

CURRICULUM VITA
February 2017

DOUGLAS A. CHENEY

PRESENT POSITION

Professor Emeritus, Area of Special Education, College of Education,
University of Washington, 102 Miller Hall, Box 353600
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EDUCATION

Ph.D., 1992, Special Education - Behavior Disorders, University of Washington

Post-graduate, 1985-1987, Educational Administration, University of Oregon

M.S., 1975, Special Education - Behavior Disorders, University of Oregon

B.A., 1971, History, Mathematics, University of Illinois

PROFESSIONAL EXPERIENCE

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| 2015 | Professor Emeritus , College of Education, University of Washington, Seattle |
| 2013-15 | Co-Director , School-based Mental Health: Assessment, Research and Training Center. A joint project of the College of Education and School of Medicine at the University of Washington |
| 2008-15 | Professor , Area of Special Education, College of Education, University of Washington, Seattle, Washington |
| 2001 | Associate Professor , Area of Special Education, College of Education, University of Washington, Seattle, Washington. |
| 1996 | Assistant Professor , Area of Special Education, College of Education, University of Washington, Seattle, Washington. |
| 1992-1996 | Director , Institute on Emotional Disabilities and
Assistant Professor , Area of Special Education,
Keene State College, Keene, New Hampshire. |
| 1991-1992 | Educational Coordinator , National Institute of Mental Health Grant: "Families and Schools Together", Department of Psychology, University of Washington, Seattle, Washington. |

- 1989-1992 **Teaching Assistant**, Department of Special Education, University of Washington, Seattle, Washington.
- 1989-1991 **Assistant Project Coordinator**, Office of Special Education and Rehabilitation Services Grant: "Research in the Education of Students with Behavior Disorders", University of Washington, Seattle, Washington.
- 1988-1989 **Regional Autism Specialist**, Southern Oregon Regional Programs, Jackson Education Service District, Medford, Oregon.
- 1987-1988 **Special Education Supervisor**, Programs for Educationally Handicapped, Jackson Education Service District, Medford, Oregon.
- 1982-1987 **Special Education Teacher**, Emotionally Handicapped Program, Jackson Education Service District, Medford, Oregon.
- 1979-1982 **Research Assistant and Inservice Trainer**, Rehabilitation Research and Training Center in Mental Retardation, University of Oregon, Eugene, Oregon.
- 1978 **Visiting Lecturer of Education**, Department of Special Education, Arizona State University, Tempe, Arizona.
- 1976-1977 **Program Supervisor**, The Child Center (Day Treatment for Students with Serious Emotional and Behavioral Disabilities), Springfield School District, Springfield, Oregon.
- 1973-1976 **Clinical Teacher**, The Child Center, Springfield School District, Springfield, Oregon.

INSTRUCTIONAL RESPONSIBILITIES

University of Washington

Special Education 541	Education of Children with Behavior Disorders	AU	2009-13
		AU	1998-2001
Special Education 518	Doctoral Seminar in Proposal Writing	SP	2008-12
Special Education 524	Functional Behavior Assessment	WI	2001-15
Special Education 526	Classroom Management (TEP)	AU	2003-08
Special Education 526	Instruction of Social Skills, Mild Disabilities	SP	1997-15
Special Education 526	Classroom Management (TEP)	AU	2003-08
Special Education 601	Internship in Special Education (Master's EBD)	WI	2002-14
Special Education 500	Practica for Master's Students	SP	2002-14
Special Education 546	Doctoral Seminar in Educating Students with Behavior Disorders	WI	2006; 13
Special Education 599	Independent Study/Doctoral Seminar on Positive Behavior Support	AU	2002-05
Special Education 419	Interventions with Families	SP	2004
Special Education 524	Functional Behavior Assessment	WI	2004

Special Education 520	Collaboration with Families and Agencies	SP	2003
Special Education 601	Internship in Special Education	WI	2003
Special Education 520	Collaboration with Families and Agencies	SP	2002
Education-Teacher Education Program 563	Adolescent Development II	SP	1997-2001
Education-Teacher Education Program 562	Adolescent Development I	WI	1997-2001
Special Education 518	Proseminar in Transdisciplinary Leadership	AU	1997-99
Special Education 513	Clinical Assessment for Teachers of Exceptional Students	AU	1998
Special Education 545	Curriculum Modifications	SU	1998
Special Education 518	Proseminar in Research Careers	AU	1997-98

Keene State College

Seminar in Emotional and Behavioral Disorders		SU	1993-96
The Exceptional Person in Society		SP	1995
Internship: Teaching Students with Emotional and Behavioral Disorders		SP	1993-94
Teaching Students with Emotional and Behavioral Disorders		SP	1994
Seminar in Preschool Behavior Problems		AU	1993
Behavior Management		SP	1993

Arizona State University

Assessment and Evaluation of Exceptional Students		WI	1978
Supervision of Practicum and Intern Students		WI	1978

PUBLICATIONS

Refereed Journals

Bruns, E., Duong, M., Lyon, A., Pullman, M., Cook, C., **Cheney, D., & McCauley, E.** (2016). Fostering SMART Partnerships to Develop an Effective Continuum of Behavioral Health Services and Supports in Schools. *Journal of Orthopsychiatry*, 86, 155-170

Lyon, A., Bruns, E., Weathers, E., Canavas, N., Ludwig, K., Vander Stoep, A., **Cheney, D., & McCauley, E.** (2014). Taking evidence-based practices to school: using expert opinion to develop a brief, evidence-informed school-based mental health intervention. *Advances in School Mental Health Promotion*, 7, 42-61.

Cheney, D. & Yong, M. (2014). RE-AIM Checklist for Integrating and Sustaining Tier Two Social-Behavioral Interventions. *Intervention in School and Clinic*, 50, 39-44.

Tsai, S, **Cheney, D.** & Walker, B. (2013). Preliminary Psychometrics of the Participatory Evaluation and Expert Review for Classrooms Serving Students with Emotional/Behavioral Disabilities. *Behavioral Disorders*, 38, 137–153..

Yong, M. & **Cheney, D.** (2013). Essential Features of Tier Two Social-Behavioral Interventions. *Psychology in the Schools*, 50, 844-861.

Walker, B., Clancy, M., Tsai, S.F, & **Cheney, D.** (2013). Bridging the research to practice gap: Empowering staff to implement meaningful program evaluation and

improvement to better serve students with emotional or behavioral disorders. *Beyond Behavior*, 22(3), 3-14.

Cheney, D. (2012). Transition tips for students with emotional or behavioral disorders. *Intervention in School and Clinic*, 48, 22-29.

Stage, S., **Cheney, D.**, Lynass, L., Mielenz, C. & Flower, A. (2012). Three validity studies of the daily progress report in relationship to the check, connect, and expect intervention. *Journal of Positive Behavior Interventions*, 14, 181-191.

Lynass, L., Tsai, S., Richmond, T., & **Cheney, D.** (2012). Social expectations and behavioral indicators in schoolwide positive behavior supports: A national study of behavior matrices. *Journal of Positive Behavior Interventions*, 14, 153-161.

Tsai, S. & **Cheney, D.** (2012). The Impact of the Adult-Child Relationship on School Adjustment for Children at Risk of Serious Behavior Problems. *Journal of Emotional and Behavioral Disorders*, 20, 105-114.

McDaniel, S., Flower, A., & **Cheney, D.** (2011). Put me in coach! A powerful and efficient tier two behavioral intervention for alternative settings. *Beyond Behavior*, 20, 18-24.

Waitoller, F. R., Artiles, A. A., & **Cheney, D.** (2010). The miner's canary: A review of overrepresentation research and explanations. *Journal of Special Education*, 44, 29-49.

Cheney, D., Lynass, L., Flower, A., Waugh, M., & Iwaszuk, W. (2010). The Check, Connect, and Expect Program: A Targeted, Tier Two Intervention in the School-Wide Positive Behavior Support Model. *Preventing School Failure*, 54, 152-158.

Cheney, D., Stage, S., Hawken, L., Lynass, L., Mielenz, C., & Waugh, M. (2009). A two-year outcome study of the check, connect, and expect intervention for students at-risk of severe behavior problems. *Journal of Emotional and Behavioral Disorders*, 17, 226-243.

Blum, C. & **Cheney, D.** (2009). The validity and reliability of the Teacher Knowledge and Skills Survey for positive behavior support. *Teacher Education and Special Education*, 32, 239-256.

Walker, B., **Cheney, D.** & Stage, S. (2009). The validity and reliability of the Self-Assessment and Program Review Survey: Assessing school progress in schoolwide positive behavior support. *Journal of Positive Behavior Interventions*, 11, 94-109.

Cheney, D., Flower, A., & Templeton, T. (2008). Applying response to intervention metrics in the social domain for students at risk of developing emotional or behavioral disorders. *Journal of Special Education*, 42, 108-126.

Walker, B., **Cheney, D.**, Stage, S., & Blum, C. (2005). Schoolwide screening and positive behavior support: Identifying and supporting students at risk of school failure. *Journal of Positive Behavior Interventions*, 7, 194-204.

Nelson, R., Benner, G., & **Cheney, D.** (2005). An investigation of the language skills of students with emotional disturbance served in public school settings. *Journal of Special Education*, 39, 97-105.

Cheney, D., Blum, C., & Walker, B. (2004). An analysis of leadership teams' perceptions of positive behavior support and the outcomes of typically developing and at-risk students in their schools, *Assessment for Effective Intervention*, 30, 7-24.

Vander Stoep A, Weiss NS, Saldanha E, **Cheney D**, Cohen P (2003). What proportion of failure to complete secondary school in the U.S. population is attributable to adolescent psychiatric disorder? *Journal of Behavioral Health Services & Research*, 30, 119-124.

Stage, S., **Cheney, D.**, Walker, B. & LaRocque, M. (2002). A preliminary discriminant and convergent validity study of the teacher functional behavioral assessment checklist. *School Psychology Review*, 31, 71-93.

Cheney, D., Osher, T. & Caesar, M. (2002). Providing ongoing skill development and support for educators and parents of students with emotional and behavioral disabilities. *Journal of Child and Family Studies*, 11, 79-89.

Sachs, J. & **Cheney, D.** (2000). What do the members of the council for children with behavioral disorders say about inclusion? *Beyond Behavior*, 10, 18-23.

Stowitschek, J., **Cheney, D.**, & Schwartz, I. (2000). Instigating fundamental change through experiential inservice development. *Teacher Education and Special Education*, 23, 142-156.

Cheney, D. (1999). Mentorship in the field of behavioral disorders: An intergenerational responsibility. *Education and Treatment of Children*, 22, 234-243.

Hagner, D., **Cheney, D.**, & Malloy, J. (1999). Career-related outcomes of a model transition demonstration for young adults with emotional disturbance. *Rehabilitation Counseling Bulletin*, 43, 228-242.

Malloy, J., **Cheney, D.**, & Cormier, G. (1998). Interagency Collaboration and the Transition to Adulthood for Students with Emotional or Behavioral Disabilities. *Education and Treatment of Children*, 21, 303-320.

Cheney, D., Malloy, J., & Hagner, D. (1998). Finishing high school in many different ways: Project RENEW in Manchester, New Hampshire. *Effective School Practices*, 17(2) 45-52.

Malloy, J., **Cheney, D.**, Hagner, D., Cormier, G., & Bernstein, S. (1998). Personal futures planning for youth and young adults with emotional and behavioral disorders. *Reaching Today's Youth*, 2, 2-30

Cheney, D., Hagner, D., Malloy, J., Cormier, G., & Bernstein, S. (1998). Transition to adulthood for students with serious emotional disturbance: Initial results of Project RENEW. *Career Development for Exceptional Individuals*, 21, 17-32.

Upham, D., **Cheney, D.**, & Manning, B. (1998). What teachers and parents want in their communication process: A qualitative study. *Middle School Journal*, 29, 48-55.

Cheney, D. (1998). Using action research as a collaborative process to enhance educators and family's knowledge and skills for youth with emotional or behavioral disorders. *Preventing School Failure*. 42, 88-93.

Cheney, D. & Osher, T. (1997). Target number four of the national agenda for youth with serious emotional disturbance: Enhancing collaboration with families. *Journal of Emotional and Behavioral Disorders*. 5, 36-44

Cheney, D., & Manning, B & Upham, D. (1997). Project DESTINY: Engaging families of students with emotional and behavioral disabilities. *Teaching Exceptional Children*, 30 , 24-29.

Cheney, D. & Muscott, H. (1996). Preventing school failure for students with emotional and behavioral disabilities through responsible inclusion. *Preventing School Failure*, 40, 109-117.

Cheney, D., Barringer, C., Upham, D., & Manning, M. (1995). Project DESTINY: A model for developing educational support teams through interagency networks for youth with emotional or behavioral disorders. *Special Services in the School*, 10, 57-76.

Cheney, D. & Barringer, C. (1995) Teacher competence, student diversity and staff training for the inclusion of middle school students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 3, 174-182.

Cheney, D. & Harvey, V. (1994). From segregation to inclusion: One district's program changes for students with emotional/behavioral disorders, *Education and Treatment of Children*, 17, 332-347.

Neel, R. S., **Cheney, D.**, Meadows, N., & Gelhar, S. (1992). Interviewing middle school students to determine problematic social tasks in school settings. *Severe Behavior Disorders of Children and Youth* , 15, 57-67.

Cheney, D. & Foss, G. (1984). An examination of the social behavior of mentally retarded workers. *Education and Training of the Mentally Retarded*, 19, 216-221.

Articles in Review or Preparation

Jewell, K. & **Cheney, D.** (in preparation). Teacher and Coach Perspectives of Check, Connect, and Expect: Social Validity of a Tier 2 Program

Invited Special Focus Article

Bullis, M. & **Cheney, D.** (1999). Vocational and Transition interventions for adolescents and young adults with emotional or behavioral disorders. *Focus on Exceptional Children*, 31(7), 1-24.

Books

Walker, B. & **Cheney, D.** (2012). *The Self-Assessment and Program Review Administration Manual: An Assessment Approach for Leadership Teams Implementing Schoolwide Positive Behavior Support*. Baltimore: Brookes.

Cheney, D. (Ed.) (2010). *Transition of secondary students with emotional or behavioral disorders: Current approaches for positive outcomes (2nd Edition)*. Champaign, IL: Research Press.

Chapters in Books

Cheney, D., Cumming, T., & Slemrod, T. (2013). Secondary education and promising practices for students with Emotional/Behavioral Disability. In Walker, H. & Gresham, F. (Eds.). *Handbook of Evidence-Based Practices for Emotional and Behavioral Disorders: Applications in Schools*. (pp. 344-360). New York: Guilford.

Cheney, D., & Jewell, K. (2012). Positive behavior supports and students with emotional and behavioral disorders. In J. P. Bakken, F. E. Obiakor, & A. F. Rotatori (Eds.), *Advances in special education: Behavioral disorders: Practice concerns and students with EBD* (Vol. 23, pp. 83-106). Bingley, United Kingdom: Emerald Group Publishing Limited.

Cheney, D. & Jewell, K. (2010). School and classroom strategies for prevention of behavior problems. In R. Algozzine, A. Daunic, & S. Smith (Eds.). *Preventing Problem Behaviors, 2nd Edition* (pp. 133-154). Thousand Oaks, CA: Corwin Press .

Cheney, D. (2010). An overview of transition issues, approaches, and recommendations for youths with emotional or behavioral disorders. In D. Cheney (Ed.) *Transition of secondary students with emotional or behavioral disorders: Current approaches for positive outcomes, 2nd Edition* (pp. 1-19). Champaign, IL: Research Press.

Cheney, D. (2004). An overview of transition issues, approaches, and recommendations for youths with emotional or behavioral disorders. In D. Cheney (Ed.) *Transition of secondary students with emotional or behavioral disorders: Current approaches for positive outcomes* (pp. 1-14). Arlington, VA: Council for Exceptional Children, Division on Career Development and Transition & The Council for Exceptional Children.

Johnson, C., Brown, P., & **Cheney, D.** (2004). Positive behavior support and transition outcomes for students in secondary settings. In D. Cheney (Ed.) *Transition of secondary students with emotional or behavioral disorders: Current approaches for positive outcomes* (pp. 142-159). Arlington, VA: Council for Exceptional Children, Division on Career Development and Transition & The Council for Exceptional Children.

Cheney, D. & Bullis, M. (2004). Research Findings and Issues in the School-to-Community Transition of Adolescents with Emotional or Behavioral Disorders. In Rutherford, R., Quinn, M. & Mathur, S. (Eds.). *Handbook of Research in Emotional or Behavioral Disorders* (pp. 369-384). New York: Guilford Publications.

Cheney, D., Martin, J., & Rodriguez, E. (2000). Secondary and post-secondary education. In H.B. Clark and M. Davis (Eds.). *Transition of youth and young adults with emotional or behavioral difficulties into adulthood handbook for practitioners, educators, parents, and administrators* (pp. 147-174). Baltimore, MD: Paul H. Brookes.

Cheney, D. & Barringer, C. (1999). A transdisciplinary model for students' social and emotional development: Creating a context for inclusion. In J. R. Scotti & L. H. Meyer (Eds.) *New Directions for Behavioral Intervention: Principles, Models, and Practices* (pp. 154-178). Baltimore: Paul H. Brookes.

Cheney, D., Barringer, C., Upham, D., & Manning, M. (1996). Project DESTINY: A model for developing educational support teams through interagency networks for youth with emotional or behavioral disorders. In Robert J. Illback and C. Michael Nelson, C. M. (Eds.) *Emerging School-Based Approaches for Children with Emotional And Behavioral Problems*. (pps. 37-56) New York: The Haworth Press

Monographs

Cheney, D. (2014). Program Evaluation and Improvement of Classroom Practices For Students with Emotional/Behavioral Disabilities. In Higgins, K. & Boone, R. (Eds.), *2014 UNSW/UNLV Building Bridges Conference Proceedings* (pp. 97-104). Sydney: Australia, UNSW Australia. ISBN: 978-0-947162-00-9 Available online at: https://education.arts.unsw.edu.au/media/EDUCFile/Building_Bridges_Conference_Refeered_Proceedings.pdf

Cheney, D. (2009) Prevention science in the field of special education: Do tier two behavioral interventions prevent the development of emotional behavioral disabilities. *Proceedings from the International Conference of Special Education*. Alicante, Spain. Available from the University of North Texas.

Peck, A., Keenan, S., **Cheney, D.**, & Neel, R. (2004). *Establishing exemplary personnel preparation programs for teachers of students with emotional and behavioral disorders: Partnerships with schools, parents, and community agencies*. Arlington, VA: The Council for Children with Behavioral Disorders, a Division of The Council for Exceptional Children.

Gable, R. A., Sugai, G., Lewis, T., J. Ron Nelson, **Cheney, D.**, Safran, S., & Safran, J. (1998). *Individual and systemic approaches to collaboration and consultation on behalf of students with emotional/behavioral disorders*. Arlington, VA: The Council for Children with Behavioral Disorders, a Division of The Council for Exceptional Children.

Arllen, N., **Cheney, D.** & Warger, C. (1997). Recapturing the promise of a future imperiled: Ways to make community-based collaboration work. In L. Bullock & R. Gable (Eds.), *Making*

Collaboration Work for Children, Youth, Families, Schools, and Communities (pps. 39-43). Reston, VA: The Council for Exceptional Children.

Barringer, C. & **Cheney, D.**, (1997). Staff development and the inclusion of middle school students with emotional and behavioral disorders in regular education: Findings from Project DESTINY, In C. Liberton, K. Kutash, & R. Friedman (Eds.), *The 9th Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base* (March 6-8, 1996)(pp. 347-354). Tampa, FL: University of South Florida, Florida Mental Health Institute, Research and Training Center for Children's Mental Health.

Barringer, C. & **Cheney, D.**, (1996) Facilitating the social/emotional development of middle school students: A model for improving school-based collaboration. In C. Liberton, K. Kutash, & R. Friedman (Eds.), *The 8th Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base* (March 6-8, 1995 (pp. 135-142). Tampa, Florida: University of South Florida, Florida Mental Health Institute, Research and Training Center for Children's Mental Health.

Cheney, D. (1994). Inclusion of Students with Emotional and Behavioral Disorders in General Education Programs: Definition, History and Recommendations. In L.M. Bullock & R.A. Gable (Eds.), *Monograph of the Council for Children with Behavior Disorders' Second Forum on Inclusion*, (pp. 1-5). Reston, VA: Council for Exceptional Children.

Cheney, D., Greenberg, M. & Kusche, C. (1991). Providing alternative thinking strategies (PATHS): A social cognitive curriculum for mildly handicapped students in elementary schools. In Tindal, J. (Ed.), *The Oregon Conference '91 Monograph*, (pp. 81-85). Eugene, OR: University of Oregon, College of Education.

Cheney, D. (1989). Academic and vocational success of seriously emotionally disturbed children: A follow-up study. In Tindal, J. (Ed.), *The Oregon Conference '89 Monograph*, (pp. III-12 - III-15). Eugene, OR: University of Oregon, College of Education.

Curriculum

Foss, G., **Cheney, D.**, & Bullis, M. (1986). *Working II: Assessment and Instruction of Interpersonal Competence for Employment*. Santa Monica, CA: James Stanfield and Co.

Newsletters

Cheney, D. (1999, July). President's Column. Council for Children with Behavioral Disorders Newsletter.

Cheney, D. (1999, May). President's Column. Council for Children with Behavioral Disorders Newsletter.

Cheney, D. (1999, March). President's Column. Council for Children with Behavioral Disorders Newsletter.

Cheney, D. (1999, January). President's Column. Council for Children with Behavioral Disorders Newsletter.

- Cheney, D.** (1998, November). President's Column. Council for Children with Behavioral Disorders Newsletter.
- Cheney, D.** (1998, September). President's Column. Council for Children with Behavioral Disorders Newsletter.
- Cheney, D.** (1995, June). Supporting social skill development in inclusive classes and schools. Feature article in Social Skills Newsletter. [On-line serial from the University of Maryland's Center for the Study of Troubling Behaviors]. Available E-mail: arllen@imssys.imssys.com

Reports

Task Force on Behavioral Disabilities (1999). *Toward a comprehensive system of care: An investment strategy for children and youth in Washington State.* Olympia, WA: Office of the Superintendent of Public Instruction.

Cheney, D. (1977). The use of role-playing and behavior rehearsal as an education intervention with elementary school children. *Working Paper #10:* The Child Center, Springfield, OR.

GRANTS

- 2014-2016 **Principal Investigator,** Collaborative Project with the Center on Inclusive Education, Sofia, Bulgaria: "One School for All" America for Bulgaria Foundation (\$34,500)
- 2013-2018 **Co-Investigator,** "Enhancing Capacity of Special Education Leadership: A Washington Collaborative to Prepare Local Administrators." Leadership Training Program, US Department of Education, Office of Special Education and Rehabilitative Services (\$1,250,000).
- 2013-2018 **Principal Investigator,** "Preparing Future Leaders in Secondary Special Education." A Leadership/Doctoral Training Program, US Department of Education, Office of Special Education and Rehabilitative Services (\$1,250,000).
- 2012-2015 **Co-Investigator,** "Development of a Brief Intervention for School Clinicians (BRISC), developed with faculty from the University of Washington School of Medicine, Department of Psychiatry and Behavioral Sciences. (PI: Elizabeth McCauley) Institute for Educational Sciences, Education Research Center (\$1,450,000).
- 2004-09 **Principal Investigator,** "Evidence-Based Interventions for Severe Behavior Problems." US Department of Education, Office of Special Education and Rehabilitative Services (\$4,300,000).
- 2004-08 **Principal Investigator,** "Improving the Preparation of Personnel to Serve Children with High-incidence Disabilities." US Department of Education, Office of Special Education and Rehabilitative Services (\$800,000).

- 2004-06 **Principal Investigator**, “BEACONS Outreach Project, Office of the Superintendent of Public Instruction, State Improvement Grant for the Connecting IDEAS Project (\$140,000).
- 2004-05 **Principal Investigator**, BEACONS Summer Institute. Funding from Washington Education Association to conduct two summer institutes for 200 educators at 22 schools in Washington (\$50,000).
- 2003-06 **Principal Investigator**, “BEACONS Outreach Project, US Department of Education, Office of Special Education and Rehabilitative Services (\$525,000) Matching funding from Washington’s Office of the Superintendent of Public Instruction (\$150,000).
- 2001-04 **Co-Principal Investigator**, Examining the Validity of Functional Behavioral Assessment, Field Initiated Research, US Department of Education, Office of Special Education and Rehabilitative Services (\$539,000).
- 2001-2005 **Principal Investigator**, Providing Leadership in Positive Behavioral Support, A Doctoral Training Program, US Department of Education, Office of Special Education and Rehabilitative Services (\$800,000).
- 2001-2003 **Principal Investigator**, “Improving the Preparation of Personnel to Serve Children with High-incidence Disabilities.” US Department of Education, Office of Special Education and Rehabilitative Services (\$600,000).
- 2000-2003 **Principal Investigator**, “Washington’s Assessment and Intervention System for Students with Emotional Disturbance.” US Department of Education, Office of Special Education and Rehabilitative Services. (\$600,000). Matching funding from Washington’s Office of the Superintendent of Public Instruction (\$135,000).
- 1999-2000 **Principal Investigator**, “Multi-State Outreach Project.” Contract with University of Minnesota Outreach Grant (PI: Mary McEvoy) to conduct inservice training on functional behavioral assessment with school districts in Shoreline and Spokane, WA (\$41,250).
- 1997-2001 **Faculty Member**, “Preparing Leaders for Careers in Transdisciplinary Professional Development, Research, and Administration in the Education of Children with Disabilities.” Doctoral Training Program, University of Washington, Seattle, WA, funded by US Office of Special Education by the Area of Special Education (\$1,000,000).
- 1997-2000 **Co-Principal Investigator**, “Sponsoring Local Secondary and Transition Initiatives for Youth with Disabilities: A Technology Supported, Total Quality Outreach Approach.” University of Washington, Seattle, WA, funded by US Department of Education, Office of Special Education and Rehabilitative Services. (\$441,000)

- 1995-98 **Principal Investigator**, “Developing Training and Community Supports through a Comprehensive Service Model to Enhance the Vocational Success of Youth and Young Adults with Serious Emotional Disturbance/Mental Illness.” Three-year demonstration project from the US Department of Education, Office of Special Education and Rehabilitative Services, Rehabilitation Services Administration. (\$693,000).
- 1995-97 **Co-Investigator**, “Curriculum Development and Technology Research Project”, Keene State College, NH in Collaboration with Wediko Children's Services, funded by NH Department of Education (\$350,000).
- 1995-96 **Project Director**, Core Grant for the Institute on Emotional Disabilities, Keene State College, NH, funded by NH Department of Education (\$330,000 total).
- 1994-95 **Principal Investigator**, "Current Topics in Early Childhood Education & the Inclusion of Children with Disabilities in Preschool Programs", Institute on Emotional Disabilities, Keene State College, NH. One-year training grant from New Hampshire's Department of Health and Human Services to provide collaborative training across special education and early childhood education to childcare providers in southwestern New Hampshire. (\$10,000).
- Project Director, Award** to host cross site meeting for national projects funded under Office of Special Education Programs for advancing the knowledge, skills and strategies for professionals working with children and youth having serious emotional disturbance. Institute on Emotional Disabilities, Keene State College. Funded by US Department of Education, Office of Special Education and Rehabilitative Services, (\$10,000).
- 1993-96 **Principal Investigator**, "Designing Educational Support Teams through Interagency Networks for Youth with Serious Emotional Disturbance", Institute on Emotional Disabilities, Keene State College. Three-year research grant from the US Department of Education, Office of Special Education and Rehabilitative Services, Programs for Children and Youth with Serious Emotional Disturbance. (\$501,000 total).
- 1994-96 **Principal Investigator**, "Designing Educational Support Teams through Interagency Networks for Youth with Serious Emotional Disturbance", Institute on Emotional Disabilities, Keene State College, NH. Matched state grant from New Hampshire Division of Mental Health. (\$60,000).
- 1993-98 **Collaborative Investigator**, "New Hampshire's Statewide Systems Change Project: Creating a Permanent Capacity to Implement Quality, Inclusive Educational Programs for Students with Severe Disabilities", Contract to Institute on Emotional Disabilities, Keene State College (\$250,000 total) from US Department of Education, Office of Special Education and Rehabilitative

Services, Programs for Children with Severe Disabilities grant to the University of New Hampshire (Total grant, \$1,250,000).

- 1993 **Project Director**, "Seminar on Inclusive Education of Students", Institute on Emotional Disabilities, Keene State College, NH, Project funded Dr. Luanna Meyer from Syracuse University to deliver a two day scholarly forum to Keene State faculty and educators from the community on educating students with disabilities in inclusive classrooms. (\$2,000).
- 1992-95 **Principal Investigator**, "Statewide assessment of research and training activities for children with emotional and behavior disabilities", Institute on Emotional Disabilities, Keene State College. Awarded by New Hampshire's Department of Education, Bureau of Special Education (\$350,000 total).
- 1988-1989 **Principal Investigator**, "Academic and Vocational Success of Seriously Emotionally Disturbed Youth: A Follow-Up Study," One year research award from Southern Oregon Research and Development, Jackson, ESD, Medford, OR. (\$3,000).
- 1976-1978 **Principal Investigator**, "Teaching social skills to students with emotional and behavioral disabilities", Oregon Teacher Incentive Program, Oregon Department of Education, The Child Center, Springfield School District, Springfield, OR. (\$1,000).

SCHOLARLY REPORTS AND PRESENTATIONS

Program Evaluation and Improvement of Classroom Practices for Students with Emotional/Behavioral Disabilities. Invited session at the Building Bridges Conference, University of New South Wales, Sydney, Australia (September, 2014).

Meaningful Program Evaluations to Improve Outcomes for Students with Emotional and Behavioral Disabilities. Invited workshop at the Annual Arizona Transition Conference, Arizona Department of Education, Scottsdale, AZ (August 2014).

Transition of Students with Emotional/Behavioral Disabilities –Elements for Effective Practice. Invited presentation at the Annual Arizona Transition Conference, Arizona Department of Education, Scottsdale, AZ (August 2014).

Strand Developer and Leader: *School Based Mental Health: Promising Practices and Interconnecting Systems for Success.* Invited strand leader (4 sessions) by Convention Chair at the International Council for Exceptional Children Annual Conference, Philadelphia PA (April 2014).

Session 3: Session 3: Tier 2 Intervention: The Brief Intervention for School Clinicians

School-based Brief, Targeted Interventions for Students at Risk of Developing Emotional/Behavioral Disorders. Northwest Positive Behavior Supports Conference. Spokane (November, 2013).

SMART Center Program Evaluation for Classrooms Serving students with Emotional/Behavioral Disabilities. Council for Children with Behavioral Disabilities Conference. Chicago (September, 2013).

Enhancing the Futures of Youth with Emotional/Behavioral Disability through Effective Transition Planning. Washington Re-Education Annual Conference. Seattle (July, 2013).

Effective Transition Practices for Youth with Emotional/Behavioral Disabilities. Region 6 Parent Technical Assistance Center Annual Conference, Los Angeles (May, 2013).

US Policy and Evidence-Based Practices for Transitioning Youth with Emotional/Behavioral Disabilities from School to Community. Invited session at the Psychiatric Centre Ballerup, University Hospital Copenhagen, Denmark (September, 2012).

How to Write a Successful Proposal for CEC's 2013 Convention. Invited session at the International Council for Exceptional Children Annual Conference, Denver, CO (April 2012).

Supporting Students with EBD in the RTI Era. Invited panel with Drs. Hill Walker, George Sugai, Jeff Sprague, & Bridget Walker, 10th Annual Northwest PBIS Conference, Portland, OR (March, 2012).

Bringing PBIS to Life in Specialized Programs for Students with EBD, 10th Annual Northwest PBIS Conference, Portland, OR (March, 2012).

Developing Effective Educational Services for Students with Emotional/Behavioral Disability, Invited session at the 28th annual Northwest Institute on Special Education and the Law, Portland, OR (September, 2011).

Transition of Students with Emotional/Behavioral Disabilities – Essential Elements for Effective Practice. Preconference workshop at the Council for Children with Behavioral Disorders 50th Anniversary Conference, New Orleans (September, 2011).

Universal School-wide Implementation of Positive Behavior Support, Keynote address at the annual meeting of Washington School Psychologist's Association, Seattle, WA (August, 2011).

Effective Strategies For Transitioning Students With Emotional/Behavioral Disabilities From School To Community. Invited pre-conference workshop, the International Council for Exceptional Children Annual Conference, Washington, DC (April, 2011).

Strategies for Effective Classroom Management, Strand Leader and Presenter, the International Council for Exceptional Children Annual Conference, Washington, DC (April, 2011).

Staff Development and Teacher Use of Social Expectations Across Tiers of SWPBS, Association of Positive Behavior Support, Denver, CO, March, 2011

Transition of Students with Emotional/Behavioral Disabilities – Essential Elements for Effective Practice. Council for Children with Behavioral Disorders Winter Forum, Norfolk, VA, (February, 2011).

Transition of Students with Emotional/Behavioral Disabilities – Essential Elements for Effective Practice, International Adolescent Institute Conference, Minneapolis, MN, (November 2010).

Using a Tier 2 Social Response to Intervention Approach in Your School. Invited Workshop, Bedford, New Hampshire, (October, 2010).

Positive Behavior Supports in Washington. Keynote address at the First Annual Statewide Conference of Positive Behavior Support, Bellevue, WA (May, 2010).

The Influence of the Adult-Child Relationship on Social Outcomes in a Tier 2 Behavioral Intervention. Poster Session at the International Council for Exceptional Children Annual Conference, Nashville, TN (April, 2010).

The Influence of the Adult-Child Relationship on Social Outcomes in a Tier 2 Behavioral Intervention. Session at the Association for Positive Behavior Support Annual Conference, St. Louis, MO, (March 2010).

Five years of research and practice with the Check, Connect, and Expect Program, Session at the Association for Positive Behavior Support Annual Conference, St. Louis, MO, (March 2010).

School-wide & Classroom Positive Behavior Supports for Defiant, Disruptive, Withdrawn or Shy Students. Invited keynote and daylong workshop at Special Education Conference, Sponsored by Rehab Seminars, Shoreline WA (March 2010).

Social Response to Intervention: The Check, Connect, and Expect Program. Invited two-day workshop at Alaska Special Education Conference (February 2010).

Effective School-wide and Classroom Approaches for Students with Challenging Behaviors Keynote address to Northshore School District Inservice Day (January 2010).

Research in Evidence Based Practices at the University of Washington. Keynote Address at Pacific Northwest Law Conference, Seatac, WA (October 2009).

Transition Strand Leader. Invited by the Program Chairperson for the Council for Children with Behavioral Disorders for the International Conference. Denver (September, 2009).

Prevention science in the field of special education: Do tier two behavioral interventions prevent the development of emotional behavioral disabilities. International Conference of Special Education. Alicante, Spain (July, 2009).

Results from Check, Connect, & Expect: A Tier 2 Selected Intervention for Students with Behavior Problems. Poster session at Institute of Education Science Annual Conference, (June 2009).

Check, Connect, and Expect: A Selective Behavioral Intervention for Students with Serious Emotional/Behavioral Problems, Society for Prevention Research, Washington, DC (May 2009).

Measuring Response to Intervention in the Social Domain for Students At Risk of Behavior Disorders. Invited Session by the Program Chairperson for the Council for Children with Behavior Disorders at the Council for Exceptional Children's Annual Conference. Seattle (April, 2009).

Check, Connect, and Expect: A Targeted, Tier 2 Intervention in the School-Wide Positive Behavior Support Model. Invited workshop at the Southern Oregon Education Service District Spring Seminar Series. Medford, Oregon (April 2009).

Response to Intervention (RTI) in the Social Domain: Results from a 3-Year Project for Students with Behavioral Problems. OSPI Winter Conference. Seattle (January 2009).

Three-Year Outcomes from the Check, Connect and Expect Project. Presentation at the 32nd Annual Conference on Severe Behavior Disorders of Children and Youth. Arizona State University, Tempe, AZ (November, 2008).

Universal school-wide screening to identify students for Tier2/3 Interventions. Invited session at the National Forum for Implementers of School-wide Positive Behavior Support. Chicago IL (October 2008).

Measuring Response to Intervention in the Social Domain for Students At Risk of Behavior Disorders. Showcase Session for the Council for Children with Behavior Disorders at the Council for Exceptional Children's Annual Conference. Boston (April, 2008).

The Check, Connect, & Expect (CCE) Project: Evidence of Effectiveness for a Tier 2 Intervention. Association for Positive Behavior Support Annual Conference, Chicago (March, 2008)

Two-Year Outcomes from the Check, Connect and Expect Project. Presentation in the research strand at the 31st Annual Conference on Severe Behavior Disorders of Children and Youth. Arizona State University, Tempe, AZ (November, 2007).

Outcomes from the Check, Connect and Expect Project, A Tier 2, Targeted Group Intervention. Council for Children with Behavior Disorders International Conference, Dallas, TX, (October 2007)

Measuring "Response" in Response to Intervention. Invited presentation at the annual meeting of Project Directors, Institute of Education Sciences, US Department of Education, Washington DC (July 2007).

Efficient and Evidence-Based Interventions for Children with Serious Behavioral Problems. I served as strand leader for a daily long seminar involving Principal Investigators from University of South Florida, Vanderbilt, University of Oregon, and SRI International. Council for Exceptional Children Annual Conference. Louisville, Kentucky (April 2007).

Empirical Evidence for a Targeted Group Intervention: The Check, Connect and Expect Program. Invited paper presented at the 4th International Conference on Positive Behavior Support. Boston MA (March 2007).

The Efficiency and Effectiveness of School-based Intervention for Children with Serious Behavior Problems. Paper presented at the Pacific Coast Research Conference. San Diego, CA (February 2007).

Response to Intervention in the Social Domain: Initial results from the Check, Connect, and Expect Project. OSPI's 2007 January Conference on Accelerating Achievement. Seattle, WA (January 2007).

Evaluating a Targeted Group Social Intervention Using Response to Intervention (RTI) Methods for Students with Emotional or Behavioral Problems. Presentation in the research strand at the 30th Annual Conference on Severe Behavior Disorders of Children and Youth. Arizona State University, Tempe, AZ (November, 2006).

Secondary Transition Programs for Students with Emotional and Behavioral Disorders. Strand Leader at the International Adolescent Conference. Minneapolis, MN (October, 2006).

Initial Outcomes from a Secondary Prevention Program: The University of Washington's Check, Connect, & Expect Project. Invited session at the National Forum on Secondary and Tertiary Prevention Programs sponsored by the National Technical Assistance Network for Positive Behavior Support. Chicago IL (October 2006).

School-wide Positive Behavior Support, Planning Beyond Primary Prevention. Summer Institute Sponsored by Washington's Office of the Superintendent of Public Instruction. Seattle, WA (August, 2006).

Implementing Evidence-based School Mental Health Interventions: The University of Washington's Check, Connect, & Expect Project. Georgetown University's National Technical Assistance Center For Children's Mental Health Annual Summer Training Institutes. Orlando, Florida (July, 2006).

Primary and Secondary Prevention: Results from The BEACONS Project & The UW Behavior Research Center. Invited two-day workshop for statewide teams in Utah. Provo, Utah (May, 2006).

Evidence Based Practices in Positive Behavior: Initial Results from National Behavior Research Centers. Panel presentation at the Association for Positive Behavior Support Annual Conference. Reno, Nevada (March, 2006).

The BEACONS Project in Washington state: Using evidence-based practices in schools. Washington Behavioral Health Forum. Seattle, WA (December, 2005).

Research in Primary and Secondary Interventions in Positive Behavior Support. Presentation in the research strand at the 29th Annual Conference on Severe Behavior Disorders of Children and Youth. Arizona State University, Tempe, AZ (November, 2005).

Impact of Positive Behavior Supports on the Social and Academic Outcomes of Students with Disabilities. US Office of Special Education Annual Director's Meeting. Washington, DC (July, 2005).

Transition Planning for Youth with Behavior Disorders. Preconference Workshop at the Council for Exceptional Children's Annual Conference, New Orleans, Louisiana (April, 2004).

Don't Wait Until It's Too Late: An introduction to Functional Behavioral Assessment. The 5th Annual Focused Training in Special Education. River College, Nashua, NH (March, 2004).

Interventions for students with behavioral problems. Paper presented at the Twelfth Annual Pacific Coast Research Conference. San Diego, CA (February, 2004).

Research issues in the transition of students with emotional and behavioral disorders. A follow-up study of the maintenance of leadership teams, teacher practices, and behavior intervention planning for students in schools using positive behavior support. Papers presented at the 27th Annual Conference of Teacher Educators of Students with Behavior Disorders. Tempe, AZ (November, 2003).

Preservice Preparation for Teachers of Students with Emotional or Behavioral Disabilities: An applied evidenced-based program at the University of Washington. Paper presented at the International Conference on Children and Youth with Behavioral Disorders. St. Louis (October, 2003)

The Use of Multiple Measures to Assess Schoolwide Positive Behavior Support. Paper presented at the Association for Behavior Analysis 29th Annual Convention. San Francisco, CA (May, 2003).

Meaningful Improvement Using Schoolwide Positive Behavioral Support: Taking Research to Practice in Schools. Presentation at The International Council for Exceptional Children, Seattle, WA (April, 2003).

Schoolwide Positive Behavioral Support: Results from Schools in Washington. Paper presented at the 26th Annual Conference on Severe Behavior Disorders of Children and Youth. Arizona State University, Tempe, AZ (November, 2002).

1. The School as Promoting and Supporting the Social and Emotional Well Being of All Students.

2. Positive Behavioral Intervention and Support – Universal and Targeted Interventions in Schools for Students. Keynote addresses at the New Hampshire State Summit: Children and Adolescents, Shared Responsibilities, Shared Benefits, Manchester, NH (October, 2002)

Building Capacity in Schoolwide Positive Behavior Support. Session facilitator with representatives from Maryland’s Department of Education. Schoolwide Positive Behavior Support: An Implementer’s Forum on Systems Change. Chicago, Illinois (October, 2002).

Positive Behavior Support. Session with Rob Horner, George Sugai, & Tim Lewis at OSEP’s Project Director’s Meeting, Washington, DC (July, 2002).

Positive Behavior Support in OSEP Doctoral Leadership Projects. Session at the US Office of Special Education Programs Annual Leadership Training Conference. Washington, DC (July, 2002).

Schoolwide Positive Behavior Support: Results from the BEACONS project. Presentation at the 25th annual Interventions Conference, Utah State University, Logan, UT (June, 2002).

Schoolwide Positive Behavior Support For Students With Or At-Risk Of Emotional or Behavioral Disabilities. Infant & Early Childhood Conference 2002. Bellevue, WA (May, 2002).

Functional Behavioral Assessments and Positive Behavioral Supports as an Early Intervention Approach. Presentation at The International Council for Exceptional Children, Kansas City, Missouri, (April, 2001).

Don’t Wait Until It’s Too Late: Use of Positive Behavioral Supports as an Early Intervention Approach. Paper presented at the 24th Annual Conference on Severe Behavior Disorders of Children and Youth. Teacher Educators for Children with Behavioral Disorders, Tempe, Arizona (November 2000).

Report of Washington’s Task Force on Behavioral Disabilities: An Action Plan for Schools and Communities. Emotional and Behavioral Problems of Our Children. Human Services Policy Center, Evans School of Public Affairs, University of Washington, Seattle, WA (October, 2000).

Completing Uncompleted Tasks: Attacking the “Ziegarnik Effect” by Implementing Frank Wood’s Three Strategies to Improve Student’s Academic and Social Performance. Annual Conference of Minnesota’s Subdivision of the Council for Children with Behavioral Disorders, Minneapolis, MN (October, 2000).

Implementing Positive Behavioral Supports: Effective Approaches from Schools in Maine, Florida, and Washington State. The Council for Children with Behavioral Disorder’s Showcase Session. Presentation at The International Council for Exceptional Children, Vancouver, BC, Canada (April, 2000).

Program Evaluation and Implementation of Best Practices in School-Based Programs for students with Behavioral Disorders. Paper presented at the 23rd Annual Conference on Severe

Behavior Disorders of Children and Youth. Teacher Educators for Children with Behavioral Disorders, Tempe, Arizona (November, 1999).

Program Evaluation of Best Practices in School-Based Programs for Students with Emotional and Behavioral Disabilities. 2. Inclusion of Students with Emotional And Behavioral Disabilities in Our Nation's Schools: A National Survey. Third International Conference on Children and Youth with Behavioral Disorders. Dallas, TX (October, 1999).

It's a Cold World Out There: Supporting the Transition of Youth with Emotional And Behavioral Disabilities into Adulthood. Featured Speaker at The Inclusive Alternatives to Alternative Schools For Students with Emotional And/or Behavioral Disabilities, sponsored by The University of New Hampshire's Institute on Disability. Concord, NH (May, 1999).

Functional Behavioral Assessment: Federal Policy Hits the Streets as Practice. Workshop at Washington's Council for Exceptional Children. Shoreline, WA (March, 1999).

Development of Behavioral Intervention Plans and Supports: Changing Roles and Responsibilities. Keynote Speaker at The Council for Children with Behavioral Disorder's Winter Forum. New Orleans, LA (February, 1999).

Critical Elements in the Field of Behavioral Disorders. Keynote Address At The Illinois Subdivision of the Council for Children with Behavioral Disorders. Naperville, Illinois (January, 1999).

What I've Always Wanted To Say About Behavioral Disorders To An Audience That Would Listen. Keynote Address At The 22nd Annual Conference On Severe Behavior Disorders of Children and Youth. Teacher Educators for Children with Behavioral Disorders, Tempe, Arizona (November 1998).

Beating the odds: The influence of community-Based Programming on Improving Educational & Vocational Outcomes of Youth with Behavioral Disorders. Paper presented at the 22nd Annual Conference on Severe Behavior Disorders of Children and Youth. Teacher Educators for Children with Behavioral Disorders, Tempe, Arizona (November 1998).

Including Youth And Young Adults With Emotional And Behavioral Disabilities As Productive Members Of Our Communities. Keynote address at the Inclusive Schools and Communities Conference, NY Department of Education and Syracuse University, Tarrytown, NY (May, 1998).

Success after Sixteen: Supporting Positive Vocational and Educational Outcomes for Youth with Emotional And Behavioral Disabilities. Keynote address at the Council for Children with Behavioral Disorders SE Annual Conference, Pensacola, Florida (May, 1998).

Project RENEW: A Comprehensive Transition Approach for Youth with Behavioral Disorders. Workshop at the Annual Convention of The Council for Exceptional Children, Minneapolis, MN (April, 1998).

School And Vocational Outcomes For Youth And Young Adults With Emotional/Behavioral Disorders. Keynote address and daylong workshop. South Carolina Council for Exceptional Children Annual Conference. Myrtle Beach, South Carolina (February, 1998).

Facilitating The Responsible Inclusion Of Students With Emotional/Behavioral Disorders. Preconference Workshop at the International Conference on Children and Youth with Behavioral Disorders. Dallas, Texas (October, 1997).

Strategies for Designing and Implementing Effective Home-School Partnerships. Strand Leader. International Conference on Children and Youth with Behavioral Disorders. Dallas, Texas (October, 1997).

Developing Comprehensive Services: Meeting the Needs of Students with Challenging Behaviors Through Local Wraparound Services and Interagency Networks. Strand Presenter. International Conference on Children and Youth with Behavioral Disorders. Dallas, Texas (October, 1997).

Developing Effective Collaboration and Consultation Systems within Educational Environments. Strand Presenter. International Conference on Children and Youth with Behavioral Disorders. Dallas, Texas (October, 1997).

Responsible Inclusion For Students With Emotional Or Behavioral Disabilities: Programmatic Challenges And Successes In Contemporary Schools. Invited presentation at the 20th Annual Intervention Procedures Conference for At-Risk Children and Youth. Utah State University, Logan, Utah, (June, 1997).

Attitudes, Beliefs, And Structures That Support Responsible Inclusion Of Students With Emotional And Behavioral Disabilities In The School And Community. Invited workshop at the Inclusive School and Communities for Children and Youth Conference. New York State Education Department and Syracuse University, Albany, New York (May, 1997).

Wraparound Services For Youth: National Models That Work. Career and Education Strategies for Youth and Young Adults with Severe Emotional Disturbance. Sponsored by the Institute on Emotional Disabilities at Keene State College, Manchester, NH (March, 1997).

Practical Strategies For Working With Disruptive Students. Workshops at North Seattle Community College. (February and March, 1997).

Structures And Strategies For Responsible Inclusion Of Students With Emotional And Behavioral Disorders In Public Schools. Keynote address at the Minnesota Subdivision of the Council for Children with Behavioral Disorders' Annual Conference, Minneapolis, Minnesota (October, 1996).

Structures And Strategies For Responsible Inclusion Of Students With Emotional And Behavioral Disorders In Public Schools. Keynote address and workshop at the South Carolina Subdivision of the Council for Children with Behavioral Disorders' Annual Conference, Columbia, South Carolina (November, 1996).

1. Project RENEW: A Comprehensive Career Development Process for Youth. 2. New Hampshire's Statewide Systems Change Project for Students with Behavioral Disorders. Seminars at The International Adolescent Conference, Aspen Colorado (October, 1996).

Building Bridges Between The Research And Parent Communities - Session Leader. US Office of Special Education Programs Research Project Directors' Annual Conference, Washington, D.C. (July, 1996).

Enhancing Parents' And Professionals' Knowledge, Skills, And Strategies For Students With Behavior Disorders. The Council for Children with Behavioral Disorders Showcase Session. Presented at The Council for Exceptional Children's Annual Convention, Orlando, Florida (April, 1996).

Providing Ongoing Skill Development And Support To Professionals And Parents - Target Number 6 Of The National Agenda For Children And Youth With Serious Emotional Disturbance. Invited workshop at "Making Collaboration Work for Children, Youth, Families, Schools and Communities. Sponsored by the U.S. Office of Special Education and Rehabilitative Services, the U.S. Center for Mental Health Services, U.S. Office of Juvenile Justice, The Children's Bureau and The Head Start Bureau. Washington, D.C. (March, 1996)

- 1. Preconference Workshop - Including Students With Violent And Aggressive Behavior Problems.**
- 2. Enhancing Parents And Professionals' Knowledge, Skills And Strategies For Students With Behavior Disorders: Office Of Special Education Programs Research Projects For Children And Youth With Serious Emotional Disturbance.** 19th Annual Conference on Severe Behavior Disorders of Children and Youth. Teacher Educators for Children with Behavioral Disorders, Tempe, Arizona (November 1995).

Schoolwide And Individual Interventions For Students With Emotional Or Behavioral Disabilities In Inclusive Schools. The Council for Children with Behavior Disorders Southeastern Regional Conference. Myrtle Beach, South Carolina (November, 1995).

- 1. A Schoolwide Model For Implementing Social Problem-Solving Strategies;**
- 2. Schoolwide Proactive Strategies For Social Problem-Solving , Conflict Resolution And Anger Management; &**
- 3. Project DESTINY: Linking Educators, Families And Community Professionals To Provide Effective Services.** Papers presented at the International Conference on Behavioral Disorders, Dallas, Texas, (October, 1995).

- 1. A Staff Development Model For Creating Schoolwide Supports For Students With Emotional Or Behavioral Disorders &**
- 2. The Building Blocks Of Effective School-Based Service Integration: Parent And Staff Collaborative Training,** Presented at Accepting the challenge: Education's role in the system of care: Expanding options and improving outcomes for students with emotional and behavioral needs, Chicago, Illinois (September, 1995).

Creating Schoolwide Supports For Students With Emotional Or Behavioral Disorders, & Nuts And Bolts Of Implementing A Schoolwide Model For Students With Emotional Or Behavioral

Disorders, Keynote address and workshop at the Eighteenth Annual Interventions Conference, Utah State University, Logan Utah (June, 1995).

Coordinator and Facilitator of Cross-site Project Director's Meeting, U.S. Office of Special Education and Rehabilitative Services Projects on Serious Emotional Disturbance, Washington, D.C. (May, 1995).

Project Destiny: Enhancing The Knowledge, Skills And Strategies For Middle School Teachers Of Youth With Emotional And Behavioral Disorders, Paper presented at the Council for Exceptional Children's Annual Conference, Indianapolis, Indiana (April, 1995).

Special Population Seminar - Wraparound Services for Students with Serious Emotional Disturbance, Advisory Committee Meeting of the Northeast Regional Resource Center, Boston, MA (February, 1995).

Compatibility between School Environments and Students with Attentional and Behavioral Problems, Keene Chapter of Children and Adults with Attention Deficit Disorders, Keene, NH (February, 1995).

Including Students with Behavioral Disorders: A discussion of Issues, Questions, Strategies, and Alternatives . Preconference Workshop at the 18th Annual Conference of Teacher Educators for Children with Behavioral Disorders, Arizona State University, Tempe, Arizona (November, 1994).

Creating The Context For The Social/Emotional Development Of Middle School Students Using An Interagency Staff Development Model. Paper presented at the 18th Annual Conference of Teacher Educators for Children with Behavioral Disorders, Arizona State University, Tempe, Arizona (November, 1994).

Project Destiny: A Community Based, Transdisciplinary Model Of Staff Development To Address The Social, Emotional And Behavioral Needs Of Students In Middle Schools. Paper presented at The International Adolescent Conference: Programming Needs of Adolescents with Behavioral Disorders VII Conference, Miami, Florida (October, 1994).

A Transdisciplinary Model for Educating Middle School Students in General Education Settings, Workshop presented at the Third Annual Wraparound Family Reunion Conference, University of Vermont, Burlington, Vermont (September, 1994).

Inclusion of Students with Emotional or Behavioral Disorders in the School and Community (Keynote address). A Case Study and Recommendations for a Student's Secondary School Program (Workshop 1). Community-based Issues for Students with Emotional or Behavioral Disorders - Job Related Social Skills & Features of a System of Care (Workshop 2). University of Washington's Center for Change in Transition Services Summer Institute, Fife, Washington (August, 1994).

Interagency Coordination and Developing a System of Care. Workshop at the Institute on Emotional Disabilities Summer Institute on "Implementing the Social Curriculum in the School and Community." Keene State College, Keene, New Hampshire. (August, 1994).

Including Students with Emotional or Behavioral Disorders in General Education Settings. Paper presented at New Hampshire's Association of Special Education Administrators and the Council for Exceptional Children's Annual Statewide Conference, Nashua, New Hampshire (April, 1994).

Inclusive Education of Students with Emotional or Behavioral Disorders: History, Barriers, Promising Practices and Future Recommendations. Keynote address at the Council for Children with Behavioral Disorders Working Forum on Inclusion, Hartford, Connecticut (March, 1994).

Enhancing Faculty Skills for Working with Students having Emotional or Behavioral Disorders, Fourth Annual Joint Winter Conference on Education, Portsmouth, New Hampshire, (February, 1994).

From Exclusion And Segregation To Integration And Inclusion: One School District's Travels And Travails With Students Having Emotional Or Behavioral Disorders. Paper presented at 17th Annual Conference of Teacher Educators for Children with Behavioral Disorders, Arizona State University, Tempe, Arizona (November, 1993).

Designing and Implementing Promising Programs for Young Children with Emotional or Behavioral Disabilities. Paper accepted for presentation at the Northeast International Symposium on Exceptional Children and Youth, Bangor Maine (October, 1993).

Academic and Social Behaviors of Mainstreamed and Non-Mainstreamed Students with Serious Behavior Disorders. Poster session at the Council for Exceptional Children's Annual Convention, San Antonio, Texas (April, 1993).

Service Delivery For Students With Emotional And Behavioral Disabilities: New Hampshire's Response To The Challenge. Paper accepted for presentation at the 16th Annual Conference of Teacher Educators for Children with Behavioral Disorders, Arizona State University, Tempe, Arizona (November, 1992).

An Analysis Of The Influence Of Family And Peer Group On School Success And Failure Of Middle School Students. Paper presented at Programming Needs of Adolescents with Behavioral Disorders VI Conference, Reno, Nevada (September, 1992).

Behavioral And Emotional Disabilities Of Young Children: Issues In Assessment And Practice. Keynote address at the Summer Institute on Inclusive Education, Keene State College, Keene, New Hampshire (July, 1992).

Interviewing Middle School Students With Behavior Disorders To Determine Problematic Social Tasks. Paper presented at the Council for Exceptional Children's Annual Convention, Baltimore, Maryland (April, 1992).

Behavior Enhancement Not Behavior Management Of Students With Disabilities. Workshop presented at the 16th Annual Charge for the Student Council for Exceptional Children, Central Washington University, Port Townsend, Washington (April, 1992).

A Primary Prevention Program For The Social And Emotional Development Of First Grade Students, The Oregon Conference, University of Oregon, Eugene, OR (February, 1992).

The Problem Behaviors Of Middle School Students: Findings From The Seattle Social Development Project. Paper presented at the American Society of Criminology, San Francisco, California (November, 1991).

Social Tasks And Their Importance To Middle School Students With Behavioral Disabilities. Paper presented at the 15th Annual Conference of Teacher Educators for Children with Behavioral Disorders, Arizona State University, Tempe, Arizona (November, 1991).

Developing Social Interventions For Middle School Students With Behavior Disorders. Annual meeting of the Washington Council for Exceptional Children, Spokane, WA (March, 1991).

Providing Alternative Thinking Strategies (PATHS): A Social-Cognitive Curriculum For Students With Mild Disabilities In Elementary Schools. The Oregon Conference, University of Oregon, Eugene, OR (February, 1991).

Academic And Vocational Success Of Seriously Emotionally Disturbed Youth: A Follow-Up Study. The Oregon Conference, University of Oregon, Eugene, OR (February, 1989).

SERVICE

University of Washington

College of Education

Chair, Faculty Development and Support Committee, 2013-14

Admissions committee for Special Education Masters Program in Emotional/Behavioral Disabilities, 2001-12.

Faculty Council for College of Education, 2009-2012

Chair, COE Curriculum Committee, 2009-2011 & Member 2012.

Member, Search Committee, Assessment Position in Ed. Psych, COE, 2010-11.

Member, Promotion Committee for Dr. Diane Jones, 2008

Member, Elementary Teacher Education Program Renewal, 2007-08

Member, Council on Faculty Affairs, 2005-07

Co-chair, Search committee for Dr. Elizabeth West position 2006

Member, Faculty Council, 2002-03

Member, Committee on Graduate Studies, 1999-2003 (Chair 2002-03)

Member, Committee on Student Affairs, 1997-99

Faculty Representative to Secondary TEP Portfolio Presentations

Member, Task Force on Continuing Education.

Member, Admissions Committee for Special Education Teacher Education Program.

Doctoral Advisor: Michelle Mathews, Tracy Jirokowic, Bridget Walker, Craig Blum, Andrea Flower, Tran Templeton, Wendy Iwaszuk, Shu-Fei Tsai, Kelly Jewell, Matthew Woodard, Tal Slemrod, Megan Wilson, James Hogan, Thomas Grant

Supervisory Committee Member of doctoral student Melyssa Teague, Cinda Johnson.

University

Search Committee Member, Special Education Position, UW Bothell Campus 2011-12.
 Chair, Graduate School Review Committee for Division of Physical Therapy Doctoral of
 Physical Therapy Program, Division of Rehabilitation Medicine, University of Washington,
 Seattle, 2009-10.

Member, University Grievance Committee 2002-05.

Member, Gatzert Child Welfare Fellowship Committee, The Graduate School May, 2001.

Graduate Faculty Representative to the Supervisory Committee of Julie Rinaldi, Psychology Dept
 November, 1998.

Graduate Faculty Representative to the Supervisory Committee of Julie Quamma, doctoral candidate
 in Psychology June, 1997.

Graduate Faculty Representative to the Supervisory Committee of Hairon Yan, doctoral candidate in
 Anthropology May, 1998.

State and National**Professional Associations**

Council for Exceptional Children

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| 2016 | Program Chairperson , Annual Conventions, St. Louis |
| 2015-16 | Member, Convention Workgroup |
| 2011-13 | Program Chairperson , Annual Conventions, Denver & San Antonio. |
| 2011 | Program Reviewer, Program Advisory Committee |
| 1998-2002 | Associate Partner , Project ILLIAD & ASPIIRE Grants, Reston, VA. |
| 1998 | Member , Program Advisory Committee, Council for Exceptional
Children International Conference, Minneapolis, MN. |

Council for Children with Behavior Disorders

- | | |
|-----------|---|
| 1999-2000 | Past President & Chair of Nominations and Elections Committee ,
International Council for Children with Behavioral Disorders. |
| 1998-1999 | President , International Council for Children with Behavioral
Disorders. |
| 1997-1998 | President Elect , International Council for Children with Behavioral
Disorders. |
| 1996-1997 | Vice President , International Council for Children with Behavioral
Disorders.
Member , Program Advisory Committee, Council for Children with
Behavioral Disorders International Conference, Dallas, TX. |
| 1995 | President , New England Subdivision of the Council for Children with
Behavioral Disorders. |
| 1994 | Treasurer , New England Subdivision of the Council for Children with
Behavioral Disorders. |

Behavioral Institute for Children and Adolescents

- | | |
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| 2006-12 | Member , Program Advisory Committee for Annual Conference held
at Minneapolis |
| 2000 | Member , Program Advisory Committee for Annual Conference held
at Portland |

- 1998 **Member**, Program Advisory Committee for Annual Conference held at Washington, DC.
- 1996 **Member**, Program Advisory Committee for Annual Conference held at Aspen, Colorado.

Teacher Education Division of The Council for Exceptional Children
 Council for Exceptional Children's Division for Early Childhood
 Council for Exceptional Children's Division on Research
 Association for Supervision and Curriculum Development
 National Middle School Association

Advisory Boards

- 2013** Member, International Review Panel for Research Program Evaluation; University of East Finland, October 2013
- 2011-present **International Advisory Board**, Y-Path and Peer Mentoring Projects, Psychiatric Centre Ballerup, University Hospital, Copenhagen, Denmark.
- 2011-present **National Advisory Board**, Pathways Project, Portland State University
- 2009-present **Member**, State Advisory Team on Response to Intervention, Office of the Superintendent of Public Instruction, Olympia, WA.
- 2004-2006 **Member**, State Leadership Team on Positive Behavior Support, Office of the Superintendent of Public Instruction, Olympia, WA.
- 2001 **Member**, Program Advisory Committee for Annual Research Directors Meeting, US Office of Special Education and Rehabilitation, Washington, DC.
- 1997-99** **Co-Chair**, Statewide Task Force on Behavioral Disorders, Office of the Superintendent of Public Instruction, Olympia, WA.
- 1996-2000 **Member**, Interdisciplinary Research Team, Center to Promote Collaboration and Communication of Effective Practices for Children with or at Risk of Developing Serious Emotional Disturbance, The Chesapeake Institute, Washington, D.C.
- 1995-1997 **Member**, National Resource Network for Child and Family Mental Health Services, Technical Assistance Management Information System, Washington Business Group on Health, Washington, D.C.
- 1995 **Advisory Committee Member**, Northeast Regional Resource Center, Trinity College, Burlington, Vermont.
- 1994 **Member**, NH Special Education Program Improvement Partnership Advisory Panel for the Publication: A Profile of National Standards and Curriculum Frameworks: Visions of Success for All Students.

- 1994-1995 **Member**, Governor's Dropout Prevention Task Force for Students with Disabilities, Concord, New Hampshire.
- 1992-96 **Member**, Advisory Boards of the Institute on Disability and University Affiliated Program at the University of New Hampshire; Advisory Board of New Hampshire's Child and Adolescent Service System Program.
- 1990-1992 **Member**, Special Education Advisory Committee, Seattle Public Schools, Seattle, Washington - provide recommendations to the Director of Student Services and the Superintendent concerning special education programs.
- 1988 **Planning Committee Member**, Oregon Association of Supervision and Curriculum Development Regional Conference, "Promising Practices," Medford, Oregon.
- 1985-1987 **Member**, Statewide Private Agency Advisory Committee, Oregon Department of Education, Salem, Oregon.

Editorial Boards

- 2011-present **Field Reviewer**, *Exceptional Children*, : Council for Exceptional Children.
- 2007-present **Associate Editor**, *Intervention in School and Clinic*, Austin, TX: Pro-Ed
- 1995-present **Field Reviewer**, *Beyond Behavior*, Council for Children with Behavioral Disorders.
- 2002-present **Consulting Editor**, *Behavioral Disorders*, Reston, VA: Council for Exceptional Children.
- 2006-12 **Co-Editor**, *Journal of Emotional and Behavioral Disorders*, Austin, TX: Pro-Ed.
- 1994-2006 **Consulting Editor**, *Journal of Emotional and Behavioral Disorders*, Austin, TX: Pro Ed.
- 1999-2010 **Consulting Editor (special November series)**, *Education and Treatment of Children*, Pittsburgh, PA: Pressley Ridge Schools.
- 1997-2010 **Editorial Board Member**, *Reaching Today's Youth*, Bloomington, IN: National Educational Services.

- 1999-2006 **Editorial Board Member**, *Journal of Disability Policy Studies*, Austin, TX: Pro Ed
- 2003-2006 **Consulting Editor**, *Career Development for Exceptional Individuals*, Austin: Pro Ed.
- 1999-01 **Guest Reviewer**, *Behavioral Disorders*, Reston, VA: Council for Exceptional Children.
- 1994 **Guest Reviewer**, special issue of *Diagnostique* on "Social-Behavioral Assessment".
- 1993 **Guest Reviewer**, *Journal of Emotional and Behavioral Disorders*, Austin, TX: Pro Ed.

Panel Member For Grant Reviews

- 2005 Three Year Review for Center on Emotional Disturbance, US Department of Education, Office of Special Education and Rehabilitative Services, Washington, DC.
- 2004 Leadership Training Awards, US Department of Education, Office of Special Education and Rehabilitative Services, Washington, DC.
- 2003 Leadership Training Awards, US Department of Education, Office of Special Education and Rehabilitative Services, Washington, DC.
- 2003 Initial Careers Research Awards, US Department of Education, Office of Special Education and Rehabilitative Services, Washington, DC.
- 1996 Initial Careers Research Awards, US Department of Education, Office of Special Education and Rehabilitative Services, Washington, DC.
- 1993 State Systems Change Projects, US Department of Education, Office of Special Education and Rehabilitative Services, Washington, DC.

Consultant

- 2013** Consultant, St. Paul School District, St. Paul, MN; Seattle School District
- 2012** Consultant, Bellevue School District, Bellevue WA
- 2011** **Consultant**, Edmonds School District, Edmonds, WA
- 2010** **Consultant**, North Thurston School District, Lacey, WA
- 2009** **Consultant**, Highline, Lake Washington, Renton School Districts
- 2008** **Consultant**, Highline, Evergreen, Clover Park, Franklin Pierce, & Stanwood/Camano School Districts

- 2007 **Consultant**, Mercer Island School District
- 2007 **Consultant**, Evergreen School District
- 2007 **Consultant**, Arizona State University, Lavignia Center for Community Support and Inclusion.
- 2006 **Consultant**, State of Utah, Positive Behavior Support Initiative.
- 2002-07 **Consultant**, New Hampshire Center on Effective Behavioral Interventions and Supports
- 2000 **Consultant**, Council for Exceptional Children, Reviewed “Interim Alternative Education Settings for Children with Disabilities” manuscript for IDEA Partnership Project, The Council for Exceptional Children, Reston: VA.
- 1999 **Consultant**, Reviewed text on behavior management for Corwin Press, A Sage Publications Company, Thousand Oaks, California
- 1997-99 **Consultant**, White City School District’s Committee on Challenging Behavior, Buckley, Washington.
- 1999-2000 **Consultant**, University Affiliated Program of South Carolina, Statewide Systems Change Project, Columbia, South Carolina.
- 1997-98 **Consultant**, Project RENEW, Keene State College, Manchester, NH.
- 1997-98 **Consultant**, North Seattle Community College, Seattle, WA.
- 1990-1992 **Program Consultant**, Source Treatment Center (residential treatment for adolescents with emotional/behavioral disabilities), Mountlake Terrace, WA
- 1982 **Consultant**, Springfield School District - Curriculum development for a Personnel Preparation Grant from the Bureau of Education for the Handicapped.
- 1980 **Consultant**, Eugene School District, Eugene, OR - Developed and implemented a social skill training program for mildly handicapped secondary students.

Vitae: Doug Cheney