. K. (1993). Subject descriptions and single subject research. *Journal of Learning Disabilities, 26*, 642-647.
- Wolery, M., Holcombe, A., Brookfield, J., Huffman, K., Schroeder, C., Martin, C. G., Venn, M. L.,

- Werts, M. G., & Fleming, L. A. (1993). The extent and nature of preschool mainstreaming: A survey of general early educators. *Journal of Special Education, 27*, 222-234.
- Wolery, M., Holcombe, A., Venn, M. L., Brookfield, J., Huffman, K., Schroeder, C., Martin, C. G., & Fleming, L. A. (1993). Preschool mainstreaming: Current status and relevant issues. *Young Children, 49*(1), 78-84.
- Wolery, M., Holcombe, A., Werts, M. G., & Cipollone, R. M. (1993). Effects of simultaneous prompting and instructive feedback. *Early Education and Development, 4*, 20-31.
- Wolery, M., Werts, M. G., & Holcombe, A. (1993). Reflections on Effects of instructive feedback related and unrelated to the target behavior. *Exceptionality, 4*, 117-123.
- Wolery, M., Werts, M. G., Holcombe, A., Billings, S. S., & Vassilaros, M. A. (1993). Instructive Feedback: A comparison of simultaneous and alternating presentation of non-target stimuli. *Journal of Behavioral Education, 3*, 187-204.
- Gast, D. L., Doyle, P. M., Wolery, M., Ault, M. J., & Kolenda, J. L. (1994). Instructive feedback: Effects of number and type. *Journal of Behavioral Education, 4*, 313-334.
- Holcombe, A., Wolery, M., & Gast, D. L. (1994). Comparative single subject research: Description of designs and discussion of problems. *Topics in Early Childhood Special Education, 14*₂, 119-145.
- Holcombe, A., Wolery, M., & Snyder, E. (1994). Effects of two levels of procedural fidelity with constant time delay on children's learning. *Journal of Behavioral Education, 4*, 49-73.
- Wolery, M. (1994). Procedural fidelity: A reminder of its function. *Journal of Behavioral Education, 4*, 381-386.
- Wolery, M., & Bredekamp, S. (1994). Developmentally appropriate practice and young children with special needs: Contextual issues in the discussion. *Journal of Early Intervention, 18*, 331-341.
- Wolery, M., Huffman, K., Holcombe, A., Martin, C. G., Brookfield, J., Schroeder, C., & Venn, M. L. (1994). Preschool mainstreaming: Perceptions of barriers and benefits by faculty in general early childhood education. *Teacher Education and Special Education, 17*, 1-9.
- Wolery, M., Martin, C. G., Schroeder, C., Huffman, K., Venn, M. L., Holcombe, A., Brookfield, J., & Fleming, L. A. (1994). Employment of educators in preschool mainstreaming: A survey of general early educators. *Journal of Early Intervention, 18*, 64-77.
- Wolery, M., Schroeder, C., Martin, C. G., Venn, M. L., Holcombe, A., Brookfield, J., Huffman, K., & Fleming, L. A. (1994). Classroom activities and areas: Regularity of use and perceptions of adaptability by general early educators. *Early Education and Development, 5*, 181-194.
- Wolery, M., Venn, M. L., Holcombe, A., Brookfield, J., Martin, C. G., Huffman, K., Schroeder, & Fleming, L. A. (1994). Employment of related service personnel in preschool programs: A survey of general early educators. *Exceptional Children, 61*, 25-39.
- Wolery, M., Venn, M. L., Schroeder, C., Holcombe, A., Huffman, K., Martin, C. G., Brookfield, J., & Fleming, L. A. (1994). A survey of the extent to which speech-language pathologists are employed in preschool programs. *Language, Speech, and Hearing Services in the Schools, 25*, 2-8.
- Wolery, M., Werts, M. G., & Holcombe, A. (1994). Current practices with young children who have disabilities: Issues of placement, assessment, and instruction. *Focus Exceptional Children, 26*(6), 1-12.
- Wolery, M., Werts, M. G., Snyder, E. D., & Caldwell, N. K. (1994). Efficacy of constant time delay

- implemented by peer tutors in general education classrooms. *Journal of Behavioral Education*, 4, 415-436.
- Chiara, L., Schuster, J. W., Bell, J., & Wolery, M. (1995). Small-group massed-trial and individually-distributed-trial instruction with preschoolers. *Journal of Early Intervention*, 19, 203-217.
- Holcombe, A., Wolery, M., & Katzenmeyer, J. (1995). Teaching preschoolers to avoid abduction by strangers: Evaluation of maintenance strategies. *Journal of Child and Family Studies*, 4, 177-191.
- Werts, M. G., Wolery, M., Holcombe, A., Gast, D. L. (1995). Instructive feedback: Review of parameters and effects. *Journal of Behavioral Education*, 5, 55-75.
- Wolery, M. (1995). Some concerns about process. *Journal of Early Intervention*, 19, 21-23.
- Wolery, M., Werts, M. G., Caldwell, N. K., Snyder, E. D., Lisowski, L. (1995). Experienced teachers' perceptions of resources and supports for inclusion. *Education and Training in Mental Retardation and Developmental Disabilities*, 30, 15-26.
- Anthony, L., Wolery, M., Werts, M. G., Caldwell, N. K., & Snyder, E. D. (1996). Effects of daily probing on acquisition of instructive feedback responses. *Journal of Behavioral Education*, 6, 111-133.
- Caldwell, N. K., Wolery, M., Werts, M. G., & Caldwell, Y. (1996). Embedding instructive feedback into teacher-student interactions during independent seat work. *Journal of Behavior Education*, 6, 459-480.
- Venn, M. L., Wolery, M., & Greco, M. (1996). Effects of every-day and every-other-day instruction. *Journal of Autism and Other Developmental Disabilities*, 11, 15-28.
- Werts, M. G., Caldwell, N. K., & Wolery, M. (1996). Peer modeling of response chains: Observational learning by students with disabilities. *Journal of Applied Behavior Analysis*, 29, 53-66.
- Werts, M. G., Wolery, M., Gast, D. L., & Holcombe, A. (1996). Sneak in some extra learning by using instructive feedback. *Teaching Exceptional Children*, 28(3), 70-71.
- Werts, M. G., Wolery, M., Snyder, E. D., & Caldwell, N. K. (1996). Teachers' perceptions of the supports critical to the success of inclusion programs. *Journal of the Association for Students with Severe Handicaps*, 21, 9-21.
- Werts, M. G., Wolery, M., Snyder, E. D., Caldwell, N. K., & Salisbury, C. L. (1996). Supports and resources associated with inclusive schooling: Perceptions of elementary school teachers about need and availability. *Journal of Special Education*, 30, 187-203.
- The above article was selected and abstracted in G. Bunch & A. Valeo (Eds.) *Inclusion: Recent research*. Toronto: Inclusion Press.
- Werts, M. G., Wolery, M., Venn, M. L., Demblowski, D., & Doren, H. (1996). Effects of transition-based teaching with instructive feedback on the acquisition of skills by children with and without disabilities. *Journal of Educational Research*, 90, 75-86.
- McDonnell, A. P., Brownell, K., & Wolery, M. (1997). Teaching experience and specialist support: A survey of preschool teachers employed in programs accredited by NAEYC. *Topics in Early Childhood Special Education*, 17, 263-285.
- Wolery, M. (1997). Encounters with general early education: Lessons being learned. *Journal of Behavioral Education*, 7, 91-98.
- Wolery, M. (1997). Model for developing individualized services. *Journal of Early Intervention*,

21, 17-19.

- Wolery, M., Anthony, L., Snyder, E. D., Werts, M. G., & Katzenmeyer, J. (1997). Training elementary teachers to embed instruction during classroom activities. *Education and Treatment of Children, 20*, 40-58.
- Wolery, M., & Schuster, J. W. (1997). Instructional methods with students who have significant disabilities. *Journal of Special Education, 31*, 61-79.
- The above article was selected and reprinted in Mitchell, D. (2004). *Special educational needs and inclusive education*. London: RoutledgeFalmer.
- Strain, P. S., Wolery, M., & Izeman, S. (1998). Considerations for administrators in the decision of service options for young children with autism and their families. *Young Exceptional Children, 1*(2), 8-16.
- Schuster, J. W., Morse, T. E., Ault, M. J., Doyle, P. M., Crawford, M. R., & Wolery, M. (1998). Constant time delay with chained tasks: A review of the literature. *Education and Treatment of Children, 21*, 74-106.
- Wolery, M., Anthony, L., & Heckathorn, J. (1998). Transition-based teaching: Effects on transitions, teachers' behavior, and children's learning. *Journal of Early Intervention, 21*, 117-131.
- Wolery, M., & McWilliam, R. A. (1998). Classroom-based practices for preschoolers with disabilities. *Intervention in School and Clinic, 34*(3) 95-102, 117.
- Filla, A., Wolery, M., & Anthony, L. (1999). Promoting children's conversations during play with adult prompts. *Journal of Early Intervention, 22*, 93-108.
- Bailey, D. B., Aytch, L. S., Odom, S. L., Symons, F., & Wolery, M. (1999). Early intervention as we know it. *Mental Retardation and Developmental Disabilities Research Reviews, 5*, 11-20.
- Wolery, M., & Gast, D. L. (2000). Classroom research for young children with disabilities: Assumptions that guided the conduct of research. *Topics in Early Childhood Special Education, 20*, 49-55.
- Wolery, M. (2000). Commentary: The environment as a source of variability: Implications for research with individuals who have autism. *Journal of Autism and Developmental Disorders, 30*, 379-381.
- Cryer, D., Hurwitz, S., & Wolery, M. (2001) Continuity of caregiver for infants and toddlers in center-based child care: Report on a survey of center practices. *Early Childhood Research Quarterly, 15*, 497-514.
- Kern, P., & Wolery, M. (2001). Participation of a preschooler with visual impairments on the playground: Effects of musical adaptations and staff development. *Journal of Music Therapy, 38*, 149-164.
- McDonnell, A. P., Brownell, K., & Wolery, M. (2001). Teachers' views concerning individualized intervention and support roles within developmentally appropriate preschools. *Journal of Early Intervention, 24*, 67-83.
- Wolery, M., & Dunlap, G. (2001). Reporting on studies using single-subject experimental methods. *Journal of Early Intervention, 24*, 85-89.
- Wolery, M. (2001). Embedding constant time delay in classroom activities. *Young Exceptional Children Monograph, 3*, 81-90.
- Kern, P., & Wolery, M. (2002). The sound path: Adding music to a child care playground. *Young Exceptional Children, 5*, 12-20.

- Reinhartsen, D. R., Garfinkle, A. N., & Wolery, M. (2002). Engagement with toys in two-year-old children with autism: Teacher selection and child choice. *Journal of the Association for Persons with Severe Handicaps*, 27, 175-187.
- Wolery, M., Anthony, L., Caldwell, N. K., Snyder, E. D., & Morgante, J. D. (2002). Embedding and distributing constant time delay in circle time and transitions. *Topics in Early Childhood Special Education*, 22, 14-25.
- Wolery, M., & Bailey, D. B. (2002). Early childhood special education research. *Journal of Early Intervention*, 25, 88-99.
- Wolery, M., Brashers, M. S., & Neitzel, J. C. (2002). Ecological congruence assessment for classroom activities and routines: Identifying goals and intervention practices in childcare. *Topics in Early Childhood Special Education*, 22, 131-142.
- Wolery, M., & Garfinkle, A. N. (2002). Measures in intervention research with young children who have autism. *Journal of Autism and Developmental Disorders*, 32, 463-478.
- Werts, M. G., Caldwell, N. K., & Wolery, M. (2003). Instructive feedback: Effects of a presentation variable. *Journal of Special Education*, 37, 124-133.
- Cryer, D., Wagner, M. L., Burchinal, M., Yazejian, N., Hurwitz, S., & Wolery, M. (2005). Effects of transitions to new child care classes on infant/toddler distress and behavior. *Early Childhood Research Quarterly*, 20, 37-56.
- Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S. L., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practices in special education. *Exceptional Children*, 71, 165-179.
- Trent, J. A., Kaiser, A. P., & Wolery, M. (2005). The use of responsive interaction strategies by siblings. *Topic in Early Childhood Special Education*, 25, 107-118.
- Wolery, M., Barton, E. E., & Hine, J. F. (2005). Evolution of applied behavior analysis in the treatment of individuals with autism. *Exceptionality* 13, 11-23.
- Hine, J. F., & Wolery, M. (2006). Using point-of-view video modeling to teach play to preschoolers with autism. *Topics in Early Childhood Special Education*, 26, 83-93.
- Stanton-Chapman, T. L., Kaiser, A. P., & Wolery, M. (2006). Building social communication skills in Head Start children using storybooks: The effects of prompting social interactions. *Journal of Early Intervention*, 28, 197-212.
- Barton, E. E., Reichow, B., Wolery, M. (2007). Guidelines for graphing data with Microsoft® PowerPoint™. *Journal of Early Intervention*, 29, 320-336.**
- Barton, E. E., & Wolery, M. (2007). Evaluation of e-mail feedback on the verbal behavior of pre-service teachers. *Journal of Early Intervention*, 30, 55-72.**
- Kern, P., Wolery, M., & Aldridge, D. (2007). Use of songs to promote independence in morning greeting routines for young children with autism. *Journal of Autism and Developmental Disorders*, 37, 1264-1271.**
- Lane, K., Wolery, M., Reichow, B., & Rogers, L. (2007). Describing baseline conditions: Suggestions for study reports. *Journal of Behavioral Education*, 16, 224-234.**
- McDuffie, A., Stone, W., Yoder, P., Turner, L., Wolery, M., & Ulman, T. (2007). Developmental correlates of different kinds of motor imitation in young children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 37, 401-412.**
- Wolery, M., Reichow, B., Barton, E. E., & Busick, M. (in press). Embedding constant and**

progressive time delay in ongoing activities. *Journal of Early and Intensive Behavioral Interventions.*

Editorials, Forewords, and Book Reviews

- Wolery, M. (1982). Review of: *Young Children in Action: A Manual For Preschool Teachers. Topics in Early Childhood Special Education, 2*, 94-95.
- Kaiser, A. P., Goetz, L., Nietupski, J., Peck, C., & Wolery, M. (1991). JASH: Entering the last decade of the 1990s. *Journal of the Association for Persons with Severe Handicaps, 16*, 1-2.
- Wolery, M. (1992). From the editor. *Topics in Early Childhood Special Education, 12*(1), xii-xiv.
- Wolery, M., Neisworth, J. T., & Fewell, R. R. (1992). Foreword. *Topics in Early Childhood Special Education, 12*(1), xv-xvi.
- Wolery, M. (1992). Foreword. *Topics in Early Childhood Special Education, 12*(2), ix-x.
- Wolery, M. (1992). Foreword. *Topics in Early Childhood Special Education, 12*(3), viii-x.
- Wolery, M. (1992). Foreword. *Topics in Early Childhood Special Education, 12*(4), xi-xiii.
- Wolery, M. (1993). Foreword. *Topics in Early Childhood Special Education, 13*(1), ix-xi.
- Wolery, M. (1993). Foreword. *Topics in Early Childhood Special Education, 13*(2), ix-x.
- Wolery, M. (1993). Foreword. *Topics in Early Childhood Special Education, 13*(3), viii-x.
- Wolery, M. (1993). Foreword. *Topics in Early Childhood Special Education, 13*(4), ix-x.
- Wolery, M. (1994). Foreword. *Topics in Early Childhood Special Education, 14*(1), ix-xi.
- Wolery, M. (1994). From the editor. *Topics in Early Childhood Special Education, 14*(1), iv-v.
- Wolery, M. (1994). Foreword. *Topics in Early Childhood Special Education, 14*(3), vii-ix.
- Wolery, M. (1994). Foreword. *Topics in Early Childhood Special Education, 14*(4), x-xi.
- Wolery, M. (1995). Foreword. *Topics in Early Childhood Special Education, 15*(1), vii-viii.
- Wolery, M. (1995). Foreword. *Topics in Early Childhood Special Education, 15*(2), vii-viii.
- Wolery, M. (1995). Foreword. *Topics in Early Childhood Special Education, 15*(3), vii-ix.
- Wolery, M. (1995). Foreword. *Topics in Early Childhood Special Education, 15*(4), ix-xi.
- Wolery, M. (1996). Foreword. *Topics in Early Childhood Special Education, 16*(1), viii-x.
- Wolery, M. (1996). Foreword. *Topics in Early Childhood Special Education, 16*(2), vii-ix.
- Wolery, M. (1996). Foreword. *Topics in Early Childhood Special Education, 16*(3), vii-viii.
- Wolery, M. (1996). Foreword. *Topics in Early Childhood Special Education, 16*(4), x-xiii.
- Wolery, M. (1998). Introductory statement. *Journal of Behavioral Education, 8*, 1-4.
- Wolery, M. (1998). Making it relevant to practice: Is this an issue for researcher accountability. *Journal of Behavioral Education, 8*, 145-150.
- Wolery, M. (1998). Educational restructuring: Issues for future behavioral research. *Journal of Behavioral Education, 8*, 289-292.
- Wolery, M., & Jones, K. B. (1998). Class size reduction: Do politicians' statements match research findings. *Journal of Behavioral Education, 8*, 393-395.
- Wolery, M. (1999). Reading and reading difficulties. *Journal of Behavioral Education, 9*, 1-3.
- Schwartz, I., Billingsley, F. F., & Wolery, M. (1999). Letter to the editor. *Infants and Young Children, 11*(3), xii-xiii.
- Reichow, B., & Wolery, M. (1999). Playgrounds and recess: A context for promoting desired outcomes. *Journal of Behavioral Education, 9*, 73-75.
- Wolery, M. (2001). Early intervention in child care for children with autism. *Kennedy Center*

News. Nashville, TN: John F. Kennedy Center for Research on Human Development, Vanderbilt University.

Wolery, M. (2007). Foreword to *Tools for Transitions in Early Childhood*. Baltimore, MD: Paul Brookes.

INVITED PRESENTATIONS (2006-2007)

Wolery, M. (2006, October). Current status of recommended practices. Little Rock, AR, Keynote Address, International Division of Early Childhood of the Council for Exceptional Children.

Wolery, M. (2007, November). Evidence-based practices for young children with autism. Izmir, Turkey. Keynote address to the 17th Annual Conference of the National Special Education Association of Turkey.

Wolery, M. (2007, November). Using response prompting strategies. Izmir, Turkey. Invited workshop at the 17th Annual Conference of the National Special Education Association of Turkey.

GRANT SUPPORT

Research Grants

- 1982 Deaf-Blind Curriculum Adaptation Project, with J. Goodrich; funded by the U.S. Department of Education to the Department of Special Education, University of Kentucky. (Funded for 3 years, co-author initial proposal/technical consultant, total \$210,000).
- 1985 Comparison of Instructional Strategies, with D. L. Gast; funded by Field-Initiated Projects, Office of Special Education and Rehabilitation Services, U.S. Department of Education to the Department of Special Education, University of Kentucky. (Funded for 3 years, author/principal investigator, total \$302,000).
- 1987 Group Errorless Teaching Strategies, with D. L. Gast, M. J. Ault, and P. M. Doyle; funded by Field-Initiated Projects, Office of Special Education and Rehabilitation Services, U.S. Department of Education to the Department of Special Education, University of Kentucky. (Funded for 3 years, co-author/co-principal investigator, total \$312,000).
- 1989 Early Childhood Research Institute on Preschool Mainstreaming, with P. S. Strain, M. J. Guralnick, and B. Smith; funded by Handicapped Children's Early Education Program, Office of Special Education and Rehabilitative Services, U.S. Department of Education to the University of Pittsburgh with subcontracts to the Universities of Washington and Kentucky. (Funded for 5 years, co-author/investigator, sub-contract transferred to Allegheny-Singer Research Institute 8/1990; total component award \$1,002,000).
- 1989 Learning Efficiently: Acquisition of Related Non-target Behavior, with D. L. Gast, M. J. Ault, and P. M. Doyle; funded by Field-Initiated Projects, Office of Special Education and Rehabilitation Services, U.S. Department of Education to the Department of Special Education, University of Kentucky. (Funded for 3 years, co-author/principal investigator, transferred to Allegheny-Singer Research Institute 8/1990, total \$346,000).
- 1989 Safety Activities for Future Environments, with D. L. Gast, M. J. Ault, and P. M. Doyle; funded by Field-Initiated Projects, Office of Special Education and Rehabilitation Services,

- U.S. Department of Education to the Department of Special Education, University of Kentucky. (Funded for 3 years, co-author/co-principal investigator through 8/1990, total \$358,000, transferred to the University of Georgia 8/1990).
- 1991 Constant Time Delay: Effects of Varying Levels of Procedural Fidelity, funded by Advancing and Improving the Research Knowledge Base, Office of Special Education and Rehabilitative Services, U.S. Department of Education to Allegheny-Singer Research Institute. (Funded for 1 year, author and principal investigator, total \$75,000).
- 1991 Expanding Social Integration to the Home and Community, with P. S. Strain; funded by the Innovations for Educating Children with Severe Disabilities, Office of Special Education and Rehabilitative Services, U.S. Department of Education to Allegheny-Singer Research Institute. (Funded for 3 years, co-author/co-principal investigator, total \$350,000, transferred to St. Peter's Child Development Centers, Pittsburgh, PA 7/1993).
- 1992 Teaching Preschoolers to Avoid Abduction by Strangers: Evaluation of Maintenance Strategies, funded by Advancing and Improving the Research Knowledge Base, Office of Special Education and Rehabilitative Services, U.S. Department of Education to Allegheny-Singer Research Institute. (Funded for 1 year, author and principal investigator, total \$75,000).
- 1992 Providing Effective Instruction in Inclusive Classrooms, with J. W. Schuster; funded by the Innovations for Educating Children with Severe Disabilities, Office of Special Education and Rehabilitative Services, U.S. Department of Education to Allegheny-Singer Research Institute. (Funded for 3 years, co-author/principal investigator, total \$648,048).
- 1994 Methods of Presenting Instructive Feedback: Issues of Acquisition and Generalization, funded by Advancing and Improving the Research Knowledge Base, Office of Special Education and Rehabilitative Services, U.S. Department of Education to Allegheny-Singer Research Institute. (Funded for 1 year, author and principal investigator, total \$99,315).
- 1994 Consortium on Inclusive Schooling Practices. With C. Salisbury, I. Pumpian, B. Rainforth, and V. Roach. Funded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education to Allegheny-Singer Research Institute with subawards to San Diego State University, State University of New York-Binghamton, and the National Association of State Boards of Education. (Funded for 5 years, co-author/project evaluator, first year award \$709,000).
- 1995 Evaluation of Transition-Based Teaching and Embedded Instruction on Learning by Preschoolers with Disabilities. Funded by Advancing and Improving the Research Knowledge Base, Office of Special Education and Rehabilitative Services, U.S. Department of Education to Allegheny-Singer Research Institute. (Funded for 1 year, author and principal investigator, total \$84,991).
- 1995 Using Instructive Feedback to Promote Future Learning. Funded by Advancing and Improving the Research Knowledge Base, Office of Special Education and Rehabilitative Services, U.S. Department of Education to Allegheny-Singer Research Institute. (Funded for 1 year, author and principal investigator, total \$84,863).
- 1998 to 2000 Longitudinal Evaluation of "Best Practice" in Early Child Care: Effects of Continuity of Care on Infants and Toddlers. Funded by Smith Richardson Foundation, Inc. to the University of North Carolina. (Funded for 2 years, co-author and co-principal investigator, total \$249,335).

- 1995 to 2000 Early Childhood Follow-Through Research Institute. With D. B. Bailey (Co-Principal Investigator), C. J. Dunst, M. L. Hemmeter, R. A. McWilliam, C. L. Salisbury, J. W. Schuster, & C. Trivette. Funded by the Early Education Program for Children with Disabilities to Allegheny-Singer Research Institute with subawards to the University of North Carolina at Chapel Hill, Smoky Mountain Research Institute, and the University of Kentucky (Funded for 5 years, co-author and co-Principal Investigator, total \$4,134,000, transferred to UNC 2/1997).
- 2001 to 2005 Predicting Responsiveness to Imitation Intervention. With Wendy Stone (PI), Paul Yoder, and Ann N. Garfinkle. Funded by the National Institute of Child Health and Human Development and the Office of the Director of NIH to Vanderbilt University. (Funded for 3 years, co-author and investigator, total \$453,000).
- 2004 to 2006 Understanding Opportunities to Learn in Early Intervention. With Ann P. Kaiser. Funded by the Graduate School of Vanderbilt University (Funded for 2 years, Co-author and principal investigator, total \$ 49,710).
- 2006 to present Predicting Receptive Language with EEG Measures. With Stephen Camarata. Funded by the Graduate School of Vanderbilt University (Funded for 2 yaers, Co-author and principal investigator, total \$49,000).

Personnel Preparation Grants

- 1984 Developmental and Behavior Disorders Personnel Preparation Program, with D. L. Gast and C.M. Nelson; funded by Personnel Preparation, Office of Special Education and Rehabilitation Services, U.S. Department of Education to the Department of Special Education, University of Kentucky. (Funded for 3 years, co-author/co-director, total \$225,000).
- 1985 Collaborative Preparation in Motor Disabilities, with D. Cross, D. L. Gast, and J. Hall; funded by Personnel Preparation, Office of Special Education and Rehabilitation Services, U.S. Department of Education to the Department of Special Education, University of Kentucky. (Funded for 3 years, co-author/instructor, total \$250,000).
- 1987 Cross-disciplinary Preparation in Infant and Family Intervention, with J. L. Page; funded by Personnel Preparation, Office of Special Education and Rehabilitation Services, U.S. Department of Education to the Department of Special Education, University of Kentucky. (Funded for 3 years, co-author/co-director, total \$225,000).
- 1987 Developmental and Behavior Disorders Project, with D. L. Gast; funded by Personnel Preparation, Office of Special Education and Rehabilitation Services, U.S. Department of Education to the Department of Special Education, University of Kentucky. (Funded for 3 years, co-author/co-director, total \$249,000).
- 1989 Early Childhood Special Education Inservice Project, funded by the Office of Education of Exceptional Children, Kentucky Department of Education to the Department of Special Education, University of Kentucky. (Funded for 1 year, author/director, total \$35,000).
- 2003 to 2006 Preparing Leadership Personnel in Early Childhood Special Education With Ann Kaiser funded by the Office of Special education and Rehabilitation Services, U.S. Department of Education to the Department of Special Education, Vanderbilt University (Funded for 4 years, co-author/co-principal investigator, \$200,000 per year)

2003 to present Preparing Personnel to work with Young Children with Autism and their Families with A. Kaiser, R. Wolery, funded by the Office of Special Education and Rehabilitation Services, U.S. Department of Education to the Department of Special Education, Vanderbilt University. (Funded for 5 years, author/principal investigator, \$250,000 per year)

2007 to present Preparing Leadership Personnel in Early Childhood Special Education With Ann Kaiser funded by the Office of Special education and Rehabilitation Services, U.S. Department of Education to the Department of Special Education, Vanderbilt University (Funded for 4 years, co-author/co-principal investigator, \$200,000 per year)

Model Demonstration and Direct Service Grants

1973 Continuation Proposal: Regional Child Development Center, with B. Berwanger and P. Beaver; funded by the Appalachian Regional Commission to the Regional Child Development Center, Big Stone Gap, VA. (Funded for 2 years, co-author, total \$185,000).

1973 Satellite Centers of the Regional Child Development Center, with B. Berwanger and P. Beaver; funded by the Appalachian Regional Commission to the Regional Child Development Center, Big Stone Gap, VA. (Funded for 3 years, co-author/director, total \$225,000).

1974 Proposal for Staff Psychologist for the Regional Child Development Center, with B. Berwanger; funded by the Developmental Disabilities Act through the State of Virginia to the Regional Child Development Center, Big Stone Gap, VA. (Funded for 3 years, co-author, total, \$75,000).

1976 Curriculum Improvement Proposal funded by ESEA Title I through the State of Tennessee to Children and Youth Services of Moccasin Bend Mental Health Institute, Chattanooga, TN. (Funded for 3 years, author, total \$225,000).

1981 Infant/Parent Training and Early Childhood Development Program, with L. Dyk and G. Isaac; funded by the Handicapped Children's Early Education Program of the U.S. Department of Education to the Cardinal Hill Hospital, Lexington, KY. (Funded for 3 years, co-author initial proposal/third-party evaluator, total \$240,000).

1984 Project STEPS (Sequenced Transition to Education in the Public Schools), with P. Stephens; funded by the Handicapped Children's Early Education Program of the U.S. Department of Education to the Child Development Centers of the Bluegrass, Lexington, KY. (Funded for 3 years, co-author initial proposal/third-party evaluator, total \$255,000).

1987 Individualized Family Service Planning: In-service Model for Multidisciplinary Teams, with J. Brookfield-Norman; funded by Office of Special Education and Rehabilitation Services, U.S. Department of Education to the Human Development Institute, University of Kentucky. (Funded for 3 years, co-author initial proposal/technical consultant, total \$330,000).

1989 Project STEPS Statewide Outreach, with P. Stephens; funded by the Handicapped Children's Early Education Program of the Office of Special Education and Rehabilitative Services, U.S. Department of Education to the Child Development Centers of the Bluegrass, Lexington, KY. (Funded for 3 years, co-author initial proposal/third-party evaluator, total \$340,000).

- 1997 Evaluation of North Carolina's Program for Preschoolers with Disabilities. Funded by the North Carolina Department of Public Instruction to the University of North Carolina. (Funded for 18 months, co-author/co-principal investigator, total \$90,000).
- 1998-2000 Individualizing Inclusion in Child Care. Funded by Demonstration Projects for Children and Youth with Disabilities, Office of Special Education and Rehabilitative Services, U.S. Department of Education to the University of North Carolina. (Funded for 4 years, author/principal investigator, total \$597,245; project transferred to R. A. McWilliam, University of North Carolina at Chapel Hill).
- 1998 to 2001 Center-based Early Intervention Demonstration Project for Children with Autism. Funded by North Carolina Department of Health and Human Services, Developmental Disabilities and Substance Abuse Services to the University of North Carolina. (Funded for 3 years, co-author/principal investigator, total \$597,023).

GRADUATE TEACHING AND TRAINEES

Teaching

University of Washington (1978-1980)

- EPSPE 404 Introduction to Special Education
EPSPE 511 Applied Behavior Analysis Research Design

University of Kentucky (1980-1990)

- EDS 510 Early Childhood Education of the Handicapped
EDS 514 Learning Environments
EDS 601 Behavioral Management of Exceptional Children
EDS 620 Instructional Programming in Early Childhood Special Education
EDS 621 Issues in Early Childhood Education of the Handicapped
EDS 623 Practicum in Early Childhood Education of the Handicapped
EDS 633 Single Subject Research in Special Education
EDS 779 Infant and Family Intervention

Medical College of Pennsylvania (1994)

Resident Seminar on Child Development (Coordinator and Presenter)

University of Pittsburgh (Adjunct, 1995)

SP.ED 2410 Assessment and Instruction of Students with Moderate to Profound Disabilities

Universidade Do Porto (Portugal)

Curriculum and Methods of Intervention (1996)
Instructional Practices of Individuals with Developmental Disabilities (2003)
Instruction and Inclusion in Early Childhood (2006)

University of North Carolina at Chapel Hill (1997-2000)

EDSP 342 Doctoral Seminar: Interventions and Intervention Research

Vanderbilt University (2000-present)

SPED 2010	Model of Instruction
SPED 2420	Assessment Procedures for Young Children
SPED 3420	Advanced Assessment Procedures for Young Children
SPED 2410	Procedures in Early Intervention for Infants with Disabilities
SPED 3410	Advanced Procedures in Early Intervention for Infants with Disabilities
SPED 3013	Introduction to Single Subject Research Methodology
SPED 3400	Foundations of Early Childhood Special Education
SPED 3960	Intervention in Autism

Graduate Student Research Committees

University of Kentucky (1980-1990)

Doctoral Research Committees

- Co-Chairperson, 2 Research Committees
- Chairperson, 6 Research Committees
- Member, 16 Research Committees

Master's Degree Thesis Committees

- Chairperson, 23 Master's Thesis Research Committees
- Member, 45 Master's Thesis Research Committees

University of New Orleans (1997)

Doctoral Research Committee

- Member, 1 Research Committee

University of North Carolina (1997-2001)

Doctoral Research Committee

- Co-Chairperson, 1 Research Committee
- Member, 4 Research Committees

University of Sydney (Australia, 2001)

Doctoral Research Committee

- External Examiner, 1 Research Committee

Universitat Witten (Germany, 2001-2004)

Doctoral Research Committee

- External Member, 1 Research Committee

University of Illinois, Champaign-Urbana (2006-2008)

Doctoral Research Committee

- Member, 1 Research Committee (*Current*)

Vanderbilt University (2000-present)

Doctoral Research Committee

- Chairperson/Major Advisor, *Completed*
 - Danielle Liso, 2005
 - Erin Barton, 2007
- Co-Chairperson, *Completed*
 - Alacia Trent Stainbrook, 2006
 - Tammy Johnson, 2006
- Member Research Committee, *Completed*
 - Amanda Appleton, Nicolette Bainbridge, Gaylan Brown, Cindy Cai, Erik Carter, Peg Cummings, Celeste Harvey, Kelly Lusk, Michael May, Cathy Qi, Jennifer Hurley, Andrea McDuffie, Wendy Sapp, Tina Stanton-Chapman, Jung Tang, Barbara Washington
- Chairperson/Major Advisor, *Current*
 - Brian Reichow
 - Matthew Busick
 - Tessa Carlson
- Co-Chairperson, *Current*
 - Joan Grim
 - Julie Ton
- Member Research Committee
 - Amy Casey

Master's Degree Students

- Advisor: Thesis Study *Completed* (28 students)
 - Nida Alavi, Kari Blodgett, Ching-I Chen, Anne Cuneo, Mimi Dasgupta, Hunter Gast, Andrea Golloher, Jeff Hine, Ryan Koppe, Marite Layfield, Yolanda Mara, Ann Mau, Jennie Miller, Sara Moore, Joanna Neely, Jessica Reddinger, Cara Reske, Suzanna Reese, Allison Riediger, Jennifer Sarrett, Sharon Savage, Doemiko Sharp, Hillary Shank, Laura Stacey, Holley Thomas, Amiee Worsham,
- Advisor: Non-Thesis *Completed* (7 students)
 - Beth Abbott, Amy Bruff, Lisa Espinoza, Amy Johnson, Susan Jordon, Genny Lee, Kristen Montoya
- Second Reader for Thesis, *Completed* (21 students)
 - Sarah Dexter, Jennifer Frey, Leslie Good, Tamara Hobbs, Pablo Juarez, Courtney Keegan, Bri Kibble, Emily Kishel, Jane Lawrence, Krista McAtee, Molly McGinis, Christi Palombaro, Jill Parks, Lauren Radovich, Christina Roantree, Heather Roberts, Laura Rogers, Brenna Stahr, Ashley Stringfellow, Mary Whitmire, Sarah Williams,

- Advisor: Thesis *Current* (9 students)
Katherine Bennett, Sean Gibbons, Kelly Harper, James Kretzer, Justin Lane, Kristin McCole, Claudia Mieler, Maggie Purdue, Jamie Schrader
- Second Reader *Current* (8 students)
Evan Campa, Mary Hamilton, Rebecca Haynes, Thresea MacFarland, Lauren Ramsey, Jenna Shepcaro, Michelle Mahoney, Claire Westerman,

SERVICE

Professional Field

Editorships

- 1990 Associate Editor, *Journal of the Association for Persons with Severe Handicaps*
1990-1997 Associate Editor, *Journal of Behavioral Education*
1991-1995 Editor, *Topics in Early Childhood Special Education*
1998-2000 Editor, *Journal of Behavioral Education*

Editorial Boards

- 1989-1990 Member, Editorial Board, *Journal of the Association for Persons with Severe Handicaps*
1988-2006 Member, Editorial Board, *Journal of Special Education*
1995-1997 Member, Editorial Board, *Teacher Education and Special Education*
1995-1999 Member, Editorial Board, *Education and Treatment of Children*
1996 Member, Editorial Board, *Journal of Applied Behavior Analysis*
1998-2004 Member, Editorial Board, *Journal of Positive Behavioral Interventions*
1997-2006 Member, Editorial Board, *Early Education and Development*
2001-2006 Member, Editorial Board, *Focus on Autism and Other Developmental Disabilities*
1981-1990; 1996-present Member, Editorial Board, *Topics in Early Childhood Special Education*
1983-present Member, Editorial Board, *Education and Training in Developmental Disabilities*
1998-2000; 2007-present Member, Editorial Board, *Journal of Applied Behavior Analysis*
1988-present Member, Editorial Board, *Journal of Early Intervention*
1991-present Member, Editorial Board, *Exceptional Children*
1999-present Member, Editorial Board, *Exceptionality*

Committees

- 1983 Member Program Committee, Kentucky Division for Early Childhood of The Council for Exceptional Children.
1987 President Elect, Kentucky State Division for Early Childhood Education, Council for Exceptional Children.
1989-1992 Member, Research Standards Sub-Committee, Division for Early Childhood of the Council for Exceptional Children.
1990 Member, Program Review Committee, 1990 National Meeting of the Division for Early Childhood of the Council for Exceptional Children.
1990-1991 Strand Chair, Program Committee, 1991 National Meeting of the Division for

- 1991-1992 Early Childhood of the Council for Exceptional Children.
Strand Chair, Best Practices Task Force, Division for Early Childhood of the Council for Exceptional Children.
- 1991-1994 Member, Committee on Linkages with the National Association for the Education of Young Children, Division for Early Childhood of the Council for Exceptional Children.
- 1996 Reviewer, Conference Proposals, Association for Persons with Severe Handicaps.
- 1999 Strand Chair, Program Review Committee, 1999 National Meeting of the Division for Early Childhood of the Council for Exceptional Children.
- 1998-2000 Strand Chair, Recommended practices project, Division of Early Childhood, Denver Colorado
- 2005 Reviewer, Conference proposals, Division for Research, Council for Exceptional Children.
- 2006 Reviewer, Conference proposals, Division for Research, Council for Exceptional Children.
- 1988-present Member, Research Committee, Division for Early Childhood, Council for Exceptional Children.

Consultation and Advisory Boards

- 1980-1986 Consultant, Kentucky Head Start Program.
- 1981-1983 Member, Board of Directors, Blue Grass Association for Retarded Citizens, Lexington, KY.
- 1981-1984 Member, Advisory Council for the Infant/Parent Training and Early Childhood Development Program. Cardinal Hill Hospital, Lexington, KY.
- 1981-1984 Program Evaluator, Infant/Parent Training and Early Childhood Development Program. Cardinal Hill Hospital, Lexington, KY.
- 1981-1986 Member, State Head Start Advisory Council for Exceptional Children, KY.
- 1983-1986 Member, Board of Directors, Growing Together Preschool. Lexington, KY.
- 1983-1984 Program Evaluator, Growing Together Preschool, Lexington, KY.
- 1984 Consultant, Blue Grass Career Development Center, Coalition for Career and Leisure Development, Lexington, KY.
- 1984-1985 Member, Advisory Council for Kentucky State University Handicapped Infant/Toddler Project, Frankfort.
- 1984-1985 Member, Coordinating Committee, PARENTS+PLUS, Coalition for Career and Leisure Development, Lexington, KY.
- 1884-1987 Member, Advisory Council for Project STEPS, Lexington, KY.
- 1984-1987 Program Evaluator, Child Development Centers of the Blue Grass, Project STEPS, Lexington, KY.
- 1985 Consultant/Author, Study of Studies in Early Childhood Education of the Handicapped, for the West Virginia State Department of Education.
- 1985 Program Evaluator, PARENTS+PLUS Project, Coalition for Career and Leisure Department, Lexington, KY.
- 1985-1987 Member, Advisory Council for Early Childhood State Planning Grant, State

- Department of Education, Frankfort, KY.
- 1986 Grant Reviewer, Project KIK, Office of the Education of Exceptional Children, Kentucky State Department of Education, Frankfort, KY.
- 1986-1987 Chairperson, Task force on Personnel Development and Certification, Early Childhood State Planning Grant, Kentucky State Department of Education, Frankfort, KY.
- 1986 Vice President, Board of Directors, Growing Together Preschool, Lexington, KY.
- 1986 Consultant, Developmental Disabilities Model Services Program, University of North Carolina, Chapel Hill.
- 1987 Member, Governor's Advisory Subcommittee on Certification and Credentialing of Early Childhood Specialists, Governor's Office of Child Development and Early Childhood Education, Frankfort, KY.
- 1987 Program Evaluator, Department of Special Education, University of North Carolina at Chapel Hill, Chapel Hill, NC.
- 1987-1990 Member, Advisory Board, System Change project, Human Development Institute and Kentucky State Department of Education, Frankfort, KY.
- 1987-1992 Chairperson and Member, National Advisory Board of the Carolina Research Institute on Infant Personnel Preparation, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill, Chapel Hill.
- 1987-1990 Member, Early Childhood Special Education Advisory Committee for Fayette County Public Schools, Lexington, KY.
- 1988-1990 Higher Education Representative, Kentucky Interagency Coordinating Committee, Part H of P.L. 99-457, Cabinet for Human Resources, Frankfort, KY.
- 1988-1990 Chairperson, Task force on personnel standards and development, Kentucky Interagency Coordinating Committee, Cabinet for Human Resources, Frankfort, KY.
- 1989-1990 Project Evaluator, Project STEPS Statewide Outreach, Child Development Centers of the Bluegrass, Lexington, KY.
- 1989-1990 Member, Committee on Standards and Regulations for Early Childhood Special Education (P.L. 99-457). Kentucky State Department of Education, Frankfort.
- 1990 Member, Committee on Early Childhood Certification, Kentucky State Department of Education, Frankfort.
- 1990 Grant Reviewer, Student-Initiated Research Grants, Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC.
- 1991 Member, Program Planning Committee, Research Project Directors' Meeting, U.S. Department of Education, Office of Special Education and Rehabilitative Services, Washington, DC.
- 1992 Member, Program Planning Committee, Research Project Directors' Meeting, U.S. Department of Education, Office of Special Education and Rehabilitative Services, Washington, DC.
- 1992-1993 Member, Task Force on Assessment, National Center for Clinical Infant Programs, Washington, DC.
- 1992-1996 Member, Committee on Early Childhood, National Board for Professional Teaching Standards, Washington, DC.

- 1994 External Evaluator, Department of Special Education, Utah State University, Logan, UT.
- 1994 Consultant, Chesapeake Institute, Washington, DC—provided recommendations on Federal Funding priorities for U.S. Department of Education, Washington, DC.
- 1994 Consultant, Ann Sullivan Center, Lima, Peru.
- 1995 Presenter, Committee on Young Children, National Research Council, National Academy of Science, Washington, DC.
- 1996-1997 Member, Research Partners, National Center for Early Development and Learning, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill, Chapel Hill.
- 1997 Consultant, Department of Defense Schools, U. S. Department of Defense.
- 1997 Consultant, Department of Health Services, Semiplansic, Kazakstan.
- 1996-1998 Member, Resource Panel on Disability and Special Education, Early Childhood Longitudinal Study, SRI International, Menlo Park, CA.
- 1996-1997 Member, CEC Task Force on Special Education Effectiveness, Reston, VA.
- 1997 Member, Delegation on Children’s Services to the Kazakstan, Education and Welfare Committee, United Methodist Church.
- 1997-1998 Consultant, Autism Forum, National Early Childhood Technical Assistance System (NEC*TAS), University of North Carolina, Chapel Hill.
- 1998-1999 Member Steering Committee, New Teacher Assessment and Support Consortium of the Council of Chief State School Officers, Washington, DC.
- 1998 Member Site Visit Team, Early Childhood Research Institute on Measuring Growth and Development, Washington, DC.
- 1999 Presenter, Workshop on the Science of Developmental Promotion, National Research Council, National Academy of Science, Washington, DC.
- 1999 Reviewer, Grant proposal review, The Rapides Foundation, Alexandria, Louisiana.
- 2000 Presenter, Committee on Children with Autism, National Research Council, National Academy of Science, Washington, DC.
- 2001 Presenter, President’s Commission on Excellence in Special Education, Washington, DC
- 2002-2006 Member, Program Advisory Committee, Siskin Children’s Institute, Chattanooga, TN.
- 2001-2004 Member, National Advisory Board, Early Literacy: Comparison of Salient Features of Two Intervention Approaches. Appalachian State University, Principal Investigators: Angela Losardo and Margaret Werts.
- 2002-2007 Member, National Advisory Board, Center for Evidence-Based Practice: Young Children with Challenging Behaviors. University of Colorado, Principal Investigators: Phillip Strain and Glen Dunlap.
- 2003-2007 Technical Advisor, National Early Childhood Transition Center, University of Kentucky, Principal Investigator: Beth Rous.
- 2006-2007 Member, Tennessee Early Intervention System, Greater Nashville Steering Committee, Nashville, TN.
- 2006-present Member, National Advisor Board, Center on Early Literacy and Learning,**

Orelena Hawks Puckett Institute, Morganton, NC , Principal Investigator: Carl Dunst.

2006-present Leadership Team Member, National Center on Professional Development—Inclusion, Frank Porter Graham Child Development Institute, Chapel Hill, NC, Principal Investigator: Pam Winton

Institutional Service

University

- 1980-1985 Member, Early Childhood Program Faculty, College of Family Studies, University of Kentucky, Lexington.
- 1987-1990 Member, Early Childhood Education Advisory Board. College of Home Economics, Early Childhood Laboratories, University of Kentucky, Lexington.
- 1991-1996 Member, Research Committee, Allegheny-Singer Research Institute, Pittsburgh, PA.
- 2000 Member, Search Committee, TRIAD Psychologist, Department of Pediatrics, Vanderbilt University, Nashville, TN.
- 2000 Member, Search Committee, Kennedy Center Director, Vanderbilt University, Nashville, TN.
- 2001-2003 Member, Search Committee, Director, Division of Child Development, Department of Pediatrics, Vanderbilt University, Nashville, TN.
- 2001-2005 Member, Membership Committee, Kennedy Center for Research on Human Development, Vanderbilt University, Nashville, TN.
- 2003-2006 Member, Faculty Advisory Board, Center for Child Development, Department of Pediatrics, Vanderbilt University, Nashville, TN.

College

- 1985 Member, Committee on Faculty Evaluation, College of Education, University of Kentucky, Lexington.
- 1993 Acting Director, Early Childhood Intervention Program, Allegheny-Singer Research Institute (May-July), Pittsburgh, PA.
- 1992-1996 Reviewer, Reviewer of small internal grant proposals, Allegheny-Singer Research Institute, Pittsburgh, PA.
- 2004-2006 Member, Early Childhood Committee, Peabody College, Vanderbilt University, Nashville, TN
- 2004-present Member, Promotion and Tenure Committee, Peabody College, Vanderbilt University, Nashville, TN.**
- 2006-present Member, Library Advisory Committee, Peabody College, Vanderbilt University, Nashville, TN.**
- 2007-present Member, Search Committee: Director of Early Childhood Leadership Program, Peabody College, Vanderbilt University**

Department

- 1981-1990 Member, Trainable Mentally Handicapped Program Faculty College of

- Education, University of Kentucky, Lexington.
- 1983 Member, Search Committee for Learning Disabilities Faculty Position, Department of Special Education, University of Kentucky, Lexington.
- 1983 Member, Search Committee for Speech and Hearing Faculty Position, Department of Special Education, University of Kentucky, Lexington.
- 1983-1990 Member, Graduate Admissions and Standard Committee, Department of Special Education, University of Kentucky, Lexington.
- 1989 Chairperson, Search Committee for Severely and Profoundly Handicapped Faculty Position, Department of Special Education, University of Kentucky, Lexington.
- 1989-1990 Director of Graduate Studies, Department of Special Education, University of Kentucky, Lexington.
- 1990-1993 Chair, Productivity and Dissemination Committee, Early Childhood Intervention Program, Allegheny-Singer Research Institute, Pittsburgh, PA.
- 1997-2000 Chair, Child Care Management Team, Frank Porter Graham Child Development Center, University of North Carolina, Chapel Hill.
- 1999 Chair, Search Committee for Director of the Center-Based Demonstration Project for Young Children with Autism, Frank Porter Graham Child Development Center, University of North Carolina, Chapel Hill.
- 1999-2000 Member, Management Team, Frank Porter Graham Child Development Center, University of North Carolina, Chapel Hill.
- 2000-2001 Member, Recruitment and Admissions Committee, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.
- 2001-2003 Member, Executive Committee, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.
- 2003-2004 Member, Future Planning Committee, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN
- 2003-2005 Member, Vision Search Committee, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN
- 2006 Member, Executive Committee, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.
- 2001-present Co-Chair, Recruitment and Admissions Committee, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.**
- 2003-present Director of Graduate Studies, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.**