

## Robin S. Coddling, Ph.D.

---

Northeastern University, Bouve College of Health Sciences, Department of Applied Psychology  
 404 International Village, Boston, MA 02115, [r.coddling@northeastern.edu](mailto:r.coddling@northeastern.edu)  
 ORCID ID: <https://orcid.org/0000-0001-6717-0790>

---

### EDUCATION & CREDENTIALS

2003 Ph.D., Syracuse University (APA Approved Program), School Psychology  
 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 (2009-2021; 1-09-5527); Licensed Psychologist: NY (since 2005; 016234-1); Licensed School Psychologist (Initial): MA (2004-2009)

### EMPLOYMENT HISTORY

2022 – Present      **Professor:** Northeastern University, School Psychology  
 2019 – 2022        **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

### HONORS

2020                Nominated for *Bouvé Distinguished Educator Graduate Teaching Award*  
 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)

#### GRANTS & SPONSORED PROJECTS

*FUNDED EXTERNAL PROPOSALS (Total = \$1,431,376.00)*

**Sourcewell Technology:** Funded. Role: Principal & Author (with Amanda VanDerHeyden; Co-Principal), *Matching mathematics intervention strategies to stage of skill development*, \$33,728 for one year (October 2020-October 2021).

**Department of Education (Office of Special Education Programs): Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel:** Funded. Role: Principal & Author (with Amanda Sullivan-Co-Principal), *Leaders Enhancing Evidence-based Practice (LEEP)*, \$1,192,606 for five years (2016-2021).

**Laura and John Arnold Foundation:** Funded. Role: 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).

**Generation Next, President's Office, & Campbell Family Foundation:** Funded. Role: 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).

*FUNDED EXTERNAL MENTORED PROPOSALS*

**Society for the Study of School Psychology (SSSP):** Funded. Role: Project Co-Mentor (with David Klingbeil & PI Emily Defouw), *Evaluating the Impact of Spacing and Teaching Episodes on Student Responses to Classwide Math Fact Fluency Interventions*. \$17,909 for 1.5 years (July, 01 2022-December 06, 2023).

**Society for the Study of School Psychology (SSSP):** Funded. Role: Project Mentor (with PI Kathrine Maki and Co-PI Anne Zaslofsky), *Math anxiety in elementary students: Examining the tole of timing, task complexity, task difficulty, and strategy use*. \$10,201 for 1.5 years (July, 01 2021-December 06, 2022).

*FUNDED INTERNAL PROPOSALS (Total: \$63,890)*

**University of Massachusetts-Boston:** Funded. Role: Co-Investigator (with Jessica Hoffman Jeff Burr, Jeff Hermelbracht-Authors & Co-Principals; & Amy Briesch and Robert Volpe-Co-Investigators). *A Pilot Study for an Intergenerational Tutoring Program: Older Adults Supporting Children's Academic Needs during the COVID-19 Pandemic*. \$7000 for one year (04/01/21-03/31/22).

**Grant-in-Aid University of Minnesota:** Funded. Role: Principal and Author, *Accelerating Mathematics Performance through Practice Strategies: Examining Effectiveness of a Small Group Intervention*. \$46,352 for one year (2017-2019).

**Joseph P. Healey Grant Program, University of Massachusetts-Boston:** Funded. Role: 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. Role: 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.)

*PENDING*

**National Science Foundation:** Submitted October 5, 2022. Role: Co-Principal and Co-author (with Kathrin Maki, Anne Zaslofsky, Pavlo Antonenko, & Do Hyong Koh). *Factors Influencing Math Anxiety & Performance (Project FIMAP)*, \$356, 574 (subaward) for 3 years.

*UNFUNDED PROPOSALS*

**Spencer Foundation Small Grants Proposal:** Re-submitted April 12, 2022. Role: Author and Principal (with Robert Volpe). *Relax, Breathe, and Do Math: A Comparison of Math Tutoring and Relaxation Interventions to Reduce Math Anxiety and Improve Multidigit Math Operations*, \$49,360 for 1.5 years. Score: finalist.

**Department of Education (Office of Special Education Programs): Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel:**

Submitted April 15, 2022. Role: Principal & Author (with Nicole Davis-Co-Principal), *Project Integrate: Scholars Providing Integrated Academic and Behavior Supports to Students*, \$1,218,450 for five years. Resubmitted based on Score: 88 (Funded proposals were 90-100).

**Institute for Education Sciences (NCER-SYS-Exploration):** Re-submitted September 9, 2021. Author & Principal (with Amy Briesch, Robert Volpe, and Laura Pendergast). *Project CORE: Understanding the Status of Universal Integrated MTSS Practices and Key Determinants of Successful Implementation*, \$1,399,000 for four years. Score: 2.36 (Funded proposals ranged from 1.0-2.0).

PEER REFEREED PUBLICATIONS/IN PRESS ( $n = 70$ ) \*denotes student author

1. Nelson, G., Kiss, A., **Coddling, R. S.**, McKeveatt, N., & Goodridge, A. (in press). Curriculum based measurement in mathematics: What have we learned 15 years later? *Journal of School Psychology*.
2. **Coddling, R. S.**, Peltier, C., & Campbell, J. (in press). Introduction to the Science of Math. *Teaching Exceptional Children*.
3. \*Running, K., **Coddling, R. S.**, Varma, S., & \*Rao, V. (in press). Comparing the effects of concepts-first and iterative fraction instruction sequences: a randomized control trial. *Elementary School Journal*.
4. **Coddling, R. S.** (2022). Growth and change in *School Psychology*, *School Psychology*, 37 (1), 1-3.
5. VanDerHeyden, A., **Coddling, R. S.**, & Solomon, B. (2022). The reliability of computer based CBMs versus paper/pencil administration for simple and complex operations in mathematics. *Remedial & Special Education* (online first publication). <https://doi.org/10.1177%2F07419325221079851>
6. **Coddling, R. S.**, Nelson, P., Parker, D., \*Edmunds, R., & \*Klaft, J. (2022). Examining the impact of a tutoring program implemented with community support on math proficiency and growth. *Journal of School Psychology*, 90, 82-93.
7. Briesch, A. M., **Coddling, R.S.**, Hoffman, J. A., Rizzo, C., & Volpe, R. J. (2021). Caregiver perspectives on schooling from home during the spring 2020 COVID-19

- closures. *School Psychology Review*, 50 (4) 546-559.  
Doi:10.1080/2372966X.2021.1908091
8. **Coddling, R. S.** (2021). *School Psychology* vision for the future [Editorial]. *School Psychology*, 36(1), 1–5. <https://doi.org/10.1037/spq0000425>.
  9. \*DeFouw, E., Collier-Meek, M., Daniels, B., **Coddling, R.S.**, & \*Veiga, M (2021). Does intervention session length matter? A comparison of a math intervention across three durations? *Journal of Behavioral Education*. Advanced online publication. <https://doi-org.ezproxy.neu.edu/10.1007/s10864-021-09460-3>
  10. \*Klaft, J. & **Coddling, R. S.** (2021). Promoting teachers' implementation adherence and quality of the good behavior game using behavioral skills training. *Journal of Educational & Psychological Consultation*, 32 (2), 156-184,  
Doi:10.1080/10474412.2021.1939704
  11. \*Kromminga, K. R. & **Coddling, R. S.** (2021). A comparison of 1:1 flashcards and a tablet app on student mathematics proficiency. *Journal of Behavioral Education*, 30 (4) 578-603. <https://doi.org/10.1007/s10864-020-09392-4>.
  12. \*McKevett, N. & **Coddling, R. S.** (2021). Brief experimental analysis of math interventions: A synthesis of evidence. *Assessment for Effective Intervention*, 46 (3), 217-227.  
Doi:10.1177/1534508419883937.
  13. Begeny, J. \*Wang, J., **Coddling, R. S.**, \*Hida, R., \*Patterson, S., \*Kessler, S., \*Fields-Turner, F., & \*Ramos, K. (2020). An analysis of motivation strategies used within the small-group accelerating Mathematics Performance through Practice Strategies (AMPPS-SG) program. *Psychology in the Schools*, 57(4), 540-555.
  14. **Coddling, R. S.**, Begeny, J., \*Kromminga, K. R., \*Edmunds, R. R., \*Klaft, J., \*Diggs, C., & Hansen-Burke, A. (2020). Do motivational strategies improve the effects of a small-group math intervention program? *Journal of Applied School Psychology*, 36, 235-260. <https://doi-org.ezproxy.neu.edu/10.1080/15377903.2019.1682735>.
  15. **Coddling, R. S.**, Collier-Meek, M., Jimerson, S., Klingbeil, S., Mayer, M. J., & Miller, F. (2020). School Psychology reflections on COVID-19, antiracism, and gender and racial disparities in publishing [Editorial]. *School Psychology*, 35, 227-232.  
<http://dx.doi.org/10.1037/spq0000399>
  16. Gilman, R. & **Coddling, R. S.** (2020). Academic journals can and should contribute to the future of school psychology. [Invited] *School Psychology*, 35 (6), 457-461.
  17. Jimerson, S. R., Sheridan, S. M., Hoffman, J. A., **Coddling, R. S.**, & Eckert, T. L. (2020). Retrospect and prospect regarding school psychology scholarship: Reflections of Lightner Witmer award winners.[Invited] *School Psychology*, 35(6), 409-418. <https://doi.org/10.1037/spq0000408>
  18. \*McKevett, N. M., \*Kromminga, K. R., \*Ruedy, A., \*Roesslein, R., \*Running, K., & **Coddling, R. S.** (2020). The effects of motion math: Bounce on students' fraction knowledge. *Learning Disabilities Research & Practice*, 35, 25-35. <https://doi-org.ezproxy.neu.edu/10.1111/ldrp.12211>
  19. \*Newell, K.W., **Coddling, R.S.** & Fortune, T. (2020). Oral reading fluency as a screening tool with English learners: A systematic review. *Psychology in the Schools*, 57,1208-1239.
  20. \*Silva, M.R., Collier-Meek, M.A., **Coddling, R.S.**, \*Kleinert, W., & Feinberg, A. (2020). Data collection and analysis in response-to-intervention: A survey of school

- psychologists. *Contemporary School Psychology*. <https://doi.org/10.1007/s40688-020-00280-2>
21. \*Silva, M. R., Collier, M. M. A., **Coddling, R. S.**, & \*DeFouw, E. R. (2020). Acceptability assessment of school psychology interventions from 2005 to 2017. *Psychology in the Schools*, 57(1), 62–77. <https://doi-org.ezproxy.neu.edu/10.1002/pits.22306>
  22. **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.
  23. \*Martin, R. J., **Coddling, R. S.**, Collier-Meek, M. A., \*Gould, K. M., \*DeFouw, E. R., & Volpe, R. J. (2019). Examination of a parent-mediated detect, practice, and repair procedure to improve math fact fluency. *School Psychology Review*, 48(4), 293–308. <https://doi-org.ezproxy.neu.edu/10.17105/SPR-2018-0022.V48-4>
  24. 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*, 56, 1187-1206. Doi:10.1002/pits.2225
  25. \*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>
  26. \*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
  27. \*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
  28. 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.
  29. 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>
  30. \*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.
  31. VanDerHeyden, A., **Coddling, R. S.**, & \*Martin, R. (2017). Relative value of common screening measures in mathematics. *School Psychology Review*, 46, 65-87.
  32. 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
  33. **Coddling, R. S.**, VanDerHeyden, A. M., \*Martin, R. J., \*Allard, N., \*Desai, S., & \*Perrault, L. (2016). Manipulating treatment dose: Evaluating the frequency of a small group intervention targeting whole number operations. *Learning Disabilities Research & Practice*, 31, 208-220.

34. **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.
35. \*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
36. 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
37. \*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
38. 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>
39. **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]
40. **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
41. 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
42. 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]
43. \*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
44. 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.
45. \*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
46. **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.

47. **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.
48. 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.
49. \*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.
50. **Coddling, R. S.**, \*Archer, J., & Connell, J. (2010). A systematic replication and extension using incremental rehearsal to improve multiplication skills: An investigation of generalization.[Invited] *Journal of Behavioral Education, 19*, 93-105.
51. **Coddling, R. S.** & Poncy, B. C. (2010). Introduction to the special issue: Toward an explicit technology for generalizing academic behavior. [Invited] *Journal of Behavioral Education, 19*, 1-6.
52. 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.
53. 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.
54. \*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.
55. **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.
56. **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.
57. **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.
58. **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.
59. **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.
60. 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.
61. \*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.
62. **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.
63. **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.
64. 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.
65. 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.
66. **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.
67. **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.
68. **Coddling, R. S.**, Skowron, J., & Pace, G. M. (2005). Back to basics: Training teachers to interpret curriculum-based measurement data and create observable and measurable objectives. *Behavioral Interventions*, 20, 165-176.
69. Lewandowski, L. J., **Coddling, R. S.**, Kleinmann, A. E., & Tucker, K. L. (2003). Assessment of reading rate in post-secondary students. *Journal of Psychoeducational Assessment*, 21, 134-144.
70. 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.

#### MANUSCRIPTS IN PREPARATION

- Coddling, R. S.**, Begeny, J., & \*Kromminga, K. (data collection complete). *Factors predicting second and third grade student responsiveness to a small group mathematics intervention.*
- Coddling, R. S.**, Begeny, J., & \*Kromminga, K. (data collection complete). *A randomized control trial comparing small group mathematics interventions.*
- \*Edmunds, R., & **Coddling, R. S.** (manuscript drafted). *Comparing process and performance feedback to improve math fluency.*
- \*Kleinert, W. & **Coddling, R. S.** (manuscript drafted). *Combining skill and performance components in mathematics using the brief experimental analysis procedure.*
- \*McKevett, N., & Coddling, R. S. (manuscript drafted). *From screening to intervention: Instructional planning for students who struggle with whole number computation*
- \*Silva, M., **Coddling, R. S.**, & Collier-Meek, M. (manuscript drafted). *Exploring the effect of student intervention choice and acceptability on mathematics performance.*

#### 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.



INSTRUCTIONAL PROGRAM IN DEVELOPMENT

**Coddling, R.S.** & Begeny, J.C. (in development). *Accelerating Mathematics Performance through Practice Strategies (AMPPS-SG)*: A small-group instructional program designed to improve students' math fluency and conceptual understanding. Instructor's manual in preparation. Durham, NC: Helps Education Fund

BOOK CHAPTERS PUBLISHED/IN PRESS (n = 20) \*denotes student author

1. **Coddling, R. S.**, & McKeveatt, N. (in press). Best practices in multi-tiered math instruction and interventions. *Best Practices in school psychology academic interventions and instructional supports*. Washington, DC: National Association of School Psychologists.
2. **Coddling, R. S.**, Collier-Meek, M., & \*DeFouw, E. (2022). Treatment integrity and intensity: Critical considerations for delivering individualized interventions (pp. 85-108). 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. 32)*. UK: Emerald Publishing.
3. Demaray, M. K., **Coddling, R. S.**, Doll, B., Overstreet, S. & Jones, J. (2021). Women in School Psychology. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of university and professional careers in school psychology*. New York, NY: Routledge.
4. DiGennaro Reed, F., Hagermoser Sanetti, L., & **Coddling, R. S.** (2021). Teacher consultation in behavioral assessment and intervention. In W. Fisher, C. Piazza, & F. Roane (Eds.), *Handbook of applied behavior analysis (2<sup>nd</sup> ed.)*. New York, NY: Guilford Publications, Inc.
5. **Coddling, R. S.**, \*Kromminga, 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 (2<sup>nd</sup> ed)*. Washington, DC: American Psychological Association Press.
6. VanDerHeyden, A. M., Briesch, A. M., Roach, A., Sullivan, A., Hoffman, J., Garbacz, S.A., Hagermoser Sanetti, L. M., & **Coddling, R. S.** (2019). Future issues and controversies that will spare school psychology. In M. K. Burns (Ed.) *Introduction to school psychology: Controversies and current practice (pp.)*. New York, NY: Oxford University Press.
7. 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.
8. 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.
9. **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.
10. **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.
11. **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.

12. **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.
13. 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.
14. 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.
15. **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.
16. 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.
17. 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.
18. 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.
19. 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.
20. 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* (2<sup>nd</sup> ed., pp. 288-321). New York, NY: Guilford Publications, Inc.

#### NON-PEER REFEREED PUBLICATIONS (n = 10)

- Hollins-Sims, N. Y., **Coddling, R.S.**, & VanDerHeyden, A. M. (2022). The Science of Math: Inclusion, Opportunity, and Social Responsibility *Communique*, 50, (6), 1, 31–34.
- VanDerHeyden, A. M., Burns, M. K., Peltier, C, & **Coddling, R. S.** (2022). The science of math: The importance of mastery measures and the quest for a general outcome measure. *Communique*, 50 (5), 28-30.
- VanDerHeyden, A. M., Hughes, E., & **Coddling, R. S.** (2021). The science of math and class-wide intervention. *Communique*, 50 (4), 26-29.
- VanDerHeyden, A. M., & **Coddling, R. S.** (2020, January). Research-based practice belief-based versus evidence-based math assessment and instruction: What school psychologists need to know to improve student outcomes. *Communique*, 48 (5), 20-25.
- 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: NATIONAL
- Coddling, R. S.** (2022, August). *How to review a journal manuscript*. Presentation given at the annual convention of the American Psychological Association, Minneapolis, MN.
- Coddling, R. S.,** VanDerHeyden, A.M., & Chehayeb, R. (2022, August). Using data to intensify math instruction through virtual tutoring. In R. Coddling (Chair) *Virtual tutoring at home to address covid-19 learning loss*. Symposium presented at the annual convention of the American Psychological Association, Minneapolis, MN.
- Coddling, R. S.** (2022, February). *Build a better math intervention*. (Chair). Symposium presented at the annual meeting of the National Association of School Psychologists, (NASP), Boston, MA.
- Goodridge, A., Hill, E., **Coddling, R. S.,** Chehayeb, R. & Scheman, N. (2022, February). *Relax, breathe, and do math: Interventions to address math anxiety*. Poster presented at the annual meeting of the National Association of School Psychologists, (NASP), Boston, MA.
- Kiss, A., **Coddling, R. S.,** & Nelson, G. (2022, February). *Math progress monitoring and screening: What's new 15 years later?* Presentation given at the annual meeting of the National Association of School Psychologists, Boston, MA.
- Kromminga, K., & **Coddling, R. S.,** (2022, February). *Bringing interventions online: Building math fluency virtually*. Presentation given at the annual meeting of the National Association of School Psychologists, Boston, MA.
- Coddling, R. S.** (2022, January). Building better core instructional practices in Tier 1, in B. Clarke (chair), *How does the 'science of math' inform math instruction in tiers 1 and 2*. Symposium presented at the annual meeting for the Council for Exceptional Children, Orlando, FL.
- Neal, J. W., Miratrix, L., & **Coddling, R. S.,** (2021, April). *Writing successful methodological papers related to child and adolescent development*. Symposium presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Virtual.
- \*Edmunds, R. & Coddling, R. S. (2021, February). *Boosting math fluency through classwide intervention*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Virtual.
- \*Kromminga, K.R., **Coddling, R.S.,** \*Nguyen, T., & \*Running, K. (2021, February). *Promoting Student Multiplication Fluency with Technology and Non-technology Interventions*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Virtual.

- \*McKevett, N. & **Coddling, R. S.** (2021, February). *From screening to intervention: A skill-by-treatment interaction in computational fluency*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Virtual.
- \*Rao, V.N.V., \*Running, K., & **Coddling, R.S.** (2021, February). *Choosing a statistical model amidst ceiling and floor effects*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Salt Lake City, UT.
- \*Running, K., **Coddling, R.S.**, Rao, V.N.V., Goodridge, A., Kromminga, K.R., Will, K., Sullivan, M., & Varma, S. (2021, February). *Determining effective fraction instruction sequences*. Poster presented at the annual conference for the National Association of School Psychologists (NASP), Salt Lake City, UT.
- Coddling, R. S.** (2020, February). Two common math misconceptions: Explicit instruction and math anxiety. In **R.S. Coddling** (Chair), *Math myth busters: Debunking common misunderstandings with MTSS implementation*. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
- \*Defouw, E., Johnson, A., & **Coddling, R.S.** (2020, February). What do we know about dosage in mathematics: A meta-analysis. In S. Hammerschmidt-Snidarich (Chair), *How much matters: Dosage issues in reading, math, and writing*. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
- \*Gould, K., Collier-Meek, M., **Coddling, R.S.**, & Haydon, L. (2020, February). *Impact of combined intervention on mathematics and social-emotional skills*. Poster presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
- \*Kromminga, K. R., & **Coddling, R. S.** (2020, February). *Do technology interventions add up? Examining effects of intervention modality*. Paper presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
- \*Edmunds, R., \*Becker, D. M., \*McKevett, N., \*Kromminga, K., & **Coddling, R. S.** (2020, February). *SALE-Implementing high-quality math interventions on a budget*. Paper presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
- \*McKevett, N., \*Brandjord, S. C., \*Becker, D. M., \*Edmunds, R., **Coddling, R. S.** & Goodridge, A. (2020, February). *Finding quality resources on teachers' pay teachers*. Paper presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
- \*Running, K., **Coddling, R. S.**, & \*Will, K. (2020, February). *Evidence-based instructional principles in core curricula fraction lessons*. Poster presented at the annual meeting of the National Association of School Psychologists, Baltimore, MD.
- \*Ruedy, A. & **Coddling, R. S.** (2020, February). *Video modeling to teach academic skills for students with Autism*. Poster presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
- Zaslofsky, A., Maki, K. E., Burns, M. K. & **Coddling, R. S.** (2020, February). Summarizing the most recent updates in applying the learning hierarchy. In A. Zaslofsky (Chair), *Game set match: Better academic outcomes using the learning hierarchy*. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
- 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., \*Roesslein, 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*. (2019, February). 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.
- 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.
- \*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.
- 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 Psychologist (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.
- 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.
- 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.
- 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., 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.

PEER REFEREED PRESENTATIONS: INTERNATIONAL

**Coddling, R. S.**, (2021, May). Chair and Discussant: *Advances in Academic Assessment & Intervention*. Poster session presented at the Annual Convention of the Association for Behavior Analysis International, Virtual.

**Coddling, R. S.** (2021, May). Chair for invited session: *Alternating Treatments Designs: Interpretation Errors and Solutions*, presented by Christopher Skinner at the Annual Convention of the Association for Behavior Analysis International, Virtual.

**Coddling, R. S.** (2021, May). Chair for B.F. Skinner Lecture: *Trauma Informed Classrooms: Helping Every Child Succeed* presented by Antoinette Miranda at the Annual Convention of the Association for Behavior Analysis International, Virtual.

**Coddling, R. S.** (2020, May). Chair for B.F. Skinner Lecture: *Using Implementation Science to Open the Black Box of Trauma-Informed Schools* (Stacy Overstreet). B.F. Skinner Lecture Series presented at the Annual Convention of the Association for Behavior Analysis International, Virtual.

**Coddling, R. S.** (2020, May). Chair and Discussant: *Advances in Academic Assessment & Intervention*. Poster session presented at the Annual Convention of the Association for Behavior Analysis International, Virtual.

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.

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 International (ABAI), 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 International (ABAI), 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 International (ABAI), Boston, 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 International (ABAI), 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 International (ABAI), 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 International, New Orleans, LA.

#### BLOGS, WEBINARS & PODCASTS

**Coddling, R. S.**, Goforth, A., Renshaw, T., & Sullivan, A. (2022, October 17). *Tips for writing an academic cover letter*. SSSP Early Career Forum (ECF) blog post, (<https://www.sssp-research.org/tips-for-writing-an-academic-cover-letter/>).

**Coddling, R. S.** (2022, September 22). *Classwide math intervention (Grades 4-6)- Part I*. Pennsylvania Training and Technical Assistance Network. Pattan Channel: <https://www.pattan.net/Videos/Classwide-Math-Intervention-Grades-4-6-Part-1>

**Coddling, R. S.** & VanDerHeyden, A. (2022, March 31) *The science of math: Misconceptions about timed assessments*. Webinar series of the science of math. Sourcewell Technology. <https://www.youtube.com/watch?v=V4W4OXPv5Tc>

**Coddling, R.S.**, & Peltier, C. (February 06, 2022). *Advancing the Science of Math*. School Psyched Podcast: [SPP 141: Advancing the Science of Math with Dr. Coddling and Dr. Peltier - Bing video](#)

Peltier, C., **Coddling, R. S.**, & Burns, M. K. (2022, January 5). *The Science of Math: The role of math anxiety and executive functioning in math achievement*. [Math Anxiety & Executive Functioning - Interview - Bing video](#)

Briesch, A., Rizzo, C.J., **Coddling, R.S.**, Hoffman, J. (July 9, 2020). *The Challenges and Impact of Schooling from Home During COVID-19*. Bouve College of Health Sciences at Northeastern University, Women Who Inspire Series, Boston, MA

**Coddling, R. S.** (March 09, 2020). *Where Should I send my paper? Input from new editors*. Early Career Forum (blog), Society for the Study of School Psychology. <https://www.sssp-research.org/where-should-i-send-my-paper-input-from-new-editors/>

**Coddling, R. S.** (March 02, 2020). *Belief-based vs evidence-based math assessment & instruction (Part 1, Season 2, Episode 13)*. Pennsylvania Training and Technical Assistance Network. PaTTAN Channel: <http://bit.ly/2PDKH0s>; Podcast Platform; <http://bit.ly/3adEgt4>; <https://blubrry.com/pattanpod/56822695/belief-based-vs-evidence-based-instruction-in-the-classroom-part-i/>; <https://www.youtube.com/watch?v=XCe0JXKeQIg>

**Coddling, R. S.** (March 02, 2020). *Belief-based vs Evidence-based Math Assessment & Instruction (Part 2, Season 2, Episode 14)*. Pennsylvania Training and Technical Assistance Network Pattan Channel: PaTTAN Channel: <http://bit.ly/2PDKH0s>; Podcast Platform; <http://bit.ly/3adEgt4>; <https://blubrry.com/pattanpod/56825286/belief-based-vs-evidence-based-instruction-in-the-classroom-part-ii/>; <https://www.youtube.com/watch?v=rDi7z3IZOyk>

**Coddling, R. S.** (March 02, 2020). *Belief-based vs Evidence-based Math Assessment & Instruction (Part 3, Season 2, Episode 15)*. Pennsylvania Training and Technical Assistance Network Pattan Channel: PaTTAN Channel: <http://bit.ly/2PDKH0s>; Podcast Platform; <http://bit.ly/3adEgt4>; <https://blubrry.com/pattanpod/56825829/belief-based-vs->

[evidence-based-instruction-in-the-classroom-part-iii/;](https://www.youtube.com/watch?v=Ch4aEm9CkAc)  
<https://www.youtube.com/watch?v=Ch4aEm9CkAc>

**Coddling, R. S.** (March 02, 2020). Belief-based vs evidence-based math assessment & instruction (Part 4, Season 2, Episode 16). *Pennsylvania Training and Technical Assistance Network Pattan Channel: PaTTAN Channel*: <http://bit.ly/2PDKH0s>; Podcast Platform; <http://bit.ly/3adEgt4>; [https://blubrry.com/pattanpod/56825831/belief-based-vs-evidence-based-instruction-in-the-classroom-part-iv/;](https://blubrry.com/pattanpod/56825831/belief-based-vs-evidence-based-instruction-in-the-classroom-part-iv/)  
<https://www.youtube.com/watch?v=43dUNg3jCxQ>

**Coddling, R. S.** (March 02, 2020). Belief-based vs evidence-based math assessment & instruction (Part 5, Season 2, Episode 17). *Pennsylvania Training and Technical Assistance Network Pattan Channel: PaTTAN Channel*: <http://bit.ly/2PDKH0s>; Podcast Platform; <http://bit.ly/3adEgt4>; [https://blubrry.com/pattanpod/56825832/belief-based-vs-evidence-based-instruction-in-the-classroom-part-v/;](https://blubrry.com/pattanpod/56825832/belief-based-vs-evidence-based-instruction-in-the-classroom-part-v/)  
<https://www.youtube.com/watch?v=43dUNg3jCxQ>

**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.** (2002, November 9). *Intensifying math interventions when progress is slow, low or absent*. Webinar given for the Kansas MTSS math group.

**Coddling, R. S. & Poncy, B.** (2022, October 26). *Facts on fire, fluency, timed tests & math anxiety*. Webinar given for the Kansas MTSS Math group.

**Coddling, R. S.** (2022, September 29). *Using classwide intervention to improve students' math outcomes*. Webinar given for the Kansas MTSS Math group.

**Coddling, R. S.** (2022, August 2). *What is the Science of Math and what myths of math education is this science busting?* Presentation given at the Appalachia IU8 (PA) Science of Math Summit.

**Coddling, R.S.** (2022, June 21). *Intensifying math interventions when progress is slow, low or absent*. Presentation given at the Science of Math Conference. New Oxford, PA.

**Coddling, R.S.** (2022, June 21). *Busting myths to align instruction and intervention with the Science of Math*. Presentation given at the Science of Math Conference. New Oxford, PA.

**Coddling, R.S.** (2022, June 21). *Using your math block efficiently and effectively*. Endnote presentation given at the Science of Math Conference. New Oxford, PA.

**Coddling, R. S.** (2022, May 26). *The science of effective math instruction: Key features and practices*. Presentation given at the CAREI District Assembly (MN).

**Coddling, R. S.** (2022, April 13). *Addressing children's math anxiety I K-12 schooling: What is it & what can we do about it?* Presented at the William James Lecture Series at Northeastern University Department of Applied Psychology.

**Coddling, R. S.** (2022, March 24). *Specific Learning Disabilities: Mathematics Assessment & Intervention*. Presentation given to Cambridge Public School District Special Education Department.

- Coddling, R.S.** (2022, March 3). *Intensifying Math Interventions: Adapting Interventions when Progress is Slow, Low, or Absent*. PA Department of Education Conference, Hershey, PA.
- Coddling, R.S.** (2022, March 3). *Busting Myths to Build Better Math Intervention Packages*. PA Department of Education Conference, Hershey, PA.
- Coddling, R. S.** (2022, February 15). *Interventions to Address Students in Need of More Math Supports*. Invited workshop presented at the annual convention for the National Association of School Psychologists, Boston, MA.
- Coddling, R. S.** (2021, August). *A closer look at the peer review process*. Presentation provided to the Student Affiliates of School Psychology at the annual convention for the American Psychological Association.
- Coddling, R. S.** (2021, November 11). *Considerations for intensification of mathematics interventions: Embedding academic and behavioral components to facilitate student success*. Invited workshop to be presented as part of the 2021 PaTTAN PaPBS Implementers' Forum/Equity is MTSS Virtual Conference.
- Coddling, R. S.** (2021, June 25). *Busting myths: Building better mathematics intervention packages*. Presentation will be given to the Louisiana School Psychology Association, Lafayette, LA.
- Coddling, R. S.** (2020, December 11). *Intensifying academic interventions: Addressing students who fail to respond to initial supports*. Presentation given to the Louisiana School Psychology Association, Lafayette, LA.
- 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.** (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.** (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, 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.
- Coddling, 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.
- Coddling, 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.
- Coddling, 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.
- Coddling, 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.



- Coddling, 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.
- Coddling, 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.
- Coddling, R. S.** (2006, May). *Academic evaluation: The value of curriculum-based assessment*. Annual Darlisa Thurmond Memorial Lecture, Queens College, Flushing, NY.
- Coddling, 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.
- Coddling, 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-Present CAEP 6353 Curriculum-based Assessment & Instruction
- 2019-Present CAEP 6345 Learning Problems

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

- 2018, EPSY 8822, Research in School Psychology
- 2016, EPSY 8813, Introduction to School Psychology Practicum
- 2015-2019, EPSY 8816, Academic Prevention & Intervention
- 2015-2019, EPSY 8818, Introduction to School Psychology Practicum
- 2015-2016, EPSY 8831, Practicum in School Psychology II

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

- 2013-2015, CSP 786, Practicum in School Psychology II
- 2013-2014, CSP 785, Practicum in School Psychology I
- 2012-2014, CSP 704, Qualitative & Quantitative Research Methods
- 2012-2015, CSP 703, Research Team
- Fall 2011, COU 601, Research and Evaluation in Psychology
- 2006-2015, 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)

#### DEFENDED UNDERGRADUATE/GRADUATE RESEARCH COMMITTEES

##### **Dissertation Committees**

- Belville, Margaret (2021). *Identifying local predictors of 9<sup>th</sup> and 11<sup>th</sup> grade academic risk for use in an early warning system*. Northeastern University (Committee Member).

- McKevett, Nicole (2021). *From screening to intervention: Instructional planning for students who struggle with whole number computation*. University of Minnesota (**Advisor**). **\*Society for the Study of School Psychology (SSSP) Dissertation Grant Award Recipient**
- Kromminga, Kourtney (2020). *The impact of intervention modality on basic number operations*. University of Minnesota (**Advisor**).
- Running, Kristin (2020). *Evidence-Based instruction sequencing: Comparing the effects of concepts-first and iterative fraction instruction*. University of Minnesota (**Advisor**).
- Edmunds, Rebecca (2020). *The differential effects of elaborated task and process feedback on a multi-digit multiplication*. University of Minnesota (**Advisor**). **\*NASP 2019 Graduate Student Research Grant Award Recipient. \*Ron Edwards Dissertation Award**
- Thayer, Andrew, J. (2020). *How Teacher Self-Efficacy and Mindset Influence Student Engagement and Math Performance*. University of Minnesota (Committee Member).
- Becker, D. (2019). *Mathematics Computation: Generalizability and Dependability of Student Performance by Sample Size*. University of Minnesota (Committee Member).
- DeFouw, E. (2019). *Evaluating the Impact of Session Length on a Math Computation Fluency Intervention*. University of Massachusetts-Boston (Committee Member).
- Jones, L. (2019). *Culturally and Linguistically Responsive Mathematics Word Problem Solving with English Learners*. University of Minnesota (**Advisor**).
- 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**

- Ruedy, A. (2019). *Video modeling to teach academic skills to students with Autism Spectrum Disorder*. University of Minnesota (**Chair**).
- 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, School & Department:**

- 2022-2023 Research Committee (college-member); Sunshine Committee (department-chair); School Psychology Program Director; College Awards Committee (department-chair); Tenure & Promotion Committee (college-ad hoc)
- 2021-2022 Research Committee (college-member); Merit Committee (department-member); School of Community Health & Behavioral Sciences Search Committee (school-chair)
- 2020-2021 Public Health Technologies Working Group (college-member); Research Committee (college-member); Research Committee & Task Force (college-member); SCORS Search committee (college-member); Merit Committee (department-chair); Steering Committee (department-member)
- 2019-2020 iPrep (college-member); Merit Committee (college-member), Merit Committee (department-chair); ABA Faculty Search Committee (department-member)
- 2018-2019 Doctoral Dissertation Fellowship Committee (university member); Shevlin Fellowship Committee (university member); Steering Committee (department - elected member); Synopsis Committee (department-member)
- 2017-2018 Eva O. Miller Fellowship Committee (university-member); Doctoral Dissertation Fellowship Committee (university-member); Graduate Advisory Committee (department-member); Steering Committee (department-elected member); Synopsis Committee (department-member)
- 2016-2017 Interim School Psychology Program Coordinator (spring 2017); Synopsis Committee (department-member); Graduate Advisory Committee (department-member)
- 2015-2016 Synopsis Committee (department-member); Annual Performance Review Committee (department-member)
- 2014-2015 Department Personnel Committee (co-chair), Faculty advisor for *Student Affiliation of School Psychology*; Doctoral Program Development Committee (leadership member)
- 2013-2014 JFK Award Selection Committee (university-member), Interim Department Personnel Administrator (in lieu of Department Chair), Faculty Search Committee-School Psychology Program (Member); Faculty advisor for *Student Affiliation of School Psychology*; Departmental Doctoral Program Development Committee (leadership member)

- 2012-2013 Department Personnel Committee (Chair); Departmental Student Orientation Committee (Chair); Faculty advisor for *Student Affiliation of School Psychology*, 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<sup>th</sup> 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 *Student Affiliation of School Psychology*, a local affiliate for the national APA student organization; Departmental Doctoral Program Development Committee (member)
- 2010-2011 University Workshop: Tenure & 4<sup>th</sup> Year Review Workshop (March 30, 2011) organized by Dr. Rajini Srikanth; Faculty advisor for *Student Affiliation of School Psychology*, 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 *Student Affiliation of School Psychology*, 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:**
- 2022-2023 Institute of Education Sciences’ Special Education Research Peer Review Panel (principal member); SSSP Edward S. Shapiro Mid-Career Scholar Research Initiative (MCSRI) Committee (member)
- 2021-2022 IES Grant Competition Panel Reviewer; SSSP Edward S. Shapiro Mid-Career Scholar Research Initiative (MCSRI) Committee (member)
- 2020-2021 IES Grant Competition Panel Reviewer; Association for Behavior Analysis International (ABAI) Education Area Program Coordinator; SSSP Early Career Research Award Committee SSSP (member); External Reviewer Tenure/Promotion Appointment

- 2019-2020 OSEP Grant Competition Panel Reviewer; Association for Behavior Analysis International (ABAI) Education Area Program Coordinator; SSSP Early Career Research Award Committee SSSP (member); External Reviewer Tenure/Promotion Appointment
- 2018-2019 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; 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; 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; APA Division 16 Membership Subcommittee Member; MSPA Research Committee Co-Chair
- 2000-01, 2005-06 APA Division 16 Convention Committee (ad-hoc reviewer)
- Service to the Community/Public**
- 2021-Present The Science of Math (founding contributor): [The Science of Math](#)
- 2021-Present Co-Direct (w/Nicole Davis) *Math Masters* Summer Camp, Bouvé Speech-Language and Hearing Clinic

- 2018-2019 *MTSS-Math & High Leverage Evidence-based Practices*. Six workshops (total: 12 hrs) presented to elementary and middle school math teachers and interventionists, Columbia Heights Public Schools, Columbia Heights, MN.
- 2010-2012 *CBMH Tiered Service Delivery: Tiers II and III Process & Procedures*. Eight workshops (total: 26 hrs) presented to the Boston Public Schools' school psychologists and staff, Boston, MA.
- 2008 *Data-based decision making, MTSS, and interventions*. Three workshops (total: 6 hrs) presented to Randolph Public School District administrators and principals
- 2008 *Curriculum-based assessment: A critical contribution of applied behavior analysis to education*. Invited training to teachers and staff from Melmark New England, Andover, MA.
- 2007-2009 *Changes in service delivery: Opportunities for school psychologists & Functional behavioral assessments: Best practices*. Provided two workshops (total: 4 hrs) to school psychologists from Quincy Public School District.
- 2006 *Making instructional decisions: Assessment and intervention planning*. Invited training given to teachers and staff at the May Institute, Randolph, MA.

#### EDITORIAL EXPERIENCE

- Editor** 2020-2025: *School Psychology*
- Associate Editor** 2015-2020: *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** 2019-Present: *Learning Disability Quarterly*  
2010-2015: *School Psychology Review*  
2008-2020: *School Psychology (Quarterly)*  
2007-2009; 2013-Present: *Journal of School Psychology*  
2005-2011; 2015-Present: *Journal of Behavioral Education*
- Ad-Hoc Reviewer** 2022-2023: *Elementary School Journal, Journal of Learning Disabilities*  
2021-2022: *Elementary School Journal*; 2020-2021: *Elementary School Journal, Learning Disabilities Research and Practice*; 2019-2020: *Behavioral Interventions, Elementary School Journal, Journal of Learning Disabilities, Remedial and Special Education*; 2018-2019: *Education & Treatment of Children, Journal of Learning Disabilities, Learning Disabilities Research & Practice, Remedial & Special Education*; 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, Cochrane Collaboration; 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)