

CURRICULUM VITAE

Rose Iovannone, Ph.D.

University of South Florida
College of Behavioral and Community Sciences
Department of Child and Family Studies
Florida Center for Inclusive Communities, a University Center for Excellence in
Developmental Disabilities Education, Research, and Service
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PRIMARY RESEARCH INTERESTS

Individualized behavior supports—specifically functional behavior assessment and function-linked behavior support plans

Measurement—specifically feasible methods of measurement to be used by state department of education, school districts, and educational professionals for progress monitoring tier 3 behavior interventions and measuring systemic improvements

Evidence-based practices for students with autism spectrum disorder

Systems change—specifically related to implementing effective, results-driven tier 3 behavioral supports in school districts

DEGREES HELD

Ph.D. in Educational Psychology, June 1996
University of Houston, Houston, TX

Master of Education in Special Education, June 1988
University of Louisville, Louisville, KY

Bachelor of Science in Special Education, June 1976
Cleveland State University, Cleveland, OH

LICENSES AND CERTIFICATIONS

Board Certified Behavior Analyst – Doctorate, 2008-current
Certificate Number: 1-08-4789

Autism Diagnostic Observation Schedule (ADOS), 2002-current
Clinical Certification

HONORS AND AWARDS

Southwest Educational Research Association
Graduate Student Paper of the Year Award

1996

PROFESSIONAL MEMBERSHIPS

American Psychological Association (APA)	1996 - present
Association for Applied Behavior Analysis International (ABAI)	2011 - present
Council of Exceptional Children (CEC)	1985 - present
Florida Applied Behavior Analysis (FABA)	2014 - present
National Association for School Psychologists (NASP)	1998 - present
Association for Positive Behavior Support (APBS)	2004 - present

HIGHER EDUCATION EXPERIENCE

University of South Florida	2000-present
Department of Child and Family Studies	
Research Associate Professor, 2020-present	
Research Assistant Professor, 2000–2019	
University of St. Thomas (Houston, TX)	1996 to 2000
Adjunct Faculty	
Primary teaching assignment: Assessment courses	

PK-12 PROFESSIONAL EDUCATION EXPERIENCE

Region IV Education Service Center (Houston, TX)	1996 to 2000
Education Specialist	
Cypress-Fairbanks Independent School District (Houston, TX)	
Educational Diagnostician	1988 to 1996
Conroe Independent School District (Conroe, TX)	
Educational Diagnostician	1987-1988
Houston Independent School District (Houston, TX)	
Educational Diagnostician	1982-1987
Elementary School Resource Teacher	1981-1982
Greater Clark County Coop (Jeffersonville, IN)	
Educational Diagnostician	1980-1981
Teacher of elementary school students with emotional disabilities	1979-1980
Center for Children with Autism (Louisville, KY)	
Behavior interventionist	1979
Jefferson County Schools (Louisville, KY)	
Teacher of middle school students with mild intellectual disability	1978-1979
Lucas County Schools (Port Clinton, OH)	
Teacher of high school students with mild intellectual disability	1976-1978

PUBLICATIONS

Refereed Articles (* indicates student co-author)

- ¹de Boer, S., **Iovannone, R.**, Bateman, D. & Chan, P. (accepted 12/2024). Quality of State FBA/BIP Guidance Provided to Districts. *Remedial and Special Education*.
- ²**Iovannone, R.**, Moore, T. D., Williams, J., Sanchez, S., & Kauk, N. (2024). Are we on course yet? Functional behavior assessment and behavior intervention plan technical adequacy in schools. *Behavioral Sciences*, 14(6), 1-15. <https://doi.org/10.3390/bs14060466>.
- ³*Ford, S., Blair, K.S.C., **Iovannone, R.**, & Kwak, D. (2024). Implementation of the Prevent-Teach-Reinforce Model for Elementary School Students Needing Intensive Behavior Intervention. *Behavioral Sciences*, 14(2), 1-20. <https://doi.org/10.3390/bs14020093>.
- ⁴Martin, R., Iadarola, S., **Iovannone, R.**, Cavanaugh, B., Fontechia, K., Levato, L., & Anderson, C. (2024). Conducting randomized controlled trials to evaluate school-based interventions for students on the autism spectrum: Common challenges and mitigation strategies. *Journal of Developmental and Physical Disabilities* 36,(3) 461-487. <https://doi.org/10.1007/s10882-023-09918-4>.
- ⁵**Iovannone, R.**, & Anderson, C. (2023). Critical issues and trends in the implementation of evidence-based practices in educational settings for students with autism: A 20-year update: Introduction to the special series. *Focus on Autism and Other Developmental Disabilities* 38(1), 3-4. <https://doi.org/10.1177/10883576221144733>.
- ⁶* Deenihan, D, Blair, K. W., & **Iovannone, R.** (2023). Evaluating the Prevent-Teach-Reinforce model for high school students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*, 38(1), 58-68 <https://doi.org/10.1177/10883576221137294>.
- ⁷Gould, K., **Iovannone, R.**, Anderson, C., Hoffkins, C., Jordan, A., & Cavanaugh, B. (2022). Use of teleconsultation in schools. *Communique*. 50, 26-27.
- ⁸Martin, R. J., Cavanaugh, B., Levato, L., McFee, K., Hochheimer, S., Iadarola, S., **Iovannone, R.**, Smith, T., & Anderson, C. (2021). Modular approach to autism programs in schools (MAAPS): A feasibility study. *Contemporary School Psychology*, 1-11. <https://doi.org/10.1007/s40688-021-00397-y>.
- ⁹Anderson, C. A., **Iovannone, R.**, Smith, T. S., Levato, L., Martin, R., Cananaugh, B., Hochheimer, S., Wang, H., & Iadarola, S. (2020). Thinking Small to Think Big: Modular Approach for Autism Programming in Schools (MAAPS). *Journal of Autism and Developmental Disorders*, 51(1), 193-211. <https://doi.org/10.1007/s10803-020-04532-1>.
- ¹⁰*Sullivan, K., Crosland, K., **Iovannone, R.**, Blair, K. S., & Singer, L. (2020). Evaluating the effectiveness of prevent-teach-reinforce (PTR) for high-school students with emotional and behavioral disorders. *Journal of Positive Behavior Interventions*, 23(1), 3-16. <https://doi.org/10.1177/1098300720911157>.

- ^{11*}Barnes, S., **Iovannone, R.**, Blair, K. S., Crosland, K., & Peshak-George, H. (2020). An evaluation of the Prevent-Teach-Reinforce Model within a multi-tiered intervention system. *Preventing School Failure: Alternative Education for Children and Youth*, 64(2), 128-148. <https://doi.org/10.1080/1045988X.2019.1688228>.
- ¹²**Iovannone, R.**, Iadarola, S., Hodges, S., Haynes, R., Stark, C., McFee, K., Grace, S., Anderson, C., & Smith, T. (2019). An extra set of hands: A qualitative analysis of stakeholder perspectives on implementation of a modular approach to school adoption of evidence-based interventions for students with autism spectrum disorder. *International Journal of Positive Behavioural Interventions*, 9(2), 25-40.
- ¹³Anderson, C. A., Smith, T. S., & **Iovannone, R.** (2018). Building capacity to support students with autism spectrum disorder: A modular approach to intervention. *Education and Treatment of Children*, 41, 107-138. <https://doi.org/10.1353/etc.2018.0004>
- ¹⁴**Iovannone, R.**, Anderson, C. A., & Scott, T. (2017). Understanding setting events: What they are and how to identify them. *Beyond Behavior*, 26, 105-112. <https://doi.org/10.1177/1074295617729795>.
- ^{15*} Stuart, C., **Iovannone, R.**, Crosland, K., Evanovich, L., & Kincaid, D. (2016). An evaluation of Check-in/Check-out with school-aged children residing in a mental health treatment facility. *International Journal of Positive Behavioural Supports*, 6(2), 39-50.
- ^{16*} Slattery, L., Crosland, K., & **Iovannone, R.** (2016). An evaluation of a self-management intervention to increase on-task behavior with individuals diagnosed with attention-deficit hyperactivity disorder. *Journal of Positive Behavior Interventions*, 18, 168-179. <https://doi.org/10.1177/1098300715588282>.
- ^{17*} Kulikowski, L., Blair, K. S., **Iovannone, R.**, & Crosland, K. (2015). An evaluation of the Prevent-Teach-Reinforce (PTR) model in a community preschool classroom. *Journal of Behavior Analysis and Supports*, 2, 1-22.
- ¹⁸**Iovannone, R.**, Greenbaum, P., Wang, W., Kincaid, D., & Dunlap, G. (2014). Inter-rater agreement of the Individualized Behavior Rating Scale Tool (IBRS-T). *Effective Assessment for Intervention*, 39(4), 195-207. <https://doi.org/10.1177/1534508413488414>.
- ¹⁹**Iovannone, R.**, Anderson, C., & Scott, T. (2013). Power and control: Useful functions or explanatory fictions? *Beyond Behavior*, 22, 3-6. <https://doi.org/10.1177/107429561302200202>
- ^{20*} Sears, K. M., Blair, K. S. C., **Iovannone, R.** & Crosland, K. (2013). Using the Prevent-Teach-Reinforce model with families of young children with ASD. *Journal of Autism and Developmental Disorders*, 43, 1005-1016. <https://doi.org/10.1007/s10803-012-1646-1>
- ²¹Dunlap, G., **Iovannone, R.**, Wilson, K., Strain, P., & Kincaid, D. (2010). Prevent-Teach-Reinforce: A standardized model of school-based behavioral intervention. *Journal of Positive Behavior Interventions*, 12, 9-22. <https://doi.org/10.1177/1098300708330880>.
- ²²**Iovannone, R.**, Greenbaum, P., Wang, W., Kincaid, D., Dunlap, G., & Strain, P. (2009). Randomized controlled trial of a tertiary behavior intervention for students with problem behaviors: Preliminary outcomes. *Journal of Emotional and Behavioral Disorders*, 17(4), 213-225. <https://doi.org/10.1177/1063426609337389>.

- ²³**Iovannone, R.,** Dunlap, G., Huber, H., & Kincaid, D. (2003). Effective educational practices for students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*, 18, 150-165. <https://doi.org/10.1177/10883576030180030301>

Books

- Dunlap, G., **Iovannone, R.,** Kincaid, D., Wilson, K., Christiansen, K., & Strain, P., (2019). *Prevent-Teach-Reinforce: A school-based model of individualized positive behavior support*, 2nd ed. Baltimore, MD: Paul H. Brookes.
- Dunlap, G., **Iovannone, R.,** Kincaid, D., Wilson, K., Christiansen, K., Strain, P. & English, C., (2010). *Prevent-Teach-Reinforce: A school-based model of individualized positive behavior support*. Baltimore, MD: Paul H. Brookes.

Book Chapters

- Iovannone, R.** (2024). Foreword. In Y. Tanaka *ABC of Positive Behavior Support*. pp.
- Iovannone, R.,** & Briesch, A. (2016). Uses of DBR in individual interventions. In S. Chafouleas, T. C. Riley-Tillman, & T. Christ (Eds.), *Direct Behavior Rating (DBR): Linking assessment, communication, and interventions*. pp. 165-188. New York, NY: Guilford.
- Iovannone, R.,** (2012). Teaching students with autism and on the autism spectrum. In B. G. Cook & M. Tankersley (Eds.), *Research-based practices in special education*. Saddle River, NJ: Pearson.
- Dunlap, G., **Iovannone, R.,** & Kincaid, D. (2008). Essential components for effective educational programs. In J. K. Luisell, et al., (Eds.), *Effective practices for children with autism*. New York, NY: Oxford University Press. <https://doi.org/10.1093/med:psych/9780195317046.003.0006>
- Iovannone, R.** (2007). Positive behavior support. In B. S. Myles, T. C. Swanson, & J. Holwerstott (Eds.), *Autism: An encyclopedia for parents and educators*. Westport, CT: Greenwood Publishing Group.
- Iovannone, R.** (2006). Positive behavior strategies for adults with Down syndrome. In S. M. Pueschel (Ed.), *Adults with Down syndrome*. Baltimore, MD: Paul Brookes.

Technical Reports

- Strickland-Cohen, M. K., **Iovannone, R.,** Conley, K., St. Joseph, S., Hirsch, S., & Putnam, R. (May, 2024). *Tier 3 data collection systems brief: Data for team-based decision making*. Eugene, OR: Center on PBIS, University of Oregon., www.pbis.org.
- Iovannone, R.** (November 2021). *Tier 3 comprehensive functional behavior assessment/behavior intervention plan practice guide*. Eugene, OR:

Center on PBIS, University of Oregon., www.pbis.org.

Iovannone, R., Fontechia, K. M., Cassell, E., & Clarke, S. (June 2021). *Conducting virtual FBA/BIPs* Eugene, OR: Center on PBIS, University of Oregon., www.pbis.org.

Kincaid, D., **Iovannone, R.**, George, H., Gaunt, B. Romer, N., & Vatland, C., (2015). *A blueprint for tier 3 implementation: A results-driven system to support students with serious problem behaviors*. Retrieved from <http://www.fldoe.org/core/fileparse.php/7690/urlt/Tier3Blueprint.pdf>.

Kincaid, D., **Iovannone, R.**, Gaunt, B., & George, H. (2011). *Implementing a multi-tiered system of support for behavior: A practical guide*. Retrieved from http://flpbs.fmhi.usf.edu/RTIB%20Guide%2010811_final.pdf

Newsletters

Iovannone, R. & McCurdy, B. (2019). President's Message. *Association for Positive Behavior Support Newsletter*, 17 (1), 1-4.
http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-17_Num1.pdf

Iovannone, R. & McCurdy, B. (2019). President's Message. *Association for Positive Behavior Support Newsletter*, 16 (4), 1-4.
http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-16_Num4.pdf

Iovannone, R. & McCurdy, B. (2018). President's Message. *Association for Positive Behavior Support Newsletter*, 16 (3), 1-4.
http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-16_Num3.pdf

Iovannone, R. & McCurdy, B. (2018). President's Message. *Association for Positive Behavior Support Newsletter*, 16 (2), 1-4.
http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-16_Num2.pdf

Iovannone, R., & Kincaid, D. (2017). Common tier 3 myths. *Association for Positive Behavior Support Newsletter*, 15 (3), 3-4.
http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-15_Num1.pdf

Goodman, S. & **Iovannone, R.** (2017). APBS Board Update: *Association for Positive Behavior Support Newsletter*, 16 (1), 1-4.
http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-16_Num1.pdf

Goodman, S. & **Iovannone, R.** (2017). APBS Board Update: *Association for Positive Behavior Support Newsletter*, 15 (4), 1-4.
http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-15_Num4.pdf

Goodman, S. & **Iovannone, R.** (2017). APBS Board Update: *Association for Positive Behavior Support Newsletter*, 15 (3), 1-4.
http://www.apbs.org/newsletter/files/APBS_Newsletter_Vol-15_Num3.pdf

Invited-non-refereed

Iovannone, R., & Dunlap, G. (2001). Assessment-based curricular interventions for challenging behavior. *Autism-Asperger's Digest Magazine*, September-October, 14-16.

Scholarly Works in Progress**Manuscripts submitted-Peer Refereed Publications.****Manuscripts in Progress**

Iovannone, R., Joseph, R., Wolgemuth, J., Baton, E., & Crosland, K. (2024). *Supporting teacher implementation of evidence-based practices for students with emotional disturbance (ED) in elementary self-contained classrooms: Practical insights on benefits and challenges.* Manuscript in preparation.

Cividini-Motta, C., Salloum, A., Blair, K. S., **Iovannone, R.**, Crosland, K., & Dart, E. (2024). *Interdisciplinary Training: Preparing School-Based Professionals for Children with Behavioral and Mental Health Challenges.* Manuscript in preparation (for special series)

GRANTS AND CONTRACTS**Funded External Grants and Contracts (PI or Co-PI)**

Principal Investigator: **Rose Iovannone**

Co-Principal Investigators: Alison Salloum, Shannon Suldo, Kim Crosland

Co-Investigators: Jeffrey Williams

Title: Stepped Care Approach for Addressing Youth-Motivated School Refusal Behaviors: STAY.

Funding Agency: Institute of Education Sciences

Purpose: Develop a manualized intervention integrating cognitive behavior therapy and functional behavior assessment to ameliorate youth-motivated school refusal behaviors

Amount of Funding Requested: \$2,000,00

Project Dates: 7/1/24 – 6/30/28

Principal Investigator: **Rose Iovannone**

Title: Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

Funding Agency: Florida Department of Education

Purpose: Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

Amount of Funding: \$1,450,000

Project Dates: 7/1/23 - 06/30/24

Principal Investigator: **Rose Iovannone**

Title: Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

Funding Agency: Florida Department of Education

Purpose: Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

Amount of Funding: \$1,450,000

Project Dates: 7/1/22 - 06/30/23

Principal Investigator: **Rose Iovannone**

Title: Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

Funding Agency: Florida Department of Education

Purpose: Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

Amount of Funding: \$450,000

Project Dates: 7/1/21 - 06/30/22

Principal Investigator: Cynthia Anderson (May Institute)

Co-Principal Investigator: **Rose Iovannone**, Suzannah Iadarola

Title: Efficacy Trial of the Modular Approach for Autism Programs in Schools (MAAPS)

Funding Agency: Institute of Education Sciences

Purpose: Evaluate whether MAAPS improves teacher and student outcomes as implemented in routine conditions in authentic education settings by end users

Amount of Funding Requested: \$3,300,000 (4 years; 7/1/20-6/30/24)

Principal Investigator: Kim Crosland

Co-Principal Investigator: **Rose Iovannone**, Diana Socie

Title: Modular-based Consultation using Evidence-Based Practices for Teachers of Students with Emotional Disturbance (MOTIVATED)

Funding Agency: Institute of Education Sciences

Purpose: Develop a modular framework of class-wide behavioral interventions to be implemented in self-contained classrooms supporting students with emotional disturbance.

Amount of funding Requested: \$1,500,000 (3 years; 7/1/20-6/30/23).

Principal Investigator: **Rose Iovannone**

Co-Principal Investigator: Kim Crosland

Title: Pilot Evaluation of the Prevent-Teach-Reinforce Model for Transition-Aged Youth (PTR-TAY)

Funding Agency: USF, College of Behavioral and Community Sciences Internal Grant

Purpose: Evaluate the promise of implementing the PTR model with transition-aged youth who have intellectual disabilities or autism spectrum disorder who are in pre-employment settings to reduce serious challenging behaviors and increase appropriate

replacement behaviors.

Amount of Funding Requested: \$20,000 (6 months; 1/1/20-7/1/20)

Funding Decision: Funded

Principal Investigator: **Rose Iovannone**

Title: Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

Funding Agency: Florida Department of Education

Purpose: Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

Amount of Funding: \$450,000

Project Dates: 7/1/20 - 06/30/21

Principal Investigator: **Rose Iovannone**

Title: Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

Funding Agency: Florida Department of Education

Purpose: Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

Amount of Funding: \$450,000

Project Dates: 7/1/19 - 06/30/20

Principal Investigator: **Rose Iovannone**

Title: Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

Funding Agency: Florida Department of Education

Purpose: Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

Amount of Funding: \$450,000

Project Dates: 7/1/18 - 06/30/19

Principal Investigator: **Rose Iovannone**

Title: Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

Funding Agency: Florida Department of Education

Purpose: Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

Amount of Funding: \$450,000

Project Dates: 7/1/17 - 06/30/18

Principal Investigator: **Rose Iovannone**

Title: Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary

Educational Service Centers.

Funding Agency: Florida Department of Education

Purpose: Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

Amount of Funding: \$450,000

Project Dates: 7/1/16 - 06/30/17

Principal Investigator: **Rose Iovannone**

Title: Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

Funding Agency: Florida Department of Education

Purpose: Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

Amount of Funding: \$450,000

Project Dates: 7/1/15 - 06/30/16

Principal Investigator: Tristram Smith (University of Rochester)

Co-Investigators: **Rose Iovannone**, Cynthia Anderson

Title: Students with Autism Accessing General Education (SAAGE) Model

Funding Agency: Institute of Education Sciences

Purpose: Development of a comprehensive evidence-based program for use by teachers for elementary students with autism and intellectual/developmental disability

Amount of Funding: \$1,479,110.00 over 3 years

Project Dates: 7/1/15 – 6/30/18

Refereed

Principal Investigator: **Rose Iovannone**

Title: Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

Funding Agency: Florida Department of Education

Purpose: Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

Amount of Funding: \$450,000

Project Dates: 7/1/14 - 06/30/15

Principal Investigator: Sharon Hodges

Co-Investigators: Kimberly Crosland, **Rose Iovannone**

Title: Building School-Child Welfare Collaboration for Children and Youth in Foster Care

Funding Agency: University of South Florida Office of Community Engagement & Partnerships

Purpose: To understand how increased collaboration between public schools and child welfare agencies might improve educational outcomes for children and youth in the foster care system.

Amount of Funding: \$6,892

Project Dates: 5/1/13 – 4/30/14

Principal Investigator: **Rose Iovannone**

Title: Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

Funding Agency: Florida Department of Education

Purpose: Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

Amount of Funding: \$396,525

Project Dates: 7/1/13 – 6/30/14

Principal Investigator: **Rose Iovannone**

Title: Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

Funding Agency: Florida Department of Education

Purpose: Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

Amount of Funding: \$396,525

Project Dates: 7/1/12 – 6/30/13

Principal Investigator: **Rose Iovannone**

Title: Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

Funding Agency: Florida Department of Education

Purpose: Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

Amount of Funding: \$396,525

Project Dates: 7/1/11 – 6/30/12

Principal Investigator: **Rose Iovannone**

Title: Autism System of Care—Year 2

Funding Agency: Florida Developmental Disabilities Council

Purpose: Develop training curriculum to facilitate adoption of screening procedures by health care providers in state; 2. Develop training curriculum to build mental health providers' awareness of needs of adults with dual diagnosis (developmental disability and mental health disorder)

Amount of Funding: \$80,000

Project Dates: 4/1/04 - 4/1/05

Principal Investigator: **Rose Iovannone**

Title: Autism System of Care—Year 1

Funding Agency: Florida Developmental Disabilities Council

Purpose: Identify national effective practices for supporting individuals with autism; evaluate Florida's implementation of effective practices and identify gaps; develop strategic action plan to address gaps

Amount of Funding: \$75,000

Project Dates: 7/1/02 – 7/1/03

Principal Investigator: **Rose Iovannone**

Title: Autism Endorsement Project

Funding Agency: Florida Department of Education

Purpose: Develop a process for the educators in Florida to obtain an autism endorsement

Amount of Funding: \$161,500

Project Dates: 9/1/03 - 6/1/04

Grants Submitted-Not Funded

Principal Investigator: **Rose Iovannone**

Co-Principal Investigator: Don Kincaid, Cynthia Anderson

Title: Efficacy Trial of Prevent-Teach-Reinforce-Secondary (PTR-SEC)

Funding Agency: Institute of Education Sciences

Purpose: Evaluate the effectiveness of PTR-SEC in middle and high schools for reducing challenging behaviors and improving student academic and social/behavioral outcomes.

Amount of Funding Requested: \$3,300,000 (4 years)

Results: Paneled and scored 2.55 (range is 1.0 – 5.0 with 1 being excellent)

Principal Investigator: Cynthia Anderson (May Institute)

Co-Principal Investigator: **Rose Iovannone**, Suzannah Iadarola

Title: Efficacy Trial of the Modular Approach for Autism Programs in Schools (MAAPS)

Funding Agency: Institute of Education Sciences

Purpose: Evaluate whether MAAPS improves teacher and student outcomes as implemented in routine conditions in authentic education settings by end users

Amount of Funding Requested: \$3,300,000 (4 years)

Results: Paneled and scored 2.13 (range is 1.0 – 5.0 with 1 being excellent)

Principal Investigator: Kim Crosland

Co-Principal Investigator: **Rose Iovannone**, Diana Socie

Title: Modular-based Consultation using Evidence-Based Practices for Teachers of Students with Emotional Disturbance (MOTIVATED)

Funding Agency: Institute of Education Sciences

Purpose: Develop a modular framework of class-wide behavioral interventions to be implemented in self-contained classrooms supporting students with emotional disturbance.

Amount of funding Requested: \$1,500,000 (3 years)

Results: Paneled and scored 2.55 (range is 1.0 – 5.0 with 1 being excellent)

Principal Investigator: **Rose Iovannone**

Co-Principal Investigator: Don Kincaid, Cynthia Anderson

Title: Efficacy Trial of Prevent-Teach-Reinforce-Secondary (PTR-SEC)

Funding Agency: Institute of Education Sciences

Purpose: Evaluate the effectiveness of PTR-SEC in middle and high schools for reducing challenging behaviors and improving student academic and social/behavioral outcomes.

Amount of Funding Requested: \$3,300,000

Status: Not funded; resubmitted August 2018

Principal Investigator: Tristram Smith

Co-Principal Investigator: **Rose Iovannone**, Cynthia Anderson

Title: Efficacy Trial of the Modular Approach for Autism Programs in Schools (MAAPS)

Funding Agency: Institute of Education Sciences

Purpose: Evaluate whether MAAPS improves teacher and student outcomes as implemented in routine conditions in authentic education settings by end users

Amount of Funding Requested: \$3,300,000

Status: Scored, not funded; resubmitted August 2018

Principal Investigator: **Rose Iovannone**

Co-Principal Investigator: Don Kincaid

Title: A Randomized Controlled Trial of Prevent-Teach-Reinforce for Students in Secondary Grades.

Purpose: Evaluate the efficacy of the PTR model with students in grades 6 through 12.

Funding Agency: Institute of Education Sciences

Amount of Funding Requested: \$3,500,000

Status: Grant application submitted 8/6/15

Principal Investigator: **Rose Iovannone**

Co-Principal Investigator: Don Kincaid

Title: A Randomized Controlled Trial of Prevent-Teach-Reinforce for Students in Secondary Grades.

Purpose: Evaluate the efficacy of the PTR model with students in grades 6 through 12.

Funding Agency: Institute of Education Sciences

Amount of Funding Requested: \$3,349,684.00

Status: Grant application submitted 8/7/14; not recommended for funding; resubmission targeted for 8/7/15

Principal Investigator: Tristram Smith

Co-Principal Investigators: **Rose Iovannone**, Cynthia Anderson

Title: ACE Network: RCT of Community-Based Inclusive Services for Autism (COBISA)

Purpose: Evaluate the efficacy of a comprehensive educational program to increase inclusion of students with autism spectrum disorders.

Funding Agency: National Institutes of Health

Amount of Funding Requested: \$1,500,000 over 5 years

Status: Submitted November 2011; not funded

Principal Investigator: Russell Kirby

Co-Principal Investigator: **Rose Iovannone**

Title: University of South Florida Leadership Education in Neurodevelopmental and Other Related Disabilities Training Program (USF LEND)

Purpose: Establish a clinical training program for graduate students aimed to enhance evidence-based practices working in interdisciplinary settings.

Funding Agency: US Department of Health Resources and Services Administration

Amount of Funding: \$3,000,006 over 5 years

Status: Submitted April 2011; Paneled and scored 89.0; not funded due to federal rule prohibiting more than one LEND clinic in a state

Principal Investigator: Don Kincaid

Co-Principal Investigator: **Rose Iovannone**

Title: Development of a Tertiary Behavior Support Process for use by School-based Consultants (TBS-SBC)

Purpose: Provide school-based behavior support professionals skills to implement the PTR process.

Funding Agency: Institute for Educational Sciences (IES)

Amount of Funding: \$1,499,499

Status: Resubmission June 2009; Paneled with score of 2.59

Principal Investigator: Don Kincaid

Co-Principal Investigator: **Rose Iovannone**

Title: Development of a Model for Delivering Tertiary Behavior Interventions and Supports to Improve Social and Behavioral Outcomes of Students (TBS).

Funding Agency: Institute for Educational Sciences (IES)

Purpose: Provide school-based behavior support professionals skills to implement the PTR process.

Amount of Funding: \$1,466,000

Status: Submitted June 2008; Paneled with score of 2.64

Principal Investigator: Kwang-Sun Blair

Co-Investigator: Kimberly Crosland, **Rose Iovannone**

Title: Development of Prevent-Teach-Reinforce Early Intervention (PTR-EI) Model for Infants and Toddlers with Social-Emotional and Behavioral Challenges.

Funding Agency: U.S. Department of Education: Institute of Educational Sciences

Purpose: To apply a functional assessment based model (PTR) that has been successful with school-aged children to younger children (ages 1-3).

Amount of Requested Funding: \$1,106,972

Status: Submitted March 2010; not funded

Principal Investigator: Kwang-Sun Blair

Co-Investigator: Kimberly Crosland, **Rose Iovannone**

Title: The Web-Enhanced Prevent-Teach-Reinforce Model for Families of Young Children with Autism Spectrum Disorders (PTR-F).

Funding Agency: U.S. Department of Education/OSERS/OSEP: Steppingstones of Technology Innovation for Children with Disabilities

Purpose: To develop a web based version of the PTR model for use with families of children who are diagnosed with autism and having challenging behaviors.

Amount of Requested Funding: \$395,286
Status: Submitted February 2010; not funded

CONFERENCE PRESENTATIONS

International, National, and State Conferences-Invited (2018-2023)

Malbica, A., & Iovannone, R. (2023, April). *Prevent-Teach-Reinforce (PTR) for Transition Aged Youth and Adults with IDD*. Pre-conference workshop presented at the 20th International Conference on Positive Behavior Support, Jacksonville, FL.

Iovannone, R., & Kendall, N. (2022, October). *Prevent-Teach-Reinforce (PTR): Improving FBA/BIP outcomes for students*. Presented at the 2022 National PBIS Leadership Forum, Chicago, IL

Iovannone, R. (2022, October). *So you want to do Tier 3: Considerations for systems and practices*. Pre-Conference Workshop presented at the 2022 California PBIS Conference, Sacramento, CA

Iovannone, R. (2022, October). *A modular-based approach for implementing class-wide evidence-based behavior strategies for students with emotional disabilities*. Presented at the 2022 California PBIS Conference, Sacramento, CA.

Iovannone, R., du Boer, S., Bateman, D. (2022, April). *Technical adequacy of state guidance documents for functional behavior assessments*. Presented at the 19th International Conference on Positive Behavior Support, San Diego, CA.

Iovannone, R., Malbica, A. (2022, April). *Implementing prevent-teach-reinforce to increase transition-aged youth access to integrated community employment*. Presented at the 19th International Conference on Positive Behavior Support, San Diego, CA.

Iovannone, R. (2022, February). *Supporting use of individualized evidence-based interventions in schools*. Presented at the 5th Annual Conference for the Nevada Association for Positive Behavior Support, Reno, NV.

Iovannone, R. (2022, February). *A functional tier 3 approach for supporting students with internalizing behaviors*. Presented at the 5th Annual Conference for the Nevada Association for Positive Behavior Support, Reno, NV.

Iovannone, R. (2021, November). *Prevent-Teach-Reinforce: An evidence-based functional behavior assessment/behavior intervention process for students with autism*. Presented at the CalTAC PBIS Tier 3 Virtual Leadership Academy.

Borgmeier, C., Iovannone, R., & Kincaid, D. (2021, October). *Take a deeper dive in Tier 3: Reviewing the 2020 tier 3 presentations*. Presented at the Virtual PBIS Leadership Forum.

Iovannone, R. & Strickland-Cohen, K. (2021, October). *Supporting students with internalizing behavior at tier 3: A function-based approach*. Presented at the Virtual PBIS Leadership Forum.

Iovannone, R. (2021, February). *Prevent-Teach-Reinforce (PTR) high school*. Presented at the

annual meeting of the Virtual CalTAC PBIS Symposium.

Iovannone, R. (2020, October). *Comprehensive FBA/BIP practices for tier 3*. Presented at the annual meeting of the Virtual PBIS Leadership Forum.

Iovannone, R. (2019, October). *The prevent-teach-reinforce FBA/BIP model for middle and high school students*. Presented at the annual meeting of the National PBIS Leadership Forum, Chicago, IL.

Iovannone, R. (2019, September). *Prevent-Teach-Reinforce (PTR): An evidence-based functional behavior assessment/behavior intervention process*. Presented at the 2019 MTSS Summit, Kearney, NE.

Iovannone, R. (2019, June). *Supporting use of individualized evidence-based interventions in schools*. Keynote presentation at the Positive Behaviour for Learning Conference, Brisbane, Queensland (Australia)

Iovannone, R. (2019, June). *Prevent-Teach-Reinforce*. A master class session presented at the Positive Behaviour for Learning Conference, Brisbane, Queensland (Australia)

Iovannone, R. (2019, June). *Including families in intervention planning*. Session presented at the Positive Behaviour for Learning Conference, Brisbane, Queensland (Australia)

Iovannone, R. (2019, June). *Building teachers' functional understanding*. Session presented at the Positive Behaviour for Learning Conference, Brisbane, Queensland (Australia)

Iovannone, R. (2019, April). *Building capacity to support students with autism spectrum disorder*. Presented at the Statewide Annual Autism Conference, Albany, NY.

Iovannone, R. (2019, February). *The Prevent-Teach-Reinforce (PTR) model: An evidence-based functional behavior assessment/behavior intervention process*. Workshop presented at the 16th International Conference on Positive Behavior Support, Washington, DC.

Iovannone, R. (2019, January). *The importance of tier 3 behavior interventions in improving student success: Are schools prepared to meet individualized needs?* Keynote presentation at the Second Asia Pacific International Conference of Positive Behaviour Support, The Education University of Hong Kong, Taipo Campus.

Iovannone, R. (2019, January). *Developing evidence-based functional behavior assessments and behavior intervention plans: The Prevent-Teach-Reinforce Model*. Workshop presented at People's Normal University, Beijing, China.

Iovannone, R. (2018, September). *Prevent-Teach-Reinforce-Secondary*. Presented at the annual meeting of the National PBIS Leadership Forum, Chicago, IL.

Iovannone, R. (2018, June). *BIP Model for school teams: Practice-based coaching for tier 3 behavior supports*. Presented at the Texas Behavior Support State Conference, Houston, TX.

Iovannone, R. (2018, June). *PTR: A standardized and evidence-based FBA/BIP model for school teams*. Presented at the Texas Behavior Support State Conference, Houston, TX.

Iovannone, R. (2018, June). *Prevent-Teach-Reinforce (PTR). A comprehensive FBA/BIP process for school-based teams*. Presented at the PBIS Leadership Development Institute, Lincoln, NE.

Iovannone, R. (2018, March). *Prevent-Teach-Reinforce (PTR): An evidence-based FBA/BIP process accepted by school teams*. Presented at the 15th International Conference on Positive Behavior Support, San Diego, CA.

Iovannone, R. (2018, March). *Prevent-Teach-Reinforce (PTR): A standardized and evidence-based FBA/BIP model for school teams*. Presented at the 15th International Conference on Positive Behavior Support, San Diego, CA.

Submitted and Accepted International, National, and State Conference Presentations (2018-2024)

Baton, E., **Iovannone, R.**, Crosland, K., & Robertson, F. (2024, May). *Using applied behavior analysis (ABA) in conjunction with student outcomes in classrooms*. Presented at the 50th Annual ABAI Convention, Philadelphia, PA.

Risee, M., Thie, P., Maxwell, G., & **Iovannone, R.** (2024, May). *Prevent-Teach-Reinforce: A function-based approach to addressing challenging behavior in the classroom*. Presented at the 50th Annual ABAI Convention, Philadelphia, PA.

Iovannone, R. (2024, March). *Is your district producing high-quality FBA/BIPs? The TATE and improving practice*. Presented at the 21st International Conference on Positive Behavior Support, Chicago, IL.

Iovannone, R., (2024, March). *Modular interventions and coaching protocols to enhance intervention implementation*. Presented at the 21st International Conference on Positive Behavior Support, Chicago, IL.

Iovannone, R. (2023, November). *Coaching to build educator capacity to implement evidence-based interventions*. Presented at the 2023 TECBD Conference, Tempe, AZ.

Iovannone, R., Russo, D., Risse, M., Colon, C. & DeZayas, L. (2023, May). *Prevent-Teach-Reinforce: A function-based approach to addressing challenging behavior in the classroom setting*. Presented at the 49th Annual ABAI Convention, Denver, CO.

Iovannone, R., & Crosland, K. (2023, April). *Promoting implementation of class-wide behavioral practices for students with ED*. Presented at the 20th International Conference on Positive Behavior Support, Jacksonville, FL.

Iovannone, R. (2023, April). *Is your district producing high-quality FBA/BIPs? The TATE and improving practice*. Presented at the 20th International Conference on Positive Behavior Support, Jacksonville, FL.

Iovannone, R., & Crosland, K. (2023, February). *Promoting implementation of class-wide behavioral practices for students with ED*. Presented at the 2023 National Association of School Psychologists Annual Conference, Denver, CO.

Iovannone, R., & Crosland, K. (2022, November). *A modular-based approach for implementing class-wide evidence-based behavior strategies for students with emotional disturbance*. Presented at the 2022 Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ

Cividini-Motta C., Blair K. S., Crosland K., Salloum, A., & **Iovannone, R.** (2022, September). *Great together: Interdisciplinary collaboration between applied behavior analysis and*

- social work via Project iSED*. Presented at the 42nd Annual Meeting of the Florida Association of Behavior Analysis, Ponte Vedra Beach, FL.
- Crosland, K., **Iovannone, R.**, & Wolgemuth, J. (2022, April). *“Just chill”: Centering youth perspectives on implementing class-wide behavior strategies*. Presented at the 19th International Conference on Positive Behavior Support, San Diego, CA.
- Iovannone, R.** (2021, November). *Improving functional behavior assessments in high schools for students with EBD*. Presented at the Annual Teacher Educators for Children with Behavior Disorders (TECBD) Conference, Tempe, AZ.
- Cividini-Motta, C., Blair, K. S., Crosland, K., Castilla, J., Dart, E., & **Iovannone, R.** (2021, October). *Interdisciplinary training to prepare school-based behavior analysts and school psychologists: Project EBAS*. Presented at the 41st Florida Association for Behavior Analysis Conference, Miami, FL.
- Iovannone, R.**, Blair, K. S., Crosland, K., Cividini-Motta, C., Castillo, J., & Dart, E. (2021, October). *Interdisciplinary collaboration using the prevent-teach-reinforce (PTR) model for children with disabilities*. Presented at the Annual Florida Association for Behavior Analysis Conference, Miami, FL.
- Iovannone, R.**, & Iadarola, S. (2021, May). *A modular approach for autism programming in schools (MAAPS): Virtual adaptation to a pilot study*. Presented at the 47th Annual Convention Online of the Association of Behavior Analysis International.
- Blair, K. S., **Iovannone, R.**, Crosland, K., Cividini-Motta, C. & Ginns, D. (2021, May). *Interdisciplinary collaboration using the prevent-teach-reinforce (PTR) model for children with disabilities*. Presented at the 47th Annual Convention Online of the Association of Behavior Analysis International.
- Iovannone, R.** (2021, March). *Prevent-Teach-Reinforce (PTR): An individualized behavior intervention process feasible for school implementation*. Presented at the 18th International Virtual Conference on Positive Behavior Support.
- Blair, K. S. C., & **Iovannone, R.** (2019, February). *Using the Prevent-Teach-Reinforce (PTR) model in school-based behavioral consultation*. Presented at the 16th International Conference on Positive Behavior Support, Washington, DC.
- Iovannone, R.**, McFee, K., & Cassell, E. (2019, February). *Using a modular approach to support individual students with autism in schools*. Presented at the 16th International Conference on Positive Behavior Support, Washington, DC.
- Iovannone, R.** (2019, February). *Prevent-Teach-Reinforce (PTR): A feasible and effective team-based FBA/BIP process*. Presented at the 16th International Conference on Positive Behavior Support, Washington, DC.
- Iovannone, R.** (2018, October). *A modular approach for implementing evidence-based practices for student with autism spectrum disorder*. Presented at the 41st Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.
- Iovannone, R.** (2018, March). *Students with autism accessing general education (SAAGE): An individualized modular approach*. Presented at the 15th International Conference on Positive Behavior Support, San Diego, CA.

Seniuk, H., Soracco, J., & **Iovannone, R.**, (2018, March). *Practice-based coaching for Tier 3 behavioral supports: Systems and practices*. Presented at the 15th International Conference on Positive Behavior Support, San Diego, CA.

Putnam, R., Fleetwood, K., & **Iovannone, R.** (2018, March). *School-wide positive behavior support—What is the role of a BCBA?* Presented at the 15th International Conference on Positive Behavior Support, San Diego, CA.

Iovannone, R. & Fontecia, K. (2018, February). *A modular approach for supporting students with autism spectrum disorders*. Presented at the Council for Exceptional Children 2018 Conventions and Expo, Tampa, FL.

Other Professional Development Presentations-Service and Consultation (2013-2024)

Iovannone, R. (2019, February). *Prevent-Teach-Reinforce*. Workshop presented for Region One Education Service Center, Edinberg, TX.

Iovannone, R. (2019, January). *Prevent-Teach-Reinforce*. Workshop presented for Region Six Education Service Center, Huntsville, TX.

Iovannone, R. (2018, November). *Prevent-Teach-Reinforce for guidance counselors*. Workshop presented for the St. Lucie County School District, Ft. Pierce, FL.

Iovannone, R. (2018, November). *Coaching institute*. Workshop presented for Delaware Positive Behavior Support Project, Dover, DE.

Iovannone, R. (2018, August). *Prevent-Teach-Reinforce*. Workshop presented for Northside Independent School District, San Antonio, TX.

Iovannone, R. (2017 November). *Advanced behavior interventions*. Workshop presented for the Delaware Positive Behavioral Interventions and Support Project, Dover, DE.

Iovannone, R. (2017, November). *Tier 3 redesign*. Workshop presented for the Delaware Positive Behavioral Interventions and Support Project, Dover, DE.

Iovannone, R. (2017, April). *Prevent-Teach-Reinforce (PTR)*. Training presented for the North Dakota Department of Public Instruction, Bismarck, ND.

Iovannone, R. (2017, April). *Advanced PTR/Behavior interventions*. Training presented for the North Dakota Department of Public Instruction, Bismarck, ND.

Iovannone, R. (2015, April). *Advanced PTR/Behavior interventions*. Training presented for the Delaware Positive Behavior Support Project, Dover, DE.

Iovannone, R. (2015, April). *Prevent-Teach-Reinforce (PTR): An evidence-based functional behavior assessment/behavior intervention process for students needing tier 3 supports*. Training presented for the Prairie Valley School Division, Regina, SK.

Iovannone, R. (2014, October). *Prevent-Teach-Reinforce (PTR): A tier 3 functional behavior assessment/behavior intervention process*. Training presented for the Delaware Positive Behavior Support Project, Dover, DE.

Iovannone, R. (2014, October). *ADHD/Behavior strategies*. Presentation at the North Dakota Department of Public Instruction Fall Conference, Bismarck, ND.

- Iovannone, R.** (2014, July). *Tier 1 positive behavior support: Addressing the behaviors of all students*. Three-day training presented to the Anchorage School District, Anchorage, AK.
- Iovannone, R.** (2014, April). *Advanced PTR/Behavior interventions*. Training presented for the Delaware Positive Behavior Support Project, Dover, DE.
- Iovannone, R.** (2014 February). *Developing effective and feasible function-based intervention plans for students in elementary grade levels*. Presentation at the Pennsylvania Department of Education Conference, Hershey, PA
- Iovannone, R.** (2014 February). *Developing effective and feasible function-based intervention plans for students in middle and high school*. Presentation at the Pennsylvania Department of Education Conference, Hershey, PA
- Iovannone, R.** (2014, February). *Prevent-Teach-Reinforce model: A tier 3 behavior intervention process-kick-off day*. Training presentation at the Pennsylvania Training and Technical Assistance Network, Pittsburgh, PA.
- Iovannone, R.** (2013, October). *Prevent-Teach-Reinforce (PTR): A tier 3 functional behavior assessment/behavior intervention process*. Training presented for the Delaware Positive Behavior Support Project, Dover, DE.
- Iovannone, R.** (August 2013, August). *Prevent-Teach-Reinforce model: A tier 3 behavior intervention process*. Training presented for the North Dakota Department of Public Instruction, Grand Forks, West Fargo, & Bismarck, ND

UNIVERSITY TEACHING

Courses Taught

University of South Florida

College of Behavioral and Community Sciences

MHS 7927 Grant Writing Seminar

2022 Fall-present

MHS 6410 Intensive Indiv. Behavior Support

2020 Spring-2022 Spring

MHS 6941 Applied Field Experience

2016 Fall

MHS 6941 Applied Field Experience

2017 Spring

MHS 6915 Directed Research in Behavior and Social Sciences

2015 Summer

MHS 6915 Directed Research in Behavior and Social Sciences

2015 Spring

MHS 6915 Directed Research in Behavior and Social Sciences

2014 Spring

MHS 6915 Directed Research in Behavior and Social Sciences

2013 Fall

MHS 4906: Directed Study.

2013 Fall

College of Education

SPSS 7700 Advanced Behavior Interventions

Psychological and Social Foundations

2003 –2016

New Courses Developed

MHS 6945 Leadership Practicum in Agencies Servicing

Children and Adolescents with Developmental Disabilities

Fall 2014.

COMMITTEES**Thesis****Completed**

2023-2024	Paris Thie, thesis committee member, ABA
2022-2023	Marissa Del Vecchio, Master's Thesis committee member, ABA
2021-2023	Alexis Lopex, Master's Thesis committee member, ABA
2019-2020	Nicholas Scheel, thesis committee member, School Psychology
2019-2020	Holland Hayford, Master's thesis committee co-chair, School Psychology
2018-2019	Sofia Reyes, Master's thesis committee member
2018-2019	Deanna Deenihan, Master's thesis committee member
2017-2018	Casie Peet, Master's thesis committee member
2015-2018	Renee Ornduff, Ed.S. thesis committee member
2015-2016	Emily Baton, Master's thesis committee member
2015-2016	Elizabeth Cassell, Master's thesis committee member
2015-2016	Kaitlin Sullivan, Master's thesis committee member
2014-2015	Sara Barnes: Master's thesis faculty advisor
2011-2014	Andrea Perdomo: Master's thesis faculty advisor
2012-2014	Crystal Stuart: Master's thesis committee member
2013-2014	Miriam Tye: Master's thesis committee member
2012-2014	Diana Sanguino: Master's thesis committee member
2012-2014	Lindsey Slattery: Master's thesis committee member
2012-2014	Taylor Ferguson: Master's thesis committee member
2010-2011	Jacob Daar: Master's thesis committee member
2010-2012	Stevie-Marie Swift: Master's thesis committee member
2009-2010	Anna K. Caravello: Master's thesis committee member
2009-2010	Kacie Sears: Master's thesis committee member
2009-2010	Laura L. Kulikowski: Master's thesis committee member
2009-2010	Paula Chan. Master's thesis committee member
2008-2010	Lindsey Merritt. Master's thesis faculty advisor
2005-2006	Aja M. Meyer: Education Specialist thesis committee member

Dissertation**Current**

2023-present	Marquelina Cenatus, Doctoral dissertation committee member
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Completed

2020-2023	Emily Baton, Doctoral dissertation co-chair, CBCS Doctoral Program
2019-2023	Sukarah Almulhim, Doctoral dissertation co-chair, Special Education
2019-2023	Jennifer Hodnett, Doctoral dissertation committee member, School Psychology
2019-2020	Rachel Bailey, Doctoral dissertation committee member, School

	Psychology
2018-2019	Lindsey Slattery, Doctoral dissertation chair and faculty adviser
2018-2019	Leslie Singer, Doctoral dissertation committee member
2018-2019	Jessica Moore, Doctoral dissertation committee member
2012-2013	Bonnie Woods: Doctoral dissertation committee member
2008-2011	Jenine Sansosti: Doctoral dissertation committee member
2005-2008	Kahlila G. Mack: Doctoral dissertation committee member

ACADEMIC AND PROFESSIONAL SERVICE

Elected Officer Positions – Professional Organizations

Association for Positive Behavior Support (APBS)

Treasurer (2022-2024)

President (2018-2021)

Board Member (2015-2024)

Vice-President (2017-2018)

Association for Applied Behavior Analysis International

President of the Positive Behavior Support Special Interest Group (2012-2018)

Florida Association for School Psychologists (FASP)

Executive Board Member (2015-2017)

Advisory Panels

The Human Rights Committee (HRC)

Delaware Office of Statewide Autism Programs

Committee Member 2020-2022

The British Institute of Learning Disabilities

Expert Advisor 2015-2019

Children's Movement of Florida

Advisory Panel Representative 2013 – 2015

University representative to a non-partisan grassroots movement to increase the state's investment in young children (between the ages of birth and 5)

Florida Department of Education Indicator 4 Group

Advisory Panel Member 2013-2014

Developed recommendations to reduce disproportionality of students with emotional/behavior disorders

Florida Department of Education Core Group

Advisory Panel Member 2012–2013

Developed an Evaluation Rubric for Non-instructional Exceptional

Student Education Personnel

Florida Department of Education Strategic Plan Workgroups

Inclusion	2021-2023
Positive Behavior	2019-Present
Best Practices in Evaluation and Identification	2016-2019

Editorial Boards

<i>Focus on Autism and Developmental Disorders</i> -Guest Associate	2021-2022
Guest Associate Editor for Volume 37(4): Special Issue on school-based practices	
<i>Beyond Behavior</i> -Editorial Board Member	2019-Present

Guest/Ad Hoc Review Activities

Applied School Psychology 2014 – present

The Autism Journal 2011 – 2012

Beyond Behavior 2017 - present

Education and Treatment of Children 2012-2014

Focus on Autism and Developmental Disabilities 2022-present

Journal of Behavioral Health Services & Research 2009

Journal of Clinical Child and Adolescent Psychology 2018

Journal of Early Intervention 2005

Journal of Mental Health and Aging 2004

Journal of Positive Behavior Interventions 2007 – present

Journal of Special Education 2010 – present

Teacher and Training Education 2015 - present

Topics in Early Childhood 2005 – 2011

Brookes Publishing 2009 – present

Jessica Kingsley Publishers 2012 – 2013

University of North Carolina, National Autism Center, 2012

Evidence-Based Practices Update Workgroup

- Served as a reviewer of studies and rated evidence-based practices for inclusion in the Phase 2 *National Standards Project Report*

University Committee Participation

Judge at Graduate Student Research Symposium	2019
College of Behavioral and Community Sciences, Department of Child and Family Studies Impact Report Writing Team	2013-2015
Governance Committee	2012-2014

Award Committees

Council of Exceptional Children Division of Research Early Publication Award Committee	2023
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State, School, or Community-Based Service/Consultation**Colleton County School District, Walterboro, SC**

2022 August

- Paid consultant to provide professional development on PTR

Learning Center School, Bogota, Columbia

2021 August-November

- Paid consultant to provide professional development on PTR

Bermuda Department of Education, Education Office for Behaviour

2022, January-February

- Paid consultant to provide professional development on PTR

Region 10, Zumbro Education District, Byron, MN

2020-2021

- Paid consultant to provide professional development on PTR

Pennsylvania Training and Technical Assistance Network (Pittsburgh, King of Prussia, & Harrisburg, PA)

2012 December-present

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports.

Delaware Positive Behavior Support Project

2011 October-present

- Paid consultant to provide technical assistance, professional development, and consultation

on implementing individualized behavior supports. A joint project of the University of Delaware Center for Disabilities Studies and the Delaware Department of Education.

North Dakota Department of Public Instruction (Bismarck, ND)

2011 September-present

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports.

SUNY-Albany Center for Autism and Related Disabilities (Albany, NY)

2006 August-present

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior interventions and evidence-based practices for autism spectrum disorders

Delaware Department of Education (Dover, DE)

2014 August-2015 June

- Paid consultant to provide technical assistance, and consultation on helping the state to evaluate waiver applications for use of mechanical restraints and seclusion procedures.

Louisiana Department of Education (Baton Rouge, LA)

2011 May-2013 May

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports.

Mississippi Bend Area Education Agency (Bettendorf, IA)

2011 September-June 2013

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports

Anchorage School District (Anchorage, AK)

2010 September-November 2014

- Paid consultant to provide technical assistance, professional development, and consultation on implementing a multi-tiered system of behavior supports.

Prairie Lakes Area Education Agency (Pocahontas, IA)

2009 August- 2010 June

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports

Humble Independent School District (Humble, TX)

2006 February

- Provided expert testimony on due process case related to a student with autism spectrum disorder

