

CURRICULUM VITAE

**Rose Iovannone, Ph.D.**

University of South Florida  
College of Behavioral and Community Sciences  
Department of Child and Family Studies  
Florida Center for Inclusive Communities, a University Center for Excellence in  
Developmental Disabilities Education, Research, and Service  
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**PRIMARY RESEARCH INTERESTS**

Individualized behavior supports—specifically functional behavior assessment and function-linked behavior support plans

Measurement—specifically feasible methods of measurement to be used by state department of education, school districts, and educational professionals for progress monitoring tier 3 behavior interventions and measuring systemic improvements

Evidence-based practices for students with autism spectrum disorder

Systems change—specifically related to implementing effective, results-driven tier 3 behavioral supports in school districts

**EDUCATIONAL BACKGROUND**

Ph.D. in Educational Psychology, June 1996  
*University of Houston, Houston, TX*

Master of Education in Special Education, June 1988  
*University of Louisville, Louisville, KY*

Bachelor of Science in Special Education, June 1976  
*Cleveland State University, Cleveland, OH*

**LICENSES AND CERTIFICATIONS**

Board Certified Behavior Analyst – Doctorate, 2008-current  
Certificate Number: 1-08-4789

Autism Diagnostic Observation Schedule (ADOS), 2002-current  
Clinical Certification

**HONORS AND AWARDS**

Southwest Educational Research Association  
Graduate Student Paper of the Year Award

1996

## PROFESSIONAL MEMBERSHIPS

|  |                |
|--|----------------|
| American Psychological Association (APA)                       | 1996 - present |
| Association for Applied Behavior Analysis International (ABAI) | 2011 - present |
| Council of Exceptional Children (CEC)                          | 1985 - present |
| Florida Applied Behavior Analysis (FABA)                       | 2014 - present |
| National Association for School Psychologists (NASP)           | 1998 - present |
| Association for Positive Behavior Support (APBS)               | 2004 - present |

## PROFESSIONAL BACKGROUND

### University of South Florida

Department of Child and Family Studies  
Research Assistant Professor, 2000–present

Center for Autism and Related Disabilities  
Assistant Director, 2000-2005

Development and Pilot Testing of the Students with  
Autism Accessing General Education (SAAGE) Model  
Co-Principal Investigator, July 2015 - present

Florida Diagnostic Learning Resource Center (FDLRS)  
Multi-Disciplinary Clinic  
Director, 2011 - present

Technical Assistance Specialist,  
Florida Positive Behavior Support Project

Development of an Intervention Model to Improve Educational Outcomes of Youth in  
Foster Care by Decreasing Runaway Behavior, July 2011 – June 2014.  
Florida Center for Inclusive Communities, University of South Florida, Tampa, FL  
Grant Consultant, 2009 - 2012

Evidence-Based Intervention for Severe Behavior Problems: The Prevent-Teach-Reinforce  
Model (Randomized Controlled Trial)-CFDA #84.324P,  
Division of Applied Research and Educational Support, University of South Florida, Tampa,  
FL  
Director, July 2005 – June 2010

Professional Development in Autism Center Training Center (sub-contract site)  
Division of Applied Research and Educational Support, University of South Florida, Tampa,  
FL  
Co-Principal Investigator, July 2003 – June 2007  
Autism Endorsement Project

Division of Applied Research and Educational Support, University of South Florida, Tampa, FL

Principal Investigator, July 2003 – June 2004

Autism System of Care

Division of Applied Research and Educational Support, University of South Florida, Tampa, FL

Principal Investigator, July 2002 – July 2005

### **Other relevant experience outside of USF**

|   |              |
|---|--------------|
| <b>University of St. Thomas</b> (Houston, TX)                       | 1996 to 2000 |
| Adjunct Faculty   |              |
| Primary teaching assignment: Assessment courses                     |              |
| <b>Region IV Education Service Center</b> (Houston, TX)             | 1996 to 2000 |
| Education Specialist  |              |
| <b>Cypress-Fairbanks Independent School District</b> (Houston, TX)  |              |
| Educational Diagnostician   | 1988 to 1996 |
| <b>Conroe Independent School District</b> (Conroe, TX)              |              |
| Educational Diagnostician   | 1987-1988    |
| <b>Houston Independent School District</b> (Houston, TX)            |              |
| Educational Diagnostician   | 1982-1987    |
| Elementary School Resource Teacher                                  | 1981-1982    |
| <b>Greater Clark County Coop</b> (Jeffersonville, IN)               |              |
| Educational Diagnostician   | 1980-1981    |
| Teacher of elementary school students with emotional disabilities   | 1979-1980    |
| <b>Center for Children with Autism</b> (Louisville, KY)             |              |
| Behavior interventionist  | 1979         |
| <b>Jefferson County Schools</b> (Louisville, KY)                    |              |
| Teacher of middle school students with mild intellectual disability | 1978-1979    |
| <b>Lucas County Schools</b> (Port Clinton, OH)                      |              |
| Teacher of high school students with mild intellectual disability   | 1976-1978    |

### **SCHOLARSHIP**

#### **Manuscripts in Peer-Refereed Journals** (\* indicates student co-author)

**Iovannone, R.**, Iadarola, S., Hodges, S., Haynes, R., Stark, C., McFee, K., Grace, S., Anderson, C., & Smith, T. (In press). An extra set of hands: A qualitative analysis of stakeholder perspectives on implementation of a modular approach to school adoption of evidence-based interventions for students with autism spectrum disorder. *International Journal of Positive Behavioural Interventions*.

- Anderson, C. A., Smith, T. S., & **Iovannone, R.** (2018). Building capacity to support students with autism spectrum disorder: A modular approach to intervention. *Education and Treatment of Children, 41*, 107-138.
- Iovannone, R.**, Anderson, C. A., & Scott, T. (2017). Understanding setting events: What they are and how to identify them. *Beyond Behavior, 26*, 105-112.  
doi: 10.1177/1074295617729795
- \* Stuart, C., **Iovannone, R.**, Crosland, K., Evanovich, L., & Kincaid, D. (2016). An evaluation of Check-in/Check-out with school-aged children residing in a mental health treatment facility. *International Journal of Positive Behavioural Supports, 6*(2), 39-50.
- \* Slattery, L., Crosland, K., & **Iovannone, R.** (2016). An evaluation of a self-management intervention to increase on-task behavior with individuals diagnosed with attention-deficit hyperactivity disorder. *Journal of Positive Behavior Interventions, 18*, 168-179.  
doi:10.1177/1098300715588282.
- \* Kulikowski, L., Blair, K. S., **Iovannone, R.**, & Crosland, K. (2015). An evaluation of the Prevent-Teach-Reinforce (PTR) model in a community preschool classroom. *Journal of Behavior Analysis and Supports, 2*, 1-22.
- Iovannone, R.**, Greenbaum, P., Wang, W., Kincaid, D., & Dunlap, G. (2014). Inter-rater agreement of the Individualized Behavior Rating Scale Tool (IBRS-T). *Effective Assessment for Intervention, 39*, 195-207. doi:10.1177/1534508413488414.
- Iovannone, R.**, Anderson, C., & Scott, T. (2013). Power and control: Useful functions or explanatory fictions? *Beyond Behavior, 22*, 3-6.
- \* Sears, K. M., Blair, K. S. C., **Iovannone, R.** & Crosland, K. (2013). Using the Prevent-Teach-Reinforce model with families of young children with ASD. *Journal of Autism and Developmental Disorders, 43*, 1005-1016. doi:10.1007/s10803-012-1646-1.
- Dunlap, G., **Iovannone, R.**, Wilson, K., Strain, P., & Kincaid, D. (2010). Prevent-Teach-Reinforce: A standardized model of school-based behavioral intervention. *Journal of Positive Behavior Interventions, 12*, 9-22. doi:10.1177/1098300708330880.
- Iovannone, R.**, Greenbaum, P., Wang, W., Kincaid, D., Dunlap, G., & Strain, P. (2009). Randomized controlled trial of a tertiary behavior intervention for students with problem behaviors: Preliminary outcomes. *Journal of Emotional and Behavioral Disorders, 17*, 213-225. doi:10/177/1063426609337389.
- Iovannone, R.**, Dunlap, G., Huber, H., & Kincaid, D. (2003). Effective educational practices for students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities, 18*, 150-165.
- Iovannone, R.**, & Dunlap, G. (2001). Assessment-based curricular interventions for challenging behavior. *Autism-Asperger's Digest Magazine*, September-October, 14-16.

### **Manuscripts in Review-Peer Refereed Publications**

- Anderson, C. A., & **Iovannone, R.**, Smith, T. S., Levato, L., Martin, R., Cananaugh, B., Hochheimer, S., Wang, H., & Iadarola, S. (2019). Thinking Small to Think Big: Modular

Approach for Autism Programming in Schools (MAAPS). *Journal of Behavioral Education*. Manuscript submitted for publication.

- \*Sullivan, K., Crosland, K., **Iovannone, R.**, Blair, K. S., & Singer, L. (2019). Evaluating the effectiveness of prevent-teach-reinforce (PTR) for high-school students with emotional and behavioral disorders. *Journal of Positive Behavior Interventions*. Manuscript submitted for publication.
- \*Barnes, S., **Iovannone, R.**, Blair, K. S., Crosland, K., & Peshak-George, H. (2019). An evaluation of the Prevent-Teach-Reinforce Model within a multi-tiered intervention system. *Preventing School Failure*. Manuscript submitted for publication.

### **Manuscripts in Preparation**

- Iovannone, R.**, Sanchez, S., Kauk, N., & Kincaid, D. (2019). *Are we still off-course? FBA and BIP practices in schools*. Manuscript in preparation.
- Iovannone, R.**, Martin, R., McFee, K., Haynes, R., Iadarola, S., Smith, T., & Anderson, C. A. (2019). *Using a modular approach to select and implement evidence-based practices for students with autism*. Manuscript in revision.

### **Books**

- Dunlap, G., **Iovannone, R.**, Kincaid, D., Wilson, K., Christiansen, K., & Strain, P., (2019). *Prevent-Teach-Reinforce: A school-based model of individualized positive behavior support 2<sup>nd</sup> ed.* Baltimore, MD: Paul H. Brookes
- Dunlap, G., **Iovannone, R.**, Kincaid, D., Wilson, K., Christiansen, K., Strain, P. & English, C., (2010). *Prevent-Teach-Reinforce: A school-based model of individualized positive behavior support*. Baltimore, MD: Paul H. Brookes

### **Book Chapters**

- Iovannone, R.** & Briesch, A. (2016). Uses of DBR in individual interventions. In S. Chafouleas, T. C. Riley-Tillman, & T. Christ (Eds.), *Direct Behavior Rating (DBR): Linking assessment, communication, and interventions*. pp. 165-188. New York, NY: Guilford.
- Iovannone, R.**, (2012). Teaching students with autism and on the autism spectrum. In B. G. Cook & M. Tankersley (Eds.), *Research-based practices in special education*. Saddle River, NJ: Pearson.
- Dunlap, G., **Iovannone, R.**, & Kincaid, D. (2008). Essential components for effective educational programs. In J. K. Luisell, et al., (Eds.), *Effective practices for children with autism*. New York, NY: Oxford University Press.
- Iovannone, R.** (2007). Positive behavior support. In B. S. Myles, T. C. Swanson, & J. Holwerstott (Eds.), *Autism: An encyclopedia for parents and educators*. Westport, CT:

Greenwood Publishing Group.

**Iovannone, R.** (2006). Positive behavior strategies for adults with Down syndrome. In S. M. Pueschel (Ed.), *Adults with Down syndrome*. Baltimore, MD: Paul Brookes

### **Other Publications**

#### Newsletters

**Iovannone, R.** & McCurdy, B. (2019). President's Message. *Association for Positive Behavior Support Newsletter, 16 (4)*, 1-4.

[http://www.apbs.org/newsletter/files/APBS\\_Newsletter\\_Vol-16\\_Num4.pdf](http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-16_Num4.pdf)

**Iovannone, R.** & McCurdy, B. (2018). President's Message. *Association for Positive Behavior Support Newsletter, 16 (3)*, 1-4.

[http://www.apbs.org/newsletter/files/APBS\\_Newsletter\\_Vol-16\\_Num3.pdf](http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-16_Num3.pdf)

**Iovannone, R.** & McCurdy, B. (2018). President's Message. *Association for Positive Behavior Support Newsletter, 16 (2)*, 1-4.

[http://www.apbs.org/newsletter/files/APBS\\_Newsletter\\_Vol-16\\_Num2.pdf](http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-16_Num2.pdf)

**Iovannone, R.,** & Kincaid, D. (2017). Common tier 3 myths. *Association for Positive Behavior Support Newsletter, 15 (3)*, 3-4.

[http://www.apbs.org/newsletter/files/APBS\\_Newsletter\\_Vol-15\\_Num1.pdf](http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-15_Num1.pdf)

Goodman, S. & **Iovannone, R.** (2017). APBS Board Update: *Association for Positive Behavior Support Newsletter, 16 (1)*, 1-4.

[http://www.apbs.org/newsletter/files/APBS\\_Newsletter\\_Vol-16\\_Num1.pdf](http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-16_Num1.pdf)

Goodman, S. & **Iovannone, R.** (2017). APBS Board Update: *Association for Positive Behavior Support Newsletter, 15 (4)*, 1-4.

[http://www.apbs.org/newsletter/files/APBS\\_Newsletter\\_Vol-15\\_Num4.pdf](http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-15_Num4.pdf)

Goodman, S. & **Iovannone, R.** (2017). APBS Board Update: *Association for Positive Behavior Support Newsletter, 15 (3)*, 1-4.

[http://www.apbs.org/newsletter/files/APBS\\_Newsletter\\_Vol-15\\_Num3.pdf](http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-15_Num3.pdf)

#### Technical Reports

Kincaid, D., **Iovannone, R.**, George, H., Gaunt, B. Romer, N., & Vatland, C., (2015). *A blueprint for tier 3 implementation: A results-driven system to support students with serious problem behaviors*. Retrieved from

<http://www.fl DOE.org/core/fileparse.php/7690/urlt/Tier3Blueprint.pdf>

Kincaid, D., **Iovannone, R.**, Gaunt, B., & George, H. (2011). *Implementing a multi-tiered system of support for behavior: A practical guide*. Retrieved from

[http://flpbs.fmhi.usf.edu/RTIB%20Guide%2010811\\_final.pdf](http://flpbs.fmhi.usf.edu/RTIB%20Guide%2010811_final.pdf)

## GRANTS AND CONTRACTS

### Recently Submitted External Grants and Contracts (PI or Co-PI)

*Principal Investigator:* **Rose Iovannone**

*Co-Principal Investigator:* Don Kincaid, Cynthia Anderson

*Title:* Efficacy Trial of Prevent-Teach-Reinforce-Secondary (PTR-SEC)

*Funding Agency:* Institute of Education Sciences

*Purpose:* Evaluate the effectiveness of PTR-SEC in middle and high schools for reducing challenging behaviors and improving student academic and social/behavioral outcomes.

*Amount of Funding Requested:* \$3,300,000 (4 years)

*Funding Decision:* Panelled and scored-2.55.

*Principal Investigator:* Cynthia Anderson (May Institute)

*Co-Principal Investigator:* **Rose Iovannone**, Suzannah Iadarola

*Title:* Efficacy Trial of the Modular Approach for Autism Programs in Schools (MAAPS)

*Funding Agency:* Institute of Education Sciences

*Purpose:* Evaluate whether MAAPS improves teacher and student outcomes as implemented in routine conditions in authentic education settings by end users

*Amount of Funding Requested:* \$3,300,000 (4 years)

*Funding Decision:* Panelled and scored-2.14

*Principal Investigator:* Kim Crosland

*Co-Principal Investigator:* **Rose Iovannone**, Diana Socie

*Title:* Modular-based Consultation using Evidence-Based Practices for Teachers of Students with Emotional Disturbance (MOTIVATED)

*Funding Agency:* Institute of Education Sciences

*Purpose:* Develop a modular framework of class-wide behavioral interventions to be implemented in self-contained classrooms supporting students with emotional disturbance.

*Amount of funding Requested:* \$1,500,000 (3 years)

*Funding Decision:* Panelled and scored-2.55

### Funded External Grants and Contracts (PI or Co-PI)

*Principal Investigator:* **Rose Iovannone**

*Title:* Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

*Funding Agency:* Florida Department of Education

*Purpose:* Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

*Amount of Funding:* \$450,000

*Project Dates:* 7/1/18 - 06/30/19

*Principal Investigator:* **Rose Iovannone**

*Title:* Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

*Funding Agency:* Florida Department of Education

*Purpose:* Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

*Amount of Funding:* \$450,000

*Project Dates:* 7/1/17 - 06/30/18

*Principal Investigator:* **Rose Iovannone**

*Title:* Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

*Funding Agency:* Florida Department of Education

*Purpose:* Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

*Amount of Funding:* \$450,000

*Project Dates:* 7/1/16 - 06/30/17

*Principal Investigator:* **Rose Iovannone**

*Title:* Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

*Funding Agency:* Florida Department of Education

*Purpose:* Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

*Amount of Funding:* \$450,000

*Project Dates:* 7/1/15 - 06/30/16

*Principal Investigator:* Tristram Smith (University of Rochester)

*Co-Investigators:* **Rose Iovannone**, Cynthia Anderson

*Title:* Students with Autism Accessing General Education (SAAGE) Model

*Funding Agency:* Institute of Education Sciences

*Purpose:* Development of a comprehensive evidence-based program for use by teachers for elementary students with autism and intellectual/developmental disability

*Amount of Funding:* \$1,479,110.00 over 3 years

*Project Dates:* 7/1/15 – 6/30/18

Refereed

*Principal Investigator:* **Rose Iovannone**

*Title:* Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

*Funding Agency:* Florida Department of Education

*Purpose:* Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or



behavioral problems

*Amount of Funding:* \$450,000

*Project Dates:* 7/1/14 - 06/30/15

*Principal Investigator:* Sharon Hodges

*Co-Investigators:* Kimberly Crosland, **Rose Iovannone**

*Title:* Building School-Child Welfare Collaboration for Children and Youth in Foster Care

*Funding Agency:* University of South Florida Office of Community Engagement & Partnerships

*Purpose:* To understand how increased collaboration between public schools and child welfare agencies might improve educational outcomes for children and youth in the foster care system.

*Amount of Funding:* \$6,892

*Project Dates:* 5/1/13 – 4/30/14

*Principal Investigator:* **Rose Iovannone**

*Title:* Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

*Funding Agency:* Florida Department of Education

*Purpose:* Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

*Amount of Funding:* \$396,525

*Project Dates:* 7/1/13 – 6/30/14

*Principal Investigator:* **Rose Iovannone**

*Title:* Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

*Funding Agency:* Florida Department of Education

*Purpose:* Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

*Amount of Funding:* \$396,525

*Project Dates:* 7/1/12 – 6/30/13

*Principal Investigator:* **Rose Iovannone**

*Title:* Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

*Funding Agency:* Florida Department of Education

*Purpose:* Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

*Amount of Funding:* \$396,525

*Project Dates:* 7/1/11 – 6/30/12

*Principal Investigator:* **Rose Iovannone**

*Title:* Autism System of Care—Year 2

*Funding Agency:* Florida Developmental Disabilities Council

*Purpose:* Develop training curriculum to facilitate adoption of screening procedures by health care providers in state; 2. Develop training curriculum to build mental health providers' awareness of needs of adults with dual diagnosis (developmental disability and mental health disorder)

*Amount of Funding:* \$80,000

*Project Dates:* 4/1/04 - 4/1/05

*Principal Investigator:* **Rose Iovannone**

*Title:* Autism System of Care—Year 1

*Funding Agency:* Florida Developmental Disabilities Council

*Purpose:* Identify national effective practices for supporting individuals with autism; evaluate Florida's implementation of effective practices and identify gaps; develop strategic action plan to address gaps

*Amount of Funding:* \$75,000

*Project Dates:* 7/1/02 – 7/1/03

*Principal Investigator:* **Rose Iovannone**

*Title:* Autism Endorsement Project

*Funding Agency:* Florida Department of Education

*Purpose:* Develop a process for the educators in Florida to obtain an autism endorsement

*Amount of Funding:* \$161,500

*Project Dates:* 9/1/03 - 6/1/04

### **Grants Submitted-Not Funded**

*Principal Investigator:* **Rose Iovannone**

*Co-Principal Investigator:* Don Kincaid, Cynthia Anderson

*Title:* Efficacy Trial of Prevent-Teach-Reinforce-Secondary (PTR-SEC)

*Funding Agency:* Institute of Education Sciences

*Purpose:* Evaluate the effectiveness of PTR-SEC in middle and high schools for reducing challenging behaviors and improving student academic and social/behavioral outcomes.

*Amount of Funding Requested:* \$3,300,000 (4 years)

*Results:* Paneled and scored 2.55 (range is 1.0 – 5.0 with 1 being excellent)

*Principal Investigator:* Cynthia Anderson (May Institute)

*Co-Principal Investigator:* **Rose Iovannone**, Suzannah Iadarola

*Title:* Efficacy Trial of the Modular Approach for Autism Programs in Schools (MAAPS)

*Funding Agency:* Institute of Education Sciences

*Purpose:* Evaluate whether MAAPS improves teacher and student outcomes as implemented in routine conditions in authentic education settings by end users

*Amount of Funding Requested:* \$3,300,000 (4 years)

*Results:* Paneled and scored 2.13 (range is 1.0 – 5.0 with 1 being excellent)

*Principal Investigator:* Kim Crosland

*Co-Principal Investigator:* **Rose Iovannone**, Diana Socie

*Title:* Modular-based Consultation using Evidence-Based Practices for Teachers of Students with Emotional Disturbance (MOTIVATED)

*Funding Agency:* Institute of Education Sciences

*Purpose:* Develop a modular framework of class-wide behavioral interventions to be implemented in self-contained classrooms supporting students with emotional disturbance.

*Amount of funding Requested:* \$1,500,000 (3 years)

*Results:* Panned and scored 2.55 (range is 1.0 – 5.0 with 1 being excellent)

*Principal Investigator:* **Rose Iovannone**

*Co-Principal Investigator:* Don Kincaid, Cynthia Anderson

*Title:* Efficacy Trial of Prevent-Teach-Reinforce-Secondary (PTR-SEC)

*Funding Agency:* Institute of Education Sciences

*Purpose:* Evaluate the effectiveness of PTR-SEC in middle and high schools for reducing challenging behaviors and improving student academic and social/behavioral outcomes.

*Amount of Funding Requested:* \$3,300,000

*Status:* Not funded; resubmitted August 2018

*Principal Investigator:* Tristram Smith

*Co-Principal Investigator:* **Rose Iovannone**, Cynthia Anderson

*Title:* Efficacy Trial of the Modular Approach for Autism Programs in Schools (MAAPS)

*Funding Agency:* Institute of Education Sciences

*Purpose:* Evaluate whether MAAPS improves teacher and student outcomes as implemented in routine conditions in authentic education settings by end users

*Amount of Funding Requested:* \$3,300,000

*Status:* Scored, not funded; resubmitted August 2018

*Principal Investigator:* **Rose Iovannone**

*Co-Principal Investigator:* Don Kincaid

*Title:* A Randomized Controlled Trial of Prevent-Teach-Reinforce for Students in Secondary Grades.

*Purpose:* Evaluate the efficacy of the PTR model with students in grades 6 through 12.

*Funding Agency:* Institute of Education Sciences

*Amount of Funding Requested:* \$3,500,000

*Status:* Grant application submitted 8/6/15

*Principal Investigator:* **Rose Iovannone**

*Co-Principal Investigator:* Don Kincaid

*Title:* A Randomized Controlled Trial of Prevent-Teach-Reinforce for Students in Secondary Grades.

*Purpose:* Evaluate the efficacy of the PTR model with students in grades 6 through 12.

*Funding Agency:* Institute of Education Sciences

*Amount of Funding Requested:* \$3,349,684.00

*Status:* Grant application submitted 8/7/14; not recommended for funding; resubmission targeted for 8/7/15

*Principal Investigator:* Tristram Smith

*Co-Principal Investigators:* **Rose Iovannone**, Cynthia Anderson

*Title:* ACE Network: RCT of Community-Based Inclusive Services for Autism (COBISA)

*Purpose:* Evaluate the efficacy of a comprehensive educational program to increase inclusion of students with autism spectrum disorders.

*Funding Agency:* National Institutes of Health

*Amount of Funding Requested:* \$1,500,000 over 5 years

*Status:* Submitted November 2011; not funded

*Principal Investigator:* Russell Kirby

*Co-Principal Investigator:* **Rose Iovannone**

*Title:* University of South Florida Leadership Education in Neurodevelopmental and Other Related Disabilities Training Program (USF LEND)

*Purpose:* Establish a clinical training program for graduate students aimed to enhance evidence-based practices working in interdisciplinary settings.

*Funding Agency:* US Department of Health Resources and Services Administration

*Amount of Funding:* \$3,000,006 over 5 years

*Status:* Submitted April 2011; Paneled and scored 89.0; not funded due to federal rule prohibiting more than one LEND clinic in a state

*Principal Investigator:* Don Kincaid

*Co-Principal Investigator:* **Rose Iovannone**

*Title:* Development of a Tertiary Behavior Support Process for use by School-based Consultants (TBS-SBC)

*Purpose:* Provide school-based behavior support professionals skills to implement the PTR process.

*Funding Agency:* Institute for Educational Sciences (IES)

*Amount of Funding:* \$1,499,499

*Status:* Resubmission June 2009; Paneled with score of 2.59

*Principal Investigator:* Don Kincaid

*Co-Principal Investigator:* **Rose Iovannone**

*Title:* Development of a Model for Delivering Tertiary Behavior Interventions and Supports to Improve Social and Behavioral Outcomes of Students (TBS).

*Funding Agency:* Institute for Educational Sciences (IES)

*Purpose:* Provide school-based behavior support professionals skills to implement the PTR process.

*Amount of Funding:* \$1,466,000

*Status:* Submitted June 2008; Paneled with score of 2.64

*Principal Investigator:* Kwang-Sun Blair

*Co-Investigator:* Kimberly Crosland, **Rose Iovannone**

*Title:* Development of Prevent-Teach-Reinforce Early Intervention (PTR-EI) Model for Infants and Toddlers with Social-Emotional and Behavioral Challenges.

*Funding Agency:* U.S. Department of Education: Institute of Educational Sciences

*Purpose:* To apply a functional assessment based model (PTR) that has been successful with

school-aged children to younger children (ages 1-3).

*Amount of Requested Funding:* \$1,106,972

*Status:* Submitted March 2010; not funded

*Principal Investigator:* Kwang-Sun Blair

*Co-Investigator:* Kimberly Crosland, **Rose Iovannone**

*Title:* The Web-Enhanced Prevent-Teach-Reinforce Model for Families of Young Children with Autism Spectrum Disorders (PTR-F).

*Funding Agency:* U.S. Department of Education/OSERS/OSEP: Steppingstones of Technology Innovation for Children with Disabilities

*Purpose:* To develop a web based version of the PTR model for use with families of children who are diagnosed with autism and having challenging behaviors.

*Amount of Requested Funding:* \$395,286

*Status:* Submitted February 2010; not funded

## CONFERENCE PRESENTATIONS

### **International, National, and State Conferences-Invited (2013-2019)**

**Iovannone, R.** (2019, June). *Supporting use of individualized evidence-based interventions in schools.* Keynote presentation at the Positive Behaviour for Learning Conference, Brisbane, Queensland (Australia)

**Iovannone, R.** (2019, June). *Prevent-Teach-Reinforce.* A master class session presented at the Positive Behaviour for Learning Conference, Brisbane, Queensland (Australia)

**Iovannone, R.** (2019, June). *Including families in intervention planning.* Session presented at the Positive Behaviour for Learning Conference, Brisbane, Queensland (Australia)

**Iovannone, R.** (2019, June). *Building teachers' functional understanding.* Session presented at the Positive Behaviour for Learning Conference, Brisbane, Queensland (Australia)

**Iovannone, R.** (2019, April). *Building capacity to support students with autism spectrum disorder.* Presented at the Statewide Annual Autism Conference, Albany, NY.

**Iovannone, R.** (2019, February). *The Prevent-Teach-Reinforce (PTR) model: An evidence-based functional behavior assessment/behavior intervention process.* Workshop presented at the 16<sup>th</sup> International Conference on Positive Behavior Support, Washington, DC.

**Iovannone, R.** (2019, January). *The importance of tier 3 behavior interventions in improving student success: Are schools prepared to meet individualized needs?* Keynote presentation at the Second Asia Pacific International Conference of Positive Behaviour Support, The Education University of Hong Kong, Taipo Campus.

**Iovannone, R.** (2019, January). *Developing evidence-based functional behavior assessments and behavior intervention plans: The Prevent-Teach-Reinforce Model.* Workshop presented at People's Normal University, Beijing, China.

**Iovannone, R.** (2018, September). *Prevent-Teach-Reinforce-Secondary.* Presented at the annual meeting of the National PBIS Leadership Forum, Chicago, IL.

**Iovannone, R.** (2018, June). *BIP Model for school teams: Practice-based coaching for tier 3*

- behavior supports*. Presented at the Texas Behavior Support State Conference, Houston, TX.
- Iovannone, R.** (2018, June). *PTR: A standardized and evidence-based FBA/BIP model for school teams*. Presented at the Texas Behavior Support State Conference, Houston, TX.
- Iovannone, R.** (2018, June). *Prevent-Teach-Reinforce (PTR). A comprehensive FBA/BIP process for school-based teams*. Presented at the PBIS Leadership Development Institute, Lincoln, NE.
- Iovannone, R.** (2018, March). *Prevent-Teach-Reinforce (PTR): An evidence-based FBA/BIP process accepted by school teams*. Presented at the 15<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.
- Iovannone, R.** (2018, March). *Prevent-Teach-Reinforce (PTR): A standardized and evidence-based FBA/BIP model for school teams*. Presented at the 15<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.
- Iovannone, R., & Seniuk, H.** (2017, October). *Practice-based coaching for Tier III behavior supports: Systems & practices*. Workshop presented at the annual meeting of the National PBIS Leadership Forum, Chicago, IL.
- Iovannone, R.** (2017, June). *TATE: Improving FBA/BIP practices*. Workshop presented at the annual meeting of the Texas Behavior Support Conference, Houston, TX.
- Iovannone, R.** (2017, March). *Prevent-Teach-Reinforce (PTR): A Standardized School-Based Model for Functional Behavior Assessments/Behavior Intervention Plans*. Workshop presented at the meeting of the Association for Positive Behavior Support, Denver, CO.
- Iovannone, R.** (2017, March). *Teaching Replacement Behaviors*. Session presented at the 2017 Conference on Positive Behavior Support, Tampa, FL.
- Iovannone, R.** (2017, March). *The Prevent-Teach-Reinforce Model: Improving FBA/BIP Processes and Practices*. Session presented at the meeting of the Association for Positive Behavior Support, Denver, CO.
- Iovannone, R.** (2017, January). *Alternative Approaches to Suspension and Expulsion*. Workshop presented at the Louisiana School Climate Institute-4<sup>th</sup> Annual, Shreveport, LA.
- Iovannone, R., Smith, L. M., & Lawson, T.** (2016, October). *Prevent-Teach-Reinforce: A Comprehensive FBA/BIP Process Feasible for School Implementation*. Presentation at the 2016 National PBIS Leadership Forum, Rosemont, IL.
- Iovannone, R.** (2016, June). *Prevent-Teach-Reinforce*. Webinar presented for the British Institute of Learning Disabilities, London, UK.
- Iovannone, R.** (2016, May). *Culturally Responsive School-Wide Positive Behavior Supports*. Keynote presented at the meeting of the British Institute of Learning Disabilities, Liverpool, UK.
- Iovannone, R.** (2016, March). *Prevent-Teach-Reinforce model: An evidence-based functional behavior assessment/intervention process*. Workshop presented at the meeting of the Association for Positive Behavior Support, San Francisco, CA.
- Iovannone, R.** (2016, March). *Prevent-Teach-Reinforce: Making an Individualized FBA/BIP*

*process feasible and acceptable for school implementation.* Paper presented at the meeting of the Association for Positive Behavior Support, San Francisco, CA.

**Iovannone, R.,** Smith, L., and Boyer, D. (2015, October). *Building state or district capacity for evidence-based FBA/BIP processes: Prevent-Teach-Reinforce.* Paper presented at the 2015 PBIS National Forum, Chicago, IL.

Kincaid, D. & **Iovannone, R.** (2015, October). *Multi-tiered systems of support: Developing a results-driven tier 3 system.* Paper presented at the 2015 PBIS National Forum, Chicago, IL.

**Iovannone, R.** (2015, May). *Update on PBS modules for PDA.* Training presented for the Annual FDLRS Spring HRD Meeting, Altamonte Springs, FL

**Iovannone, R.,** & Kincaid, D. (2015, March). *How is your tier 3 system working for your students?* Paper presented at the meeting of the Association for Positive Behavior Support, Boston, MA

**Iovannone, R.** (2015, March). *Prevent-Teach-Reinforce model: An evidence-based functional behavior assessment/intervention process.* Workshop presented at the meeting of the Association for Positive Behavior Support, Boston, MA

**Iovannone, R.** (2014, March). *Prevent-Teach-Reinforce model: A tier 3 behavior intervention process.* Workshop presented at the meeting of the Association for Positive Behavior Support, Chicago, IL

### **Submitted and Accepted International and National Conference Presentations (2013-2019)**

**Iovannone, R.** (2018). *A modular approach for implementing evidence-based practices for student with autism spectrum disorder.* Presented at the 41<sup>st</sup> Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.

**Iovannone, R.** (2018). *Students with autism accessing general education (SAAGE): An individualized modular approach.* Presented at the 15<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.

Seniuk, H., Soracco, J., & **Iovannone, R.**, (2018). *Practice-based coaching for Tier 3 behavioral supports: Systems and practices.* Presented at the 15<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.

Putnam, R., Fleetwood, K., & **Iovannone, R.** (2018). *School-wide positive behavior support—What is the role of a BCBA?* Presented at the 15<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.

**Iovannone, R.** & Fontecia, K. (2018, February). *A modular approach for supporting students with autism spectrum disorders.* Presented at the Council for Exceptional Children 2018 Conventions and Expo, Tampa, FL.

**Iovannone, R.** (2017, November). *An introduction to the model “Students with autism accessing general education (SAAGE)”.* Session presented at the annual Florida Association of School Psychologists, Daytona Beach, FL.

**Iovannone, R.** (2017, October). *Is your district producing high quality FBA/BIPs? The TATE*

- and improving practice.* Session presented at the 40th annual meeting of the Teacher Educators for Children with Behavioral Disorders (TECBD), Tempe, AZ.
- Fontechia, K., Haynes, R., **Iovannone, R.**, Smith, T., & Anderson, C. (2017, October). *An introduction to the model “Students with autism accessing general education (SAAGE)”*. Session presented at the 37<sup>th</sup> Annual Florida Association of Behavior Analysts, Daytona Beach, FL.
- Fontechia, K., Cassell, E., Haynes, R., Clarke, S., **Iovannone, R.** (2017, October). *Case study demonstrations of the PTR model to improve child behavior in elementary and middle schools.* Session presented at the 37<sup>th</sup> Annual Florida Association of Behavior Analysts, Daytona Beach, FL.
- Iovannone, R.**, Christiansen, K., & Romer, N. (2017, March). *Is your district producing high quality FBA/BIPs? The TATE and improving practice.* Session presented at the meeting of the Association for Positive Behavior Support, Denver, CO.
- Greenwald, A., Soracco, J., Sabey, C., & **Iovannone, R.** (2017, March). *A panel discussion on applied behavior analysis and positive behavior support.* Symposium presented at the meeting of the Association for Positive Behavior Support, Denver, CO.
- Anderson, C., Barry, S., & **Iovannone, R.** (2017, March). *Providing evidence-based individualized supports to students with autism spectrum disorder.* Session presented at the meeting of the Association for Positive Behavior Support, Denver, CO.
- Iovannone, R.**, & Romer, N. (2017, February). *Is your district producing high quality FBA/BIPs? The TATE and improving practice.* Session presented at the meeting of the National Association for School Psychologists, San Antonio, TX.
- Iovannone, R.** & Romer, N. (2016, February). *The FBA/BIP technical adequacy tool for evaluation (TATE): Improving practice.* Paper presented at the meeting of the National Association for School Psychologists, New Orleans, LA.
- Iovannone, R.**, & Romer, N. (2015, November). *The FBA/BIP technical adequacy tool for evaluation (TATE): Improving practice.* Paper presented at the meeting of the Florida Association for School Psychologists, Orlando, FL.
- Iovannone, R.** (2015, March). *Prevent-Teach-Reinforce: Making an individualized behavior intervention process feasible for implementation.* Paper presented at the meeting of the Association for Positive Behavior Support, Boston, MA.
- Christiansen, K., **Iovannone, R.**, & Romer, N. (2015, March). *The FBA/BIP technical adequacy tool for evaluation (TATE): Improving practice.* Paper presented at the meeting of the Association for Positive Behavior Support, Boston, MA.
- Iovannone, R.**, & Romer, N. (2015, February). *The FBA/BIP technical adequacy tool for evaluation (TATE): Improving practice.* Paper presented at the meeting of the National Association for School Psychologists, Orlando, FL.
- Gaunt, B., & **Iovannone, R.** (2014, November). *Redesigning tier 3 behavior practices in schools.* Paper presented at the meeting of the Florida Association for School Psychologists, Sarasota, FL.



- Iovannone, R.** (2014, September). *Redesigning tier 3 behavior practices in schools*. Symposium presented at the meeting for Florida Applied Behavior Analysis, Bonita Springs, FL.
- Iovannone, R.,** Christiansen, K., & Romer, N. (2014, March). *The FBA/BIP technical adequacy tool for evaluation (TATE): Applications for improving practice*. Paper presented at the meeting of the Association for Positive Behavior Support, Chicago, IL
- Iovannone, R.** (2014, March). *Prevent-Teach-Reinforce: Making an individualized behavior intervention process feasible for implementation*. Paper presented at the meeting of the Association for Positive Behavior Support, Chicago, IL
- Crosland, K., Vatland, C., & **Iovannone, R.** (2014, March). *Stay put! Enhancing stability for youth in foster care who run away*. Paper presented at the meeting of the Association for Positive Behavior Support, Chicago, IL
- Iovannone, R.** (2013, March). *Prevent-Teach-Reinforce: Making an individualized behavior intervention process feasible for implementation*. Paper presented at the meeting of the Association for Positive Behavior Support, San Diego, CA.
- Iovannone, R.,** Hodges, S., & Crosland, K. (2014, February). *Improving educational success for youth in foster care who run away*. Paper presented at the meeting of the National Association of School Psychologists (NASP), Washington, DC.
- Iovannone, R.** (2013, September). *Evaluating the technical adequacy of school-based FBAs and BIPs*. Symposium presentation at the meeting of the Florida Association for Behavior Analysis, Daytona Beach, FL.
- Christiansen, K. & **Iovannone, R.** (2013, March). *Teacher coaching: A practical process toward implementing behavior intervention plans with fidelity*. Paper presented at the meeting of the Association for Positive Behavior Support, San Diego, CA
- Iovannone, R.** (2013, March). *Evaluating FBA and BIP technical adequacy: How are schools really doing?* Paper presented at the meeting of the Association for Positive Behavior Support, San Diego, CA.
- Iovannone, R.** & Ferreira, K. (2013, February). *Improving educational success of youth in foster care who run away*. Paper presented at the meeting of the National Association of School Psychologists (NASP), Seattle, WA

### **Other Professional Development Presentations-Service and Consultation (2013-2019)**

- Iovannone, R.** (2019, February). *Prevent-Teach-Reinforce*. Workshop presented for Region One Education Service Center, Edinberg, TX.
- Iovannone, R.** (2019, January). *Prevent-Teach-Reinforce*. Workshop presented for Region Six Education Service Center, Huntsville, TX.
- Iovannone, R.** (2018, November). *Prevent-Teach-Reinforce for guidance counselors*. Workshop presented for the St. Lucie County School District, Ft. Pierce, FL.
- Iovannone, R.** (2018, November). *Coaching institute*. Workshop presented for Delaware Positive Behavior Support Project, Dover, DE.
- Iovannone, R.** (2018, August). *Prevent-Teach-Reinforce*. Workshop presented for Northside

Independent School District, San Antonio, TX.

- Iovannone, R.** (2017 November). *Advanced behavior interventions*. Workshop presented for the Delaware Positive Behavioral Interventions and Support Project, Dover, DE.
- Iovannone, R.** (2017, November). *Tier 3 redesign*. Workshop presented for the Delaware Positive Behavioral Interventions and Support Project, Dover, DE.
- Iovannone, R.** (2017, April). *Prevent-Teach-Reinforce (PTR)*. Training presented for the North Dakota Department of Public Instruction, Bismarck, ND.
- Iovannone, R.** (2017, April). *Advanced PTR/Behavior interventions*. Training presented for the North Dakota Department of Public Instruction, Bismarck, ND.
- Iovannone, R.** (2015, April). *Advanced PTR/Behavior interventions*. Training presented for the Delaware Positive Behavior Support Project, Dover, DE.
- Iovannone, R.** (2015, April). *Prevent-Teach-Reinforce (PTR): An evidence-based functional behavior assessment/behavior intervention process for students needing tier 3 supports*. Training presented for the Prairie Valley School Division, Regina, SK.
- Iovannone, R.** (2014, October). *Prevent-Teach-Reinforce (PTR): A tier 3 functional behavior assessment/behavior intervention process*. Training presented for the Delaware Positive Behavior Support Project, Dover, DE.
- Iovannone, R.** (2014, October). *ADHD/Behavior strategies*. Presentation at the North Dakota Department of Public Instruction Fall Conference, Bismarck, ND.
- Iovannone, R.** (2014, July). *Tier 1 positive behavior support: Addressing the behaviors of all students*. Three-day training presented to the Anchorage School District, Anchorage, AK.
- Iovannone, R.** (2014, April). *Advanced PTR/Behavior interventions*. Training presented for the Delaware Positive Behavior Support Project, Dover, DE.
- Iovannone, R.** (2014 February). *Developing effective and feasible function-based intervention plans for students in elementary grade levels*. Presentation at the Pennsylvania Department of Education Conference, Hershey, PA
- Iovannone, R.** (2014 February). *Developing effective and feasible function-based intervention plans for students in middle and high school*. Presentation at the Pennsylvania Department of Education Conference, Hershey, PA
- Iovannone, R.** (2014, February). *Prevent-Teach-Reinforce model: A tier 3 behavior intervention process-kick-off day*. Training presentation at the Pennsylvania Training and Technical Assistance Network, Pittsburgh, PA.
- Iovannone, R.** (2013, October). *Prevent-Teach-Reinforce (PTR): A tier 3 functional behavior assessment/behavior intervention process*. Training presented for the Delaware Positive Behavior Support Project, Dover, DE.
- Iovannone, R.** (August 2013, August). *Prevent-Teach-Reinforce model: A tier 3 behavior intervention process*. Training presented for the North Dakota Department of Public Instruction, Grand Forks, West Fargo, & Bismarck, ND

**UNIVERSITY TEACHING**Courses Taught

## University of South Florida

## College of Behavioral and Community Sciences

|  |             |
|--|-------------|
| MHS 6941 Applied Field Experience                          | 2016 Fall   |
| MHS 6941 Applied Field Experience                          | 2017 Spring |
| MHS 6915 Directed Research in Behavior and Social Sciences | 2015 Summer |
| MHS 6915 Directed Research in Behavior and Social Sciences | 2015 Spring |
| MHS 6915 Directed Research in Behavior and Social Sciences | 2014 Spring |
| MHS 6915 Directed Research in Behavior and Social Sciences | 2013 Fall   |
| MHS 4906: Directed Study.                                  | 2013 Fall   |

## College of Education

|   |            |
|---|------------|
| SPSS 7700 Advanced Behavior Interventions<br>Psychological and Social Foundations | 2003 –2016 |
|---|------------|

New Courses Developed

|   |            |
|---|------------|
| MHS 6945 Leadership Practicum in Agencies Servicing<br>Children and Adolescents with Developmental Disabilities | Fall 2014. |
|---|------------|

**COMMITTEES**ThesisCurrent

|              |  |
|--------------|--|
| 2019-current | Holland Hayford, Master's thesis committee co-chair, School Psychology |
| 2019-current | Nicholas Scheel, thesis committee member, School Psychology            |

Completed

|           |  |
|-----------|--|
| 2018-2019 | Sofia Reyes, Master's thesis committee member        |
| 2018-2019 | Deanna Deenihan, Master's thesis committee member    |
| 2017-2018 | Casie Peet, Master's thesis committee member         |
| 2015-2018 | Renee Ornduff, Ed.S. thesis committee member         |
| 2015-2016 | Emily Baton, Master's thesis committee member        |
| 2015-2016 | Elizabeth Cassell, Master's thesis committee member  |
| 2015-2016 | Kaitlin Sullivan, Master's thesis committee member   |
| 2014-2015 | Sara Barnes: Master's thesis faculty advisor         |
| 2011-2014 | Andrea Perdomo: Master's thesis faculty advisor      |
| 2012-2014 | Crystal Stuart: Master's thesis committee member     |
| 2013-2014 | Miriam Tye: Master's thesis committee member         |
| 2012-2014 | Diana Sanguino: Master's thesis committee member     |
| 2012-2014 | Lindsey Slattery: Master's thesis committee member   |
| 2012-2014 | Taylor Ferguson: Master's thesis committee member    |
| 2010-2011 | Jacob Daar: Master's thesis committee member         |
| 2010-2012 | Stevie-Marie Swift: Master's thesis committee member |

|           |  |
|-----------|--|
| 2009-2010 | Anna K. Caravello: Master's thesis committee member        |
| 2009-2010 | Kacie Sears: Master's thesis committee member              |
| 2009-2010 | Laura L. Kulikowski: Master's thesis committee member      |
| 2009-2010 | Paula Chan. Master's thesis committee member               |
| 2008-2010 | Lindsey Merritt. Master's thesis faculty advisor           |
| 2005-2006 | Aja M. Meyer: Education Specialist thesis committee member |

## **Dissertation**

### **Current**

|              |   |
|--------------|---|
| 2019-current | Sukarah Almulhim, Doctoral dissertation committee member, Special Education |
| 2019-current | Jennifer Hodnett, Doctoral dissertation committee member, School Psychology |
| 2019-current | Rachel Bailey, Doctoral dissertation committee member, School Psychology    |

### **Completed**

|           |   |
|-----------|---|
| 2018-2019 | Lindsey Slattery, Doctoral dissertation chair and faculty adviser |
| 2018-2019 | Leslie Singer, Doctoral dissertation committee member             |
| 2018-2019 | Jessica Moore, Doctoral dissertation committee member             |
| 2012-2013 | Bonnie Woods: Doctoral dissertation committee member              |
| 2008-2011 | Jenine Sansosti: Doctoral dissertation committee member           |
| 2005-2008 | Kahlila G. Mack: Doctoral dissertation committee member           |

## **ACADEMIC AND PROFESSIONAL SERVICE**

### **Elected Officer Positions – Professional Organizations**

#### **Association for Positive Behavior Support (APBS)**

President (2018-present)  
Board Member (2015-present)  
Vice-President (2017-2018)

#### **Association for Applied Behavior Analysis International**

President of the Positive Behavior Support Special Interest Group (2012-2018)

#### **Florida Association for School Psychologists (FASP)**

Executive Board Member (2015-2017)

### **Advisory Panels**

**Florida Department of Education Strategic Action Planning Group** 2018 – present  
Member of Positive Behavior and Social Emotional Learning Group

#### **The British Institute of Learning Disabilities**

Expert Advisor 2015 April– present

**Children's Movement of Florida**

Advisory Panel Representative 2013 – 2015  
University representative to a non-partisan grassroots movement to increase the state's investment in young children (between the ages of birth and 5)

**Florida Department of Education Indicator 4 Group**

Advisory Panel Member 2013 July – 2014 June  
Developed recommendations to reduce disproportionality of students with emotional/behavior disorders

**Florida Department of Education Core Group**

Advisory Panel Member 2012 July – 2013 June  
Developed an Evaluation Rubric for Non-instructional Exceptional Student Education Personnel

**Florida Department of Education Workgroup**

Best Practices in Evaluation and Identification 2016 July – Present

**Guest/Ad Hoc Review Activities**

*Applied School Psychology* 2014 – present

*The Autism Journal* 2011 – 2012

*Beyond Behavior* 2017

*Education and Treatment of Children* 2012-2014

*Journal of Behavioral Health Services & Research* 2009

*Journal of Clinical Child and Adolescent Psychology* 2018

*Journal of Early Intervention* 2005

*Journal of Mental Health and Aging* 2004

*Journal of Positive Behavior Interventions* 2007 – present

*Journal of Special Education* 2010 – present

*Teacher and Training Education* 2015 - present

*Topics in Early Childhood* 2005 – 2011

Brookes Publishing 2009 – present

Jessica Kingsley Publishers 2012 – 2013

University of North Carolina, National Autism Center, 2012

*Evidence-Based Practices Update Workgroup*

- Served as a reviewer of studies and rated evidence-based practices for inclusion in the Phase 2 *National Standards Project Report*

### **University Committee Participation**

Judge at Graduate Student Research Symposium 2019

College of Behavioral and Community Sciences, Department of Child and Family Studies Impact Report Writing Team 2013-2015

Governance Committee 2012-2014

### **State, School, or Community-Based Service/Consultation**

**Pennsylvania Training and Technical Assistance Network** (Pittsburgh, King of Prussia, & Harrisburg, PA)

2012 December-present

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports.

**Delaware Positive Behavior Support Project**

2011 October-present

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports. A joint project of the University of Delaware Center for Disabilities Studies and the Delaware Department of Education.

**North Dakota Department of Public Instruction** (Bismarck, ND)

2011 September-present

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports.

**SUNY-Albany Center for Autism and Related Disabilities** (Albany, NY)

2006 August-present

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior interventions and evidence-based practices for autism spectrum disorders

**Delaware Department of Education** (Dover, DE)

2014 August-2015 June

- Paid consultant to provide technical assistance, and consultation on helping the state to evaluate waiver applications for use of mechanical restraints and seclusion procedures.

**Louisiana Department of Education** (Baton Rouge, LA)

2011 May-2013 May

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports.

**Mississippi Bend Area Education Agency** (Bettendorf, IA)

2011 September-June 2013

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports

**Anchorage School District** (Anchorage, AK)

2010 September-November 2014

- Paid consultant to provide technical assistance, professional development, and consultation on implementing a multi-tiered system of behavior supports.

**Prairie Lakes Area Education Agency** (Pocahontas, IA)

2009 August- 2010 June

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports

**Humble Independent School District** (Humble, TX)

2006 February

- Provided expert testimony on due process case related to a student with autism spectrum disorder