Keith C Radley, Ph.D., BCBA-D, NCSP

3225 SAEC - Department of Educational Psychology
1721 Campus Center Drive – University of Utah
Salt Lake City, Utah 84112-8914
Keith.radley@utah.edu

EDUCATIONAL BACKGROUND

2011   Ph.D.   University of Utah, Salt Lake City, UT
Major: Educational Psychology (School Psychology)

2010   M.S.   University of Utah, Salt Lake City, UT
Major: Educational Psychology (School Psychology)

2006   B.A.   University of Utah, Salt Lake City, UT
Major: Psychology
Minor: Spanish

ACADEMIC POSITIONS

2018 –   Associate Professor, Department of Educational Psychology, University of Utah
Salt Lake City, Utah

Director of Training, School Psychology Program, University of Utah
Salt Lake City, Utah

2017-2018   Associate Professor, Department of Psychology, University of Southern
Mississippi, Hattiesburg, Mississippi

Director of Training, School Psychology Program, University of Southern
Mississippi, Hattiesburg, Mississippi

2012-2017   Assistant Professor, Department of Psychology, University of Southern
Mississippi, Hattiesburg, Mississippi

2012-2018   Director, Southern Miss Autism Research and Treatment (SMART) Lab,
University of Southern Mississippi, Hattiesburg, Mississippi

LICENSURE AND CERTIFICATIONS

Licensed Behavior Analyst-Utah #10722138-2506
Licensed Psychologist-Utah #10722138-2501
Board Certified Behavior Analyst-Doctoral #1-16-21811

Nationally Certified School Psychologist #43076

AWARDS AND RECOGNITIONS

2020   Researcher Honoree, Celebrate U, University of Utah

2017   Lightner Witmer Award, American Psychological Association, Division 16

2016   College of Education and Psychology Outstanding Faculty Research Award, University of Southern Mississippi

2016   Paul H. Henkin Memorial Scholarship Award, National Association of School Psychologists

2015   Early Career Scholar, School Psychology Research Collaboration Conference, Society for the Study of School Psychology

PEER REFEREED ARTICLES (N=83)

*Note: Students listed in **bold**.*

Dart, E. H., Radley, K. C., Helbig, K. A., & Salvatore, C. (accepted pending revisions). Reframing social skills practices for autistic students: A responsive framework for assessment and intervention. *Journal of Educational and Psychological Consultation.*

Helbig, K. A., Radley, K. C., Schrieber, S. R., Deriuex, J. R. (accepted pending revisions). The effects of a teacher-implemented social skills program for students in special-education. *Journal of Educational and Psychological Consultation.*

Radley, K. C., Fischer, A. J., **Dubrow, P., Mathis, S., & Heller, H**. (accepted pending revisions). The effects of implementation of the Good Behavior Game on teacher stress. *Journal of Behavioral Education*.

Croley, K. E., Drevon, D. D., Decker, D. M., Hixon, M. D., & Radley, K. C. (in press). The effects of the fidget cube on classroom behavior among students with perceived attention difficulties. *Behavior Analysis in Practice.*

Ford, W. B., Radley, K. C., Tingstrom, D. H., Dart, E. H., & Dufrene, B. O. (in press). Evaluation of the Good Behavior Game using ClassDojo in secondary classrooms. *School Psychology Review.*

O'Handley, R. D., Olmi, D. J., Dufrene, B. A., Radley, K. C., & Tingstrom, D. H. (in press). The Effects of Different Rates of Behavior-Specific Praise in Secondary Classrooms. *Journal of Positive Behavior Interventions.*

Helbig, K. A., Schrieber, S. R., Radley, K. C., & Derieux, J. R. (2022). Evaluation of a teaching interaction procedure implemented in a naturalistic setting. *Perspectives in Early Childhood Psychology and Education, 7,* 11-34.

Lewis, H. L. J., Radley, K. C., & Dart, E. H. (2022). The effect of graph standardization on visual analysis of practitioner-created graphs. *Psychology in the Schools, 59,* 471-479.

White, K. R., Radley, K. C., Olmi, D. J., & McKinley, L. E. (2022). Increasing teachers' use of behavior specific praise via Apple Watch prompting. *Psychology in the Schools, 59*, 480-494.

Harry, S. J., Tingstrom, D. H., Dufrene, B. A., Dart, E. H., Radley, K. C., Lum, J. D. K., & Bates-Brantley, K. (2022). The effects of tootling combined with public posting in high school classrooms. *Journal of Behavioral Education.*

Dart, E. H., Van Norman, E. R., Klingbeil, D. A., & Radley, K. C. (2021). Graph construction and visual analysis: A comparison of curriculum-based measurement vendors. *Journal of Behavioral Education.*

Eaves, E. A., Radley, K. C., Dufrene, B. A., Olmi, D. J., & **Bernard, L. E.** (2021). A comparison of two group contingencies on teachers' use of behavior specific praise. *Journal of Behavioral Education, 30,* 226-246.

Fatima, S., Sultan, S., Jenson, W. R., Davis, J. L., Radley, K. C., & Tara, N. (2021). Superheroes Social Skills program: A replication with children with autism spectrum disorder in Pakistan. *International Journal of School and Educational Psychology.*

Helbig, K. A., Radley, K. C., **Schrieber, S. R., & Derieux, J. R.** (2021). Vocational social skills training for individuals with intellectual and developmental disabilities: A pilot study. *Journal of Behavioral Education.*

King, H., Bloomfield, B., Fischer, A. J., Dart, E. H., Radley, K. C. (2021). A comparison of digital observations of students from video cameras and aerial drones. *Journal of Educational and Psychological Consultation, 31,* 360-381.

King, H., Houlihan, D., Lai, D., & Radley, K. C. (2021). The evolution of high probability command sequences: Theoretical and procedural concerns. *European Journal of Applied Behavior Analysis, 22,* 59-73.

LaBrot, Z. C., Dufrene, B. A., Dart, E. H., Olmi, D. J., Radley, K. C., **Lown, E., & Pasqua, J.** (2021). Maintenance and generalization of preschool teachers' use of behavior specific praise following in situ training. *Journal of Behavioral Education, 30,* 350-377.

Lown, E. L., Radley, K. C., Dart, E. H., Dufrene, B. A., Tingstrom, D. H., Hayes, L., & Tannehill, J. (2021). A comparison of real-time and delayed visual performance feedback on teacher praise. *Psychology in the Schools, 58,* 804-817.

Pasqua, J., LaBrot, Z. C., Dufrene, B. A., Dart, E. H., Olmi, D. J., & Radley, K. C. (2021). Evaluating the interdependent group contingency "Mystery Student" on improving behavior in Head Start Classrooms. *Psychology in the Schools, 58,* 1361-1379.

Radley, K. C., Dart, E. H., **Schrieber, S. R.**, & Davis, J. L. (2021). The accuracy of peer comparison observations: A simulated analysis. *Behavioral Disorders, 46,* 120-129.

Radley, K. C., **Helbig, K. A., Schrieber, S. R.**, **Ware, M. E.,** & Dart, E. H. (2021). Superheroes Social Skills: A component analysis of video only and full curriculum on social skill use. *Focus on Autism and Other Developmental Disabilities*, *36*, 95-107.

Bishop, S. K., Moore, J. W., Dart, E. H., Radley, K. C., **Riley, R., Barker, L. K., Quintero, L., Litten, S., Gilfeather, A., Newborne, B**., & **Toche, C**. (2020). Further investigation of increasing vocalizations of children with autism with a speech-generating device. *Journal of Applied Behavior Analysis, 53,* 475-483.

Ford, W. B., Radley, K. C., Tingstrom, D. H., & Dufrene, B. A. (2020). Efficacy of a no-team version of the Good Behavior Game in high school classrooms. *Journal of Positive Behavior Interventions, 22,* 181-190.

Radley, K. C., Dart, E. H., **Brennan, K. J.,** Helbig, K. A., **Lehman, E. L., Silberman, M., & Mendenhall, K.** (2020). Social skills teaching for individuals with autism spectrum disorder: A systematic review. *Advances in Neurodevelopmental Disorders*, *4*, 215-226.

Radley, K. C., Dart, E. H., Fischer, A. J., & Collins, T. (2020). Publication trends in single-case design research in school psychology journals. *Psychology in the Schools, 57,* 683-698.

Radley, K. C., Dart, E. H., **Helbig, K. A., & Schrieber, S. R.** (2020). An additive analysis of lag schedules of reinforcement and rules on novel responses of individuals with autism spectrum disorder. *Journal of Developmental and Physical Disabilities, 32,* 395-408. doi: 10.1007/s10882-018-9606-0

Radley, K. C., Dart, E. H.**, Helbig, K. A**., **Schrieber, S. R.** & **Ware, M**. **E.** (2020). Building social skills: An investigation of a LEGO-Centered Social Skills Intervention. *Advances in Neurodevelopmental Disorders, 4,* 134-145.

Radley, K. C., Dart, E. H., Lewis, H. L. J., & Peterson, K. (2020). An evaluation of real-time feedback for training classroom observers. *Contemporary School Psychology.*

Taber, T., Dufrene, B. A., Tingstrom, D. H., Olmi, D. J., & Radley, K. C. (2020). High school teachers' maintained and generalized behavior specific praise following in situ training. *Behavior Analysis: Research and Practice, 20,* 203-218.

Chambers, C., & Radley, K. C. (2019). Training soccer skills in adolescents with autism spectrum disorder via peer-mediated behavioral skills training. *Behavior Analysis in Practice.* Epub ahead of press.

Dadakhodjaeva, K., Radley, K. C., Tingstrom, D. H., Dufrene, B. A., & Dart, E. (2019). Effects of daily and reduced frequency implementation of the Good Behavior Game in Kindergarten classrooms. *Behavior Modification.* Epub ahead of press.

Lum, J. D. K., Radley, K. C., Tingstrom, D. H., Dufrene, B. A., Olmi, D. J., & **Wright, S. J.** (2019). Tootling with a randomized independent group contingency to improve high school classwide behavior. *Journal of Positive Behavior Interventions, 21,* 93-105. doi: 10.1177/10983000718792663

McHugh, M., Radley, K. C., Tingstrom, D. H., Dart, E. H., & Barry, C. T. (2019). Incorporating ClassDojo technology with the tootling intervention: Effects on classwide disruptive and academically engaged behavior. *School Psychology Review, 48,* 18-30.

Radley, K. C., Dart, E. H., **Battaglia, A. A.,** & **Ford, W. B.** (2019). A comparison of two procedures for assessing preference in a classroom setting. *Behavior Analysis in Practice, 12,* 95-104. doi: 10.1007/s40617-018-0244-x

Radley, K. C., Dart, E. H., **Helbig, K. A., Schrieber, S. R.,** & **Ware, M. E**. (2019). An evaluation of the additive effects of lag schedules of reinforcement. *Developmental Neurorehabilitation, 22,* 180-191. doi: 10.1080/1758423.2018.1523242

Radley, K. C., Moore, J. W., Dart, E. H., **Ford, W. B.,** & **Helbig, K. A.** (2019). The effects of lag schedules of reinforcement on social skill accuracy and variability. *Focus on Autism and Other Developmental Disabilities, 34,* 67-80.

Cavell, H. M., Radley, K. C., Dufrene, B. A., Tingstrom, D. H., **Ness, E. A.,** & **Murphy, A. N.** (2018). The effects of errorless compliance training on children in home and school settings. *Behavioral Interventions, 33,* 391-402.. doi: 10.1002/bin.1641

Dart, E. H., & Radley, K. C. (2018). Toward a standard assembly of linear graphs. *School Psychology Quarterly, 33,* 350-355. doi: 10.1037/spq0000269

Dart, E. H., Radley, K. C., Mason, B. A., & Allen, J. P. (2018). School-based behavioral interventions to address escape-maintained problem behavior: A systematic review. *Psychology in the Schools, 55,* 295-304. doi: 10.1002/pits.22108

LaBrot, Z. C., Dufrene, B. A., **Pasqua, J.,** Radley, K. C., Olmi, D. J., **Bates-Brantley, K., Helbig, K. A., Melendez, M.,** & **Murphy, A. N.** (2018). A comparison of two function-

based interventions: NCR vs. DRO in preschool classrooms. *Preventing School Failure, 62,* 161-175. doi: 10.1080/1045988x.2017.1408054

LaBrot, Z. C., Radley, K. C., Dart, E. H., Moore, J. W., & **Cavell, H. J.** (2018). A component analysis of behavioral skills training for effective instruction delivery. *Journal of Family Psychotherapy, 29,* 122-141. doi: 10.1080/08975353.2017.1368813

Murphy, A. N., Radley, K. C., & **Helbig, K. A.** (2018). Use of Superheroes Social Skills to address social skill deficits in middle school-age students with autism spectrum disorder. *Psychology in the Schools, 55,* 323-335. doi: 10.1002/pits.22104

Radley, K. C., **Battaglia, A. A., Dadakhodjaeva, K., Ford, W. B.**, & **Robbins, K.** (2018). Increasing behavioral variability and social skill accuracy amongst children with autism spectrum disorder. *Journal of Behavioral Education*, *27,* 395-418. doi: 10.1007/s10864-018-9294-y

Radley, K. C., Dart, E. H., & **Wright, S. J.** (2018). The effect of data points per x- to y-axis ratio on visual analysts' evaluation of single-case graphs. *School Psychology Quarterly, 33,* 314-322. doi: 10.1037/spq0000243

Radley, K. C., **Helbig, K. A., Murphy, A. N., McCargo, M., & Lown, E.** (2018). The effects of a modified PEERS curriculum on accurate and novel responding of children with autism spectrum disorder. *Advances in Neurodevelopmental Disorders.* doi: 10.1007/s41252-018-0077-1

von Schulz, J. H., Dufrene, B. A., **LaBrot, Z. C.,** Tingstrom, D. H., Olmi, D. J., Radley, K. C., **Mitchell, R.,** & **Maldonado, A.** (2018). An evaluation of the relative effectiveness of function-based consequent and antecedent interventions in a preschool setting. *Journal of Applied School Psychology, 34,* 134-156.

Dart, E. H., & Radley, K. C. (2017). The impact of ordinate scaling on the visual analysis of single-case data. *Journal of School Psychology, 63*, 105-118. doi: 10.1016/jsp.2017.03.008

Dart, E. H., Radley, K. C., Fischer, A. J., Collins, T. A., Terjesen, M. D., Wright, S. J., McCargo, M., & Hicks, A. J. (2017). Accuracy in direct behavior rating is minimally impacted by completion latency. *Psychology in the Schools, 54,* 1123-1133. doi: 10.1002/pits.22047

Dart, E. H., Radley, K. C., **Furlow, C. M.,** & **Murphy, A**. (2017). Using behavioral skills training to teach high school students to implement discrete trial training. *Behavior Analysis: Research and Practice*, *17,* 237-249. doi: 10.1037/bar0000075

Fischer, A. J., Dart, E. H., Radley, K. C., Richardson, D., Clark, R., & **Wimberly, J. K.** (2017). An evaluation of the effectiveness and acceptability of teleconsultation. *Journal of Educational and Psychological Consultation*, *4*, 437-458. doi: 10.1080/10474412.2016.1235978

King, B., Radley, K. C., Jenson, W. R., Clark, E., & O'Neill, R. E. (2017). On-Task in a Box: An evaluation of an intervention package for increasing rates of on-task behavior and academic performance. *School Psychology Quarterly, 32,* 306-319. doi: 10.1037/spq0000162

Lum, J. D. K., Tingstrom, D. H., Dufrene, B. A., Radley, K. C., & **Lynne, S.** (2017). Effects of tootling on classwide disruptive and academically engaged behavior of general-education high school students. *Psychology in the Schools, 54,* 370-384. doi: 10.1002/pits.22002

Lynne, S., Radley, K. C., Dart, E. H., Tingstrom, D. H., Barry, C.T. & **Lum, J. D. K.** (2017). Use of a technology-enhanced version of the good behavior game in an elementary school setting. *Psychology in the Schools*. doi: 10.1002/pits.22043

Moore J. W., Radley, K. C., Dart, E. H., **Whipple, H. M., Ness, E. J., Murphy, A. N., Furlow, C. M., Wimberly, J. K.,** & **Smith, A.** (2017). The impact of stimulus presentation and size on preference. *Behavior Analysis in Practice*, *10*, 172-177. doi: 10.1007/s40617-016-0148-6

Radley, K. C., Dart, E. H., Moore, J. W., **Battaglia, A. A.,** & **LaBrot, Z. C.** (2017). Promoting accurate variability of social skills in children with autism spectrum disorder. *Behavior Modification, 41,* 84-112. doi: 10.1177/0145445516655428

Radley, K. C., Dart, E. H., Moore, J. W., **Lum, J. D. K.,** & **Pasqua, J.** (2017). Enhancing appropriate and variable responding in young children with autism spectrum disorder. *Developmental Neurorehabilitation. 20,* 538-548.. doi: 10.1080/1751823.2017.1323973

Radley, K. C., **O'Handley, R. D., Battaglia, A. A., Lum, J. D. K., Dadakhodjaeva, K., Ford, W. B.,** & **McHugh, M. B.** (2017). Effects of a social skills intervention on children with autism spectrum disorder and peers with shared deficits. *Education and Treatment of Children, 40,* 233-262. doi: 10.1353/etc.2017.0011

Radley, K. C., **McHugh, M. B., Taber, T., Battaglia, A. A.,** & **Ford, W. B.** (2017). School-based social skills training for children with autism spectrum disorder. *Focus on Autism and Other Developmental Disorders, 32,* 256-268. Doi: 10.1177/1088357615583470

Dart, E. H., Radley, K. C., **Battaglia, A. A., Dadakhodjaeva, K., Bates, K.,** & **Wright, S.** (2016). The Classroom Password: A class-wide intervention to increase academic engagement. *Psychology in the Schools, 53,* 416-431. doi: 10.1002/pits.21911

Dart, E. H., Radley, K. C., Briesch, A. M., **Furlow, C. M.,** & **Cavell, H.** (2016). Assessing the accuracy of classwide direct observation methods: Two analyses using simulated and naturalistic data. *Behavioral Disorders, 3,* 148-160. doi: 10.17988/BD-15-49.1

LaBrot, Z. C., Dufrene, B. A., Radley, K. C., & **Pasqua, J.** (2016). Evaluation of a modified check-in/check-out intervention for young children. *Perspectives on Early Childhood Psychology and Education*, *1,* 143-165.

McHugh, M. B., Tingstrom, D. H., Radley, K. C., Barry, C. T., & Walker, K. (2016). Effects of tootling on classwide and individual disruptive and academically engaged behavior of lower-elementary students. *Behavioral Interventions*. *31*, 332-354. doi: 10.1002/bin.1447

O'Handley, R. O., Dadakohdjaeva, K., Radley, K. C., & Dart, E. H. (2016). Promoting independent ambulation: A case study of an elementary school student with developmental disabilities. *Research in Developmental Disabilities, 56,* 153-159. doi: 10.1016/j.ridd.2016/05/008

O'Handley, R. O., Ford, W. B., Radley, K. C., **Helbig, K.**, & **Wimberly, J.** (2016). Social skills training for adolescents with intellectual disabilities: A school-based evaluation. *Behavior Modification, 40,* 541-567. doi: 10.1177/0145445516629938

O'Handley, R. D., Radley, K. C., & **Cavell, H. J.** (2016). Utilization of Superheroes Social Skills to reduce disruptive and aggressive behavior. *Preventing School Failure, 60,* 124-132. doi: 10.1080/1045988X.2015.1038775

O'Handley, R. D., Radley, K. C., & **Lum, D. K. J.** (2016). Promoting social communication in a child with specific language impairment. *Communication Disorders Quarterly, 37,* 199-210. doi: 10.1177/1525740115595346

Pasqua, J., Dart, E. H., & Radley, K. C. (2016). Behavior interventions within the restroom: Flushing Away Noise. *Journal of Applied School Psychology, 32,* 268-286. doi: 10.1177/1525740115595346

Radley, K. C., & Dart, E. H. (2016). Antecedent strategies to promote children's and adolescents' compliance with adult requests: A review of the literature. *Clinical Child and Family Psychology Review, 19,* 39-54. doi: 10.1007/s10567-015-0197-3

Radley, K. C., Dart, E. H., & **O'Handley, R. D.** (2016). The Quiet Classroom Game: A Class-Wide Intervention to Increase Academic Engagement and Reduce Disruptive Behavior. *School Psychology Review, 45,* 93-108. doi: 10.17105/SPR45-1.93-108

Radley, K. C., Hanglein, J., & Arak, M. (2016). School-based social skills training for preschool-age children with autism spectrum disorder. *Autism, 20,* 938-951. doi: 10.1177/1362361315617361

Young, K. R., Radley, K. C., Jenson, W. R., & Clare, S. K. (2016). Peer facilitated discrete trial training for children with autism spectrum disorder. *School Psychology Quarterly*, *31*, 507-521. doi: 10.1037/spq0000161

Battaglia, A. A., Radley, K. C., & **Ness, E. J.** (2015). Evaluating the effects of On-Task in a Box as a class-wide intervention. *Psychology in the Schools, 52,* 743-755. doi: 10.1002/pits.21858

Block, H. M., Radley, K. C., Jenson, W. R., Clark, E., & O'Neill, R. E. (2015). Effects of a multimedia social skills program in increasing social responses and initiations of children with autism spectrum disorder. *International Journal of School & Educational Psychology, 3,* 16-24. doi: 10.1080/21683603.2014.923355

O'Handley, R. D., Radley, K. C., & **Whipple, H. M.** (2015). The relative effects of social stories and video modeling toward increasing eye contact of adolescents with autism spectrum disorder. *Research in Autism Spectrum Disorders, 11*, 101-111. doi: 10.1016/j.rasd.2014.12.009

Radley, K. C., Dart, E. H., **Furlow, C. M.,** & **Ness, E. J.** (2015). Peer mediated discrete trial training within a school setting. *Research in Autism Spectrum Disorders, 9,* 53-67. doi: 10.1016/j.rasd.2014.10.001

Radley, K. C., **Ford, W. B., McHugh, M. B., Dadakhodjaeva, K., O'Handley, R. D.**, **Battaglia, A. A., & Lum, J. D. K.** (2015). Brief report: Use of Superheroes Social Skills to promote accurate social skill use. *Journal of Autism and Developmental Disorders, 45,* 3048-3054. doi: 10.1007/s10803-015-2442-5

Radley, K. C., **O'Handley, R. D.,** & **LaBrot, Z. C.** (2015). A comparison of momentary time sampling and partial-interval recording for assessment of effects of social skills training. *Psychology in the Schools, 52,* 363-378. doi: 10.1002/pits.21829

Battaglia, A. A., & Radley, K. C. (2014). Peer-mediated interventions for children with autism spectrum disorders. *Beyond Behavior, 23,* 4-13.

King, B., Radley, K. C., Jenson, W. R., Clark, E., & O'Neill, R. E. (2014). Utilization of video modeling combined with self-monitoring to increase rates of on -task behavior. *Behavioral Interventions, 29,* 125-144. doi: 10.1002/bin.1379

Radley, K. C., **Ford, W. B., Battaglia, A. A.,** & **McHugh, M. B.** (2014). The effects of social skills training on social engagement of children with autism spectrum disorders in a generalized recess setting. *Focus on Autism and Other Developmental Disabilities, 4,* 216-229. doi: 10.1177/1088357614525660

Radley, K. C., Jenson, W. R., Clark, E., Hood, J. A. & Nicholas, P. (2014). Using a multicomponent social skills intervention to increase social engagement of young children with autism spectrum disorders. *Intervention in School and Clinic, 50,* 22-28. doi: 10.1177/1053451214532350

Radley, K. C., Jenson, W. R., Clark, E., & O'Neill, R. E. (2014). The feasibility and effects of a parent-facilitated social skills training program on social engagement of children with

autism spectrum disorder. *Psychology in the Schools, 51,* 241-255. doi: 10.1002/pits.21749

Radley, K. C., **O'Handley, R. D., Ness, E. J., Ford, W. B., Battaglia, A. A., McHugh, M. B., & McLemore, C. E.** (2014). Promoting social skill use and generalization in children with autism spectrum disorder. *Research in Autism Spectrum Disorders, 8,* 669-680. doi: 10.1016/j.rasd.2014.03.012

INVITED PUBLICATIONS (N=3)

Radley, K. C., Jenson, W. R., & Sprick, R. (2013). Evidence-based strategies to promote generalization of social skills in the real world. *Autism Spectrum Quarterly, Fall,* 11-15.

Sprick, R., Jenson, W. R., Hinesly, M., & Radley, K. C. (2013). Evidence-based strategies to manage student behavior. *Autism Spectrum Quarterly, Winter,* 8-10.

Block, H. M., Gabrielsen, T., Hood, J A., & Radley, K. C. (2009). The real heroes: How a multimedia social skills program can benefit children on the autism spectrum. *The Utah Special Educator, 7,* 22-25.

MANUSCRIPTS UNDER REVIEW (N=12)

Bates-Brantley, K., Dart, E. H., Radley, K. C., & **Harry, S. W.** (under review). The Classroom Password Game: An independent group contingency designed to target academic engagement and disruptive behavior in high school classrooms.

Dart, E. H., & Radley, K. C. (revisions requested). The effects of x-axis time compression on the visual analysis of single case data. *Psychology in the Schools.*

Dart, E. H., Radley, K. C., Helbig, K. A., (under review). Reframing social skills practices for autistic students: A responsive approach for assessment and intervention. *Journal of Educational and Psychological Consultation.*

Davis, J. L., King, H., Radley, K. C., Corsi, C., Jensen, H., & Jenson, W. R. (under review). The mystery motivator intervention for challenging behavior: A meta-analysis. *Journal of Positive Behavior Interventions.*

Goldsmith, E. S., Wills, V. P., Martone, L., & Radley, K. C. (under review). Increasing teachers' use of praise and opportunities to respond with video self-monitoring. *Journal of Applied School Psychology.*

King, H., Fischer, A., Davis, J. L., Houlihan, D., Radley, K. C., & Jenson, W. R. (under review). Caregiver training on antecedent strategies to promote children's instructional following in the home. *Behavior Analysis in Practice.*

McLemore, C., Dufrene, B. A., Dart, E. H., Radley, K. C., & Tingstrom, D. H. (revisions requested) Peer-mediated check-in/check-out with self-monitoring. *Journal of Positive Behavior Interventions.*

Maldonado, A. F., Fischer, A. J., Wright, H. M., Jensen, R. L., Coombs, A., Mathis, S. N., Lundy, K. M., Hawken, L., Radley, K. C., & Perez, L. (revisions requested). Components of a Successful Classroom: A factor analysis for initial validation of a measure assessing tier one classroom management. *Assessment for Effective Intervention.*

Radley, K. C., Fischer, A. J., Pirsig, S., Davis, E. (under review). The effect of a tiered consultation procedure on teacher ratio of positive to negative statements. *Journal of Applied School Psychology.*

Radley, K. C., Kilgus, S. P., Helbig, K. A., & Schrieber, S. R. (under review). Treatment utility of the Intervention Selection Profile—Skills: Differentiating Acquisition and Performance Deficits. *Advances in Neurodevelopmental Disorders.*

Silberman, M. J., Feola, V., King, H., Lewis, H. L. J., Miller-Johnson, K., Fischer, A. J., & Radley, K. C. (under review). Effectiveness of a virtual Superheroes Social Skills intervention on social skill acquisition for elementary students with disabilities. *Journal of Behavioral Education.*

MANUSCRIPTS IN PREPARATION (N=11)

Dart, E. H., & Radley, K. C. (in preparation). The effect of y-axis labels on the determination of response to intervention.

Dart, E. H., Radley, K. C., **Battaglia, A. A., & Ford, W. B.** (in preparation). Interventions for disruptive behavior in school settings: A meta-analysis.

Helbig, K. A., Radley, K. C., **Schrieber, S. R.,** & **Derieux, J. R.** (in preparation). Assessing generalization of social skills to a workplace environment.

Helbig, K. A., Radley, K. C., **Schrieber, S. R.,** & **Deriuex, J. R**. (in preparation). The effects of a teacher-implemented social skills program for students in special-education.

Helbig, K. A., Radley, K. C., **Schrieber, S. R.,** & **Deriuex, J. R.** (in preparation). Evaluation of a recess-based social skills training intervention

O'Handley, R. D., Terry, M., Kennert, B., LaBrot, Z., Radley, K. C., & Leja, A. (in preparation). Promoting social skill accuracy in children with autism spectrum disorder in an outpatient setting.

O'Handley, R. D., Ramos, A., & Radley, K. C. (in preparation). School psychologists' social skills teaching practices with students with autism.

Radley, K. C., & Dart, E. H. (in preparation). The effect of level of data presentation of visual analysis.

Radley, K. C., Dart, E. H., & **Lewis-Johnson, H.** (in preparation). Correspondence between visual analysis and effect size interpretation metrics.

Radley, K. C., & Dart, E. H. (in preparation). Evaluating the effects of warnings as a means of mitigating the analysis-altering effects of graph construction on visual analysis.

Radley, K. C., Klingbeil, D. A., **Bates-Brantly, K. E., Murphy, A. N., Tannehill, J., Derieux, J. R., Helbig, K. A., & Schrieber, S. R.** (in preparation). School-based social skills training for children with autism spectrum disorder: A meta-analysis.

BOOKS AND BOOK CHAPTERS (N=14)

Radley, K. C., & Dart, E. H. (2022). *Social Skills Teaching for Individuals with Autism: Integrating Research into Practice.* Springer.

Dart, E. H., Radley, K. C., McGirt, C., Martin, J., Shuman, T., & Hite, R. (2021). Good Behavior Game. In A. Axelrod, M. Chaffin, & R. Hawkins (Eds.), *Case studies in school psychology: Behavioral interventions for effective problem-solving.* Routledge.

Radley, K. C., Dart, E. H., Helbig, K. A., Schrieber, S. R., & Ware, M. E. (2021). Social skills training for individuals with autism spectrum disorder. In S. Von Tetzchner & X. Su (Eds.), *Development and intervention of autism spectrum disorders in childhood: International and Chinese perspectives.* Beijing: Wucailu Center for Autism Research.

Radley, K. C. (2020). Peer-mediated Behavioral Interventions. In T. Collins & R. Hawkens (Eds.), *Peers as change agents: A guide to implementing peer-mediated interventions in schools.* Oxford University Press.

Radley, K. C., & Helbig, K. A. (2020). Superheroes Social Skills. In D. Nangle, C. Eardley, & B. Schwartz-Mette (Eds.), *Social skills across the lifespan: Theory, assessment, and intervention.* Elsevier.

Radley, K. C., & Dart, E. H. (2019). *Handbook of Behavioral Interventions in Schools: Multi-Tiered Systems of Supports.* New York: Oxford University Press.

Fischer, A. J., Dart, E. H., Collins, T. A., & Radley, K. C. (2019). *Technology Applications in School Consultation, Supervision, and School Psychology Training.* New York: Routledge.

Radley, K. C., **Helbig, K. A., & Schrieber, S.** (2018). Promoting social development with the Superheroes Social Skills program. In L. Nabors & R. Hawkins (Eds.), *Promoting Prosocial Behaviors in Children through Games and Play: Making Social Emotional Learning Fun.*

Radley, K. C., **O'Handley, R. D.**, & Sabey, C. V. (2017). Social skills training for children and adolescents with autism spectrum disorder. In J. L. Matson (Ed.), *Handbook of Autism Treatments* (pp. 231-254). New York: Springer.

Clark, E., Radley, K. C., Huber, R., & Jenson, W. R. (2015). The neuropsychology of autism spectrum disorders in men. In R. D'Amato (Ed.), *Neuropsychology of men* (pp. 63-83). New York: Springer.

Clark, E., Radley, K. C., & Phosaly, L. (2014). Assessment and intervention for high-functioning children with ASD. In A. Thomas & P. Harrison (Eds.), *Best practices in school psychology: Data-based and collaborative decision making* (pp. 417-431). Bethesda, MD: National Association of School Psychologists.

O'Neill, R. E., Jenson, W. R., & Radley, K. C. (2014). Interventions for challenging behaviors. In F. Volkmar, R. Paul, S. Rogers, & K. Pelphrey (Eds.), *Handbook of autism and pervasive developmental disorders* (4th ed., pp. 826-837). Hoboken, NJ: Wiley.

Radley, K. C. & Jenson, W. R. (2012). *Superheroes Social Skills: Parent Training and Coaching Manual.* Salt Lake City, UT: Utah State Office of Education.

Jenson, W. R., Bowen, J., Clark, E., Block , H. M., Gabrielsen, T., Hood, J. A., Radley, K. C., & Springer, B. (2011). *Superheroes Social Skills: A Multimedia Program.* Eugene, OR: Pacific Northwest Publishing.

ENCYCLOPEDIA ENTRIES (N=4)

Radley, K. C., & **Ness, E. J.** (2018). Social inclusion. In E. Braaten (Ed.), *SAGE Encyclopedia of Intellectual and Developmental Disorders*.

Radley, K. C., & **Eaves, A.** (2018). Social skills deficits. In E. Braaten (Ed.), *SAGE Encyclopedia of Intellectual and Developmental Disorders*.

Radley, K. C., & **Furlow C. M.** (2018). Least restrictive environment, history of. In E. Braaten (Ed.), *SAGE Encyclopedia of Intellectual and Developmental Disorders*.

Radley, K. C., & **McCargo, M.** (2017) Conditioned response. In V. Zeigler-Hill & T. K. Shackelford (Eds.), *Encyclopedia of Personality and Individual Differences*.

PEER REFEREED PRESENTATIONS (N=94)

Maldonado, A. F., **Jorgensen, B. A.,** Fischer, A. J., Stuart, L. A., Radley, K. C. (2022, March). Parents Effectively Addressing Challenging Behavior en Español (PEACE): Facilitating

Equitable Accessibility to Evidence-Based Interventions [Poster Presentation]. Presented at the ABAI 16th Annual Autism Conference. Seattle, WA, United States.

Dart, E. H., & Radley, K. C. (February, 2022). Rater, graph, or data: What matters most in visual analysis. Presented at the National Association of School Psychologists 2022 Convention. Boston, MA.

Helbig, K. A., Schrieber, S. R., Radley, K. C., & Dart, E. H. (February, 2022). Workin' 9 to 5: Teaching social skills for workplace settings. Presented at the National Association of School Psychologists 2022 Convention. Boston, MA.

O'Handley, R. D., Ramos, A., & Radley, K. C. (February, 2022). School psychologists' social skills training practices with students with autism. Presented at the National Association of School Psychologists 2022 Convention. Boston, MA.

Radley, K. C., & Dart, E. H. (February, 2022). Clued in: Improving single-case graph presentation. Presented at the National Association of School Psychologists 2022 Convention. Boston, MA.

Radley, K. C., Klingbeil, D. A., Latham, A. D., Schmitt, M., & Helbig, K. A. (February, 2022). Meta-analysis of school-based social skills teaching for students with autism. Presented at the National Association of School Psychologists 2022 Convention. Boston, MA.

Maldonado, A. F., Jorgensen, B., Gochnour, M., Wilcox, S., Trumbull, L. R., Agravante, L., Fischer, A. F., Stuart, A. L., & Radley, K. C. (2021, November). Project PEACE: Addressing the needs for equitable accessibility to evidence-based behavioral and mental health interventions. Presented at the Utah Association for School Psychology Annual Conference, Salt Lake City, UT.

Coombs, A., Goldsmith, E., Martinez, A., Maldonado, A.F., Hawken, L., Fischer, A.J., **Hutchinson, M.,** Hesley, C., & Radley, K. (2021, March). Utilizing social media for service delivery: Behavioral and educational supports during COVID-19. Ignite presentation at the Association for Positive Behavior Support 18th International Virtual Conference on Positive Behavior Support.

Maldonado, A.F., Fischer, A.J., Hawken, L., **Wright, H.M.,** Wu, S., **Coombs, A.**, Radley, K., & **Perez, L.** (2021, February). *Components of a Successful Classroom: Factor analysis for initial validation*. Paper presented at the National Association of School Psychologists 2021 Annual Convention, Salt Lake City, UT.

Helbig, K. A., Schrieber, S. R., Derieux, J. R., & Radley, K. C. (2019, February). *It's off to work we go: Training workplace social skills*. Presented at the meeting of the National Association of School Psychologists, Atlanta, GA.

Lown, E., & Radley, K. C. (2019, February). *Praise, praise, praise: Increasing teacher praise in head start.* Presented at the meeting of the National Association of School Psychologists, Atlanta, GA.

McCargo, M. M., & Radley, K. C. *Incessant questioning effectiveness: A parametric analysis of opportunities to respond.* Presented at the meeting of the National Association of School Psychologists, Atlanta, GA.

Radley, K. C., & Dart, E. H. (2019, February). *You gotta keep 'em separated: Probe data and visual analysis.* Presented at the meeting of the National Association of School Psychologists, Atlanta, GA.

Schrieber, S. R., Helbig, K. A., Derieux, J. R., & Radley, K. C. (2019, February). *Welcome to the jungle gym: Evaluating recess-based social skills training.* Presented at the meeting of the National Association of School Psychologists, Atlanta, GA.

Schrieber, S. R., Helbig, K. A., Radley, K. C., & Kilgus, S. P. (2019, February). *It's a match: Training social skills based on deficit type.* Presented at the meeting of the National Association of School Psychologists, Atlanta, GA.

Ware, M. E., & Radley, K. C. (2019, February). *Shhh: Implementing an interdependent group contingency to reduce lunchroom noise.* Presented at the meeting of the National Association of School Psychologists, Atlanta, GA.

Drevon, D. D., Radley, K. C., & Rigney, A. (2018, February). A review of the evidence-base for sensory-based interventions. Presented at the meeting of the National Association of School Psychologists, Chicago, IL.

Helbig, K. A., Schrieber, S. S., Derieux, J. R., & Radley, K. C. (2018, February). *Effects of a teacher-implemented social skills intervention for special-education students.* Poster presented at the meeting of the National Association of School Psychologists, Chicago, IL.

Helbig, K. A., Radley, K. C., Dart, E. H., & **Schrieber, S. S.** (2018, February). *Social skills: Increasing novel responding in sixth graders with autism.* Poster presented at the meeting of the National Association of School Psychologists, Chicago, IL.

Radley, K. C., Dart, E. H., Davis, J. L., & **Schrieber, S. R.** (2018, February). I see what you did there: Conducting empirically supported student observations. Presented at the meeting of the National Association of School Psychologists, Chicago, IL.

Radley, K. C., Dart, E. H., & **Wright, S. J.** (2018, February). Show me the data: Improving the presentation of graphical data. Presented at the meeting of the National Association of School Psychologists, Chicago, IL.

Schrieber, S. S., **Helbig, K. A.,** Deriuex, J. R., & Radley, K. C. (2018, February). *Promoting social skills for a vocational setting.* Poster presented at the meeting of the National Association of School Psychologists, Chicago, IL.

Radley, K. C., & Helbig, K. A. (2017, November). Social skills training for students with developmental disabilities: Promoting social skill accuracy and flexibility. Presented at the meeting of the Louisiana School Psychology Association, Lafayette, LA.

Dart, E. H., & Radley, K. C. (2017, February). Effects of ordinate scaling on visual analysis of single-case data. Presented at the meeting of the National Association of School Psychologists, San Antonio, TX.

Dart, E. H., Radley, K. C., **Thompson, T. C. McCargo, M., Murphy, A. N.,** & **Helbig, K. A.** (2017, February). The Dependability of Class-Wide Systematic Direct Observation. Presented at the meeting of the National Association of School Psychologists, San Antonio, TX.

Helbig, K. A., Radley, K. C., Dart, E. H., Moore, J., & **Ford, W. B.** (2017, February). Increasing skill acquisition and variable responding for children with autism. Presented at the meeting of the National Association of School Psychologists, San Antonio, TX.

LaBrot, Z. C., Radley, K. C., Dart, E. H., **Battaglia, A. A.,** & Moore, J. W. (2017, February). Promoting social skills variability in children with autism spectrum disorder. Presented at the meeting of the National Association of School Psychologists, San Antonio, TX.

Lum, J. D. K., Radley, K. C., **Pasqua, J.,** Dart, E. H., (2017, February). Enhancing Appropriate and Variable Responding in Children with ASD. Presented at the meeting of the National Association of School Psychologists, San Antonio, TX.

O'Handley, D. R., Olmi, D. J., Dufrene, B. A., Radley, K. C., & **Whipple, H.** (2017, February). Comparing different schedules of praise delivery in secondary classrooms. Presented at the meeting of the National Association of School Psychologists, San Antonio, TX.

Radley. K. C., & Dart, E. H. (2017, February). Antecedent Interventions for Practitioners: Stopping Problem Behavior Before It Starts. Presented at the meeting of the National Association of School Psychologists, San Antonio, TX.

Radley, K. C., Dart, E. H., **Battaglia, A. A.,** & **Ford, W. B.** (2017, February). Using technology to increase intervention effectiveness: Plickers in the classroom. Presented at the meeting of the National Association of School Psychologists, San Antonio, TX.

Robbins, K., & Radley, K. C. (2017, February). Increasing Behavioral Variability and Social Skill Accuracy. Presented at the meeting of the National Association of School Psychologists, San Antonio, TX.

Whipple, H., Thompson, T., Battaglia, A., Radley, K. C., Dart, E. H., Fischer, A. J., & Collins, T. A. (2017, February). Publication Trends for Single-Case Design. Presented at the meeting of the National Association of School Psychologists, San Antonio, TX.

Radley, K. C., & Dart, E. H. (2016, November). Antecedent interventions for practitioners: Stopping problem behavior before it starts. Presented at the Louisiana School Psychology Association conference, Lafayette, LA.

Radley, K. C., & Dart, E. H. (2016, September). Antecedent interventions to promote children's and adolescent compliance with adult requests: A review of the literature. Presented at the Mississippi Psychological Association conference, Bay St. Louis, MS.

Radley, K. C., & Dart, E. H. (2016, June). Plickers: Using smartphones to identify potent reinforcers for your students. Presented at the Making Connections Conference. Biloxi, MS.

Battaglia, A. A., Dadakhodjaeva, K., Bates, K. E., Wright, S. J., Dart, E. H., & Radley, K. C. (2016, February). Classroom password: A class-wide intervention to promote academically engaged behavior. Presented at the meeting of the National Association of School Psychologists, New Orleans, LA.

Battaglia, A. A., & Radley, K. C. (2016, February). On-task in a Box: Class-wide intervention to promote on-task behavior. Presented at the meeting of the National Association of School Psychologists, New Orleans, LA.

Cavell, H. J., & Radley, K. C. (2016, February). The effects of errorless compliance on generalization of compliance behavior. Presented at the meeting of the National Association of School Psychologists, New Orleans, LA.

Collins, T. A., Radley, K. C., Dart, E. H., & Fischer, A. J. (2016, February). Sociometric ratings and social status in schools: A review and recommendations. Poster presented at the meeting of the National Association of School Psychologists, New Orleans, LA.

Dart, E. H., Radley, K. C., & Briesch, A. M. (2016, February). Comparing the accuracy of group observation methods. Presented at the meeting of the National Association of School Psychologists, New Orleans, LA.

Dart, E. H., Radley, K. C., Fischer, A. J., Collins, T. A., Terjesen, M., & Hicks, A. (2016, February). *Completion latency and the accuracy of direct behavior ratings*. Presented at the meeting of the National Association of School Psychologists, New Orleans, LA.

Ford, W. B., Battaglia, A. A., Lum, J. D. K., Dadakhodjaeva, K., & Radley, K. C. (2016, February, February). Improving and generalizing social skill usage for children with ASD. Presented at the meeting of the National Association of School Psychologists, New Orleans, LA.

Furlow, C. M., Radley, K. C., Dart, E. H., & **Murphy, A. N.** (2016, February). Training methodologies and treatment integrity of peer-mediated discrete trial training. Poster presented at the meeting of the National Association of School Psychologists, New Orleans, LA.

Helbig, K. A., O'Handley, R. D., Ford, W. B., Wimberly, J. K., & Radley, K. C. (2016, February). Social skills training for high school boys with intellectual disabilities. Presented at the meeting of the National Association of School Psychologists, New Orleans, LA.

Lynne, S., Radley, K. C., **Lum, J. D. K.,** & Dart, E. H. (2016, February). Implementing a variation of the Good Behavior Game with ClassDojo. Poster presented at the meeting of the National Association of School Psychologists, New Orleans, LA.

Murphy, A. N., Ford, W. B., McHugh, M. M., & Radley, K. C. (2016, February). Increasing behavioral variability for an adolescent with ASD. Poster presented at the meeting of the National Association of School Psychologists, New Orleans, LA.

Pasqua, J. L., LaBrot, Z. C., & Radley, K. C. (2016, February). Discrete trial training among head start children with autism. Poster presented at the meeting of the National Association of School Psychologists, New Orleans, LA.

Radley, K. C., Dart, E. H., & **O'Handley, R. D.** (2016, February). Using decibel meters to promote academic engagement. Poster presented at the meeting of the National Association of School Psychologists, New Orleans, LA.

Radley, K. C., Dart, E. H., Moore, J. W., **Ford, W. B., Helbig, K., Battaglia, A. A., Lum, J. D. K.,** & **LaBrot, Z. C.** (2016, January). *Use of lag schedules of reinforcement to promote accurate social skill variability.* Poster presented at the Association for Behavior Analysis Autism Conference.

Dart, E. H., Radley, K. C., **Furlow, C. M.,** & **Murphy, A. N.** (2016, January). *Using behavioral skills training to teach high school students to implement discrete trial training.* Poster presented at the Association for Behavior Analysis Autism Conference.

Radley, K. C., Dart, E. H., & **O'Handley, R. O.** (2015, November). *Using decibel meters to promote academic engagement.* Poster presented at the University of Southern Mississippi Research Awards Day.

Dart, E. H. & Radley, K. C. (2015, November). *Visual analysis: Am I doing it right?* Presented at the annual meeting of the Louisiana School Psychology Association.

Dart, E. H., Radley, K. C., **Bates, K., Battaglia, A. A., Dadakhodjaeva, K.** & **Wright, S.** (2015, November). *The Classroom Password: An intervention for academic engagement.* Presented at the annual meeting of the Louisiana School Psychology Association.

Ness, E. A., LaBrot, Z. C., Dufrene, B. A., & Radley, K. C. (2015, November). *Effective reading interventions: Comparing clinic- and school-based procedures*. Presented at the annual meeting of the Louisiana School Psychology Association.

Radley, K. C., & Dart, E. H. (2015, June). *Using smartphones to increase student engagement and decrease noise*. Presented at the Making Connections Conference. Biloxi, MS.

Dart, E. H., Radley, K. C., **Bates, K., Battaglia, A. A., Dadakhodjaeva, K.,** & **Wright, S.** (2015, June). *The Classroom Password: An intervention for academic engagement.* Presented at the Making Connections Conference. Biloxi, MS.

Battaglia, A. A., Ford, W. B., McHugh, M. B., Taber, T., & Radley, K. C. (2015, February). *Effects of school-based Superheroes Social Skills on social engagement.* Presented at the meeting of the National Association of School Psychologists, Orlando, FL.

Fischer, A. J., Dart, E. H., & Radley, K. C. (2015, February). *Evaluating the effectiveness of videoconferencing as a behavioral consultation medium.* Presented at the meeting of the National Association of School Psychologists, Orlando, FL.

Furlow, C., Ness, E. J., Radley, K. C., & Dart, E. H. (2015, February). *Peer mediated discrete trail training and children with autism.* Presented at the meeting of the National Association of School Psychologists, Orlando, FL.

LaBrot, Z. C., Pasqua, J. L., Dufrene, B. A., & Radley, K. C. (2015, February). *Evaluation of a modified check-in check-out intervention for young children.* Presented at the meeting of the National Association of School Psychologists, Orlando, FL.

Lum, J. D. K., O'Handley, R. D., & Radley, K. C. (2015, February). *Improving social skills for children with specific language impairment.* Presented at the meeting of the National Association of School Psychologists, Orlando, FL.

McHugh, M. B., Battaglia, A. A., Ford, W. B., & Radley, K. C. (2015, February). *Promoting social skills and generalization in children with ASD.* Poster presented at the meeting of the National Association of School Psychologists, Orlando, FL.

O'Handley, R. D., Whipple, H. M., & Radley, K. C. (2015, February). *The differential effects of social stories and video modeling.* Presented at the meeting of the National Association of School Psychologists, Orlando, FL.

Pasqua, J., Dart, E. H., & Radley, K. C. (2015, February). *Shut the Flush Up: A bathroom noise reduction intervention.* Presented at the meeting of the National Association of School Psychologists, Orlando, FL.

Dart, E. H., & Radley, K. C. (November, 2014). *Comparing the accuracy of systematic direct observation methods for summarizing group behavior: An analysis using simulated data.* Poster presented at the University of Southern Mississippi Research Awards Day.

Furlow, C. M., Radley, K. C., Dart, E. H., & **Ness, E. J.** (November, 2014). *Peer mediated discrete trial training within a school setting.* Presented at the Gulf Coast Applied Behavior Analysis Conference.

Radley, K. C., Dart, E. H., **O'Handley, R. D., & Pasqua, J.** (2014, November). *Can you hear me now? Using smartphones to decrease noise level in two school settings.* Presented at the annual meeting of the Louisiana School Psychology Association.

Dart, E. H., Radley, K. C., **Furlow, C. M., & Cavell, H. M.** (2014, November). *Comparing the accuracy of group observation methods: An analysis using simulated data.* Presented at the annual meeting of the Louisiana School Psychology Association.

McHugh, M. B., Battaglia, A. A., Ford, W. B., & Radley, K. C. (2014, September). *Promoting social skills use and generalization in children with autism spectrum disorders*. Presented at the annual meeting of the Mississippi Psychological Association.

LaBrot, Z. C., Pasqua, J. & Radley, K. C. (2014, September). *Evaluation of a modified check-in/check-out intervention for young children.* Presented at the annual meeting of the Mississippi Psychological Association.

O'Handley, R. D., Lum, D. K. J., & Radley, K. C. (2014, September). *Using a behaviorally-based intervention to improve conversational social skills.* Presented at the annual meeting of the Mississippi Psychological Association.

Radley, K. C., **O'Handley, R. D., LaBrot, Z. C., Ness, E. J., Battaglia, A. A.,** & **Ford, W. B.** (2014, June). *Promoting social skill use in children with autism spectrum disorder.* Presented at the Making Connections Conference, Biloxi, Mississippi.

Dart, E. H., **Whipple, H., Furlow, C. M., McHugh, M. B.,** & Radley, K. C. (2014, June). *The Good Behavior Game: A 21st century update using ClassDojo.* Presented at the Making Connections Conference, Biloxi, Mississippi.

Ford, W. B., Battaglia, A. A., Radley, K. C., & **McHugh, M. B.** (2014, February). *Increasing social engagement in elementary-age children with autism.* Presented at the meeting of the National Association of School Psychologists, Washington, D.C.

Ness, E. J., & Radley, K. C. (2014, February). *Generalized effects of PECS on disruptive behaviors and communication.* Presented at the meeting of the National Association of School Psychologists, Washington, D.C.

Ness, E. J., Radley, K. C., & **Mitchell, R.** (2014, February). *Increasing social skills in two preschool children with autism.* Poster presented at the meeting of the National Association of School Psychologists, Washington, D.C.

LaBrot, Z. C., O'Handley, R. D., & Radley, K. C. (2014, February). *Comparison of effect size differences for specific social skills observations.* Poster presented at the meeting of the National Association of School Psychologists, Washington, D.C.

Radley, K. C., & **O'Handley, R. D.** (2014, February). *Negative reinforcement and video self-modeling to increase eye contact.* Poster presented at the meeting of the National Association of School Psychologists, Washington, D.C.

Battaglia, A. A., Jenson, W. R., Radley, K. C., & King, B. (2014, February). *On-Task in a Box: Multicomponent intervention to increase on-task behaviors.* Presented at the meeting of the National Association of School Psychologists, Washington, D.C.

O'Handley, R. D., Radley, K. C., & **Cavell, H.** (2014, February). *Using Superheroes Social Skills to decrease disruptive behavior.* Presented at the meeting of the National Association of School Psychologists, Washington, D.C.

O'Handley, R. D., LaBrot, Z. C., Radley, K. C., & Hood, J. A. (2014, February*). A comparison of observation recording procedures for social skills assessment.* Presented at the meeting of the National Association of School Psychologists, Washington, D.C.

Radley, K. C., **O'Handley, R. D.,** & **LaBrot, Z. C.** (2013, November). *A comparison of observational recording procedures and effect size calculations for social skills assessment.* Presented at the Louisiana School Psychology Association Annual Meeting, Lafayette, LA.

Radley, K. C., **Battaglia, A. A., Ford, B., LaBrot, Z. C., Ness, E. J.,** & **O'Handley, R. D.** (2013, June*). Social skills training for children with ASD.* Presented at the Making Connections Conference, Biloxi, Mississippi.

Radley, K. C., Hood, J. A., Jenson, W. R., Block, H. M., Clark, E., & McMahon, W. (2013, May). *Superheroes Social Skills for children with autism spectrum disorders: Effects of a multi-component social skills training program on acquisition, generalization, and maintenance of target social skills.* Presented at the International Meeting for Autism Research, San Sebastian, Spain.

Radley, K. C., Jenson, W. R., & Clark, E. (2013, February). *Parent training to increase social engagement of children with ASD.* Presented at the meeting of the National Association of School Psychologists, Seattle, Washington.

Hood, J. A., Block, H. M., Radley, K. C., Gabrielsen, T., Springer, B., Clark, E., Jenson, W. R., & Bowen, J. (2011, March). *Cross-validation of empirically based social skills program for children with autism.* Poster presented at the University of Utah Research Fair, Salt Lake City, Utah.

Hood, J. A., Block, H. M., Radley, K. C., Gabrielsen, T., Springer, B., Jenson, W. R., Clark, E., Bowen, B. (2010, August). *Cross-validation of an empirically-based social skills*

program for children with autism. Paper presented at the meeting of the American Psychological Association, San Diego, California.

Radley, K. C., Block, H. M., Hood, J. A., Jenson, W. R., & Clark, E. (July, 2010). *An evidence-based multimedia social skills program for children with autism.* Paper presented at the meeting of the International School Psychology Association, Dublin, Ireland.

Block, H. M., Hood, J. A., Radley, K. C., Gabrielsen, T., Springer, B., Jenson, W. R., Clark, E., & Bowen, J. (2010, May). *A treatment program utilizing multiple evidence-based components promotes acquisition, generalization, and maintenance effects for social skills in pre-school and elementary age children with ASD.* Presented at the International Meeting for Autism Research, Philadelphia, PA.

Gabrielsen, T., Block, H. M., Hood, J. A., Radley, K. C., Springer, B., Jenson, W. R., Clark, E., & Bowen, B. (2010, March). *Superhero Social Skills: An evidence-based, manualized, multimedia program for autism.* Presented at the meeting of the National Association of School Psychologists, Chicago, Illinois.

Radley, K. C., Block, H. M., Hood, J. A., Gabrielsen, T., Springer, B., Jenson, W. R., Clark, E., & Bowen, B. (2010, March). *Teaching social skills to children with autism: A superheroes approach.* Paper presented at the meeting of the National Association of School Psychologists, Chicago, Illinois.

Clark, E., Wanzek, M., Vanegas, J., Gabrielsen, T., Radley, K. C., Theodosis, N. (2009, October). *Training future school psychology faculty.* Poster presented at the meeting of the Utah Association of School Psychologists, Salt Lake City, Utah.

Jenson, W. R., Block, H. M., Hood, J. A., & Radley, K. C. (2009, February). *Teaching social skills to children with autism: A superheroes approach.* Paper presented at the meeting of the National Association of School Psychologists, Boston, Massachusetts.

INVITED PRESENTATIONS (N=36)

Radley, K. C. (2023, March). Supporting vocational success of individuals with developmental disabilities. Presented at the California Association for Applied Behavior Analysis Annual Conference, Long Beach, CA.

Radley, K. C. (2023, March). PBIS as a Motivational Framework. Presented at the Madeline Choir School, Salt Lake City, UT.

Radley, K. C. (2022, November). Practice as an applied research framework: Spinning straw into gold. Presented at the Project STARS Fall Training. Tampa, FL.

Radley, K. C. (2022, April). Social skills teaching for autism spectrum disorder: Current practice and future trends. Presented at the South Dakota School Psychology Program Symposium. Vermillion, SD.

Radley, K. C. (2021, November). Augmenting behavioral interventions via technology. Presented at the Louisiana School Psychology Association Annual Conference. Lafayette, LA.

Radley, K. C. (2020, October). Beyond ADOS: Assessing social cognition and competence. Presented at the Critical Issues Facing Children and Adolescents Conference.

Radley, K. C. (2020, August). Show me the data: Data-based decision making in schools. Presented at the Jordan District Summer Conference.

Radley, K. C. (2020, August). Y'all are about to lose recess: A guide to more efficient and effective classroom management. Presented at the Jordan District Summer Conference.

Radley, K. C. (2019, December). Data-based decision making. Presented for Canyons School District.

Radley, K. C. (2019, February). Superheroes Social Skills. Presented for the Utah Board of Education. St. George, UT.

Radley, K. C. (2019, February). Superheroes Social Skills. Presented for the Utah Board of Education. Salt Lake City, UT.

Dart, E. H., & Radley, K. C. (2018, November). Linear graphs. Presented at the meeting of the Louisiana School Psychology Association, Lafayette, LA.

Radley, K. C., & Dart, E. H. (2018, November). Conducing evidence-based observations. Presented at the meeting of the Louisiana School Psychology Association, Lafayette, LA.

Radley, K. C. (2018, September). *Oh, Behave!* Presented at the Leadership and Inquiry for Turnaround (LIFT) meeting. Salt Lake City, UT.

Radley, K. C. (2016, November). Behavioral strategies for Tier II and Tier III. Presented to the Western Montana Comprehensive System of Professional Development. Kalispell, Montana.

Radley, K. C. (2016, November). *Behavioral strategies for Tier II and Tier III.* Presented to the Western Montana Comprehensive System of Professional Development. Missoula, Montana.

Radley, K. C. (2016, October). *Social skills training in school and clinic: Addressing skill deficits and restricted/repetitive behaviors.* Presented at the Hattiesburg Clinic ADHD and Related Concerns Conference. Hattiesburg, Mississippi.

Radley, K. C. (2016, October). *There's an app for that: Using technology to support learning and behavior management.* Presented at the Hattiesburg Clinic ADHD and Related Concerns Conference. Hattiesburg, Mississippi.

Radley, K. C., Whipple, H. M., Eaves, A., & Murphy, A. N. (2016, June). *Interventions for autism spectrum disorder.* Presented to Petal School District, Petal, Mississippi.

Radley, K. C. (2015, December). *Promoting behavioral variability through the use of lag schedules of reinforcement.* Presented at Psychology Grand Rounds, University of Mississippi Medical Center. Jackson, Mississippi.

Radley, K. C. (2015, October). *Behavioral interventions for individuals with autism spectrum disorder.* Presented at the Hattiesburg Clinic ADHD and Related Concerns Conference. Hattiesburg, Mississippi.

Radley, K. C. (2015, October). *Evidence-based social skills training for individuals with ASD.* Presented at the Pine Grove Empirically Supported Treatments Seminar. Hattiesburg, Mississippi.

Radley, K. C. (2015, May). *School-based interventions for students with autism spectrum disorder.* Presented at Quitman School District. Quitman, Mississippi.

Radley, K. C. (2014, May). *Evidence-based social skills training for individuals with ASD.* Presented at the Pine Grove Empirically Supported Treatments Seminar. Hattiesburg, Mississippi.

Radley, K. C. (2014, April). *Social skills training using Superheroes Social Skills.* Presented at the St. John's University Annual Social-Emotional Conference, Oakdale, New York.

Radley, K. C. (2014, March). *Evidence-based and fad interventions for individuals with autism spectrum disorder.* Presented at Together Enhancing Autism Awareness in Mississippi, Hattiesburg, Mississippi.

Radley, K. C., & **O'Handley, R. D.** (2013, October*). Addressing social deficits in children with autism spectrum disorder.* Presented to Together Enhancing Autism Awareness in Mississippi, Hattiesburg, Mississippi.

Radley, K. C., **Battaglia, A. A., Ford, B., LaBrot, Z. C., Ness, E. J.,** & **O'Handley, R. D.** (2013, March). *Social skills training for children with autism spectrum disorders: Assessment and intervention.* Presented at the Symposium on Social Skills Training for Children with Autism Spectrum Disorders, Hattiesburg, Mississippi.

Radley, K. C. (2013, March). *Social skills training for children with autism spectrum disorders.* Presented to the University of Southern Mississippi Gulf Coast Autism Project, Long Beach, Mississippi.

Radley, K. C. (2013, February). *SMART Lab: Southern Miss Autism Research and Treatment.* Presented to Together Enhancing Autism Awareness in Mississippi, Hattiesburg, Mississippi.

Hood, J. A. & Radley, K. C. (2012, April). *Superheroes in action: Implementation of the Superheroes Social Skills program.* Presented at the Southern Utah Autism Conference, Cedar City, Utah.

Block, H. M., Hood, J. A., & Radley, K. C. (2011, July). *Superheroes Social Skills: An evidence-based program for school-aged children.* Presented at the Safe and Civil Schools National Conference, Portland, Oregon.

Block, H. M., Hood, J. A., & Radley, K. C. (2010, October). *Superhero Social Skills: An evidence- based multimedia social skills program for children with autism.* Paper presented at the Annual Texas Autism Conference, Corpus Christi, Texas.

Radley, K. C. & Gabrielsen, T. (2010, April). *Superhero Social Skills: An evidence-based social skills program for children with autism.* Presented at Utah State University, Logan, Utah.

Jensen, W., Block, H. M., Hood, J. A., Gabrielsen, T, & Radley, K. C. (2010, October). Superheroes social skills for children with autism: An evidence-based multimedia program. Workshop presented at the Southern Utah Autism Conference, Cedar City, Utah.

Jenson, W. R., Block, H. M., Hood, J. A., Gabrielsen, T., Radley, K. C., & Springer, S. (2009, October). *Superhero Social Skills: Research and training.* Presented at the meeting of the Council for Children with Behavioral Disorders, Salt Lake City, Utah.

GRANTS AND CONTRACTS

FUNDED TOTAL: $9,251,031

Preparing Future School Psychologists to Meet Demand within Utah Schools (2022). *Institutes of Higher Education Personnel Preparation Grant.* Utah State Board of Education.
Amount requested: $164,802 (Funded)
Role: PI

Implementing a Culturally Responsive and Collaborative Interdisciplinary School Mental Health Training Program to Support Spanish Speaking Communities. US Department of Education. *Mental Health Demonstration Grants.*
Amount requested: $5,428,227
Role: PI

MTSS for School Mental and Behavioral Health (2022). Granite School District.
Amount requested: $392,555 (Funded)

Role: PI

Developing and evaluating an avatar-based online student engagement tool (ABO-SET) for synchronous video conference classes (2022). *College of Education Leading Educational Advances in Research and New Technologies.* University of Utah.
Amount requested: $18,000 (Funded)
Role: PI

Supporting individuals with autism spectrum disorder in school and workplace settings (2022). Valley Behavioral Health.
Amount requested: $125,875 (Funded)
Role: PI

Preparing Future School Psychologists to Meet Demand within Utah Schools (2022). *Institutes of Higher Education Personnel Preparation Grant.* Utah State Board of Education.
Amount requested: $163,508 (Funded)
Role: PI

Promoting Vocational Success for Individuals with Autism Spectrum Disorder (2021). *Autism Council of Utah Grant.* Autism Council of Utah.
Amount requested: $25,000 (Funded)
Role: PI

College of Education in a Post-Pandemic World (2021). *Spanish for Mental Health Professions.* University of Utah College of Education.
Amount requested: $10,000 (Funded)
Role: PI

Preparation and Training in Autism Assessment (2021). *Training Assistantship.* Carmen B. Pingree Autism Center for Learning.
Amount requested: $18,500 (Funded)
Role: PI

Preparing Future School Psychologists to Meet Demand within Utah Schools (2021). *Institutes of Higher Education Personnel Preparation Grant.* Utah State Board of Education.
Amount requested: $165,600
Role: PI

Preparation and Training in Autism Assessment (2020). *Training Assistantship.* Carmen B. Pingree Autism Center for Learning.
Amount requested: $18,500 (Funded)
Role: PI

Preparing Future School Psychologists to Meet Demand within Utah Schools (2020). *Institutes of Higher Education Personnel Preparation Grant.* Utah State Board of Education.
Amount requested: $63,741 (Funded)

Role: PI

Implementing a Behavior Response Support Team for General Education Students (2020).
    Granite School District.
    Amount requested: $193,532 (Funded)
    Role: Co-PI with Aaron Fischer (PI) and Leanne Hawken (Co-PI)

Special Education—Personnel Development to Improve Services and Results for Children with
    Disabilities (2019). *Teachers of Students with Visual Impairments and School
    Psychologists Collaborating Through an Interdisciplinary Program to Improve Services.*
    US Department of Education.
    Amount requested: $1,242,384 (Funded)
    Role: Co-PI with Chris C. Bishke

Implementing a Behavior Response Support Team for General Education Students (2019).
    Granite School District.
    Amount requested: $193,532 (Funded)
    Role: Co-PI with Aaron Fischer (PI) and Leanne Hawken (Co-PI)

Collaborative Priority Research Announcement and Invitation (2019). *Promoting Utah Teacher
    Retention Through Effective Classroom Management.* Utah State Board of Education.
    Amount Requested: $16,000 (Funded).
    Role: PI with Aaron J. Fischer and Tyler Renshaw

Mississippi Workforce Development (2017). *Developing services for children and adolescents
    with autism spectrum disorder.* Mississippi Department of Human Services.
    Amount requested: $746,133 (Funded)
    Role: Co-PI with D. Joe Olmi and Evan H. Dart

School Psychology Externship (2017). *School Psychology Stone County School District
    externship.* Harrison County CDI Head Start.
    Amount requested: $32,144 (Funded).
    Role: Co-PI with D. Joe Olmi

School Psychology Externship (2017). *Externship in school psychology.* Will's Way.
    Amount requested: $43,200 (Funded).
    Role: Co-PI with Brad A. Dufrene

Proposal Development Grant (2016). *Enhancing social skills opportunities for Mississippi Youth
    with Autism Spectrum Disorders.* University of Southern Mississippi.
    Amount requested: $2,000 (Funded).
    Role: Co-PI with Beth Bryant-Claxton, James W. Moore, and Mark Yeager.

School Psychology Externship (2016). *Externship in school psychology.* Will's Way.
    Amount requested: $28,800 (Funded).
    Role: Co-PI with Brad A. Dufrene

School Psychology Externship (2016). *School Psychology Stone County School District externship.* Harrison County CDI Head Start.
 Amount requested: $36,192 (Funded).
 Role: Co-PI with D. Joe Olmi

Aubrey Keith Lucas and Ella Ginn Lucas Endowment for Faculty Excellence (2016). *Use of teleconsultation to promote academic achievement of classrooms in Puerto Rico.* University of Southern Mississippi.
 Amount requested: $4,958 (Funded).
 Role: Co-PI with Evan H. Dart

School Psychology Externship (2015). *School Psychology Laurel School District externship.* Laurel School District.
 Amount requested: $25,200 (Funded).
 Role: Co-PI with D. Joe Olmi

School Psychology Externship (2015). *Externship in school psychology.* Will's Way.
 Amount requested: $30,000 (Funded).
 Role: Co-PI with Brad A. Dufrene

Woodcock Johnson IV University Outreach Program (2015). *Cognitive and achievement batteries*.
 Amount requested: $6,747 (Funded)
 Role: PI

School Psychology Externship (2014). *Externship in school psychology.* Laurel School District.
 Amount requested: $25,200 (Funded).
 Role: Co-PI with D. Joe Olmi

Aubrey Keith Lucas and Ella Ginn Lucas Endowment for Faculty Excellence (2014). *Improving social skill use of children with autism spectrum disorders through clinic-based social skills training.* University of Southern Mississippi.
 Amount requested: $4,500 (Funded).
 Role: PI

School Psychology Externship (2013). *Externship in school psychology.* Laurel School District.
 Amount requested: $25,200 (Funded).
 Role: Co-PI with D. Joe Olmi

ABC-UBI Research and IHE Collaboration Grant (2011). *Superheroes Social Skills: Evaluating the efficacy of a parent-training and coaching program in increasing social skill use in children with autism.* Utah State Office of Utah.
 Amount requested: $1,000 (Funded).
 Role: PI

UNDER REVIEW:

Autism Applied Research Competition (2022). *Vocational Social skills training for individuals with autism spectrum disorder.* Organization for Autism Research.
Amount requested: $40,000 (under review).
Role: PI with Evan H. Dart and Kate A. Helbig

Preparing Future School Psychologists to Meet Demand within Utah Schools (2023). *Institutes of Higher Education Personnel Preparation Grant.* Utah State Board of Education.
Amount requested: $165,600
Role: PI

SELECTED UNFUNDED:

Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities who have High-Intensity Needs (2021). *Project ISPBA-ME: Interdisciplinary School Psychologists and Behavior Analysts with Multilingual Expertise Serving Diverse Students and Communities.*
Amount Requested: $1,135,762
Role: PI

Institute of Education Sciences Social and Behavioral Outcomes to Support Learning (2020). *A randomized controlled trial of the Superheroes Social Skills program for children with autism.* U.S. Department of Education.
Amount Requested: $3,775,869 (unfunded).
Role: PI

Institute of Education Sciences Social and Behavioral Outcomes to Support Learning (2016). *A randomized controlled trial of the Superheroes Social Skills program for children with autism.* U.S. Department of Education.
Amount Requested: $3,481,395 (unfunded).
Role: PI with Michael Mong, Robin Kurasaki, Theodore Tomeny, Mark Terjesen, and John Lochman.

Southern Miss Fund Grant (2016). *Promoting graduate students' expertise in autism assessment.* University of Southern Mississippi Foundation.
Amount requested: $9,500 (Unfunded).
Role: Co-PI with Evan H. Dart

Autism Applied Research Competition (2016). *A brief recess-based social skills program for children with autism spectrum disorders.*
Organization for Autism Research. Amount requested: $30,000 (Unfunded).
Role: PI with William R. Jenson

Society for the Study of School Psychology Early Career Research Award (2015). *Component analysis of classroom management procedures within the context of school-wide positive behavior interventions and supports.*
Amount requested: $16,751 (Unfunded).
Role: Co-PI with Faith Miller

Small Grant for Teaching, Learning, and Instructional Resources (2015). *Increasing the availability of evidence-based behavioral interventions in the classroom: A meta-analysis and open access database.* Spencer Foundation.
Amount requested: $50,000. (Unfunded)
Role: Co-PI with Evan Dart

Small Business Innovation Research Grant (2014). *Development and validation of the Automatic Behavior Assessment System.* National Institutes of Health.
Amount requested: $208,917 (Unfunded).
Role: Co-PI with Evan Dart

MENTORSHIP

THESES CHAIRED (N=7):

Schrieber, S. (2018). *The Quiet Classroom Game with a mystery motivator in a high school.*

Ware, M (2018). *The Quiet Cafeteria Game.*

Eaves, A. (2016). *A comparison of the effects of independent and interdependent group contingencies on teacher praise rates.*

Lown, E. L. (2016). *The effects of real-time visual performance feedback using a tiered approach for increasing behavior specific praise on teachers.*

McMargo, M. (2016). *Use of Plickers as an opportunities to respond intervention.*

Robbins, K. (2016). *Increasing teachers' use of behavior specific praise via smart watch technology.*

Cavell, H. (2015). *The effects of errorless compliance training interventions on compliance behavior of elementary students in the home and generalization in the school setting.*

DISSERTATIONS CHAIRED (N=12):

Nelson, M. (2022). *The latent effects of the Good Behavior Game in elementary school classrooms.*

Maldonado, A. (2022). *Parents effectively addressing challenging behavior in Español: Training and stress supports for caregivers of children with autism in Puerto Rico.*

Mathis, S. (2022). *Social skills supports in the workplace.*

Corsi, C. (2021). *A modified peer buddy program and social skills of children with ASD.*

Johnson-Lewis, H. L. (2021). *Video self-evaluation to improve procedural integrity and behavior management skills.*

Miller-Johnson, K. (2020). *Evaluating the effectiveness of telehealth-supported compliance training.*

McCargo, M. (2018). *The effects of three variations of opportunities to respond per minute on academically engaged behavior.*

Cavell, H. (2016). *Effects of rewards and visual performance feedback to increase teacher praise.*

Furlow, C. M. (2016). *An evaluation of peer mediated discrete trial training procedures on the acquisition of academic skills in children with autism spectrum disorder.*

Ness, E. J. (2016). *The effects of training multiple mands within functional communication training on the resurgence of problem behaviors.*

Battaglia, A. A. (2015). *The effects of On-Task in a Box on classroom and target student behavior.*

Lynne, S. (2015). *Implementing a positive variation of the good behavior game with the use of a computer-based program.*

EDITORIAL SERVICE

2022-	Associate Editor, Journal of Behavioral Education
2020-	Editorial Board, Journal of Behavioral Education
2020-	Ad Hoc Reviewer, Analysis of Verbal Behavior
2018-	Editorial Board, Behavioral Disorders
2017-	Editorial Board, Journal of School Psychology
2017-	Editorial Board, Assessment for Effective Intervention
2017-	Ad Hoc Reviewer, Behavior Modification
2017-	Editorial Board, School Psychology Review

2016-	Editorial Board, Review Journal of Autism and Developmental Disabilities
2016-	Editorial Board, School Psychology Quarterly
2016	Ad Hoc Reviewer, European Journal of Developmental Psychology
2015-	Ad Hoc Reviewer, Computers in Human Behavior
2015	Ad Hoc Reviewer, Scandinavian Journal of Occupational Therapy
2015	Ad Hoc Reviewer, Child Language Teaching and Therapy
2014	Ad Hoc Reviewer, Journal of Early Intervention
2014-	Ad Hoc Reviewer, Journal of Autism and Developmental Disorders
2014-	Ad Hoc Reviewer, Research in Autism Spectrum Disorders
2014-	Editorial Board, Focus on Autism and other Developmental Disabilities
2013-	Editorial Board, Psychology in the Schools

STATE/NATIONAL SERVICE

2022-	Research Mentor, Trainer's of School Psychologists Early Career Scholar Group, Trainer's of School Psychologists
2020-	Governor-Appointed Member, Adult Autism Treatment Program Advisory Committee, State of Utah
2018-	Chair, Advisory Board, Carmen B. Pingree Autism Center for Learning
2017	Member, Ron Edwards Dissertation Award Committee, National Association of School Psychologists
2016	Chair, Ron Edwards Dissertation Award Committee, National Association of School Psychologists
2015-2018	Executive Committee, Behavior Analysis Association of Mississippi
2013-2018	Member, Ellisville State School Human Rights Advocacy Committee, Ellisville, Mississippi
2009-2011	APA Division 16 Student Representative, University of Utah, Salt Lake City, Utah

INTERNAL SERVICE

PROGRAM:

2022-   School Psychology Tenure Track Assistant Professor Search, Chair

2021-   American Psychological Association Self-Study Preparation and Site
             Visit Direction

2019-2020   National Association of School Psychologists Self-Study Preparation and Site
             Visit Direction

DEPARTMENT:

2019-   Member, Undergraduate Degree Committee

2014-2018   Member, SONA Committee

2013-2018   Member, Department of Psychology Undergraduate Committee, University of
             Southern Mississippi, Hattiesburg, Mississippi

COLLEGE:

2022-   College of Education Student Advisory Committee Faculty Representative

2021-2022   College of Education Council for the Accreditation of Educator Preparation Self-
             Study Preparation, University of Utah, Salt Lake City, Utah

2020-2022   Member, College of Education Retention, Promotion, and Tenure Committee,
             University of Utah, Salt Lake City, Utah

2014-2017   Chair, Hildman Colloquium Planning Committee, College of Education and
             Psychology, University of Southern Mississippi, Hattiesburg, Mississippi

2013-2014   Member, College of Education and Psychology Awards Committee, University of
             Southern Mississippi, Hattiesburg, Mississippi

UNIVERSITY:

2014-2018   Member, Institutional Review Board, University of Southern Mississippi,
             Hattiesburg, Mississippi

CLINICAL AND TRAINING EXPERIENCE

Professional and Training Experiences

2011-2012   School Psychologist, Granite School District, Salt Lake City, Utah.

2010-2011   School psychology intern, Granite School District, Salt Lake City, Utah.

2002-2010   Behavioral Health Assistant, Granite School District, Salt Lake City, Utah.

2009-2011   Leadership Grant, School Psychology Faculty Preparation in Autism, University of Utah.

2008-2009   Combined Priority Grant, School Psychology Externalizing Disorders and Evidence-Based Practice preparation, University of Utah.

2007-2009   Substance Abuse Prevention Specialist, Granite School District, Salt Lake City, Utah.

TEACHING EXPERIENCE

2022-   Spanish for Mental Health Professionals
Graduate-level course on cultural and linguistic considerations for serving Spanish-speaking individuals

2021-   School Psychology Doctoral Seminar
Doctoral-level course in research and practice in school psychology.

8019-   Child and Adolescent Psychopathology (ED PS 64/6450)
Masters and doctoral-level course covering psychopathology in children and adolescents in clinical and school settings

2018-   Interventions in Schools (ED PS 63/7380)
Masters and doctoral-level course covering behavioral interventions in schools.

2014- 2108   Research in School Psychology (PSY 793)
Doctoral-level course covering current research in school psychology.

2014- 2018   Developmental Psychology (PSY 275)
Undergraduate course covering physical, cognitive, and social/emotional development from conception through death.

2013- 2018   Child Psychology (PSY 270)

Undergraduate course covering physical, cognitive, and social/emotional development from conception through adolescence.

2012- 2108   Practicum in School Psychology (PSY 771)
Supervision of Doctoral students in practicum settings (clinic and school-based).

2012- 2108   Cognitive Assessment I (PSY 642)
Doctoral-level course in history, theory, and administration of various cognitive and academic assessment batteries.

2011-2012   Learning, Literacy and Development (EDPS 3110)
Undergraduate introductory course in Educational Psychology. Course covered individual and class-wide behavior management, effective instructional practices, diversity of learners within the classroom, and the development and instruction of reading and writing.

2011   Lifespan Development (EDPS 5050/6050/7050)
Masters and Doctoral-level course in Educational Psychology. Course covered developmental theories applicable to students within the educational system. Focus of course was application of theory to practice, allowing students to evaluate utility of various theories in regards to development, instruction, and intervention.

PROFESSIONAL AFFILIATIONS

National Association of School Psychologists
American Psychological Association
American Psychological Association (Division 16)
Utah Association of School Psychologists