

STEPHEN N. ELLIOTT, PhD

Mickelson Foundation Professor

Sanford School of Social & Family Dynamics Arizona State University

Tempe, AZ 85287-7805

Steve is the Mickelson Foundation Professor at ASU. He received his doctorate in 1980 in Educational Psychology from Arizona State University and has been on the faculty at major research universities with enterprise leadership roles, including the University of Nebraska-Lincoln (Buros Institute), University of Wisconsin-Madison (Wisconsin Center for Education Research), and Vanderbilt University (Learning Sciences Institute). At Nebraska (1980-1983), Steve assisted in the leadership of Buros Institute of Mental Measurements and the School Psychology Program. At Wisconsin (1987-2004), Steve was a professor in School Psychology and served as the Associate Director of the Wisconsin Center for Education Research. At Vanderbilt (2004-2010), he was the Dunn Family Professor of Educational and Psychological Assessment in the Special Education Department and directed the Learning Sciences Institute and Dunn Family Scholars Program. In 2010, he returned to ASU to lead the development of the interdisciplinary Learning Sciences Institute. He typically teaches graduate courses on technical writing and the assessment of children's academic and social behavior, and undergraduate courses on research methods and early childhood intervention. He co-directed the National Center on Assessment and Accountability for Special Education from 2011 to 2018, an IES funded research center concerning achievement growth models for students with disabilities. During the past 39 years, he has received over \$62 million dollars of research funding primarily from the United States Department of Education.

Steve has authored over 300 journal articles, books, and book chapters, along with 20 internationally used social behavior rating scales. His h-index is 92, his i10 index is 257, and his specialty area research articles have more than 170,000 reads and nearly 42,000 citations. His research focuses on the assessment and intervention of children's social and academic achievements. In particular, he has published articles on (a) the assessment of children's social emotional skills and academic competence, (b) the design and use of testing accommodations and alternate assessment for evaluating the academic performance of students with disabilities, and (c) the measurement of students' opportunities to learn the intended curriculum. He is the co-author of the *Social Skills Rating System (SSRS)* and its revision, the *Social Skills Improvement System (SSIS)*, a social behavior assessment system used as part of many MTSS and PBIS programs worldwide. In 2017, he created the *SSIS Social Emotional Learning Edition (SSIS SEL) Assessments and Classwide Intervention Program* and expanded it in 2020 to the *SSIS SEL Brief + Mental Health Scales* along with the *SSIS Social Emotional Health CIP-T2 program*. Collectively, these assessments and intervention programs are used across the United States and in numerous European and Australasian countries.

Steve's scholarly and professional contributions have been recognized by his US and international colleagues in education and psychology as evidenced by a Life Time Achievement Award by the European Network for Social Emotional Competence (ENSEC) in 2024 and an American Psychological Association Senior Scientist Award in 2009, the Lightner Witmer Award from APA Division 16 in 1984, a Fellow in four APA divisions, and being appointed Editor of *School Psychology Review* (1984-1990) for two terms. In 2008, he also was selected as a Fellow for "sustained achievement in education research" by the American Educational Research Association. In 1996, he was selected as UW-Madison's Van Hise Outreach Professor for his "outstanding record of teaching and commitment to providing continued professional development programs for educators and psychologists." Steve consults with national and international leaders on the assessment and instruction of PreK-12 students, has served on the Design and Analysis Committee for the National Assessment of Educational Progress (NAEP), and has enjoyed courtesy academic appoints with the Australian Catholic University's Learning Science Institute and the University of Malta's Centre for Social-Emotional Health.

This vita documents Steve's training, specific scholarly contributions, funded research projects, professional service, and doctoral student collaborators.

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STEPHEN NELSON ELLIOTT
Mickelson Foundation Professor
Sanford School of Social & Family Dynamics
Arizona State University
Tempe, AZ 85287-7805

ORCID # 0000-0003-1643-0489

CONTACT INFORMATION

Office Address: 339A Wilson Hall
Cell Phone: 480- 258-0159
E-Mail: steve_elliott@asu.edu

EDUCATION

PhD	Arizona State University, Educational Psychology, 1980 Specialty Area: School Psychology
MA Ed	Arizona State University, Educational Psychology, 1977
MA	Michigan State University, Educational Psychology, 1976
BS	Michigan State University, Psychology (Honors College), 1974

AWARDS & HONORS

2024	ENSEC Lifetime Achievement Award “for substantial contributions to scholarly research on children’s social emotional health & resilience”
2023-2026	Affiliated Professor, Centre for Resilience & Social Emotional Health, University of Malta
2013-2017	Professorial Fellow, Institute for Learning Sciences Australia, Australian Catholic University
2009	Senior Scientist, Division 16 of the American Psychological Association
2008	Fellow, American Educational Research Association for “sustained contributions to educational research”
2000	Member, Society for the Study of School Psychology, elected by a committee of senior peers based on scholarly contributions to the profession.
1996	Van Hise Outreach Teaching Award, University of Wisconsin-Madison, presented for an outstanding record of teaching and professional development programs for educators.
1996	Outstanding Research Article Award from American Psychological Association’s Division 16 for co-authored work on the effectiveness of training behavioral consultants.

1995-1997	Member, National Academy of Sciences' Committee on Education Goals 2000 and Services to Students with Disabilities.
1995	Margaret Bernauer Psychology Research Award, given by the Wisconsin Psychological Association for research on behavioral consultation.
1991	Vilas Associate Award, a University of Wisconsin-Madison term-limited (1992-1994) award presented by UW Vilas Trustees for outstanding research in the behavioral sciences.
1990	Presidential Award, National Association of School Psychologists for outstanding professional service as Editor of <i>School Psychology Review</i> .
1988	Presidential Award, National Association of School Psychologists in recognition of editorial leadership.
1985	Fellow, American Psychological Association "in recognition of outstanding and unusual contributions to the science and profession of psychology."
1984	Lightner Witmer Award, Division 16 (School Psychology) of the American Psychological Association "for scholarly activity and contributions that have significantly nourished school psychology as a discipline and profession."
1981	Outstanding Professional Service Award, Nebraska School Psychologists Association.

PROFESSIONAL EXPERIENCE

2010-present	MICKELSON FOUNDATION PROFESSOR, Arizona State University. Conduct research on children's social and academic competence, mental health, opportunities to learn, and the design of integrated assessment-intervention systems.
2010-2013	DIRECTOR, Learning Sciences Institute, Arizona State University. Responsible for leading the development and operation of a new trans-university research institute focusing on the scientific study of learning and innovations to improve learning across the age span.
2004-2010	DUNN FAMILY PROFESSOR OF EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT and PROFESSOR OF SPECIAL EDUCATION, Peabody College of Vanderbilt University. Responsible for directing the Center for Assessment and Intervention Research and the Dunn Family Scholars Program.

2005-2010	DIRECTOR, Interdisciplinary Program in Educational Psychology (IPEP), Peabody College of Vanderbilt University. The founding director of this doctoral program focusing on learning and measurement, responsible for the conceptualization of the cross-department program of study, instruction of several courses, student research mentoring, and fiscal management.
2007-2009	DIRECTOR, Learning Sciences Institute, Vanderbilt University Responsible for providing administrative leadership and support for a federation of over 60 projects involving 100+ PIs and more than \$122 million of external support.
1990-2004	PROFESSOR, University of Wisconsin-Madison, Department of Educational Psychology and School Psychology Program (APA accredited). Responsible for teaching graduate courses in professional school psychology, academic assessment and intervention, and applied research issues.
1999-2003	ASSOCIATE DIRECTOR, Wisconsin Center for Education Research, School of Education, University of Wisconsin-Madison.
1990 -1993	DIRECTOR, School Psychology Training Program (APA accredited), University of Wisconsin-Madison, Department of Educational Psychology.
1984 - 1990	EDITOR, <i>School Psychology Review</i> , published by the National Association of School Psychologists. Responsible for management of the journal, reviewing and selecting of manuscripts.
1988 - 1990	ASSOCIATE PROFESSOR, University of Wisconsin-Madison, Department of Educational Psychology, School Psychology Program (APA accredited) and Wisconsin Center for Education Research. Tenured 1988.
1987 - 1988	ASSISTANT PROFESSOR, University of Wisconsin - Madison, Department of Educational Psychology, School Psychology Program (APA accredited).
1983 - 1987	ASSOCIATE PROFESSOR, Louisiana State University, Department of Psychology, School Psychology Program. Tenured 1985.
1980 - 1983	ASSISTANT PROFESSOR, University of Nebraska-Lincoln, Department of Educational Psychology & Measurement, School Psychology (APA accredited).
1980 - 1983	ASSISTANT DIRECTOR and ASSOCIATE EDITOR, Buros Institute of Mental Measurements, University of Nebraska-Lincoln. Responsible for editing the <i>Mental Measurements Yearbook</i> and other Buros' publications and organizing the Buros-Nebraska Symposium on Testing.
1979 - 1980	SCHOOL PSYCHOLOGIST INTERN, Tempe Elementary School District #3, Tempe, Arizona. Provided a wide range of psychological services to elementary and junior high students and teachers.

PUBLICATIONS

Refereed Journals

2025

Anthony, C.J., & Elliott, S.N., (2025). Ratings of students' stress: Initial reliability and validity evidence for a brief stress and resilience assessment. School Mental Health. doi: 10.1007/s12310-025-09755-0.

2024

Anthony, C.J., Hassani, S., Schwab, S., Howe, A., Yost, M., Elliott, S.N., Loeper, M., Gorel, G., & Hellmich, F. (2024). Examining the measurement invariance and validity of the SSIS SEL Brief + Mental Health Scales – Student Version in Austria and Germany. International Journal of Emotional Education, 16 (1), 26-49<https://doi.org/10.56300/HYOT2284>.

Elliott, S.N., Anthony, C.J., & Murthy, H. (2024). Teaching social skills that enable learning and healthy relationships of high achieving students. Gifted Education International. <https://doi.org/10.1177/02614294241300908>

Vorkapic, S.T., Anthony, C.J., Elliott, S.N., Grazzani, I., & Cavioni, V. (2024). Measuring social and emotional learning skills of young children in Croatia: Initial Validation of the SSIS SEL Scales. International Journal of Emotional Education, 16 (1), 50-69. <https://doi.org/10.56300/RRMN9191>.

2023

Anthony, C.J., Elliott, S.N., DiPerna, J.C., & Lei, P.W. (2023). To be fair: Development and illustration of the Comprehensive Appraisal of Fairness Evidence (CAFE) model to advance SEL assessment practices. Journal of Social and Emotional Learning: Research, policy, and Practice. <https://10.1016/j.sel.2023.100006>

Anthony, C.J., Lei, P.W., Elliott, S.N., et al. (2023). Measurement invariance of children's SEL competencies: An examination of the SSIS SEL Brief Scales with a multi-informant sample from six countries. European Journal of Psychological Assessment, <https://doi.org/10.1027/1015-5759/a000753>

Brann, K., Anthony, C., Elliott, S., Flora, A., & DiOrio, C. (2023). Informant screening profiles of social and emotional learning: Exploring teacher and student agreement. Journal of Psychoeducational Assessment.

Cavioni, V., Conte, E., Grazzani, I., Ornaghi, V., Cefai, C., Anthony, C., Elliott, S.N., & Alessandro, P. (2023). Italian SSIS SEL Brief Scales validation of students' self-ratings. Frontiers in Psychology, 14:1229653. doi:10.3389/fpsyg.2023.1229653

Elliott, S.N., Lei, P.W., Anthony, C.J., & DiPerna, J.C. (2023). Screening the whole social-emotional child: Expanding a Brief SEL assessment to include emotional behavior concerns. School Psychology Review, 52:1, 15-29, doi: 10.1080/2372966X.2020.1857659

2022

- Anthony, C.J., Elliott, S.N., et al. (2022). Multi-Informant validity evidence for the SSIS SEL Brief Scales across six European countries. Frontiers in Psychology, 13-928189. doi: 10.3389/fpsyg.2022.028189.
- Elliott, S. N., Anthony, C. J., Lei, P., & DiPerna, J. C. (2022). Parents' assessment of students' social emotional learning competencies: The SSIS SEL brief scales-parent version. Family Relations, 71(3), 1102-1121. <https://doi.org/10.1111/fare.12615>
- Mudarra, M.J., Alvarez-Gonzalez, B., Garcia-Salguero, B., & Elliott, S.N. (2022). Multi-informant assessment of adolescents' social-emotional skills: Patterns of agreement and discrepancy among teachers, parents, and students. Behavioral Sciences, 12(3). doi: [10.3390/bs12030062](https://doi.org/10.3390/bs12030062)

2021

- Anthony, C.J., Brann, K.L., Elliott, S.N., & Garis, E.J. (2021). Examining the structural validity of the SSIS SEL Brief Scales – Teacher and Student forms. Psychology in the Schools, 59, 260-280. <https://doi.org/10.1002/pits.22607>
- Anthony, C.J., Elliott, S.N., DiPerna, J.C., & Lei, P-W. (2021). Initial development and validation of the SSIS SEL Brief Scales - Teacher Form. Journal of Psychoeducational Assessment, 39 (2), 166-181. <https://doi.org/10.1177/0734282920953240>
- Davies, M.D., Elliott, S.N., Frey, J., & Cooper, G. (2021) Evaluation of a School-led Sustainable Class Wide Intervention Programme to Improve Elementary Children's Social Emotional and Academic Performance. International Journal of Disability, Development and Education, 68(4), 496-520. doi: 10.1080/1034912X.2019.1695756
- Elliott, S.N., Anthony, C.J., Lei, P-W, & DiPerna, J.C. (2021). Efficient assessment of the whole social emotional child: Using parents to rate SEL competencies and concurrent emotional behavior concerns. School Mental Health, 13, 392-405. doi. 10.1007/s12310-021-09429-7

2020

- Anthony, C.J., Elliott, S.N., DiPerna, J.C., & Lei, P-W. (2020a). The SSIS SEL Brief Scales-Student Form: Initial development and validation. School Psychology, 35(4), 277-283. <https://doi.org/10.1037/spq0000390>.
- Anthony, C.J., Elliott, S.N., DiPerna, J.C., & Lei, P-W. (2020b). Multi-rater assessment of young children's social and emotional learning via the SSIS SEL Brief Scales - Preschool Forms. Early Childhood Research Quarterly, 53, 625-637.
- Gresham, F.M., Elliott, S.N., Metallo, S., Byrd, S., Erickson, M., & Altman, R.A. (2020). Psychometric fundamentals of the Social Skills Improvement System Social Learning Edition Rating Forms. Assessment for Effective Intervention, 45 (3), 194-209. <http://dx.doi.org/10.1177/1534508418808598>.
- Kurz, A., Reichenberg, R., Elliott, S.N., & Yel, N. (2020). Opportunity to learn performance levels and achievement gains for students with and without disabilities. Teaching and Teacher Education, 94. 1-18. <https://doi.org/10.1016/j.tate.2020.103092>

Rupp, S., Elliott, S.N., & Ladd, B. (2020). Social behavior competencies of self-identified bullies from a U.S. Nationally Representative Sample of 8- to 18-Year-Old Students. Child and Youth Services Review. <https://doi.org/10.1016/j.chilyouth.2020.105145>

2019

Elliott, S.N., Hwang, Y.S., & Wang, J. (2019). Teachers' ratings of social skills as concurrent predictors of students' bullying behavior. Journal of Applied Developmental Psychology, *60*, 119-126. doi.org/10.1016/j.appdeve.2018.12.005.

Elliott, S.N., Kurz, A., & Yel, N. (2019). Opportunity to learn what is on the test and performance on the test. Journal of Special Education, *53* (2), 76-84. <https://doi.org/10.1177/0022466918802465>

Glover, T., Reddy, L.A., Kurz, A., & Elliott, S.N. (2019). Use of an online platform to facilitate and investigate data-driven instructional coaching. Assessment for Effective Intervention, *44* (2), 95-103. doi.org/10.1177/1534508418811593.

2018

Davies, M.D., Elliott, S.N., Fung, K., Zi, Yan, & Yel, N. (2018). Supporting the learning and assessment needs of Chinese students with disabilities: An examination of teachers' reported use of adjustments in Macao and Mainland China. International Journal of Disability, Development and Education, *65* (1), 1-21. doi.org/10.1080/1034912X.2017.1346238.

Elliott, S.N., Davies, M.D., Frey, J.R., Gresham, F.M., & Cooper, G. (2018). Development and validation of a social emotional learning assessment for universal screening. Journal of Applied Developmental Psychology, *55*, 39-51. [doi:10.1016/j.appdev.2017.06.002](https://doi.org/10.1016/j.appdev.2017.06.002).

Gresham, F.M., Elliott, S.N., Byrd, S., Wilson, E., & Cassidy, K. (2018). Cross-informant agreement of children's social emotional skills: An investigation of ratings by teachers, parents, and students from a nationally representative sample. Psychology in the Schools, *55* (2), 208-223. [doi: 10.1002/pits.22101](https://doi.org/10.1002/pits.22101)

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Rupp, S., Elliott, S.N., & Gresham, F.M. (2018). Assessing elementary students' bullying and related social behaviors: Cross-informant consistency across school and home environments. Children and Youth Services Review, *93*, 458-466. doi.org/10.1016/j.chilyouth.2018.08.028

2017

Elliott, S.N. (2017). The social validity of "Acceptability of Behavioral Interventions Used in Classrooms:" Inferences from longitudinal consequential evidence. Behavior Disorders, *43*(1), 269-273. [doi: 10.1177/0198742917739021](https://doi.org/10.1177/0198742917739021).

Elliott, S.N., Kurz, A., Tindal, G., & Yel, N. (2017). Influence of opportunity to learn indices and education status on students' mathematics achievement growth. Remedial and Special Education, 38 (3), 145-158. doi: 10.1177/0741932516663000.

Nese, J.F.T., Tindal, G., Steven, J.J., Schulte, A.C., & Elliott, S.N. (2017). Modeling the time-varying nature of student exceptionality classification. Journal of Special Education, 50 (1), 38-49. doi:10.1177/0022466916668164

Shahaeian, A., Razmjooee, M., Wang, C., Elliott, S.N., & Hughes, C. (2017). Understanding relational aggression during early childhood: An examination of the association with language and other social and cognitive skills. Early Childhood Research Quarterly, 40 (3), 204-214. doi: 10.1016/j.ecresq.2017.04

2016

Davies, M.D., Elliott, S.N., & Cumming, J. (2016). Documenting support needs and adjustment gaps for students with disabilities: Teacher practices in Australian classrooms and on national tests. International Journal of Inclusive Education, 20 (12), 1252-1269 doi: 10.1080/13603116.2016.1159256

Minor, E., Murphy, J., Goldring, E., Porter, A., & Elliott, S.N. (2016). A test-retest analysis of the Vanderbilt Assessment of Leadership in Education in the United States. Educational Assessment, Evaluation and Accountability, 29 (2), 211-224. doi: 10.1007/s11092-016-9254-9.

Schulte, A.C., Stevens, J.J., Elliott, S.N., Tindal, G., & Nese, J.F. (2016). Achievement Gaps for Students with Disabilities: Stable, Widening, or Narrowing on a State-wide Reading Comprehension Test? Journal of Educational Psychology, 108 (7), 925-942 doi: 10.1037/edu0000107.

Yarbro, J., McKnight, K., Elliott, S.N., Kurz, A., & Wardlow, L. (2016). Digital instructional strategies and their role in classroom learning. Journal of Research on Technology in Education, 8 (4), 274-289, doi: 10.1080/15391523.2016.1212632

2015

Elliott, S.N. (2015). Measuring opportunity to learn and achievement growth: Key research issues with implications for the effective education of all students. Remedial and Special Education, 36 (1), 58-64. doi: 10.1177/0741932514551282.

Foshee, C., Elliott, S.N., & Atkinson, R. (2015). Technology-enhanced learning in college mathematics remediation. The British Journal of Educational Technology, 46 (6), 893-905. doi: 10.1111/bjet.12285.

Goldring, E., Cravens, X., Porter, A., Murphy, J., & Elliott, S.N. (2015). The convergent and divergent validity of the Vanderbilt Assessment of Leadership in Education (VAL-ED): Instructional leadership and emotional intelligence. Journal of Educational Administration, 53(2), 177–196. doi:10.1108/JEA-06-2013-0067.

- Kurz, A., Elliott, S.N., & Roach, A.T. (2015). Addressing the missing instructional data problem: Using an online measure of opportunity to learn to document tier 1 instruction. Remedial and Special Education, 36 (6), 361-373. doi:10.1177/0741932514567365.
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- Sherbow, A., Kettler, R.J., Elliott, S.N., Davies, M.D., & Dembitzer, L. (2015). Using the SSIS assessments with Australian students: A comparative analysis of test psychometrics to U.S. Norm Sample. School Psychology International, 1-9. doi:10.1177/0143034315574767.
- Stevens, J., Schulte, A., Elliott, S.N., Nese, J.F., & Tindal, G. (2015). Mathematics achievement growth of students with and without disabilities on a statewide achievement test. Journal of School Psychology, 53, 45-62. doi:10.1016/j.jsp.2014.11.001
- Tindal, G., Nese, J.F.T., Farley, D., Saven, J., & Elliott, S.N. (2015). Documenting reading achievement and growth for students taking alternate assessments. Exceptional Children. May, 1-16. doi: 10.1177/0014402915585492.

2014

- Covay Minor, E., Porter, A.C., Murphy, J., Goldring, E., Cravens, X., & Elliott, S.N. (2014). A known group analysis validity study of the Vanderbilt Assessment of Leadership in Education in US elementary and secondary Schools. Educational Assessment, Evaluation and Accountability, 26 (1), 29-48. doi: 10.1077/s11092-013-9180-z
- Davies, M., Cooper, G., Kettler, R., & Elliott, S.N. (2014). Developing social skills of students with additional needs within the context of the Australian Curriculum. Australasian Journal of Special Education, 39 (1), 37-55. doi: 10.1017/jse.2014.9
- Elliott, S.N., Roach, R.T., & Kurz, A. (2014). Evaluating and advancing the effective teaching of special educators with a dynamic instructional practices portfolio. Assessment for Effective Intervention, Volume 39 (2), 83-98. doi: 10.1177/1534508413511491.
- Frey, J., Elliott, S.N., & Kaiser, A. (2014). Social skills intervention planning for preschoolers: Using rating scales to identify target behaviors valued by parents and teachers. Assessment for Effective Intervention, 39(3), 182-192. doi: 10.1177/1534508413488415.
- Kettler, R.J., Elliott, S.N., Kurz, A., Zigmond, N., Lemons, C.J., Kloo, A., Shargo, J., Beddow, P.A., Williams, L., Bruen C., Lupp, L., & Mosiman, M. (2014). Predicting End-of-Year Achievement Test Performance: A Comparison of Assessment Methods. Assessment for Effective Intervention, 39 (3), 156-169. doi: 10.1177/1534508413475644.

Kettler, R.J., Elliott, S.N., Bolt, D.M., DiPerna, J.C., Gibson, D., & Resurreccion, L. (2014). Student and teacher ratings of academic competence: An examination of cross-informant agreement. Journal of Applied School Psychology, 30, 338-354. doi:10.1080/15377903.2104.950442

Kurz, A., Elliott, S.N., Kettler, R.J., & Yel, N. (2014). Assessing students' opportunity to learn the intended curriculum using an online teacher log: Initial validity evidence. Educational Assessment, 19(1), 159-184. doi:10.1080/10627197.2014.934606.

Kurz, A., Elliott, S.N., Lemons, C.J., Zigmond, N., & Kloo, A. (2014). Opportunity to Learn: A differentiated opportunity structure for students with disabilities in general education classrooms. Assessment for Effective Intervention, 40 (1), 24-39. doi:10.1177/1534508414522685. [*Selected Article of the Year for 2015 by the Editorial Board of Assessment for Effective Intervention.*]

Rodriguez, M.C., Kettler, R.J., & Elliott, S.N. (2014). Distractor functioning in modified items for test accessibility. SAGE Open, 4, 1-10. doi:10.1177/2158244014553586.

2013

Beddow, P.A., Elliott, S.N., & Kettler, R.J. (2013). Test Accessibility: Item Reviews and Lessons Learned from Four State Assessments. Education Research International. doi:10.1155/2013/952704.

Cravens, X. C., Goldring, E., Porter, A., Polikoff, M. S., Murphy, J., & Elliott, S. (2013). Setting proficiency standards for school leadership assessment: An examination of cut-score decision making. Educational Administration Quarterly, 49(1), 124-160.

2012

Davies, M., & Elliott, S.N. (2012). Inclusive assessment and accountability: Policy to evidence-based practices. International Journal of Disability, Development and Education, 59(1), 1-6.

Elliott, S.N., Davies, M., & Kettler, R.J. (2012). Australian students with disabilities accessing NAPLAN: Lessons from a decade of inclusive assessment in the United States. International Journal of Disability, Development, and Education, 59 (1), 7-19.

2011

Gresham, F.M., Elliott, S.N., Vance, M.J., & Cook, C.R. (2011). Comparability of the Social Skills Rating System to the Social Skills Improvement System: Content and psychometric comparisons across elementary and secondary age levels. School Psychology Quarterly, 26 (1), 27-44.

Feldman, E., Kim, J., & Elliott, S. N. (2011). The effects of accommodations on adolescents' self-efficacy and test performance. Journal of Special Education, 45 (2), 77-88. doi:10.1177/0022466909353791

Frey, J.R., Elliott, S.N., & Gresham, F.M. (2011). Preschoolers' social skills advances in assessment for intervention using social behavior ratings. School Mental Health, 3(4), 179-190.

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- Murphy, J. F., Goldring, E. B., Cravens, X. C., Elliott, S. N., & Porter, A. C. (2011). The Vanderbilt Assessment of Leadership in Education: Measuring Learning-Centered Leadership. Journal of East China Normal University, 29(1), 1-10.

2010

- Busse, R.T., Elliott, S.N., & Kratochwill, T.R. (2010). Convergent evidence scaling for multiple assessment indicators: Conceptual issues, applications, and technical challenges. Journal of Applied School Psychology, 26, 149-161. doi: 10.1080/15377901003712728
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- Gresham, F.M., Elliott, S.N., Cook, C.R., Vance, M.J., & Kettler, R.J. (2010). Cross-informant agreement for social and problem behavior ratings: An investigation of the Social Skills Improvement System Rating Scales. Psychological Assessment, 22 (1), 157-166.
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- Elliott, S.N. (2019-2020). Designing and implementing an SEL program for high school students. Commissioned by Canning Vale College, Canning Vale, Western Australia.
- Ercikan, K., & Elliott, S.N. (2015-2016). Assessment as a communication and equity tool. Commissioned paper by Smarter Balanced Assessment Consortium, CRESST UCLA, Los Angeles.

- Elliott, S.N. (2015). Accessibility for Students with Disabilities. Commissioned paper with Alexander Kurz & Ann Schulte by Smarter Balanced Assessment Consortium Forum Series, CRESST UCLA, Los Angeles.
- Elliott, S.N. (2013-2014). Digital Age Study: Design and Instructional Analyses. Digital Promise & Pearson Research and Innovation Network, Austin, TX.
- Elliott, S.N. (2011). Evaluation of the Rodel Exemplary and Aspiring Principals Initiatives. Rodel Foundation, Scottsdale, AZ.
- Elliott, S.N. (2009). Design performance level descriptors and setting end-of-course achievement standards. Discovery Education Assessment and District of Columbia Public Schools.
- Elliott, S.N. (2009). Setting grade-level achievement standards for the AIMS A. Arizona Department of Education.
- Elliott, S.N. (2007-2008). Electronic Center for Alternate Assessment Scoring. Idaho Department of Education.
- Elliott, S.N. (2007-2009). Mississippi CAARES project. Mississippi State University & the Mississippi Department of Education.
- Elliott, S.N., & Roach, A.T. (2004-2008). Development and validation of the Mississippi Alternate Assessment. Mississippi Department of Education, Jackson, MS.
- Elliott, S.N., with ThinkLink Learning Associates. (2005-2006). Development of extended academic indicators and alternate assessment guide. Oklahoma Department of Education, Oklahoma City, OK.
- Elliott, S.N. (2001-2006). Evaluating the implementation and use of the Idaho Alternate Assessment. Idaho Department of Education, Boise, ID.
- Elliott, S.N. (2001-2006). Developing and validating an alternate assessment for Wisconsin. Wisconsin Department of Public Instruction.
- Elliott, S. N. (2000-2001). Training of Trainers to facilitate implementation of inclusive accountability procedure. CESA#1, Department of Public Instruction, Madison, WI
- Elliott, S. N., & DiPerna, J. C. (1999-2001). Evaluation of the effectiveness of the Responsive Classroom on students' social and academic functioning in a middle school. Funded by a grant to the Fitchburg, MA Public Schools by the Massachusetts Department of Education.
- Elliott, S. N. (1996-1999). Evaluation of the responsive classroom on the social and academic functioning of students. Funded by the Northeast Foundation for Children and conducted in the Springfield (MA) schools.
- Elliott, S. N. (1997). Assessment of students' cognitive functioning: The use of intelligence tests and alternative methods. A report commissioned by the Department of Specialized Services, Chicago Public Schools, Chicago, IL.

Elliott, S. N., & Kratochwill, T. R. (1996). Analysis of the NCEO outcomes model. A report commissioned by the NCEO, University of Minnesota, Minneapolis, MN.

Elliott, S. N. (1993-1995). The acceptability and effectiveness of the responsive classroom in urban schools. Funded by the District of Columbia Public Schools, Washington, D.C.

Elliott, S. N. (1991-1992). Implementation and evaluation of a social caring curriculum. Northeast Foundation for Children, Inc.: Greenfield, MA.

PAPER PRESENTATIONS (Competitive)

2024

Elliott, S.N. (2024, September). Frameworks: Conceptualizing and measuring students' social emotional development and health. Presented at the ENSEC Conference, Chania, Crete.

Elliott, S.N., & Anthony, C.J. (2024, November). Assessment of Stress Indicators as Part of Universal Social Emotional Screenings. Presented at the CASEL SEL Exchange Conference, Chicago.

Elliott, S.N., & Anthony, C.J. (2024, November). Stress and Mental Health Screening: Initial Psychometric Data for a Stress Indicators Scale. Presented at the National Conference for School Mental Health. Orlando.

2020

Elliott, S.N., Rupp, S., Kochenderfer-Ladd, B. (2020, October). The social behavior competencies of self-identified bullies. Presented at the annual conference for Advancing School Mental Health, Baltimore.

Anthony, C.J., Elliott, S.N., & DiPerna, J.C. (2020, February). Development and Initial Validation of the SSIS SELb Scales. Presented at the annual convention of the National Association of School Psychologists, Baltimore.

2019

Anthony, C.J., Elliott, S.N., DiPerna, J.C., & Lei, P. (2019, October). Self-awareness: Examining the meaning and measurement of an elusive construct. Presented at the Social and Emotional Learning Exchange 2019, Chicago.

Elliott, S.N., & Davies, M.D. (2019, October). Developing and managing a high quality School-Wide SEL program: The PIE action model. Presented at the Social and Emotional Learning Exchange 2019, Chicago.

Huzenic, C., & Elliott, S.N. (2019, February). Roadmap to SEL success: Keys to design, implementation, and evaluation. Presented at the annual convention of the National Association of School Psychologists, Atlanta.

Reddy, L.A., Glover, T.A., & Elliott, S.N. (2019, February). Assessment of coaching effectiveness: Validity of the Instructional Coach Scales. Presented at the annual convention of the National Association of School Psychologists, Atlanta.

2018

Elliott, S.N., & Gresham, F.M. (2018, February). Cross-informant agreement of children's social emotional skills. Presented at the annual convention of the National Association of School Psychologists, Chicago.

Elliott, S.N., Rupp, S., & Gresham, F.M. (2018, February). Social skills and academic competence of students who bully others. Presented at the annual convention of the National Association of School Psychologists, Chicago.

Reddy, L.A., Glover, T., Kurz, A., & Elliott, S.N. (2018, June). Construct validity of the Instructional Coaching Rating Scales. Presented at International Test Commission Conference, Montreal.

Yel, N., Levy, R., Elliott, S.N., Schulte, A., Iida, M. (2018, April). Determining appropriate sample sizes and their effects on key parameters in longitudinal three-level models. Presented at the annual convention of the American Education Research Association, New York.

2017

Elliott, S.N. (2017, August). Advances in universal SEL interventions: The digital transformation of an evidence-based treatment. Presented at the annual convention of the American Psychological Association, Washington, D.C.

Elliott, S.N., Davies, M., & Frey, J. (2017, August). Development and validation of the SSIS SEL Edition Screening and Progress Monitoring Scales. Presented at the annual convention of the American Psychological Association, Washington, D.C.

Elliott, S.N., Davies, M., & Frey, J. (2017, April). Development and validation of a social emotional screening assessment for children. Presented at the annual convention of the National Council on Measurement in Education, San Antonio, TX.

Elliott, S.N., Kurz, A., Yel, N., & Tindal, G. (2017, April). Mathematics content aligned or not and test performances of students with disabilities. Presented at the annual convention of the National Council on Measurement in Education, San Antonio, TX.

Ercikan, K., & Elliott, S.N. (2017, October). Assessment as a tool for communication and improving educational equity. Presented at the International Association for Educational Assessment. Batumi, Georgia.

Razmjooe, M., Shahaeian, A., Wang, C., Elliott, S.N., & Hughes, C. (2017, April). Relational aggression in early childhood: The associations with Theory of Mind, prosocial behavior, and executive functioning. Presented at the Society for Research in Child Development biennial convention, Austin, TX.

2016

- Davies, M.D., Elliott, S.N., & Sin, K. (2016, August). Development and application of the Checklist for Learning and Assessment Adjustments for Students (CLAAS) in Australia and China with special needs to inform learning and assessment differentiation. World Congress on Special Needs Education, Philadelphia.
- Elliott, S.N., Davies, M.D., & DiPerna, J.C. (2016, August). Developing social skills to improve academics: An examination of two effectiveness studies with implications for future research and practice. World Congress on Special Needs Education, Philadelphia.
- Razmjooe, M., Shahaieian, A., Wang, C., & Elliott, S.N. (2016, July). Theory of mind and social associates: Relational aggression. 24th Meeting of the International Society for the Study of Behavioural Development, Vilnius, Lithuania.
- Yarbro, J., McKnight, K., Elliott, S.N., & Kurz, A. (2016, June). Digital instructional strategies and their role in classroom instruction. Paper presented at the International Society for Technology in Education annual conference, Denver.

2015

- Covay, E., Porter, A.C., Goldring, E., Murphy, J., & Elliott, S.N. (2015, April). Developing effective leaders requires valid high quality, psychometrically sound, and reliable tools: A test- retest analysis of the Vanderbilt Assessment of Leadership in Education. Paper presented at the American Education Research Association, Chicago.
- Elliott, S.N. (2015, June). Opportunity to learn and its role in the achievement of students with disabilities. Paper presented at the National Student Assessment Conference, San Diego.
- Elliott, S.N., & Davies, M.D. (2015, November). Developing social skills to improve academics: An examination of two effectiveness studies with implications for future research and practice. Presented at the Australian Association for Research in Education, Fremantle.
- Elliott, S.N., Kurz, A., Tindal, G., Stevens, J. & Yel, N. (2015, April). Predicting end-of-year mathematics achievement of students with and without disabilities: The role of opportunity to learn and CBM measures. Paper presented at the National Council on Measurement in Education, Chicago.
- Elliott, S.N. (2015, September). Research on the measurement of student engagement in Australia and beyond. Paper presented at the British Educational Research Association conference, Belfast, Northern Ireland.
- Davies, M., Elliott, S.N., & Sin, K.F. (2015, September). Development and application of a learning and assessment adjustments checklist to inform learning and assessment differentiation for students with additional needs. Paper presented at the British Educational Research Association conference, Belfast, Northern Ireland.

Nese, J.F.T., Tindal, G., Stevens, J.J., Schulte, A., & Elliott, S.N. (2015, April). Modeling growth for NCLB subgroups: Effects of time-varying disability classification. Paper presented at the National Council on Measurement in Education, Chicago.

Stevens, J.J., & Elliott, S.N. (2015, January). Mathematics and reading proficiency rates for students in specific exceptionality groups. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.

2014

Elliott, S.N. (2014, December). Learning sciences in Australia: Context and engagement for success. Invited discussant for Feature Symposia at the Joint meeting of the Australian Association of Research in Education and New Zealand Association for Research in Education, Kelvin Grove, Brisbane, AU.

Elliott, S.N., Kurz, A.K., Tindal, G., Stevens, J. & Yel, N. (2014, April). Predicting end of year mathematical achievement with opportunity to learn and CBM measures: Year 1 report. Paper presented at the annual convention of the National Council on Measurement in Education, Philadelphia.

Tindal, G., Schulte, A., & Elliott, S.N. (2014, April). Critical issues in studying growth on state tests for students with disabilities. Paper presented at the annual convention of the Council for Exceptional Children, Philadelphia.

2013

Cravens, X., Goldring, E., Porter, A., Murphy, J., & Elliott, S.N. (2013, April). Instructional leadership and emotional intelligence: The convergent and divergent validity of the Vanderbilt Assessment of Leadership in Education (VAL-ED). Paper presented at the annual convention of the American Educational Research Association, San Francisco.

Davies, M., Cooper, G., Kettler, R., & Elliott, S.N. (2013, October). Developing social skills to improve academics and classroom inclusion within the context of the Australian Curriculum. Australian Association of Special Education, Adelaide, AU.

Davies, M., Elliott, S.N., & Cumming, J. (2013, October). Development and use of a learning and assessment adjustments checklist to inform instructional and assessment differentiation for students with additional needs. Australian Association of Special Ed., Adelaide, AU.

Elliott, S.N., Kurz, A., & Davies, M. (2013, October). Research on opportunity to learn: A key access and validity issue when testing students with disabilities. Australian Association of Special Education, Adelaide, AU.

Nese, J. F.T., Tindal, G., Stevens, J.J., Schulte, A., & Elliott, S.N. (2013, August). Opening the black box of data cleaning for state data. Paper presented at the annual convention of the American Psychological Association, Honolulu.

2012

Elliott, S.N. (2012, February). Opportunity to learn and its relationship to students' achievement: Measurement issues and practices. Paper presented at the annual convention of the National Association of School Psychologists, Philadelphia.

Elliott, S.N., & Kurz, A. (2012, April). Measurement of opportunity to learn and its contribution to achievement gains of students with disabilities. Paper presented at the annual convention of the National Council on Measurement in Education, Vancouver, Canada.

Elliott, S.N., & Kurz, A. (2012, June). Opportunity to learn as a moderating variable in achievement growth. Paper presented at CCSO NCSA, Minneapolis.

Goldring, E., Murphy, J., Cravens, X., Porter, A.C., & Elliott, S.N. (2012, April). Conceptualization, psychometric development, and implementation of the VAL-ED. Paper presented at the annual convention of the American Educational Research Association, Vancouver, CA.

Rodriguez, M.C., Palma, J., Elliott, S.N., Roach, A.T., & Kettler, R.J. (2012, April). The think aloud method for the validation of item modifications to improve test accessibility. Paper presented at the annual convention of the National Council on Measurement in Education, Vancouver, Canada.

2011

Elliott, S.N. (2011, February). Testing practices and AA-MAS policy: Progress report. Paper presented as part of a panel session at the Pacific Coast Research Conference, San Diego.

Elliott, S.N., Kurz, A., Kettler, R.J., & Beddow, P.A. (2011, February). Access for success: Strategies to improve instruction and testing. Presented at the annual meeting of the National Association of School Psychologists, San Francisco.

Frey, J.R., & Elliott, S.N. (2011, April). Social skills intervention planning for young children: An investigation of parent and teachers social behavior importance ratings. Paper at the National Council of Measurement in Education, New Orleans.

Kettler, R.J., Kurz, A., Beddow, P.A., & Elliott, S.N. (2011, February). Online identification of students with learning problems or instructional needs. Presented at the annual meeting of the National Association of School Psychologists, San Francisco.

Gresham, F.M., & Elliott, S.N. (2011, February). Social skills assessment: Advances in research and practice. Presented at the annual meeting of the National Association of School Psychologists, San Francisco.

2010

Beddow, P.A., Elliott, S.N., & Kettler, R.J. (2010, May). Accessibility reviews to improve test score validity. Presented at the annual convention of the American Educational Research Association, Denver.

Elliott, S.N. (2010, April). Agreement among respondent groups and the role of behavioral evidence in assessing principal leadership. Presented at the annual convention of the American Educational Research Association, Denver.

Elliott, S.N., & Beddow, P.A. (2010, July). Designing accessible achievement tests for students with reading difficulties. Presented at the annual conference of the Society for Scientific Study of Reading, Berlin, Germany.

Kettler, R.J., & Elliott, S.N. (2010, June). Reducing barriers to assessment of scientific inquiry: Findings from a multi-state study of AA-MAS pilot tests. Presented at the annual National Conference on Student Assessment, Detroit.

Kettler, R.J., Elliott, S.N. (2010, June). Predicting performance on state achievement tests and the selection of students for an AA-MAS. Presented at the annual NCSA, Detroit.

2009

Elliott, S.N. (2009, February). Using cognitive load theory to design better achievement tests. Presented at annual convention of the National Association of School Psychologists, Boston.

Elliott, S.N. (2009, June). Designing more accessible achievement tests for all students. Presented as part of a symposium at the CCSSO National Conference on Student Assessment, Los Angeles.

Elliott, S.N. (2009, June). Reducing cognitive load in multiple-choice items for all students. Presented at the CCSSO National Conference on Student Assessment, Los Angeles.

Elliott, S.N., Compton, E., & Kettler, R.J. (2009, April). Alternate assessments of modified achievement standards: Research on more accessible and less difficult grade-level items. To be presented at the annual convention of the National Council on Measurement in Education, San Diego.

Kettler, R.J., Elliott, S.N., Davies, M., & Griffin, P. (2009, April). Using academic enabler nominations and social behavior ratings to predict students' performance level on Australia's National Achievement Test. To be presented at the annual convention of the American Educational Research Association, San Diego.

2008

Elliott, S.N., & Gresham, F.M. (2008, February). Two decades of social skills research with the SSRS. Presented at the annual convention of the National Association of School Psychologists, New Orleans.

Elliott, S.N., & Gresham, F.M. (2008, February). The SSIS Classwide Program: Screening, intervention, and evaluation. Presented at the annual convention of the National Association of School Psychologists, New Orleans.

Elliott, S.N. (2008, June). Modified achievement tests for students with disabilities: Design strategies and experimental results. Presented at the CCSSO National Conference on Student Assessment, Orlando, FL.

2007

- Elliott, S.N. (2007, March). NCLB large-scale assessment and accountability programs: A grand opportunity for school psychologists to learn and lead. Presentation at the annual convention of the National Association of School Psychologists, New York City.
- Elliott, S.N. (2007, June). Alternate assessments: Changing expectations, improving learning for students with significant disabilities. Paper part of a symposium at the CCSSO annual conference on Large-Scale Assessment, Nashville.
- Elliott, S.N. (2007, June). Modified alternate assessments: Future of assessments or another name for out-of-level testing? Paper part of a symposium at the CCSSO annual conference on Large-Scale Assessment, Nashville.
- Elliott, S.N. (2007, August). Making sound accommodations decisions: Facilitating test access and implementation integrity. Presented at the annual convention of the American Psychological Association, San Francisco.
- Elliott, S.N., Roach, A.T., & Beddow, P. (2007, August). Convergent evidence scales: Quantifying the integrity of multi-component interventions. Presented at the annual convention of the American Psychological Association, San Francisco.

2006

- Elliott, S.N. (2006, June). Validating IAA scores: A multiple method, multiple group approach. Presented at the CCSSO National Conference on Large-Scale Assessment, San Francisco.
- Elliott, S.N., Compton, E., & Roach, A.T. (2006, April). Alternate assessment validity: Evidence for making valid inferences about IAA proficiency scores of students with significant disabilities. Presented at the annual convention of the National Council on Measurement in Education, San Francisco.
- Elliott, S.N., Huai, N., Roach, A.T. (2006, April). Universal and early screening for educational difficulties: Current and future approaches. Presented at the annual convention of the National Association of School Psychologists, Anaheim.
- Murphy, J., Elliott, S.N., Goldring, E.B., & Porter, A.C. (2006, October). Learning-centered leadership: The conceptual foundation for the Vanderbilt Assessment of Leadership in Education (VAL-ED). Presented at the annual meeting of the Wallace Foundation State Action for Educational Leadership Conference, St. Louis.
- Roach, A.T., & Elliott, S.N. (2006, March). Students with significant disabilities, curricular access, and alternate assessment performance. Paper presented at the National Association of School Psychologists annual meeting, Anaheim, CA.
- Roach, A.T., & Elliott, S.N. (2006, April). Students with significant disabilities, access to the general curriculum, and alternate assessment performance. Presented at the annual convention of the American Educational Research Association, San Francisco.

2005

- Albers, C., Elliott, S.N., & Hai, N. (2005, April). Implementing a multiphase screening procedure to facilitate invention for at-risk students. Presented at the annual convention of the Council for Exceptional Children, Baltimore, MD.
- Elliott, S.N. (2005, April). Social support: Definition, guiding theory, and the measurement of students' perceptions. Presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Elliott, S.N., Roach, A.T. & Compton, L. (2005, June). Proficient Performance: The process and outcomes of proficiency standard setting for alternate assessments. Presented at the annual CCSSO Large-Scale Assessment Conference, San Antonio.
- Roach, A.T., & Elliott, S.N. (2005, April). Universal screening and progress monitoring for educational difficulties. Presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.
- Roach, A.T., & Elliott, S.N. (2005, April). Alternate assessments: Alignment analysis and standard setting methods in practice. Presented at the annual convention of the Council for Exceptional Children, Baltimore, MD.

2004

- Huai, N., Braden, J.P., White, J.L., & Elliott, S.N. (2004, April). Effect of an internet-based multimedia teacher development program in enhancing teachers' assessment literacy. Presented at the Annual Convention of the National Association of School Psychologist Dallas, TX.
- Huai, N. & Elliott, S.N. (2004, July). Development and validation of a universal academic screening system. Presented at the Annual Convention of the American Psychological Association, Honolulu, HI.
- Roach, A.T., & Elliott, S.N. (2004, April). Alignment analysis and standard setting procedures for alternate assessments. Presented at the AERA, San Diego, CA.

2003

- Braden, J.P., & Elliott, S.N. (2003, February). Assessing One and All: The use and effectiveness of an on-line course for educators. Presented at the IDEA Conference, Washington, DC.
- Elliott, S.N. (2003, April). Testing accommodations: Research and practice to advance the meaningful assessment of all students. Presented at the annual meeting of the National Association of School Psychologists, Toronto, Canada.
- Kettler, R.J., Elliott, S.N., DiPerna, J.C., & Bolt, D. (2003, August). Ratings of academic competence: Cross-informant agreement and classification accuracy. Poster presented the American Psychological Association annual meeting, Toronto, Canada.

2002

DiPerna, J.C., & Elliott, S.N. (2002, March). ACES rating scales: Resources to facilitate intervention planning and evaluation. Presented at the annual meeting of the National Association of School Psychologists, Chicago.

Elliott, S.N., & Roach, A.T. (2002, April). The impact of providing testing accommodations to students in special education programs. Paper presented as part of a symposium at the American Educational Research Association, New Orleans.

Mroch, A.A., Lang, S.C., Elliott, S.N., & DiPerna, J.C. (2002, February). Teachers' and students' perceptions of academic enabling behaviors for a diverse national sample of learners. Paper presented at the annual convention of the National Association of School Psychologists, Chicago.

2001

Elliott, S.N. (2001, April). Validity evidence for the ACES. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

Elliott, S.N. (2001, August). The ACES and its validity evidence. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Kettler, R.J., Elliott, S.N., & McKevitt, B.C. (2001, August). Testing accommodations: What we know and how we know it. Poster presented at the American Psychological Association annual meeting, San Francisco, CA.

Schulte, A.G., Elliott, S.N., & Kratochwill, T.K. (2001, April). Experimental analysis of the effects of testing accommodations on students with and without disabilities. Presented at the annual convention of the National Association of School Psychologists, Washington, DC.

2000

DiPerna, J. C., & Elliott, S. N. (2000, August). Academic enablers and the identification of students with learning difficulties. Presented at the American Psychological Association's annual meeting, Washington D.C.

DiPerna, J. C., & Elliott, S. N. (2000, April). Using the ACES and AIMS to facilitate the development of prereferral interventions. Presented at the annual meeting of the Council of Exceptional Children, Kansas City, MO.

Elliott, S.N. (2000, April). Accommodation decisions: Legal and technical issues challenging teachers. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Elliott, S.N. (2000, June). Experimental research on testing accommodations: What we currently know. Paper presented at the annual meeting of the Council of Chief State School Officers, Snowbird, UT.

Elliott, S.N., Kratochwill, T.R., McKevitt, B.C., & Mroch, A.A. (2000 April). An experimental analysis of the effects of testing accommodations on the scores of students with disabilities. Presented at the annual meeting of the Council for Exceptional Children, Vancouver, CN.

Loitz, P.A., Kratochwill, T.R., Elliott, S.N., Sladeczek, I., & Carlson, J. (2000, August). Behavioral consultation using manual and videotaped training: Effects on children's behavior. Presented at the annual meeting of the American Psychological Association, Washington, D.C.

1999

Elliott, S. N. (1999, March). Using rating scales to measure academic competence. Presented at the National Association of School Psychologists annual convention, Las Vegas, NV.

Elliott, S.N. (1999, April). Experimental analysis of the effects of testing accommodations on the scores of students with disabilities. Presented as part of a symposium on testing accommodations at the annual meeting of the American Educational Research Association, Montreal, Canada.

Elliott, S.N. (1999, June). Experimental analysis of the effects of testing accommodations on students with disabilities: A mid-project report. Presented at the CCSSO Large-Scale Assessment Conference, Snowbird, UT.

Elliott, S.N. (1999, June). Valid testing accommodations: Fundamental assumptions and methods for collecting validity evidence. CCSSO Large-Scale Assessment Conf., Snowbird, UT.

Elliott, S.N. (1999, June). The use of DIF analysis to detect invalid testing accommodations: A promising method limited by numbers [Discussant]. Presented at the CCSSO Large-Scale Assessment Conference, Snowbird, UT.

Demaray, M., Malecki, C. K., & Elliott, S. N. (1999, April). The importance of measuring perceived social support in children and adolescents for practice and research. Presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV.

Lepage, K. M., Kratochwill, T.R., & Elliott, S.N. (1999, April). Conjoint behavioral consultation training: An evaluation of consultant outcomes, treatment effects, and consumer satisfaction. Presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV.

McKevitt, B. C., & Elliott, S.N. (1999, April). Observations and ratings of children's social behavior: Issues of representativeness and validity. Presented at the annual convention of the National Association of School Psychologists, Las Vegas, NV.

McKevitt, B. C., Marquart, A., Mroch, A., Schulte, A., Elliott, S.N., & Kratochwill, T.R. (1999, August). Testing accommodations for students with disabilities: An empirical analysis. Presented at the Annual Convention of the American Psychological Association, Boston.

1998

Malecki, C. K., & Elliott, S. N. (1998, April). The influence of elementary students' social behaviors on academic achievement. Presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

Marquart, A., Elliott, S. N., & Kratochwill, T. R. (1998, April). Attitudes of students with disabilities toward participation in large-scale assessments. Presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

DiPerna, J. C., & Elliott, S. N. (1998, April). Academic competencies: The construct and its measurement. Presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

Elliott, S. N. (1998, April). Testing accommodation decision-making for statewide assessments. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Elliott, S. N. (1998, April). The use of alternative assessment methods with diverse populations of students. Presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

Elliott, S. N. (1998, June). The use of single-subject methods to document the effects of testing accommodations on scores. Presented at the National Conference on Large Scale Assessment, Colorado Springs, CO.

Elliott, S. N., Kratochwill, T. R., & Braden, J. (1998, June). Testing accommodations and students with disabilities: Descriptive and experimental studies. Presented at the annual Large-Scale Testing Conference, Colorado Springs, CO.

Elliott, S. N., Kratochwill, T. R., Schulte, A., & Braden, J. (1998, August). Inclusion of students in large-scale assessments: Research and practice. Presented at the annual convention of the American Psychological Association, San Francisco, CA.

1997

Elliott, S. N. (1997, March). Standards-based reform and the assessment of students with disabilities. Presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.

Elliott, S. N. (1997, June). Accommodating students on performance assessment tasks: A report of methods and results. Presented at the National Conference on Large Scale Assessment, Colorado Springs, CO.

Braden, J. P., Elliott, S. N., & Kratochwill, T. R. (1997, June). The performance of students with and without exceptional educational needs on performance assessment and multiple-choice achievement measures. Presented at the National Conference on Large Scale Assessment, Colorado Springs, CO.

Gilbertson, A., & Elliott, S. N. (1997, March). The development and validation of the Assessment Accommodation Checklist. Presented at the National Association of School Psychologists annual convention, Anaheim, CA.

Malecki, C. K., & Elliott, S. N. (1997, March). The relationship between social behavior and academic competencies in responsive classrooms. Presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.

Malecki, C. K., & Elliott, S. N. (1997, March). The conceptualization and measurement of perceived social support in adolescents. Presented at the annual convention of the American Educational Research Association, Chicago, IL.

Nolten, P. W., Malecki, C. M., & Elliott, S. N. (1997, April). Social support: Perceptions of adolescents. Presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.

1996

Elliott, S. N., Kratochwill, T. R., & Ruffalo, S. (1996, April). Statewide performance assessment and students with disabilities: Outcomes and accommodations. Presented at the annual convention of the Council for Exceptional Children, Orlando, FL.

Elliott, S. N. (1996, March). Performance assessment of students' achievement: Research and practice in schools. Presented at the annual convention of the NASP, Atlanta.

Ruffalo, S. L., & Elliott, S. N. (1996, March). Unraveling the situational specificity argument: A closer look at cross-informant agreements of children's social behavior. Presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

Sladeczek, I., Kratochwill, T. R., & Elliott, S. N. (1996, April). Analysis of parent/teacher mediated intervention for preschoolers with social behavior problems. Presented at the annual convention of the Council for Exceptional Children, Orlando, FL.

1995

Elliott, S. N., Malecki, C., & Nolten, P. W. (1995, August). Assessing perceptions of social support: Further development of the Student Social Support Scale. Presented at the annual convention of the American Psychological Association, New York, NY.

Demaray, M., & Elliott, S. N. (1995, March). Teachers' judgments of students' academic functioning: A comparison of actual and predicted performances. Presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Elliott, S. N. (1995, March). Performance assessments and the case for consequential validity. Presented at the National Association of School Psychologists Annual Convention, Chicago.

Elliott, S. N. (1995, March). Goal attainment scaling: Its use in monitoring treatment progress and outcomes. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Elliott, S. N. (1995, March). What I've learned from my son and his teacher about alternative assessments. Presented as part of a symposium on parenting and school psychology at the annual meeting of the National Association of School Psychologists, Chicago, IL.

- Elliott, S. N., Sladeczek, I., & Kratochwill, T. R. (1995, August). Goal attainment scaling: Its use as a progress monitoring and outcome effectiveness measure in behavioral consultation. Presented at the annual convention of the American Psychological Association, New York.
- Kratochwill, T. R., Busse, R. T., Ruffalo, S., & Elliott, S. N. (1995, March). Evaluating interventions: Using multiple methods to assess progress and outcomes. A mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Malecki, C., & Elliott, S. N. (1995, March). Evaluation of the acceptability and effectiveness of the Responsive Classroom Program in an urban school system. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Nolten, P. W., & Elliott, S. N. (1995, March). Conceptualization and measurement of social support: The development of the Student Social Support Scale. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Potts, M. K., Loitz, P., Kratochwill, T. R., & Elliott, S. N. (1995, March). The use of hypermedia teaching in consultation training. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Racine, C., & Elliott, S. N. (1995, March). The relationship between observations and ratings of children's social behavior: An extension of the accuracy-reliability paradigm. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

1994

- Elliott, S. N. (1994, March). Conceptual and pragmatic issues in social competence: Developing a behavioral aptitude by treatment interaction model - Discussant. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Elliott, S. N. (1994, March). Helping parents help kids: A social skills program for ADHD children and their parents - Discussant. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Kraemer, E. S., Kratochwill, T. R., Elliott, S. N., Belmore, K., & Evans, J. H. (1994, March). Stimulus fading and response initiation techniques for the treatment of elective mutism: A case study. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Robertson-Mjaanes, S. L., & Elliott, S. N. (1994, March). The relationship between observations and ratings of a preschool child's social behavior. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Sladeczek, I. E., Kratochwill, T. R., & Elliott, S. N. (1994, March). An analysis of a teacher/parent mediated intervention for preschoolers with behavior problems. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

1993

- Elliott, S. N. (1993, June). Performance assessment and students with disabilities: Questions and technical issues to consider. Presented at the International Commission on Testing Children, Oxford, England.
- Elliott, S. N. (1993, August). Education reform -- What should psychology do? Paper presented as part of the "President's Forum on the Future" at the annual meeting of the American Psychological Association, Toronto, Canada.
- Elliott, S. N. (1993, August). Performance assessment: Dogma, data, and technical issues. Presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Gorges, T. C., Elliott, S.N., & Nolten, P. W. (1993, April). Homework: An investigation of students' and parents' involvement. Presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.
- Kratochwill, T. R., Busse, R. T., & Elliott, S. N. (1993, February). Training behavioral consultants. Presented at the Illinois School Psychologists' Convention. Rockford, IL.
- Kratochwill, T. R., Busse, R. T., & Elliott, S. N. (1993, August). Behavior consultation training: Consultant and client outcomes. Presented at American Psychological Association, Toronto.
- Nolten, P. W., & Elliott, S. N. (1993, April). The relationship between students' self-efficacy and social behavior ratings. Presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.

1992

- Kratochwill, T. K., Busse, R. T., & Elliott, S. N. (1992, August). Evaluation of behavioral consultation training: Consultant and client outcome data. Presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Kratochwill, T. K., Elliott, S. N., & Busse, R. T. (1992, October). Prereferral consultation: Training and outcomes. Presented at the Fall Conference of the Wisconsin Association of School Psychologists, Milwaukee, WI.
- Elliott, S. N. (1992, July). The Behavior Intervention Rating Scale: A client and consumer measure of treatment acceptability and effectiveness. Presented at the World Congress on Behavior Therapy, Gold Coast, Australia.
- Elliott, S. N. (1992, July). Evaluation of behavioral consultation training: Consultant and client process and outcome data. Presented at the World Congress on Behavior Therapy, Gold Coast, Australia.
- Elliott, S. N. (1992, August). Training scientist-practitioners: A goal unfulfilled. Presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Noell, G. H., Gresham, F. M., & Elliott, S. N. (1992, August). Handicapped and nonhandicapped children's social skills: Empirically derived types. Presented at the annual convention of the American Psychological Association, Washington, D.C.

1991

- Nolten, P. W., & Elliott, S. N. (1991, August). Self-efficacy differences among handicapped and non-handicapped students. Presented at the annual convention of the American Psychological Association, San Francisco, CA.
- Elliott, S. N. (1991, March). Prereferral assessment and intervention: Structuring the process and products. Presented at the National Association of School Psychologists' Annual Convention, Dallas, TX.
- Elliott, S. N. (1991, August). Authentic assessment and the practice of school psychology. Presented at the annual meeting of the Council of Directors of School Psychology Programs, San Francisco, CA.
- Elliott, S. N. (1991, August). Behavioral assessment of social-emotional characteristics of mildly handicapped persons. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Fenning, P. A., & Elliott, S. N. (1991, August). Social-cognitive abilities of popular and rejected children. Presented at the annual convention of the American Psychological Association, San Francisco, CA.
- Gresham, F. M., Noell, G., & Elliott, S. N. (1991, August). Rater effects in the assessment of social competence. Presented at the annual convention of the American Psychological Association, San Francisco, CA.
- Gresham, F. M., Noell, G., & Elliott, S. N. (1991, August). Classification of social competence strengths and weaknesses across instruments. Presented at the annual convention of the American Psychological Association, San Francisco, CA.
- McKinnie, D., & Elliott, S. N. (1991, August). Social skills problems of learning disabled children. Presented at the annual convention of the American Psychological Association, San Francisco, CA.

1990

- Elliott, S. N. (1990, April). Issues influencing the use and interpretation of behavior rating scales. Presented at the National Association of School Psychologists' Annual Convention, San Francisco, CA.
- Elliott, S. N., & Shapiro, E. S. (1990, April). School Psychology Review: Past, present, and future editorial perspectives. Presented at the National Association of School Psychologists' Annual Convention, San Francisco, CA.
- Gresham, F. M., & Elliott, S. N. (1990, August). Cross-informant ratings of social competence: Convergent and discriminant validity. Presented at the Annual Convention of the American Psychological Association, Boston, MA.
- Powless, D., Elliott, S. N., & Gresham, F. M. (1990, August). Assessment of the social skills of Indian and non-Indian preschoolers. Presented at the Annual Convention of the American Psychological Association, Boston, MA.

Sheridan, S. M., & Elliott, S. N. (1990, April). Linking assessment and treatment of social skills through consultation. Presented at the National Association of School Psychologists' Annual Convention, San Francisco, CA.

1989

Elliott, S. N. (1989, April). Social skills assessment: An overview of methods and examination of measurement challenges. Presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

Elliott, S. N. (1989, May). Treatment acceptability: Past research, future practice. Presented as part of a symposium at the annual convention of the Association for Behavior Analysis, Milwaukee, WI.

Elliott, S. N. (1989, August). School-based treatment of socially withdrawn children: A joint teacher and parent consultation. Presented as part of a symposium at the annual convention of the American Psychological Association, New Orleans, LA.

Elliott, S. N., & Barnard, J. (1989, March). Preschoolers' social behavior: Teachers' and parents' assessments. Presented at the National Association of School Psychologists Annual Convention, Boston, MA.

Elliott, S. N., & Gresham, F. M. (1989, August). Preschoolers' social skills: Normative data on frequency and importance of behaviors. Presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Gresham, F. M., & Elliott, S. N. (1989, August). Concurrent validity of the social skills rating system. Presented at the Annual Convention of the American Psychological Association, New Orleans, LA.

Hensarling, D., & Elliott, S. N. (1989, March). An investigation of social status as it relates to social skills. Presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

Hensarling, D., Gresham, F. M., & Elliott, S. N. (1989, August). Social skills differences of popular/rejected and attractive/unattractive children. Presented at the Annual Convention of the American Psychological Association, New Orleans, LA.

1988

Elliott, S. N. (1988, April). Assessment of social skills deficits: Current methods and measurement issues. Presented as part of a symposium at the Annual Convention of the American Education Research Association, New Orleans, LA.

Elliott, S. N. (1988, April). Research in school psychology; An optimist's assessment of the long and winding road. Presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Elliott, S. N., & Gresham, F. M. (1988, August). Adolescent social status groups: Base rate data for racial subgroups. Presented at the 91st Annual Convention of the American Psychological Association, Atlanta, GA.

Elliott, S. N., Gresham, F. M., Fenning, P., Peters, J., & Busse, R. (1988, August). Correlates of popular and rejected adolescent boys' behavior. Presented at the 91st Annual Convention of the American Psychological Association, Atlanta, GA.

Gresham, F. M., Elliott, S. N., & Evans, S. (1988, April). Academic and social self-efficacy of exceptional and nonhandicapped children. Presented at the Annual Convention of the American Educational Research Association, New Orleans, LA.

Turco, T. L., & Elliott, S. N. (1988, April). Acceptability and effectiveness of group contingencies for improving spelling. Presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Turco, T. L., & Elliott, S. N. (1988, May). Analysis of the effectiveness and acceptability of group contingencies. To be presented at the annual meeting of the Association of Behavior Analysis, Philadelphia, PA.

Turco, T. L., & Elliott, S. N. (1988, August). Influences of social validity on the effectiveness of group contingencies. Presented at the 91st Annual Convention of the APA, Atlanta, GA.

1987

Elliott, S. N. (1987, May). Acceptability and consumer satisfaction with group contingencies in the classroom. Presented at the annual convention of the Association for Behavior Analysis, Nashville, TN.

Elliott, S. N. (1987, August). Selection of classroom-based behavioral interventions. Presented at the annual convention of the American Psychological Association, New York, NY.

1986

Boeve, K., & Elliott, S. N. (1986, April). Ethnicity as a determinant of differences in WISC-R IQs over time. Presented at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.

Elliott, S. N. (1986, April). Publication and evaluation of school psychological research. Presented at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.

Elliott, S. N. (1986, August). Social skills: Assessment procedures for identification and intervention. Presented at the annual convention of the American Psychological Association, Washington, D.C.

Elliott, S. N. (1986, August). Group contingencies and cooperative learning strategies for improving academic performance. Presented at the annual convention of the American Psychological Association, Washington, D.C.

Elliott, S. N., Turco, T. L., & Von Brock, M. B. (1986, April). Acceptability of classroom interventions: Conceptual issues, research, and practice. Presented at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.

Heffer, R. W., Elliott, S. N., Gresham, F. M., & Kelley, M. L. (1986, November). Development of a short form for the Treatment Evaluation Inventory. Presented at the annual convention of the Association for the Advancement of Behavior Therapy, Chicago, IL.

Gresham, F. M., & Elliott, S. N. (1986, November). Social skills across diagnostic subgroups of mildly handicapped children. Presented at the annual convention of the Association for the Advancement of Behavior Therapy, Chicago, IL.

Von Brock, M. B., & Elliott, S. N. (1986, August). Influence of treatment effectiveness information on the acceptability of classroom interventions. Presented at the annual convention of the American Psychological Association, Washington, D.C.

1985

Elliott, S. N. (1985, April). Discussant for Behavioral assessment in school psychology. A symposium presented at the Annual Convention of the National Association of School Psychologists, Las Vegas, NV.

Elliott, S. N. (1985, April). Research leaders and research agendas for the 1980s. Presented as part of a symposium at the Annual convention of the National Association of School Psychologists, Las Vegas, NV.

Elliott, S. N., & Turco, T. L. (1985, February). Behavioral interventions in the classroom: Children's and teachers' reactions. Presented at the Sixth Annual Super Conference on Special Education, Baton Rouge, LA.

Elliott, S. N., Turco, T. L., & Gresham, F. M. (1985, August). Group Contingencies at school: Psychologists' and children's treatment acceptability ratings. Presented at the Annual Convention of the American Psychological Association, Los Angeles, CA.

Turco, T. L., & Elliott, S. N. (1985, April). The effects of students' sex and behaviors on acceptability ratings. Presented at the Annual Convention of the National Association of School Psychologists, Las Vegas, NV.

1984

Elliott, S. N., Turco, T. L., Evans, S., & Gresham, F. M. (1984, November). Group contingency interventions: Children's acceptability ratings. Presented at the annual convention of the Association for the Advancement of Behavior Therapy, Philadelphia, PA.

Elliott, S. N. (1984, August) Children's acceptability of interventions: Developmental and methodological findings. Presented as part of a symposium at the annual convention of the American Psychological Association, Toronto, Canada.

Elliott, S. N., & Turco, T. L. (1984, October). Acceptability of interventions: Developmental and methodological findings with normal students. Presented at the conference on Programming for the Developmental Needs of Adolescents with Behavior Disorders II, Pensacola, FL.

Elliott, S. N., Turco, T. L., & Witt, J. C. (1984, August). Children's acceptability judgements of classroom interventions. Presented at the annual convention of the American Psychological Association, Toronto, Canada.

- Elliott, S. N., Witt, J. C., & Galvin, G. A. (1984, April). Acceptability of classroom interventions: Children's perspectives. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Turco, T. L., Elliott, S. N., & Von Brock, M. (1984, October). Children's acceptability ratings of interventions: A discussion of current research findings. Presented at the Fifth Annual Conference of the Louisiana School Psychological Association, Kenner, LA.
- Turco, T. L., Elliott, S. N., Witt, J. C., & Galvin, G. A. (1984, April). Acceptability of interventions in third-, fifth-, seventh-, and ninth-grade children. Presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Witt, J. C., & Elliott, S. N. (1984, April). Does what you say affect what teachers do: The problem of jargon in school-based consultation. Presented at the annual convention of the American Educational Research Association, New Orleans, LA.
- Witt, J. C., Elliott, S. N., & Martens, B. K. (1984, April). Factors influencing teacher resistance to the use of classroom interventions. Presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

1983

- Elliott, S. N. (1983, March). Training school psychologists in multidisciplinary problem solving and leadership skills. Presented at the annual meeting of the National Association of School Psychologists, Detroit, MI.
- Elliott, S. N. (1983, November). Assessing and affecting the acceptability of classroom interventions. Presented at the Fourth Annual Louisiana School Psychological Association Conference, Metairie, LA.
- Elliott, S. N., & Argulewicz, E. N. (1983, August). Ethnic influence on ratings of normal and LD children's behavior. Presented at the annual meeting of the American Psychological Association, Anaheim.
- Elliott, S. N., Piersel, W. C., & Galvin, G. A. (1983, August). Stability of WISC-R IQs for handicapped children. Annual meeting of American Psychological Association, Anaheim.
- Elliott, S. N., Witt, J. C., & Galvin, G. A. (1983, August). The acceptability of positive and negative interventions for children. Presented at the annual meeting of the American Psychological Association, Anaheim, CA.
- Witt, J. C., & Elliott, S. N. (1983, August). Assessing the acceptability of behavioral interventions. Annual meeting of the American Psychological Association, Anaheim, CA.
- Witt, J. C., & Elliott, S. N. (1983, December). Acceptability of Behavioral Interventions Used in Classrooms. Presented at the World Congress on Behavior Therapy for the Association for Advancement of Behavior Therapy, Washington, D.C.

Witt, J. C., Elliott, S. N., & Hannifin, M. J. (1983, April). Acceptability of behavioral interventions used in classrooms: The influence of amount of teacher time, severity of the problem behavior, and type of intervention. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Witt, J. C., Hannifin, M. J. & Elliott, S. N. (1983, April). Response covariation between academic performance and inappropriate behavior: An application of interrupted time series analysis and response covariation theory. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

1982

Elliott, S. N., Piersel, W. C., Witt, J. C., & Argulewicz, E. N. (1982, August). WISC-R test stability and the practice of psychological reevaluation. Presented at the 90th Annual Convention of the American Psychological Association, Washington, D.C.

Elliott, S. N. (1982, March). School psychologists' perceptions of their re-evaluation practices. Annual meeting of the National Association of School Psychologists, Toronto, Canada.

Elliott, S. N. (1982, October). Multidisciplinary team decision-making: Past and future research investigations. Presented at the Seventh Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

Elliott, S. N., & Argulewicz, E. N. (1982, March). Use of a behavior rating scale to identify developmentally and culturally different gifted children. Presented at the annual meeting of the American Educational Research Association, New York, NY.

Galvin, G. A., Elliott, S. N., & Piersel, W. C. (1982, October). Psychological reevaluations: Perceptions of school psychologists, state consultants of school psychology, and state directors of special education. Presented at the Seventh Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

Kutsick, K., & Elliott, S. N. (1982, March). Utility of the DAP in predicting school achievement. Annual meeting of the National Association of School Psychologists, Toronto, Canada.

Reynolds, C. R., & Elliott, S. N. (1982, March). Trends in test development and test publication. Annual meeting of the National Council on Measurement in Education, New York, NY.

1981

Witt, J. C., & Elliott, S. N., & Piersel, W. C. (1981, April). The case for an informal, ecological, and personalized approach to evaluating children. Presented at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.

Argulewicz, E. N., & Elliott, S. N. (1981, August). Validity of the SRBCSS for Hispanic and Anglo Gifted students. Presented at the annual meeting of the American Psychological Association, Los Angeles, CA.

Elliott, S. N. (1981, April). Sixth graders' knowledge of the interactive effects of prose learning variables and subsequent ease of recall predictions. Presented at the annual meeting of American Educational Research Association, Los Angeles, CA.

Elliott, S. N. (1981, April). Informal assessment of prerequisite learning behaviors. Annual meeting of the National Association of School Psychologists, Houston.

Elliott, S. N., & Piersel, W. C. (1981, October). Informal assessment of reading comprehension skills. Presented at the Sixth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

Piersel, W. C., Galvin, G. A., & Elliott, S. N. (1981, October). Psychological reevaluation procedures of school psychologists: An analysis and discussion of current practices. Sixth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

1980

Elliott, S. N. (1980, April). Sixth graders' and college students' metacognitive knowledge of prose organization and study strategies. Presented at the annual meeting of the American Educational Research Association, Boston, MA.

Elliott, S. N. (1980, April). The school psychology internship: A symposium. Presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

Elliott, S. N., & Argulewicz, E. N. (1980, April). Cognitive behavioral interventions that can facilitate classroom learning. Presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

Elliott, S. N., & Argulewicz, E. N. (1980, October). Attention training: A cognitive-behavioral intervention for children. Presented at the Fifth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

Witt, J. C., & Elliott, S. N. (1980, October). The response cost lottery: A time efficient and effective behavioral intervention. Presented at the Fifth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

1979

Bretzing, B. H., & Elliott, S. N. Local norms. (1979, April). Presented at the Arizona Association of School Psychologists' Spring meeting, Tempe, AZ.

Elliott, S. N., & Carroll, J. L. (1979, March). Strategies to help children remember and understand what they read. Presented at the National Association of School Psychologists' Annual Convention, San Diego, CA.

Elliott, S. N., & Carroll, J. L. (1979, April). Immediate and delayed recall of incidentally learned material: A comparison of paradigms. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Kontos, S., Elliott, S. N., Embry, L., Housley, T., Raikes, H., & Woods, A. (1979, March). Developing autonomy as a researcher. A symposium presented at the biennial meeting of the Society for Research in Child Development, San Francisco, CA.

PRESENTATIONS AND LECTURES (Invited)

2024

Elliott, S.N., (2024, September). ≥ SEL. Invited Keynote for European Network of Social Emotional Competence. Chania, Greece.

2023

Elliott, S.N. (2023, March). Assessments for SEL intervention programs. Invited session for the European Network of Social Emotional Competence. University of Malta, Valletta, Malta.

2022

Elliott, S.N. (2022, July). Writing, thinking, and the research enterprise. Invited session for faculty of the Australian Institute of Professional Counselors, Brisbane, AU.

Elliott, S.N. (2022, June). Using the CIP-T2 for students with emotional behavior concerns. Invited session at the School Success Conference sponsored by the Center for School-Based Mental Health Programs, Miami University, Oxford, OH.

2021

Elliott, S.N. (2021, November). Using the SSIS SEL Brief + Mental Health Scales to Screen all Students. Northwest Education Services, Traverse City, MI.

Elliott, S.N. (2021, November). Using and Evaluating the SSIS SEL Classwide Intervention Program. Northwest Education Services, Traverse City, MI.

Elliott, S.N., Malecki, C., & Demaray, M. (2021, June). Introduction to the CIP-T2 Improvement System. Student Success Conference, Miami University.

2020

Elliott, S.N. (2020, February). Perspectives on the school psychology research enterprise. Presented at the National Association of School Psychologists Annual Convention, Baltimore.

Elliott, S.N. (2020, June). Screening and supporting the whole social emotional child. Invited session at the School Success Conference sponsored by the Center for School-Based Mental Health Programs, Miami University, Oxford, OH.

2019

Elliott, S.N. (2019, December). Practices to create and implement a high-quality SEL intervention program. Presented University of National Education Distancia, Madrid, Spain.

Elliott, S.N. (2019, November). Seven practices needed to create and implement a high-quality SEL intervention program. Presented to the Traverse Bay Area Schools, Benzonia, MI.

Elliott, S.N. (2019, May). Assessing and teaching the SEL skills students need to achieve a triple positive impact. Presented to Wisconsin DPI SEL team, Madison, WI.

2018

Elliott, S.N. (2018, November). Self-Assessment of social emotional learning: Validity concerns and detection strategies. Presented to the SEL Research Group at the University of

Manchester, Manchester, England.

Elliott, S.N. (2018, October). Social emotional learning assessment practices and technical issues. Buros-Spencer Project on SEL Guidance, Omaha, NE.

Elliott, S.N. (2018, October). Base rates of children's social emotional learning skills. Invited for School Mental Health Research Summit, Las Vegas.

Elliott, S.N. (2018, June). Social emotional learning programs: Why now, what skills, and how? Invited for faculty of Canterbury College, Brisbane, AU.

Elliott, S.N. (2018, June). Practices that improve social emotional learning skills, opportunities, and outcomes for students with additional needs. Presented at the Australian Association for Special Education, Cairns, AU.

2017

Elliott, S.N. (2017, December). Assessing and intervening to improve children's social emotional skills: Standards and recommended practices. Invited for faculty and graduate students at The Education University of Hong Kong, Centre for Special Educational Needs and Inclusive Education, Hong Kong.

Elliott, S.N. (2017, October). Evaluating school mental health interventions. Invited discussant for 6 papers, School Mental Health Research Summit, National Harbor, MD.

Elliott, S.N. (2017, June). Designing assessment to advance universal social emotional interventions for children and adolescents. Invited presentation to the College of Education, Monash University, Fitzroy, AU.

2016

Elliott, S.N. (2016, January). Evaluating implementation outcomes for an innovation. Invited session for USDE OSEP Technology Stepping Up grantees. OSEP, Washington, D.C.

Elliott, S.N. (2016, April). The influence of instructional practices on the mathematics achievement of students with disabilities. Invited session for OSEP Leadership, Washington, D.C.

Elliott, S.N. (2016, May). Social emotional learning assessment and intervention: Current research and practices. Invited session for the Learning Sciences Institute Australia, Brisbane.

Elliott, S.N. (2016, August). Achievement growth and gaps for students with disabilities. Invited panel presenter by USDE OSEP Project Directors' Conference, Washington, D.C.

Elliott, S.N. (2016, September). Development and initial validation of a universal screening and progress monitoring measure of social emotional learning. Invited presentation of the School Mental Health Research Summit, San Diego.

2015

- Elliott, S.N. (2015, December). The role of opportunity to learn in the achievement outcomes of students with disabilities. Invited IES Symposium on the National Center on Assessment and Accountability for Special Education, IES PI Conference, Washington, D.C.
- Elliott, S.N. (2015, September). Game-based assessment: Potential contributions to NEAP. Invited panel chair and moderator. NAEP Innovation Conference, Washington, D.C.
- Elliott, S.N. (2015, August). Educational assessment and struggling learners: Advances and retreats around the globe. Invited as a Fellows Chat in the Educational Psychology and Assessment series at the annual convention, Toronto.
- Elliott, S.N. (2015, May). Interdisciplinary research and the barriers from within. Invited by the Council of College of Arts & Sciences & North Carolina State University, Raleigh.

2014

- Elliott, S.N. (2014, November). Educating one and all 1994-2014. Invited keynote for NCAASE Research on Achievement Growth of Students with Disabilities and Implications for Policy and Practice, George Washington University, Washington, D.C.
- Elliott, S.N., (2014, November). Return on instruction: Measuring opportunity to learn and improving our educational investments. Invited Master Class lecture, Australian Catholic University, Brisbane, AU.
- Elliott, S. N/ (2014, September). Advances in class-wide social skills interventions in schools in Australia and the United States. Invited presentation for the School Mental Health Research Summit, Pittsburgh, PA.
- Elliott, S.N., (2014, May). Measuring opportunity to learn and advancing instructional practices of special educators. Office of Special Education Programs, United States Department of Education, for State Professional Development Group leaders in all 50 states.

2013

- Elliott, S.N., (2013, November). Advancing Next Gen Learning: Building the Needed Interdisciplinary Partnerships. Provost's Excellence Program, North Carolina State University, Raleigh.
- Elliott, S.N. (2013, October). Advancing educational research innovations and impact: Partnerships and opportunities. Australia Catholic University, Brisbane, AU.
- Elliott, S.N. (2013, August). Designing alternate assessments to measure progress: Lessons learned and recommendations for new systems. Kennedy Krieger Institute, Baltimore.
- Elliott, S.N. (2013, August). Measuring opportunity to learn to improve instruction for students with disabilities. IES Technical Work Group on College and Career-Ready Standards, Washington, DC.

Elliott, S.N. (2013, July). Developing research programs that last. School Psychology Research Collaboration Conference, Honolulu.

Elliott, S.N. (2013, February). Opportunity to learn: The key access and validity issue for all academic assessments. Within Year Assessment Symposium: Arlington, VA.

2012

Elliott, S.N. (2012, July). Learning sciences research and technology: Maximizing return on instruction (ROI). U.S. Senate Appropriations Panel on ARPA-ED, Washington, DC.

Elliott, S.N. (2012, May). Implications for item design labs and opportunity to learn studies for test developers. USDE Lessons Learned for Improving Access for Students with Disabilities, Washington, DC.

Elliott, S.N. (2012, March). Measuring opportunity to learn: Advancing instruction and improving access to the general curriculum for all students. USDE Leveraging Resources Conference, Bethesda, MD.

2011

Elliott, S.N. (2011, November). Learning sciences research at ASU. Presented to researchers at the London Knowledge Lab and Open University, London.

Elliott, S.N. (2011, November). Learning focused leadership and instructional accountability. Presented at the Mary Lou Fulton Teachers College School Reform and School Leadership Conference, Phoenix.

Elliott, S.N. (2011, September). On the path to instructional accountability: Measuring within year student growth and more. Presented at Using Student Growth to Evaluate Educators of Students with Disabilities. A forum of State Special Education Experts/Teacher Effectiveness Personnel and Researchers. Washington, DC.

Elliott, S.N. (2011, April). The learning sciences and addressing the grand challenges of education. Presented to the leadership and faculty of the College of Education at Georgia State University, Atlanta.

2010

Elliott, S.N. (2010, November). Designing accessible tests for all students. Presented at the Learning and the Brain Conference, Massachusetts Institute of Technology, Boston.

Elliott, S.N. (2010, November). Opportunity and access: Key aspects of instruction and assessments. Presented to ETS measurement scientists and visiting research panel members, Princeton, NJ.

Elliott, S.N. (2010, August). The role of access in the measurement of student achievement. An invited address for Division 16 at the Annual meeting of the American Psychological Association, San Diego.

Elliott, S.N. (2010, August). From the interaction paradigm to accessibility theory: Outcomes of a decade of inclusive assessment experiments. An invited address for Division 16 at the meeting of the American Psychological Association, San Diego.

- Elliott, S.N. (2010, June). Access to learning and the tests that measure it. Successful Learning Conference, University of Sydney, Sydney, AU.
- Elliott, S.N. (2010, June). Social skills: Key academic enablers. Successful Learning Conference, University of Sydney, Sydney, AU.
- Elliott, S.N., & Kettler, R.J. (2010, April). Alternate assessments' contributions to better classroom instruction and testing. An invited presentation at the Annual Convention of the Council for Exceptional Children, Nashville, TN.
- Elliott, S.N., & Tindal, G. (2010, April). 1% + 2% = ?: Adding up what we know and don't know about alternate assessments. An invited presentation at the Annual Convention of the Council for Exceptional Children, Nashville, TN.

2009

- Elliott, S.N. (2009, November). Barriers to optimal assessment. Invited presentation to the Race to the Top Assessment Panel, Atlanta.
- Elliott, S.N. (2009, November). Social skills as academic enablers. Invited presentation for Philadelphia Schools Psychological staff, Pennsylvania College of Medicine, Philadelphia.

2008

- Elliott, S.N. (2008, February). Social behavior assessment: Technical issues and use of the SSIS Performance Screening Guide and Rating Scales. Invited presentation to the College of Education faculty and students, University of Melbourne, Melbourne, Australia.
- Elliott, S.N. (2008, July). Two decades of social skills research with the Social Skills Rating System. Presented at the XXIX International Congress of Psychology, Berlin.
- Elliott, S.N. (2008, November). Social behavior assessment to intervention for a multi-tiered delivery system. Florida Positive Behavior Support Leadership team, USouthF, Tampa.

2007

- Elliott, S.N. (2007, October). Inclusive assessments: All learners + leaders. Invited presentation to the College of Education faculty, Pennsylvania State University, PA.
- Elliott, S.N. (2007, October). Alternate achievement tests: Understanding the construct being assessed. Invited presentation to the College of Education, University of Maryland, College Park, MD.
- Elliott, S.N. (2007, June). Measuring and counting the academic performance of students with significant disabilities. Invited presentation Mississippi Rising Conference, Biloxi, MS.
- Goldring, E., Porter, A., Murphy, J., & Elliott, S.N. (2007, May). Leading for learning: Assessing behaviors that matter most. Invited presentation Summit on Connecting Teaching and Learning. Washington, D.C.

2006

- Elliott, S.N. (2006, February). Alternate assessments: Guiding conceptual and design issues for sound assessments. Invited presentation for the CCSSO ASES State Collaborative on Assessment and Student Standards, Washington, D.C.
- Elliott, S.N., (2006, March). Helping individualized education program teams make decisions about selecting accommodations. Invited presentation at the ETS Invitational Conference on Accommodating Students with Disabilities on State Assessments, Savannah, GA.
- Elliott, S.N., (2006, May). Alternate assessments: Increasingly complex decisions for an increasing number of students with disabilities. Invited Spotlight Session at the 27th Annual LRP National Institute on Legal Issues of Educating Individuals with Disabilities.

2005

- Elliott, S.N. (2005, June). Strategies for improving the test performance of students with disabilities. Invited presentation for the Wisconsin State Leadership Academy, Madison, WI.
- Elliott, S.N. (2005, October). Improving learning and achievement of students with disabilities. Invited presentation at the Institute for Learning Partnerships, University of Wisconsin-Green Bay, Green Bay, WI.

2004

- Elliott, S.N. (2004, January). Assessment for intervention: Theory, research, and practice. Invited presentation for Peabody College faculty at Vanderbilt University.
- Elliott, S.N. (2004, October). Assessment for screening and prereferral intervention. Invited presentation for Mid-South School Psychology Association, Tunica, MS.
- Elliott, S.N. (2004, December). Planning for academic progress when time is limited and every student matters. Invited presentation for WI Assoc. of School Administrators, Madison, WI.

2003

- Elliott, S.N. (2003, February). Inclusive assessment practices and statewide accountability systems. Invited public presentation by the LaFollette School for Social Policy, University of Wisconsin-Madison.
- Elliott, S.N. (2003, November). Assessment for Intervention: Challenges and advances. Keynote address for the 27th Annual TECBD Conference, Tempe, AZ.
- Elliott, S.N. (2003, November). Testing accommodations: Theory, research, and practice. Invited presentation for the College of Education Faculty at Michigan State University.
- Elliott, S.N. (2003, December). Academic enablers and the development of academically competent students. Keynote address for the 1st Annual Conference on Cognition, Language, and Special Education Research, Gold Coast, Australia.

2002

2001

- Elliott, S.N. (2001, January). Testing accommodations research to guide practices with students with disabilities. Keynote address at the North Carolina Educational Accountability Conference, Greensboro, NC.
- Elliott, S.N. (2001, January). Social skills: Key academic enablers. Invited presentation at the North Carolina Educational Accountability Conference, Greensboro, NC.
- Elliott, S.N. (2001, April). Testing accommodations research: What we know and how we know it. Invited presentation for the Wisconsin Department of Public Instruction staff, Madison, WI.
- Elliott, S.N. (2001, April). Testing accommodations and educational accountability. Presented at the annual WCER/CESA Directors conference, University of Wisconsin, Madison.
- Elliott, S.N. (2001, July). Teachers are tests and unsung heroes. Keynote address for the North Carolina Special Education Teachers Association, Greensboro, NC.
- Elliott, S.N. (2001, October). Developing and evaluating a prereferral intervention system for student at-risk academically. Invited presentation for educators in Lancaster Public Schools, Lancaster, SC.
- Elliott, S.N. (2001, October). Using goal attainment scaling methods to link assessments to intervention: Technical and practical issues. Invited presentation for the faculty and students of the Department of Educational Psychology, University of British Columbia, Vancouver.
- Elliott, S.N. (2001, November). Testing accommodations: Research and practice. Invited presentation for the members of the Florida Educational Research Association, Marco Island, FL.
- Elliott, S.N. (2001, November). Testing accommodations research and practice issues: A "good" score is hard to come by. Invited presentation for the Board on Testing and Assessment, National Research Council, Washington, D.C.

2000

- Elliott, S.N. (2000, May). Teaching teachers about the validity of testing accommodations and other important things in the name of inclusive accountability. Presented at the Educational Accountability Summit, Madison, WI.

1999

- Elliott, S. N. (1999, January). Selecting and implementing testing accommodations with students with disabilities. Invited presentation to employees of CTB/McGraw-Hill, Monterey, CA.
- Elliott, S.N. (1999, November). Tactics for including all students in statewide assessments: Testing accommodations and alternate assessments. Invited presentation at the Superintendent of Education's annual Leadership Conference for Special Educators, Middleton, WI.

Elliott, S.N. (1999, November). The valid use of testing accommodations with students with disabilities: Issues and tactics. Presented at the annual conference of the National Association of State Directors of Special Education, Lake Tahoe, CA.

Elliott, S.N. (1999, November). Alternate assessment methods: Increasing communication and accountability for all students. Presented at the annual conference of the National Association of State Directors of Special Education, Lake Tahoe, CA.

Elliott, S.N. (1999, November). Children's social skills: Critical to success at school. Presented to the New York City Board of Education, Cornell University Club, New York City.

1998

Elliott, S. N. (1998, March). Assessing children's social behavior. Presented to Assessment Core Personnel, Waisman Center for Mental Retardation, University of Wisconsin, Madison, WI.

Elliott, S. N. (1998, September). Testing accommodations and alternate assessments: Including all students in the educational accountability system. Presented at the Wisconsin Directors of Special Education Conference, Madison, WI.

Elliott, S. N. (1998, September). Inclusive assessment: Using testing accommodations wisely. Invited presentation by U.S. Department of Education for State assessment and special education directors. Boston, MA.

Elliott, S. N. (1998, November). Assessing all students: Testing accommodations and alternate assessments. Invited presentation to personnel from Indiana Department of Special Education, Indianapolis, IN.

1997

Elliott, S. N. (1997, February). Educational assessment: New methods and challenging old problems. Presented to UW-Madison School of Education faculty and alumni, Faculty Club, Madison, WI.

Elliott, S. N. (1997, May). Professional development of educators' assessment skills: Challenges along the path to best practices. Presented to the UW-Madison School of Education's Board of Visitors, Madison, WI.

Elliott, S. N. (1997, June). Assessing students' social and academic behavior: A decade of research on rating scales. Presented to faculty at the University of Nebraska – Lincoln, NE.

Elliott, S. N. (1997, August). Students with disabilities and statewide testing: Accommodation practices and technical issues to consider. Wisconsin Assessment Institute & UW-Oshkosh, Appleton, WI.

Elliott, S. N. (1997, September). Including all students in statewide assessments: Issues of accommodation and resources. Presented at the National Governors' Association Midwest Forum on Assessment, Madison, WI.

1996

Elliott, S. N. (1996, July). Educational assessment: Promising new methods, pesky old problems. Presented to educators at Perspectives in Education Series, Madison Extension Education Program, Madison, WI.

1995

Elliott, S. N. (1995, January). IQ and school decision-making: Evidence from the field -- Reactions. Invited presentation to the Board of Testing and Assessment for the National Academy of Sciences and National Research Council, LaJolla, CA.

Elliott, S. N. (1995, May). Performance assessment: Current research and uses in schools. Invited paper to be presented to the National Research Council, Washington, D.C.

Elliott, S. N. (1995, May). Performance assessment of students' achievement: Research and practice. Presented at a workshop on educational decision-making for the National Research Council's Board on Testing and Assessment, Washington, D.C.

Elliott, S. N. (1995, September). Conceptualizing and implementing interventions for students with academic problems. Presented at the 19th annual Alfred University School Psychology Symposium, Alfred, NY.

1994

Elliott, S. N., & Kratochwill, T. R. (1994, September). Performance assessment research and students with disabilities. Invited presentation at the Superintendent's Conference for Special Education and Pupil Services Leadership Personnel, Wisconsin DPI, Madison, WI.

Elliott, S. N. (1994, July). Performance assessment and students with disabilities. Invited presentation at Office of Special Education Research Conference, Washington, D.C.

1993

Elliott, S. N. (1993, May). Assessment alternatives and O.B.E. Invited presentation for Dane County Parent Network, Oregon, WI.

1992

Elliott, S. N. (1992, January). Social skills assessment and intervention. Keynote address for the Saskatchewan School Psychologist Association, Saskatoon, Saskatchewan, Canada.

Elliott, S. N. (1992, February). Authentic and performance assessment: New approaches for documenting achievement. Invited presentation for educators in CESA #2, Stoughton, WI.

Elliott, S. N. (1992, March). Performance assessment and the instructional process. Invited presentation for Dane County Directors of Instruction. Verona, WI.

1991

Elliott, S. N. (1991, October). Prereferral interventions: Knowledge, empowerment, and implementation. Keynote address for the Michigan Association of Learning Disabilities Educators, Boyne Mountain, MI.

Elliott, S. N. (1991, May). Conceptualizing prereferral interventions. Invited presentation to faculty and students in the Department of Counseling and School Psychology at Lehigh University, Bethlehem, PA.

1990

Elliott, S. N., & Gresham, F. M. (1990, August). Social skills assessment: Conceptual, technological, and research advances. Invited address for Division 16 at the Annual Convention of the American Psychological Association, Boston, MA.

Elliott, S. N. (1990, February). The role of social validity in the assessment and treatment of children. Invited presentation for faculty and students, Department of Psychology, University of South Carolina, Columbia, SC.

Elliott, S. N. (1990, March). Designing prereferral interventions: Assessing both child and teacher characteristics. Presented at the Spring Conference of the Oregon School Psychologist Association, Eugene, OR.

Elliott, S. N. (1990, March). Social validation issues in assessment and treatment practices with children. Invited presentation for faculty and students, Department of Psychology, Illinois State University, Normal, IL.

Elliott, S. N. (1990, May). Reactions to the DAS: Theoretical and practical aspects of intelligence. Invited paper at the Conference on Intelligence. Memphis, TN.

1989

Elliott, S. N. (1989, February). Treatment acceptability: Advances in research and practice. Invited workshop and keynote address for faculty and students of St. Lawrence University, Kingston, Ontario, Canada.

Elliott, S. N. (1989, April). Social validity and research on the acceptance and implementation of school-based interventions. Invited presentation for faculty and students in the Department of Psychological Foundations, University of South Florida, Tampa, FL.

Elliott, S. N. (1989, October). Psychological treatments for children. Invited presentation for the Department of Psychology, Radford University, Radford, VA.

1987

Elliott, S. N. (1987, April). Research and use of the SSRS for the assessment and intervention of children's social skills deficits. Invited presentation for students in the Department of Psychological Foundations, University of South Florida, Tampa, FL.

Elliott, S. N. (1987, April). Acceptability of interventions: Implications for the practice of consultation. Invited presentation for students in the Counselor Education Department, University of Florida, Gainesville, FL.

1986

Elliott, S. N. (1986, March). Acceptability of classroom interventions: A program of research. Invited presentation for the Department of Educational and Psychological Foundations at the University of South Florida, Tampa, FL.

- Elliott, S. N. (1986, April). Acceptability and social validity of school interventions. Invited presentation for the Department of Psychology faculty at the University of Rhode Island, Kingston, RI.
- Elliott, S. N. (1986, April). Editorial perspectives: Publishing in School Psychology Review. Invited as part of a symposium at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.
- Elliott, S. N. (1986, July). Curriculum-based assessment: Research and practice in the USA. Invited presentation for the faculty at the Reading Center, Kelvin Grove College, Brisbane, Australia.
- Elliott, S. N. (1986, September). Treatment acceptability research: Methods and findings. Invited presentation for faculty and students in the Department of Counseling, School Psychology, and Special Education, Lehigh University, Bethlehem, PA.
- Elliott, S. N. (1986, October). Acceptability of classroom interventions: Research methods and findings. Invited presentation for faculty and students in the Department of Educational Psychology, University of Wisconsin-Madison, Madison, WI.

1985

- Elliott, S. N. (1985, July). Children's involvement in treatment decision-making. Invited presentation for Focus on Children a James Madison University Psychology Department Summer Institute, Harrisonburg, VA.
- Elliott, S. N. (1985, October). School psychology research and practice. Invited presentation for the Louisiana School Psychological Association, New Orleans, LA.

1984

- Elliott, S. N. (1984, May). School psychologists and reading: Metacomprehension of a profession's reading skills and training. Invited presentation at the Twenty-ninth Annual convention of the International Reading Association, Atlanta, GA.
- Elliott, S. N. (1984, May). Behavioral assessment and teaching of academic skills. Invited presentation as part of a symposium at the annual conference of the Association for Behavior Analysis, Nashville, TN.

1983

- Elliott, S. N. (1983, April). Research at the Buros Institute of Mental Measurements. Invited presentation as part of a symposium on the Buros Institute at the annual meeting of the National Council on Measurement in Education, Montreal, Canada.
- Elliott, S. N. (1983, October). Assessing and affecting the acceptability of behavioral interventions. Invited presentation for faculty and students in the Educational Psychology Department at the University of Oklahoma, Norman, OK.

1982

- Elliott, S. N. (1982, March). Test Selection: Is there a best test? Invited presentation at the Michigan Schools Conference on Testing, University of Michigan, Ann Arbor, MI.

1980

Elliott, S. N. (1980, February). Children's metacognitive knowledge of reading and studying. Invited presentation for the Psychology Faculty at Syracuse University, Syracuse, NY.

Elliott, S. N. (1980, March). Effect of prose organization on recall: An investigation of memory and metacomprehension. Invited presentation for the Educational Psychology Department Faculty at the University of Nebraska-Lincoln, Lincoln, NE.

Elliott, S. N. (1980, March). Investigating children's metacognitive knowledge and behaviors: Problems and research techniques. Invited presentation for the Psychology Department Faculty at Colorado State University, Fort Collins, CO.

Elliott, S. N. (1980, July). Metacomprehension in reading. Invited presentation for the Greater Brisbane Reading Association of Advanced Colleges of Education, Brisbane, Australia.

WORKSHOPS/WEBINARS

2024

Elliott, S.N. (2024, January). Improving students' social emotional health with Tier 2 interventions for managing stress and utilizing social support. National webinar for Pearson Assessments, Bloomington, MN.

2023

Elliott, S.N. (2023, January). The SSIS Rating Scales for Students with ASD: Research & Intervention Practices. National webinar for the BHCOE, Los Angeles, CA.

Elliott, S.N. (2023, March). Power and utility of the SSIS SEL Assessments within Review360. National webinar for Pearson Assessments, Bloomington, MN.

Elliott, S.N. (2023, April). SEL Intervention Action Plans within Review360. National webinar for Pearson Assessments, Bloomington, MN.

Elliott, S.N. (2023, July). Using the SSIS SEH CIP-T2 to support the social emotional development of students at risk. Workshop for Queensland Department of Education, Brisbane, AU.

Elliott, S.N. (2023, September). Using the SSIS SEH CIP-T2 to support the social emotional development of students at risk. Workshop for AZ MTSS Project, UA-Chandler.

Elliott, S.N. (2023, September). Thinking Rules for Interventionists. Presented for NASP Professional Development Seminar, Washington, D.C.

2022

Elliott, S.N. (2022, May). Preschool social emotional assessment and intervention for readiness. National webinar presented for Pearson, Bloomington, MN.

Elliott, S.N., Malecki, C., & Demaray, M. (2022, October). The SSIS SEH CIP-T2 System: Theory to Implementation. University of Arizona-Chandler, Chandler, AZ.

2021

Elliott, S.N. (2021, April). The SSIS SEL Program and the advancement of educational equity. National webinar presented for Pearson, Bloomington, MN.

2020

Elliott, S.N. (2020, February). Intervening to teach resilience-enabling social emotional learning skills to children. National webinar presented for Pearson, Bloomington, MN.

Elliott, S.N., (2020, March). Student self-assessment of SEL competencies and key mental health indicators. National webinar presented for Pearson Assessments, Bloomington, MN.

Elliott, S.N. (2020, April). SEL assessment practices for programs within MTSS systems. National webinar presented for Pearson Assessments, Bloomington, MN.

Elliott, S.N., (2020, May). Student self-assessment of SEL competencies and key mental health indicators. National webinar presented for Pearson Assessments, Bloomington, MN.

Elliott, S.N., Malecki, C., & Parker, A. (2020, August). First 10 days back: Helping students transition post-COVID 19. National webinar presented for Pearson Assessments, Bloomington, MN.

2019

Elliott, S.N. (2019, November). Multi-informant SEL assessment for intervention. National webinar presented for Pearson, Bloomington, MN.

Elliott, S.N. (2019, October). Teaching the top 10 SEL skills to all students. National webinar presented for Pearson, Bloomington, MN.

Elliott, S.N. (2019, September). Screening and intervening early: Universal SEL in elementary Schools. National webinar presented for Pearson, Bloomington, MN.

Elliott, S.N. (2019, June). Intervening to improve resilience-enabling social emotional learning skills. Presented to the Dade Association of School Psychologists, Miami.

2018

Elliott, S.N. (2018, November). Creating a multi-tiered SSIS social emotional learning system for all students. Presented to the Massachusetts School Psychologists Association, Boston.

Elliott, S.N. (2018, October). Creating a multi-tiered SSIS social emotional support system responsive to all students. Presented to the Florida Association of School Psychologists, Orlando.

Elliott, S.N. (2018, October). Bullying behavior: SSIS assessment and intervention module to replace unwanted behaviors. National webinar presented for Pearson, Bloomington, MN.

Elliott, S.N. (2018, September). Teaching the SSIS SEL skills that achieve a triple positive impact for elementary students. National webinar presented for Pearson, Bloomington, MN.

- Elliott, S.N. (2018, April). Using the SSIS SEL assessments and intervention to improve children's self-management skills. National webinar for Pearson, Bloomington, MN.
- Elliott, S.N. (2018, April). Designing a multi-tiered SEL system for all students. Presented at Nova Southeastern University, College of Psychology, Ft. Lauderdale.
- Elliott, S.N. (2018, March). Creating and implementing a responsive multi-tiered SEL system for all students. Presented at the California Association of School Psychologist's Positive Psychology Institute, Monterey.
- Elliott, S.N. (2018, March). Leading and sustaining an SEL school-wide program. Presented at the California Association of School Psychologist's Positive Psychology Institute, Monterey.
- Elliott, S.N. (2018, February). Using the SSIS SEL assessments and intervention to improve children's relationship and decision-making skills. National webinar presented for Pearson, Bloomington, MN.
- Elliott, S.N., & Davies, M.D. (2018, July). Using the SSIS SEL Intervention Program to teach and Evaluate students' self-management and relationship skills. Australian Association of Special Education, Cairns, AU.
- Elliott, S.N., & Davies, M.D. (2018, January). SEL school leadership academy. Cairns, AU.
- Elliott, S.N., & Davies, M.D. (2018, January). Designing and implementing a schoolwide SEL program for student Prep to 12th Year. For Canterbury College P-12 Leadership Team, Brisbane, AU.
- Elliott, S.N., & Davies, M.D. (2018, January). Using the SSIS SEL assessment and interventions to advance the implementation of the ACARA Personal and Social Capabilities. National webinar for Pearson AU.

2017

- Elliott, S.N. (2017, December). Creating a multi-tiered SSIS SEL support system responsive to all students. National webinar presented for Pearson, Bloomington, MN.
- Elliott, S.N. (2017, November). Using the SSIS SEL assessments and intervention in middle Schools. International webinar presented for Pearson, Bloomington, MN.
- Elliott, S.N. (2017, October). Designing and implementing universal SEL interventions. Invited workshop for the Illinois School Psychology Association, Schaumburg, IL.
- Elliott, S.N., & Frey, J. (2017, September). SEL Screening and Intervention Programs for preschool to first grade children. International webinar presented for Pearson, Bloomington, MN.

Elliott, S.N. (2017, August). Designing, implementing, and evaluating a school-wide multi-tiered SEL program: A guide for effective leadership. International webinar presented for Pearson, Bloomington, MN.

Elliott, S.N. (2017, June). Evaluating the progress and outcome effects of the SEL CIP with children on the autism spectrum. Invited workshop for Monash College of Education Autism Research Group, Clayton, AU.

Elliott, S.N. (2017, April). Using the SSIS SEL CIP to implement and evaluate a universal intervention. International webinar presented for Pearson, Bloomington, MN.

Elliott, S.N. (2017, March). Social emotional assessment: Screening, progress monitoring, and comprehensive analysis in a multi-tiered delivery system. International webinar presented for Pearson Assessments, Bloomington, MN.

Elliott, S.N. (2017, February). Social emotional assessment and intervention practices with the new SSIS SEL Edition tools. International webinar presented for Pearson Assessments, Bloomington, MN.

2016

Elliott, S.N. (2016, April). Class-wide intervention programs: Research and practice. National webinar presented for Pearson Assessments, Bloomington, MN.

2015

Elliott, S.N. (2015, June). Using MyiLOGS to advance instructional coaching. SSI Project, Rutgers University, Piscataway, NJ.

Elliott, S.N. (2015, April-June). Research writing and scientific thinking. Three session series for Australian Catholic University Early Career Researchers, Brisbane, AU.

2013

Elliott, S.N., (2013, October). The missing instructional data problem: Using MyiLOGS to advance RTI Tier 1 decision making. Arizona School Psychology Association, Phoenix.

Elliott, S. N. (2013, October). Developing social skills to improve student well-being and academics: Assessment to intervention practices. Pearson Assessment, Sydney, AU.

Elliott, S. N. (2013, September). Developing social skills to improve student well-being and academics: Assessment to intervention practices. Pearson Workshop, Brisbane, AU.

2012

Elliott, S. N. (2012, April). Social skills: Growing friends, improving achievement. Presented to Arizona Early Childhood Educators, ASU, Tempe.

2011

Elliott, S. N. (2011, October). Social skills screening to comprehensive intervention programs. Presented to the St. James School District, Winnipeg, Canada.

2010

- Elliott, S.N. (2010, October). Social skills interventions: Implementation and evaluation of classwide and small groups. Presented to the Rhode Island School Psychologists Association, Narragansett, RI.
- Elliott, S. N. (2010, October). Social skills screening to comprehensive intervention programs. Presented to the Manitoba School Psychology Association, Winnipeg, Canada.
- Elliott, S.N., (2010, February). Comprehensive and multi-tiered social skills assessment and intervention: Research and practice with the SSiS system. Presented to Australian educators, Griffith University, Brisbane, AU. Elliott, S.N. (2010, February). Universal assessment and class-wide intervention for social and academic difficulties. Presented for Pearson Assessment staff and Australian educators, Sydney, AU.
- Elliott, S.N., (2010, February). Comprehensive and multi-tiered social skills assessment and intervention: Research and practice with the SSiS system. Presented to Australian assessment leaders, University of Melbourne, Melbourne, AU.
- Elliott, S.N. (2010, March). Intervention integrity: Tools, tactics, and practical steps. Presented to the Washington State School Psychology Association, webinar from Nashville.
- Elliott, S.N., (2010, June). Comprehensive social skills assessment to intervention: Research and practice with the SSiS system. Presented for educators at the University of Sydney, AU.
- Elliott, S.N. (2010, October). Comprehensive and multi-tiered social skills assessment and intervention: Research and practice with the SSiS system. Presented to the Rhode Island School Psychology Association, Narragansett, RI.
- Elliott, S.N., (2010, October). Comprehensive social skills assessment to intervention: Research and practice with the SSiS system. Presented to the Manitoba School Psychology Association, Winnipeg, Canada.
- Gresham, F.M., & Elliott, S.N. (2010, March). SSiS rating scales: Uses for intervention strategies. Presented at the annual meeting of the National Association of School Psychologists, Chicago.

2009

- Elliott, S.N. (2009, February). Social skills intervention and resources: A manualized tier 2 program. To be presented at the annual convention of the National Association of School Psychologists, Boston.
- Gresham, F.M., & Elliott, S.N. (2009, February). Social Skills Improvement System-Rating Scales: Description and uses. To be presented at the annual convention of the National Association of School Psychologists, Boston.

2008

- Elliott, S.N. (2008, October). Universal assessment and class-wide intervention for social and academic difficulties. Presented to the Georgia Association of School Psychologists, Savannah.
- Elliott, S.N. (2008, October). Comprehensive and multi-tiered social skills assessment and intervention: Research and practice with the SSiS system. Presented to the Arizona Association of School Psychologists, Phoenix.
- Elliott, S.N. (2008, October). Tier 2 assessment and small group interventions for social behavior difficulties. Presented to the Illinois Association of School Psychologists.
- Elliott, S.N. (2008, May). Evaluating evidence and rating students' performance on alternate assessments: Methods and implementation issues. Presented to the Idaho Department of Education Alternate Assessment Team, Boise, ID.
- Elliott, S.N. (2008, February). Social behavior assessment: Use of the SSIS Performance Screening Guide and Rating Scales to predict school performance. Presented to Brisbane Area Educators at Griffith University, Brisbane, Australia.
- Elliott, S.N., Kettler, R.J., Beddow, P.A., & Rodriguez, M.C. (2008, July). Designing alternate assessments and the modification of test items to facilitate access. Presented to the Arizona Department of Education Staff and Item Writing Teams, Phoenix.

2007

- Elliott, S.N. (2007, October). Assessing and intervening to improve children's social and academic functioning: Using the SSIS wisely. Pennsylvania School Psychology Association, State College, PA.
- Elliott, S.N. (2007, January). Using the Mississippi Alternate Assessment for Extended Curriculum Frameworks. Mississippi Department of Education, Jackson, MS.
- Elliott, S.N. (2007, January). Developing accessible and aligned items for students with significant disabilities. Arizona Department of Education, Phoenix, AZ.
- Elliott, S.N. (2007, February). Using the Mississippi Alternate Assessment for Extended Curriculum Frameworks. Mississippi Department of Education, Tupelo, MS.

2006

- Elliott, S.N. (2006, January). Using the Hawaii State Alternate Assessment wisely. Hawaii Department of Education, Honolulu, HI.
- Elliott, S.N. (2006, March). Effective practices for increasing the performances of all students on statewide tests. Michigan Association of Middle and High School Principals, Lansing.
- Elliott, S.N. (2006, September). Strategies for increasing the performances of all students on statewide tests. Monroe Public School District, Monroe, MI.

Elliott, S.N. (2006, October). Designing and validating modified alternate assessments. Wisconsin Department of Public Instruction, Madison, WI.

2005

Elliott, S.N. (2005, October). Using the Mississippi Alternate Assessment with students with the most significant disabilities. Jackson, MS.

Elliott, S.N. (2005, May). Designing and using alternate assessments wisely. Hawaii Department of Education, Honolulu, HI.

Elliott, S.N. (2005, March). Screening for academic difficulties. Nashville Metropolitan School Psychologists, Nashville, TN.

Elliott, S.N. (2005, April). Screening and progress monitoring of educational difficulties. Tennessee Association of School Psychologists, Spring Institute, Murfreesboro, TN.

2004

Elliott, S.N. (2004, April). Inclusive assessment: From research to practice. With UW Outreach K-12 educators and assessment coordinators, Madison, WI.

2003

Elliott, S.N. (2003, January). Using testing accommodations to facilitate the meaningful assessment of students with disabilities. For educators in Madison Metropolitan Schools, Madison, WI.

Elliott, S.N. (2003, March). Using testing accommodations wisely with middle and high school students. For educators in Madison Metropolitan Schools, Madison, WI.

Elliott, S.N. (2003, May). Using the WAA for students with severe disabilities. Presented for the University of Wisconsin, School of Education Outreach, Madison.

Elliott, S.N. (2003, August). Using the revised WAA to assess the academic performance of students with disabilities. For special education leaders, Wisconsin Dells, WI.

Elliott, S.N. (2003, October). Using the revised WAA to assess students with severe disabilities. for special educators and assessment coordinators, Wausau, WI.

2002

Elliott, S.N., & Kratochwill, T.R. (2002, February). The enhanced Wisconsin Alternate Assessment. Presented to teachers as part of a statewide validation, Milton, WI.

Elliott, S.N., & Roach, A.T. (2002, March). Designing and using goal attainment scales to monitor intervention progress. A mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Chicago.

Elliott, S.N. (2002, July). Using the ACES and AIMS to facilitate prereferral assessment and intervention practices. Invited workshop for Lancaster & Chesterfield Country Public School educators, Lancaster, SC.

Elliott, S.N. (2002, August). Using testing accommodations and alternate assessments to facilitate the meaningful assessment of students with disabilities. Invited workshop for University of Wisconsin-Whitewater students and community members, Whitewater, WI.

Elliott, S.N. (2002, August). The new Wisconsin Alternate Assessment for students with disabilities. For assessment leaders in the Milwaukee area, Milwaukee, WI.

Elliott, S.N. (2002, October). Assessing and improving students' academic competence: Using the ACES and AIMS wisely. For school psychologists at the Mid-South Regional School Psychology Conference, Chattanooga, TN.

Elliott, S.N. (2002, November). Assessing and improving students' social competence: Using the SSRS and related intervention methods in schools. For the Colorado Society of School Psychologists, Beaver Creek, CO.

2001

DiPerna, J.C., & Elliott, S.N. (2001, April). Designing prereferral interventions for academically at-risk students. Presented at the annual convention of the National Association of School Psychologists, Washington, DC.

Elliott, S.N. (2001, January). Testing accommodations: Research and practice. Presented to educators in the Allegheny Intermediate Unit, Gibsonia, PA.

Elliott, S.N. (2001, January). Using testing accommodations wisely. Invited workshop for educators at the North Carolina Educational Accountability Conference, Greensboro, NC.

Elliott, S.N., & Braden, J.P. (2001, April). Assessing one and all: Educational accountability and students with disabilities. Presented at the annual convention of the Council of Exceptional Children, Kansas City, MO.

Elliott, S.N. (2001, September). Assessing and improving children's academic and social competence in the classroom. Invited workshop for the New Mexico School Psychologists Association, Albuquerque, NM.

Elliott, S.N. (2001, September). Testing accommodations and educational accountability for all students. Invited workshop for the North Carolina School Psychology Association, Wilmington, NC.

Elliott, S.N. (2001, October). Using the ACES and AIMS to facilitate the design and evaluation of academic interventions. Invited workshop for Lancaster Public School educators, Lancaster, SC.

Elliott, S.N. (2001, October). Social skills development, assessment, and intervention. Invited Workshop of the psychiatric and nursing staff of the Children's Hospital of British Columbia, Vancouver, Canada.

Elliott, S.N. (2001, October). Using the ACES and AIMS to facilitate the design and evaluation of academic interventions. Invited workshop for Phoenix Public School educators, Phoenix.

Elliott, S.N. (2001, November). Assessing one and all: A workshop for educators who want to facilitate the full participation of students with disabilities in large-scale assessments. Invited workshop for testing and evaluation directors, Marco Island, FL.

Elliott, S.N. (2001, November). New approaches to assessment for classroom-based interventions: Advancing the science and practice of teacher-driven assessments. Invited workshop for educators and psychologists, University of Wisconsin Outreach, Madison, WI.

2000

Elliott, S.N. (2000, January). Alternate assessments: Fundamental guidelines for conducting and reporting alternate assessments in Wisconsin. Presented to educators in Wisconsin Dells, WI.

Elliott, S.N. (2000, April). Conducting alternate assessments: Technical and practical issues. Presented to educators on the Idaho Alternate Assessment Leadership Team, Boise, ID.

Elliott, S.N. (2000, April). Facilitating the meaningful participation of all students in large-scale assessments: Testing accommodations and alternate assessments. Presented at the annual convention of the National Association of School Psychologists, New Orleans.

Elliott, S.N. (2000, August). Designing and using alternate assessments for students with significant disabilities. Presented to educators in the LaGrange Area Department of Special Education, LaGrange, IL.

Elliott, S.N. (2000, August). Implementing and scoring the Idaho Alternate Assessment. Presented to educators in Moscow, ID.

Elliott, S.N. (2000, September). Conducting functional assessments and designing interventions. Presented to pupil services staff in Lorain Public Schools, Lorain, OH.

Elliott, S.N. (2000, October). Improving Social skills and creating supportive environments to reduce violence at school. Presented at the Arizona Association of School Psychologists, Mesa AZ.

Elliott, S.N. (2000, October). Assessing one and all: Using testing accommodations wisely. Presented to educational leaders in Harrisburg, PA.

Elliott, S.N. (2000, December). Conducting alternate assessments using the Idaho Alternate Assessment System. Presented to educators in the Boise-Nampa area schools, Nampa, ID.

Elliott, S.N. (2000, December). Conducting alternate assessments using the Idaho Alternate Assessment System. Presented to educators in the Pocatello-Idaho Falls area schools, Pocatello, ID.

1999

- Elliott, S. N. (1999, January). Testing accommodations and alternate assessment practices: Facilitating the participation of all students in statewide assessments. Presented to special education leaders and Department of Education staff, St. Petersburg, FL.
- Elliott, S. N. (1999, January). Designing and implementing an alternate assessment system for students with severe disabilities. Presented to educators in Kane County Educational Center, Mooseheart, IL.
- Elliott, S.N. (1999, January). Assessing all students: Testing accommodations and alternate assessments. Presented to educators from West Allis and Franklin, WI public schools, West Allis, WI.
- Elliott, S.N. (1999, February). Facilitating the participation of all students in the WSAS. Presented to the Special Education staff of the Sheboygan Public Schools, Sheboygan, WI.
- Elliott, S. N. (1999, February). High standards for all students: IDEA '97 and the inclusion of students with disabilities in the WSAS. Presented to the Special Education staff of the West Bend Public Schools, West Bend, WI.
- Elliott, S.N. (1999, March). Assessing all students: Testing accommodations and alternate assessments. Presented to educators from CESA #5 area schools, Wisconsin Dells, WI.
- Elliott, S. N. (1999, March). Testing accommodations and alternate assessment for students with disabilities. Presented to the CESA #1 Institute on Educational Assessment, Eau Claire, WI.
- Elliott, S.N. (1999, April). Using the Assessment Accommodations Checklist: Selecting and documenting testing accommodations for students with disabilities. Presented as a mini-skills workshop at the annual convention of the Council for Exceptional Children, Charlotte, NC.
- Elliott, S.N. (1999, June). Using testing accommodations wisely. Presented to the Special Education Assessment Leadership Team, Indiana Division of Special Education, Department of Education, Indianapolis, IN.
- Elliott, S.N. (1999, June). Educational accountability for all students: Testing accommodations and alternate assessment methods. Presented to educational leaders from across the state as part of CESA #1 Grant Project, Milwaukee, WI.
- Elliott, S.N. (1999, October). Designing and scoring alternate assessments. Presented to educators in CESA #11, Turtle Lake, WI.
- Elliott, S.N. (1999, October). Facilitating the participation of all students in statewide and district assessments. Presented at the Quality Schools Conference, Ashland, WI.
- Elliott, S. N. (1999, November). Assessment for interventions with social and academic problems. Presented at the Ohio School Psychologists Association, Columbus, OH.

Elliott, S.N. (1999, November). Testing accommodations and alternate assessments for students with disabilities. Presented as part of a Statewide Assessment Project, Wisconsin Dells, WI.

1998

Elliott, S. N. (1998, January). Alternative assessment methods: Monitoring educational progress and designing instructional interventions. Presented to pupil personnel support staff, AEA 13, Council Bluffs, IA.

Elliott, S. N. (1998, February). Educational assessment and accountability for all students: High standards, testing accommodations, and accountability. Presented to educators in the CESA#1 Student Assessment Project, West Allis, WI.

Elliott, S. N. (1998, February). Educational accountability for all students: High standards, assessment, and testing accommodations. Presented to educators in CESA#9 Assessment Center, Wausau, WI.

Elliott, S. N. (1998, February). Using intervention-based assessments: Case illustrations. Presented to educators from Livingston Co. Special Services Unit, Bloomington, IL.

Elliott, S. N. (1998, February). Intervention-based assessments. Presented to school psychologists in the Lincoln Way Special Education Regional Resource Area, Dellroy, OH.

Elliott, S. N. (1998, March). Performance assessment fundamentals. Presented to Baraboo and Reedsburg teachers, UW-Baraboo, Baraboo, WI.

Elliott, S. N. (1998, March). Intervention-based assessments for academic and social problems. Presented to pupil personnel staff, AEA 13, Council Bluffs, IA.

Elliott, S. N. (1998, June). Designing alternate assessment: Writing and assessing performance indicators. Co-facilitated a workshop for the WI Dept. of Public Instruction, Madison, WI.

Elliott, S. N. (1998, June). Testing accommodations and alternate assessments for students with disabilities. Presented at CESA #9 Assessment Academy, Wausau, WI.

Elliott, S. N. (1998, June). Testing accommodations: Law, policy, and best practices with students with disabilities. Presented at CESA #1 Summer Institute, Madison, WI.

Elliott, S. N. (1998, July). Designing evaluations of school-wide social skills programs. Presented at the annual Responsive Leadership Forum, Greenfield, MA.

Elliott, S. N. (1998, July). Performance-based assessment. Presented at the Summer Institute on Advances in Assessment, Lehigh University, Bethlehem, PA.

Elliott, S. N. (1998, August). Educational accountability of all students: Testing accommodations and alternate assessments. Presented at the Wisconsin Assessment Institute, Appleton, WI.

Elliott, S. N. (1998, August). Designing alternate assessments. Presented to educators in CESA #3, Fennimore, WI.

Elliott, S. N. (1998, September). Using alternative assessments with APIs to monitor progress of students with severe disabilities. Presented to educators in CESA #3, Fennimore, WI.

- Elliott, S. N. (1998, September). Assessing all students: The use of testing accommodations and alternate assessments in a statewide assessment system. Presented to educators in CESA #11 and #12, Turtle Lake, WI.
- Elliott, S. N. (1998, September). Implementing testing accommodations and alternate assessments. Presented to educators in CESA #3, Fennimore, WI.
- Elliott, S. N. (1998, October). Assessment for intervention. Presented to the psychologists and educators, St. Charles (IL) Public Schools, Mooseheart, IL.
- Elliott, S. N. (1998, October). Evaluating the effects of schooling on the social and academic behaviors of all students. Presented to the Research Committee, Mt. Prospect Public Schools, Mt. Prospect, IL.
- Elliott, S. N. (1998, October). Designing and implementing alternate assessments for students with severe disabilities. Presented to educators in CESA #11, Turtle Lake, WI.
- Elliott, S. N. (1998, October). Designing and implementing alternate assessments for students with severe disabilities. Presented to educators in CESA #12, Hayward, WI.
- Elliott, S. N. (1998, November). Prereferral assessment and intervention with at-risk students. Presented to the members of the Saskatchewan Educational Psychologist Association, Saskatoon, Saskatchewan, Canada.
- Elliott, S. N. (1998, November). Testing accommodations and alternate assessments: Increasing the participation of all students in the state's accountability system. Presented to educators in CESA #16, Oshkosh, WI.
- Elliott, S. N. (1998, November). Testing accommodations and alternate assessments: Increasing the participation of all students in the state's accountability system. Presented to educators from the Hartford Union High School, Hartford, WI.
- Elliott, S. N. (1998, November). High standards for all students: Testing accommodations and alternate assessments. Presented as part of CESA #1 Assessment Project, Green Bay, WI.

1997

- Elliott, S. N. (1997, January). Performance assessment: Introduction and potential uses with middle school students. Presented to teachers at Cherokee Middle School, Madison, WI.
- Elliott, S. N. (1997, January). Testing accommodations for students with disabilities. Presented to teachers and support staff at LaFollette High School, Madison, WI.
- Elliott, S. N. (1997, February). Designing performance assessments. Presented to teachers at Sun Prairie Schools, Sun Prairie, WI.
- Elliott, S. N. (1997, July). Evaluating school climate. Presented to educators at the Responsive Leadership Forum, Greenfield, MA.
- Elliott, S. N. (1997, September). Assessing person-environment fit: Making decisions about special education services. Presented to educators from Livingston Co. Special Services

Unit, Bloomington, IL.

Elliott, S. N. (1997, November). Designing and evaluating classroom interventions. Presented to educators from Livingston Co. Special Services Unit, Bloomington, IL.

1996

Elliott, S. N. (1996, March). Educational assessment: Academic outcomes, evaluation criteria, and communicating results. Madison Education Extension Program, Madison, WI.

Elliott, S. N. (1996, March). Fundamentals of alternative educational assessment: Outcomes, criteria, and standards. Present to K-12 teachers in Greendale Schools, Greendale, WI.

Elliott, S. N. (1996, March). Designing performance assessments. Presented to K-12 educators in Sun Prairie Public Schools, Sun Prairie, WI.

Elliott, S. N. (1996, April). Performance assessment: Fundamentals and examples. Presented to teachers in the Sun Prairie Schools, Sun Prairie, WI.

Elliott, S. N. (1996, May). Performance assessment in mathematics. Presented to teachers and support personnel in the Madison Metropolitan Schools, Madison, WI.

Elliott, S. N. (1996, June). Performance assessment in mathematics. Presented to teachers and support personnel in the Madison Metropolitan Schools, Madison, WI.

Elliott, S. N. (1996, July). Evaluating schoolwide social skills programs. Presented to educational administrators at the Response Leadership Forum, Northeast Foundation for Children, Greenfield, MA.

Elliott, S. N. (1996, October). Helping teachers design and implement performance assessments. Presented to support personnel in the Madison Metropolitan School District, Madison, WI.

Elliott, S. N. (1996, December). Designing performance assessments for all students. O'Keefe Middle School teachers, Madison, WI.

Elliott, S. N., Malecki, C. K., & Gilbertson, A. (1996, November). Performance assessment and students with disabilities: High standards, testing accommodations, and educational accountability. Madison Education Extension Program, University of Wisconsin, Madison.

1995

Elliott, S. N. (1995, January). System-wide outcomes and their assessment. Presented to the Menomonie Public Schools Administrative Team, Menomonie, WI.

Elliott, S. N. (1995, January). Performance assessment and high standards for all students. Three-day workshop for teachers at Coral Springs Middle School, Coral Springs, FL.

Elliott, S. N. (1995, March). Performance and portfolio assessments as part of school learning. Presented to EP745 students and Monona Grove teachers, at the University Wisconsin, Madison, WI.

Elliott, S. N. (1995 July). Evaluating classwide and schoolwide social skills programs. Presented as part of the Responsive Schools Leadership Forum at the Northeast Foundation for Children, Greenfield, MA.

Elliott, S. N. (1995, July). Conceptualizing, implementing, and evaluating school-based interventions. Presented at the Rhode Island School Psychologists Association Summer Institute, Newport, RI.

Elliott, S. N. (1995, August). Performance assessment in the K-12 science curriculum. Presented to science teachers in the Stoughton Public Schools, Stoughton, WI.

Elliott, S. N. (1995, October). Performance and portfolio assessments in your classroom. Presented to teachers in the Sun Prairie Schools, Sun Prairie, WI.

1994

Elliott, S. N. (1994, January). Designing assessments to measure educational outcomes. CESA #6, Oshkosh, WI.

Elliott, S. N. (1994, January). Problem conceptualization and treatment planning. Conneaut Public Schools, Conneaut, OH.

Elliott, S. N. (1994, February). Treatment implementation and progress monitoring. Conneaut Public Schools, Conneaut, OH.

Elliott, S. N. (1994, February). Authentic/performance assessment in the classroom. Madison Education Extension Program, Madison, WI.

Elliott, S. N. (1994, February). Alternative assessment in the classroom: Methods and implications for school psychology. Illinois School Psychology Association, Decatur, IL.

Elliott, S. N. (1994, March). Performance and portfolio assessment methods. Waunakee Public Schools, Waunakee, WI.

Elliott, S. N., Sladeczek, I. E., & Kratochwill, T. R. (1994, March). Implementing conjoint consultation with manual-based interventions for preschoolers exhibiting externalizing problems. National Association of School Psychologists Annual Meeting, Seattle, WA.

Elliott, S. N. (1994, September). Prereferral assessment for intervention. Northeastern Ohio Special Education Resource Center, Warren, OH.

Elliott, S. N. (1994, September). Prereferral assessment for intervention. Southeastern Ohio Special Education Resource Center, New Lexington, OH.

Elliott, S. N. (1994, October). Intervention design and progress monitoring. Northeastern Ohio Special Education Resource Center, Warren, OH.

Elliott, S. N. (1994, October). Interventions for academic and behavior problems. Southeastern Ohio Special Education Resource Center, Athens, OH.

Elliott, S. N. (1994, October). Alternative assessment methods. Cuyahoga Falls Public Schools, Cuyahoga, OH.

Elliott, S. N. (1994, November). Educational assessment in the elementary school: Academic outcomes, evaluation criteria, and communicating results. Madison Education Extension Program, Madison, WI.

Elliott, S. N. (1994, December). Educational assessment in the middle and high schools: Academic outcomes, evaluation criteria, and communicating results. Madison Education Extension Program, Madison, WI.

1993

Elliott, S. N. (1993, February). Authentic/performance assessment in the classroom. Presented to educators in CESA #2, Stoughton, WI.

Elliott, S. N. (1993, March). Prereferral assessment for intervention. Presented at the Regional Inservice for the RSDC, Racine, WI.

Elliott, S. N. (1993, March). Prereferral assessment for intervention. Presented to educators in the Union Grove Schools, Union Grove, WI.

Elliott, S. N. (1993, April). Assessing outcomes of schooling. Presented to educators in the Sun Prairie Schools, Sun Prairie, WI.

Elliott, S. N. (1993, April). Authentic/performance-based assessments: Methods and system-wide implementation procedures. Presented as a 6-hour advanced professional workshop at annual convention of the National Association of School Psychologists, Washington, D.C.

Busse, R. T., Elliott, S. N., & Kratochwill, T. R. (1993, April). Training behavioral consultants: Theory, methods, and outcomes. Presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.

Elliott, S. N., & Busse, R. T. (1993, April). Prereferral assessment and the design of classroom interventions. Presented as a mini-skills workshop at the Annual Convention of the National Association of School Psychologists, Washington, D.C.

Elliott, S. N. (1993, May). Assessment and the restructuring of education. Presented at the Wisconsin Gifted Educators Association, Madison, WI.

Elliott, S. N. (1993, September). Alternative assessment practices in the classroom. Lincoln Way Special Education Regional Resource Center, Louisville, OH.

Elliott, S. N. (1993, September). Performance assessment tactics and implementation practices. Northeast Ohio Special Education Regional Resource Center, Warren, OH.

Elliott, S. N. (1993, September). Prereferral assessment for intervention. Heartland Area Education Agency, Des Moines, IA.

Elliott, S. N. (1993, September). Authentic/performance assessment: Fundamental strategies and implementation methods. Area Education Agency #7, Cedar Falls & Waterloo, IA.

Elliott, S. N. (1993, October). Assessment for intervention design and evaluation. Arizona School Psychology Association, Phoenix, AZ.

- Elliott, S. N. (1993, October). Performance assessment in the classroom: Roles and issues for school psychologists. Arizona School Psychology Association, Phoenix, AZ.
- Elliott, S. N. (1993, October). Social skills assessment: Rating scale and observation methods. District of Columbia Public Schools, Washington, D.C.
- Elliott, S. N. (1993, October). Performance assessment: Dogma, data, and technical issues. New York School Psychology Association, Islip, NY.
- Elliott, S. N. (1993, November). Authentic/Performance assessment. Madison Education Extension Program, Madison, WI.
- Elliott, S. N. (1993, November). Assessment as communication. Cambridge Public Schools, Cambridge, WI.
- Elliott, S. N. (1993, December). Performance assessment in the middle school. Lake County Educational Center, Grayslake, IL.
- Elliott, S. N. (1993, January). Using portfolios to document students' academic progress. Presented to teachers in Monona Grove Schools, Monona Grove, WI.
- Elliott, S. N., & Busse, R. T. (1993, June). Parents involvement in prereferral interventions. Presented at the Upper Midwest School Psychology Summer Institute, Madison, WI.

1992

- Elliott, S. N. (1992, February). Interventions: From conceptualization to evaluation. Presented at the Illinois School Psychology Associations' Writer Conference, Decatur, IL.
- Elliott, S. N. (1992, February). Authentic assessment: K-12 strategies and implementation. Presented for the UW-Madison Education Extension, Madison, WI.
- Elliott, S. N., Bischoff, J., Varner, D., Buerger, E., & Christenson, L. (1992, March). Designing and implementing performance assessment methods. Presented for the UW-Madison Education Extension, Madison, WI.
- Elliott, S. N. (1992, April). Prereferral assessment and intervention strategies for behavior and academic problems. Presented for the UW-Madison Education Extension, Madison, WI.
- Elliott, S. N. (1992, April). Prereferral assessment for intervention. Presented for CESA #2, Stoughton, WI.
- Elliott, S. N. (1992, May). Authentic assessment fundamentals. Presented to teachers of the Dodgeand Public Schools, Juneau, WI.
- Elliott, S. N. (1992, May). Social skills assessment and intervention. Presented for the Ohio School Psychologists Association, Cleveland, OH.
- Elliott, S. N. (1992, August). Prereferral assessment and the delivery of interventions. Presented to the Ft. Worth Public Schools' Psychological Services Staff, Ft. Worth, TX.
- Elliott, S. N. (1992, September). Authentic assessment: Basic concepts and issues for teachers. Presented to Instructional staff of the Evansville (WI) Public Schools, Evansville, WI.

- Elliott, S. N. (1992, September). Authentic assessment: Development and implementation. Presented to educators from Lake Mills, Waterloo, and Johnson Creek (WI) Public Schools, Lake Mills, WI.
- Elliott, S. N. (1992, October). Prereferral assessment and intervention. Presented for educators from CESA #2, Stoughton, WI.
- Elliott, S. N. (1992, October). Authentic assessment: System-wide implementation issues. Presented to instructional staff of the Evansville (WI) Public Schools, Evansville, WI.
- Elliott, S. N. (1992, October). Performance assessment and the practice of school psychology. Presented at the Fall Conference of the Virginia Academy of School Psychologists, Richmond, VA.
- Elliott, S. N. (1992, November). Authentic assessment: From planning to implementation. Presented for the UW-Madison Education Extension Program, Madison, WI.
- Elliott, S. N. (1992, November). Fundamentals of performance assessment. Presented to Monroe Public School teachers, Monroe, WI.
- Elliott, S. N. (1992, November). Performance and portfolio assessment. Presented to River Valley Public School teachers, Spring Green, WI.
- Elliott, S. N. (1992, December). Trends in the assessment of children's academic performance. Presented to Middleton-Cross Plains teachers, Middleton, WI.
- Elliott, S. N. (1992, December). Prereferral assessment methods for elementary school children. Presented to teachers of the Port Washington Public Schools, Port Washington, WI.
- Elliott, S. N. (1992, December). Linking performance assessments to practical outcomes. Presented to the Outcomes Study Group of Sun Prairie Schools, Sun Prairie, WI.

1991

- Elliott, S. N. (1991, January). Social skills assessment and intervention for learning disabled children. Invited by the Canadian Ministry of Education, London, Ontario, Canada.
- Elliott, S. N. (1991, September). Using rating scales and sociometrics to select children for social skills interventions. Presented for the Northeast Foundation for Children, West Haven, CT.
- Elliott, S. N. (1991, October-November). Prereferral assessment for intervention. Presented at the Illinois School Psychology Associations' Fall Regional Meetings, Mt. Vernon, Bloomington, Lisle, and Lombard, IL.
- Elliott, S. N. (1991, October). Social skills treatment planning and evaluation. Presented to the Michigan Association of Learning Disability Educators. Boyne Mountain, MI.
- Elliott, S. N. (1991, October). Prereferral assessment and intervention planning. Presented for the Louisiana School Psychologists Association, Baton Rouge, LA.

1990

- Elliott, S. N. (1990, January). Group interventions for mainstreamed handicapped students. Presented to the Psychology and Social Work staff of Oakland Public Schools, Bloomfield Hills, MI.
- Elliott, S. N. (1990, February). Conceptualize and implementing effective interventions for social and academic problems. Presented to School Psychologists for Bettendorf, IA.
- Elliott, S. N. (1990, February). Group intervention for academic and behavior problems. Presented at the Central States School Psychology Conference, Tulsa, OK.
- Elliott, S. N. (1990, March). Social skills assessment and intervention: The Social Skills Rating System. Presented at the Oregon School Psychology Associations' Spring Conference, Eugene, OR.
- Elliott, S. N. (1990, March). Prereferral assessment and intervention tactics. Presented at the Oregon School Psychology Associations' Spring Conference, Eugene, OR.
- Elliott, S. N. (1990, March). Social skills assessment and interventions: The Social Skills Rating System. Presented at the Western Pennsylvania School Psychology Association Convention, Pittsburgh, PA.
- Elliott, S. N. (1990, April). Social behavior assessment and treatment planning via the SSRS. Presented for the Central Pennsylvania School Psychologists Association, Pennsylvania State University, University Park, PA.
- Elliott, S. N. (1990, May). Social skills assessment and intervention: The Social Skills Rating System. Presented at the West Virginia School Psychology Association's Annual Convention, Weston, WV.
- Elliott, S. N. (1990, May). Group interventions and the delivery of services to regular educators. Presented for the West Chicago School Psychology Association, Evanston, IL.
- Elliott, S. N. (1990, June). Conceptualizing and implementing classroom interventions. Presented to the psychological and educational services staff of Intermediate Unit IV, Grove City, PA.
- Elliott, S. N. (1990, July). Treating children at risk for social skills deficiencies. Invited workshop at the XIIth Annual International School Psychology Colloquium, Newport, RI.
- Elliott, S. N. (1990, September). Social skills assessment: The SSRS research and practice. Presented at the Arizona School Psychologists Association, Tempe, AZ.
- Elliott, S.N. (1990, November). Social skills assessment and intervention for children with behavior problems. Presented to the Alabama Council for Children with Behavior Disorders, Birmingham, AL.
- Elliott, S. N. (1990, November). Social skills assessment practices. Presented to the Illinois Association of School Social Workers, Chicago, IL.

1989

Elliott, S. N. (1989, February). Social behavior problems: Assessment and intervention strategies for teachers. Presented to teachers in Wisconsin Heights School District, Mazomanie, WI.

Elliott, S. N., & Gettinger, M. (1989, March). Group interventions for high needs students in the regular classroom. Presented as part of Advanced Professional Training pre-convention workshops for the National Association of School Psychologists, Boston, MA.

Elliott, S. N. (1989, October). Social skills deficits: Assessing and treating young children's interpersonal behavior. Presented for Radford University and the Virginia Department of Education, Roanoke, VA.

Elliott, S. N. (1989, October). Prereferral assessment and group-based interventions for academic and behavior problems. Presented for the North Carolina School Psychology Association, Charlotte, NC.

Elliott, S. N., & Kratochwill, T. R. (1989, July). Designing and implementing interventions for academic and behavior problems. Presented as a Summer Institute for the Florida Association of School Psychologists, St. Petersburg, FL.

1988

Elliott, S. N. (1988, March). Assessment and treatment of preschoolers social skills deficits. Presented at Wisconsin Association of School Psychologists Convention, Wisconsin Dells.

Elliott, S. N. (1988, November). Social skills deficits: Assessing and treating young children's interpersonal behavior. Presented for educators and mental health professionals through Madison Education Extension Programs, University of Wisconsin, Madison, WI.

1987

Elliott, S. N. (1987, August). Social skills assessment and interventions. Presented at the Central Michigan University School Psychology Summer Institute, Mt. Pleasant, MI.

Elliott, S. N. (1987, October). Social skills assessment and treatment planning. Presented to the Montana School Psychologists Association, Helena, MT.

1984

Elliott, S. N. (1984, March). Multidisciplinary decision making and group leadership skills. Presented at the Arizona Association of School Psychologists Spring meeting, Scottsdale.

1983

Elliott, S. N. (1983, October). Multidisciplinary teams: Leadership and problem solving procedures. Presented at the Oklahoma School Psychological Association Fall convention, Oklahoma City, OK.

1982

Elliott, S. N. (1982, February). Multidisciplinary decision making: Problem-solving procedures. Funded by the Nebraska Department of Education for special educators and school psychologists in Nebraska. Lincoln, NE.

Elliott, S. N., & Witt, J. C. (1982, October). Adaptive behavior: Concepts, measurement, and issues. Funded by the Nebraska Association of School Psychologists. Presented at the Seventh Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

1981

Elliott, S. N. (1981, November). Multidisciplinary decision making: Group process and leadership considerations. Funded by the Nebraska Department of Education for special educators, and school psychologists in Nebraska. Lincoln, NE.

EDITORIAL BOARDS AND CONSULTANTSHIPS

Senior Scientist & Editorial Consultant, Journal of School Psychology, 2014-2018
Scientific Advisory Panel, School Psychology Review, 2005-2014
External Reviewer, Research Proposals, ETS, 2014-2019
Consulting Editor, Psychological Assessment, 2009-2013
Editorial Board, Journal of Educational Psychology, 2014-2018
Editorial Board, Journal of Research on Educational Effectiveness, 2013-2016
Editorial Advisory Board, School Mental Health, 2009-2018
Editorial Advisory Board, Journal of Canadian School Psychology, 1990-2014
Editorial Advisory Board, Journal of Applied School Psychology, 2009-2012
Editorial Advisory Board, School Psychology Quarterly, 1984-2006
Editorial Advisory Board, School Psychology Review, 1983-84, 1991-94, 2001-2005
Editorial Advisory Board, Journal of School Psychology, 1984-94
Editorial Advisory Board, Journal of Psychoeducational Assessment, 1987-90
Ad Hoc reviewer, Journal of Social Emotional Learning, 2023
Ad Hoc reviewer, Journal of Early Adolescence, 2023
Ad Hoc reviewer, Journal of Social Development, 2022, 2023
Ad Hoc reviewer, Educational Measurement: Issues and Practices, 2007-2010, 2019, 2020
Ad Hoc reviewer, Exceptional Children, 1988-89, 1997-98, 2004-09, 2011, 2014
Ad Hoc reviewer, Child Development, 1990, 1993-96, 2006, 2011, 2016, 2023
Ad Hoc reviewer, Journal of Educational Psychology, 1991, 1994, 1998, 2012
Ad Hoc reviewer, Review of Educational Research, 1994, 1997, 2008, 2009, 2010, 2012, 2015
Ad Hoc reviewer, Journal of Special Education, 1994, 1997, 2006, 2019
Ad Hoc reviewer, Educational Evaluation and Policy Analysis, 1999-2005, 2012, 2015, 2016
Ad Hoc reviewer, Applied Educational Measurement, 2005-2012, 2015, 2018, 2019, 2020
Ad Hoc reviewer, Teacher and Teacher Education, 2015, 2020, 2023

COMMITTEE WORK: NATIONAL LEVEL

Member, SEL Psychometrics, Buros-Spencer Foundation 2018-2020
Member, NAEP Design & Analysis Committee, 2016-2020
Member, CCSSO Task for on Students with Disabilities, 2013-2021
Member, Finance Committee, Society for Study of School Psychology, 2018-2021
Director for Research & Scientific Practice, Society for Study of School Psychology, 2010-12
Chair, AERA Program Chair, 2001-2002
Member, Senior Scientist Awards Committee, APA, 2010-2011
Member, National Research Council's - Goals 2000 and Students with Disabilities, 1995-1997

Executive Board Member, Council of Directors of School Psychology Programs, 1990-93
Member, Accreditation Steering Committee, American Psychological Society, 1992-93
Member, Convention Program Committee, Div. 16, American Psychological Assoc., 1992-93
Site Visitor, Accreditation Committee, American Psychological Association, 1985-2001
Member, Buros Institute of Mental Measurements National Advisory Board, 1988-90

COMMITTEE WORK: DEPARTMENT, COLLEGE, AND UNIVERSITY LEVEL

Co-Chair, Personnel Committee, Sanford School of Social & Family Dynamics (2022-24)
Member, CLAS Research Committee, College of Liberal Arts & Sciences (2016-2019)
Member, Personnel Committee, Sanford School of Social & Family Dynamics (2013-15)
Chair, Senior Scientist Search Committee, Learning Sciences Institute, ASU (2010-2013)
Member, Provost's Online Learning and Technology Committee, ASU (2011-2012)
Member, Tooker Chair Search Committee, College of Engineering, ASU (2011)
Member, PhD Executive Committee, MLF Teachers College, ASU (2011-2012)
Chair, Endowed Professors Search Committee, Peabody College- Vanderbilt (2007-2009)
Member, Executive Committee, Peabody College of Education – Vanderbilt (2005-2010)
Co-Chair, Doctoral Studies Committee for Dept. of Special Education – Vanderbilt (2004-2006)
Member, Equity and Diversity Committee- SOE UW-Madison (2001-2002)
Chair, WCER Web Team Committee - UW-Madison (2000-2003)
Co-Chair, Diversity Committee, School Psychology Program-UW-Madison (2000-02)
Member, Faculty Senate - UW-Madison (1998-2002)

CHAIR OF STUDENTS' THESES AND DISSERTATIONS

(*Winner of a Major Campus, State, or National Award)

Louisiana State University

Mary Von Brock - Thesis (December 1985); University Faculty
Lillee Clark - Dissertation (October 1986); Private Practitioner
Timothy Turco - Dissertation (June 1987); University Faculty & School Psychologist

University of Wisconsin-Madison

Donna Powless - Thesis (January 1990), Dissertation (December 1995); School Psychologist
Pamela Fenning* - Thesis (June 1990), Dissertation (December 1992); University Faculty
DeAnna McKinnie - Thesis (August 1990); School Psychologist
Patrick Nolten - Thesis (December 1991), Dissertation (August 1994); Faculty & Sch Psych
Randy T. Busse* - Thesis (March 1992), Dissertation (August 1996); University Faculty
Todd Gorges - Thesis (October 1992), Dissertation (December, 1999); School Psychologist
Mary Beth Kanard - Thesis (August 1993); School Psychologist
Sherry Robertson-Mjaanes - Thesis (September 1993), Dissertation (May, 1999); Sch Psych
Rose Marie Firlle - Thesis (November 1993); School Psychologist
Sara Anderson Ousdigian - Thesis (March 1994), Dissertation (September 2000); Sch Psych
Michelle Kilpatrick Demaray* - Thesis (August 1994), Dissertation (February 1998); Faculty

Caroline Racine* - Thesis (September 1994); School Psychologist
 Stacey Ruffalo - Thesis (September 1994); Psychologist
 Amy Olson - Thesis (August 1995); School Psychologist
 Christine Malecki* - Thesis (May 1995), Dissertation (October 1997); University Faculty
 Eva Kubinski - Thesis (December 1996); State Department of Education
 Aleta Gilbertson Schulte* - Thesis (June 1997), Dissertation (June 2000); School Psychologist
 James DiPerna* - Thesis (June 1997), Dissertation (June 1999); University Faculty
 Kathy Lepage - Dissertation (May 1998); School Psychologist
 Brian McKevitt* - Thesis (May 1998), Dissertation (August 2001); University Faculty
 Michelle Montgomery - Dissertation (October 1998); University Faculty
 William Seymour - Dissertation (July 1999); School Psychologist
 Ann Marquart* - Dissertation (July 2000); University Faculty
 Andy Mroch – Thesis (May 2002) – Psychometrician National Testing Company
 Ryan J. Kettler* – Thesis (September 2002), Dissertation (August 2005), University Faculty
 Andrew Roach* – Thesis (October 2002), Dissertation (December 2004), University Faculty
 Bradley Niebling* – Thesis (November 2002), Dissertation (July 2004), Dept. of Education
 Nan Huai – Thesis (May 2003), Dissertation (November 2004), Autism Agency
 Sylvia Lang* – Thesis (July 2003), Dissertation (April 2005), School Psychologist
 Deitra Gibson – Thesis (August 2003), Dissertation (August 2005), School Psychologist
 Elizabeth Feldman – Thesis (November 2004) – Research Assistant Professor
 Jason Hurwitz – Thesis (December 2004) – Research Assistant Professor
 Corey Ray – Thesis (April 2005) – Research Assistant Professor
 Elizabeth Witter Freeman – Thesis (September 2005) – Educational Entrepreneur

Vanderbilt University

Alexander Kurz* - Thesis (May 2007), Dissertation (December 2011) – Research Professor
 Kerry Woods (University of Melbourne) Dissertation 2010 – Research Professor
 Peter Beddow** - Dissertation (January 2011) – Behavior Therapist & Adjunct Professor
 Jennifer R. Frey* - Dissertation (March 2012) – University Faculty

Arizona State University

Nedim Yel – Dissertation (June 2016), co-chair
 Shannon Rupp – Dissertation (February 2020)

CONSULTANCIES & ADVISORY BOARDS

Swiss National Science Foundation, Grant Application Reviewer, 2023-2024
 Australian Catholic University, Dissertation Review Committee, 2022-23
 University of Melbourne, Dissertation and Thesis Review Committees, 2017, 2019
 Buros Testing Center – Spencer Foundation, SEL Psychometrics Guidelines, 2018-2019
 University of Hong Kong Faculty Research Program – 2017-2018
 Australian Catholic University, Professorial Fellow for Research, 2013-2018
 Consultant to Carthy Foundation (Alberta, Canada) - 2014
 ETS, Executive Committee for Survey Assessment Innovations Lab, 2013-2018

CCSSO, Task Force on Assessment and Students with Disabilities, 2013-2015
 New Markets Venture Partners, Education Advisory, 2011-2014
 ETS Visiting Panel on Research, 2010-2016
 Assessment Expert Reviewer, United States Department of Education, 2008, 2009
 Consultant and Technical Advisor, Arizona Department of Education, 2006-2007
 Consultant and Technical Advisor, Iowa Department of Education, 2006-2007
 Technical Advisory Committee member, South Dakota Student Assessment System, 2006-2007
 Consultant and Technical Advisor, Wisconsin Department of Public Instruction, 2006-2007
 Special Populations Assessment Advisor, ThinkLink Learning, 2005-2007
 Consultant & Technical Advisor, National Alternate Assessment Study, SRI & USDOE 2005-07
 Consultant & Technical Advisor, NAEP Technical Work Group, USDOE 2005-07
 Board Member, Center for Promoting Research to Practice, Lehigh University, 2005-2008
 Board Member, Center for Children, Youth, Families & Schools, Univ. Nebraska, 2004-2010
 Consultant, Hawaii Department of Education, 2004-2006
 Consultant, Mississippi Department of Education, 2004-2007
 Consultant, Wisconsin Department of Public Instruction, Title I Review response, 2001-2004
 Consultant, Idaho Department of Education, Committee on Alternate Assessment, 2000-2008
 Consultant, CTB/McGraw-Hill, Test Development division, 1998-2000.
 Consultant, American Institutes of Research - Palo Alto, testing accommodations, 1997-98.
 Consultant to National Center on Education Outcomes, University of Minnesota, 1996, 2012.
 Consultant to U.S. Office of Technology Innovation, 1992-94.
 Consultant to American Psychological Society to develop accreditation guidelines, 1992-93.
 Consultant to Northeast Foundation for Children, 1991-92, 1995-96, 1997-1998.

PROFESSIONAL AFFILIATIONS

American Psychological Association, Fellow Divisions 5, 15, 16, 37, Member Division 26 & 52
 National Association of School Psychology (*inactive*)
 National Council on Measurement in Education (*inactive*)

LICENSURE/CERTIFICATION

Psychologist, State of Wisconsin, Dept. of Regulation and Licensing, License #1723 (*inactive*)
 Psychologist, State of Louisiana, Board of Examiners of Psychologists, License #459 (*inactive*)
 Psychologist, State of Nebraska, Bureau of Examining Boards, License #326 (*inactive*)
 School Psychologist, Arizona Department of Education (*inactive*)
 School Psychologist 62, Wisconsin Dept. Public Instruction (License #430378523558) (*inactive*)

Productivity Summary / 1980 to 2025

- Referred Journal Articles = 211 (4.8 per year average)
- Invited Book Chapters = 67 (1.5 per year average)
- Books/Technical Manuals = 41 (.9 per year average)
- Total Publications = 356 (8.1 per year average)
- Assessments published = 48 (1.1 per year average)
- Competitive National/International Presentations = 241 (5.6 per year average)
- Invited National/International Research Presentations = 145 (3.3 per year average)
- Professional Development Workshops = 280 (6 per year average)

REFERENCES

James C. DiPerna, Professor, Department of Educational Psychology, Pennsylvania State University, University Park, PA

Rick Fabes, Dee & John Whiteman Distinguished Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, Arizona, 85287-2111

Steve Graham, Regents Professor, Mary Lou Fulton Teachers College, Arizona State University, Tempe, Arizona 85287-2111

Thomas R. Kratochwill, Distinguished Professor Emeritus, School Psychology Program, Department of Educational Psychology, University of Wisconsin, Madison, WI 53706

Christine K. Malecki, Professor, Department of Psychology, Northern Illinois University, DeKalb, IL

Barbara S. Plake, Professor Emeritus and Former Director, Buros Institute of Mental Measurements, University of Nebraska-Lincoln, Lincoln, NE 68588

Susan M. Sheridan, Distinguished Professor; Director of Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska, Lincoln, NE 68588-0235