**Suzanne M. Bamonto**

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**EDUCATION**

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| University of Oregon | Ph.D., School Psychology |
| State University of New York at Geneseo | B.A., Psychology |
| Finger Lakes Community College | A.A., Humanities |

**CURRENT STATUS**

Senior Lecturer II September 2024 – present

School Psychology Program – UO Portland Campus

College of Education

University of Oregon

[sbamonto@uoregon.edu](mailto:sbamonto@uoregon.edu)

**PROFESSIONAL WORK EXPERIENCE**

**Associate Professor of Psychology** September 2003 – September 2024

Rochester Institute of Technology, Department of Psychology

* Taught courses in the graduate School Psychology Program including Academic Assessment, Academic Intervention, Advanced Practicum: Issues in Diversity I and II, Internship Seminar, Field Experience I, Alternative Assessment Techniques, Applied Behavior Analysis, Cultural Diversity in Education, Intellectual Assessment, Social-Emotional Assessment, Comprehensive Assessment Integration, Psychology of Teaching and Learning, Research Methods, Developmental Psychology, and Practicum Seminar I-III.
* Taught undergraduate courses including Developmental Psychology and Special Topics: School Psychology.
* Sustained program of scholarship on topics related to academic assessment and intervention, including the use of curriculum-based measurement within a multi-tiered system of supports, and alternatives to exclusionary discipline in schools.
* Developed and maintained collaborative ties to local school districts as research, practicum, and internship sites.
* Maintain active membership in and service to state and national professional organizations.

**Graduate Program Director** June 2011 - June 2020; January 2023 - June 2024

Rochester Institute of Technology, Department of Psychology

* Coordinated the development and implementation of the School Psychology Program goals, curriculum, and student recruitment and retention.
* Responsibilities, in addition to those described in position above, included initial review of student applications, coordination of applicant interviews, admissions decisions and scholarship offers, assignment of students to departmental GA positions, coordination of program events, leading regular program faculty meetings, conducting annual program student learning outcome assessment, maintaining program approval/accreditation by the National Association of School Psychologists.
* Oversaw the planning and implementation of the program’s transition from quarters to semesters.

**School Psychologist** August 2021-June 2022

Rochester City School District, Rochester, NY

* Full-time psychologist at The Leadership Academy for Young Men, a building serving approximately 550 boys in grades 7-12. Employed during a year-long professional development leave from RIT.
* Primary responsibilities included conducting comprehensive evaluations, coordinating the 504 process for all eligible students and those under evaluation, and holding periodic reviews for all students with formal Behavior Intervention Plans.
* Additional responsibilities included participating in Manifestation Determination Review meetings, conducting formal Functional Behavior Assessments, serving on the school’s nascent Multi-Tiered Systems of Support (MTSS) committee, and providing behavioral and academic consultation to teachers and staff.
* Delivered two professional development workshops to school psychologists on evaluating reading difficulties within a mutli-tiered system of supports.

**Associate Dean** December 2008 – August 2009

College of Liberal Arts: Rochester Institute of Technology

* Assisted the Dean and Senior Associate Dean in carrying out the aspirations and daily operations of the College of Liberal Arts.
* Responsibilities included chairing the Faculty and Student Research Fund committees, coordinating the activities of the college’s student Peer Mentors, assisting programs with implementing new student learning outcomes assessment requirements, serving as liaison between the College and the Dean of Graduate Studies, organizing college participation in the annual Creativity and Innovation Festival (Imagine RIT), investigating ways to increase study abroad opportunities, coordinating/assisting with the selection of various awardees including the student commencement speaker and scholarship recipients.

# **School Psychologist** August 2001 – June 2003

# School District of Indian River County, Vero Beach, Florida

* Responsibilities included behavioral and instructional consultation with teachers, participating on building-level teams, evaluating students for special education eligibility, and assisting with district-level projects such as school-wide reading assessment, building-based problem-solving teams, and ongoing training of teachers and other personnel in the administration, scoring, and use of Curriculum-Based Measurement and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measures.

**Elementary Student Support Specialist** August 1999 – June 2001

School District of Indian River County, Vero Beach, Florida

* Responsibilities included developing and monitoring behavioral interventions for individual students, serving as co-chair of the building’s Student Support Team, developing and monitoring accommodation plans under Section 504, providing social skills training for students at risk or experiencing behavior problems, short-term counseling and crisis intervention, parent consultation, and providing referrals to appropriate community mental health agencies when needed.

**State CBM/DIBELS Trainer and Work Group Member** August 1998 – June 2001

Florida Department of Education/University of South Florida/School District of Indian River County

* Collaborated with a state-level group in training school personnel throughout Florida in Curriculum-Based Measurement and Dynamic Indicators of Basic Early Literacy Skills.
* Responsibilities included developing and revising training modules, conducting regional and local workshops, and attending monthly work group meetings.

# **Adjunct Instructor** Fall 1999 and Winter 2003

# Nova Southeastern University, Satellite Campus, Vero Beach, Florida

* Taught EPP 566: Educational and Psychological Assessment of Exceptional Children in the Graduate Teacher Education Program.

**PROFESSIONAL CERTIFICATIONS/LICENSES**

Licensed Psychologist, New York State Office of the Professions, License # 025192

Certified School Psychologist, New York State Department of Education

Florida Certified Associate Behavior Analyst *(expired)*

**PROFESSIONAL MEMBERSHIPS**

International School Psychology Association

National Association of School Psychologists

Oregon School Psychologists Association

**SERVICE ACTIVITIES**

**University Service**

RIT College of Liberal Arts Interim Dean’s Advisory Council, 2023-2024

RIT Department of Psychology Clinical Faculty Search Committee – Co-chair, 2023-24

RIT Academic Senate 2018-2021, (reconstituted as Faculty Senate) 2021-2024

RIT College of Liberal Arts Faculty Moderator, 2022-2024

RIT University Council, 2019-2020, 2022-2023

RIT Graduate Council, 2019-2020

Ph.D. in Clinical Psychology Proposal Committee, Co-chair, 2016-2020

RIT College of Liberal Arts Non-Tenure-Track Promotions Committee, 2016-2018.

RIT College of Liberal Arts Tenure Committee, 2013-2015 (Chair, 2014-15)

Psy.D. in School Psychology Proposal Committee, Chair, 2012-2016

RIT College of Liberal Arts Third-Year Review Committee, 2011-2013

Search Committee, Recruitment and Marketing Specialist, RIT College of Liberal Arts, Fall 2011

RIT Faculty Affairs Committee, 2010-2012; 2012-2014

K-12 Coordinating Committee. Rochester Institute of Technology. October 2007-June 2008.

Dean Search Committee, RIT College of Liberal Arts. May 2007-May 2008.

Strategic Planning Steering Committee, RIT College of Liberal Arts, November 2005-February 2008

Ad-Hoc Research Committee, RIT College of Liberal Arts. January-April 2005

University of Oregon School Psychology Program Admissions Committee, 1995 and 1997

Student Representative to University of Oregon School Psychology Program Faculty. 1994-95

**Service to the Profession**

Ad-hoc Reviewer, Remedial and Special Education

Ad-hoc Reviewer, Journal of School Psychology

Conference 2016 Committee Member, New York Association of School Psychologists, January 2015-November 2016.

New York Association of School Psychologists, Chapter D Representative, November 2004-June 2009

Editorial Advisory Board Member, Journal of School Psychology, January 2008-December 2009.

Conference 2008 Committee Chair, New York Association of School Psychologists, June 2006-November 2008.

Expert Advisory Committee on Learning Disabilities and Response to Intervention, New York State Education Department, December 2005-June 2007.

Invited Reviewer, Sopris West Educational Services, June 2004.

Guest Lecturer, Florida Atlantic University, Reading Assessment Course. Spring 2000 and Spring 2001

Florida Association of School Psychologists, Special Interest Group Chair: Organizational Change. 1998-99

Invited Reviewer: Florida Association of School Psychologists Annual Research Award. Fall 1998

Student Representative to the Executive Board, Oregon School Psychologists’ Association. 1996-97

Volunteer Tutor, OATKA Youth Residential Center; Industry, New York. 1993.

**HONORS AND AWARDS**

RIT President’s “Batting 1000” Award 2006.

Finger Lakes Community College Distinguished Alumni Award May 2006

Oregon School Psychologists Association Liz Gullion Award 1996 and 1997

Phi Theta Kappa Honor Society, Recording Secretary 1990-91

**Training Grant Positions**

U.S. Department of Education, Special Education Programs. *Preparing Leadership Personnel in the use of Curriculum-Based Measurement and Problem-Solving Assessment.* University of Oregon.

U.S. Department of Education, Special Education Programs. *Preparing School Psychologists to Support Young Children with Attention Deficit Disorders (ADHD) and Related Problems in Early Intervention and Preschool Settings*. University of Oregon.

**External Grants Submitted/Awarded**

New York State Education Department (NYSED) Office of Vocational and Educational Services for Individuals with Disabilities (VESID). *Response to Intervention Technical Assistance Center* (RFP #07-032). Submitted August 4, 2008 as a consortium with Monroe #2 Board of Cooperative Educational Services (BOCES 2) as the lead institution. Proposed award amount for RIT was $166,489 over a 5-year period. Not funded.

Society for the Study of School Psychology (SSSP). Early Career Award Program. Award period July 2006 – June 2007. Funded at $8,000.

U.S. Department of Education, Special Education Programs (OSEP). *The Effects of Systematic Formative Evaluation of Phonemic Awareness Instruction on the Acquisition of Phonemic Awareness and Later Reading Skills for Kindergarten Students at Risk for Learning Disabilities*. Early Career Awards Competition. Submitted December 1999. Not funded.

U.S. Department of Education, Special Education Programs (OSEP). *The Effects of Student Performance Feedback on the Reading Achievement and Instructional Programs of Students at Risk for Learning Disabilities.* Student-Initiated Research Projects Competition. Award period September 1997 - August 1998. Funded at $20,000.

**RIT Internal Grants Awarded**

College of Liberal Arts Faculty Research Fund ($2,998) 2019-20

*Risk and Protective Factors in the Treatment of Substance Use Disorders among College Students with Trauma Histories.* Co-Principal Investigator with Lindsay Schenkel.

College of Liberal Arts Faculty Research Fund ($4,500) 2019-20

*Moderators in the Relationship between Childhood Trauma and Later Substance Use Disorders: The Role of Heart Rate Variability*.Co-Principal Investigator with Lindsay Schenkel.

College of Liberal Arts Faculty Development Grant ($7,161) 2019-20

*ERP Bootcamp to Promote Health and Addictions Research Center (HARC) Expertise and Grantsmanship*. Co-investigator. PI: Joseph Baschnagel.

College of Liberal Arts Faculty Research Fund ($6,180) 2018-19

*Health and Addictions Research Center HRV Pilot Study.* Co-investigator. PI: Joseph Baschnagel.

College of Liberal Arts Faculty Research Fund ($2,986). 2017-18

*Development of a School-Based Substance Abuse Preventative Intervention Program for Youth with Trauma Histories.* Co-Principal Investigator with Lindsay Schenkel.

RIT ADVANCE Connect Grant ($4,152) 2017-18

*Training on a School-Based Research Protocol for Substance Abuse Prevention Services for Children with Conduct Disorders.* Co-investigator. PI: Lindsay Schenkel.

Provost’s Faculty Mentoring Grant ($1,525) 2016-17

*Psychology Women and Gender Minority Mentoring Group: Building a Network of*

*Mentors Inside and Outside RIT.* Co-investigator. PI: Caroline Delong.

College of Liberal Arts Faculty Research Fund ($2,193). 2015-16

*From CBM to IDC: A Cross-Cultural Investigation of Basic Skills Assessment in Schools.* Principal Investigator.

Provost’s Faculty Mentoring Grant ($500) 2015-16

*Psychology Women and Gender Minority Mentoring Group*. Co-investigator. PI: Caroline Delong.

Provost’s Faculty Mentoring Grant ($690) 2015

*Promoting Excellence in Research and Teaching in the Psychology Women’s Mentoring Group*. Co-investigator. PI: Caroline Delong.

Provost’s Faculty Mentoring Grant ($1,653.53) 2014

*Psychology Women’s Mentoring Group.* Co-investigator. PI: Caroline Delong.

College of Liberal Arts Faculty Development Grant ($1,719) 2007-08

*Development of Statistical Resources for Analyzing Longitudinal Data from K-12 Settings: Modeling Children’s Growth in Reading.* Principal Investigator.

**PUBLICATIONS**

**Peer-Reviewed Articles**

**Bamonto, S.M.**, Mercer, S., & Missall, K. (in preparation). Effects of twice-weekly R-CBM data collection on the reading performance of elementary students identified as low-performing readers.

**Graney, S. B**., Martinez, R. A., Missall, K. N., Aricak, T. (2010). Universal screening of reading in late elementary school: R-CBM versus CBM Maze. *Remedial and Special Education, 31,* 368-377.

Martinez., R. A., Missall, K. N., **Graney, S. B.,** Aricak, T., & Clarke, B. (2009). Technical adequacy of Early Numeracy Curriculum-Based Measurement in kindergarten. *Assessment for Effective Intervention*, *34,* 116-125.

**Graney, S.B**., Missall, K., Martinez, M., & Bergstrom, M. (2009). A preliminary investigation of within-year growth patterns in reading and mathematics curriculum-based measures. *Journal of School Psychology, 47,* 121-142*.*

**Graney, S. B**. (2008). General education teacher judgments of their low-performing students’ short-term reading progress. *Psychology in the Schools, 45,* 537-549*.*

**Graney, S. B**., & Shinn, M. R. (2005). The effects of R-CBM teacher feedback in general education classrooms. *School Psychology Review, 34*, 184-201*.*

Ferrari, J. R., Wesley, J. C., Wolfe, R. N., Erwin, C. N., **Bamonto, S. M.,** & Beck, B. L. (1995). Psychometric properties of the Revised Grasha-Reichmann Student Learning Style Scales. *Journal of Educational and Psychological Measurement, 55,* 1053-1059.

**Books And Book Chapters**

McDougal, J., **Graney, S.,** Wright, J., & Ardoin, S. (2010). *RTI in practice: A practical guide to implementing effective evidence-based interventions in your school.* Hoboken, NJ: John Wiley & Sons.

Shinn, M. R., & **Bamonto, S. M**. (1998). Big ideas and confusion about CBM. In M. R. Shinn (Ed.), *Advanced Applications of Curriculum-Based Measurement*. New York: Guilford Press.

**Other**

Merydith, S., **Bamonto, S,** Stalker, E., & Larkin, J. (2017). Mental testing of Ellis Island immigrants: A distant mirror. *Communique, 45(7).*

**Graney, S. B**. (2008). RTI: For Elementary Level Only – Or Is It? *New York School Psychologist, 27*(2).

**Graney, S. B.** (2006). VESID’s Expert Workgroup on RtI in New York State. *New York School Psychologist, 25*(3).

**THESES DIRECTED**

Conor Lake (2020). Social isolation, fear of missing out, and social media use in deaf and hearing college students.

Shannon Prince (2011). Burnout as a function of Eysenck’s Neuroticism factor in teachers working with children with emotional and behavioral disorders.

Jessica Diehl (2010). Elementary students’ academic self-concept of reading.

Sarah Hinman (2010). Elementary education teachers’ acceptability of Reading Curriculum Based Measurement.

Christopher Singer (2009). The use of the Child Observation Record for predicting early literacy skills.

Emily Lewandowski (2009). Monitoring reading progress with the use of graphs.

Davis, Kimberly (2008). Using reading screening measures to create risk indicators for student performance on the New York State English Language Arts exam.

Lewis, Casey (2008). Teachers’ knowledge of English phonology and attitudes toward reading instruction as related to student achievement.

Zonneville, Adrienne (2008). Establishing universal screening risk indicators using Reading Curriculum-Based Measurement and the Developmental Reading Assessment.

Richmond, Courtney (2007). Reading First teacher knowledge of English phonology and attitudes toward reading instruction.

Walker, Melissa (2007). Relationships among reading assessments: How do DIBELS Oral Reading Fluency and DRA scores relate to the Terra Nova2 performance in second-grade students?

Wheeler, Courtney (2007). Implications of reading assessments: Investigating the Developmental Reading Assessment and Dynamic Indicators of Basic Early Literacy Skills – Oral Reading Fluency as related to the TerraNova 2nd Edition vocabulary and comprehension tasks.

Lawson, Therese (2006). Predictors of reading success for Hispanic students learning to read in English.

Keyser, Janette (2006). The relationship of scores on Dynamic Indicators of Basic Early Literacy Skills Word Use Fluency to word knowledge and shyness.

**CONFERENCE PRESENTATIONS**

**National and International**

Gray-Nixon, T., **Bamonto, S.,** & Schenkel, L. (2018, February). *Emotion recognition and psychosocial functioning in youth with Bipolar Disorder.* National Association of School Psychologists Annual Convention, February 14, 2018. Chicago, IL.

Gray-Nixon, T., **Bamonto, S**., Kulhanek, S., Murray, C., Lincoln, M., & Krasniqi, I. (2017, July). Trauma-Informed Approaches in Schools: Social-Emotional Learning and Comprehensive Integrated Services Improve Outcomes for Children. Poster presented at the 39th Conference of the International School Psychology Association*,* July 21, 2017, Manchester, UK.

Joly, M.C., & **Bamonto, S.M**. (2015, July). *A Cross-cultural study of Curriculum-Based Measurement in Brazil.* 13th European Conference on Psychological Assessment, Zurich, Switzerland.

Joly, M.C., **Bamonto, S.M.,** Vendramini, C.M., Almeida, L.S., Araújo, A., Weschler, S.M., Sanchez, C.S., Dias, A.S., Piovezan, N.M., Rivas, S.F. (2015, July). *Estudos psicométricos transculturais entre Brasil e Estados Unidos, Portugal e Espanha.* VII Congresso Brasileiro de Avaliação Psicológica (7th Conference on Psychological Evaluation), Sao Paulo, Brazil.

**Bamonto, S.M**., & Joly, M.C. (2015, June). CBM to IDC: Educational Policy and Assessment of Basic Skills in Schools. In symposium; *Avaliação psicológica educacional: estudos transculturais entre Brasil, Estados Unidos, Portugal e Espanha.* 37th Conference of the International School Psychology Association, Sao Paulo, Brazil.

**Bamonto, S.M**., & Joly, M.C. (2015, February) *From CBM to IDC: A cross-cultural investigation of basic skills assessment in the schools.* National Association of School Psychologists’ Annual Convention, February 20, 2015, Orlando, FL.

**Bamonto, S.** (2014, June - Invited). *Introduction to Curriculum-Based Measurement (IDC).* IV Colóquio de Psicologia Escolar. Brasilia, Brazil, June 5, 2014.

**Bamonto, S**., Mercer, S., & Missall, K. (2011, February). *Effects of Frequent Progress Monitoring on Reading Achievement of Elementary Students at Risk for Reading Failure.* National Association of School Psychologists. San Francisco, CA, February 24, 2011.

**Graney, S. B.,** Davis, K., Zonneville, A., & DiBenedetto, L. (2009, February). *Developing RTI Screening Cut-Scores and Benchmarks for Goal Setting*. National Association of School Psychologists. Boston, MA, February 27, 2009.

**Graney, S. B.** (2007, March). *Establishing common ground: School psychologists and the Developmental Reading Assessment.* National Association of School Psychologists. New York, NY, March 28, 2007.

**Graney, S. B.** (2006, March). *Classroom teachers’ judgments of student reading progress.* National Association of School Psychologists. Anaheim, CA, March 31, 2006.

**Graney, S.B**., & Donelson, R. (2002, March). *Benchmark Assessment of Foundational Reading Skills using Fluency-Based Indicators: Evolution and Outcomes of One District’s Implementation.* National Association of School Psychologists. Chicago, IL, March 2, 2002.

**Graney, S.B**., Donelson, R., & Howard, P. (2002, February). *Five years of district-wide implementation of Curriculum-Based Measurement: Successes, challenges, and lessons learned.* National Association of School Psychologists. Chicago, IL, February 28, 2002.

Bradley-Klug, K., Powell-Smith, K., Howard, P., Donelson, W., Donelson, R., **Graney, S**., & Rush, M. (2001, April). *Statewide implementation of Curriculum-Based Measurement: The Florida experience*. National Association of School Psychologists. Washington, D.C., April 18, 2001.

**Graney, S.B**. (2000, March). *Using formative evaluation in general education to prevent reading failure*. National Association of School Psychologists. New Orleans, LA, March 30, 2000.

Donelson, R., & **Graney, S.B.** (2000, March). *The effects of phonological awareness instruction in three kindergarten classrooms: A pilot study*. National Association of School Psychologists. New Orleans, LA, March 31, 2000.

**Bamonto, S. M**. (1998, July). *The effects of student performance feedback on the reading achievement of students at risk for learning disabilities*. U.S. Department of Education, Office of Special Education Programs, Project Directors’ Conference. Washington, DC, July 17, 1998.

Shinn, M. R., Gilbert, M. M., & **Bamonto, S. M**. (1997, April). *Curriculum-Based Measurement and its use in a Problem-Solving Model: What’s in it for school psychologists?* National Association of School Psychologists. Anaheim, CA, April 4, 1997.

Sakelaris, T. L., & **Bamonto, S. M.** (1997, April). *Issues in conducting school-based evaluations involving parent-initiated referrals and Attention-Deficit/Hyperactivity Disorder: Integrating diagnostic assessment and a problem-solving approach.* National Association of School Psychologists. Anaheim, CA, April 4, 1997.

**Bamonto, S. M.,** & Carey, S. (1996, March). *The Effects of Providing Education and Support to Parents of a Preschool Child with Attention-Deficit/Hyperactivity Disorder.* National Association of School Psychologists. Atlanta, GA., March 14, 1996.

**State/Regional/Local**

Schenkel, L., & **Bamonto, S.** (2018, April). *School-based preventative interventions for children at increased risk for substance abuse.* RIT Department of Criminal Justice and the Center for Public Safety Initiatives’ Finger Lakes Collegiate Task Force 2018 Conference. Rochester, NY. April 12, 2018.

MacGowan, A. (moderator), **Bamonto, S.,** Devaney, E., Graupman, K, & Leone-Mannino, C. (2017, October - Invited).*How can schools address the needs of individual students affected by lead?* Panel Discussion at *The Effect of Lead Exposure on Learning: The Way Forward*. One-day conference hosted by the University of Rochester School of Nursing, October 18, 2017.

**Graney, S. B**. (2007, November – Invited) *RTI: The Basics and Beyond for School Psychologists.* New York Association of School Psychologists. Albany, NY. November 8, 2007.

**Graney, S. B**. (2006, October). *Using a Curriculum-Based Evaluation Approach to Develop and Monitor Effective Reading Interventions.* New York Association of School Psychologists. Syracuse, NY. October 20, 2006.

Ardoin, S., **Graney, S**., Martens, B., & Wright, J. (2006, October – Invited). *Putting “it” into best practice.* New York Association of School Psychologists. Syracuse, NY. October 21, 2006.

Flanagan, R., Grehan, P., Alfonso, V., **Graney, S.,** & Fugate, M. (2005, November). *Integrating RTI with traditional assessment: How different training programs use this method.* New York Association of School Psychologists. White Plains, NY. November 4, 2005.

**Graney, S.B.** (2002, October – Invited). *Early literacy assessment and intervention: Dynamic Indicators of Basic Early Literacy Skills*. Georgia Association of School Psychologists. Calloway Gardens, GA. October 11, 2002.

**Graney, S.B.,** Donelson, R., Doneslon, B., Powell-Smith, K., & Howard, P. (1999, November). *Advanced workshop on CBM in a problem-solving model: It’s a jungle out there*. Florida Association of School Psychologists. West Palm Beach, FL, November 3, 1999.

**Graney, S.B.** (1998, November). *Using CBM in general education to prevent reading failure: A research report*. Florida Association of School Psychologists. Tampa, FL, November 4, 1998.

Donelson, W.J., Donelson, R., & **Graney, S.B**. (1998, November). *The good, the bad, and the ugly of a district-wide CBM norming project.* Florida Association of School Psychologists. Tampa, FL, November 4, 1998.

**Bamonto, S. M**. (1997, April). *Myths and misconceptions about Curriculum-Based Measurement.* Oregon School Psychologists’ Association. Lincoln City, OR, April 1997.

**Bamonto, S. M**., Erwin, C. R., Wesley, J., Wolfe, R. (1994, April). *Psychometric Properties of the Revised Grasha-Reichmann Student Learning Styles Scales.* Eastern Psychological Association, Providence, RI. April, 1994.

**INSERVICE PRESENTATIONS**

Over 100 local, regional, and statewide workshops in 16 states on Curriculum-Based Measurement, Dynamic Indicators of Basic Early Literacy Skills, Response to Intervention, Attention-Deficit/Hyperactivity Disorder, classroom and individual student behavior management, social skills instruction, and awareness of warning signs of potentially harmful behavior in students. Includes consultation and presentations for state departments of education in New York, Florida, Louisiana, and Georgia.

***References provided upon request.***