

CURRICULUM VITAE

Evan Henry Dart

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Educational Background

Ph.D., School Psychology
emphasis in Applied
Behavior Analysis Louisiana State University, Baton Rouge, Louisiana
August, 2013

M.A., Psychology Louisiana State University, Baton Rouge, Louisiana
May, 2011

B.S., Psychology Louisiana State University, Baton Rouge, Louisiana
May, 2007

Employment

2019 - Present **Associate Professor**
School Psychology Program
Department of Educational and Psychological Studies
University of South Florida

2018 – 2019 **Associate Professor**
School Psychology Program
School of Psychology
University of Southern Mississippi

2013 – 2018 **Assistant Professor**
School Psychology Program
School of Psychology
University of Southern Mississippi

Licensure and Certification

Board Certified Behavior Analyst – 1-16-21483

Licensed Psychologist – Mississippi #55 978

Peer-Reviewed Publications

Note: Student co-authors appear in bold

Scholarly Impact Metrics

| | | |
|------------------|----------------|------------------|
| 1375 | 23 | 36 |
| Citations | h-index | i10-index |

- Dart, E. H., Van Norman, E. R., Klingbeil, D. A., & Radley, K. C. (accepted for publication). Graph construction and visual analysis: A comparison of curriculum-based measurement vendors. *Journal of Behavioral Education*.
- Radley, K. C., Dart, E. H., Lewis, H. L. J., & Peterson, K. D. (accepted for publication). An evaluation of real-time feedback for training classroom observers. *Contemporary School Psychology*.
- Lewis, H. J., Radley, K. C., & Dart, E. H. (2022). The effect of graph standardization on intervention evaluation of practitioner-created graphs. *Psychology in the Schools*, 59, 471-479.
- Lown, E. L., Radley, K. C., Dart, E. H., Dufrene, B. A., Tingstrom, D. H., Hayes, L., & Tannehill, J. (2021). A comparison of real-time and delayed visual performance feedback on teacher praise. *Psychology in the Schools*, 58, 804-817.
- Pasqua, J. L.**, Dufrene, B.A., **LaBrot, Z. C.**, Radley, K. C., & Dart, E. H. (2021). Evaluating the independent group contingency: “Mystery Student” on improving behaviors in Head Start classrooms. *Psychology in the Schools*, 58, 1361-1379.
- Radley, K. C., Dart, E. H., **Schrieber, S. R.**, & Davis, J. L. (2021). The accuracy of peer comparison observations: A simulated analysis. *Behavioral Disorders*, 46, 120-129.
- King, H. C., Bloomfield, B., Fischer, A. J., Dart, E.H., & Radley, K. C. (2021). A comparison of digital observations of students from video cameras and aerial drones. *Journal of Educational and Psychological Consultation*, 31, 360-381..
- Radley, K. C., **Helbig, K. A.**, **Schrieber, S. R.**, **Ware, M. E.**, & Dart, E. H. (2021). Superheroes Social Skills: A comparison of video only and full curriculum on social skills use. *Focus on Autism and Other Developmental Disabilities*, 36, 95-107.
- LaBrot, Z. C., Dufrene, B. A., Olmi, D. J., Dart, E. H., Radley, K. C., Lown, E., & Pasqua, J. L. (2021). Maintenance and generalization of preschool teachers’ use of behavior specific praise following in-situ training. *Journal of Behavioral Education*, 30, 350-377.

- Radley, K. C., Dart, E. H., **Helbig, K. A., & Schrieber, S. R.** (2020). An additive analysis of lag schedules of reinforcement and rules on novel responses of individuals with autism spectrum disorder. *Journal of Developmental and Physical Disabilities, 32*, 395 - 408.
- Radley, K. C., Dart, E. H., Brennan, K. J., Helbig, K. A., Lehman, E. L., Silberman, M., & Mendanhall, K. (2020). Social skills teaching for individuals with Autism Spectrum Disorder: A systematic review. *Advances in Neurodevelopmental Disorders, 4*, 215 – 226.
- Dart, E. H., Collier-Meek, M, A., **Chambers, C., & Murphy, A.** (2020). Multi-informant assessment of treatment integrity in the classroom. *Psychology in the Schools, 57*, 805 - 822.
- Radley, K. C., Dart, E. H., **Helbig, K. A., & Schrieber, S. R.** (2020). An additive analysis of lag schedules of reinforcement and rules on novel responses of individuals with autism spectrum disorder. *Journal of Developmental and Physical Disabilities, 32*, 395 - 408.
- Dadakhodjaeva, K.,** Radley, K. C., Tingstrom, D. H., Dufrene, B. A., & Dart, E. H. (2020) Effects of daily and reduced frequency implementation of the Good Behavior Game in Kindergarten classrooms. *Behavior Modification, 44*, 471 - 495.
- Radley, K. C., Dart, E. H., Fischer, A. J., & Collins, T. A. (2020). Publication trends for single-case methodology in school psychology: A systematic review. *Psychology in the Schools, 57*, 683 - 698.
- Dart, E. H., Arora, P. G., Collins, T. A., Stark, K. D., Cook, C. R., Duong, M. T., ... Doll, B. (2020). Developing a Brief Behavior Rating Scale for Progress Monitoring of Depression in School Settings. *Assessment for Effective Intervention, 45*, 163 - 172.
- Bishop, S. K., Moore, J. W., Dart, E. H., Radley, K. C., Riley, R., Barker, L. K., ... Toche, C. (2020). Further Investigation of Increasing Vocalizations of Children with Autism during Intervention with a Speech-Generating Device, *Journal of Applied Behavior Analysis, 53*, 475 - 483.
- McHugh, M.,** Radley, K. C., Tingstrom, D. H., Dart, E. H., & Barry, C. T. (2019). The effects of Tootling via ClassDojo on student behavior in elementary classrooms. *School Psychology Review, 48*, 18 - 30.
- Murphy, A.,** Moore, J. W., Dart, E. H., Brewer, R. R., **Ford, W. B.,** Lundy, M. P., & Ackley, M. (2019). Increasing conversation using restricted access and chain schedules of reinforcement. *Behavior Analysis in Practice, 12*, 182 - 187.
- Dart, E. H., Arora, P. G., Collins, T. A., & Doll, B. (2019). Progress Monitoring Measures for Internalizing Symptoms: A Systematic Review of the Literature. *School Mental Health, 11*, 265 - 275.

- Arora, P. G., Collins, T. A., & Dart, E. H. (2019). Multi-tiered systems of support for school-based mental health: A systematic review of depression interventions. *School Mental Health, 11*, 240 - 265.
- Collins, T. A., Dart, E. H., Arora, P. G. (2019). Addressing the internalizing behavior of students in schools: Applicants of the MTSS model. *School Mental Health, 11*, 191 - 193.
- Radley, K. C., Dart, E. H., **Helbig, K. A., Schrieber, S. R., & Ware, M. A.** (2019). An evaluation of the additive effects of lag schedules of reinforcement. *Developmental Neurorehabilitation, 22*, 180 - 191.
- Fischer, A. J., Dart, E. H., Lehman, E., Polakoff, B., & **Wright, S. J.** (2019). A comparison of in-vivo and videoconference momentary time sampling observations of on-task behavior. *Assessment for Effective Intervention, 45*, 3 - 13.
- Radley, K. C., Moore, J. W., Dart, E. H., **Ford, W. B., & Helbig, K. A.** (2019). The effects of lag schedules of reinforcement on social skill accuracy and variability. *Focus on Autism and Other Developmental Disabilities, 34*, 67 - 80.
- Klingbeil, D. A., Dart, E. H., Schramm, A. L. (2019). A systematic review of function-modified check-in/check-out. *Journal of Positive Behavioral Interventions, 21*, 77 – 92.
- Radley, K. C., Dart, E. H., **Battaglia, A. A., & Ford, W. B.** (2019). A comparison of two procedures for assessing preference in a classroom setting. *Behavior Analysis in Practice, 12*, 95 - 104.
- Dart, E. H., Radley, K. C., Mason, B. A., & Allen, K. (2018). Addressing escape-maintained behavior for students with developmental disabilities: A systematic review. *Psychology in the Schools, 55*, 295 - 304.
- Dart, E. H., & Radley, K. C. (2018). Toward a standard assembly of linear graphs. *School Psychology Quarterly, 33*, 350 - 355.
- Radley, K. C., Dart, E. H., & Wright, S. J. (2018). The effect of data points per x- to y-axis ratio on visual analysts evaluation of single-case graphs. *School Psychology Quarterly, 33*, 314 - 322.
- LaBrot, Z. C.,** Radley, K. C., Dart, E. H., Moore, J. W., & **Cavell, H. J.** (2018). A component analysis of behavioral skills training for effective instruction delivery. *Journal of Family Psychotherapy, 29*, 122 - 141.
- Dart, E. H., Radley, K. C., Fischer, A. J., Collins, T. A., & Terjesen, M. D., **Wright, S. J.,** et al. (2017). Accuracy in direct behavior rating is minimally impacted by completion latency. *Psychology in the Schools, 54*, 1123 – 1133.

- Dart, E. H., Radley, K. C., **Furlow, C. M., & Murphy, A. N.** (2017). Using behavioral skills training to teach high school students to implement discrete trial training. *Behavior Analysis: Research and Practice, 17*, 237 – 249.
- Radley, K. C., Dart, E. H., Moore, J. W., **Lum, J. D., & Pasqua, J.** (2017). Enhancing appropriate and variable responding in young children with autism spectrum disorder. *Developmental Neurorehabilitation, 20*, 538 – 548.
- Fischer, A. J., Dart, E. H., Radley, K. C., Richardson, D., Clark, R., & **Wimberly, J.** (2017). An evaluation of the effectiveness and acceptability of teleconsultation. *Journal of Educational and Psychological Consultation, 27*, 437 – 458.
- Lynne, S., Radley, K. C., Dart, E. H., Tingstrom, D. H., Barry, C. T., & Lum, J. D. (2017). Use of a technology-enhanced version of the good behavior game in an elementary school setting. *Psychology in the Schools, 54*, 1049 - 1063.
- Dart, E. H., & Radley, K. C. (2017). The impact of ordinate scaling on the visual analysis of single-case data. *Journal of School Psychology, 63*, 105 - 118.
- Radley, K. C., Dart, E. H., Moore, J. W., **Battaglia, A. A., & LaBrot, Z. C.** (2017). Promoting accurate variability of social skills in children with autism spectrum disorder. *Behavior Modification, 41*, 84 - 112.
- Gresham, F. M., Dart, E. H., & Collins, T. A. (2017). Generalizability of multiple measures of treatment integrity: Comparisons among direct observation, permanent products, and self-report. *School Psychology Review, 46*, 108 – 121.
- Moore, J. W., Radley, K. C., Dart, E. H., **Whipple, H. M., Ness, E. J., Murphy, A., et al.** (2017). The impact of stimulus presentation and size on preference. *Behavior Analysis in Practice, 10*, 172 – 177.
- O’Handley, R. D., Dadakhodjaeva, K.,** Radley, K. C., & Dart, E. H. (2016). Promoting independent ambulation of an adolescent with multiple disabilities. *Research in Autism Spectrum Disorders, 56*, 153 – 159.
- Pasqua, J.,** Dart, E. H., & Radley, K. C. (2016). Positive behavior intervention and supports within the restroom: Flushing away noise. *Journal of Applied School Psychology, 32*, 268 - 286.
- Collins, T. A., Gresham, F. M., & Dart, E. H. (2016). The effects of peer-mediated check-in/check-out on the social skills of socially neglected students. *Behavior Modification, 40*, 568 – 588.

- Dart, E. H., Radley, K. C., Briesch, A. M., **Furlow, C. M., & Cavell, H.** (2016). Assessing the accuracy of classwide direct observation methods: Two analyses utilizing simulated data and naturalistic data. *Behavioral Disorders, 41*(3), 148 - 160.
- Radley, K. C., & Dart, E. H. (2016). Antecedent strategies to promote children's and adolescents' compliance with adult requests: A review of the literature. *Clinical Child and Family Psychology Review, 19*, 39 – 54.
- Dart, E. H., Radley, K. C., **Battaglia, A., Dadakhodjaeva, K., Bates, K. E., & Wright, S. J.** (2016). The classroom password: A class-wide intervention to increase academic engagement. *Psychology in the Schools, 53*(4), 416 – 431.
- Fischer, A. J., Dart, E. H., LeBlanc, H., Hartmann, K., Steeves, R., & Gresham, F. (2016). An investigation of the acceptability of videoconferencing within a school-based behavioral consultation framework. *Psychology in the Schools, 53*(3), 240 – 252.
- Collins, T. A., Cook, C. R., Dart, E. H., Socie, D., Renshaw, T., & Long, A. (2016). Improving classroom engagement among high school students with disruptive behavior: Evaluation of the class pass intervention. *Psychology in the Schools, 53*(2), 204 – 219.
- Radley, K. C., Dart, E. H., **O'Handley, R.** (2016). The quiet classroom game: A class-wide noise reduction intervention. *School Psychology Review, 45*, 93 – 108.
- Dart, E. H., **Furlow, C. M.**, Collins, T. A., **Brewer, B. A.**, Gresham, F. M., & Chenier, K. H. (2015). Peer-mediated check-in/check-out for students at-risk for internalizing disorders. *School Psychology Quarterly, 30*, 229 – 243.
- Cook, C. R., Xie, S. R., Earl, R. K., Lyon, A. R., Dart, E. H., & Zhang, Y. (2015). Evaluation of the courage and confidence mentor program as a tier 2 intervention for middle school students with identified internalizing problems. *School Mental Health, 1*, 1 – 15.
- Radley, K. C., Dart, E. H., **Furlow, C. M., & Ness, E. J.** (2015). Peer-mediated discrete trial training within a school setting. *Research in Autism Spectrum Disorders, 9*, 53 – 67.
- Dart, E. H., Collins, T. A., Klingbeil, D. A., & McKinley, L. E. (2014). Peer management interventions: A meta-analytic review of single-case research. *School Psychology Review, 43*, 367 – 384.
- Cook, C.R., Collins, T. A., Dart, E. H., Vance, M. J., McIntosh, K., Grady, E.A., & DeCano, P. (2014). Evaluation of the class pass intervention for typically developing students with hypothesized escape-motivated disruptive classroom behavior. *Psychology in the Schools, 51*, 107-125.

- Cook, C. R., Dart, E., Collins, T., Restori, A., Daikos, C., & Delpont, J. (2012). Preliminary study of the confined, collateral, and combined effects of reading and behavioral interventions: Evidence for a transactional relationship. *Behavioral Disorders, 38*, 38-56.
- Dart, E. H., Cook, C. R., Collins, T. A., Gresham, F. M., & Chenier, J. (2012). Test-driving interventions to increase treatment integrity and student outcomes. *School Psychology Review, 41*, 467-481.
- Cook, C. R., Mayer, G. R., Browning Wright, D., Kraemer, B., Wallace, M. D., Dart, E., et al. (2012). Exploring the link among behavior intervention plans, treatment integrity, and student outcomes under natural educational conditions. *Journal of Special Education, 46*(1), 3-16.
- Vance, M., Gresham, F. M., Dart, E. H. (2012). Relative effectiveness of DRO and self-monitoring in a general education classroom. *Journal of Applied School Psychology, 28*(1), 89-109.
- Cook, C.R., Rasetshwane, K., Truelson, E., Grant, S., Dart, E. H., & Collins, T.A., et al. (2011). Development and validation of the student internalizing behavior screener: Examination of reliability, validity, and classification accuracy. *Assessment for Effective Intervention, 36*(2), 71-79.
- Gresham, F.M., Cook, C.R., Collins, T., Dart, E., Rasetshwane, K., Truelson, E., et al. (2010). Developing a change-sensitive Brief Behavior Rating Scale as a progress monitoring tool for social behavior: An example using the Social Skills Rating System-Teacher Form. *School Psychology Review, 39*(3), 364-379.

Edited and Authored Books

- Radley, K. C., & Dart, E. H. (2021). *Social Skills Teaching for Individuals with Autism: Integrating Research into Practice*. New York, NY: Springer.
- Radley, K. C., & Dart, E. H. (Eds.). (2019). *Handbook of Behavioral Interventions in Schools: Multi-Tiered Systems of Support*. New York, NY: Oxford University Press.
- Fischer, A. J., Collins, T. A., Dart, E. H., & Radley, K. C. (Eds.). (2019). *Contemporary Technology Applications in School Consultation, Supervision, and Training*. New York, NY: Routledge.

Edited Book Chapters, Encyclopedia Entries, and Other Periodicals

Note: Student co-authors appear in bold

- Doll, B., Dart, E. H., Arora, P. G., & Collins, T. A. (2021). Framing school mental health services within a dual-factor model of mental health. In Lazarus, P. J., Suldo, S. M., &

- Doll, B. (Eds.), *Fostering the emotional well-being of our youth: A school-based approach*. New York, NY: Oxford University Press.
- Dart, E. H., Radley, K. C., **McGirt, C., Martin, J., Shuman, T., & Hite, R.** (2020). Good behavior game. In Axelrod, A., Coolong-Chaffin, M., & Hawkins, R. (Eds.), *Case Studies in School Psychology: Behavioral Interventions for Effective Problem-Solving*. Routledge.
- Murphy, M., Mathis, E.,** Weaver, A. D., & Dart, E. H. (2019). Using antecedent-based strategies to address motivation in behavioral interventions. *Communique*, 48, 1 – 23.
- Dart, E. H., McKinley, L. E., & **Helbig, K. A.** (2019). Peer-mediated interventions. In K. C. Radley & E. H. Dart (Eds.), *Handbook of Behavioral Interventions in Schools: Multi-Tiered Systems of Support*. New York, NY: Oxford University Press.
- Wright, S. J., Helbig, K. A., Schrieber, S. R., Derieux, J. R., & Dart, E. H.** (2019). Behavior assessment. In K. C. Radley & E. H. Dart (Eds.), *Handbook of Behavioral Interventions in Schools: Multi-Tiered Systems of Support*. New York, NY: Oxford University Press.
- Radley, K. C. & Dart, E. H. (2019). Graphing data and visual analysis. In K. C. Radley & E. H. Dart (Eds.), *Handbook of Behavioral Interventions in Schools: Multi-Tiered Systems of Support*. New York, NY: Oxford University Press.
- Dart, E. H., **Whipple, H. M., Pasqua, J. L., & Furlow, C. M.** (2016). Legal, Ethical, and Regulatory Issues in Telehealth Technology. In J. K. Luiselli & A. J. Fischer (Eds.), *Computer-Assisted and Web-Based Innovations in Psychology, Special Education, and Health*. San Diego, CA: Elsevier.
- Dart, E. H., & **Melendez-Torres, M.** (2018). Reinforcement. In *The SAGE Encyclopedia of Intellectual and Developmental Disorders*.
- Dart, E. H., & **Thompson, T. C.** (2018). Extinction. In *The SAGE Encyclopedia of Intellectual and Developmental Disorders*.
- Dart, E. H., & **Helbig, K. A.** (2018). Peer-tutoring. In *The SAGE Encyclopedia of Intellectual and Developmental Disorders*.

Funded Grant Activity

- U.S. Office of Special Education Programs, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (2021). Amount funded \$1,960,426.
Role: Project Director
- U.S. Department of Education, Institute of Education Sciences, Low-Cost, Short Duration

Evaluation of Education Interventions (2016). A Clustered Randomized Controlled Trial of Function-based Check-In/Check Out. Amount funded \$249,422.

Role: Co-PI with David A. Klingbeil

Society for the Study of School Psychology, Early Career Research Award (2016). Evaluating a Brief Behavior Rating Scale as a Progress Monitoring Measure of Depression in Schools. Amount funded \$16,020.90.

Role: Co-PI with Prerna Arora

Aubrey Keith and Ella Ginn Lucas Endowment for Faculty Excellence (2016). Use of teleconsultation to promote academic achievement of classrooms in Puerto Rico. Amount funded: \$4,958.

Role: Co-PI with Keith C. Radley

Selected Unfunded Grant Activity

U.S. Department of Education, Institute of Education Sciences (2017). The development of new technology to promote the fidelity and sustainability of a universal preventive intervention in real-world educational settings. Amount requested: \$1,383,826.

Role: Co-PI with Stephanie Smith

Spencer Foundation Small Research Grant (2015). Targeted interventions for head start children at-risk for emotional and behavioral disorders. Amount requested: \$50,000.

Role: Co-PI with Brad A. Dufrene

Small Business Innovation Research Grant (2014) Development and validation of the automatic behavior assessment system. National Institutes of Health. Amount requested: \$208,917.

Role: Co-PI with Keith C. Radley

U.S. Department of Education, Institute of Education Sciences (2013). Developing and piloting a mobile intervention system for students at-risk for behavioral disorders. Amount requested: \$1,416,774.

Role: Co-PI with Frank M. Gresham and Tai A. Collins

Refereed Presentations

Note: Student co-presenters appear in bold

National

Dart, E. H., **Helbig, K. A., Schrieber, S. R., & Ware, M. E.** (2020, February). Quiet, docile, and still, still: Operational definitions in group contingencies. Paper presented at the Annual Convention of the National Association of School Psychologists, Baltimore, MD

- Schrieber, S. R.** & Dart, E. H. (2020, February). Feeling cute, might DBR later, IDK. Paper presented at the Annual Convention of the National Association of School Psychologists, Baltimore, MD
- Radley, K. C., Dart, E. H., & Lewis, H. (2020, February). Agree or disagree: Comparing visual analysis and effect size metrics. Paper presented at the Annual Convention of the National Association of School Psychologists, Baltimore, MD
- Ware, M. E., Schrieber, S. R.,** & Dart, E. H. (2020, February). Saved by the bell: Managing behavior in non-classroom settings. Paper presented at the Annual Convention of the National Association of School Psychologists, Baltimore, MD
- Dart, E. H., Van Norman, E. R., Klingbeil, D. A., & Radley, K. C. (2020, February). Are you seeing this?: CBM vendor choice influences visual analysis. Paper presented at the Annual Convention of the National Association of School Psychologists, Baltimore, MD
- Dart, E. H. & Radley, K. C. (2019, February). What's the Frequency, Kenneth: Scheduling May Affect Visual Analysis. Paper presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA
- Ware, M. E.** & Dart, E. H. (2019, February). Preventing Food Fights: A Guide to Managing Cafeteria Behavior. Paper presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA
- Dart, E. H., Collier-Meek, M., & McKinley, L. E. (2019, February). Having Students Help: An Alternative to Treatment Integrity Assessment. Paper presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA
- Radley, K. R. & Dart, E. H. (2019, February). You Gotta Keep 'Em Separated: Probe Data and Visual Analysis. Paper presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA
- Helbig, K. A.,** Dart, E. H., & **Schrieber, S. R.** (2019, February). They See Me Rollin', They Playin': Game-Based Social Skills Training. Paper presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA
- Perez, L., Fischer, A. J., Dart, E. H., Silberman, M., Omlie, C. C., & Samaha, H. L. (2019, February). Contemporary Applications of the Good Behavior Game in School Settings. Symposium presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA
- Dart, E. H., Klingbeil, D. A., Schramm, A., & Jagemann, J. (2018, March). What's Your Function? Making Check-In/Check-Out Work for All Students. Paper presented at the 15th International Conference on Positive Behavior Support, San Diego, CA

- Radley, K. C., Dart, E. H., Davis, J. L., & **Schrieber, S. R.** (2018, February). I See What You Did There: Conducting Empirically Supported Student Observations. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL
- Dart, E. H., Klingbeil, D. A., Jagemann, J., & Schramm, A. L. (2018, February). What's Your Function?: Making Check-In Check-Out Work for All Students. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL
- Radley, K. C., Dart, E. H., **Wright, S. J.** (2018, February). Show Me the Data: Improving the Presentation of Graphical Data. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL
- Dart, E. H., & Radley, K. R. (2017, February). Effects of Ordinate Scaling on Visual Analysis of Single-Case Data. Paper presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX
- Dart, E. H., Radley, K. C., **Thompson, T. C., & McCargo, M. M.** (2017, February). The Dependability of Class-Wide Systematic Direct Observation. Paper presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX
- Dart, E. H., Radley, K. R., Fischer, A. J., & Collins, T. A. (2016, February). Completion Latency and the Accuracy of Direct Behavior Ratings. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Dart, E. H., Radley, K. R., Briesch, A. M. (2016, February). Comparing the Accuracy of Group Observation Methods. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Fischer, A. J., & Dart, E. H. (2015, February). Comparing In Vivo Systematic Direct Observations to Observations Conducted Through Videoconferencing. Paper presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
- Fischer, A. J., Dart, E. H., & Radley, K. R. (2015, February). Evaluating the Effectiveness of Videoconferencing as a Behavioral Consultation Medium. Paper presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
- Pasqua, J.,** Dart, E. H., & Radley, K. R. (2015, February). Shut the Flush Up. A Bathroom Noise Reduction Intervention. Paper presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
- Furlow, C., Ness, E. J.,** Radley, K. R., & Dart, E. H. (2015, February). Peer-Mediated Discrete Trial Training and Children With Autism. Paper presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.

- Dart, E. H., Collins, T. A., & **Furlow, C. M.** (2015, February). Peer-Mediated Check-In Check-Out for Internalizing Behavior: A Pilot Study. Paper presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
- Dart, E. H., Collins, T. A., & Klingbeil, D. A. (2014, February). Students as Behavior Interventionists: A Review of the Evidence. Paper presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.
- Fischer, A. J., Dart, E. H., LeBlanc, H., & Florell, D. (2014, February). The Present and Future of Integrating Technology into School Practice. Symposium presented at the Annual Convention of the National Association of School Psychologists, Washington D.C.
- Collins, T. A., Dart, E. H., Grant, S. M., & Gresham, F. M. (2013, February). Using Peers as Change-Agents in Check-in/Check-out. Symposium presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
- Dart, E. H. & Collins, T. A. (2011, February). Test-Driving Interventions to Increase Treatment Integrity and Student Outcomes. Poster presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- Dart, E. H., Collins, T. A., Grant, S. M., & Cook, C. R. (2011, February). Developing Change Sensitive Brief Behavior Rating Scales for Social Behavior. Paper presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- Collins, T. A. & Dart, E. H. (2011, February). Parental Involvement in the Schools: What Works and for Whom? Paper presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- Dart, E. H. & Cook, C. R. (2010, February). Combined and Collateral Effects of Reading and Behavioral Interventions. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

State/Regional

- Dart, E. H., **Schrieber, S. R.** (September, 2018). Behavior Analysis in Mississippi: A Brief Review. Paper presented at the Mississippi Psychological Association Conference, Biloxi, MS.
- Dart, E. H. (November, 2017). Peer Management Interventions: A Practical Guide. Paper presented at the Louisiana School Psychology Association Conference, Lafayette, LA.

- Radley, K. C., & Dart, E. H. (November, 2016). Stopping Problem Behavior Before it Starts: Antecedent Interventions to Reduce Noncompliance in Children. Paper presented at the Louisiana School Psychology Association Conference, Lafayette, LA.
- Dart, E. H., Radley, K. C. (November, 2015). Visual Analysis of Single-Case Data: Am I Doing This Right?. Paper presented at the Louisiana School Psychology Association Conference, Lafayette, LA.
- Dart, E. H., Radley, K. C., **Battaglia, A., Dadakhdojaeva, K., Bates, K., & Wright, S.** (June, 2015). The Classroom Password: An Intervention for Academic Engagement. Paper presented at the Making Connections Conference, Biloxi, MS.
- Dart, E. H., Radley, K. C., **Cavell, H., & Furlow, C. M.** (November, 2014). Comparing the Accuracy of Group Observation Methods: An Analysis Utilizing Simulated Data. Paper presented at the Louisiana School Psychological Association Annual Convention, Lafayette, LA.
- Dart, E. H. & **Furlow, C. M.** (November, 2014). Peer-mediated Check-in/Check-out for Students At-Risk for Internalizing Disorders. Paper presented at the Louisiana School Psychological Association Annual Convention, Lafayette, LA.
- Radley, K. R., Dart, E. H., **Pasqua, J. & O'Handley, R.** (November, 2014). Can you hear me now? Using smartphones to decrease student noise level in two school settings. Paper presented at the Louisiana School Psychological Association Annual Convention, Lafayette, LA.
- Dart, E. H., Radley, K. C., **McHugh, M., Furlow, C., & Whipple, H.** (June, 2014). The Good Behavior Game: A 21st Century Update Using ClassDojo. Paper presented at the Making Connections Conference, Biloxi, MS.
- Dart, E. H. (November, 2012). Utilizing Students as Behavioral Change Agents: An Example Using Check-in/Check-out. Paper presented at the Louisiana School Psychological Association Annual Convention, Lafayette, LA.

Awards and Honors

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| 2019 | Lightner Witmer Award, American Psychological Association, Division 16 |
| 2015 | IES Summer Research Training Institute on Single-Case Intervention Research Design; Attendee |
| 2015 | School Psychology Research Collaboration Conference Early Career Scholar, Society for the Study of School Psychology |

2012

Will Bergeron Memorial Scholarship, Louisiana School
Psychology Association

Other Professional Activities

Associate Editor *Assessment for Effective Intervention*

Editorial Review Board Membership: *School Psychology; Journal of School Psychology, Focus
on Autism and Other Developmental Disabilities; Psychology in the Schools; Behavioral
Disorders*

Ad Hoc Reviewer: *Journal of Behavioral Education; Behavior Modification; School Psychology
Review; Remedial and Special Education; Behavioral Interventions*

Co-Chair, *Behavioral School Psychology Interest Group*, National Association of School
Psychologists (2017 – 2021)