

**VITA**  
**Mary Louise Hemmeter**

**Personal Information**

Professional Address:       Professor  
  Department of Special Education  
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**Current Positions**

2021               Nicholas Hobbs Chair in Special Education and Human Development, Vanderbilt University, Nashville, TN.

2013 - present Professor, Department of Special Education, Vanderbilt University, Nashville, TN.

2019-present Faculty, Children's Equity Project, Arizona State University, Tempe, Arizona.

**Educational Experience**

Ph.D. 1991       Vanderbilt University, Nashville, TN.  
  Education and Human Development/Special Education

M.Ed. 1987       Peabody College of Vanderbilt University, Nashville, TN.  
  Early Childhood/Special Education

B.S. 1984        Auburn University, Auburn, AL.  
  Early Childhood/Special Education

**Professional Experience**

2013-2016       Co-Faculty Director, Susan Gray School for Children, Vanderbilt University, Nashville, TN.

2005-2013       Associate Professor, Department of Special Education, Vanderbilt University, Nashville, TN.

2014               Visiting Faculty, College of Education, Monash University, Melbourne, Australia.

2001 - 2005       Associate Professor, Department of Special Education, University of Illinois, Champaign, IL.

- 1997 - 2001 Associate Professor, Department of Special Education, University of Kentucky, Lexington, KY.
- 1991 - 1997 Assistant Professor, Department of Special Education, University of Kentucky, Lexington, KY.
- 1986 - 1991 Parent Consultant, Milieu Language Training Project, Vanderbilt University, Nashville TN.
- 1985 - 1988 Facilitator of Parent Groups, Child & Family Study Center, Kennedy Center, Vanderbilt University, and Nashville General Hospital, Nashville, TN.
- 1985 - 1986 Language Trainer, Institute on Mental Retardation & Intellectual Development, Vanderbilt University, Nashville, TN.
- 1984 - 1985 Assistant Teacher, Susan Gray School for Children, Peabody College of Vanderbilt University, Nashville, TN.
- 1983 Assistant Teacher, Auburn Intervention Model, Auburn University, Auburn, AL.

### **Editorial Consulting**

Co-Editor	Journal of Early Intervention
Editorial Board	Topics in Early Childhood Special Education
Editorial Board	Young Exceptional Children
Editorial Board	Journal of Positive Behavior Interventions
Consulting Editor	Early Childhood Research Quarterly
Guest Reviewer	Behavior Disorders
Guest Reviewer	American Journal on Mental Retardation
Guest Reviewer	The Journal of the Association for Persons with Severe Handicaps
Guest Reviewer	American Journal of Speech-Language Pathology
Editorial Consultant	Allyn and Bacon Publishing Company
Editorial Consultant	Brookes Publishing Company
Editorial Consultant	Teachers' College Press

### **Grant Support**

#### **Federal Grant Support**

- 2022-2027 Principal Investigator, *Examining the Efficacy of Program-Wide Supports for Pyramid Model Implementation (PWS-PMI): Addressing Young Children's Social-Emotional Competence and Challenging Behavior*, National Center for Education Research, Institute for Education Sciences, US Department of Education, \$3,795,138.
- 2022-2027 Principal Investigator, *National Center on Pyramid Model Innovations, Office of Special Education Programs*, US Department of Education (PI – Lise Fox, University of South Florida).

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- 2020-2025 Principal Investigator, *National Center on Early Childhood Development, Teaching and Learning*. US Department of Health and Human Services (Zero to Three), Vanderbilt Subcontract, \$2,318,275.
- 2020-2024 Co-Principal Investigator, *Practice-based Coaching: Data Informed Decision-Making Model*, U.S. Department of Education, Office of Special Education Programs (PI – Pat Snyder, University of Florida).
- 2020-2024 Co- Principal Investigator, *Developing and Testing a Blended Language and Behavior Intervention for Toddlers at High Risk for Persistent Developmental Language Disorders*. US Department of Education, Institute for Education Sciences, \$1,399,772.
- 2019-2021 Principal Investigator, *Development and Evaluation of a Group Coaching Approach for Supporting Early Childhood Educators’ Use of Evidence Based Practices*. Stranahan Foundation, \$488,220.
- 2018-2023 Co- Principal Investigator, *A Junior Colleague Approach for Preparing Leaders to Improve Social and Behavioral Outcomes for Young Children with Disabilities*. US Department of Education, Office of Special Education Programs, \$1,248,889.
- 2018-2020 Principal Investigator, *Evaluation of Preschool Special Education Practices*, Mathematica Policy Research, \$715,700.
- 2017-2022 Principal Investigator, *Scaling Up Pyramid Model (PM) Implementation in Preschool and Kindergarten Classrooms*, Education Innovation and Research Program, Office of Innovation and Research, US Department of Education (Metro Nashville Public Schools), Vanderbilt subcontract – \$1,980,244.
- 2017-2022 Principal Investigator, *National Center on Pyramid Model Innovations, Office of Special Education Programs*, US Department of Education (PI – Lise Fox, University of South Florida), Vanderbilt subcontract - \$1,350,000.
- 2017-2020 Principal Investigator, *Professional Development to Support Teachers’ Implementation of a tiered Model for Promoting Social Development of Infants and Toddlers*. U.S. Department of Education, Institute of Education Sciences (PI –Kathryn Bigelow, University of Kansas). Vanderbilt Subcontract - \$367,311.
- 2017-2018 Principal Investigator, *Summative Evaluation of “Sesame Street Season 47: Focus on Kindness”*. Sesame Street Foundation, \$114,973.
- 2016-2020 Principal Investigator, *National Center on Early Childhood Development, Teaching and Learning*. US Department of Health and Human Services, Vanderbilt Subcontract, \$2,915,252.
- 2015-2019 Principal Investigator, *Development of Program Wide Supports for Pyramid Model Implementation: Addressing Young Children’s Social Emotional*
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- Competence and Challenging Behavior*. US Department of Education, Institute for Education Sciences, \$1,499,854.
- 2015-2019 Principal Investigator, *Impact of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices: An Efficacy Trial of Tools for Teachers*. US Department of Education, Institute for Education Sciences (PI - Pat Snyder, University of Florida). Vanderbilt Subcontract, \$1,353,232.
- 2013-2015 Principal Investigator/Faculty Mentor, *Head Start Graduate Research Scholar Grant - Examining the Effects of Parent Training on Parents' Use of Social Emotional Preventative Practices and the Effects on Parent-Child Interactions and Child Behavior*. Department of Health and Human Services Administration for Children and Families. \$50,000.
- 2012-2016 Principal Investigator, *Examining the Efficacy of a Classroom-Wide Model for Promoting Social-Emotional Development and Addressing Challenging Behavior in Preschool Children*. U.S. Department of Education, Institute of Education Sciences, \$3,499,978.
- 2010-2015 Co-Principal Investigator, *Quality Center on Teaching and Learning*, U.S. Department of Health and Human Services (PI - Susan Sandall, University of Washington). Vanderbilt Subcontract, \$4,999,783.
- 2008-2012 Principal Investigator, *Center for Effective Mental Health Consultation*. U.S. Department of Health and Human Services (PI – Roxane Kaufmann, Georgetown University). Vanderbilt Subcontract, \$375,000.
- 2008-2012 Principal Investigator, *Technical Assistance Center on Social Emotional Interventions*. U.S. Department of Education: Office of Special Education Programs (PI - Lise Fox, University of South Florida). Vanderbilt Subcontract, \$180,000.
- 2007-2012 Principal Investigator, *Examining the potential efficacy of a classroom-wide model for promoting social emotional development and addressing challenging behavior in preschool children with and without disabilities*. U.S. Department of Education, Institute of Education Sciences, \$1,835,866.
- 2007-2011 Co-Principal Investigator, *Impact of Professional Development on Preschool Teachers' Use of Embedded Instruction-Practices* (PI – Pat Snyder, University of Florida). U.S. Department of Education, Institute of Education Sciences. Vanderbilt Subcontract, \$94,414
- 2006-2011 Principal Investigator. *Center for the Social and Emotional Foundations of Early Learning*. U.S. Department of Health and Human Services, \$5,000,000.
- 2004-2007 Principal Investigator. *The effects of group and individual interventions on emerging literacy skills in preschoolers*. U.S. Department of Education: Office of Special Education Programs, \$539,086.
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- 2004-2005 Principal Investigator, *The Partnership Project: Social Emotional Foundations for Early Learning and School Readiness*. U.S. Department of Health and Human Services, \$10,000.
- 2002-2007 Investigator, *Center for Evidence Based Practice: Young Children with Challenging Behavior (Glen Dunlap, PI)*. U.S. Department of Education, Office of Special Education Programs. Vanderbilt/UIUC Subcontract, \$315,000.
- 2001-2006 Principal Investigator. *Center for the Social and Emotional Foundations of Early Learning*. U.S. Department of Health and Human Services, \$5,000,000.
- 2001-2005 Author and consultant. *PROJECT PLAY: Promoting Positive Learning Outcomes through an Activity Based Approach with Young Children with Severe Disabilities*. Office of Special Education Programs, U.S. Department of Education, \$700,000.00.
- 1995-2000 Investigator. *Early Childhood Follow-Through Research Institute (Mark Wolery, PI)*. Office of Special Education Programs, U.S. Department of Education. University of Kentucky Subcontract, \$580,181.
- 1997-2000 Co-Principal Investigator. *Project Options: An Interdisciplinary Outcomes-Based Training Program for Preparing Early Childhood Educators*. Office of Special Education Programs, U.S. Department of Education, \$472,246.
- 1995-1998 Principal Investigator. *Training Early Childhood Educators as Specialists in Emotional and Behavioral Disabilities*. Office of Special Education Programs, U.S. Department of Education, \$327,160.
- 1993 - 1996 Principal Investigator. *Project KITES: Kentucky Infant Toddler Education Specialty*. Office of Special Education Programs, U.S. Department of Education, \$266,862.

### **State Grant Support**

- 2000 – 2002 Principal Investigator. *Evaluation of the Governor's Initiative on Early Childhood (KIDS NOW)*. Governor's Office, \$500,000.
- 2000 – 2001 Co-Principal Investigator. *Third Party Evaluation of the Kentucky Education Reform Act Primary Program*. Kentucky Department of Education, \$280,000.
- 1993 - 2000 Principal Investigator. *University of Kentucky Technical Assistance Project*. Kentucky Cabinet for Human Resources, \$1,072,284.
- 1996 - 1999 Co-Principal Investigator. *Third Party Evaluation of the Kentucky Education Reform Act Preschool Programs*. Kentucky Department of Education, \$858,000.
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- 1992 - 1996 Co-Principal Investigator. *Third Party Evaluation of the Kentucky Education Reform Act Preschool Programs*. Kentucky Department of Education, \$1,156,000.
- 1991 - 1992 Investigator. *Third Party Evaluation of the Kentucky Education Reform Act Preschool Programs*. Kentucky Department of Education, \$150,000.

### **University Grant Support**

- 2017 Co-Principal Investigator, *Perspectives of Disability and Inclusion in Preschool, Diversity & Inclusion Grant*, Vanderbilt University, (PI - Anjali J. Forber-Pratt) \$7900.
- 2017 Principal Investigator, *Preschool Suspensions and Expulsions: Examining Issues Related to Implicit Bias and Disproportionality in TN*, Diversity & Inclusion Grant, Vanderbilt University, \$9,551.00

### **Articles (\*indicates student author)**

- Vatland, C., Barton, E., Pham, L., Hemmeter, M.L., Fox, L., & Henry, G. (in press). Establishing the Psychometric Properties of the Supporting Program-Wide Implementation Fidelity Instrument (SPIFI). *Journal of Positive Behavior Interventions*.
- Cunningham, J., Chow, J., Artman-Meeker, K., \*Taylor, A., Hemmeter, M.L., & Kaiser, A. (in press). Supporting early language and prosocial development: A conceptual model for a blended intervention approach. *Infants and Young Children*.
- Hardy, J. K., & Hemmeter, M. L. (2021). Systematic modeling and prompting to teach math skills to preschoolers with disabilities. *Topics in Early Childhood Special Education*. Advance online publication: <https://doi.org/10.1177/10538151211012772>
- McLeod, R., \*Golden, A., & Hemmeter, M. L. (in press). Special education services for preschool-aged children. In D. Fisher (Ed.), *Routledge encyclopedia of education*. New York, NY: Taylor & Francis.
- \*Korba, J., Hemmeter, M. L., \*Golden, A. K., \*Nuhring, K. (in press). The effects of progressive time delay to teach social problem-solving to preschoolers. *Journal of Early Intervention*. <https://doi.org/10.1177/10538151211052004>
- Hemmeter, M. L., Barton, E., Fox, L., Henry, G., Pham, L., Vatland, C., Horth, K., \*Green, A., Binder, D., & Veguilla, M. (2022). Program-wide implementation of the Pyramid Model: Supporting fidelity at the program and classroom levels. *Early Childhood Research Quarterly*, 59, 56-63.
- \*Golden, A. K., Hemmeter, M. L., \*Edmonds, M., & Ledford, J. R. (2021). Reciprocal peer coaching and teaching teams' use of Pyramid Model practice. *Journal of Early Intervention*. <https://doi.org/10.1177/1053815121993225>
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- \*Milam, M., Hemmeter, M. L., & Barton., E. (2021). The effects of systematic instruction on preschoolers' use of Stay-Play-Talk with their peers with social delays. *Journal of Early Intervention*, 43, 80-96. <https://doi.org/10.1177/1053815119900253>
- Hemmeter, M. L., Fox, L., Snyder, P., Algina, J., Hardy, J., Bishop, C., & Veguilla, M. (2021). Corollary child outcomes of the Pyramid Model professional development efficacy trial. *Early Childhood Research Quarterly*, 54, 204-218. <https://doi.org/10.1016/j.ecresq.2020.08.004>
- \*Clayback, K.A., & Hemmeter, M.L., (2021). Exclusionary discipline practices in early childhood settings: A survey of child care directors. *Early Childhood Research Quarterly*, 55, 129-136. <https://doi.org/10.1016/j.ecresq.2020.11.002>
- Shannon, D., Snyder, P., Hemmeter, M. L., & McLean, M. (2021). Exploring coach-teacher interactions within a Practice-based Coaching partnership. *Topics in Early Childhood Special Education*, 40, 229-240. <https://doi.org/10.1177/0271121420910799>
- Cunningham, J., & Hemmeter, M.L., & Kaiser, A., (2020). The relation between teachers' positive behavior support and language support. *Topics in Early Childhood Special Education*, 40, 131-142. <https://doi.org/10.1177/0271121420943653>
- Clements, D., Sarama, J., Brenneman, K., Duke, N., & Hemmeter, M. L. (2020). STREAM education at work – no, at play! A toy-making unit. *Young Children*, 75, 36-43.
- \*Hardy, J. K., & Hemmeter, M. L. (2019). Designing inclusive science activities and embedding individualized instruction. *Young Exceptional Children*. Advance online publication: <https://journals.sagepub.com/doi/full/10.1177/1096250619833988>
- \*Hardy, J. K., & Hemmeter, M. L. (2019). Systematic instruction of early math skills for preschoolers at risk for math delays. *Topics in Early Childhood Special Education*, 38(4), 234-247.
- Snyder, P., & Hemmeter, M. L. (Eds.) (2018). *DEC Recommended Practices Monograph Series – Instructional Practices*. Washington, DC: Division for Early Childhood.
- \*Milam, M., \*Velez, M., Hemmeter, M. L., & Barton, E. E. (2018). Implementing peer-mediated interventions in early childhood classrooms. *DEC Recommended Practices Monograph Series – Instructional Practices*. Washington, DC: Division for Early Childhood.
- Hemmeter, M. L., Snyder, P., & Fox, L. (2018). Using the Teaching Pyramid Observation Tool to support implementation of social-emotional teaching practices. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 10, 202-213.
- Hemmeter, M.L., & Conroy, M. (Eds.) (2018). Advancement of evidence-based programs for young children with social and emotional learning difficulties [Special issue]. *School Mental Health: A Multidisciplinary Research and Practice Journal*.
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- Hemmeter, M. L., & Conroy, M. (2018). Advancement of evidence-based programs for young children with social and emotional learning difficulties: An introduction. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 10, 199-201.
- Snyder, P., Hemmeter, M. L., McLean, M., Sandall, S., McLaughlin, T., & Algina, J. (2018). Impact of professional development on preschool teachers' use of embedded instruction practices. *Exceptional Children*, 84, 213-232.
- \*Lopez, K., \*Dewey, A., Barton, E. E., & Hemmeter, M. L. (2017). The use of descriptive praise to increase diversity during easel painting. *Infants and Young Children*, 30(2), 133-146.
- Ledford, J. R., Barton, E. E., Hardy, J. K., \*Elam, K., \*Seabolt, J., \*Shanks, M., Hemmeter, M. L., & Kaiser, A. (2016). What equivocal data from single case comparison studies reveal about evidence-based practices in early childhood special education. *Journal of Early Intervention*, 38, 79-91.
- Hemmeter, M. L., Snyder, P., Fox, L., & Algina, J. (2016). The efficacy of the Pyramid Model: Effects on teachers, classrooms and children. *Topics in Early Childhood Special Education*, 36, 133-146.
- Barton, E. E., Ledford, J. R., Lane, J. D., \*Decker, J., \*Germansky, S. E., Hemmeter, M. L., & Kaiser, A. (2016). The iterative use of single case research to advance the science of ECSE/EI. *Topics in Early Childhood Special Education*. Published online ahead of print.
- Snyder, P., Hemmeter, M.L., & Fox, L. (2015). Supporting implementation of evidence-based practices through Practice Based Coaching. *Topics in Early Childhood Special Education*, 35, 1-11.
- Hemmeter, M. L., \*Hardy, J. K., \*Schnitz, A. G., \*Adams, J. M., & \*Kinder, K. A. (2015). Effects of training and coaching with performance feedback on teachers' use of Pyramid Model practices. *Topics in Early Childhood Special Education*, 35(3), 144-156. <https://doi.org/10.1177/0271121415594924>
- Snyder, P. A., \*Rakap, S., Hemmeter, M. L., \*McLaughlin, T. W., Sandall, S., & McLean, M. E. (2015). Naturalistic instructional approaches in early learning: A systematic review. *Journal of Early Intervention*, 37, 69-97.
- \*Adamo, E. K., \*Wu, J., Wolery, M., Hemmeter, M. L., Ledford, J. R., & Barton, E. E. (2015). Using video modeling to increase moderate-to-vigorous physical activity for young children with Down syndrome. *Journal of Early Intervention*, 37, 270-285.
- Kaiser, A. P., & Hemmeter, M. L. (2014). Introduction to the special issue on Response to Intervention in early childhood: Developing evidence-based tools for a multi tier approach to preschool language and early literacy instruction. *Journal of Early Intervention*, 36, 243-245.
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- Heo, K., Cheatham, G. A., Hemmeter, M. L., & Noh, J. (2014). Korean early childhood teachers' perceptions of importance and implementation of strategies to address young children's social emotional competence. *Journal of Early Intervention, 36*, 49-66.
- \*Artman, K., Hemmeter, M. L., & Snyder, P. (2014). Effects of distance coaching on teachers' use of Pyramid Model practices: A pilot study. *Infants and Young Children, 27*, 325-344.
- \*Quesenberry, A., Hemmeter, M. L., Ostrosky, M. M., & Hamann, K. (2014). Child care teachers' perspectives on including children with challenging behavior in child care settings. *Infants and Young Children, 27*, 241-258.
- Artman-Meeker, K., & Hemmeter, M. L. (2014). Effects of training and feedback on teachers' use of classroom preventive practices. *Topics in Early Childhood Special Education, 33*, 112-123.
- Kaiser, A. P., & Hemmeter, M. L. (2013). Treatment fidelity in Early Childhood Special Education Research: Introduction to the Special Issue. *Journal of Early Intervention, 35*, 85-101.
- Snyder, P. A., Hemmeter, M. L., Fox, L., Bishop, C. C., & Miller, M. D. (2013). Developing and gathering psychometric evidence for a fidelity instrument: The Teaching Pyramid Observation Tool – Pilot Version. *Journal of Early Intervention, 35*, 150-172.
- McCollum, J., Hemmeter, M. L., & Hsieh, W. (2013). Coaching teachers on emergent literacy instruction using performance feedback. *Topics in Early Childhood Special Education, 33*, 28-37.
- Schnitz, A. G., Hardy, J. K., Artman, K. M., & Hemmeter, M. L. (2013). Helping teachers implement the Pyramid Model using Practice-Based Coaching [Monograph]. *Young Exceptional Children, 15*, 95-110.
- Hemmeter, M. L., Ostrosky, M., & Corso, R. (2012). Preventing and addressing challenging behavior: Common questions and practical solutions. *Young Exceptional Children, 15*, 31-44.
- Snyder, P., Hemmeter, M. L., Artman, K., Kinder, K., Pasia, C., & McLaughlin, T. (2012). Characterizing key features of the early childhood professional development literature. *Infants and Young Children, 25*, 188-212.
- McCollum, J., Hemmeter, M. L., & Hsieh, W. (2011). Effects of data-guided teacher coaching on emergent literacy in young children. *Topics in Early Childhood Special Education*. Advance online publication. doi: 10.1177/0271121411431003.
- Fox, L., & Hemmeter, M. L. (2011). Coaching early educators to implement effective practices: Using the Pyramid Model to promote social-emotional development. *Zero to Three, 32*(2), 18-24.
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- Snyder, P., Hemmeter, M. L., & McLaughlin, T. (2011). Professional development in early childhood intervention: Where we stand on the silver anniversary of P. L. 99-457. *Journal of Early Intervention, 33*, 357-370.
- Wolery, M., & Hemmeter, M. L. (2011). Classroom instruction: Background, assumptions, and challenges. *Journal of Early Intervention, 33*, 371-380.
- Fox, L., Hemmeter, M. L., Snyder, P., Binder, D., & Clarke, S. (2011). Coaching early childhood educators to implement a comprehensive model for the promotion of young children's social competence. *Topics in Early Childhood Special Education, 31*, 178-192.
- McLaughlin, T., Snyder, P., & Hemmeter, M. L. (2011). Using embedded instruction to support young children's learning. *Exchange Magazine, September/October Edition*, 53-56.
- Hemmeter, M. L., Snyder, P., Kinder, K., & Artman, K. (2011). Impact of performance feedback delivered via electronic mail on preschool teachers' use of descriptive praise. *Early Childhood Research Quarterly, 26*, 96-109.
- Quesenberry, A. C., Hemmeter, M. L., & Ostrosky, M. M. (2011). Addressing challenging behavior in Head Start: A closer look at program policies and procedures. *Topics in Early Childhood Special Education, 30*, 209-220.
- Feeney-Kettler, K., Kratochwill, T. R., Kaiser, A., Hemmeter, M. L., & Kettler, R. (2010). Screening for young children's risk for mental health problems: A review of four measures. *Assessment for Effective Intervention, 35*, 218-230.
- Rogers, L., Hemmeter, M. L., & Wolery, M. (2010). Using a constant time delay procedure to teach foundational swimming skills to children with autism. *Topics in Early Childhood Special Education, 30*, 102-111.
- Fox, L., Carta, J., Dunlap, G., Strain, P.S., & Hemmeter, M. L. (2010). Response to intervention and the Pyramid Model. *Infants and Young Children, 23*, 3-13.
- Strain, P. S., Joseph, G. E., & Hemmeter, M. L. (2009). Young children's problem behavior: Impact, intervention and innovations. *Early Childhood Services, 3*(2), 1-14.
- Smith, B. J., Hemmeter, M. L., & Sandall, S. (2009). What do I do with the DEC Recommended Practices? Tips for using the practices in early childhood settings. *Young Exceptional Children Monograph Series, 11*, 31-48, 22-33.
- Hunter, A., & Hemmeter, M. L. (2009). The Center on the Social and Emotional Foundations for Early Learning: Addressing challenging behavior in infants and toddlers. *Zero to Three, 29*(3), 5-12.
- Hsieh, W., Hemmeter, M. L., McCollum, J., & Ostrosky, M. (2009). Using coaching to increase preschool teachers' use of emergent literacy teaching strategies. *Early Childhood Research Quarterly, 24*, 229-247.
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- Hemmeter, M. L., & Fox, L., (2009). The Teaching Pyramid: A model for the implementation of classroom practices within a program-wide approach to behavior support. *Head Start Dialogue*, 12(2), 133-147.
- Hemmeter, M. L., Santos, R., & Ostrosky, M. (2008). Preparing early childhood educators to address social emotional development and challenging behavior: A survey of higher education programs in nine states. *Journal of Early Intervention*, 30, 321-340.
- Gaffney, J. S., Ostrosky, M. M., & Hemmeter, M. L., (2008). Books as natural support for young children's literacy learning. *Young Children*, 63(4), 87-93.
- Hemmeter, M. L., Ostrosky, M., Artman, K., & Kinder, K. (2008). *Moving right along: Planning transitions to prevent challenging behavior*. *Young Children*, 63(3), 18-25.
- Hemmeter, M. L., Fox, L., Jack, S., & Broyles, L. (2007). A program-wide model of positive behavior support in early childhood settings. *Journal of Early Intervention*, 29, 337-355.
- Hemmeter, M. L., Ostrosky, M. M., & Fox, L. (2006). Social and emotional foundations for early learning: A conceptual model for intervention. *School Psychology Review* 35, 583-601.
- Dunlap, G., Strain, P., Fox, L., Carta, J., Conroy, M., Smith, B., Kern, L., Hemmeter, M. L., Timm, M., McCart, A., Sailor, W., Markey, U., Markey, D. J., Lardieri, S., & Sowell, C. (2006). Prevention and intervention with young children's challenging behavior: Perspectives regarding current knowledge, 32, 29-45.
- Hemmeter, M. L., Fox, L., & Doubet, S. (2006). Together we can: An early childhood center's program wide approach to addressing challenging behavior. *Young Exceptional Children Monograph Series*, 8, 1-14.
- Smith, B. J., Hemmeter, M. L., & Sandall, S. (2006). What do I do with the DEC Recommended Practices? Tips for using the practices in the early childhood setting. *Young Exceptional Children*, 9(4), 22-33.
- Hemmeter, M. L., McCollum, J., & Hsieh, W. Y. (2005). Practical strategies for supporting emergent literacy in the preschool classroom. In E. M. Horn & H. Jones (Eds.), *Supporting Early Literacy Development in Young Children* (Young Exceptional Children Monograph Series No. 7) (pp. 59-74). Longmont, CO: Sopris West.
- Fox, L., Dunlap, G., Hemmeter, M. L., Joseph, G., & Strain, P. (2003). The Teaching Pyramid: A model for supporting social emotional competence and preventing challenging behavior in young children. *Young Children*, 58(4), 48-52.
- Godfrey, S. A., Grisham-Brown, J., Schuster, J. W., & Hemmeter, M. L. (2003). The effects of three techniques on student participation with preschool children with attending problems. *Education and Treatment of Children*, 26(3), 255-272.
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- Roark, T. J., Collins, B. C., Hemmeter, M. L., & Kleinart, H. (2002). Including manual signing as non-targeted information when using a constant time delay procedure to teach receptive identification of packaged food items. *Journal of Behavioral Education, 11*, 19-38.
- Miller, C., Collins, B. C., & Hemmeter, M. L. (2002). Using a naturalistic time delay procedure to teach nonverbal adolescents with moderate to severe mental disabilities to spontaneously initiate manual signs. *Journal of Developmental and Physical Disabilities, 14*, 247-261.
- Daugherty, S., Grisham-Brown, J., & Hemmeter, M. L. (2001). The effects of embedded skill instruction on the acquisition of target and nontarget skills in preschoolers with developmental delays. *Topics in Early Childhood Special Education, 21*, 213-221.
- Maxwell, K. L., McWilliam, R. A., Hemmeter, M. L., Ault, M. J., & Schuster, J. (2001). Predictors of developmentally appropriate practices in kindergarten through third grade. *Early Childhood Research Quarterly, 16*, 431-452.
- Schuster, J. W., Hemmeter, M. L., & Ault, M. J. (2001). Instruction of students with moderate and severe disabilities in elementary classrooms. *Early Childhood Research Quarterly, 16*, 329-342.
- Grisham-Brown, J., Schuster, J., Hemmeter, M. L., & Collins, B. (2000). Using an embedding strategy to teach preschoolers with significant disabilities. *Journal of Behavioral Education, 10*, 139-162.
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- Hemmeter, M. L. (2000). Classroom-based interventions: Evaluating the past and looking toward the future. *Topics in Early Childhood Special Education, 20*, 56-61.
- Rous, B., Hemmeter, M. L., & Schuster, J. W. (1999). Evaluating the impact of the STEPS model on the development of community-wide transition systems. *Journal of Early Intervention, 22*, 38-50.
- Hemmeter, M. L. (1999). Practical ideas for addressing challenging behaviors: An introduction. In S. Sandall & M. Ostrosky (Eds.), *Practical Ideas for Addressing Challenging Behaviors* (Young Exceptional Children Monograph Series No. 1) (pp. 1-2). Longmont, CO: Sopris West.
- Schroeder, C., Schuster, J. W., & Hemmeter, M. L. (1998). Efficiency in programming for generalization: Comparison of two methods for teaching expressive labeling to preschoolers with developmental delays. *Journal of Developmental and Physical Disabilities, 10*(2), 109-131.
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### **Manuscripts Submitted for Publication**

- Golden, A. K., Hemmeter, M. L., & Ledford, J. R. (under review). *Evaluating the effects of Practice-Based Coaching Delivered Via Text Message on Teacher use of Pyramid Model practice.*
- Forber-Pratt, A.J., Hemmeter, M.L., Hanebutt, R.A., Brown, M.K., Burdick, C.E. (under review). *Perspectives of disability and inclusion in pre-kindergarten children.*
- Green, A., Barton, E., Hemmeter, M.L., Horth, K., Fox, L., & Vatland, C. (under review). *Coaching Coaches to Support Teachers to Implement the Pyramid Model.*
- \*Schnitz, A., Hemmeter, M.L., & Barton, D. (under review). *Examining the effects of parent training on parent-child interactions and child behavior.*
- \*Clayback, K. A., & Hemmeter, M. L. (under review). *Leadership Strategies to Support the Well-Being of Early Childhood Educators.*

### **Manuscripts in Preparation**

- \*Taylor, A. L., Hemmeter, M. L., & \*Mark, J. (in preparation). *Teaching Siblings to Problem Solve via Zoom.*
- \*Taylor, A. L. & Hemmeter, M. L. (in preparation). *Teaching Children to Generate Solutions to Social Problems.*
- \*Clayback, K. A., Wang, H.W., \*Domingo, M., Hemmeter, M. L., & Barton, E. (in preparation). *Examining the Quality of Behavior Policies in Early Childhood Education Settings. Manuscript in preparation.*
- \*Clayback, K. A. & Hemmeter, M. L. (in preparation). *Associations Among Teacher Psychological Distress and Specific Responses to Challenging Behavior in Preschool Classrooms.*
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\*Reimers, A., Golden, A. K., & Hemmeter, M. L. (in preparation). *Effects of novel materials in non-preferred classroom centers on child engagement.*

Hemmeter, M. L., Snyder, P., Fox, L., Algina, J., Hardy, J., Bishop, C., & Veguilla, M. (in preparation). *Examining the Effects of a Professional Development Intervention on Teachers' Use of Pyramid Model Practices.*

Vandelaar, E., Hemmeter, M. L., & Ledford, J. R. (in preparation). *The Effects of Using Progressive Time Delay to Teach Social Problem-Solving Skills to Preschoolers.*

### **Books**

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Grisham-Brown, J. L., & Hemmeter, M. L. (2017). *Blended practices in early childhood and early childhood special education, 2<sup>nd</sup> Edition.* Baltimore, MD: Brookes Publishing Co.

McLean, M., Hemmeter, M. L., & Wolery, M. (2013). *Essential elements for assessing infants and preschoolers with special needs.* Boston, MA: Pearson.

Hemmeter, M. L., Smith, B. J., Sandall, S., & Askew, L. (2005). *DEC recommended practices workbook: Improving practices for young children with special needs and their families.* Missoula, MT: Division for Early Childhood.

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Sandall, S., Hemmeter, M. L., Smith, B., & McLean, M. (2005). *DEC recommended practices in early intervention/early childhood special education (2<sup>nd</sup> ed.).* Longmont, CO: Sopris West.

### **Book Chapters**

Fox, L., Veguilla, M., & Hemmeter, M.L. (2022). Using behavior incident data for program and classroom decision-making: Addressing issues of equity and exclusionary disciplinary responses. In S. M. Jones, N. K. Lesaux, and S. P. Barnes (Eds.), *Measuring noncognitive skills in school settings: Assessments of executive function and social-emotional competencies.* The Guilford Press.

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- \*Golden, A., \*Taylor, A., \*Korba, J., & Hemmeter, M.L. (2021). Teaching children to problem solve. In M.L. Hemmeter, M. Ostrosky, and L. Fox (Eds.), *Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers*. Baltimore, MD: Brookes Publishing Co.
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### **Other Publications**

- Meek, S., Smith, L., & the Children's Equity Project (2020). Start with equity from the early years through the early grades: A review of data, research, and policy.
- Meek, S., Iruka, I. U., Allen, R., Yazzie, D., Fernandez, V., Catherine, E., McIntosh, K., Gordon, L., Gilliam, W., Hemmeter, M. L., Blevins, D., & Powell, T. (2020). Fourteen priorities to dismantle systemic racism in early care and education. The Children's Equity Project. Retrieved from: <https://childandfamilysuccess.asu.edu/cep>
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Hemmeter, M. L. (1995). Review of the book “Working together with children and families: Case studies in early intervention”. *Topics in Early Childhood Special Education, 15*, 494-497.

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### **Curriculum**

Sarama, J., Brenneman, K., Clements, D., Duke, N., & Hemmeter, M. L. (2016). *Connect4Learning: The Pre-K Curriculum*. Lewisville, NC: Connect4Learning.

### **Instruments**

Bigelow, K., Carta, J., Irvin, D., & Hemmeter, M. L. (2018). *The Pyramid Infant-Toddler Observation System*. Baltimore: Paul H. Brookes.

Hemmeter, M.L., Fox, L., & Snyder, P. S. (2014). *Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT™) Manual, Research Edition*. Baltimore: Paul H. Brookes.

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Hemmeter, M. L., Maxwell, K., Ault, M., & Schuster, J. (2001). *Practices in early elementary classrooms: An observational instrument*. New York, NY: Teacher’s College Press.

### **Technical Reports and Manuals**

Fox, L., Hemmeter, M. L., & Jack, S. (2010). The Early Childhood Program-Wide PBS Benchmarks of Quality. Unpublished instrument. University of Florida, Tampa, FL.

Snyder, P., Hemmeter, M. L., Sandall, S., McLean, M., Rakap, S., Emery, A. K., McLaughlin,

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- Snyder, P., Sandall, S., McLean, M, Hemmeter, M. L., McLaughlin, T., & Embedded Instruction for Early Learning Project. (2009). *Embedded instruction for early learning: Tools for teachers* [Workshop Series]. Unpublished multi-media professional development manuals and tool kits. College of Education, University of Florida, Gainesville, FL.
- Snyder, P., Crowe, C., Hemmeter, M. L., Sandall, S., McLean, M., Crow, R., & Embedded Instruction for Early Learning Project (2009). *EIOS: Embedded instruction for early learning observation system*. [Manual and training videos]. Unpublished instrument. College of Education, University of Florida, Gainesville, FL.
- McLaughlin, T., Snyder, P., Sandall, S., McLean, M, Hemmeter, M. L., Crow, R., Scott, C., & Embedded Instruction for Early Learning Project. (2009). *LTRS: Learning target rating scale* [Manual]. Unpublished instrument. College of Education, University of Florida, Gainesville, FL.
- Hemmeter, M. L. (2000). *A review of research on the Kentucky Education Reform Act Preschool Programs*, Institute on Education Reform, University of Kentucky, Lexington, KY.
- Hemmeter, M. L., Townley, K., & Wilson, S. (1997). *Annual report of the Third Party Evaluation of the Kentucky Preschool Programs*, University of Kentucky, Lexington, KY.
- Hemmeter, M. L., Townley, K., de Mesquita, P., Bridge, C., & Wilson, S. (1996). *Annual report of the Third Party Evaluation of the Kentucky Preschool Programs*, University of Kentucky, Lexington, KY.
- Bridge, C., Townley, K., Hemmeter, M. L., & de Mesquita, P. (1995). *Annual report of the Third Party Evaluation of the Kentucky Preschool Programs*, University of Kentucky, Lexington, KY.
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Bridge, C., Peck, C., Townley, K., & Hemmeter, M. L. (1992). *Annual report of the Third Party Evaluation of the Kentucky Preschool Programs*, University of Kentucky, Lexington, KY.

Hemmeter, M. L. (1992). *Integrating children with disabilities into the KERA Preschool Programs*, Inservice Training Module, Kentucky Department of Education Integrated Professional Development Series, Richmond, KY.

Alpert, C., Hemmeter, M. L. & Tiernan, M. (1988). *Combined Milieu/Responsive Interaction Observation Code*. Unpublished manual, Vanderbilt University, Nashville, TN.

Alpert, C. L., Kaiser, A. P., Ostrosky, M. M., & Hemmeter, M. L. (1988). *Milieu language teaching: Parent training modules*. Unpublished manual, Vanderbilt University, Nashville, TN.

Kaiser, A. P., Alpert, C., Hemmeter, M. L. & Ostrosky, M. M. (1987). *Milieu Language Teaching Manual*. Unpublished manual, Vanderbilt University, Nashville, TN.

### **National and International Presentations (since 2010)**

Golden, A. K., Hemmeter, M. L., & Ledford, J. R. (2022, February). *Exploring social validity methods to validate the effects of coaching*. Poster presented at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.

Taylor, A. L., Hemmeter, M. L., & Mark, J. (February 2022). *Teaching Siblings to Problem Solve via Zoom* [Poster presentation]. Conference of Research Innovation in Early Intervention (CRIEI), San Diego, CA.

Vatland, C., Fox, L., Hemmeter, M. L., & Barton, E. E. (February 2022). *Examining the Potential Enablers and Barriers to Systems Change in Early Childhood Education and Care Programs* [Poster presentation]. Conference of Research Innovation in Early Intervention (CRIEI), San Diego, CA.

Morris, C.T., Bulotsky Shearer, R., Kinder, K., Hemmeter, M. L., & Fox, L. (2022, February). *Real-World Cultural and Contextual Adaptations and Modifications of Pyramid Model Research*. A poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Little, T. M., Hardy, J. K., & Hemmeter, M. L. (2022, February 12). *Exploring coach-teacher interactions withing practice-based coaching* [Poster presentation]. Conference on Research Innovations in Early Intervention, San Diego, California.

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- Clayback, K. A., Wang, H.W., Domingo, M., Hemmeter, M. L., & Barton, E. (2022, February). *Examining Program-level Behavior Policies to Promote Equity in Early Childhood: An Example from Tennessee*. Poster presented at the biennial Conference on Research Innovation in Early Intervention in San Diego, California.
- Golden, A. K., Kinder, K., & Hemmeter, M. L. (2021, November). *Why the Pyramid Model practices matter more than ever: Supporting young children through the pandemic and other challenging times*. Session presented at the Iowa BEST Summit.
- Fox, L., Hemmeter, M.L., & Veguilla, M. (September 2021). *Eliminating exclusionary discipline: Critical features for preschool programs*. Workshop presented at the Division for Early Childhood 37<sup>th</sup> Annual International Conference on Young Children with Disabilities and their Families.
- Snyder, P., Hemmeter, M. L., Conroy, M., & Shannon, D. (September 2021). *Using Data-Informed Decision Making to Inform Practice-Based Coaching*. Session presented at the Division for Early Childhood 37<sup>th</sup> Annual International Conference on Young Children with Disabilities and their Families.
- Fox, L., Hemmeter, M. L., & Strain, P. (July 2021). *Back to preschool and kindergarten: Critical considerations*. Paper presented at the 2021 OSEP Leadership and Project Directors' Conference.
- Gaylor, E., Kinder, K., Fox, L., Artman-Meeker, K., & Hemmeter, M. L. (April 2021). *Supporting Early Childhood Educators to use Effective Practices to Promote Social-Emotional Skills: Innovative Coaching Models*. Paper presented at the Society for Research in Child Development Biennial Meeting.
- Fox, L., Veguilla, M., & Hemmeter, M. L., & (March 2021). *Eliminating the use of exclusionary discipline practices in preschool programs*. Paper presented at the 18th International Conference on Positive Behavior Support.
- Golden, A. K., \*Little, T. M., \*Nuhring, K., & Hemmeter, M. L. (2021). *Coaching and implementation of multi-component social-emotional interventions: A systematic review*. Poster presented at the Annual DEC Conference on Young Children with Special Needs and their Families, virtual.
- Hemmeter, M. L. (2020, November). *Making the case for inclusion: Evidence, effective strategies, and social justice*. Invited Keynote at the Washington Early Achievers Institute, Seattle WA.
- Fox, L., & Hemmeter, M. L. (2020, July). *What does it take for practice change? Improving the implementation of evidence-based practices for social emotional outcomes*. Paper presented at the IDIO Virtual Convening.
- Vatland, C., Fox, L., Barton, E., & Hemmeter, M. L. (2020, March). *Facilitating systems change for PBS and Pyramid Model in early childhood programs*. Paper presented at the annual meeting of the Association for Positive Behavior Supports, Miami, FL.
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- Hemmeter, M. L. (2020, February). *We are all in this together: Supporting health social emotional development of young children*. Invited Keynote presentation at the Nurturing Developing Minds Conference, Greenville, SC.
- Golden, A., Edmonds, M., Hemmeter, M. L., Korba, J., & Reimers, A. (2020, February). *Effects of reciprocal peer coaching on teaching team use of Pyramid Model strategies*. Poster presented at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Taylor, A. L., Barton, E. E., Hemmeter, M. L., & Little, T. (February 2020). *Coaching Coaches to Coach with Fidelity*. Poster Presentation Conference of Research Innovation in Early Intervention (CRIEI), San Diego, CA.
- Hemmeter, M.L. (2019, November). *Supporting young children's social emotional competence and addressing challenging behavior in the United States*. Invited Plenary Presentation at the 3<sup>rd</sup> International Conference, Korea Youth Research Association, Seoul, South Korea.
- Hemmeter, M.L. (2019, November). *The Pyramid Model for supporting young children's social emotional competence and addressing challenging behavior*. Invited Plenary Presentation at the International Conference, Seocho District Office and the Seocho-Women and Family Plaza, Seoul, South Korea.
- Hemmeter, M.L. (2019, November). *Understanding preschoolers: Implications for your work with Grantees*. Invited presentation at the Office of Head Start's 2019 All-Hands Training, Orlando, FL.
- Hemmeter, M.L. (2019, October). *Supporting the inclusion of children with disabilities: Belonging, participating, and learning*. Presentation for Kindergarten Teachers, Martha's Vineyard, MA.
- Hemmeter, M.L. (2019, October). *The Pyramid Model: Supporting young children's social emotional competence*. Workshop for Early Childhood Teachers, Martha's Vineyard, MA.
- Hemmeter, M. L., Taylor, A., Horth, K., & Barton, E. E. (2019, October). *Coaching coaches to coach with fidelity*. Presentation at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.
- Fox, M.L., & Hemmeter, M.L. (2019, October). *Eliminating suspension and expulsion through the Pyramid Model*. Workshop presented at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.
- Kretzer, J., Hemmeter, M.L., & Reimers, A. (2019, October). *Effects of adding novel materials to non-preferred centers on child engagement*. Poster presented at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.
- Kretzer, J., & Hemmeter, M.L. (2019, October). *Effects of antecedent-based interventions on the challenging behavior of young children*. Poster presented at the Council for Exceptional
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Children's Division of Early Childhood International Conference, Dallas, TX.

Morris, C., Hemmeter, M.L., & Corr, C. (2019, October). *Embedding trauma-sensitive practices within the Pyramid Model*. Poster presented at the Council for Exceptional Children's Division of Early Childhood International Conference, Dallas, TX.

Hemmeter, M. L. (2019, June). *Supporting the implementation of the Pyramid Model in early care and education settings*. Master Lecture presented at the Interventional Early Intervention Conference, Sydney, Australia.

Fox, L., Hemmeter, M. L., & Snyder, P. S. (2019, June). *Implementing the Pyramid Model in preschool settings: Issues in supporting early educators and measuring fidelity*. Paper presented at the Interventional Early Intervention Conference, Sydney, Australia.

Carta, J., Bigelow, K., Irvin, D., & Hemmeter, M. L. (2019, June). *Supporting the implementation of the Pyramid Model in infant and toddler settings*. Paper presented at the Interventional Early Intervention Conference, Sydney, Australia.

Snyder, P., & Hemmeter, M.L. (2019, May). *Using Practice-Based Coaching to Support Early Educators' use of Evidence-Based Practices*. Workshop presented at the National Inclusion Institute, Chapel Hill, NC.

Hemmeter, M.L. (March, 2019). *We are All in this Together: Supporting Children's Social Emotional Development and Addressing Challenging Behavior*. Plenary Presentation at the Changing the Climate Conference, Melbourne, Australia.

Hemmeter, M.L. (March, 2019). *The Power of Peers in Supporting Social Emotional Learning*. Workshop presentation at the Changing the Climate Conference, Melbourne, Australia.

Hemmeter, M.L. (March, 2019). *Supporting Early Educators to Prevent and Address Challenging Behavior*. Workshop presentation at the Changing the Climate Conference, Melbourne, Australia.

Hemmeter, M.L. (March, 2019). *Identifying and Addressing Disproportionate Disciplinary Practices in Early Childhood Programs*. Presentation at Using Data to Improve Quality: A Bootcamp for Early Education Leaders, Harvard University, Boston, MA.

Vatland, C., Fox, L., Hemmeter, M. L., & Barton, E. E. (2019, February). *Unpacking and measuring program-level supports for Pyramid Model in early childhood education*. Paper presentation at the 16<sup>th</sup> International Conference on Positive Behavior Support, Washington, DC.

Vatland, C., Fox, L., Hemmeter, M. L., & Barton, E. E. (2019, February). *Development of a Measure to Evaluate Program-Wide Implementation of Pyramid Model Supports*. Poster presentation at the 16<sup>th</sup> International Conference on Positive Behavior Support, Washington, DC.

Hemmeter, M.L. (2019, February). *Inclusion of children with disabilities: An equity agenda*.

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Invited presentation at Examining the Evidence Base to Close the Opportunities Gap, Children's Equity Project, Washington, DC.

Hemmeter, M. L., (2018, November). *Reliability training on the Teaching Pyramid Observation Tool*. Workshop presented for Early Childhood Trainers, Halifax, Nova Scotia.

Hemmeter, M. L. (2018, November). *Supporting mental health in early childhood settings*. Paper presented at the Annual Meeting of the American Association of Pediatrics, Orlando, FL.

Hemmeter, M. L. (2018, November). *Starting early: Promoting young children's social emotional competence and addressing challenging behavior*. Keynote presented at 12<sup>th</sup> Annual Early Childhood Institute, Tulsa, Oklahoma.

Hemmeter, M. L. (2018, November). *Let's take a peek into a Pyramid Model Classroom: How do we support all children's social emotional competence*. Workshop presented at 12<sup>th</sup> Annual Early Childhood Institute, Tulsa, Oklahoma.

Hemmeter, M.L. (October 2019). *Reducing Suspensions and Expulsions by Supporting All Children, Families and Teachers*. Presentation at Managing Behavior: Alternatives to Early Childhood Suspensions and Expulsions, Harvard University, Boston, MA.

Milam, M., Hemmeter, M.L., & Puckett, T. (2018, October). *Implementing Peer-Mediated Interventions in Preschool Classrooms to Promote Pro-Social Behavior*. Poster presented at the annual Division for Early Childhood Conference, Orlando, FL.

Hemmeter, M. L., (2018, October). *The Pyramid Model: Early Childhood Positive Behavior Support*. Workshop presented for Noah's Ark Early Childhood Service, Melbourne, Australia.

Hemmeter, M. L., (2018, October). *Supporting educators to use the Pyramid Model: Practice-Based Coaching*. Workshop presented for Early Childhood Services, Geelong, Australia.

Hemmeter, M. L., (2018, October). *The Pyramid Model: Early Childhood Positive Behavior Support*. Workshop presented for Noah's Ark Early Childhood Service, Melbourne, Australia.

Hemmeter, M. L. (2018, October). *Reducing suspensions and expulsions by supporting all children, families and teachers*. Keynote presentation at the Harvard University's Conference on Managing Behavior: Alternatives to Early Childhood Suspensions and Expulsions, Cambridge, MA.

Hemmeter, M. L. (2018, Sept). *Help, what do I do about this child's behavior? How do we individualize at tiers 1 and 2 to prevent or reduce challenging behavior?* Session presented at the Kansas Multi-tiered Systems of Support Annual Conference, Wichita, Kansas.

Hemmeter, M. L. (2018, Sept). *Powering it up with peers: Peer-mediated interventions*. Session presented at the Kansas Multi-tiered Systems of Support Annual Conference, Wichita, Kansas.

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- Hemmeter, M. L. (2018, Sept). *Universal practices for supporting children's social emotional competence and addressing challenging behavior*. Session presented at the Kansas Multi-tiered Systems of Support Annual Conference, Wichita, Kansas.
- Forber-Pratt, A. J., Sample, C., & Hemmeter, M. L. (2018, August). Perspectives on disability and inclusion in preschool. Presentation at the annual meeting of the American Psychological Association, San Francisco, CA.
- Hemmeter, M. L. (2018, July). *We are all in this together: Supporting children's social emotional competence and addressing challenging behavior*. Distinguished Speaker Series, San Jose, CA.
- Hemmeter, M. L. (2018, July). *The Pyramid Model: Why does it matter and how do we make it happen*. Keynote presentation at the Pyramid Model Leadership Summit, Rochester, NY.
- Hemmeter, M. L. (2018, July). *Let's take a peek into a Pyramid Model Classroom*. Workshop presented at the Pyramid Model Leadership Summit, Rochester, NY.
- Hemmeter, M. L. (2018, June). *Coaching early educators to implement evidence-based teaching practices with fidelity*. Paper presented at the National Research Conference on Early Childhood, Washington, DC.
- Hemmeter, M. L. (2018, June). *Measuring fidelity of coaching: Dosage and quality matter*. Paper presented at the National Research Conference on Early Childhood, Washington, DC.
- Hemmeter, M. L. (2018, June). *Data based decision making and the Pyramid Model*. Workshop presented for the Region 1 Training and Technical Assistance Staff, New Hampshire.
- Hemmeter, M. L. (2018, June). *Data based decision making and the Pyramid Model*. Workshop presented for the Connecticut Head Start Association, Hartford, CT.
- Snyder, P., & Hemmeter, M. L. (2018, May). *Practice-Based Coaching: Supporting early educators' use of evidence-based practices*. Workshop presented at the Inclusion Institute, Chapel Hill, NC.
- Gilson, M., Hemmeter, M.L., & Barton, E. (2018, April). *Evaluating the fidelity and efficacy of Stay-Play-Talk with preschoolers*. Poster presentation at the National Training Institute on Young Children with Challenging Behavior, St. Petersburg, FL.
- Swalwell, J., & Hemmeter, M.L. (2018, April). *When funding is your obstacle: Exploring what can be done to promote system-wide implementation of the Pyramid Model*. Paper presented at the National Training Institute on Young Children with Challenging Behavior, St. Petersburg, FL.
- Hemmeter, M.L., Snyder, P., Strain, P., & Conroy, M. (2018, April). *Research on the Pyramid Model: Implications for researchers, practitioners, and policy makers*. Session moderated at
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the National Training Institute on Young Children with Challenging Behavior, St. Petersburg, FL.

Smith, B., Fox, L., & Hemmeter, M. L. (2018, March). *Statewide implementation and scale up with an eye toward fidelity*. Paper presented at the Annual Meeting of the Association for Positive Behavior Supports, San Diego, CA.

Hemmeter, M. L., Barton, E. E., Fox, L., & Vatland, C. (2018, March). *The Pyramid Model goes program-wide in child care*. Paper presented at the Association for Positive Behavior Support Conference. San Diego, CA.

Snyder, P., Hemmeter, M. L., Shannon, D., McLean, M., Bishop, C., & Milam, M. (2018, February). *Describing the form, content, and intensity of ongoing professional development experiences of preschool teachers*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Kretzer, J., Hemmeter, M. L. (2018, February). *Effects of socio-dramatic play materials to increase preschoolers' engagement in non-preferred classroom centers*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Milam, M., Hemmeter, M. L., & Golden, A. (2018, February). *Stay-Play-Talk with preschoolers: Programming for maintenance*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Hemmeter, M. L. (2017, November). *Using Practice Based Coaching to support teachers to implement effective practices*. Presentation for School Leaders, Ounce of Prevention, Nashville, TN.

Hemmeter, M. L. (2017, November). *The Pyramid Model: Promoting social emotional competence and addressing challenging behavior of young children*. Presentation for Victorian Early Childhood Educators, Melbourne, Australia.

Hemmeter, M. L. (2017, November). *Using Practice Based Coaching to support teachers to implement the Pyramid Model*. Presentation for Victorian early childhood educators, Melbourne, Australia.

Grisham-Brown, J., & Hemmeter, M. L. (2017, October). *Blended Practices: Supporting all young children*. Presentation for Victorian Preschool Field Officers, Melbourne, Australia.

Grisham-Brown, J., & Hemmeter, M. L. (2017, October). *Blended Practices: Supporting all young children*. Presentation for South Australian early childhood educators, Adelaide, Australia.

Hemmeter, M. L. (2017, October). *The Pyramid Model: Promoting social emotional competence and addressing challenging behavior of young children*. Presentation for Victorian Early Childhood Educators, Melbourne, Australia.

Hemmeter, M. L. (2017, October). *Using Practice Based Coaching to support teachers to*

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*implement the Pyramid Model.* Presentation for South Australian early childhood educators, Adelaide, Australia.

Hemmeter, M. L. (2017, November). *The Pyramid Model: Promoting social emotional competence and addressing challenging behavior of young children.* Presentation for the Knox Early Childhood Teaching Staff, Melbourne, Australia.

Hemmeter, M. L., Fox, L., Barton, E. E., Taylor, A., & Horth, K. (2017, October). *Supporting program-wide implementation of the pyramid model in community child care.* Presentation for the Division for Early Childhood International Annual Conference. Portland, OR.

Winton, P., Meyer, L., & Hemmeter, M. L. (2017, October). *Calling all partners: Supporting the use of the DEC Recommended Practices across all sectors and disciplines.* Presentation for the Division for Early Childhood International Annual Conference. Portland, OR.

Hemmeter, M. L. (2017, October). *Practice Based Coaching: Implementing the Pyramid Model.* Presentation for the Division for Early Childhood International Annual Conference. Portland, OR.

Hemmeter, M. L. (2017, June). *Implementing the Pyramid Model in early childhood settings: Supporting all children's social emotional development.* Invited workshop at the Utah MTSS Conference, Salt Lake City, Utah.

Hemmeter, M. L. (2017, June). *The Pyramid Model: Celebrations, research findings, and implementation issues.* Invited Keynote, Pyramid Model Summit, Long Island, NY.

Hemmeter, M. L. (2017, May). *The Pyramid Model: Promoting social emotional competence and addressing challenging behavior of young children.* Presentation for the Victoria Preschool Field Officers, Melbourne, Australia.

Hemmeter, M. L. (2017, May). *Using Practice Based Coaching to support teachers to implement the Pyramid Model.* Presentation for the Victoria Preschool Field Officers, Melbourne, Australia.

Hemmeter, M. L. (2017, May). *The Pyramid Model: Promoting social emotional competence and addressing challenging behavior of young children.* Presentation for the Knox Early Childhood Teaching Staff, Melbourne, Australia.

Snyder, P., Hemmeter, M. L., Swalwell, J., & McLaughlin, T. (2017, May). *Supporting effective teaching practices through Practice Based Coaching.* Session presented at the World Forum on Early Childhood, Auckland, New Zealand.

Hemmeter, M. L., Snyder, P., Fox, L., & Algina, J. (2017, April). *Research on the Pyramid Model: Findings, issues and implications.* Paper presented at the 14<sup>th</sup> Annual National Training Institute on Young Children with Challenging Behavior, Tampa, FL.

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- Vandelaar, E., Hemmeter, M. L., & Ledford, J. R. (2017, March). *The Effects of Using Progressive Time Delay to Teach Social Problem Solving Skills to Preschoolers*. Poster presented at the Women in Behavior Analysis Conference, Nashville, TN.
- Hemmeter, M. L., Fox, L., Snyder, P., & Algina, J. (2017, March). *Early Childhood Positive Behavior Support: Research on the Pyramid Model*. Featured Speaker, Association for Positive Behavior Support Conference, Denver, CO.
- Hemmeter, M. L. (2017, January). *Using practice based coaching to support teachers and other early childhood providers*. Workshop presented for the Virtual Lab School Master Trainer Event, Columbus, Ohio.
- Hemmeter, M. L. (2016, December). *The Pyramid Model: How do we do it and why does it matter?* Invited Keynote presentation at the Georgia Association for Positive Behavior Support conference, Atlanta, GA.
- Hemmeter, M. L. (2016, December). *Using practice based coaching to support the implementation of the Pyramid Model: Problem solving common issue that arise when coaching teachers and programs*. Invited workshop at the Georgia Association for Positive Behavior Support conference, Atlanta, GA.
- Hemmeter, M. L. (2016, November). *Promoting social emotional competence in the context of an integrated curriculum*. Paper presentation at the annual meeting of the National Association for the Education of Young Children, Los Angeles, CA.
- Shannon, D., Bishop, C., Snyder, P., Megrath, K., Corr, C., Milam, M., & Hemmeter, M.L. (2016, October). *Implementation fidelity: Using data to understand what makes coaching effective*. Poster presentation at the Annual Division for Early Childhood Conference, Louisville, KY.
- Gilson, M., Hemmeter, M.L., & Barton, E. (2016, October). *Implementing Stay-Play-Talk with preschool children in classrooms to encourage social interaction*. Poster presentation at the Annual Division for Early Childhood Conference, Louisville, KY.
- Taylor, A., Cunningham, J., & Hemmeter, M.L. (2016, October). *Implementing an integrated curriculum in an inclusive preschool classroom*. Poster presentation at the Annual Division for Early Childhood Conference, Louisville, KY.
- Hemmeter, M. L. (2016, August). *The Pyramid Model for Promoting Social Emotional Competence: Reducing suspensions and expulsions in early childhood programs*. Paper presented at the annual meeting of the American Psychological Association, Denver, CO.
- Hemmeter, M. L., Snyder, P., Fox, L., Algina, J., & Hardy, J. (2016, July). *Practice Based Coaching: Research findings and implementation issues*. Paper presented at ACF's 16<sup>th</sup> Annual National Research Conference, Washington, DC.
- Hemmeter, M. L. (2016, June). *The Pyramid Model: Promoting the social emotional competence of young children*. Presentation at the 2016 Autism Seminar Series, Griffith University, Brisbane, Australia.
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- Hemmeter, M. L. (2016, June). *The Pyramid Model: Supporting the inclusion of all children in early childhood settings*. Keynote presentation at the Inclusion Symposium, Sydney, Australia.
- Hemmeter, M. L. (2016, June). *Social emotional development and challenging behavior in young children: Promotion, prevention, and intervention*. Keynote presentation at the annual conference of the Australian Association of Special Education, Melbourne, Australia.
- Hemmeter, M. L. (2016, June). *Social emotional in the context of an integrated curriculum*. Paper presentation at the Annual Meeting of the National Head Start Association, Nashville, TN.
- Hemmeter, M. L. (2016, May). *Overview of the Pyramid Model*. Panel presentation at the 16<sup>th</sup> Annual National Early Childhood Inclusion Institute, Chapel Hill, NC.
- Hemmeter, M. L., Snyder, P., Fox, L., & Algina, J. (2016, April). *Research on the Pyramid Model: Findings, issues and implications*. Paper presented at the 13<sup>th</sup> Annual National Training Institute on Young Children with Challenging Behavior, Tampa, FL.
- Hemmeter, M. L. (2016, March). *Pyramid Model research: Findings and implications*. Research presentation at the University of Connecticut, Farmington, CT.
- Hardy, J., Grifenhagen, J., Barton, E., Hemmeter, M. L., & Gilson, M. (2016, February). *Characteristics of Embedded Instruction: Lessons learned from past research and guidelines for the future*. Poster presentation, Conference on Research Innovations in Early Intervention, San Diego, CA.
- Schnitz, A., Hemmeter, M. L., & Barton, E. (2016, February). *Evaluations of the Positive Solutions for Families Intervention*. Poster presentation, Conference on Research Innovations in Early Intervention, San Diego, CA.
- Hemmeter, M. L., Snyder, P., Fox, L., & Algina, J. (2016, February). *Evaluating the Classroom Wide Implementation of the Pyramid Model*. Research Symposium, Conference on Research Innovations in Early Intervention, San Diego, CA.
- Hemmeter, M. L., (2015, November). *Supporting implementation of the Pyramid Model*. Workshop presentation for Wagga Leadership Meeting, Wagga Wagga, Australia.
- Hemmeter, M. L., (2015, November). *Supporting implementation of the Pyramid Model*. Research Presentation, Monash University, Melbourne, Australia.
- Hemmeter, M. L., Fox, L., Snyder, P., & Algina, J. (2015, November). *Supporting teachers to implement the Pyramid Model for Promoting Social-Emotional Competence*. Faculty Research Presentation, Monash University, Melbourne, Australia.
- Hemmeter, M. L. (2015, June). *Children with challenging behavior: Seizing the opportunity to promote social skills and emotional competencies*. Plenary presentation at the National Head Start Disabilities Coordinator Institute, San Diego, CA.
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- Hemmeter, M. L. (2014, June). *Train the trainers: The Pyramid Model*. Workshop presentation, Melbourne, Australia.
- Snyder, P., & Hemmeter, M. L. (2015, May). *Practice-Based Coaching: Resources and Supports for Implementation*. Presentation at the 15<sup>th</sup> Annual National Early Childhood Inclusion Institute, Chapel Hill, NC.
- Hemmeter, M. L., Snyder, P., Conroy, M., Ostrosky, M., & Dunlap, G. (2015, April). *Current research on the Pyramid Model practices*. Paper presented at the 12<sup>th</sup> Annual National Training Institute on Young Children with Challenging Behavior, Tampa, FL.
- Hemmeter, M. L., Clements, D., Sarama, J., Duke, N., & Brenneman, K. (2015; April). *Connect4Learning: Interdisciplinary early childhood education – Math, science, social emotional development and literacy*. Paper presented at the annual meeting of the Society for Research in Child Development, Philadelphia, PA.
- Hemmeter, M. L., Fox, L., Snyder, P., & Algina, J. (2015, April). *Supporting teachers to implement the Pyramid Model for Promoting Social Emotional Competence*. Peabody Research Institute Mini-Conference, Vanderbilt University, Nashville, TN.
- Hemmeter, M. L., Brennamen, K., Duke, N., Clements, D., & Sarama, J. (2014, November). *Math, science, social emotional, and literacy: Can we do it all?* Presentation at the Annual Meeting of the National Association for the Education of Young Children, Dallas, TX.
- Hemmeter, M. L. (2014, June). *Connecting professional development to child outcomes*. Paper presented at the National Association for the Education of Young Children's Professional Development Institute. Minneapolis, MN.
- Snyder, P., Sandall, S., & Hemmeter, M. L. (2014, May). *Coaching approaches focused on practice implementation*. Presentation at the 14<sup>th</sup> Annual National Early Childhood Inclusion Institute, Chapel Hill, NC.
- Hemmeter, M. L., Winton, P., & Crowe, C. (2014, May). *Measures that support implementation of high quality inclusive practices*. Presentation at the 14<sup>th</sup> Annual National Early Childhood Inclusion Institute, Chapel Hill, NC.
- Hemmeter, M. L., Fox, L., Snyder, P., & Algina, J. (2014, April). *Research on the Pyramid Model: Current Findings and Implications*. Paper presented at the National Training Institute on Young Children with Challenging Behavior, St. Petersburg, FL.
- Hemmeter, M. L. (2014, April). *The Efficacy of an Intervention Synthesizing Scaffolding Designed to Promote Self-Regulation With an Early Mathematics Curriculum*. Invited discussant at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Hemmeter, M. L. (2014, March). *Working together to support young children with challenging behavior and social emotional needs*. Keynote Presentation at the Australian Psychological
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Society's Educational and Developmental Psychology Conference, Melbourne, Australia.

- Hemmeter, M. L. (2014, March). *Working with school personnel to implement effective strategies for addressing challenging behavior*. Workshop presentation at the Australian Psychological Society's Educational and Developmental Psychology Conference, Melbourne, Australia.
- Hemmeter, M. L. (2014, March). *Train the trainers: The Pyramid Model*. Workshop presentation for Early Childhood Intervention Association, Melbourne, Australia.
- Hardy, J. K., & Hemmeter, M.L. (2014, February). *Systematic instruction in early math skills for young children*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Gilson, M., Hampton, L., Hemmeter, M. L., & Kaiser, A. (2014, February). *Examining Teacher-Child Interactions in Sweden and the United States: A Cross-Cultural Comparison*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Winton, P., Hemmeter, M. L., & Bishop, C. C. (2014, February). *Measures that Support Data-Based Decision-Making for Fidelity of Implementation of Recommended Practices*. Paper presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Clements, D., Hemmeter, M. L., Brennamen, K., Duke, N., & Sarama, J. (2013, November). *Math, science, social emotional, and literacy: Can we do it all?* Presentation at the Annual Meeting of the National Association for the Education of Young Children, Washington, DC.
- Vergara, V., Hemmeter, M. L., & Hardy, J. K. (2013, October). *Coaching via Skype: Enhancing a teaching team's use of discrete skills in the classroom*. Poster presented at the Division for Early Childhood Annual Conference, San Francisco, CA.
- Schnitz, A. G., Hemmeter, M. L., & Hardy, J. K. (2013, October). *The effects of an individual reading tutoring intervention on early literacy skills of preschool children*. Poster presented at the Division for Early Childhood Annual Conference, San Francisco, CA.
- Fox, L., Hemmeter, M.L., & Snyder, P. (October, 2013). *Unpacking coaching: Using practice-based coaching to ensure fidelity of implementation*. The 29th Annual International Conference on Young Children with Special Needs and their Families. San Francisco, CA.
- Hemmeter, M. L., Fox, L., Snyder, P., & Algina, J. (2013, October). *The Pyramid Model Intervention: Effects on Classrooms, Teachers and Children*. Paper presented at the School Mental Health Research Summit, Arlington, VA.
- Clements, D., Brennamen, K., Duke, N., Hemmeter, M. L., & Sarama, J. (2013, October). *Math, science, social emotional, and literacy: Can we do it all?* Invited Presentation at the 2013 Early Learning Community Lecture Series, University of Denver, Denver, CO.
- Hemmeter, M. L. (2013, May/June). *Using the TPOT in coaching and mentoring around the Pyramid Model*. Invited National Tour of Australia Featured Speaker, Melbourne, Hobart,
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and Sydney Australia.

- Hemmeter, M. L. (2013, May/June). *The Teaching Pyramid Model for promoting social emotional competence*. Invited National Tour of Australia Featured Speaker, Melbourne, Hobart, and Sydney Australia.
- Hemmeter, M. L. (2013, May). *The Teaching Pyramid Model for Promoting Children's Social Emotional Development and Addressing Challenging Behavior*. Plenary Keynote at the Together We Grow Conference, Melbourne, Australia.
- Hemmeter, M. L. (2013, June). *The Teaching Pyramid Model: Supporting the VEYLDF*. Lecture presented at Monash University, Melbourne, Australia.
- Hemmeter, M. L. (2014, May). *We are all in this together: Preventing and addressing challenging behavior*. Keynote Presentation at the Making Inclusion Work in Early Childhood and Transdisciplinary Teaming to Support Children with Challenging Behavior Conference, Dearborn, Michigan.
- Hemmeter, M. L., Fox, L., Snyder, P., & Algina, J. (2013, March). *Using performance-feedback in the context of coaching: Supporting teachers to address emotional development and challenging behavior*. Paper presented at the Quality Improvement in Early Childhood Education Meeting, Washington, DC.
- Schnitz, A.G., & Hemmeter, M. L. (2013, February). *STORIES: An individualized reading tutoring intervention*. A poster presented at the Kennedy Center Science Day, Nashville, TN.
- Hemmeter, M.L. (January, 2013). *Social emotional competence and School Readiness: Research on the Pyramid Model*. Paper presented at the Wisconsin Pyramid Model Roundtable, Milwaukee, WI.
- Hemmeter, M.L. (January, 2013). *Social emotional competence and School Readiness: Research on the Pyramid Model*. Paper presented at the Wisconsin Pyramid Model Roundtable, Madison, WI.
- Hemmeter, M.L. & Meeker, K. A. (November 2012). *Administrator's guide: Coaching to support school readiness*. Workshop presented at the Annual Meeting of the National Association for the Education of Young Children, Atlanta, GA.
- Sandall, S., & Hemmeter, M.L. (November 2012). *On the road to school readiness*. Session presented at the Annual Meeting of the National Association for the Education of Young Children, Atlanta, GA.
- Clements, D., Hemmeter, M.L., Brenneman, K., Duke, N., & Sarama, J. (November 2012). *Connect 4 Learning: A social emotional, math, science, and literacy curriculum*. Session presented at the Annual Meeting of the National Association for the Education of Young Children, Atlanta, GA.
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- Hemmeter, M.L. (June, 2012). *The Pyramid Model for promoting social emotional competence and addressing challenging behavior*. Presentation at Anadolu University, Eskisehir, Turkey.
- Hemmeter, M.L. (June, 2012). Promoting social emotional competence in preschool classrooms: Training trainers. Workshop presented at the NAEYC Professional Development Institute, Indianapolis, IN.
- Snyder, P., & Hemmeter, M.L. (2012, May). *Using a coaching framework to promote practices that support inclusion*. Presentation at the 2012 National Early Childhood Inclusion Institute, Chapel Hill, NC.
- Hemmeter, M.L. (May, 2012). *Implementing 3-Tier models for supporting children's behavior: A seamless system*. Keynote presentation at PA Positive Behavior Support Implementers' Forum, Hershey, PA.
- Hemmeter, M.L. (May, 2012). *Practice-Based Coaching: Supporting teachers to implement effective practices with fidelity*. Workshop presentation at PA Positive Behavior Support Implementers' Forum, Hershey, PA.
- Snyder, P., Fox, L., & Hemmeter, M.L. (2012, March). Data-based decision making and the Pyramid Model: Are we doing what we said we would do and is it making a difference? Workshop presentation at the 9<sup>th</sup> Annual National Training Institute on Challenging Behavior, Clearwater Beach, FL.
- Hemmeter, M. L., Snyder, P., & Fox, L. (2012, February). *Implementing the Teaching Pyramid model: Examining outcomes for children*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Kinder, K., Adams, J. M., Hemmeter, M. L., & Schnitz, A. G. (2012, February). *What's the recipe for success? Unpacking the elements of coaching in early childhood classrooms*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Hardy, J., Schnitz, A., & Hemmeter, M. L. (2012, February). *A critical review of the literature on research in mathematics instruction for preschoolers with and without disabilities*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Hemmeter, M. L., Snyder, P., & Fox, L. (2012, February). *Implementing the Teaching Pyramid model: Examining outcomes for children*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Kinder, K., Adams, J. M., Hemmeter, M. L., & Schnitz, A. G. (2012, February). *What's the recipe for success? Unpacking the elements of coaching in early childhood classrooms*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Snyder, P., Hemmeter, M. L., Sandall, S., McLean, M., McLaughlin, T., & Algina, J. (2012,
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February). *Impact of professional development on preschool teachers' use of embedded-instruction practices*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Hemmeter, M. L. (2011, December). *The Pyramid Model for promoting social emotional development and addressing challenging behavior*. Invited presentation for the National Council for State Legislators Meeting for Early Learning Fellows, Tampa, FL.

Adams, J. M., Golden, A., Hemmeter, M. L., Fox, L., & Snyder, P. (2011, November). *Unpacking coaching: Supporting early childhood practitioners' implementation of a multi-component intervention*. Poster presented at the Annual DEC International Conference on Young Children with Special Needs and their Families, National Harbor, MD.

Fox, L., Snyder, P., & Hemmeter, M. L. (2011, November). *Implementing the Teaching Pyramid intervention: Examining outcomes for children*. Paper presented at the Annual DEC International Conference on Young Children with Special Needs and their Families, National Harbor, MD.

Hardy, J., Kinder, K., & Hemmeter, M. L. (2011, November). *Research on embedded literacy instruction: Lessons learned and steps ahead*. Poster presented at the Annual DEC International Conference on Young Children with Special Needs and their Families, National Harbor, MD.

Snyder, P., Hemmeter, M. L., McLean, M., Sandall, S., & McLaughlin, T. (2011, November). *Impact of professional development on preschool teachers' use of embedded instruction practices*. Paper presented at the Annual DEC International Conference on Young Children with Special Needs and their Families, National Harbor, MD.

Heo, K., Cheatham, G., & Hemmeter, M. L. (2011, November). *Korean early childhood teachers' perceive causes of and strategies to address challenging behaviors*. Paper presented at the Annual DEC International Conference on Young Children with Special Needs and their Families, National Harbor, MD.

Hemmeter, M. L., Fox, L., & Snyder, P. (2011, November). *Examining the efficacy of the Teaching Pyramid Model*. Paper presented at the Annual DEC International Conference on Young Children with Special Needs and their Families, National Harbor, MD.

Schnitz, A., Hemmeter, M. L., Hardy, J. K., Adams, J. M., & Kinder, K. (2011, November). *Supporting teacher implementation of Teaching Pyramid Strategies: Research on coaching with performance feedback*. Paper presented at the Annual DEC International Conference on Young Children with Special Needs and their Families, National Harbor, MD.

Fox, L., & Hemmeter, M. L. (2011, November). *The Teaching Pyramid: Strategies for promoting social emotional competence and addressing challenging behavior*. Half-day workshop presented at the Annual Meeting of the National Association for the Education of Young Children, Orlando, FL.

Hemmeter, M. L., & Clements, D. H. (2011, November). *Connect4Learning*. Paper presented at

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the Annual Meeting of the National Association for the Education of Young Children, Orlando, FL.

Hemmeter, M. L. (2011, October). *Changing systems, changing practices, changing lives*. Invited Keynote Presentation at the Annual School Readiness Symposium, Baltimore, MD.

Hemmeter, M. L. (2011, October). *The Teaching Pyramid Model*. Invited Keynote Presentation at the Tennessee Association for the Education for Young Children Conference, Memphis, TN.

Snyder, P., Fox, L., & Hemmeter, M. L. (2011, September). *Supporting implementation of evidence based practices in the early childhood classroom through performance based coaching*. Invited presentation at the 3<sup>rd</sup> Annual Summit on Response to Intervention in Early Childhood Education, Santa Ana Pueblo, NM.

Hemmeter, M. L. (2011, August). *Using the TPOT in coaching and mentoring around the Pyramid Model*. Invited National Tour of Australia Featured Speaker, Melbourne, Hobart, Adelaide, Perth, Brisbane, and Canberra, Australia.

Hemmeter, M. L. (2011, August). *The Teaching Pyramid Model for promoting social emotional competence*. Invited National Tour of Australia Featured Speaker, Melbourne, Hobart, Adelaide, Perth, Brisbane, and Canberra, Australia.

Hemmeter, M. L. (2011, August). *Using a coaching framework to support teachers in implementing the Teaching Pyramid practices*. Invited presentation for the Ministry of Education, Melbourne, Victoria, Australia.

Hemmeter, M. L., Snyder, P., & Fox, L. (2011, June). *Coaching to support teachers in using the Teaching Pyramid practices*. Paper presented at the Annual Meeting of the Society for Prevention Research, Washington, DC.

Hemmeter, M. L., Snyder, P., & Sandall, S. (2011, May). *Embedded instruction for early learning*. Invited presentation at the 11<sup>th</sup> Annual Early Childhood Inclusion Institute, Chapel Hill, NC.

Hemmeter, M. L. (2011, May). *Coaching to support implementation of effective practices related to social emotional development*. Invited presentation at the 11<sup>th</sup> Annual Early Childhood Inclusion Institute, Chapel Hill, NC.

Fox, L., Snyder, P., & Hemmeter, M. L. (2011, May). *Measuring fidelity: An essential element of understanding intervention*. Paper presented at the meeting of the International Society of Early Intervention, New York, NY.

Snyder, P., Hemmeter, M. L., & Fox, L. (2011, May). *Coaching to support fidelity of implementation of evidence based practices in inclusive early childhood settings*. Paper presented at the meeting of the International Society of Early Intervention, New York, NY.

Hemmeter, M. L., Snyder, P., Fox, L., & Algina, J. (2011, May). *Professional development*

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*related to the Teaching Pyramid model for addressing the social emotional development and challenging behavior of young children.* Paper presented at the meeting of the International Society of Early Intervention, New York, NY.

Hemmeter, M. L., Snyder, P., Fox, L., & Algina, J. (2011, April). *Efficacy of a classroom wide model for promoting social emotional development and addressing challenging behavior in young children.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Snyder, P., Crowe, C., Miller, D., & Hemmeter, M. L. (2011, April). *Evaluating implementation of evidence-based practices in preschool: Psychometric properties of the teaching pyramid observation tool.* Paper presented at the 2011 American Educational Research Association Annual Meeting, New Orleans, LA.

Snyder, P., Hemmeter, M. L., McLaughlin, T., Algina, J., Sandall, S., & McLean, M. (2011, April). *Impact of professional development on preschool teachers' use of embedded-instruction practices.* Paper presented at the 2011 American Educational Research Association Annual Meeting, New Orleans, LA.

Crowe, C., Artman, K., Adams, J. M., McLaughlin, T., Hemmeter, M.L., & Snyder, P. (2011, April). *Unpacking coaching to support implementation of multi-component interventions for early childhood practitioners.* Paper presented at the 2011 American Educational Research Association Annual Meeting, New Orleans, LA.

Snyder, P., Fox, L., Hemmeter, M. L., & Rendon, T. (2011, April). *Data-based decision making and the Pyramid model: Are we doing what we said we would do and is it making a difference?* Paper presented at the Addressing Challenging Behavior National Training Institute, Clearwater Beach, FL.

Hemmeter, M. L., Snyder, P., & Fox, L. (2011, March). *Using a coaching framework to support teachers in using the Teaching Pyramid practices.* Paper presented at the NIH Implementation Research Conference, Bethesda, MD.

Fox, L., Binder, D., Hemmeter, M. L., & Snyder, P. (2011, March). *An experimental evaluation of implementing PBS in early childhood special education classrooms.* Paper presented at the 8th International Conference on Positive Behavior Support, Denver, CO.

Hemmeter, M. L. (2011, February). *The Teaching Pyramid: A classroom based model for promoting social emotional competence and addressing challenging behavior.* Invited presentation at the Lehigh College of Education Lecture Series, Bethlehem, PA.

Hemmeter, M. L., & Hunter, A. (2010, December). *Coaching caregivers to implement effective practices that support the social emotional development of very young children: Using the CSEFEL Framework.* Paper presented at Zero To Three's National Training Institutes, Phoenix, AZ.

Hemmeter, M. L., & Kinder, K. (2010, November). *The Pyramid Model for promoting social emotional competence: Background, basics, and nuts and bolts.* Workshop presented at the

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Annual Conference of the National Association for the Education of Young Children, Anaheim, CA.

Hemmeter, M. L. (2010, October). *The Teaching Pyramid: A classroom-based model for addressing social emotional development and challenging behavior in preschool children*. Invited presentation to the Yale University Zigler Center's Social Policy Lecture Series, New Haven, CT.

Hunter, A., & Hemmeter, M. L. (2010, October). *An orientation to infant toddler CSEFEL: Understanding social and emotional development and behavior*. Workshop presented at the 14<sup>th</sup> Annual Birth to Three Institute, Washington, DC.

Hemmeter, M. L., Snyder, P., Fox, L., & Emery, A. K. (2010, October). *Coaching teachers to implement interventions with fidelity: Preliminary findings from two studies*. Paper presented at DEC's 26<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families, Kansas City, MO.

Grisham-Brown, J., Hemmeter, M. L., & McCormick, K. (2010, October). *Traveling the globe: International personnel preparation experiences*. Paper presented at DEC's 26<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families, Kansas City, MO.

Fox, L., & Hemmeter, M. L. (2010, October). *Statewide scale-up of the Teaching Pyramid Model*. Invited presentation at the 2<sup>nd</sup> Annual Early Childhood Response to Intervention Conference, Kansas City, MO.

Snyder, P., Fox, L., & Hemmeter, M. L. (2010, October). *Data-based decision making and the Pyramid Model: Measurement considerations*. Invited presentation at the 2<sup>nd</sup> Annual Early Childhood Response to Intervention Conference, Kansas City, MO.

Kaiser, A., Roberts, M., Feeney-Kettler, K., Frey, J., & Hemmeter, M. L. (2010, October). *The relationship between language and behavior in preschool children: Evidence from a meta-analysis*. Paper presented at DEC's 26<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families, Kansas City, MO.

Snyder, P., McLaughlin, T., Hemmeter, M. L., McLean, M., & Sandall, S. (2010, October). *Intentional and systematic instruction in early intervention: Tools for teachers and families*. Preconference workshop presented at DEC's 26<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families, Kansas City, MO.

Artman, K., & Hemmeter, M. L. (2010, October). *Distance coaching and teachers' acceptance and use of a tiered intervention model*. Poster presented at DEC's 26<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families, Kansas City, MO.

Hardy, J., & Hemmeter, M. L. (2010, October). *Teaching literacy skills using constant time delay and observational learning*. Poster presented at DEC's 26<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families, Kansas City, MO.

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- Kinder, K., & Hemmeter, M. L. (2010, October). *Exploring the value of adding instructional trials in early literacy activities*. Poster presented at DEC's 26<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families, Kansas City, MO.
- Adams, J. M., Schnitz, A., Hemmeter, M. L., Fox, L., & Snyder, P. (2010, October). *A closer look at coaching: Supporting early childhood practitioners' implementation of a multi-component intervention*. Poster presented at DEC's 26<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families, Kansas City, MO.
- Baggett, K., Squires, J., Schertz, H., Odom, S., Hemmeter, M. L. (2010, October). *Interventions for promoting social emotional competency in young children: Monitoring progress*. Roundtable discussion at DEC's 26<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families, Kansas City, MO.
- Hemmeter, M. L., & Fox, L. (2010, August). *Changing systems, changing practices, changing lives*. Paper presented at Early Childhood 2010: Innovations for the Next Generation, Washington, DC.
- Hemmeter, M. L., Snyder, P., & Fox, L. (2010, June). *Examining the potential efficacy of a classroom wide model for promoting social emotional development and addressing challenging behavior in preschool children*. Poster presented at the Annual Institute for Education Sciences Research Conference, Washington, DC.
- Hemmeter, M. L. (2010, May). *Promoting positive social emotional development*. Paper presented at SAMHSA's National Children's Mental Health Awareness Day, Washington, DC.
- Leong, D., Bordova, E., Hemmeter, M. L., Clements, D., & Dickerson, D. (2010, April). *After RCTs are over: What are the factors that influence what happens to an intervention?* Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Hemmeter, M. L., Artman, K., & Kinder, K. (2010, March). *Coaching for classroom fidelity*. Workshop presented at the National Training Institute on Effective Practices: Young Children's Challenging Behavior, Clearwater Beach, FL.
- Snyder, P., Hemmeter, M. L., & Fox, L. (2010, March). *Data-based decision making and the Pyramid Model*. Workshop presented at the National Training Institute on Effective Practices: Young Children's Challenging Behavior, Clearwater Beach, FL.
- Hemmeter, M. L., Snyder, P., Snell, M., & Fox, L. (2010, February). *Coaching early childhood educators: Issues in designing coaching models and conducting research on the outcomes*. Paper presented at the 7<sup>th</sup> Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Hardy, J., & Hemmeter, M. L. (2010, February). *Constant time delay embedded into literacy activities*. Poster presented at the 7<sup>th</sup> Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
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Artman, K., Adams, J. M., & Hemmeter, M. L. (2010, February). *The effects of distance coaching on teachers' acceptance and use of a tiered model of intervention and the effects on child behavior*. Poster presented at the 7<sup>th</sup> Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

### **University Teaching**

EDS 779	The Family's Role in Early Intervention (Kentucky)
EDS 620	Instructional Programming in Early Childhood Special Education (Kentucky)
EDS 621	Issues and Trends in Early Childhood Special Education (Kentucky)
EDS 623	Practicum in Early Childhood Special Education (Kentucky)
EDS 510	Introduction to Early Childhood Special Education (Kentucky)
SPED 314	Assessment in Early Childhood Special Education (Illinois)
SPED 424	Practicum Seminar (Illinois)
SPED 466	Organizing for Early Intervention (Illinois)
SPED 350	Introduction to Early Childhood Special Education (Illinois)
SPED 490	Advanced Doctoral Seminar in Special Education (Illinois): Addressing Challenging Behavior and Social Emotional Development in Young children
SPED 3410	Recommended Practices in Early Childhood Special Education (Vanderbilt)
SPED 3120	Fieldwork in Special Education (Vanderbilt)
SPED 7600	Advanced Classroom Management (Vanderbilt)

### **Doctoral Advising Since Arriving at VU in 2005**

Advisor/Dissertation Chair:

Kathleen Artman Meeker  
 Kiersten Kinder  
 Jessie Morris Adams  
 Jessica Hardy  
 Alana Schnitz  
 Molly Milam  
 James Kretzer  
 Adrienne Golden  
 Trudy Little  
 Abby Taylor  
 Kate Nuhring

Member of Doctoral Committee:

Kelsey Clayback – University of Virginia  
 Courtney O'Grady – University of Illinois Urbana Champaign  
 Natalie Pak  
 Jennifer Bancroft  
 Marina Valez  
 Jenny Cunningham  
 Lizzy Fuller

Lauren Hampton  
 Matt Brock  
 Jennifer Frey  
 Jennifer Ledford  
 Courtney Wright  
 Erin Barton  
 Amy Casey  
 Matt Busick  
 Ragan Henderson  
 Rachel Roberts  
 Alacia Stainbrook  
 Amanda Quesenberry  
 Sharon Doubet  
 Elizabeth McLaren  
 LaShorage Shafer  
 Kerry Hofer  
 Shin Ji Kang

**Masters Advising at Vanderbilt: 69**

**National and International Service (since 2000)**

2020 – Present	Member, CLASS Advisory Board, Teachstone, Charlottesville, VA.
2020 – Present	Member, Board of Directors, Home4Tomorrow Children’s Home, Guatemala City, Guatemala.
2020 – Present	National Advisory Board Member, <i>Development and Pilot Evaluation of Bully Prevention Training Modules for Special and General Education Teachers: Impact on Awareness, Self-Efficacy, and Student Outcomes</i> , University of North Carolina, Chapel Hill.
2020 – Present	National Advisory Board Member, <i>IES Goal 2 Project on Designing a Tiered Model of Coaching</i> . University Washington, Seattle, WA.
2019-present	Advisor, Nova Scotia Research Grant on Evaluating the Positive Solutions for Families Modules, Halifax, Nova Scotia.
2017-2020	Member, Evaluation Advisory Board, Virginia Preschool Initiative, Richmond, VA.
2017-2020	Member, National Advisory Board, Early Ed University, University of Washington, Seattle, WA.
2016-Present	Member, National Advisory Board, Parents as Teachers, St. Louis, Missouri.

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- 2015-2016 Technical Work Group Member, US Department of Education's Impact Evaluation of Multi-tiered Systems for Support for Behavior, MDRC, New York. NY.
- 2017-2018 Member, Professional Development Subcommittee, Mayor's Advisory Group on Early Childhood, Nashville, TN.
- 2014-2015 Member, Mayor's Early Childhood Education Task Force, Nashville, TN
- 2013-2015 Commission Member, DEC Recommended Practices in EI/ECSE. Council for Exceptional Children's Division for Early Childhood.
- 2010-2015 Consultant and Management/Development Team Member, *Early Childhood Education in the Context of Mathematics, Science, and Literacy*, National Science Foundation (PI – Julie Sarama, University of Buffalo).
- 2011-2013 Evaluator, Prep Personnel Preparation Program, University of Illinois at Urbana-Champaign.
- 2008-2012 Consultant and Core Team Member, Head Start CARES - Classroom-Based Approaches for Emotion and Social Skill Promotion, U.S. Department of Health and Human Services (PI – Pamela Morris, MDRC, New York, NY).
- 2010 Member, National Expert Panel: Joint Position Statement on Response to Intervention in Early Childhood Education. National Association for the Education of Young Children, Washington, DC.
- 2007 – 2009 Member, National Advisory Board, Hilton/Special Quest Early Head Start Training Project, Sonoma, CA.
- 2006 – 2009 Member, National Advisory Board, National Professional Development Center on Inclusion, University of North Carolina at Chapel Hill.
- 2006 – 2008 Member, Advisory Group on Developmentally Appropriate Practice Revisions, National Association for the Education of Young Children, Washington, DC.
- 2003 – 2008 Member, Head Start Advisory Committee on Research and Evaluation, U.S. Department of Health and Human Services.
- 2002 – 2008 Member, Expert Advisor's Group for "Supporting Teachers, Strengthening Families," National Association for the Education of Young Children.
- 2001 - 2004 Member, National Infant Mental Health Task Force, Zero to Three, Washington, D.C.
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- 2001 - 2004 Member, Professional Development Panel, National Association for the Education of Young Children, Washington, D.C.
- 2000 - present Evaluation Consultant, *Bridging the Gap: Moving DEC Recommended Practices into Practice*, University of Colorado, Denver, CO.
- 1999 - 2003 Member, Work Group on Measuring Child Outcomes, Head Start Bureau, Washington, D.C.
- 1996 - 2001 Executive Board of the Council for Exceptional Children's Division for Early Childhood. This elected position was a five-year commitment and included service as vice-president (1996-1997), president-elect (1997-1998), president (1998-1999), and past-president (1999-2001).
- 1997 - 2000 Advisory Board Member, Preservice Training of Pediatric Residents and Early Interventionists, University of Connecticut Health Center.

### **University/Community Service**

- 2021 Member, Teacher Preparation Committee, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.
- 2021 – present Member, EBD Search Committee, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.
- 2021 – present Member, Undergraduate Honor Council, Vanderbilt University, Nashville, TN.
- 2020 – present Member, Susan Gray School Education Advisory Committee, Peabody College, Vanderbilt University, Nashville, TN.
- 2020 – present Chair; Equity, Diversity, and Inclusion Committee, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.
- 2013 - Present Member, Faculty Evaluation Committee, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.
- 2016-2021 Member, Peabody Honor Council, Peabody College, Vanderbilt University, Nashville, TN.
- 2016-2017 Chair, Search Committee for Open Rank Position in Applied Behavior Analysis, Vanderbilt University, Nashville, TN.
- 2013 - 2017 Member, Executive Committee, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.
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- 2010 – 2015 Co-Chair, Admissions Committee, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.
- 2012 - 2013 Co-Chair, Early Childhood Special Education Search Committee, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.
- 2011 - 2012 Member, Emotional and Behavior Disorders Search Committee, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.
- 2010 Member, Mayor’s Child and Youth Taskforce, Nashville, TN.
- 2009-2011 Member, Executive Committee, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.
- 2009 Reviewer for Peabody Small Grant Awards, Peabody College, Vanderbilt University.
- 2009 Member, Vanderbilt Kennedy Center Lecture Series Planning Committee, Vanderbilt University, Nashville, TN.
- 2008 – 2010 Member, Teacher Education Policy Council, College of Education, Peabody College, Vanderbilt University, Nashville, TN.
- 2008 – 2009 Faculty Associate, Stambaugh House, Vanderbilt Commons Residential Community, Vanderbilt University, Nashville, TN.
- 2007 – 2009 Member, Curriculum Committee, Peabody College, Vanderbilt University, Nashville, TN.
- 2006 – present Co-Chair, Teacher Preparation Committee, Department of Special Education, Vanderbilt University, Nashville, TN.
- 2006 – 2008 Member, Susan Gray School Advisory Council, Peabody College, Vanderbilt University, Nashville, TN.
- 2006 – 2007 Member, High Incidence Practice Faculty Search Committee, Peabody College, Vanderbilt University, Nashville, TN.
- 2005 – present Member, Early Childhood Special Education Program Faculty, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN.
- 2004 – 2005 Member, Graduate Programs Committee, College of Education, University of Illinois.
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| 2004-2005     | Chair, Research Committee, Department of Special Education, University of Illinois.   |
| 2003 - 2005   | Member, Qualls Committee, Department of Special Education, University of Illinois, Champaign, IL.   |
| 2002 – 2004   | Member, Tenure and Promotion Committee, College of Education, University of Illinois, Champaign, IL.  |
| 2002 – 2004   | Chair, Doctoral Admissions Committee, Department of Special Education, University of Illinois, Champaign, IL.   |
| 2001 - 2002   | Member, Research Committee, College of Education, University of Illinois, Champaign, IL.  |
| 2001 - 2002   | Member, Human Subjects Committee, College of Education, University of Illinois, Champaign, IL.  |
| 1998-2001     | Member, Tenure and Promotion Committee, College of Education, University of Kentucky, Lexington, KY.  |
| 1998          | Chair, Search Committee for the Early Childhood Special Education Position, Department of Special Education and Rehabilitation Counseling, University of Kentucky, Lexington, KY. |
| 1997-1998     | Member, Chancellor's Committee to Review the College of Human Environmental Sciences, University of Kentucky, Lexington, KY.  |
| 1996          | Member, Search Committee for the Director of the Institute on Education Reform, University of Kentucky, Lexington, KY.  |
| 1995          | Member, Search Committee for Faculty Position in Family Studies and Director of Early Childhood Laboratory, University of Kentucky, Lexington, KY.                                |
| 1994 - 1995   | Faculty Member, Interdisciplinary Human Development Institute Maternal and Child Health Leadership Program, University of Kentucky, Lexington, KY.                                |
| 1993 - 1996   | Member, Courses and Curriculum Committee, College of Education, University of Kentucky, Lexington, KY.  |
| 1992 - 1996   | Faculty Advisor, Student Council for Exceptional Children, University of Kentucky, Lexington, Kentucky, Lexington, KY.  |
| 1991 -present | Member, Graduate, Admissions and Standards Committee, University of Kentucky Department of Special Education, Lexington, KY.  |
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- 1991 - present Co-Chair and Member, Interdisciplinary Early Childhood Program Faculty, University of Kentucky, Lexington, KY.
- 1991 - present Chair, Early Childhood Special Education Program Faculty, University of Kentucky, Lexington, KY.
- 1992 - 1993 Consultant to the Interdisciplinary Human Development Institute, University of Kentucky, Lexington, KY.
- 1993 Reviewer, Undergraduate Scholarship Applications, University of Kentucky, Lexington, Kentucky, Lexington, KY.
- 1987 - 1988 Faculty Evaluation Committee, Department of Special Education, Peabody College of Vanderbilt University, Nashville, TN.
- 1986 - 1987 Admissions & Financial Aid Committee, Department of Special Education, Peabody College of Vanderbilt University, Nashville, TN.
- 1985 - 1986 Early Childhood Special Education Subcomponent, Department of Special Education, Peabody College of Vanderbilt University, Nashville, TN.
- 1983 - 1984 President, Student Council for Exceptional Children, Auburn University, Auburn, AL.

### **Honors**

- 2020 Outstanding Alumnus, Webb School of Knoxville, Knoxville, TN.
- 2018 Peabody Faculty Council Award for Excellence in Service to the Field. Peabody College, Vanderbilt University.
- 2014 Mary McEvoy Service to the Field Award, Council for Exceptional Children's Division for Early Childhood.
- 2004 Merle B. Karnes Service to the Division Award, Council for Exceptional Children's Division for Early Childhood.
- 2004 Senior Scholar Award, College of Education, University of Illinois, Champaign, Champaign, IL.
- 2003 Administration for Children and Families, Assistant Secretary's 2003 Honor Award for Partnering for Excellence, US Department of Health and Human Services.
- 2001 Finalist, Chancellor's Award for Outstanding Teaching, University of Kentucky, Lexington, KY.
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- 2000                      President's Award of Merit, Council for Exceptional Children's Division for Early Childhood.
- 1993                      Student Council for Exceptional Children Outstanding Faculty Award, University of Kentucky, Lexington, KY.
- 1991                      David Zeamen Student Travel Award, 1991 Gatlinburg Conference on Mental Retardation and Developmental Disabilities.
- 1989 - 1990              Personnel Preparation Grant for Leaders in Early Childhood Special Education, Peabody College of Vanderbilt University, Nashville, TN.
- 1987 - 1989              Mental Retardation Research Trainee, Peabody College of Vanderbilt University, Nashville, TN.
- 1987 - 1988              Study Grant from the Belmont United Methodist Church, Nashville, TN.
- 1985 - 1986              Early Childhood Special Education Trainee, Peabody College of Vanderbilt University, Nashville, TN.

### **Memberships and Affiliations**

National Association for the Education of Young Children  
Council for Exceptional Children  
    Division for Early Childhood  
    Division of Research  
    Teacher Education Division  
    Council for Children with Behavior Disorders  
American Educational Research Association

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