

CURRICULUM VITAE

Wendy Peia Oakes, Ph.D.

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EDUCATION

- 2009 Ph.D. Curriculum and Instruction, Special Education
Focus area: Emotional and Behavioral Disorders
Doctoral Dissertation: Reading Interventions for young children
with challenging behavior: A focus on fluency
Arizona State University, Tempe, AZ
- 2006 M.Ed. Educational Leadership
Northern Arizona University, Flagstaff, AZ
- 1989 B.S. Special Education
University of Maryland at College Park, College Park, MD

PROFESSIONAL EXPERIENCE

Higher Education

- 2018 - present Associate Professor, Mary Lou Fulton College of Education, Division of Teacher Preparation, Arizona State University, Tempe, AZ
- 2012 -2018 Assistant Professor, Mary Lou Fulton College of Education, Division of Teacher Preparation, Arizona State University, Tempe, AZ
- 2009 – 2012 Research Associate, Department of Special Education
Peabody College of Education, Vanderbilt University, Nashville, TN
- 2012 Instructor, Department of Special Education
Peabody College of Education, Vanderbilt University, Nashville, TN
- 2007 – 2009 Instructor, Mary Lou Fulton College of Education,
Arizona State University, Tempe, AZ
- 2007 – 2009 Supervisor of Student Teachers in Special Education,
Supervisor of Student Teachers in Latin America (PK – 12),
Office of Professional Field Experience, Arizona State University, Tempe, AZ
- 2007 – 2009 Research Assistant, *Merging Two Worlds Transition Curriculum Evaluation*
(2007-2009) Arizona Department of Education Evaluation Contract. Arizona
State University, Tempe, AZ

Public Education K - 12

- 2001 - 2006 Gilbert Public Schools Special Education

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| | Greenfield Elementary School Gilbert, AZ | Resource Grades: K - 6 |
| 1991 - 1996 | Frederick County Public Schools Emmitsburg Elementary School Spring Ridge Elementary School Frederick, MD | Special Education Resource Grades: K - 5 |
| 1989 - 1991 | The School Board of Sarasota County Brookside Middle School Sarasota, FL | Special Education Self-Contained ED Grades: 7 - 8 |

PROFESSIONAL RECOGNITION

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| 2018 | Excellence in Integration of Scholarship with Teaching, Mary Lou Fulton Teachers College, Arizona State University | |
| 2017 | Arizona State University Centennial Professorship Award – The award recognizes outstanding leadership and instruction in and outside of the classroom. | |
| 2014 | Ted Carr Initial Researcher Award, Association for Positive Behavior Support, Chicago, IL | |
| 2006 | Doctoral Fellow, Dual University Program to Prepare Professors in Emotional and Behavioral Disorders, Arizona State University | |
| 2005 | Educator of the Year, Gilbert Excellence Awards, Gilbert Chamber of Commerce, Gilbert, AZ | |
| 2002 | Outstanding Special Educator, Gilbert Public Schools, Gilbert, AZ | |

PUBLICATIONS

Manuscripts under Review in Refereed Publications *students**

Buckman, M. M., Lane, K. L., Common, E. A., Royer, D. J., **Oakes, W. P.**, Allen, G. E., Lane, K. S., & Brunsting, N. (2021). Treatment integrity of primary (tier 1) prevention efforts in tiered systems: Mapping the literature. *Manuscript in review.*

Menzies, H. M., **Oakes, W. P.**, Lane, K. L., Royer, D. J., & Buckman, M. M. (2021). Understanding teachers' adoption of a comprehensive reform program. *Manuscript in review.*

Royer, D. J., **Oakes, W. P.**, Chafouleas, S. M., Briesch, A. M., Lane, K. L., Buckman, M. M., Sherod, R. L., & Common, E. A. (2021). Ci3T leadership team members' perceived facilitators and barriers to high-fidelity implementation. *Manuscript in review.*

Oakes, W. P., Lane, K. L., Royer, D. J., Buckman, M. M., Common, E. A., Allen, G. E., & Cantwell, E. D. (2021). Supporting the installation of comprehensive, integrated, three-tiered (Ci3T) models of prevention: Educator perspectives. *Manuscript in review.*

Farrand, K. M., **Oakes, W. P.**, Deeg, M. T.*, & Dominguez, A.* (2020). Using email coaching to support an early career special education teacher with implementing dramatic inquiry in a preschool classroom. *Manuscript in review*.

Common, E. A., Lane, K. L., **Oakes, W. P.**, Schellman, L. E.*, Shogren, K., Germer, K. A., & Quell, A. E. (2020). Building site-level capacity for functional assessment-based interventions: Examining a practice-based professional learning series. *Manuscript in review*.

Common, E. A., Lane, K. L., Oakes, W. P., Reed, D. D., Germer, K. A. (2018). Embedding functional assessment-based interventions into regular school practice: The transportability of evidence-based practices. *Manuscript submitted for review*.

Working Paper

Bouchikhi, M.*, Garlock, O.*, Oakes, W. P., Tizaoui, H., & Pinkerton, T. (2021). Enhancing student engagement during remote learning: A comparative analysis of remote teaching strategies in Morocco and USA. *Manuscript in preparation*.

Garlock, O.*, Bouchikhi, M.*, Tizaoui, H., Oakes, W. P., & Pinkerton, T. (2021). Enhancing student engagement during remote learning: Recommendations for early childhood teachers. *Manuscript in preparation*.

Allen, G. E., Buckman, M. M., Lane, K. L., & Oakes, W. P. (in preparation). Mystery Motivator: A class-wide intervention to support student success. *Manuscript in preparation*.

Lane, K. L., & Oakes, W. P. (in preparation). Building efficiencies in functional assessment-based interventions: A focus on training and coaching. *Manuscript in preparation*.

Lane, K. L., Oakes, W. P., & Germer, K. (in preparation). Outcomes of a practice-based professional-development training of functional assessment-based interventions: From knowledge acquisition to application. *Manuscript in preparation*.

Common, E. A., Royer, D. J., Lane, K. L., Leko, M. M., & Oakes, W. P. (in preparation). A systematic review of professional developments to support educators with functional assessment-based interventions. *Manuscript in preparation*.

Buckman, M. M., Lane, K. L., Oakes, W. P., Lane, N. A., Royer, D. J., Common, E. A., Allen, G. E., Cantwell, E. D., & Lane, K. S. (in preparation). Examination of the factor structure of two Ci3T treatment integrity measures. *Manuscript in preparation*.

Articles in Refereed Journals (83)

2021

- [1] Briesch, A. M., Chafouleas, S. M., Iovino, E. A., Abdulkerim, N., Sherod, R. L., **Oakes, W. P.**, Lane, K. L., Common, E. A., Royer, D. J., & Buckman, M. (2021). Exploring directions for professional learning to enhance behavior screening within a comprehensive, integrated three-tiered model of prevention. *Journal of Positive Behavior Interventions*, 23(4). <https://doi.org/10.1177/10983007211050424>

- [2] Buckman, M. M., Lane, K. L., Common, E. A., Royer, D. J., **Oakes, W. P.**, Allen, G. E., Lane, K. S., & Brunsting, N. (2021). Treatment integrity of primary (tier 1) prevention efforts in tiered systems: Mapping the literature. *Education and Treatment of Children*. <https://doi.org/10.1007/s43494-021-00044-4>
- [3] Royer, D. J., Lane, K. L., **Oakes, W. P.**, Jenkins, A. B., Cantwell, E. D., Common, E. A., & Lane, K. S. (2021). Examining the Schoolwide Expectations Survey for Specific Settings: Descriptive properties. *Journal of Positive Behavior Interventions*. <https://doi.org/10.1177/109830072111026684>
- [4] Chafouleas, S. M., Briesch, A. M., Lane, K. L., & **Oakes, W. P.** (2021). Improving educators' use of data-driven problem-solving to reduce disciplinary infractions for students with emotional disturbance. In P. Fenning and M. Johnson (Ed.) *Exploring and Addressing Discipline Disparities Among Students with Disabilities*.
- [5] Common, E. A., Buckman, M. M., Lane, K. L., **Oakes, W. P.**, Royer, D. J., Chafouleas, S., Briesch, A., & Sherod, R. (2021). Project ENHANCE: Assessing Professional Learning Needs for Implementing Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention. *Education and Treatment of Children*, 44, 125–144. <https://doi.org/10.1007/s43494-021-00049-z>
- [6] Lane, K. L., **Oakes, W. P.**, & Menzies, H. M. (2021). Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era. *Preventing School Failure*, 65(3), 275-281. <https://doi.org/10.1080/1045988X.2021.1908216>
- [7] Lane, K. L., **Oakes, W. P.**, Royer, D. J., Menzies, H. M., Brunsting, N., Buckman, M. M., Common, E. A., Lane, N. A., Schatschneider, C., & Lane, K. S. (2021). Secondary teachers' self-efficacy during initial implementation of comprehensive, integrated, three-tiered models of prevention. *Journal of Positive Behavior Interventions*, 23(4), 232-244. <https://doi.org/10.1177/1098300720946628>
- [8] Menzies, H. M., **Oakes, W. P.**, Lane, K. L., Royer, D. J., Cantwell, E. D., Common, E. A., Buckman, M. M. (2021). Elementary teachers' perceptions of comprehensive, integrated three-tiered models of prevention. *Remedial and Special Education*, 42(4), 207-219. <https://doi.org/10.1177/0741932519896860> (Article first published online in 2020)
- [9] Lane, K. L., Buckman, M. M.*, Common, E. A., **Oakes, W. P.**, Lane, N. A., Schatschneider, C., Perez-Clark, P., Sherod, R. L., & Menzies, H. M., (2021). The Student Risk Screening Scale for Early Childhood: Additional validation studies. *Topics in Early Child Special Education*, 41(2), 129-146. <https://doi.org/10.1177/0271121420922299> (Article first published online in 2020)
- [10] **Oakes, W. P.**, Lane, K. L., Royer, D. J., Menzies, H. M., Buckman, M. M.*, Brunsting, N. C., Cantwell, E. D., Schatschneider, C., & Lane, N. A. (2021). Elementary Teachers' self-efficacy during initial implementation of comprehensive, integrated, three-tiered models of prevention. *Journal of Positive Behavior Interventions*, 23(2), 93-105. <https://doi.org/10.1177/1098300720916718> (Article first published online in 2020)

- [11] Deeg, M. T.*, Farrand, K. M., & **Oakes, W. P.** (2020). Creating space for interactive dialogue during preschool circle time using play-based pedagogies and dramatic inquiry. *Journal of Early Childhood Research*, 18(94), 387-403. <https://doi.org/10.1177/1476718X20956256>
- [12] Lane, K. L., **Oakes, W. P.**, Allen, G. E.*, Lane, N. A., Jenkins, A. B., Lane, K. S.*, Messenger, M. L., Buckman, M. M.*, Fleming, K. K., & Swinburne Romine, R. E. S. (2020). Improving educators' knowledge, confidence, and usefulness of a Comprehensive, Integrated, Three-tiered (Ci3T) model of prevention: Outcomes of professional learning. *Education and Treatment of Children*, 43(3), 279-293. <https://doi.org/10.1007/s43494-020-00021-3>
- [13] Ennis, R. P., Lane, K. L., **Oakes, W. P.**, & Flemming, S. C. (2020). Empowering teachers with low-intensity strategies to support instruction: Implementing across-activity choices in third-grade reading instruction. *Journal of Positive Behavioral Interventions*, 28(2), 78-92. <https://doi.org/10.1177/1098300719870438>
- [14] Common, E. A., Lane, K. L., Cantwell, E. D., Brunsting, N., **Oakes, W. P.**, Germer, K. A. & Bross, L. A., (2020). Teacher-delivered strategies to increase students' opportunities to respond: A systematic methodological review. *Behavioral Disorders*, 45(2), 67-84. <https://doi.org/10.1177/0198742919828310>
- [15] **Oakes, W. P.**, Cantwell, E. D., Lane, K. L., Royer, D. J.*, & Common, E. A.* (2020). Examining educators' views of classroom management and instructional strategies: School-site capacity for supporting students' behavioral needs. *Preventing School Failure*, 64(1), 1-11. <https://doi.org/10.1080/1045988x.2018.1523125>
- [16] Allen, G. E., Common, E. A., Germer, K. A., Lane, K. L., Buckman, M. M., Oakes, W. P., & Menzies, H. M. (2020). A systematic review of the evidence-base for active supervision in PK-12 settings. *Behavioral Disorders*, 45(3), 167-182. <https://doi.org/10.1177/0198742919837646>

2019

- [17] Lane, K. L., **Oakes, W. P.**, Royer, D. J., Cantwell, E. D., Menzies, H. M., & Jenkins, A. (2019). Using the Schoolwide Expectations Survey for Specific Settings to build expectation matrices. *Remedial and Special Education*, 40, 51-62. <https://doi.org/10.1177/0741932518786787>
- [18] Anderson, A., Farrand, K. M., **Oakes, W. P.**, Deeg, M. T.*, Dobson, C., Valero, L., & Dorff, J. B. (2019). Dramatic arts integration practices for learning and growth across PK-12 development. *The Journal of the Arts and Special Education*, 1(1), 64-104.
- [19] Farrand, K. M., **Oakes, W. P.**, & Deeg, M. T.* (2019). Bee-coming entomologists: Using dramatic inquiry to bring excitement into the inclusive pre-kindergarten science classroom. *Science and Children*, 57(2), 71-76.
- [20] Common, E. A., Bross, L. A.*, **Oakes, W. P.**, Cantwell, E. D., Lane, K. L., & Germer, K. A. (2019). Systematic review of high probability requests in K-12 settings: Examining the evidence base, *Behavioral Disorders*, 41(1), 3-21. <https://doi.org/10.1177/0198742918800029>

- [21] Common, E. A., Buckman, M. M., Lane, K. L., Leko, M., Royer, D. J., **Oakes, W. P.**, & Allen, G. E.* (2019). Exploring solutions to address students' social competencies to facilitate school success: A usability and feasibility study. *Education and Treatment of Children*, 42(4), 489-514.
- [22] Lane, K. L., **Oakes, W. P.**, Common, E. A., Brunsting, N., Zorigian, K., Hicks, T., & Lane, N. A.* (2019). A comparison between SRSS-IE and BASC-2 BESS scores at the middle school level. *Behavioral Disorders*, 44, 162-174. DOI: 10.1177/0198742918794843
- [23] Lane, K. L., **Oakes, W. P.**, Cantwell, E. D., Royer, D. J.*, Leko, M., Schatschneider, C., & Menzies, H. M. (2019). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in secondary schools. *Journal of Emotional and Behavioral Disorders*, 27(2), 86-100. <https://doi.org/10.1177/1063426617744746>
- [24] Lane, K. L., **Oakes, W. P.**, Cantwell, E. D., Common, E. A.*, Royer, D. J.*, Leko, M., Schatschneider, C., Menzies, H. M., Buckman, M. M., & Allen, G. E. (2019). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in elementary schools. *Journal of Emotional and Behavioral Disorders*, 27(4), 221-234. <https://doi.org/10.1177/1063426618795443>
- [25] McKeowen, D., Brindle, M., Harris, K. R., Sandmel, K., Steinbrecher, T. D., Graham, S., Lane, K. L., & **Oakes, W. P.** (2019). Teachers' voices: Perceptions of effective professional development and classwide implementation of self-regulated strategy development in writing. *American Educational Research Journal*, 56, 753-791.

2018

- [26] **Oakes, W. P.**, Schellman, L. E., Lane, K. L., Common, E. A., Powers, L., Diebold, T. & Gaskill, T. (2018). Improving educators' knowledge, confidence, and usefulness of functional assessment-based interventions: Outcomes of professional learning. *Education and Treatment of Children*, 41, 533-565.
- [27] **Oakes, W. P.**, Lane, K. L., Common, E. A., & Buckman, M. M. (2018). Systematic screening for behavior in early childhood settings: Early identification and intervention within a tiered prevention framework. *Perspectives on Early Childhood Psychology and Education*, 3, 10 -38.
- [28] Ennis, R. P., Lane, K. L., & **Oakes, W. P.** (2018). Empowering Teachers with Low-Intensity Strategies to Support Instruction: Within-Activity Choices in Third-Grade Math with Null Effects. *Remedial and Special Education*, 39(2), 77-94. DOI: 10.1177/0741932517734634
- [29] Common, E. A.*, Bross, L., A.*, **Oakes, W. P.**, Cantwell, E., Lane, K. L., & Germer, K. A. (2018). Systematic review of high probability requests in K-12 settings: Examining the evidence-base. *Behavioral Disorders*. DOI: 10.1177/0198742918800029
- [30] Lane, K. L., Menzies, H. M., Ennis, R. P., & **Oakes, W. P.** (2018). Effective Low-Intensity Strategies to Enhance School Success: What Every Educator Needs to Know. *Beyond Behavior*, 27(3), 128-133. DOI:10.1177/1074295618799044
- [31] Ennis, R. P., Royer, D. J., Lane, K. L., Menzies, H. M., **Oakes, W. P.**, & Schellman, L. E.* (2018). Behavior-specific praise: An effective, efficient, low-intensity strategy to support student success. *Beyond Behavior*, 27(3), 134-139. DOI: 10.1177/1074295618798587

- [32] Bross, L. A.*, Common, E. A., **Oakes, W. P.**, Lane, K. L., & Menzies, H. M., & Ennis, R. P. (2018). High probability request sequences: An effective, efficient, low-intensity strategy to support student success. *Beyond Behavior, 27*(3), 140-145. 10.1177/1074295618798615
- [33] Menzies, H. M., Lane, K. L., **Oakes, W. P.**, Ruth, K., Cantwell, E. D., Smith-Menzies, L. (2018). Active supervision: An effective, efficient, low-intensity strategy to support student success. *Beyond Behavior, 27*(3), 153-159. DOI: 10.1177/1074295618799343
- [34] Lane, K. L., Menzies, H. M., Ennis, R. P., **Oakes, W. P.**, Royer, D. J., & Lane, K. S.* (2018). Instructional choice: An effective, efficient, low-intensity strategy to support student success. *Beyond Behavior, 27*(3), 160–167. DOI: 10.1177/1074295618786965
- [35] **Oakes, W. P.**, Lane, K. L., Menzies, H. M., & Buckman, M. M.* (2018). Instructional feedback: An effective, efficient, low-intensity strategy to support student success. *Beyond Behavior, 27*(3), 168-174. DOI:10.1177/1074295618799354
- [36] Ennis, R. P., Lane, K. L., & **Oakes, W. P.** (2018). Empowering teachers with low-intensity strategies to support instruction: Self-monitoring in an elementary resource classroom. *Preventing School Failure, 62*, 176-189. doi.10.1080/1045988X.2017.1408055
- [37] Ennis, R. P., Lane, K. L., & **Oakes, W. P.** (2018). Empowering teachers with low intensity strategies to support instruction: Self-monitoring in an elementary resource classroom. *Preventing School Failure, 62*, 176-189. DOI: 10.1080/1045988X.2017.1408055
- [38] **Oakes, W. P.**, Lane, K. L., & Hirsch, S. E.* (2018). Functional Assessment-based Interventions: Focusing on the Environment and Considering Function. *Preventing School Failure, 62*(1), 25-36. <http://dx.doi.org/10.1080/1045988X.2017.1326799>

2017

- [39] **Oakes, W. P.**, Lane, K. L., Cantwell, E. D., & Royer, D. J.* (2017). Systematic screening for behavior in K-12 settings as regular school practice: Practical considerations and recommendations. *Journal of Applied School Psychology, 33*, 369-393. DOI: 10.1080/15377903.2017.1345813
- [40] **Oakes, W. P.**, Jimenez-Silva, M., Davis, L.*, & Leon, V.* (2017). Addressing DEC's Family Recommended Practices: Community cultural wealth framework. *Council for Exceptional Children, Division of Early Childhood DEC Recommended Practices Monograph Series Number 3 Families*.
- [41] Ennis, R. P., Lane, K. L., & **Oakes, W. P.** (in press). Empowering teachers with low-intensity strategies to support instruction: Implementing within-activity choices in third grade math with null effects. *Remedial and Special Education*.
- [42] Lane, K. L., **Oakes, W. P.**, Crocker, J., & Weist, M. D. (2017). Building strong partnerships: Education and mental health systems working together to advance behavioral health screening in schools. *Report on Emotional & Behavioral Disorders in Youth, 17*, 93-101.
- [43] Messenger, M., Common, E.A.*, Lane, K. L., **Oakes, W. P.**, Menzies, H. M., Cantwell, E. D., & Ennis, R. P. (2017). Increasing opportunities to respond for students with internalizing behaviors: The utility of choral and mixed responding. *Behavioral Disorders, 42*, 170-184. DOI: 10.1177/0198742917712968

- [44] Menzies, H. M., Lane, K. L., **Oakes, W. P.**, & Ennis, R. P. (2017). Increasing students' opportunities to respond: an effective, efficient low-intensity strategy for supporting engagement. *Intervention in School and Clinic*, 52, 204-209. doi: 10.1177/1053451216659467

2016

- [45] Lane, K. L., **Oakes, W. P.**, Cantwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision. *Behavioral Disorders*, 42, 271-284.
- [46] Lane, K. L., **Oakes, W. P.**, Cantwell, E. D., Menzies, H. M., Schatschneider, C., Lambert, W., & Common, E. A.* (2016). Psychometric evidence of SRSS-IE scores in middle and high schools. *Journal of Emotional and Behavioral Disorders*. doi: 1063426616670862
- [47] Lane, K. L., **Oakes, W. P.**, Lusk, M. E., Cantwell, E. D., & Schatschneider, C. (2016). Screening for intensive intervention needs in secondary schools: Directions for the future. *Journal of Emotional and Behavioral Disorders*, 24, 159-172. doi: 10.1177/1063426615618624
- [48] Houchins, D. E., **Oakes, W. P.**, & Johnson, Z. G.* (2016). Bullying and students with disabilities: A systematic literature review of intervention studies. *Remedial and Special Education*. 37, 259-273. doi: 10.1177/0741932516648678
- [49] **Oakes, W. P.**, Lane, K. L., & Ennis, R. P. (2016). Systematic screening at the elementary level: Considerations for exploring and installing universal behavior screening. *Journal of Applied School Psychology*, 32, 214-233. doi: 10.1080/15377903.2016.1165325

2015

- [50] Wood, B. K., **Oakes, W. P.**, Fettig, A., & Lane, K. L. (2015). A review of the evidence of functional assessment-based interventions for young students using one systematic approach. *Behavioral Disorders*, 40, 230-250.
- [51] Lane, K. L., **Oakes, W. P.**, Ennis, R. P., & Royer, D. J.* (2015). Additional evidence of convergent validity between SRSS-IE and SSiS-PSG scores. *Behavioral Disorders*, 40, 213-229. doi: 10.17988/0198-7429-40.4.213
- [52] Lane, K. L., **Oakes, W. P.**, Swogger, E. D.*, Schatschneider, C., Menzies, H., M., & Sanchez, J.* (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. *Behavioral Disorders*, 40, 159-170.
- [53] Lane, K. L., **Oakes, W. P.**, Common, E. A.*, Zorigian, K.*, Brunsting, N. C.*, & Schatschneider, C. (2015). A comparison between SRSS-IE and SSiS-PSG scores: Examining at convergent validity. *Assessment for Effective Intervention*, 40, 114-126. doi: 10.1177/1534508414560346
- [54] Lane, K. L., **Oakes, W. P.**, Menzies, H. M., Major, R.*, Allegra, L.*, Powers, L., & Schatschneider, C. (2015). The Student Risk Screening Scale for Early Childhood: An initial validation study. *Topics in Early Childhood Special Education*, 34, 234-249. doi: 10.1177/0271121414542416

- [55] Lane, K. L., **Oakes, W. P.**, Powers, L., Diebold, T., Germer, K., Common, E. A.*, & Brunsting, N.*, (2015). Improving teachers' knowledge of functional assessment-based interventions: Outcomes of a professional development series. *Education and Treatment of Children*, 38, 93-120. doi: 10.1353/etc.2015.0001

2014

- [56] Schatschneider, C., Lane, K. L., **Oakes, W.**, & Kalberg, J. (2014). The Student Risk Screening Scale: Exploring dimensionality and differential item functioning. *Educational Assessment*, 19(3), 185-203. doi: 10.1080/10627197.2014.934608
- [57] Lane, K. L., **Oakes, W. P.**, & Menzies, H. M. (2014). Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention: Why does my school – and district – need an integrated approach to meet students' academic, behavioral, and social needs? *Preventing School Failure*, 58, 121-128.
- [58] Lane, K. L., **Oakes, W. P.**, Jenkins, A., Menzies, H. M., & Kalberg, J. R. (2014). A team-based process for designing Comprehensive, Integrated, Three-tiered (CI3T) Models of Prevention: How does my school-site leadership team design a CI3T model? *Preventing School Failure*, 58, 129-142.
- [59] Lane, K. L., **Oakes, W. P.**, & Magill, L. (2014). Primary prevention efforts: How do we implemented and monitor the Tier 1 component of our Comprehensive, Integrated, Three-Tiered (CI3T) Model? *Preventing School Failure*. 58, 143-158.
- [60] **Oakes, W. P.**, Lane, K. L., & Germer, K. (2014). Developing the capacity to implement Tier 2 and Tier 3 supports: How do we support our faculty and staff in preparing for sustainability? *Preventing School Failure*, 58, 159-170.
- [61] Lane, K. L., **Oakes, W. P.**, Ennis, R. P., & Hirsch, S. E.* (2014). Identifying students for secondary and tertiary prevention efforts: How do we determine which students have Tier 2 and Tier 3 needs? *Preventing School Failure*, 58, 171-182. DOI: 10.1080/1045988X.2014.895573
- [62] **Oakes, W. P.**, Lane, K. L., Cox, M., & Messenger, M. (2014). Logistics of behavior screenings: How and why do we conduct behavior screenings at our school? *Preventing School Failure*, 58, 183-190.
- [63] Lane, K. L., Richards-Tutor, C., **Oakes, W. P.**, & Connor, K.* (2014). Initial evidence for the reliability and validity of the student risk screening scale with elementary age English learners. *Assessment for Effective Intervention*, 39, 219-232. DOI: 10.1177/1534508413496836
- [64] Lane, K. L., **Oakes, W. P.**, Carter, E., W., & Messenger, M. (2014). Examining behavioral risk and academic performance for students transitioning from elementary to middle school. *Journal of Positive Behavior Interventions*. doi: 10.1177/1098300714524825

2013

- [65] **Oakes, W. P.**, Lane, K. L., Jenkins, A., & Booker, B. B.* (2013). Three-tiered models of prevention: Teacher efficacy and burnout. *Education and Treatment of Children*, 36, 95-126.

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Technical and Research Reports

Common, E. A., Lane, K. L., & **Oakes, W. P.**, (2016). *Building Capacity for Functional Assessment-Based Intervention's (FABI) in Kansas: Part II: Phase Change Report: 2015-2016*.

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PRESENTATIONS

Refereed National and International Conferences, students*

- [1] Buckman, M. M., Royer D. J., Common E. A., Allen G. E., Austin K. S., Pérez-Clark P., **Oakes W. P.**, & Lane, K. L. (2021, November 19). *Enhancing Ci3T Using On-Demand Professional Learning Resources: Preliminary Lesson Learned* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ.
- [2] **Oakes W. P.**, Sherod R. L., Jones J. S., Buckman M. M., & Lane K. L. (2021, November 19). *Project SCREEN: New Knowledge, New Resources for Systematic Screening* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ.
- [3] Pérez-Clark P. P., Austin K. S., Schonour S. J., Allen G. E., Buckman M. M., **Oakes W. P.**, & Lane K. L. (2021, November 19). *Low-Intensity Supports: Resources for In-person, Remote, and Hybrid Environments* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ
- [4] Allen G. E., Buckman M. M., Pérez-Clark P., Austin K. S., Common E. A., Royer D. J., **Oakes W. P.**, & Lane, K. L. (2021, November 19). *What does the evidence suggest at Tier 1? Sharing results from systematic reviews of treatment integrity, social validity, and social emotional well-being* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ.
- [5] Austin K. S., Sherod R. L., Jones J. S., Gil H. J., Buckman M. M., **Oakes W. P.**, & Lane, K. L. (2021, November 19). *Professional Learning Success in the COVID-19 Era: A Look Back to Move Forward* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ.
- [6] **Oakes W. P.**, & Lane K. L. (2021, November 19). *Ci3T: Incorporating New Lessons Learned in the COVID-19 Era* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ.
- [7] Ludlow, C., Conner, G., **Oakes, W. P.**, Pinkerton, T., & Thompson, N. L. (2021, October 25). *Principled Innovation enacted in teacher preparation curriculum*. A presentation at the Values and Principled Innovation Forum [virtual]. Oujda, Morocco.
- [8] Lane, K. L., Johnson, M., **Oakes, W. P.**, & Sherod, R. L. (2021, October 26). *Systematic Screening: Detecting & Supporting Students with Internalizing Behaviors*^[SEP]. Virtual PBIS Leadership Forum. <https://www.ci3t.org/presentations>
- [9] **Oakes, W. P.**, Sherod, R., Lane, K. L., Buckman, M. M., & Ma, Z. (2021, October 26). *Highlights of lessons learned: Guidance for systematic screening - lessons learned from practitioners*. Virtual PBIS Leadership Forum.

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- [10] Sherod, R., **Oakes, W. P.**, Lane, K. L., Lane, K.S., Ma, Z., & Buckman, M. M. (2021, October 26). *Systematic screening for behavior disorders: Resources to support implementation*. Virtual PBIS Leadership Forum. <https://www.ci3t.org/presentations>
- [11] **Oakes, W. P.**, Royer, D. J., Briesch, A., Chafouleas, S., Lane, K. L., Common, E. A. (2021, March 12). *Leadership skills to support high-fidelity Ci3T implementations: Project ENHANCE year 1 findings*. A paper presented at the Council for Exceptional Children Learning Interactive Virtual Event (LIVE) 2021.
- [12] Menzies, H. M., Lane, K. L., & **Oakes, W. P.** (2021, March 11). *Understanding teacher “buy-in” of a multi-tiered system of support*. A paper presented at the Council for Exceptional Children Learning Interactive Virtual Event (LIVE) 2021.
- [13] Lane, K. L., **Oakes, W. P.**, Buckman, M. M., & Sherod, R. L. (2021, March). *Tiered systems... Comprehensive, Integrated, Three-tiered (Ci3T) model of prevention*. A presentation at the Olympic Educational Service District (OSD), WA. [virtual conference] <https://www.ci3t.org/presentations>
- [14] Hulett, K., Gulchak, D., Leckie, A., **Oakes, W. P.**, & Swan, M. (2021, February 23). Ensuring equity for students with behavioral and emotional challenges in all settings (virtual and in person). Panel discussion at the Arizona CEC/Arizona CASE 2021 Virtual State Conference - Supporting IDEA.
- [15] Lane, K. L., **Oakes, W. P.**, Sherod, R. L.* & Buckman, M. M.* (2020, December 2). *Systematic screening in the COVID-19 era: Universal screening for internalizing and externalizing behaviors* [Webinar]. Minnesota Department of Education and Minnesota PBIS.
- [16] Lane, K. L., **Oakes, W. P.**, & Sherod, R. L.* (2020, November 4). *Considerations for systematic screening in the COVID-19 era: Universal screening for internalizing and externalizing behaviors* [Webinar]. School Climate Transformation Grant (SCTG). <https://www.pbis.org/school-climate-transformation-grant-sctg>
- [17] Lane, K. L., **Oakes, W. P.**, Allen, G. E.*, Austin, K. S.*, Brunsting N. C., Buckman, M. M.*, Common, E. A., Jones, J. S., Lane, K. S.*, Lane, N. A., Pérez-Clark, P.*, Royer, D. J., & Sherod, R. L.* (2020, November 3). *Using Ci3T structures in the Covid-19 era: 10/10 topics* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). <https://education.asu.edu/annual-tecbd-conference>
- [18] Lane, K. L., Kramer, S., Blevins, M., **Oakes, W. P.**, & Sherod, R. L.* (2020, October 21). *Systematic screening: The practicalities of using screening data to inform instruction* [Conference session]. PBIS Leadership Forum. <https://www.pbis.org/conference-and-presentations/pbis-leadership-forum>
- [19] Lane, K. L. **Oakes, W. P.**, & Buckman, M. M.* (2020, October 1). *Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era* [Conference session]. PaTTAN and PaPBS Network Facilitators. <https://www.ci3t.org/presentations>
- [20] Lane, K. L. **Oakes, W. P.**, & Buckman, M. M.* (2020, September 22). *Systematic screening in PK-12: A look at the student risk screening scale for internalizing and externalizing (SRSS-IE) & student risk screening scale for early childhood (SRSS-*

- EC) [Conference session]. State of South Carolina Department of Education: Social Emotional Learning (SEL) Screener Showcase hosted by the Office of Early Learning and Literacy (OELL). <https://www.ci3t.org/presentations>
- [21] **Oakes, W. P.**, Lane, K. L., & Lane, K. S.* (2020, March). *Increasing school leadership teams' capacity to implement integrated tiered prevention models*. A poster accepted for the 17th International Conference on Positive Behavior Support. Miami, FL (conference cancelled)
- [22] Lane, K. L., & **Oakes, W. P.** (2020). *Considerations for systematic screening PK-12: Universal screening for internalizing and externalizing behaviors in the COVID-19 era* [Webinar]. Community Conversations, APBS Mid-Atlantic PBIS Network. Currently available at <https://www.ci3t.org/presentations>
- [23] Menzies, H., Lane, K. L., **Oakes, W. P.**, Smith-Menzies, L., Lane, K. S.* (2020, March). *The challenges of using schoolwide positive behavior support: Teachers' perceptions*. A poster accepted for the 17th International Conference on Positive Behavior Support. Miami, FL (conference cancelled)
- [24] Lane, K. L., & **Oakes, W. P.** (2020, February). *Low-intensity strategies to support engagement: Practical strategies that work!* A workshop presented at the Midwest Symposium for Leadership in Behavioral Disorders. Kansas City, KS.
- [25] Buckman, M. M.*, Royer, D. J., Common, E. A., Allen, G. E.*, Lane, K. S.*, **Oakes, W. P.**, Lane, K. L. (2020, February). *Treatment Integrity of Primary Prevention Efforts in Tiered Models: A Review of the Literature*. A poster presented at the Midwest Symposium for Leadership in Behavior Disorders (MSLBD) annual conference, Kansas City, MO.
- [26] Common, E. A., **Oakes, W. P.**, Royer, D. J., Buckman, M. M.*, Allen, G. A.*, Pérez-Clark, P.*, & Lane, K. L. (2020, February). *Examining Social validity within Ci3T models: Illustrations and relations garnered across a university-district partnership*. A poster presented at the Council for Exceptional Children Convention and Expo, Portland, OR.
- [27] Lane, K. S.*, & **Oakes, W. P.** (2020, February). *Comprehensive, integrated, three-tiered models of prevention: What families need to know*. A poster presented at the Council for Exceptional Children Convention and Expo. Portland, OR.
- [28] **Oakes, W. P.**, Royer, D. J., & Buckman, M. M.* (2020, February). *Elementary educators' efficacy in implementing comprehensive, integrated three tiered models of prevention*. A paper presented at the Council for Exceptional Children Convention and Expo. Portland, OR.
- [29] Royer, D. J., Brunsting, N. C., **Oakes, W. P.**, Lane, K. L., Buckman, M. M.*, Common, E. A. (2020, February). *Secondary teachers' sense of efficacy and burnout after two years of implementing Ci3T*. A paper presented at the Council for Exceptional Children Convention and Expo. Portland, OR.
- [30] Thompson, N. L., Filloon, C. A., Gummer, E. S., Morse, R. W., **Oakes, W. P.**, Gibbs, N.* P., & Pinkerton, T. M. (2020, January). *Principled Innovation of educator preparation for 21st century learners: Authentic partnerships and redesigned systems*. Workshop presented at the annual meeting of the International Congress for School Effectiveness and Improvement, Marrakesh, Morocco.

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- [31] **Oakes, W. P.**, & Lane, K. L., (2019, October). *Ci3T: Scaling up*. A panel presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- [32] Allen, G. E.*, Buckman, M. M.*, Common, E. A., Royer, D. J., **Oakes, W. P.**, Brunsting, N. C., Lane, K. S., & Lane, K. L.* (2019, October). *Examining social validity in tiered systems of support: A systematic review*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- [33] Lane, K. L., **Oakes, W. P.**, Chafouleas, S., Briesch, A., Royer, D. J., Common, E. A., Buckman, M. M.*, & Sherod, R. L.* (2019, October). *Enhancing Ci3T: Building professional capacity for high fidelity implementation to support students' educational outcomes*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ
- [34] Buckman, M. M.*, Sherod, R., L.*, Lane, K. S., **Oakes, W. P.**, & Lane, K. L. (2019, October). *Installing systematic screening district-wide: Structures for success*. A poster presentation at the 2019 National PBIS Leadership Forum, Chicago, IL.
- [35] Chafouleas, S. M., Briesch, A. M., Lane, L. L., & **Oakes, W. P.** (2019, June). *Improving educators' use of data-driven problem-solving to reduce disciplinary infractions for students with emotional disturbance*. Paper presentation at the Spencer Foundation Conference on Reducing Suspensions and Expulsions of Students with Disabilities: Linking Research, Law, Policy and Practice. Loyola University, Chicago, IL.
- [36] Buckman, M. M.*, Allen, G. E.*, Common, E. A., Leko, M., **Oakes, W. P.**, & Royer, D. J. (2019, February). *Exploring tier 2 solutions to address students' social-emotional learning: A feasibility study*. A presentation at the Council for Exceptional Children Convention and Expo, Indianapolis, IN.
- [37] Ennis, R. P., Lane, K. L., & **Oakes, W. P.** (2019, February). *Using within-activity choices to increase engagement during reading*. A presentation at the Council for Exceptional Children Convention and Expo, Indianapolis, IN.
- [38] **Oakes, W. P.**, Lane, K., L., & Lane, K. S.* (2019, February). *Lesson planning for school success: Integrated lesson plans to meet academic, behavioral, and social needs*. A poster presented at the Council for Exceptional Children Convention and Expo, Indianapolis, IN.
- [39] Filloon, C., Thompson, N., Basile, C., & **Oakes, W. P.** (2018, November). *Adding purpose to innovation: integrating character education into the systems of teacher preparation*. A presentation at the 44th Association of Moral Education Conference. Barcelona, Spain.
- [40] Lane, K. L., **Oakes, W. P.**, Menzies, H. M., Common, E. A., Royer, D. R., Buckman, M. M., & Allen, G. E. (2018, October). *An update on the SRSS-IE: Lessons learned from the field*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- [41] **Oakes, W. P.**, Lane, K. L., Menzies, H. M., Royer, D. J., Common, E. A., Buckman, M. M., & Brunsting, N. (2018, October). *Ci3T models of prevention: Teachers' efficacy*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

- [42] Buckman, M. M., Lane, K. L., **Oakes, W. P.**, Allen, G. E., Common, E. A., Royer, D. J., Brunsting, N., & Lane, K. S. (2018, October). *Assessing treatment integrity of primary (Tier 1) practices in schools implementing Ci3T models of prevention*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- [43] Lane, K. L., **Oakes, W. P.**, Royer, D. J., Common, E. A., Allen, G. E., Buckman, M. M., & Brunsting, N. (2018, October). *Professional learning: Empowering Ci3T leadership teams*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- [44] Royer, D. J., Lane, K. L., **Oakes, W. P.**, Common, E. A., & Lane, K. S. (2018, October). *The Schoolwide Expectations Survey for Specific Settings (SESSS): An update on lessons learned*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- [45] Common, E. A., Buckman, M. M., Lane, K. L., Royer, D. J., **Oakes, W. P.**, & Allen, G. E. (2018, October). *Exploring Tier 2 efforts in addressing students' social-emotional needs: A social skills feasibility study*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- [46] Ennis, R. P., Lane, K. L., & **Oakes, W. P.** (2018, October). *Empowering teachers to participate in the research process: Using instructional choice and direct observation recording in elementary classrooms*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- [47] Lane, K. L., **Oakes, W. P.**, Royer, D. J., Common, E. A., Buckman, M. M., & Allen, G. A. (2018, October). *Supporting student success! Feasibility strategies for supporting engagement*. A workshop presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- [48] **Oakes, W. P.**, Lane, K. L., Buckman, M. M., & Lane, K. S. (2018, October). *Supporting student success! Designing engaging lesson plans*. A workshop presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- [49] Farrand, K. M., **Oakes, W. P.**, Troxel, M. N.*, & Leon, V. (2018, February). *Including all students with dramatic inquiry to support improved engagement and behavior*. A poster presented at the Council for Exceptional Children 2018 Special Education convention and Expo. Tampa, FL.
- [50] Ennis, R. P., Lane, K. L., & **Oakes, W. P.** (2018, February). *Empowering teachers with low intensity strategies to support instruction: Using instructional choice to increase engagement in 3rd grade classrooms*. A paper presented at the Council for Exceptional Children 2018 Special Education convention and Expo. Tampa, FL. (accepted)
- [51] Lane, K. L., **Oakes, W. P.**, Ennis, R. P., Common, E. A.*, Royer, D. J.*, & Bross, L. A.* (2018, February). *Low-intensity strategies to support behavior for school success*. A strand

- presented at the Council for Exceptional Children 2018 Special Education convention and Expo. Tampa, FL. (accepted)
- [52] **Oakes, W. P.**, Farrand, K. M., Troxel, M. N.*, & Leon, V. (2017, November). *Preschool circle time: Using drama practices to increase students' opportunities to respond*. A presentation at the 40th Annual Teacher Education Division (TED) Conference, Savannah, GA.
- [53] Troxel, M. N.*, Farrand, K. M., **Oakes, W. P.**, & Leon, V. (2017, November). *Entomologists and authors: Using dramatic inquiry to bring excitement into the classroom*. A poster presented at the 40th Annual Teacher Education Division (TED) Conference, Savannah, GA.
- [54] Royer, D. J.*, Lane, K. L., & **Oakes, W. P.**, Jenkins, A. B., & Common, E. A.* (2017, October). *Examining the Schoolwide Expectations Survey for Specific School Settings (SESSS): Descriptive properties and practical applications*. A presentation at the 40th Annual Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [55] **Oakes, W. P.**, Lane, K. L., Royer, D. J.*, & Crittenden, M. L. (2017, October). *An update on the SRSS-IE: Lessons learned from the field*. A presentation at the 40th Annual Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [56] Lane, K. L., Common, E. A.*, Buckman, M.*, Royer, D.*, **Oakes, W. P.**, & Allen, G.* (2017, October). *Exploring tier 2 efforts in addressing students' social-emotional needs: A social skills feasibility study*. A presentation at the 40th Annual Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [57] **Oakes, W. P.**, & Lane, K. L. (2017, October). *Building systems, 'capacity to supported students with EBD in tiered systems*. A panel presented at the 40th Annual Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [58] Lane, K. L., **Oakes, W. P.**, & Royer, D. J.* (2017, October). *Ci3T: Building capacity*. A presentation at the 40th Annual Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [59] Lane, K. L., & **Oakes, W. P.** (2017, October). *Creating sustainable structures to inform tier 2 efforts*. A presentation at the 40th Annual Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [60] **Oakes, W. P.**, Leon, V., Farrand, K. M., & Troxel, M. N.* (2017, August). *Using dramatic inquiry to increase preschoolers' engagement and social interactions*. A presentation at the First Things First Early Childhood Summit. Phoenix, AZ.
- [61] **Oakes, W. P.** (2017, April). *Functional Assessment-Based Interventions: Measuring preservice teachers' knowledge, confidence, and perceptions of usefulness*. A paper presented at the 2017 Council for Exceptional Children Convention and Expo, Boston, MA.

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- [62] **Oakes, W. P.**, Jimenez-Silva, M., Harris, P. J., & Davis, L. (2017, April). *Applying DEC recommended practices: preservice teachers and families young CLD exceptional learners*. A paper presented at the 2017 Council for Exceptional Children Convention and Expo, Boston, MA.
- [63] Green, J., Lane, K. L., & **Oakes, W. P.** (2017, April). *Systematic Screening of Internalizing and Externalizing Behaviors to inform student supports and services*. A paper presented at the 2017 Council for Exceptional Children Convention and Expo, Boston, MA.
- [64] Johnson, Z. G.*, Houchins, D. E., & **Oakes, W. P.** (2017, April). *Bullying and students with disabilities: A systematic literature review of intervention studies*. Paper presented at the meeting of the Council for Exceptional Children (CEC), Boston, MA.
- [65] Lane, K. L., **Oakes, W.P.**, Ennis, R. P., Royer, D. J., Common, E. A., Cantwell, E. D. (2017, April). *Practical strategies to support student success in school: keeping students engaged*. A demonstration presentation at the 2017 Council for Exceptional Children Convention and Expo, Boston, MA.
- [66] Ennis, R. P., Lane, K. L., & **Oakes, W. P.** (2017, March). *Empowering teachers with low intensity strategies: A professional development model*. A paper presented at the 14th International Conference on Positive Behavior Support, Denver, CO.
- [67] Lane, K. L. & **Oakes, W. P.** (2017, March). *Systematic screening for behavior in tiered systems: screening across the Pre-K-12 continuum*. A paper presented at the 14th International Conference on Positive Behavior Support, Denver, CO.
- [68] Ennis, R. P., Lane, K. L. & **Oakes, W. P.** (2017, March). *Precorrection: A summary of the literature and steps for success*. A poster presented at the 14th International Conference on Positive Behavior Support, Denver, CO.
- [69] Lane, K. L., **Oakes, W. P.**, Miller, F., Lemke, E., & McMaster, K. (2017, February). *Supporting teachers and students at all levels of multi-tiered systems of support*. A panel presented at the Pacific Coast Research Conference, Coronado, CA.
- [70] Harris, P. J., Lloyd, C., **Oakes, W. P.** (2017, February). *Special education STEM teacher preparation*. A poster presented at the Pacific Coast Research Conference, Coronado, CA.
- [71] Cantwell, E. D., Lane, K., L., **Oakes, W. P.**, & Wisdom, L. (2017, February). *Building sustainable district implementation of comprehensive, integrated, three-tiered (Ci3T) models of prevention through an IES partnership grant*. A poster presented at the 35th annual Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- [72] **Oakes, W. P.**, & Lane, K. L. (2016, October). *Using systematic behavior screening tools: Screening and intervening*. A workshop presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [73] **Oakes, W. P.**, & Lane, K. L. (2016, October). *Using screening data to inform tier 2 efforts*. A panel presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [74] **Oakes, W. P.**, & Lane, K. L. (2016, October). *Panel discussion: Building systems capacity to support students with EBD in tiered systems*. A paper presented at Teacher Educators for

Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

- [75] **Oakes, W. P.**, Fletcher, S., & Lane, K. L. (2016, October). *STEPing UP with Ci3T*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [76] Ennis, R. P., Royer, D. J., Lane, K. L., & **Oakes, W. P.** (2016, October). *A look at precorrection: A summary of the literature and steps for success*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [77] Lane, K. L., **Oakes, W.P.**, Cantwell, E. D., Royer, D. J., Common, E. A., & Johl, L.* (2016, October). *Ci3T...Moving forward with district partnerships*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [78] Evans, W., Gable, R., Zucker, S., Cook, B. G., **Oakes, W. P.**, Mathur, S. R., Lane, K. L., & Vannest, K. (2016, October). *Journal editors' forum*. A panel presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [79] Common, E. A.*, Bross, L. A.*, Lane, K. L., **Oakes W. P.**, & Cantwell, E. D. (2016, October). *A look at high-p request sequences: A summary of the literature and steps for success*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [80] Lane, K. L., **Oakes, W.P.**, Cantwell, E. D., & Crittenden, M. L. (2016, October). *An update on the SRSS-IE: systematic screening in middle and high schools*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [81] Johl, L.*, Common, E.*, Lane, K. L., & **Oakes, W. P.** (2016, April). *Supporting educators with functional assessment-based interventions (FABI)*. A poster presented at the 2016 Council for Exceptional Children Convention and Expo, St. Louis, MO.
- [82] **Oakes, W. P.**, Ennis, R. P., & Lane, K. L. (2016, April). *Empowering teachers with low-intensity strategies: Three illustrations for increasing academic engagement*. A poster presented at the 2016 Council for Exceptional Children Convention and Expo, St. Louis, MO.
- [83] Common, E. A*, Lane, K. L., & **Oakes, W. P.** (2016, April). *Increasing students with internalizing behavior patterns' opportunities to respond during early math instruction*. A poster presented at the 2016 Council for Exceptional Children Convention and Expo, St. Louis, MO.
- [84] Ennis, R. P., **Oakes, W. P.**, & Lane, K. L. (2016, April). *Empowering teachers with low intensity strategies: choice, opportunities to respond, and self-monitoring*. A paper presented at the 13th International Conference on Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision, San Francisco, CA.
- [85] **Oakes, W. P.** (2016, February). *Using low-intensity strategies to increase student engagement: Simple strategies that work*. A paper presented at the AZCEC/CASE Annual

State Conference, Finding Direction: Practical and Legal Issues in Identifying Disabilities in Culturally Diverse Children, Phoenix, AZ.

- [86] Jimenez-Silva, M. J., **Oakes, W. P.**, Davis, L., & Casas, J. (2016, January). *The role of intercultural competence in preparing early childhood special education scholars*. A poster presented at the Fifth International Conference on the Assessment of Intercultural Competence, Tucson, AZ.
- [87] **Oakes, W. P.**, & Lane, K. L. (2015, November). *Building educators' capacity for designing, implementing, and evaluating functional assessment-based interventions*. A paper presented at the 38th Annual Teacher Education Division of the Council for Exceptional Children Conference: IDEA at 40: Successes and challenges.
- [88] Jimenez-Silva, M., **Oakes, W. P.**, Casas, J., & Moffitt, S. (2015, November). *Truly engaging culturally and linguistically diverse families in early childhood special education*. A paper presented at the 38th Annual Teacher Education Division of the Council for Exceptional Children Conference: IDEA at 40: Successes and challenges.
- [89] **Oakes, W. P.**, Jimenez-Silva, M., Nunez, V., Casas, J., Perkins, H., & Leonard, A. (2015, October). *Engaging in conversations with parents about young children's behavior: Experiences of new teachers*. A paper presented at Teacher Educators for Children with Behavioral Disorders 39th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [90] **Oakes, W. P.** & Lane, K. L. (2015, October). *Supporting students with EBD in Ci3T models: Success and challenges*. A panel presented at Teacher Educators for Children with Behavioral Disorders 39th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [91] **Oakes, W. P.**, Lane, K. L., Common, E.* & Johl, L.* (2015, October). *Functional assessment-based interventions: Developing school-site capacity*. A paper presented at Teacher Educators for Children with Behavioral Disorders 39th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [92] Lane, K. L., Menzies, H. M., Ennis, R. P., & **Oakes, W. P.** (2015, October). *Supporting behavior for school success: A step-by-step guide to key strategies*. A paper presented at Teacher Educators for Children with Behavioral Disorders 39th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [93] Lane, K. L., **Oakes, W. P.**, & Cantwell, E.* (2015, October). Systematic screening in secondary schools: What have we learned about the Student Risk Screening Scale for Internalizing and Externalizing behaviors? A paper presented at Teacher Educators for Children with Behavioral Disorders 39th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [94] **Oakes, W. P.**, Lane, K. L., & Royer, D. J.* (2015, October). *Comprehensive, integrated, three-tiered (Ci3T) models of prevention: What is new in measurement?* A presentation at Teacher Educators for Children with Behavioral Disorders 39th annual conference, Tempe, AZ.
- [95] **Oakes, W. P.**, Common, E. A.*, Lane, K. L., Menzies, H. M., & Ennis, R. P. (2015, October). *Increasing opportunities to respond for elementary students with internalizing*

- behaviors during math instruction to support engagement.* A paper presented at Teacher Educators for Children with Behavioral Disorders 39th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [96] Jimenez-Silva, M., **Oakes, W. P.**, Casas, J., Davis, L., & Perkins, H. (2015, October). *Valuing diversity in early childhood special education.* A paper presented at the Arizona Teachers of Speakers of Other Languages (AZTESOL) and Teachers of Language Learners Learning Community (TL3C) State Conference, Mesa, AZ.
- [97] **Oakes, W. P.** (2015, September). *Implementing comprehensive, integrated, three-tiered models of prevention: Installing systematic screening for behavior.* A paper presented at the 2015 Council for Children with Behavioral Disorders International Conference, Atlanta. GA.
- [98] **Oakes, W. P.**, Kennedy, M., Swoszowski, N., Gage, N., Ennis, R. P., & MacSuga-Gage, A., (2015, September). *Successfully navigating the hiring and early tenure process.* A workshop presented at the 2015 Council for Children with Behavioral Disorders International Conference, Atlanta. GA.
- [99] Royer, D. J.*, **Oakes, W. P.**, Lane, K. L., Cantwell, E. D., & Common, E. A.* (2015, September). *Schoolwide Expectations Survey for Specific Settings: Designing comprehensive, integrated, three-tiered models at secondary schools.* A poster presented at the 2015 Council for Children with Behavioral Disorders international conference, Atlanta. GA.
- [100] Cantwell, E. D., Lane, K. L., Royer, D. J.*, **Oakes, W. P.**, & Common, E. A.* (2015, September). *Cultivating classroom management and instructional strategies within Ci3T models of prevention: A book study.* A poster presented at the 2015 Council for Children with Behavioral Disorders international conference, Atlanta. GA.
- [101] Messenger, M. L., Lane, K. L., **Oakes, W. P.**, Ennis, R. P., Royer, D. J.*, Common, E. A.*, & Cantwell, E. D. (2015, September). *The effects of instructional choice for elementary students in inclusive settings.* A poster presented at the 2015 Council for Children with Behavioral Disorders international conference, Atlanta, GA.
- [102] Lane, K. L., Ennis, R. P., & **Oakes, W. P.** (2015, April). *Empowering teachers with low-intensity strategies to support instruction.* A poster presented at the 2015 Council for Exceptional Children Convention and Expo, San Diego, CA.
- [103] Ennis, R. P., **Oakes, W. P.**, Menzies, H. M., & Lane, K. L. (2015, April). *Strategies for managing challenging behavior in schools to support instruction.* A paper presented at the 12th International Conference on Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision, Boston, MA.
- [104] Schmitz, K., **Oakes, W. P.**, & Lane, K. L. (2015, April). *MTSS: CI3T... the next generation of MTSS dedicated to meeting students' multiple needs.* A paper presented at the 12th International Conference on Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision, Boston, MA.
- [105] Lawson, T., Lane, K. L., & **Oakes, W. P.** (2015, April). *Universal screening for behavior: Pennsylvania's collaboration with researchers and district level implementers.* A paper

presented the 12th International Conference on Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision, Boston, MA.

- [106] Royer, D. J.*, Swogger, E. D.*, **Oakes, W. P.**, Quell, A. E., & Lane, K. L. (2015, February). *EMPOWERing teachers with low-intensity supports to improve students' academic engagement: Increasing opportunities to respond and instructional feedback*. A presentation at the 33rd annual Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- [107] Swogger, E. D.*, Lane, K. L., **Oakes, W. P.**, Royer, D. J.* (2015, February). *Project EMPOWER: A professional development series to introduce Comprehensive, Integrated, Three-tiered Models of Prevention*. A poster presented at the 33rd annual Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- [108] Common, E. A.*, Lane, K. L., & **Oakes, W. P.** (2015, February). *Supporting educators in designing, implementing, and evaluating functional assessment-based interventions*. A poster presented at the 33rd annual Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- [109] Lane, K. L., Ennis, R. P., & **Oakes, W. P.** (2015, February). *Empowering teachers with low-intensity supports to improve students' academic engagement: Choice and self-monitoring*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- [110] **Oakes, W. P.**, Lane, K. L., & Royer, D. J. (2015, February). *Building Comprehensive, Integrated, Three-tiered (Ci3T) models to address students' academic, behavioral, and social needs*. A poster presented at the 33rd annual Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- [111] Lane, K. L., **Oakes, W. P.**, Swogger, E. D., Royer, D. J., Common, E. A. (2015, January). *Identifying and supporting PK-12 students within the context of three-tiered models of prevention to meet students' multiple needs: A collaborative effort*. A presentation at University of Kansas School of Education Faculty Research Conference, Lawrence, KS.
- [112] Harris, P. J., Hansen, C., **Oakes, W. P.**, & Jimenez-Silva, M. (2015, January). *Preparing teachers to meet the unique needs of today's Arizona preschool and early elementary students*. A presentation at the CREATE Conference 2015: Imagine Possibilities for Early Childhood Teacher Education, Tucson, AZ.
- [113] Ennis, R. P., Lane, K. L., & **Oakes, W. P.** (2014, October). *Using self-monitoring to improve academic engaged time in an elementary resource classroom*. A paper presented at Teacher Educators for Children with Behavioral Disorders 38rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [114] Lane, K. L., **Oakes, W. P.**, Ennis, R. P., Messenger, M. L.*, Royer, D. J.*, Common, E. A.* & Swogger, E. D.* (2014, October). *Instructional choice to support academic engagement during writing instruction*. A paper presented at Teacher Educators for Children with Behavioral Disorders 38th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

- [115] **Oakes, W. P.**, Lane, K. L., Benner, G., & Eklund, K. (2014, October). *Supporting students with EBD in CI3T models: Successes and challenges*. A panel discussion presented at Teacher Educators for Children with Behavioral Disorders 38rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [116] **Oakes, W. P.**, Lane, K. L., Royer, D. J. *, Common E. A. *, & Swogger, E. D.* (2014, October). *Shoring up classroom management within CI3T models of prevention: Practical strategies that work*. A paper presented at Teacher Educators for Children with Behavioral Disorders 38rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [117] Lane, K. L., **Oakes, W. P.**, Menzies, H. M., Swogger, E. *, Common, E. *, & Germer, K. (2014, October). *A look at systematic screening tools across the K-12 continuum: What have we learned about the SRSS-IE?* A paper presented at Teacher Educators for Children with Behavioral Disorders 38rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [118] Lane, K. L., **Oakes, W. P.**, & Menzies, H. M. (2014, October). *Designing, implementing, and evaluating comprehensive, integrated, three-tiered (CI3T) models of prevention: A step-by-step approach*. A paper presented at Teacher Educators for Children with Behavioral Disorders 38rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [119] Wood, B. K., Fetting, A., **Oakes, W. P.**, & Lane, K. L. (2014, April). *Lessons Learned: Positive Behavioral Interventions and Supports (PBIS) in Preschool Settings*. Council for Exceptional Children 2014 Convention and Expo, Philadelphia, PA.
- [120] Lawson, T., Funsten, D., Lane, K. L., & **Oakes, W. P.** (2014, April). *Universal screening for behavior: Pennsylvania's collaboration with researchers and district level implementers*. Council for Exceptional Children 2014 Convention and Expo, Philadelphia, PA.
- [121] Lane, K. L., & **Oakes, W.P.** (2014, April). *Building comprehensive, integrated, three-tiered models for academic, behavioral, and social needs*. Council for Exceptional Children 2014 Convention and Expo, Philadelphia, PA.
- [122] **Oakes, W.P.**, & Lane, K. L. (2014, April). *Fidelity of instruction: Considerations for tiered interventions and supports*. Council for Exceptional Children 2014 Convention and Expo, Philadelphia, PA.
- [123] **Oakes, W. P.**, & Lane, K. L. (2014, March). *Monitoring fidelity of instruction across tiered systems of support*. A paper presented at the 11th International conference on Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision, Chicago, IL.
- [124] Lane, K. L., & **Oakes, W. P.** (2014, March). *Using screening data to inform decision making in tiered systems of support*. A workshop presented at the 11th International conference on Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision, Chicago, IL.
- [125] Schmitz, K., **Oakes, W. P.**, & Lane, K. L. (2014, February). *Moving toward a comprehensive, integrated, three-tiered model of prevention in Kansas*. A poster presented

at the 11th International conference on Positive Behavior Support: The Expanding World of PBS: Science, Values, and Vision, Chicago, IL.

- [126] **Oakes, W. P.** (2014, February). *Research-based reading interventions with behavior supports for students with challenging behavior*. A paper presented at the 32nd Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- [127] Lane, K. L., **Oakes, W. P.**, & Ennis, R. P. (2014, February). *Meeting the academic needs of students with and at risk for EBD: A look at reading and writing interventions*. A workshop presented at the 32nd Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- [128] Lane, K. L., Ennis, R. P., **Oakes, W. P.**, & Common, E. A.* (2014, February). *Building teachers' capacity to implement low-intensity strategies to improve academic engagement*. A paper presented at the 32nd Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- [129] Lane, K. L., **Oakes, W. P.**, Harris, P. J., & Menzies, H. M. (2014, February). *Initial evidence for the Student Risk Screening Scale for Internalizing and Externalizing behaviors (SRSS-IE)*. A poster presented at Pacific Coast Research Conference, Coronado, CA.
- [130] Lopes, J., Kauffman, J. M., Gable, R., Landrum, T., Lane, K., **Oakes, W.**, Hendrickson, J., deMello, L., Cook, B., Ruhaak, A., Wiley, A., & Germer, K. (2013, October). *TECBD Symposium on the upcoming Handbook of Emotional and Behavioral Difficulties*. A paper presented at Teacher Educators for Children with Behavioral Disorders 37rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [131] **Oakes, W.P.**, & Lane, K. L. (2013, October). *Using school-wide data to identify students with behavioral challenges for Tier 2 supports in comprehensive, integrated three-tiered (CI3T) models of prevention*. A paper presented at Teacher Educators for Children with Behavioral Disorders 37rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [132] **Oakes, W. P.**, & Lane, K. L. (2013, October). *A look at systematic screening at the preschool level*. A paper presented at Teacher Educators for Children with Behavioral Disorders 37rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [133] Lane, K. L., **Oakes, W. P.**, Menzies, H., Common, E.*, & Germer, K.* (2013, October). *A look at systematic screening tools across the K-12 continuum: What have we learned about the SRSS-IE?* A paper presented at Teacher Educators for Children with Behavioral Disorders 37rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [134] Lane, K. L., **Oakes, W. P.**, Ennis, R., Caldarella, P., & Satter, A. (2013, October). *Meeting the needs of students with EBD within and beyond three-tiered models of support: Considerations and concerns*. A panel discussion presented at Teacher Educators for Children with Behavioral Disorders 37rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [135] **Oakes, W. P.**, Menzies, H., & Lane, K. L. (2013, October). *Low-intensity strategies to improve academic engagement: Empowering teachers within comprehensive, integrated,*

- three-tiered (CI3T) models of prevention.* A workshop presented at Teacher Educators for Children with Behavioral Disorders 37th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [136] **Oakes, W. P.**, & Lane, K. L. (2013, September, Featured Speaker). *A look at systematic screenings for behavior challenges within comprehensive, integrated, three-tiered models of prevention.* A paper presented at Council for Children with Behavior Disorders 2013 International Conference, Chicago, IL.
- [137] Lane, K. L., & **Oakes, W. P.** (2013, May). *Systematic screening for behavior challenges: The importance of intervening.* Pennsylvania Positive Behavior Support Network Implementers' Forum: Going to Scale with 3-Tiered Logic: Expansion with Fidelity, Harrisburg, PA.
- [138] Lane, K. L., & **Oakes, W. P.** (2013, May). *Systematic behavior screening tools... One step further.* Pennsylvania Positive Behavior Support Network Implementers' Forum: Going to Scale with 3-Tiered Logic: Expansion with Fidelity, Harrisburg, PA.
- [139] **Oakes, W. P.**, Common, E. A.*, & Lane, K. L. (2013, April). *Identifying and supporting elementary and middle school students with challenging behaviors.* A paper presented Council for Exceptional Children 2013 Convention and Expo, San Antonio, TX.
- [140] Magill, L. M., Jenkins, A., Carter, E. W., Lane, K. L., & **Oakes, W. P.** (2013, April). *Data-driven resource and professional development needs: Findings from a statewide administrator study.* Council for Exceptional Children 2013 Convention and Expo, San Antonio, TX.
- [141] Lane, K. L., & **Oakes, W. P.** (2013, March, invited). *Using behavior screening tools to assist students within comprehensive, integrated, three-tiered models.* A paper presented at 10th International Conference on Positive Behavior Support: Association for Positive Behavior Support, San Diego, CA.
- [142] Murley, R., Fox, J., Lane, K. L., **Oakes, W. P.**, & Khan, Z. (2013, March). *Development and implementation of a statewide comprehensive, integrated positive behavior support in Tennessee.* A paper presented at 10th International Conference on Positive Behavior Support: Association for Positive Behavior Support, San Diego, CA.
- [143] Lane, K. L., & **Oakes, W. P.** (2013, February). *Functional assessment-based interventions: A university-district partnership to promote learning and success.* A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- [144] Lane, K. L., **Oakes, W. P.**, Powers, L., Brunsting, N. C.*, & Common, E. A*. (2013, February). *Focusing on function: Supporting teachers conducting functional assessment-based intervention.* A poster presented at the 31st Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- [145] Jenkins, A., Magill, L.*, Germer, K.*, **Oakes, W. P.**, & Lane, K. L. (2012, October). *Project SUPPORT and INCLUDE: A look at treatment integrity and social validity of primary prevention (Tier 1) supports.* A paper presented at Teacher Educators for Children with Behavioral Disorders 36th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

- [146] Lane, K. L., **Oakes, W. P.**, Common, E.*, Brunsting, N.*, Zorigian, K.*, & Booker, B.* (2012, October). *A comparison of systematic screening tools at the elementary and middle school levels: A look at convergent validity*. A paper presented at Teacher Educators for Children with Behavioral Disorders 36th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [147] Lane, K. L., **Oakes, W. P.**, Jenkins, A., & Booker, B.* (2012, October). *Project Persevere: A look at teacher efficacy and stress in schools implementing comprehensive, integrated, three-tiered (CI3T) models of prevention*. A paper presented at Teacher Educators for Children with Behavioral Disorders 36th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [148] **Oakes, W. P.**, Lane, K. L., Common, E.*, & Brunsting, N.* (2012, October). *A focus on function: A look at outcomes of a team-based functional assessment training series*. A paper presented at Teacher Educators for Children with Behavioral Disorders 36th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [149] **Oakes, W. P.** (2012, April). *Primary prevention within a three-tiered model: A model of professional development*. A paper presented at the Council for Exceptional Children 2012 Convention and Expo, Denver, CO.
- [150] Lane, K. L., & **Oakes, W. P.** (2012, April). *Integrating academic and behavioral interventions at tier 2: Illustrations*. A paper presented in Strand I: Supporting Students with and At Risk for Emotional and Behavioral Disorders: Integrating Academics and Behavior in a Response to Intervention Approach at the Council for Exceptional Children 2012 Convention and Expo, Denver, CO.
- [151] Lane, K. L. & **Oakes, W. P.** (2012, March). *Comprehensive, integrated, three-tiered models of prevention: Using data to identify students*. A paper presented at the 9th International Conference on Positive Behavior Support: Association for Positive Behavior Support, Atlanta, GA.
- [152] Bruhn, A., **Oakes, W. P.**, & Lane, K. L., (2012, March). *Current trends in measuring primary-plan treatment integrity*. A paper presented at the 9th International Conference on Positive Behavior Support: Association for Positive Behavior Support, Atlanta, GA.
- [153] Lane, K. L., & **Oakes, W. P.** (2012, February). *Meeting the academic needs of students at-risk for EBD within the context of comprehensive, integrated three-tiered models of prevention*. A workshop presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- [154] Germer, K.*, **Oakes, W. P.**, & Lane, K. L. (2012, February). *Secondary interventions within comprehensive, integrated, three-tiered models of prevention*. Division of College & Career Readiness Annual Conference, Focus: Special Education, Nashville, TN.
- [155] Jenkins, A. B., Dwiggins, L. M.*, Messenger, M.*, **Oakes, W. P.**, & Lane, K. L. (2012, February). *Designing and implementing a comprehensive, integrated, three-tiered model of prevention: Primary prevention*. Division of College & Career Readiness Annual Conference, Focus: Special Education, Nashville, TN.
- [156] **Oakes, W. P.**, Harris, P., Lane, K. L., & Miller, M. (2011, October). *Supporting students with EBD within the context of three-tiered models of support: Where do we go from here?*

A Panel Discussion. A panel discussion presented at Teacher Educators for Children with Behavioral Disorders 35rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

- [157] Lane, K. L., **Oakes, W. P.**, Germer, K.* , & Dwiggins, L.* (2011, October). *Functional assessment-based interventions: Considerations for policy and practice.* A paper presented at Teacher Educators for Children with Behavioral Disorders 35rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [158] Cox, M.* , Jenkins, A., Magrane, A.* , **Oakes, W. P.**, & Lane, K. L. (2011, October). *Tier 2 Supports to improve motivation and performance of elementary students with behavioral challenges.* A paper presented at Teacher Educators for Children with Behavioral Disorders 35rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [159] Lane, K. L., **Oakes, W. P.**, Harris, P. J., Menzies, H. M., Cox, M. L.* , & Wojciechowska, U.* (2011, October). *Initial evidence for the Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE).* A paper presented at Teacher Educators for Children with Behavioral Disorders 35rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [160] **Oakes, W. P.**, Lane, K. L., Jenkins, A., & Rinehart, R.* (2011, October). *Project Support and Include: A look at primary prevention (Tier 1) supports.* A paper presented at Teacher Educators for Children with Behavioral Disorders 35rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [161] Lane, K. L., **Oakes, W. P.**, & Menzies, H. M. (2011, October). *Systematic screenings of behavior to support instruction: From Preschool to High School.* A workshop presented at Teacher Educators for Children with Behavioral Disorders 35rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [162] Cox, M.* , Hankins, K.* , Magrane, A.* , Harlan, A.* , Jenkins, A. B., **Oakes, W. P.** & Lane, K. L. (2011, October). *Tier 2 Supports to Improve Motivation and Performance of Elementary Students with Behavioral Challenges.* Tennessee Association for Applied Behavior Analysis Conference, Nashville, TN.
- [163] Germer, K. A.* , Kaplan, L. M.* , Giroux, L. N.* , Markham, E. H.* , Ferris, G.* , **Oakes, W. P.**, & Lane, K. L. (2011, October). *A function-based intervention to increase a second-grade student's on-task behavior in a general education classroom.* Tennessee Association for Behavior Analysis, Nashville, TN.
- [164] Sandmel, K.* , Wilson, K.* , Harris, K.R., Lane, K.L., Graham, S., **Oakes, W.**, Kiuahara, S., & Steinbrecher, T. (2011, April). *Tier 2 Writing Intervention: Success, Failure, and Implications for Evidence-Based Practice.* A paper presentation at the Council for Exceptional Children. National Harbor, MD.
- [165] Cox, M. L.* , **Oakes, W. P.**, & Lane, K. L. (2011, April). *Project Function: Using Functional Assessment-Based Interventions in PBIS Schools.* A poster presented at the Council for Exceptional Children, National Harbor, MD.
- [166] Lane, K. L. & **Oakes, W. P.** (2011, April). *Conducting Systematic Screening for Behavior Concerns within Comprehensive Three-tiered Models of Support.* A poster presented at the Council for Exceptional Children, National Harbor, MD.

- [167] Lane, K. L. & **Oakes, W. P.** (2011, April). *Treatment Integrity Data Collected in Classrooms using Multiple Perspectives*. A paper presented at the Council for Exceptional Children, National Harbor, MD.
- [168] Lane, K. L., **Oakes, W. P.**, Blevins, L., Fox, J., & Moore, T. (2011, March). *PBS research and issues in Tennessee: Primary, secondary and tertiary levels*. A paper presented at the 8th International Conference on Positive Behavior Support: Association for Positive Behavior Support, Denver, CO.
- [169] Lane, K. L. & **Oakes, W. P.** (2011, March). *Comprehensive, integrated, three-tiered models of prevention: Integrating response-to-intervention and positive behavior supports*. A paper presented at the 8th International Conference on Positive Behavior Support: Association for Positive Behavior Support, Denver, CO.
- [170] Cox, M.*, **Oakes, W. P.** & Lane, K. L., (2011, March). *A comprehensive, integrated three-tiered model of prevention in action*. A poster presented at the 8th International Conference on Positive Behavior Support: Association for Positive Behavior Support, Denver, CO.
- [171] Lane, K. L., & **Oakes, W. P.** (2011, February). *Developing comprehensive, integrated, three-tiered models of prevention: The importance of systematic screening tools*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- [172] Lane, K. L., **Oakes, W. P.**, Jenkins, A. B., & Harlan, A.* (2011, February). *Secondary (Tier 2) prevention efforts implemented in comprehensive, integrated three-tiered models of prevention*. Division of College & Career Readiness Annual Conference, Focus: Special Education, Nashville, TN.
- [173] Fox, J., Blevins, L., Moore, T. C., Gwilt, A., Bumbalough, R., Lane, K. L., **Oakes, W. P.**, Khan, Z., Williams, D., Murley, R. (2011, February). *Successfully addressing the needs of students with behavior and learning challenges: The positive behavior support initiative in Tennessee, current status, new developments and services for schools*. Division of College & Career Readiness Annual Conference, Focus: Special Education, Nashville, TN.
- [174] Lane, K. L. & **Oakes, W. P.** (2011, February). *Identifying Nonresponsive Students within the Context of Three-tier Models of Prevention: Using Systematic Behavior Screening Tools*. Pacific Coast Research Conference, Coronado, CA.
- [175] Lane, K. L., **Oakes, W.**, Landrum, T, McDuffie-Landrum, K., Fox, J., & Blevins, L. (2010, October). *Supporting students with EBD within the context of three-tiered models of support: Where do we go from here?* A panel discussion at Teacher Educators for Children with Behavioral Disorders 34rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [176] Cox, M.*, **Oakes, W.**, Lane, K. L., & Ennis, R. P.* (2010, October). *Systematic screening in middle and high schools*. A paper presented at Teacher Educators for Children with Behavioral Disorders 34rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [177] Hankins, K.*, **Oakes, W.**, Lane, K. L., & Ennis, R. P.* (2010, October). *Systematic screening in urban elementary schools*. A paper presented at Teacher Educators for

- Children with Behavioral Disorders 34rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [178] **Oakes, W.**, & Lane, K. L. (2010, October). *Project SUPPORT and INCLUDE: An introduction to technical assistance in Tennessee*. A paper presented at Teacher Educators for Children with Behavioral Disorders 34rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [179] Lane, K. L., **Oakes, W.**, Hankins, K.* , Cox, M.* , & Harlan, A.* (2010, October). *Project function: Student-designed functional assessment-based interventions*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- [180] **Oakes, W. P.** & Lane, K. L. (2010, October). *Project support and include: Designing, implementing, and evaluating comprehensive, integrated three-tiered models of prevention in Tennessee*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- [181] Edwards, C.* , Lam, M.* , Summer, A.* , Hankins, B.* , Wilder, K.* , **Oakes, W.**, & Lane, K. L. (2010, October). *Using a functional assessment-based intervention to increase compliance behaviors of an elementary student in a general education classroom*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- [182] Cox, B.* , Griffin, M.* , Hall, R.* , **Oakes, W.**, & Lane, K. L. (2010, October). *Using a functional assessment-based intervention to increase academic engaged time in an elementary student with ADHD*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- [183] Altmann, S. A.* , **Oakes, W.**, Lane, K. L., & Wilder, K.* (2010, October). *Project support and include: The additive benefit of self-monitoring in improvement early reading skills*. A paper presented at the Tennessee Association for Applied Behavior Analysis Conference. Nashville, TN.
- [184] Lane, K. L., Harris, K. H., Graham, S., & **Oakes, W. P.** (2010, June). *The efficacy of classwide writing interventions using self-regulated strategy development for students with and without behavior concerns*. A poster presented at the Institute of Education Sciences Research Conference, National Harbor, MD.
- [185] Lane, K. L., Menzies, H. M., **Oakes, W. P.**, & Cox, M.* (2010, April). *Designing, implementing, and evaluating comprehensive three-tiered models: The importance of screening*. A preconvention workshop presented at the Council for Exceptional Children, Nashville, TN.
- [186] **Oakes, W. P.**, Harris, P. J., Altmann, S.* , & Wilder, K.* (2010, April). *Universal screening and prevention for reading and behavior*. A poster presented at Council for Exceptional Children Convention and Expo, Nashville, Tennessee.
- [187] Lane, K. L., Crnabori, M.* , Oliver, R.* , & **Oakes, W. P.** (2010, March). *Strategies for decreasing aggressive, coercive behavior: Prevention at two junctures*. A paper presented at the 7th Behavior Support: Association for Positive Behavior Support, St. Louis, Missouri.
- [188] **Oakes, W. P.**, Crnabori, M.* , & Lane, K. L. (2010, March). *Project support and include: Designing, implementing, and evaluating three-tiered models of prevention*. A poster

- presented at the 7th Behavior Support: Association for Positive Behavior Support, St. Louis, Missouri.
- [189] Lane, K. L., **Oakes, W. P.**, & Crnobori, M.* (2010, March). *Incorporating systematic screenings into three-tiered models of prevention across the K-12 continuum*. A paper presented at the 7th Behavior Support: Association for Positive Behavior Support, St. Louis, Missouri.
- [190] Lane, K. L., Bruhn, A.*, & **Oakes, W. P.** (2010, February). *Designing, implementing, and evaluating three-tiered models of prevention*. A paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.
- [191] **Oakes, W. P.**, Crnobori, M. C.*, McCoy, C.*, & Lane, K. L. (2010, February). *Project support & include: Building a comprehensive plan to support students' academic, behavioral, and social skills needs across the K-12 curriculum*. Tennessee State Special Education Annual Conference, Nashville, Tennessee.
- [192] Blevins, L., Bicard, S., Plank, E., Lane, K. L., **Oakes, W. P.**, Crnobori, M.*, Wheeler, J., & Cihak, S. (2010, February). *Positive behavior support, three-tiered academic interventions, and inclusion: Current status and recent findings from 5 state funded projects*. Tennessee State Special Education Annual Conference, Nashville, Tennessee.
- [193] Lane, K. L., Harris, K., Graham, S. & **Oakes, W. P.** (2010, February). *The efficacy of class-wide writing interventions using self-regulated strategy development for students with and without behavior concerns: A randomized control trial*. Eighteenth Annual Pacific Coast Research Conference, Coronado, California.
- [194] **Oakes, W. P.**, & Benner, G. (2009, November). *Addressing the literacy needs of student with behavioral challenges*. The International Dyslexia Association, 60th Annual Conference, Orlando, Florida.
- [195] **Oakes, W. P.**, & Barr, L. C. (2009, October). *Understanding, screening, and intervening for language-based learning differences*. 33rd Annual Conference for Teacher Educators for Children with Behavior Disorders, Tempe, Arizona.
- [196] Harris, P. J., & **Oakes, W. P.** (2009, October). *The importance of reading for all children with early reading delays*. 33rd Annual Conference for Teacher Educators for Children with Behavior Disorders, Tempe, Arizona.
- [197] **Oakes, W. P.**, Mathur, S. R., & Harris, P. J. (2009, October). *Multi-component secondary reading prevention*. 33rd Annual Conference for Teacher Educators for Children with Behavior Disorders, Tempe, Arizona.
- [198] Oliver, R. M.*, **Oakes, W. P.**, Walker, H., Crnobori, M.*, Bruhn, A.*, & Lane, K. L. (2009, October). *Early identification and prevention: A systematic review of First Step to Success*. 33rd Annual Conference for Teacher Educators for Children with Behavior Disorders, Tempe, Arizona.
- [199] Lane, K. L., & **Oakes, W. P.** (2009, September). *Writing interventions for students with EBD: Project WRITE*. 8th Biennial International Conference on Children and Youth with Behavioral Disorders, Denver, Colorado.

- [200] **Oakes, W. P.**, & Harris, P. J. (2009, April). *Reading interventions for young readers with challenging behavior: The importance of fluency practice*. Council for Exceptional Children Conference and Expo, Seattle, Washington.
- [201] **Oakes, W. P.**, & Barr, L. C. (2008, October). *Secondary reading interventions for young readers with challenging behaviors: A focus on fluency*. The International Dyslexia Association 59th Annual Conference, Seattle, Washington.
- [202] Nybakken, C., Jones, M., Dong, E., Clark, H. G., **Oakes, W. P.**, & Turton, A. M. (2008, May). *Merging Two Worlds: Training, implementation, and analysis*. Arizona Correctional Educators, Inc. and Project LEARN: 6th Annual Professional Development Symposium, Scottsdale, Arizona.
- [203] **Oakes, W. P.**, & Turton, A. M. (2008, May). *Who is teaching our adjudicated youth with special needs?* Arizona Correctional Educators, Inc. and Project LEARN: 6th Annual Professional Development Symposium, Scottsdale, Arizona.
- [204] Kimerer, K., **Oakes, W. P.**, & Casillas, R. (2008, February). *Student teachers in Latin America*. Association for Teacher Educators, New Orleans, Louisiana.
- [205] Kimerer, K., Casillas, R., & **Oakes, W. P.** (2008, February). *Interventions that work: Accountability for student teachers*. Association for Teacher Educators, New Orleans, Louisiana.
- [206] **Oakes, W. P.**, & Harris, P. J. (2007, November). *What teachers want and students need: Matching adolescent learner characteristics to reading instruction for youth who are reluctant to read*. Robert B. Rutherford Memorial Teacher Educators for Children with Behavior Disorders Conference, Tempe, Arizona.
- [207] Kimerer, K., **Oakes, W. P.**, & Turton, A. M. (2007, November). *Student teaching in Latin America*. Robert B. Rutherford Memorial Teacher Educators for Children with Behavior Disorders Conference, Tempe, Arizona.
- [208] Clark, H. G., Turton, A. M., **Oakes, W. P.**, & Nybakken, C. (2007, November). *Using concept maps to evaluate the 'Merging Two Worlds' curriculum*. Robert B. Rutherford Memorial Teacher Educators for Children with Behavior Disorders Conference, Tempe, Arizona.
- [209] **Oakes, W. P.**, Turton, A. M., Leitch, D., & Wong, J., (2007, November). *Exchanges of research at the US-China at-risk youth conference*. Robert B. Rutherford Memorial Teacher Educators for Children with Behavior Disorders Conference, Tempe, Arizona.
- [210] **Oakes, W. P.**, & Barr, L. C. (2007, October). *The effect of early reading intervention for children with concomitant behavior challenges*. International Dyslexia Association Annual Conference Dallas, Texas.
- [211] **Oakes, W. P.**, & Harris, P. J. (2007, October). *Using RTI to address reading risk for students with behavioral challenges*. International Conference on Children and Youth with Behavior Disorders. Dallas, Texas.
- [212] Turton, A. M., & **Oakes, W. P.**, (2007, July). *Supports for students with ADHD or challenging classroom behaviors*. Escuela Luis González Obregón & Escuela Insurgente Pipila, Guanajuato, Mexico.

- [213] **Oakes, W. P.**, & Turton, A. M. (2007, July). *Special education services in Arizona's secure care facilities*. China-U.S. Conference on Youth At-Risk, Beijing, People's Republic of China.
- [214] Turton, A. M., & **Oakes, W. P.** (2007, July). *Function based intervention for adolescents with emotional and behavioral disorders: Moving across cultures*. China-U.S. Conference on Youth At-Risk, Beijing, People's Republic of China.
- [215] Turton, A. M., & **Oakes, W. P.** (2007, May). *Function based intervention for adolescents with emotional and behavioral disorders: Moving across cultures and settings*. Arizona Correctional Educators, Inc. and Project LEARN: 5th Annual Professional Development Symposium, Tucson, Arizona.
- [216] **Oakes, W. P.**, & Turton, A. M. (2007, May). *Teaching special education within the juvenile justice system*. Arizona Correctional Educators, Inc. and Project LEARN: 5th Annual Professional Development Symposium, Tucson, Arizona.
- [217] Harris, P. J., **Oakes, W. P.**, & Rutherford, R. B. (2007, April). *Reading and behavior: A tier 2 intervention for first grade children*. Council for Exceptional Children Annual Conference and Expo, Louisville, Kentucky.
- [218] **Oakes, W. P.**, & Barr, L. C. (2007, February). *Reading intervention for young children with dual risk factors in reading and behavior*. Arizona Council for Exceptional Children Annual Conference, Phoenix, Arizona.
- [219] Harris, P. J., **Oakes, W. P.**, & Rutherford, R. B. (2006, November). *First-grade children with dual risk in reading and behavior: a tier 2 intervention*. 30th Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, Arizona.
- [220] Harris, P. J., **Oakes, W. P.**, Artiles, A. J., & Rutherford, R. B. (2006, November). *Reading instruction for young ELL students with behavioral challenges*. 30th Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, Arizona.
- [221] Gulchak, D. J., & **Oakes, W. P.** (2006, October). *Research support for using handheld computers for students with disabilities*. International Child and Adolescent Conference, Minneapolis, MN.

Keynote Addresses (5)

- [222] **Oakes, W. P.** (2016, February). *CCBD president's opening remarks*. An address for the AZCEC/CASE Annual State Conference, Finding Direction: Practical and Legal Issues in Identifying Disabilities in Culturally Diverse Children, Phoenix, AZ.
- [223] **Oakes, W. P.** (2015, October). *2015 CCBD president's address: Accomplishments and new Directions*. A keynote presented at the Teacher Educators for Children with Behavioral Disorders 39th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [224] **Oakes, W. P.** (2015, September). *CCBD president's address*. An address for the 2015 Council for Children with Behavioral Disorders International Conference, Atlanta, GA.
- [225] Lane, K. L., & **Oakes, W. P.** (2015, August). *Braiding RTI and PBIS: Moving ahead with comprehensive, integrated, three-tiered (Ci3T) models of prevention*. A keynote

address at the response to intervention workshop presented at Phoenix Elementary School District, Phoenix, AZ.

- [226] **Oakes, W. P.** (2104, June). *Three-tiered models of prevention: Designing and monitoring tier 2 and 3 supports*. A keynote presented at the Safe and Supportive Schools Arizona (S3 AZ) Conference, Flagstaff, AZ.

Professional Learning Presentations

- Royer, D. J., **Oakes, W. P.**, & Lane, K. L. (2021, January 26). *Supporting students who need more than tier 1: Connecting students with tier 2 and tier 3 interventions*. Project KUALIMA <https://www.ci3t.org/pl>
- Lane, K. L., Buckman, M. M., **Oakes, W. P.**, & Austin, K.S. (2020, November 3). *Project EMPOWER session 2, You've Got This! Using Your Ci3T Structures to Support Positive Behavior at School and at Home*. Project EMPOWER www.ci3t.org/pl
- Lane, K. L., **Oakes, W. P.**, Buckman, M. M., Royer, D. J., Common, E. A., (2020 October, 27; November 17, 19) *Project ENHANCE session 2, Structured Flexibility: Using Your Ci3T Structures to Provide Positive, Productive, and Safe Learning Environments*. [Professional learning session]. Project ENHANCE www.ci3t.org/enhance.
- Royer, D. J., Lane, K. L. & **Oakes, W. P.**, (2020, October 27). *Empowering educators with low-intensity strategies to increase engagement and minimize disruption*. Project KUALIMA <https://www.ci3t.org/pl>
- Lane, K. L., **Oakes, W. P.**, Buckman, M. M., & Royer, D. J. (2020, September 2, 21, 29). *Project ENHANCE session 1, Setting up for Success: Using Your Ci3T Structures to Provide Remote, Hybrid, and In-Person Instruction* [Professional learning session]. Project ENHANCE www.ci3t.org/enhance
- Royer, D. J., Lane, K. L. & **Oakes, W. P.**, (2020, September 22). *Behavior screening tools*. Project KUALIMA <https://www.ci3t.org/pl>
- Lane, K. L. **Oakes, W. P.**, Buckman, M. M. (2020, September 15). *Project EMPOWER session 1, Let's Get Started! Using Your Ci3T Structures to Provide Remote, In-Person, and Hybrid Instruction*. [Professional learning session]. Project EMPOWER www.ci3t.org/pl
- Oakes, W. P.** (2017, October). *Designing positive, proactive learning environments for supporting the social and emotional development of young children*. A professional learning workshop conducted for Florence School District early childhood teachers. San Tan Valley, AZ.
- Lane, K. L., **Oakes, W. P.**, Cantwell, E. D., & Royer, D. J. (2017, June 20-22). *Ci3T Trainer of Trainers Institute*. Lawrence, KS.
- Oakes, W. P.** (2016, January - June). *Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Creating positive change together*. A six-part professional learning series presented at STEP UP Schools, Mesa, AZ.
- Lane, K. L., Royer, D. J., & **Oakes, W. P.** (2015, December). *Moving forward: Expanding your Tier 2 library with instructional choice, instructional feedback, and behavior contracts*. A professional learning session presented at Lawrence Public Schools, Lawrence, KS.

- Common, E. A.*, Royer, D. J.*, Lane, K. L., & **Oakes, W. P.** (2015, October). *Tier 3 strategies: A look at functional assessment-based interventions*. A professional learning session presented at Prairie Park Elementary School, Lawrence, KS.
- Royer, D. J.*, Lane, K. L., & **Oakes, W. P.** (2015, October). *Moving forward with comprehensive, integrated, three-tiered (Ci3T) models of prevention in Lawrence Public Schools: Why PBIS?* Three presentations to district middle and high school paraprofessionals at Lawrence Public Schools professional development summit, Lawrence, KS.
- Oakes, W. P.** (2015, August). *Using self-monitoring to support academic and behavioral performance*. A professional learning session at the response to intervention workshop presented at Phoenix Elementary School District. Phoenix, AZ.
- Royer, D. J.*, Lane, K. L., & **Oakes, W. P.** (2015, August). *Low-intensity strategies: A look at pre-correction and behavior specific praise*. A professional learning session presented at McKinley Elementary School, Abilene, KS.
- Common, E. A.*, Johl, L. E.*, Lane, K. L., & **Oakes, W. P.** (2015, June). *Working in Ci3T models of prevention: A look at Tier 3 supports – functional assessment-based interventions (FABI)*. A paper presented at the Summer Strategies Conference: Teaching and Learning in a Technological World. Lawrence, KS.
- Common, E. A.*, Royer, D. J.*, Lane, K. L., & **Oakes, W. P.** (2015, April). *Low-intensity strategies: Increasing opportunities to respond and using self-monitoring to support instruction*. A professional learning presented at McKinley Elementary School, Abilene, KS.
- Royer, D. J.*, Lane, K. L., & **Oakes, W. P.** (2015, April). *Low-intensity strategies: Increasing opportunities to respond and using instructional choice to support instruction*. A professional learning session presented at Council Grove High School, Council Grove, KS.
- Royer, D. J.*, Lane, K. L., & **Oakes, W. P.** (2015, April). *Low intensity strategies: Increasing opportunities to respond and using instructional choice to support instruction*. A professional learning presented at Council Grove High School, Council Grove, KS.
- Schmitz, K., Lane, K. L., & **Oakes, W. P.** (2015, April). *Low-intensity strategies: A look at precorrection and managing acting out behaviors*. A professional learning presented at Lawrence Public Schools District Office, Lawrence, KS.
- Lane, K. L., Brown, D., **Oakes, W. P.**, Quell, A. E., & (2015, April) *MTSS: CI3T getting started ... moving forward with success! Part 2*. A professional learning presented at Lawrence Public Schools District Office, Lawrence, KS.
- Lane, K. L., **Oakes, W. P.**, & Common, E. A.* (2015, April). *Using your screening data: Building your Tier 2 and Tier 3*. A professional learning session presented at Jayhawk Towers, Topeka, KS.
- Lane, K. L. & **Oakes, W. P.** (2015, March). *A closer look at: Active supervision reactive plans reteaching expectations*. A professional learning presented at Lawrence Public Schools District Office, Lawrence, KS.

- Royer, D. J.*, Lane, K. L., & **Oakes, W. P.** (2015, March). *Higher-intensity strategies: Using self-monitoring to support instruction*. A professional learning session presented at Jayhawk Towers, Topeka, KS.
- Lane, K. L., Royer, D. J.*, & **Oakes, W. P.** (2015, January). *Low intensity strategies: Using instructional choice and instructional feedback to support instruction*. A professional learning session presented at Alvamar Country Club, Lawrence, KS.
- Lane, K. L., **Oakes, W. P.**, & Quell, A. E. (2015, January). MTSS: CI3T getting started... moving forward with success! Part 1. A professional learning presented at Lawrence Public Schools District Office, Lawrence, KS.
- Lane, K. L., Royer, D. J.*, & **Oakes, W. P.** (2015, January). *Supporting behavior for school success: A look at behavior-specific praise*. A professional learning session presented at Eudora Schools, Eudora, KS.
- Lane, K. L., Royer, D. J.*, & **Oakes, W. P.** (2015, January). *Supporting behavior for school success: A look at increasing opportunities to respond*. A professional learning session presented at Eudora Schools, Eudora, KS.
- Royer, D. J.*, Lane, K. L., & **Oakes, W. P.** (2015, January). *Supporting behavior for school success: A look at instructional choice*. A professional learning session presented at Eudora Schools, Eudora, KS.
- Royer, D. J.*, Lane, K. L., & **Oakes, W. P.** (2015, January). *Using self-monitoring strategies to improve academic performance*. A professional learning session presented at Eudora Schools, Eudora, KS.
- Oakes, W. P.**, Swogger, E. D.*, Quell, A. E., & Lane, K. L. (2014, October). Using instructional techniques to improve students' motivation and engagement. A professional learning session presented at Alvamar Country Club, Lawrence, KS.
- Quell, A. E., Swogger, E. D.*, Lane, K. L., & **Oakes, W. P.** (2014, September). Using school-wide data to identify students for tier 2 and 3 supports. A professional learning session presented at Alvamar Country Club, Lawrence, KS.
- Oakes, W. P.**, Lane, K. L., & Quell, A. E. (2014, August). Implementing MTSS: comprehensive, integrated, three-tiered models of prevention (CI3T): Getting started. A professional learning session presented at Lawrence Public Schools District Office, Lawrence, KS.
- Oakes, W. P.** (2014, May). Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Structures for designing and implementing tier 2 and 3 supports. A professional learning session presented for Safe and Supportive Schools of Arizona. Chandler, AZ.

RESEARCH GRANTS AND OTHER EXTERNAL FUNDING

Funded Grants

Higher Education Partnership – Morocco (2019 -2024). USAID; Science, Technology, Innovation, and Partnerships in Higher Education Program; 7200AA19APS00005. (\$5,000,000). PI Nicole Thompson.

Role: Co-Principal Investigator

Role in Preparation: Co-author

Project SCREEN: Validation of a Free-Access Screening Tool for K-12 Educators to Screen Students for Internalizing and Externalizing Behavior Patterns (2019-2022). Institute of Education Sciences; CFDA 84.324A: Social and Behavioral Outcomes to Support Learning (Social/Behavioral), Goal Five: Measurement (Validation) (\$1.4M Total; \$216,605 ASU subcontract)

Role: Co-Principal Investigator

Role in preparation: Co-author with Kathleen Lane (KU) Chris Schatschneider (FSU), and Tyler Hicks (KU)

Enhancing Ci3T: Building Professional Capacity for High Fidelity Implementation to Support Students' Educational Outcomes (Project ENHANCE) (2019-2024). Institute of Education Sciences; CFDA 84.324N: Research Networks Focused on Critical Problems of Policy and Practice in Special Education (Research Team). (\$4M Total; \$499,778.00 ASU subcontract)

Role: Co-Principal Investigator

Role in preparation: Co-author; Lane (KU), Oakes, Chafouleas (UConn), Briesch (Northeastern U), Royer (UH-M), and Common (UM-F)

Induction Experiences for Early Childhood Special Educators: Using Dramatic Inquiry to Increase Student Engagement and Positive Social Interactions (Project DIPSI) (2018). Office of Scholarship and Innovation, Mary Lou Fulton Teachers College Arizona State University, Internal Research/Scholarship Grant Competition. (\$13,237). Co-PI Kathleen Farrand.

Role: Principal Investigator

Role in preparation: Author

Implementing Comprehensive, Integrated, Three-tiered Models to Meet Students' Academic, Behavior, and Social Needs: A Research-Practitioner Partnership (2015 - 2017); Institute of Education Sciences; CFDA Number: 84.305H Researcher-Practitioner Partnerships in Education Research, New or Existing Partnership (ASU: \$43,558; Total \$400,000); PI Kathleen Lane (KU)

Role: Co-Principal Investigator (Co-PI Terry McEwen, Lawrence Public Schools)

Role in preparation: Co-Author

Integrating STEM, Literacy, and Language to Prepare All Teachers to Teach English Language Learners: iTeachELLs (2014-2019) U.S. Department of Education, Teacher Quality Partnership Program (TQP); New Award (84.336S); Absolute Priority 1: Partnership Grants for the Preparation of Teachers (\$11,552,505); PI Mari Koerner

Role: Co-Principal Investigator (2014-2015)

Role in Preparation: Co-Author (PI Pamela Harris, Wendy Oakes, Margarita Jimenez-Silva, Joi Merritt, and Teri Kurz, *listed in order of contribution*)

Preparing Early Childhood Special Educators for Arizona (2013 –2018) U.S. Department of Education, Office of Special Education Programs; New Awards; Personnel Development to

Improve Services and Results for Children with Disabilities – Personnel Preparation in Special Education, Early Intervention, and Related Services (84.325K); Competition Focus Area D: Preparing Personnel in Minority Institutions of Higher Education to Serve Children, Including Infants and Toddlers, with Disabilities (\$1,250,000); Co-PIs Jeanne Wilcox and Margarita Jimenez-Silva

Role: Principal Investigator

Role in Preparation: Author

Project SUPPORT & INCLUDE: Staff Development and Technical Assistance to Support Students with Emotional and Behavioral Challenges in Inclusive Settings (2009-2012) IHE Grant Award Application for Positive Behavior Supports and/or Inclusion Targeted Assistance. State of Tennessee Department of Education (\$942,000); PI Kathleen Lane

Role: Co-Principal Investigator (2011-2012)

Project Director (2009-2010)

Role in Preparation: Co-Author (2010-2012)

TEACHING

Arizona State University

- 2021 ECS 315: Classroom Organization and Child Guidance
- 2020 DCI 791: Proposal Writing
- 2019 ECS 315: Classroom Organization and Child Guidance
ECS 430: Systems, Policy, and Advocacy in Early Childhood Special Education
- 2018 ECS 315: Classroom Organization and Child Guidance (3 sections)
- 2017 ESC 315: Classroom Organization and Child Guidance (3 sections)
ECS 430: Systems, Policy, and Advocacy in Early Childhood Special Education
- 2016 ESC 315: Classroom Organization and Child Guidance (3 sections)
ECS 430: Systems, Policy, and Advocacy in Early Childhood Special Education
- 2015 ECS 312: Social and Emotional Development of Young Children (2 sections, iCourse)
ESC 315: Classroom Organization and Child Guidance
TEL 494: Undergraduate Project and Research in Education
- 2014 ECS 315: Classroom Organization and Child Guidance (3 sections)
TEL 494: Undergraduate Project and Research in Education
- 2013 ECS 430: Systems, Policy, and Advocacy in Early Childhood Special Education
ESC 315: Classroom Organization and Child Guidance (3 sections, iCourse)
- 2012 ECS 430: Systems, Policy, and Advocacy in Early Childhood Special Education

Vanderbilt University

- 2012 SPED 2800: Characteristics of Students with High-Incidence Disabilities

Arizona State University, Tempe Campus

- 2007 - 2009 SPE 311/ 222: Orientation to the Education of Exceptional Children
- 2009 SPE 419: Instruction in the Content Areas: Social Studies and Science

2007 - 2009 Arizona State University, Office of Professional Field Experience,
Supervisor of Student Teachers in Special Education
Supervisor of Student Teachers in Latin America (PK – 12)

Advising

- 2021 Thesis Director, Barrett, The Honors College at Arizona State University, Honor's College, *Enhancing student engagement during remote learning: A comparative analysis of remote teaching strategies in Morocco and Arizona.*
- 2020 – 2021 Thesis Committee Member, Barrett, The Honors College at Arizona State University, Honor's College, *Do Arizona charter schools rely on exclusionary discipline practices? Examining the use of exclusionary discipline practices in Arizona charter schools on special needs and culturally/linguistically diverse students.*
- 2020 – 2021 Thesis Co-Director with Sarah Jane Schonour, Barrett, The Honors College at Arizona State University, Honor's College, *Positive behavioral interventions and supports at home: A guide to using low intensity strategies to promote positive behavior and relationships within families.*
- 2019 – 2021 Committee Member, Doctorate in Education, Mary Lou Fulton Teachers College, ASU, Brian Jukins
- 2018 – 2019 Committee Member, Doctorate in Education, Mary Lou Fulton Teachers College, ASU, Jessica Miller
- 2014 – 2018 Mentor, ASU Early Childhood Special Education Scholars (USDOE, OSEP funded personnel preparation grant - 54 undergraduate students)
- 2014 – 2020 Special Graduate Faculty Appointment, University of Kansas (completion date)
2019-2021, Dissertation committee member – Grant Allen (August 2021)
2019-2021, Dissertation committee member – Mark Buckman (May 2021)
2016-2017, Dissertation committee member – Eric A. Common (August 2017)
2016-2017, Dissertation committee member – David J. Royer (August 2017)
2015-2016, Thesis committee member – Liane Johl (May 2016)
2014-2015, Thesis committee member – Emily Swogger (May 2015)
2013-2014, Thesis committee member – Kelley Bierley (May 2014)
- 2017 – 2018 Thesis Director, Barrett, The Honors College at Arizona State University, Honor's College. *Teachers' responses to students' anxiety: How do they impact students' school experiences?*
- 2016 - 2017 Thesis Director, Barrett, The Honors College at Arizona State University, Honor's College. *Creating a peer-mediated social story for young children with autism spectrum disorder.*
- 2014 - 2015 Thesis Director, Barrett The Honors College at Arizona State University, Honor's College. *Fun in the sun reading program.*
- 2013 - 2014 Thesis Second Reader, Barrett The Honors College at Arizona State University, Honor's College. *Highly gifted students in the sciences: Predicting academic proficiency based on personality, conative, and cognitive traits.*

- 2012 - 2013 Thesis Director, Barrett The Honors College at Arizona State University, Honor's College. *The Tiniest Tumbleweed*.
Peach, K. (2016). *The Tiniest Tumbleweed*. Chandler, AZ: Five Star Publication.
- 2013 Mentor, Mary Lou Fulton Teachers College, Educators Academy

PROFESSIONAL SERVICE

Editorial

- 2021 Editorial Board, *Education Sciences*
- 2018 - 2021 Associate Editor, *Behavioral Disorders*
- 2015 - 2021 Associate Editor, *Journal of Positive Behavior Interventions*
- 2013 - Present Associate Editor, *Remedial and Special Education*
- 2016, 2017 Editor, *Education and Treatment for Children Annual Special TECBD Issue*
- 2016, 2020 Reviewer, *Journal of Applied School Psychology*
- 2016 Reviewer, *Journal of Emotional and Behavioral Disorders*
- 2016, 2017 Reviewer, *Exceptional Children*
- 2015 - 2016 Co-Editor, Special Issue of *Remedial and Special Education*, with David Houchins, Bullying Prevention and Intervention
- 2015 - 2017 Editorial Board, *Behavioral Disorders, Beyond Behavior*
- 2014, 2015 Reviewer, *Educational Assessment*
- 2014 Reviewer, *The Spanish Journal of Psychology*
- 2013 - 2020 Reviewer, *Education and Training in Autism and Developmental Disabilities*
- 2013- 2015, Co-Editor with Sarup Mathur and Heather Griller Clark, *Education and Treatment for Children Annual Special TECBD Issue*
- 2018- 2020 Reviewer, *The Elementary School Journal*
- 2010 - 2012 Consulting Editorial Board, *Remedial and Special Education*
- 2011 - 2015 Reviewer, *Beyond Behavior (BB)*
- 2009 - 2016 Reviewer, *Education and Treatment of Children (ETC)*
Journal of Positive Behavior Interventions (JPBI)
- 2009 Reviewer, *Current Issues in Education (CIE)*
- 2008 Associate Editor and Reviewer, *Current Issues in Education*, Arizona State University, Mary Lou Fulton College of Education, Tempe, Arizona

National

- 2021 President-elect, CEC-Division for Research
- 2020 Vice President, CEC-Division for Research (elected, term began July 1, 2020)
- 2019 - present Review Panel Member, Social Behavioral Panel, Institute of Education Sciences
- 2017 - 2019 Reviewer, Doctoral Leadership Curriculum, University of Arizona
- 2016 - 2017 Past-President and Interim Treasurer (appointed), CEC-Council for Children with Behavioral Disorders (CCBD)

- 2016, 2017 Expert Panelist, *KU Researchers in Intensive interventions, Tiered systems, and Evidence-based practices (KU RITE)*, U.S. Department of Education, Office of Special Education Programs, doctoral training grant. University of Kansas.
- 2016 Co-Coordinated Strand: *Advances in Tiered Systems of Support: Establishing Comprehensive, Integrated, Collaborative Systems to Meet Students' Multiple Needs* with Kathleen Lane at Council for Exceptional Children. St. Louis MO.
- 2015 - 2016 President, CEC-Council for Children with Behavioral Disorders (CCBD)
- 2015 President Elect, Executive Board, CEC-Council for Children with Behavioral Disorders (February – June)
- 2014 - 2018 Advisory board facilitator, *Empowering Teachers with Low Intensity Strategies to Support Instruction II*, U.S. Department of Education, Institute of Education Sciences, Early Career Development and Mentoring Program, PI Ennis (University of AL).
- 2014 Vice President, Executive Board, CEC-Council for Children with Behavioral Disorders (elected term began July 1, 2014)
- 2014 Strand Co-Coordinator with David Houchins and Zachary Johnson, CEC Conference and Expo, *Bully prevention and intervention: Giving voice to victims through compassionate collaboration*. Philadelphia, PA.
- 2013 - 2016 Proposal Reviewer, CEC- DEC Annual International Conference
- 2012 - 2015 Program Advisory Council Member for the annual CEC Convention and Expo, CEC-Division for Research
- 2012 - 2015 Executive Board, CEC- Division for Research, Co-Chair, Knowledge Utilization Committee
- 2012 Proposal Reviewer, American Psychological Association (APA) Conference, Division 15 Program
- 2011 - 2016 Proposal Reviewer, CEC Conference and Expo
- 2011 Strand Co-Coordinator with Kathleen Lane, CEC Conference and Expo, *Supporting students with and at risk for emotional and behavioral disorders: Integrating academics and behavior in a response to intervention approach*. Denver, CO.
- 2010 - 2021 Co-Coordinator with Kathleen Lane, *Identification, Assessment and Intervention* strand at Teacher Educators for Children with Behavior Disorders (TECBD)
- 2009 - Present Advisory Committee, Teacher Educators of Children with Behavior Disorders Conference (TECBD), Arizona State University, Tempe, Arizona
- 2006 - 2011 Conference Planning Committee, Robert B. Rutherford Memorial Teacher Educators of Children with Behavior Disorders (TECBD) Conference, Arizona State University, Tempe, Arizona
- 2008 Grant Proposal Reviewer, Graduate and Professional Student Association
- 2008 Roundtable Discussion Leader, Arizona Branch International Dyslexia Association 11th Annual Conference, Phoenix, Arizona.
- 2007 Session Host: RTI and PBIS Conference, Creating More Effective Schools, Litchfield, Arizona

2007 Grant Proposal Reviewer, Classroom Practitioner Support Program, Council for Children with Behavioral Disorders Foundation

Institutional

2020-present Member, Governance Committee, Mary Lou Fulton Teachers College

2019-2020 Chair, Curriculum Committee, Mary Lou Fulton Teachers College

2019-2020 Member, Program Redesign Ad Hoc Committee, Division of Teacher Preparation, Mary Lou Fulton Teachers College

2019-present Member, Learning, Literacies, and Technologies Doctoral Program Committee

2019 Faculty Recognition Committee, Mary Lou Fulton Teachers College

2019 Member, Search Committee Clinical Professor, Mary Lou Fulton Teachers College

2018-2019 Lead Strategist, Early Childhood Special Education, Mary Lou Fulton Teachers College

2018-2020 Steering Committee member, Division of Teacher Preparation liaison, and Chair, Research and Evaluation Team, Character Education Initiative, Mary Lou Fulton Teachers College

2017- present Member, University Hearing Board, Arizona State University

2017- 2020 Member, Curriculum Committee, Mary Lou Fulton Teachers College

2012 - 2018 Honors Faculty, Barrett The Honors College, Arizona State University

2015 Co-author with Pamela Harris and Margarita Jimenez-Silva, iTeach Community Embeddedness, Kellogg Foundation grant (\$900,000; PI Koerner)

2015 Search Committee, Teacher Quality Partnership grant – iTeach ELLs, Early Childhood Special Education English Language Learners Coach

2014 Search Committee, Teacher Quality Partnership grant – iTeach ELLs, Project Director

2014 - 2017 Member, Student Issues Committee, Mary Lou Fulton Teachers College

2012 - 2017 Course Coordinator, *ECS 315: Classroom Organization and Child Guidance*

2012 - 2015 Course Coordinator, *ECS 430: Advocacy and Policy in Early Childhood Education*

2014 Committee Member, Faculty Search for Early Childhood Special Education (3 positions)

2013 Committee Member, Faculty Search for Early Childhood Special Education (1 position)

2013, 2014 Faculty Mentor, Mary Lou Fulton Teachers College, Educators Academy

2013 Faculty Mentor, Poly Prep Academy Students

2012 Facilitator (break out group), College of Technology & Innovation, Lab Crawl for freshman at the Polytechnic Campus

2012 Facilitator (break out group), iTeachAZ orientation

2012 Facilitator/ breakout group leader, Division of Teacher Preparation Faculty Associate Orientation

Community

- 2017, Fall Panel Member, Recruitment of Special Education Teachers in AZ, AZ Special Education Directors' Conference, Phoenix, AZ
- 2017, Spring Panel Member, Recruitment of Special Education Teachers in AZ, AZ Special Education Directors' meeting, Phoenix, AZ
- 2016, 2017 Member, Professional Development Committee, First Things First, Phoenix, AZ
- 2015, 2016 Member, Core Team, Arizona School-based Mental Health Community of Practice, Arizona Department of Education, Phoenix, AZ
- 2015, 2016 Member, Council for Children with Behavioral Disorders of Arizona
- 2014 - present Board of Directors, Madison Highland Prep, Phoenix, AZ
- 2008 Board Member – Arizona Branch International Dyslexia Association
- 2007 Screener, Preschool *Get Ready to Read* Screening Project - Arizona Literacy and Learning Center, Phoenix, Arizona

Professional Affiliations

- Association for Positive Behavior Support (APBS)
- Council for Exceptional Children (CEC)
 - Council for Children with Behavioral Disorders (CCBD)
 - Division for Early Childhood (DEC)
 - Division for Research (DR)
 - Teacher Education Division (TED)
 - Pioneers Division
- Teacher Educators for Children with Behavior Disorders (TECBD)
- National Association for the Education of Young Children (NAEYC)