KATHLEEN ARTMAN MEEKER

Personal Information

Current Position   Associate Professor of Special Education
University of Washington
College of Education
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Areas of Specialization

Effective and efficient professional development systems for early childhood professionals: distance learning, coaching, and performance feedback

Innovative web tools to help practitioners understand, identify, and use evidence-based practices in early education and early intervention

Practical strategies for promoting social-emotional competence and preventing challenging behavior in young children with and without special needs

Licensure and Certifications

Washington Residency Teaching Certificate, Early Childhood Special Education and English Language Arts

Board Certified Behavior Analyst

Education

Ph.D.   Vanderbilt University, Nashville, Tennessee
Major: Early Childhood Special Education
Minor: Applied Behavior Analysis
Doctoral Advisor: Dr. Mary Louise Hemmeter
Dissertation Title:
Effects of Distance Coaching on Teachers' Use of a Tiered Model of Intervention and Relationships with Child Behavior and Social Skills

M.Ed.   The Ohio State University, Columbus, Ohio

Major: Early Childhood Special Education

B.S.   The Ohio State University, Columbus, Ohio
       Major: Special Education
       Minor: German
       Summa cum laude

Professional Experience

2018-present   Associate Professor, College of Education, University of Washington, Seattle, Washington

2016-present   Director of Research, Haring Center, University of Washington, Seattle, Washington

2013- 2018   Assistant Professor, College of Education, University of Washington, Seattle, Washington

2011-2013   Senior Research Associate, College of Education and Human Ecology, Ohio State University, Columbus, Ohio

2011-2012   Consultant, Office of Head Start National Center on Quality Teaching and Learning, Vanderbilt University, Nashville, Tennessee

2010-2011   Postdoctoral Research Scientist, College of Education and Human Ecology, Ohio State University, Columbus, Ohio

2008- 2010   Instructional Coach, Center for the Social Emotional Foundations of Early Learning, Vanderbilt University, Nashville, Tennessee

2006- 2010   Research Assistant, Vanderbilt University, Nashville, Tennessee

2004-2006   Early Childhood Intervention Specialist, Beverly Gardens Elementary School, Riverside, Ohio

2003-2004   Fulbright Teaching Assistant, Bundesrealgymnasium Hamerling, Linz, Austria

2000-2002   Teaching Assistant, Ohio State University Childcare Center, Columbus, Ohio

Peer-Reviewed Publications (* indicates graduate student collaborator)

Artman-Meeker, K., Fettig, A., Cunningham, J., *Chang, H., *Choi, G., & *Harbin, S. (2021). Iterative design and pilot implementation of a tiered coaching model to support social-emotional teaching practices. *Topics in Early Childhood Special Education*, 02711214211050122.

Cunningham, J.E., Chow, J.C., **Artman-Meeker, K.,** *Taylor, A.L., Hemmeter, M.L., & Kaiser, A.P. (in press). A conceptual model for a blended intervention approach to support early language and social-emotional development in toddler classrooms. *Infants and Young Children.*

Wackerle-Hollman. A, Spencer, T.D., **Artman-Meeker, K.,** Kelley, E., Durán, L., & Foster, M. (2021). Multi-tiered system of supports in early childhood: Identifying gaps, considerations for application, and solutions. *Early Childhood Research Quarterly.* https://doi.org/10.1016/j.ecresq.2021.03.010

*Kelly, E., *Harbin, S., Spaulding, S., Roberts, C., & **Artman-Meeker, K.** (2021). A qualitative examination of family and educator perspectives on early childhood behavior supports. *Topics in Early Childhood Special Education.*https://doi.org/10.1177/0271121420986868

Fettig, A., **Artman-Meeker, K.,** Jeon, L., & *Chang, H.C (2021). Promoting a person-centered approach to strengthening early childhood practices that support social-emotional development. *Early Education and Development.* https://doi.org/10.1080/10409289.2020.1857215

*Alfes, C., Missall, K., & **Artman-Meeker, K.** (2021). Shared-book reading effects on number naming in preschoolers at-risk for numeracy delays. *Infants & Young Children, 34 (2), 122-140.*

Missall K., **Artman-Meeker K.,** Roberts C., *Ludeman S. (2020). Implementing multitiered systems of support in preschool: Begin with universal screening. *Young Exceptional Children.* July 2020. doi:10.1177/1096250620931807

Rosenberg, N., **Artman-Meeker, K.,** *Kelly, E., & *Yang, X. (2020). The effects of a bug-in-ear coaching package on implementation of incidental teaching by paraprofessionals in a K-12 school. *Journal of Behavioral Education, 29,* 409-432.

*Yang, X., **Artman-Meeker, K.,** & Roberts, C. (2018). Grandparents of children with intellectual and developmental disabilities: Navigating roles and relationships. *Intellectual and Developmental Disabilities, 56,* 354-373.

Artman-Meeker, K., Rosenberg, N., *Badgett, N., *Penney, A., & *Yang, X. (2017). The effects of bug in ear coaching on pre-service behavior analysts' use of functional communication training. *Behavior Analysis in Practice.* Online first edition doi:10.1007/s40617-016-0166-4

McLeod, R., **Artman-Meeker, K.,** & Hardy, J. (2017). Preparing yourself for coaching: Partnering for success. *Young Children, 72(3),* 75-81.

Fettig, A., & **Artman-Meeker, K**. (2016). Group coaching on preschool teachers' implementation of Pyramid Model strategies: A program description. *Topics in Early Childhood Special Education, 36,* 147-158.

Artman-Meeker, K. & Kinder, K. (2016). The shoe store: Meaningful learning in an inclusive preschool classroom. *Social Studies and the Young Learner, 28,* 17-20.

Artman-Meeker, K., *Yang, X., & *Grant, T. (2016). By the book: Using literature to discuss disability with children and teens. *Teaching Exceptional Children, 48,* 151-158.

Artman-Meeker, K., Fettig, A.,*Penney, A., Barton, E., & *Zeng, S. (2015). Applying an evidence-based coaching model to the early childhood professional development literature. *Topics in Early Childhood Special Education*, *35,* 183-196.

Hemmeter, M. L., Ostrosky, M. M., **Artman-Meeker, K. M.,** & Kinder, K. A. (2014). Moving right along: Planning transitions to prevent challenging behaviors. *Teaching Young Children, 7.*

Artman-Meeker, K. M., Hemmeter, M. L., & Snyder, P. (2014). Effects of distance coaching on teachers' use of Pyramid model practices: A pilot study. *Infants & Young Children, 27,* 325-344.

Artman-Meeker, K., & Hemmeter, M. L. (2013). Effects of training and feedback on teachers' use of classroom preventive practices. *Topics in Early Childhood Special Education, 33,* 112-123.

Ledford, J. R., Wolery, M., **Artman-Meeker, K.,** & Wehby, J. (2012). The effects of graphing a second observer's data on judgments of functional relations in A-B-A-B graphs. *Journal of Behavioral Education, 21,* 350-365.

Snyder, P., Hemmeter, M. L., **Artman-Meeker, K**., Kinder, K., Pasia, C., & McLaughlin, T. (2012). Early childhood professional development: Categorical framework and systematic review of the literature. *Infants & Young Children, 25,* 188-212.

Artman, K. M., Wolery, M., & Yoder, P. (2012). Embracing our visual inspection tradition: Graphing interobserver agreement data. *Remedial and Special Education, 33,* 71-77.

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.

Barton, E. E., Kinder, K., Casey, A., & **Artman, K. M.** (2011). Finding your feedback fit: Strategies for designing and delivering performance feedback systems. *Young Exceptional Children, 14*, 29-46.

Ostrosky, M. M., Hemmeter, M. L., **Artman, K. M.,** & Kinder, K. A. (2008). Moving right along: Planning transitions to prevent challenging behavior. *Young Children, 63*, 18-25.

Chapters & Monographs

Artman-Meeker, K., Kinder, K. A., & Hemmeter, M. L. (2022). Collaborative coaching partnerships. In P. Snyder, M. Hemmeter, & L. Fox (Eds.) *Essentials of Practice-based Coaching*. Baltimore, MD: Brookes Publishing.

Bishop, C., McLeod, R., **Artman-Meeker, K.,** & Hemmeter, M. L. (2022). Technology in coaching. In P. Snyder, M. Hemmeter, & L. Fox (Eds.) *Essentials of Practice-based Coaching*. Baltimore, MD: Brookes Publishing.

Artman-Meeker, K. M., Hunter, A., & Yates, T. (2021). Creating connections with children. In L. Fox, M. Hemmeter, & M. Ostrosky (Eds.) *Pyramid Practices.* Baltimore, MD: Brookes Publishing.

Artman-Meeker, K. M., Barton, E., Hemmeter, M. L., & Strain, P. (2021). Problem-solving problem behavior. In L. Fox, M. Hemmeter, & M. Ostrosky (Eds.) *Pyramid Practices.* Baltimore, MD: Brookes Publishing.

Artman-Meeker, K. M., MacLaren, E., Hemmeter, M. L., & Grisham-Brown, J. (2017). Promoting social-emotional development. In J. Grisham-Brown, & M. L. Hemmeter (Eds.), *Blended practices for teaching young children in inclusive settings.* Baltimore, MD: Brookes Publishing.

Artman-Meeker, K. M. & Hemmeter, M. L. (2014). Functional assessment of challenging behaviors. In M. E. McLean, M. L. Hemmeter, & P. A. Snyder (Eds.), *Essential elements for assessing infants and preschoolers with special needs.* Boston, MA: Pearson Publishing Co.

Schnitz, A. G., Hardy, J., **Artman-Meeker, K**., & Hemmeter, M. L. (2013). Helping teachers implement the Pyramid Model using practice-based coaching. In M. Ostrosky, & S. Sandall (Eds.), *Young Exceptional Children Monograph #15.* Los Angeles, CA: Division for Early Childhood.

Fellowships, Honors, and Awards

2017   Nominee, Contributions to Lifelong Learning Award, University of Washington

2011   Student Research Award: Quantitative Methodologies, Council for Exceptional Children Division for Research

2009   J. David Sexton Doctoral Student Award, Division for Early Childhood

2003   Fulbright Teaching Assistantship, Linz, Austria

2002   University Graduate Fellowship, Master of Education, Ohio State University, Columbus, Ohio

Grants and External Funding

2020-2024   PI, *Project Building Coaching Capacity*, Office of Special Education Programs Model Demonstration H326M200005 ($1,600,000)

2020-2024   Investigator, *Toddler Talk*, Institute of Education Sciences R324A200193. PI on subcontract to University of Washington ($566,325)

2019-2023   PI, *Early EdU for Inclusion*, Office of Special Education Programs: Associate Degree Preservice Program Improvement Grants to Support Personnel Working with Young Children with Disabilities Program H325N180003 ($600,000)

2019-2020   PI, *QCC Tasks 2 and 7B: California Coaching Certification System and Higher Education*. PI in subcontract to University of Washington from WestEd ($553,231)

2018-2022   Co-PI, *Development of a Web-Based Integrated Behavior Support and Teacher Coaching System for Early Childhood Settings (iBESTT-EC),* Institute of Education Sciences R324A180061 ($1,400,000)

2017-2020   Co-PI, *Development of a Tiered Coaching Model to Support the Professional Development of Inclusive Early Childhood Educators*, Institute of Education Sciences R324A170149 ($1,366,813)

2015-2020	PI, *Family-Centered Personnel Preparation in a Blended Early Childhood and Early Childhood Special Education Program*, Office of Special Education Programs: Personnel Preparation in Special Education, Early Intervention, and Related Services ($1,249,997)
2016-2017	PI, *Identification of Teacher Profiles to Support the Behavior of Young Children*, Royalty Research Fund, University of Washington ($39,998)
2013-2014	Co-Investigator, *Department of Defense Virtual Lab School Project (Cynthia Buettner, PI)*, U.S. National Institute of Food and Agriculture, Ohio State University. PI in subcontract to University of Washington ($86,126)
2012-2013	Collaborator, *National Center on Quality Teaching and Learning*, U.S. Office of Head Start. PI on subcontract to Ohio State University ($38,549)
2010-2014	Co-Investigator, *Department of Defense Virtual Lab School Project (Cynthia Buettner and David Andrews, PI)*, U.S. National Institute of Food and Agriculture, Ohio State University ($3,617,980)
2008-2009	Student Investigator, *Dissertation Grant*, Center for Assessment and Intervention, Vanderbilt University ($20,000)

National and International Presentations (Peer-Reviewed)

Cunningham, J.E., Shirdon, N., & Artman-Meeker, K. (May 2022). *Including Inclusion In ECE Coursework: Preparing Our Students to Support Each and Every Young Learner.* Presented at EarlyEdU UP: United in Purpose Institute. Renton, WA.

Cunningham, J.E.,Taylor, A.G., Harbin, S., Rodgers, M.E., Upanan, N., Bailey, K. Meeker, K.A., Kaiser, A.P., & Hemmeter, M.L. (September 2022). *ToddlerTalk: Learning Through Play and Interaction in Toddler Classrooms.* Paper accepted at the Division for Early Childhood International Conference on Young Children with Special Needs and Their Families 2022. Chicago, IL.

Artman-Meeker, K., Sandall, S., Cunningham, J.E., & Shirdon, N. (February 2022). *Applying a cascading logic model to evaluation of community college programs*. Poster presented at the Conference on Research Innovations in Early Interventions, San Diego, CA.

Fettig, A., Artman-Meeker, K., Cunningham, J.E., *Chang, H., *Choi, G., & *Harbin, S. (February 2022). *Pilot Implementation of a Tiered Coaching Model to Support Pyramid Practices.* Poster presented at the Conference on Research Innovations in Early Interventions, San Diego, CA.

Spaulding, S., Artman Meeker, K., Davis, C., McManus, M., Bravo, A., & Kelly, E. (2022, February). *The Family Notebook: Supporting early childhood family-educator partnerships through team-based behavior supports.* Poster presentation at the Biennial Conference on Research Innovations in Early Intervention. San Diego, CA.

Bravo, A., Artman Meeker, K., Davis, C., & McManus, M. (2022, April). *Coaching tools to facilitate universal and individualized behavior support implementation.* Invited presentation at the Association for Positive Behavior Support 19th International Conference. San Diego, CA.

Cunningham, J.E., Artman-Meeker, K., & Shirdon, N. (January 2022). *Increasing the number and quality of inclusive early learning field placements.* Presented at the Council for Exceptional Children Convention, Orlando, FL.

Cunningham, J.E., Artman-Meeker, K., Kaiser, A.P., Hemmter, M.L., *Taylor, A.G., *Rodgers, M.E., *Bailey, K. (October 2021). *ToddlerTalk: Tier 1 support for language and social emotional skills.* Presented at the Division for Early Childhood International Conference on Young Children with Special Needs and Their Families. Virtual.

Shirdon, N., Sandall, S., Williams, D., Guzman, R., Eide, L., Saradeth, A, & Cunningham, J.E. (October 2021). *Inclusion in childcare programs: What are the levers for change?* Presented at the Division for Early Childhood International Conference on Young Children with Special Needs and Their Families. Virtual.

Fettig, A., Artman-Meeker, K., & Cunningham, J.E. (October 2021). *One size doesn't fit all: Using the Tiered Coaching Model for Educators.* Presented at the Division for Early Childhood International Conference on Young Children with Special Needs and Their Families. Virtual.

Gaylor, E., Hemmeter, M. L., Kiersten, K., Fox, L., & Artman-Meeker, K., Fettig, A. (2021, April). Supporting Early Childhood Educators to use Effective Practices to Promote Social-Emotional Skills: Innovative Coaching Models. A panel presented at the Biennial meeting of the Society for Research in Child Development, Virtual Conference.

*Bravo, A., *Kelly, E., & Artman-Meeker, K. (2021, April). Positive behavior intervention guides for early learning sessions. A presentation at the annual conference of the Association for Positive Behavior Interventions and Supports, Virtual Conference.

Artman-Meeker, K., Spaulding, S. A., Davis, C. A., Kelly, E. M., & Sierschynski, J. (2021, March). *Importance voices: Designing a family collaboration tool to enhance family-school partnerships.* Presentation at the Association for Positive Behavior Support 18th International Virtual Conference.

Fettig, A., Artman-Meeker, K., Cunningham, J., Choi, G., Chang, H.C., Harbin, S., & Horbanczuk, S. (2021, January). Implementing the tiered coaching model to support Pyramid Model practices. A presentation at the annual conference of the CEC Division for Early Childhood, Virtual Conference.

Eile, J.M., Catlett, C., Dinnebeil, L., Lim, C., West, T., Artman-Meeker, K., Shirdon, N., Chopra, R., Hall, L., & Bruder, M.B. (2021, January). Producing change in higher education: Tools and practices. A panel at the annual conference of the CEC Division for Early Childhood, Virtual Conference.

Sandall, S., Cunningham, J., Artman-Meeker, K., & Shirdon, N. (2020, November). Including inclusion in early childhood associate degree programs. A poster presented at the National Research Conference on Early Childhood, Virtual Conference.

Artman-Meeker, K., Barton, E., Fettig, A., & Meadan, H. (2020, February). Implementing the Pyramid across settings: What, where, and how. A panel at the semi-annual Conference on Research Innovations in Early Intervention, San Diego, CA.

Cunningham, J., Artman-Meeker, K., Fettig, A., Chang, T, & Choi, G. (February, 2020) A tiered coaching model to support teacher use of Pyramid Model practices. Poster presented at the Conference on Research Innovations in Early Interventions, San Diego, CA.

Fettig, A., Artman-Meeker, K., Chang, T, & Jeon, L. (February, 2020) Informing a person-centered approach to professional development: Creating early childhood teacher profiles. Poster presented at the Conference on Research Innovations in Early Interventions, San Diego, CA.

Artman-Meeker, K., Spencer, T., Wackerle-Hollman, A., & Duran, L. (2020, January). Integrated or specialized interventions, assessments, and professional development: Is there tension between research and practice? A panel at the annual Principal Investigator meeting of the Institute for Education Sciences, Washington, DC.

Spaulding, S., Artman-Meeker, K., Kelly, E., Davis, C., Sierchynski, J., Roberts, C., & Harbin, S. (2020, January). An integrated behavior support and teacher coaching web-based technology for early childhood settings. A poster at the annual Principal Investigator meeting of the Institute for Education Sciences, Washington, DC.

Kelley, E., Spencer, T., Foster, M., Artman Meeker, K., & Duran, L. (2019, November). Integration is key: Extending the effects of SLPs' language interventions into the classroom. A panel seminar at the annual meeting of the American Speech and Hearing Association, Orland, FL.

Fettig, A., Artman-Meeker, K., Cunningham, J., Chang, T., & Choi, G. (2019, October). Using a tiered approach to coaching on the Pyramid model. A presentation at the annual conference of the Council for Exceptional Children Division for Early Childhood, Dallas, TX.

Artman-Meeker, K., & Fettig, A. (2019, June). Using our words: The DEC Position Statement on Challenging Behavior. A presentation at the NAEYC Professional Development Institute, Long Beach, CA.

Artman-Meeker, K., White, W., Fettig, A. (2019, April). Best friends, big feelings, bullies, and bias: Coaching around social-emotional teaching. A presentation at the National Training Institute on Effective Practices, St. Petersburg, FL.

Alfes, C., Missall, K., Meeker, K., Ludeman, S., Henry, A. (2019, February). Evaluating delivery context of tier 2 numeracy intervention in preschool. Poster accepted at the 2019 National Association for School Psychologists Conference, Atlanta, GA.

Fettig, A., Artman-Meeker, K., Jeon, L., & Cunningham, J. (2019, January). Informing a person-centered approach to professional development: Latent profile analysis of early childhood behavior support practices, job attitudes, and teacher stress. A poster presented at the Institute of Education Sciences Principal Investigator Meeting. Washington, DC.

Alfes, C., Missall, K., Meeker, K., Ludeman, S., Henry, A. (2018, October). *Evaluating delivery context of tier 2 numeracy intervention in preschool*. Poster presented at the 2018 Washington State Association for School Psychologists, Seattle, WA.

Rutland, J., McLaren, E., & Artman-Meeker, K. (2018, July). Making it real: Field and practice-based experiences in personnel preparation. A poster presented at the OSEP Principal Investigator Meeting. Washington, DC.

Artman-Meeker, K. & Kinder, K. (2018, May). The coaching basics: Using practice-based coaching to support the pyramid model. A presentation at the National Training Institute on Effective Practices. St. Petersburg, FL.

Fettig, A., Hardy, J., & Artman-Meeker, K. (2018, May). Using our words: Practical strategies for using the position statement on challenging behavior and young children. Toolkit session at the National Training Institute on Effective Practices. St. Petersburg, FL.

Sandall, S. & Artman-Meeker, K. (2018, May). EarlyEdU Alliance: Resources for faculty, instructors and early childhood. A toolkit session at the National Training Institute on Effective Practices. St. Petersburg, FL.

Artman-Meeker, K., *Chang, H.C., & Fettig, A. (2018, April). Identification of teacher profiles to support the behavior of young children: A preliminary pilot. Poster at the bi-annual Conference on Research Innovations in Early Intervention. San Diego, CA.

Fettig, A., Artman-Meeker, K., & Hardy, J. (2018, February). DEC Showcase: DEC position statement on challenging behavior and young children. A presentation at the annual conference of the Council for Exceptional Children. Tampa, FL.

*Chang, H. & Artman-Meeker, K. (2017, October). Examining the influence of teachers' professional development on supporting children's challenging behavior. A poster at the annual conference of the Council for Exceptional Children Division for Early Childhood. Portland, OR.

Fettig, A., Hardy, J., & Artman-Meeker, K. (2017, October). DEC position statement on challenging behavior. A presentation at the annual conference of the Council for Exceptional Children Division for Early Childhood. Portland, OR.

MacLaren, E., Artman-Meeker, K., Beneke, S., & Deris, A. (2017, October). Making it real: Using field-based and practice-based experiences in personnel preparation. A presentation at the annual conference of the Council for Exceptional Children Division for Early Childhood. Portland, OR.

Artman-Meeker, K. & Fettig, A. (2017, October). Beyond the coaching basics: Differentiating coaching strategies to meet program and professional needs. A presentation at the annual conference of the Council for Exceptional Children Division for Early Childhood. Portland, OR.

Artman-Meeker, K., Fettig, A., & McLeod, R. (2017, April). Making practice-based coaching work for your program: Implementing group, distance, and other flexible coaching models. A presentation at the annual National Training Institute on Effective Practices Addressing Challenging Behavior. St. Petersburg, FL.

Artman-Meeker, K., *Yang, X., *Smith, M., *Chang, H.C., *Chen, S.C., & *Fan, S. (2016, October). Preparing families to implement behavior support plans: A literature review. A poster presentation at the annual conference of Council for Exceptional Children Division for Early Childhood. Louisville, KY.

Artman-Meeker, K. (2016, October). Strengthening family-centered practices in early childhood teacher preparation. A presentation at the annual conference of Council for Exceptional Children Division for Early Childhood. Louisville, KY.

Artman-Meeker, K., Fettig, A., & Hardy, J. (2016, October). DEC position statement on challenging behaviors: Listening session. A presentation at the annual conference of Council for Exceptional Children Division for Early Childhood. Louisville, KY.

Artman-Meeker, K. & Fettig, A. (2016, April). Practice-based coaching: Practical applications. A presentation at the annual National Training Institute on Effective Practices Addressing Challenging Behavior. St. Petersburg, FL.

Artman-Meeker, K. & McCleod, R. (2016, April). Program considerations for implementing practice-based coaching. A presentation at the annual National Training Institute on Effective Practices Addressing Challenging Behavior. St.Petersburg, FL.

Artman-Meeker, K., Fettig, A., & *Yang, X. (2016, February). Quantifying the coach: Issues in measuring and reporting implementation fidelity of coaching interventions. A poster presented at the bi-annual meeting of the Conference on Research Innovations in Early Intervention. San Diego, CA.

Artman-Meeker, K., *Grant, T., & *Yang, X. (2016, January). Picturing good practice: Using children's literature to discuss disability. Poster at the Council for Exceptional Children Division for Autism and Developmental Disabilities. Waikiki, HI.

Artman-Meeker, K., *Yang, X., Rosenberg, N., *Penney, A., & *Badgett, N. (2015, October). Effects of bug-in-ear feedback on pre-service behavior analysts' functional communication training strategies. A presentation at the annual conference of the Council for Exceptional Children Division for Early Childhood. Atlanta, GA.

Artman-Meeker, K., Fettig, A., Barton, E., & *Zeng, S. (2015). Applying an evidence-based coaching framework to the early childhood professional development literature. A poster presented to the annual conference of the Council for Exceptional Children Division for Early Childhood. Atlanta, GA.

Fettig, A., Artman-Meeker, K., Kinder, K., & Powell, S. (2015, October). What they didn't tell me in graduate school. A pre-conference session at the annual conference of the Council for Exceptional Children Division for Early Childhood. Atlanta, GA.

Fettig, A., & Artman-Meeker, K. (2014, October). Getting the most out of your PhD program. A pre-conference session at the annual conference of the Council for Exceptional Children Division for Early Childhood. St. Louis, MO.

Artman-Meeker, K., Fettig, A., & Barton, E. (2014, October). Examining the procedural fidelity of early childhood professional development and coaching. A poster presented at the annual conference of the Council for Exceptional Children Division for Early Childhood. St. Louis, MO.

Fettig, A., Barton, E., & Artman-Meeker, K. (2014, October). Evidence-based coaching: What works for you? A presentation at the annual conference of the Council for Exceptional Children Division for Early Childhood. St. Louis, MO.

Artman-Meeker, K., Buettner, C., & Mousourou, C. (2014, October). Gateways to professional development: The virtual lab school. A poster presented at the annual conference of the Council for Exceptional Children Division for Early Childhood. St. Louis, MO.

Artman-Meeker, K. (2014, April). Ready, set, coach! Preparing your program for practice-based coaching. A presentation at the National Training Institute on Challenging Behavior. St. Petersburg, FL.

Artman-Meeker, K., Fahey, P., & Langosch, L. (2014, February). Helping grantees prepare for practice-based coaching. A presentation at the Head Start National Early Childhood Education Specialist and Grantee Specialist Meeting. Washington, DC.

Artman-Meeker, K., & Buettner, C. (2013, November). The Virtual Lab School: A comprehensive online professional development tool. A presentation at the annual conference of the National Association for the Education of Young Children. Washington, DC.

Schnitz, A.*, Higgins, M.*, & Artman-Meeker, K. (2013, November). Problems, problems, everywhere! Strategies for social problem solving in preschool classrooms. A

presentation at the annual conference of the National Association for the Education of Young Children. Washington, DC.

Artman-Meeker, K. & Kinder, K. A. (2013, March). Putting the pyramid into practice: Practice-based coaching. A presentation at the National Training Institute on Challenging Behavior. Clearwater, FL.

Artman-Meeker, K., Hemmeter, M. L., & McLeod, R. (2012, November). The administrator's guide to supporting programs in the implementation of quality coaching models. A presentation at the annual conference of the National Association for the Education of Young Children. Atlanta, GA.

Artman-Meeker, K., & Hemmeter, M.L. (2012, October). Coaching for quality: An introduction to practice-based coaching. A presentation at the annual conference of the Council for Exceptional Children Division for Early Childhood. Minneapolis, MN.

Artman-Meeker, K., & Buettner, C. (2012, October). Ohio's step up to quality: Children with special needs in child care programs. A poster presented at the annual conference of the Council for Exceptional Children Division for Early Childhood. Minneapolis, MN.

Hemmeter, M. L., Kinder, K. A., & Artman-Meeker, K. (2012, June). Coaching for quality: The National Center on Quality Teaching and Learning framework. A presentation at the meeting of the National Association for the Education of Young Children Professional Development Institute. Indianapolis, IN.

Kinder, K. A., & Artman-Meeker, K. (2012, March). Putting the pyramid model into practice: Introducing practice-based coaching. A presentation at the National Training Institute on Challenging Behavior. Clearwater, FL.

Buettner, C., Artman, K. M., & Gottesman, J. (2011, November). Virtual transformations: Enhancing early childhood practice through technology. A presentation at the annual conference of the Council for Exceptional Children Division for Early Childhood. Washington, DC.

Artman, K. M., & Kinder, K. A. (2011, November). Classrooms that work for every child: The pyramid model in inclusive classrooms. A presentation at the annual conference of the Council for Exceptional Children Division for Early Childhood. Washington, DC.

Artman, K. M., & Hemmeter, M. L. (2011, April). Effects of email feedback on teachers' acceptance and use of a tiered intervention model. A poster presented at the biannual meeting of the Society for Research in Child Development. Montreal, Quebec, Canada.

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

Kinder, K., & Artman, K. M. (2011, April). CSI: Coaches seeking information. A presentation at the annual National Training Institute for Challenging Behavior. Tampa, FL.

Artman, K. M. & Kinder, K. A. (2010, November). From workshop to real world: Coaching in early childhood settings. A presentation at the annual conference of the National Association for the Education of Young Children. Anaheim, CA.

McWilliam, R. A., Casey, A. M., Bryant, D., Barton, E., & Artman, K. M. (2010, June). The efficacy and feasibility of implementing technology-based feedback interventions to improve teachers' classroom performance. Symposium presented at Head Start's 10th National Research Conference. Washington, D.C.

Artman, K. M., Kinder, K. A., & Feeney-Kettler, K. (2010, April). Support beyond training: Teachers' responses to coaching and effects on classroom practices. A presentation at the annual conference of the Council for Exceptional Children. Nashville, TN.

Hemmeter, M.L., Artman, K. M., & Kinder, K. A. (2010, March). Coaching for implementation fidelity. A presentation at the annual National Training Institute for Challenging Behavior. Tampa, FL.

Artman, K. M., Hemmeter, M. L., & Adams, J. M. (2010, February). Effects of distance coaching on Head Start Teachers' Acceptance and Use of a Tiered Intervention Model. A poster presented at the meeting of the Conference on Research Innovations in Early Intervention. San Diego, CA.

Artman, K. M, Hemmeter, M. L, & Schnitz, A. G. (2009, November). Practical strategies for understanding, preventing, and addressing challenging behavior. A presentation at the annual conference of the National Association for the Education of Young Children. Washington, DC.

Kinder, K. A., Barton, E., Casey, A. M., & Artman, K. M. (2009, June). Playing around with feedback: Research on and experiences with providing feedback to teachers. A presentation at the meeting of the National Association for the Education of Young Children Professional Development Institute. Charlotte, NC.

Feeney-Kettler, K., Kinder, K. A., Artman, K. M., Hemmeter, M. L., Snyder, P., & Fox, L. (2009, June). Teacher coaching on a multi-tiered prevention model to promote preschool children's social and emotional development. A poster presented at the annual meeting of the Institute of Education Sciences. Washington, DC.

Artman, K. M., & Hemmeter, M. L. (2009, April). Supporting teachers' use of recommended practices through performance feedback. A poster presented at the annual meeting of the Council for Exceptional Children. Seattle, WA.

Artman, K. M., & Kinder, K. A. (2009, March). Coaching for implementation fidelity. A presentation at the annual meeting of the National Training Institute on Challenging Behavior. Clearwater Beach, FL.

Artman, K. M., Kinder, K. A., Snyder, P., & Hemmeter, M. L. (2008, June). Supporting preschool teachers' use of recommended practices through technology. A presentation at the meeting of the National Association for the Education of Young Children Professional Development Institute. New Orleans, LA.

Snyder, P., Artman, K. M., Kinder, K. A., Cassia, C., & Hemmeter, M. L. (2008, February). A categorical framework for describing professional development in early childhood special education. A poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.

Snyder, P., Hemmeter, M. L., Kinder, K. A., & Artman, K. M. (2007, October). The effects of performance feedback delivered via e-mail on preschool teachers' use of descriptive praise. A poster presented at the annual meeting of the Council for Exceptional Children Division for Early Childhood. Niagara Falls, Ontario, Canada.

Hemmeter, M. L., McCullom, J., Fettig, A., Artman, K. M., & Kinder, K. A. (2007, October). Teacher-child interaction and emergent literacy during classroom routines. A presentation at the annual meeting of the Council for Exceptional Children Division for Early Childhood. Niagara Falls, Ontario, Canada.

State and Local Presentations

Mendez, V., & Artman-Meeker, K. (2019, April & August). Quality Counts California coach community information sessions. A workshop to QCC coaches and state leaders. Los Alamitos & Sacramento, CA.

Escoria, J., Artman-Meeker, K., & Woodruff, L. (2018, December). Practice-based coaching inclusion institute. A workshop to Head Start Region X TA providers, disability specialists, and coaches. SeaTac, WA.

Artman-Meeker, K. (2018, October; 2019, June). Practice-based coaching coach training. A workshop presented to childcare resource network staff, coaches, and higher education faculty. Medford, OR.

Artman-Meeker, K. & White, W. (2018, August). Equity-focused coaching in positive behavior support. Early Achievers Equity Focused Positive Behavior Support Institute. Renton, WA.

Artman-Meeker, K. (June 2018). Practice-based coaching coach training. A workshop at the Oregon Early Childhood Summer Institute. Albany, OR.

Artman-Meeker, K., White, W., & Harbin, S. (2018, May). Big feelings: Using children's literature to talk about emotions in preschool. A presentation at the Infant and Early Childhood Conference. Tacoma, WA.

Artman-Meeker, K., & Chang, H. C. (2018, May). D09: Meeting the challenge: Designing classroom spaces to support children's behavior. A presentation at the Infant and Early Childhood Conference. Tacoma, WA.

Sandall, S. & Artman-Meeker, K. (2018, May). Child observation and assessment. A presentation at the Early EdU Institute. Seattle, WA.

Artman-Meeker, K. (2018, May). Exploring research partnerships in higher education. A presentation at the Early EdU Institute. Seattle, WA.

Artman-Meeker, K. (2017, May). Math hiding in plain sight. A presentation at the Infant and Early Childhood Conference. Tacoma, WA.

Artman-Meeker, K. (2017, May). Introducing the Virtual Lab School: An online professional development system for early care and education. A presentation at the Infant and Early Childhood Conference. Tacoma, WA.

Smith, M.*, Chang, T.*, & Artman-Meeker, K. (2017, May). Token economies: Effective use in preschool/kindergarten classes. A presentation at the Infant and Early Childhood Conference. Tacoma, WA.

Artman-Meeker, K. (2017, May). Moving right along: Planning transitions to prevent challenging behavior. A presentation at the Infant and Early Childhood Conference. Tacoma, WA.

Missal, K., Artman-Meeker, K., Roberts, C., & Ludeman, S.* (2017, May). A multiple gate approach to assessing preschool adjustment and engagement. A presentation at the Infant and Early Childhood Conference. Tacoma, WA.

McLeod, R., & Artman-Meeker, K. (2015, July). Practice-based coaching. A presentation to Metro Nashville Public Schools Early Childhood Program. Nashville, TN.

Artman-Meeker, K., & Lobman, B. (2015, June). Dynamic coaching and managing. A presentation at the U.S. Department of Defense Virtual Lab School training. Columbus, OH.

Artman-Meeker, K., Yang, X.*, & Grant, T.* (2015, May). Picturing good practice. A presentation at the Infant and Early Childhood Conference. Tacoma, WA.

Artman-Meeker, K. (2015, May). Caring for yourself while caring for others: Promoting wellness in your program. A presentation at the Infant and Early Childhood Conference. Tacoma, WA.

Artman-Meeker, K. (2015, March). Modifications for young children with disabilities. An in-service presentation to the staff of Temple de Hirsch Sinai preschool.

Artman-Meeker, K. (2014, May). Communication for collaboration. A presentation at the Infant and Early Childhood Conference. Tacoma, WA.

Artman-Meeker, K. (2014, May). Practice-based coaching: A supportive framework for teachers to implement effective practices. A presentation at the Infant and Early Childhood Conference. Tacoma, WA.

Grant, T.*, & Artman-Meeker, K. (2014, May). Getting creative with coaching. A presentation at the Infant and Early Childhood Conference. Tacoma, WA.

Artman-Meeker, K. (2014, May) Practice-based coaching leadership academy. A workshop facilitated for San Diego-area leadership teams. San Diego, CA.

Artman-Meeker, K. (2014, April). Practice-based coaching leadership academy. A workshop facilitated for California Cluster 5 Head Start leadership teams. Monterey, CA.

Artman-Meeker, K., & Jans, W. (2014, March). Making sense of data to inform professional development. A presentation at the Region X Head Start Leadership Conference. Seattle, WA.

Artman-Meeker, K., & Jans, W. (2014, March). Practice-based coaching in a group setting. A presentation at the Region X Head Start Leadership Conference. Seattle, WA.

Hemmeter, M. L., McLeod, R., & Artman-Meeker, K. (2013, September). Practice-based coaching leadership academy. A workshop facilitated for Nevada Head Start leadership teams. Las Vegas, NV.

Artman-Meeker, K., Wolfe, B., & Binder, D. (2013, June). Programmatic supports for practice-based coaching. A presentation to Region X Head Start grantees. Seattle, WA.

Artman-Meeker, K., Bishop, C., & Ward Cameron, K. (2012, October). Introduction to practice-based coaching. A series of presentations to the Wyoming Head Start Association. Riverton, WY.

Artman-Meeker, K. (2012, August). Coaching to support school readiness. A presentation to the Region IV Head Start meeting. Newark, NJ.

Artman-Meeker, K., Hemmeter, M. L., Kinder, K. A. (2012, July). Administrators' guide to coaching. A presentation at the National Center for Quality Teaching and Learning Education Specialist Meeting. Chicago, IL.

Artman-Meeker, K. (2012, June). The house that research built: Quality teaching and learning in Head Start. A presentation at the Tennessee Early Childhood Summit. Nashville, TN.

Artman, K. M., & Kinder, K. A. (2011, August). Coaching teachers, providers, and home visitors in positive behavior support. A series of presentations to the Pennsylvania Training and Technical Assistance Network. Pittsburgh, Harrisburg, and King of Prussia, PA.

Artman, K. M. (2011, June). ABC's of challenging behavior: Helping teams use positive behavior support to understand, prevent, and respond to persistent challenging behavior in preschool. A presentation at the Leadership and Professional Development Conference of the Ohio Head Start Association. Dayton, OH.

Artman, K. M. (2010, December). Promoting social-emotional development. A presentation to the families of the Schoenbaum Family Center. Columbus, OH

Schnitz, A. G., & Artman, K. M. (2009, June). The teaching pyramid observation tool. A presentation to the evaluation team of the Kentucky Initiative for Social Skills and Emotional Development. Lexington, KY.

Hemmeter, M. L., Kinder, K. A., & Artman, K. M. (2009, May). The Teaching Pyramid model: Promoting social emotional competence. A presentation to research participants of Metropolitan Nashville Public Schools. Nashville, TN.

Kinder, K. M., Artman, K. A., & Jack, S. (2009, April). Coaching teachers to use the Teaching Pyramid model. A presentation at the meeting of the statewide leadership team of Center on the Social and Emotional Foundations for Early Learning Team Tennessee. Falls Creek Falls, TN.

Kinder, K. A., & Artman, K. M. (2009, February). Coaching teachers and providers to support implementation of the pyramid model. A presentation at the meeting of the Center on the Social and Emotional Foundations for Early Learning: Team Tennessee. Nashville, TN.

Shepcaro, J., Artman, K., Haynes, R., MacFarland, T., & Lane, K. L. (2007, November). The effects of self-monitoring function based intervention for a student with ADHD. A poster presented at the Tennessee Association of Applied Behavior Analysis. Nashville, TN.

Invited Talks & Webinars

Artman-Meeker, K. (2021, July). PBC Virtual Coach Training. Oregon Department of Education.

Artman-Meeker, K. (2021, July & November). Coaching in Northwest Regional ESD. Invited PD series for all certificated and paraprofessional staff.

Artman-Meeker, K. (2021, March). Pandemic Parenting: Caring for children with complex needs. An invited speaker in the University of Washington WholeU webinar series.

Artman-Meeker, K. (2020, June and October). PBC Virtual Coach Training. Oregon Department of Education.

Artman-Meeker, K., Freschi, E., Mendez, V., & Brown, M. (2019-2020). California QCC Coach Ambassador Online Learning Series.

Artman-Meeker, K. (2018-2019, May). Adult Learning Series Parts 1- 4. An invited series for the United States Marine Corp Office of Child and Youth Programs.

McLeod, R. H., & Artman-Meeker, K. (2019, March). Practice-Based Coaching to Support Inclusion. A webinar to the national Head Start community.

Boyd, S., & Artman-Meeker, K. (2018, November). Practice-based coaching in Illinois' TA system. An invited series for the Ounce. Chicago, IL.

Artman-Meeker, K., White, W., & Harbin, S. (2018, March). Promoting Social-Emotional Learning in Young Children. Rehabilitation Seminars General Education and Special Education Conference. Seattle, WA.

Artman-Meeker, K. (2018, January). Using DEC Resources in Higher Education. An invited webinar in the Division for Early Childhood Learning DECks Series.

Artman-Meeker, K. (2017, June & September). Practice-Based Coaching Summer Institute. Oregon Department of Education: Early Childhood Special Education/Early Intervention. Salem, OR.

Artman-Meeker, K. (2017, September & December). Observation Skills for Coaches. A professional development event for Training & Curriculum Specialists at U.S. Naval Base Kitsap and Everett.

Artman-Meeker, K. (2017, May). Coaching in U.S. Air Force Child & Youth Programs. Workshop for Training & Curriculum Specialists. San Antonio, TX.

Artman-Meeker, K. (2016, October). Coaching in the VLS. A professional development workshop for U.S. military childcare. Rammstein Air Force Base, Germany

Artman-Meeker, K. (2016, Feburary). Coaching heavy: Practice-based coaching. A professional development series for the Edmonton GRIT agency. Edmonton, Alberta, Canada.

Artman-Meeker, K. (2015, October). The coach's toolkit: Using technology to provide timely and meaningful feedback to teachers. An invited talk in the University of Washington Haring Center DUBs Talk Series.

Artman-Meeker, K., & Penney, A.* (2015, March). Just in time: Providing "real time" feedback to teachers around individualized behavior support strategies. An invited webinar in the Division for Early Childhood Learning DECks Series.

Artman-Meeker, K., & Tenney-Blackwell, K. (2015, February). Using practice-based coaching to support science learning. An invited Coaching Corner webinar for the Head Start National Center on Quality Teaching and Learning.

Artman-Meeker, K., & Gerety, S. (2015, January). Getting to cooperation: Using practice-based coaching to promote social problem solving. An invited Coaching Corner webinar for the Head Start National Center on Quality Teaching and Learning.

Tenney-Blackwell, K., & Artman-Meeker, K. (2014, December). Time to breathe: Using the practice-based coaching cycle to manage time and stress. An invited Coaching Corner webinar for the Head Start National Center on Quality Teaching and Learning.

Artman-Meeker, K. (2014, October). Moving right along: Using practice-based coaching to support classroom transitions. An invited Coaching Corner webinar for the Head Start National Center on Quality Teaching and Learning.

Artman-Meeker, K. (2014, October). Overview of practice-based coaching for education managers in Head Start. A presentation at the Education Managers Institute. Seattle, WA.

Artman-Meeker, K., & Fahey, P. (2014, June). Tools for program leaders: Getting your program ready for practice-based coaching. An invited webinar for the Head Start National Center on Quality Teaching and Learning.

Artman-Meeker, K., & Kinder, K. (2014, May). Moving right along: Planning transitions to prevent challenging behavior. An invited Front Porch Series webinar for the Head Start National Center on Quality Teaching and Learning.

Artman-Meeker, K., & Schnitz, A.* (2014, March). Coaching the coaches: Designing professional development systems that promote best practices. An invited webinar in the Division for Early Childhood Learning DECks Series.

Artman-Meeker, K., & McCleod, R. (2013, December). Aligning school readiness goals, teaching practices, and professional development. An invited webinar in the Practice-Based Coaching for Early Childhood Education Specialists Webinar Series.

Binder, D., Artman, K. M., & Schnitz, A. (2011, March). Teaching pyramid observation tool reliability training. A preconference session at the annual National Training Institute for Challenging Behavior. Tampa, FL.

Artman, K. M. (2010, June). Learning is fundamental: Curriculum and programming. A presentation to the United States Air Force Department of Child, Youth, and Family Services Training Conference. Columbus, OH.

Hemmeter, M. L., & Artman, K. M. (2010, April). Coaching for implementation fidelity. A presentation to the Technical Assistance Center on Social Emotional Intervention Implementation Academy. Tampa, FL.

Press & Media Outreach

Caring for the Caregivers (2020, February). UW College of Education EduTalks 2020: Tipping Points. https://youtu.be/hjgfvNge6YA

Forget 'Sit-n-Get': Three Approaches are Transforming Professional Development (2019, May 15). Education Dive https://www.educationdive.com/news/forget-sit-and-get-3-approaches-are-transforming-professional-developmen/553418/

With Bug-in-Ear Coaching, Teachers Get Feedback on the Fly (2019, Feb 26). Education Week. https://www.edweek.org/ew/articles/2019/02/27/with-bug-in-ear-coaching-teachers-get-feedback-on.html

OpEd: End Discriminatory Discipline to Keep Kids in School and Learning (2018, September 4). Seattle Times. https://www.seattletimes.com/opinion/end-discriminatory-discipline-to-keep-kids-in-school-and-learning/

High Tech Meets High Touch (2018, September): Research that Matters https://education.uw.edu/research-that-matters/2018/high-tech-high-touch

Revolutionizing Teacher Learning (with FaceTime and Earbuds) (2016). UW College of Education EduTalks 2016.

Authorship of Online Content & Course Development

Virtual Lab School: Invited Peer Reviewer Training & Curriculum Specialist Content (2022)
Virtual Lab School: Preventing and Responding to Challenging Behavior (2019)
Virtual Lab School: Supporting Multi-lingual Development for all Military Childcare Personnel (2018)
Early EdU: Practice Based Coaching Online Course (2018)
Early EdU: Family Engagement (2017)
Virtual Lab School: Child Abuse Identification and Reporting for all Military Childcare Personnel (2013)
Virtual Lab School: Child Abuse Prevention for all Military Childcare Personnel (2013)
Virtual Lab School: Safe Environments for Training & Curriculum Specialists
Virtual Lab School: Cognitive Development for Training & Curriculum Specialists
Virtual Lab School: Healthy Environments for Training & Curriculum Specialists
Virtual Lab School: Learning Environments for Training & Curriculum Specialists
Virtual Lab School: Family Engagement for Training & Curriculum Specialists
Virtual Lab School: Physical Development for Training & Curriculum Specialists
Virtual Lab School: Creative Expression for Training & Curriculum Specialists

Virtual Lab School: Communication and Language Development for Training & Curriculum Specialists
Virtual Lab School: Social and Emotional Development for Training & Curriculum Specialists
Virtual Lab School: Positive Guidance for Training & Curriculum Specialists
Virtual Lab School: Self and Cultural Understanding for Training & Curriculum Specialists

Collegiate Teaching Experience

EDC&I 495   Seminar in Community-led Grant Writing (Washington)
EDSPE 520   Doctoral Seminar in Coaching (Washington)
EDSPE 520   Grant Writing Seminar (Washington)
EDSPE 565   Curriculum in Early Childhood (Washington)
EDSPE 414   Issues and Trends in Inclusive Early Childhood Education (Washington)
ECFS 400   Child Observation and Assessment (Washington)
EDSPE 511   Research Methods for Applied Behavior Analysis (Washington)
EDSPE 562   Curriculum for Preschool Children with Disabilities (Washington)
EDSPE 507   Instructional Strategies for Individuals with Severe Disabilities (Washington)
EDSPE 414   Introduction to Early Childhood Special Education (Washington)
EDSPE 563   Family-Professional Partnerships and Collaborative Teaming (Washington)
HDFS 3450   Guiding and Managing Behavior in Social Contexts (Ohio State)
HDFS 461   Guiding Young Children in Groups (Ohio State)
SPED 3610   Advanced Procedures in Classroom Management (Vanderbilt)

Student Advising

Molly Poole (Doctoral advisor, chair)
Nawinda Upanan (Doctoral advisor, chair)
Gounah Choi (Doctoral committee member)
Christina Hammond (Doctoral committee member)
Katelin Hobson (Doctoral committee member)
Autumn Eyre (Dissertation reading committee member)
Nathaniel Hoston (Doctoral committee member)
Virginia Tse (Dissertation reading committee member)
Katie Kuhl (Dissertation reading committee member)
William White (Doctoral advisor, chair, 2021)
Mohammed Alasmari (Doctoral advisor, chair, 2022)
Huan-Ching (Trina) Chang (Doctoral advisor, chair, 2022)
Erin Anderson (Doctoral committee member, 2022)
Salloni Nanda (Dissertation reading committee 2021)
Xueyan Yang (Doctoral advisor, chair, completed 2018)
Miriam Packard (Dissertation reading committee 2018)
West Keller (Dissertation reading committee 2018)
Colin Gasamis (Dissertation reading committee 2018)
Yevgeniya Ververka (Dissertation reading committee 2018)
Katherine Bateman (Dissertation reading committee 2017)

Songtian Zeng (Dissertation reading committee 2017)
Ashley Penney (Dissertation reading committee 2016)
Ivy Chung (Dissertation reading committee 2015)
Huan-Ching Chang (Thesis chair 2017)
Shan-Chien Chen (Thesis chair 2017)
Erin McLaughlin (Thesis chair 2017)
Mai Smith (Thesis chair 2017)
Maritess Gamez (Thesis chair 2016)
Carina McGee (Thesis reading committee 2015)
Kaitlyn Kloes (Thesis reading committee 2015)
Pauline Chung (Thesis reading committee 2014)

Research Projects

2018-present Co-Principal Investigator. *I-bestt for early childhood.* University of Washington, Seattle, WA.

2017- present Co-Principal Investigator. *Development of a tiered coaching model,* University of Washington, Seattle, WA.

2017 Co-Investigator. *Bug-in-ear feedback on paraprofessionals' use of incidental teaching*, University of Washington, Seattle, WA.

2016-present Co-Investigator. *MTSS Social-Emotional Partnership Project.* University of Washington, Seattle, WA.

2015-2017 Primary Investigator. *Developing teacher profiles to support the behavior of young children*, University of Washington, Seattle, WA.

2014-2015 Primary Investigator. *Bug-in-ear feedback on pre-service behavior analysts' use of functional communication training*, University of Washington, Seattle, WA.

2012-2013 Investigator. *Practice-based coaching field test,* Ohio State University, Columbus, OH.

2010-2011 Postdoctoral Researcher. *Step Up To Quality research initiative III: An examination of Ohio's quality rating and improvement system*, Ohio State University, Columbus, OH.

2007-2010 Research Assistant. *Examining the efficacy of the teaching pyramid intervention*, Vanderbilt University, Nashville, TN.

2006-2007 Research Assistant. *The stories project*, Vanderbilt University, Nashville, TN.

Memberships and Affiliations

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

National Service

2022	Associate Editor, *Young Exceptional Children*
2022	Editorial Board, *Early Childhood Research Quarterly*
2020	Invited Reviewer, *Remedial and Special Education: Registered Reports*
2019	Reviewer, Spencer Foundation, Lyle Spencer Research Awards to Transform Education
2019	Member, Journal of Early Intervention Editor Search Committee, Council for Exceptional Children Division for Early Childhood
2019-present	Editorial Board, *Infants and Young Children*
2017	Expert Advisor, Study of Coaching Practices in Early Care and Education Settings (SCOPE), *Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families*. Grantees: Mathematica Policy Research, Child Trends, & the Children's Learning Institute at the University of Texas Health Science Center at Houston
2017-present	Reviewer, *Behavior Analysis in Practice*
2016-2017	Co-Chair, Position Statement on Challenging Behavior Work Group, *CEC Division for Early Childhood*
2016-2019	Chair, Publications and Products Committee, *CEC Division for Early Childhood*
2016	Reviewer, *Journal of Teacher Education* and *Journal of Behavioral Education*
2014-2015	Reviewer, IRIS Center Case Study on Early Childhood Positive Behavior Support
2014-present	Reviewer, *Early Childhood Research Quarterly*
2012-present	Editorial Board, *Topics in Early Childhood Special Education*

2011-present   Editorial Board, *Journal of Early Intervention*

2010-present   Reviewer, *Remedial and Special Education*

2010-present   Reviewer, Division for Research Conference Proposal Submissions

2009-present   Reviewer, Division for Early Childhood Conference Proposal Submissions

2009   Reviewer, *Young Exceptional Children Monograph*

2008   Reviewer, *American Journal on Intellectual and Developmental Disabilities*

University, College, & Community Service

2018-present   Convener, Raising Washington Steering Committee/ Rainier Valley Early Learning Campus, UW College of Education

2016-present   Member, Haring Center Leadership Team, UW College of Education

2016-2022   Planning Committee, Infants and Early Childhood Conference, Tacoma, WA

2019-2021   Area Representative to Faculty Council, UW College of Education

2019-present   Member, Teacher Education Council 2.0, UW College of Education

2021   Convener, Teacher Education Council 2.0, UW College of Education

2020   Interim Chair, Promotion Committee for Lynn Dietrich, UW College of Education

2019   Member, Promotion Committee for Katie Headrick-Taylor, UW College of Education

2019   Member, Senior Lecturer Reappointment Committee for Anne Beitlers, UW College of Education

2018   Facilitator, Office of Superintendent of Public Instruction SSIP July Coaching Retreat. Olympia, WA.

2018   Member, Senior Lecturer Reappointment Committee for Nancy Rosenberg, UW College of Education

2017-2018   Member, Data for Improvement Committee, UW College of Education

2017-2018   Member, Mental Health in Education Workgroup, Washington State Mental Health Summit, Seattle, WA

2016-2017   Chair, Instructional Excellence in Early Intervention Faculty Search Committee, UW College of Education

2015-2017   Faculty Mentor, Husky Leadership Certificate, University of Washington

2016   Member, College of Education Reorganization Work Group, UW College of Education

2016   Member, College of Education Scholarship Sub-Committee, UW College of Education

2016   Reviewer, College of Education Presidential Dissertation Fellowship Nominations

2015   Reviewer, Gordon C. Lee Outstanding Dissertation Award

2014-2016	Member, Student Advancement and Support Committee, UW College of Education
2013-2016	Member, Seattle Teacher Residency Program Advisory Council, University of Washington & Seattle Public Schools, Seattle, WA
2014	Member, Special Education Teacher Education Program Director Search Committee, UW College of Education.
2014	Member, Quantitative Policy Research and Educator Quality Search Committee, UW College of Education
2013-2014	Member, UW Professional Education Advisory Board, UW College of Education