

VITA
Maureen A. Conroy

PUBLICATIONS

Books

Stichter, J., Conroy, M.A., & Kauffman, J. (2008). *Characteristics of students with high incidence disabilities: A cross-categorical approach*. Columbus: Merrill Publishing Co.

Books Edited

Brown, W.H. & Conroy, M.A. (Eds.) (1997). *Inclusion of preschool children with developmental delays in early childhood programs*. Little Rock, AK: SECA.

Book Sections Edited

Conroy, M.A. (Section Ed.) (2011). Section XII - Early identification and intervention in exceptionality. In J. M. Kauffman & D. P. Hallahan (Eds.). *Handbook of special education* (p. 685). New York: Rutledge Press.

Book Chapters in Edited Books

Conroy, M.A., Whalon, K., & Martinez, J. (2014). How to assess the social competence for instructional planning. In Hart, J.E., & Whalon, K.J. (Eds.). *Friendship 101: Developing social skills among children and youth with autism and developmental disabilities* (pp. 1-14). Arlington, VA: Council for Exceptional Children.

Conroy, M.A., Alter, P., Boyd, B., & Bettini, E. (2014). Teacher preparation for students who demonstrate challenging behaviors. In P.T. Sindelar, E.D. McCray, M.T. Brownell, & B. Lingnugaris/Kraft (Eds.). *Handbook of research on special education teacher preparation* (pp. 320-333). New York: Routledge, Taylor, & Francis.

Conroy, M.A., Alter, P.J., & Sutherland, K.S. (2014). Classroom-based research in the field of EBD: Future research directions. In Garner, P. & Kauffman, J., & Elliot, J. (Eds.). *Handbook of emotional and behavioral difficulties* (2nd Ed) (pp. 465 - 478). London: SAGE.

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Hemmeter, M.L., & Conroy, M.A. (2012). Promoting social competence in young children with challenging behavior: Research based practices and implementation in early childhood

- settings. In R. Pianta (Ed.) & L. Justice, S. Barnett, & S. Sheridan (Associate Eds.) *Handbook of early education* (pp. 416 - 434). New York: Guilford Press.
- Conroy, M.A., Stichter, J. P., & Gage, N. (2011). Current issues and trends in the education of children and youth with Autism Spectrum Disorders. In J. M. Kauffman & D. P. Hallahan (Eds.). *Handbook of special education* (pp. 277-290). New York: Rutledge Press.
- Marshall, K., Brown, W.H., Conroy, M.A., & Knopf, H. (2011). Early intervention and prevention of disability. In J.M. Kauffman & D.P. Hallahan (Eds.). *Handbook of special education* (pp. 703-715). New York: Rutledge Press.
- Conroy, M.A., Alter, P. J., & Scott, T.M. (2009). Functional behavioral assessment and students with emotional/behavioral disorders: When research, policy, and practice collide In T.E. Scruggs & M.A. Mastropieri (Eds.), *Policy and practice: Advances in learning and behavior disabilities* (vol. 22) (pp. 135 – 168). Bingley, UK: Emerald.
- Conroy, M.A., Brown, W.H., & Olive, M. (2008). Social competence interventions for young children with challenging behaviors. In W.H. Brown, S.L. Odom, & McConnell, S. (Eds.) *Social competence of young children: Risk, disability, and evidence-based practices* (2nd Ed.) (pp. 205-232). Baltimore: Paul H. Brookes.
- Conroy, M. A., & Stichter, J.P. (2007). Scientifically-based practices vs. urban legends in special education: Let the data speak for themselves. In M.P. Mostert, K.A., Kavale, & J.M. Kauffman (Eds.) (pp. 205-232). *Challenging the refusal of reason in special education*. Denver: Love.
- Conroy, M.A., & Stichter, J.P. (2006). Seeing the forest and the trees: A more rigorous approach to measurement and validity in behavioral disorders intervention research. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Applications of research methodology: Advances in learning and behavioral disabilities* (vol. 19) (pp. 136 - 160). Oxford, UK: Elsevier.
- Fox, J.J., Brown, W., & Conroy, M.A. (2006). Commentary on Morris. In B.D. Midgley & E.K. Morris (Eds). *Modern perspectives on J.R. Kantor and interbehaviorism* (pp. 300 – 304). Reno, NV: Context Press.
- Conroy, M.A., Hendrickson, J.M., & Hester, P. (2004). Prevention and intervention of emotional/behavioral disorders in young children. In R. Rutherford, S. Mathur, & M. Quinn (Eds.) *Handbook of research in behavioral disorders* (pp. 199 – 215). New York: Guilford Press.
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- Brown, W.H. & Conroy, M.A. (2002). Promoting peer-related social-communicative competence in preschool children. In H. Goldstein, L. Kaczmarek, & K.M. English (Eds.), *Promoting social communication in children and youth with developmental disabilities* (pp. 173-210). Baltimore: Paul H. Brookes.
- Conroy, M.A. & Brown, W.H. (2002). Preschool children: Putting research into practice. In H. Goldstein, L. Kaczmarek, & K.M. English (Eds.), *Promoting social communication in children and youth with developmental disabilities* (pp. 211 – 238). Baltimore: Paul H. Brookes.
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- Conroy, M.A. & Brown, W.H. (1997). Naturalistic language intervention strategies for serving preschool children with developmental delays in early childhood programs. In W.H. Brown & M.A. Conroy (Eds.), *Inclusion of preschool children with developmental delays in early childhood programs* (pp. 65 - 78). Little Rock, AK: SECA.
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- Brown, W. & Conroy, M. (1996). The interrelationship of settings: collaboration, service coordination, and transition. In S.K. Thurman, J.R. Cornwell, & Gottwald, S.R. (Eds.), *The contexts for early intervention: Systems and settings* (pp. 229 - 240). Baltimore: Brookes Publishing Co.

Refereed Publications

- *Martinez, J., **Conroy, M.A.**, *Reese, K., *Werch, B., Whalon, K., & *Marsh, K. (in press). Effects of an individualized peer-mediated intervention on the social competence skills of students with autism spectrum disorder. *Education and Training in Autism and Developmental Disabilities*.
- Conroy, M. A.**, Algina, J., Wang, F., Sutherland, K., & Ladwig, C. (submitted for review). The influence of teacher-child interactions on young children's problem behavior within a randomized controlled trial. *Prevention Research*.
- *Prykanowski, D., Gage, N., & **Conroy, M.A.** (in press). Educational implications of the DSM-5 criteria for autism spectrum disorders. *Beyond Behavior*.
- Whalon, K., **Conroy, M.A.**, *Martinez, J., & *Werch, B. (2015). School-based social competence interventions for children with autism spectrum disorders: A meta-analysis

and descriptive review of single case research design studies. *Journal of Autism and Developmental Disorders*, 45, 1513-1531. doi: 10.1007/s10803-015-2373-1

Conroy, M.A., Sutherland, K.S., Algina, J., *Wilson, R., *Martinez, J., & Whalon, K. (2015). Measuring teacher implementation of the BEST in CLASS intervention program and corollary child outcomes. *Journal of Emotional and Behavioral Disorders*, 23, 144-155. doi:10.1177/1063426614532949

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Sutherland, K.S., McLeod, B.D., **Conroy, M.A.**, & Cox, J.R. (2013). Measuring treatment integrity in the implementation of evidence-based programs in early childhood settings: Conceptual issues and recommendations. *Journal of Early Intervention*, 35(2), 129-149. doi:10.1177/1053815113515025

Sutherland, K.S., McLeod, B.D., **Conroy, M.A.**, Abrams, L.M., & Smith, M.M. (2014). Preliminary psychometric properties of the BEST in CLASS adherence and competence scale. *Journal of Emotional and Behavioral Disorders*, 22, 249-259. doi:10.1177/1063426613497258

Conroy, M.A., Sutherland, K.S., Vo, A., *Carr, S.E., & *Ogston, P. (2013). Early childhood teachers' use of effective instructional practices and the collateral effects on young children's behavior. *Journal of Positive Behavioral Interventions*, 16, 81 – 92. doi: 10.1177/1098300713478666

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Sutherland, K.S., **Conroy, M.A.**, Vo, A., Abrams, L., & *Ogston, P. (2012). The Teacher-Child Direct Observation System: Measuring teacher-child interaction behaviors in classroom settings. *Assessment for Effective Instruction*, 39(1), 12 – 23.

*Vo, A., Sutherland, K., & **Conroy, M.A.** (2012). BEST in CLASS: A classroom-based model for ameliorating problem behavior in early childhood settings. *Psychology in the Schools*, 49(5), 402-415.

Lane, K., Jolivet, K., **Conroy, M.A.**, Nelson, M., & Benner, G.J. (2011). Future directions for the field of E/BD: Standing on the shoulders of giants. *Education and Treatment of Children*, 34(4), 423-443.

Brown, W.H., & **Conroy, M.A.** (2012). Social-emotional competence in young children with developmental delays: Our reflection and vision for the future. *Journal of Early Intervention*, 33(4), 310-320.

*Boyd, B. **Conroy, M.A.**, Asmus, J.M., & *McKenney, L.W. (2011). Direct observation of outcomes of peer-related social interactions for young children with autism spectrum disorders. *Exceptionality*, 19(2), 94-108.

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Conroy, M.A., Sutherland, K., Snyder, A., *Al-Hendawi, M. & *Vo, A. (2009). Creating a positive classroom atmosphere: Teachers' use of effective praise and feedback. *Beyond Behavior*, 18(2), 18 - 26.

*Fullerton, E.K., **Conroy, M. A.**, & Correa, V. (2009). An investigation of early childhood teachers' use of specific praise during transition activities with young children at high risk for emotional/behavioral disorders. *Behavioral Disorders*, 34(3), 118- 135.

*Mancil, G. R., **Conroy, M.A.**, & *Haydon, T. (2009). Effects of a modified milieu therapy intervention on the social communicative behaviors of young children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 39(1), 149 – 162.

Conroy, M.A., Sutherland, K., *Haydon, T., Stormont, M., & *Harmon, J. (2008). Preventing and remediating young children's chronic problem behaviors: An ecological classroom-based approach. *Psychology in the Schools*, 46(1), 3- 17.

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- Dunlap, G., Strain, P.S., Fox, L. Carta, J., **Conroy, M.**, Smith, B., Kern, L., Hemmeter, M.L., Timm, M.A., McCart, A., Sailor, W., Markey, U. Markey, D.J., Lardieri, S., & Sowell, C. (2006). Prevention and intervention with young children's challenging behavior: A summary of current knowledge. *Behavioral Disorders, 32*, 29-45.
- *Mancil, G.R., **Conroy, M.A.**, *Alter, P.J., & *Nakao, T. (2006). Functional communication training in the natural environment: A pilot investigation with a young child with autism spectrum disorder. *Education and Treatment of Children, 29*(4), 615-633.
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- Fox, J., & **Conroy, M.** (2000). Viewpoint: FBA for children and youth with emotional-behavioral disorders: Where we should go in the twenty-first century. *Preventing School Failure*, 44, 140-141.
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Conroy, M.A. & Fox J.J. (1996). Critical social and academic school survival skills to promote competence in children with disabilities. *Network, 5*, 14-21.

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Brady, M.P., **Conroy, M.**, & Langford, C.A. (1984). Current issues and practices affecting the development of noncategorical programs for students and teachers. *Teacher Education and Special Education* 7, 20-27.

Non-Refereed Publications

Childress, D.C., **Conroy, M.A.**, & Hill, C.F. (2012). *Supporting young children with autism spectrum disorders and their families: Part C guidance document*. Virginia Department of Education, NA, 1 – 41.

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Monographs

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