

**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

**DEGREES HELD**

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

## HIGHER EDUCATION EXPERIENCE

### University of South Florida

Department of Child and Family Studies  
 Research Associate Professor, 2020-present  
 Research Assistant Professor, 2000–2019

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

**University of St. Thomas** (Houston, TX) 1996 to 2000  
 Adjunct Faculty  
 Primary teaching assignment: Assessment courses

### **PK-12 PROFESSIONAL EDUCATION EXPERIENCE**

**Region IV Education Service Center** (Houston, TX) 1996 to 2000  
 Education Specialist

**Cypress-Fairbanks Independent School District** (Houston, TX) 1988 to 1996  
 Educational Diagnostician

**Conroe Independent School District** (Conroe, TX) 1987-1988  
 Educational Diagnostician

**Houston Independent School District** (Houston, TX) 1982-1987  
 Educational Diagnostician  
 Elementary School Resource Teacher 1981-1982

**Greater Clark County Coop** (Jeffersonville, IN) 1980-1981  
 Educational Diagnostician  
 Teacher of elementary school students with emotional disabilities 1979-1980

**Center for Children with Autism** (Louisville, KY) 1979  
 Behavior interventionist

**Jefferson County Schools** (Louisville, KY) 1978-1979  
 Teacher of middle school students with mild intellectual disability

**Lucas County Schools** (Port Clinton, OH) 1976-1978  
 Teacher of high school students with mild intellectual disability

### **PUBLICATIONS**

#### ***Refereed Articles*** (\* indicates student co-author)

<sup>1</sup>Ford, S., Blair, K.S.C., **Iovannone, R.**, & Kwak, D. (accepted). Implementation of the Prevent-Teach-Reinforce Model for Elementary School Students Needing Intensive Behavior Intervention. *Behavioral Sciences*.

<sup>2</sup>Martin, R., Iadarola, S., **Iovannone, R.**, Cavanaugh, B., Fontechia, K., Levato, L., & Anderson,

- C. (2023). Conducting randomized controlled trials to evaluate school-based interventions for students on the autism spectrum: Common challenges and mitigation strategies. *Journal of Developmental and Physical Disabilities*. Advance online publication. <https://doi.org/10.1007/s10882-023-09918-4>.
- <sup>3</sup>**Iovannone, R., & Anderson, C.** (2023). Critical issues and trends in the implementation of evidence-based practices in educational settings for students with autism: A 20-year update: Introduction to the special series. *Focus on Autism and Other Developmental Disabilities* 38(1), 3-4. <https://doi.org/10.1177/10883576221144733>.
- <sup>4\*</sup> Deenihan, D, Blair, K. W., & **Iovannone, R.** (2023). Evaluating the Prevent-Teach-Reinforce model for high school students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*, 38(1), 58-68 <https://doi.org/10.1177/10883576221137294>.
- <sup>5</sup>Gould, K., **Iovannone, R.**, Anderson, C., Hoffkins, C., Jordan, A., & Cavanaugh, B. (2022). Use of teleconsultation in schools. *Communique*. 50, 26-27.
- <sup>6</sup>Martin, R. J., Cavanaugh, B., Levato, L., McFee, K., Hochheimer, S., Iadarola, S., **Iovannone, R.**, Smith, T., & Anderson, C. (2021). Modular approach to autism programs in schools (MAAPS): A feasibility study. *Contemporary School Psychology*, 1-11. <https://doi.org/10.1007/s40688-021-00397-y>.
- <sup>7</sup>Anderson, C. A., **Iovannone, R.**, Smith, T. S., Levato, L., Martin, R., Cananaugh, B., Hochheimer, S., Wang, H., & Iadarola, S. (2020). Thinking Small to Think Big: Modular Approach for Autism Programming in Schools (MAAPS). *Journal of Autism and Developmental Disorders*, 51(1), 193-211. <https://doi.org/10.1007/s10803-020-04532-1>.
- <sup>8\*</sup>Sullivan, K., Crosland, K., **Iovannone, R.**, Blair, K. S., & Singer, L. (2020). Evaluating the effectiveness of prevent-teach-reinforce (PTR) for high-school students with emotional and behavioral disorders. *Journal of Positive Behavior Interventions*, 23(1), 3-16. <https://doi.org/10.1177/1098300720911157>.
- <sup>9\*</sup>Barnes, S., **Iovannone, R.**, Blair, K. S., Crosland, K., & Peshak-George, H. (2020). An evaluation of the Prevent-Teach-Reinforce Model within a multi-tiered intervention system. *Preventing School Failure: Alternative Education for Children and Youth*, 64(2), 128-148. <https://doi.org/10.1080/1045988X.2019.1688228>.
- <sup>10</sup>**Iovannone, R.**, Iadarola, S., Hodges, S., Haynes, R., Stark, C., McFee, K., Grace, S., Anderson, C., & Smith, T. (2019). 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*, 9(2), 25-40.
- <sup>11</sup>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. <https://doi.org/10.1353/etc.2018.0004>
- <sup>12</sup>**Iovannone, R.**, Anderson, C. A., & Scott, T. (2017). Understanding setting events: What they are and how to identify them. *Beyond Behavior*, 26, 105-112.

<https://doi.org/10.1177/1074295617729795>.

- <sup>13\*</sup> 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.
- <sup>14\*</sup> 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. <https://doi.org/10.1177/1098300715588282>.
- <sup>15\*</sup> 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.
- <sup>16</sup> **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(4), 195-207. <https://doi.org/10.1177/1534508413488414>.
- <sup>17</sup> **Iovannone, R.**, Anderson, C., & Scott, T. (2013). Power and control: Useful functions or explanatory fictions? *Beyond Behavior*, 22, 3-6. <https://doi.org/10.1177/107429561302200202>
- <sup>18\*</sup> 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. <https://doi.org/10.1007/s10803-012-1646-1>
- <sup>19</sup> 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. <https://doi.org/10.1177/1098300708330880>.
- <sup>20</sup> **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(4), 213-225. <https://doi.org/10.1177/1063426609337389>.
- <sup>21</sup> **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. <https://doi.org/10.1177/10883576030180030301>

### **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. <https://doi.org/10.1093/med:psych/9780195317046.003.0006>
- 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.

### **Technical Reports**

- Iovannone, R.**, Strickland-Cohen, M. K., Conley, K., St. Joseph, S., Hirsch, S., & Putnam, R. (May, 2023). *Tier 3 data collection systems brief: Data for team-based decision making*. Eugene, OR: Center on PBIS, University of Oregon., [www.pbis.org](http://www.pbis.org).
- Iovannone, R.** (November 2021). *Tier 3 comprehensive functional behavior assessment/behavior intervention plan practice guide*. Eugene, OR: Center on PBIS, University of Oregon., [www.pbis.org](http://www.pbis.org).
- Iovannone, R.**, Fontechia, K. M., Cassell, E., & Clarke, S. (June 2021). *Conducting virtual FBA/BIPs* Eugene, OR: Center on PBIS, University of Oregon., [www.pbis.org](http://www.pbis.org).
- 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)

### **Newsletters**

- Iovannone, R.** & McCurdy, B. (2019). President's Message. *Association for Positive Behavior Support Newsletter, 17 (1)*, 1-4. [http://www.apbs.org/newsletter/files/APBS\\_Newsletter\\_Vol-17\\_Num1.pdf](http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-17_Num1.pdf)

**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)

### **Invited-non-refereed**

**Iovannone, R.**, & Dunlap, G. (2001). Assessment-based curricular interventions for challenging behavior. *Autism-Asperger's Digest Magazine*, September-October, 14-16.

### **Scholarly Works in Progress**

#### **Manuscripts submitted-Peer Refereed Publications.**

de Boer, S., **Iovannone, R.**, Bateman, D. & Chan, P. (2023). *Quality of State FBA/BIP Guidance Provided to Districts*. (Manuscript submitted for publication). Department of Child and Family Studies, University of South Florida.

#### **Manuscripts in Progress**

**Iovannone, R.**, Kern, L., & Haynes, R. (2022). *Ethical considerations for implementing school-based universal screening processes for early identification of behavioral problem risk*. Manuscript in preparation.

**Iovannone, R.,** Seniuk, H., Ginns, D., & Clarke, S. (2022). *Trends in tiered focus publication within the Journal of Positive Behavior Interventions, 1999-2018*. Manuscript in preparation.

**Iovannone, R.,** Williams, J., Sanchez, S., & Kauk, N., (2023). *Are we still off-course? FBA and BIP practices in schools*. (Manuscript submitted for publication). Department of Child and Family Studies, University of South Florida.

## GRANTS AND CONTRACTS

### 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:* \$1,450,000

*Project Dates:* 7/1/23 - 06/30/24

*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:* \$1,450,000

*Project Dates:* 7/1/22 - 06/30/23

*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:* 7/1/21 - 06/30/22

*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; 7/1/20-6/30/24)

*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; 7/1/20-6/30/23).

*Principal Investigator:* **Rose Iovannone**

*Co-Principal Investigator:* Kim Crosland

*Title:* Pilot Evaluation of the Prevent-Teach-Reinforce Model for Transition-Aged Youth (PTR-TAY)

*Funding Agency:* USF, College of Behavioral and Community Sciences Internal Grant

*Purpose:* Evaluate the promise of implementing the PTR model with transition-aged youth who have intellectual disabilities or autism spectrum disorder who are in pre-employment settings to reduce serious challenging behaviors and increase appropriate replacement behaviors.

*Amount of Funding Requested:* \$20,000 (6 months; 1/1/20-7/1/20)

*Funding Decision:* Funded

*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:* 7/1/20 - 06/30/21

*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:* 7/1/19 - 06/30/20

*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-In Review**

*Principal Investigator:* **Rose Iovannone**

*Co-Principal Investigators:* Alison Salloum, Shannon Suldo, Kim Crosland

*Co-Investigators:* Jeffrey Williams

*Title:* Stepped Care Approach for Addressing Youth-Motivated School Refusal Behaviors: STAY.

*Funding Agency:* Institute of Education Sciences

*Purpose:* Develop a manualized intervention integrating cognitive behavior therapy and functional behavior assessment to ameliorate youth-motivated school refusal behaviors

*Amount of Funding Requested:* \$2,500,00 (4 years)  
*Submission Date:* Resubmission 9/20/23

### **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:* Paneled 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; Panelled 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 (2014-2022)**

Malbica, A., & **Iovannone, R.** (2023, April). *Prevent-Teach-Reinforce (PTR) for Transition Aged Youth and Adults with IDD*. Pre-conference workshop presented at the 20<sup>th</sup>

International Conference on Positive Behavior Support, Jacksonville, FL.

- Iovannone, R., & Kendall, N.** (2022, October). *Prevent-Teach-Reinforce (PTR): Improving FBA/BIP outcomes for students*. Presented at the 2022 National PBIS Leadership Forum, Chicago, IL
- Iovannone, R.** (2022, October). *So you want to do Tier 3: Considerations for systems and practices*. Pre-Conference Workshop presented at the 2022 California PBIS Conference, Sacramento, CA
- Iovannone, R.** (2022, October). *A modular-based approach for implementing class-wide evidence-based behavior strategies for students with emotional disabilities*. Presented at the 2022 California PBIS Conference, Sacramento, CA.
- Iovannone, R., du Boer, S., Bateman, D.** (2022, April). *Technical adequacy of state guidance documents for functional behavior assessments*. Presented at the 19<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.
- Iovannone, R., Malbica, A.** (2022, April). *Implementing prevent-teach-reinforce to increase transition-aged youth access to integrated community employment*. Presented at the 19<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.
- Iovannone, R.** (2022, February). *Supporting use of individualized evidence-based interventions in schools*. Presented at the 5<sup>th</sup> Annual Conference for the Nevada Association for Positive Behavior Support, Reno, NV.
- Iovannone, R.** (2022, February). *A functional tier 3 approach for supporting students with internalizing behaviors*. Presented at the 5<sup>th</sup> Annual Conference for the Nevada Association for Positive Behavior Support, Reno, NV.
- Iovannone, R.** (2021, November). *Prevent-Teach-Reinforce: An evidence-based functional behavior assessment/behavior intervention process for students with autism*. Presented at the CalTAC PBIS Tier 3 Virtual Leadership Academy.
- Borgmeier, C., **Iovannone, R., & Kincaid, D.** (2021, October). *Take a deeper dive in Tier 3: Reviewing the 2020 tier 3 presentations*. Presented at the Virtual PBIS Leadership Forum.
- Iovannone, R. & Strickland-Cohen, K.** (2021, October). *Supporting students with internalizing behavior at tier 3: A function-based approach*. Presented at the Virtual PBIS Leadership Forum.
- Iovannone, R.** (2021, February). *Prevent-Teach-Reinforce (PTR) high school*. Presented at the annual meeting of the Virtual CalTAC PBIS Symposium.
- Iovannone, R.** (2020, October). *Comprehensive FBA/BIP practices for tier 3*. Presented at the annual meeting of the Virtual PBIS Leadership Forum.
- Iovannone, R.** (2019, October). *The prevent-teach-reinforce FBA/BIP model for middle and high school students*. Presented at the annual meeting of the National PBIS Leadership Forum, Chicago, IL.
- Iovannone, R.** (2019, September). *Prevent-Teach-Reinforce (PTR): An evidence-based functional behavior assessment/behavior intervention process*. Presented at the 2019



MTSS Summit, Kearney, NE.

- 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, National, and State Conference Presentations (2014-2021)**

**Iovannone, R., & Crosland, K.** (2023, April). *Promoting implementation of class-wide behavioral practices for students with ED*. Presented at the 20<sup>th</sup> International Conference on Positive Behavior Support, Jacksonville, FL.

**Iovannone, R.** (2023, April). *Is your district producing high-quality FBA/BIPs? The TATE and improving practice*. Presented at the 20<sup>th</sup> International Conference on Positive Behavior Support, Jacksonville, FL.

**Iovannone, R., & Crosland, K.** (2023, February). *Promoting implementation of class-wide behavioral practices for students with ED*. Presented at the 2023 National Association of School Psychologists Annual Conference, Denver, CO.

**Iovannone, R., & Crosland, K.** (2022, November). *A modular-based approach for implementing class-wide evidence-based behavior strategies for students with emotional disturbance*. Presented at the 2022 Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ

Cividini-Motta C., Blair K. S., Crosland K., Salloum, A., & **Iovannone, R.** (2022, September). *Great together: Interdisciplinary collaboration between applied behavior analysis and social work via Project iSED*. Presented at the 42nd Annual Meeting of the Florida Association of Behavior Analysis, Ponte Vedra Beach, FL.

Crosland, K., **Iovannone, R.,** & Wolgemuth, J. (2022, April). *“Just chill”*: Centering youth perspectives on implementing class-wide behavior strategies. Presented at the 19<sup>th</sup> International Conference on Positive Behavior Support, San Diego, CA.

**Iovannone, R.** (2021, November). *Improving functional behavior assessments in high schools for students with EBD*. Presented at the Annual Teacher Educators for Children with Behavior Disorders (TECBD) Conference, Tempe, AZ.

Cividini-Motta, C., Blair, K. S., Crosland, K., Castilla, J., Dart, E., & **Iovannone, R.** (2021, October). *Interdisciplinary training to prepare school-based behavior analysts and school psychologists: Project EBAS*. Presented at the 41st Florida Association for Behavior Analysis Conference, Miami, FL.

**Iovannone, R.,** Blair, K. S., Crosland, K., Cividini-Motta, C., Castillo, J., & Dart, E. (2021, October). *Interdisciplinary collaboration using the prevent-teach-reinforce (PTR) model for children with disabilities*. Presented at the Annual Florida Association for Behavior Analysis Conference, Miami, FL

**Iovannone, R., & Iadarola, S.** (2021, May). *A modular approach for autism programming in schools (MAAPS): Virtual adaptation to a pilot study*. Presented at the 47<sup>th</sup> Annual Convention Online of the Association of Behavior Analysis International.

- Blair, K. S., **Iovannone, R.**, Crosland, K., Cividini-Motta, C. & Ginns, D. (2021, May). *Interdisciplinary collaboration using the prevent-teach-reinforce (PTR) model for children with disabilities*. Presented at the 47<sup>th</sup> Annual Convention Online of the Association of Behavior Analysis International.
- Iovannone, R.** (2021, March). *Prevent-Teach-Reinforce (PTR): An individualized behavior intervention process feasible for school implementation*. Presented at the 18<sup>th</sup> International Virtual Conference on Positive Behavior Support.
- Blair, K. S. C., & **Iovannone, R.** (2019, February). *Using the Prevent-Teach-Reinforce (PTR) model in school-based behavioral consultation*. Presented at the 16<sup>th</sup> International Conference on Positive Behavior Support, Washington, DC.
- Iovannone, R.**, McFee, K., & Cassell, E. (2019, February). *Using a modular approach to support individual students with autism in schools*. Presented at the 16<sup>th</sup> International Conference on Positive Behavior Support, Washington, DC.
- Iovannone, R.** (2019, February). *Prevent-Teach-Reinforce (PTR): A feasible and effective team-based FBA/BIP process*. Presented at the 16<sup>th</sup> International Conference on Positive Behavior Support, Washington, DC.
- Iovannone, R.** (2018, October). *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, March). *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, March). *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, March). *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.
- Fontecia, 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.

### **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 7927 Grant Writing Seminar	2022 Fall-present
MHS 6410 Intensive Indiv. Behavior Support	2020 Spring-2022 Spring
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	
Psychological and Social Foundations	2003 –2016

New Courses Developed

MHS 6945 Leadership Practicum in Agencies Servicing  
Children and Adolescents with Developmental Disabilities Fall 2014.

**COMMITTEES**ThesisCurrent

2022-present Marissa Del Vecchio, Master's Thesis committee member, ABA  
2021-present Alexis Lopex, Master's Thesis committee member, ABA

Completed

2019-2020 Nicholas Scheel, thesis committee member, School Psychology  
2019-2020 Holland Hayford, Master's thesis committee co-chair, School Psychology  
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

DissertationCurrent

2020-current Emily Baton, Doctoral dissertation co-chair, CBCS Doctoral Program  
2019-current Sukarah Almulhim, Doctoral dissertation co-chair, Special Education  
2019-current Jennifer Hodnett, Doctoral dissertation committee member, School Psychology



Completed

2019-2020	Rachel Bailey, Doctoral dissertation committee member, School Psychology
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)**

Treasurer (2022-present)  
 President (2018-2021)  
 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****The Human Rights Committee (HRC)**

Delaware Office of Statewide Autism Programs  
 Committee Member 2020-2022

**The British Institute of Learning Disabilities**

Expert Advisor 2015-2019

**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 2013-2014  
 Developed recommendations to reduce disproportionality of students with emotional/behavior disorders

**Florida Department of Education Core Group**

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

**Florida Department of Education Strategic Plan Workgroups**

Inclusion	2021-2023
Positive Behavior	2019-Present
Best Practices in Evaluation and Identification	2016-2019

**Editorial Boards**

<i>Focus on Autism and Developmental Disorders</i> -Guest Associate	2021-2022
Guest Associate Editor for Volume 37(4): Special Issue on school-based practices	
<i>Beyond Behavior</i> -Editorial Board Member	2019-Present

**Guest/Ad Hoc Review Activities**

*Applied School Psychology* 2014 – present

*The Autism Journal* 2011 – 2012

*Beyond Behavior* 2017 - present

*Education and Treatment of Children* 2012-2014

*Focus on Autism and Developmental Disabilities* 2022-present

*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

### **Award Committees**

Council of Exceptional Children 2023  
Division of Research Early Publication Award Committee

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

**Colleton County School District, Walterboro, SC**

2022 August

- Paid consultant to provide professional development on PTR

**Learning Center School, Bogota, Columbia**

2021 August-November

- Paid consultant to provide professional development on PTR

**Bermuda Department of Education, Education Office for Behaviour**

2022, January-February

- Paid consultant to provide professional development on PTR

**Region 10, Zumbro Education District, Byron, MN**

2020-2021

- Paid consultant to provide professional development on PTR

**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

