

CURRICULUM VITAE

Maureen A. Conroy, Ph.D.
Professor and Anita Zucker Endowed Professor in Early Childhood Studies
Co-Director, Anita Zucker Center for Excellence in Early Childhood Studies
University of Florida
3022D Norman Hall
PO Box 117050
Gainesville, FL 32611-7050
mconroy@coe.ufl.edu

PROFESSIONAL PREPARATION

Graduate

- | | | |
|------|---|-------|
| 1986 | Vanderbilt University
Nashville, Tennessee
Major Emphasis: Special Education
1982 - 1986 | Ph.D. |
| 1982 | George Peabody College of Vanderbilt University
Nashville, Tennessee
Major Emphasis: Special Education
1981 - 1982 | M.Ed. |

Undergraduate

- | | | |
|------|--|-------------|
| 1979 | Keene State College
Keene, New Hampshire
Major Emphasis: Special Education/Elementary Education
1977 - 1979 | 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 |
| 2014 – 2020 | Associate Editor, <i>Journal of Behavior Interventions</i> |

- 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 – 2016 Associate Editor, *Topics in Early Childhood Special Education*
- 2007 – 2010 Associate Editor, *Journal of Early Intervention*
- 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 Educator, Susan Gray
School for Children Vanderbilt University, Nashville, TN
- 1980 - 1982 Preschool Special Education Teacher, Alexandria City Schools
Alexandria, VA

PUBLICATIONS

Books

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

Books Edited

1. Farmer, T. W., **Conroy, M. A.**, Farmer, E. M. Z., & Sutherland, K. S. (Eds.). (2020). *Handbook of research on emotional and behavioral disorders: Interdisciplinary developmental perspectives on children and youth*. Routledge.
2. Brown, W. H., & **Conroy, M. A.** (Eds.). (1997). *Inclusion of preschool children with developmental delays in early childhood programs*. SECA.

Book Sections Edited

1. Curran, F. C., McCray, E., Knopf, H., Snyder, P., & **Conroy, M.** (submitted). Understanding the role of poverty in early childhood education access, opportunities, and outcomes. In *AERA Handbook of Education Policy Research* (Vol. 2).
2. **Conroy, M. A.**, McLeod, B. D., & Sutherland, K. S. (2022). Applying mixed methods and integration approaches to early childhood intervention research. In J. H. Hitchcock & A. J. Onwuegbuzie (Eds). *The Routledge handbook for advancing integration in mixed methods research* (pp. 391-404). Routledge. <https://doi.org/10.4324/9780429432828>

3. **Conroy, M. A.** (Section Ed.). (2017). Section XII: Early identification and intervention in exceptionality. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.), *Handbook of special education* (2nd ed., pp. 829). Routledge Press.
4. **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* (pp. 685). Routledge Press.

Book Chapters in Edited Books

1. Sutherland, K. S., McLeod, B. D., **Conroy, M. A.**, Lyon, A. R., & Peterson, N. (2022). Implementation science in special education: Progress and promise. In T. W. Farmer, E. Talbott, K. McMaster, D. Lee, & T. C. Aceves (Eds.), *Handbook of special education research: Theory, methods, & leveraging developmental processes* (pp. 204-216). Routledge.
2. **Conroy, M. A.**, & Sutherland, K. S. (2021). Using positive descriptive feedback to improve children's behavior. In M. L. Hemmeter, M. Ostrosky, & L. Fox (Eds.), *Unpacking the Pyramid Model: A practical guide for preschool teachers* (pp. 101-108). Brookes.
3. **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. S. Sutherland (Eds.), *Handbook of research in emotional and behavioral disorders* (pp. 35-50). Routledge.
4. 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 disorders. 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.
5. **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.
6. Stichter, J. P., **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. C. Pullen (Eds.), *Handbook of special education* (2nd ed., pp. 394-410). Routledge.
7. Marshall, K., Brown, W. H., **Conroy, M. A.**, & Knopf, H. (2017). Early intervention and prevention of disability: Preschoolers. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.), *Handbook of special education* (2nd ed., pp. 850-864). Routledge.
8. **Conroy, M. A.**, Whalon, K., & *Martinez, J. (2014). How to assess the social competence for instructional planning. In J. E. Hart & K. J. Whalon (Eds.), *Friendship*

101: Developing social skills among children and youth with autism and developmental disabilities (pp. 1-14). Council for Exceptional Children.

9. **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.
10. **Conroy, M. A.**, *Alter, P. J., & Sutherland, K. S. (2014). Classroom-based research in the field of EBD: Current practices and future directions. In P. Garner, J. Kauffman, & J. Elliot (Eds.), *The SAGE handbook of emotional and behavioral difficulties* (2nd ed., pp. 465-478). SAGE Publications Ltd.
11. Brown, W. H., Knopf, H., **Conroy, M. A.**, Gooze, H. S., & Greer, F. (2013). Preschool inclusion and response to intervention (RtI) for children with disabilities. In V. Buysse & E. S. Peisner-Feinberg (Eds.), *Handbook of response to intervention in early childhood* (pp. 341-355). Brookes Publishing.
12. 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. C. Pianta (Ed.), & W. S. Barnett, L. M. Justice, & S. M. Sheridan (Associate Eds.), *Handbook of early childhood education* (pp. 416-434). Guilford Press.
13. **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). Routledge.
14. Marshall, K., Brown, W. H., **Conroy, M. A.**, & Knopf, H. (2011). Early intervention and prevention of disability: Preschoolers. In J. M. Kauffman & D. P. Hallahan (Eds.), *Handbook of special education* (pp. 703-715). Routledge.
15. **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 Group Publishing Limited.
16. **Conroy, M. A.**, Brown, W. H., & Olive, M. L. (2008). Social competence interventions for young children with challenging behaviors. In W. H. Brown, S. L. Odom, & S. R. McConnell (Eds.), *Social competence of young children: Risk, disability, and evidence-based practices* (2nd ed., pp. 205-232). Brookes.
17. **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.), *Challenging the refusal of reason in special education* (pp. 205-232). Love Publishing.

18. **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). Emerald Group Publishing Limited.
19. 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). Context Press.
20. **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.
21. 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 (Eds.), *Cultural and linguistic diversity in personnel preparation*. Sopris West.
22. 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). Brookes.
23. **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). Brookes.
24. **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.
25. **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.
26. 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.

27. Brown, W., & **Conroy, M.** (1996). The interrelationship of settings: collaboration, service coordination, and transition. In S. K. Thurman, J. R. Cornwell & S. R. Gottwald (Eds.), *Contexts for early intervention: Systems and settings* (pp. 229 - 240). Brookes.

Refereed Publications

1. Gerow, S., Exline, E., Swafford, L., Cosottile, D., **Conroy, M.**, Machalicek, W., Davis, T. N., Wei, Q., & James, A. (in press). Addressing challenging behavior and social-emotional skills in home-based services: A systematic review. *Journal of Positive Behavior Interventions*.
2. Huang, K., **Conroy, M. A.**, Snyder, P. A., Miller, D., & Sutherland, K. S. (2023). Examining the psychometric integrity of the Social Skills Improvement System Teacher Rating Scale scores for a sample of preschool-aged children. *Assessment for Effective Intervention, 48*(4), 190-200. <https://doi.org/10.1177/15345084231174924>
3. Sutherland, K. S., Granger, K., **Conroy, M. A.**, McLeod, B. D., Broda, M., Vallarta, N., & Rosas, A. (2023). Examining the role of student responsiveness in treatment effects of a tier 2 program targeting reductions in problem behavior. *Prevention Science, 24*(5), 297-984. <https://doi.org/10.1007/s11121-023-01537-x>
4. McLeod, B. D., Sutherland, K. S., **Conroy, M. A.**, Lyon, A. R., Chapman, J. E., Granger, K. L., & Saldana, L. (2023). Study protocol: Multi-level determinants of implementation and sustainment in the education sector. *Journal of Emotional and Behavioral Disorders, 31*(1), 27-40. <https://doi.org/10.1177/10634266221090160>
5. Granger, K. L., Sutherland, K. S., **Conroy, M. A.**, Dear, E., & Morse, A. (2023). Teacher burnout and supporting teachers of students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 31*(2), 144-153. <https://doi.org/10.1177/10634266221149970>
6. Houchins, D. E., Hitchcock, J. H., & **Conroy, M. A.** (2023). A framework for approaching mixed methods intervention research to address the emotional and behavioral health needs of children. *Behavioral Disorders, 48*(3), 151-162. <https://doi.org/10.1177/01987429221131279>
7. **Conroy, M.**, Houchins, D., Hitchcock, J., & Anderson, J. (2023). Use of mixed methods in emotional/behavioral disorders intervention research. *Behavioral Disorders, 48*(3), 163-173. <https://doi.org/10.1177/01987429231160283>
8. Leko, M. M., Hitchcock, J. H., Love, H. R., Houchins, D. E., & **Conroy, M. A.** (2023). Quality indicators for mixed methods research in special education. *Exceptional Children, 89*(4), 432-448. <https://doi.org/10.1177/00144029221141031>
9. Washington-Nortey, M., Granger, K., Sutherland, K. S., **Conroy, M.**, Kaur, N., Hetrick, A. (2023). Sustaining BEST in CLASS: Teacher-reported evidence-based practice use with students at risk for emotional and behavioral disorders amidst the COVID-19

- pandemic. *School Mental Health*, 15, 470-483. <https://doi.org/10.1007/s12310-022-09561-y>
10. Sutherland, K. S., Wu, E. G., Washington-Nortey, M., McKnight, K. W., McLeod, B. D., & **Conroy, M. A.** (2023). Caregiver and teacher perspectives on home-school partnerships within a tier 2 intervention. *Journal of Emotional and Behavioral Disorders*, 31(3), 219-232. <https://doi.org/10.1177/10634266221130053>
 11. **Conroy, M. A.**, Sutherland, K. S., Granger, K. L., Marcoulides, K. M., Feil, E., Wright, J., Ramos, M., & Montesion, A. (2022). Effects of BEST in CLASS–Web on teacher outcomes: A preliminary investigation. *Journal of Early Intervention*, 44(2), 130-150. <https://doi.org/10.1177/10538151211067544>
 12. **Conroy, M.**, Sutherland, K. S., Granger, K. L. Marcolouides, K. M., *Huang, K., & Montesion, A. (2022). Preliminary study of the effects of BEST in CLASS–Web on young children’s social-emotional and behavioral outcomes. *Journal of Early Intervention*, 44(1), 78-96. <https://doi.org/10.1177/10538151211018662>
 13. *McCullough, S. N., Granger, K. L., Sutherland, K. S., **Conroy, M. A.**, & *Pandey, T. (2022). A preliminary study of BEST in CLASS–Elementary on teacher self-efficacy, burnout, and attributions. *Behavioral Disorders*, 47(2), 84-94. <https://doi.org/10.1177/01987429211010672>
 14. McLeod, B. D., Sutherland, K. S., Broda, M., Granger, K. L., Martinez, R. G., **Conroy, M. A.**, Snyder, P. A., & Southam-Gerow, M. A. (2022). Development and initial psychometrics of a generic treatment integrity measure designed to assess practice elements targeting social, emotional, and behavioral outcomes in early childhood settings. *Prevention Science*, 23(4), 488-501. <https://doi.org/10.1007/s11121-021-01304-w>
 15. Lorusso, L., Bosch, S., Park, N., Shorr, R., **Conroy, M.**, Ahrentzen, S., & Freytes, M. (2022). Investigating the feasibility of multisensory environments to improve the assisted bathing experience for veterans with dementia: A clinical trial. *Health Environments Research & Design Journal*, 15(2), 180-195. <https://doi.org/10.1177/19375867211053861>
 16. McLeod, B. D., Sutherland, K. S., Broda, M., Granger, K. L., Cecilione, J., Cook, C. R., **Conroy, M. A.**, Snyder, P. A., & Southam-Gerow, M. A. (2022). Examining the correspondence between teacher- and observer-report treatment integrity measures. *School Mental Health*, 14(1), 20-34. <https://doi.org/10.1007/s12310-021-09437-7>
 17. Sutherland, K. S., McLeod, B. D., **Conroy, M. A.**, & *McCormick, N. (2022). Developing treatment integrity measures for teacher-delivered interventions: Progress, recommendations and future directions. *School Mental Health*, 14(1), 7-19. <https://doi.org/10.1007/s12310-021-09423-z>

18. Granger, K. L., **Conroy, M. A.**, Sutherland, K. S., Feil, E. G., Wright, J., Montesion, A., & Huang, K. (2021). Adapting an evidence-based early childhood tier 2 social-emotional learning intervention for web-based delivery. *Journal of Educational Technology Systems*, 50(1), 112-133. <https://doi.org/10.1177/00472395211016051>
19. *Prykanowski, D. A., **Conroy, M. A.**, & Reichow, B. (2021). Schedule thinning during functional communication training in the home for young children with autism. *Journal of Positive Behavior Interventions*, 23(4), 257-271. <https://doi.org/10.1177/1098300721994204>
20. *Martinez, J. R., Waters, C. L., **Conroy, M. A.**, & Reichow, B. (2021). Peer-mediated interventions to address the social competence needs of young children with ASD: Systematic review of single-case research design studies. *Topics in Early Childhood Special Education*, 40(4), 217-228. <https://doi.org/10.1177/0271121419839136>
21. *Lou, L., Snyder, P., Huggins-Manley, A. C., **Conroy, M.**, & Hong, X. (2021). Chinese preschool teachers' implementation of practices to support young children's social-emotional competence. *Early Education and Development*, 32(8), 1083-1102. <https://doi.org/10.1080/10409289.2020.1841594>
22. *Kunemund, R. L., *Nemer, S. L., Williams, C. D., Miller, C. C., Sutherland, K. S., **Conroy, M. A.**, & Granger, K. (2020). The mediating role of teacher self-efficacy in the relation between teacher-child race mismatch and conflict. *Psychology in the Schools*, 57(11), 1757-1770. <https://doi.org/10.1002/pits.22419>
23. *Lorusso, L., Park, N., Bosch, S., Freytes, I. M., Shorr, R., **Conroy, M.**, & Ahrentzen, S. (2020). Sensory environments for behavioral health in dementia: Diffusion of an environmental innovation at the Veterans Health Administration. *Health Environments Research & Design Journal*, 13(4), 44-56. <https://doi.org/10.1177/1937586720922852>
24. Granger, K. L., Sutherland, K. S., **Conroy, M. A.**, Hetrick, A. A., & *Parnell, E. (2020). Barriers and facilitators to implementation of BEST in CLASS. *Exceptionality*, 28(3), 209-221. <https://doi.org/10.1080/09362835.2020.1727335>
25. Sutherland, K. S., **Conroy, M. A.**, McLeod, B. D., Granger, K., Broda, M., & *Kunemund, R. (2020). Preliminary study of the effects of BEST in CLASS-Elementary on outcomes of elementary students with problem behavior. *Journal of Positive Behavior Interventions*, 22(4), 220-233. <https://doi.org/10.1177/1098300719900318>
26. 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(4), 542-561. <https://doi.org/10.1086/703103>
27. **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. *School Psychology Review*, 48(1), 31-45. <https://doi.org/10.17105/spr-2018-0003.v48-1>
28. Mitchell, B. S., Kern, L., & **Conroy, M. A.** (2019). Supporting students with emotional or behavioral disorders: State of the field. *Behavioral Disorders*, 44(2), 70-84. <https://doi.org/10.1177/0198742918816518>
 29. 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(1), 61-69.
 30. *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(2), 113-126. <https://doi.org/10.1177/0022466918775432>
 31. *Prykanowski, D. A., *Martinez, J. R., Reichow, B., **Conroy, M. A.**, & *Huang, K. (2018). Brief Report: Measurement of young children's engagement and problem behavior in early childhood settings. *Behavioral Disorders*, 44(1), 53-62. <https://doi.org/10.1177/0198742918779793>
 32. 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. <https://doi.org/10.1177/1063426618784009>
 33. 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(3), 199-201. <https://doi.org/10.1007/s12310-018-9275-2>
 34. Sutherland, K. S., **Conroy, M. A.**, McLeod, B. D., Algina, J., & *Kunemund, R. L. (2018). Factors associated with teacher delivery of a classroom-based tier 2 prevention program. *Prevention Science*, 19(2), 186-196. <https://doi.org/10.1007/s11121-017-0832-y>
 35. **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. *AREA Open*, 4(1), 1-16. <https://doi.org/10.1177/2332858417750376>
 36. Sutherland, K. S., **Conroy, M. A.**, Algina, J., Ladwig, C., Jessee, G., & Gyure, M. (2018). Reducing child problem behaviors and improving teacher-child interactions and relationships: A randomized controlled trial of BEST in CLASS. *Early Childhood Research Quarterly*, 42(1), 31-43. <https://doi.org/10.1016/j.ecresq.2017.08.001>
 37. *Bettini, E., Jones, N., Brownell, M., **Conroy, M.**, Park, Y., Leite, W., 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(4), 246-256. <https://doi.org/10.1177/0741932517708327>
38. 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, and behavioral outcomes of young children in early childhood classrooms. *Prevention Science*, 18(2), 204-218. <https://doi.org/10.1007/s11121-016-0703-y>
39. **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(3), 191-193. <https://doi.org/10.1177/1063426616651602>
40. *Martinez, J. R., *Werch, B. L., & **Conroy, M. A.** (2016). School-based interventions targeting challenging behaviors exhibited by young children with autism spectrum disorder: A systematic literature review. *Education and Training in Autism and Developmental Disabilities*, 51(3), 265-280.
41. *Prykanowski, D. A, Gage, N. A., & **Conroy, M. A.** (2015). Educational implications of the DSM-5 criteria for autism spectrum disorders. *Beyond Behavior*, 24(2), 30-38. doi.org/10.1177/107429561502400205
42. Whalon, K. J., **Conroy, M. A.**, *Martinez, J. R., & *Werch, B. L. (2015). School-based peer-related social competence interventions for children with autism spectrum disorder: A meta-analysis and descriptive review of single case research design studies. *Journal of Autism and Developmental Disorders*, 45(6), 1513-1531. <https://doi.org/10.1007/s10803-015-2373-1>
43. **Conroy, M. A.**, Sutherland, K. S., Algina, J. J., *Wilson, R. E., *Martinez, J. R., & Whalon, K. J. (2015). Measuring teacher implementation of the BEST in CLASS intervention program and corollary child outcomes. *Journal of Emotional and Behavioral Disorders*, 23(3), 144-155. <https://doi.org/10.1177/1063426614532949>
44. 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(1), 21-33. <https://doi.org/10.1007/s12310-014-9134-8>
45. 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(4), 249-259. <https://doi.org/10.1177/1063426613497258>
46. Sutherland, K. S., McLeod, B. D., **Conroy, M. A.**, & Cox, J. R. (2013). Measuring implementation of evidence-based programs targeting young children at risk for emotional/behavioral disorders: Conceptual issues and recommendations. *Journal of Early Intervention*, 35(2), 129-149. <https://doi.org/10.1177/1053815113515025>

47. **Conroy, M. A.**, Sutherland, K. S., *Vo, A. K., *Carr, S., & *Ogston, P. L. (2013). Early childhood teachers' use of effective instructional practices and the collateral effects on young children's behavior. *Journal of Positive Behavior Interventions*, 16(2), 81-92. <https://doi.org/10.1177/1098300713478666>
48. *McKenney, E. L. W., 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(1), 63-85. <https://psycnet.apa.org/doi/10.1080/10474412.2013.757152>
49. **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(1), 7-13. <https://doi.org/10.1177/107429561202200103>
50. Sutherland, K. S., **Conroy, M. A.**, *Vo, A., Abrams, L., & *Ogston, P. (2012). An initial evaluation of the Teacher-Child Direct Observation System: Measuring teacher-child interaction behaviors in classroom settings. *Assessment for Effective Instruction*, 39(1), 12-23. <https://doi.org/10.1177/1534508412463814>
51. *Vo, A. K., Sutherland, K. S., & **Conroy, M. A.** (2012). BEST in CLASS: A classroom-based model for ameliorating problem behavior in early childhood settings. *Psychology in the Schools*, 49(5), 402-415. <https://doi.org/10.1002/pits.21609>
52. Lane, K. L., Jolivette, K., **Conroy, M.**, Nelson, M., & Benner, G. J. (2011). Future research directions for the field of E/BD: Standing on the shoulders of giants. *Education and Treatment of Children*, 34(4), 423-443. <https://doi.org/10.1353/etc.2011.0029>
53. Brown, W. H., & **Conroy, M. A.** (2011). Social-emotional competence in young children with developmental delays: Our reflection and vision for the future. *Journal of Early Intervention*, 33(4), 310-320. <https://doi.org/10.1177/1053815111429969>
54. *Boyd, B. A., **Conroy, M. A.**, Asmus, J., & *McKenney, E. (2011). Direct observation of peer-related social interaction: Outcomes for young children with autism spectrum disorders. *Exceptionality*, 19(2), 94-108. <https://doi.org/10.1080/09362835.2011.565724>
55. **Conroy, M. A.** (2010). Seeing the forest among the trees: When data do not speak loud enough. *Journal of Early Intervention*, 32(2), 99-104. <https://doi.org/10.1177/1053815110366656>
56. 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(2), 70-81. <https://doi.org/10.1080/09362831003673101>

57. **Conroy, M. A.**, Sutherland, K., Snyder, A., *Al-Hendawi, M., & *Vo, A. (2009). Creating a positive classroom atmosphere: Teachers' use of effective praise and feedback. *Beyond Behavior*, 18(2), 18-26.
58. *Fullerton, E. K., **Conroy, M. A.**, & Correa, V. I. (2009). Early childhood teachers' use of specific praise statements with young children at high risk for behavioral disorders. *Behavioral Disorders*, 34(3), 118-135. <https://doi.org/10.1177/019874290903400302>
59. *Mancil, G. R., **Conroy, M. A.**, & *Haydon, T. F. (2009). Effects of a modified milieu therapy intervention on the social communicative behaviors of young children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 39(1), 149-163. <https://doi.org/10.1007/s10803-008-0613-3>
60. **Conroy, M.**, Sutherland, K., *Haydon, T., Stormont, M., & *Harmon, J. (2008). Preventing and ameliorating young children's chronic problem behaviors: An ecological classroom-based approach. *Psychology in the Schools*, 46(1), 3-17. <https://doi.org/10.1002/pits.20350>
61. Katsiyannis, A., **Conroy, M.**, & Zhang, D. (2008). District-level administrators' perspectives on the implementation of functional behavior assessment in schools. *Behavioral Disorders*, 34(1), 14-26. <https://doi.org/10.1177.019874290803400102>
62. 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(2), 239-262. <https://doi.org/10.1353/etc.0.0019>
63. **Conroy, M. A.**, Sutherland, K. S., Snyder, A. L., & *Marsh, S. (2008). Classwide interventions: Effective instruction makes a difference. *TEACHING Exceptional Children*, 40(6), 24-31. <https://doi.org/10.1177.004005990804000603>
64. *Alter, P. J., **Conroy, M. A.**, *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(2), 200-219. <https://psycnet.apa.org/doi/10.1007/s10864-008-9064-3>
65. **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(4), 209-222. <https://doi.org/10.1177%2F0022466907310369>
66. *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(2), 186-197.
67. **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(1), 19–35.
<https://doi.org/10.1177%2F105381510703000103>
68. *Payne, L. D., Scott, T. M., & **Conroy, M.** (2007). A school-based examination of the efficacy of function-based intervention. *Behavioral Disorders*, 32(3), 158-174.
<https://doi.org/10.1177/019874290703200302>
 69. *Boyd, B. A., **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. *Journal of Autism and Developmental Disorders*, 37(8), 1550-1561.
<https://doi.org/10.1007/s10803-006-0286-8>
 70. **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 & Young Children*, 20(3), 242-254.
<https://doi.org/10.1097/01.iyc.0000277755.93313.7d>
 71. Dunlap, G., Strain, P. S., Fox, L., Carta, J. J., **Conroy, M.**, Smith, B. J., 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: Perspectives regarding current knowledge. *Behavioral Disorders*, 32, 29-45. <https://doi.org/10.1177/019874290603200103>
 72. *Mancil, G. R., **Conroy, M. A.**, *Nakao, T., & *Alter, P. J. (2006). Functional communication training in the natural environment: A pilot investigation with a young child with autism spectrum disorder. *Education and Treatment of Children*, 29(4), 615-633.
 73. **Conroy, M. A.**, Asmus, J. M., *Sellers, J. A., & Ladwig, C. N. (2005). The use of an antecedent-based intervention to decrease stereotypic behavior in a general education classroom: A case study. *Focus on Autism and Other Developmental Disabilities*, 20(4), 223-230. <https://doi.org/10.1177/10883576050200040401>
 74. **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(3), 157-166.
<https://doi.org/10.1177/02711214050250030301>
 75. *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.
 76. 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 Behavior Interventions*, 7(4), 205-215. <https://doi.org/10.1177/10983007050070040201>

77. Stichter, J. P., & **Conroy, M. A.** (2005). Using structural analysis in natural settings: A responsive functional assessment strategy. *Journal of Behavioral Education, 14*(1), 19-34. <https://doi.org/10.1007/s10864-005-0959-y>
78. Stichter, J. P., & **Conroy, M. A.** (2004). Measurement, validity, and science: A call for elucidating precision and rigor in EBD research. *Behavioral Disorders, 30*(1), 5-6. <https://www.jstor.org/stable/43153772>
79. Stichter, J. P., **Conroy, M. A.**, & *Boyd, B. A. (2004). The undefined role of the antecedent: Addressing the measurement quagmires in applied research. *Education and Treatment of Children, 27*(4), 490-508.
80. Stichter, J. P., & **Conroy, M. A.** (2004). A critical analysis of the role of measurement on the validity of emotional and behavioral disorders (EBD) research. *Behavioral Disorders, 30*(1), 7-18. <https://doi.org/10.1177/019874290403000106>
81. Scott, T. M., McIntyre, J., Liaupsin, C., Nelson, C. M., & **Conroy, M.** (2004). An examination of functional behavior assessment in public school settings: Collaborative teams, experts, and methodology. *Behavioral Disorders, 29*(4), 384-395. <https://doi.org/10.1177/019874290402900406>
82. **Conroy, M. A.**, & Brown, W. H. (2004). Early identification, prevention, and early intervention with young children at risk for emotional or behavioral disorders: Issues, trends, and a call for action. *Behavioral Disorders, 29*(3), 224-236. <https://doi.org/10.1177/019874290402900303>
83. 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: Alternative Education for Children and Youth, 49*(1), 5-10. <https://doi.org/10.3200/PSFL.49.1.5-10>
84. **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*(2), 119-129. <https://doi.org/10.1177/019874290402900201>
85. Asmus, J. M., *Franzese, J. C., **Conroy, M. A.**, & *Dozier, C. L. (2003). Clarifying functional analysis outcomes for disruptive behaviors by controlling consequence delivery for stereotypy. *School Psychology Review, 32*(4), 624-630. <https://doi.org/10.1080/02796015.2003.12086225>
86. Katsyannis, A., Zhang, D., & **Conroy, M. A.** (2003). Availability of special education teachers: Trends and issues. *Remedial and Special Education, 24*(4), 246-253. <https://doi.org/10.1177/07419325030240040701>
87. **Conroy, M. A.**, & Stichter, J. P. (2003). Editorial. *Behavioral Disorders, 28*(3), 197. <https://doi.org/10.1177/019874290302800301>

88. **Conroy, M. A., & Stichter, J. P.** (2003). The application of antecedents in the functional assessment process: Existing research, issues, and recommendations. *Journal of Special Education, 37*(1), 15-25. <https://doi.org/10.1177/00224669030370010201>
89. **Conroy, M. A., Davis, C. A., Fox, J. J., & Brown, W. H.** (2002). Functional assessment of behavior and effective supports for young children with challenging behavior. *Assessment for Effective Instruction, 27*(4), 35-47. <https://doi.org/10.1177/073724770202700405>
90. Brown, W., Musick, K., **Conroy, M.**, & Schaeffer, E. (2002). A proactive approach for promoting young children's compliance. *Beyond Behavior, 11*, 3-15.
91. **Conroy, M. A., Katsiyannis, A., *Clark, D., Gable, R. A., & Fox, J. J.** (2002). State office of education practices implementing the IDEA disciplinary provisions. *Behavioral Disorders, 27*(2), 98-108. <https://doi.org/10.1177/019874290202700201>
92. Brown, W. H., Odom, S. L., & **Conroy, M. A.** (2001). An intervention hierarchy for promoting preschool children's peer interactions in naturalistic environments. *Topics in Early Childhood Special Education, 21*(3), 162-175. <https://doi.org/10.1177/027112140102100304>
93. **Conroy, M., Brown, W., & Davis, C.** (2001). Applying the IDEA disciplinary provisions to preschoolers with challenging behaviors. *Beyond Behavior, 11*, 23-29.
94. Sasso, G. M., **Conroy, M. A., Stichter, J. P., & Fox, J. J.** (2001). Slowing down the bandwagon: The misapplication of functional assessment for students with emotional and behavioral disorders. *Behavioral Disorders, 26*(4), 282-296. <https://doi.org/10.1177/019874290102600407>
95. Ryndak, D. L., *Clark, D., **Conroy, M.**, & *Stuart, C. H. (2001). Preparing teachers to meet the needs of students with severe disabilities: Program configuration and expertise. *Journal of the Association for Persons with Severe Handicaps, 26*(2), 96-105. <https://doi.org/10.2511/rpsd.26.2.96>
96. **Conroy, M. A., *Clark, D., Fox, J. J., & Gable, R. A.** (2000). Building competence in FBA: Are we headed in the right direction? *Preventing School Failure: Alternative Education for Children and Youth, 44*(4), 169-173. <https://doi.org/10.1080/10459880009599802>
97. Fox, J., & **Conroy, M.** (2000). Viewpoint: FBA for children and youth with emotional-behavioral disorders: Where we should go in the twenty-first century. *Preventing School Failure: Alternative Education for Children and Youth, 44*(4), 140-141. <https://doi.org/10.1080/10459880009599796>
98. **Conroy, M. A., & Davis, C. A.** (2000). Early elementary-aged children with challenging behaviors: Legal and educational issues related to IDEA and assessment. *Preventing*

- School Failure: Alternative Education for Children and Youth*, 44(4), 163-168.
<https://doi.org/10.1080/10459880009599801>
99. Heckaman, K., **Conroy, M.**, Fox, J., & *Chait, A. (2000). Functional assessment-based intervention research on students with or at risk for emotional and behavioral disorders in school settings. *Behavioral Disorders*, 25(3), 196-210.
<https://doi.org/10.1177/019874290002500307>
 100. **Conroy, M. A.**, *Clark, D., Gable, R. A., & Fox, J. J. (1999). Building competence in the use of functional behavioral assessment. *Preventing School Failure: Alternative Education for Children and Youth*, 43(4), 140-144.
<https://doi.org/10.1080/10459889909604989>
 101. Hendrickson, J. M., Gable, R. A., **Conroy, M. A.**, Fox, J., & Smith, C. (1999). Behavioral problems in schools: Ways to encourage functional behavioral assessment (FBA) of discipline-evoking behavior of students with emotional and/or behavioral disorders (EBD). *Education and Treatment of Children*, 22(3), 280-290.
 102. **Conroy, M.**, *Clark, D., Gable, R. A., & Fox, J. J. (1999). A look at IDEA 1997 discipline provisions: Implications for change in the roles and responsibilities of school personnel. *Preventing School Failure: Alternative Education for Children and Youth*, 43(2), 64-70. <https://doi.org/10.1080/10459889909603304>
 103. Brown, W., & **Conroy, M.** (1999). Entitled to what? Public policy and the responsibilities of early intervention. *Infants & Young Children*, 11(3), 27-36.
<https://doi.org/10.1097/00001163-199901000-00007>
 104. Fox, J., **Conroy, M.**, & Heckaman, K. (1998). Research issues in functional assessment of the challenging behaviors of students with emotional and behavioral disorders. *Behavioral Disorders*, 24(1), 26-33. <https://doi.org/10.1177/019874299802400102>
 105. **Conroy, M. A.**, *Hales, C., & *Handy, R. (1998). Consultation strategies to facilitate inclusion of infant and toddlers with disabilities into early childhood programs. *Dimensions*, 26, 13-19.
 106. Gunter, P. L., Hummel, J. H., & **Conroy, M. A.** (1998). Increasing incorrect academic responding: An effective intervention strategy to decrease behavior problems. *Effective School Practices*, 17, 55-62.
 107. **Conroy, M.**, Fox, J., *Crain, L., *Jenkins, A., & *Belcher, K. (1996). Evaluating the social and ecological validity of analog assessment procedures for challenging behaviors in young children. *Education and Treatment of Children*, 19(3), 233-256.
 108. **Conroy, M. A.**, & Fox J. J. (1996). Critical social and academic school survival skills to promote competence in children with disabilities. *Network*, 5, 14-21.

109. **Conroy, M. A.**, Fox, J. J., *Bucklin, A., & *Good, W. (1996). An analysis of the reliability and stability of the *Motivation Assessment Scale* in assessing the challenging behaviors of persons with developmental disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, 31(3), 243-250.
110. **Conroy, M. A.**, Langenbrunner, M., & *Burleson, R. (1996). Promoting social skills in young children with disabilities through the use of developmentally appropriate practices. *Dimensions*, 24, 9-15.
111. Fox, J., & **Conroy, M.** (1995). Setting events and behavioral disorders of children and youth: An interbehavioral field analysis for research and practice. *Journal of Emotional and Behavioral Disorders*, 3(3), 130-140. <https://doi.org/10.1177/106342669500300301>
112. **Conroy, M. A.**, & Fox, J. J. (1994). Setting events and challenging behaviors in the classroom: Incorporating contextual factors into effective intervention plans. *Preventing School Failure: Alternative Education for Children and Youth*, 38(3), 29-34. <https://doi.org/10.1080/1045988X.1994.9944311>
113. Hupp, S. C., **Conroy, M.**, & Able, H. (1986). Selection of instructional materials to facilitate acquisition of generalized object categories. *Journal of the Division of Early Childhood*, 10, 149-156.
114. Hupp, S. C., Mervis, C. B., Able, H., & **Conroy-Gunter, M.** (1986). Effects of receptive and expressive training of category labels on generalized learning by severely mentally retarded children. *American Journal of Mental Deficiency*, 90(5), 558-565.
115. Hupp, S. C., Able, H., & **Conroy-Gunter, M.** (1984). Assessment of sensorimotor abilities of severely retarded children and adolescents. *Diagnostique*, 9(4), 208-217. <https://doi.org/10.1177/073724778400900402>
116. Brady, M. P., **Conroy, M.**, & Langford, C. A. (1984). Current issues and practices affecting the development of noncategorical programs for students and teachers. *Teacher Education and Special Education*, 7(1), 20-26. <https://doi.org/10.1177/088840648400700103>

Non-Refereed Publications

1. Childress, D. C., **Conroy, M. A.**, & Hill, C. F. (2012). *Supporting young children with autism spectrum disorders and their families: Part C guidance document*. Partnership for People with Disabilities at Virginia Commonwealth University. https://www.veipd.org/main/pdf/webinars/partc_asd_guidance_jan_2012.pdf
2. **Conroy, M. A.**, Schall, C., & *Engstrom, J. (2010). *An evaluation of the program and personnel preparation needs for students with autism spectrum disorders*. Metropolitan Educational Research Consortium (MERC); Virginia Commonwealth University. https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=1021&context=merc_pubs

3. *Alter, P. J., & **Conroy, M. A.** (2006). *Recommended practices: Preventing challenging behavior in young children: Effective practices*. Center for Evidence-Based Practice: Young Children with Challenging Behavior; University of South Florida.
https://challengingbehavior.cbcs.usf.edu/docs/RecommendedPractices_preventing-challenging-behavior.pdf
4. 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. *Education Times: University of Florida College of Education*.

Monographs

1. *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. A. Snyder & M. L. Hemmeter (Eds.), *Instruction: Effective strategies to support engagement, learning, and outcomes: DEC Recommended Practices Monograph Series* (No. 4, 105-118). Division for Early Childhood.
2. **Conroy, M. A.** (Ed.). (2004). *Prevention and early intervention for young children at risk for emotional or behavioral disorders*. Council for Exceptional Children.
3. 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*. Center for Evidence-Based Practice: Young Children with Challenging Behavior.
4. **Conroy, M. A.** (Ed.). (2003). *Prevention and early intervention for young children at risk for emotional/behavioral disorders*. CEC/CCBD Monograph.
5. **Conroy, M. A.**, & *Seller, J. (2001). *Strategies for maintaining positive changes in academic and nonacademic performance*. CCBD Monograph.
6. **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). CCBD Monograph.
7. 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*. CCBD Monograph.
8. **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). CCBD Monograph.

Technical Manuals and Materials

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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

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

GRANTS/EXTRAMURAL FUNDING

Effectiveness Replication of the BEST in CLASS Intervention for Young Children at High Risk for Delays in Social or Emotional Development. Funded by the National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education, R324R210005 (9/1/21 – 8/31/26)
Role: Principal Investigator at University of Florida
Award: \$341,389 (52.9% IDC)
Total Award: \$4,492,505.00

Early Childhood Policy in Institutions of Higher Education. Funded by Heising-Simons Foundation and the Buffett Early Childhood Fund (7/1/2021 – 6/30/2023)

Role: Faculty
Award: \$194,136

Developing and Evaluating the Feasibility of Manualized Tier 3 Problem Behavior Intervention for Young Children with Developmental Delay. Funded by the National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education, R324B200034 (8/1/20 – 7/31/24)
Role: External Mentor
Award: \$10,000

Practice-based Coaching Data-Informed Decision Making (PBC-DIDM). Funded by Model Demonstration Program, Office of Special Education Programs, U.S. Department of Education, H326M200021 (10/1/20 – 9/30/24)
Role: Co-Principal Investigator
Award: \$1,600,000

Screening – Early Intervention Workgroup and Tracking System. Florida Office of Early Learning, Florida Department of Education (7/1/20 – 6/30/21)
Role: Co-investigator
Award: \$75,000

Multi-level Determinants of Implementation and Sustainment in the Education Sector. Funded by the National Institutes of Health/National Institute of Mental Health, 5R01MH124439-02 (7/1/20 – 6/30/24)
Role: Principal Investigator at University of Florida
Award \$1,998,932 (52.9% IDC)

Florida Development in Early Childhood: Adversity and Drug Exposure (FL-DECADE) Study. Funded by National Institutes of Health/National Institute Drug Abuse, 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 National Center for Education Research, Institute of Education Sciences, U.S. Department of Education, R305A180182 (7/1/2018 – 6/30/2022)
Role: Principal Investigator at University of Florida
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 National Center for Special Education Research, 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 – Project PLECSIS. Funded by Office of Special Education Programs, U.S. Department of Education, H325D150079 (1/1/2016 – 8/12/2021)
Role: Co-Principal Investigator
Award: \$995,218 (8% IDC)

BEST in CLASS - Elementary. Funded by National Center for Education Research, 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 National Center for Education Research, 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 National Center for Special Education Research, 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 (8/1/2011 – 7/30/2016)
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 (8/1/2008 – 7/30/2011)
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 Institutes of Health, National Institute of Child Health and Development (2006-2008)
Role: Principal Investigator
Total Award: \$146,600 (46.6% IDC)

Project ACE: Autism Competencies for Endorsement. Funded by the 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

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

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

1. Leko, M., Hitchcock, J., Love, H., Houchins, D., & **Conroy, M.** (2023, October). Quality indicators for mixed-methods research in special education. In, *The next generation of quality indicators in special education* [Webinar series]. CEC/Division of Research.
2. **Conroy, M. A.**, Chastain-Gross, R., & Eubanks, R. (2023, April). *Providing a tier 2 intervention to children at risk of emotional behavioral disorder* [Presentation]. National Training Institute on Effective Practices Addressing Challenging Behaviors, Tampa, FL, United States.
3. Snyder, P., **Conroy, M.**, Shannon, D., Hemmeter, M. L., Kinder, K., & Basler, S. (2023, April). *Using effort and effect data to inform coaching supports* [Invited presentation]. National Training Institute on Effective Practices Addressing Challenging Behaviors, Tampa, FL, United States.
4. Snyder, P., **Conroy, M.**, Shannon, D., & Hemmeter, M. L. (2021, September 21-24). *Using data-informed decision making to inform practice-based coaching* [Virtual session presentation]. Division for Early Childhood 37th Annual International Conference on Young Children with Disabilities and Their Families, Virtual.
5. Snyder, P., Hemmeter, M. L., Shannon, D., **Conroy, M.**, & Harrington, J. (2021, July 19-22). *Contextual fit & practice-based coaching data-informed decision making* [Virtual

- poster presentation]. Office of Special Education Programs, Leadership & Project Directors' Annual Conference.
6. **Conroy, M.**, Sutherland, K., & Granger, K. (2021, April 27). *BEST in CLASS: A tier 2 intervention for young children with challenging behavior* [Virtual presentation]. Pennsylvania 2021 Early Intervention and Family Support Program Conference: Learning and Sharing to Support Children and Families.
 7. Ennis, R. P., **Conroy, M.**, & Lane, K. L. (2021, February 17). *Women in educational careers: Challenges, solutions, and supports* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). <https://education.asu.edu/annual-tecbdconference>
 8. **Conroy, M.** (2019, October). *Prevention of emotional/behavioral disorders: Engaging partners and making meaningful differences* [Keynote presentation]. Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth, Tempe, AZ, United States.
 9. **Conroy, M.** (2016, August). *Ensuring high quality early childhood learning experiences for young children: Moving the dial from research to practice* [Keynote presentation]. Merolina Early Childhood Collaborative Conference, Charlotte, NC, United States.
 10. Sutherland, K. S., **Conroy, M.**, & McLeod, B. (2015, January). *A common elements approach to classroom intervention measurement and implementation* [Presentation]. Creekbend Behavior Consortium, Charleston, SC, United States.
 11. Sutherland, K. S., & **Conroy, M.** (2015, December). *BEST in CLASS: Elementary* [Presentation]. Institute of Education Sciences, National Center for Education Research and National Center for Special Education Research 2015 Principal Investigators Meeting: Collaborations to Bridge High Quality Education Research and Practice, Washington, DC, United States.
 12. **Conroy, M. A.**, Ladwig, C., & Polignano, J., & Sutherland, K. (2015, April). *A tier-2 intervention for young children with challenging behavior* [Presentation]. Addressing Challenging Behavior: National Training Institute, St. Petersburg, FL, United States.
 13. 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]. Addressing Challenging Behavior: National Training Institute, St. Petersburg, FL, United States.
 14. Snyder, P., & **Conroy, M.** (2014, November). *Watch them thrive: Evidence-informed strategies to support moving the dial on early childhood indicators* [Presentation]. Tri-County Cradle to Career Collaborative Inaugural Early Childhood Symposium: Mobilize to Move the Dial on Early Childhood Indicators, Charleston, SC, United States.

15. **Conroy, M. A., & Sutherland, K. S.** (2014, October). *Preliminary implementation and efficacy outcomes of BEST in CLASS* [Presentation]. School Mental Health Research Summit, Pittsburg, PA, United States.
16. **Conroy, M. A., Ladwig, C., & Barnes, T.** (2014, April). *A tier-2 intervention for young children with challenging behavior* [Presentation]. Addressing Challenging Behavior: National Training Institute, St. Petersburg, FL, United States.
17. **Conroy, M. A.** (2014, March). *Effective strategies for young children with problem behavior in Head Start* [Presentation]. National Center for Quality Teaching and Learning Webinar.
18. **Conroy, M. A.** (2013, February). *Evidence-based assessment and interventions for young children with autism spectrum disorders* [Presentation]. Center of Excellence in Early Childhood Learning and Development, East Tennessee State University, Johnson City, TN, United States.
19. **Conroy, M. A., & Whalon, K.** (2012, May). *Embedding social learning opportunities into literacy instruction for students with autism spectrum disorders* [Presentation]. Center for Autism and Related Disorders, University of Florida, Gainesville, FL, United States.
20. **Conroy, M. A.** (2011, June). *Developing social competence: A peer-mediated approach* [Presentation]. Center for Autism and Related Disorders Summer Institute, Florida State University, Tallahassee, FL, United States.
21. **Conroy, M.** (2011, March). *Positive behavioral intervention: Moving from reactive to proactive practices* [Keynote presentation]. Virginia Department of Education State-directed Effective School-wide Discipline Project, Richmond, VA, United States.
22. **Conroy, M.** (2011, March). *PBS: A shift from reactive to proactive practices* [Presentation]. Virginia Department of Education State-directed Effective School-wide Discipline Project, Richmond, VA, United States.
23. **Conroy, M. A.** (2011, March). *Supporting social-emotional development in young children with Autism Spectrum Disorders* [Presentation]. Research and Rehabilitation Training Center, Virginia Commonwealth University, Richmond, VA, United States.
24. **Sutherland, K., & Conroy, M. A.** (2011, February). *Effective instructional practices for preventing and ameliorating chronic problem behavior in classroom-based settings* [Presentation]. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, KS, United States.
25. **Stichter, J., & Conroy, M. A.** (2010, October). *Teaching social competence to youth and adolescents with high functioning autism and Asperger syndrome* [Presentation]. 2010 Beyond the Diagnosis: Autism Across the Lifespan Conference, Kansas City, KS, United States.

States.

26. **Conroy, M. A.** (2009, August). *Early intervention strategies for young children with autism* [Keynote speaker]. Project SELECT Conference, Clemson University, Clemson, SC, United States.
27. **Conroy, M. A., & Alter, P. J.** (2009, February). *Improving instructional and behavioral outcomes for students with EBD: Classroom management practices that work!* [Presentation]. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, KS, United States.
28. **Conroy, M.** (2008, March). *A functional approach toward assessment and intervention of social skills in children with autism spectrum disorders* [Presentation]. Virginia Association for Behavior Analysis, Harrisonburg, VA, United States.
29. **Conroy, M.** (2007, February). *Addressing challenging behavior in early childhood: Strategies for teachers and trainers* [Presentation]. Midwest Symposium for Leaders in Behavior Disorders, Kansas City, KS, United States.
30. **Conroy, M.** (2007, February). *Environmental arrangement strategies for preventing challenging behavior in young children* [Presentation]. Midwest Symposium for Leaders in Behavior Disorders, Kansas City, KS, United States.
31. **Conroy, M.** (2007, October). *Addressing challenging behavior: A positive approach* [Keynote speaker]. South Carolina Association for the Education of Young Children Conference, Columbia, SC, United States.
32. **Conroy, M.** (2007, April). *Reasserting science into special education practice* [Presentation]. Virginia Academy of Special Education, Virginia Beach, VA, United States.
33. **Conroy, M.** (2007, March). *Addressing challenging behavior in early childhood: Strategies that work!* [Keynote speech]. Nevada Division of Early Childhood Conference, Reno, NV, United States.
34. **Conroy, M. A.** (2005, May). *Addressing challenging behavior in young children with special needs* [Presentation]. National Head Start Association Conference, Orlando, FL, United States.
35. **Conroy, M. A.** (2005, May). *Social competence in young children with special needs* [Presentation]. National Head Start Association Conference, Orlando, FL, United States.
36. **Conroy, M. A.** (2002, July). *Functional behavioral assessments and behavioral intervention plans* [Presentation]. National Association of Protection and Advocacy Systems 25th Annual Conference, Washington, DC, United States.

37. **Conroy, M.** (1998, October). *An analysis of setting event research: Research issues and recommendations* [Paper presentation]. Annual Southeastern Association for Behavior Analysis Conference, Asheville, NC, United States.

International Refereed Conference Presentations

1. Montesion, A., **Conroy, M.**, Huang, K., Wright, J., & Sutherland, K. (2022, September). *Assessing professional development: A follow-up study of BEST in CLASS - Web* [Poster presentation]. Division for Early Childhood 38th International Conference on Young Children with Disabilities and Their Families, Chicago, IL, United States.
2. Granger, K., Broda, M., Chow, J., Sutherland, K., & **Conroy, M.** (2020, February). *Teacher interactions with young students at risk for emotional and behavior disorders* [Presentation]. Conference for Research Innovations Early Intervention, San Diego, CA, United States.
3. Kunemund, R., Granger, K., Sutherland, K., & **Conroy, M.** (2020, February). *Teacher-child interactions and problem behavior: A longitudinal analysis examining bi-directional associations* [Presentation]. Conference for Research Innovations Early Intervention, San Diego, CA, United States.
4. 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* [Presentation]. Conference for Research Innovations Early Intervention, San Diego, CA, United States.
5. *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* [Presentation]. Conference for Research Innovations Early Intervention, San Diego, CA, United States.
6. *Huang, K., Snyder, P., & **Conroy, M.** (2020, February). *Examining the psychometric integrity of social skills improvement system rating scales* [Presentation]. Conference for Research Innovations Early Intervention, San Diego, CA, United States.
7. **Conroy, M.**, Sutherland, K., Granger, K., & *Huang, K. (2020, February). *BEST in CLASS: Web Outcomes from a randomized controlled trial* [Presentation]. Conference for Research Innovations Early Intervention, San Diego, CA, United States.
8. Lloyd, J. W., Gage, N. **Conroy, M.**, & Lane, K. L. (2019, October). *Open science round table* [Panel discussion presentation]. Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth, Tempe, AZ, United States.
9. Kerr, M. M., **Conroy, M.**, Vannest, K., Griller Clark, H., & Ennis, R. P. (2019, October). *Women in educational careers: Challenges, solutions, and supports* [Panel discussion presentation]. Teacher Educators for Children with Behavioral Disorders

Annual Conference on Behavior Disorders of Children and Youth, Tempe, AZ, United States.

10. **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]. Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth, Tempe, AZ, United States.
11. Sutherland, K. S., & **Conroy, M. A.** (2019, November). *Strategies for scale-up and sustainment of a tier-2 teacher delivered intervention* [Presentation]. School Mental Health Research Summit, Austin, TX, United States.
12. Sutherland, K. S., & **Conroy, M. A.** (2019, June). *BEST in CLASS – A Tier-2 intervention for students at-risk for emotional/behavioral disorders* [Presentation]. Division of International Special Education and Services Conference, Montego Bay, Jamaica.
13. Snyder, P., & **Conroy, M.** (2019, June). Practice-based coaching [Presentation]. Professional Leadership Symposium, Cambridge, UK, England.
14. Sutherland, K. S., **Conroy, M. A.**, & Granger, K. (2019, May). *A preliminary study of BEST in CLASS-Elementary: Teacher and student outcomes* [Poster presentation]. Society for Prevention Research 27th Annual Meeting, San Francisco, CA, United States.
15. **Conroy, M. A.**, Sutherland, K. S., Granger, K., Feil, E., *Huang, K., *Ramos, M., & Montesion, A. (2019, May). *BEST in CLASS – Web: Preliminary outcomes* [Poster presentation]. Society for Prevention Research 27th Annual Meeting, San Francisco, CA, United States.
16. *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 presentation]. Society for Prevention Research 27th Annual Meeting, San Francisco, CA, United States.
17. **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* [Presentation]. 16th National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL, United States.
18. **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 presentation]. 16th National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL, United States.

19. 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]. 41st Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ, United States.
20. 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]. 41st Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ, United States.
21. 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]. Division for Early Childhood's 34th Annual International Conference on Young Children with Special Needs and Their Families, Orlando, FL, United States.
22. *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]. Division for Early Childhood's 34th Annual International Conference on Young Children with Special Needs and their Families, Orlando, FL, United States.
23. *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]. Division for Early Childhood's 34th Annual International Conference on Young Children with Special Needs and their Families, Orlando, FL, United States.
24. *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]. Division for Early Childhood's 34th Annual International Conference on Young Children with Special Needs and their Families, Orlando, FL, United States.
25. **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]. Division for Early Childhood's 34th Annual International Conference on Young Children with Special Needs and their Families, Orlando, FL, United States.
26. **Conroy, M. A.**, & Sutherland, K. S. (2018, May). *Adapting an evidence-based coaching model for a tier-2 intervention in elementary classrooms: Development and preliminary findings* [Poster presentation]. 26th Annual Society for Prevention Research Conference, Washington, DC, United States.
27. **Conroy, M. A.**, Sutherland, K. S., Granger, K., & *Wright, J. (2018, May). *Development of BEST in CLASS-Web: A targeted early childhood intervention for*

- preventing problem behavior* [Poster presentation]. 26th Annual Society for Prevention Research Conference, Washington, DC, United States.
28. *Werch, B., & **Conroy, M.** (2018, March). *Sustainability of BEST in CLASS: A follow-up with two teacher cohorts* [Panel presentation]. Biennial Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
 29. *Huang, K., *Aulton, J., **Conroy, M.**, & *Werch, B. (2018, March). *Family engagement practices in evidence-based programs serving young children at-risk for or with developmental delays or disabilities: A meta-analysis* [Poster presentation]. Biennial Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
 30. *Martinez, J., **Conroy, M.**, Reichow, B., Snyder, P., *Huang, K., & *Aulton, J. (2018, March). *Effects of a peer-mediated intervention on the social competence skills of children with autism* [Poster presentation]. Biennial Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
 31. *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]. Biennial Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
 32. *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]. Council for Exceptional Children Convention, Tampa, FL, United States.
 33. *Huang, K., *Aulton, J., *Cohn, M., & **Conroy, M.** (2017, October). *Family engagement practices and measures in center-based early intervention programs* [Presentation]. 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR, United States.
 34. *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]. Division for Early Childhood's Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR, United States.
 35. *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]. Annual Conference on Advancing School Mental Health, Washington, DC, United States.
 36. *Clark, C., Snyder, P., **Conroy, M.**, & Algina, J. (2017, October). *Effects of family supports and risk on Early Head Start outcomes* [Poster presentation]. Division for Early

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

37. *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]. Division for Early Childhood 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR, United States.
38. *Martin, M., Snyder, P., Reichow, B., & **Conroy, M.** (2017, October). *Using evidence-based practice to inform intervention decisions in early intervention* [Poster presentation]. Division for Early Childhood 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR, United States.
39. *Werch, B., & **Conroy, M.** (2017, October). *Sustained teacher implementation of BEST in CLASS instructional practices* [Poster presentation]. Division for Early Childhood 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR, United States.
40. *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]. Annual Conference on Advancing School Mental Health, Washington, DC, United States.
41. 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]. Society for Implementation Research Collaboration 4th Biennial Research Conference, Seattle, WA, United States.
42. Sutherland, K., & **Conroy, M.** (2017, June). *Prevention of problem behavior in young children: Findings from the BEST in CLASS efficacy study* [Poster presentation]. 25th Annual Society for Prevention Research Meeting, Washington, DC, United States.
43. 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]. 25th Annual Society for Prevention Research Meeting, Washington, DC, United States.
44. *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]. 25th Annual Society for Prevention Research Meeting, Washington, DC, United States.

45. 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]. 25th Annual Society for Prevention Research Meeting, Washington, DC, United States.
46. **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]. Council for Exceptional Children 2017 Convention and Expo, Boston, MA, United States.
47. 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]. Council for Exceptional Children 2017 Convention and Expo, Boston, MA, United States.
48. **Conroy, M. A.**, & Sutherland, K. S. (2017, April). *Teacher and child outcomes from the BEST in CLASS efficacy trial* [Presentation]. 14th National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL, United States.
49. Sutherland, K. S., & **Conroy, M. A.** (2017, March). *Practice-based coaching: Promise and challenges* [Paper presentation]. 14th International Conference on Positive Behavior Support, Denver, CO, United States.
50. 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]. Dissemination and Implementation Science Pre-Conference at the Annual Association for Behavioral and Cognitive Therapies Conference, New York City, NY, United States.
51. 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]. Cognitive Therapies Conference, New York City, NY, United States.
52. *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]. Division of Early Childhood 32nd Annual International Conference on Young Children with Special Needs and their Families, Louisville, KY, United States.
53. *Martinez, J. R., **Conroy, M. A.**, *Prykanowski, D. A., & *Werch, B. L. (2016, October). *Restricted and repetitive behaviors in individuals with disabilities* [Poster presentation]. Division of Early Childhood 32nd Annual International Conference on Young Children with Special Needs and their Families, Louisville, KY, United States.
54. *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]. Division of Early Childhood 32nd Annual International Conference on Young Children with Special Needs and their Families, Louisville, KY, United States.
55. *Clark, C., Snyder, P., & **Conroy, M.** (2016, October). *Defining and describing family supports in early home visiting interventions: A systematic literature review* [Poster presentation]. Division of Early Childhood 32nd Annual International Conference on Young Children with Special Needs and their Families, Louisville, KY, United States.
 56. *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]. Bi-annual meeting of the National Center for Leadership in Intensive Intervention, Dallas, TX, United States.
 57. **Conroy, M. A.**, Sutherland, K. S., & Algina, J. (2016, May). *Teacher and child outcomes of the BEST in CLASS efficacy trial* [Poster presentation]. 24th Annual Meeting of the Society for Prevention Research, San Francisco, CA, United States.
 58. 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]. 24th Annual Meeting of the Society for Prevention Research, San Francisco, CA, United States.
 59. *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]. Association for Behavior Analysis International 42nd Annual Convention, Chicago, IL, United States.
 60. **Conroy, M. A.**, Sutherland, K. S., & Algina, J. (2016, April). *Reducing problem behaviors in young children: The BEST in CLASS efficacy trial* [Presentation]. National Center for Special Education Research Evidence-based Practices Strand, Council for Exceptional Children, St. Louis, MO, United States.
 61. **Conroy, M.** (2016, February). *Trials, tribulations, and triumphs: Implementing RCTs in authentic early childhood environments* [Presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
 62. 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]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
 63. 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]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.

64. Sutherland, K. S., & **Conroy, M. A.** (2016, February). *BEST in CLASS efficacy trial: Tribulations and triumphs* [Presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
65. **Conroy, M. A.**, & Sutherland, K. S. (2015, December). *Teacher and child outcomes of the BEST in CLASS efficacy trial* [Poster presentation]. 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, United States.
66. 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]. 39th Annual Teacher Educators of Children with Behavioral Disorders Conference, Tempe, AZ, United States.
67. *Clark, C., Snyder, P., & **Conroy, M.** (2015, October). *Interactions between caregivers and infants and toddlers with disabilities during everyday routines* [Poster presentation]. 31st Annual International Conference on Young Children with Special Needs and their Families, Atlanta, GA, United States.
68. 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]. 31st Annual International Conference on Young Children with Special Needs and their Families, Atlanta, GA, United States.
69. **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]. 31st Annual International Conference on Young Children with Special Needs and their Families, Atlanta, GA, United States.
70. 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]. 31st Annual International Conference on Young Children with Special Needs and their Families, Atlanta, GA, United States.
71. **Conroy, M. A.**, & *Prykanowski, D. (2015, September). *Individualized peer-mediated interventions for promoting social competence skills of students with autism spectrum disorders* [Presentation]. Council for Children with Behavioral Disorders 2015 International Conference, Atlanta, GA, United States.
72. **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]. Council for Children with Behavioral Disorders 2015 International Conference, Atlanta, GA, United States.

73. **Conroy, M. A.**, Sutherland, K. S., & McLeod, B. (2015, September). *BEST in CLASS efficacy trial teacher and child outcomes* [Presentation]. 17th European Conference of Developmental Psychology, Braga, Portugal.
74. Sutherland, K. S., & **Conroy, M. A.** (2015, May). *Preliminary outcomes of the BEST in CLASS efficacy trial* [Presentation]. Society for Prevention Research, Washington, DC, United States.
75. *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]. International Meeting for Autism Research, Salt Lake City, UT, United States.
76. **Conroy, M. A.**, & Sutherland, K. S. (2015, March). *BEST in CLASS: A tier 2 intervention for young children with challenging behavior* [Presentation]. 12th International Conference on Positive Behavior Supports, Boston, MA, United States.
77. 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]. Biennial conference of the Society for Research in Child Development, Philadelphia, PA, United States.
78. 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]. Biennial conference of the Society for Research in Child Development, Philadelphia, PA, United States.
79. **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]. Conference on Teacher Educators for Children with Behavior Disorders, Tempe, AZ, United States.
80. *Martinez, J., **Conroy, M.**, *Werch, B., *Prykanowski, D., & *Marsh, K. (2014, October). *An activity-based approach for facilitating peer-related interactions for young children with autism spectrum disorder* [Presentation]. 30th Annual International Conference on Young Children with Special Needs and their Families, St. Louis, MO, United States.
81. Ladwig, C., **Conroy, M.**, *Werch, B., & *Martinez, J. (2014, October). *Join the team! Collaborative action planning and practice-based coaching* [Presentation]. Division for Early Childhood 30th annual International Conference on Young Children with Special Needs, St. Louis, MO, United States.
82. Ladwig, C., **Conroy, M.**, *Martinez, J., & *Werch, B. (2014, October). *The influence of teacher characteristics on classroom quality* [Presentation]. Division for Early Childhood 30th annual International Conference on Young Children with Special Needs, St. Louis, MO, United States.

83. Sutherland, K., & **Conroy, M. A.** (2014, July). *BEST in CLASS: Preliminary results of an efficacy trial* [Presentation]. Annual conference of the Division of International Special Education, Braga, Portugal.
84. *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]. Annual conference of the Association of Behavior Analysis, Chicago, IL, United States.
85. **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]. Society for Prevention Research 22nd Annual Meeting, Washington, DC, United States.
86. Sutherland, K. S., & **Conroy, M. A.** (2014, May). *Assessing implementation of classroom-based prevention. Years 1 and 2 results of an efficacy trial* [Presentation]. Society for Prevention Research 22nd Annual Meeting, Washington, DC, United States.
87. **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]. Biennial Conference on Research in Early Intervention, San Diego, CA, United States.
88. **Conroy, M.**, & Sutherland, K. (2013, May). *Direct observation of teachers' implementation of the BEST in CLASS practice components and corollary child outcomes* [Presentation]. Society for Prevention Research, San Francisco, CA, United States.
89. 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]. Society for Prevention Research, San Francisco, CA, United States.
90. Sutherland, K., & **Conroy, M.** (2013, September). *Measuring implementation of an early childhood prevention program: Teacher adherence and competence of delivery* [Presentation]. School Mental Health Summit, Arlington, VA, United States.
91. Whalon, K., Bishop, C., Snyder, P., **Conroy, M.**, & McLaughlin, T. (2013, October). *Applying practice-based coaching with teachers in early childhood settings* [Presentation]. Annual International Conference on Young Children with Special Needs and their Families, San Francisco, CA, United States.
92. *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]. Annual International Conference on Young Children with Special Needs and their Families, San Francisco, CA, United States.

93. **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]. American Educational Research Association, San Francisco, CA, United States.
94. **Conroy, M. A.**, Sutherland, K. S., Abrams, L. M., & Whalon, K. A. (2013, April). *Developing and examining the efficacy of a classroom-based prevention model for preschoolers with problem behaviors* [Presentation]. American Educational Research Association, San Francisco, CA, United States.
95. **Conroy, M. A.**, & Sutherland, K. S. (2013, April). *An analysis of teachers' implementation of the BEST in CLASS intervention program* [Presentation]. American Educational Research Association, San Francisco, CA, United States.
96. **Conroy, M. A.**, Sutherland, K. S., & McLeod, B. D. (2013, April). *Fidelity of implementation of BEST in CLASS: Preliminary adherence and competence of delivery data* [Presentation]. American Educational Research Association, San Francisco, CA, United States.
97. Sutherland, K. S., Whalon, K. A., **Conroy, M. A.**, & McLeod, B. D. (2013, April). *The BEST in CLASS adherence and competence scale: Development and preliminary data* [Presentation]. Council for Exceptional Children, San Antonio, TX, United States.
98. Whalon, K. A., Sutherland, K. S., & **Conroy, M. A.** (2013, April). *An efficacy study of BEST in CLASS: A curriculum targeting problem behavior* [Presentation]. Council for Exceptional Children, San Antonio, TX, United States.
99. *Vo, A. K., Abrams, L. M., **Conroy, M. A.**, & Sutherland, K. S. (2013, March). *Child and teacher contributions to the transactional processes for preschoolers with problem behavior* [Presentation]. Society for Research in Child Development, Seattle, WA, United States.
100. Whalon, K. A., *Werch, B., **Conroy, M. A.**, & *Martinez, J. (2013, January). *Peer-related social competence in students with ASD: A comprehensive review of the literature* [Presentation]. Association for Behavior Analysis Autism Conference, Portland, OR, United States.
101. *Wilson, R., Whalon, K., **Conroy, M.**, *Vo, A., & Smith-Bonahue, T. (2012, October). *An efficacy study of BEST in CLASS: A curriculum targeting problem behavior* [Presentation]. Annual Conference for the Division of Early Childhood, Minneapolis, MN, United States.
102. **Conroy, M. A.**, Abrams, L., Sutherland, K. S., Smith-Bonahue, T., *Wilson, R., & *Reese, K. (2012, August). *BEST in CLASS: The impact of a tier 2 intervention for preschoolers at-risk for emotional/behavioral disorders* [Presentation]. American Psychological Association, Orlando, FL, United States.

103. Abrams, L. A., **Conroy, M. A.**, & Sutherland, K. S. (April, 2012). *The efficacy of an early childhood classroom intervention in reducing problem behaviors* [Presentation]. American Educational Research Association Conference, Vancouver, CA, United States.
104. **Conroy, M. A.**, Alter, P. J., Boyd, B. A., & *Bettini, E. (2012, April). *Teacher preparation for students who demonstrate challenging behaviors* [Presentation]. International Conference for Exceptional Children, Denver, CO, United States.
105. **Conroy, M. A.**, Whalon, K. A., & Sutherland, K. S. (2012, April). *Preventing problem behavior via effective instructional practices* [Presentation]. International Conference for Exceptional Children, Denver, CO, United States.
106. **Conroy, M. A.**, Sutherland, K., & Whalon, K. (2012, February). *BEST in CLASS: The impact of a tier 2 intervention on teachers' instructional practices and child behavioral outcomes* [Presentation]. Conference on Research and Innovations in Early Intervention, San Diego, CA, United States.
107. **Conroy, M. A.**, & Abrams, L. M. (2011, July). *BEST in CLASS: The impact of an instructional intervention on child behavioral outcomes and teacher self-efficacy* [Presentation]. Paris International conference on Education, Paris, France.
108. *Carr, S. E., *Ogston, P., **Conroy, M. A.**, & Sutherland, K. S. (2011, May). *Promoting social, emotional, and behavioral competence in young high-risk children: A preventative classroom-based early intervention model* [Presentation]. International Association for Behavior Analysis, Denver, CO, United States.
109. *Vo, A., **Conroy, M. A.**, & Barron, E. R. (2011, October). *BEST in CLASS: Behavioral, emotional, and social training for competent learners achieving school success* [Presentation]. International Conference for the Division of Early Childhood, Washington, DC, United States.
110. **Conroy, M. A.**, Barron, E., & *Vo, A. (2010). *Examining the efficacy of a classroom-based preventative intervention for preschoolers with behavioral disorders* [Presentation]. 26th Annual International Division of Early Childhood Conference, Kansas City, KS, United States.
111. **Conroy, M. A.**, & Abrams, L. (2010, July). *A classroom-based intervention model for young children with challenging behaviors* [Presentation]. Athens Institute for Educational Research, Athens, Greece.
112. Hooper, B. B., Hill, C., Conroy, A., & *Vo, A. (2009, October). *A community of practice for infants and toddlers with autism spectrum disorders* [Presentation]. International Conference on Young Children with Special Needs and their Families.
113. **Conroy, M. A.**, Sutherland, K. S., & *Vo, A. (2009, September). *A classroom-based intervention model for young children with challenging behaviors* [Presentation].

International Conference for Children with Behavior Disorders, Denver, CO, United States.

114. Sutherland, K., & **Conroy, M.** (2009, July). *A classroom-based model for young children with challenging behavior* [Presentation]. 11th Biennial Conference of the International Association of Special Education, Alicante, Spain.
115. **Conroy, M. A.**, *Vo, A., & *Carr, S. (2009, May). *Functional analysis of social behavior in children with Autism Spectrum Disorders* [Presentation]. International Meeting for Autism Research, Chicago, IL, United States.
116. Matthews, K., **Conroy, M.**, & Hagopian, L. (2009, May). *An analysis of the verbally mediated responses of teachers and teaching assistants in a CABAS component school* [Presentation]. Association for Behavior Analysis International Annual Convention, Phoenix, AZ, United States.
117. **Conroy, M.**, *Mancil, R., & *Marsh, S. (2009, April). *Educating students with high functioning autism and Asperger syndrome in inclusive settings: Evidence-based practices* [Presentation]. International Council of Exceptional Children Conference, Seattle, WA, United States.
118. Tuckwiller, E. D., Pullen, P., **Conroy, M.**, Cash, D., Pearson, S., & Ashworth, K. E. (2009, April). *Manipulative letter instruction and decoding skills of children with autism spectrum disorders* [Presentation]. International Council of Exceptional Children Conference, Seattle, WA, United States.
119. **Conroy, M.**, Chambers, C., Coutinho, M., & *Vo, A. (2008, October). *Evidenced-based strategies for young children with autism spectrum disorders* [Presentation]. International Conference on Young Children with Special Needs and their Families, Minneapolis, MN, United States.
120. Pullen, P., & **Conroy, M.** (2008, October). *Manipulative Letter Instruction and Decoding Skills of Children with Autism Spectrum Disorders* [Presentation]. International Conference on Young Children with Special Needs and their Families, Minneapolis, MN, United States.
121. *Vo, A., Hooper, B., **Conroy, M.**, & Koontz-Lowman, D. (2008, October). *A Community of Practice for Infants and Toddlers with Autism Spectrum Disorders* [Presentation]. International Conference on Young Children with Special Needs and their Families, Minneapolis, MN, United States.
122. **Conroy, M.**, Daunic, A., & Sowell, C. (2008, February). *The relation among measures of language and behavior in young high risk children* [Presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.

123. Katsiyannis, A., & **Conroy, M.** (2007, October). *Early intervention services: Legal and practice considerations* [Presentation]. International Conference for Children with Behavioral Disorders, Dallas, TX, United States.
124. **Conroy, M.**, & Brown, B. (2007, October). *Assessing social interactions of children with autism spectrum disorders: A functional approach* [Presentation]. International Conference for the Division of Early Childhood, Niagara Falls, Ontario, United States.
125. **Conroy, M.**, *McKenney, L.,* Sellers, J., & *Nakao, T. (2007, May). *Functional analysis of pro-social communicative behavior in children with autism spectrum disorders* [Presentation]. Annual Association for Behavior Analysis Conference, San Diego, CA, United States.
126. **Conroy, M.**, *McKenney, L. W.,* Sellers, J., & Daunic, A. (2006, October). *The influence of context on social behaviors of children with autism spectrum disorders* [Presentation]. International Conference for the Division of Early Childhood, Little Rock, AK, United States.
127. *McKenney, E. L. W., *Sellers, J. A., *Sloman, G., & **Conroy, M. A.** (2006, May). *Using digital video to analyze outcomes of the social interactions of children with autism* [Presentation]. Association of Behavior Analysis Conference, Atlanta, GA, United States.
128. *McKenney, E. L. W., **Conroy, M. A.**, & *Sellers, J. A. (2006, May). *Functional analysis of prosocial behavior in young children with autism spectrum disorders* [Presentation]. Association of Behavior Analysis Conference, Atlanta, GA, United States.
129. *Sellers, J. A., **Conroy, M. A.**, *McKenney, E. L. W., *Sloman, G., *Nakao, T., *Mancil, R., Peters, K., & Daunic, A. (2006, May). *Evocative effects of antecedent contexts on the peer-related social behavior of children with autism* [Presentation]. Association of Behavior Analysis Conference, Atlanta, GA, United States.
130. **Conroy, M. A.** (2006, May). *Gender and racism* [Presentation]. Association of Behavior Analysis Conference, Atlanta, GA, United States.
131. *Sloman, G., Asmus, J. M., & **Conroy, M. A.** (2006, May). *Preference assessment for auditory stimuli via microswitch activation* [Presentation]. Association of Behavior Analysis Conference, Atlanta, GA, United States.
132. *Nakao, T., *Sloman, G. M., *McKenney, E. L. W., & **Conroy, M. A.** (2006, May). *Effects of antecedents on social behaviors of children with autism* [Presentation]. Association of Behavior Analysis Conference, Atlanta, GA, United States.
133. Asmus, J. M., **Conroy, M. A.**, *Boyd, B. A., *McKenney, E. L. W., *Mancil, G. R., & Daunic, A. P. (2006, March). *An analysis of terminal outcomes of the social behaviors*

- demonstrated by young children with autism* [Presentation]. Gatlinburg Conference on Mental Retardation and Developmental Disabilities, San Diego, CA, United States.
134. **Conroy, M. A.** (2006, February). *Language and behavior: A preliminary analysis of data from the KIDS study* [Presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
135. **Conroy, M. A.,** & *Boyd, B. (2006, February). *Examining outcomes of peer-related social behaviors in young children with autism spectrum disorders* [Presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
136. *Boyd, B., & **Conroy, M. A.** (2006, February). *Effects of circumscribed interests on the social behaviors of children with autism spectrum disorders: Use of structural analysis analogues* [Presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
137. *Boyd, B., **Conroy, M. A.,** & *Alter, P. J. (2005, October). *Effects of restricted interests on the social behaviors of children with autism spectrum disorders* [Presentation]. International Conference for the Division of Early Childhood, Portland, OR, United States.
138. **Conroy, M. A.,** Brown, W. H., & Olive, M. (2005, October). *Teaching young children with social and behavioral needs: From research to practice* [Presentation]. International Conference for the Division of Early Childhood, Portland, OR, United States.
139. Stichter, J. P., & **Conroy, M. A.** (2005, September). *Assessing and remediating social skill deficits in students with autism spectrum disorders: A functional approach* [Presentation]. International Conference for Children with Behavior Disorders, Dallas, TX, United States.
140. **Conroy, M. A.,** *Mancil, R., *Lampi, A., Radbill, L., & Vanderbilt, A. (2005, September). *Examining the evidence and practical application of FBA & FCT research in natural settings* [Presentation]. International Conference for Children with Behavior Disorders, Dallas, TX, United States.
141. **Conroy, M. A.,** *Alter, P. J., & *Boyd, B. A. (2005, July). *Social skills assessment and intervention for children with autism* [Presentation]. International Association for Special Education 9th Biennial Conference, Halifax, Nova Scotia.
142. *McKenney, E. L. W., Asmus, J. M., **Conroy, M. A.,** *Sellers, J. A., *Sloman, G. M., & *Nakao, T. (2005, May). *Project GATORSS: A comprehensive model for assessing and treating social skills in children with Autism Spectrum Disorders* [Presentation]. Association for Behavior Analysis Conference, Chicago, IL, United States.
143. *McKenney, E. L. W., *Sellers, J. A., Asmus, J. M., **Conroy, M. A.,** *Boyd, B. A., & *Sloman, G. M. (2005, May). *Project GATORSS: A comparison of perceived functions in*

- naturalistic observations and functions identified via functional analysis* [Presentation]. Association for Behavior Analysis Conference, Chicago, IL, United States.
144. *Boyd, B. A., **Conroy, M. A.**, *Mancil, G. R., & *Alter, P. J. (2005, May). *Effects of restricted interests on the social behaviors of children with Autism Spectrum Disorders: Use of structural analysis analogues* [Presentation]. Association for Behavior Analysis Conference, Chicago, IL, United States.
 145. *Sellers, J. A., Asmus, J. M., **Conroy, M. A.**, *McKenney, E. L. W., & *Sloman, G. M. (2005, May). *Functional analysis of socially withdrawn behavior in children with autism* [Presentation]. Association for Behavior Analysis Conference, Chicago, IL, United States.
 146. **Conroy, M. A.**, & Stichter, J. P. (2005, May). *A critical analysis of the role of measurement on the validity of research* [Presentation]. Association for Behavior Analysis Conference, Chicago, IL, United States.
 147. *Boyd, B. A., **Conroy, M. A.**, *Nakao, T., & *Mancil, G. R. (2005, May). *Effects of classroom contextual factors on the social behaviors of students with autism* [Presentation]. International Meeting for Autism Research, Boston, MA, United States.
 148. *Boyd, B., **Conroy, M. A.**, & Asmus, J. M. (2005, March). *An analysis of classroom contextual factors on the social behaviors of students with autism* [Presentation]. 38th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Annapolis, MD, United States.
 149. **Conroy, M. A.**, *McKenney, E. L., *Alter, P. J., & *Boyd, B. A. (2005, March). *A functional approach to social skills intervention for young students with autism in inclusive settings* [Presentation]. International Conference on Positive Behavior Supports, Tampa, FL, United States.
 150. *Boyd, B. A., **Conroy, M. A.**, Asmus, J. M., & *Alter, P. J. (2004, December). *Linking assessment of social behavior to successful outcomes for children with autism* [Presentation]. International Conference of the Division of Early Childhood, Chicago, IL, United States.
 151. *Sellers, J. A., Asmus, J. M., **Conroy, M. A.**, *Boyd, B. A., *Weeks, E., & Ladwig, C. N. (2004, May). *Functional analysis of socially withdrawn behavior in children with autism* [Presentation]. Association of Behavior Analysis Conference, Boston, MA, United States.
 152. Asmus, J., **Conroy, M.**, & *Sellers, J. (2004, May). *Comparison of functional analysis findings across home and school settings* [Presentation]. Association of Behavior Analysis Conference, Boston, MA, United States.

153. **Conroy, M. A.**, Asmus, J. M., Ladwig, C. N., & Brown, W. (2004, May). *How much is enough: An examination of behavioral sampling* [Presentation]. Association of Behavior Analysis Conference, Boston, MA, United States.
154. **Conroy, M. A.**, Ladwig, C., *Boyd, B. A., *Madera, D., & *Weeks, E. (2004, April). *Project GATORSS: Social skills assessment and intervention for young children with autism* [Presentation]. Council for Exceptional Children International Conference, New Orleans, LA, United States.
155. **Conroy, M. A.**, *Fullerton, E. K., *Beaunae, C., & *Alter, P. (2004, April). *Project EASY: A model training program for decreasing challenging behaviors in young children* [Presentation]. Council for Exceptional Children International Conference, New Orleans, LA, United States.
156. **Conroy, M. A.**, Asmus, J. M., Ladwig, C. N., & *Boyd, B. A. (2004, February). *An analysis of classroom contextual factors on the behaviors of students with autism* [Presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
157. **Conroy, M. A.**, *Fullerton, E., *Beaunae, C., *Alter, P., *Boyd, B., & *Payne, L. (2004, January). *Prevention and early intervention for infants and toddlers at risk for emotional/behavioral disorders* [Presentation]. International Conference on Infant Mental Health, Melbourne, Australia.
158. **Conroy, M. A.** (2003, December). *Addressing challenging behavior in young children* [Presentation]. National Head Start Association 20th Annual Training Conference, San Juan, Puerto Rico.
159. *Fullerton, E. K., **Conroy, M. A.**, *Beaunae, C., *Payne, L., & *Boyd, B. A. (2003, October). *Environmental arrangement study for young children* [Presentation]. International Conference of the Division of Early Childhood, Washington, DC, United States.
160. Ladwig, C. N., **Conroy, M. A.**, Asmus, J. M., *Boyd, B. A., & *Madera, D. D. (2003, October). *Snapshot Assessment: Easy to use tool for observing young children's social skills* [Presentation]. International Conference of the Division of Early Childhood, Washington, DC, United States.
161. Davis, C., & **Conroy, M.** (2003, October). *Assessing classrooms to promote positive behavior of young children* [Presentation]. International Council for Children with Behavioral Disorders, St. Louis, MO, United States.
162. Brown, W., & **Conroy, M.** (2003, October). *An intervention hierarchy for promoting preschool children's peer-related social competence* [Presentation]. International Council for Children with Behavioral Disorders, St. Louis, MO, United States.

163. **Conroy, M. A.**, *Fullerton, E., *Beaunae, C., *Payne, L. L., & *Boyd, B. A. (2003 October). *Training techniques for decreasing challenging behaviors in early childhood settings* [Presentation]. International Council for Children with Behavioral Disorders, St. Louis, MO, United States.
164. *Sellers, J. A., Asmus, J. M., **Conroy, M. A.**, & Ladwig, C. N. (2003, May). *Generalization of treatment effects for a child with autism in the home setting* [Presentation]. Association for Behavior Analysis, San Francisco, CA, United States.
165. **Conroy, M. A.**, Gable, R., Katsiyannis, A., & Scott, T. (2003, April). *The use of functional behavioral assessment strategies for secondary-aged students with challenging behaviors: A pilot investigation* [Presentation]. International Council for Exceptional Children Conference, Seattle, WA, United States.
166. Asmus, J. M., **Conroy, M. A.**, Ladwig, C. N., *Sellers, J. A., *Madera, D. D., & *Boyd, B. A. (2003, March). *Functional assessment and intervention of social skills for young children with autism* [Presentation]. International Conference on Positive Behavioral Supports, Orlando, FL, United States.
167. **Conroy, M. A.**, Asmus, J. M., & Ladwig, C. N. (2003, February). *An analysis of classroom contextual factors on the behaviors of students with autism* [Presentation]. 36th Annual Gatlinburg Conference on Mental Retardation, Annapolis, MD, United States.
168. **Conroy, M. A.**, Ladwig, C. N., Valcante, G., & *Boyd, B. (2002, December). *Strategies for including young children with autism in general education settings* [Presentation]. International Division of Early Childhood Conference, San Diego, CA, United States.
169. Jones, H. A., Correa, V., & **Conroy, M. A.** (2002, December). *The changing times of personnel preparation in early childhood special education* [Presentation]. International Division of Early Childhood Conference, San Diego, CA, United States.
170. **Conroy, M. A.**, Asmus, J. M., Ladwig, C., *Capasso, J. M., & Keller, C. (2002, May). A comparison of direct observation time on the analysis of problem behaviors [Paper presentation]. Annual Association for Behavior Analysis Conference, Toronto, CA, United States.
171. Asmus, J. M., *Capasso, J. M., **Conroy, M. A.**, & *Sellers, J. A. (2002, May). *Effect of task preference on functional analysis outcomes* [Paper presentation]. Annual Association for Behavior Analysis Conference, Toronto, CA, United States.
172. *Capasso, J. M., **Conroy, M. A.**, Asmus, J. M., Skinner, L. A., & Dozier, C. L. (2002, May). *A comparison of functional analysis outcomes with and without consequences for stereotypic behavior* [Paper presentation]. Annual Association for Behavior Analysis Conference, Toronto, CA, United States.

173. *Sellers, J. A., Asmus, J. M., **Conroy, M. A.**, & *Capasso, J. M. (2002, May). *Inclusive classrooms: Comparing descriptive and experimental analysis outcomes for a child with autism* [Paper presentation]. Annual Association for Behavior Analysis Conference, Toronto, CA, United States.
174. **Conroy, M. A.**, Mahon, K., Asmus, J., Shores, R., & Ladwig, C. (2002, April). *The effects of proximity of problem behaviors in classrooms* [Presentation]. International Council of Exceptional Children, New York City, NY, United States.
175. Jones, H., Strangis, D., Smith-Bonahue, T., & **Conroy, M.** (2001, December). *Electronic portfolios: A tool for standards based assessment in teacher education* [Presentation]. International Division of Early Childhood Conference, Boston, MA, United States.
176. **Conroy, M. A.**, Asmus, J. M., Skinner, L. A., & *Sellers, J. A. (2001, October). *Effective strategies for facilitating inclusion of children with autism spectrum disorder* [Presentation]. International Conference on Children and Youth with Behavioral Disorders, Atlanta, GA, United States.
177. Yell, M. L., Katsiyannis, A., & **Conroy, M.** (2001, October). *Disciplining students with disabilities: Legal and practical issues* [Presentation]. International Conference on Children and Youth with Behavioral Disorders, Atlanta, GA, United States.
178. **Conroy, M. A.**, & Stichter, J. P. (2001, October). *Strategies for conducting functional and structural analyses in natural settings* [Presentation]. International Conference on Children and Youth with Behavioral Disorders, Atlanta, GA, United States.
179. Brown, W. H., & **Conroy, M. A.** (2001, October). *Promoting preschool children's peer-related social competence* [Presentation]. International Conference on Children and Youth with Behavioral Disorders, Atlanta, GA, United States.
180. **Conroy, M.**, Asmus, J., Hale, M., *Chait, A., *Capasso, J., Caceres, E., Dozier, C., & Wright, C. (2001, May). *The effects of contextual factors on the disruptive behaviors of students with autism* [Paper presentation]. Annual Association for Behavior Analysis Conference, New Orleans, LA, United States.
181. Stichter, J. P., & **Conroy, M. A.** (2001, May). *The future role of contextual factors: A review and discussion of the literature* [Paper presentation]. Annual Association for Behavior Analysis Conference, New Orleans, LA, United States.
182. Asmus, J., **Conroy, M. A.**, *Chait, A., *Hale, M. N., & Wright, C. S. (2001, May). *Use of antecedent and consequence analyses to decrease disruptive behavior in an inclusive classroom* [Paper presentation]. Annual Association for Behavior Analysis Conference, New Orleans, LA, United States.
183. *Capasso, J. M., *Hale, M. N., Asmus, J. M., **Conroy, M. A.**, Dozier, C. L., & Bassett, K. D. (2001, May). *Comparison and use of descriptive and experimental analyses of*

- problem behavior for a child with autism in an inclusive classroom* [Poster presentation]. Annual Association for Behavior Analysis Conference, New Orleans, LA, United States.
184. *Chait, A., **Conroy, M.**, Asmus, J., Wright, C., & Valcante, G. (2001, May). *Comparison of functional assessment instruction for children diagnosed with autism included in general education* [Poster presentation]. Annual Association for Behavior Analysis Conference, New Orleans, LA, United States.
185. **Conroy, M.**, Valcante, G., & Asmus, J. (2000, December). *The Autism Inclusion Project: Investigation of experimental analyses and contextual variables* [Presentation]. Division of Early Childhood Conference on Children with Special Needs, Albuquerque, NM, United States.
186. Jones, H. H., **Conroy, M.**, & Smith, T. (2000, December). *Assessing the effectiveness of teacher preparation: How important is program evaluation?* [Paper presentation]. Annual Association for Behavior Analysis Conference, Washington, DC, United States.
187. Asmus, J., **Conroy, M.**, *Capasso, J., & Sinowitz, H. (2000, May). *Comparison of functional analysis outcomes across school and home settings* [Presentation]. Annual Association for Behavior Analysis Conference, Washington, DC, United States.
188. **Conroy, M. A.**, *Hale, M., Evans, T., Gutierrez, A., & Valcante, G. (2000, May). *Assessment and validation of setting events on challenging behavior* [Paper presentation]. Annual Association for Behavior Analysis Conference, Washington, DC, United States.
189. Jones, H. A., Correa, V. I., **Conroy, M. A.**, & Smith, T. M. (1999, December). *Training quality early childhood educators: Hope for the 21st century* [Paper presentation]. Annual International Division of Early Childhood Conference on Children with Special Needs, Washington, DC, United States.
190. **Conroy, M. A.**, & Davis, C. A. (1999, December). *Preschoolers with challenging behaviors: Legal and educational issues related to IDEA and functional behavioral assessment* [Paper presentation]. Annual International Division of Early Childhood Conference on Children with Special Needs, Washington, DC, United States.
191. Duncan, T. K., Smith, T., Kemple, D., Jones, H., & **Conroy, M.** (1999, December). *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]. Annual International Division of Early Childhood Conference on Children with Special Needs, Washington, DC, United States.
192. *Clark, D., Ryndak, D. L., Stuart, C. H., & **Conroy, M.** (1999, December). *Preparation of teachers to meet needs of students with severe disabilities* [Paper presentation]. The Association for Person with Severe Disabilities (TASH), Chicago, IL, United States.

193. Nelson, K., **Conroy, M.**, & Pullen, P. (1999, October). *Policy issues and recommended practices for serving young children at-risk for or with emotional and behavioral problems* [Paper presentation]. Council for Children with Behavioral Disorders International Conference (CCBD), Dallas, TX, United States.
194. Fox, J., & **Conroy, M.** (1999, May). *Contextual factors, setting events, and challenging behaviors* [Paper presentation]. Annual Association for Behavior Analysis Conference, Chicago, IL, United States.
195. Brown, W., & **Conroy, M.** (1998, December). *The Part H/C entitlement: Entitled to What? Public policy and professional perspectives influencing early intervention systems* [Poster presentation]. Annual International Division of Early Childhood Conference on Children with Special Needs, Chicago, IL, United States.
196. Jones, H. A., Correa, V., **Conroy, M.**, Smith-Bonahue, T., & Kemple, K. (1998, December). *Portfolio development as an assessment tool in teacher education* [Paper presentation]. Annual International Division of Early Childhood Conference on Children with Special Needs, Chicago, IL, United States.
197. **Conroy, M.**, & Brown, W. H. (1998, December). *Empowering young children with challenging behaviors in inclusive settings: Teaching social-communication competencies to facilitate responsive inclusion* [Workshop presentation]. Annual International Division of Early Childhood Conference on Children with Special Needs, Chicago, IL, United States.
198. **Conroy, M.**, Brown, W. H., & Brown, W. (1998, July). *Serving young children with emotional and behavioral challenges in early childhood programs: Policy and research issues* [Paper presentation]. Head Start 4th National Research Conference, Washington, DC, United States.
199. **Conroy, M.**, Fox, J. J., & Davis, C. A. (1997, November). *Empowering programs and families: Using technical assistance teams to ameliorate challenging behavior* [Workshop presentation]. Annual International Division of Early Childhood Conference on Children with Special Needs, New Orleans, LA, United States.
200. Fox, J., & **Conroy, M. A.** (1997, November). *Assessment and intervention of environmental factors for ameliorating children's challenging behaviors* [Paper presentation]. Annual International Division of Early Childhood Conference on Children with Special Needs, New Orleans, LA, United States.
201. Brown, W. H., & **Conroy, M. A.** (1997, November). *Naturalistic strategies for promoting and supporting preschool children's peer interactions* [Poster presentation]. Annual International Division of Early Childhood Conference on Children with Special Needs, New Orleans, LA, United States.
202. Fox, J. J., & **Conroy, M. A.** (1997, May). *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 presentation]. Annual Association for Behavior Analysis Conference, Chicago, IL, United States.
203. **Conroy, M.**, Brown, W., Fox, J., & Fulwider, T. (1996, December). *Promoting inclusive services for young children at risk for emotional/behavioral disorders: Moving from policy to practice* [Paper presentation]. Annual International Division of Early Childhood Conference on Children with Special Needs, Phoenix, AZ, United States.
204. Brown, W., & **Conroy, M.** (1995, October). *An examination of policy changes and service delivery in early intervention for young children at-risk for emotional/behavioral disorders* [Paper presentation]. International Conference on Behavioral Disorders, Dallas, TX, United States.
205. **Conroy, M.** (1995, October). *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 presentation]. International Conference on Behavioral Disorders, Dallas, TX, United States.
206. **Conroy, M. A.**, & Fox, J. J. (1995, May). *Evaluating the social and ecological validity of analog assessment* [Poster presentation]. 119th Annual American Association for Mental Retardation Conference (AAMR), San Francisco, CA, United States.
207. **Conroy, M. A.**, & Fox, J. J. (1995, May). *The use of direct observation procedures to measure setting events* [Paper presentation]. Annual Association for Behavior Analysis Conference, Washington, DC, United States.
208. **Conroy, M. A.**, & Fox, J. J. (1995, April). *Identification and mediation of setting events for challenging behaviors* [Poster presentation]. International Conference of the Council for Exceptional Children, Indianapolis, IN, United States.
209. **Conroy, M. A.**, Leister, C., & *Bucklin, A. (1994, December). *Inclusion of persons with severe disabilities: State of the art practices in Tennessee* [Poster presentation]. 1994 The Association for Person with Severe Disabilities (TASH) Conference, Atlanta, GA, United States.
210. Fox, J. J., & **Conroy, M. A.** (1994, May). *Assessing the impact of contextual factors on the behavior problems of preschool-aged children* [Paper presentation]. Annual Association for Behavior Analysis Conference, Atlanta, GA, United States.
211. **Conroy, M. A.** (1993, December). *An analysis and comparison of play materials to promote the social development of young children with disabilities* [Poster session presentation]. Annual International Early Childhood Conference on Children with Special Needs Conference. San Diego, CA, United States.
212. Hupp, S. C., **Conroy, M. A.**, & Able, H. (1984, May). *Selecting instructional materials according to the Best-Example Theory of Categorization* [Paper presentation]. Annual Council of Exceptional Children Conference, Washington, DC, United States.

National Refereed Conference Presentations

1. Weihl, A., Washington-Nortey, M., Granger, K., Sutherland, K., **Conroy, M.**, & Montesion, A. (2023, December). *Sustaining BEST in CLASS: Teacher-reported evidence-based practice use with students at risk for EBDs amidst the COVID-19 pandemic* [Poster presentation]. Annual Conference on Advancing School Mental Health, New Orleans, LA, United States.
2. Sumi, C., Cohen, D., Woodbridge, M., **Montesion, A.**, Conroy, M., & Sutherland, K. (2023, December). *Replication study of BEST in CLASS: Coaches' perspectives on implementing an evidence-based practice in typical settings* [Presentation]. Annual Conference on Advancing School Mental Health, New Orleans, LA, United States.
3. Dear, E. R., Granger, K., Hollins, N., Kaur, N., Stouffer, J., Sutherland K., McLeod, B., & **Conroy, M.** (2023, May). *School climate as a predictor of the implementation of a tier 2 classroom-based intervention* [Poster presentation]. 31st Annual Society of Prevention Research Meeting, Washington, DC, United States.
4. Granger, K. L., Montesion, A., **Conroy, M. A.**, & Sutherland, K. (2023, May). *Teachers' classroom management efficacy and conflict with children displaying challenging behaviors* [Poster presentation]. 31st Annual Society of Prevention Research Meeting, Washington, DC, United States.
5. Kunemund, R. L., Granger, K., Sutherland, K. S., & **Conroy, M. A.** (2023, May). *Examining the effect of the BEST in CLASS Pre-K coaching program on positive teacher-child interactions and challenging behavior* [Paper presentation]. 31st Annual Society for Prevention Research Meeting, Washington, DC, United States.
6. Sutherland, K. S., & **Conroy, M. A.** (2015, May). *Preliminary outcomes of the BEST in CLASS efficacy trial* [Presentation]. Society for Prevention Research, Washington, DC, United States.
7. 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]. 39th Annual Teacher Educators of Children with Behavioral Disorders Conference, Tempe, AZ, United States.
8. **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* [Presentation]. Society for Research in Educational Effectiveness, Washington, DC, United States.
9. **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]. 38th annual Teacher Educators of Children with Behavioral Disorders conference. Tempe, AZ, United States.

10. Jolivette, K., **Conroy, M.**, Lane, K., Nelson, M., & Benner, G. (2010). *Future research directions for the field of emotional/behavioral disorders* [Presentation]. Teacher Educators of Children with Behavioral Disorders, Tempe, AZ, United States.
11. Hill, C., Hooper, B., & **Conroy, M.** (2009, November). *Communities of practice: A creative way of working* [Presentation]. Association for University Centers on Developmental Disabilities Conference, Washington, DC, United States.
12. *Carr, S., **Conroy, M.**, & *Vo, A. (2009, February). *Functional analysis of social communicative behavior in young children with autism spectrum disorders* [Presentation]. Association for Behavior Analysis Autism Conference, Jacksonville, FL, United States.
13. *Mancil, R., **Conroy, M.**, & *Marsh, S. (2009, February). *Educating students with high functioning autism and Asperger syndrome in inclusive settings: Evidence-based practices* [Presentation]. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, KS, United States.
14. *Alter, P., **Conroy, M.**, & Scott, T. (2008, November). *Functional behavioral assessment and students with EBD: When research, policy, and practice collide* [Presentation]. Teacher Educators of Children with Behavioral Disorders Conference, Tempe, AZ, United States.
15. *Mancil, R., **Conroy, M.**, & *Marsh, S. (2008, November). *Educating students with high functioning autism and Asperger syndrome in inclusive settings: Evidence-based practices* [Presentation]. Teacher Educators of Children with Behavioral Disorders Conference, Tempe, AZ, United States.
16. Sutherland, K., *Haydon, T., & **Conroy, M.** (2008, March). *Classroom-based practices for preventing and ameliorating problem behavior in young children* [Presentation]. Midwest Symposium for Leaders in Behavior Disorders, Kansas City, KS, United States.
17. *Mancil, G. R., *Alter, P. J., Vanderbilt, A., & **Conroy, M. A.** (2005, November). *Evidence-based practices for developing social and communicative skills in children with autism spectrum disorders* [Presentation]. Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ, United States.
18. Stichter, J., & **Conroy, M. A.** (2004, November). *Systematic assessment and intervention of social skill deficits for students with autism spectrum disorders* [Presentation]. 28th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ, United States.
19. *Boyd, B. A., **Conroy, M. A.**, & *Alter, P. J. (2004, November). *Using restricted interests of young children with autism to increase their social behaviors with peers* [Presentation]. 28th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ, United States.

20. **Conroy, M. A.**, Asmus, J. M., & Ladwig, C. N. (2004, July). *Project GATORSS: Social skills assessment and intervention for young children with autism spectrum disorders* [Presentation]. OSEP Project Director's Conference, Washington, DC, United States.
21. **Conroy, M. A.**, *Fullerton, E. K., *Beaunae, C., & *Alter, P. (2004, June). *Prevention and early intervention for infants and toddlers at risk for emotional/behavioral disorders* [Presentation]. 7th National Research Head Start Conference, Washington, DC, United States.
22. **Conroy, M. A.** (2003, November). *Truth or dare: A response to Mostert, Kauffman, & Kavale* [Presentation]. 26th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ, United States.
23. **Conroy, M.**, *Boyd, B., Jones, H., Daunic, A., & Smith, S. (2003, November). *Assessment of problem behaviors in children with emotional/behavioral disorders* [Presentation]. 26th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ, United States.
24. **Conroy, M.**, Dunlap, G., & Clarke, S. (2003, November). *A descriptive analysis of positive behavior support research with young children with challenging behavior* [Presentation]. 26th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ, United States.
25. Stichter, J., **Conroy, M. A.**, & *Boyd, B. (2003, November). *The undefined role of the maintaining variable in antecedent-based research* [Presentation]. 26th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ, United States.
26. **Conroy, M. A.**, Asmus, J. A., Ladwig, C. M., & *Sellers, J. A. (2002, November). *The effects of contextual factors on the relationship between teacher behaviors and the behaviors of students with autism* [Presentation]. Teacher Educators of Children with Behavioral Disorders Conference, Tempe, AZ, United States.
27. **Conroy, M. A.**, & Stichter, J. (2002, November). *An analysis of classroom contextual factors on the behaviors of students with autism* [Presentation]. Teacher Educators of Children with Behavioral Disorders Conference, Tempe, AZ, United States.
28. **Conroy, M.**, & Davis, C. (2001, February). *Functional assessment and analysis for preschoolers with emotional/behavioral disorders* [Presentation]. Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, KS, United States.
29. **Conroy, M.**, Asmus, J., Dozier, C., *Hale, M., Wright C., *Chait, A., *Capasso, J., & Caceres, E. (2001, February). *A systematic analysis of functional assessment data* [Presentation]. Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, KS, United States.

30. **Conroy, M.**, Clark, D., Katsiyannis, A., Gable, R., & Fox, J. (2000, November). *The IDEA '97 disciplinary provisions: National trends and state policies and practices* [Presentation]. Teacher Educators of Children with Behavioral Disorders Conference, Phoenix, AZ, United States.
31. Jack, S., Lindeman, D., **Conroy, M.**, & Fox, J. (2000, November). *The application of functional assessment technology in early childhood settings: Implications for research and practice* [Presentation]. Teacher Educators of Children with Behavioral Disorders Conference, Phoenix, AZ, United States.
32. Quinn, M., Gable, R., Fox, J., & **Conroy, M.** (2000, November). *Functional behavioral assessment* [Presentation]. Teacher Educators of Children with Behavioral Disorders Conference, Phoenix, AZ, United States.
33. Fox, J., **Conroy, M.**, Davis, C., & Gable, R. (2000, November). *Applied research issues in FBA and their implications for students with or at-risk for emotional/behavioral disorders* [Presentation]. Teacher Educators of Children with Behavioral Disorders Conference, Phoenix, AZ, United States.
34. **Conroy, M. A.**, Clark, D., Fox, J. J., & Gable, R. (1999, November). *Building competence in FBA: Are we headed in the right direction?* [Paper presentation]. Annual Teacher Educators for Children with Behavioral Disorders Conference, Phoenix, AZ, United States.
35. **Conroy, M.**, Clark, D., Gable, R. A., & Fox, J. (1998, November). *Developing competence in the use of functional behavioral assessment* [Paper presentation]. Annual Teacher Educators for Children with Behavior Disorders Conference, Phoenix, AZ, United States.
36. **Conroy, M.**, & Fox, J. J. (1998, March). *A comparison and evaluation of ecological interventions to facilitate the social behaviors of young children with disabilities* [Paper presentation]. Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Charleston, SC, United States.
37. Fox, J. J., Gable, R., & **Conroy, M.** (1998, November). *Application of functional behavioral assessment techniques to students with emotional/behavioral disorders: An overview of issues and concerns* [Paper presentation]. Teacher Educators for Children with Behavior Disorders Conference, Phoenix, AZ, United States.
38. **Conroy, M.** (1996, November). *Assessment and measurement of setting events: Problems and issues* [Paper presentation]. Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ, United States.
39. **Conroy, M.**, & Fox, J. J. (1995, November). *Evaluating the social and ecological validity of analog assessment procedures in young children with challenging behaviors* [Paper presentation]. Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ, United States.

40. Fox, J. J., & **Conroy, M. A.** (1995, March). *Critical social and academically related behaviors of preschoolers and elementary-aged students with and without disabilities: A descriptive analysis* [Paper presentation]. Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN, United States.
41. Fox, J. J., & **Conroy, M. A.** (1994, November). *Evaluation of Classroom/Teacher Implemented Methods of Assessing Factors that Motivate Young Children's Behavior Problems* [Paper presentation]. Annual Teacher Educators for Children with Behavioral Disorders 18th Conference, Tempe, AZ, United States.
42. **Conroy, M. A.**, Fox, J. J., Good., W., & *Gross, A. (1994, March). *Reliability and stability of the Motivation Assessment Scale in assessing the challenging behaviors of children and youth with developmental disabilities* [Paper presentation]. Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities, Gatlinburg, TN, United States.
43. **Conroy, M. A.**, Fox, J. J., Merek, C., & *Crain, L. (1993, November). *Critical school social and survival skills: Observational analyses of typically developing, behaviorally disordered, and mentally retarded preschoolers* [Paper presentation]. Annual Teacher Educators for Children with Behavioral Disorders, Tempe, AZ, United States.
44. Fox, J. J., **Conroy, M. A.**, & Payne, V. O. (1993, March). *Direct observational measurement of social and school survival skills for children with disabilities: conducting a reciprocal and contextual analysis* [Paper presentation]. Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN, United States.
45. **Conroy, M. A.**, Fox, J. J., & Payne, V. O. (1992, November). *Facilitating inclusion for children with behavior disorders through the instruction of critical social and academic "school survival" skills* [Paper presentation]. Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ, United States.
46. Fox, J. J., Brown, W. C., Smith, D. S., & **Conroy, M. A.** (1991, November). *Issues in the early identification, intervention, and prevention of behavior disorders in young children* [Paper presentation]. Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ, United States.
47. **Conroy, M. A.** (1989, September). *Coordinating services through interagency collaboration* [Paper presentation]. Surgeon General's Conference, Washington, DC, United States.
48. Hupp, S. C., Able, H., & **Conroy, M. A.** (1984, February). *Comparison of receptive and expressive training category labels on generalized category acquisition by severely retarded children* [Paper presentation]. Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities, Gatlinburg, TN, United States.

49. Hupp, S. C., Able, H., & **Conroy, M. A.** (1983, February). *The applicability of stage theory to sensorimotor development of severely retarded children* [Paper presentation]. Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities, Gatlinburg, TN, United States.

Regional Refereed Presentations

1. *Reese, K., *Wilson, R., Smith-Bonahue, T., **Conroy, M. A.**, & *Werch, B. (2012, August). *BEST in CLASS: A manualized program to reduce challenging behaviors in pre-k classrooms* [Presentation]. Florida Association of School Psychologists, Orlando, FL, United States.
2. *Sellers, J. A., *McKenney, E. L. W., **Conroy, M. A.**, & Daunic, A. (2006, March). *Functional analysis of prosocial behavior for young children with autism spectrum disorders* [Presentation]. University of Florida Autism Conference, Gainesville, FL, United States.
3. **Conroy, M. A.** (2006, January). *Positive behavior support alternatives* [Presentation]. Center for Autism and Related Disorders Conference, Gainesville, FL, United States.
4. *Nakao, T., McKenney, E. L. W., Sloman, G. M., **Conroy, M. A.**, & Asmus, J. A. (2005, October). *Using antecedent events to enhance social interactions in children with autism* [Presentation]. Georgia Association of School Psychology, Savannah, GA, United States.
5. **Conroy, M. A.** (2002, May). *Improving social skills in young children with special needs* [Presentation]. University of Virginia Early Childhood Conference, Charlottesville, VA, United States.
6. **Conroy, M.**, Jones, H., & Smith, T. (1999, March). *Individually appropriate practices for challenging behaviors* [Paper presentation]. Southern Early Childhood Association Annual Conference, Nashville, TN, United States.
7. **Conroy, M.** (1995, October). *A proactive approach: The use of contextual factors to facilitate social behaviors in children with emotional/behavioral disorders* [Invited presentation]. Mid-Atlantic Symposium on Best Practices for Dealing with Students with Learning and Behavior Problems, Virginia Beach, VA, United States.
8. Coutinho, M., & **Conroy, M.** (1996, October). *Promoting Appropriate Assessment in Students with Emotional/Behavioral Disorders* [Paper presentation]. 4th Annual Mid-Atlantic Symposium for Best Practices for Dealing with Students with Learning and Behavior Problems, Virginia Beach, VA, United States.
9. **Conroy, M.**, & *Burlison, R. (1996, March). *Strategies for Facilitating Positive Behaviors in Young Children with Challenging Behaviors* [Paper presentation]. 47th Southern Early Childhood Association Annual Conference, Little Rock, AK, United States.

10. **Conroy, M.**, and Fox, J. (1994, October). *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 presentation]. Mid-Atlantic Symposium on Best Practices for Dealing with Students with Learning and Emotional Behavioral Disorders, Virginia Beach, VA, United States.
11. **Conroy, M. A.**, & Fox, J. J. (1993, October). *Observational validation of critical social and school survival skills in preschool and elementary aged children with emotional-behavioral disorders and mental retardation* [Paper presentation]. Virginia Beach Conference: Children and Adolescents with Emotional or Behavioral Disorders, Virginia Beach, VA, United States.

State Refereed Presentations

1. *Vo, A., & **Conroy, M.** (2008, March). *Functional analysis of social-communicative behavior in young children with autism spectrum disorders* [Presentation]. Virginia Association for Behavior Analysis, Harrisonburg, VA, United States.
2. *Alter, P. J., *Boyd, B. A., & **Conroy, M. A.** (2004, October). *Including children with autism: Strategies to promote their social interactions with typical peers* [Presentation]. Florida Council for Exceptional Children Conference, Jacksonville, FL, United States.
3. *Sellers, J., Asmus, J., & **Conroy, M.** (2003, September). *Comparison of experimental analysis findings across home and school settings: A case study* [Presentation]. Floridian Association for Behavior Analysis Conference, Orlando, FL, United States.
4. **Conroy, M.** (2003, May). *Strategies for conducting functional analysis in classroom settings* [Presentation]. Florida Council for Children with Behavioral Disorders, Ft. Myers, FL, United States.
5. Brooks, G., *Madera, D., Ladwig, C., Asmus, J., & **Conroy, M.** (2002, November). *Functional assessment of social behaviors in children with autism* [Presentation]. Florida Association of School Psychologists, Jacksonville, FL, United States.
6. *Sellers, J. A., Asmus, J. M., **Conroy, M. A.**, & Ladwig, C. N. (2002, November). *Inclusion of children with autism spectrum disorders. Descriptive analysis outcomes* [Presentation]. Florida Association of School Psychologists, Jacksonville, FL, United States.
7. **Conroy, M. A.**, Jones, H., Smith, T., & Duncan, T. (1998, October). *Young children with challenging behaviors: Preventative strategies to facilitate inclusion* [Presentation]. Florida Federation for the Council for Exceptional Children Annual Conference, Orlando, FL, United States.
8. **Conroy, M.** (1997, February). *Promote positive social behaviors through environmental design* [Presentation]. Joint Conference on Children and Youth with Disabilities, Nashville, TN, United States.

9. **Conroy, M.**, *Hales, C., & *Handy, R. (1996, March). *Consultation strategies to facilitate inclusion of infant and toddlers with disabilities into early childhood programs* [Presentation]. 4th Annual Collaborative Conference on Young Children with Special Needs and their Families, Nashville, TN, United States.
10. **Conroy, M. A.**, & Fox, J. J. (1995, February). *Preventative strategies for understanding and dealing with behavior problems in young children* [Presentation]. 3rd Annual Collaborative Conference on Young Children with Special Needs and Their Families, Nashville, TN, United States.
11. **Conroy, M.** (1994, August). *Effective practices for the inclusion of persons with severe disabilities* [Paper presentation]. Northeast Tennessee Special Education Conference, Gatlinburg, TN, United States.
12. **Conroy, M.**, & Fox, J. (1994, March). [Paper presentation]. Second Annual Collaborative Conference on Young Children with Special Needs and their Families, Nashville, TN, United States.
13. Marks, L., **Conroy, M.**, & Leister, C. (1994, March). *Inclusion: Addressing the needs of the regular educator* [Paper presentation]. Joint Conference on Children with Disabilities, Nashville, TN, United States.
14. Fox, J. J., **Conroy, M. A.**, Crain, L., & Payne, V. (1993, August). *Issues in integrating students with disabilities* [Paper presentation]. Northeast Tennessee Special Education Conference: "Every Child a Vision," Gatlinburg, TN, United States.
15. **Conroy, M. A.**, Fox, J. J., & Payne, V. O. (1992, November). *Facilitating inclusion of children with disabilities into least restrictive environments: Critical school adjustment skills* [Paper presentation]. Tennessee Council for Exceptional Children Conference, Gatlinburg, TN, United States.
16. **Conroy, M. A.** (1992, February). *Facilitating the inclusion of preschoolers with disabilities* [Paper presentation]. Tennessee Least Restrictive Environment (LRE) Conference, Nashville, TN, United States.
17. **Conroy, M. A.** (1991, October). *Building successful teams in early intervention settings* [Paper presentation]. Appalachian Early Intervention Network Conference, Johnson City, TN, United States.
18. **Conroy, M. A.** (1989, May). *Developing toy libraries for young children with special needs* [Paper presentation]. Sharing Best Practices, Cocoa Beach, FL, United States.
19. **Conroy, M. A.** (1988, May). *Assessment at preschool handicapped children* [Paper presentation]. Sharing Best Practices Conference, Orlando, FL, United States.

20. **Conroy, M. A.** (1986, November). Integrating profoundly handicapped learners [Paper presentation]. Florida Federation Council of Exceptional Children, Cocoa Beach, FL, United States.
21. **Conroy, M. A.** (1985, October). *Identification of preschool children at risk for handicapping conditions* [Paper presentation]. Healthy Child Conference, Nashville, TN, United States.

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

Editorial Boards

Member, Editorial Board, *Topics in Early Childhood Special Education*, 2007 – Present

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

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

Member, Editorial Board, *Teacher Education and Special Education*, 2010 – 2020

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 Behavior 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, *Early Education and Development*

Guest Reviewer, *Early Childhood Development and Care*

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*

Guest Reviewer, *Journal of Disability Policy Studies*

Guest Reviewer, *Exceptionality*

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

Guest Reviewer, *The Alberta Journal of Educational Research*

Guest Reviewer, *Child and Family Studies*

Guest Reviewer, *Journal of Autism and Developmental Disorders*

Guest Reviewer, *Education and Treatment of Children*

Guest Reviewer, *Young Exceptional Children*

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
2003	Reviewer, CCBD Foundation Awards

Tenure & Promotion Reviewer

2020 External Reviewer, Florida State University

2020 External Reviewer, University of Virginia

2020 External Reviewer, University of Kansas

2020 External Reviewer, University of Georgia

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 *Employing the use of mixed methods in early childhood research: Past, current, and future directions*. Symposium at the Biennial conference on Research Innovations in Early Intervention, San Diego, CA.
- 2016 Chair, Symposium entitled *Trials, tribulations, and triumphs: Implementing RCTs in authentic early childhood environments*. Conference on Research Innovations in Early Intervention, San Diego, CA.
- 2015 Chair, Symposium entitled *Evidence-based Prevention Programs Targeting Young Children with Problem Behavior*. Society for Prevention Research Conference, Washington, DC.
- 2005 – 2018 Co-Chair, Symposium entitled *Richard E. Shores Research Strand*. TECBD Conference, Tempe, AZ.
- 1999 – 2007 Strand Leader, Council for Children with Behavioral Disorders.
- 2006 Discussant, Symposium entitled *Project REACH: Interventions for Severe Emotional and Behavioral Challenges*. 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*. 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*. Teacher Educators of Behavioral Disorders Conference, Tempe, AZ.

Other Professional Service Activities

2022 Program Chair, Conference on Research and Innovations in Early Intervention

2020 Program Co-Chair, Conference on Research and Innovations in Early Intervention

2020 Member, Children’s Trust of Alachua County Technical Advisory Committee

2020 Book Reviewer, Guilford Press

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 – 2018 Member, CEC Division of Research, Mixed Methods Working Group

2015 – 2016 Member, Implementation Work Group, Child Care Policy Research Consortium

2015 – 2017 Member, Creekbend Behavior Consortium

2015 Reviewer, Division of Research for Single Case Design Student Research Studies

2011 – 2018 Review Member, Committee for the Kauffman-Hallahan Distinguished Researcher Award

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
- 2007 Expert Witness for State of New York

DEPARTMENT, COLLEGE, AND OTHER UNIVERSITY COMMITTEES

University of Florida

- 2020 Member, University of Florida Research Integrity Office, Investigation Committee
- 2020 – 2021 Academic Personnel Board, University of Florida
- 2020 – Present Board Member, IRB2
- 2020 – 2021 Member, UCEC – University Consortium of Early Childhood
- ECP Symposium, UCEC Event: April 1, 2022
- 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
- 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
2012	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. (2005, October). 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, Greenville, 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