

Curriculum Vitae
Shanna Hagan-Burke, Ph.D.
Dean, School of Education
Baylor University

Updated January 6, 2022

ACADEMIC HISTORY

Education

Ph.D. 1998	University of Oregon	<i>Special Education</i> <u>Concentrations:</u> <i>applied behavior analysis and early literacy</i>
M.A. 1994	University of West Florida	<i>Special Education-Clinical Teaching</i> <u>Concentration:</u> <i>emotional and behavioral disorders</i>
B.A. 1990	University of West Florida	<i>Special Education-Emotional Handicaps</i>

Administrative Experience

2020 – <i>present</i>	<u>Dean</u> (<i>appointed July 2020</i>) School of Education, Baylor University
2016 – 2020	<u>Department Head</u> (<i>appointed June 2016</i>) Department of Educational Psychology, Texas A&M University
2015 – 2016	<u>Associate Department Head</u> (<i>appointed Sept. 2015</i>) Department of Educational Psychology, Texas A&M University
2013 – 2015	<u>Director</u> of Faculty Development & Research Initiatives (<i>appointed Jan. 2013</i>) College of Education and Human Development, Texas A&M University
2013 – 2016	<u>Director-</u> Doctoral Leadership Training Program (Preparing Academic & Behavioral Scholars in Special Education: <i>Project ABS</i>), Department of Educational Psychology, Texas A&M University
2007 -13; 2015-16	<u>Chair-</u> Special Education Doctoral Program Department of Educational Psychology, Texas A&M University
2007-2013	<u>Director-</u> Doctoral Leadership Training Program (Preparing Intervention Scientists in Special Education: <i>Project ISSE</i>), Department of Educational Psychology, Texas A&M University

- 2004-2004 Co-Director- Georgia Center for EBIS (Effective Behavioral & Instructional Support), University of Georgia in partnership with Georgia State Department of Education
- 1999-2001 Program Coordinator- M.Ed. Graduate Program in Positive Behavior Supports, College of Education, University of Oregon

Academic Positions

- 2020 – present Professor (tenured), Department of Educational Psychology
Baylor University, Waco, Texas
- 20016 – 2020 Professor, Head, & Doug J. Palmer Endowed Chair of Educational Psychology
Texas A&M University, College Station
- 2005 – 2016 Associate Professor (tenured 2011), Special Education Program, Department
of Educational Psychology, Texas A&M University, College Station
- 2001 – 2005 Assistant Professor (2001-2005) & Associate Professor (promoted 2005)
Department of Special Education, University of Georgia, Athens
- 1999 – 2001 Assistant Professor (non-tenure track) Department of Special Education and
Community Resources, University of Oregon, Eugene
- 1998 - 1999 Research Associate, Eugene Research Institute, Eugene, Oregon
- 1998 - 1999 Instructor, University of Oregon, Eugene
- 1996 - 1998 Graduate Teaching Assistant, Department of Special Education and
Community Resources, University of Oregon, Eugene
- 1996 - 1997 Graduate Research Assistant, Institute on Violence and Destructive Behavior,
University of Oregon, Eugene
- 1995 - 1998 Graduate Research Assistant, Effective Behavior Support (EBS) work group,
University of Oregon, Eugene

Related Professional Employment

- 1994 - 1995 Special Education Teacher, Lakeview Youth Day Treatment Center,
Escambia County School District & Baptist Hospital, Pensacola, Florida
- 1990 - 1994 Special Education Teacher, Warrington Elementary School, Escambia
County School District, Pensacola, Florida

International Collaborations

- 2015 (July): Invited Scholar, Department of Special Education and Human Sciences,
Universität Siegen, Germany

2011 (June): Invited Scholar, Department of Special Education & Rehabilitation, **Universität zu Köln**, Germany

2010 (June): Invited Scholar, Department of Special Education & Rehabilitation, **Universität zu Köln**, Germany (month-long appointment- guest-lectured in multiple undergraduate and graduate courses; led research symposia with faculty and with graduate students, presented collaborative research with German scholars at scholarly conferences)

RECOGNITIONS AND ACHIEVEMENTS

Southeastern Conference Academic Leadership Development Fellow. One of four fellows selected to represent Texas A&M University, **2019-2020**

Doug J. Palmer Endowed Chair in Educational Psychology, College of Education and Human Development, Texas A&M University, **2017 - 2020**

Outstanding Service Award, Department of Educational Psychology, Texas A&M University, **2016**

Eppright Professorship in Undergraduate Teaching Excellence, Texas A&M University, **2015-2018**

College of Education and Human Development Climate Award, Texas A&M University, **2015**

Department of Educational Psychology Climate Award (awarded to 3 EPSY staff/faculty for exceptional contributions to a positive work climate) , Texas A&M University, **2015**

Outstanding Teaching Award, Department of Educational Psychology, Texas A&M University, **2014**

Diversity Service Award to CEHD's Committee on Diversity Initiatives; [My roles: *founding member* and *chair of leadership committee*], Texas A&M University, **2014**

Outstanding Educator Award, College of Education and Human Development, Dean's Roundtable, Texas A&M University, **2013**

Making a Difference Award (conferred by University Career Services Center to recognize faculty whose teaching made a significant positive impact on the career development of UGA students), The University of Georgia, **2005**

Initial Career Research Award, United States Department of Education, Office of Special Education Programs, **2000**

Dissertation Research Award, Hamilton Fish National Institute on School and Community Violence. George Washington University, **1998**

Graduate Research Award. University of Oregon Graduate School, **1998**

Outstanding Graduate Student for Clinical Teaching in Emotional Handicaps. College of Education Honors Convocation. University of West Florida, **1994**

RESEARCH

ORCiD ID number: 0000-0003-2764-0473

Scopus Author ID: 6508200403

Web of Science Researcher ID: AAG-7573-2020

- Areas of Interest**
- Early literacy
 - Behavioral interventions and supports (PBIS)
 - Functional analyses of challenging behavior

Competitively Awarded External Grants & Contracts

[Co-author and PI/Co-PI on 8 competitively funded external awards totaling \$8.7+ million.]

Preparing Academic and Behavioral Scholars for the Special Education Professoriate. (Grant Award No. H325D130025- 13A). Doctoral Leadership Grant funded by *U.S. Department of Education, Office of Special Education Programs*. Funded \$1,249,469 for 5 years (**2014-2018; no-cost extensions through Dec. 31, 2021**).

Investigators: **Hagan-Burke, S. (PI1 & Co-Director)** & Burke, M. (PI2 & Co-Director).

Investigating the Technical Adequacy of Progress Monitoring Measures for Kindergarten Students at-risk for Reading Disabilities (Grant Award No. R324A130214). Goal 5 Grant funded by the *U.S. Department of Education, Institute of Education Sciences*. Funded \$1,599,400 for 4 years (**2013-2017**).

Investigators: Clemens, N. (PI), **Hagan-Burke, S. (Co-PI)**, Kwok, O. (Co-PI), & Al Otaiba, S. (sub-award Co-PI at Southern Methodist University).

Words of Oral Reading and Language Development (Project WORLD; Grant Award No. R305A110638). Goal 3 Grant funded by the *U.S. Department of Education, Institute of Education Sciences*. Funded \$2,608,567 for 4 years (**2011-2015**).

Investigators: Gonzalez, J.E. (PI), Pollard-Duradolla, S.D. (PI for sub-award at University of Denver), Saenz, L. M. (PI for sub-award University of Texas Pan American), **Hagan-Burke, S. (PI for TAMU sub-award)**, Kwok, O. (Co-PI).

***Note:** Only my TAMU sub-award (\$108,332) is included section header grant funding total.

Families for College (Project F4C; Grant Award No. R305A13064). Goal 2 Grant funded by the *U.S. Department of Education, Institute of Education Sciences*. Funded \$1,467,208 over 3 year period (**2013-2016**).

Investigators: Gonzalez, J.E. (PI), Dominique Chulup (Co-PI), Elsa Gonzalez (Co-Investigator), **Hagan-Burke, S. (PI for TAMU sub-award)** Hector Aldope (Project Director and CEO of Abriendo Puertas Family Initiative Inc.).

**Note: Only my TAMU sub-award (\$51,824) is included section header grant funding total.*

Preparing Intervention Scientists in Special Education. (Grant Award No. H325Do70045) Doctoral Leadership Grant funded by the *U.S. Department of Education, Office of Special Education Programs*. Funded \$797,771 over 4 year period (2007-2011). Received two additional no-cost extension years.

Investigators: **Hagan-Burke, S. (PI & Director)**, Simmons, D. C., (Co-PI), & Parker, R. I. (Co-PI).

Comprehensive Academic and Behavioral Supports (Project CABS). (Grant Award No. H325Ko70096) Personnel Preparation Training Grant. Awarded by the U.S. Department of Education Office of Special Education Programs. Funded \$799,796 for 4 year period (2007-2010). Received two additional no-cost extension years.

Investigators: Burke, M. (PI & Director), **Hagan-Burke, S. (Co-PI & Co-Director)**.

The Early Reading Intervention: Examination of Curriculum Efficacy, Durability, and Intensity (Grant Award No. R324Eo60067A). * Goal 3 Grant Awarded by the U.S. Department of Education, Institute of Education Sciences. Funded \$2,885,628 for 5 year period (2006-2011). Received two additional no-cost extension years.

Investigators: Simmons, D.C. (PI), Coyne, M. (sub-award Co-PI at University of Connecticut), Little, Mary (sub-award Co-PI at University of Central Florida), **Hagan-Burke, S. (Co-PI)**, Kwok, O. (Co-PI).

**Note: I was not an author of the initial proposal; my involvement as a Co-PI was solicited post-award in 2007.*

Georgia Center for EBIS: Effective Behavioral and Instructional Support. Contract Awarded by Georgia Department of Education, Office of Special Education. Funded \$435,415 for 1 year (2004-2005).

Investigators: **Hagan-Burke, S. (PI & Co-Director)**, Burke, M.D. (Co-PI & Co-Director).

Effective Behavioral and Instructional Support: Developing infrastructure to support sustainable systems change in Georgia schools. Contract Awarded by Georgia Department of Education, Office of Special Education. Funded \$38,000 for 1 year (2003-2004).

Investigators: Burke, M.D. (PI & Co-Director) & **Hagan-Burke, S. (Co-PI & Co-Director)**.

Comprehensive Behavioral and Instructional Support: An Outreach Model for Diverse Learners. U.S. Department of Education, Office of Special Education Programs. Funded \$525,000 for 3 year period (2002-2005).

Investigators: Burke, M.D. (PI & Director) & **Hagan-Burke, S. (Co-PI & Co-Director).**

A Functional Analytic Examination of Problem Behavior and Reading Difficulties in Young Children (Grant Award No. H324N000030). Initial Career Research Grant Award. U.S. Department of Education, Office of Special Education Programs, Funded \$225,000 for 3-year period (2000-2003).

Investigator: **Hagan-Burke, S. (PI).**

Refereed Journal Articles (N = 53; Current/former students are underlined).

De La Cruz, V.M., Al Otaiba, S., Hsiao, Y.Y., Clemens, N.H., Jones, F., Rivas, B.K., Brewer, E.A., Hagan-Burke, Simmons, L.E., & (2019). The prevalence and stability of challenging behaviors and concurrent early literacy growth among kindergarteners at reading risk. *The Elementary School Journal*, 120, 220-242.

Boles M.B., Ganz, J.B., Hagan-Burke, S., Hong, E., Neely, L.C., Davis, J.L., & Zhang, D. (2019). Effective interventions in teaching employment skills to individuals with developmental disabilities: A single-case meta-analysis. *Review Journal of Autism and Developmental Disorders*, 6, 200-215. <https://doi.org/10.1007/s40489-019-00163-0>

Neely, L., Rispoli, M., Boles, M., Morin, K., Gregori, E., Ninci, J., & Hagan-Burke, S. (2019). Interventionist acquisition of incidental teaching using pyramidal training via telehealth, *Behavior Modification*, 43, 711-733. <https://doi.org/10.1177/0145445518781770>

Gerow, S., Rispoli, M., Ninci, J., Gregori, E. V., & Hagan-Burke, S. (2018). Teaching parents to implement functional communication training for young children with developmental delay. *Topics in Early Childhood Special Education*, 38, 68-81. doi: 10.1177/0271121417740637

Gerow, S., Hagan-Burke, S., Rispoli, M., Gregori, E. V., Mason, R., & Ninci, J. (2018). A systematic review of functional communication training for children with Autism Spectrum Disorders. *Behavior Modification*, 42, 335-363. DOI: 10.1177/0145445517740872

Neely, L., Rispoli, M., Gerow, S., Hong, E., & Hagan-Burke, S. (2017). Fidelity outcomes for autism-focused interventionists coached via telepractice: A systematic literature review. *Journal of Developmental and Physical Disabilities*, 29, 849-874.

Oslund, E. L., Hagan-Burke, S., Simmons, D. C., Clemens, N. H., Simmons, L. E., Taylor, A. B., Kwok, O., & Coyne, M. D. (2017). The predictive validity of curriculum-embedded measures on outcomes of kindergarteners identified as at-risk for reading difficulty. *Journal of Learning Disabilities*, 50, 712-723.

Hagan-Burke, S., Soares, D. A., Gonzalez, J. E., Zhu, L., Davis, H. S., Kwok, O., Pollard-Durodola, S. D., Saenz, L. M., Resendez, N. M. (2016). Associations between problem behaviors and vocabulary skills among Hispanic dual-language learners in pre-K. *Topics in Early Childhood Special Education*, 36, 91 – 102.

- Boles M.B., Ganz, J.B., Hagan-Burke, S., Gregori, E., Neely, L., Mason, R.A., Zhang, D., & Willson, V. (2016). *Quality review of single-case studies concerning employment skill interventions for individuals with developmental disabilities. Cadernos de Educação (UFPEL)*, 53, 15-51.
- Davis, H. S., Gonzalez, J. E., Pollard-Durodola, S., Saenz, L. M., Soares, D. A., Resendez, N., Zhu, L., Hagan-Burke, S. (2016). Home literacy beliefs and practices among low income Latino families. *Early Child Development and Care*, 186, 1152-1172. DOI: 10.1080/03004430.2015.1081184
- Simmons, D. C., Kim, M., Kwok, O., Coyne, M. D., Simmons, L. E., Oslund, E., Fogarty, M., Hagan-Burke, S., Little, M. E., & Rawlinson, D. (2015). Examining the Effects of Linking Student Performance and Progression in a Tier 2 Kindergarten Reading Intervention. *Journal of Learning Disabilities*, 48, 255-270.
- Oslund, E.L., Simmons, D.C, Hagan-Burke, S., Simmons, L.E., Coyne, M.D., Kwok, O., & Taylor, A. (2015). Can curriculum-embedded measures predict the later reading achievement of kindergarteners at risk of reading disability? *Learning Disability Quarterly*, 38, 3-14.
- Hagan-Burke, S., Gilmour, M.W., Gerow, S.L., Crowder, W.C. (2015). Identifying academic demands that occasion problem behaviors for students with behavioral disorders: Illustrations at the elementary school level. *Behavior Modification*. 39(1), 215-241.
- Clemens, N.H., Hagan-Burke, S., Lou, W., Cerda, C., Blakely, A., Frosch, J., Gamez-Patience, B.A., & Jones, M. (2015). The predictive validity of a computer-adaptive assessment of kindergarten and first-grade reading skills. *School Psychology Review*, 44, 76-97.
- Burke, M. D., Davis, J., Hagan-Burke, S., Lee, Y., Kwok, O., & Fogarty, M. (2014). Using SWPBS expectations as a screening tool to predict behavioral risk in middle school. *Journal of Positive Behavior Interventions*, 16, 5-17.
- Simmons, D.C., Taylor, A.B, Oslund, E.L., Simmons, L.E., Coyne, M.D., Little, M.E., Rawlinson, D.M., Hagan-Burke, S., Kwok, O., & Kim, M. (2014). Predictors of at-risk kindergarteners' later reading difficulty: Examining learner-by-intervention interactions. *Reading and Writing: An Interdisciplinary Journal*, 27, 451-479.
- Hagan-Burke, S., Coyne, M. D., Kwok, O., Simmons, D. C., Kim, M., Simmons, L. E., Skidmore, S. T., Hernandez, C. L., & Ruby, M. M. (2013). The effects and interactions of student, teacher, and setting variables on reading outcomes for kindergarteners receiving supplemental reading intervention. *Journal of Learning Disabilities*. 46, 260-277.
- Coyne, M.D., Simmons, D.C., Hagan-Burke, S., Simmons, L.E., Kwok, O., Kim, M., Fogarty, M., Oslund, E.L., Capozzoli-Oldham, A., Ware, S., Little, M.E., & Rawlinson, D.M (2013).

- Adjusting beginning reading intervention based on student performance: An experimental evaluation. *Exceptional Children*, *80*, 25-44.
- Coyne, M. D., Little, M., Rawlinson, D., Simmons, D.C., Kwok, O., Kim, M., Simmons, L.E., Hagan-Burke, S., & Civetelli, C. (2013). Replicating the impact of a supplemental beginning reading intervention: The role of instructional context. *Journal of Research on Educational Effectiveness*, *6*, 1-23.
- Oslund, E. L., Hagan-Burke, S., Taylor, A. B., Simmons, D. C., Simmons, L., Kwok, O., Johnson, C., & Coyne, M. D. (2012). Predicting kindergarteners' response to early reading intervention: An examination of progress-monitoring measures. *Reading Psychology*, *33*, 78-103.
- Little, M. E., Rawlinson, D., Simmons, D. C., Kim, M., Kwok, O., Hagan-Burke, S., Simmons, L. E., Fogarty, M., Oslund, E., & Coyne, M. (2012). A comparison of responsive interventions on kindergarteners' early reading achievement. *Learning Disabilities Research and Practice*, *27*, 189-202.
- Burke, M. D., Davis, J., Lee, Y., Hagan-Burke, S., Kwok, O., & Sugai, G. (2012). Universal screening for behavioral risk in elementary schools using SWPBS Expectations. *Journal of Emotional and Behavioral Disorders*, *20*, (1) 38-54.
- Hagan-Burke, S., Kwok, O., Zou, Y., Johnson, C., Simmons, D. C., & Coyne, M. D. (2011). An examination of problem behaviors and reading outcomes in kindergarten students. *Journal of Special Education*, *45*, 131-148.
- Vannest, K. J., Hagan-Burke, S., Parker, R. I., & Soares, D. (2011). Special education teacher time use in four types of programs. *Journal of Educational Research*, *104*, 219-230.
- Simmons, D. C., Coyne, M. D., Hagan-Burke, S., Kwok, O., Simmons, L.E., Johnson, C., Zou, Y., Taylor, A. B., McAlenney, A. L., Ruby, M., & Crevecoeur, Y. C. (2011). Effects of supplemental reading interventions in authentic contexts: A comparison of kindergarteners' response. *Exceptional Children*, *77*, 207-228.
- Burke, M. D., Hagan-Burke, S., Zou, Y., & Kwok (2010). A structural equation model using fluency-based early literacy measures to predict emerging reading ability in kindergarten. *Remedial and Special Education*, *31*, 385-399.
- Vannest, K.J., & Hagan-Burke, S. (2010). Teacher time use in special education. *Remedial and Special Education*, *31*, 126-142.
- Burke, M. D., Crowder, W. C., Hagan-Burke, S., & Zou, Y. (2009). A comparison of two path models for predicting reading fluency. *Remedial and Special Education*, *30*, 84-95.

- Burke, M. D., Hagan-Burke S., Kwok, O., & Parker, R. (2009). Predictive validity of early literacy indicators from the middle of kindergarten to second grade. *Journal of Special Education, 42*, 209-226.
- Fore III, C., Hagan-Burke, S., Burke, M., Boon, R., & Smith, S. (2008). Academic achievement and class placement: Do students with specific learning disabilities achieve more in one class placement than another? *Education and Treatment of Children, 31*, 1-18.
- Hagan-Burke, S., Burke, M. D., & Sugai, G. (2007). Using structural analysis and academic-based intervention for a student at-risk for EBD. *Behavioral Disorders, 32*, 175-191.
- Parker, R., & Hagan-Burke, S. (2007). Median-based overlap analysis for single case data: A second study. *Behavior Modification, 31*, 919-936.
- Parker, R., & Hagan-Burke, S. (2007). Single case research results as clinical outcomes. *Journal of School Psychology, 45*, 637-653.
- Burke, M. D. & Hagan-Burke, S. (2007). Concurrent criterion-related validity of early literacy indicators for middle of first grade, *Assessment for Effective Intervention, 32*, 66-77.
- Parker, R., & Hagan-Burke, S. (2007). Useful effect sizes interpretations for single case research. *Behavioral Therapy, 38*, 95-105.
- Parker, R., Hagan-Burke, S., & Vannest, K. (2007). Percent of all non-overlapping data (PAND): An alternative to PND. *Journal of Special Education, 40*, 194-204.
- Hagan-Burke, S., Burke, M. D., & Crowder, C. (2006). The convergent validity of the dynamic indicators of basic early literacy skills and the test of word reading efficiency for the beginning of first grade. *Assessment for Effective Intervention, 31* (4), 1-15.
- Boon, R., Burke, M., Fore III, C., & Hagan-Burke, S. (2006). Improving student content knowledge in inclusive social studies classrooms using technology-based cognitive organizers: A systematic replication. *Learning Disabilities: A Contemporary Journal 4* (1) 1-17.
- Hagan-Burke, S., Burke, M., Martin, E., Boon, R., Kirkendoll, D., & Fore III, C. J. (2005). The internal consistency of the school-wide subscales of the Effective Behavior Support Survey. *Education and Treatment of Children, 28*, 400-413.
- Chalk, J. C., Hagan-Burke, S., & Burke, M. D. (2005)¹. Self-regulated strategy development and the writing process for high school students with learning disabilities.¹ *Learning Disability Quarterly, 28*, 75-87.

¹In 2007 this article was translated and re-published in Hebrew by the Israeli Affiliate for the International Dyslexia Association.

Boulineau, T., Fore III, C. J., Hagan-Burke, S., & Burke, M. (2004)². Use of story map instruction to increase story grammar text comprehension for elementary school students with learning disabilities in a resource setting.² *Learning Disability Quarterly*, 27, 105-121.

² *In 2005 this article was translated and re-published in Hebrew by the Israeli Affiliate for the International Dyslexia Association.*

Gersten, R., Baker, S., Smith-Johnson, J., & Flojo, J. R., & Hagan-Burke, S., (2004). A tale of two decades: Trends in support for federally funded experimental research in special education. *Exceptional Children*, 70, 323-332.

Burke, M. D., Ayers, K., & Hagan-Burke, S. (2004). Preventing school-based antisocial behaviors with positive behavioral supports. *Journal of Early and Intensive Behavior Intervention*, 1 (1), 65-73.

Burke, M. D., Hagan-Burke, S. & Sugai, G. (2003). The efficacy of function-based interventions for students with learning disabilities who exhibit escape-maintained problem behaviors: Preliminary results from a single case experiment. *Learning Disability Quarterly*, 26, 15-25.

Hagan-Burke, S., & Jefferson, G. (2002). Using data to promote academic benefit for included students with mild disabilities. *Preventing School Failure*, 46, 112-118.

Martin, E.J., & Hagan-Burke, S. (2002). Establishing a home-school connection: Strengthening the Partnership between families and schools. *Preventing School Failure*, 46, 62-65.

Kinch, C., Lewis-Palmer, T., Hagan-Burke, S., & Sugai, G. (2001). A comparison of teacher and student functional behavior assessment interview information from low-risk and high-risk classrooms. *Education and Treatment of Children*, 24, 480-494.

Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (2000). Overview of the functional behavioral assessment process. *Exceptionality*, 8, 149-160.

Sugai, G., Lewis-Palmer, T., & Hagan, S. (1998). Using functional assessments to develop behavior support plans. *Preventing School Failure*, 43, 6-13.

Burke, M.D., & Hagan-Burke, S. (1998). Systems for change: Increasing schools' capacities to provide effective behavior support. *Effective School Practices*, 17 (4), 7-9.

Colvin, G., Tobin, T., Beard, K., Hagan, S., & Sprague, J. (1998). The school bully: Assessing the problem, developing interventions, and future research directions. *Journal of Behavioral Education*, 8, 293-319.

Burke, M. D., Hagan, S., & Grossen, B. (1998). What curricular designs and strategies accommodate diverse learners? *Teaching Exceptional Children*, 31(1) 34-38.

Mehas, K. Boling, K., Sobieniak, S., Sprague, J., Burke, M., & Hagan, S. (1998). Finding a safe haven in middle school. *Teaching Exceptional Children*, 30(4) 20-23.

Edited Journals

Burke, M.D., & Hagan-Burke, S. (1999). *Effective School Practices: Special Issue (Vol. 17 No. 4)*. Systems for change: Increasing schools' capacities to provide effective behavior support. Springfield, OR: Springfield News.

Hagan-Burke, S., & Burke, M.D. (1998). *Effective School Practices: Special Issue (Vol. 17 No. 2)*. Maintaining safe and orderly schools while meeting the needs of students with severe behavioral challenges. Springfield, OR: Springfield News.

Invited Chapters, Encyclopedia Entries, Monographs, & Electronic Applications (*Subject to blind peer-reviewed prior to acceptance for publication.)

* Hagan-Burke, S., & Burke, M. D. (2015). Response to intervention for social behavior: Guidelines for school-based administrators. In L. R. Ketterlin-Geller (Ed.), *Rtl Guidance App*© [[Mobile application software](#)]. Austin: Texas Education Agency.

Notes: *Version 2 of the app published July 2016. Compatible with iPhone, iPad, and iPod touch*

* Hagan-Burke, S., & Burke, M. D. (2015). Response to intervention for social behavior in elementary schools. In L. R. Ketterlin-Geller (Ed.), *Rtl Guidance App*© [[Mobile application software](#)]. Austin: Texas Education Agency.

Notes: *Version 2 of the app published July 2016. Compatible with iPhone, iPad, and iPod touch*

* Hagan-Burke, S., & Burke, M. D. (2015). Response to intervention for social behavior in high schools. In L. R. Ketterlin-Geller (Ed.), *Rtl Guidance App*© [[Mobile application software](#)]. Austin: Texas Education Agency.

Notes: *Version 2 of the app published July 2016. Compatible with iPhone, iPad, and iPod touch*

* Hagan-Burke, S., & Burke, M. D. (2015). Response to intervention for social behavior in middle schools. In L. R. Ketterlin-Geller (Ed.), *Rtl Guidance App*© [[Mobile application software](#)]. Austin: Texas Education Agency.

Notes: *Version 2 of the app published July 2016. Compatible with iPhone, iPad, & iPod touch*

Hagan-Burke, S. Mahadevan, L. & Peterson, R.L. (2013). Effective classroom management. In *Best Practices for CTE Instruction*. [[Web-based Instructional Module Chapter](#)].

<http://ctsp.tamu.edu/videos/videos12/ch1-01-web/index.php> Texas A&M System: Career and Technical Special Populations Training and Resource Education Center.

Hagan-Burke, S. Mahadevan, L. & Peterson, R.L. (2013). Building Rapport with Students. In *Best Practices for CTE Instruction* [[Web-based Instructional Module Chapter](#)]. <http://ctsp.tamu.edu/videos/videos12/ch2-01-web/index.php> Texas A&M System: Career and Technical Special Populations Training and Resource Education Center.

Hagan-Burke, S. Mahadevan, L. & Peterson, R.L. (2013). Managing escalating behavior. In *Best Practices for CTE Instruction* [[Web-based Instructional Module Chapter](#)]. <http://ctsp.tamu.edu/videos/videos12/ch3-01-web/index.php> Texas A&M System: Career and Technical Special Populations Training and Resource Education Center.

Hagan-Burke, S. (2005). Choral responding. In M. Hersen, G. Sugai, & R. H. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy: Educational applications Volume 3* (pp. 1218-1219). Thousand Oaks, CA: Sage Publishing.

Hagan-Burke, S. (2005). Pacing. In M. Hersen, G. Sugai & R. H. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy: Educational applications Volume 3* (pp. 1407-1408). Thousand Oaks, CA: Sage Publishing.

Sugai, G., Hagan-Burke, S., & Lewis-Palmer, T. (2004). School-wide discipline and instructional classroom management: A systems approach (2nd Ed). In C. Darch & E. Kame'enui (Eds.), *Instructional classroom management: A proactive approach to behavior management* (pp.218-248). Upper Saddle River, NJ: Merrill Publishing Company.

* Hagan, S., & Sugai, G. (1998). Functional assessment and support plans. In R. E. Schmid & W. Evans (eds.), *Curriculum and instruction practices for students with emotional/behavioral disorders* (pp. 13-20). Reston, VA: Council for Exceptional Children.

Technical Research Reports Prepared for State & Federal Agencies

Hagan-Burke, S. (2015). Words of Oral Reading and Language Development (Project WORLD). Final summative report for TAMU sub-award regarding Grant Award No. R305A110638. Submitted to the U.S. Department of Education's *Institute of Education Sciences* via J. Gonzalez at University of Houston.

Hagan-Burke, S. (2015). Families for College (Project F4C). Final summative report for TAMU sub-award regarding Grant Award No. R305A13064. Submitted to the U.S. Department of Education' *Institute of Education Sciences* via J. Gonzalez at University of Houston.

Hagan-Burke, S. (2013). *Preparing intervention scientists for special education (Project ISSE)*. Final Summative Report for Grant Award H325D070045. Submitted to the U.S. Department of Education Office of Special Education Programs.

Burke, M., & Hagan-Burke, S. (2006). *Alabama positive behavior support project: evaluation report for 2005*. Technical Report for Alabama Department of Education State Improvement Grant. Submitted to U.S. Department of Education..

Burke, M., & Hagan-Burke, S. (2006). *Comprehensive behavioral and instructional support: An outreach model for diverse learners*. Final Summative Report for Grant Award No. Submitted to the U.S. Department of Education Office of Special Education Programs.

Kirkendoll, D., Hagan-Burke, S. & Burke, M. (2004). *Alabama positive behavior support evaluation report for 2003/2004*. Technical Report for Alabama Department of Education State Improvement Grant. Submitted to U.S. Department of Education.

Kirkendoll, D., Hagan-Burke, S. Burke, M. & Sugai, G. (2003). *Alabama positive behavior support project: Evaluation report for 2002/2003*. Technical Report for Alabama Department of Education State Improvement Grant. Submitted to U.S. Department of Education.

Kirkendoll, D., Hagan-Burke, S. Burke, M. & Sugai, G. (2002). *Alabama positive behavior support project: Evaluation report for 2001/2002*. Technical Report for Alabama Department of Education State Improvement Grant. Submitted to U.S. Department of Education.

Hagan-Burke, S., Sugai, G., Their, K., Ingram, K., Garrett, U., Calderhead, W., Lewis-Palmer, T.L., Tobin, T., & Derickson, L. (2002). *Descriptive synthesis of school-wide discipline research*. Solicited Technical Report commissioned by the Office of Special Education Programs. Eugene, OR: Educational and Community Supports.

Hagan-Burke, S. (2004). *A Functional Analytic Examination of Problem Behavior and Reading Difficulties in Young Children*: Final Summative Report for Research Grant Award No. H324N000030. Submitted to U.S. Department of Education Office of Special Education Programs.

Grossen, B., Burke, M. D., Hagan-Burke, S., Davis, B., Bulgren, J.A., Schumaker, J.B., Deshler, D.D., Lenz, B.K., & Marquis, J. (2002). *The educational context and outcomes for high school students with disabilities: Materials used to instruct students with disabilities*. Lawrence: The University of Kansas Institute for Academic Access.

Grossen, B., Hagan-Burke, S., & Burke, M. (2002). *The effects of considerate instruction in language arts on reading comprehension and writing of high school level students with disabilities*. Technical Report submitted to the U.S. Department of Education's Office of Special Education Programs. Eugene, OR: Institute for Academic Access.

Hagan-Burke, S., Gersten, R. & Baker, S. (1999). *Trends in special education research: An analysis of trends in the use of experimental designs in funded projects*. Technical Report 99-2. Eugene, OR: Eugene Research Institute.

Scholarly Conference Presentations (N = 118) Underlined names signify current/former students; *International conferences marked with an asterisk (*)*.

*Campbell, A., Hagan-Burke, S., & Burke, M.D. (2020, February). Cultural competence as a means to more accurately assess and identify emotional and behavioral disorders among

African American students. Presented at the International Convention and Expo for the Council for Exceptional Children (CEC). Portland, OR.

- *Ko, E. H., Campbell, A.R., Burke, M.D., & Hagan-Burke, S. (2020, February). Literacy practices for culturally and linguistically diverse children at risk for emotional and behavioral disorders and reading disabilities. Presented at the International Convention and Expo for the Council for Exceptional Children (CEC). Portland, OR.
- *Campbell, A.R., Ko, E. H., Burke, M.D., & Hagan-Burke, S. (2020, February). Integrating social emotional learning with literacy instruction for culturally and linguistically diverse children at risk for EBD and comorbid reading disabilities. Presented at the International Convention and Expo for the Council for Exceptional Children (CEC). Portland, OR.
- *Ko, E.H., & Hagan-Burke, S. (2020, January). Self-regulated strategy development on the writing skills for elementary students with autism spectrum disorders. Poster presented at the Council for Exceptional Children's 21st International Conference on Autism, Intellectual Disability, and Developmental Disabilities. Sarasota, FL.
- *Gushanas, C., Burke, M., Bowman-Perrot, L., Hagan-Burke, S., Smith, S., Sanchez, L. (2017, March). *What interventions are promoting self-determination for students with disabilities at behavioral risks?* Denver, CO: Poster presented at the 14th International Conference on Positive Behavior Support, Denver, CO.
- *Smith, S., Burke, M., Bowman-Perrott, L., Hagan-Burke, S., Mendoza, M., (2017, March). *Intervention to Increase on-task behavior of students with ADHD: A quantitative review.* Poster presentation at the 14th International Conference on Positive Behavior Support, Denver, CO.
- deMarin, S., & Hagan-Burke, S. (2016, October). *Using a copy-cover-compare strategy to improve the spelling skills of children with attention deficit hyperactivity disorder.* Paper presented at the 39.5th annual meeting of the Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Mendoza, M., Smith, S., & Hagan-Burke, S. (2016, October). *Social emotional learning for adolescent learners at-risk for emotional/behavioral disorders.* Presentation at the 39.5th annual meeting of the Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- deMarin, S., Ko, E. H., & Hagan-Burke, S. (2016, October). *What research says about improving written communication skills for students with autism spectrum disorders.* Presentation at the 39.5th annual meeting of the Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Smith, S., Mendoza, M., & Hagan-Burke, S. (2016, October). *What research says about improving on-task classroom behavior of students with Attention Deficit Hyperactivity*

Disorder. Presentation at the 39.5th annual meeting of the Teacher Educators for Children with Behavior Disorders, Tempe, AZ.

deMarin, S., Hagan-Burke, S., Ko, Eun Hye. (2016, June). *Writing development and self-monitoring among students with learning disabilities*. Presentation at the Texas Council for Exceptional Children Conference, Austin.

Soares, D. A., Hagan-Burke, S., Gonzalez, J. E., Zhu, L., Davis, H. S. (2015, October). *A comparison of parent and teacher problem behavior ratings for Hispanic dual-language learners in pre-K*. Presentation for the 39th annual meeting of the Teacher Educators for Children with Behavior Disorders, Tempe, AZ.

* Hagan-Burke, S., Gerow, S., & Gilmour, M. W. (2015, May). *Identifying Academic Demands That Occasion Problem Behaviors for Elementary Students With Behavioral Disorders: A Functional Analytic Approach*. Poster Presentation for the for Association for Behavior Analysis International's (ABAI) 41st Annual Convention, San Antonio, TX.

Hagan-Burke, S., Clemens, N., Al Otaiba, S., Hsiao, Y., & Simmons, L. E., & (2015, February). *Relations between problem behaviors and early literacy skills among kindergarten students*. Poster Presentation for the Twenty-Third Annual Pacific Coast Research Conference. Coronado, CA.

Hagan-Burke, S., Soares, D., Davis, H. S., Zhu, L., Gonzalez, J.E., & Kwok, O. (2014, October). *Associations between problem behaviors and language skills among dual language learners in pre-K*. Presentation for the 38th annual meeting of the Teacher Educators for Children with Behavior Disorders, Tempe, AZ.

Hagan-Burke, S., Davis, H.S., Soares, D., Gonzalez, J.E., Zhu, L., & Kwok, O., Durodola, S., Saenz, L. (2014, February). *Relations Among Problem Behaviors and Early Literacy Skills in At-risk Pre-K children in Dual Language Classrooms*. Poster Presentation for the Twenty-Second Annual Pacific Coast Research Conference. Coronado, CA.

*Soares, D., Hagan-Burke, S., Gonzalez, J., Zhu, L., & Davis, H. (2013, August). *Examining relations between problem behaviors and language and literacy outcomes of dual language learners in pre-K*. Poster presented at the 121st Annual Convention of the American Psychological Association (APA). Honolulu, HI.

*Clemens, N., Frosch, J., & Hagan-Burke, S. (2013, April). *Computer-adaptive reading assessments for kindergarten students: Concurrent and predictive validity*. Poster presented at the International Convention and Expo for the Council for Exceptional Children (CEC). San Antonio, TX.

* Hagan-Burke, S., Oslund, E.L., Simmons, L.E., Kwok, O., Simmons, D.C., & Coyne, M.D. (2013, April). *Early reading intervention's moderating effects on problem behaviors and*

longitudinal reading outcomes. Poster Presented at the International Convention and Expo for the Council for Exceptional Children (CEC). San Antonio, TX.

* Oslund, E.L., Simmons, D., Hagan-Burke, S., Taylor, A., Kwok, O. (2012, July). Kindergarten progress-monitoring predictors of end-of-first grade reading outcomes. Poster presented at the Society for the Scientific Study of Reading, Montreal, Canada.

Hagan-Burke, S., Oslund, E. L., Kim, Minjung, & Kwok, O. (2012, February). The Influences of Contextual Variables on Kindergarten Response to Early Reading Intervention. Presentation at the Twentieth Annual Pacific Coast Research Conference. Coronado, CA.

Hagan-Burke, S., Oslund, E. L., Simmons, D. C., Simmons, L. E., & Coyne, M. D. (2012, February). Problem Behaviors and Reading Outcomes: Relations and Interactions with Early Reading Intervention. Poster presented at the Twentieth Annual Pacific Coast Research Conference. Coronado, CA.

* Fogarty, M.S., Hagan-Burke, S., Simmons, D.C., Rawlinson, D.M., Kim, M., Simmons, L.E., & Coyne, M. (2011, October). Using dimensions of implementation fidelity to predict kindergarten reading outcomes. Paper presented at the International Conference for the Council for Learning Disabilities. Austin, TX. [nonpresenter role, authored with my student]

* Oslund, E.L., Hagan-Burke, S. Coyne, M.D., Simmons, D.C., Simmons, L.E., Kwok, O., Taylor, A.B., Ware, S., Cappozzi-Oldham, A., Little, M. & Rawlinson, D.M. (2011, October). Predicting kindergarten response to reading intervention using progress-monitoring measures. Poster presented at the International Conference for the Council for Learning Disabilities. Austin, TX. [nonpresenter role, coauthored with my student]

Deauquier-Sheridan, K. & Hagan-Burke, S. (2011, September). *Effects of video feedback on self-evaluation of social performance for high school students with Emotional/Behavioral Disorders*. Presentation at the National Conference for Council for Children with Behavioral Disorders, New Orleans, LA. [nonpresenter role, coauthored with my student]

*Hagan-Burke, S., & Coyne, M. D. (2011, July). *The influences of student, teacher, and setting variables on kindergarteners' response to early reading intervention*. Presentation at the Eighteenth Annual Meeting of the Society for Scientific Study of Reading, St. Pete Beach, FL.

*Oslund, E. L., Hagan-Burke, S., Simmons, D.C., Taylor, A.B., & Simmons, L. E. (2011, July). Predicting kindergarteners' response to early reading intervention: An examination of curriculum-embedded mastery measures. Poster Presentation at the Eighteenth Annual Meeting of the Society for Scientific Study of Reading, St. Pete Beach, FL.

* Hagan-Burke, S., Kowk, O., Simmons, L.E., Simmons, D. C., & Coyne, M.D. (2011, April). *Reading interventions for kindergarteners with problem behaviors: Findings from an*

experimental study. Presentation at the 8th International Convention of the Association for Positive Behavior Support, Denver, CO.

Oslund, E.L. & Coyne, M.D., Simmons, D.C., Simmons, L.E., & Hagan-Burke, S. (2011, February). Predicting Kindergartners' response to early intervention: A comparison of progress-monitoring measures. Presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA. [nonpresenter role, coauthored with my student]

Simmons, D. C., Coyne, M. D., Kwok, O., Hagan-Burke, S., Simmons, L. E., Kim, M., Little, M. E., & Rawlinson, D. (2011, February). *The impact of modifying early reading intervention based on kindergarteners' response*. Poster presented at the Pacific Coast Research Conference, Coronado, CA. [nonpresenter role]

Simmons, D., Coyne, M., Hagan-Burke, S., Kwok, O., Kim, M., Simmons, L.E., Little, M., & Rawlinson, D. (2010, June). *The impact of modifying early reading intervention based on kindergartener's response*. Poster presented at the annual conference of the Institute of Education Sciences, Washington, DC.

* Hagan-Burke, S. (2010, June). *Relations between problem behavior and response to early reading intervention*. Presentation at Tagung der Arbeitsgruppe Empirische Sonderpädagogische Forschung" (Conference of German Scholars in Support of Empirical Research in Special Education). Rostock, Germany.

Hagan-Burke, S., Kwok, O., Zou, Y., Johnson, C., Simmons, D. S., & Simmons, L. E. (2010, April). *The influence of reading intervention for children with problem behaviors*. Invited symposium presentation at the Annual Convention and Expo for the Council for Exceptional Children (CEC). Nashville, TN

Coyne, M. D., Simmons, D. C., Hagan-Burke, S. Kwok, O., & Kim, M. (2010, April). *Intensifying beginning reading intervention for students who don't respond*. Paper presented at the Annual Convention and Expo for the Council for Exceptional Children, Nashville, TN.

Oslund, E. L., Hagan-Burke, S., Taylor, A. B., Simmons, L. E., Fogarty, M., & Simmons, D. C. (2010, April). *A. Monitoring kindergarteners' response to early reading intervention: Published program assessments and curriculum-based measures*. Poster session presented at the Annual Convention and Expo for the Council for Exceptional Children (CEC), Nashville, TN.

Coyne, M. D., Little, M. E., Simmons, D. C., Kwok, O., Kim, M., Hagan-Burke, S., Simmons, L. E., Rawlinson, D. M., Johnson, C., Taylor, A. B., Ruby, M. F., & Lentini, A. (2010, February). *Assessing the impact of reading intervention in kindergarten classrooms: A between-contexts comparison*. Poster session presented at the annual Pacific Coast Research Conference, Coronado, CA.

Simmons, D., Coyne, M., Kim, M., Kwok, O., Little, M., Hagan-Burke, S., Simmons, L., Rawlinson, D., & Taylor, A. (2010, February). *Assessing the Effects of Reading Intervention: A Between-Contexts Comparison*. Poster session presented at the Pacific Coast Research Conference, La Jolla, CA. (nonpresenter role.)

Harrison, J., & Hagan-Burke, S. (2009, October). *Tertiary Intervention: Using functional behavior assessment to develop effective interventions for students with persistent problem behaviors*. Invited presentation for Leadership Conference in Effective Behavior and Academic Support, Austin, TX.

Harrison, J., & Hagan-Burke, S. (2009, October). *Function-based intervention planning for students with challenging behaviors*. Invited presentation for Leadership Conference in Effective Behavior and Academic Support, Austin, TX.

* Hagan-Burke, S. (2009, June). *Improving the academic performance of students with emotional and behavioral difficulties: Practices from the United States*. Presentation at the Annual Conference for the Irish Association of Special Education Teachers (IATSE). Dublin, Ireland.

* Burke, M. D., & Hagan-Burke, S. (2009, June). *School-wide positive behavioral support: An overview from the United States*. Presentation for the Irish Association of Special Education Teachers (IATSE). Dublin, Ireland.

Simmons, D., C., Hagan-Burke, S., Coyne, M., Kwok, O., & Simmons, L., & Johnson, C. (2009, June). *The impact and interaction of learner, teacher, and instructional variables on kindergarteners' reading growth*. Poster presented at the U.S. Department of Education Institute of Education Sciences' Conference, Washington, DC.

* Hagan-Burke, S., & Vannest, K. (2009, May). *The importance of fidelity measurement to interpret intervention results and improve implementation*. Presentation for Association for Behavior Analysis 35th Annual Convention, Phoenix, AZ. (Nonpresenter role).

Simmons, D. C., Coyne, M. D., Hagan-Burke, S., Kwok, O., Simmons, L. E., Skidmore, S., Johnson, C., Civetelli, C., Ware, S., & Cappozzi, A. (2009, April). *The impact & interaction of student, teacher and instructional variables on kindergarteners' reading growth*. Poster session presented at the annual conference of the Council for Exceptional Children, Seattle, WA.

Vannest, K.J., Soares, D.A., Smith, S. L. & Hagan-Burke, S. (2008, November). *Teacher time use in special education classrooms*. Poster presentation at National Conference for Teacher Education Division of Council for Exceptional Children. Dallas, TX.

Simmons, D. C., Coyne, M., Hagan-Burke, S., Kwok, O., Simmons, L., Johnson, C., & Zou, Y., et al. (2008, June). *An examination of the efficacy of the early reading intervention program in*

real-school contexts: Randomized field trial of response to intervention. Poster presented at the U.S. Department of Education Institute of Education Sciences' Conference, Washington, DC.

Brown, L., Ramsey, L., Vannest, K.J. & Hagan-Burke, S. (2008, April). *Teacher time use across settings.* Paper presented at the Annual Convention and Expo for the Council for Exceptional Children (CEC) Boston, MA.

Simmons, D. C., Coyne, M., Hagan-Burke, S., Kwok, O., Simmons, L. E., Johnson, C., Lentini, A., Ruby, M., & Crevecoeur, Y. (2008, March). *An examination of the efficacy of the Early Reading Intervention program in real school contexts.* Paper presented at the annual meeting of the American Educational Research Association (AERA), March 24, 2008. (Nonpresenter role).

Coyne, M. D., Simmons, D. C., Lentini, A., Hagan-Burke, S., & Kwok, O. (2008, February). *The early reading intervention: Curriculum efficacy, durability, replicability, and intensity.* Poster session presented at the annual Pacific Coast Research Conference, Coronado, CA. (Nonpresenter role).

Coyne, M. D., Simmons, D. C., Hagan-Burke, S., Kwok, O., Lentini, A., & Johnson C. *The early reading intervention: Examination of curriculum efficacy, durability, replicability, and intensity.* Poster presented at the U.S. Department of Education Institute of Education Sciences' Conference, Washington, DC, June, 2007.

Hagan-Burke, S. (2007, May). *Going beyond initial implementation: A discussion of possible features that foster sustainability of effective practices.* Invited discussant at the Association for Behavior Analysis 33rd Annual Convention, San Diego CA.

Vannest, K.J. Brown, L. Ramsey, L. Hagan-Burke, S. (2007, February). *Comparison of time use for teachers of students with emotional and behavioral disorders.* Presented at the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.

Burke, M, Vannest, K., Mason, B., Davis, C., Hagan-Burke, S., & Parker, R. (2006, November). *Using behavioral indicators for progress monitoring the D2K on-line DBRC system.* presented at the 30th annual meeting of the Teacher Educators for Children with Behavior Disorders, Tempe, AZ. (Nonpresenter role)

Vannest, K., Burke, M., Ramsey, L., Brown, L., Adiguzel, T., Hagan-Burke, S., Parker, R., Wright, D. (2006, November). *EBD teacher time use.* presented at the 30th annual meeting of the Teacher Educators for Children with Behavior Disorders, Tempe, AZ. (Nonpresenter role)

* Hagan-Burke, S. (2006, May). *Measuring teacher behaviors: Instructional and classroom variables that affect student performance.* Invited discussant for Association for Behavior Analysis 32nd Annual Convention, Atlanta, GA.

Hagan-Burke, S. (2006, April). *Resolving the age-old dilemma: Students who misbehave to escape academic tasks*. Paper presented at the Annual Convention and Expo for the Council for Exceptional Children, Salt Lake City, UT.

Boon, R., Fore, C., Burke, M., & Hagan-Burke, S. (April, 2006). *Students' attitudes and perceptions toward technology: What do the users have to say?* Paper presented at the Annual Convention and Expo for the Council for Exceptional Children, Salt Lake City, UT.

Blankenship, T., Boon, R., Fore, C., Burke, M., & Hagan-Burke, S. (2006, April). *Computer-based cognitive organizers in high school social studies for students with emotional and behavior disorders*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. [Nonpresenter role]

Vannest, K. J., Hagan-Burke, S. & Hanway, T. (February, 2006). *Adequate yearly progress in science and math with emotional behavioral disorders*. Breakout session in the Midwest symposium for Leadership in Behavior Disorders, Kansas City, MO.

Vannest, K. J., Hagan-Burke, S. & Hanway, T. (February, 2006). *Evidence based practices in science and math for emotional behavioral disorders*. Poster presented at Midwest symposium for Leadership in Behavior Disorders, Kansas City, MO.

Parker, R., Brossart, D., Vannest, K.J. Burke, M., & Hagan-Burke, S. (2006, January). *Increased credibility for single case research*. Educational Research Exchange, College Station TX.

Hummel, J., Gunter, P., Smith, M., Riffel, L., Fore III, C., Boon, R., Burke, M., Hagan-Burke, S., Jolivette, K., Cloud, V., Barnett, C., & Smith, D. (2005, November). *PBS in Georgia: First year's results and resolutions*. Paper presented at the 29th annual meeting of the Teacher Educators for Children with Behavior Disorders, Tempe, AZ.

Hagan-Burke, S. (2005, November). *Aversive instructional conditions and academic assessment: What role should they have in functional behavioral assessment?* Paper presented at the 29th annual meeting of the Teacher Educators for Children with Behavior Disorders, Tempe, AZ.

Vannest, K. Hagan-Burke, S, Burke, M. D. & Parker, R. (2005, November). *Academic interventions for students: Limitations and directions for future research*. Presented at the 29th annual meeting of the Teacher Educators for Children with Behavior Disorders, Tempe, AZ.

Vannest, K. & Hagan-Burke, S. & Gunter, P. (2005, November). *Panel discussion of academic interventions research*. Invited panel member at the 29th annual meeting of the Teacher Educators for Children with Behavior Disorders, Tempe, AZ.

* Blankenship, T., Bender, W., Boon, R., Hagan-Burke, S., & Fore, C. (2005, September). *Widely used disciplinary options for aggressive kids: Are the current approaches effective?* Paper

presented at the annual meeting of the Council for Children with Behavior Disorders (CCBD) International Conference on Behavioral Disorders, Dallas (Irving), TX.

- * Hagan-Burke, S. (2005, May). *Improving school-wide behavior support programs*. Symposium Chairperson for Association for Behavior Analysis 31st Annual Convention. Chicago, IL.
- * Burke, M. D., Hagan-Burke, S., & Blankenship, T. (2005, May). *Program evaluation of the Alabama school-wide positive behavioral support*. Association for Behavior Analysis 31st Annual Convention., Chicago, IL. (Nonpresenter role)
- * Hagan-Burke, S., Burke, M. D., Blankenship, T., & Wynne, M. (2005, May). *School-wide positive behavioral support*. Association for Behavior Analysis 31st Annual Convention. Chicago, IL.
- * Wynne, M., Hagan-Burke, S., & Burke, M. D. (2005, May). *The effects of functional behavioral assessments on the academic behaviors of elementary students*. Association for Behavior Analysis 31st Annual Convention. Chicago, IL.
- * Boon, R., Burke, M. D., Hagan-Burke, S., & Fore, C. (2005, April). *The effects of cognitive organizers to promote student learning in secondary inclusive social studies classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada. (Nonpresenter role)
- * Hagan-Burke, S. (2005, April). *Providing effective behavioral and instructional support for individuals at-risk of school failure*. Presentation delivered at the International Symposium and Conference in Oldenburg University, in cooperation with the German Scientific Society for 'Paedagogik bei Verhaltensstoerungen' (DVN). Oldenburg, Germany.
- Hagan-Burke, S. (2005, March). *General outcome measures in early literacy and reading*. Chairperson for symposium presented at the National Association for School Psychologists 2005 Convention. Atlanta, GA.
- Hagan-Burke, S. (2005, March). *Function-based approaches for students with academic and behavior problems*. Chairperson for symposium presented at the National Association for School Psychologists 2005 Convention. Atlanta, GA.
- Wynne, M. F., Hagan-Burke, S., & Burke, M. D. (2005). *The Effects of Instructional Contexts on the Problem Behaviors of Elementary Students*. Presentation at the National Association of School Psychologists 2005 Convention. Atlanta, GA.
- * Hagan-Burke, S. (2005, March). *The effects of manipulating instructional antecedents: Implications for behavior intervention planning*. Presented at the 2nd International Convention of the Association for Positive Behavior Support., Tampa, FL.
- Hagan-Burke, S. (2005, March). *Classroom management strategies that work!*. Invited presentation for The Beginning Teacher Conference by Sopris West. Atlanta, GA

- Hagan-Burke, S. (2005, February). *Positive behavioral supports*. Invited presentation for The Teacher's Workshop 2005 Discipline Conference. Savannah, GA.
- * Hummel, J., Smith, M., Hagan-Burke, S., Riffel, L., & Cloud, V. (2005, March). *Effective behavioral and instructional support: An overview of Georgia's systems change efforts*. Presented at the 2nd International Convention of the Association for Positive Behavior Support. Tampa, FL.
- Smith, M., O'Connor, J., Riffel, L., Burke, M. D., Hagan-Burke, S. Boon, R., Cloud, V., Heflin, J., Jolivet, K., Hummel, J., & Gunter, P. (2004, November). *Building a statewide positive behavior support system: EBIS in Georgia*. Presentation at the 28th annual meeting of the Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Burke, M. D. Boon, R. Hagan-Burke, S., Martin, E. & Kirkendoll, D. (2004, November). *Examination of the internal consistency of the effective behavioral support survey*. Presentation at the 28th annual meeting of the Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- * Crowder, C., Burke, M. D., & Hagan-Burke, S. (May, 2004). Effects of a direct instruction reading program on the academic performance of emotionally behaviorally disordered students. Association for Behavior Analysis 30th Annual Convention, Boston, MA.
- * Wynne, M. F., Hagan-Burke, S., & Burke, M. D. (2004, May). *Effects of instructional pacing on escape-maintained problem behavior*. Paper presented at the Association for Behavior Analysis 30th Annual Convention, Boston, MA.
- * Crowder, C., Burke, M. D. & Hagan-Burke (2004, May). *Effects of an academic self-monitoring strategy*. Paper presented at the Association for Behavior Analysis 30th Annual Convention, Boston, MA.
- * Hagan-Burke, S. (2004, April). *School-wide positive behavior support: going-to-scale in states and districts*. Invited discussant for the State-wide Colorado Implementation, presented at the Annual Council for Exceptional Children International Conference, New Orleans, LA.
- * Burke, M. D., Hagan-Burke, S., & Fore, C. J. (2004, April). *An overview of three experimental studies for improving reading outcomes*. Paper presented at the Annual Council for Exceptional Children International Conference, New Orleans, LA.
- Burke, M. D., & Hagan-Burke, S. (2004, February). *The convergent validity of Dynamic Indicators of Early Literacy Skills (DIBELS) and the Test of Word Reading Efficiency (TOWRE)*. Paper presented at the 2004 Oregon Conference, Eugene.
- Hagan-Burke, S. (2004, February). *Early Literacy: Catch them before they fail*. Invited presentation for The Teacher's Workshop 2004 Reading Conference, Savannah, GA.

- Hagan-Burke, S. (2004, February). *Comprehension tactics for older students*. Invited presentation for The 2004 Reading Conference, Savannah, Georgia.
- Wynne, M. F., & Hagan-Burke, S. (2004, January). *Using Functional Behavioral Assessments and Behavior Intervention Plans to Help Solve Academic and Behavior Problems*. Presentation at the Georgia Federation of the Council for Exceptional Children 2004 Conference, Athens, GA.
- * Burke, M. D. & Hagan-Burke, S. (2003, July). *Dynamic indicators of basic early literacy skills (DIBELS): An overview and results from year one of a school-wide implementation*. Paper presented at the 2003 Bangor Dyslexia Conference, University of Bangor, England.
- * Hagan-Burke, S., Burke, M. D., & Wilson, T. (2003, July). *Combined effects of direct code instruction with a fluency building component on phonological and alphabetic outcomes*. Paper presented at the 2003 Bangor Dyslexia Conference, University of Bangor, England.
- * Burke, M. D., Hagan-Burke, S., & Pollock, J. (2003, July). *The effects of a visualization and verbalization strategy on the comprehension of first grade children*. Paper presented at the 2003 Bangor Dyslexia Conference, University of Bangor, England.
- Hagan-Burke, S. (2003, February). *School-wide positive behavioral supports: When a school has a comprehensive discipline plan in place, it makes the special educator's job that much easier*. Invited presentation for the Alabama Council for Administrators in Special Education, Mobile.
- Hagan-Burke, S. (2002, October). *Building capacity in school-wide positive behavior supports*. Invited discussant for symposium presented at the National Implementers' Forum for Positive Behavioral Interventions and Supports, Naperville, IL.
- * Hagan-Burke, S. (2002, May). *Promoting effective behavioral intervention plans: Extending the research-base on function-based support planning*. Chairperson for symposium presented at the Association for Behavior Analysis 28th Annual Convention, Toronto, Canada.
- * Burke, M.D., & Hagan-Burke, S. (2002, May). *The effects of a contextual intervention package on the task engagement of a kindergartner with behavior and learning problems*. Paper presented at the Association for Behavior Analysis 29th Annual Convention, San Francisco, CA.
- Hagan-Burke, S. (2002 February). *The Alabama positive behavioral supports initiative*. Invited presentation at the Office of Special Education Programs Annual Project Directors' Meeting. Washington, DC.
- * Hagan-Burke, S., & Martin, E. J. (2001, October). *Ensuring fidelity of treatment in behavior support planning*. Paper presented at the Council for Children with Behavior Disorders International Conference, Atlanta, GA.

- * Hagan-Burke, S. (2001, May). *Improving the outcome of functional behavioral assessment: Increasing the likelihood of effective behavioral intervention plans*. Chairperson for symposium presented at the Association for Behavior Analysis 27th Annual Convention, New Orleans, LA.

- Hagan-Burke, S. (2001, July). *Improving school-wide climates with positive behavioral interventions and supports*. Invited presentation for the Alabama Special Education Conference, Mobile.

- * Hagan-Burke, S. (2000, May). *Systematic evaluation of educational services for individuals with educational and behavior support: Needs in public schools*. Invited Discussant for symposium presented at the Association for Behavior Analysis 26th Annual Convention, Washington, DC.

- * Sugai, G., Hagan-Burke, S., & Lewis-Palmer, T. (2000, May). *Effective behavior support: A state-wide model for providing positive behavioral interventions and supports*. Presentation for the Association for Behavior Analysis 26th Annual Convention, Washington, DC.

- Hagan-Burke, S. (2000, February). *A model for school-wide reading interventions in middle schools*. Presentation at the 2000 Oregon Conference, Eugene.

- Hagan-Burke, S. (2000, February). *Creating a positive learning environment: A systems approach*. Invited presentation for University of Oregon's Year 2000 Violence Prevention Conference, Eugene.

- * Hagan-Burke, S. (1999, September). *A comparison of teacher behaviors across middle school classrooms where students exhibited markedly different rates of problem behaviors*. Paper presented at the Council for Children with Behavior Disorders International Conference, Dallas, TX.

- * Hagan-Burke, S., & Sugai, G. (1999, May). *An examination of classroom management variables that support students with severe and chronic problem behaviors*. Paper presented at the Association for Behavior Analysis 25th Annual Convention, Chicago, IL.

- * Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (1999, May). *Working with public schools to establish and monitor systems that support the social-behavioral needs of all students*. Paper presented at the Association for Behavior Analysis 25th Annual Convention, Chicago, IL.

- * Kinch, C., Lewis-Palmer, T., & Hagan-Burke, S. (1999, May). *A comparison of functional assessment interviews from students and teachers in high- and low-risk classroom settings*. Paper presented at the Association for Behavior Analysis 25th Annual Convention, Chicago, IL.

- * Hagan, S., & Sugai, G. (1998, May). *An analysis of teacher behaviors that support students with serious and chronic problem behaviors in middle-school content-area classrooms*. Paper presented at the Association for Behavior Analysis 24th Annual Convention, Orlando, FL.
- * Beard, K., & Hagan, S. (1998, May). *The effects of a teacher and parent partnership in the decrease of antisocial behavior in young elementary school children*. Poster presented at the Association for Behavior Analysis 24th Annual Convention, Orlando, FL.
- Hagan, S. (1998, February). *Functional assessment: An effective strategy for developing behavior support plans that work*. Presentation at the 1998 Oregon Conference, Eugene.
- Hagan, S., Todd, A., Mehas, K., Sobieniak, S., Kowalko, G., & Schweisson, F. (1998, February). *In search of safe havens: Preventing violence in schools*. Paper presented at the 1998 Oregon Conference, Eugene.
- * Hagan, S. (1997, October). *Reducing the prevalence of violent and aggressive behaviors among middle school students with severe behavior challenges*. Presented at the Council for Children with Behavior Disorders International Conference, Dallas, TX.
- * Hagan, S. (1997, October). *Using functional assessment to develop behavior support plans that promote prosocial behaviors among students with behavioral disorders*. Invited presentation at the International Council for Children with Behavior Disorders Conference, Dallas, TX.
- Sprague, J., Burke, M. D., & Hagan, S. (1997, February). *Promising practices in school safety and violence prevention assessment and intervention*. Presentation at the 1997 Oregon Conference, Eugene.
- Sprague, J., Tobin, T., Beard, K., & Hagan, S. (1997, February). *Breaking the cycle of violence: Intervening with bullying as a major precursor*. Paper presented at the 1997 Oregon Conference, Eugene.

TEACHING

College Teaching

Texas A&M University (11 undergraduate & 7 graduate courses)

Classroom Management & Behavior Interventions (SPED 471- [undergraduate](#))

Semesters: Spring 2012, Fall 2012, Spring 2013

Classroom Management & Behavior Interventions: A Field-Based Course (SEFB 471-[undergraduate](#))

Semesters: Fall 2006, Spring 2007, Fall 2007, Spring 2008, Fall 2009, Spring 2010, Fall 2010, Fall, 2011

College Teaching Practicum in Special Education (SPED 685- [graduate](#))

Semesters: Fall 2008, Spring 2009, Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Fall 2015

Doctoral Seminar for Special Education (EPSY 690, SPED 689- *graduate*)
Semesters: Fall 2008, Fall 2009

Induction to Doctoral Studies in Special Education (EPSY 690; SPED 618- *graduate*)
Semesters: Fall 2010, Fall 2011, Fall 2013, Fall 2014, Fall 2015

University of Georgia (11 courses)

Advanced Instructional Methods for Mild Disabilities (SPED 4200 - *undergraduate*)
Semesters: Fall 2003, Fall 2004

Doctoral Research Seminar (SPED 8990- *graduate*)
Semesters: Fall 2004, Spring 2005

Instructional Methods for Students with Mild Disabilities (SPED 4100 & 4100L- *undergraduate*)
Semesters: Fall 2001 Summer 2002, Fall 2002, Spring 2003, Spring 2004, Spring 2005

Methods for Teaching Academic Skills (SPED 7220- *graduate*)
Semesters: Summer 2003

University of Oregon (21 courses)

Behavior and Classroom Management (SPED 426/526- *predominantly graduate*)
Quarters: Spring 1997, Summer 1997, Summer 2000, Summer 2001

Direct Instruction Training: Reading Mastery III & Decoding C (SPED 609- *graduate*)
Quarters: Summer 1997

Educating Students with Emotional and Behavioral Disorders (SPED 434/534- *graduate*)
Quarters: Spring 2000

Introduction to Behavior Disorders (SPED 432/532- *graduate*)
Quarters: Fall 1999, Fall 2000

Introduction to Educational Research, *Discussion Group Leader* (EDUC 312- *undergraduate*)
Quarter: Winter 1997

Introduction to Learning Disabilities (SPED 431/531- *predominantly undergraduate*)
Quarter: Winter 2000

Introduction to Mental Retardation (SPED 407/507)- *predominantly undergraduate*
Quarter: Spring 2000

Positive Behavioral Support Graduate Practicum Seminar I (SPED 609- *graduate*)
Quarters Taught: Winter 1999, Winter 2000, Winter 2001

Positive Behavioral Support Graduate Practicum Seminar II (SPED 609- *graduate*)

Quarters Taught: Spring 1999, Spring 2000, Spring 2001

School-Wide Discipline (SPED 433/533- *graduate*)

Quarters Taught: Winter 2000, Winter 2001

Special Education Reading Instruction, (SPED 421/521- *graduate*)

Quarters Taught: Winter 1997, Summer 2000

University of West Florida

Mainstreaming Exceptional Children (EEX 4012- *undergraduate*)

Semester Taught: Summer 1995

Program and Course Development

2007 Course Development (Texas A&M University). Development of SPED 618 (Induction and Preparation for the Special Education Professoriate), a required *graduate* course for the Special Education Doctoral Program.

2001 Course Development (University of Georgia). Development of SPED 4200 (Advanced Instructional Methods for Students with Mild Disabilities), a core course for the *undergraduate* program in special education.

1999 Program Development (University of Oregon). Developer of core curriculum and co-author of comprehensive *graduate* field experience requirements for students seeking a Master’s Degree in special education with specialization in Positive Behavioral Supports.

Supervision of School-Based Teaching and Practicum Placements

Texas A&M University

School-Based Special Education Practicum for Doctoral Students (EPSY 683- *graduate*)

Semesters: Fall 2014, Fall 2015

University of Georgia

Semester	<i>undergraduate</i>		<i>graduate</i>		Total
	Practicum	Clinical Teaching	Practicum	Clinical Teaching	
Fall 2001:	10	--	--	--	10
Spr 2002:	10 *	3	2	--	15
Fall 2002:	10 *	--	3 *	--	13
Spr 2003:	9 *	5 *	4 *	--	18
Fall 2003:	9	--	4	2 *	15
Spr 2004:	9 *	7 *	3 *	1 *	20
Fall 2004:	9 *	--	3 *	1 *	13
Spr 2005:	7 *	5	3 *	3 *	18

*Denotes I was faculty supervisor responsible for arranging school placements, facilitating initial school visits/meetings, and student evaluation while training graduate students/junior colleagues to supervise.

University of Oregon

Winter 1997 & Spring 1997: Supervised 5 *graduate* student teaching placements for special education master's-level students seeking certification in special education.

Summer 2000: Supervised 5 practicum placements for school psychology *graduate* students completing school-based teaching experiences in early reading intervention.

Doctoral Advisor/Dissertation Chair

Texas A&M University

- Macik, Maria – Ph.D. awarded August 2018
[Position as of August 2018: TBD]
- Heather Davis – Ph.D. awarded December 2016
[Earned BCBA-D; Position as of 2017: Clinical Assistant Professor, University of Utah]
- Stephanie Gerow – Ph.D. awarded August 2016
[Earned BCBA-D; Position as of 2016: Assistant Professor, Baylor University]
- Sharon de Marin- Ph.D. awarded August 2016
[Position as of 2016: Research Specialist, Center for Research on Dual Language and Literacy Acquisition, Texas A&M University]
- Margot Boles – (co-chair w/ Ganz), Ph.D. awarded December 2015
[BCBA-D; Position as of 2016: President, Red Sails Project -non-profit organization serving orphans in Russia]
- Melissa Fogarty – (co-chair w/ Simmons) Ph.D. awarded August 2012
[Position as of 2016: Clinical Assistant Professor, Texas A&M University]
- Eric Oslund – Ph.D. awarded August 2012
[Position as of 2016: Assistant Professor, Middle Tennessee State]

University of Georgia

- Maria Wynne (Gilmour)* – Ph.D. awarded 2007
[BCBA-D; Position as of 2016: Graduate Faculty Member, Portland State University and CEO, Wynne Solutions Behavioral Consulting Firm]
- Jill Chalk* – Ph.D. awarded 2006
[Position as of 2016: Director of Curriculum & Instruction, Gwinnett County School District]
- Tracy Blankenship* – Ph.D. awarded 2006
[Position as of 2008: Assistant Professor, Georgia Gwinnett College]
- William Clay Crowder – Ph.D. awarded 2005
[Position as of 2016: Chair, Education Specialist Department, Piedmont College]

* Served as major professor and dissertation chair until my departure from UGA in fall of 2005.

Doctoral/Dissertation Committee Member

Eun Hye Ko, *in progress*

Aaron R. Campbell – Ph.D. awarded from Texas A&M University, 2021

Martin Mendoza – Ph.D. awarded from Texas A&M University, 2020

Christina Gushanas – Ph.D. awarded from Texas A&M University, 2020

Lisa Sanchez – Ph.D. awarded from Texas A&M University, 2020

Ching Yi Liao – Ph.D. awarded from Texas A&M University, 2019

Ali Ansari – Ph.D. awarded from Texas A&M University, 2017

Beth Brabham* – Ph.D. awarded from Texas A&M University, 2016

Samar Zaini – Ph.D. awarded from Texas A&M University, 2015

Heather Hatton – Ph.D. awarded from Texas A&M University, 2015

Namik Top – Ph.D. awarded from Texas A&M University, 2015

Mary Springs* – Ph.D. awarded from Texas A&M University, 2015

EeRea Hong – Ph.D. awarded from Texas A&M University, 2015

Leslie Neely – Ph.D. awarded from Texas A&M University, 2015

Cara Williams – Ph.D. awarded from Texas A&M University, 2013

Eric Roberts – Ph.D. awarded from Texas A&M University, 2013

Kim Harvey – Ph.D. awarded from Texas A&M University, 2008

Jana Nylund** – Ph.D. awarded from University of Georgia, 2008

Maria Wynne*** – Ph.D. awarded from University of Georgia, 2007

Jennifer Ledford [Hartwig]** – Ph.D. awarded from University of Georgia, 2005

Christopher Martin** – Ph.D. awarded from University of Georgia, 2005

Theresa Shubert** – Ph.D. awarded from University of Georgia, 2004

Emma Martin – Ph.D. awarded from University of Oregon, 2001

* Outside Member

** Served on dissertation committee until my departure from UGA in July 2005.

*** Served as major professor and chair until my departure from UGA in July 2005. I remained a formal external committee member.

Chair /Co-chair of Master's Research Project/Thesis

Kaci Deauquier Sheridan - M.Ed. awarded from TAMU, 2012

Jeannie Beascochea - M.Ed. awarded from TAMU, 2010

Rachel Della Croce - M.Ed. awarded from TAMU, 2010

Vanessa Murphy - M.S. awarded from TAMU, University, 2009

Katherine Zrolka- M.Ed. awarded from UGA, 2005

Jennifer Jeffries Mulloy - M.Ed. awarded from UGA, 2005

Erin Pearce - M.Ed. awarded from UGA, 2005

Danielle Munoz-Ostroot - M.A. awarded from UGA, 2004

Patricia Wilson - M.Ed. awarded from UGA, 2004

Jennifer Pollack - M.Ed. awarded from UGA, 2003

Amy Ansley-O'Neal - M.Ed. awarded from UGA, 2003
Laurie Conner - M.Ed. awarded from UGA, 2003
Jill Caldwell - M.Ed. awarded from UGA, 2001
Nancy Ellenberg - M.Ed. awarded from UGA, 2001
Elizabeth Derickson - M.Ed. awarded from University of Oregon, 2001
Kimberly Condon - M.Ed. awarded from University of Oregon, 2001
Amy Booch Berry - M.Ed. awarded from University of Oregon, 2000

Master's Research Committee Member

Nicole Svenkerud-- M.Ed. awarded from TAMU, 2015
Jennifer Frosch - - M.Ed. awarded from TAMU, 2015
Yvette Bedell – M.Ed. awarded from TAMU, 2011
Bonnie Ann Grimes – M. Ed. awarded from TAMU, 2010
Ingri Tutu – M.Ed. awarded from TAMU, 2010
Janet Fanguy - M.Ed. awarded from TAMU, 2010
Melanie Baggerly – M.S. awarded from TAMU, 2010
Steve Smith - M.Ed. awarded from UGA, 2004
Sharon Carter - M.Ed. awarded from UGA, 2004
Monica Wingate - M.Ed. awarded from UGA, 2003
Tori Boulini - M.Ed. awarded from UGA, 2003
Stacy Teele - M.Ed. awarded from UGA, 2003

Recognition and Awards Received by my Doctoral Advisees

- 2018 Christina Gushanas, *Student Scholarship Award*, American Association on Intellectual and Developmental Disabilities
- 2018 Christina Gushanus, *Strategic Research Award*, College of Education and Human Development, TAMU
- 2016 Sharon de Marin, **Honors Graduate**, College of Education and Human Development, TAMU.
- 2015 Sharon de Marin, **Carolyn S. Lohman/Heep Research Fellowship**, College of Education and Human Development, TAMU.
- 2013 Eric Oslund, *Outstanding Researcher Award* (for doctoral dissertation research), International Council for Learning Disabilities
- 2013 Sharon de Marin, *Student Research Funding Award*, Department of Educational Psychology, TAMU
- 2013 Heather Davis, *Strategic Research Award*, College of Education and Human Development, TAMU [*Declined accompanying monetary support due to multiple funding offers.]

- 2013 Stephanie Gerow, **Graduate Research Funding Award**, College of Education and Human Development, TAMU.
- 2012 Stephanie Gerow, **Texas A&M University Diversity Fellowship Award** (\$103,800 Award over 3-year period)
- 2012 Sharon de Marin, **Jordan Fellows Award for International Research** (Zambia), TAMU
- 2010 Eric Oslund, **Outstanding Student Research Paper**, Southwest Educational Research Association (SERA)
- 2010 Eric Oslund, **Best Poster Presentation Award**, Texas State Association of School Psychologists' Annual Conference
- 2009 Sharon de Marin, **Texas A&M University Diversity Fellowship Award** (\$100,000 Award over 3-year period)

EXTERNAL SERVICE

Peer Review Activities

Federal Grant Reviews

U.S. Department of Education- Institute of Education Sciences (IES):

- 2017 *Appointed Panel Member, IES Special Education Panel*
- 2014 – 2016 *Appointed Panel Member, IES Early Career Development & Mentoring*
- 2012, 2014 *Appointed Ad Hoc Reviewer, IES Statistics & Modeling Panel*
- 2010 – 2014 *Appointed Standing Panel Member, IES Social Behavior to Support Student Learning Outcomes*

Editorial Boards and Field Reviewer Assignments

- | | |
|---|---|
| <i>Behavior Modification</i> | 2014– present (<i>field reviewer</i>) |
| <i>Journal of Special Education</i> | 2010 – present (<i>reviewer & editorial board member</i>) |
| <i>Remedial and Special Education</i> | 2009 – present (<i>field reviewer</i>) |
| <i>Journal of Learning Disabilities</i> | 2007 (<i>field reviewer</i>) |
| <i>Journal of Direct Instruction</i> | 2000 (<i>editorial board member</i>) |
| <i>Preventing School Failure</i> | 1999-2010 (<i>editorial board member</i>) |
| <i>Effective School Practices</i> | 1998-2000 (<i>editorial board member</i>) |
| <i>Behavioral Disorders</i> | 1997-1998; 2010 – 2011 (<i>field reviewer</i>) |

Editor of Special Journal Issues

- 1999 Special Issue Editors (M. D. Burke & S. Hagan-Burke): *Effective School Practices*, 17, (4). Issue: Systems for Change: Increasing Schools' Capacities to Provide Effective Behavior Support.

- 1998 Special Issue Editors (S. Hagan & M. D. Burke): *Effective School Practices*, 17, (2). Issue: Maintaining Safe and Orderly Schools While Meeting the Needs of Students with Severe Behavioral Challenges.

Other Review Activities

- 2014 Expert Reviewer: Culturally and Contextually Relevant Classroom Supports: A Teacher Self-Assessment (Instrument under Development)
- 2009 Proposal Reviewer: Council for Exceptional Children's 2010 National Conference

Behavior Systems Change Outreach with State Education Agencies

- 2012- 2016 *Response to Intervention* (RTI) Guidance Committee: Texas Education Agency
Role: Appointed member; lead author of RTI for Social Behavior guidelines
- 2002-2005 *Effective Behavioral and Instructional Supports (EBIS)* Implementation: Georgia Department of Education
Role: Co-chair of state leadership team, state-wide EBIS trainer
- 2000-2009 *Positive Behavior Interventions and Supports (PBIS) Initiative:* Alabama State Department of Education
Role: Appointed external member of state leadership team; lead state-wide PBIS trainer 2001-2005
- 1998-2001 *Effective Behavior Supports (EBS) Project:* Hawaii State Department of Education
Role: leadership team member; state-wide implementation trainer, state coaching network trainer

Service to Professional Organizations

- 2008 – present Member, *Researchers' Network, OSEP Center for Positive Behavioral Interventions and Supports (PBIS)*.
- 2000 – 2001 Vice-President, *Oregon Council for Children with Behavior Disorders (CCBD)*
- 1999 – 2000 Treasurer, *Oregon Council for Children with Behavior Disorders (CCBD)*
- 1998 – 1999 Treasurer, *Oregon Council for Children with Mental Retardation/ Developmental Disabilities (OR-MRDD)*
- 1996 - 1998 Secretary, *Oregon Council for Children with Behavior Disorders (CCBD)*

Memberships

- Association for Behavior Analysis International (ABAI)
 - Association for Positive Behavior Supports (APBS)
 - Council for Exceptional Children (CEC)
- Divisions: Council for Children with Behavioral Disorders (CCBD)

Division for Learning Disabilities (DLD)
Division for Research (CEC-DR)
Teacher Education Division (TED)

- Society for the Scientific Study of Reading (SSSR)
- Texas Network for Positive Behavioral Supports

Invited Presentations for School Systems & Governmental Agencies

I have provided over 100 professional development presentations and training sessions for state education agencies and school districts. Selected presentations are listed below.

- 2015, August. *Positive Behavior Supports as a Foundation for Special Education Teacher Preparation Programs*. Invited professional development series for Universität Siegen (Germany).
- 2015, August. *Identifying Features of Academic Tasks that Trigger Problem Behaviors for Children With Behavioral Disorders*. Invited professional development series for Universität Siegen (Germany).
- 2015, May. *Response to Intervention for Social Behaviors*. Invited Webinar presented on behalf of the Texas Education Agency. (Over 1,000 registered attendees; this webinar was filmed and posted on the web for educators' continued use throughout the state of Texas.)
- 2015, May. *Response to Intervention for Social Behaviors: Fundamental Features and Tier 1 Classroom Applications*. Invited Professional Development Workshop sponsored by Texas Education Agency and delivered on the campus of Southern Methodist University.
- 2010, May. *Positive Behavioral Supports- An Overview of District-wide Implementation*. Invited presentation for Navasota Independent School District. (Hagan-Burke & Burke).
- 2008, July. *The roles of a PBS coach: Sustaining PBS in Alabama's schools*. Two-day training for Alabama Department of Education's State-Wide Mega-Conference. Mobile, Alabama.
- 2006, May. *Coaching a PBS implementation: preparing schools to making data-based decisions*. Three day training on behalf of Alabama Department of Education, Huntsville, Alabama.
- 2005, June. *Positive behavioral interventions and supports: Getting Ready for Year Two*. Training on behalf of Georgia Department of Education. Cartersville, Georgia.
- 2005, June. *Positive behavioral interventions and supports: Increasing schools' capacity to support students with severe and challenging behaviors*. Training on behalf of Georgia Department of Education. Moultrie, Georgia.
- 2005, March. *Data-based Decisions: The foundation for School-wide Behavior Support*. Presentation for Marion County School System, Hamilton, Alabama

- 2004, July. *Positive behavioral Interventions and supports*. Presentation for Escambia County School System, Flomaton, Alabama.
- 2002, October. *School-wide discipline and positive behavior support*. Hart County School District, Hart County, GA. (with M. Burke)
- 2002, June. *School-wide discipline and positive behavior support*. Clark County School District, Clark County, GA.
- 2002, May. *School-wide discipline and positive behavior support*. Greene County School District, Greene County, GA. (with M. Burke)
- 2002, May. Hagan-Burke, S., & Burke, M. D. (Summer, 2002). *School-wide discipline and early literacy*. Morgan County School District, Morgan County, GA. (with M. Burke)
- 2002, April. *Comprehensive behavioral and instructional support*. Georgia State Department of Education, Atlanta, GA. (with M. Burke)
- 2002, January. *School-wide Positive behavioral Interventions and supports*. Marion County School System, Hamilton, Alabama.
- 2002, January. *Positive behavioral Interventions and supports and function-based intervention planning*. Presentation for Hand-in-Hand Preschool, Thomas County Middle School Thomasville, Georgia.
- 2002, January. *Positive behavioral interventions and supports: Increasing schools' capacity to support students with severe and challenging behaviors*. Valdosta City School System, Valdosta, Georgia.
- 2002, January. *Positive behavioral interventions and supports: A systems approach to school-wide discipline*. Turner Elementary School, Turner County, Georgia.
- 2002, January. "Positive Behavioral Interventions and Supports: A Proactive Approach for School-Wide Discipline" January 3, 2002. Lyons Elementary School, Tooms County, Georgia.
- 2001, November. *Positive behavioral interventions and supports: Follow-up team training for data-based decisions and school-wide discipline*. Alabama Department of Education – State Improvement Grant. Huntsville, Alabama.
- 2001, August. *Positive behavioral interventions and supports: School-wide discipline, nonclassroom settings, and function-based support planning*. Alabama Department of Education – State Improvement Grant. Point Clear, Alabama.
- 2000, September. *Effective behavior support: Team training*. Clackamas Educational Service District. Wilsonville, Oregon. presented with E. J. Martin and M. Burke.
- 2000, September. *Effective behavioral support team training: School-wide and nonclassroom systems, managing escalations, and data-based decision making*. Multi-district In-Service for Honolulu and Central Districts, Hawaii.

- 2000, May. *Using functional behavioral assessment data to generate effective behavioral intervention plans*. Shasta Middle School, Bethel School District, Oregon.
- 2000, March. *Functional behavioral assessment and behavioral intervention planning*. District-wide In-Service for Honolulu Central District, Hawaii.
- 2000, March. *Effective behavior support: Creating systems to support individualized FBA-based interventions*. Hawaii State Department of Education.
- 2000, January. *Effective behavior support: School-wide instructional interventions*. Hawaii State Department of Education.
- 2000, January. *Phonemic awareness and early literacy*. Hawaii State Department of Education-Resources in Special Education Program.
- 1999, November. *Preparing new special education teachers in effective classroom management*. Hawaii State Department of Education- Resources in Special Education (RISE) Program.
- 1999, October. *Effective behavior support: Data-based decision making*. Multiple presentations over a five-day period for: Kauai, Big Island, Oahu Windward, and Oahu Honolulu School Districts. Hawaii State Department of Education- Felix Institute.
- 1999, June - August. *Direct instruction Corrective Reading: Decoding levels B1-C and comprehension level A*. Multiple district-wide trainings in Fort-Worth Independent School District, Texas.
- 1999, June. *Implementing a district-wide direct instruction reading intervention: School-based coordinator roles*. Presented with M. Burke for Fort-Worth Independent School District, Texas.
- 1999, June. *Successful reading programs: The relationship between classroom management and effective instruction*. Fort-Worth Independent School District, Texas.
- 1999, April. *Effective behavior support: Guiding behavioral principles, self-management strategies, behavior support plans*. Multiple Presentations for: Kauai, Oahu Central, and Honolulu School Districts. Hawaii State Department of Education- Felix Institute.
- 1999, March. *Effective behavior support: Self-management strategies and a review of functional assessment behavior support planning*. Multiple presentations for: Maui School District, and Oahu Windward School District). Hawaii State Department of Education- Felix Institute.
- 1999, January. *Basic strategies for parents, Proactive behavior management at home*. Parent training presentation at Kalihi Elementary for the Honolulu School District, Hawaii.
- 1999, January. *Establishing and teaching school-wide behavior expectations: The foundation of effective behavior support*. Presentation for Wheeler Intermediate School, Wahiawa, Hawaii.

- 1999, January. *Proactive classroom management strategies*. Presentation for Kula Elementary School, Maui School District, Kula, Hawaii.
- 1999, January. *Using functional assessment for behavior support planning: Purposes and strategies*. Training provided for Maui D.E.S. Special Services, Puunene, Hawaii.
- 1998, October. *Effective behavior support: Characteristics of the 1-5% population*. Multiple presentations for: Kauai, Maui, Oahu Windward District, and Oahu Honolulu District. Hawaii State Department of Education- Felix Institute.
- 1998, October. *Effective behavior support: Non-classroom settings*. Multiple presentations for: Kauai, Maui, Oahu Windward, and Oahu Honolulu School Districts. Hawaii State Department of Education- Felix Institute.
- 1998, August. *School-wide behavior support*. Training for faculty and administration of C.M. Goethe Middle School, Sacramento Unified School District, Sacramento, California.
- 1998, August. *Effective behavior support: proactive classroom management*. Multiple presentations for: Kauai, Maui, and Oahu Windward School Districts) Hawaii State Department of Education- Felix Institute.
- 1998, March.. *School-wide and individual student behavior support*. Training for faculty and administration of C.M. Goethe Middle School, Sacramento Unified School District, Sacramento, California
- 1997, September. School-wide direct instruction presentations: Provided multiple training sessions for teachers and interventionists delivering *Connecting Math Concepts D- F* and *Corrective Reading Decoding Level C* at C.M. Goethe Middle School, Sacramento Unified School District, Sacramento, California.
- 1997, August. School-wide direct instruction presentations Provided multiple training sessions for teachers and interventionists delivering (a) *Connecting Math Concepts: Levels D- F*, (b) *Corrective Reading Decoding Level C*. at C.M. Goethe Middle School, Sacramento Unified School District, Sacramento, California.

Outreach Service to Individual Schools & Districts

- 2014 Atascocita High School, Humble Independent School District. PBIS Consultant for Vice Principal and school PBIS tem.
- 2014 - 2015 Humble Independent School District, TX. PBIS Consultant for District Behavior Support Coaches
- 2011 Krause Elementary, Brenham, TX. Monitoring the Early Literacy Progress of Kindergarten Students. Formative Assessment Co-coordinator for Kindergarten Early Literacy Measures

- 2003 - 2005 Fourth Street Elementary School, Athens, GA. Positive Behavioral Supports for School-wide Discipline. Implementation & Evaluation Consultant
- 2003-2005 Morgan County Primary School, Madison, Georgia. Formative Assessment Director for early literacy benchmark and progress monitoring (Pre-K through 2nd grade)
- 2002-2004 Chase Elementary, Athens, GA. Positive Behavioral Supports for School-wide Discipline: Implementation & Evaluation Consultant
- 2002 Oglethorpe County Elementary School, Lexington, GA. Positive Behavioral Supports for School-wide Discipline: Implementation Consultant
- 1998 Edgewood Elementary School, Eugene, OR. Early Literacy Phonemic Awareness Curriculum Implementation: Implementation & Evaluation Consultant (August)
- 1998 Columbus Elementary, McMinnville, OR. Behavior Consultant for School-wide Specific Setting Interventions (January -June)
- 1997-1998 Goethe Middle School, Sacramento, CA. Instructional Reading Coach and Behavioral Coach for School-Wide Reading Implementation
- 1997 Mount Vernon Elementary, Springfield School District, Springfield, OR. Special Education Classroom Behavior Consultant (September - December)
- 1997 Cascade Middle School, Bethel School District, Eugene, OR. School-wide Violence Prevention Program: Implementation & Evaluation Consultant
- 1996 - 1998 J. F. Kennedy Middle School, 4-J School District, Eugene, OR. School-wide Violence Prevention Program Evaluation Consultant
- 1996 - 1997 Edgewood Elementary School, Eugene, OR. First Steps Early Intervention Program Behavior Consultant
- 1996 Willard Elementary School, Eugene, OR. Effective Behavior Support Classroom Behavior Consultant

External Reviewer Invitation for Tenure-Track Promotion Files

- Portland State University
- University of Alabama
- University of Iowa
- University of Mississippi
- Texas State University
- University of Utah
- University of Sydney (Australia)
- University of West Florida

INTERNAL SERVICE

Baylor University

- 2022 Appointed Task Force Member, *Provost's Work Group on Administrative Compensation*. Baylor University
- 2021-2022 Search Committee Member, Dean for Robbins College of Health and Human Sciences, Baylor University

Texas A&M University**University-Level**

- 2020 Appointed Member, Provost's Task Force for Post-Tenure Review Process, Texas A&M University
- 2018, 2016 Awards Selection Committee Member, *University Professorship for Undergraduate Teaching Excellence*, Texas A&M University
- 2017 Invited Presenter, Dean of Faculties, Department Head Workshop Series. Texas A&M University (Topic: *Working Effectively with Your Dean*)
- 2017 Facilitator, *Learning from Campus Climate Data*. Office for Diversity Texas A&M University
- 2016 – 2020 Member, *Council of Department Heads Steering Committee*. Texas A&M University
- 2014-2015 Conference Planning Committee Member, *Climate Matters: A Dialogue on Climate, Inclusion, and Respect*. Texas A&M University
- 2016 – 2020 Mediator, TAMU Office of the Dean of Faculties and Associate Provost, Texas A&M University
- 2014–2017 Appointed Member, Texas A&M University's Student Disciplinary Appeals Panel. Appointment via Office of Vice-President for Student Affairs, Texas A&M University
- 2014 (Jan) Grant Proposal Reviewer, TAMU VPR's Office: Reviewed proposals to select those to be formally submitted to the Cancer Prevention and Research Institute of Texas (CPRIT) for the High-Impact, High-Risk Research
- 2013 (Nov) Grant Proposal Reviewer, TAMU VPR's Office: Reviewed proposals to select those to be formally submitted to the USDA Center for Collaborative Research on WIC Nutrition Education Innovations)
- 2013 (May) Grant Proposal Reviewer TAMU VPR's Office: Reviewed proposals to select those to be formally submitted to the National Science

Foundation's Widening Implementation & Demonstration of Evidence-Based Reforms

College-Level

- 2019 – 2020 Member, Dean's Leadership Team, College of Education and Human Development
- 2013 – 2014 Conference Planning Committee Member, College of Education and Human Development 2014 Climate Conference.
- 2011 – 2016 Appointed Co-chair of Leadership Committee (2012-2014) and Appointed Member (October 2011- 2016). Committee on Diversity Initiatives (CoDI), College of Education and Human Development.
- 2011 – 2020 Member, Dean's Advisory Council, College of Education and Human Development. (*Served September 2011 – December 2014. Returned August 2015 – present).
- 2010 – 2011 Appointed Member, Evaluation Committee for the Sydney and J.L. Huffines Institute for Sports Medicine and Human Performance, College of Education and Human Development.
- 2009 – 2014 Immediate Past Chair (2013-2014) Chair (2012-2013), Vice-Chair (2011-2012), Member, (2009-present), Council of Principal Investigators, College of Education and Human Development.
- 2009 – 2011 Secretary (2009-2010) & Elected Member (2011), Dean's Faculty Advisory Council, College of Education and Human Development.
- 2006 Appointed Member, Interdepartmental Coordinating Council to Study Doctoral Research Education, College of Education and Human Development.

Department- and Program-Level

- 2017 - 2018 Search Committee Member, Tenure-track position for the Department of Teaching, Learning, and Culture's Literacy Education Program.
- 2015 Search Committee Chair, Business Administrator I, staff position responsible for providing Grant Management Services in the Department of Educational Psychology.
- 2015-2016 Search Committee Member. Open-rank search for clinical faculty member for Special Education Undergraduate Teacher Certification Program.
- 2015 Search Committee Member, Open rank (tenure-line) for the Department of Teaching, Learning, and Culture's Literacy Education Program.

- 2015 -2016 Member, Advisory Committee to Review the Department of Educational Psychology's A-1 Process.
- 2015 - 2017 Chair, Department of Educational Psychology's Awards Committee
- 2014–2015 Elected Member, EPSY Principal Investigator Committee for Study of Grant Management Needs and Resources
- 2009-2016 Appointed Member, Evaluation Committee for Clinical Faculty Review, Department of Educational Psychology.
- 2009 – 2011 Member, *Executive Committee*, Department of Educational Psychology
- 2009 Member, *Search Committee*, Bilingual Education Program, Department of Educational Psychology.
- 2009 Chair, *Task Force for Aligning Academic Coursework in Master's Program*, Special Education Program.
- 2006 Member, *Undergraduate Certification Committee*, Special Education Program.
- 2005-2016 Chair (2007-2013; 2015-2016) & Member (2005-2007; 2013-2014) *Special Education Doctoral Program Committee*, Department of Educational Psychology.
- 2005 – 2006 Appointed Member, *Working Group to Study Review and Promotion Process for Assistant Professors*, Department of Educational Psychology.
- 2005 - 2007 Member, *Doctoral Program Advisory Committee*, Special and Bilingual Education Program.
- 2005-2007 Member, *Master's Admission Committee*, Special and Bilingual Education Program.

University of Georgia

- 2004 Appointed Member, *Search Committee for two tenure-line positions*, Department of Elementary Education, College of Education.
- 2001 - 2005 Appointed Member, *Georgia Systemic Teacher Education Program (GSTEP)* joint committee for the College of Education and College of Arts and Sciences.
Positions on GSTEP Subcommittees:
- Member, *Early Childhood Curriculum Team*
 - Member, *Research Panel*
 - Associate Editor, *Building Resources: An Induction Design for Georgia Educators* (Project BRIDGE)
- 2001 - 2005 Member, *Early Childhood Advisory Group*, College of Education.

2001 - 2005 Member, Undergraduate Advisory Committee, Department of Special Education.

University of Oregon

2000 – 2001 Member, Positive Behavioral Research and Support Work Group, College of Education, University of Oregon.

2000 Member, Integrated Teaching Licensure Educational Studies Committee, Department of Teaching and Learning, University of Oregon.

2000 Member, Admissions Committee for Educational Studies Undergraduate Major, College of Education, University of Oregon.

1999 – 2001 Member, Special Education Elementary Licensure Graduate Program Committee, Department of Special Education and Community Resources, University of Oregon.

1995 - 2000 Member, Behavioral Research and Teaching Working Group, College of Education, University of Oregon.

SPECIALIZED TRAINING AND CERTIFICATIONS

Academic Leadership Development Fellow, Southeastern Conference, 2019-2020

Leadership Training, *The Leadership Challenge*® (based on the work of Kouzes & Posner). McKinney, Texas, December 2015

Title IX Compliance Training, Office of University Risk and Compliance, Texas A&M University. March 2015

Disciplinary Appeals Panel Training (*disciplinary appeals process; due process; Title IX, sexual assault, sexual violence and sexual harassment; educational sanctions*), Office of Vice-President for Student Affairs, Texas A&M University. November 2014; October 2015

Search Committee Chair Training, Office of Dean of Faculties, Texas A&M University. April 2014; September 2017

ADVANCE Leadership Training: Raising Faculty Profiles, Office of Dean of Faculties and ADVANCE Center for Women Faculty, Texas A&M University. April 2014

Basic Mediation Training and Certification (40 hours), Office of the Vice President and Associate Provost for Diversity, Texas A&M University. May 2012

QPR Suicide Prevention Gatekeeper Training and Certification, Student Counseling Services, Texas A&M University. 2012

Difficult Dialogues Facilitator Training and Certification (12 hours), Office of the Vice President and Associate Provost for Diversity, Texas A&M University. 2012