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EDUCATION & CREDENTIALS

- 2003 Ph.D., Syracuse University (APA Approved Program), School Psychology, University Teaching Certificate
- 2001 M.S., Syracuse University, School Psychology
- 1998 B.A. (Magna cum Laude, Phi Beta Kappa), Allegheny College, Psychology

PROFESSIONAL LICENSES

- Board Certified Behavior Analyst (since 2009; 1-09-5527)
- Licensed Psychologist: NY (since 2005; 016234-1)
- Licensed School Psychologist (Initial): MA (2004-2009)

SPECIALIZED TRAINING

- Institute for Education Sciences (IES)/National Center for Education Research (NCER)
Summer Research Training Institute: Cluster-Randomized Trials (6/21/09 to 7/3/09; competitive selection process for participants).
- Grant Writing Workshop at the University of Minnesota, Grant Writers' Seminar & Workshops (Robertson) (1/22/15).
- Grant Writing Workshop at the University of Massachusetts-Boston, Office of Research and Sponsored Programs (1/08/07 to 1/10/07).

HONORS

- 2017 *Samuel A. Kirk Publication Award*, Article of the Year, Division of Learning Disabilities (Council for Exceptional Children)
- 2016 *Outstanding Service Award* (American Psychological Association, Division 16)
- 2016 *Invited*, Summit on the Future of Special Education: IDEA 40 Years Later (University of Missouri).
- 2015 Selected as a *member* of the Society for the Study of School Psychology.
- 2015 *Catalyst Scholar*, 2015 School Psychology Research Collaboration Conference (Society for the Study of School Psychology).
- 2014 *Outstanding Service Award* (American Psychological Association, Division 16)
- 2014 *Edward Shapiro Mid-Career Scholar Research Initiative Award* (Society for the Study of School Psychology).
- 2013 *Editorial Appreciation Award* (for service as an Associate Editor 2009-2013), *Journal of School Psychology*.
- 2010 *Lighter Witmer Early Career Scholar Award* (Co-Recipient, APA, Division 16)
- 2010 *President's Special Strand*, Selected (National Association of School Psychologists-2010 Annual Convention)

- 2009 *Editorial Appreciation Award* (2008 Reviewer of the Year), *Journal of School Psychology*.
- 2008 *Honorable Mention Article of the Year Competition* (2007), *Journal of School Psychology*
- 2007 *Early Career Scholar*, Research Collaboration Conference (Society for the Study of School Psychology)
- 2003 *Ted Bernstein Graduate Student Award*, Syracuse University
- 2001 *Phi Kappa Phi Honor Society*, Syracuse University
- 2000-2001 *Gardner Research Fellowship*, Syracuse University

PROFESSIONAL & SCHOOL-BASED EXPERIENCE

- 2019 – Present **Associate Professor:** Northeastern University, School Psychology
- 2015 - 2019 **Associate Professor:** University of Minnesota, School Psychology.
- 2010 - 2015 **Associate Professor:** University of Massachusetts-Boston, School Psychology.
- 2006 - 2010 **Assistant Professor:** University of Massachusetts-Boston, School Psychology.
- 2009 - 2011 **Adjunct Faculty Appointment:** CUNY Graduate School & University Center, Ph.D. Program in Educational Psychology.
- 2004 - 2006 **Assistant Professor:** CUNY Graduate School & University Center, Ph.D. Program in Educational Psychology.
- 2003 - 2004 **Post-Doctoral Fellowship:** May Center for Education and Neurorehabilitation (APA Approved). Supervisor: Gary M. Pace, Ph.D.
- 2002 - 2003 **Pre-Doctoral Internship:** The May Institute (APA Approved). Supervisors: Marcie Handler, Ph.D. & Gary M. Pace, Ph.D

GRANTS & SPONSORED PROJECTS

FUNDED PROPOSALS (Sum total = \$1,454,538.00)

- Grant-in-Aid University of Minnesota:** Funded. Principal and Author, *Accelerating Mathematics Performance through Practice Strategies: Examining Effectiveness of a Small Group Intervention*. \$46,352 for one year (2017-2019).
- Laura and John Arnold Foundation:** Funded. External evaluator (with Serve Minnesota-Minnesota Math Corps), *A year-long state-wide RCT of the Minnesota Math Corps*. Sub-contract to the University of Minnesota, \$95,042 for one year (2017-2018).
- Department of Education: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel:** Funded. Co-Author and Co-Principal (with Amanda Sullivan), *Leaders Enhancing Evidence-based Practice (LEEP)*, \$1,192,606 for five years (2016-2021).
- Generation Next, President's Office, & Campbell Family Foundation:** Funded. Co-Principal (with Kathleen Cramer, Michele Mazzocco, Erin Baldinger, and Keisha Varma), *Gopher Math Rational Number Project (Contributions of Whole Number Knowledge)*, \$110,000, for one year (2016-2017).
- Joseph P. Healey Grant Program, University of Massachusetts-Boston:** Funded. Author & Principal, *Early Number Skills: Examining the Effects of Class-wide Interventions on Kindergarten Performance*, \$6,538 for one year (2008-2009)
- Professional Staff Congress-City University of New York (PSC-CUNY) Research Award Program:** Funded. Author & Principal, *Improving Mathematics Fluency Comparing*

Skill-Based and Combined Skill and Performance-Based Interventions, \$4,000 for one year (2006-2007). (Declined funding as necessary due to change in employment.)

UNFUNDED PROPOSALS

Institute for Education Sciences: Submitted August 23, 2018. Author and Principal (with John Begeny), Improving Whole Number Knowledge: Further Development of the *Accelerating Mathematics Performance with Practice Strategies* (AMPPS) Intervention Program, \$1,399,802 for four years.

Institute for Education Sciences: Submitted June 24, 2009. Co-Author and Co-Principal (with Robert Volpe). Promoting Literacy in Urban Schools, \$1,180,128 for three years.

PEER REFEREED PUBLICATIONS/IN PRESS ($n = 55$) *denotes student author

1. Begeny, J. Wang, J., **Coddling, R. S.**, Hida, R., Patterson, S., Kessler, S., Fields-Turner, F., & Ramos, K. (in press). An analysis of motivation strategies used within the small-group Accelerating Mathematics Performance through Practice Strategies (AMPPS-SG) program. *Psychology in the Schools*.
2. **Coddling, R. S.**, Begeny, J., Kromminga, K., Edmunds, R., Kluft, J., Diggs, C., & Hanson-Burke, A. (in press). Do motivational strategies improve the effects of a small-group math intervention program? *Journal of Applied School Psychology*.
3. Eckert, T. L., Jimerson, S.R., Sheridan, S. M., Hoffman, J.A., & **Coddling, R. S.** (in press). Retrospect and prospect regarding school psychology scholarship reflections of Lightner Witmer award winners. *School Psychology*. [Invited.]
4. *Martin, R. J., **Coddling, R. S.**, Collier-Meek, M., & *DeFouw, E. (in press). Examination of a parent-mediated detect, practice, and repair procedure to improve math fact fluency. *School Psychology Review*.
5. *McKevett, N. & **Coddling, R. S.** (in press). Brief experimental analysis of math interventions: A synthesis of evidence. *Assessment for Effective Intervention*.
6. *McKevett, N., *Kromminga, K.R., *Ruedy, A., *Rosselein, R., *Running, K., & **Coddling, R. S.** (in press). The effects of motion math: Bounce on students' fraction knowledge *Learning Disabilities Research & Practice*
7. *Silva, M., Collier-Meek, M., **Coddling, R. S.**, & *Defouw, E. (in press). Acceptability assessment of school psychology interventions from 2005-2017. *Psychology in the Schools*.
8. **Coddling, R. S.**, Volpe, R. *Martin, R. J., & *Krebs, G. (2019). Enhancing mathematics fluency: Comparing the spacing of practice sessions with the number of opportunities to respond. *School Psychology Review*, 48, 88-97.
9. Petersen-Brown, S., Henze, E. E. C., Klingbeil, D. A., Reynolds, J. L., Weber, R. C., **Coddling, R. S.** (2019). The use of touch devices for enhancing academic achievement: A meta-analysis. *Psychology in the Schools*. Advance online publication. doi:10.1002/pits.2225
10. *Roesslein, R. & **Coddling, R. S.** (2019). Fraction interventions for struggling elementary math learners: A review of the literature. *Psychology in the Schools*, 56, 413-432. <https://doi.org/10.1002/pits.22196>
11. *DeFouw, E. R., **Coddling, R. S.**, Collier-Meek, M. A., & *Gould, K. M. (2018). Examining dimensions of treatment intensity and treatment fidelity in mathematics intervention research for students at risk. *Remedial and Special Education*, online first. DOI: 10.1177/0741932518774801

12. *Kleinert, W. L., **Coddling, R. S.**, Minami, T., & *Gould, K. (2018). A meta-analysis of the taped problems intervention. *Journal of Behavioral Education, 27*, 53-80. doi:10.1007/s10864-017-9284-5
13. Cook, A., **Coddling, R.S.**, *Silva, M., & Hayden, L. (2017). Enhancing school counselor research and practice in data-based assessment through single-case research design. *Counseling Outcome Research and Evaluation, 8*, 48-62.
14. Cook, A., *Silva, M., Hayden, L., & *Brodsky, L. & **Coddling, R. S.** (2017). Exploring the use of shared reading as a culturally responsive counseling intervention to promote academic and social-emotional development. *Journal of Child and Adolescent Counseling, 3*, 14-29. <http://dx.doi.org/10.1080/23727810.2017.1280327>
15. *Kleinert, W. L., *Silva, M. R., **Coddling, R. S.**, Feinberg, A. B., & St. James, P. (2017). Enhancing classroom management using the classroom check-up consultation model with in-vivo coaching and goal setting components. *School Psychology Forum, 11*, 5-19.
16. VanDerHeyden, A., **Coddling, R. S.**, & *Martin, R. (2017). Relative value of common screening measures in mathematics. *School Psychology Review, 46*, 65-87.
17. Cook, C., Grady, E. A., Long, A. C., Renshaw, T., **Coddling, R. S.**, *Fiat, A. E., & *Larson, M. (2016). Evaluating the impact of increasing general education teachers' ratio of positive-to-negative interactions on students' classroom behavior. *Journal of Positive Behavioral Interventions, 1- 11*, 10.1177/1098300716679137
18. **Coddling, R. S.**, VanDerHeyden, A. M., *Martin, R. J., *Allard, N., *Desai, S., & *Parrault, L. (2016). Manipulating treatment dose: Evaluating the frequency of a small group intervention targeting whole number operations. *Journal of Learning Disabilities Research & Practice, 31*, 208-220.
19. **Coddling, R. S.**, Mercer, S., Connell, J., Fiorello, C. & *Kleinert, W. (2016). Mapping the relationships among basic facts, concepts and application, and common core curriculum-based mathematics measures. *School Psychology Review, 45*, 19-38.
20. *Merriman, D., **Coddling, R. S.**, Tryon, G., & Minami, T. (2016). The effects of group coaching on the homework problems experienced by secondary students with and without disabilities. *Psychology in the Schools, 53*, 457-470. Doi: 10.1002/pits.21918
21. Begeny, J., Whitehouse, M., Methe, S., **Coddling, R. S.**, Stage, S., & Neupert, S. (2015). Do intervention-embedded assessment procedures successfully measure student growth in reading? *Psychology in the Schools, 52*, 578-593. doi:10.1002/pits.21843
22. *Mouzakitis, A., **Coddling, R. S.**, & Tryon, G. (2015). The effects of self-monitoring and performance feedback on the treatment integrity of behavior support plan implementation. *Journal of Positive Behavior Interventions, 17*, 223-234. doi:10.1177/1098300715573629
23. VanDerHeyden, A. M., & **Coddling, R. S.** (2015). Practical risk reduction and subgroup effects: Further examination of class-wide mathematics intervention. *School Psychology Review, 44*, 169-190. doi: <http://doi.org/10.17105/spr-13-0087.1>

24. **Coddling, R. S.** & Lane, K. L. (2015). A spotlight on treatment intensity: An important and often overlooked component of intervention inquiry. *Journal of Behavioral Education, 24*, 1-10. doi: 10.1007/s10864-014-9210-z. [Invited]
25. **Coddling, R. S.**, Petscher, Y., & Truckenmiller, A. (2015). CBM reading, mathematics, and written expression at the secondary level: Examining latent composite relations among indices and unique predictions with a state achievement test. *Journal of Educational Psychology, 107*, 437-450. doi:10.1037/a0037520
26. Truckenmiller, A. J., Eckert, T. L., **Coddling, R. S.**, & Petscher, Y. (2014). Evaluating the impact of feedback on elementary aged students' fluency growth in written expression: A randomized controlled trial. *Journal of School Psychology, 52*, 531-548. doi:10.1016/j.jsp.2014.09.001
27. DiGennaro Reed, F. D., & **Coddling, R. S.** (2014). Advancements in procedural fidelity assessment and intervention: Introduction to the special issue. *Journal of Behavioral Education, 23*, 1-18. [Invited]
28. *Kaufman, D., & **Coddling, R. S.**, Markus, K., Tryon, G. S., Kyse, E. N. (2013). Effects of verbal and written performance feedback on treatment adherence: Practical application of two delivery formats. *Journal of Educational & Psychological Consultation, 23*, 264-299, doi: 10.1080/10474412.2013.845494
29. Forman, S. G., Shapiro, E. S., **Coddling, R. S.**, Gonzales, J. E., Reddy, L. A., Rosenfield, S. A., Sanetti, L. M. H., & Stoiber, K. C. (2013). Implementation science and school psychology. *School Psychology Quarterly, 28*, 77-100.
30. *Schneider, A., **Coddling, R. S.**, & Tryon, G. (2013). Comparing and combining accommodation and remediation interventions to improve the written language performance of children with Asperger's Syndrome. *Focus on Autism and Other Developmental Disabilities, 28*, 101-114. Doi:10.1177/1088357613475811
31. **Coddling, R. S.**, Chan-Iannetta, L. *George, S., *Ferreira, K., Volpe, R. (2011). Early number skills: Examining the effects of class-wide interventions on kindergarten performance. *School Psychology Quarterly, 26*, 85-96.
32. **Coddling, R. S.**, Burns, M. K., & *Lukito, G. (2011). Meta-analysis of basic-fact fluency interventions: A component analysis. *Learning Disabilities Research & Practice, 26*, 36-47.
33. Burns, M., **Coddling, R. S.**, *Boice, C., & *Lukito, G. (2010). Meta-analysis of acquisition and fluency math interventions with instruction and frustration level skills: Evidence for a skill-by-treatment interaction. *School Psychology Review, 39*, 69-83.
34. *Baglici, S. P. **Coddling, R. S.**, & Tryon, G. (2010). Extending the research on tests of early numeracy: Longitudinal analyses over two years. *Assessment for Effective Intervention, 35*, 89-102.
35. **Coddling, R. S.**, *Archer, J., & Connell, J. (2010). A systematic replication and extension using incremental rehearsal to improve multiplication skills: An investigation of generalization. *Journal of Behavioral Education, 19*, 93-105. [Invited]
36. **Coddling, R. S.** & Poncy, B. C. (2010). Introduction to the special issue: Toward an explicit technology for generalizing academic behavior. *Journal of Behavioral Education, 19*, 1- 6. [Invited]

37. DiGennaro Reed, F., **Coddling, R. S.**, Catania, C. N., & Maguire, H. (2010). Effects of video-modeling on treatment integrity of behavioral interventions. *Journal of Applied Behavior Analysis*, *43*, 291-295.
38. Lannie, A. L., **Coddling, R. S.**, & McDougal, J. (2010). The use of change-sensitive measures to assess school-based therapeutic interventions: Linking theory to practice at the tertiary level. *School Psychology Forum*, *4* (2), 1-14.
39. *Kert, A. S., **Coddling, R. S.**, Tryon, G., & *Shiyko, M. (2010). Impact of the word bully on reported rate of bullying behavior. *Psychology in the Schools*, *47*, 192-204.
40. **Coddling, R. S.**, Chan-Iannetta, L., *Palmer, M. & *Lukito, G. (2009). Examining a class-wide application of cover-copy-compare with and without goal setting to enhance mathematics fluency. *School Psychology Quarterly*, *24*, 173-185.
41. **Coddling, R. S.**, *Baglici, S., *Gottesman, D., *Johnson, M., *Schaffer Kert, A., & *LeBeouf, P. (2009). Selecting interventions strategies: Using brief experimental analysis for mathematic problems. *Journal of Applied School Psychology*, *25*, 146-168.
42. **Coddling, R. S.**, Hilt-Panahon, A., Panahon, C. & *Benson, J. (2009). Addressing mathematics computation problems: A review of simple and moderate intensity interventions. *Education and Treatment of Children*, *32*, 279-312.
43. **Coddling, R. S.**, Livanis, A., Pace, G. M., & *Vaca, L. (2008). Using performance to improve implementation of a class-wide behavior support plan: Examining observer reactivity. *Journal of Applied Behavior Analysis*, *41*, 417-422.
44. **Coddling, R. S.** & *Smyth, C. A. (2008). Using performance feedback to decrease classroom transition time and examine collateral effects on academic engagement. *Journal of Educational and Psychological Consultation*, *18*, 325-345.
45. Lewandowski, L. J., Lovett, B., **Coddling, R. S.**, & Gordon, M. (2008). Symptoms of ADHD and academic concerns in college students with and without ADHD diagnoses. *Journal of Attention Disorders*, *12*, 156-161.
46. *Merriman, D. & **Coddling, R. S.** (2008). The effects of coaching on mathematics homework completion and accuracy of high school students with attention-deficit/hyperactivity disorder. *Journal of Behavioral Education*, *17*, 339-355.
47. **Coddling, R. S.**, Eckert, T. L., *Fanning, E., *Shiyko, M., & *Solomon, E. (2007). Comparing mathematics interventions: The effects of cover-copy-compare alone and combined with performance feedback on digits correct and incorrect. *Journal of Behavioral Education*, *16*, 125-141.
48. **Coddling, R. S.**, *Shiyko, M., *Russo, M., *Birch, S., *Fanning, E., & *Jaspen, D. (2007). Comparing mathematics interventions: Does fluency predict intervention effectiveness? *Journal of School Psychology*, *45*, 603-617.
49. Lewandowski, L. J., Lovett, B., Parolin, R., Gordon, M., & **Coddling, R. S.** (2007). Extended time accommodations and the mathematics performance of students with and without ADHD. *Journal of Psychoeducational Assessment*, *25*, 17-28.
50. Eckert, T. L., Dunn, E. K., **Coddling, R. S.**, Begeny, J. C., & Kleinmann, A. E. (2006). Assessment of mathematics and reading performance: An examination of the

correspondence between direct assessment of student performance and teacher report. *Psychology in the Schools*, 43, 247-265.

51. **Coddling, R. S.**, Feinberg, A. B., Pace, G. M., & Dunn, E. (2005). Effects of immediate performance feedback on implementation of behavior support plans. *Journal of Applied Behavior Analysis*, 38, 205-219.
52. **Coddling, R. S.**, Lewandowski, L. J., & Eckert, T. L. (2005). Examining the efficacy of performance feedback and goal setting interventions: A comparison of two methods of goal setting. *Journal of Evidence-Based Practices for Schools*, 6, 42 – 58.
53. **Coddling, R. S.**, Skowron, J., & Pace, G. M. (2005). Making data-based decisions: Training teachers to use assessment data to create instructional objectives. *Behavioral Interventions*, 20, 165-176.
54. Lewandowski, L. J., **Coddling, R. S.**, Kleinmann, A. E., & Tucker, K. L. (2003). Assessment of reading rate in post-secondary students. *Psychoeducational Assessment*, 21, 134-144.
55. McGuire, L. C., Morian, A., **Coddling, R. S.**, & Smyer, M. A. (2000). Older adults' memory for medical information: Influence of elderspeak and note taking. *International Journal of Rehabilitation & Health*, 5, 117-128.

BOOK

Coddling, R.S., Volpe, R. J., & Poncy, B. C. (2017). *Effective Math Interventions: A Guide to Improving Whole-Number Knowledge*. New York: Guilford Press.

BOOK CHAPTERS PUBLISHED/IN PRESS (n = 18) *denotes student author

1. **Coddling, R. S.**, Collier-Meek, M., & DeFouw, E. (in press). Treatment integrity and intensity: Critical considerations for delivering individualized interventions. In M. Tankersley, B. G. Cook, & T. J. Landrom (Eds). *Advances in learning and behavioral disabilities: Delivering intensive, individualized interventions to children and youth with learning and behavioral disabilities (vol. 31)*. Emerald Publishing.
2. DiGennaro Reed, F., Hagermoser Sanetti, L., & **Coddling, R. S.** (in press). Teacher training and consultation in behavioral assessments and interventions. In W. Fisher, C. Piazza, & F. Roane (Eds.), *Handbook of applied behavior analysis (2nd ed.)*. New York, NY: Guilford Publications, Inc.
3. **Coddling, R. S.**, *McNallan, K. R., & *Running, K. (2019). Behavioral interventions for academic performance: A summary of the literature. In S.G. Little & A. Akin-Little (Eds.). *Behavioral interventions in schools: Evidence-based positive strategies (2nd ed.)*. Washington, DC: American Psychological Association Press.
4. VanDerHeyden, A. M., Briesch, A. M., Roach, A., Sullivan, A., Hoffman, J., Garbacz, S. A., Hagermoser Sanetti, L. M., & **Coddling, R. S.** (2019). In M. K. Burns (Ed.) *Introduction to school psychology: Controversies and current practice*. New York, NY: Oxford University Press.
5. Varma, S., *Kiss, A. J., & **Coddling, R.S.** (2019). Theoretical debates in school psychology – Cognitive psychology. In M. Burns (Ed.). *Introduction to School Psychology: Controversies and current practice*. NY: Oxford University Press USA.
6. Martens, B. K., **Coddling, R. S.**, & *Sallade, S. J. (2017). Consultation practices: School-based Instructional Support. In J. K. Luiselli (Ed.), *Applied behavior analysis*

- advanced guidebook: A manual for professional practice* (pp. 167-196). London: Elsevier, Inc.
7. **Coddling, R. S.** & *Martin, R. (2016). Tier 3: Intensive mathematics intervention strategies. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support* (2nd ed.) (pp.375-388). New York: Springer Science.
 8. **Coddling, R. S.**, Harvey, V., & *Hite, J. (2014). Best practices in promoting study skills. In A. Thomas & P. Harrison. *Best Practices in school level student services* (pp. 67-82). Washington DC: National Association of School Psychologists.
 9. **Coddling, R. S.** & *Martin, R. (2014). Interventions in mathematics. Chapter in S. Little & A. Little, *Academic Assessment and Intervention* (pp. 257-279). New York: Taylor & Francis.
 10. **Coddling, R. S.**, Sanetti, L., & DiGennaro Reed, F. (2014). Best practices in facilitating teacher/administrator collaboration and consultation. In A. Thomas & P. Harrison. *Best Practices in school psychology data-based and collaborative decision making* (pp. 525-540). Washington, DC: National Association of School Psychologists.
 11. DiGennaro Reed, F. D., & **Coddling, R. S.** (2011). *Intervention integrity assessment*. In J. Luiselli (Ed.), *Teaching and behavior support for children and adults with autism spectrum disorder: A “how to” practitioner’s guide*. New York: Oxford University Press.
 12. Eckert, T. L., **Coddling, R. S.**, & Dunn, E. K. (2010). Curriculum-based measurement. In A.S. Davis (Ed.), *Handbook of Pediatric Neuropsychology* (pp. 1137-1143). New York: Springer.
 13. **Coddling, R. S.** & Connell, J. (2009). Preparing Educators to Use Curriculum-Based Measurement. In Kowalski, T. J., & Lasley, T. J. (Eds.). *Handbook of data-based decision making in education* (pp. 136-152). New York: Routledge.
 14. Eckert, T. L., **Coddling, R. S.**, Truckenmiller, A. J., & Rheinheimer, J. L. (2009). Improving children’s fluency in reading, mathematics, spelling, and writing: A review of evidence-based academic interventions. In K. A. Akin-Little, S. G. Little, M. A. Bray, & T. J. Kehle (Eds.), *Behavioral Interventions in Schools: Evidence-Based Positive Strategies* (pp. 111-124). Washington, DC: American Psychological Association Press.
 15. Russo, D. C., Dunn, E. K., Pace, G., & **Coddling, R. S.** (2007). Pediatric brain injury. In J.W. Jacobson and J.A. Mulick (Eds.), *Handbook of intellectual and developmental disabilities: Issues on clinical child psychology* (pp. 97- 114). New York: Springer.
 16. Pace, G. M., **Coddling, R. S.**, & Skowron, J. (2006). Antecedent intervention in brain injury rehabilitation. In J. Luiselli (Ed.). *Antecedent assessment and interventions: Supporting children and adults with developmental disabilities in community settings* (pp. 207-225). Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
 17. Eckert, T. L., Dunn, E. K., **Coddling, R. S.**, & Guiney, K. M. (2000). Self-Report: Rating scale measures. In E.S. Shapiro and T. R. Kratochwill (Eds.). *Conducting school-based assessments of child and adolescent behavior* (pp. 150- 169). New York, NY: Guilford Publications, Inc.
 18. Eckert, T. L., Dunn, E. K., Guiney, K. M., & **Coddling, R. S.** (2000). Self-Report: Theory and research in using rating scales. In E.S. Shapiro and T. R. Kratochwill (Eds.) *Behavioral assessment in schools: Theory, research and clinical foundations* (2nd ed., pp. 288-321). New York, NY: Guilford Publications, Inc.

NON-PEER REFEREED PUBLICATIONS

- Coddling, R. S.** (2008). Benefits and barriers associated with mathematics fluency interventions. *Massachusetts School Psychology Association Newsletter*, 27(1), 6-7.
- Coddling, R. S.**, Lichtenstein, R., & Lukito, G. (2008). Massachusetts School Psychologists Association (MSPA) Services Survey 2007. *Massachusetts School Psychology Association Newsletter*, 27(1), 9-10.
- Coddling, R. S.**, Eckert, T. L., Lewandowski, L. J., & Fiese, B. (2005). Comparing DSM IV Types of ADHD across performance domains: A meta-analysis. *ADHD Report*, 13, 9-15.
- Coddling, R. S.**, & Lewandowski, L. J. (2003). Academic interventions for children with AD/HD: A review of current options. *The ADHD Report*, 11 (5) 1-4.
- Coddling, R. S.**, & Lewandowski, L. J. (2003). Executive functioning in boys with ADHD: One or many? AD/HD: A review of current options. *The ADHD Report*, 11, (1) 7 - 14.
- Lewandowski, L., **Coddling, R. S.**, Gordon, M., Marcoe, M., Needham, L., & Rentas, J. (2000). Self-reported LD and ADHD symptoms in college students. *The ADHD Report*, 8, (6) 1-4.

PEER-REVIEWED PRESENTATIONS

- Coddling, R. S.**, *Kromminga, K. R., *Brandjord, S., *Ruedy, A. & Begeny, J. (2019, February). *To subitize or not to subitize?* Poster presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA.
- Coddling, R. S.**, Nelson, P., Parker, D., *Edmunds, R., & *Klaft, J. (2019, February). *It all adds up: leveraging volunteerism to boost math skills.* Paper presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- *Edmunds, R., **Coddling, R. S.**, Nelson, P., Parker, D., & *Klaft, J. (2019, February). *Stop worrying about the numbers: Intervention effects on math anxiety.* Poster presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- *Edmunds, R. & **Coddling, R. S.** (2019, February). *How we say it matters: Delivering feedback within math interventions.* Paper presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- *Klaft, J. & Coddling, R. S. (2019, February). *Improving procedural fidelity of the classroom check-up model using self-monitoring.* Poster presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- *Klaft, J. & Coddling, R. S. (2019, February). *Tips for improving intervention fidelity through planning and follow-up.* Poster presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- *Kromminga, K.R., *McKevett, N., *Roesselin, R., *Ruedy, A., *Running, K. & **Coddling, R. S.** (2019, February). *An overview of fraction interventions for struggling learners.* Symposium presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- *McKevett, N. & **Coddling, R. S.** *How to use a BEA to determine the most effective math intervention.* Poster presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- Coddling, R. S.** (2019, January). *Intensifying academic interventions.* Paper presentation at the Midwinter meeting of the Minnesota School Psychologists' Association, Plymouth, MN.

- Coddling, R.S.**, Miller, F., Hansen-Burke, A., Wackerle-Hollman, A., & Sullivan, A. L. (2019, January). *Mythbusters: Debunking common misunderstandings in school psychology practice*. Panel presentation at the Midwinter meeting of the Minnesota School Psychologists' Association, Plymouth, MN.
- Brandjord, S. & **Coddling, R. S.** (2018, February). *Promoting mental math using thinking strategies and peer-tutoring*. Poster presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.
- Coddling, R. S.**, McNallan, K., Gardner, J., Edmunds, R., Pulles, S. & Begeny, J. (2018, February). *Evaluating a standard protocol intervention package to improve mathematics outcomes*. Poster presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.
- Poncy, B. C., **Coddling, R. S.**, & Duhon, G. (2018, February). *Delivering and intensifying Tier 2 interventions with non-responders*. Mini-skills workshop presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.
- Kleinert, W. & **Coddling, R. S.** (2017, May). Combining skill and performance interventions to address mathematics difficulties: The utility of brief experimental analysis. In **R. Coddling** (Chair) *Predictive validity of functional assessment methods*. Symposium presented at the Annual Convention of the Association for Behavior Analysis International, Denver, CO.
- Silva, M. & **Coddling, R. S.** (2017, May). Student choice of math interventions: Investigating the effects of choice on digits correct per minute. In B. K. Martens (Chair) *Increasing children's math work completion by offering a choice of interventions and reinforcement contingencies*. Symposium presented at the Annual Convention of the Association for Behavior Analysis International, Denver, CO.
- Cramer, K., Baldinger, E., Varma, K., **Coddling, R. S.**, Mazzocco, M., Brandjord, S., & Fagerlund, C. (2017, March). *GopherMath Project*. Poster presented at the annual CEHD Research Day Showcase, Minneapolis, MN.
- Coddling, R. S.**, Volpe, R. J., Poncy, B. C., & Duhon, G. (2017, February). *Essential tools for promoting mathematics through class-wide intervention strategies*. Mini-skills workshop presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX
- Coddling, R. S.**, Edmunds, R., Gardner, J. Diggs, C., Begeny, J. & Hansen-Burke, A. (2017, February). *Boosting outcomes of a mathematics intervention using motivational strategies*. Poster presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.
- Coddling, R. S.**, Edmunds, R. Gardner, J. Diggs, C. & Begeny, J. (2017, February). Examining the impact of a Tier 2 intervention on student outcomes. In M. Burns (Chair). *Assessment and intervention research for RTI and MTSS in mathematics*. Symposium presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.
- DeFouw, E., Gould, K., **Coddling, R. S.**, & Collier-Meek, M. A. (2017, February). *Examining dimensions of treatment intensity in math intervention research*. Paper presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.
- Desai, S., **Coddling, R.S.**, Gould, K., DeFouw, E. (February, 2017). *Field supervisors and interns: Does personality similarity optimize the internship?* Paper presented at the

- annual convention for National Association of School Psychologists (NASP), St. Antonio, TX.
- Kleinert, W. & **Coddling, R. S.** (February, 2017). *Brief experimental analysis: Examining skill and performance interventions in mathematics*. Poster presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.
- Silva, M., **Coddling, R. S.**, Collier-Meek, M., Feinberg, A., & Sheppard, V. (February, 2017). *Exploring the effect of student intervention choice on math performance*. Paper presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.
- Silva, M., **Coddling, R. S.**, Collier-Meek, M., & DeFouw, E. (February, 2017). *Acceptability assessment of school psychology interventions from 2005-2015*. Paper presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.
- Weber, R. C., Reynolds, J. L., Petersen-Brown, S. Henze, E. C., & **Coddling, R. S.** (February, 2017). *Cognitive processes and RTI: A meta-analysis of current literature*. Poster presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.
- DeFouw, E., Collier-Meek, M. A., **Coddling, R. S.** & Gould, K. (2016, February). *Treatment integrity in tier 2 mathematics interventions*. Poster presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- Kleinert, W. L., **Coddling, R. S.**, Minami, T., & Gould, K. (2016, February). Taped problems and taped words: A meta-analysis of mathematics and reading interventions. Paper presented at the National Association of School Psychologists (NASP), New Orleans, LA.
- Kleinert, W. L., Silva, M. R. Desai, S., **Coddling, R. S.**, & St. James, P. (2016, February). *Progress monitoring for social skills groups: a step-by-step guide with samples using BIMAS flex items*. Poster presented at the National Association of School Psychologists (NASP), New Orleans, LA.
- Martin, R. **Coddling, R. S.**, Gould, K., & Defouw, E. (2016, February). *Measuring the procedural fidelity of home-based academic interventions*. Paper presented at the National Association of School Psychologists (NASP), New Orleans, LA
- Martin, R. **Coddling, R. S.**, Kleinert, W. L., Perreault, L., & DeFouw, E. (2016, February). *The impact of treatment dosage on mathematics fluency outcomes*. Poster presented at the National Association of School Psychologists (NASP), New Orleans, LA.
- Silva, M. R., **Coddling, R. S.**, Collier-Meek, M., & DeFouw, E. (2016, February). *Student acceptability in intervention research: A review of the school psychology literature from 2009 to 2014*. Poster presented at the National Association of School Psychologists (NASP), New Orleans, LA
- Silva, M. R., Kleinert, W. L., **Coddling, R. S.**, & Feinberg, A. B. (2016, February). *Effective classroom supports: An investigation of the classroom check-up*. Poster presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- Silva, M. R., Kleinert, W. L., **Coddling, R. S.**, Feinberg, A. B. (2015, November). *Examining the effects of the classroom check up on disruptive behavior and teacher praise*. Poster presented at the 11th Annual New England Positive Behavioral Interventions and Supports Forum, Norwood, MA.

- Kleinert, W., **Coddling, R. S.**, Sheppard, V., Silva, M., & Gould, K. (2015, February). *Research synthesis on the taped problems and taped words interventions*. Poster presented at the National Association of School Psychologists (NASP), Orlando, FL.
- Silva, M.R., & **Coddling, R. S.** (2015, February). *Examining the effects of a self-monitoring and choice intervention package*. Poster presented at the meeting of the National Association of School Psychologists (NASP), Orlando, FL.
- Silva, M. R., Kleinert, W. L., Sheppard, V., & **Coddling, R. S.** (2015, February). *The practice of using single-case designs for making data-based decisions*. Poster presented at the meeting of the National Association of School Psychologists (NASP), Orlando, FL.
- VanDerHeyden, A. M., Martin, R., Desai, S., Maki, E., & **Coddling, R. S.** (2015, February). *Computer-based mathematics intervention tool: Impact on implementation and student learning*. Paper presented at the annual convention for the National Association of School Psychologists (NASP), Orlando, FL.
- Coddling, R.**, Mercer, S., Connell, J., Fiorello, K., & Kleinert, W. (February, 2015). Mapping the relationships between basic facts, concepts and application, and common core curriculum-based mathematics measures. In M. Burns (Chair) *Theory-based Mathematical Research*. Symposium presented at the annual conference for the Pacific Coast Research Conference (PCRC), San Diego, CA.
- Volpe, R. & **Coddling, R.S.** (February, 2014). Improving retention of class-wide math fact practice: Examining distribution and frequency of practice sessions. In **R. Coddling** (Chair), *Mathematics Intervention Development and Examination of Intervention Intensity*. Symposium presented at the annual conference for the National Association of School Psychologists (NASP), Washington, DC.
- Coddling, R. S.** & VanDerHeyden, A. (February, 2014). Treatment dose: Does session distribution matter? In **R. Coddling** (Chair), *Mathematics Intervention Development and Examination of Intervention Intensity*. Symposium presented at the annual conference for the National Association of School Psychologists (NASP), Washington, DC.
- VanDerHeyden, A., **Coddling, R.S.**, & Martin, R. (February, 2014). Relative value common screening measures in mathematics. In M. Burns (Chair), *Assessment to Intervention for Math: Putting Theory into Practice*. Symposium presented at the annual conference for the National Association of School Psychologists (NASP), Washington, DC.
- Coddling, R. S.**, VanDerHeyden, A., Kleinert, W., Allard, N., Hite, J., & Forrester, P. (February, 2013). *Making Data-Based Decision in Mathematics: A Risk Assessment Analysis*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Seattle, WA.
- Coddling, R. S.**, Allard, N., Martin, R., Couse, A., & Kleinert, W. (February, 2013). *Basic Fact Fluency: Examining the Mechanisms for Skill Generalization*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Seattle, WA.
- Coddling, R. S.** (February, 2013). Summary and Integration of the CBMH model (discussant). In M. Pearrow (Chair), *An Urban Model of Comprehensive School Psychological Services: Systemic Change*. Symposium presented at the annual conference for the National Association of School Psychologists (NASP), Seattle, WA.

- Coddling, R. S.,** Petscher, Y., & Truckenmiller, A. (February, 2012). Middle-School CBM Predictors: Examining the Contributions of Writing in Addition to Reading and Mathematics. In M. Burns (Chair), *Using Data to Design Interventions*. Symposium presented at the annual conference for the National Association of School Psychologists (NASP), Philadelphia, PA.
- Coddling, R. S.,** & Baglici, S. (February, 2012). *Teachers' perceptions of early numeracy skills*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Philadelphia, PA.
- Coddling, R. S.,** Hilt-Panahon, A., Youngblom, R., Fiorello, C. & Connell, J. (February, 2012). *Formative assessment: Comparative evaluation of focal point assessment and scoring*. Poster presented at the annual conference for the Pacific Coast Research Conference (PCRC), San Diego, CA.
- Kaufman, D. & **Coddling, R. S.** (October, 2011). The effects of oral and written performance feedback on treatment integrity. In **R. S. Coddling** (Chair), *Novel Investigations of Performance Feedback to Facilitate Treatment Integrity: Examining Format, Self-Monitoring, and Generalization*. Symposium presented at the annual conference for the Berkshire Association for Behavior Analysis & Therapy (BABAT), Amherst, MA.
- Coddling, R. S.** (October, 2011). *Applying multi-tier systems of service delivery framework to mathematics: Assessment & intervention*. Presented at the annual New England Positive Behavioral Interventions and Support conference, Norwood, MA.
- Coddling, R. S.** (2011, August). *Data-based intervention planning: Identifying what to use, when, and with whom*. Presented at the annual conference for the American Psychological Association (APA), Washington, DC.
- George, S. & **Coddling, R. S.** (2011, February). *Number of Opportunities to Respond: Improving mathematics fluency*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), San Francisco, CA.
- Coddling, R. S.,** Chan-Iannetta, L., George, S., Ferreira, K., & Palmer, M. (2010, March). *Examining the effects of class-wide interventions on kindergarten numeracy skills*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Chicago, IL.
- Coddling, R. S.,** Connell, J., & Fiorello, C. (2010, March). *Extending beyond computation: Technical adequacy of curriculum-based mathematics measures*. Paper presented at the annual conference for the National Association of School Psychologists (NASP), Chicago, IL.
- Coddling, R.S.,** & Lukito, G. (2010, March). Meta-analysis of acquisition and fluency math interventions with instructional and frustration level skills. In M. Burns (Chair), *Instructional level academic interventions: Evidence for skill by treatment interactions*. Symposium presented at the annual conference for the National Association of School Psychologists (NASP), Chicago, IL.
- Coddling, R. S.,** & Archer, J. (2010, March). Incremental rehearsal: An examination of generalization. In J. Connell (Chair), *Math computation instruction: Does it generalize to applied problems?* Symposium presented at the annual conference for the National Association of School Psychologists (NASP), Chicago, IL.
- DiGennaro Reed, F. D., **Coddling, R. S.,** Catania, C. N., & Maguire, H. (2009, May). Effects of video-training on treatment integrity of behavior support plans. In F. D. DiGennaro Reed (Chair), *Recent Advances in Treatment Integrity Research*. Symposium

- presented at the annual conference for the Association for Behavior Analysis International (ABAI), Phoenix, AZ.
- Baglici, S. P. & **Coddling, R. S.** (2009, February). *Long-term Predictive Validity of Early Mathematics Curriculum-based Measurement*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Boston, MA.
- Coddling, R. S.**, Chan-Iannetta, L., Lukito, G., & Palmer, M. (2009, February). *Combining Skill and Performance Class-wide Interventions to Enhance Mathematics Fluency*. Paper presented at the annual conference for the National Association of School Psychologists (NASP), Boston, MA.
- Kert, A. S., Tryon, G., Shiyko, M. & **Coddling, R. S.** (2009, February). *Explicit Reference to Bullying Behavior in Self-Report Measures*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Boston, MA.
- DiGennaro Reed, F. D., **Coddling, R. S.**, Catania, C. N., & Maguire, H. (2008, October). Effects of video-training on treatment integrity of behavior support plans. In F. D. DiGennaro Reed (Chair), *Use of Behavioral Interventions to Promote Procedural Fidelity*. Symposium presented at the annual conference for the Berkshire Association for Behavior Analysis & Therapy (BABAT), Amherst, MA.
- Coddling, R. S.** & Bastos, M. (2008, February). Benefits and Barriers Associated with Mathematics Fluency Interventions. In T.L. Eckert (Chair), *Academic Interventions: Benefits and Barriers Associated with Fluency-Based Initiatives*. Symposium presented at the annual conference for the National Association of School Psychologists (NASP), New Orleans, LA.
- Merriman, D. & **Coddling, R. S.** (2008, February). *Goal Setting: Improving Homework Performance for High School Students with Attention-Deficit/Hyperactivity Disorder*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), New Orleans, LA.
- Panahon, C., Hilt-Panahon, A., **Coddling, R. S.**, & Lannie, A. (2008, February). *Surveying School Psychologists about Consultation Practices to Inform Pre-Service Training*. Paper presented at the annual conference for the National Association of School Psychologists (NASP), New Orleans, LA.
- Coddling, R. S.**, Pace, G. M., & Livanis, A. (2007, May). Direct observation of treatment integrity: Assessing observer reactivity. In S.Kahng (Chair), *Factors Affecting Treatment Success I: Treatment Integrity*. Symposium presented at the annual convention for the Association for Behavior Analysis (ABA), San Diego, CA.
- Coddling, R. S.**, Gottesman, D., Johnson, M., Kert, A. S., LeBeouf, P. & Petreshock, S. (2007, March). *Brief & extended experimental analysis of mathematics problems*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), New York, NY.
- Coddling, R. S.**, Shiyko, M., Russo, M., Birch, S., Fanning, E., & Jaspen, D. (2007, March). Comparing mathematics interventions: Does fluency predict intervention effectiveness? In A. Hilt-Panahon (Chair), *Addressing Mathematics Problems through School-Based Interventions: What Works?* Symposium will be presented at the National Association of School Psychologists (NASP), New York, NY.

- Johnson, M. & **Coddling, R. S.** (2007, March). *An effective oral reading intervention for a bilingual student*. Paper presented at the annual conference for the National Association of School Psychologists (NASP), New York, NY.
- Kert, A. S., **Coddling, R. S.**, & Shiyko, M. (2007, March). *Explicit reference to bullying behavior in self-report measures*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), New York, NY.
- Petreshock, S., **Coddling, R. S.**, Johnson, M., Russo, M., & Schaffer, A. (2007, March). *Kindergarten mathematics curriculum-based measurement: An extension of previous research*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), New York, NY.
- Smyth, C. A. & **Coddling, R. S.** (2007, March). *Decreasing Transition Time By Using Goal Setting and Performance Feedback*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), New York, NY.
- Pace, G. M., **Coddling, R. S.**, Cochran, C., Kleinmann, A. E., & Livanis, A. (2006, October). Treatment integrity of school-based interventions. In **R. Coddling** (Chair), *Systems to support behavior change*. Symposium presented at the annual conference for the Berkshire Association for Behavior Analysis & Therapy (BABAT), Amherst, MA.
- Coddling, R. S.**, Fanning, E., Solomon, E., & Shiyko, M. (2006, April). *Improving mathematics fluency: Combining skill and performance based interventions*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Anaheim, CA.
- Parolin, R., Lewandowski, L., Lovett, B., & **Coddling, R. S.** (2006, April). *Examining extended time for children with ADHD*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Anaheim, CA.
- Coddling, R. S.** & Pace, G. M. (2005, March). *Using brief experimental analysis to select academic interventions*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Atlanta, GA.
- Coddling, R. S.**, Skowron, J., & Pace, G. M. (2005, March). *Back to basics: Training teachers to translate CBM data into observable, measurable IEP objectives*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Atlanta, GA.
- Ardoin, S., Martens, B. K., McCall, M., & **Coddling, R. S.** (2004, May). *Using establishing operations to increase math work completion*. Poster presented at the annual conference for the Association for Behavior Analysis (ABA), Boston, MA.
- Feinberg, A. & **Coddling, R. S.** (2004, May). Effects of performance feedback on treatment integrity. In J. Luiselli (Chair), *Effective staff training in behavioral health care: Teaching knowledge competencies and improving procedural implementation*. Symposium presented at the annual conference for the Association for Behavior Analysis (ABA), Boston, MA.
- Pace, G. P., Dunn, E. K., Riley, S., **Coddling, R. S.**, Vordran, C., Luiselli, J. K., & Cochran, C. (2004, May). A limited free operant approach to evaluating preferences. In R. Graff (Chair), *Development and refinement of preference assessment procedures*. Symposium presented at the annual conference for the Association for Behavior Analysis (ABA), Boston, MA.
- Coddling, R. S.** (2004, April). Using an intervention package to increase verbal communication of a student with selective mutism. In R.S. Coddling (Chair), *Selective mutism: Using*

school based interventions to increase verbal communication. Symposium presented at the annual convention for the National Association of School Psychologists (NASP), Dallas, TX

- Coddling, R. S.** (2003, October). Shaping, reinforcement, and fading: An intervention package to increase words spoken by a child with selective mutism. In J. Luiselli (Chair), *Selective mutism: Empirically supported school-based interventions.* Symposium presented at the annual conference of the Berkshire Association for Behavior Analysis and Therapy, Springfield, MA.
- Feinberg, A. B., **Coddling, R. S.**, Pace, G. M., & Dunn, E. (2003, October). *Treatment integrity: The effects of performance feedback with teachers' implementation of behavior support plans.* Poster was presented at the annual conference of the Berkshire Association for Behavior Analysis and Therapy, Springfield, MA.
- Dunn, E., Pace, G., Walden-Dopke, H. M., & **Coddling, R. S.** (2003, May). *Duration Measures and Preference Assessment: An Examination of Alternative Dependent Variables (Data-based Presentation).* Poster presented at the annual conference of the Association for Behavior Analysis (ABA), San Francisco, CA.
- O'Leary-Zonarich, C. & **Coddling, R. S.** (2003, May). Systematically Enhancing the Classroom for Children with Developmental Disabilities: A Middle School Application. In M. Handler (Chair), *Outcomes related to systematic program evaluations.* Presented at the annual conference of the Association for Behavior Analysis (ABA), San Francisco, CA.
- Lannie, A. L., **Coddling, R. S.**, & Meier, S. (2003, April). *An update on effective Approaches to Measuring Student Progress in School-Based Counseling and Mental Health Programming.* Paper presented at the annual conference of the National Association of School Psychologists (NASP), Toronto, Canada.
- Carson, P., **Coddling, R. S.**, & Lewandowski, L. J. (2002, February). *Using a computer program to improve math skills in children with ADHD.* Presented at the annual conference of the National Association of School Psychologists (NASP), Chicago, IL.
- Lewandowski, L., **Coddling, R. S.**, & Kleinmann, A. (2002, February). *Reading fluency in college students.* Poster presented at the annual conference of the National Association of School Psychologists (NASP), Chicago, IL.
- Panahon, C., Hilt, A. M., **Coddling, R. S.**, Martens, B. L., & Waterman, A. (2002, February). *A survey of pre-service training and in-service use of school consultation: Ten years later.* Poster presented at the annual conference of the National Association of School Psychologists (NASP), Chicago, IL.
- Coddling, R. S.**, Lewandowski, L., & Gordon, M. (2001, August). *Executive functioning in boys with ADHD.* Poster presented at the annual convention of the American Psychological Association (APA), San Francisco, CA.
- Eckert, T. L., Ardoin, S. P., **Coddling, R. S.**, Samuels, A., & Carson, O. (2001, May). Effective reading interventions for children with AD/HD: An experiential analysis of optimal levels of responding. In B. K. Martens (Chair), *Experimental analyses of academic responding.* Symposium presented at the annual convention of the Association for Behavior Analysis, New Orleans, LA.
- Eckert, T. L., Dunn, E. K., Wolfe, L. A., **Coddling, R. S.**, Rosenblatt, M., Needham, L., Scherff, A., & Kleinmann, A. (2001, April). *An examination of the correspondence between the direct assessment of student performance in mathematics and teacher-reported assessment of student performance in mathematics.* Poster presented at the

annual conference of the National Association of School Psychologists (NASP), Washington, DC.

Eckert, T. L., Ardoin, S. P., Samuels, A., Carson, P., **Coddling, R. S.**, & Guiney, K. (2000, March). *Improving Oral Reading: An Examination of the Efficacy of Combining Skill-based and Performance-based Intervention with Children Diagnosed with Attention Deficit/Hyperactivity Disorder*. Poster presented at the annual conference of the National Association of School Psychologists, New Orleans, LA.

McGuire, L. C. & **Coddling, R. S.** (1998, August). *Improving Older Adults Memory for Medical Information: The Efficacy of Note Taking and Elderspeak*. Poster presented at the American Psychological Association, San Francisco, CA.

WEBINARS & PODCASTS

Coddling, R. S. (March 20, 2019). *Problem analysis for mathematics intervention needs*. FASTbridge Ask the Expert series.

Coddling, R. S. (March, 19, 2019). *Prioritizing math content*. Pennsylvania Training and Technical Assistance Network. Pattan Channel: <https://bit.ly/2TYDcF0>; Podcast Platform: <https://bit.ly/2HGz85K>

INVITED/NON-PEER REVIEWED PRESENTATIONS & WORKSHOPS

Coddling, R. S. (2019, October 17). *Busting myths: Building better mathematics intervention packages*. Presentation provided to the Illinois School Psychology Association, Chicago, IL.

Coddling, R. S. (2019, October 17). *Intensifying interventions: Addressing students in need of tier 3 math supports*. Presentation provided to the Illinois School Psychology Association, Chicago, IL.

Coddling, R. S. (2019, April 01). *High leverage instructional practices in elementary school part #2*. Presentation provided to Columbia Heights Public Schools, Columbia, Heights, MN.

Coddling, R. S. (2018, November 09). *Addressing foundational math skills through core instruction*. Presentation provided to Columbia Heights Public Schools, Columbia, Heights, MN.

Coddling, R. S. (2018, October 17). *Using evidence-based practices to address the needs of elementary level students requiring Tier 2 and 3 services in mathematics*. Workshop provided to PaTTAN, Harrisburg, PA.

Coddling, R. S. (2018, October 17). *Using evidence-based practices to address the needs of middle school students requiring Tier 2 and 3 services in mathematics*. Workshop provided to PaTTAN, Harrisburg, PA.

Coddling, R. S. (2018, September 12). *High leverage practices in elementary school: Research & recommendations*. Presentation provided to Columbia Heights Public Schools, Columbia, Heights, MN.

Coddling, R. S. (2018, August 29). *Applying RTI to mathematics in middle school: Core Instruction & Class-Wide Interventions*. Presentation provided to Columbia Academy, Columbia Heights, MN.

Coddling, R. S. (2018, August 23). *Applying RTI to mathematics in middle school: Research & recommendations*. Presentation provided to Columbia Academy, Columbia Heights MN.

- Coddling, R. S.** (2017, January 27). *Using assessment & evidence-based strategies to craft interventions for students experiencing difficulties with whole number knowledge*. Paper presented at the annual convention for the Minnesota School Psychology Association, Plymouth, MN.
- Coddling, R. S.** (2016, November 11). *Establishing a multi-tiered system of supports for mathematics*. Workshop presented at the annual fall conference for the Ohio School Psychologists Association, Columbus, OH.
- Coddling, R. S.** (2016, March 25). Promoting mathematics through a multi-tiered system of support in elementary school: Evidence based interventions & progress monitoring. Paper presented in workshop: *Beyond reading: Innovations in evidence-based practice for multi-tiered systems of support*. Behavioral Institute for Children and Adolescents, Little Canada, MN
- Coddling, R. S.** (2016, January 21). *Mathematics interventions: Using data to identify and evaluate Tier 2 and Tier 3 interventions*. Paper presented at the assembly meeting for the Center for Applied Research and Educational Improvement (CAREI), St. Paul, MN.
- Coddling, R. S.** (2014, April 11). *Spotlight on treatment integrity: Considerations and applications for training, consultation, coaching, and follow-up & Data-based decision making: Importance of determining instructional match for secondary prevention*. Two 2-hour presentations given for the 2014 Harry Bluhm Lecture at the University of Utah, Salt Lake City, Utah.
- Coddling, R. S., Mercer, S., Connell, J., Fiorello, C., & Kleinert, W.** (2014, April 28). *Mapping the relationship between basic facts, concepts, and common core curriculum-based measures*. Poster presented at the 50 year celebration of the College of Education & Human Development at the University of Massachusetts Boston, Boston, MA.
- Martin, R. J., Desai, S., Maki, E., VanDerHeyden, A. M., & **Coddling, R. S.** (2014, April 28). *Computer-based mathematics intervention tool: A pilot investigation of impact on teacher-delivered supports*. Poster presented at the 50 year celebration of the College of & Human Development at the University of Massachusetts Boston, Boston, MA.
- Coddling, R. S.** (2013, November). *Application of behavior interventions within a multi-tiered system of service delivery*. Three-hour workshop presented at the annual Massachusetts School Psychology Association – Cape & Islands Fall Conference, Hyannis, MA.
- Coddling, R. S.** (2013, July). *Applying RTI to mathematics: Research and recommendations*. Two three-hour workshops presented at the annual National Association of School Psychologists (NASP) Summer Conference Workgroup, Albany, NY.
- Coddling, R. S.** (2012 - 2013). *CBMH Tiered Service Delivery: Tiers II and III Process & Procedures*. Eight workshops (total time: 26 hours) presented to the Boston Public Schools School Psychologists and Related Staff, Boston, MA.
- Coddling, R. S.** (2012, July). *Applying RTI to mathematics: Research and recommendations*. Two three-hour workshops presented at the annual National Association of School Psychologists (NASP) Summer Conference Workgroup, Minneapolis, MN.
- Coddling, R. S.** (2012, April). *Data-based decision making for instructional interventions: Skill by treatment interactions*. Invited workshop delivered as part of the annual professional continuing education series seminar given by May Institute: May Centers for Applied Research and Professional Development, Randolph, MA.
- Coddling, R. S.** (2012, March). *Linking functional behavioral assessment to behavior*

- intervention plans: Best practices.* Invited presentation given at the annual Massachusetts School psychology Association Cape & Islands Spring Conference, Hyannis, MA.
- Codding, R. S.** (2011, October). *Application of the Multi-Tiered Systems of Support Framework to Mathematics: Assessment & Interventions.* Invited presentation given at the Annual Forum on Positive Behavior Support, Norwood, MA.
- Codding, R. S., & Hayden, L.** (2011, April). *Enhancing protective factors in schools through prevention models.* Presented as part of a University of Massachusetts Boston seminar series: Paradigm Change: Strategies to Overcome the Achievement Gap of Students Living in Poverty.
- Codding, R. S.** (2009-2010, October-May). *Data-Based decision making & systems change.* Three session workshops (21 total hours) were provided to 54 school support professionals employed by the Boston Public Schools.
- Codding, R. S.** (2009, May). *Response to intervention & evidence-based practice: Making data-based decisions.* Invited presentation given at the annual spring convention for the Massachusetts School Psychology Association Cape Cod Chapter.
- Codding, R. S.** (2009, January). *Functional behavioral assessments: Best practices.* Invited presentation, Quincy Public School District, Amelio Della Chiesa Early Childhood Center.
- Codding, R. S.** (2008, November). *Application of the RTI framework to mathematics: Status of research and recommendations.* Invited presentation given at the Fourth Annual Forum on Positive Behavior Support, Norwood, MA.
- Codding, R. S.** (2008, July, 14). *Reading interventions for use within a response-to intervention framework.* Invited presentation, Randolph Public School District.
- Codding, R. S.** (2008, July, 14). *Using different types of assessment to inform educational decisions.* Invited presentation, Randolph Public School District.
- Codding, R. S.** (2008, June). *Curriculum-based assessment: A critical contribution of applied behavior analysis to education.* Invited presentation given at the Melmark New England, Andover, MA.
- Codding, R. S.** (2008, April). *Practical application of multi-level modeling: Perspectives from a novice.* Invited by primary presenter David Rindskopf, Ph.D. Presented at the IES Research Training Institute: Single Case Design, Washington, DC.
- Codding, R. S.** (2008, March 16). *Data-based decision making: A framework for improving education.* Invited presentation, Randolph Public School District.
- Codding, R. S.** (2007, January). *Changes in service delivery: Opportunities for school psychologists.* Invited presentation Quincy Public School District.
- Codding, R. S.** (2006, May). *Academic evaluation: The value of curriculum-based assessment.* Annual Darlisa Thurmond Memorial Lecture, Queens College, Flushing, NY.
- Codding, R. S.** (2006, April). *Making instructional decisions: Assessment and intervention planning.* Invited presentation given at the May Institute, Randolph, MA.
- Codding, R. S.** (2005, December). *Changes in service delivery: Integrating the RTI model into existing school structures.* Keynote speaker for the annual Adelphi University Conference, Long Island, NY.
- Codding, R. S.** (2005, November). *Conducting assessments and teaching new skills to children with acquired brain injuries: Lessons learned from the field.* Invited presentation given at Syracuse University, Syracuse, NY.

TEACHING EXPERIENCE

Associate Professor (Northeastern University) Graduate Courses Prepared & Taught:

- 2019, CAEP 6345, Learning Problems
- 2020, CAEP 6353, Curriculum-based Assessment & Instruction

Associate Professor (University of Minnesota) Graduate Courses Prepared & Taught:

- 2018, EPSY 8822, Research in School Psychology
- 2015-Present, EPSY 8816, Individual Academic Interventions and Consultation
- 2015-Present, EPSY 8818, Advanced Practicum
- 2015-2016, EPSY 8831, Practicum in School Psychology II

Associate/Assistant Professor (UMASS-Boston) Graduate Courses Prepared & Taught:

- 2013-Present, CSP 786, Practicum in School Psychology II
- 2013-Present, CSP 785, Practicum in School Psychology I
- 2012-Present, CSP 704, Qualitative & Quantitative Research Methods
- 2012-Present, CSP 703, Research Team
- Fall 2011, COU 601, Research and Evaluation in Psychology
- 2006-Present, SPY 607, Remedial and Preventive Individual and Systems Interventions
- 2006-2012, SPY 610, Neuropsychology Theory & Research
- 2006-2012, SPY 685, Practicum in School Psychology: Systems & Interventions

Assistant Professor (CUNY-Graduate Center) Graduate Courses Prepared & Taught:

- 2004-2006, EPSY 822, Biological Bases: Theory & Research, Seminar in Evaluation and Planning for Exceptional Students
- 2004-2006, EPSY 719, Behavior Theories and Applications in Educational Settings (Applied Behavior Analysis)
- 2005-2006, EPSY 82002, Advanced Practicum II (Behavioral Assessment of Academic Problems: Curriculum-Based Assessment)
- 2004-2006, EPSY 89501/02, Independent Study I & II (Pilot Research Projects)

Adjunct Professor (Syracuse University) Undergraduate Course Prepared & Taught:

- Spring 2002, PSY 335, Psychology of Childhood

Graduate Assistant (Syracuse University):

- 1998-1999, PSY 205, Foundations of Human Behavior (Introduction to Psychology)
- Summer, 2002, SPE 705, Psycho-educational Evaluation and Planning Clinic
- Summer 2001, PSY 696, Neuropsychology

Undergraduate Assistant (Allegheny College):

- PSY 206, Research Design and Methodology Sections I and II (Undergraduate TA)

DEFENDED UNDERGRADUATE/GRADUATE RESEARCH COMMITTEES**Dissertation Committees**

Klaft, J. (2019). *Supporting fidelity of implementation of class-wide behavioral interventions.*

University of Minnesota (**Advisor**).

Kiss, A. J. (2018). *Investigating young children's attitudes toward mathematics:*

Improved measurement and the relation to achievement. University of Minnesota (Committee Member).

Newell, K. M. W. (2018). *An evaluation of the use of oral reading fluency*

as a screening tool with emerging biliterates. University of Minnesota (**Advisor & Co-Chair** with Amanda Sullivan).

Kleinert, W. L. (2017). *Using BEA to evaluate the impact of combining skill and*

performance components in a mathematics treatment package. University of Massachusetts,

- Boston (**Advisor & Co-Chair** with Melissa Collier-Meek). **American Academy of School Psychology (AASP) Memorial Fellows Fund Scholarship Recipient*.
- Reyes-Giordano, K. (2017). *A brief and extended experimental analysis of spelling deficits*. City University of New York: Graduate School & University Center (Committee Member)
- Silva, M. (2017). *Exploring the effect of intervention choice on academic performance and student acceptability*. University of Massachusetts, Boston (**Advisor & Co-Chair** with Melissa Collier-Meek). **American Academy of School Psychology (AASP) Memorial Fellows Fund Scholarship Recipient*.
- Desai, S. P. (2016). *Supervisory dyads in school psychology internships: Does personality difference affect ratings of supervisory working alliance, supervision satisfaction, and work readiness?* University of Massachusetts, Boston (**Advisor & Co-Chair** with Adam Feinberg).
- Fanning, E. (2016). *Examination of the impact of students' skill levels on the effectiveness of evidence-based interventions for improving mathematics fluency*. City University of New York: Graduate School & University Center (Committee Member).
- Martin, R. J. (2016). *Parents as interventionists: Improving math computational fluency in the home setting*. University of Massachusetts, Boston (**Advisor & Co-Chair** with Adam Feinberg).
- Truckenmiller, A. J. (2011). *Modeling elementary aged students' fluency growth in written expression: Predicting fluency growth for girls and boys in general education*. Syracuse University (Committee Member).
- Piana, M. (2010). *A multi-dimensional intervention for students with ADHD and low math performance targeting motivation and math skill development*. Northeastern University (Committee Member).
- Merriman, D. (2010). *The effects of group coaching on the homework completion of secondary students with homework problems*. City University of New York: Graduate School & University Center (**Advisor in absentia**; with Georgiana Tryon).
- Mouzakitis, A. (2010). *The effects of self-monitoring and performance feedback on the treatment integrity of behavior support plan implementation*. City University of New York: Graduate School & University Center (**Advisor in absentia**; with Georgiana Tryon).
- Kaufman, D. (2010). *Effects of oral and written performance feedback on treatment integrity and teacher self-efficacy*. City University of New York: Graduate School & University Center (**Advisor in absentia**; with Georgiana Tryon).
- Schneider, A. (2010). *Comparing and combining accommodation and remediation interventions to improve the written language performance of children with Asperger's syndrome*. City University of New York: Graduate School & University Center (**Advisor in absentia**; with Georgiana Tryon).
- Petreshock-Baglici, S. (2008). *A longitudinal analysis of kindergarten early numeracy measures: prediction of first grade year-end report cards and teacher rated skills*. City University of New York: Graduate School & University Center (**Advisor in absentia**; with Georgiana Tryon).
- Schaffer-Kert, A. (2008). *The impact of the word bully and providing the definition of bullying on the reported rate of bullying behavior*. City University of New York: Graduate School & University Center (**Advisor in absentia**; with Georgiana Tryon).
- Cicero, F. (2007). *The effects of non-contingent reinforcement and response interruption on stereotypic behavior maintained by automatic reinforcement*. City University of New York: Graduate School & University Center (Committee Member).
- Winograd, G. (2005). *Predictors of counseling expectations among students in an opportunity program*. City University of New York: Graduate School & University Center (Committee Member).

Master's Thesis Committees

- Brandjord, S. (2018). *Investigating the impact of a tier ii intervention on students' narrative language and externalizing behavior*. University of Minnesota (**Chair**).
- Kromminga, R. K. (2018). *A Comparison of 1:1 flashcards and a tablet app on basic fact fluency*. University of Minnesota (**Chair**).

- Running, K. (2018). *Comparing the effectiveness of measurement and part-whole representations at improving fraction addition procedures in at-risk middle school students*. University of Minnesota (**Chair**).
- Diggs, C. R. (2017). *Investigating the diagnostic consistency and incremental validity evidence of curriculum-based measurements of oral reading rate and comprehension*. University of Minnesota (Committee Member).
- Edmunds, R. (2017). *Effects of performance and process feedback on basic fact fluency*. University of Minnesota (**Chair**).
- Goehrdt, M. (2017). *Racial and ethnic differences in the presentation of autism spectrum disorder*. University of Minnesota (Committee Member).
- Klaft, Jenna. (2017). *Examining self-monitoring and video self-monitoring to improve procedural fidelity of the classroom check-up consultation model*. University of Minnesota (**Chair**).
***NASP Graduate Student Research Grant Award Recipient.**
- Koolick, J. (2017). *Sexuality Education for Students with Autism Spectrum Disorder: Review of Existing Curricula*. University of Minnesota (Committee Member).
- Osher, D. (2017). *Slicing the Gordian knot: resolving the scientific, ethical, and legal tensions in the distinction between emotional disturbance and social maladjustment*. University of Minnesota (Committee Member).
- Swansen, N. J., (2017). *Behavior specific praise: An individual behavior management strategy*. University of Minnesota (Committee Member).
- Becker, D. (2016). *Subskill analysis of reading fluency: generalizability of performance across error samples*. University of Minnesota (Committee Member).
- Benton, A. (2016). *The impact of parental incarceration on students' educational outcomes*. University of Minnesota (Committee Member).
- Jacobs, H. J. (2016). *Immigrant and non-native English speaking parent involvement in special education: a systematic review*. University of Minnesota (Committee Member).
- Santos, J. (2010). *Bringing tensions between integrity & adaptation in teaching conflict resolution skills to elementary school boys*. Graduate Program in Conflict Resolution (Masters), University of Massachusetts, Boston (Committee Member).

Undergraduate Research Committees

- Bourque, M. (2010). *Mathematical learning and development: An analysis of the effectiveness and accessibility of the current mathematics curriculum*. Undergraduate Honors Thesis, University of Massachusetts, Boston (**Co-Advisor**; with Diane D'Arrigo).

SERVICE

Service to the University, College, & Department:

- | | |
|-----------|---|
| 2018-2019 | Doctoral Dissertation Fellowship Committee (member); Shevlin Fellowship Committee (member); Steering Committee (elected member); Department Synopsis Committee (member) |
| 2017-2018 | Eva O. Miller Fellowship Committee (member); Doctoral Dissertation Fellowship Committee (member); Graduate Advisory Committee (member); Steering Committee (elected member); Department Synopsis Committee (member) |
| 2016-2017 | Interim School Psychology Program Coordinator (spring 2017); Department Synopsis Committee (member); Graduate Advisory Committee (member) |
| 2015-2016 | Department Synopsis Committee (member); Department Annual Performance Review Committee (member) |

2014-2015	Department Personnel Committee (co-chair), Faculty advisor for <i>Student Affiliation of School Psychology</i> ; Doctoral Program Development Committee (leadership member)
2013-2014	JFK Award Selection Committee (member), Interim Department Personnel Administrator (in lieu of Department Chair), Faculty Search Committee-School Psychology Program (Member); Faculty advisor for <i>Student Affiliation of School Psychology</i> ; Departmental Doctoral Program Development Committee (leadership member)
2012-2013	Department Personnel Committee (Chair); Departmental Student Orientation Committee (Chair); Faculty advisor for <i>Student Affiliation of School Psychology</i> , a local affiliate for the national APA student organization; Departmental Doctoral Program Development Committee (member); College Personnel Committee (member)
2011-2012	University Workshop: Tenure & 4 th Year Review Workshop (March 21, 2012) organized by Dr. Rajini Srikanth; College Personnel Committee (Co-Chair); Faculty Search Committee-School Psychology Program (Member); Department Secretary for Monthly Faculty Meetings; UMASS-Boston, Chair, Departmental Student Orientation Committee; Faculty advisor for <i>Student Affiliation of School Psychology</i> , a local affiliate for the national APA student organization; Departmental Doctoral Program Development Committee (member)
2010-2011	University Workshop: Tenure & 4 th Year Review Workshop (March 30, 2011) organized by Dr. Rajini Srikanth; Faculty advisor for <i>Student Affiliation of School Psychology</i> , a local affiliate for the national APA student organization; Departmental Student Orientation Committee (member); Departmental Doctoral Program Development Committee (member)
2009- 2010	UMB Faculty Council Substitute Representative for the Department of Counseling & School Psychology Representative (DCSP) and Graduate College of Education (GCE); College Faculty Senate (Executive Board – Secretary); College of Education & Human Development (CEHD) Academic Affairs Committee (Member); Department of Counseling & School Psychology Personal Committee (ad-hoc member); Faculty advisor for <i>Student Affiliation of School Psychology</i> , a local affiliate for the national APA student organization; Departmental Student Orientation Committee (member); Departmental Doctoral Program Development Committee (member)
2008 -2009	UMASS-Boston, Member, Departmental Doctoral Program Development Committee; College Faculty Senate (member)
2007 - 2008	Professional Education Coordinating Council (PECC; Department Representative); Departmental Constitution Review Committee (Chair); College Faculty Senate (member)
2006 - 2007	NCATE: Standard One Committee (wrote standard one report for DCSP programs; Graduate Studies Committee (Substitute Representative)
2005 - 2006	CUNY, Institutional Review Board: Human Subjects (member)

Service to the Profession:

2018 – Present	ABAI Education Area Program Co-Coordinator; JSP Article of the Year Selection Committee (member); SSSP Early Career Research Award Committee SSSP (member)
2017	APA Division 16 Lightner Witmer Committee (member)
2014-2016	APA Division 16 Vice President of Convention Affairs & Public Relations
2014-2015	Division 16 Conference Convention Committee (Member, Past-Chair)
2013-2014	2014 APA Division 16 Conference Committee Chair; 2013 APA Educational Leadership Conference (Selected as Division 16 Representative); American Psychological Association Division 16 Translating Science to Practice Work Group Member; Berkshire Association for Behavior Analysis and Therapy (BABAT) Student Relations Committee Member
2012-2013	2013 APA Division 16 Conference Committee Co-Chair; American Psychological Association Division 16 Translating Science to Practice Work Group Member; APA Division 16 Lighter Witmer Award Committee Member; Berkshire Association for Behavior Analysis and Therapy (BABAT) Student Relations Committee Member
2011-2012	BABAT Search Committee Member; American Psychological Association Division 16 Translating Science to Practice Work Group Member; APA Division 16 Lighter Witmer Award Committee Member; Berkshire Association for Behavior Analysis and Therapy (BABAT) Student Relations Committee Member
2010-2011	APA Division 16 Lighter Witmer Award Committee Member; National Association of School Psychology (NASP) Program Approval Board, Reviewer
2009-2010	National Association of School Psychology (NASP) Program Approval Board, Reviewer; Massachusetts School Psychology Association (MSPA) Professional Development Education Committee Co-Chair; MSPA Research Committee Co-Chair; Berkshire Association for Behavior Analysis and Therapy (BABAT) Student Relations Committee Member
2008-2009	NASP Positions Statement Writing Team Co-wrote two position papers (Chair: Pamela Fenning); NASP Convention Committee (ad-hoc reviewer); Massachusetts School Psychology Association (MSPA) Professional Development Education Committee Co-Chair; Massachusetts School Psychology Association (MSPA): wrote training module on ethics and consultation for an online professional development series (Chair: Gayle Macklem); MSPA Research Committee Co-Chair
2007-2008	NASP Positions Statement Writing Team Co-wrote two position papers (Chair: Pamela Fenning); MSPA Research Committee Co-Chair
2006-2007	American Psychological Association (APA) Division 16 Hospitality Committee (Coordinated food and beverages for division and student meetings, Chair: Cathy Fiorello); APA Division 16 Membership Subcommittee Member (Contributed to discussion on innovative member recruitment strategies, Chair: Lea Theodore) MSPA Research Committee Co-Chair

2000-01, 2005-06 APA Division 16 Convention Committee (ad-hoc reviewer)

EDITORIAL EXPERIENCE

Editor-Elect 2020 -2025: *School Psychology*

Associate Editor 2015-Present: *School Psychology Review*
2012-2015: *Journal of Behavioral Education*
2009-2013: *Journal of School Psychology*

Guest Associate Editor 2017-2018: *Journal of Behavioral Education*
2009-2010: *Assessment for Effective Intervention*

Guest Co-Editor 2013-2014: *Journal of Behavioral Education* (Special Issue: Treatment Intensity)
2012-2013: *Journal of Behavioral Education* (Special Issue: Advancements in Procedural Fidelity Assessment and Intervention)
2009-2010: *Journal of Behavioral Education* (Special Issue: Improving Generalization of Academic Skills)

Editorial Board Member 2010-2015: *School Psychology Review*
2008-Present: *School Psychology (Quarterly)*
2007-2009; 2013-Present: *Journal of School Psychology*
2005-2011; 2015-Present: *Journal of Behavioral Education*

Ad-Hoc Reviewer 2017-2018: *Remedial and Special Education, Learning and Individual Differences, Journal of Learning Disabilities*
2016-2017: *Assessment for Effective Intervention, Learning Disabilities Research & Practice*
2015-2016: *Assessment for Effective Intervention, Behavior Analysis in Research and Practice, Educational Researcher*
2014-2015: *Assessment for Effective Intervention*
2011-2013: *American Education Research Journal, Educational Psychology, Learning & Individual Differences*
2006-2007: *Journal of Applied Behavior Analysis, School Psychology Review* (Article of the Year)
2000-2001; 2005-2006; 2009-2010: *School Psychology Review*

PROFESSIONAL MEMBERSHIPS

National Association of School Psychologists (NASP)
American Psychological Association & Division 16 (APA)
Association for Behavior Analysis International (ABAI)