

**Blair P. Lloyd, Ph.D., BCBA-D**  
Curriculum Vita

---

**CURRENT APPOINTMENT**

Assistant Professor, Department of Special Education  
Member, Vanderbilt Kennedy Center  
Peabody College of Vanderbilt University

**CONTACT INFORMATION**

110 Magnolia Circle (OMC 303C)  
Box 228 Peabody College  
Vanderbilt University  
Nashville, TN 37203  
blair.lloyd@vanderbilt.edu  
(615) 343-9641

---

**FORMAL EDUCATION**

Ph.D. in Special Education, Vanderbilt University, Nashville, Tennessee	2013
M.S. in Special Education, Vanderbilt University, Nashville, Tennessee	2011
B.S. in Psychology <i>cum laude</i> , Davidson College, Davidson, North Carolina	2006

**AREAS OF SPECIALIZATION**

Intensive assessment and intervention for students with persistent challenging behavior  
Issues in observational measurement  
Sequential analysis  
Single case research designs

**POSITIONS HELD**

Assistant Professor, Special Education, Vanderbilt University	2013-present
Member, Vanderbilt Kennedy Center, Vanderbilt University	2014-present
Pre-doctoral Research Assistant, Special Education, Vanderbilt University	2008-2013
Clinical Specialist and Research Assistant, Marcus Autism Center, Atlanta, Georgia	2006-2008
Behavior Data Specialist, Marcus Autism Center, Atlanta, Georgia	2006
Behavioral Therapist, Cornelius, North Carolina	2004-2006

**CERTIFICATIONS**

Board Certified Behavior Analyst – Doctoral Level (#1-12-11662)	2012-present
Certified Reviewer in Single Case Design, What Works Clearinghouse	2015-present

**PROFESSIONAL ORGANIZATION MEMBERSHIPS**

Association for Positive Behavior Support	2017-present
Association for Behavior Analysis International	2008-present
Tennessee Association for Behavior Analysis	2008-present
Council for Exceptional Children	2014-present
Council for Children with Behavioral Disorders	
Division of Research	
Georgia Association for Behavior Analysis	2007-2008

**AWARDS**

- E. G. “Ted” Carr Initial Researcher Award 2019  
*Association for Positive Behavior Support*
- Provost Research Studio Award 2018  
*Vanderbilt University*
- Robert Gaylord Ross Award for Scholarly Writing 2013  
*Department of Special Education, Vanderbilt University*
- Melvyn I. Semmel Dissertation Award 2013  
*Department of Special Education, Vanderbilt University*
- Special Education Endowment Dissertation Award 2012  
*Department of Special Education, Vanderbilt University*

**GRANTS**UNDER REVIEW

**Lloyd, B. P.**, Slaughter, J. S., & Maxwell-Horn, A. (2020–2024). Exploring school factors and assessment strategies to improve medication monitoring for students with externalizing challenging behavior (Project FAST-Med). Special Education Research Grants (CFDA: 84.324A), National Center for Special Education Research, Institute of Education Sciences (\$1,399,976.50). Role: Principal Investigator.

AWARDED

**Lloyd, B. P.**, Harris, V., Ledford, J. R., Barton, E. E., & Martin, N. (2019-2024). *Project i3: Training Certified Behavior Analysts to Provide Intensive Interdisciplinary Intervention for School-Age Children with Disabilities and High-Intensity Needs (H325K190020)*. Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities who have High-Intensity Needs (CFDA 84.325K), Office of Special Education and Rehabilitation Services, U.S. Department of Education (\$1,250,000). Role: Principal Investigator

**Lloyd, B. P.**, Bodfish, J. W., & Maxwell-Horn, A. C. (2016). *Direct Behavioral Measures of Atypical Antipsychotics for Children with Intellectual and Developmental Disabilities*. Shirley F. and Stuart W. Speyer Discovery Grant, Vanderbilt Kennedy Center (\$28,840). Role: Principal Investigator

**Lloyd, B. P.** (2016-2020). *Developing Functional Behavior Assessment Maps for Students with Persistent Challenging Behavior: A Guiding Framework for Practitioners*. Early Career Competition (CFDA 84.324B), Institute of Education Sciences (\$399,846). Role: Principal Investigator

**Lloyd, B. P.** (2016-2017). *Preliminary evaluation of the generalizability of direct behavioral assessments designed to measure psychotropic medication effects in children with developmental disabilities and comorbid behavior disorders*. Peabody Small Grant for Research, Peabody College, Vanderbilt University (\$9,418). Role: Principal Investigator

Carter, E. W., **Lloyd, B. P.**, & Juarez, A. P. (2015-2020). *Tennessee Behavior Supports Project: Building Statewide Capacity for RTP-Behavior*. Tennessee Department of Education (\$3,750,000). Role: Co-Principal Investigator

Wehby, J. H., **Lloyd, B. P.**, Ledford, J. R., & Barton, E. E. (2014-2019). *Training Certified Behavior Analysts with Advanced Knowledge in Special Education*. Personnel Preparation in Special Education, Early Intervention and Related Services (CFDA 84.325K), Office of Special Education and Rehabilitation Services, U.S. Department of Education (\$1,000,000). Role: Co-Principal Investigator

**Lloyd, B. P.** (2014). *Application of Trial-Based Functional Analyses to Noncompliance in Classroom Settings*. Peabody Small Research Grant, Peabody College, Vanderbilt University (\$8,091). Role: Principal Investigator

## PUBLICATIONS

\*denotes student author

### ARTICLES IN REFEREED JOURNALS (32)

\*Staubitz, J. L., **Lloyd, B. P.**, & Reed, D. D. (in press). Effects of progressive delay self-control training on impulsive choices of elementary students with EBD. *Journal of Applied Behavior Analysis*. doi: 10.1002/jaba.634

**Lloyd, B. P.**, \*Randall, K. R., \*Weaver, E. S., Staubitz, J. L., & \*Parikh, N. (2020). An initial evaluation of a concurrent operant analysis framework to identify reinforcers for work completion. *Behavioral Disorders, 45*, 85–102. doi: 10.1177/0198742919837647

**Lloyd, B. P.**, & Wehby, J. H. (2019). Introduction to the special section: Teacher implementation and intensification of behavior supports within and across tiers. *Elementary School Journal, 119*, 535–541. <https://doi.org/10.1086/703105>

**Lloyd, B. P.**, Barton, E. E., \*Ledbetter-Cho, K., \*Pennington, B., & \*Pokorski, E. A. (2019). Function-based interventions in K-8 general education settings: A focus on teacher implementation. *Elementary School Journal, 119*, 601–628. <https://doi.org/10.1086/703114>

**Lloyd, B. P.**, Bruhn, A. L., Sutherland, K. S., & Bradshaw, C. P. (2019). Progress and priorities in research to improve outcomes for students with or at risk for emotional and behavioral disorders. *Behavioral Disorders, 44*, 85–96. doi: 10.1177/0198742918808485

\*Goldman, S. E., \*Sanderson, K., **Lloyd, B. P.**, & Barton, E. E. (in press). Effects of school-home communication with parent-mediated reinforcement on off-task behavior for students with ASD. *Intellectual and Developmental Disabilities*.

\*Weaver, E. S., & **Lloyd, B. P.** (2019). Randomization tests for single case designs with rapidly alternating conditions: An analysis of *p*-values from published experiments. *Perspectives on Behavior Science, 42*, 617–645. doi: 10.1007/s40614-018-0165-6

**Lloyd, B. P.**, \*Staubitz, J. L., & Tapp, J. T. (2018). A comparison of analysis methods to estimate operant contingency strength. *Journal of Applied Behavior Analysis, 51*, 738–753. doi: 10.1002/jaba.463

Courtemanche, A. B., **Lloyd, B. P.**, & Tapp, J. (2018). A descriptive analysis of self-injury in community settings: Exploring behaviour-behaviour contingencies. *Journal of Intellectual Disability Research*, 62 (12), 1097–1107. doi: 10.1111/jir.12485

\*Zimmerman, K. N., Ledford, J. R., \*Severini, K. E., Pustejovsky, J. E., Barton, E. E., & **Lloyd, B. P.** (2018). Single case synthesis tools part I: A comparison of tools to evaluate quality and rigor when synthesizing single case research designs. *Research in Developmental Disabilities*, 79, 19–32. doi: 10.1016/j.ridd.2018.02.003

\*Zimmerman, K. N., Pustejovsky, J. E., Ledford, J. R., Barton, E. E., \*Severini, K. E., & **Lloyd, B. P.** (2018). Single-case synthesis tools part II: Comparing overlap measures and parametric effect sizes for synthesizing antecedent sensory-based interventions. *Research in Developmental Disabilities*, 79, 65–76. doi: 10.1016/j.ridd.2018.02.001

\*Staubitz, J. L., **Lloyd, B. P.**, & Reed, D. D. (2018). A summary of methods to measure delay discounting in young children. *The Psychological Record*, 68, 239–253. doi: 10.1007/s40732-018-0292-1

Bottema-Beutel, K., **Lloyd, B.**, Watson, L., & Yoder, P. (2018). Bidirectional influences of caregiver utterances and supported joint engagement in children with and without autism spectrum disorder. *Autism Research*, 11, 755–765. doi: 10.1002/aur.1928

\*Goldman, S. E., \*Glover, C. A., **Lloyd, B. P.**, Barton, E. E., & \*Mello, M. P. (2018). Effects of parent-implemented visual schedule routines for African American children with ASD in low-income home settings. *Exceptionality*, 26, 162–175. doi: 10.1080/09362835.2017.1294984

**Lloyd, B. P.**, \*Weaver, E. S., & \*Staubitz, J. L. (2017). Embedding a functional analysis of compliance in small group instruction. *Behavioral Interventions*, 32, 427–433. doi: 10.1002/bin.1494

Bottema-Beutel, K., \*Malloy, C., **Lloyd, B. P.**, \*Louick, R., Joffe-Nelson, L., Watson, L. R., & Yoder, P. J. (2017). Sequential associations between caregiver talk and child play in young children with autism spectrum disorder and typical development. *Child Development*. doi: 10.1111/cdev.12848

**Lloyd, B. P.**, \*Weaver, E. S., & \*Staubitz, J. L. (2017). Classroom-based strategies for incorporating hypothesis testing in functional behavior assessments. *Beyond Behavior*, 26, 48–56. doi: 10.1177/1074295617711145

Shuster, B., Gustafson, J. R., Jenkins, A. B., **Lloyd, B. P.**, Carter, E. W., & Bernstein, C. F. (2017). Including students with disabilities in positive behavioral interventions and supports: Experiences and perspectives of special educators. *Journal of Positive Behavior Interventions*, 19, 143–157. doi: 10.1177/1098300716675734

\*Torelli, J. N., **Lloyd, B. P.**, \*Diekman, C. A., & Wehby, J. H. (2017). Teaching stimulus control via classwide multiple schedules of reinforcement in public elementary school classrooms. *Journal of Positive Behavior Interventions*, 19, 14–25. doi: 10.1177/1098300716632878

\*Staubitz, J. L., & **Lloyd, B. P.** (2016). Beyond ABC data: A tutorial for measuring contingencies in the classroom. *Beyond Behavior*, 25, 17–26. doi: 10.1177/107429561602500304

**Lloyd, B. P.**, \*Torelli, J. N., & Symons, F. J. (2016). Issues in integrating psychotropic and intensive behavioral interventions for students with emotional and behavioral challenges in schools. *Journal of Emotional and Behavioral Disorders*, *24*, 148–158. doi: 10.1177/1063426616636346

\*Savaiano, M. E., Compton, D. L., Hatton, D. D., & **Lloyd, B. P.** (2016). Vocabulary word instruction for students who read braille. *Exceptional Children*, *82*, 337–353. doi: 10.1177/0014402915598774

**Lloyd, B. P.**, \*Weaver, E. S., & \*Staubitz, J. L. (2016). A review of functional analysis methods conducted in public school classroom settings. *Journal of Behavioral Education*, *25*, 324–356. doi: 10.1007/s10864-015-9243-y

**Lloyd, B. P.**, Yoder, P. J., Tapp, J., & \*Staubitz, J. L. (2016). The relative accuracy and interpretability of five sequential analysis methods: A simulation study. *Behavior Research Methods*, *48*, 1482–1491. doi: 10.3758/s13428-015-0661-5

Asmus, J. M., Carter, E. W., Moss, C. K., Born, T., Vincent, L., **Lloyd, B. P.**, & Chung, Y. (2016). Social outcomes and acceptability of two peer-mediated interventions for high school students with severe disabilities: A pilot study. *Inclusion*, *4*, 195–214. doi: 10.1352/2326-6988-4.4.195

**Lloyd, B. P.**, \*Finley, C. I., & \*Weaver, E. S. (2015). Experimental analysis of stereotypy with applications of nonparametric statistical tests for alternating treatment designs. *Developmental Neurorehabilitation*. doi: 10.3109/17518423.2015.1091043

**Lloyd, B. P.**, Wehby, J. H., \*Weaver, E. S., \*Goldman, S. E., \*Harvey, M. N., & \*Sherlock, D. R. (2015). Implementation and validation of trial-based functional analyses in public elementary school settings. *Journal of Behavioral Education*, *24*, 167–195. doi: 10.1007/s10864-014-9217-5

Bottema-Beutel, K., **Lloyd, B. P.**, Carter, E. W., & Asmus, J. M. (2014). Generalizability and decision studies to inform observational and experimental research in classroom settings. *American Journal on Intellectual and Developmental Disabilities*, *119*, 589–605. doi: 10.1352/1944-7558-119.6.589

Lambert, J. M., **Lloyd, B. P.**, \*Staubitz, J. L., \*Weaver, E. S., \*Jennings, C. M. (2014). Effect of an automated training presentation on pre-service behavior analysts' implementation of trial-based functional analysis. *Journal of Behavioral Education*, *23*, 344–367. doi: 10.1007/s10864-014-9197-5

**Lloyd, B. P.**, & Kennedy, C. H. (2014). Assessment and treatment of challenging behaviour for individuals with intellectual disability: A research review. *Journal of Applied Research in Intellectual Disabilities*, *27*, 187–199. doi: 10.1111/jar.12089

**Lloyd, B. P.**, Kennedy, C. H., & Yoder, P. J. (2013). Quantifying contingent relations from direct observation data: Transitional probability comparisons versus Yule's Q. *Journal of Applied Behavior Analysis*, *42*, 479–497. doi: 10.1002/jaba.45

Juárez, A. P., Valdovinos, M. G., May, M. E., **Lloyd, B. P.**, Couppis, M. H., & Kennedy, C. H. (2013). Serotonin<sub>2A/C</sub> receptors mediate the aggressive phenotype of TLX gene knockout mice. *Behavioural Brain Research*, *256*, 354–361. doi: 10.1016/j.bbr.2013.07.044

BOOKS (1), BOOK CHAPTERS (4), AND EDITED VOLUMES (1)

**Lloyd, B. P.**, Wills, H. P., & Lewis, T. J. (2019). Conducting functional behavior assessments to develop individualized behavior support plans. In J. McLeskey, L. Maheady, B. Billingsley, M. T. Brownell, & T. J. Lewis (Eds.), *High leverage practices for inclusive classrooms* (pp. 131–141). New York, NY: Routledge.

Yoder, P. J., **Lloyd, B. P.**, & Symons, F. J. (2018). *Observational measurement of behavior* (2<sup>nd</sup> ed.). Baltimore, MD: Brookes.

**Lloyd, B. P.**, & Wehby, J. H. (2018). Developing direct observation systems to measure classroom behavior for students with behavioral disabilities. In T. Landrum, B. Cook, & M. Tankersley (Eds.), *Emerging research and issues in behavioral disabilities. Advances in Learning and Behavioral Disabilities*, 30, 9–27. doi: 10.1108/S0735-004X20180000030003

Barton, E. E., **Lloyd, B. P.**, Gast, D. L., & Spriggs, A. D. (2018). Visual analysis of graphic data. In J. R. Ledford & D. L. Gast (Eds.), *Single case research methodology: Applications in special education and behavioral sciences* (3<sup>rd</sup> ed.). New York, NY: Routledge.

Gast, D. L., **Lloyd, B. P.**, & Ledford, J. R. (2018). Multiple baseline and multiple probe designs. In J. R. Ledford & D. L. Gast (Eds.), *Single case research methodology: Applications in special education and behavioral sciences* (3<sup>rd</sup> ed.). New York, NY: Routledge.

Gast, D. L., **Lloyd, B. P.**, & Ledford, J. R. (2014). Multiple baseline and multiple probe designs. In D. L. Gast & J. R. Ledford (Eds.), *Single Subject Research Methodology in Behavioral Sciences* (2<sup>nd</sup> ed.). New York, NY: Routledge.

#### OTHER PUBLICATIONS (6)

Jenkins, A., Shafer, B., **Lloyd, B.**, & Carter, E. (2017). *Including families and communities in your school's RTI<sup>2</sup>-B framework*. Nashville, TN: Tennessee Behavior Supports Project, Vanderbilt University. Available at: [www.tennesseebsp.org/resources](http://www.tennesseebsp.org/resources)

Katzenbach, J. B., Shuster, B. C., Shafer, B. H., **Lloyd, B. P.**, & Carter, E. W. (2017). *Opportunities to respond tip sheet*. Nashville, TN: Tennessee Behavior Supports Project, Vanderbilt University. Available at: [www.tennesseebsp.org/resources](http://www.tennesseebsp.org/resources)

Hine, M. C., Shuster, B. C., Porritt, M., Shafer, B. H., Jenkins, A., **Lloyd, B. P.**, & Carter, E. W. (2016). *Tennessee Behavior Supports Project: Supporting RTI<sup>2</sup>-B in Middle Tennessee Schools*. Nashville, TN: Tennessee Behavior Supports Project, Vanderbilt University. Available at: [www.tennesseebsp.org/resources](http://www.tennesseebsp.org/resources)

Katzenbach, J. B., Shuster, B. C., Shafer, B. H., **Lloyd, B. P.**, & Carter, E. W. (2016). *Prompting sequence tip sheet*. Nashville, TN: Tennessee Behavior Supports Project, Vanderbilt University. Available at: [www.tennesseebsp.org/resources](http://www.tennesseebsp.org/resources)

Katzenbach, J. B., Shuster, B. C., Shafer, B. H., **Lloyd, B. P.**, & Carter, E. W. (2016). *Noncontingent attention tip sheet*. Nashville, TN: Tennessee Behavior Supports Project, Vanderbilt University. Available at: [www.tennesseebsp.org/resources](http://www.tennesseebsp.org/resources)

Katzenbach, J. B., Shuster, B. C., Shafer, B. H., **Lloyd, B. P.**, & Carter, E. W. (2016). *Opportunities for choice-making tip sheet*. Nashville, TN: Tennessee Behavior Supports Project, Vanderbilt University. Available at: [www.tennesseebsp.org/resources](http://www.tennesseebsp.org/resources)

Katzenbach, J. B., Shuster, B. C., Shafer, B. H., **Lloyd, B. P.**, & Carter, E. W. (2016). *Behavior-specific praise tip sheet*. Nashville, TN: Tennessee Behavior Supports Project, Vanderbilt University. Available at: [www.tennesseebsp.org/resources](http://www.tennesseebsp.org/resources)

#### UNDER REVIEW

**Lloyd, B. P.**, \*Torelli, J. N., & \*Pollack, M. S. (accepted pending minor revisions). Practitioner perspectives on hypothesis testing strategies in the context of functional behavior assessment. *Revised manuscript submitted for publication*.

\*Torelli, J. N., **Lloyd, B. P.**, \*Weaver, E. S., Houchins-Juarez, N., & Lambert, J. M. (under review). Can a concurrent operant assessment framework predict function of problem behavior? *Manuscript submitted for publication*.

\*Pokorski, E. A., Barton, E. E., \*Willard, K. C., \*Martinez, A. P., & **Lloyd, B. P.** (under review). Lag schedules and functional communication training: A systematic replication. *Manuscript submitted for publication*.

#### **INVITED PRESENTATIONS**

Overview and Reflections on an IES Early Career Grant (October, 2019)  
*Doctoral Seminar Series, Lehigh University*

Opening Address at the Third Annual RTP<sup>2</sup>-B Summit for Middle Tennessee Schools (June, 2019)  
*Tennessee Behavior Support Project, Vanderbilt University*

Direct Behavioral Assessments to Monitor Effects of Psychotropic Medication for Children with Disabilities (June, 2019)  
*University of Florida, Gainesville, Florida*

Developing a Decision Tool to Guide Practitioner Selection of Hypothesis Testing Strategies in the Context of Functional Behavior Assessment (May, 2019)  
*Colloquium, May Institute, Randolph Massachusetts*

E. G. "Ted" Carr Initial Researcher Award: A Decision Tool to Increase Rigor and Relevance of Functional Behavior Assessments (February, 2019)  
*Association for Positive Behavior Supports, Washington DC*

Student Network Research Panel: Developing Lines of Research (February, 2019)  
*Association for Positive Behavior Supports, Washington DC*

Developing Lines of Research (July, 2018)  
*Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) Seminar*

Roundtable Discussion Leader, Concurrent Operant Assessments (October, 2017)  
*Tennessee Association for Behavior Analysis Annual Conference*

Seminar Series in Grant Writing: Experiences with an Initial Career Grant (October, 2017)  
*Center for Promoting Research to Practice, Lehigh University*

Effect Sizes, Data Aggregation, & Single Case Experimental Designs: The Good, The Bad, & The Ugly (September, 2017)  
*National Center for Leadership in Intensive Intervention (NCLii) Scholar Meeting, University of Minnesota*

Recent Advances in Sequential Analysis of Behavioral Observation Data (February, 2017)  
*Vanderbilt Kennedy Center Biostatistics and Bioinformatics Core Training Seminar*

Symposium on Translational Research in Autism Spectrum Disorders: Applications of Direct Behavior-Analytic Assessments to Evaluate Effects of Psychotropic Medications for Children with Developmental Disorders (April, 2016)  
*Vanderbilt Kennedy Center Clinical Translational Lecture Series*

### CONFERENCE PRESENTATIONS

*\*denotes student presenter*

#### NATIONAL & INTERNATIONAL (60; 7 ACCEPTED)

**Lloyd, B. P.**, \*Torelli, J. N., & \*Pollack, M. S. (2020, May). Piloting a collaborative decision tool to increase rigor and relevance of functional behavior assessments. In A. N. White (Chair) and T. P. Sellers (Discussant), *Advancements in research on decision-making in behavioral treatment*. Symposium accepted for presentation at the Association for Behavior Analysis International 46<sup>th</sup> Annual Convention, Washington, DC.

\*Torelli, J. N., **Lloyd, B. P.**, & \*Pollack, M. S. (2020, May). A systematic review of direct measures to evaluate psychotropic medication effects in children and adolescents. In D. Pritchard (Chair) and J. Zarcone (Discussant), *Psychotropic medication and polypharmacy in people with intellectual and other developmental disabilities who present problem behavior*. Symposium accepted for presentation at the Association for Behavior Analysis International 46<sup>th</sup> Annual Convention, Washington, DC.

\*Pollack, M. S., Staubitz, J. L., & **Lloyd, B. P.** (2020, May). Evaluating a behavior skills training package for school-based implementers of skill-based treatment. In J. E. Staubitz (Chair) and N. Heal (Discussant), *Treating dangerous problem behavior and teaching skills without physical management: Enhanced choice model extensions*. Symposium accepted for presentation at the Association for Behavior Analysis International 46<sup>th</sup> Annual Convention, Washington, DC.

\*Pokorski, E. A., Barton, E. E., Lloyd, B. P., \*Martinez, A. P., & \*Willard, K. (2020, May). Functional communication training with lag reinforcement: A systematic replication. In E. A. Pokorski (Chair), *Advances in functional communication training to treat challenging behavior in children with autism spectrum disorders*. Symposium accepted for presentation at the Association for Behavior Analysis International 46<sup>th</sup> Annual Convention, Washington, DC.

\*Pollack, M. S., Staubitz, J. L., & **Lloyd, B. P.** (accepted). *Behavior skills training to support educator implementation of an intensive behavior intervention*. Accepted for presentation at the 17<sup>th</sup> Annual Conference for Positive Behavior Support, Miami, FL.

Shuster, B. C., **Lloyd, B. P.**, Axelrod, T. L., & Davis, A. D. (2020, March). *Perspectives of school and district representatives on implementing multi-tiered systems of behavior support*. Accepted for presentation at the 17<sup>th</sup> Annual Conference for Positive Behavior Support, Miami, FL.

Hine, M., Lanchak, E., & **Lloyd, B. P.** (2020, March). *Straight from the source: Youth perspectives on schoolwide positive behavior supports*. Accepted for presentation at the 17<sup>th</sup> Annual Conference for Positive Behavior Support, Miami, FL.

---

\*Torelli, J. N., **Lloyd, B. P.**, \*Fareed, S. A., \*Pollack, M. S., & \*Weaver, E. S. (2019, May). *Direct behavioral assessments to evaluate medication effects: A pilot reliability study*. Poster presented at the Association for Behavior Analysis International 45<sup>th</sup> Annual Convention, Chicago, IL.

\*Torelli, J., \*Weaver, E., Houchins-Juarez, N., **Lloyd, B. P.**, & Lambert, J. M. (2019, May). Comparisons between functional analysis and concurrent operant analysis outcomes in the assessment of problem behavior. In M. Scheithauer (Chair), *Evaluating direct observation measurement systems and outcomes of visual analysis to inform and improve the assessment and treatment of challenging behavior*. Symposium presented at the Association for Behavior Analysis International 45<sup>th</sup> Annual Convention, Chicago, IL.

\*Weaver, E. S., & **Lloyd, B. P.** (2019, February). Randomization tests for single case designs with rapidly alternating conditions: Calculating *p*-values in behavior analytic work. In J. Becraft (Chair), *Emerging quantitative techniques to evaluate single case designs: Randomization tests and multi-level models*. Symposium presented at the 3<sup>rd</sup> Annual Women in Behavior Analysis Conference, Nashville, TN.

**Lloyd, B. P.** (2019, February). *A decision tool to increase rigor and relevance of functional behavior assessments*. Invited presentation given at the 16<sup>th</sup> Annual Conference on Positive Behavior Support, Washington, DC.

Shuster, B. C., Davis, D., **Lloyd, B. P.**, & Hine, M. (2019, February). *Training up Tier 2 in the Tri-Star State*. Poster presented at the 16<sup>th</sup> Annual Conference on Positive Behavior Support, Washington, DC.

Shuster, B. C., Davis, D., Hine, M. C., Shafer, B. H., **Lloyd, B. P.**, & Carter, E. W. (2018, October). *Training up Tier II in the Tri-Star State*. Poster presented at the National PBIS Leadership Forum, Chicago, IL.

\*Majeika, C. E., \*Wilkinson, S., Wehby, J. H., **Lloyd, B. P.**, & Ledford, J. R. (2018, July). *Are special education teachers prepared to make data-based decisions?* Poster presented at the Office of Special Education Programs (OSEP) 2018 Project Directors' Conference, Washington, DC.

\*Randall, K. R., **Lloyd, B. P.**, \*Weaver, E. S., \*Staubitz, J. L., & \*Parikh, N. (2018, May). Utility of concurrent operant assessments to inform function-based interventions. In **B. P. Lloyd** (Chair) and B. Bassingthwaite (Discussant), *Applications of Concurrent Operant Assessments in Public School Settings*. Symposium presented at the Association for Behavior Analysis International 44<sup>th</sup> Annual Convention, San Diego, CA.

\*Weaver, E. S., **Lloyd, B. P.**, Staubitz, J. L., & \*Lariviere, A. (2018, May). *Evaluating teacher and student reactivity to observers in classrooms*. Poster presented at the Association for Behavior Analysis International 44<sup>th</sup> Annual Convention, San Diego, CA.

**Lloyd, B. P.** (2018, March). Practitioner perspectives on hypothesis testing strategies in the context of functional behavior assessment. In **B. P. Lloyd** (Chair), *New directions and advances in research on functional behavior assessment and intervention*. Symposium presented at the 15<sup>th</sup> Annual Conference on Positive Behavior Support, San Diego, CA.

\*Pennington, B. P., **Lloyd, B. P.**, \*Pokorski, E., Barton, E. E., & \*Ledbetter-Cho, K. (2018, March). A review of function-based interventions in general education settings. In **B. P. Lloyd** (Chair), *New directions and advances in research on functional behavior assessment and intervention*. Symposium presented at the 15<sup>th</sup> Annual Conference on Positive Behavior Support, San Diego, CA.

Shuster, B. C., **Lloyd, B. P.**, Jenkins, A., Porritt, M., Hine, M., Lerner, T., Shafer, B., & Carter, E. W. (2018, March). *School stakeholder views on initial adoption of multi-tiered systems of behavior support*. Poster presented at the 15<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.

Staubitz, J. L., & **Lloyd, B. P.** (2018, March). *Concurrent operant assessments to inform intervention design for elementary students with emotional/behavioral disorders and reading difficulties*. Symposium presented at the Women in Behavior Analysis Conference, Nashville, TN.

**Lloyd, B. P.**, & Kern, L. (2018, January). *Intensifying functional behavior assessment: Practitioner perspectives on hypothesis testing strategies*. Poster presented at the Institute of Education Sciences Annual Principal Investigators Meeting, Arlington, VA.

\*Staubitz, J. L., & **Lloyd, B. P.** (2017, November). *Effects of progressive delay self-control training on impulsive choices of elementary students with emotional and behavioral disorders*. Poster presented at the Association for Behavior Analysis International 9<sup>th</sup> International Conference, Paris, France.

Bottema-Beutel, K., \*Malloy, C., **Lloyd, B.**, Nelson, L. J., Yoder, P. J., & Watson, L. R. (2017, May). *Sequential associations between caregiver talk and child play in autism spectrum disorder and typical development*. Paper presented at the International Meeting for Autism Research, San Francisco, CA.

\*Staubitz, J. L., & **Lloyd, B. P.** (2017, May). A summary of methods of assessing delay discounting in young children. In J. N. Meindl (Chair), *Noncontingent reinforcement, token economies, and delay discounting: A long road to practical application*. Symposium presented at the Association for Behavior Analysis International 43<sup>rd</sup> Annual Convention, Denver, CO.

**Lloyd, B. P.**, Van Camp, A. M., & Wehby, J. H. (2017, April). *Adapting and individualizing behavioral supports for non-responders: A problem-solving framework*. Multi-presentation session given at the Council for Exceptional Children Annual Convention, Boston, MA.

\*Goldman, S. E., Sanderson, K. A., Barton, E. E., & **Lloyd, B. P.** (2017, March). *Using school-home communication to decrease off-task behavior for students with autism spectrum disorders*. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.

**Lloyd, B. P.**, & \*Staubitz, J. L. (2017, March). *An evaluation of the sources of variance in direct classroom-based measures of student and teacher behavior*. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.

**Lloyd, B. P.** (2016, October). *Classroom-based strategies for individualized analysis and treatment of problem behavior*. Invited presentation given at the Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.

\*Weaver, E. S., **Lloyd, B. P.**, \*Staubitz, J. L., & \*Diekman, C. A. (2016, May). Integrating the assessment and treatment of academic noncompliance in small group instruction. In J. M. Donaldson (Chair) and D. A. Wilder (Discussant), *Assessment and treatment of compliance problems in children*. Symposium presented at the Association for Behavior Analysis International 42<sup>nd</sup> Annual Convention, Chicago, IL.

\*Torelli, J. N., \*Diekman, C. A., **Lloyd, B. P.**, & Wehby, J. H. (2016, May). Teaching stimulus control via class-wide multiple schedules of reinforcement in public elementary school classrooms. In P. Romani (Chair) and E. J. Daly (Discussant), *Analyses of antecedent variables related to improved academic and social behavior*. Symposium presented at the Association for Behavior Analysis International 42<sup>nd</sup> Annual Convention, Chicago, IL.

\*Staubitz, J. L., **Lloyd, B. P.**, & Tapp, J. (2016, May). Applications of sequential analysis methods to observations with programmed response-reinforcer contingencies: A validity assessment. In J. L. Staubitz (Chair) and J. H. Tiger (Discussant), *Evaluating new approaches to observational measurement of problem behavior in applied settings*. Symposium presented at the Association for Behavior Analysis International 42<sup>nd</sup> Annual Convention, Chicago, IL.

Courtemanche, A. B., **Lloyd, B. P.**, \*Staubitz, J. L., & \*Crossley, S. (2016, May). Sequentially-dependent self-injurious behavior in community settings. In J. L. Staubitz (Chair) and J. H. Tiger (Discussant), *Evaluating new approaches to observational measurement of problem behavior in applied settings*. Symposium presented at the Association for Behavior Analysis International 42<sup>nd</sup> Annual Convention, Chicago, IL.

\*Staubitz, J. L., & **Lloyd, B. P.** (2016, May). *Evaluating the generalizability of direct measures of problem behavior and contingencies in elementary general education classrooms*. Poster presented at the Society for the Quantitative Analyses of Behavior, Chicago, IL.

Shuster, B., Gustafson, J., Schafer, R., Hine, M., Porritt, M., Jenkins, A., Carter, E. W., & **Lloyd, B. P.** (2016, March). *Special educators and students with disabilities in PBIS: Statewide study findings*. Oral presentation presented at the 13<sup>th</sup> International Conference on Positive Behavior Support, San Francisco, CA.

Courtemanche, A. B., **Lloyd, B. P.**, \*Staubitz, J. L., & \*Crossley, S. (2016, March). “Contagious” self-injurious behavior among individuals with intellectual and developmental disabilities. Symposium presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.

**Lloyd, B. P.**, & \*Staubitz, J. L. (2015, September). *Improving functional behavior assessments for students with EBD: Strategies to incorporate hypothesis testing in classrooms*. Presented at the Council for Children with Behavioral Disorders Annual Conference, Atlanta, GA.

\*Staubitz, J. L., & **Lloyd, B. P.** (2015, September). *Going beyond ABC data: Measuring contingencies in the classroom*. Presented at the Council for Children with Behavioral Disorders Annual Conference, Atlanta, GA.

**Lloyd, B. P.**, \*Weaver, E. S., & \*Finley, C. F. (2015, May). Trial-based functional analysis: Procedural variations and data interpretation. In J. M. Lambert (Chair) and S. E. Bloom (Discussant), *Extending the practical utility of the trial-based functional analysis: Assessment and intervention considerations and applications*. Symposium presented at the Association for Behavior Analysis International 41<sup>st</sup> Annual Convention, San Antonio, TX.

Lambert, J. M., **Lloyd, B. P.**, \*Staubitz, J. L., \*Weaver, E. S., & \*Jennings, C. M. (2015, May). Effect of an automated training presentation on pre-service behavior analysts' implementation of trial-based functional analysis. In J. M. Lambert (Chair) and S. E. Bloom (Discussant), *Extending the practical utility of the trial-based functional analysis: Assessment and intervention considerations and applications*. Symposium presented at the Association for Behavior Analysis International 41<sup>st</sup> Annual Convention, San Antonio, TX.

\*Weaver, E. S., & **Lloyd, B. P.** (2015, May). Embedding brief structural analyses of noncompliance into reading instruction in a public elementary school. In B. P. Lloyd (Chair) and D. Wilder (Discussant), *New approaches to the experimental assessment and treatment of noncompliance for children with developmental disabilities*. Symposium presented at the Association for Behavior Analysis International 41<sup>st</sup> Annual Convention, San Antonio, TX.

**Lloyd, B. P.** (2015, May). Chair, *New approaches to the experimental assessment and treatment of noncompliance for children with developmental disabilities*. Symposium presented at the Association for Behavior Analysis International 41<sup>st</sup> Annual Convention, San Antonio, TX.

\*Staubitz, J. L., & **Lloyd, B. P.** (2015, May). *An application of generalizability theory to direct observation measures of problem behavior and classroom contingencies*. Poster presented at the Association for Behavior Analysis International 41<sup>st</sup> Annual Convention, San Antonio, TX.

\*Goldman, S. E., \*Glover, C. A., **Lloyd, B. P.**, \*Mello, M. P., & Barton, E. E. (2015, May). *Effects of parent implemented visual schedule procedures for children with ASD in high poverty home settings*. Poster presented at the Association for Behavior Analysis International 41<sup>st</sup> Annual Convention, San Antonio, TX.

**Lloyd, B. P.**, \*Staubitz, J. L., \*Weaver, E. S., Staubitz, J. E., & Weaver, L. A. (2015, May; 2014, October). *Trial-based functional analysis of aggression in a home setting for a child with a rare genetic syndrome and chronic health problems*. Poster presented at the Association for Behavior Analysis International 41<sup>st</sup> Annual Convention, San Antonio, TX and the Tennessee Association for Behavior Analysis, Nashville, TN.

**Lloyd, B. P.**, Yoder, P. J., Tapp, J., & \*Staubitz, J. L. (2015, April). The relative accuracy and interpretability of four sequential analysis methods: A simulation study. In **B. P. Lloyd** (Chair) and J. W. Bodfish (Discussant), *The cutting edge of sequential analysis research: Simulations, applications, and "Big" sequential data*. Symposium presented at The Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.

\*Staubitz, J. L., & **Lloyd, B. P.** (2015, April). An application of generalizability theory to sequential data collected in classroom settings. In **B. P. Lloyd** (Chair) and J. W. Bodfish (Discussant), *The cutting edge of sequential analysis research: Simulations, applications, and "Big" sequential data*. Symposium presented at The Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.

\*Goldman, S. E., **Lloyd, B. P.**, & \*Mello, M. P. (2015, January). *Effects of a parent implemented visual schedule procedure for an African-American child with ASD in a high poverty home: A case study*. Poster presented at the Council for Exceptional Children Division on Autism & Developmental Disabilities Conference, Clearwater Beach, FL.

\*Savaiano, M. E., Compton, D. L., Hatton, D. D., & **Lloyd, B. P.** (2014, July). *Vocabulary instruction for students who read braille*. Paper presented at the 2014 AER International Conference, San Antonio, TX.

\*Savaiano, M. E., Compton, D. L., Hatton, D. D., & **Lloyd, B. P.** (2014, July). *Comparison of vocabulary instruction strategies for students who read braille*. Poster presented at the Twenty-First Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

**Lloyd, B. P.**, Wehby, J. H., \*Weaver, E. S., \*Goldman, S. E., & \*Sherlock, D. S. (2014, May). *Trial-based functional analyses implemented by paraprofessionals in classroom settings*. Symposium presented at the Association for Behavior Analysis International, Chicago, IL.

\*Staubitz, J. L., & **Lloyd, B. P.** (2014, May). *Measuring behavior-environment contingencies in classrooms: An application of contingency space analysis*. Poster presented at the Association for Behavior Analysis International, Chicago, IL.

**Lloyd, B. P.**, \*Goldman, S. E., \*Weaver, E. S., \*Harvey, M. N., & \*Sherlock, D. S., & Wehby, J. H. (2014, March). *An evaluation of trial-based functional analyses in classroom settings*. Poster presented at the Association for Behavior Analysis International Eighth Annual Autism Conference, Louisville, KY.

\*Staubitz, J. L., & **Lloyd, B. P.** (2014, February). *An application of contingency space analysis to evaluate natural classroom contingencies*. Poster presented at the Association for Behavior Analysis International Eighth Annual Autism Conference, Louisville, KY.

**Lloyd, B. P.**, Bottema-Beutel, K., Carter, E. W., & Asmus, J. M. (2013, March). *An application of generalizability and decision studies to plan for observational measurement in classroom settings*. Poster presented at The Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.

Brock, M. E., Hochman, J., **Lloyd, B. P.**, Bottema-Beutel, K., & Carter, E. W. (2012, November). *School-based peer-mediated interventions for students with developmental disabilities: A systematic review*. Poster presented at The Association for Persons with Severe Handicaps, Long Beach, CA.

**Lloyd, B. P.**, Brock, M. E., Hochman, J., & Carter, E. W. (2012, June). *Efficacy of peer support interventions to improve social and school participation for students with severe disabilities*. Poster presented at the American Association on Intellectual and Developmental Disabilities, Charlotte, NC.

Hochman, J., Brock, M. E., **Lloyd, B. P.**, & Carter, E. W. (2012, June). *Peer support interventions for students with intellectual and developmental disabilities in inclusive settings*. Symposium presented at the American Association on Intellectual and Developmental Disabilities, Charlotte, NC.

**Lloyd, B. P.**, & Kennedy, C. H. (2012, May). *A systematic review of experimental functional assessment methods conducted in classroom settings*. Poster presented at the Association for Behavior Analysis International, Seattle, WA.

**Lloyd, B. P.**, Yoder, P. J., & Kennedy, C. H. (2012, March). *Transitional probability comparisons versus Yule's Q in the calculation of operant contingencies*. Poster presented at The Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Annapolis, MD.

**Lloyd, B. P.**, Yoder, P. J., & Kennedy, C. H. (2011, May). *Comparing two methods of quantifying response-stimulus relations: Contingency space analysis and Yule's Q*. Poster presented at the Association for Behavior Analysis International, Denver, CO.

**Hicks, B. P.**, Houchins-Juarez, N., & Kennedy, C. H. (2009, May). *Comparing two methods of quantifying behavior-consequence relations: Yule's Q and contingency space analysis*. Poster presented at the Association for Behavior Analysis International, Phoenix, AZ.

**Hicks, B. P.**, & Call, N. A. (2008, May). *Using functional analysis outcomes to assess the degree of matching during descriptive assessments*. Poster presented at the Association for Behavior Analysis International, Chicago, IL.

**Hicks, B. P.**, & Call, N. A. (2008, May). *A comparison of the conditional probabilities of social reinforcement and aberrant behavior in descriptive analyses*. Poster presented at the Association for Behavior Analysis International, Chicago, IL.

**Hicks, B. P.**, Call, N. A., Trosclair-Lasserre, N. M., McNeary, R. T., McCranie, R. K., & Lomas, J. E. (2008, May). *An applied example of a transitive conditioned establishing operation*. Poster presented at the Association for Behavior Analysis International, Chicago, IL.

Valentine, J. K., Call, N. A., & **Hicks, B. P.** (2008, May). *Demonstrating the clinical utility of descriptive assessments for evaluating treatment integrity*. Poster presented at the Association for Behavior Analysis International, Chicago, IL.

Key, J. P., Call, N. A., McCranie, R. K., Lomas, J. E., & **Hicks, B. P.** (2008, May). *Use of progressive ratio schedules to evaluate social reinforcers for use in the treatment of problem behavior*. Poster presented at the Association for Behavior Analysis International, Chicago, IL.

Deaton, D. M., Call, N. A., Trosclair-Lasserre, N. M., Rader, K., Dahir, A., & **Hicks, B. P.** (2008, May). *Evaluation of relative reinforcer efficacy as predicted by reinforcer preference*. Poster presented at the Association for Behavior Analysis International, Chicago, IL.

#### STATE AND LOCAL (23)

**Lloyd, B. P.**, \*Torelli, J. N., \*Weaver, E. S., \*Pollack, M. S., & \*Fareed, S. A. (2019, November). A pilot study to explore direct measures of medication effects for children with disabilities and behavioral concerns. In E. S. Weaver (Chair) and J. L. Staubitz (Discussant), *Expanding applications of behavior-analytic assessments: Can we use them to measure trait-like characteristics in children?* Symposium presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

\*Weaver, E. S., & **Lloyd, B. P.** (2019, November). Progressive ratio and delay discounting assessments for measuring traits in young children with and without problem behavior. In E. S. Weaver (Chair) and J. L. Staubitz (Discussant), *Expanding applications of behavior-analytic assessments: Can we use them to measure trait-like characteristics in children?* Symposium presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

\*Torelli, J. T., **Lloyd, B. P.**, \*Weaver, E. S., & \*Pollack, M. S. (2019, November). Developing and piloting a decision tool to increase rigor and relevance of functional behavior assessments. In J. M. Lambert (Chair), *Quantifying “judgment”: Exploratory investigations of decision-making frameworks for interventions of challenging behavior*. Symposium presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

\*Pollack, M. S., Staubitz, J. L., & **Lloyd, B. P.** (2019, November). Evaluating a behavior skills training package to transfer stimulus control of skill-based treatment to school staff serving students with emotional and behavioral disorders. In J. S. Staubitz (Chair) and James Fox (Discussant), *Skill-based treatment for students with E/BD: Outcomes for students and staff trainees*. Presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

\*Weaver, E. S., **Lloyd, B. P.**, Staubitz, J. L., & \*Lariviere, A. (2018, November). *Evaluating teacher and student reactivity to observers in classrooms*. Poster presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

\*Weaver, E. S., & **Lloyd, B. P.** (2018, November). The utility of concurrent operant analyses to inform behavior interventions for school-aged children: A review of the literature. In J. L. Staubitz (Chair), *Concurrent operant analysis to inform individualized intervention: An update on current evidence and practical applications*. Symposium presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

\*Roane, J. T., \*Weaver, E. S., Houchins-Juarez, N., **Lloyd, B. P.**, & Lambert, J. M. (2018, November). Comparisons between functional analysis and concurrent operant analysis outcomes in the assessment of problem behavior. In J. L. Staubitz (Chair), *Concurrent operant analysis to inform individualized intervention: An update on current evidence and practical applications*. Symposium presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

\*McCachren, M., Staubitz, J. L., \*Haws, R., & **Lloyd, B. P.** (2018, November). Applications of concurrent operant analysis to inform integration of academic and behavioral supports for elementary students with emotional/behavioral disorders. In J. L. Staubitz (Chair), *Concurrent operant analysis to inform individualized intervention: An update on current evidence and practical applications*. Symposium presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

**Lloyd, B. P.**, \*Weaver, E. S., Gregory, K., Simcoe, K., \*Castles, M., \*Doak, E. A., Staubitz, J. L., & Staubitz, J. (2017, October). *Data blitz! School-based applications of concurrent operant reinforcer assessments*. Symposium presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

**Lloyd, B. P.** (2017, October). Intensifying functional behavior assessment: Practitioner perspectives on hypothesis testing strategies. In **B. P. Lloyd** (Chair), *Adapting and intensifying behavioral supports along a Tier II–Tier III continuum*. Symposium presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

**Lloyd, B. P.** (2017, October). Discussant, *What you don’t see: Factors to consider when interpreting FA data*. Symposium presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

**Lloyd, B. P.** (October, 2016). Discussant, *Classroom-based functional analysis and intervention*. Symposium presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

\*O'Henley, G. J., \*Weaver, E. S., & **Lloyd, B. P.** (2016, September). *Examination of instructional contexts in general education classrooms for students with persistent problem behavior*. Poster presented at the Vanderbilt Kennedy Center Science Day, Nashville, TN.

\*Parikh, N., \*Weaver, E. S., & **Lloyd, B. P.** (2016, September). *A preliminary correlational analysis of student problem behavior and teacher instructional behavior in elementary general education classrooms*. Poster presented at the Vanderbilt Kennedy Center Science Day, Nashville, TN.

**Lloyd, B. P.**, & Torelli, J. N. (2015, October). Issues in integrating psychotropic and intensive behavioral interventions for students with emotional and behavioral challenges in schools. In J. Staubitz (Chair) and Kevin Sanders (Discussant), *Towards the integration of medical and behavioral treatment models for youth with disabilities and challenging behavior*. Symposium presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

Torelli, J. N., \*Diekman, C. A., **Lloyd, B. P.**, & Wehby, J. H. (2015, October). Teaching stimulus control via class-wide multiple schedules of reinforcement in public elementary school classrooms. In **B. Lloyd** (Chair) and Christina Noel (Discussant), *Beyond functional communication training: Clinical and classroom applications*. Symposium presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

\*Weaver, E. S., **Lloyd, B. P.**, \*Staubitz, J. L., & \*Diekman, C. A. (2015, October). Integrating the functional analysis and treatment of academic noncompliance in small group instruction. In J. Lambert (Chair), *Functional analyses of noncompliance and severe problem behavior: Proposing variations and challenging assumptions*. Symposium presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

\*Weaver, E. S., **Lloyd, B. P.**, \*Staubitz, J. L., & \*Diekman, C. A. (2015, September). *Integrating the assessment and treatment of academic noncompliance into small group instruction*. Poster presented at the Vanderbilt Kennedy Center Science Day, Nashville, TN.

Shuster, B., Shafer, B., & **Lloyd, B. P.** (2015, October). *RTP-B: Roles of behavior analysts in multi-tiered systems of support*. Presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

**Lloyd, B. P.** (October, 2014). Chair and Discussant, *Assessment and treatment of problem behavior topographies that complicate functional analysis*. Symposium presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

\*Weaver, E. S., & **Lloyd, B. P.** (2014, October). *Embedding brief structural analyses of noncompliance into scripted reading instruction*. Poster presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

**Lloyd, B. P.**, \*Goldman, S., \*Sherlock, D. R., \*Weaver, E. S. (2013, October). *Trial-based functional analyses in classroom settings*. Paper presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

**Lloyd, B. P.**, Yoder, P. J., & Kennedy, C. H. (2010, October). *Comparing two methods of quantifying behavior-consequence relations: Contingency space analysis and Yule's Q*. Paper presented at the Tennessee Association for Behavior Analysis, Nashville, TN.

**EDITORIAL EXPERIENCE**

Editorial Board Member (Sep 2019–present)  
*Beyond Behavior*

Guest Associate Editor for Special Section on Teacher Implementation of Behavior Supports (2018)  
*Elementary School Journal*

Editorial Board Member (Jan 2018–present; 4 reviews)  
*Behavioral Disorders*

Editorial Board Member (Jan 2017–present; 3 reviews)  
*Remedial and Special Education*

Editorial Review Board Member (2014–present; 6 reviews)  
*American Journal on Intellectual and Developmental Disabilities*

Guest Associate Editor (2015, 2016/3x, 2017)  
*Journal of Behavioral Education*

Poster Session Discussant (2015)  
*Tennessee Association for Behavior Analysis Annual Conference*

Technical Review on Noncontingent Reinforcement (2014)  
*National Center on Intensive Intervention*

Expert Reviewer, Student Poster Initiative (2014)  
*ABAI Autism Conference*

**GUEST JOURNAL REVIEWER (FOR 35 ARTICLE SUBMISSIONS IN 13 JOURNALS)**

*American Journal on Intellectual and Developmental Disabilities* (2013/2x)

*Autism: International Journal of Research and Practice* (2014, 2015)

*Behavior Analysis in Practice* (2018/2x)

*Behavior Analysis: Research and Practice* (2016, 2019)

*Behavioral Disorders* (2010, 2015)

*Beyond Behavior* (2017, 2018)

*Developmental Neurorehabilitation* (2015)

*Journal of Applied Behavior Analysis* (2009, 2014/3x, 2015/2x, 2016, 2019/2x)

*Journal of Behavioral Education* (2012; Guest AE: 2015, 2016/3x, 2017)

*Journal of Emotional and Behavioral Disorders* (2017)

*Journal of Intellectual Disability Research* (2011)

*Remedial and Special Education* (2012, 2013/2x, 2015)

*Research in Developmental Disabilities* (2017)

**TEACHING****COURSES TAUGHT**

- SPED 8840: Observational Methods
- SPED 8400 (previously 3017): Experimental Analysis of Behavior
- SPED 8100 (previously 3013): Introduction to Single Subject Research Methodology

- SPED 7620: Intensive Interventions for Students with Severe and Persistent Behavior Difficulties
- SPED 2690/3900: Childhood Aggression and Other Challenging Behavior: Interdisciplinary Perspectives

#### GUEST LECTURES

- High Incidence Doctoral Seminar (March, 2019)  
*Establishing Effective Writing Habits as a Doctoral Student and Early Career Faculty Member*
- SPED 8300: Professional Seminar III (September 2018)  
*Faculty Panel on IES Early Career Grant*
- SPED 8840: Observational Methods (November 2017)  
*Guest Lecture on Summative Reliability*
- SPED 8100: Professional Seminar I (October 2017)  
*Faculty Panel on Research in High Incidence Disabilities*
- SPED 8820 Advanced Single Case Research (February 2017)  
*Randomization Tests in Single Case Designs*
- SPED 3011: Professional Seminar II (March 2016)  
*Faculty Panel on Substantive Qualifying Exams*
- Low Incidence Disabilities Program Doctoral Seminar (March 2016)  
*Panel on Transitioning to First Faculty Position*
- SPED 3012: Professional Seminar III (September 2015)  
*Faculty Panel on IES Early Career Grant*
- SPED 3011: Professional Seminar II (March 2015)  
*Faculty Panel on Substantive Qualifying Exams*
- SPED 3012: Professional Seminar III (September 2014)  
*Faculty Panel on IES Early Career Grant*
- SPED 3012: Professional Seminar III (October 2014)  
*Faculty Panel on Job Search*
- SPED 3011: Professional Seminar II (March 2014)  
*Faculty Panel on Substantive Qualifying Exams*
- SPED 3012: Professional Seminar III (September 2013)  
*Faculty Panel on Job Search*
- SPED 3000: Education and Psychology of Exceptional Learners (June 2013)  
*Introduction to Emotional/Behavioral Disorders*
- SPED 3860: Advanced Procedures in Classroom Management (Summer 2010)  
*Managing Escalating Behavior*
- SPED 3018: Observational Methods (Spring 2010)  
*Contingency Space Analysis*

#### **PROFESSIONAL SERVICE**

##### PRESENTATIONS

- Assessment and Intervention Models for Students with Persistent Challenging Behavior (May, 2019)  
*Behavior Support Team Training, Murfreesboro City Schools*
- Tutorial on Measuring Contingencies in Classrooms (August, 2017)  
*Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) Seminar Series*
- Functional Behavior Assessments and Behavior Intervention Plans (March, 2016)  
*Metropolitan Nashville Public School (MNPS) District Training for School Psychologists*
- Improving Functional Behavior Assessments for Students with Emotional/Behavioral Disorders: Strategies to Incorporate Hypothesis Testing in Classrooms (June, 2015)  
*Middle Tennessee Regional Meeting, Tennessee Association for Behavior Analysis*

**EXTERNAL DOCTORAL DISSERTATION COMMITTEE MEMBER**

Sarah Wilkinson (Advisor: Brandi Simonsen); University of Connecticut (2019-present)

**UNIVERSITY SERVICE**

Vanderbilt Kennedy Center (2019)

*Science Day Poster Judge*

Vanderbilt Association for Behavior Analysis (July 2015)

Conference on Advanced Issues in Single Case Design

*Issues in Observational Measurement of Contingencies*

Vanderbilt Association for Behavior Analysis (July 2015)

Conference on Advanced Issues in Single Case Design

*Nonparametric Statistical Analysis for Alternating Treatments Designs*

Vanderbilt Association for Behavior Analysis (January 2015)

*Panel Discussion: Conducting Functional Behavior Assessments in School Settings*

Vanderbilt Association for Behavior Analysis (November 2014)

*Experimental Functional Assessment Methods Conducted in Public School Settings*

Vanderbilt Kennedy Center (2014)

*Science Day Poster Judge*

Vanderbilt Graduate Student Council (2013)

*Discussion Leader: Looking Forward: Making the Transition from Graduate School to the Professional World*

**DEPARTMENTAL SERVICE****DEPARTMENT COMMITTEES**

ABA Faculty Search Committee (2016–2017)

Doctoral Studies Committee (2015–present)

Applied Behavior Analysis Program (2013–present)

High Incidence Program (2013–present)

**DOCTORAL STUDENT ADVISING**

Marney Pollack (2018–present)

Jessica Roane (2017–present)

Emily Weaver (2014–2019)

Johanna Staubitz (co-advisor with Dr. Joseph Wehby; 2013–2017)

**DOCTORAL DISSERTATION COMMITTEE MEMBER (\*COMMITTEE CHAIR)**

\*Jessica Torelli; High Incidence Program (2019–present)

Alyssa Van Camp; High Incidence Program (2019–present)

Hilary Travers; Low Incidence Program (2019–present)

Caitlyn Majeika; High Incidence Program (2018–2019)

\*Emily Weaver; High Incidence Program (2018–2019)

Lauren LeJeune; High Incidence Program (2018–2019)

Elizabeth Pokorski; Early Childhood Program (2018–2019)  
Emily Kuntz; Low Incidence Program (2018–2019)  
Kelli A. Sanderson; Low Incidence Program (2017–2018)  
Casey B. Chauvin; High Incidence Program (2017–2018)  
Kathleen Zimmerman; Early Childhood Program (2016–2018)  
\*Johanna L. Staubitz; High Incidence Program (2016–2017)  
Elizabeth Biggs; Low Incidence Program (2016–2017)  
Carly (Blustein) Gilson; Low Incidence Program (2016–2017)  
Carolyn Quinlan Mason; High Incidence Program (2015–2016)  
Mary Wheeler Crnobori; High Incidence Program (2014–2016)  
Samantha Goldman; Low Incidence Program (2015–2016)  
Jason Chow; High Incidence Program (2015–2016)  
Heartley Huber; Low Incidence Program (2015–2016)  
Mackenzie Savaiano; Vision Program (2013–2014)

DOCTORAL RESEARCH COMPETENCY SECOND READER

Alyssa Van Camp; High Incidence Program (Spring 2019)  
Caitlyn Majeika; High Incidence Program (Summer 2018)  
Allison Gilmour; High Incidence Program (Spring 2015)  
Carly Blustein; Low Incidence Program (Spring 2015)  
Heartley Huber; Low Incidence Program (Spring 2015)  
Maria Mello; Low Incidence Program (Fall 2014)  
Samantha Goldman; Low Incidence Program (2013-2014)

DOCTORAL TEACHING COMPETENCY FIRST/SECOND READER

Jessica Roane; High Incidence Program (Spring 2018)  
Emily Weaver; High Incidence Program (Spring 2015)  
Amy Tostanoski; Low Incidence Program (Fall 2014)  
Johanna Staubitz; High Incidence Program (Spring 2014)  
Kimberly Davidson; High Incidence Program (Spring 2014)  
Heartley Huber; Low Incidence Program (Fall 2013)

MASTERS THESIS\* OR SPECIALTY PROJECT ADVISOR

Sunya Fareed; High Incidence Program (2019)  
Dixrek Beavers; High Incidence Program (2018)  
Rachel Haws; High Incidence Program (2018)  
Allyssa Lariviere; High Incidence Program (2018)  
Mary McCachren; High Incidence Program (2018)  
Tara Weiss; High Incidence Program (2018)  
Mary Etta Castles; High Incidence Program (2017)  
Emily Doak; High Incidence Program (2017)  
Emily Mork; High Incidence Program (2017)  
\*Naomi Parikh; High Incidence Program (2016-2017)  
\*Kayla Randall; High Incidence Program (2016-2017)  
\*Gretchen O’Henley; High Incidence Program (2016-2017)  
Mackenzie Couch; High Incidence Program (2016)  
Justine Katzenbach; High Incidence Program (2016)  
\*Claire Diekman; High Incidence Program (Spring 2015)  
\*Crystal Finley; Low Incidence Program (Spring 2014)  
\*Emily Weaver; High Incidence Program (Spring 2014)