

CURRICULUM VITAE

Wendy Peia Oakes, Ph.D.

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<https://scholar.google.com/citations?hl=en&user=jhNoTzsAAAAJ>

EDUCATION

- | | | |
|------|-------|--|
| 2009 | Ph.D. | Curriculum and Instruction, Special Education
Focus area: Emotional and Behavioral Disorders
<i>Doctoral Dissertation:</i> 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

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|----------------|--|
| 2025 – present | Executive Strategist, Institute of Learning Design and Discovery,
Mary Lou Fulton Teacher College,
Arizona State University, Tempe, AZ |
| 2024 – present | Nadine Mathis Basha Professor of Early Childhood Education,
Mary Lou Fulton Teachers College, Division of Teacher Preparation,
Arizona State University, Tempe, AZ |
| 2022 – 2024 | Associate Director of Graduate Pathways,
Mary Lou Fulton Teachers College, Division of Teacher Preparation,
Arizona State University, Tempe, AZ (Jul 1 – Dec 31) |
| 2018 – 2024 | Associate Professor,
Mary Lou Fulton Teachers College, Division of Teacher
Preparation, Arizona State University, Tempe, AZ |
| 2012 -2018 | Assistant Professor,
Mary Lou Fulton Teachers College, 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 PK - 12

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|-------------|--|---|
| 2001 – 2006 | Gilbert Public Schools
Greenfield Elementary School
Gilbert, AZ | Special Education
Resource
Grades: K - 6 |
| 1991 – 1996 | Frederick County Public Schools
Emmitsburg Elementary School
Spring Ridge Elementary School
Frederick, MD | Special Education
Resource
Grades: PK - 5 |
| 1989 – 1991 | The School Board of Sarasota County
Brookside Middle School
Sarasota, FL | Special Education
Self-Contained ED
Grades: 7 - 8 |

PROFESSIONAL RECOGNITION

- 2024 Faculty Service Achievement Award, ASU Founders Day, ASU Alumni Association, Arizona State University
- 2022 – 2023 Peer Leadership Academy, Cohort X, Arizona State University
- 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**

Royer, D. J., Common, E. A., Lane, K. L., & **Oakes, W. P.** (2024). A systematic review of the development and use of schoolwide expectations within a positive behavioral intervention and supports framework. *Manuscript in review.*

Working Paper

Oakes, W. P., Lane, K. L., Bernard, A. M.*, Sherod, R. L.*, Buckman, M. M., & Austin, K. S.* (2023). The effects of coaching activities on professional learning outcomes of educators designing Ci3T models of prevention. *Manuscript in preparation.*

Kurz, A., **Oakes, W. P.**, Dou, R., Dolan, K., & Bienenstock, E. J. (in preparation). Social networking across institutions of higher education in Morocco. *Manuscript in preparation.*

Allen, G. E., Lane, K. L., **Oakes, W. P.**, Lane, N. A., Royer, D. J., Common, E. A., Buckman, M. M., Cantwell, E. D., & Lane, K. S.* (in preparation). Social Validity of Tier 1 Practices in High Schools. *Manuscript in preparation.*

Brandon, C.*, **Oakes, W. P.**, Lane, K. L., & Spurlock, K.* (in preparation). The inclusion of low intensity strategies as tier 1 practices within tiered systems of support. *Manuscript in progress.*

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. (2023). Examination of the factor structure of two Ci3T treatment integrity measures. *Manuscript in preparation.*

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

Articles in Refereed Journals (101)

2025

- [1] Lane, K. S.*, Lane, K. L., **Oakes, W. P.**, Buckman, M. M., Royer, D. J., Sherod, R. L.* (in press). A systematic review of the systematic behavior screening tools. *Review of Educational Research*.

2024

- [2] Lane, K. L., Buckman, M. M., **Oakes, W. P.**, Fleming, K., Lane, N. A., Lane, K. S., Swinburne Romine, R., Sherod, R.*, & Allen, G. (2024). Examining the impact of the COVID-19 pandemic on elementary students' internalizing and externalizing behaviors in schools implementing tiered systems. *Journal of Emotional and Behavioral Disorders*, 0(0). <https://doi.org/10.1177/10634266241248446>
- [3] Lane, K. L., Lane, K. S.*, Lane, N. A., Buckman, M. M., **Oakes, W. P.**, Fleming, K., Swinburne Romine, R. E., & Cantwell, E. D. (2024). A reanalysis: SRSS-IE cut scores to support data-informed decision-making efforts in elementary schools. *Behavioral Disorders*, 0(0). <https://doi.org/10.1177/01987429241289912>
- [4] Royer, D. J., Pelton, K. S. L., Lane, K. L., & **Oakes, W. P.** (2024). Examining use of the schoolwide expectations survey for specific settings to build expectation matrices: A Pilot Study. *Journal of Positive Behavior Interventions*, 0(0). <https://doi.org/10.1177/10983007241276777>
- [5] Buckman, M. M., Lane, K. L., Royer, D. J., Common, E. A., **Oakes, W. P.**, Briesch, A., Chafouleas, S. M., Sherod, R. L., Pérez, P., Iovino, E., Allen, G. E., Artola Bonanno, A., Lane, N. A. (2024). Enhancing Ci3T professional learning: Initial lessons learned from Ci3T implementers. *Education and Treatment of Children*. <https://doi.org/10.1007/s43494-024-00127-y>
- [6] Buckman, M. M., **Oakes, W. P.**, Lane, K. L., Royer, D. J., Common, E. A., Briesch, A., & Allen, G. E. (2024). Data-informed professional learning and instruction in integrated tiered systems. *Intervention in School and Clinic*, 60(1), 39-52. <https://doi.org/10.1177/10534512241253606>
- [7] Lane, K. L., Buckman, M. M., **Oakes, W. P.**, Fleming, K., Lane, N. A., Lane, K. S., Swinburne Romine, R., Sherod, R., & Allen, G. (2024). Examining the impact of the COVID-19 pandemic on elementary students' internalizing and externalizing behaviors in schools implementing tiered systems. *Journal of Emotional and Behavioral Disorders*, 0(0). <https://doi.org/10.1177/10634266241248446>
- [8] Lane, K. S.*, Lane, K. L., **Oakes, W. P.**, Buckman, M. M., Lane, N. A., Allen, G. E., McCoach, D. B., Royer, D. J., & Common, E. A. (2024). Reexamining the relation between social validity and treatment integrity in Ci3T models. *Assessment for Effective Instruction*, 49(3), 159-170. <https://doi.org/10.1177/15345084241239302>
- [9] Lane, K. L., **Oakes, W. P.**, Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R. E., Sherod, R. L., Chang, C.-N., & Cantwell, E. D. (2024). Additional evidence of predictive validity of SRSS-IE scores with elementary students. *Behavioral Disorders*, 49(3), 189-204. <https://doi.org/10.1177/01987429231222890>

2023

- [10] Lane, K. L., **Oakes, W. P.**, Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R. E., Sherod, R. L., Cantwell, E. D., & Chang, C. (2023). New evidence of predictive validity of SRSS-IE scores with middle and high school students. *Frontiers in Education*. 8. <https://www.frontiersin.org/articles/10.3389/educ.2023.1251063/abstract>

- [11] Farrand, K., M., **Oakes, W. P.**, Deeg, M. T., Jaworski, K., Leon, V. (2023). Engaging community partners to enrich preschoolers learning experiences with dramatic inquiry. *Journal of the Arts and Special Education*, 3(1), 14-22. <https://docs.lib.purdue.edu/jase/vol3/iss1/6>
- [12] Lane, K. L., **Oakes, W. P.**, Monahan, K. Smith, A., Lane, K. S., Buckman, M. M., Lane, N. A., & Sherod, R. (2023). A comparison of DESSA-mini and SRSS-IE screening tools. *Education and Treatment of Children*. 46, 367-381. <https://doi.org/10.1007/s43494-023-00106-9>
- [13] Lane, K. L., **Oakes, W. P.**, Buckman, M. M., Lane, N. A., Lane, K. S., Fleming, K., Swinburne Romine, R. E., Sherod, R. L., Chang, C., Jones, J., Cantwell, E. D., & Crittenden, M. (2023). Examination of the factor structure and measurement invariance of the SRSS-IE. *Remedial and Special Education*. <https://doi.org/10.1177/07419325231193147>
- [14] Sherod, R. L., Jones, J. S., Perry, H.*, & **Oakes, W. P.** (2023). Precorrection: Empowering teachers and families to support students in varied learning contexts. *Preventing School Failure*. 67(2), 91-97. <https://doi.org/10.1080/1045988X.2023.2181302>
- [15] Lane, K. L., **Oakes, W. P.**, & Menzies, H. M. (2023). Using low-intensity strategies to support engagement: Practical applications in remote learning environments for teachers and families. *Preventing School Failure*, 67(2), 79-82. <https://doi.org/10.1080/1045988X.2023.2181300>

2022

- [16] Briesch, A., Lane, K. L., Common, E. A., **Oakes, W. P.**, Buckman, M. M., Chafouleas, S. M., Sherod, R. L., Abdulkerman, N. & Royer, D. J. (2022). Exploring views and professional learning needs of Comprehensive, Integrated, Three-Tiered (Ci3T) leadership teams related to universal behavior screening implementation. *Education and Treatment of Children*, 45 (245-262). <https://doi.org/10.1007/s43494-022-00080-8>
- [17] Common, E. A., Lane, K. L., **Oakes, W. P.**, Schellman, L. E., Shogren, K., Germer, K. A., Quell, A. E., & Lane, N. A. (2022). Building site-level capacity for functional assessment-based interventions: Outcomes of a professional learning series. *Behavioral Disorders*, 48(1), 44-61. <https://doi.org/10.1177/01987429221101569>
- [18] Menzies, H. M., **Oakes, W. P.**, Lane, K. L., Royer, D. J., & Buckman, M. M. (2022). Understanding teachers' adoption of a comprehensive reform program. *Leadership and Policy in Schools*, 22(4), 1066-1081. <https://doi.org/10.1080/15700763.2022.2081213>
- [19] **Oakes, W. P.**, Lane, K. L., Royer, D. J., Buckman, M. M., Common, E. A., Allen, G. E., & Cantwell, E. D. (2022). Supporting the installation of comprehensive, integrated, three-tiered (Ci3T) models of prevention: Educator perspectives. *Frontiers in Education*. <https://doi.org/10.3389/educ.2022.847011>
- [20] Royer, D. J., **Oakes, W. P.**, Chafouleas, S. M., Briesch, A. M., Lane, K. L., Buckman, M. M., Sherod, R. L., & Common, E. A. (2022). Ci3T leadership team members' perceived facilitators and barriers to high-fidelity implementation. *Journal of School Leadership*, 32(6), 612-635. <https://doi.org/10.1177/10526846221095753>
- [21] Royer, D. J., Lane, K. L., **Oakes, W. P.**, Jenkins, A. B., Cantwell, E. D., Common, E. A., & Lane, K. S. (2022). Examining the Schoolwide Expectations Survey for Specific Settings: Descriptive properties. *Journal of Positive Behavior Interventions*, 24(4), 289-300. <https://doi.org/10.1177/10983007211026684> (First published online 2021)

2021

- [22] 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. 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*, 24(4), 278-288. <https://doi.org/10.1177/10983007211050424>
- [23] 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*, 44(3), 145-168. <https://doi.org/10.1007/s43494-021-00044-4>
- [24] 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(3), 125–144. <https://doi.org/10.1007/s43494-021-00049-z>
- [25] 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>
- [26] 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>
- [27] 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)
- [28] 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)
- [29] **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)

2020

- [30] 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>

- [31] 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>
- [32] 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>
- [33] 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>
- [34] **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>
- [35] 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

- [36] 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>
- [37] 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.
- [38] 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.
- [39] 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>
- [40] 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.

- [41] 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
- [42] 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>
- [43] 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>
- [44] McKeown, 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

- [45] **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.
- [46] **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.
- [47] 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
- [48] 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
- [49] 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
- [50] 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
- [51] 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

- [52] 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
- [53] 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
- [54] **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
- [55] 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. <https://doi.org/10.1080/1045988X.2017.1408055>
- [56] **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. <https://doi.org/10.1080/1045988X.2017.1326799>

2017

- [57] **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. <https://doi.org/10.1080/15377903.2017.1345813>
- [58] **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*.
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- [60] 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.
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<https://www.pbis.org/resource/universal-screening-systematic-screening-to-shape-instruction>
- [132] **Oakes, W. P.** & Lane, K. L. (2015). Screening and classroom management. In W. G. Scarlett (Ed.). *The Sage encyclopedia of classroom management*. (pp. 712-714). Sage Publications. <https://doi.org/10.4135/9781483346243.n2>
- [133] **Oakes, W. P.**, & Harris, P. J. (2013). Behavioral assessment. *Oxford Bibliographies in Education*. <http://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0099.xml>

Non-refereed Publications

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<https://doi.org/10.1007/s43494-021-00057-z>
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- [141] **Oakes, W. P.**, Mathur, S. R., & Griller Clark, H. (2016). Introduction to a special issue. *Education and Treatment of Children*, 39(4), 415-418.
- [142] **Oakes, W. P.**, Mathur, S. R., & Griller Clark, H. (2015). Introduction to a special issue. *Education and Treatment of Children*, 38(4), 425-428.
- [143] Mathur, S. R., **Oakes, W. P.**, & Griller Clark, H. (2014). Introduction to a special issue. *Education and Treatment of Children*, 37(4), 1-3.
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Technical and Research Reports

- Ma, Z., Lane, N., Swinburne Romine, R., Sherod, R. L., **Oakes, W. P.**, & Lane, K. L. (2022, July). *Interpreting universal behavior screening data: Questions to consider*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/psychometric-properties-of-behavior-screening-tools>
- Ma, Z., Sherod, R., Lane, K. L., Buckman, M. M., & **Oakes, W. P.** (2022). *Interpreting universal behavior screening data: Questions to consider*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/interpreting-universal-behavior-screening-data-questions-to-consider>
- Oakes, W. P.**, Lane, K. L., Ma, Z., Sherod, R., & Pérez-Clark, P. (2022, Jan). *Installing a universal behavior screening tool: Questions to consider*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/installing-a-universal-behavior-screening-tool-questions-to-consider>
- Schonour, S. D., Lane, K. L., **Oakes, W. P.**, Sherod, R. L., & Buckman, M. M. (2022, Jan). *The whys and hows of screening: Frequently asked questions for families*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/the-whys-and-hows-of-screening-frequently-asked-questions-for-families>
- Oakes, W. P.**, Lane, K. L., Sherod, R. L., Adams, H. R., & Buckman, M. M. (2021, May). *Guidance for systematic screening: Lessons learned from practitioners in the field*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/guidance-for-systematic-screening-lessons-learned-from-practitioners>
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PRESENTATIONS

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- [3] Oakes, W. P., Lane, K. L., Royer, D. J., & Common, E. A. (2024, November 22). *Ci3T: Advancing professional learning efforts to support the design, installation, and*

- evaluation of complex, integrated systems*. [Conference panel discussion]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ, United States.
- [4] Bernard, A. M.*, Sarasin, E. M.*, Common, E. A., Oakes, W. P., & Lane, K. L. (2024, November 21-23). *Project ENGAGE: Testing a tier 2 intervention—Recognize. Relax. Record. —to support elementary students struggling with anxious feelings*. [Conference Presentation]. Teacher Educators for Children with Behavior Disorders (TECBD) Conference, Tempe, AZ.
- [5] Sherod, R. L.), Brunsting, N., Allen, G. E., Royer, D. J., Common, E. A., Oakes, W. P., & Lane, K. L. (2024, November 22). *Implementing Ci3T in the post-pandemic era: How are teachers faring?* [Conference presentation]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ, United States.
- [6] Sherod, R. L.*, Thompson, B.*, Pelton, K. S. L.*, Oakes, W. P., Pinkerton, T., & Sitz, E. (2024, November 21). *Are teachers entering the profession feeling prepared?* [Conference presentation]. Teacher Educators for Children with Behavior Disorders (TECBD) Conference, Tempe, AZ, United States.
- [7] Brandon, C. L.*, Oakes, W. P., & Sherod, R. L.*, (2024, September 5). *More tools for our toolbox: Providing teachers with effective and efficient tier 2 behavioral strategies* [Presentation]. Arizona's 2024 IDEA Conference. Scottsdale, AZ.
- [8] Sherod, R. L.*, **Oakes, W. P.**, & Brunsting, N. (2024, March 13-16). *Update of the evidence - implementing Ci3T: How are teachers faring*. [Data Blitz Session]. Council for Expectational Children (CEC) Convention and Expo, San Antonio, TX.
- [9] Thompson B. D.*, Sherod R. L.*, Pinkerton T., & **Oakes W. P.** (2024, March) *Pre-service teachers: preparation, self-efficacy, and professional support* [Conference session]. Council for Exceptional Children (CEC) Convention and Expo, San Antonio, TX.
- [10] Thompson, N. L., Basile, C., Pinkerton, T., Frias, E. L., Ludlow, C., **Oakes, W. P.**, & Villarruel, H. (2024, Feb 16). *Shifting from preparing to sustaining a teacher workforce*. [Featured session]. Ascending new heights: Propelling the professional into the future. AACTE 2024 Annual Meeting. Aurora/Denver, CO.
- [11] **Oakes, W. P.**, Frias, E. L., & Thompson, N. L. (2024, February 18). *Accessible, personalized, transformative pathways to teacher certification* [Presentation]. Ascending new heights: Propelling the professional into the future. AACTE 2024 Annual Meeting. Aurora/Denver, CO.
- [12] Kurz, A., **Oakes, W. P.**, Pinkerton, T., & Thompson, N. L. (2024, March 13). *Strengthen faculty social networks for advocacy in teacher preparation* [Presentation]. 68th Annual Meeting of the Comparative and International Education Society. Miami, FL.
- [13] **Oakes, W. P.**, Pinkerton, T., Kurz, A., Thompson, N. L., Fatmi, A., & Hovsepien, S. (2024, March). *Primary teacher preparation: Higher education partnership – Morocco* [Poster]. 68th Annual Meeting of the Comparative and International Education Society. Miami, FL.
- [14] Ludlow, C., Frias, E. L., & **Oakes, W. P.** (2024, February 7). *Today's teacher preparation: Breaking from tradition*. [Virtual presentation]. Strategic School Staffing Summit.

- [15] Brandon, C.*, & **Oakes, W. P.** (2023, Nov 9). *A building a low-intensity strategies teacher toolbox: Improving your multi-tiered system of supports* [Presentation]. The 2023 Council for Administrators of Special Education (CASE) Conference. Pittsburg, PA.
- [16] Kurz, A., **Oakes, W. P.**, Pinkerton, T., Thompson, N. L. (2023, October 24). *Growing the social networks of Moroccan teacher preparation actors for increased collaboration.* [Presentation]. Ireland International Conference on Education (IICE-2023). Dún Laoghaire, Ireland.
- [17] Brandon, C.*, & **Oakes, W. P.** (2023, August 22). *A building a low-intensity strategies teacher toolbox* [Presentation]. Arizona's 2023 IDEA Conference: Creating Connections and Strengthening Systems. Scottsdale, AZ.
- [18] Brandon, C.*, **Oakes, W. P.**, Spurlock, K. (2023, July 24). *Low intensity strategies as tier 1 practices in multi-tiered systems* [Poster session]. Office of Special Education Programs Project Directors Meeting. Washington DC.
- [19] **Oakes, W. P.**, Lane, K. L., Buckman, M. M., Sherod, R. L., & Lane, K. S.* (2023, Mar 2). *Universal screening: SRSS-Internalizing and Externalizing Behaviors* [Conference Session]. Council for Exceptional Children (CEC) Convention and Expo. Louisville, KY.
- [20] Brandon, C., **Oakes, W. P.**, Spurlock, K. (2023, Mar). *How to use EXPL#C!T instruction of low intensity behavior strategies* [Poster session]. Council for Exceptional Children (CEC) Convention and Expo. Louisville, KY.
- [21] Lane, K. S.*, & **Oakes, W. P.*** (2023, Mar 3). *Systematic review of psychometric properties of behavior screeners administered universally* [Poster session]. Council for Exceptional Children (CEC) Convention and Expo. Louisville, KY.
- [22] Frias, E. L., **Oakes, W. P.**, & Thompson, N. L. (2023, Feb 25). *Preparing teachers FOR the profession while they are IN the profession: School district - university partnerships for creating responsive and accessible teacher preparation pathways* [Presentation]. Innovation through Inspiration: Remembering the Past to Revolutionize the Future, American Association of Colleges for Teacher Education (AACTE) 75th Annual Meeting. Indianapolis, IN.
- [23] Frias, E. L., Thompson, N. L., Villarruel, H., **Oakes, W. P.**, & Basile, C. (2023, Feb 24). *Using data for continuous improvement: responding to local and national contexts to build a responsive graduate teacher preparation program.* [Presentation]. Innovation through Inspiration: Remembering the Past to Revolutionize the Future, American Association of Colleges for Teacher Education (AACTE) 75th Annual Meeting. Indianapolis, IN.
- [24] Monahan, K., Smith, A., **Oakes, W. P.**, & Lane, K. L. (2023, February 09). *Sometimes Free IS Better: An Evaluation of Two Behavior Screeners* [Conference session]. National Association of School Psychologists 2023 Annual Convention (NASP). Denver, CO.
- [25] Austin, K. S.*, Allen, G. E., Pérez-Clark, P.*, Buckman, M. M., **Oakes, W. P.**, & Lane, K. L. (2022, November 18). *Supporting educators with implementing Ci3T prevention before and after COVID-19: A look at professional learning efforts* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ.
<https://education.asu.edu/annual-tecbd-conference>
- [26] **Oakes, W. P.**, & Lane, K. L. (2022, November 18). *Ci3T: Advancing Professional Learning Efforts to Support the Design, Installation, and Evaluation of Complex,*

- Integrated Systems*. [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- [27] Buckman, M. M., Sherod, R. L., Royer, D. J., Common, E. A., Allen, G. E., Austin, K. S.*, Pérez-Clark, P.*, **Oakes, W. P.**, Briesch, A., Chafouleas, S., Brunsting, N. C., & Lane, K. L. (2022, November 18). *Project ENHANCE: Enhanced Ci3T Professional Learning Series and Delivery: Supporting Initial and Experienced Implementers* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- [28] Lane, K. L., **Oakes, W. P.**, Sherod, R. L., Buckman, M. M., & Schonour, S. D. (2022, November 18). *Project SCREEN: New Evidence of Reliability of SRSS-IE Scores and New Resources for Systematic Screening in Educational Settings* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- [29] Buckman, M. M., Lane, K. L., **Oakes, W. P.**, & Common, E. A. (2022, November 18). *Project ENGAGE: Testing a Tier 2 Intervention – Recognize. Relax. Record. – to Support Elementary Students Struggling with Anxious Feelings* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>
- [30] Lane, K. S., Royer, D. J., **Oakes, W. P.**, & Lane, K. L. (2022, October 27). *Building Data-Informed Expectation Matrices: An Application Study of the Schoolwide Expectations Survey for Specific Settings* [Poster session]. National PBIS Leadership Forum. Chicago, IL.
- [31] Lane, K. L., **Oakes, W. P.**, Schmitz, K., Silva, R. & Meador, M. (2022, October 28). *Moving forward with systematic screening: What do I need to know?* National PBIS Leadership Forum. Chicago, IL.
- [32] **Oakes, W. P.**, Lane, K. L., Buckman, M. M., Lane, N. A., & Lane, K. S. (2022, October 27). *Systematic Screening: Updates on the Student Risk Screening Scale for Internalizing & Externalizing: Information for Educators* [Poster session]. National PBIS Leadership Forum. Chicago, IL.
- [33] Sherod, R. L., Lane, K. L., **Oakes, W. P.**, Ma, Z., Lane, K. S., & Buckman, M. M. (2022, October 27). *What's new? Resources and lessons learned to support systematic screening in pre-K schools* [Poster session]. National PBIS Leadership Forum. Chicago, IL.
- [34] Lane, K. L., Sherod, R. L., & **Oakes, W. P.** (2022, October 27). *Systematic screening: Practicalities & considerations* [Facilitated discussion]. National PBIS Leadership Forum. Chicago, IL.
- [35] Kurz, A., Dolan, K., **Oakes, W. P.**, & Pinkerton, T. (2022, June 27). *Understanding the social network of Moroccan teacher education faculty to promote inclusive education for primary school students*. A presentation at the DISES International Leadership Summit on Inclusive Education. Breckenridge, CO.
- [36] Pinkerton, T., Donner, J., **Oakes, W. P.**, & Kurz, A. (2022, June 28). *Engaging Moroccan Higher Education Faculty in Universal Design for Learning*. A presentation at the DISES International Leadership Summit on Inclusive Education. Breckenridge, CO.

- [37] Yuan, C., Kurz, A., & **Oakes, W. P.** (2022, May 19). *Single-case design research: An introduction. A presentation at the Research and Practice in Primary Education conference* [invited]. Ben Guerir, Morocco.
- [38] Lane, K. L., Buckman, M. M., & **Oakes, W. P.** (2022, February 18). *Low-intensity strategies to support engagement and minimize disruption: Practical strategies that work!* [Concurrent session]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- [39] Buckman, M. M., Lane, K. L., **Oakes, W. P.**, Pérez-Clark, P.*, Austin, K. S.*, Sherod, R. L., Royer, D. J., & Common, E. A. (2022, February 18). *Enhancing Ci3T: Designing professional learning to support implementation of an integrated multi-tiered system of prevention.* [Concurrent session]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- [40] **Oakes, W. P.**, Lane, K. L., Sherod, R. L., Jones, J. S., Schonour, S. J., & Buckman, M. M. (2022). *Systematic screening with SRSS-IE: Additional evidence on reliability.* [Concurrent session]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- [41] **Oakes, W. P.**, Lane, K. L., Sherod, R. L., Buckman, M. M., Jones, J. S., Lane, N. A. & Lane, K. S.* (2022, January 18). *Systematic screening with the SRSS-IE: Additional evidence on reliability* [Poster session]. Council for Exceptional Children Convention and Expo. Orlando, FL.
- [42] Buckman, M. M., Lane, K. L., **Oakes, W. P.**, Sherod, R. L., & Royer, D. J. (2022, January 18). *Enhancing Ci3T: Designing professional learning to support implementation of an integrated multi-tiered system of support* [Conference session]. Council for Expectational Children (CEC) Convention and Expo. Orlando, FL
- [43] Buckman, M. M., Lane, K. S.*, Allen, G. E., Lane, K. L., & **Oakes, W. P.** (2022, January 17). *Initial implementation of comprehensive, integrated, three-tiered models in K-12 schools* [Poster session]. Council for Expectational Children (CEC) Convention and Expo. Orlando, FL.
- [44] 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.
- [45] **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.
- [46] Pérez-Clark 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
- [47] 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.
- [48] 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.
- [49] **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.
- [50] Gibbs, P.*, Pieprgrass, N. A., Weinberg, A. E., **Oakes, W. P.**, & Nagashima, J. (2021, October, 26). *Dispositions for principled innovation: A scoping review of research on values-centered dispositions in teacher preparation*. A presentation at the Values and Principled Innovation Forum [virtual]. Oujda, Morocco.
- [51] 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.
- [52] Lane, K. L., Johnson, M., **Oakes, W. P.**, & Sherod, R. L. (2021, October 26). *Systematic Screening: Detecting & Supporting Students with Internalizing Behaviors*. Virtual PBIS Leadership Forum. <https://www.ci3t.org/presentations>
- [53] **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.
- [54] 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>
- [55] **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.
- [56] 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.
- [57] 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 (OSED), WA. [virtual conference] <https://www.ci3t.org/presentations>
- [58] 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.
- [59] 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.
- [60] 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>
- [61] 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>
- [62] 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>
- [63] 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>
- [64] 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>
- [65] **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)
- [66] 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>
- [67] 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)
- [68] 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.
- [69] 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.
- [70] 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.
- [71] 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.
- [72] **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.
- [73] 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.
- [74] 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.
- [75] **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.
- [76] 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.
- [77] 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
- [78] 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.
- [79] 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.

- [80] 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.
- [81] 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.
- [82] **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.
- [83] Thompson, N., Basile, C., **Oakes, W. P.** & Filloon, C. (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.
- [84] 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.
- [85] **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.
- [86] 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.
- [87] 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.
- [88] 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.
- [89] 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.
- [90] 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.
- [91] 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.
- [92] **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.
- [93] 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.
- [94] 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.
- [95] 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.
- [96] **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.
- [97] 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.
- [98] 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.
- [99] **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.
- [100] 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.

- [101] **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.
- [102] 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.
- [103] 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.
- [104] **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.
- [105] **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.
- [106] **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.
- [107] 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.
- [108] 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.
- [109] 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.
- [110] 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.
- [111] 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.
- [112] Ennis, R. P., Lane, K. L. & **Oakes, W. P.** (2017, March). *Pre-correction: A summary of the literature and steps for success*. A poster presented at the 14th International Conference on Positive Behavior Support, Denver, CO.

- [113] 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.
- [114] 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.
- [115] 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.
- [116] **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.
- [117] **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.
- [118] **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.
- [119] **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.
- [120] 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.
- [121] 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.
- [122] 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.
- [123] 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.
- [124] 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.

- [125] 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.
- [126] **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.
- [127] 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.
- [128] 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.
- [129] **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.
- [130] 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.
- [131] **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.
- [132] 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.
- [133] **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.
- [134] **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.
- [135] **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.
- [136] 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.
- [137] 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.
- [138] **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.
- [139] **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.
- [140] 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.
- [141] **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.
- [142] **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.
- [143] 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.
- [144] 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.
- [145] 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.
- [146] 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.
- [147] 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.
- [148] 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.
- [149] 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.
- [150] 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.
- [151] 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.
- [152] 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.
- [153] 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.
- [154] **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.
- [155] 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.

- [156] 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.
- [157] 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.
- [158] 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.
- [159] **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.
- [160] **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.
- [161] 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.
- [162] 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.
- [163] 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.
- [164] 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.
- [165] 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.

- [166] **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.
- [167] **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.
- [168] 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.
- [169] 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.
- [170] **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.
- [171] 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.
- [172] 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.
- [173] 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.
- [174] 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.
- [175] **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.
- [176] **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.

- [177] 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 37th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [178] 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 37th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [179] **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.
- [180] **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.
- [181] 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.
- [182] 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.
- [183] **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.
- [184] 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.
- [185] 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.
- [186] 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.
- [187] 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.
- [188] 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.
- [189] 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 36rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [190] 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 36rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [191] 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 36rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [192] **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 36rd Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [193] **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.
- [194] 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.
- [195] 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.
- [196] 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.
- [197] 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.
- [198] 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.
- [199] 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.
- [200] **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 35th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [201] 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 35th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [202] 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 35th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [203] 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 35th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [204] **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 35th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [205] 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 35th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- [206] 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.
- [207] 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.

- [208] 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.
- [209] 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.
- [210] 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.
- [211] 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.
- [212] 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.
- [213] 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.
- [214] 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.
- [215] 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.
- [216] 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.
- [217] 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.
- [218] 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.
- [219] 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.

- [220] 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.
- [221] 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.
- [222] **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.
- [223] 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.
- [224] **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.
- [225] 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.
- [226] 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.
- [227] 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.
- [228] 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.
- [229] 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.

- [230] **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.
- [231] Lane, K. L., Crnobori, 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.
- [232] **Oakes, W. P.**, Crnobori, 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.
- [233] 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.
- [234] 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.
- [235] **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.
- [236] 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.
- [237] 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.
- [238] **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.
- [239] **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.
- [240] 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.
- [241] **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.
- [242] 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.
- [243] 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.
- [244] **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.
- [245] **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.
- [246] 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.
- [247] **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.
- [248] Kimerer, K., **Oakes, W. P.**, & Casillas, R. (2008, February). *Student teachers in Latin America*. Association for Teacher Educators, New Orleans, Louisiana.
- [249] Kimerer, K., Casillas, R., & **Oakes, W. P.** (2008, February). *Interventions that work: Accountability for student teachers*. Association for Teacher Educators, New Orleans, Louisiana.
- [250] **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.
- [251] 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.
- [252] 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.
- [253] **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.
- [254] **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.

- [255] **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.
- [256] **Turton, A. M., & Oakes, W. P.**, (2007, July). *Supports for students with ADHD or challenging classroom behaviors*. Escuela Luís González Obregón & Escuela Insurgente Pipila, Guanajuato, Mexico.
- [257] **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.
- [258] **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.
- [259] **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.
- [260] **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.
- [261] **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.
- [262] **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.
- [263] **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.
- [264] **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.
- [265] **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.

Invited Presentations and Keynote Addresses

- [266] **Sarasin, E. M.*, Bernard, A. M.*, Sherod, R. L.*, Brandon, C. L.*, Lane, K. L., & Oakes, W. P.** (2024, November 21-23). *Putting tiered prevention models into practice: Mapping your professional learning journey* [PreConference Workshop]. Teacher Educators for Children with Behavior Disorders (TECBD) Conference, Tempe, AZ, United States.
- [267] **Riden, B., Fleming, J., & Oakes, W. P.** (2024, November 21). *You earned your doctoral degree and landed a new gig, now what? Navigating the road to tenure and promotion to*

- full*. [Conference mentoring session]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ, United States.
- [268] Basile, C., Ludlow, C., & **Oakes, W. P.** (2022, September 14). It's time for a new education workforce [invited presentation]. Saxion University, Deventer, Netherlands.
- [269] Basile, C., Ludlow, C., & **Oakes, W. P.** (2022, September 15). It's time for a new education workforce [invited presentation]. Saxion University, Enschede, Netherlands.
- [270] **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.
- [271] **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.
- [272] **Oakes, W. P.** (2015, September). *CCBD president's address*. An address for the 2015 Council for Children with Behavioral Disorders International Conference, Atlanta, GA.
- [273] 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.
- [274] **Oakes, W. P.** (2014, 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

- Swingle, C., & **Oakes, W. P.** (2024, October 16). *Data informed decision-making & Behavior intervention plans* [presentation]. Madison School District. Phoenix, AZ.
- Oakes, W. P.**, & McDonald, T. (2024, July 16). *Measuring behavior through direct observation* [presentation]. Mesa Public Schools Path2Teach, Mesa AZ.
- Oakes, W. P.**, & McDonald, T. (2024, March 18). *The acting out cycle: When and how to intervene* [presentation]. Mesa Public Schools Path2Teach Spring Conference, Mesa AZ.
- Oakes, W. P.** (2023, March 21). *Low intensity strategies: A look at opportunities to respond*. [webinar]. A behavior break session. Arizona CEC/ Arizona Division of Emotional and Behavioral Health.
- Oakes, W. P.** (2024, Oct 9). *Low intensity strategies to support student engagement and behavior* [presentation]. Mesa Public Schools Path2Teach Fall Conference, Mesa AZ.
- Oakes, W. P.** (2023, January 17). *Low intensity strategies: A look at instructional choice*. [webinar]. A behavior break session. Arizona CEC/ Arizona Division of Emotional and Behavioral Health.
- Oakes, W. P.**, & Allen, G. E. (2022, November 8). *Low intensity strategies: A look at precorrection*. [webinar]. A behavior break session. Arizona CEC/ Arizona Division of Emotional and Behavioral Health.

Oakes, W. P. (2022, October 4). *Low intensity strategies: A look at behavior specific praise*. [webinar]. A behavior break session. Arizona CEC/ Arizona Division of Emotional and Behavioral Health.

Professional Workshops and Presentations - International

Chen, Y., Hovsepian, S., Pinkerton, T. & **Oakes, W. P.** (2024, Apr 17). *Ethics in authorship and manuscript formatting*. [Workshop]. Higher Education Partnership – Morocco. Marrakesh, Morocco.

Brown, A., Frias, E. L., Ludlow, C. & **Oakes, W. P.** (2024, Feb 8). *Mary Lou Fulton Teachers College teacher preparation pathways redesign*. [Presentation]. Higher Education Partnership – Morocco: Faculty Residency. Tempe, AZ.

Oakes, W. P., & Kurz, A. (2024, Feb 5). *Arizona guided school-site tours: Panel of school leaders*. [Panel facilitators]. Higher Education Partnership – Morocco: Faculty Residency. Tempe, AZ.

Oakes, W. P., & Frias, E. L. (2023, Mar 9). *Using InTASC standards to support students' content and pedagogical knowledge*. [presentation, invited]. Teacher Excellence Initiative: Concept Note to Practice. Cairo, Egypt.

Pinkerton, T., & **Oakes, W. P.** (2023, Mar 9). *International best practices for teacher education*. [presentation, invited]. Teacher Excellence Initiative: Concept Note to Practice. Cairo, Egypt.

Frias, E. L., & **Oakes, W. P.** (2023, Mar 10). *Linking theory and practice*. [presentation, invited]. Teacher Excellence Initiative: Concept Note to Practice. Cairo, Egypt.

Oakes, W. P., & Frias, E. L. (2023, Mar 11). *Developing a system for continuous improvement*. [presentation, invited]. Teacher Excellence Initiative: Concept Note to Practice. Cairo, Egypt.

Pinkerton, T., Frias, E. L., **Oakes, W. P.**, & Thompson, N. L. (2023, Mar 11). *Identify strengths of the current system and barriers/blockers that might need to be addressed to move forward with Ed 2.0: Hands on activity*. [presentation, invited]. Teacher Excellence Initiative: Concept Note to Practice. Cairo, Egypt.

Pinkerton, T., **Oakes, W. P.**, & Hafdi Idrissi, L. (2022, February 21, 23, 25). *Universal design for learning: Applying the principles of UDL in course design*. A presentation at the le centre des Formations et des Rencontres Nationales - Training and national conference center. Rabat, Morocco.

Professional Learning Series

Oakes, W. P., Lane, K. L., Allen, G. E., & Royer, D. J. (2024, January 09). *Project EMPOWER session 4, Secondary (Tier 2) interventions in Ci3T Models: Logistics and Illustrations*. EMPOWER www.ci3t.org/pl

Oakes, W. P., Lane, K. L., Allen, G. E., Royer, D. J., & Sherod, R. L. (2023, November 30). *Project EMPOWER session 3, Practical strategies to maximize engagement and limit disruption*. Project EMPOWER www.ci3t.org/pl

Oakes, W. P., Lane, K. L., Allen, G. E., & Royer, D. J. (2023, October 19). *Project EMPOWER session 2, Systematic screening: What do I need to know?* Project EMPOWER www.ci3t.org/pl

- Lane, K. L., Buckman, M. M., & **Oakes, W. P.** (2023, September 21). *Project EMPOWER session 1, Setting up for success with Ci3T*. Project EMPOWER www.ci3t.org/pl
- Lane, K. L., Buckman, M. M., & **Oakes, W. P.** (2023, September 19). *Project EMPOWER session 1, Setting up for Success with Ci3T*. Project EMPOWER www.ci3t.org/pl
- Lane, K. L., & Buckman, M. M., & **Oakes, W. P.** (2023, April 13, 19, 20; May 10). Project ENHANCE session 5, *Implementing Comprehensive, Integrated, Three-tiered (Ci3T) Models: Planning for the year ahead* [Professional learning sessions for four school districts]. Project ENHANCE www.ci3t.org/enhance
- Lane, K. L., Buckman, M. M., & **Oakes, W. P.** (2023, March 23). *Project EMPOWER + Enhanced session 5, Tier 3 interventions in Ci3T models: Assisting students with intensive intervention needs* [Professional learning session]. Project EMPOWER www.ci3t.org/enhance
- Lane, K. L., Sherod, R. L., Buckman, M. M., & **Oakes, W. P.** (2023, March 22). *Project EMPOWER session 5, Tier 3 interventions in Ci3T models: Assisting students with intensive intervention needs* [Professional learning session]. Project EMPOWER www.ci3t.org/pl
- Lane, K. L., & Buckman, M. M., & **Oakes, W. P.** (2023, February 1; March 8, 9, 15). Project ENHANCE session 4, *Implementing Comprehensive, Integrated, Three-tiered (Ci3T) Models: Supporting student success across the tiers* [Professional learning sessions for four school districts]. Project ENHANCE www.ci3t.org/enhance
- Lane, K. L. Buckman, M. M., & **Oakes, W. P.** (2023, January 12). *Project EMPOWER + Enhanced session 4, Tier 2 interventions in Ci3T models: Logistics and illustrations*. [Professional learning session]. Project EMPOWER www.ci3t.org/enhance
- Lane, K. L., Sherod, R. L., Buckman, M. M., & **Oakes, W. P.** (2023, January 11). *Project EMPOWER session 4, Tier 2 interventions in Ci3T models: Logistics and illustrations*. [Professional learning session]. Project EMPOWER www.ci3t.org/pl
- Lane, K. L., & Buckman, M. M., & **Oakes, W. P.** (2022, December 7; 2023, January 18, 19, 25). Project ENHANCE session 3, *Implementing Comprehensive, Integrated, Three-tiered (Ci3T) Models: Using data to inform professional learning*. [Professional learning sessions for four school districts]. Project ENHANCE www.ci3t.org/enhance
- Lane, K. L., Buckman, M. M., & **Oakes, W. P.** (2022, November 16). *Project EMPOWER+ Enhanced session 3, Teacher-delivered, low-intensity supports: Practical strategies to maximize engagement and limit disruption*. Project EMPOWER www.ci3t.org/enhance
- Lane, K. L., Sherod, R. L., Buckman, M. M., & **Oakes, W. P.** (2022, November 15). *Project EMPOWER session 3, Teacher-delivered, low-intensity supports: Practical strategies to maximize engagement and limit disruption*. Project EMPOWER www.ci3t.org/pl
- Lane, K. L., Buckman, M. M., & **Oakes, W. P.** (2022, October 20). *Project EMPOWER session 2, Using systematic screening data to meeting students' multiple needs: What do I need to know?* Project EMPOWER www.ci3t.org/pl
- Lane, K. L., Buckman, M. M., & **Oakes, W. P.** (2022, October 19). *Project EMPOWER + Enhanced session 2, Using systematic screening data to meeting students' multiple needs: What do I need to know?* Project EMPOWER www.ci3t.org/enhance

- Lane, K. L., & Buckman, M. M., & **Oakes, W. P.** (2022, October 12; November 2, 3, 10). Project ENHANCE session 2, *Implementing Comprehensive, Integrated, Three-tiered (Ci3T) Models: Using data to inform instruction*. [Professional learning sessions for four school districts]. Project ENHANCE www.ci3t.org/enhance
- Lane, K. L., & Buckman, M. M., & **Oakes, W. P.** (2022, September 8, 14, 15, 29). Project ENHANCE session 1, *Implementing Comprehensive, Integrated, Three-tiered (Ci3T) Models: Setting up for success*. [Professional learning sessions for four school districts]. Project ENHANCE www.ci3t.org/enhance
- Lane, K. L., Buckman, M. M., & **Oakes, W. P.** (2022, September 22). *Project EMPOWER + Enhanced session 1, Moving forward with Ci3T: Setting up for success*. Project EMPOWER www.ci3t.org/enhance
- Lane, K. L., Buckman, M. M., **Oakes, W. P.** (2022, September 21). *Project EMPOWER session 1, Moving forward with Ci3T: Setting up for success*. Project EMPOWER www.ci3t.org/pl
- Lane, K. L., & Buckman, M. M., & **Oakes, W. P.** (2022, July 28; August 3, 4). Project ENHANCE session 0, *Preparation opportunity: Setting up for the year ahead* [Professional learning sessions for three school districts]. Project ENHANCE www.ci3t.org/enhance
- Lane, K. L., **Oakes, W. P.**, Royer, D. J., Common, E. A., & Buckman, M. M. (2022, June 21-23). *Ci3T train the trainers institute* [online professional learning series].
- Lane, K. L., Buckman, M. M., & **Oakes, W. P.** (2022, April 5, 7, 14; May 12). *Project ENHANCE session 5, Moving forward: Using treatment integrity, social validity, & screening data and getting ready for next year*. [Professional learning sessions for four school districts]. Project ENHANCE www.ci3t.org/enhance
- Lane, K. L., Buckman, M. M., **Oakes, W. P.**, Sherod, R. L., Pérez-Clark, P., Austin, K. S.* (2022, February 17). *Project EMPOWER session 4, Where did that come from? Understanding and managing acting out behavior*. Project EMPOWER www.ci3t.org/pl
- Lane, K. L., Buckman, M. M., **Oakes, W. P.**, Sherod, R. L., & Austin, K. S. (2022, January 13). *Project EMPOWER session 3, What do i need to know about systematic screening?* Project EMPOWER www.ci3t.org/pl
- Lane, K. L., Buckman, M. M., & **Oakes, W. P.** (2022, January 25, 26, 27; March 29). *Project ENHANCE session 4, Checking in: Using screening data*. [Professional learning sessions for four school districts]. Project ENHANCE www.ci3t.org/enhance
- Lane, K. L., Buckman, M. M., & Oakes, W. P. (2021, December 7, 8, 9; 2022, January 18). *Project ENHANCE session 3, Taking action: Using treatment integrity, social validity, and screening data*. [Professional learning sessions for four school districts]. Project ENHANCE www.ci3t.org/enhance
- Lane, K. L., Buckman, M. M., & Oakes, W. P. (2021, October 27, 28; November 16). *Project ENHANCE session 2, Taking action: Using fall screening data*. [Professional learning sessions for four school districts]. Project ENHANCE www.ci3t.org/enhance
- Lane, K. L., Buckman, M. M., & Oakes, W. P. (2021, September 9, 14, 28). *Project ENHANCE session 1, Starting the year off right: Setting up for success*. [Professional learning sessions for four school districts]. Project ENHANCE www.ci3t.org/enhance

- Lane, K. L., Buckman, M. M., Royer, D. J., & Oakes, W. P. (2021, April-May) *Project ENHANCE session 5, A focus on Tier 2: Planning and exploring new resources*. [Professional learning sessions for four school districts]. Project ENHANCE www.ci3t.org/enhance
- Lane, K. L., Buckman, M. M., Royer, D. J., & Oakes, W. P. (2021, January-March) *Project ENHANCE session 4, Using new resources to support tier 2: Integrated, data-informed, decision-making efforts* [Professional learning sessions for four school districts]. Project ENHANCE www.ci3t.org/enhance
- 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., **Oakes, W. P.**, Buckman, M. M., Royer, D. J., & Common, E. A. (2020, December 8; 2021, January 19) *Project ENHANCE session 3, Structured flexibility: Using new resources to support data-informed professional learning to create positive, productive, and safe learning environments* [Professional learning sessions for four school districts]. Project ENHANCE <https://www.ci3t.org/enhance>
- 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 I*. 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

From Access to Inclusion: Local Action for Global Change (2023-2025). U.S. Department of State, Aspen Institute. (\$299,469). PI Alexander Kurz, Co-PIs Tanya Pinkerton, Nicole Thompson

Role: Co-Principal Investigator

Role in Preparation: Contributor

Evaluating CoPs as a Vehicle for Implementing the Principled Innovation Framework (2022 – 2025), John Templeton Foundation (\$1,674,565). PI Nicole Thompson

Role: Co-Principal Investigator

Role in Preparation: Contributor

Project EPIC: Preparing Productive Special Education Scholars to Lead in Evidence-based Practices in Comprehensive Integrated Three-tiered (Ci3T) Models of Prevention (2022-2026). U. S. Department of Education, Office of Special Education Programs. Personnel preparation grant. (\$2,407,296) Co-PI Chengan Yuan

Role: Principal Investigator

Role in preparation: Author

Project ENGAGE: Enhancing Student Engagement to Facilitate Learning and Well-Being (2022-2026). Institute of Education Sciences; 84.324X-2-Research to Accelerate Pandemic Recovery in Special Education (\$3M Total; \$450,618 ASU subaward).

Role: Co-Principal Investigator

Role in Preparation: Co-author

Higher Education Partnership – Morocco (2019 -2024). USAID; Science, Technology, Innovation, and Partnerships in Higher Education Program; 7200AA19APS00005. (\$5,995,395). PI Nicole Thompson.

Role: Co-Principal Investigator

Role in Preparation: Co-author

Site visit for proposal co-design April 23 – May 2, 2019:

Thompson, N. L., Gummer, E., Oakes, W. P., Wilcox, K., & Woodrick, N. (2019, April 27-28). *Teaching for success: A collaborative design session* [Workshop]. Fez, Morocco.

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 subaward)

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 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

2024 DCI 707: Proposal Writing

- DCI 790: Reading and Conference
 DCI 792: Research
 EPA 790: Reading and Conference
 SPE 792: Special Topics Seminar
 SPE 799: Dissertation
- 2023 DCI 790: Reading and Conference
 EPA 790: Reading and Conference
 SPE 792: Special Topic Seminar
 TEL 517: Creating Equitable Learning Environment: Decision Making and Action
- 2022 DCI 707: Proposal Writing
- 2021 ECS 315: Classroom Organization and Child Guidance
 TEL 492: Honors Directed Study
 TEL 493: Honors Thesis
- 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

- 2024 Doctoral Advisor, Learning, Literacies, and Technologies PhD
Matthew Bruce Aschliman
- 2023 Doctoral Advisor, Learning, Literacies, and Technologies PhD
Jessica Matus
Rebecca L. Sherod
- 2023 Doctoral Advisor, Educational Policy and Evaluation PhD
Brad D. Thompson
- 2022 Doctoral Advisor, Learning, Literacies, and Technologies PhD
Carrie L. Brandon
- 2022 Doctoral CoAdvisor w/ Nicole Thompson, Education Policy and Evaluation, PhD
Setrag Hovsepian
- 2024 Thesis Committee Member, Barrett, The Honors College at Arizona State University, Honor's College, *Constructing a Proactive Higher Education Environment for Students with Attention-Deficit Hyperactivity Disorder.*
- 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 – present Special Graduate Faculty Appointment, University of Kansas (completion date)
2020-2023, Dissertation committee member – Katie Austin (Sum 2023)
2020-2023, Dissertation committee member – Paloma Perez-Clark (Sum 2023)
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

- 2022 Ad-hoc Reviewer, *Review of Education Research, Healthcare, Journal of Psychoeducational Assessment*
- 2022 Book reviewer, *Solutions to Common Behavioral Issues in the Classroom: A Teacher's Desk Reference.* Dr. Hill Walker
- 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*
- 2022 Reviewer, *Journal of Emotional and Behavioral Disorders*
- 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- 2023 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

International

- 2022, May Scientific Planning Committee, Research and Practice in Primary Education conference. Ben Guerir, Morocco.
- 2021, Oct Scientific Planning Committee, Values and Principled Innovation Forum [virtual]. Oujda, Morocco.

National

- 2023 Past President, Council for Exceptional Children – Division for Research (CEC-DR)
- 2022 President, Council for Exceptional Children – Division for Research (CEC-DR)
- 2021 President-elect, Council for Exceptional Children – Division for Research (CEC-DR)
- 2020 Vice President, Council for Exceptional Children – Division for Research (CEC-DR; 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 - 2022 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

- 2024 Peer Reviewer, Limited submission proposal, Knowledge Enterprise, Arizona State University
- 2023 Session Moderator, Next Education Workforce Summit 2023, Mary Lou Fulton Teachers College
- 2022 Panelist, Ideas Welcome: Education Equity Challenge, Early Childhood Education (with Boozer, A., Masseur, L., & Meek, S.)
- 2020-2023 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
- 2019-2022 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)

Division for Emotional and Behavioral Health (DEBH)

Division for Early Childhood (DEC)

Division of Culturally and Linguistically Diverse Exceptional Learners (DDEL)

Division of Leaders and Legacy (DLL)

Division for Research (DR)

Teacher Education Division (TED)

National Association for the Education of Young Children (NAEYC)

Arizona Association for the Education of Young Children (AzAEYC)

Teacher Educators for Children with Behavior Disorders (TECBD)