

Curriculum Vitae

Mack D. Burke*Updated May 28, 2020*

Department of Educational Psychology
 Applied Behavior Analysis/Special Education Division
 Baylor University | Waco, TX

ACADEMIC HISTORY

Education

2001	Ph.D. Special Education	University of Oregon
1998	M.A. Special Education	University of Oregon
1995	B.A. Special Education	University of West Florida
1995	B.A. History	University of West Florida

Academic Appointments

2020-	Full Professor with Tenure Department of Educational Psychology Applied Behavior Analysis/Special Education Division Baylor University
2020	Full Professor with Tenure Department of Educational Psychology, Special Education Division Texas A&M University
2009 – 2020	Associate Professor with Tenure Department of Educational Psychology, Special Education Division Texas A&M University
2005 – 2009	Assistant Professor (tenure-track) Department of Educational Psychology, Special Education Division Texas A&M University
2001 – 2005	Assistant Professor (tenure-track 2003-05; visiting non-tenure-track 2001-03) Department of Communication Sciences & Special Education University of Georgia

Related Professional Experience

2000 – 2001	Graduate Research Assistant, Education and Community Supports University of Oregon
1998 – 2000	Graduate Research Assistant, Behavioral Research & Teaching Effective Behavior Support Research Group; University of Oregon
1998-2000	Graduate Research Assistant, Model Demonstration for Direct Instruction (Big Accommodation Model), University of Oregon

- 1999-2000 Behavioral Consultant and Direct Instruction Coach, Center for Applied Research in Education, Eugene, Oregon
- 1995 – 1998 Special Education Teacher (Resource & Adaptive Behavior Program) 4-J School District; Eugene, Oregon
- 1995 Special Education Teacher, Alternative Education Center Lakeview Youth Day Treatment Center & Escambia County School District Pensacola, Florida

Additional Research Affiliations and Responsibilities

- 2021-present Behavioral Education and Assessment Research (BEAR) Lab, Applied Behavior Analysis/Special Education Division, Baylor University
- 2015 – 2020 Behavior and Academic Support Collaborative (BASC), Research group affiliated with the Center on Disability and Development, Department of Educational Psychology, Texas A&M University
- 2015 -2020 Affiliated Faculty, Center on Disability and Development, Department of Educational Psychology, Texas A&M University
- Fall 2015 TAMU Faculty Development Leave to teach and conduct research at Universität zu Köln and Universität zu Siegen, Germany
- 2012- 2015 Project STEP: Supporting Teachers in Evidence-based Practices. Texas A & M University's Center on Disability and Development & Brazos Valley Community Action Agency

International Teaching and Research

- 2017
(Summer) Department Heilpädagogik und Rehabilitation; Universität zu Köln, Germany
Scholarly Activities: Presented at research symposia, guest lectured, participated on collaborative research team.
- Department of Special Education; Universität zu Siegen, Germany
Scholarly Activities: Conducted training on research methods in positive behavioral support and special education, assisted in organizing and giving keynote at the the 1st Research Symposium of PBS-Europe Network at University of Siegen (Germany).
- 2016
(Summer) Department Heilpädagogik und Rehabilitation; Universität zu Köln, Germany
Scholarly Activities: Presented at research symposia, guest lectured, participated on collaborative research team.
- Department of Special Education; Universität zu Siegen, Germany
Scholarly Activities: Presented at research symposia, guest lectured, participated on collaborative research team, assisted with organizing activities associated with European APBS network.

- 2015
(Fall) Department Heilpädagogik und Rehabilitation; Universität zu Köln, Germany
Scholarly Activities: Presented at research symposia, guest lectured, participated on collaborative research team.
- Department of Special Education; Universität zu Siegen, Germany
Scholarly Activities: Presented at research symposia, guest lectured, participated on collaborative research team.
- 2012
(Summer) Department of Special Education; University of Sydney, Australia
Scholarly Activities: Presented at research symposia.
- 2011
(Summer) Department Heilpädagogik und Rehabilitation; Universität zu Köln, Germany
Scholarly Activities: Lectured in graduate classes, presented at research symposia, participated on collaborative research team.
- 2010
(Summer) Department Heilpädagogik und Rehabilitation; Universität zu Köln, Germany
Scholarly Activities: Lectured in graduate classes, presented at research symposia, participated on collaborative research team.
- 2005
(Summer) Department of Didactic and School Organization, Universidad Complutense de Madrid, Spain
Scholarly Activities: Presented at invited research symposia.

RESEARCH

Areas of Scholarship and Emphasis

- Behavioral and Learning Disorders
- Evidence-based Interventions
 - Applied Behavior Analysis
 - Positive Behavior Support
 - Social/Emotional, Academic, and Behavioral Interventions
- Economically Disadvantaged/Culturally/Linguistically Diverse Learners
- International Special Education

Peer-Reviewed Journal Publications ($N = 49$; Google Scholar: h-index 25, i10-index 35)

49. Hutchins, N., Burke, M. D., Bowman-Perrott-L., Tarlow, K., & Hatton, H. (2019). The effects of social skills interventions for students with EBD and ASD: A single-case meta-analysis. *Behavior Modification*, (pre-publication online). **Impact factor: 2.024**
48. Perihan, C., Burke, M.D., Bownan-Perrott, L., Bicer, A., Gallup, J., Thompson, J., & Salles, M.R. (2019). Effects of cognitive behavioral therapy for reducing anxiety with high functioning children with ASD: A systematic review and meta-analysis. *Journal of Autism and Developmental Disorders*, (pre-publication online), 1-15. **Impact factor: 3.341.**
47. Ninci, J., Rispoli, M. J., Burke, M.D., Wilson, V., Vannest, K., Neely, L., & Ulloa, P. (2019). Meta-analysis of single-case research on embedding interests of individuals with autism

- spectrum disorder, *Remedial and Special Education*, (pre-publication online). [Impact factor: 1.648.](#)
46. Campbell, A. R., Bowman-Perrott, L., Burke, M. D., & Sallase, M. R. (2018). Reading, writing, math, and content-area interventions for improving behavioral and academic outcomes of students with emotional and behavioral disorders, *Learning Disabilities: A Contemporary Journal*, 16, 119-138. [Impact factor: 1.371.](#)
 45. Clemens, N., Lai, M. H.C., Burke, M. D., & Wu J. (2017). Interrelations of growth in letter naming and sound fluency in kindergarten and implications for subsequent reading fluency. *School Psychology Review*, 46, 272-287. [Impact factor: 1.521.](#)
 44. Grunke, M., Sperling, M., & Burke, M. D. (2017). The impact of explicit timing, immediate feedback, and positive reinforcement on the writing outcomes of academically and behaviorally struggling fifth-grade students, *Insights into Learning Disabilities*, 14, 135-153. [Impact factor not available.](#)
 43. Ninci, J., Rispoli, M., Burke, M. D., & Neely, L. C. (2017). Embedding interests of individuals with autism spectrum disorder: A Quality review. *Review Journal of Autism and Developmental Disorders*, 1-14. [Impact factor: 1.475](#)
 42. Rispoli, M., Zaini, S., Mason, R., Brodhead, M., & Burke, M. D., & Gregori, E. (2017). A systematic review of teacher self-monitoring on implementation of behavioral practices. *Teaching and Teacher Education*, 63, 58-72. [Impact factor: 2.473](#)
 41. Hutchins, N., Burke, M. D., Hatton, H., & Bowman-Perrott, L. (2016). Social skills interventions for students with challenging behavior: Evaluating the quality of the evidence base. *Remedial and Special Education*, 38, 13-27. [Impact factor: 1.648](#)
 40. Burke, M.D., Rispoli, M. Clemens, N., Lee Y., Sanchez, L. & Hatton, H. (2016). Integrating universal behavioral screening within program-wide wide positive behavioral interventions and supports. *Journal of Positive Behavioral Interventions*, 5-16. [Impact factor: 2.410.](#)
 39. Rispoli, M., Ninci, J., Burke, M. D., Zaini, S., Hatton, H., & Sanchez, L. (2015). Evaluating the accuracy of results for teacher implemented trial-based functional analyses. *Behavior Modification*, 39, 627-653. [Impact factor: 2.024](#)
 38. Bowman-Perrott, L., Burke, M.D., Zaini, S., & Zhang, N., & Vannest, K. (2015). Promoting positive behavior using the Good Behavior Game: A meta-analysis of single-case research, *Journal of Positive Behavioral Interventions*, 1-11. [Impact factor: 2.410.](#)
 37. Grunke, M., Boon, R. T., & Burke, M. D. (2015). Use of the randomization test in single-case research. *International Journal for Research in Learning Disabilities*, 44-64. [Impact factor not available.](#)
 36. Rispoli, M., Burke, M. D., Hatton, H., Ninci, J., Zaini, S. & Rodriguez, L. (2015). Training head start teachers to conduct trial-based functional analyses of challenging behavior. *Journal of Positive Behavioral Interventions*, 17, 235-244. [Impact factor: 2.410.](#)

35. Heath, A. K., Ganz, J. B., Parker, R., Burke, M.D. & Ninci, J. (2015). A meta-analytic review of functional communication training across mode of communication, age, and disability. *Review Journal of Autism and Developmental Disorders, 2*, 155-166. [Impact factor: 1.475](#)
34. Hintz, A.M., Krull, J., Paal, M., Schirmer, R., Boon, R.T., & Burke, M.D. (2015). "Du wurdest bei einer guten Tat beobachtet!" - Förderung positiven Verhaltens durch Tootling ("You were caught doing a good deed!" – Promoting positive behavior through tootling. *Zeitschrift für Heilpädagogik, 65*, 440-453. [Impact factor data not available.](#)
33. Bowman-Perrott, L., Burke, M.D., de Marin, S., Zhang, N., & Davis, H. (2015). A meta-analysis of single-case research on behavior contracts: Effects on behavioral and academic outcomes among children and youth. *Behavior Modification, 39*, 247-269. [Impact factor: 2.024.](#)
32. Burke, M.D., Boon, R. T., Hatton, H., & Bowman-Perrott, L. (2015). Reading interventions for middle and secondary students with emotional and behavioral disorders: A quantitative review of single-case studies, *Behavior Modification, 39*, 43-68. [Impact factor: 2.024.](#)
31. Bowman-Perrott, L., Burke, M.D., Zhang, N., & Zaini, S. (2014). Direct and collateral benefits of peer tutoring on social and behavioral outcomes: A meta-analysis of single-case studies. *School Psychology Review, 43*, 260-285. [Impact factor: 1.521.](#)
30. Burke, M.D., Davis, J. L., Hagan-Burke, S., Lee, Y., & Fogarty, M. (2014). Using SWPBS expectations as a universal screening tool to predict behavioral risk in middle school, *Journal of Positive Behavioral Interventions, 16*, 3-15. [Impact factor: 2.410.](#)
29. Mason, R. A., Ganz, J., B., Parker, R.I., Burke, M.D., & Camargo, S. (2012). Moderating factors of video- modeling with other as model: A meta-analysis of single-case studies, *Research in Developmental Disabilities, 33*, 1076-1086. [Impact factor: 1.820](#)
28. Burke, M. D., Davis, J. L., 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*, 38-54. [Impact factor: 2.267](#)
27. Vannest, K.J., Sauber, S.B., Davis, J.L., Davis, C.R., & Burke, M.D. (2011). Daily behavior report cards as evidence-based practice for teachers. *Beyond Behavior, 20*, 13-21. [Impact factor not available.](#)
26. Vannest, K.J., Burke, M.D., Payne, T.E., Davis, C.R., & Soares, D.A. (2011). Electronic progress monitoring of IEP goals and objectives. *Teaching Exceptional Children, 43*, 40-51. [Impact factor not available.](#)
25. Vannest, K.J., Davis, J.L., Davis, C.R., Mason, B.A., & Burke, M.D. (2010). Effective intervention with a daily behavior report card: A meta-analysis. *School Psychology Review, 39*, 654-672. [Impact factor: 1.521.](#)

24. Burke, M. D., Hagan-Burke, Zou, Y., & Kwok, O. A. (2010). A structural equation model using sublexical fluency measures to predict emerging reading ability. *Remedial and Special Education, 31*, 385-399. [Impact factor: 1.648](#).
23. Burke, M. D., Vannest, K., Davis, J., Davis, C. & Parker, R. (2009). Reliability of frequent retrospective behavior ratings for elementary school students with EBD. *Behavioral Disorders, 34*, 212-222. [Impact factor: 1.161](#)
22. Burke, M. D., Crowder, W., Hagan-Burke, S., & Zou, Y. (2009). Comparison of two path analytic models for predicting reading fluency. *Remedial and Special Education, 30*, 84 - 95. [Impact factor: 1.648](#)
21. Fore, C., Boon, R., Burke, M. D., & Martin, C. (2009). Validating curriculum-based measurement for students with EBD in middle school. *Assessment for Effective Intervention, 34*, 67-73. [Impact factor: 0.578](#).
20. Burke, M. D., Hagan-Burke, S., Kwok, O., & Parker, R. (2009). Predictive validity of early literacy indicators from the middle of kindergarten to the second grade. *Journal of Special Education, 42*, 209-226. [Impact factor: 2.262](#)
19. Burke, M. D., & Vannest, K. (2008). Behavioral progress monitoring using the e-DBRC System. *Preventing School Failure, 52*, 51-60. [Impact factor not available](#).
18. Fore, C., Hagan-Burke, S., Burke, M. D., 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 for Children, 31*, 1-18. [Impact factor: .780](#)
17. 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*, 174-190. [Impact factor: 1.161](#).
16. Fore, C., Scheiwe, K., Burke, M. D., Boon, R. T. (2007). Teaching a story mapping procedure to high school students with specific learning disabilities to improve reading comprehension skills. *Learning Disabilities: A Multidisciplinary Journal, 14*, 233-244. [Impact factor not available](#).
15. Fore, C., Burke, M. D., Boon, R. T., & Martin, C. (2007). Using curriculum-based measurement for formative instructional decision-making in basic mathematics skills. *Education, 128*, 324-332. [Impact factor not available](#).
14. 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. [Impact factor: 0.578](#).
13. Boon, R., Burke, M. D., Fore, III, C., & Hagan-Burke, S. (2006). Technology-based cognitive organizers in inclusive high school social studies: A systematic replication. *Learning Disabilities: A Contemporary Journal, 4*, 1-17. [Impact factor: 1.371](#).

12. 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*, 1-15. [Impact factor: 0.578](#).
11. Fore, C., Burke, M. D., & Martin, C. (2006). Curriculum-based measurement within a problem-solving model: An emerging alternative to traditional assessment for African American children and youth. *Journal of Negro Education, 75*, 16-24. [Impact factor not available](#).
10. Boon, R., Burke, M. D., Fore, C., & Spencer, V. (2006). The impact of cognitive organizers and technology-based practices on student success in secondary social studies classrooms. *Journal of Special Education Technology, 21*, 5-15. [Impact factor not available](#).
9. Hagan-Burke, S., Burke, M. D., Martin, E., Boon, R., Fore, C., & Kirkendoll, D. (2005). The internal consistency of the school-wide subscales of the effective behavior support survey. *Education and Treatment of Children, 28*, 400-413. [Impact factor: .780](#)
8. 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. *Learning Disability Quarterly, 28*, 75-87. [Impact factor: 2.132](#).
* In 2007 this article was translated and re-published in Hebrew by the Israeli Affiliate for the International Dyslexia Association.
7. Boulineau, T., Fore, C. J., Hagan-Burke, S., & Burke, M. D. (2004)². Use of story map instruction to increase story grammar text comprehension for elementary school students with learning disabilities in a resource setting. *Learning Disability Quarterly, 27*, 105-121. [Impact factor: 2.132](#).
* In 2005 this article was translated and re-published in Hebrew by the Israeli Affiliate for the International Dyslexia Association.
6. Burke, M. D., Ayers, K., & Hagan-Burke, S. (2004). Prevention of school-based antisocial behaviors with school-wide positive behavioral supports. *Journal of Early and Intensive Behavioral Intervention, 1*, 66-74. [Impact factor not available](#).
5. 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. [Impact factor: 2.132](#).
4. Burke, M.D., & Hagan-Burke, S. (1998). Systems for change: Increasing schools' capacities to provide effective behavior support. *Effective School Practices, 17*, 7-9. [Impact factor not available](#).
3. Burke, M. D., Hagan, S., & Grossen, B. (1998). What curricular designs and strategies accommodate diverse learners? *Teaching Exceptional Children, 31*, 34-38. [Impact factor not available](#).

2. Mehas, K., Boling, K., Sobieniak, S., Sprague, J., Burke, M. D., & Hagan, S. (1998). In search of safe havens: Preventing violence in middle school. *Teaching Exceptional Children, 30*, 20-23. [Impact factor not available.](#)
1. Grossen, B., & Burke, M. D. (1998). Instructional design that accommodates special learning needs in science. *Information Technologies and Disabilities Journal, 5*, 1-2. [Impact factor not available.](#)

Manuscripts Currently Under Peer Review

Rispoli, M., Burke, M.D., Sanchez, L., Ninci J., & Zaini, S. *Effects of Coaching on Positive Behavior Support Practices in Preschool*. Manuscript submitted for publication. [Status: Accepted pending minor revisions to Behavior Disorders.](#)

Burke, M.D., Rispoli, M., Clemens, N., Lee Y., Sanchez, L. & Hatton, H. *Developing a Program-wide Behavioral Screening Tool for Positive Behavior Support in Preschool Settings*. Manuscript submitted for publication. [Status: Accepted pending minor revisions to Exceptionality.](#)

Burke, M.D., Rispoli, M.J., Hatton, H., Hintze, A., Sanchez, L., Ninci, J., & Zaini, S. *Program-wide and Universal Models of Positive Behavioral Interventions and Supports*. Manuscript submitted for publication. [Status: Accepted pending minor revisions to Education and Treatment for Children.](#)

Dong, X., Burke, M. D., Zhihong, X., & Ramirez, G. *A Meta-Analysis of on Social Skills Interventions using Group Designs for Preschoolers at Risk for Emotional and Behavioral Disorders*. Manuscript submitted for publication. [Status: Submitted to Journal of Emotional and Behavioral Disorders](#)

Manuscripts Currently in Preparation

Zaini, S. J., Burke, M.D., & Bowman-Perrott, L. *Self-Regulation Interventions for Students with Attention Deficit/Hyperactivity Disorder: A Meta-Analysis of Single-Case Research*. (2019). Manuscript in preparation. [Status: Intial Draft Completed.](#)

Perihan, C., Burke, M.D., Bownan-Perrott. *Mapping the Quality of the Evidence-Base for Cognitive Behavioral Interventions for Reducing Anxiety in Children with ASD*. [Status: Intial Draft Completed.](#)

Burke, M.D., Boon, R., Bowman, L., & Ko, E. *Reading Interventions for Elementary School Students with EBD*. [Status: Intial Draft Completed.](#)

Textbooks (n = 1)

Boon, R. T., Burke, M. D., & Bowman-Perrott, L. (Eds.). (2019). *Literacy instruction & students with emotional and behavioral disorders: Research-based interventions for classroom teachers*. Charlotte, NC: Information Age Publishing.

Chapters, Encyclopedia Entries, & Monographs (n = 4)

Perihan C., Burke M.D., Bowman-Perrott L., & Gallup J. (2020). Cognitive Behavioral Therapy (CBT) and ASD. In Volkmar F. (eds) *Encyclopedia of Autism Spectrum Disorders*. Springer, New York, NY. https://doi.org/10.1007/978-1-4614-6435-8_102461-1

Hintz, A. M., Paal, M., Krull, J., Casale, G. & Burke, M. D. (in press). Inclusionary reform and Positive Behavior Support: Implications for the German school system. In S. L. Goei & R. L. de Pry (Eds.), *School Wide Positive Behavior Interventions and Supports in Europe: Developments, Concepts, Research, and Practices*. London: Taylor & Francis.

Burke, M. D., & Wynne, M. F. (2005). Consequence. In G. Sugai & R. H. Horner (Eds.), *Encyclopedia of behavior modification and therapy (Vol. 3). Educational Applications*. Thousand Oaks, CA: Sage.

Burke, M. D., & Wynne, M. F. (2005). Differential reinforcement. In G. Sugai & R. H. Horner (Eds.), *Encyclopedia of behavior modification and therapy (Vol. 3). Educational Applications*. Thousand Oaks, CA: Sage.

Burke, M. D., Coulter, G., & Grossen, B. (1998). Instructional design and videodisk technology: A promising vehicle for improving academic performance in students with emotional and behavior disorders. in R. E. Schmid & W. Evans (eds.), *Curriculum and instruction practices for students with emotional and behavioral disorders* (pp. 21-28). Monograph, Council for Children with Behavior Disorders. Reston, VA: Council for Exceptional Children.

Technical Reports for State and Federal Agencies (n = 8)

Burke, M. D. (2012). *Preparing Scholars with to Deliver Comprehensive Academic and Behavioral Supports*. Final summative report for Grant Award H325Ko70096-o8. Submitted to the U.S. Department of Education's Office of Special Education Programs.

Burke, M. D. & 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. D. & 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. D. (2004). *Alabama Positive Behavioral Support Project: Evaluation Report 2002/2003*. Technical Report for the Alabama State Improvement Grant.

Kirkendoll, D., Hagan-Burke, S., Burke, M. D. & Sugai, G. (2003). *Alabama Positive Behavioral Support Project: Evaluation Report 2002/2003*. Technical Report for the Alabama State Improvement Grant.

Kirkendoll, D., Hagan-Burke, S., Burke, M. D. & Sugai, G. (2002). Alabama Positive Behavioral Support Project: Evaluation Report 2001/2002. Technical Report for the Alabama State Improvement Grant.

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. D. (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 Office of Special Education Programs. Eugene, OR: University of Oregon, Institute for Academic Access.

Technology Applications (n = 5)

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

Vannest, K., Burke, M. D. & Adiguzel, T. (2009). Electronic Daily Behavior Report Card (e-DBRC)©: A web based system for progress monitoring (Beta Version) [Web-based application]. College Station, TX: Texas A&M University. Retrieved August 31, 2009.

Competitive External Grant and Contract Awards

Federal Awards (n = 3)

Hagan-Burke, S., & Burke, M. D. (Award Period: 2014-2018; no cost extension, 2019). Project ABS: Preparing Academic and Behavioral Scholars for the Special Education

Professoriate, (Grant Award No. H325D130025- 13A). Awarded by U.S. Department of Education, Office of Special Education Services \$1,249,469.

Role and Responsibilities: Coauthor of proposal, Co-PI, & Project Director. *Assumed lead director position and leadership responsibilities (project evaluation, student advisement and mentorship, budget management in June 2016).*

Burke, M., D. & Hagan-Burke, S. (Award Period: 2007-2013). Project CABS: Comprehensive Academic and Behavior Support (CFDA 84.325K). Office of Special Education Programs (OSEP). Focus Area C: Personnel Preparation for High Incidence Disabilities. \$799,796.

Role and Responsibilities: *Lead author of proposal, lead PI and Director, Managed grant project for the funding of students to complete masters program in special education with emphasis on high incidence disabilities, student advisement and budget management.*

Burke, M., D., & Hagan-Burke, S. (Award Period: 2002-2006). Project CBIS-Outreach: Comprehensive Behavioral and Instructional Support: An Outreach Model for Diverse Learners. U.S. Department of Education, Office of Special Education Programs (OSEP). \$555,000.

Role and Responsibilities: *Lead author of proposal, PI, and Director, Managed technical assistance, development of training model, training delivery, and project evaluation for project activities.*

Competitive State-Level Grant/Contract Awards (n = 4)

Burke, M. D. & Bowman, L. (Award Period: 2017). Texas Safe and Supportive School Grant-School Safety Initiative. Texas Education Agency. \$50,000.

Role and Responsibilities: *Lead author Routed through Bryan ISD, Proposal writing and intervention development, Provided technical assistance and project evaluation for project activities.*

Vannest, K. J., Parker, R. I., Burke, M.D. (Award Period: 2010-2011). Project D2K: Data to Knowledge). Texas Education Agency (Focus: Social-Behavioral Progress Monitoring). \$700,358.

Role and Responsibilities: *Co-Principal Investigator, Provided technical assistance on intervention development and evaluation for project activities, coauthor for manuscripts (including lead author multiple articles.)*

Hagan-Burke, S. & Burke, M. D. (Award Period: 2005). Georgia Center for Effective Behavioral and Instructional Support. Sub-Contract of State Improvement Grant Awarded by Georgia Department of Education, Office of Special Education (OSEP). \$435,415.

Role and Responsibilities: *Lead author of proposal, Co-Principal Investigator, Provided technical assistance on training model, training delivery, and project evaluation for project activities.*

Burke, M. D., & Hagan-Burke, S. (Award Period: 2003-2004). Effective Behavioral and Instructional Support: Developing an infrastructure to support sustainable behavioral systems change in Georgia schools. Contract awarded by Georgia Department of Education, Office of Special Education (OSEP), \$38,000.

Role and Responsibilities: Lead author of proposal, *Lead PI and Director, Provided technical assistance on setting up training model, training delivery, and project evaluation for project activities.*

Competitive Internally Funded Projects (n = 3)

Burke, M.D. (2017). Inclusive Positive Behavioral Interventions and Supports in the US and Europe. Study Abroad, College of Education and Human Development, TAMU, \$10,000.

Burke, M.D., Hagan-Burke, S., Bowman-Perrott, L., Thompson, J., Castro-Olivo, S., Hintz, A., & Paal, M. (2016). Improving Quality of Life Through a Culturally Responsive Lens: Developing Social-Emotional and Behavioral Supports for Culturally and Linguistically Diverse Students At-Risk for Emotional and Behavioral Disorders. Catapult Grant, College of Education and Human Development, TAMU, \$30,000.

Burke, M. D. (Award Period: 2002). The Effects of a Contextual Intervention Package on the Task Engagement of a Kindergartner. GSTEP Research and Travel Grant Award. University of Georgia. \$500.

Recent Federal Grant Application Submissions

Burke, M. D., Bowman-Perrott, L. & Thompson, J. (Submitted, 2019). Preparing Academic and Behavioral Scholars in Special Education with Expertise in Emotional and Behavioral Disorders: Project ABS/EBD. Submitted to U.S. Department of Education, Office of Special Education Services. \$1,219,603.

National/International Conference Presentations and Colloquiums (N =101)

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.

Zaini, S., Burke, M., Bowman-Perrot, L. (Feb, 2019). *Examining the Quality of the Evidence-Base for Function-Based Interventions for Young Children; Poster*. International Conference on Positive Behavior Support (APBS), Washington, DC.

Savolainen, H., Burke, M., Goei, S., Paal, M., Kourea, L., Casale, G., Simó-

- Pinatella, D., Hintz, A., Erbslöh, I., Savolainen, P., Närhi, V., Liasidou, A., Helen, P., Wilbert, J., Leidig, T., Hennemann, T., Grosche, M., Briesch, A., Volpe, R. (Feb, 2019). *Symposium, Evidence from Multi-Tiered Prevention Research in the European Context*, International Conference on Positive Behavior Support (APBS), Washington, DC.
- Burke, M., Campbell, A., Zani, S., Paal, M., Hintz, A., Karhu, A., Närhi, V., Erbslöh, I., Ko, E., Mendoza, M., Gushanas, C., Perihan, C., Savolainen, H. (Feb, 2019). *Symposium, Integrating Social, Emotional, and Behavioral Supports within Prevention Oriented Frameworks*, International Conference on Positive Behavior Support (APBS), Washington, DC.
- Burke, M., Campbell, A., Mendoza, M., Bowman-Perrott, L., Smith, S., Sanchez, L., & Gushanas, C. (March, 2018). *Providing Social, Emotional, and Behavioral Support to Culturally and Linguistically Diverse Learners*. International Conference on Positive Behavior Support (APBS), San Diego, CA.
- Paal, M., Hintz, A., Burke, M. D., Goei, S.L., Willemse, M., Druine, E., Savolainen, H., Närhi, V., Kourea, K., Liasidou, A., Phtiaka, H., Savolainen, P. (March, 2018). *European Positive Behavior Support: Evaluations from the Netherlands, Finland, Cyprus, and Germany*, International Conference on Positive Behavior Support (APBS), San Diego, CA.
- Perihan, C., & Burke, M. (2018, May). *School-based prevention and intervention programs for anxiety disorders: Current issues, future directions, and evidence-based interventions*. Paper accepted for individual symposium presentation at the 44th Annual convention (ABAI) San Diego, CA.
- Perihan, C., & Burke, M. (2018, May). *Building communication-based interventions for children with behavioral problems within the multi-tiered system of supports*. Poster presentation at the 44th Annual convention (ABAI) San Diego, CA.
- Sanchez, L. & Burke, M. D. (June, 2017). *Positive behavior interventions and supports in early childhood programs: An overview of the pyramid model*. (Poster). Inaugural Research Symposium of the PBS-Europe Network at the University of Siegen, Germany.
- Smith, S., Burke, M.D., & Yanoush, K. (June, 2017). *Interventions to increase on-task behavior of students with ADHD: A systematic review of current literature*. (Poster). Inaugural Research Symposium of the PBS-Europe Network at the University of Siegen, Germany.
- Burke, M., Paal, M., & Hintz, A. (June, 2017). *Advances and constraints of single case research – Implications for the field of PBS*. Inaugural Research Symposium of the PBS-Europe Network at the University of Siegen, Germany. ***Invited Keynote Address***
- Ragan, K. & Burke, M., D. (Poster, June, 2017). *A meta-analysis of social skill interventions in the recess setting*. Inaugural Research Symposium of the PBS-Europe Network at the University of Siegen, Germany.

- Paal, M., Hintz, A. M., Burke, M. D., Goei, S. L., & Ticheloven, A. (March, 2017). *International perspectives on SWPBIS from the Netherlands, Germany, and the United States*. Ignite Session, International Conference on Positive Behavior Support, Denver, CO.
- Mendoza, M., Burke, M., Bowman-Perrott, L., & Smith, S., (Poster, March, 2017). *Raising behavior expectations for Hispanic learners: A Systematic review of SCR literature*. International Conference on Positive Behavior Support, Denver, CO.
- Smith, S., Burke, M. D., Bowman-Perrott, Hagan-Burke, S., & Mendoza, M. (March, 2017). *Interventions to increase on-task behavior of students with ADHD: A quantitative review*. [Poster] International Conference on Positive Behavior Support, Denver, CO.
- Burke, M. D. (March, 2017). *Meta-analyses of positive behavior support practices using single case research designs*. (Symposium Facilitator and Presenter). International Conference on Positive Behavior Support, Denver, CO.
- Gushanas, C., Burke, M. D., Bowman-Perrott, L., Hagan-Burke, S., Smith, S. & Sanchez, L. (2017). *What interventions are promoting self-determination for students with disabilities at behavioral risk?* International Conference on Positive Behavior Support, Denver, CO.
- Hatton, H., & Burke, M. D. (2016, March). *Behavioral outcomes associated with The Good Behavior Game: A single-case research meta-analysis*. 2016 International Conference on Positive Behavior Support, San Francisco, CA.
- Rispoli, M., Zaini, S., Sanchez, L., Ninci, J. & Burke, M. D. (2016, March). *Self-monitoring is not just for student behavior! An overview of teacher self-monitoring*. 2016 International Conference on Positive Behavior Support, San Francisco, CA.
- Hatton, H., & Burke, M. D. (2016, March). *Making the case for praise*. Poster presented at the 2016 International Conference on Positive Behavior Support, San Francisco, CA.
- Burke, M. D., Paal, M. & Hintz, A. M. (2016). *Evaluation of tier-3 behavior interventions on preschool level*. Presentation as part of the symposium Multi-Tiered Systems of Academic and Behavior Support: Evidence-based Practices for Prevention and Intervention. 24rd Annual World Congress on Learning Disabilities, LDW -- Learning Disabilities Worldwide in London, England, 9th-10th of September 2016.
- Burke, M. D., Hintz, A. M., Paal, M. & Boon, R. T. (2016). *Evidence-based practices: An international perspective*. Roundtable at the 38th International Conference on Learning Disabilities of the Council for Learning Disabilities (CLD) in San Antonio, USA, 13th-14th of October 2016.
- Paal, M., Hintz, A. M., Krull, J. & Burke, M. D. (2016). *Effects of check in check out on students' problem behavior and self-management skills*. Presentation as part of the symposium Multi-Tiered Systems of Academic and Behavior Support: Evidence-based practices for prevention and intervention. 24rd Annual World Congress on Learning Disabilities, LDW -- Learning Disabilities Worldwide in London, England, 9th-10th of September 2016.

- Hintz, A. M., Paal, M., Krull, J., Burke, M. D. & Boon, R. T. (2016). *Evaluation of a positive peer reporting intervention (tootling) in inclusive classrooms on secondary school level*. Presentation as part of symposium Multi-Tiered Systems of Academic and Behavior Support: Evidence-based Practices for Prevention and Intervention. 24rd Annual World Congress on Learning Disabilities, LDW -- Learning Disabilities Worldwide, London, England, September 9-10, 2016.
- Burke, M. D., Hintz, A. M. & Paal, M. (2016). *Conceptual framework of multi-tiered systems of academic and behavior support in school settings*. Presentation as part of the symposium Multi-Tiered Systems of Academic and Behavior Support: Evidence-based Practices for Prevention and Intervention. 24rd Annual World Congress on Learning Disabilities, LDW -- Learning Disabilities Worldwide in London, England, 9th-10th of September 2016.
- Hintz, A. M., Paal, M., Krull, J., Casale, G. & Burke, M. D. (2016). *Evidence-based prevention of EBD in Germany -- Positive behavior support as an alternative approach?* Poster presentation at the Biennial Meeting of EARLI SIG 15 (Special education) in Leuven, Belgium, 29th and 30st of August 2016.
- Paal, M., Hintz, A. M., Krull, J., Casale, G. & Burke, M. D. (2016). *Positive Behavior Support as an alternative evidence-based approach to prevent EBD in German school settings*. Poster presentation at the 4th International Conference on Inclusion in Wuppertal, Germany, 8th and 9th of July 2016.
- Paal, M. Hintz, A.M. & Burke, M. D. (Sept, 2015). *Evaluation of the Good Behavior Game in a 6th grade classroom in Germany*. 23rd Annual World Congress on Learning Disabilities, Research to Practice: Academic and Social-Emotional Learning, Venice, Italy.
- Burke, M.D. & Hintz, A. M. (Sept, 2015). *Reading interventions for middle and secondary students with emotional and behavioral disorders: A systematic review*. 23rd Annual World Congress on Learning Disabilities, Research to Practice: Academic and Social-Emotional Learning, Venice, Italy.
- Burke, M. D. & Hintz, A. M. (August, 2015). *Tier 2 and 3 interventions within a school-wide PBS model*. Colloquium, VU Amsterdam, Netherlands.
- Burke, M. D. & Hintz, A. M. (August, 2015). *Illustrations of Positive Behavior Support in the United States and Germany*. Colloquium, VU Amsterdam, Netherlands.
- Burke, M. D. (May, 2015). *Applications of meta-analysis in single case research* (Discussant). Association for Behavior Analysis International, San Antonio, TX.
- Hatton, H. & Burke, M. D. (May, 2015). *Quantitative synthesis examining the effects of teacher training on class-wide teacher praise and student behavior*. Association for Behavior Analysis International, San Antonio, TX.
- Zaini, S. & Burke, M. D. (May, 2015). *Self-regulation interventions for students with ADHD. A meta-analysis of single case research*. Association for Behavior Analysis International, San Antonio, TX.

- Zaini, S., Burke, M. D., & Bowman-Perrott, L. (March, 2015). *A meta-analysis of self-regulation strategies for managing problem behavior of ADHD students*. International Conference on Positive Behavior Support, Boston, MASS.
- Burke, M. D., Sanchez, L., Hatton, H., Rispoli, M., & Zaini, S., (March, 2015). *Program-wide PBS in early childhood settings: A review of the research*. International Conference on Positive Behavior Support, Boston, MASS.
- Rispoli, M., Burke, M. D., Sanchez, L., Zaini, S., Hatton, H., & Ninci, J. (March, 2015). *Advances in systematic functional behavior assessment in classroom settings*. International Conference on Positive Behavior Support, Boston, MASS.
- Sanchez, L., Burke, M. D. Rispoli, M., Hatton, H., Zaini, S., & Ninci, J. (March, 2015). *Program-wide positive behavior supports in head start: An overview of implementation outcomes*. (Poster). International Conference on Positive Behavior Support, Boston, MASS.
- Burke, M.D., Grunke, M., Grosche, M. Hatton, H., & Hintz (2014). *Innovations and applications of single case research for individuals with learning and behavior problems*. Council for Learning Disabilities, Philadelphia, PA.
- Boon, R. T., Burke, M. D., & Hintz, A. M. (2014). *Effects of positive peer reporting on the problem behavior of students with LD/EBD*. Council for Learning Disabilities, Philadelphia, PA.
- Burke, M. D. (May, 2014). *The use of trial-based functional analysis in applied settings*. (Chair), Association for Behavior Analysis International Chicago, IL.
- Hatton, H., Burke, M. D., Ninci, J. M., Zaini, S., & Sanchez, L. (May, 2014). *Training early childhood teachers to implement trial-based functional analyses*. Association for Behavior Analysis International, Chicago, IL.
- Ninci, J., Rispoli, M. J., Burke, M. D., Hatton, H., Zanini, S., & Sanchez, L. (May, 2014). *Validation of trial-based functional analysis in early childhood settings*. Association for Behavior Analysis International, Chicago, IL.
- Perihan, C. & Burke, M. D. (April, 2014). *The effects of a function-based self-management intervention for a student at-risk for EBD*. (poster). Council for Exceptional Children Annual Convention, Philadelphia, PA.
- Hutchins, N. & Burke, M. D. (April, 2014). *Social skills training for students with EBD: A single-subject meta-analysis* (poster). Council for Exceptional Children Annual Convention, Philadelphia, PA.
- Hatton, H. & Burke, M. D. (April, 2014). *Praise as a universal behavior support: A systematic evidence review and meta-analysis*. (poster). Council for Exceptional Children Annual Convention, Philadelphia, PA.

- Burke, M., Rispoli, M., Sanchez, L., Hatton, H., & Zaini, S. (March, 2014). *Implementation of program-wide positive behavior support: Lessons learned*. International Conference on Positive Behavior Support, Chicago, IL.
- Sanchez, L., Burke, M. D., Rispoli, M., Hatton, H., & Zaini, S. (March, 2014). *Coaching models that promote high fidelity implementation of positive behavior supports* (Poster). International Conference on Positive Behavior Support, Chicago, IL.
- Ninci, J., Rispoli, M., & Burke, M. D. (March, 2014). *Assessing challenging behavior in the classroom: An overview of trial-based functional analysis*. International Conference on Positive Behavior Support, Chicago, IL.
- Hatton, H., Burke, M., & Rispoli, M. D. (March, 2014). *Leveraging the effects of praise as a universal behavior support in classroom*. International Conference on Positive Behavior Support, Chicago, IL.
- Burke, M.D., Hatton, H., & Boon, R. (Oct, 2013) *Reading interventions for middle and secondary level students with behavior disorders and learning difficulties*. International Conference on Learning Disabilities (CLD), Austin, TX.
- Burke, M. D., & Hutchins, N. (April, 2013). *Reliability and validity of universal screening tools*. (Poster). Council for Exceptional Children Annual Convention, San Antonio, TX.
- Bowman-Perrott, L., Burke, M. D., Zhang, N., & Zaini, S. (April, 2013). *Social-behavioral benefits of peer tutoring: A Meta-analysis of single-case studies*. [Poster]. Council for Exceptional Children Annual Convention, San Antonio, TX.
- Burke, M. D., Bowman-Perrott, L., Zaini, S., Zhang, N. Hong, E., & Hatton, H. (April, 2013). *Function-based interventions for students with EBD: A meta-analysis of academic and behavioral outcomes*. [Poster]. Council for Exceptional Children Annual Convention, San Antonio, TX.
- Burke, M. D. & Grosche, M. (September, 2011). *Issues in school- based social and emotional screening*. Council for Children with Behavioral Disorders (CCBD), 9th Biennial International Conference. New Orleans, LA.
- Grosche, M.D. & Burke, M.D. (September, 2011). *Parent-youth conflicts during homework*. Council for Children with Behavioral Disorders (CCBD), 9th Biennial International Conference. New Orleans, LA.
- Boon, R. & Burke, M. D. (April, 2011). *Tootling: Use of classroom positive peer-reporting to reduce disruptive classroom behaviors*. Council for Exceptional Children Annual Convention, Washington, DC.
- Burke, M.D., Fogarty, M. & Lee, Y. (March, 2011). *The validity of using SWPBS expectations for universal screening in middle school*. [Poster] 8th International Conference on Positive Behavior Support, Denver, CO.

- Burke, M.D. (Oct, 2010). *Relationships between task difficulty and problem behavior*. Learning Disabilities Worldwide. Fairfield, NJ.
- Burke, M.D. (Oct, 2010). *Emotions and students with LD*. Learning Disabilities Worldwide. [Chair]. Fairfield, NJ.
- Burke, M.D. (June, 2010). *Early Literacy intervention in a response to intervention model*. Conference on Empirical Research. Rostock, Germany.
- Burke, M. D. (2010, May). *Check-In, check-out, and behavioral monitoring programs for students with or at-risk for EBD*. [Symposium]. Association for Behavior Analysis 36th Annual Convention. San Antonio, TX.
- Morgan, S., Burke, M., & Vannest, K. (2010, May). *Effects of a check-in, check-out program on the reading outcomes and problem behaviors of elementary school students with EBD*. [Symposium]. Association for Behavior Analysis 36th Annual Convention. San Antonio, TX.
- Coffman, M. G., Burke, M. D., & Vannest, K. (2010, May). *Combining check-in, check-out with teacher mentoring in high school to address academic and behavioral outcomes*. [Symposium]. Association for Behavior Analysis 36th Annual Convention. San Antonio, TX.
- White, J., Burke, M. D., & Vannest, K. (2010, May), *Effects of an individualized behavior monitoring program for high school students at-risk for EBD*. [Symposium]. Association for Behavior Analysis 36th Annual Convention. San Antonio, TX.
- Bolton, R. & Burke, M.D. (2010, May), *Combining FBA with check-in, check-out, DBRCs, and positive reinforcement, Symposium*. Association for Behavior Analysis 36th Annual Convention. San Antonio, TX.
- Vannest, K.J., Burke, M.D., & Harrison J.R. (April, 2010) *Behavioral progress monitoring: School wide implementation and data management*. Council for Exceptional Children Annual Convention, Nashville, TN.
- Vannest, K.J., Burke, M.D., Payne, T.E, Davis, C.R., Sauber, S.B., Davis, J.L., Smith, S.L., & Hintz, A. (April, 2010). *Daily behavior report cards for tier 2 and tier 3 interventions and progress monitoring*. Poster, National Council for Exceptional Children Convention, Nashville, TN.
- Burke, M. D., & Hagan-Burke, S. (2009, June). *School-wide positive behavioral support: An overview from the United States*. The Irish Association of Special Education Teachers (IATSE). Dublin, Ireland.
- Burke, M.D. Vannest K.J., & Parker, R.I. (March, 2009, Invited Speaker). *Behavioral screening and progress monitoring for positive behavioral support*. International Conference on Positive Behavior Support. Jacksonville, FL.

- Vannest, K.J., Burke, M.D., & Parker R.I. (March, 2009). *Reliability of individual goal progress monitoring for DBRCs*. International Conference on Positive Behavior Support. Jacksonville, FL.
- Mason, B., Davis, C., Barrois, L., Lockett, J., Vannest, K.J., Burke, M. D. & Parker, R. (August, 2008). *Daily behavior report cards: A meta-analysis*. [poster]. American Psychological Association. Boston, MASS.
- Burke, M. D., Vannest, K., Adiguzel, T., Soares, D., & Parker, R. (March, 2008). *Electronic-Daily Behavior Report Cards: Behavioral Progress Monitoring and Response to Intervention*. 5th International Conference on Positive Behavioral Support. Chicago, IL.
- Burke, M. D. (May, 2007, Discussant). *Establishing capacity for an RTI model in the Inland Empire through graduate student research*. Invited Discussant for research symposium. Association for Behavior Analysis 33rd Annual Convention, San Diego CA.
- Burke, M. D., Vannest, K., Mason, B., Davis, C., Hagan-Burke, S., & Parker, R. (November, 2006). *Using Behavioral Indicators for Progress Monitoring the D2K on-line DBRC system*. 30th Annual Meeting of the Teacher Educators for Children with Behavior Disorders Conference. Tempe, AZ.
- Vannest, K., Burke, M. D., Ramsey, L., Brown, L., Adiguzel, T., Hagan-Burke, S., Parker, R., & Wright, D. (November, 2006). *EBD Teacher Time Use*. 30th Annual Meeting of Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.
- Vannest, K., Hagan-Burke, S., Burke, M.D., & Parker, R. (November, 2005). *Academic interventions for students with EBD: Limitations and directions for future research*. 29th Annual Meeting of Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Hummel, J., Gunter, P., Smith, M., Riffel, L., Fore III, C., Boon, R., Burke, M. D., Hagan-Burke, S., Jolivet, K., Cloud, V., Barnett, C., & Smith, D. (November, 2005). *PBS in Georgia: First year's results and resolutions*. 29th Annual Meeting of Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.
- Burke, M. D. (May, 2005, Discussant). *Supporting teachers' use of effective teaching practices: Building and sustaining successful classrooms*. Association for Behavior Analysis 31st Annual Convention, Boston, MA.
- Burke, M., Hagan-Burke, S., & Blankenship, T. (May, 2005). *Program evaluation of the Alabama school-wide positive behavioral support project*. Association for Behavior Analysis 31st Annual Convention, Chicago, IL.
- Hagan-Burke, S., Burke, M., Blankenship, T., & Wynne, M. (May, 2005). *School-wide positive behavioral support*. Association for Behavior Analysis 31st Annual Convention, Chicago, IL.
- Wynne, M., Hagan-Burke, S., & Burke, M. (May, 2005). *The effects of functional behavioral assessments on the academic behaviors of elementary students*. Association for Behavior Analysis 31st Annual Convention, Chicago, IL.

- Burke, M. D. (April, 2005, Discussant). *Functional behavioral assessment: Advanced applications for academic and behavior support*. National Association of School Psychologists (NASP). Atlanta, GA.
- Burke, M. (April, 2005). *Modeling early literacy outcomes*. The International Symposium on Children and Families At-Risk, Oldenburg University, Oldenburg, Germany.
- Boon, R., Spenser, V. G., Burke, M.D., & Fore, C. (April, 2005). *Social studies and technology-based interventions for students with disabilities*. Council for Exceptional Children Annual Convention, Baltimore, MD.
- Boon, R., Burke, M. D., Hagan-Burke, S., & Fore, C. (March, 2005). *The effects of cognitive organizers to promote student learning in secondary inclusive social studies classrooms*. American Educational Research Association (AERA). Division K. Teacher and Teacher Education. Montréal, Canada.
- Alagoz, C., Burke, M. D., & Palardy, G. (March, 2005). *Longitudinal modeling of indicators for early literacy*. American Educational Research Association (AERA). Poster. Montréal, Canada.
- Burke, M.D. (April, 2005). *Predictive validity of the dynamic indicators of basic early literacy skills*. National Association of School Psychologists (NASP). Atlanta, GA.
- Burke, M.D. & Hagan-Burke, S. (Jan, 2005). *The Predictive Validity of the Dynamic Indicators of Early Literacy Skills from Kindergarten to First Grade*, Madrid Spain.
- Smith, M., O'Connor, J., Riffel, L., Burke, M., Hagan-Burke, S., Boon, R., Cloud, V., Heflin, J., Jolivet, K., Hummel, J., & Gunter, P. (November, 2004). *Building a statewide positive behavior support system: EBIS in Georgia*. 28th Annual Meeting of the Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.
- Burke, M., Boon, R., Hagan-Burke, S., Martin, E., & Kirkendoll, D. (November, 2004). *Examination of the internal consistency of the effective behavioral support survey*. 28th Annual Meeting of the Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.
- Fore, C., Martin, C., Burke, M.D. & Boon, R. (November, 2004). *The technical adequacy of curriculum-based measures for students with emotional and behavioral disorders*. 28th Annual Meeting of the Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.
- Boon, R., Burke, M. D. & Fore, C. (November, 2004). *Improving academic success for students with emotional and behavioral disorders in secondary content-area classrooms*. 28th Annual Meeting of the Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

- Burke, M. D. (May, 2004, Chair). *Increasing the academic performance for students with problem behavior*. Symposium. Association for Behavior Analysis 30th Annual Convention, Boston, MA.
- Burke, M. D. (May, 2004, Chair). *Using behavior-based Interventions with an instructional focus to decrease problem behavior and strengthen academic performance*. Association for Behavior Analysis 30th Annual Convention, Boston, MA.
- Crowder, C., Burke, M. D., & Hagan-Burke, S. (May, 2004). *Effects of a direct instruction reading program on the academic performance of students with emotional and behavioral disorders*. Association for Behavior Analysis 30th Annual Convention, Boston, MA.
- Wynne, M. F., Hagan-Burke, S., & Burke, M.D. (May, 2004). *Effects of pre-teaching on escape and avoidance problem behavior*. Association for Behavior Analysis 30th Annual Convention, Boston, MA.
- Crowder, C., Burke, M., & Hagan-Burke, S. (May, 2004). *Effects of an academic self-monitoring strategy*. Association for Behavior Analysis 30th Annual Convention, Boston, MA.
- Burke, M., Hagan-Burke, S., & Fore, C. J. (April, 2004). *An overview of three experimental studies for improving reading outcomes*. Council for Exceptional Children Annual Conference, New Orleans, LA.
- Burke, M. D. (April 2004, Discussant). *School-wide positive behavior support: Going to scale in New Hampshire*. Council for Exceptional Children Annual Convention, New Orleans, LA.
- Burke, M. D. & Hagan-Burke, S. (July, 2003). *Dynamic indicators of basic early literacy skills (DIBELS): An overview and results from year one of a school-wide implementation*. Bangor Dyslexia Conference, University of Bangor, England.
- Wilson, T., Hagan-Burke, S., & Burke, M. D. (July, 2003). *Combined effects of direct code instruction with a fluency building component on phonological and alphabetic outcomes*. Bangor Dyslexia Conference, University of Bangor, England.
- Pollock, J., Burke, M.D. & Hagan-Burke, S. (July, 2003). *The effects of a visualization and verbalization strategy on the comprehension of first grade children*. Bangor Dyslexia Conference, University of Bangor, England.
- Burke, M.D., & Hagan-Burke, S. (May, 2002). *The effects of a contextual intervention package on the task engagement of a kindergartner with behavior and learning problems*. Association for Behavior Analysis 29th Annual Convention, San Francisco, CA.
- Hagan-Burke, S., & Burke, M.D. (May, 2001). *Linking functional behavioral assessment and behavior support planning to social and academic outcomes*. Association for Behavior Analysis 27th International Convention, New Orleans, LA.

Local/Regional Conference Presentations and Colloquiums (N = 15)

- Zaini, S. J., Burke, M. D., & Bowman-Perrott, L. (February, 2015). Self-regulation interventions for students with ADHD: Applications for research and practice (Poster). Texas Association of Applied Behavior Analysis, Houston, TX.
- Rispoli, M., Burke, M. D., Hatton, H., Ninci, J., Zaini, S., & Sanchez, L. (Feb, 2014). *Functional analysis of challenging behavior with young children: fidelity, feasibility, and social validity* (poster). Texas Association of Applied Behavior Analysis, San Antonio, TX.
- Zaini, S., Hatton, H., Burke, M.D., & Hutchins, N. (June, 2013). *Individual PBIS: Turning the tables on problem behavior through self-management of their own behavior*. Texas Positive Behavior Support State Conference, Region 4, Houston, TX.
- Hutchins, H., Burke, M. D., Hatton, H. & Zaini, S. (June, 2013). *ABCs of DBRCs: Developing and using daily behavior report cards*. Texas Positive Behavior Support State Conference, Region 4, Houston, TX.
- Hatton, H., Zaini, S., Hutchins, & Burke, M. (June, 2013). *Delivering a one-two punch in class-wide behavior support*. Texas Positive Behavior Support State Conference, Region 4, Houston, TX.
- Burke, M.D. (June, 2010). *Universal behavioral screening and response to intervention*. Research presentation, University of Cologne, Germany.
- Burke, M. D. (Oct, 2009). *Universal Behavioral Screening and Progress Monitoring*. Southwest Symposium for Leadership in Behavior Disorders and Positive Behavioral Support, Region 13, Austin, TX.
- Vannest, K.J., Burke, M. D., Mason, B., & Davis, C. (February, 2007). *Daily Behavior Report Card: Validity and Reliability*. Midwest Symposium for Leadership in Behavior Disorders, St. Louis, MO.
- Parker, R., Brossart, D., Vannest, K.J., Burke, M. D., & Hagan-Burke, S. (January, 2006). *Increased credibility for single case research*. Educational Research Exchange, College Station, TX.
- Burke, M. D. (Spring, 2006). *Functional behavioral assessment: An overview*. Spring Tonic Conference, Silver Lake College, Manitowoc, WI.
- Burke, M. D. & Hagan-Burke, S. (February, 2004). *The convergent validity of Dynamic Indicators of Early Literacy Skills (DIBELS) and the TOWRE*. Oregon Conference, Eugene, OR.
- Burke, M. D. (February, 1998,) *Strategies for collecting functional assessment data in general education settings*. Oregon Conference, Eugene, OR.
- Burke, M. D. (February, 1997). *Interventions for supporting special education students with severe behavioral challenges in mainstream settings*. Oregon Conference, Eugene, OR.

Burke, M. D. (1996, February). *Classroom management systems for students with serious emotional disturbances in self-contained settings*. Oregon Conference, Eugene, OR.

Burke, M. D. (Spring, 2003). *School-wide planning for instructional support*. Spring Tonic Conference, Silver Lake College, Manitowoc, WI.

TEACHING

Graduate Course Instruction

Fall, 2019, Spring 2019	Critical Research and Practice Issues in Special Education (Doctoral Seminar, SPED 619), Texas A&M University.
Spring 2019	Overview of Special Education (<i>web-based</i> , SPED 621), Texas A&M University.
Fall 2007, Fall 2009, Fall 2010, Fall 2011, Fall, 2012, Fall 2013, Fall 2014, Fall 2016, Fall 2018	Introduction to Behavior Management-- BCBA Certification Sequence Course. (SPED 618, <i>web-based</i>): Texas A&M University.
Spring 2013, Spring 2014, Spring 2015, Spring 2016	Doctoral Seminar: Historical & Contemporary Issues & Trends in SPED (SPED 689), Texas A&M University.
Fall 2012	Doctoral Seminar: Induction & Preparation for the SPED Professoriate (SPED 618), Texas A&M University.
Summer 2013, 2016	Doctoral Seminar: Positive Behavioral Interventions & Supports (SPED 689), Texas A&M University.
Fall 2001	Methods for Teaching Social Skills (SPED 7230, <i>web-based</i>). University of Georgia.
Spring 2008	Program Development for Students w/ Behavior Problems (SPED 642), Texas A&M University.
Spring 2006	Technical & Legal Aspects of SPED Assessment (SPED 615). Texas A&M University.
Fall 2002	Characteristics of Behavioral Disorders (SPED 7130, <i>web-based</i>), University of Georgia
Fall 2005	Analysis of Single Subject Research Methodology (SPED 8370), University of Georgia.
Fall 2005	Doctoral Seminar: Educational Research (SPED 8000), University of Georgia.

Summer 2002 Characteristics of Learning Disabilities (SPED 7120, [web-based](#)), University of Georgia.

Undergraduate Course Instruction

Fall 2013 Classroom Management and Behavioral Interventions (SEFB 471), Texas A&M University

Fall 2006, Spring 2007, Spring 2012 Teaching Students with Emotional Disturbances & Behavior Disorders (SEFB 442), Texas A&M University.

Fall 2003, Fall 2005 Assessment Of Exceptional Students (Sped 3030), University of Georgia.

Summer 2000, Spring 2002, Summer 2002, Spring 2003, Spring 2004, Spring 2005 Classroom and Behavior Management (SPED 3050), University of Georgia.

Fall 2001 Special Education Instructional Methods (SPED 4100), University of Georgia.

Doctoral Advisor/Dissertation Chair/Co-Chair

<i>Status</i>	<i>Post-Graduate Position</i>	
<i>Proposal Completed, Spring 2020</i>	Aaron Campbell	
<i>Defended, Spring 2020</i>	Martin Mendoza	Research Associate, Texas A&M
<i>Defended, Spring 2020</i>	Xin Dong	Behavior Specialist, Houston ISD.
<i>In Progress, Defense Scheduled</i>	Christina Gushanas	Research Associate, Sam Houston State University
<i>Defended, Spring 2020</i>	Lisa Sanchez	Early Childhood Behavior Specialist and Coach, Brazos Valley NonProfit
<i>Awarded 2018</i>	Celal Perihan, Ph.D.	Assistant Professor, Idaho State University
<i>Awarded 2016</i>	Nan Zhang, Ph.D.	Current position unknown
<i>Awarded 2016</i>	Jennifer Ninci, Ph.D.	Assistant Professor, University of Hawaii
<i>Awarded 2015</i>	Heather Hatton, Ph.D.	Research Professor, University of Missouri
<i>Awarded 2015</i>	Samar Zaini, Ph.D.	Assistant Professor, Taibah University- Yanbu
<i>Awarded 2014</i>	Nancy Hutchins, Ph.D.	Clinical Assistant Professor, Mays School of Business, Texas A&M University
<i>Awarded 2012</i>	Rose Mason, Ph.D.	Assistant Professor (Tenure-Track), Purdue University
<i>Awarded 2012</i>	Amy Heath, Ph.D.	BCBA-D, Director of Professional Pediatric Home Care (Colorado)

Awarded 2005

Clay Crowder, Ph.D

Associate Professor, Piedmont College,
Georgia**Dissertation Committees**

* denotes roles as outside member

Texas A&M University

Current Ph. D. student	Mary Whirly	Educational Psychology: Special Education
Current Ph.D. student	Kelsey M. Ragan	School Psychology
Current Ed.D. student	Deborah Perez*	Curriculum & Instruction
Current Ed.D. student	Carol K. Cordray*	Curriculum & Instruction
Current Ed.D. student	Lori A. Elliott*	Curriculum & Instruction
Current Ed.D. student	Carolyn D. Pierce*	Curriculum & Instruction
Ed.D. Awarded 2016	Beth Brabham*	Curriculum & Instruction
Ed.D. Awarded 2016	Daphne Henderson*	Curriculum & Instruction
Ed.D. Awarded 2016	Ricardo Lumbreras*	Curriculum & Instruction
Ed.D. Awarded 2009	Catherine Ritz*	Curriculum & Instruction
Ph.D. Awarded 2008	Kimberly Kay Temple-Harvey	Special Education

University of Georgia

Ph.D. Awarded 2007	Maria Wynne, Ph.D	Special Education
Ph.D. Awarded 2005	Clay Crowder, Ph.D.	Special Education

Master's Students Advised (Chaired/Committees)

<i>In progress</i>	Natalie Vermillion
<i>In progress</i>	Julie McLaughlin
<i>In progress</i>	Katie D. Wirth
<i>In progress</i>	Jacklyn Douglas
<i>In progress</i>	Alejandrina Flores Reyna
Awarded M.Ed, 2012	Billie J. King
M.Ed. awarded 2012	Jana Lynn Burkart
M.Ed. awarded 2012	Daniel Andrew Bayes
M.Ed. awarded 2011	Michelle Leanne Morris
M.Ed. awarded 2010	Janet Marie Fanguy
M.Ed. awarded 2010	Melanie Baggerly
M.Ed. awarded 2010	Jeannie Beascochea
M.Ed. awarded 2010	Roxana Welch Bolton
M.Ed. awarded 2010	Rachel Emily Della Croce
M.Ed. awarded 2010	Bonnie Ann Grimes
M.Ed. awarded 2010	Yvette Cheri Bedell
M.Ed. awarded 2010	Christina Marie Fogtman
M.Ed. awarded 2010	Nancy Sanchez Hutchins
M.Ed. awarded 2010	Elizabeth Jia Paek
M.Ed. awarded 2010	Ingri P. Tutu
M.Ed. awarded 2009	Virginia Maria Anderson Vasquez
M.Ed. awarded 2009	Stacy Bea Washington
M.Ed. awarded 2009	Susan Elizabeth Mayes
M.Ed. awarded 2009	Kelly Dyan Bergman
M.Ed. awarded 2009	Megan Elizabeth Hayes
M.Ed. awarded 2009	Mae Goodwin Coffman

M.Ed. awarded 2009	Tammy Nell Bush
M.Ed. awarded 2009	Jillian Renae White
M.Ed. awarded 2009	Hannah Luanne Fountain
M.Ed. awarded 2007	John F. Leonard
University of Georgia, 2004	Patricia Wilson
University of Georgia, 2004	Steve Smith
University of Georgia, 2003	Jill Pollack
University of Georgia, 2003	Monica Wingate
University of Georgia, 2003	Tori Boulineau

Other Related Mentorship Activities

2019-current	Campbell, A., Project CABS: Cultural Adaptations for Behavior Support. Debakey Leadership and Undergraduate Training Program (Research Mentor and Faculty Sponsor).
2019	Ko, E. H., Integrating Social Emotional Learning with Literacy Instruction for Culturally and Linguistically Diverse Young Children at Risk for Emotional/Behavior Disorders and Comorbid Reading Disabilities, Dean's Graduate Award and Scholarship. (\$4,000; Research Mentor and Faculty Sponsor)
2018	Ko, E. H., Student Research Funding Award, College of Education and Human Development (\$845; Research Mentor)
2015	Ninci, J. Student Research Award, Midwest Symposium for Behavior Disorders (Dissertation Chair & Nominator)
2010-2011	Hintz, A., Visiting scholar & graduate student intern, University of Cologne, Germany. (Robert Bosch Foundation in conjunction with the German Academic Exchange Service). Spring semester 2010 & Spring semester 2011 (Research Supervisor and Host Professor)
2011	Grosche, M., Visiting scholar & graduate student intern, University of Cologne, Germany (German Academic Exchange Service). Fall semester 2011 (Research Supervisor and Host Professor)

EXTERNAL SERVICE, OUTREACH, AND ENGAGEMENT

Editorship Activity

In progress- 2020/2021	Co-editor. Special Issue: Innovations in Single Case Research Methods, Behavior Modification
In progress- 2019-2020	Co-editor. Special Issue: European Implementations of School-wide Positive Behavior Support. Journal of International Special Needs Education. (Journal for the CEC Division of International Special Education and Services)

- 2014- 2018 Associate Editor, *Journal of Positive Behavioral Interventions*
(5 Year Impact factor: 2.552; Special education ranking 2 out of 40 journals,
Clinical Psychology ranking 45 out of 127 journals), 4 year term.
- 2012-2013 Associate Editor, *Reading and Writing Quarterly: Overcoming Learning
Difficulties*
- 2010 Co-editor, Special Conference Issue, *Learning Disabilities: A Contemporary
Journal*. (Journal for the organization: Learning Disabilities Worldwide)
- 1999 Co-editor, *Effective School Practices, 17, (4)*. Special Issue: Systems for Change:
Increasing Schools' Capacities to Provide Effective Behavior Support. (Journal
for the organization: Association of Direct Instruction)
- 1998 Co-editor, *Effective School Practices, 17, (2)*. Special Issue: Maintaining Safe
and Orderly Schools While Meeting the Needs of Students with Severe
Behavioral Challenges. (Journal for the organization: Association of Direct
Instruction)

Consulting Editorships

- 2019-present *Learning Disability Quarterly*
- 2018-present *Journal of Special Needs Education in Ireland*
- 2017- present *Behavior Modification*
- 2016- present *School Psychology Review*
- 2014- present *Journal of Positive Behavioral Interventions*
- 2006- present *Assessment for Effective Intervention*
- 2012-2015 *Reading and Writing Quarterly*

Regular Field Reviewer and/or Invited Reviewer

- 2020 *Learning Disabilities: A Contemporary Journal*
- 2020 *Alberta Journal of Educational Research*
- 2019 *Journal of Child and Family Studies*
- 2019 *Routledge Encyclopedia of Education (Invited to review submission on
development of positive behavior support)*
- 2019 *Social Science (Open Access Journal- Invited to review submission on EBD)*
- 2018 *Journal of Developmental and Physical Disabilities (Invited to review
submission for special issue on problem behavior)*
- 2018 *Frontiers in Psychology*
- 2018, 2019 *Education and Treatment of Children (Special conference issue for Annual
Meeting of Teacher Educators for Children with Behavior Disorders, TECBD)*
- 2017, 2018 *Exceptionality*
- 2015 *Residential Treatment for Children & Youth (Guest reviewer for special issue,
Multi-Tiered Systems of Support Within Secure Residential Juvenile Facilities)*
- 2015, 2016 *Behavior Modification*
- 2015 *Journal of Early Intervention*
- 2012- 2014 *Journal of Positive Behavioral Interventions*

2010- present	<i>Journal of Emotional and Behavioral Disorders</i>
2010- present	<i>Behavioral Disorders</i>
2009- present	<i>Remedial and Special Education</i>
2010- present	<i>Learning Disabilities: A Multidisciplinary Journal</i>

Federal Grant Reviewer

2020	Early Career Development and Mentoring, Institute of Education Sciences, Social and Behavioral Outcomes to Support Learning, Invited Ad-hoc Panelist
2016-2018	U.S. Department of Education, Institute of Education Sciences Special Education Research Scientific Review Panel, Completed 3-year term as Appointed Panel Member
2015	U.S. Department of Education, Institute of Educational Sciences, Special Education Research Scientific Review Panel, Invited Panelist
2002-2003	U.S. Department of Education, Office of Special Education and Rehabilitative Services, Invited Panelist

Invited Presentations, Professional Development, and Training

Burke, M. D., Harris, M., Bowman-Perrott, L. (Jan, 2015). Getting Started with School-wide Positive Behavior Support: Focusing on Tier 1. Sam Rayburn Middle School, Bryan Texas. Team Training.

Burke, M.D. (Sept, 2013). School-wide Positive Behavior Support: An Rtl Model. Coaches training, Katy, TX. Presenter.

Rispoli, M. & Burke, M.D. (August, 2013). Getting Started: Implementing Program-wide PBS. Bryan Head Start Centers. Bryan, TX. Two day training, four early childhood centers. Team Training.

Burke, M.D. & Rispoli, M. (July, 2013). Overview of Program-Wide Positive Behavior Support, Bryan Head Start Centers, Bryan, TX.

Burke, M., (June, 2010), Predictive validity of early literacy and behavioral indicators used for measuring response to intervention, Brown-bag presentation, University of Cologne, Germany.

Burke, M. D. (June, 2010). Multiple guest lectures on Universal behavioral screening, Response to Intervention, Positive Behavioral Support, and Early Literacy Intervention. Undergraduate and graduate classes, University of Cologne. Germany.

Burke, M.D. (June, 2005), Northwest Georgia, Bartow schools, Behavior Support Coach Training.

- Burke, M.D. (June, 2004), Northwest Georgia, Bartow schools, Effective Behavioral and Instructional Supports Team Training. Facilitator.
- Burke, M.D. (June, 2004), Metro Area Atlanta Schools, Effective Behavioral and Instructional Supports, Team Training.
- Burke, M.D. (Spring, 2003), Bay Minnett School District. *Alabama Positive Behavior Support Training*. Team Training.
- Burke, M.D. (Fall, 2002), *School-Wide Discipline and Positive Behavior Support*. Chase Elementary School. Partnership School. Sponsored by the College of Education, University of Georgia.
- Burke, M.D. (July, 2003), Wilkinson Primary and Elementary School. *Introduction to School-wide Discipline and Positive Behavior Support*. Team Training.
- Burke, M.D. (March, 2002), Alabama Positive Behavioral Interventions and Supports Initiative. Huntsville, Alabama. *Alabama Department of Education. Team-Based Follow-up Training*.
- Hagan-Burke, S., & Burke, M.D.D. (Fall, 2002). *School-wide discipline and positive behavior support*. Hart County School District, Hart County, GA.
- Hagan-Burke, S., & Burke, M. D. (Summer, 2002). *School-wide discipline and positive behavior support*. Greene County School District, Greene County, GA.
- Hagan-Burke, S. & Burke, M. D. (Summer, 2002). *School-wide Discipline and Positive Behavior Support. Overview presentation for the Partnership Retreat* (Chase Elementary and Gains Elementary). Co-sponsored by the College of Education, University of Georgia and Clark County School District.
- Hagan-Burke, S., & Burke, M. D. (Summer, 2002). *School-wide discipline and positive behavior support*. Clark County School District, Clark County, GA.
- Hagan-Burke, S., & Burke, M. D. (Summer, 2002). *School-wide discipline and early literacy*. Morgan County School District, Morgan County, GA.
- Hagan-Burke, S., & Burke, M. D. (Summer, 2002). *Comprehensive behavioral and instructional support*. Georgia State Department of Education, Atlanta, GA.
- Burke, M.D. (August, 2001), Alabama Positive Behavioral Interventions and Supports Initiative. Alabama Department of Education. Point Clear, Alabama. *Team-Based Initial Training*.
- Burke, M.D. (August, 2000), Clackamas Educational School District, Portland, Oregon. *Functional Behavioral Assessment and School-Wide Information System Training*.
- Burke, M.D. (March 1998), C.M. Goethe Middle School, Sacramento Unified School District, Sacramento, CA. *Using functional assessment to create individualized behavior support plans*. In-service.

Burke, M.D. (August 1997), C.M. Goethe Middle School, Sacramento Unified School District, Sacramento, CA. *School-wide Direct Instruction Implementation, Encouraging expected behaviors and academic achievement*. In-service.

External Professional Engagement

International

- 2018- present European Positive Behavior Support Network Research Subcommittee: Ad-hoc member
- 2017-present European Positive Behavior Support Network Steering Committee: Ad-hoc member
- 2016-present German Positive Behavior Support Research Group (University of Oldenberg): Ad-hoc member

National

- 2016-present National Center on Intensive Intervention at the American Institutes for Research: Behavioral Progress Monitoring Technical Review Committee, Washington, DC.
- 2014- 2015 Dissemination Committee, *Association for Positive Behavior Support (APBS)*
- 2014- 2015 Integrated Action Plan Ad Hoc work group, *Association for Positive Behavior Support (APBS)*
- 2010 *Evaluation Committee, Association for Positive Behavior Support (APBS)*

Regional/State

- 2012- 2015 *Positive Behavior Support State Leadership Planning Committee: Sponsored by Texas Care for Children Non-Profit, Austin, TX.*
- 2002-2005 State Level Leadership Team: *Effective Behavioral and Instructional Supports (EBIS) Implementation: Georgia Department of Education, Atlanta, GA.*
- 2002-2007 State Leadership Advisory Committee: *Positive Behavior Interventions and Supports (PBIS) Initiative: Alabama State Department of Education. Montgomery, AL.*
- 1997-2000 *Oregon Council for Children with Behavioral Disorders (president elect: 1997-1998, president: 1998-1999, past-president: 1999-2000), Eugene, OR.*

Affiliation with Professional Organizations

- Association for Positive Behavior Support (APBS)
- European Positive Behavior Support Network (EPBSN)
- Texas Positive Behavior Support Network
- Texas Association of Behavior Specialists (TABS)
- Association of Applied Behavior Analysis International (ABAI)

Council for Learning Disabilities (CLD)
 Council for Exceptional Children (CEC)
 Council for Children with Behavioral Disorders (CCBD)
 Council for Educational Diagnostic Services (CEDS)
 Division of International Special Education and Services (DISES)

Other Notable External Service Activities

- 2018 Proposal Reviewer: Experimental Analysis of Behavior: A Primer for Practitioners, Elsevier/Academic Press
- 2017 Signatory: Call for Action to Prevent Gun Violence in the United States of America, Interdisciplinary Group on Preventing School and Community Violence
- 2017 Proposal Reviewer: Textbook on Functional Analysis, Elsevier/Academic Press
- 2016 External reviewer for tenure-track promotion, University of Mississippi

INTERNAL SERVICE

Department and Division Levels

- 2016-17 Search Committee Chair, Tenure-Track Position in Learning Disabilities Special Education Division, Department of Educational Psychology
- 2015 Co-Chair, Doctoral Program Coordination Committee, Special Education Division, Department of Educational Psychology
- 2015-16 Member, Faculty Search Committee, Special Education Division, Department of Educational Psychology
- 2012- 2020 Member, Doctoral Program Coordination Committee, Special Education Division, Department of Educational Psychology
- 2009-2020 Member, Promotion and Tenure Review Committee, Department of Educational Psychology, TAMU
- 2007- 08 Assistant Professor Representative, Executive Committee, Department of Educational Psychology
- 2006 Member, Faculty Search Committee Special Education Division
- 2006 Member, Climate for Collaboration Committee, Department of Educational Psychology
- 2005-13 Member (2005 – 2013) and Chair (2007-2010), Masters Coordination Committee, Special Education Division, Department of Educational Psychology

College-Level

- 2018-2020 College of Education and Human Development's Council for Principal Investigators (CEHD CPI): Elected Member, Chair Elect (2018/19), Chair (2019/2020)
- 2018-2020 New Faculty Mentor, Service, Teaching, and Research (STaR) Program
- 2018-2020 Appointed Member, Global Education Committee
- 2018- 2020 Appointed Member, College-Level Tenure and Promotion Committee
- 2012 Member, Committee on Globalization and International Education
College of Education and Human Development, TAMU
- 2004 Member Undergraduate Appeals Committee, Department of Special Education (University of Georgia)
- 2004 Member, Undergraduate Admission Committee, College of Education, (University of Georgia)

University-Level Service

- 2017- 2020 Leadership Committee Member, Christian Faculty Network, Texas A&M University
- 2018- 2020 Undergraduate Student Organization Sponsor, Jesus Said Love: Christians Against Human Trafficking