

VITA
Maureen A. Conroy

PROFESSIONAL PREPARATION

<u>Institution</u>	<u>Major Emphasis</u>	<u>Degree</u>
Vanderbilt University Nashville, Tennessee 1982 - 1986	Special Education	Ph.D. 1986
George Peabody College of Vanderbilt University Nashville, Tennessee 1981 - 1982	Special Education	M.Ed. 1982
Keene State College Keene, New Hampshire 1977 - 1979	Special Education/ Elementary Education	B.S.E. 1979

CITIZENSHIP STATUS: U.S. Citizen

PROFESSIONAL POSITIONS AND HONORS

- 2016 - 2019 **Standing Panel Member**, Early Intervention and Early Childhood Panel, Institutes of Education Sciences, U.S. Department of Education

- 2015 **Award Recipient**, Council for Children with Behavioral Disorders Leadership Award, Council for Exceptional Children

- 2015 - **Anita Zucker Endowed Professor**, University of Florida, Gainesville, FL

- 2014 - **Affiliate Faculty**, Institute of Child Health Policy, University of Florida, Gainesville, FL

- 2011 - **Co-Director**, Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida, Gainesville, FL

- 2011 - 2014 **Co-Editor**, *Behavioral Disorders*

- 2010 - 2014 **Standing Panel Member**, Child Psychopathology and Developmental Disabilities Study Section, National Institutes of Health

- 2010 - **Professor**, School of Special Education, School Psychology, and Early Childhood Studies, University of Florida, Gainesville, FL

- 2009 - 2010 **Professor & Director of the Autism Registry**, Department of Psychiatry, College of Medicine, Virginia Commonwealth University, Richmond, VA
- 2007 - 2010 **Professor**, Department of Special Education and Disability Policy Virginia Commonwealth University, Richmond, VA
- 2006 - 2007 **B.O. Smith Research Professor**, University of Florida, Gainesville, FL
- 2001 - 2006 **Associate Professor**, Department of Special Education University of Florida, Gainesville, FL
- 1997 - 2001 **Assistant Professor**, Department of Special Education University of Florida, Gainesville, FL
- 1996 - 1997 **Outstanding Faculty Award in Research**, East Tennessee State University, Johnson City, TN
- 1996 - 1997 **Associate Professor**, Department of Human Development and Learning, East Tennessee State University Johnson City, TN
- 1991 - 1996 **Assistant Professor**, Department of Human Development and Learning, East Tennessee State University State, Johnson City, TN
- 1990 - 1991 **Early Childhood Special Education Coordinator**, Exceptional Student Education, Collier County Public Schools, Naples, FL
- 1990 - 1991 **Adjunct Professor**, University of South Florida, Ft. Myers, FL
- 1989 - 1990 **Adjunct Professor**, University of Miami, Miami, FL
- 1987 - 1990 **Early Childhood Special Education Specialist**, Florida Diagnostic and Learning Resources, Collier County Public Schools, Naples, FL
- 1985 - 1987 **Preschool Special Education Teacher/Trainer**, Lee County Public Schools, Ft Myers, FL
- 1985 **Preschool Training Specialist**, East Coast Migrant Head Start Haines City, FL
- 1983 - 1984 **Mental Retardation Trainee Award**, Kennedy Center, Vanderbilt University, Nashville, TN
- 1982 - 1983 **Early Childhood Special Education, Infant Teacher/Parent Trainer**, Susan Gray School for Children Vanderbilt University, Nashville, TN
- 1980 - 1982 **Preschool Special Education Teacher**, Alexandria City Schools

Alexandria, VA

PUBLICATIONS

Books

Stichter, J. P. & Conroy, M.A. (2017). *How to teach social skills and plan for peer social interactions with learners with autism spectrum disorders (2nd Edition)*. Austin, TX: PRO-Ed, Inc.

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

Farmer, T.W., Conroy, M. A., E. M. Z. Farmer, & Sutherland, K. (Eds). (2020). *Handbook of research on emotional and behavioral disorders: Interdisciplinary developmental perspectives on children and youth*. Routledge.

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

Book Sections Edited

Conroy, M.A. (Section Ed.) (2017). Section XII: Early identification and intervention in exceptionality. In J. M. Kauffman, D. P. Hallahan, & P. Pullen (Eds.). *Handbook of special education (2nd Edition)* (p. 829). Routledge Press.

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). Routledge Press.

Book Chapters in Edited Books

Conroy, M.A. & Sutherland, K. S. (in press). Positive descriptive feedback. In M.L. Hemmeter, M. Ostrosky, & L. Fox (Eds.). *A practical guide for preschool teachers*. Brookes.

Conroy, M.A., Bulotsky-Shearer, R., Morris, C., & Hetrick, A.A. (2020). Prevention and intervention in preschool and early elementary school years. In T.W. Farmer, M. A. Conroy, E. M. Z. Farmer, & K. Sutherland (Eds). *Handbook of research in emotional and behavioral disorders* (pp. 35-50). Routledge.

Sutherland, K.S., Conroy, M.A., & Granger, K. (2020). BEST in CLASS: A tier-2 Program for children with and at-risk for emotional/behavioral disorder. In T.W. Farmer, M. A. Conroy, E. M. Z. Farmer, & K. Sutherland (Eds). *Handbook of research in emotional and behavioral disorders* (pp. 214-227). Routledge.

- Conroy, M.A., McKnight, K., & Sutherland, K.S. (2019). Partnering with families of students at risk for emotional/behavioral disorders. In L. Lusa & Y. Xu (Eds.) *Family, school, and community partnerships for individuals with disabilities* (pp. 57 - 69). Springer.
- Stichter, J., Conroy, M., O'Donnell, R., & Reichow, B. (2017). Current issues and trends in the education of children and youth with autism spectrum disorders. In J.M. Kauffman, D.P. Hallahan & P. Pullen (Eds.). *Handbook of special education* (2nd Edition) (pp. 394-410). Rutledge.
- Marshall, K., Brown, W.H., Conroy, M.A., & Knopf, H. (2017). Early intervention and prevention of disability. In J.M. Kauffman, D.P. Hallahan & P. Pullen (Eds.). *Handbook of special education* (2nd Edition) (pp. 850-864). Rutledge.
- 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). 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). SAGE.
- Brown, W.H., Knopf, H., Conroy, M.A., Googe, H.S., & Greer, F. (2013). Preschool inclusion and response to intervention (RtI) for children with disabilities. In V. Buysse, & E. Peisner-Feinber (Eds). *Handbook of response to intervention in early childhood* (pp. 341 - 355). Paul H. Brookes.
- 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). 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). Rutledge.
- 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). Rutledge.

- 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). 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). 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*. 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). 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). Guilford Press.
- Stayton, V., Jones, H.A., Smith-Bonahue, T., Strangis, D., Conroy, M., Derer, K., DeLeon, J., Martinez, C., & Hill, J. (2002). Personnel preparation in early childhood special education: Implementing the DEC Recommended Practices. In V.D. Stayton, P.S. Miller, & L. Dinnebeil. *Cultural and linguistic diversity in personnel preparation*. Sopris West.
- 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). 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). Paul H. Brookes.

Conroy, M.A. & Paolini, S. (2000). Assessment of infants and young children in inclusive settings. In S. A. Alper & D. Ryndak (Eds.), *Assessment of students with disabilities in inclusive settings* (2nd Ed.) (pp. 199-219). Allyn & Bacon.

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). SECA.

Brown, W.H. & Conroy, M.A. (1997). Naturalistic social interaction in 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. 79-108). SECA.

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). Brookes.

Refereed Publications

*Martinez, J.R., Waters, C.L., **Conroy, M.A.**, & Reichow, B. (under review). Peer-mediated interventions to address the social competence needs of young children with ASD: A systematic review of single case research design studies. *Topics in Early Childhood Special Education*.

Granger, K.L., Sutherland, K.S., **Conroy, M.A.**, Hetrick, A.A., & Parnell, E. (in press). Barriers and facilitators of implementation of classroom interventions: Examining an evidence-based program targeting children at risk for emotional and behavior disorders. *Exceptionality*.

Sutherland, K.S., **Conroy, M.**, McLeod, B., Granger, K., Broda, M., & Kumemund, R. (in press). A preliminary study of the effects of BEST in CLASS -Elementary on outcomes of elementary students with problem behavior. *Journal of Positive Behavior Interventions*.

Sutherland, K.S., **Conroy, M.A.**, McLeod, B.D., Granger, K., Nemer, S.L., Kunemund, R.L., Johnson, A., & Miles, C. (2019). Adapting an evidence-based early childhood tier 2 program for early elementary school. *The Elementary School Journal*, 119-214. doi:128.172.048.202

Conroy, M.A., Sutherland, K.S., Algina, J., Ladwig, C., *Werch, B., *Martinez, J., Jessee, G., & Gyure, M. (2019). Outcomes of the BEST in CLASS intervention on teachers' use of effective practices, self-efficacy, and classroom quality. *Psychology Review*, 48(1), 31-45. <https://doi.org/10.17105/SPR-2018-0003.V48-1>

- Snyder, P. & **Conroy, M.** (2018). Core constructs in federal statutes for young children with or at risk for disabilities and their families: Implications for comprehensive early childhood policies and systems. *Florida Law Review, 71*, 61-60.
- Mitchell, B., Kern, L., & **Conroy, M.A.** (2018). Supporting students with EBD: State of the field. *Behavioral Disorders, 44*(2), 70-84. doi.org/10.1177/0198742918816518
- *Bettini, E.A., Jones, N.D., Brownell, M.T., **Conroy, M.A.**, & Leite, W.L. (2018). Relationships between novice teachers' social resources and workload manageability. *The Journal of Special Education, 52*, 113-126. doi:10.1177/0022466918775432.
- *Prykanowski, D.A., *Martinez, J.R., Reichow, B., **Conroy, M.A.**, & *Huang, K. (2018). Measurement of young children's engagement and problem behavior in early childhood settings. *Behavioral Disorders, 44*, 53-62. doi: 10.1177/01198742918779793.
- Sutherland, K.S., **Conroy, M.A.**, McLeod, B.D., Kunemund, R., & McKnight, K. (2018). Common practice elements for improving social, emotional, and behavioral outcomes of young elementary school students. *Journal of Emotional and Behavioral Disorders, 27*(2), 76 – 85. doi: 10.1177/1063426618784009
- Hemmeter, M.L. & **Conroy, M.A.** (2018). Advancement of evidence-based programs for young children with social and emotional learning difficulties. *School Mental Health, 10*, 199-201. doi.org/10.1007/x12310-018-9275-2
- Sutherland, K. S., **Conroy, M.A.**, McLeod, B. D., Algina, J., & Kunemund, R. L. (2017). Factors associated with teacher delivery of a classroom-based tier 2 prevention program. *Prevention Science, 18*, 186-196. doi.10/1007/s11121-017-0832-y
- Bettini, E., Jones, N., Brownell, M., **Conroy, M.**, Leite, W., Park, Y., Crockett, J., & Benedict, A. (2017). Workload manageability among novice special and general educators: Relationships with emotional exhaustion and career intentions. *Remedial and Special Education, 38*, 246-256, 1-11. doi: 10.1177/0741932517708327
- Conroy, M.A.**, Sutherland, K.S., Algina, J., Werch, B., & Ladwig, C. (2018). Prevention and treatment of problem behaviors in young children: Clinical implications from a randomized controlled trial of BEST in CLASS. *American Education Research Journal Open, 4*, 1-16: doi: 10.1177/2332858417750376
- Sutherland, K.S., **Conroy, M.A.**, Algina, J., Ladwig, C., Jessee, G., & Gyure, M. (2018). Reducing child problem behaviors: A randomized controlled trial of BEST in CLASS. *Early Childhood Research Quarterly, 42*, 31-43. doi.10.1016/j.ecresq.2017.08.001
- Conroy, M.A.** (2016) Moving the dial for students with emotional and behavioral disorders: Ensuring early access to intensive supports. *Journal of Emotional and Behavioral Disorders, 24*, 191-193. doi.org/10.1177/1063426616651602

- McLeod, B. D., Sutherland, K. S., Martinez, R. G., **Conroy, M. A.**, Snyder, P. A., & Southam-Gerow, M. A. (2017). Identifying common practice elements to improve social-emotional outcomes of young children in early childhood classrooms. *Prevention Science, 18*, 204-218. doi:10.1007/s11121-016-0703-y
- *Martinez, J., *Werch, B., & **Conroy, M.** (2016). School-based interventions targeting challenging behaviors exhibited by young children with autism spectrum disorders: A systematic literature review. *Education and Training in Autism and Developmental Disabilities, 51*, 265-280. <https://www.jstor.org/stable/24827523>
- *Prykanowski, D.A, Gage, N, & **Conroy, M.A.** (2015). Educational implications of the DSM-5 criteria for autism spectrum disorders. *Beyond Behavior, 24*, 30-38. doi.org/10.1177/107429561502400205
- 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
- Sutherland, K.S., **Conroy, M.A.**, Vo, A., & Ladwig, C. (2014). Implementation integrity of practice-based coaching: Preliminary results from the BEST in CLASS efficacy trial. *School Mental Health, 7*, 21-33. doi:10.1007/s12310-014-9134-8
- 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*, 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
- *McKenney, E., Waldron, N., & **Conroy, M.** (2013). The effects of training and performance feedback during behavioral consultation on general education middle school teachers'

integrity to functional analysis procedures. *Journal of Educational and Psychological Consultation*, 23, 63 - 85.

Conroy, M.A., & Sutherland, K.S. (2012). Effective teachers for students with emotional/behavioral disorders: Active ingredients leading to positive teachers and student outcomes. *Beyond Behavior*, 22, 7 – 13.

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, 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, 402-415.

Lane, K., Jolivette, 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, 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, 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, 94-108.

Conroy, M.A. (2010). Seeing the forest among the trees: When the data do not speak loud enough. *Journal of Early Intervention*, 32, 99 - 105.

Sutherland, K.S., **Conroy, M.**, Abrams, L., & *Vo, A. (2010). Improving interactions between teachers and young children with problem behavior: A strengths-based approach. *Exceptionality*, 18, 70-81.

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, 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, 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, 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*, 3- 17.
- Katsiyannis, A., **Conroy, M.**, & Zhang, D. (2008). District level administrator's perspectives on the implementation of functional behavioral assessment. *Behavioral Disorders*, *34*, 14 - 26.
- Kauffman, J.M., **Conroy, M.**, Gardner, R., & Oswald, D. (2008). Cultural sensitivity in the application of behavior principles to education. *Education and Treatment of Children*, *31*, 239-262.
- Conroy, M.A.**, Sutherland, K.S., Snyder, A.L., & *Marsh, S. (2008) Classwide interventions: Effective instruction makes a difference. *TEACHING Exceptional Children*, *40*, 24 – 31.
- *Alter, P. **Conroy, M.**, *Mancil, G.R., & *Haydon, T. (2008). A comparison of functional behavior assessment methodologies with young children: Descriptive methods and functional analysis. *Journal of Behavioral Education*, *17*, 200-219.
- Conroy, M.A.**, Stichter, J.P. Daunic, A., & *Haydon, T. (2008). Classroom-based research in the field of emotional and behavioral disorders: Methodological issues and future research directions. *Journal of Special Education*, *41*, 209-222.
- *Boyd, B. A., **Conroy, M.A.**, Asmus, J.M., *McKenney, E.L.W., & *Mancil, G. R. (2008). Descriptive analysis of classroom setting events on the social behaviors of children with autism spectrum disorder. *Education and Training in Developmental Disabilities*, *43*, 186-197.
- Conroy, M.A.**, Asmus, J.M., *Boyd, B.A., Ladwig, C.N., & *Sellers, J.A. (2007). Antecedent classroom factors and disruptive behaviors of children with autism spectrum disorders. *Journal of Early Intervention*, *30*, 19 – 35.
- *Payne, L.D., Scott, T.M., & **Conroy, M.** (2007). A school-based examination of the efficacy of function-based intervention. *Behavioral Disorders*, *32*, 158-174.
- *Boyd, B., **Conroy, M.A.**, Mancil, G.R., *Nakao, T., & *Alter, P.J. (2007). Effects of circumscribed interests on the social behaviors of children with autism spectrum disorders: Use of structural analysis analogues. *Journal of Autism and Developmental Disorders*, *37*, 1550-1561.
- 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*, 615-633.
- Conroy, M.A.**, *Boyd, B.A., Asmus, J.M., & *Maderia, D. (2007). A functional approach for ameliorating social skills deficits in young children with autism spectrum disorders. *Infants and Young Children, 20*, 242-254.
- Conroy, M.A.**, Asmus, J.M., & *Sellers, J.A. (2005). The use of an antecedent based intervention to decrease stereotypic behavior in a general education classroom: A case study. *Focus on Autism and Developmental Disorders, 20*, 223-230.
- Conroy, M.A.**, Dunlap, G., Clarke, S. & *Alter, P.J. (2005). A descriptive analysis of positive behavioral intervention research with young children with challenging behavior. *Topics in Early Childhood Special Education, 25*, 157-166.
- *Boyd, B.A., *Alter, P.J., & **Conroy, M.A.** (2005). Using their restricted interests: A novel strategy for increasing the social behaviors of children with autism. *Beyond Behavior, 14*, 3-9.
- Scott, T.M., McIntyre, J., Liaupsin, C., Nelson, C.M., **Conroy, M.**, & *Payne, L. (2005). An examination of the relation between functional behavior assessment and selected intervention strategies with school-based teams. *Journal of Positive Behavioral Interventions, 7*, 205-215.
- Stichter, J. & **Conroy, M.** (2005). Using structural analysis in natural settings: A responsive functional assessment strategy. *Journal of Behavioral Education, 14*, 19-34.
- Stichter, J., & **Conroy, M.A.** (2004). Measurement, validity, and science: A call for elucidating precision and rigor in EBD research. *Behavioral Disorders, 30*, 5-6.
- Stichter, J., **Conroy, M.A.**, & *Boyd, B. (2004). The undefined role of the antecedent: Addressing the measurement quagmires in applied research. *Education and Treatment of Children, 27*, 490-508.
- Stichter, J., & **Conroy, M.A.** (2004). A critical analysis of the role of measurement on the validity of emotional/behavioral disorder research, *Behavioral Disorders, 30*, 7-18.
- Scott, T.M., McIntyre, J., Liaupsin, C., Nelson, C.M., & **Conroy, M.** (2004). An examination of team-based functional behavior assessment in public school settings: Collaborative teams, experts, and technology. *Behavioral Disorders, 29*, 384-395.
- Conroy, M.A.**, & Brown, W.H. (2004). Early identification, prevention, and early intervention with young children at risk for emotional/behavioral disorders: Issues, trends, and a call for action. *Behavioral Disorders, 29*, 224-236.

- Hester, P.P, Baltodano, H.M., Hendrickson, J.M., Tonelson, S.W., **Conroy, M.A.**, & Gable, R.A. (2004). Lessons learned from research on early intervention: What teachers can do to prevent children's behavior problems. *Preventing School Failure*, 49, 5-10.
- Conroy, M.A.**, Asmus, J.M., Ladwig, C.N., *Sellers, J.A., & Valcante, G. (2004). The effects of proximity on the classroom behaviors of students with autism in general education settings. *Behavioral Disorders*, 29, 120-130.
- Asmus, J., *Franzese, J.M., **Conroy, M.A.**, & *Dozier, C.L. (2003). Clarifying functional analysis outcomes for stereotypy and destructive behaviors via controlling consequence delivery. *School Psychology Review*, 32, 617-623.
- Katsyannis, A., Zhang, D., & **Conroy, M.** (2003). Availability of special education teachers: Trends and issues. *Remedial and Special Education*, 24, 246-253.
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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.

Conroy, M.A., & Schall, C. (2010). *An evaluation of the program and personnel preparation needs for students with autism spectrum disorders*. Richmond, VA: Metropolitan Educational Research Consortium.

Alter, P.J. & **Conroy, M.A.** (2006). *Preventing challenging behavior in young children: Effective practices. Center for Evidence-based Practice: Young Children with Challenging Behavior Recommended Practices*. Tampa, FL: University of South Florida.

Correa, V., **Conroy, M.**, Jones, H.A., Kemple, K., & Smith, T. (1999). The unified early childhood program: Preparing teachers for Florida's young children and their families. University of Florida, College of Education, *Education Times*.

Monographs

Werch, B., Kunemund, R., Wright, J., Conroy, M., & Sutherland, K. (2018). Teacher's use of effective instructional practices to promote positive outcomes for young children with behavioral challenges. In P. Snyder & M. L. Hemmeter (Eds.). *Instruction: Effective strategies to support engagement, learning, and outcomes*. Washington, DC: Division for Early Childhood.

Conroy, M.A. (Ed.) (2004). *Prevention and early intervention for young children at risk for emotional or behavioral disorders* (pp. 1-56). Reston, VA: Council for Exceptional Children.

Dunlap, G., **Conroy, M.**, Kern, L., DuPaul, G., VanBrakle, J., Strain, P., Hemmeter, M.L., Ostrosky, M., & Joseph, G.E. (2003). *Research synthesis on effective intervention procedures: Executive summary*. Tampa, FL: Center for Evidence-based Practices.

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Conroy, M.A., & *Seller, J. (2001). *Strategies for maintaining positive changes in academic and nonacademic performance*. Reston, VA: CCBD Monograph.

Conroy, M.A., & *Broom, E.W. (1998). New challenges and opportunities for serving students with emotional/behavior disorders. In L.M. Bullock & R.A. Gable (Eds.) *Implementing the 1997 IDEA: New challenges and opportunities for serving students with emotional/behavioral disorders* (pp. 51–58). Reston: CCBD Monograph.

Brown, W., **Conroy, M.**, Fox, J., Wehby, J., Davis, C., & McEvoy, M. (1996). *Early intervention for young children at risk for emotional/behavioral disorders: Implications for policy and practice*. Reston, VA: CCBD Monograph.

Conroy, M.A. & Harder, D. (1995). *School aggression and violence: Reactions from practitioners in the field*. In L.M. Bullock & R.A. Gable (Eds.). *Perspectives on School Aggression and Violence* (pp. 22–25). Reston, VA: CCBD Monograph.

Technical Manuals and Materials

Conroy, M. A., Sutherland, K. S., & Feil, E. (2019). *BEST in CLASS – Web: Research version 1.0* [Unpublished web-based training modules]. Anita Zucker Center of Excellence in Early Childhood Studies, University of Florida.

Conroy, M. A., Sutherland, K. S. (2019). *BEST in CLASS – Web coach training: Research version 1.0* [Unpublished manual, training materials, and implementation protocol]. Anita Zucker Center of Excellence in Early Childhood Studies, University of Florida.

Conroy, M. A. & Sutherland, K. S. (2018). *BEST in CLASS home-school partnership intervention* [Unpublished manual, training materials, and implementation guides]. Anita Zucker Center of Excellence in Early Childhood Studies, University of Florida.

Conroy, M.A. & Sutherland, K.S. (2011). *BEST in CLASS – PK intervention: Research version 2.0* [Unpublished intervention]. Anita Zucker Center of Excellence in Early Childhood Studies, University of Florida.

Conroy, M. A. & Sutherland, K. S. (2011). *BEST in CLASS – PK coach training: Research version 2.0* [Unpublished manual, training materials, and implementation protocol]. Anita Zucker Center of Excellence in Early Childhood Studies, University of Florida.

Conroy, M. A. & Sutherland, K. S. (2011). *BEST in CLASS – PK professional development materials for teachers: Research version 2.0* [Unpublished manual and training materials]. Anita Zucker Center of Excellence in Early Childhood Studies, University of Florida.

Webinars

Conroy, M. A. (2017). BEST in CLASS: A Tier 2 intervention for young children with challenging behavior. Association for Positive Behavior Intervention Supports Webinar Series.

GRANTS/EXTRAMURAL FUNDING

Florida Development in Early Childhood: Adversity and Drug Exposure (FL-DECADE) Study. Funded by National Institutes of Health/NIDA, 1R34DA050299 (9/30/19 – 3/31/21)
Role: Investigator
Award: \$514,688 (52.9% IDC)

A Conceptual Replication of BEST in CLASS: An Efficacy Study of BEST in CLASS – Elementary. Funded by Institute of Education Sciences, U.S. Department of Education, R305A180182 (7/1/2018-6/31/2022)
Role: Co-Principal Investigator
Award: \$3,296,798 (52.9% IDC)

Building a Partnership Between Early Head Start and the Anita Zucker Center for Excellence in Early Childhood Studies to Benefit Young Children and Families in East Gainesville. University of Florida City of Gainesville Research Awards (5/1/17-4/30/18)

Role: Co-Principal Investigator

Award: \$50,000

BEST in CLASS-Web: A Web-based Intervention Supporting Early Childhood Teachers' Use of Evidence-based Practices with Young Children at Risk for Emotional/Behavioral Disorders. Funded by Institute of Education Sciences, U.S. Department of Education

R324A160158 (8/1/16 – 7/31/19)

Role: Principal Investigator

Award: \$1,500,000 (50% IDC)

Preparing Leaders in Early Childhood Studies and Implementation Science. Funded by Office of Special Education Programs, U.S. Department of Education, H325D150079 (1/1/2016 – 12/30/2020)

Role: Principal Investigator

Award: \$995,219 (8% IDC)

BEST in CLASS - Elementary. Funded by Institute of Education Sciences, U.S. Department of Education, R305A150246 (8/15/2015-8/14/2018)

Role: Principal Investigator (University of Florida Site)

Award: \$1,499,939 (50% IDC)

Development and Validation of Treatment Integrity Measures for Classroom-based Instructional Interventions for Early Childhood Settings. Funded by Institute of Education Sciences, U.S. Department of Education, R305A40487 (9/1/2014-8/31/2018)

Role: Principal Investigator (University of Florida Site)

Award: \$1,599,981 (50% IDC)

Building Capacity and Forging Collaborations in Autism Research for Underserved Families. Funded by University of Florida Clinical and Translational Science Institute (2014-2015)

Role: Investigator

Award: \$15,000

Postdoctoral Research Training Fellowship in Early Intervention and Early Learning in Special Education. Funded by the Institute of Education Sciences, U.S. Department of Education, R324B1200002 (2/15/12 – 5/14/16)

Role: Co-Investigator

Award: \$642,840 (8% IDC)

Investigating Prosocial Function-based Interventions in Children with Autism Spectrum Disorders. Funded by University of Florida, Division of Sponsored Research. Research Opportunity Fund (8/1/2012 – 7/31/2014)

Role: Principal Investigator

Award: \$98,310

National Center for Quality Teaching and Learning. Funded by Head Start Bureau, Administration on Children and Families, U.S. Department of Health and Human Services (Subcontract from University of Washington - #90HC0002), (9/2011 – 9/2015)

Role: Co-Principal Investigator

Award: \$887,502 (33.6% IDC)

Efficacy of the BEST in CLASS Intervention for Young Children at High Risk for Emotional and Behavioral Disorders. Funded by Institute of Education Sciences, U.S. Department of Education, R324A110173 (2011 – 2016)

Role: Principal Investigator

Total Award: \$4,134,515 (46.5% IDC)

Promoting Social, Emotional, and Behavioral Competence in Young High-Risk Children: A Preventative Classroom-based Early Intervention Model. Funded by Institute of Education Sciences, U.S. Department of Education, R324A080074 (2008 – 2011)

Role: Principal Investigator

Total Award: \$1,500,000 (26.6% IDC)

An Examination of the Effectiveness of Manipulative Letter Instruction on the Decoding Skills of Young Children with Autism Spectrum Disorders. Funded by Organization of Autism Research (2008)

Role: Principal Investigator

Total Award: \$30,000

Investigating Functions of Prosocial Behavior in Young Children with Autism. Funded by National Institute of Health, NICHD (2006-2008)

Role: Principal Investigator

Total Award: \$146,600 (46.6% IDC)

Project ACE: Autism Competencies for Endorsement. Funded by the U.S. Department of Special Education, U.S. Department of Education (2006–2009)

Role: Co-Principal Investigator

Total Award: \$600,000 (8% IDC)

Investigating Functions of Prosocial Behavior in Young Children with Autism Spectrum Disorders. Funded by University of Florida, Division of Sponsored Research. Research Opportunity Fund (2005- 2006)

Role: Principal Investigator

Total Award: \$99,526

Special Education Doctoral Program to Prepare Leaders for Higher Education Faculty and Researchers in the Area Emotional/Behavioral Disorders

Funded by the Office of Special Education Programs, U.S. Department of Education, Leadership Training Grant (2003-2007)

Role: Co-Principal Investigator
Total Award: \$800,000 (8% IDC)

Evidence-based Practices to Address Social and Behavioral Problems in Young Children with Autism Spectrum Disorders

Funded by Office of Special Education Programs, U.S. Department of Education, Directed Research Grant (2003-2006)

Role: Principal Investigator
Total Award: \$540,000 (45% IDC)

Center for Evidence-based Practice: Young Children with Challenging Behavior

Subcontract with University of Florida, funded by Office of Special Education Programs, U.S. Department of Education (2002-2006)

Role: Principal Investigator
Total Award: \$495,000 (26% IDC)

Pilot Investigation of Social Interactions Among Students with Asperger's Syndrome and Their Nondisabled Peers

Funded by University of Florida, College of Education Research Incentive Fund (2001-2002)

Role: Principal Investigator
Total Award: \$2,800

Development of the Florida Autism Center of Excellence

Funded by National Institute of Health (2001-2002)

Role: Investigator
Total Award: \$100,000 (45% IDC)

Partners in Doctoral Preparation: A Unified Leadership Program in Early Childhood Special Education and School Psychology

Funded by Office of Special Education Programs, U.S., Department of Education (2001–2005)

Role: Co-investigator
Total Award: \$797,894 (8% IDC)

Challenging Behaviors in Early Childhood Education: Teachers' Needs for Training and Technical Assistance

Funded by University of Florida, College of Education Research Incentive Fund (2000 – 2001).

Role: Co-Investigator
Total Award: \$2,964.55

Investigation of Experimental Analyses and Contextual Variables across School and Homes Settings to Facilitate Successful Inclusion for Children with Autism Spectrum Disorders

Funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Directed Research Competition (1999-2002)

Role: Principal Investigator
Total Award: \$540,000 (45% IDC)

Evaluation of Setting Events Using Systematic Measurement of the Behavioral Interaction

Funded by University of Florida, College of Education Research Incentive Grant (1998-1999)

Role: Principal Investigator

Total Award: \$2,700

Family and Community Involvement in Education

Funded by Teacher Education Pedagogy Mini-grant Competition, College of Education

Role: Co-Principal Investigator (1998–1999)

Total Award: \$3,200

Design and Implementation of Activity Based Classrooms to Support the Development of Young Children with Special Needs

Funded by Tennessee Department of Education (1996-1997)

Role: Principal Investigator

Total Award: \$15,000

PROJECT RESPOND: Preparing Teachers to Serve Students with Moderate - Severe Disabilities in Rural, Inclusive Settings

Funded by U.S. Department of Education, Office of Special Education (1993-1996)

Role: Principal Investigator

Total Award: \$159,477 (8% IDC)

A Comparison and Evaluation of Ecological Interventions to Facilitate the Social Behaviors of Young Children with Disabilities

Funded by East Tennessee State University Research Development Committee (1996-1997)

Role: Principal Investigator

Total Award: \$5,531

The Reliability and Validity of a Teacher-implemented Checklist to Identify Classroom Setting Events for Severe Behavior Problems of Preschool and School-aged Children

Funded by East Tennessee State University Research Development Committee (1995-1996)

Role: Co-Principal Investigator

Total Award: \$5,780

Evaluation and Validation of Functional Assessment Techniques

Funded by East Tennessee State University Research Development Committee (1996)

Role: Principal Investigator

Total Award: \$946.00

Special Education Summer Institute 1995

Funded by Tennessee State Department of Education (1995)

Role: Co-Principal Investigator

Total Award: \$136,658

An Observational Analysis and Validation of Social and Academic Skills for Preschool and School-age Children with and without Disabilities

Funded by U.S. Department of Education, Office of Special Education Programs (1993-1995)

Role: Co-Principal Investigator

Total Award: \$74,491 (45% IDC)

Special Education Summer Institute 1994

Funded by Tennessee State Department of Education (1994)

Role: Co-Principal Investigator

Total Award: \$118,119

Evaluating the Social and Ecological Validity of Analogue Assessment Procedures for Challenging Behaviors in Children with Disabilities

Funded by East Tennessee State University Research Development Committee (1994-1995).

Role: Co-Principal Investigator

Total Award: \$5,060

Analysis of the Reliability and Stability of the Motivational Assessment Scale in Assessing the Challenging Behaviors of Children and Youth with Developmental Disabilities

Funded by East Tennessee State University Research Development Committee (1993-1994)

Role: Co-Principal Investigator

Total Award: \$490

An Analysis and Comparison of Play Materials to Promote the Social Development of Young Children

Funded by East Tennessee State University Research Development Committee (1992-1993)

Role: Principal Investigator

Total Award: \$4,540

Implementation of Family Support Plans for Infant and Toddlers with Disabilities. Funded by Florida Department of Education, Tallahassee, FL (1991)

Role: Principal Investigator

Total Award: \$115,361

PEER-REVIEWED CONFERENCE PAPERS/POSTERS

Invited Presentations

Conroy, M. (2019, October). *Prevention of emotional/behavioral disorders: Engaging partners and making meaningful differences*. Keynote presentation at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.

Conroy, M. (2016, August). *Ensuring high quality early childhood learning experiences for young children: Moving the dial from research to practice*. Keynote presentation at the Merolina Early Childhood Collaborative Conference, Charlotte, NC.

- Sutherland, K.S., Conroy, M., & McLeod, B. (2015, January). *A common elements approach to classroom intervention measurement and implementation*. Presentation at the Creekbend Behavior Consortium, Charleston, SC
- Sutherland, K.S., & Conroy, M. (2015, December). *BEST in CLASS: Elementary*. Presentation at the Institute of Education Sciences, National Center for Research and National Center for Special Education Research 2015 Principal Investigators Meeting: Collaborations to Bridge High Quality Education Research and Practice. Washington, DC
- Conroy, M.A., Ladwig, C., & Polignano, J., & Sutherland, K. (2015, April). *A tier-2 intervention for young children with challenging behavior*. Presentation at the Addressing Challenging Behavior: National Training Institute, St. Petersburg, FL.
- Hemmeter, M.L., Snyder, P., Conroy, M., Dunlap, G., Strain, P., & Ostrosky, M. (2015, April). *Research on the Pyramid model practices: Recent findings and implications for practice, policy and future research*. Presentation at the Addressing Challenging Behavior: National Training Institute, St. Petersburg, FL.
- Snyder, P., & Conroy, M. (2014, November). *Watch them thrive: Evidence-informed strategies to support moving the dial on early childhood indicators*. Presentation at the Tri-County Cradle to Career Collaborative Inaugural Early Childhood Symposium: Mobilize to Move the Dial on Early Childhood Indicators, Charleston, SC.
- Conroy, M.A., & Sutherland, K.S. (2014, October). *Preliminary implementation and efficacy outcomes of BEST in CLASS*. Presentation at the School Mental Health Research Summit. Pittsburg, PA.
- Conroy, M.A., Ladwig, C., & Barnes, T. (2014, April). *A tier-2 intervention for young children with challenging behavior*. Presentation at the Addressing Challenging Behavior: National Training Institute, St. Petersburg, FL.
- Conroy, M.A. (2014, March). *Effective strategies for young children with problem behavior in Head Start*. Presentation at the National Center for Quality Teaching and Learning Webinar.
- Conroy, M.A. (2013, February). *Evidence-based assessment and interventions for young children with autism spectrum disorders*. Presentation at the Center of Excellence in Early Childhood Learning and Development, East Tennessee State University, Johnson City, TN.
- Conroy, M.A., & Whalon, K. (2012, May). *Embedding social learning opportunities into literacy instruction for students with autism spectrum disorders*. Presentation at the Center for Autism and Related Disorders, University of Florida, Gainesville, FL.

- Conroy, M.A. (2011, June). *Developing social competence: A peer-mediated approach*. Presentation at the Center for Autism and Related Disorders Summer Institute, Florida State University, Tallahassee, FL.
- Conroy, M. (2011, March). *Positive behavioral intervention: Moving from reactive to proactive practices*. Keynote presentation at the Virginia Department of Education State-directed Effective School-wide Discipline Project, Richmond, VA.
- Conroy, M. (2011, March). *PBS: A shift from reactive to proactive practices*. Presentation at the Virginia Department of Education State-directed Effective School-wide Discipline Project, Richmond, VA.
- Conroy, M.A. (2011, March). *Supporting social-emotional development in young children with Autism Spectrum Disorders*. Presentation at the Research and Rehabilitation Training Center, Virginia Commonwealth University, Richmond, VA.
- Sutherland, K. & Conroy, M.A. (2011, February). *Effective instructional practices for preventing and ameliorating chronic problem behavior in classroom-based settings*. Presentation at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, KS.
- Stichter, J., & Conroy, M.A. (2010, October). *Teaching social competence to youth and adolescents with high functioning autism and Asperger syndrome*. Presentation at the 2010 Beyond the Diagnosis: Autism Across the Lifespan Conference, Kansas City, KS
- Conroy, M.A. (2009, August). *Early intervention strategies for young children with autism*. Keynote speaker at the Project SELECT Conference, Clemson University, Clemson, SC.
- Conroy, M.A., & Alter, P. J. (2009, February). *Improving instructional and behavioral outcomes for students with EBD: Classroom management practices that work!* Presentation at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, KS.
- Conroy, M. (2008, March). *A functional approach toward assessment and intervention of social skills in children with autism spectrum disorders*. Presentation at the Virginia Association for Behavior Analysis, Harrisonburg, VA.
- Conroy, M. (2007, February). *Addressing challenging behavior in early childhood: Strategies for teachers and trainers*. Presentation at the Midwest Symposium for Leaders in Behavior Disorders, Kansas City, KS.
- Conroy, M. (2007, February). *Environmental arrangement strategies for preventing challenging behavior in young children*. Presentation at the Midwest Symposium for Leaders in Behavior Disorders, Kansas City, KS.
- Conroy, M. (2007, October). *Addressing challenging behavior: A positive approach*. Keynote speaker at the South Carolina Associational for the Education of Young Children Conference, Columbia, SC.

- Conroy, M. (2007, April). *Reasserting science into special education practice*. Presentation at the Virginia Academy of Special Education. Virginia Beach, VA.
- Conroy, M. (2007, March). *Addressing challenging behavior in early childhood: Strategies that work!* Keynote speaker at the Nevada Division of Early Childhood Conference, Reno, NV.
- Conroy, M.A. (2005, May). *Addressing challenging behavior in young children with special needs*. Presentation at the National Head Start Association Conference, Orlando, FL.
- Conroy, M.A. (2005, May). *Social competence in young children with special needs*. Presentation at the National Head Start Association Conference, Orlando, FL.
- Conroy, M.A. (2002, July). *Functional behavioral assessments and behavioral intervention plans*. Presentation at the National Association of Protection and Advocacy Systems 25th Annual Conference, Washington, D.C.
- Conroy, M. (1998, October). *An analysis of setting event research: Research issues and recommendations*. Paper presentation at the annual Southeastern Association for Behavior Analysis Conference, Asheville, NC.

International Refereed Conference Presentations

- Granger, K., Broda, M., Chow, J., Sutherland, K., & Conroy, M. (2020, February). *Teacher interactions with young students at risk for emotional and behavior disorders*. Conference for Research Innovations Early Intervention. San Diego, CA.
- Kunemund, R., Granger, K., Sutherland, K., & Conroy, M. (2020, February). *Teacher-child interactions and problem behavior: A longitudinal analysis examining bi-directional associations*. Conference for Research Innovations Early Intervention. San Diego, CA.
- McLean, M., Brown, W., Conroy, M., Snyder, P., Nash, J., Kunz, G., & Rous, B. (2020, February). *Key influencers in early intervention/early childhood special education*. Conference for Research Innovations Early Intervention. San Diego, CA.
- Prykanowski, D., Conroy, M., & Reichow, B. (2020, February). *Home-based trial-based functional analysis to inform intervention for children with or at risk for autism*. Conference for Research Innovations Early Intervention. San Diego, CA.
- Huang, K., Snyder, P., & Conroy, M. (2020, February). *Examining the psychometric integrity of social skills improvement system rating scales*. Conference for Research Innovations Early Intervention. San Diego, CA.
- Conroy, M., Sutherland, K., Granger, & Huang, K. (2020, February). *BEST in CLASS: Web Outcomes from a randomized controlled trial*. Conference for Research Innovations Early Intervention. San Diego, CA.

- Lloyd, J. W., Gage, N. Conroy, M., & Lane, K. L. (2019, October). *Open science round table*. A panel discussion presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.
- Kerr, M. M., Conroy, M., Vannest, K., Griller Clark, H., Ennis, R.P. (2019, October). *Women in educational careers: Challenges, solutions, and supports*. A panel discussion presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.
- Conroy, M., Hetrick, A., Chastain-Gross, R., Samarah, E., Kinjo, H., Granger, K., & Sutherland, K. (2019, October). *BEST in CLASS family partnership intervention: Preliminary outcomes*. Presentation at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.
- Sutherland, K.S., & Conroy, M.A. (2019, November). *Strategies for scale-up and sustainment of a tier-2 teacher delivered intervention*. School Mental Health Research Summit. Austin, TX.
- Sutherland, K. S., & Conroy, M. A. (2019, June). *BEST in CLASS – A Tier-2 intervention for students at-risk for emotional/behavioral disorders*. Presentation at the Division of International Special Education and Services Conference, Montego Bay, JA.
- Snyder, P. & Conroy, M. (2019, June). Practice-based coaching. Presentation at the Professional Leadership Symposium. Cambridge, UK.
- Sutherland, K.S., Conroy, M.A., & Granger, K. (2019, May). *A preliminary study of BEST in CLASS-Elementary: Teacher and student outcomes*. Poster presented at the Society for Prevention Research 27th Annual Meeting. San Francisco: CA.
- Conroy, M.A., Sutherland, K.S., Granger, K., Feil, E., Huang, T., Ramos, M., & Montesion, A. (2019, May). *BEST in CLASS – Web: Preliminary outcomes*. Poster presented at the Society for Prevention Research 27th Annual Meeting. San Francisco: CA.
- Nemer, S.L., Peterson, N.M., Padney, T., Sutherland, K.S., & Conroy, M.A. (2019, May). *A mixed-methods exploration of teacher attribution for challenging student behavior*. Poster presented at the Society for Prevention Research 27th Annual Meeting. San Francisco: CA.
- Conroy, M., Sutherland, K., Aulton, J., Crosby, M., Hibbard, M., Wright, J., & Montesion, A. (2019, April). *BEST in CLASS: A tier 2 intervention for young children with challenging behavior*. Presented at 16th National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL.
- Conroy, M., Sutherland, K., Aulton, J., Crosby, M., Wright, J., Hibbard, M., & Montesion, A., (2019, April). *BEST in CLASS- Web: A tier 2 intervention addressing the needs of young*

children with challenging behaviors. Poster presented at 16th National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL.

Kunemund, R.L., Sutherland, K.S., Conroy, M.A., Granger, K.L., Nemer, S.L. (2018, October). *Implementation of BEST in CLASS: A common elements approach to intervention and measure development*. Paper presentation at the 41st Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

Sutherland, K.S., Granger, K.L., Nemer, S.L., Wright, J. & Conroy, M.A. (2018, October). *Classroom and teacher level variables as barriers or facilitators of implementation of classroom interventions*. Paper presentation at the 41st Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

Feil, E., Conroy, M., Baggett, K., & Batz, R. (2018, October). *Delivering evidence-based practices with innovative technological interventions to support young children's development*. Presentation at the Division for Early Childhood's 34th Annual International Conference on Young Children with Special Needs and Their Families, Orlando, FL

Conroy, M.A, Aulton, J., Huang, K., Feil, E., Crosby, M., & Hibbard, M. (2018, May). *21st Century professional development: Online coaching addressing early childhood problem behaviors*. Poster presentation at the Division for Early Childhood's 34th Annual International Conference on Young Children with Special Needs and their Families, Orlando, FL.

Huang, K., Conroy, M.A., Feil, E., Aulton, J., Crosby, M., & Qin, S. (2018, October). *Measuring implementation integrity in a web-based professional development program*. Poster presentation at the Division for Early Childhood's 34th Annual International Conference on Young Children with Special Needs and their Families, Orlando, FL.

Martinez, J.R., Conroy, M.A., Huang, K., & Aulton, J. (2018, October). *Increasing independent initiations in young children with autism through a peer-mediated intervention*. Presentation at the Division for Early Childhood's 34th Annual International Conference on Young Children with Special Needs and their Families, Orlando, FL.

Crosby, M.A., Cohn, M.S., Knopf, H., & Conroy, M.A. (2018, October). *A case study in coach facilitation: Supporting Early Head Start coaches in the implementation of practice-based coaching*. Poster presentation at the Division for Early Childhood's 34th Annual International Conference on Young Children with Special Needs and their Families, Orlando, FL.

Conroy, M.A. & Sutherland, K.S. (May, 2018). *Adapting an evidence-based coaching model for a tier-2 intervention in elementary classrooms: Development and preliminary findings*. Poster presentation at the 26th Annual Society for Prevention Research Conference, Washington, DC.

- Conroy, M.A., Sutherland, K.S., Granger, K., & Wright, J. (May, 2018). *Development of BEST in CLASS-Web: A targeted early childhood intervention for preventing problem behavior*. Poster presentation at the 26th Annual Society for Prevention Research Conference, Washington, DC.
- Werch, B., & Conroy, M. (March, 2018). *Sustainability of BEST in CLASS: A follow-up with two teacher cohorts*. Panel presentation at the Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Huang, T., Aulton, J., Conroy, M., & Werch, B. (March, 2018). *Family engagement practices in evidence-based programs serving young children at-risk for or with developmental delays or disabilities: A meta-analysis*. Poster presentation at the Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Martinez, J., Conroy, M., Reichow, Snyder, P., Huang, T., & Aulton, J. (2018, March). *Effects of a peer-mediated intervention on the social competence skills of children with autism*. Poster presentation at the Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Kunemund, R. L., Nemer, S. N., Sutherland, K. S., McLeod, B. D., Conroy, M. A., & Snyder, P. (2018, March). *Using a common elements approach to identify practices for early intervention: implications and applications*. Poster presentation at the Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Huang, K., Pua, D. J. T., & Conroy, M. A. (2018, February). *Effective use of applications to enhance social and communicative skills for young children with autism spectrum disorders in classrooms*. Presentation at the Council for Exceptional Children Convention, Tampa, FL.
- Huang, K., Aulton, J., Cohn, M., & Conroy, M. (2017, October). *Family engagement practices and measures in center-based early intervention programs*. Presentation at 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR.
- Nemer, S.L., Kunemund, R. L., Sutherland, K.S., Conroy, M. A. (2017, October). *Racial matching in preschool classrooms: Perceptions of teacher-child conflict*. Poster presentation at the Division for Early Childhood's Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR.
- Nemer, S.L., Kunemund, R. L., Martinez, R.G., Sutherland, K.S., Conroy, M. A. (2017, October). *The relationship between racial matching and teacher perceptions of teacher-child conflict in preschool classrooms*. Poster presentation at the Annual Conference on Advancing School Mental Health, Washington, D.C.
- Clark, C., Snyder, P., & Conroy, M., & Algina, J. (2017, October). *Effects of family supports and risk on Early Head Start outcomes*. Poster presentation at the Division for Early

Childhood 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR.

Huang, K., Aulton, J., Cohn, M., & Conroy, M. A. (2017, October). *A review of family engagement practices and measures in center-based early intervention programs*. Poster presentation at the Division for Early Childhood 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR.

Martin, M., Snyder, P., Reichow, B., Conroy, M. (2017, October). *Using evidence-based practice to inform intervention decisions in early intervention*. Poster presentation at the Division for Early Childhood 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR.

Werch, B. & Conroy, M. (2017, October). *Sustained teacher implementation of BEST in CLASS instructional practices*. Poster presentation at the Division for Early Childhood 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR.

Miller, C., Wu, E., Sutherland, K., McLeod, B.D, McKnight, K., Werch, B., Conroy, M. (2017, October). *Home-school partnerships between teachers and families of students participating in a classroom-based tier 2 program*. Poster presentation at the Annual Conference on Advancing School Mental Health, Washington D.C.

Markowicz, K., Granger, K., Chow, J., Kunemund, R., Wright, J., Sutherland, K., & Conroy, M. (2017, September). *Contribution of teacher-child relationships and self-efficacy during BEST in CLASS: A moderated mediation analysis*. Poster presentation at the Society for Implementation Research Collaboration 4th Biennial Research Conference, Seattle, WA.

Sutherland, K. & Conroy, M. (2017, June). *Prevention of problem behavior in young children: Findings from the BEST in CLASS efficacy study*. Poster presentation at the 25th Annual Society for Prevention Research Meeting, Washington, DC.

Wu, E., Srivastava, P., Sutherland, K., McLeod, B., & Conroy, M. (2017, June). *BEST in CLASS – Elementary: The development of a teacher-delivered evidence-based program for early elementary classrooms*. Poster presentation at the 25th Annual Society for Prevention Research Meeting, Washington, DC.

Kunemund, R.L., Nemer, S. L., Wright, J., Sutherland, K.S., Conroy, M.A., McLeod, B. D. (2017, June). *Identifying common practice elements to inform early elementary intervention development for social, emotional, and behavioral outcomes*. Poster presentation at the 25th Annual Society for Prevention Research Meeting, Washington, DC.

Miller, C.C., Srivastava, V., Sutherland, K., Conroy, M., & McLeod, B. (2017, June). *The association between teacher education and teacher delivery of a classroom-based tier 2*

- program*. Poster presentation at the 25th Annual Society for Prevention Research Meeting, Washington, DC.
- Conroy, M.A., Sutherland, K., Werch, B., & Algina, J. (2017, April). *Preventing early childhood challenging behaviors: The clinical significance of BEST in CLASS*. Poster presentation at the Council for Exceptional Children 2017 Convention and Expo, Boston, MA.
- Anderson, J., Conroy, M., Hitchcock, J., & Houchins, D. (2017, April) *Mixed methods with single-case research: An emphasis on students with emotional behavioral disorders*. Presentation at the Council for Exceptional Children 2017 Convention and Expo, Boston, MA.
- Conroy, M.A., & Sutherland, K.S. (2017, April). *Teacher and child outcomes from the BEST in CLASS efficacy trial*. Presentation at the 14th National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL
- Sutherland, K.S., & Conroy, M.A. (2017, March). *Practice-based coaching: Promise and challenges*. Paper presentation at the 14th International Conference on Positive Behavior Support. Denver, CO.
- Wu, E., Algina, J., Conroy, M., McLeod, B., & Sutherland, K.S. (2016, October). *Does treatment integrity predict early childhood outcomes in a school-based intervention?* Poster presentation at the Dissemination and Implementation Science Pre-Conference at the Annual Association for Behavioral and Cognitive Therapies Conference, New York City, NY.
- Martinez, R.G., Algina, J., Conroy, M.A., Sutherland, K.S., & McLeod, B.D. (2016, October). *Relation between classroom atmosphere and treatment integrity in early childhood settings*. Presentation at the Cognitive Therapies Conference, New York City, NY.
- Prykanowski, D., Martinez, J.R., Conroy, M.A., Reichow, B., & Huang, K. (2016, October). *Comparison of direct behavioral observational approaches for measuring children's behavior*. Poster presentation at the Division of Early Childhood 32nd Annual International Conference on Young Children with Special Needs and their Families, Louisville, KY.
- Martinez, J.R., Conroy, M.A., Prykanowski, D.A., & Werch, B.L. (2016, October). *Restricted and repetitive behaviors in individuals with disabilities*. Poster presentation at the Division of Early Childhood 32nd Annual International Conference on Young Children with Special Needs and their Families, Louisville, KY.
- Martinez, J.R., Prykanowski, D.A., Reichow, B., Conroy, M.A., & Werch, B.L. (2016, October). *Use of social stories to decrease challenging behaviors in children with ASD*. Poster presentation at the Division of Early Childhood 32nd Annual International Conference on Young Children with Special Needs and their Families, Louisville, KY.

- Clark, C., Snyder, P., & Conroy, M. (2016, October). *Defining and describing family supports in early home visiting interventions: A systematic literature review*. Poster presentation at the Division of Early Childhood 32nd Annual International Conference on Young Children with Special Needs and their Families, Louisville, KY.
- Kunemund, R.L., Sutherland, K.S., Conroy, M.A., & McLeod, B.D. (2016, September). *Identifying and using common elements for K-2nd grade intervention development*. Presentation at the bi-annual meeting of the National Center for Leadership in Intensive Intervention, Dallas, TX.
- Conroy, M.A., Sutherland, K.S., & Algina, J. (2016, May). *Teacher and child outcomes of the BEST in CLASS efficacy trial*. Poster presentation at the 24th Annual Meeting of the Society for Prevention Research, San Francisco, CA.
- Sutherland, K.S., Conroy, M.A., & Algina, J. (2016, May). *Improving teacher-child relationships and interactions within a tier-2 program in preschool classrooms*. Poster presentation at the 24th Annual Meeting of the Society for Prevention Research, San Francisco, CA.
- Martinez, J.R., Conroy, M.A., Prykanowski, D.A., & Werch, B.L. (2016, May). Restricted and repetitive behaviors exhibited by individual with developmental disabilities: A descriptive literature review. Poster presentation at the Association for Behavior Analysis International 42nd Annual Convention, Chicago, IL.
- Conroy, M.A., Sutherland, K.S., & Algina, J. (2016, April). *Reducing problem behaviors in young children: The BEST in CLASS efficacy trial*. Presentation at the National Center for Special Education Research Evidence-based Practices Strand, Council for Exceptional Children, St. Louis, MO.
- Conroy, M. (Chair). (2016, February). *Trials, tribulations, and triumphs: Implementing RCTs in authentic early childhood environments*. Presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Martinez, J.R., Conroy, M.A., Prykanowski, D.A., & Reichow, B. (2016, February). *Comparison of observational methods in relation to the measurement of engagement and challenging behaviors in young children: A pilot investigation*. Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA
- Sutherland, K.S., Conroy, M.A., & Algina, J. (2016, February). *BEST in CLASS: A preventive classroom-based intervention for ameliorating problem behaviors of young children*. Poster presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA
- Sutherland, K.S., & Conroy, M.A. (2016, February). *BEST in CLASS efficacy trial: Tribulations and triumphs*. Presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA

- Conroy, M.A., & Sutherland, K.S. (2015, December). *Teacher and child outcomes of the BEST in CLASS efficacy trial*. Poster presentation at the Institute of Education Sciences, National Center for Research and National Center for Special Education Research 2015 Principal Investigators Meeting: Collaborations to Bridge High Quality Education Research and Practice. Washington, DC
- Fox, J.J., & Conroy, M. A. (2015, October). *Historical, contemporary, and future issues in research in behavior disorders: The role of single subject research in building a science and practice*. Presentation at the 39th Annual Teacher Educators of Children with Behavioral Disorders Conference, Tempe, AZ.
- *Clark, C., Snyder, P., & Conroy, M. (2015, October). *Interactions between caregivers and infants and toddlers with disabilities during everyday routines*. Poster presentation at the 31st Annual International Conference on Young Children with Special Needs and their Families, Atlanta, GA.
- Polignano, J., *Shannon, D., Snyder, P., Conroy, M. Googe, H., & Knopf, H. (2015, October). *Moving the dial on early childhood indicators: initiating a collective impact model*. Poster presentation at the 31st Annual International Conference on Young Children with Special Needs and their Families, Atlanta, GA.
- Conroy, M.A., Reichow, B., *Prykanowski, D., *Martinez, J., *Werch, B., *Marsh, K., & *Guerrero, L. (2015, October). *Partnering with parents to support social communication skills for young children with autism: A case study*. Poster presentation at the 31st Annual International Conference on Young Children with Special Needs and their Families, Atlanta, GA.
- Ladwig, C., Conroy, M., Martinez, J., Werch, B., & Prykanowski, D. (2015, October). *Teacher and child outcomes of the BEST in CLASS efficacy trial*. Poster presentation at the 31st Annual International Conference on Young Children with Special Needs and their Families, Atlanta, GA.
- Conroy, M.A., & *Prykanowski, D. (2015, September). *Individualized peer-mediated interventions for promoting social competence skills of students with autism spectrum disorders*. Presentation at the Council for Children with Behavioral Disorders 2015 International Conference. Atlanta, GA
- Conroy, M.A., & *Prykanowski, D. (2015, September). *The examination of a preventive behavioral intervention model on the development of severe problem behaviors of children with autism spectrum disorders*. Presentation at the Council for Children with Behavioral Disorders 2015 International Conference. Atlanta, GA
- Conroy, M.A., Sutherland, K. S., & McLeod, B. (2015, September). *BEST in CLASS efficacy trial teacher and child outcomes*. Presentation at the 17th European Conference of Developmental Psychology, Braga, Portugal.

- Sutherland, K.S. & Conroy, M.A., (2015, May). *Preliminary outcomes of the BEST in CLASS efficacy trial*. Presentation at the Society for Prevention Research, Washington, DC.
- Martinez, J., Prykanowski, D., Conroy, M., Werch, B., Reese, K., & Marsh, K. (2015, May). *Assessment-based peer-mediated social competence interventions for children with autism spectrum disorders*. Presentation at the International Meeting for Autism Research, Salt Lake City, UT.
- Conroy, M.A., & Sutherland, K.S. (2015, March). *BEST in CLASS: A tier 2 intervention for young children with challenging behavior*. Presentation at the 12th International Conference on Positive Behavior Supports, Boston, MA.
- Wang, F., Conroy, M., Algina, J., & Sutherland, K. (2015, March). *Investigating the influence of a classroom-based intervention on the classroom interactions of preschoolers with chronic problem behavior*. Presentation at the biennial conference of the Society for Research in Child Development, Philadelphia, PA.
- Molzhon, A., Barron-Rojas, E., Algina, J., Sutherland, K., & Conroy, M.A. (2015, March). *Effects of an early social-behavioral intervention on the student-teacher relationship*. Presentation at the biennial conference of the Society for Research in Child Development, Philadelphia, PA.
- Conroy, M. A. & Sutherland, K.S. (2014, November). *BEST in CLASS: A preventative classroom-based intervention model for ameliorating problem behaviors of young children*. Presentation at the conference on Teacher Educators for Children with Behavior Disorders. Tempe, AZ.
- Martinez, J., Conroy, M., Werch, B., Prykanowski, D., & Kathryn Marsh. (2014, October). *An activity-based approach for facilitating peer-related interactions for young children with autism spectrum disorder*. Presentation at the 30th Annual International Conference on Young Children with Special Needs and their Families, St. Louis, MO.
- Ladwig, C., Conroy, M., Werch, B., Martinez, J. (2014, October). *Join the team! Collaborative action planning and practice-based coaching*. Presentation at the Division for Early Childhood 30th annual International Conference on Young Children with Special Needs. St. Louis, MO.
- Ladwig, C., Conroy, M., Martinez, J., & Werch, B. (2014, October). *The influence of teacher characteristics on classroom quality*. Presentation at the Division for Early Childhood 30th annual International Conference on Young Children with Special Needs. St. Louis, MO.
- Sutherland, K., & Conroy, M.A. (2014, July). *BEST in CLASS: Preliminary results of an efficacy trial*. Presentation at the annual conference of the Division of International Special Education. Braga, Portugal.

- Martinez, J., Conroy, M., Werch, B., Marsh, K., Reese, K., & Prykanowski, D. (2014, May). *Effects of a peer-mediated intervention on the social competence of children with autism spectrum disorders*. Presentation at the annual conference of the Association of Behavior Analysis. Chicago, IL.
- Conroy, M.A., Sutherland, K., Algina, J., Barnes, T., Wang, F., & Ladwig, C. (2014, May). The relationship between teacher-child interactions and young children's problem behavior: Preliminary results. Presentation at the Society for Prevention Research 22nd Annual Meeting, Washington, DC.
- Sutherland, K.S., & Conroy, M.A. (2014, May). *Assessing implementation of classroom-based prevention. Years 1 and 2 results of an efficacy trial*. Presentation at the Society for Prevention Research 22nd Annual Meeting, Washington, DC.
- Conroy, M., Sutherland, K., Algina, J., Wang, F., Barnes, T., Martinez, J., & Ladwig, C. (2014 February). *A prevention classroom-based intervention model for ameliorating problem behaviors of young children*. Presentation at the Biennial Conference on Research in Early Intervention, San Diego, CA.
- Conroy, M. & Sutherland, K. (2013, May). *Direct observation of teachers' implementation of the BEST in CLASS practice components and corollary child outcomes*. Presentation at the Society for Prevention Research, San Francisco, CA.
- Sutherland, K. & Conroy, M. (2013, May). *Improving adherence and competence of delivery of classroom-based prevention via practice-based coaching: Year 1 results of an efficacy trial of BEST in CLASS*. Presentation at the Society for Prevention Research, San Francisco, CA.
- Sutherland, K. & Conroy, M. (2013, September). *Measuring implementation of an early childhood prevention program: Teacher adherence and competence of delivery*. Presentation at the School Mental Health Summit, Arlington, VA.
- Whalon, K., Bishop, C., Snyder, P., Conroy, M., & McLaughlin, T. (2013, October). *Applying practice-based coaching with teachers in early childhood settings*. Presentation at the Annual International Conference on Young Children with Special Needs and their Families, San Francisco, CA.
- Vo, A., Whalon, K., Conroy, M., Barron-Rojas, E., & Martinez, J. (2013, October). *BEST in CLASS: Positive strategies for reducing challenging behavior in preschool classrooms*. Presentation at the Annual International Conference on Young Children with Special Needs and their Families, San Francisco, CA.
- Conroy, M.A., & Sutherland, K.S. (2013, April). *Developing and examining the efficacy of a classroom-based prevention model for preschoolers with problem behavior*. Symposium presentation at the American Educational Research Association, San Francisco, CA.

- Conroy, M.A., Sutherland, K.S., Abrams, L.M., & Whalon, K.A. (April, 2013). *Developing and examining the efficacy of a classroom-based prevention model for preschoolers with problem behaviors*. Presentation at the American Educational Research Association, San Francisco, CA.
- Conroy, M.A. & Sutherland, K.S. (April, 2013). *An analysis of teachers' implementation of the BEST in CLASS intervention program*. Presented at the American Educational Research Association, San Francisco, CA.
- Conroy, M.A., Sutherland, K.S., & McLeod, B.D. (April, 2013). *Fidelity of implementation of BEST in CLASS: Preliminary adherence and competence of delivery data*. Presented at the American Educational Research Association, San Francisco, CA.
- Sutherland, K.S., Whalon, K.A., Conroy, M.A., & McLeod, B.D. (April, 2013). *The BEST in CLASS adherence and competence scale: Development and preliminary data*. Presented at the Council for Exceptional Children, San Antonio, TX.
- Whalon, K.A., Sutherland, K.S., & Conroy, M.A. (April, 2013). *An efficacy study of BEST in CLASS: A curriculum targeting problem behavior*. Presented at the Council for Exceptional Children, San Antonio, TX.
- Vo, A.K., Abrams, L.M., Conroy, M.A., & Sutherland, K.S. (March, 2013). *Child and teacher contributions to the transactional processes for preschoolers with problem behavior*. Presented at the Society for Research in Child Development, Seattle, WA.
- Whalon, K.A., Werch, B., Conroy, M.A., & Martinez, J. (January, 2013). *Peer-related social competence in students with ASD: A comprehensive review of the literature*. Presented at the Association for Behavior Analysis Autism Conference, Portland, OR.
- Wilson, R., Whalon, K., Conroy, M., Vo, A., & Smith-Bonahue, T. (October, 2012). *An efficacy study of BEST in CLASS: A curriculum targeting problem behavior*. Presented at the Annual Conference for the Division of Early Childhood, Minneapolis, MN.
- Conroy, M.A., Abrams, L., Sutherland, K.S., Smith-Bonahue, T., Wilson, R., & Reese, K. (August, 2012). *BEST in CLASS: The impact of a tier 2 intervention for preschoolers at-risk for emotional/behavioral disorders*. Presented at the American Psychological Association, Orlando, FL.
- Abrams, L.A., Conroy, M.A., & Sutherland, K.S. (April, 2012). *The efficacy of an early childhood classroom intervention in reducing problem behaviors*. Presented at American Educational Research Association Conference, Vancouver, CA.
- Conroy, M.A., Alter, P.J., Boyd, B.A., & Bettini, E. (April, 2012). *Teacher preparation for students who demonstrate challenging behaviors*. Presented at the international Conference for Exceptional Children, Denver, CO.

- Conroy, M.A., Whalon, K.A., & Sutherland, K.S. (April, 2012). Preventing problem behavior via effective instructional practices. Presented at the International Conference for Exceptional Children, Denver, CO.
- Conroy, M.A., Sutherland, K., & Whalon, K. (February, 2012). BEST in CLASS: The impact of a tier 2 intervention on teachers' instructional practices and child behavioral outcomes. Presented at the Conference on Research and Innovations in Early Intervention, San Diego, CA.
- Conroy, M.A., & Abrams, L.M. (July, 2011). BEST in CLASS: The impact of an instructional intervention on child behavioral outcomes and teacher self-efficacy. Presented at the Paris International conference on Education, Paris, France.
- Carr, S.E., Ogston, P., Conroy, M.A., & Sutherland, K.S. (May, 2011). Promoting social, emotional, and behavioral competence in young high-risk children: A preventative classroom-based early intervention model. Presented at the International Association for Behavior Analysis, Denver, CO.
- Vo, A., Conroy, M.A., & Barron, E.R. (October, 2011). BEST in CLASS: Behavioral, emotional, and social training for competent learners achieving school success. Presented at the International Conference for the Division of Early Childhood, Washington, DC.
- Conroy, M.A., Barron, E., & Vo, A. (2010). Examining the efficacy of a classroom-based preventative intervention for preschoolers with behavioral disorders. Presented at the 26th Annual International Division of Early Childhood Conference, Kansas City, KS
- Conroy, M.A., & Abrams, L. (July, 2010). A classroom-based intervention model for young children with challenging behaviors. Presented at the Athens Institute for Educational Research, Athens, Greece.
- Hooper, B.B., Hill, C., Conroy, A., & Vo, A. (October, 2009). A community of practice for infants and toddlers with autism spectrum disorders. Presented at the International Conference on Young Children with Special Needs and their Families.
- Conroy, M.A., Sutherland, K.S., Vo, A. (September 2009). A classroom-based intervention model for young children with challenging behaviors. Presented at the International Conference for Children with Behavior Disorders, Denver, CO
- Sutherland, K. & Conroy, M. (July, 2009). A classroom-based model for young children with challenging behavior. Presented at the 11th Biennial Conference of the International Association of Special Education, Alicante, Spain
- Conroy, M.A., Vo, A., & Carr, S. (May, 2009). Functional analysis of social behavior in children with Autism Spectrum Disorders. Presented at the International Meeting for Autism Research, Chicago, IL

Matthews, K., Conroy, M., & Hagopian, L. (May, 2009). An analysis of the verbally mediated responses of teachers and teaching assistants in a CABAS component school. Presented at the Association for Behavior Analysis International Annual Convention, Phoenix, AZ

Conroy, M., Mancil, R., & Marsh, S. (April, 2009). Educating students with high functioning autism and Asperger syndrome in inclusive settings: Evidence-based practices. Presented at the International Council of Exceptional Children Conference, Seattle, WA

Tuckwiller, E.D., Pullen, P., Conroy, M., Cash, D., Pearson, S., & Ashworth, K.E. (April, 2009). Manipulative letter instruction and decoding skills of children with autism spectrum disorders. Presented at the International Council of Exceptional Children Conference, Seattle, WA

Conroy, M., Chambers, C., Coutinho, M., & Vo, A. (October, 2008) Evidenced-based strategies for young children with autism spectrum disorders. Presented at the International Conference on Young Children with Special Needs and their Families. Minneapolis, MN

Pullen, P. & Conroy, M. (October, 2008). Manipulative Letter Instruction and Decoding Skills of Children with Autism Spectrum Disorders. Presented at the International Conference on Young Children with Special Needs and their Families. Minneapolis, MN

Vo, A., Hooper, B., Conroy, M., & Koontz-Lowman, D. (October, 2008). A Community of Practice for Infants and Toddlers with Autism Spectrum Disorders. Presented at the International Conference on Young Children with Special Needs and their Families. Minneapolis, MN

Conroy, M., Daunic, A., & Sowell, C. (February, 2008). The relation among measures of language and behavior in young high risk children. Presented at the Conference on Research Innovations in Early Intervention. San Diego, CA

Katsiyannis, A. & Conroy, M. (October, 2007). Early intervention services: Legal and practice considerations. Presented at the International Conference for Children with Behavioral Disorders, Dallas, TX

Conroy, M., & Brown, B. (October, 2007). Assessing social interactions of children with autism spectrum disorders: A functional approach. Presented at the International Conference for the Division of Early Childhood, Niagara Falls, Ontario

Conroy, M., McKenney, L., Sellers, J., & Nakao, T. (May, 2007). Functional analysis of pro-social communicative behavior in children with autism spectrum disorders. Presented at the Annual Association for Behavior Analysis Conference, San Diego, CA

Conroy, M., McKenney, L.W., Sellers, J., & Daunic, A. (October, 2006). The influence of context on social behaviors of children with autism spectrum disorders. Presented at the International Conference for the Division of Early Childhood, Little Rock, AK

- McKenney, E.L.W., Sellers, J.A., Sloman, G., & Conroy, M.A. (May, 2006). Using digital video to analyze outcomes of the social interactions of children with autism. Presented at the Association of Behavior Analysis Conference, Atlanta, GA
- McKenney, E.L.W., Conroy, M.A. & Sellers, J.A. (May, 2006). Functional analysis of prosocial behavior in young children with autism spectrum disorders. Presented at the Association of Behavior Analysis Conference, Atlanta, GA
- Sellers, J.A., Conroy, M.A., McKenney, E.L.W., Sloman, G., Nakao, T., Mancil, R., Peters, K., & Daunic, A. (May, 2006). Evocative effects of antecedent contexts on the peer-related social behavior of children with autism. Presented at the Association of Behavior Analysis Conference, Atlanta, GA
- Conroy, M.A. (May, 2006). Gender and racism. Presented at the Association of Behavior Analysis Conference, Atlanta, GA
- Sloman, G., Asmus, J.M., & Conroy, M.A. (May, 2006). Preference assessment for auditory stimuli via microswitch activation. Presented at the Association of Behavior Analysis Conference, Atlanta, GA
- Nakao, T., Sloman, G.M., McKenney, E.L.W., & Conroy, M. A. (May, 2006). Effects of antecedents on social behaviors of children with autism. Presented at the Association of Behavior Analysis Conference, Atlanta, GA
- Asmus, J.M., Conroy, M.A., Boyd, B.A., McKenney, E.L.W., Mancil, G.R., & Daunic, A. P. (March, 2006). An analysis of terminal outcomes of the social behaviors demonstrated by young children with autism. Presented at the Gatlinburg Conference on Mental Retardation and Developmental Disabilities. San Diego, CA
- Conroy, M.A. (February, 2006). Language and behavior: A preliminary analysis of data from the KIDS study. Presented at the Conference on Research Innovations in Early Intervention. San Diego, CA
- Conroy, M.A. & Boyd, B. (February, 2006). Examining outcomes of peer-related social behaviors in young children with autism spectrum disorders. Presented at the Conference on Research Innovations in Early Intervention. San Diego, CA
- Boyd, B. & Conroy, M.A. (February, 2006). Effects of circumscribed interests on the social behaviors of children with autism spectrum disorders: Use of structural analysis analogues. Presented at the Conference on Research Innovations in Early Intervention. San Diego, CA
- Boyd, B., Conroy, M.A., & Alter, P.J. (October, 2005). Effects of restricted interests on the social behaviors of children with autism spectrum disorders. Presented at the International Conference for the Division of Early Childhood, Portland, OR

- Conroy, M.A., Brown, W.H., & Olive, M. (October, 2005). Teaching young children with social and behavioral needs: From research to practice. Presented at the International Conference for the Division of Early Childhood, Portland, OR
- Stichter, J.P., & Conroy, M.A. (September, 2005). Assessing and remediating social skill deficits in students with autism spectrum disorders: A functional approach. Presented at the International Conference for Children with Behavior Disorders, Dallas, TX
- Conroy, M.A., Mancil, R., Lamp, A., Radbill, L., & Vanderbilt, A. (September, 2005). Examining the evidence and practical application of FBA & FCT research in natural settings. Presented at the International Conference for Children with Behavior Disorders, Dallas, TX
- Conroy, M.A., Alter, P.J., & Boyd, B.A. (July, 2005). Social skills assessment and intervention for children with autism. Presented at the International Association for Special Education 9th Biennial Conference, Halifax, N.S
- McKenney, E.L.W., Asmus, J.M., Conroy, M.A., Sellers, J.A., Sloman, G.M., & Nakao, T. (May, 2005). Project GATORSS: A comprehensive model for assessing and treating social skills in children with Autism Spectrum Disorders. Presented at the Association for Behavior Analysis Conference, Chicago, IL
- McKenney, E.L.W., Sellers, J.A., Asmus, J.M., Conroy, M.A., Boyd, B.A., & Sloman, G.M. (May, 2005). Project GATORSS: A comparison of perceived functions in naturalistic observations and functions identified via functional analysis. Presented at the Association for Behavior Analysis Conference, Chicago, IL
- Boyd, B.A., Conroy, M.A., Mancil, G.R., & Alter, P.J. (May, 2005). Effects of restricted interests on the social behaviors of children with Autism Spectrum Disorders: Use of structural analysis analogues. Presented at the Association for Behavior Analysis Conference, Chicago, IL
- Sellers, J.A., Asmus, J.M., Conroy, M.A., McKenney, E.L.W., & Sloman, G.M. (May, 2005). Functional analysis of socially withdrawn behavior in children with autism. Presented at the Association for Behavior Analysis Conference, Chicago, IL
- Conroy, M.A., & Stichter, J.P. (May, 2005). A critical analysis of the role of measurement on the validity of research. Presented at the Association for Behavior Analysis Conference, Chicago, IL
- Boyd, B. A., Conroy, M.A., Nakao, T., & Mancil, G.R. (May, 2005). Effects of classroom contextual factors on the social behaviors of students with autism. Presented at the International Meeting for Autism Research, Boston, MA
- Boyd, B., Conroy, M.A., & Asmus, J.M. (March, 2005). An analysis of classroom contextual factors on the social behaviors of students with autism. Presented at the 38th Annual

Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Annapolis, MD

- Conroy, M.A., McKenney, E.L., Alter, P.J., & Boyd, B.A. (March, 2005). A functional approach to social skills intervention for young students with autism in inclusive settings. Presented at the International Conference on Positive Behavior Supports, Tampa, FL
- Boyd, B. A., Conroy, M.A., Asmus, J. M., & Alter, P.J. (December, 2004). Linking assessment of social behavior to successful outcomes for children with autism. Presented at the International Conference of the Division of Early Childhood, Chicago, IL
- Sellers, J.A., Asmus, J.M., Conroy, M.A., Boyd, B.A., Weeks, E., & Ladwig, C.N. (May, 2004). Functional analysis of socially withdrawn behavior in children with autism. Presented at the Association of Behavior Analysis Conference, Boston, MA
- Asmus, J., Conroy, M., & Sellers, J. (May, 2004). Comparison of functional analysis findings across home and school settings. Presented at the Association of Behavior Analysis Conference, Boston, MA
- Conroy, M.A., Asmus, J.M., Ladwig, C.N., & Brown, B. (May, 2004). How much is enough: An examination of behavioral sampling. Presented at the Association of Behavior Analysis Conference, Boston, MA
- Conroy, M.A., Ladwig, C., Boyd, B.A., Madiera, D., & Weeks, E. (April, 2004). Project GATORSS: Social skills assessment and intervention for young children with autism. Presented at the Council for Exceptional Children International Conference. New Orleans, LA
- Conroy, M.A., Fullerton, E.K., Beaunae, C., & Alter, P. (April, 2004). Project EASY: A model training program for decreasing challenging behaviors in young children. Presented at the Council for Exceptional Children International Conference, New Orleans, LA
- Conroy, M.A., Asmus, J.M., Ladwig, C.N., & Boyd, B.A. (February, 2004). An analysis of classroom contextual factors on the behaviors of students with autism. Presented at the Conference on Research Innovations in Early Intervention, San Diego, CA
- Conroy, M.A., Fullerton, E., Beaunae, C., Alter, P., Boyd, B., & Payne, L. (January, 2004). Prevention and early intervention for infants and toddlers at risk for emotional/behavioral disorders. Presented at the International Conference on Infant Mental Health, Melbourne, Australia
- Conroy, M.A., (December, 2003). Addressing challenging behavior in young children. Presented at the National Head Start Association 20th Annual Training Conference, San Juan, Puerto Rico

- Fullerton, E.K., Conroy, M.A., Beaunae, C., Payne, L., & Boyd, B.A. (October, 2003). Environmental arrangement study for young children. Presented at the International Conference of the Division of Early Childhood, Washington, D.C.
- Ladwig, C.N., Conroy, M.A., Asmus, J.M., Boyd, B.A. & Madera, D.D. (October, 2003). Snapshot Assessment: Easy to use tool for observing young children's social skills. Presented at the International Conference of the Division of Early Childhood, Washington, D.C.
- Davis, C., & Conroy, M. (October, 2003). Assessing classrooms to promote positive behavior of young children. Presented at the International Council for Children with Behavioral Disorders, St. Louis, MO
- Brown, W., & Conroy, M. (October, 2003). An intervention hierarchy for promoting preschool children's peer-related social competence. Presented at the International Council for Children with Behavioral Disorders, St. Louis, MO
- Conroy, M.A., Fullerton, E., Beaunae, C., Payne, L.L. & Boyd, B.A. (October, 2003). Training techniques for decreasing challenging behaviors in early childhood settings. Presented at the International Council for Children with Behavioral Disorders, St. Louis, MO
- Sellers, J.A., Asmus, J.M., Conroy, M.A., & Ladwig, C.N. (May, 2003). Generalization of treatment effects for a child with autism in the home setting. Presented at the Association for Behavior Analysis, San Francisco, CA
- Conroy, M.A., Gable, R., Katsiyannis, A., & Scott, T. (April, 2003). The use of functional behavioral assessment strategies for secondary-aged students with challenging behaviors: A pilot investigation. Presented at the International Council for Exceptional Children Conference, Seattle, WA
- Asmus, J.M., Conroy, M.A., Ladwig, C.N., Sellers, J.A., Madera, D.D., Boyd, B.A. (March, 2003). Functional assessment and intervention of social skills for young children with autism. Presented at the International Conference on Positive Behavioral Supports, Orlando, FL
- Conroy, M.A., Asmus, J.M., & Ladwig, C.N. (February, 2003). An analysis of classroom contextual factors on the behaviors of students with autism. Presented at the 36th Annual Gatlinburg Conference on Mental Retardation, Annapolis, MD
- Conroy, M.A., Ladwig, C.N., Valcante, G., & Boyd, B. (December, 2002). Strategies for including young children with autism in general education settings. Presented at the International Division of Early Childhood Conference, San Diego, CA
- Jones, H.A., Correa, V., & Conroy, M.A. (December, 2002). The changing times of personnel preparation in early childhood special education. Presented at the International Division of Early Childhood Conference, San Diego, CA

- Conroy, M.A., Asmus, J.M., Ladwig, C., Capasso, J.M., & Keller, C. (May, 2002). A comparison of direct observation time on the analysis of problem behaviors. Paper presented at the Annual Association for Behavior Analysis Conference, Toronto, CA
- Asmus, J.M., Capasso, J.M., Conroy, M.A., & Sellers, J.A. (May, 2002). Effect of task preference on functional analysis outcomes. Paper presented at the Annual Association for Behavior Analysis Conference, Toronto, CA
- Capasso, J.M., Conroy, M.A., Asmus, J.M., Skinner, L.A., & Dozier, C.L. (May, 2002). A comparison of functional analysis outcomes with and without consequences for stereotypic behavior. Paper presented at the Annual Association for Behavior Analysis Conference, Toronto, CA
- Sellers, J.A., Asmus, J.M., Conroy, M.A., & Capasso, J.M. (May, 2002). Inclusive classrooms: Comparing descriptive and experimental analysis outcomes for a child with autism. Paper presented at the Annual Association for Behavior Analysis Conference, Toronto, CA
- Conroy, M.A., & Mahon, D., Asmus, J., Shores, R., & Ladwig, C. (April, 2002). The effects of proximity of problem behaviors in classrooms. Presented at the International Council of Exceptional Children, New York City, NY
- Jones, H., Strangis, D., Smith-Bonahue, T., Conroy, M. (December, 2001). Electronic portfolios: A tool for standards based assessment in teacher education. Presented at the International Division of Early Childhood Conference, Boston, MA
- Conroy, M.A., Asmus, J.M., Skinner, L.A., & Sellers, J.A. (October, 2001). Effective strategies for facilitating inclusion of children with autism spectrum disorder. Presentation at the International Conference on Children and Youth with Behavioral Disorders, Atlanta, GA
- Yell, M.L., Katsiyannis, A., & Conroy, M. (October, 2001). Disciplining students with disabilities: Legal and practical issues. Presentation at the International Conference on Children and Youth with Behavioral Disorders, Atlanta, GA
- Conroy, M.A., & Stichter, J. P. (October, 2001). Strategies for conducting functional and structural analyses in natural settings. Presentation at the International Conference on Children and Youth with Behavioral Disorders, Atlanta, GA
- Brown, W.H., & Conroy, M.A. (October, 2001). Promoting preschool children's peer-related social competence. Presentation at the International Conference on Children and Youth with Behavioral Disorders, Atlanta, GA
- Conroy, M., Asmus, J., Hale, M., Chait, A., Capasso, J., Caceres, E., Dozier, C., & Wright, C. (May, 2001). The effects of contextual factors on the disruptive behaviors of students with autism. Paper presented at the Annual Association for Behavior Analysis Conference, New Orleans, LA

- Stichter, J. P., & Conroy, M. A. (May, 2001). The future role of contextual factors: A review and discussion of the literature. Paper presented at the Annual Association for Behavior Analysis Conference, New Orleans, LA
- Asmus, J., M., Conroy, M.A., Chait, A., Hale, M.N., & Wright, C.S. (May, 2001). Use of antecedent and consequence analyses to decrease disruptive behavior in an inclusive classroom. Paper presented at the Annual Association for Behavior Analysis Conference, New Orleans, LA
- Capasso, J.M., Hale, M.N., Asmus, J.M., Conroy, M.A., Dozier, C.L., & Bassett, K.D. (May, 2001). Comparison and use of descriptive and experimental analyses of problem behavior for a child with autism in an inclusive classroom. Poster presented at the Annual Association for Behavior Analysis Conference, New Orleans, LA
- Chait, A., Conroy, M., Asmus, J., Wright, C. & Valcante, G. (May, 2001). Comparison of functional assessment instruction for children diagnosed with autism included in general education. Poster presented at the Annual Association for Behavior Analysis Conference, New Orleans, LA
- Conroy, M. Valcante, G. & Asmus, J. (December, 2000). The Autism Inclusion Project: Investigation of experimental analyses and contextual variables. Presented at the Division of Early Childhood Conference on Children with Special Needs, Albuquerque, NM
- Jones, H.H., Conroy, M., Smith, T. (December, 2000). Assessing the effectiveness of teacher preparation: How important is program evaluation? Paper presented at the Annual Association for Behavior Analysis Conference, Washington, DC.
- Asmus, J., Conroy, M., Capasso, J., & Sinowitz, H. (May, 2000). Comparison of functional analysis outcomes across school and home settings. Paper presented at the Annual Association for Behavior Analysis Conference, Washington, DC
- Conroy, M.A., Hale, M., Evans, T., Gutierrez, A., & Valcante, G. (May, 2000). Assessment and validation of setting events on challenging behavior. Paper presented at the Annual Association for Behavior Analysis Conference, Washington, DC
- Jones, H.A., Correa, V.I., Conroy, M.A., Smith, T.M. (December, 1999). Training quality early childhood educators: Hope for the 21st century. Paper presented at the Annual International Division of Early Childhood Conference on Children with Special Needs, Washington, DC
- Conroy, M. A., & Davis, C. A. (December, 1999). Preschoolers with challenging behaviors: Legal and educational issues related to IDEA and functional behavioral assessment. Paper presented at the Annual International Division of Early Childhood Conference on Children with Special Needs, Washington, DC

- Duncan, T.K., Smith, T., Kemple, D., Jones, H., & Conroy, M. (December, 1999). An examination of preservice teachers' beliefs about developmentally appropriate practice, specifically behavioral techniques and practices, in early childhood, early childhood special education and unified teacher preparation programs. Poster presentation at the Annual International Division of Early Childhood Conference on Children with Special Needs, Washington, DC
- Clark, D., Ryndak, D.L., Stuart, C.H., & Conroy, M. (December, 1999). Preparation of teachers to meet needs of students with severe disabilities. Paper presented at The Association for Person with Severe Disabilities (TASH), Chicago, IL
- Nelson, K. Conroy, M. & Pullen, P. (October, 1999). Policy issues and recommended practices for serving young children at-risk for or with emotional and behavioral problems. Paper presented at the Council for Children with Behavioral Disorders International Conference (CCBD), Dallas, TX
- Fox, J., & Conroy, M. (May, 1999). Contextual factors, setting events, and challenging behaviors. Paper presented at the Annual Association for Behavior Analysis Conference, Chicago, IL
- Brown, W., & Conroy, M. (December, 1998). The Part H/C entitlement: Entitled to What? Public policy and professional perspectives influencing early intervention systems. Poster presentation at the Annual International Division of Early Childhood Conference on Children with Special Needs, Chicago, IL
- Jones, H. A., Correa, V., Conroy, M., Smith-Bonohue, & Kemple, K. (December, 1998). Portfolio development as an assessment tool in teacher education. Paper presented at the Annual International Division of Early Childhood Conference on Children with Special Needs, Chicago, IL
- Conroy, M., & Brown, W. H. (December, 1998). Empowering young children with challenging behaviors in inclusive settings: Teaching social-communication competencies to facilitate responsive inclusion. Workshop presentation at the Annual International Division of Early Childhood Conference on Children with Special Needs, Chicago, IL
- Conroy, M., Brown, W.H., & Brown, W. (July, 1998). Serving young children with emotional and behavioral challenges in early childhood programs: Policy and research issues. Paper present at the Head Start 4th National Research Conference, Washington, DC
- Conroy, M., Fox, J.J., & Davis, C.A. (November, 1997). Empowering programs and families: Using technical assistance teams to ameliorate challenging behavior. Workshop presented at the Annual International Division of Early Childhood Conference on Children with Special Needs, New Orleans, LA
- Fox, J. & Conroy, M.A. (November, 1997). Assessment and intervention of environmental factors for ameliorating children's challenging behaviors. Paper presented at the Annual

International Division of Early Childhood Conference on Children with Special Needs,
New Orleans, LA

Brown, W.H. & Conroy, M.A. (November, 1997). Naturalistic strategies for promoting and supporting preschool children's peer interactions. Poster presentation at the Annual International Division of Early Childhood Conference on Children with Special Needs, New Orleans, LA

Fox, J.J. & Conroy, M.A. (May, 1997). The reliability and validity of a teacher-implemented checklist to identify classroom setting events for severe behavior problems of preschool and school-aged children. Paper presented at the Annual Association for Behavior Analysis Conference, Chicago, IL

Conroy, M., Brown, W., Fox, J., & Fulwider, T. (December, 1996). Promoting inclusive services for young children at risk for emotional/behavioral disorders: Moving from policy to practice. Paper presented at the Annual International Division of Early Childhood Conference on Children with Special Needs. Phoenix, AZ

Brown, W. & Conroy, M. (October, 1995). An examination of policy changes and service delivery in early intervention for young children at-risk for emotional/behavioral disorders. Paper presented at the International Conference on Behavioral Disorders, Dallas, TX

Conroy, M. (October, 1995). Techniques for assessing contextual setting events that influence the behavior problems of young children with behavioral disorders in preschools: Initial reliability and validity results. Paper presented at the International Conference on Behavioral Disorders, Dallas, TX.

Conroy, M.A. & Fox, J.J. (May, 1995). Evaluating the social and ecological validity of analog assessment. Poster presented at the 119th Annual American Association for Mental Retardation Conference (AAMR), San Francisco, CA.

Conroy, M.A. & Fox, J.J. (May, 1995). The use of direct observation procedures to measure setting events. Paper presented at the Annual Association for Behavior Analysis Conference, Washington, D.C.

Conroy, M.A. & Fox, J.J. (April, 1995). Identification and mediation of setting events for challenging behaviors. Poster presented at the International Conference of the Council for Exceptional Children, Indianapolis, IN.

Conroy, M.A., Leister, C., & Bucklin, A. (December, 1994). Inclusion of persons with severe disabilities: State of the art practices in Tennessee. Poster presented at the 1994 The Association for Person with Severe Disabilities (TASH) Conference, Atlanta, GA.

Fox, J.J. & Conroy, M.A. (May, 1994). Assessing the impact of contextual factors on the behavior problems of preschool-aged children. Paper presented at the Annual Association for Behavior Analysis Conference, Atlanta, GA.

Conroy, M.A. (December, 1993). An analysis and comparison of play materials to promote the social development of young children with disabilities. Poster Session presented at the Annual International Early Childhood Conference on Children with Special Needs Conference. San Diego, CA.

Hupp, S.C., Conroy, M.A., & Able, H. (May, 1984). Selecting instructional materials according to the Best-Example Theory of Categorization. Paper presented at Annual Council of Exceptional Children Conference, Washington, D.C.

National Refereed Conference Presentations

Sutherland, K.S., & Conroy, M.A. (May, 2015). Preliminary outcomes of the BEST in CLASS efficacy trial. Society for Prevention Research, Washington, DC

Fox, J.J., & Conroy, M. A. (October, 2015). Historical, contemporary, and future issues in research in behavior disorders: The role of single subject research in building a science and practice. 39th Annual Teacher Educators of Children with Behavioral Disorders Conference, Tempe, AZ.

Conroy, M.A., & Sutherland, K.S. (2011). BEST in CLASS: Development of a classroom-based intervention aimed at reducing problem behavior of young high-risk children. Presented at the Society for Research in Educational Effectiveness, Washington, DC

Conroy, M.A., & Sutherland, K.S. (November, 2014). BEST in CLASS: A preventative classroom-based intervention model for ameliorating problem behaviors of young children. Presented at the 38th annual Teacher Educators of Children with Behavioral Disorders conference. Tempe, AZ.

Jolivet, K., Conroy, M., Lane, K., Nelson, M., & Benner, G. (2010). Future research directions for the field of emotional/behavioral disorders. Presented at the Teacher Educators of Children with Behavioral Disorders, Tempe, AZ

Hill, C., Hooper, B., & Conroy, M. (November, 2009). Communities of practice: A creative way of working. Presented at the Association for University Centers on Developmental Disabilities Conference, Washington, DC.

Carr, S., Conroy, M., & Vo, A. (February, 2009). Functional analysis of social communicative behavior in young children with autism spectrum disorders. Presented at the Association for Behavior Analysis Autism Conference, Jacksonville, FL.

- Mancil, R., Conroy, M., & Marsh, S. (February, 2009). Educating students with high functioning autism and Asperger syndrome in inclusive settings: Evidence-based practices. Presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, KS.
- Alter, P., Conroy, M., & Scott, T. (November, 2008). Functional behavioral assessment and students with EBD: When research, policy, and practice collide. Presented at the Teacher Educators of Children with Behavioral Disorders Conference, Tempe, AZ.
- Mancil, R., Conroy, M., & Marsh, S. (November, 2008). Educating students with high functioning autism and Asperger syndrome in inclusive settings: Evidence-based practices. Presented at the Teacher Educators of Children with Behavioral Disorders Conference, Tempe, AZ.
- Sutherland, K., Haydon, T., & Conroy, M. (March, 2008). Classroom-based practices for preventing and ameliorating problem behavior in young children. Presented at the Midwest Symposium for Leaders in Behavior Disorders, Kansas City, KS.
- Mancil, G.R., Alter, P.J., Vanderbilt, A., & Conroy, M.A. (November, 2005). Evidence-based practices for developing social and communicative skills in children with autism spectrum disorders. Presented at the Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.
- Stichter, J., & Conroy, M. A. (November, 2004). Systematic assessment and intervention of social skill deficits for students with autism spectrum disorders. Presented at the 28th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.
- Boyd, B. A., Conroy, M.A., & Alter, P.J. (November, 2004). Using restricted interests of young children with autism to increase their social behaviors with peers. Presented at the 28th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.
- Conroy, M.A., Asmus, J. M., & Ladwig, C. N. (July, 2004) Project GATORSS: Social skills assessment and intervention for young children with autism spectrum disorders. Presented at the OSEP Project Director's Conference, Washington, DC.
- Conroy, M.A., Fullerton, E.K., Beaunae, C., & Alter, P. (June, 2004). Prevention and early intervention for infants and toddlers at risk for emotional/behavioral disorders. Presented at the 7th National Research Head Start Conference, Washington, DC.
- Conroy, M.A. (November, 2003). Truth or dare: A response to Mostert, Kauffman, & Kavale. Presented at the 26th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.
- Conroy, M., Boyd, B., Jones, H., Daunic, A., & Smith, S. (November, 2003). Assessment of problem behaviors in children with emotional/behavioral disorders. Presented at the 26th

Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.

Conroy, M., Dunlap, G., & Clarke, S. (November, 2003). A descriptive analysis of positive behavior support research with young children with challenging behavior. Presented at the 26th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.

Stichter, J., Conroy, M.A., & Boyd, B. (November, 2003). The undefined role of the maintaining variable in antecedent-based research. Presented at the 26th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.

Conroy, M.A., Asmus, J.A., Ladwig, C.M., & Sellers, J.A. (November, 2002). The effects of contextual factors on the relationship between teacher behaviors and the behaviors of students with autism. Presented at the Teacher Educators of Children with Behavioral Disorders Conference, Tempe, AZ.

Conroy, M.A., & Stichter, J. (November, 2002). An analysis of classroom contextual factors on the behaviors of students with autism. Presented at the Teacher Educators of Children with Behavioral Disorders Conference, Tempe, AZ.

Conroy, M., & Davis, C. (February, 2001). Functional assessment and analysis for preschoolers with emotional/behavioral disorders. Presented at the Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, KS.

Conroy, M., Asmus, J., Dozier, C., Hale, M., Wright C., Chait, A., Capasso, J., & Caceres, E. (February, 2001). A systematic analysis of functional assessment data. Presented at the Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, KS.

Conroy, M., Clark, D., Katsiyannis, A., Gable, R., & Fox, J. (November, 2000). The IDEA '97 disciplinary provisions: National trends and state policies and practices. Presented at the Teacher Educators of Children with Behavioral Disorders Conference. Phoenix, AZ.

Jack, S., Lindeman, D., Conroy, M., & Fox, J. (November, 2000). The application of functional assessment technology in early childhood settings: Implications for research and practice. Presented at the Teacher Educators of Children with Behavioral Disorders Conference. Phoenix, AZ.

Quinn, M., Gable, R., Fox, J., & Conroy, M., (November, 2000). Functional behavioral assessment. Presented at the Teacher Educators of Children with Behavioral Disorders Conference. Phoenix, AZ.

Fox, J., Conroy, M., Davis, C., & Gable, R. (November, 2000). Applied research issues in FBA and their implications for students with or at-risk for emotional/behavioral disorders. Presented at the Teacher Educators of children with Behavioral Disorders Conference. Phoenix, AZ.

- Conroy, M.A., Clark, D., Fox, J. J., & Gable, R. (November, 1999). Building competence in FBA: Are we headed in the right direction? Paper presented at the Annual Teacher Educators for Children with Behavioral Disorders Conference, Phoenix, AZ.
- Conroy, M., Clark, D., Gable, R.A., & Fox, J. (November, 1998). Developing competence in the use of functional behavioral assessment. Paper presented at the Annual Teacher Educators for Children with Behavior Disorders Conference, Phoenix, AZ.
- Conroy, M. & Fox, J.J. (March, 1998). A comparison and evaluation of ecological interventions to facilitate the social behaviors of young children with disabilities. Paper presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Charleston, SC.
- Fox, J.J., & Gable, R., & Conroy, M. (November, 1998). Application of functional behavioral assessment techniques to students with emotional/behavioral disorders: An overview of issues and concerns. Paper presented at the Teacher Educators for Children with Behavior Disorders Conference, Phoenix, AZ.
- Conroy, M. (November, 1996). Assessment and measurement of setting events: Problems and issues. Paper presented at the Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.
- Conroy, M. & Fox, J.J. (November, 1995). Evaluating the social and ecological validity of analog assessment procedures in young children with challenging behaviors. Paper presented at the Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.
- Fox, J.J. & Conroy, M.A. (March, 1995). Critical social and academically related behaviors of preschoolers and elementary-aged students with and without disabilities: A descriptive analysis. Paper presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN.
- Fox, J.J. & Conroy, M.A. (November, 1994). Evaluation of Classroom/Teacher Implemented Methods of Assessing Factors that Motivate Young Children's Behavior Problems. Paper presented at the Annual Teacher Educators for Children with Behavioral Disorders 18th Conference, Tempe, AZ.
- Conroy, M.A., Fox, J.J., Good., W., & Gross, A. (March, 1994). Reliability and stability of the *Motivation Assessment Scale* in assessing the challenging behaviors of children and youth with developmental disabilities. Paper presented the Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities, Gatlinburg, TN.
- Conroy, M.A., Fox, J.J., Merek, C., & Crain, L. (November, 1993). Critical school social and survival skills: Observational analyses of typically developing, behaviorally disordered, and mentally retarded preschoolers. Paper presented at the Annual Teacher Educators for Children with Behavioral Disorders. Tempe, AZ.

Fox, J.J., Conroy, M.A., & Payne, V.O. (March, 1993). Direct observational measurement of social and school survival skills for children with disabilities: conducting a reciprocal and contextual analysis. Paper presented at Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN.

Conroy, M.A., Fox, J.J., & Payne, V.O. (November, 1992). Facilitating inclusion for children with behavior disorders through the instruction of critical social and academic "school survival" skills. Paper presented at the Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.

Fox, J.J., Brown, W.C., Smith, D.S., & Conroy, M.A. (November, 1991). Issues in the early identification, intervention, and prevention of behavior disorders in young children. Paper presented at the Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ.

Conroy, M.A. (September, 1989). Coordinating services through interagency collaboration. Paper presented at Surgeon General's Conference, Washington, D.C.

Hupp, S.C., Able, H., & Conroy, M.A. (February, 1984). Comparison of receptive and expressive training category labels on generalized category acquisition by severely retarded children. Paper presented at the Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities, Gatlinburg, TN.

Hupp, S.C., Able, H., & Conroy, M.A. (February, 1983). The applicability of stage theory to sensorimotor development of severely retarded children. Paper presented at the Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities, Gatlinburg, TN.

Regional Refereed Presentations

Reese, K., Wilson, R., Smith-Bonahue, T., Conroy, M.A., & Werch, B. (August, 2012). BEST in CLASS: A manualized program to reduce challenging behaviors in pre-k classrooms. Presented at the Florida Association of School Psychologists, Orlando, FL.

Sellers, J.A., McKenney, E.L.W., Conroy, M.A., & Daunic, A. (March, 2006). Functional analysis of prosocial behavior for young children with autism spectrum disorders. Presented at the University of Florida Autism Conference, Gainesville, FL.

Conroy, M.A. (January, 2006). Positive behavior support alternatives. Presented at the Center for Autism and Related Disorders Conference, Gainesville, FL.

Nakao, T., McKenney, E.L.W., Sloman, G. M., Conroy, M.A., Asmus, J.A. (October, 2005). Using antecedent events to enhance social interactions in children with autism. Presented at the Georgia Association of School Psychology, Savannah, GA.

Conroy, M.A. (May, 2002). Improving social skills in young children with special needs. Presented at the University of Virginia Early Childhood Conference, Charlottesville, VA.

Conroy, M., Jones, H., & Smith, T. (March, 1999). Individually appropriate practices for challenging behaviors. Paper presented at the Southern Early Childhood Association Annual Conference, Nashville, TN.

Conroy, M. (October, 1995). A proactive approach: The use of contextual factors to facilitate social behaviors in children with emotional/behavioral disorders. Invited presentation at the Mid-Atlantic Symposium on Best Practices for Dealing with Students with Learning and Behavior Problems, Virginia Beach, VA.

Coutinho, M. & Conroy, M. (October, 1996). Promoting Appropriate Assessment in Students with Emotional/Behavioral Disorders. Paper presented at the 4th Annual Mid-Atlantic Symposium for Best Practices for Dealing with Students with Learning and Behavior Problems, Virginia Beach, VA.

Conroy, M. & Bursleson, R. (March, 1996). Strategies for Facilitating Positive Behaviors in Young Children with Challenging Behaviors. Paper presented at the 47th Southern Early Childhood Association Annual Conference. Little Rock, AK.

Conroy, M. and Fox, J. (October, 1994). Critical school and social skills for preschool and elementary-aged students with behavioral disorders: Assessment and teaching for transition and support in less restrictive classrooms. Paper presented at the Mid-Atlantic Symposium on Best Practices for Dealing with Students with Learning and Emotional Behavioral Disorders, Virginia Beach, VA.

Conroy, M.A. & Fox, J.J. (October, 1993). Observational validation of critical social and school survival skills in preschool and elementary aged children with emotional-behavioral disorders and mental retardation. Paper presented at Virginia Beach Conference: Children and Adolescents with Emotional or Behavioral Disorders. Virginia Beach, VA.

State Refereed Presentations

Vo, A. & Conroy, M. (March, 2008). Functional analysis of social-communicative behavior in young children with autism spectrum disorders. Presented at the Virginia Association for Behavior Analysis, Harrisonburg, VA.

Alter, P.J., Boyd, B. A., & Conroy, M.A. (October, 2004). Including children with autism: Strategies to promote their social interactions with typical peers. Presented at the Florida Council for Exceptional Children Conference, Jacksonville, FL.

Sellers, J., Asmus, J., & Conroy, M. (September, 2003). Comparison of experimental analysis findings across home and school settings: A case study. Presented at the Floridian Association for Behavior Analysis Conference, Orlando, FL.

- Conroy, M. (May, 2003). Strategies for conducting functional analysis in classroom settings
Presented at the Florida Council for Children with Behavioral Disorders, Ft. Myers, FL.
- Brooks, G., Madera, D., Ladwig, C., Asmus, J., & Conroy, M. (November, 2002). Functional assessment of social behaviors in children with autism. Presented at the Florida Association of School Psychologists, Jacksonville, FL.
- Sellers, J.A., Asmus, J.M., Conroy, M.A., Ladwig, C.N. (November, 2002). Inclusion of children with autism spectrum disorders. Descriptive analysis outcomes. Presented at the Florida Association of School Psychologists, Jacksonville, FL.
- Conroy, M. A., Jones, H., Smith, T., Duncan, T. (October, 1998). Young children with challenging behaviors: Preventative strategies to facilitate inclusion. Florida Federation for the Council for Exceptional Children Annual Conference, Orlando, FL.
- Conroy, M. (February, 1997). Promote positive social behaviors through environmental design. Presentation at the Joint Conference on Children and Youth with Disabilities, Nashville, TN.
- Conroy, M., Hales, C., & Handy, R. (March, 1996). Consultation strategies to facilitate inclusion of infant and toddlers with disabilities into early childhood programs. Presented at the 4th Annual Collaborative Conference on Young Children with Special Needs and their Families, Nashville, TN.
- Conroy, M.A. & Fox, J.J. (February, 1995). Preventative strategies for understanding and dealing with behavior problems in young children. Presentation at the 3rd Annual Collaborative Conference on Young Children with Special Needs and Their Families, Nashville, TN.
- Conroy, M. (August, 1994). Effective practices for the inclusion of persons with severe disabilities. Paper presented at the Northeast Tennessee Special Education Conference, Gatlinburg, TN.
- Conroy, M. & Fox, J. (March, 1994). Paper presented at the Second Annual Collaborative Conference on Young Children with Special Needs and their Families, Nashville, TN.
- Marks, L., Conroy, M., & Leister, C. (March, 1994). Inclusion: Addressing the needs of the regular educator. Paper presented at the Joint Conference on Children with Disabilities, Nashville, TN.
- Fox, J.J., Conroy, M.A., Crain, L., and Payne, V. (August, 1993). Issues in integrating students with disabilities. Paper presented at the Northeast Tennessee Special Education Conference: "Every Child a Vision," Gatlinburg, TN.
- Conroy, M.A., Fox, J.J., & Payne, V.O. (November, 1992). Facilitating inclusion of children with disabilities into least restrictive environments: Critical school adjustment skills.

Paper presented at Tennessee Council for Exceptional Children Conference, Gatlinburg, TN.

Conroy, M.A. (February, 1992). Facilitating the inclusion of preschoolers with disabilities. Paper presented at Tennessee Least Restrictive Environment (LRE) Conference, Nashville, TN.

Conroy, M.A. (October, 1991). Building successful teams in early intervention settings. Paper presented at Appalachian Early Intervention Network Conference, Johnson City, TN.

Conroy, M.A. (May, 1989). Developing toy libraries for young children with special needs. Paper presented at Sharing Best Practices, Cocoa Beach, FL.

Conroy, M.A. (May, 1988). Assessment at preschool handicapped children. Paper presented at Sharing Best Practices Conference, Orlando, FL.

Conroy, M.A. (November, 1986). Integrating profoundly handicapped learners. Paper presented at Florida Federation Council of Exceptional Children, Cocoa Beach, FL.

Conroy, M.A. (October, 1985). Identification of preschool children at risk for handicapping conditions. Paper presented at Healthy Child Conference, Nashville, TN.

UNIVERSITY COURSE INSTRUCTION

University of Florida – School of Special Education, School Psychology, and Early Childhood Studies

Inquiry in Special Education: Proposal Development
Theory and Research in Early Childhood Studies
Early Childhood Special Education Curriculum
Social and Preacademic Instructional Methods in Early Childhood Studies
Advanced Behavioral Observation and Measurement
Advanced Single Case Research Design
Single Subject Design Research
Introduction to Field of Inquiry in Special Education
Applied Behavior Analysis
Functional Behavioral Assessment
Introduction to Autism
Issues in Emotional Behavioral Disorders
Contemporary Issues in Early Intervention
Family and Community Involvement
Educational Programming for Children and Youth with Behavioral Disorders
Multicultural Issues in Early Childhood Special Education
Exceptional Child in the Mainstream of Education
Teaching Children with Multiple and Severe Disabilities
Infants and Toddlers with Disabilities

Early Childhood Special Education Practicum
Assessment in Early Childhood Special Education
Students with Emotional/Behavioral Disorders: Issues of Diversity, Family, & Characteristics
History of Emotional/Behavioral Disorders

Virginia Commonwealth University

Single Case Design Research
Transdisciplinary Teaming in Early Childhood Special Education
Critical Issues in Special Education
Language and Communication Intervention

EDITORIAL ACTIVITIES

Associate Editor, *Journal of Positive Behavioral Interventions*
2014 – 2020

Editor, *Behavioral Disorders* (Co-editor Dr. Kevin Sutherland)
2011 – 2014

Associate Editor, *Topics in Early Childhood Special Education*
2007 – 2016

Associate Editor, *Journal of Early Intervention*
2007 – 2010

Co-Editor, Forum, *Behavioral Disorders*
1999 – 2005

Co-Editor, *School Mental Health*, Special Issue entitled, *Advancement of evidence-based programs for young children with social and emotional learning difficulties*, 2018

Co-Editor, *Behavior Disorders*, Special Issue entitled, *Measurement, validity, and science: A call for elucidating precision and rigor in EBD research*, November 2004

Guest Editor of CCBD Monograph entitled *Prevention and early intervention for young children at risk for emotional or behavioral disorders*, Spring 2003

Guest Co-Editor, *Preventing School Failure*, Special Issue entitled *Functional Behavioral Assessment*, Spring 2000

Guest Co-Editor, *Preventing School Failure*, Special Issue entitled *Peers as Change Agents*, Fall 1995

Guest Co-Editor, *Beyond Behavior*, Special Issue

Editorial Boards

Member, Editorial Board, *Topics in Early Childhood Special Education*

Member, Editorial Board, *Remedial and Special Education*
2012 – 2014

Member, Editorial Board, *Exceptional Children*
2012 – Present

Member, Editorial Board, *Teacher Education and Special Education*
2010 – Present

Member, Editorial Board, *School Mental Health*
2010 – Present

Member, Editorial Board, *Journal of Emotional and Behavioral Disorders*
2006 – Present

Member, Editorial Board, *Journal of Positive Behavioral Interventions*
2002 – Present

Member, Editorial Board, *Journal of Early Intervention*
2002 – Present

Member, Editorial Board, *Behavioral Disorders*
1996 – Present

Field-Reviewer, *Preventing School Failure*
1996 – 2014

Guest Reviewer, *American Psychologist*

Guest Reviewer, *Behavior Research Methods*

Guest Reviewer, *Prevention Science*

Guest Reviewer, *Early Childhood Research Quarterly*

Guest Reviewer, *Early Intervention in Psychiatry*

Guest Reviewer, *Focus on Autism and Developmental Disabilities*
2012 – Present

Guest Reviewer, *Journal of Disability Policy Studies*
2007 – Present

Guest Reviewer, *Exceptionality*
2010 – Present

Guest Reviewer, *International Journal of Disability, Development, and Education*
2012

Guest Reviewer, *The Alberta Journal of Educational Research*
2009

Guest Reviewer, *Child and Family Studies*
2008

Guest Reviewer, *Journal of Autism and Developmental Disorders*
2004 - Present

Guest Reviewer, *Education and Treatment of Children*
1993 - Present

Guest Reviewer, *Young Exceptional Children*
2004 – Present

Guest Reviewer, *Merrill-Prentice Hall Publishing Company*

Guest Reviewer, *Brookes Publishing Company*

Guest Reviewer, *Corwin Press, Inc.*

Guest Reviewer, *Spencer Grant Competitions*

Guest Reviewer, *Lawrence Erlbaum Associates, Inc.*

PROFESSIONAL SERVICE ACTIVITIES

Grant Review Panels

2015 - 2019	Reviewer for Institute of Education Sciences, Early Childhood/Early Intervention Panel
2017	Reviewer for National Institute of Health, Child Psychopathology & Developmental Disabilities
2016	Reviewer, Research Council, KU Leuven University, Brussels
2011	Reviewer, National Institutes of Health, Autism Centers of Excellence and Autism Network Centers
2010 - 2014	Standing Panel Member, National Institutes of Health, Child Psychopathology & Developmental Disabilities
2008 - 2014	Reviewer for National Institutes of Health, Child Psychopathology & Developmental Disabilities
2009	Reviewer for Institute of Education Sciences

2009	Reviewer for National Institute on Disability and Rehabilitation Research
2009	Reviewer for National Institute of Health, Autism Challenge Grants
2009 - 2010	Reviewer for National Institute of Health, SCORE Panel
2006	Reviewer for National Institute of Health, Special Emphasis Panel
2003 - 2004	Reviewer for National Institute for Health SBIR Awards
2004	External Reviewer for Research and Training Center on Early Childhood Development Grant
1996 - 2007	Reviewer for U.S. Department of Education, Office of Special Education Programs

Professional Conference Reviewer

2014 – Present	Reviewer, Society for Prevention Research
2008 – Present	Reviewer, Council for Children with Behavioral Disorders
2008 – Present	Reviewer, Division of Research
2005 – Present	Reviewer, Division of Early Childhood Conference
2003 – Present	Reviewer, Council of Exceptional Children Conference Proposals
2003	Reviewer, CCBD Foundation Awards

Tenure & Promotion Reviewer

2020	External Reviewer, Florida State University
2020	External Reviewer, University of Virginia
2019	External Reviewer, University of Kansas
2019	External Reviewer, University of Alabama
2019	External Reviewer, Purdue University
2019	External Reviewer, Vanderbilt University
2018	External Reviewer, Purdue University
2018	External Reviewer, University of South Carolina
2016	External Reviewer, University of Connecticut
2016	External Reviewer, University of Kansas
2016	External Reviewer, University of Virginia
2016	External Reviewer, University of Colorado, Denver
2016	External Reviewer, University of Iowa
2015	External Reviewer, University of Kansas
2015	External Reviewer, Pennsylvania State University
2015	External Reviewer, University of Virginia
2015	External Reviewer, Texas A & M
2015	External Reviewer, University of Illinois – Chicago
2015	External Reviewer, Lehigh University
2015	External Reviewer, University of South Florida
2014	External Reviewer, Vanderbilt University
2014	External Reviewer, University of Oregon
2014	External Reviewer, University of Toronto
2013	External Reviewer, Texas A & M
2013	External Reviewer, Florida International University

2013	External Reviewer, University of Illinois – Urbana/Campaign
2013	External Reviewer, University of Washington
2012	External Reviewer, Vanderbilt University
2011	External Reviewer, University of Illinois
2011	External Reviewer, George Mason University
2011	External Reviewer, University of Minnesota
2011	External Reviewer, University of Colorado – Denver
2011	External Reviewer, University of South Florida
2010	External Reviewer, University of Texas A & M
2010	External Reviewer, University of South Florida
2010	External Reviewer, University of South Carolina
2009	External Reviewer, University of Louisville
2009	External Reviewer, University of North Carolina - Greensboro
2008	External Reviewer, University of Iowa
2008	External Reviewer, Louisiana State University
2008	External Reviewer, University of Florida
2007	External Reviewer, Georgia State University
2007	External Reviewer, George Mason University
2007	External Reviewer, Florida Atlantic University

Professional Symposium

2018	Chair, Symposium entitled <i>Employing the use of mixed methods in early childhood research: Past, current, and future directions</i> . Symposium at the Biennial conference on Research Innovations in Early Intervention, San Diego, CA.
2016	Chair, Symposium entitled <i>Trials, tribulations, and triumphs: Implementing RCTs in authentic early childhood environments</i> . Conference on Research Innovations in Early Intervention, San Diego, CA
2015	Chair, Symposium entitled <i>Evidence-based Prevention Programs Targeting Young Children with Problem Behavior</i> . Society for Prevention Research Conference, Washington, DC.
2005 – present	Co-Chair, Symposium entitled <i>Richard E. Shores Research Strand</i> . TECBD Conference, Tempe, AZ.
1999 – 2007	Strand Leader, Council for Children with Behavioral Disorders
2006	Discussant, Symposium entitled <i>Project REACH: Interventions for Severe Emotional and Behavioral Challenges</i> . Association for Behavior Analysis Conference, Atlanta, GA.
2005	Chair, Symposium entitled Examining measurement and analysis issues on the validity of single subject design research. Association of Behavior Analysis Conference, Chicago, IL
2004	Chair, Symposium entitled Real-time data collection: Impact of context and data collection methods on the measurement and analysis of behavior. Association of Behavior Analysis Conference, Boston, MA
2000	Moderator, Panel Discussion for Center for Autism and Related Disorders, Gainesville, FL.

- 2000 Chair, Symposium entitled *Experimental analysis of contextual factors*. Association of Behavior Analysis Conference, Washington, DC
- 1995 – 1998 Group Facilitator, International Council for Children with Behavioral Disorders Forums,
- 1997 Chair, Symposium entitled “Empirical analysis of setting events in applied settings: Systematic measurement and manipulation” at the Association Behavior Analysis Conference, Chicago, IL
- 1996 Trainer, International Council for Children with Behavioral Disorders National Training on the SED National Agenda
- 1993 Co-chair, Symposium entitled “Young children with behavioral disorders: Assessment, research, and policy” at the Teacher Educators of Behavioral Disorders Conference, Tempe, AZ,

Other Professional Service Activities

- 2016 External Reviewer, Institute of Education Sciences, A Study of Early Intervention and Special Education Services and Personnel
- 2016 - 2017 Expert Review Panel, DEC Position Statement on Challenging Behavior, DEC/CEC.
- 2016 Institute of Education Sciences, Goal 4 Technical working Group, Washington, DC
- 2016 - Present Member, National Center on Intensive Intervention, American Institutes for Research.
- 2015 External Reviewer, CEEDAR Center, University of Florida
- 2015 – Present Member, CEC Division of Research, Mixed Methods Working Group
- 2015 – Present Member, Implementation Work Group, Child Care Policy Research Consortium
- 2015 – Present Member, Creekbend Behavior Consortium
- 2015 Reviewer, Division of Research for Single Case Design Student Research Studies
- 2011 - Present Review Member, Committee for the Kauffman-Hallahan Distinguished Researcher Award
- 2011 Reviewer, Proposals for Council for Exceptional Children Conference
- 2011 Expert Reviewer, The Navigator, Florida State University
- 2011 Expert Reviewer, The National Center on Quality Teaching and Learning, University of Washington
- 2009 Reviewer for the National Professional Development Center on Autism
- Fall 2007 Expert Witness for State of New York

DEPARTMENT, COLLEGE, AND OTHER UNIVERSITY COMMITTEES

University of Florida

- 2020 - Member, Institutional Review Board
- 2020 Academic Personnel Board, University of Florida
- 2019 - 2020 Committee Member, Research, Evaluation and Methodology Search Committee

2018 - 2019 Committee Member, Director: Instructional Assisted Learning Technology Search Committee

2017 - Present Co-Chair, Special Education PhD Admissions Committee

2015 - Present Co-Chair, Early Childhood Summit Planning Committee

2015 - Present COE Scholarship Selection Committee

2010 - Present Member, Anita Zucker Center for Excellence in Early Childhood Studies Steering Committee

2015 - Present Doctoral Program Coordinator, Early Childhood Studies Committee

2016 - 2017 Member, Research, Evaluation, & Methodology Search Committee

2015 Member, Lecture, Seminars, & Awards Committee

2015 - Present Member, Research Advisory Committee

2015 - Present Member, Merit Committee, Special Education, School Psychology, and Early Childhood Studies

2015 Childhood Studies

2014 Co-chair, Early Childhood Doctoral Concentration Task Force

2013 - Co-chair, Optimizing Early Childhood Studies Search Committee

2012 - 2013 Member, Research Advisory Committee

2012 - Present Co-Chair, Special Education Doctoral Task Force

Member, Special Education, School Psychology, and Early Childhood Studies Search Committee

2012 Member, College of Nursing Dean's Search Committee

2010 - 2012 Member, Lecture, Seminar, & Awards Committee

Chair, Research Advisory Committee

2011 - 2012 Member, Faculty and Budgetary Affairs

2011 - 2012 Member, Search Committee for Associate Dean of Research

2011 Member, Special Faculty Committee for Dean Search

2011 Member, Search Committee for Clinical Assistant Professor

2010 Member, Market Equity Review Committee

2010 - Member, Center for Excellence in Early Childhood Studies

2005 - 2007 Senator, Faculty Senate, University of Florida

2005 - 2006 Member, UF Research Foundation Professorship, College of Education

2005 - 2006 Member, David Lawrence Endowed Professor Committee, Department of Special Education

2005 - 2006 Member, Merit Committee, Department of Special Education

2005 Member, Early Childhood Search Committee, Department of Special Education

2005 Member, Dean's Evaluation Committee

2005 Member, Dean's Advisory Committee

2005 Member, Strategic Planning Committee, Research Task Force

2004 - 2005 Member, Search Committee, Counselor Education

2004 - 2005 Chair, Faculty Policy Council, College of Education

2004 Member, Scholarship Committee

2004 - 2005 Member, Ad Hoc Committee on College of Education Dean's Review

2004 Member, Search Committee for Associate Dean

2003 - 2004 Chair, College Curriculum Committee

2003 - 2004 Secretary, Faculty Policy Council

2002 - 2003 Member, Counselor Education Search Committee

2002 - 2005 Member, Advanced Graduate Committee, Department of Special Education

2002 Member, Doctoral Dissertation Mentoring Awards
2002 - 2003 Chair, College of Education Sabbatical Committee
2002 - 2003 Member, Research Advisory Committee
2002 - 2003 Member, Faculty Policy Council
2002 Member, Fellowship Selection Committee, College of Education
2001 - 2002 Chair, Advanced Graduate Committee, Department of Special Education
2001 - 2002 Member, Advanced Lecturer Position, Department of Special Education
2001 - 2006 Member, SUS Hub Committee, College of Education
2000 - 2006 Chair, Doctoral Admission Committee, Department of Special Education
2000 - 2006 Co-chair, Graduate Program Committee, Department of Special Education
2000 - 2001 Member, Special Education Faculty Search Committee
2001 UF Task Force for Benefits
2000 Doctoral Revisions Committee, Department of Special Education
2000 University of Florida, School Readiness Coalition
1999 - 2006 Petitions Committee, Department of Special Education
1999 - 2002 Faculty Senator, University Faculty Senate
1997 - 2002 Proteach II: Family and Community Design Course
1997 - 2001 University of Florida Community Campaign Committee
1998 My Performance Counts
1998 - 1999 Early Childhood Search Committee, Department of Instruction and Curriculum
1998 Member, Teaching Improvement Performance Award Committee
1998 Facilitator, College of Education Retreat
1998 - 1999 Member, Merit Committee, Department of Special Education

Virginia Commonwealth University

2009 Director, Autism Center of Virginia, Department of Psychiatry
2009 Coordinator, Doctoral Program in Special Education & Disability Policy
2009 Member, Cultural Diversity Committee
2009 Chair, Search Committee in Special Education & Disability Policy
2007 - 2009 Member, Autism Research Committee, Virginia Commonwealth University
2007 - 2009 Member, NCATE Assessment Committee, School of Education
2007 - 2009 Member, Tenure & Promotion Committee, School of Education
2007 - 2009 Member, Special Education Doctoral Program Committee
2007 - 2008 Member, Ed.D. Task Force, School of Education
2007 - 2008 Member, Early Childhood Special Education Program Committee
2007 - 2008 Member, Advisory Group for External Funding, School of Education

East Tennessee State University

1995 - 1997 Graduate Coordinator, Special Education Program
1991 - 1997 Member, Special Education Curriculum Committee
1994 - 1995 Portfolio Development Committee, Special Education Program
1994 - 1995 Chair, Special Education, Assistant Faculty Search Committee
1994 - 1995 Chair, Special Education, Associate Faculty Search Committee
1994 - 1995 Chair, NCATE Curriculum Institutional Report Committee

- 1994 - 1995 Member, Faculty Evaluation Committee
- 1994 - 1995 Faculty Advisor, Student CEC
- 1993 - 1995 Member, Teacher Education Advisory Standing Committee
- 1995 Member, Professional Advisor Search Committee
- 1994 Member, Departmental Chair Search Committee
- 1992 - 1993 Chair, Two Faculty Search Committees, Special Education Program
- 1991 - 1992 Member, Future of the University School

COMMUNITY AND SCHOOL SERVICE ACTIVITIES

- 2015 - 2017 Member, Alachua County Public Schools Head Start School Readiness Committee & Self Assessment Team
- 2015 - 2017 Member, Advocacy Group for Alachua Co. Children's Services Council
- 2014 Tri-County Cradle to Career Inaugural Early Childhood Symposium
- 2014 - 2015 Episcopal Children's Services Head Start
- 2014 - 2015 Suwannee Valley Community Coordinated Child Care Head Start
- 2012 Center for Autism and Related Disorders
- 2012 - present Child Development Services, Ocala, FL
- 2010 - present Alachua County Head Start and ESE-PK programs
- 2009 VDOE, Part C Planning Group
- 2009 VDOE, Autism Stakeholder Planning Group
- 2008 - 2009 Chair, MERC Autism Study Group
- 2007 - 2009 Member, Planning Council for Communities of Practice in Autism
- 2007 - 2009 Member, Metro-Ready Advisory Board
- 2007 - 2009 Member, Virginia Autism Council
- 2007 Member, Region 1 Autism Spectrum Disorders Task Force
- 2005 Member, Florida Comprehensive System for Personnel Development
- 2003 - 2006 Member, Alachua County Readiness Coalition
- 2004 - 2006 Member, Outreach Committee, Alachua County Readiness Coalition
- 2003 - 2004 Member, Quality Committee, Alachua County Readiness Coalition
- 2003 Member, SUS/HUB Project
- 2002 - 2003 Vice-President, Alachua County ARC
- 2000 - 2003 Nominating Committee, Alachua County ARC
- 2000 - 2003 Secretary, Alachua County ARC
- 1999 Member, CREATE Council, Alachua County School Board
- 1998 - 2006 Board Member, Alachua County ARC
- 1998 - 2003 Chair, Q & I Committee, Alachua County ARC
- 1996 - 1997 Member of Ethical Review Committee, Comcare, Inc., TN

- 1993 - 1996 Member, Region I Advisory Planning Committee for the Division of Mental Retardation, TN
- 1992 - 1997 Board Member of the ARC, Johnson City, TN
- 1995 - 1996 Consultant, Center for Early Learning and Development, Inclusion Project Young Children with Disabilities, TN
- 1995 - 1997 Chair, Tennessee ARC State Education Committee, TN
- 1995 - 1996 Member, Family Medicine Disabilities Interest Group, TN

- 1992 – 1995 President, Johnson City CEC, Johnson City, TN
1993 Member, National SED Task Force
1990 – 1991 President, Board of Directors IMPACT Center for Children with Developmental Disabilities, Ft. Myers, FL
1988 – 1990 Vice President, Board of Directors, IMPACT Center for Children with Developmental Disabilities, Ft. Myers, FL
1991 – 1992 Chair, Florida State Personnel Preparation Committee for Early Intervention Standards, Florida Department of Education, Tallahassee, FL
1988 – 1989 Advisory Committee, Exceptional Student Education, Lee County Schools, Ft. Myers, FL
1988 – 1991 Member, State Steering Committee on Autism, Florida Department of Education, Tallahassee, FL
1988 – 1989 Member, Task Force on Implementing Programs for Persons with Autism, Florida Department of Education, Tallahassee, FL
1987 – 1990 Member, Program Committee, Easter Seals START Early Intervention Program, Cape Coral, FL

PROFESSIONAL INSERVICE PRESENTATIONS/WORKSHOPS

- 2015 Child Development Services. *Let's Get Thinking! Fostering Concept Development*. Child Development Services Pre-service Conference. Ocala, FL.
2014 Child Development Services. *Keeping children engaged! Designing high quality classrooms to prevent challenging behaviors*. Child Development Services Pre-service Conference. Ocala, FL.
2014 League of Women Voters. *Workforce issues and professional development in early childhood*. Gainesville, FL
2009 CoPA Quarterly Meeting. *Examining the evidence!* Staunton, VA.
2009 Faison School for Autism. *Social skills development and students with autism spectrum disorders*. Richmond, VA.
2009 Virginia Institutes of Higher Education. *Early intervention for young children with autism spectrum disorders*.
2008 Regional Richmond Forum on School Readiness. *Ready schools: Research and evidence-based practice*. Richmond, VA.
2008 Hanover Public Schools. *Social competence and students with autism spectrum disorders*. Richmond, VA.
2008 Hanover Public Schools. *Helping special needs children build social competence*. Richmond, VA.
2008 Communities of Practice Training. *Teaching early social communication skills to young children with autism spectrum disorders*. Charlottesville, VA.
2008 Commonwealth Autism Services. *Developing social competence in individuals with autism spectrum disorders*. Charlottesville, VA.
2008 Commonwealth Autism Services 7th Annual Conference. *Social skills strategies for individuals with autism spectrum disorders*. Richmond, VA.
2007 TTAC Insight Conference. Presentation entitled *Insight in social skills assessment*. Richmond, VA

- 2007 East Tennessee State University, Autism Summer Institute. Presentation entitled *Building Social competence in individuals with autism spectrum disorders*, Johnson City, TN.
- 2007 National Training Institute Supporting Young Children’s Social/Emotional Development. Presentation entitled *Addressing challenging behavior in early childhood: Strategies for teachers and trainers*, Clearwater, FL.
- 2006 National Training Institute Supporting Young Children’s Social/Emotional Development. Presentation entitled *Training paraprofessionals to intervene on challenging behaviors*, Clearwater, FL.
- 2006 National Training Institute Supporting Young Children’s Social/Emotional Development. Presentation entitled *Environmental arrangements and visual supports to prevent problem behavior*, Clearwater, FL.
- 2005 Conroy, M.A. (October, 2005). Grant proposals. Post Conference Workshop Presented at the 21st Annual International Conference on Young Children with Special Needs and their Families. Portland, OR.
- 2005 National Head Start Association Conference. Presentation entitled *Addressing challenging behavior in young children with special needs*. Orlando, FL
- 2005 National Head Start Association Conference. Presentation entitled *Social competence in young children with special needs*. Orlando, FL.
- 2005 National Training Institute Supporting Young Children’s Social/Emotional Development. Presentation entitled *Training paraprofessionals to intervene on challenging behaviors*, Clearwater, FL.
- 2005 National Training Institute Supporting Young Children’s Social/Emotional Development. Presentation entitled *Environmental arrangements and visual supports to prevent problem behavior*, Clearwater, FL.
- 2004 Regent University Presentation entitled “*Research in emotional/behavioral disorders: Measurement and validity issues*, Norfolk, VA.
- 2004 National Training Institute Supporting Young Children’s Social/Emotional Development. Presentation entitled “*Training paraprofessionals to intervene on challenging behavior*,” Clearwater, FL.
- 2004 National Training Institute Supporting Young Children’s Social/Emotional Development. Presentation entitled “*Environmental arrangement and visual supports to prevent problem behavior*,” Clearwater, FL.
- 2004 DEC Recommended Practices Training Series entitled “*Addressing challenging behavior in early childhood: Strategies for teachers and trainers*, Erlanger, KY.
- 2003 Center on Autism and Related Disorders entitled *Young children with autism in inclusive classrooms*.
- 2003 National Head Start Association 20th Annual Training Conference entitled *Addressing challenging behavior in young children*.
- 2001 OSEP Leadership Programs Annual Meeting, Washington, DC. Poster entitled *A comparison of functional assessments for children with autism*.
- 2001 Crown Area School Psychologists Presentation, Gainesville, FL. Presentation entitled *Investigation of experimental analyses and contextual variables across school and home settings for children with autism*.
- 2001 Florida State University Summer Institute on Autism, Tallahassee, FL. Presentation entitled *Autism Inclusion Project*.

- 2001 Third Annual Autism Conference, Gainesville, FL. Presentation entitled *Investigation of experimental analyses and contextual variables across school and home settings for children with autism*.
- 2001 International Council for Children with Behavioral Disorders Forum, Las Vegas, NV. Presentation entitled *Strategies for Maintaining Positive Changes in Academic and Nonacademic Performance*.
- 2001 University of Florida Autism Conference, Gainesville, FL. Presentation entitled: *Investigation of Experimental Analyses and Contextual Variables Across School and Home Settings for children with Autism*.
- 2000 STARS, Oklahoma City, OK. Workshop entitled *Successful Strategies for Working with Young Children with Challenging Behaviors*
- 2000 Family Network on Disabilities of Florida, Jacksonville, FL. Workshop entitled *Using Functional Behavioral Assessment in Home Settings*.
- 2000 Family Network on Disabilities of Florida, Jacksonville, FL. Workshop entitled *Using Functional Behavioral Assessment in Early Childhood Programs*.
- 2000 University of Florida, College of Education, Critical Issues Conference, Gainesville, FL. Presentation entitled *A reaction to school violence: Functional behavioral assessment*.
- 1999 Center for Autism and Related Disabilities, Gainesville, FL. Workshop entitled *Proactive Strategies for Working with Young Children with Challenging Behavior*.
- 1999 Duvall County Commission Conference on Children with Special Needs, Jacksonville, FL. Workshop entitled *Working with Young Children with Challenging Behavior*.
- 1998 The Arc, Brooksville, FL. Workshop entitled *Managing Challenging Behaviors*.
- 1996 International Council for Children with Behavioral Disorders, Las Vegas, NV. Workshop entitled *Promoting Appropriate Assessment of Students with Emotional/Behavioral Disorders* (with Dr. Martha Coutinho).
- 1996 The ARC of Tennessee, Nashville, TN. Workshop entitled *Community-based Early Intervention Programs*.
- 1995 Education 2000 Partnership Project, Southwest Virginia Regional Conference, VA. Presentation entitled *Facilitating Social Skills in Inclusive Settings*.
- 1994 Northeast Tennessee UTEC Regional Conference, Johnson City, TN. Presentation entitled *Inclusion of Students with Disabilities into General Education Settings* (with Dr. Lori Marks).
- 1994 Greene Valley Developmental Center, Greenville, TN. Coordination of the workshop entitled *Collaborative Planning for Inclusion of Persons with Severe Disabilities in Community Setting* by Dr. Jackie Thousand
- 1993 Sullivan Co. Schools, TN. Inservice presentation entitled *Including Students with Disabilities*.
- 1993 The ARC, Washington Co, TN. Inservice presentation entitled *Providing Services to Young Children with Disabilities and Their Families*
- 1993 Greene Valley Developmental Center, Greenville, TN. Coordination of workshop entitled *Positive Approaches for Challenging Behaviors: Designing Effective Support Plans* by Dr. Linda Bambara.
- 1992 Greene Valley Developmental Center, Greeneville, TN. Coordination of workshop entitled *Communicating in Functional Environment* by Dr. Kent-Udolf.
- 1991 Child Study Center, East Tennessee State University, Johnson City, TN. Inservice presentation entitled *Identifying young children with behavior disorders*.

- 1991 Washington County, ARC, TN. Inservice presentation entitled *Serving Infants And Toddlers with Disabilities*.
1991 Washington County Schools, TN. Inservice presentation entitled *Integrating Individuals with Disabilities* with Dr. James Fox.

PROFESSIONAL AWARDS

- 2020 School Psychology Review, Nomination for Best Paper
2015 Inaugural Anita Zucker Professor in Early Childhood Studies
2009 Virginia Commonwealth University, School of Education, Outstanding Research Award
2006 B.O. Smith Research Professor, University of Florida
2005 B.O. Smith Research Professor, University of Florida
2004 Nomination for CEC Division of Research Board, Treasurer
2001 Nomination for Council for Children with Behavior Disorders, Vice President
1999 Nomination for Council for Children with Behavioral Disorders, Vice President
1999 University of Florida, Performance Award
1997 College of Education, ETSU, Research Award
1997 Nominated for CCBD Board Member at Large
1994 Outstanding Contributing Professional, The ARC of Washington Co.
1992 MR Training Award, Kennedy Center on Mental Retardation, Peabody College of Vanderbilt University

PROFESSIONAL AFFILIATIONS

Council of Exceptional Children
 Division of Early Childhood
 Council for Children with Behavioral Disorders
 Division of Research
 Division of Autism and Developmental Disabilities
Autism Society of America
The ARC
Association of Behavior Analysis
International Society for Autism Research

PROFESSIONAL CERTIFICATIONS

- 1996 Florida:
 Educational Leadership
 Mental Retardation
 Specific Learning Disabilities
 Elementary Education