

VITA

(9/13//05)

Name: **Robert Edward O'Neill**

Rank: Professor

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 Special Education
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Educational Background

- 1987 **Ph.D.** Speech and Hearing Sciences; University of California at Santa Barbara
- 1981 **M.A.** Education/Counseling Psychology (Marriage, Family, and Child specialization); University of California at Santa Barbara
- 1979 **B.A.** Developmental Psychology; University of California at Santa Barbara
- 1977 **A.A.** General Psychology; Ventura Community College, Ventura, CA

Awards and Honors

- 2003 Academic Keys/Who's Who in Education
- 1999/2000 Outstanding Teaching and Contributions to Teaching Award, College of Education, University of Utah
- 1993 Reviewer of the Year, *Journal of the Association for Persons with Severe Handicaps*
- 1982-1983 Regent's Fellowship, University of California at Santa Barbara

Professional Positions

- 2003-present Coordinator, Program in Mild/Moderate Disabilities, Department of Special Education, University of Utah
- 2003 Professor, Department of Special Education, University of Utah
- 2000-present Co-Director, Behavior Analysis Laboratory, Neurobehavioral Clinical Research Program, Departments of Pediatrics and Psychiatry, School of Medicine, University of Utah
- 1997-2002 Coordinator, Program in Severe Disabilities, Department of Special Education, University of Utah

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| 1996-2003 | Coordinator, Comprehensive Behavior Specialist Program, Department of Special Education, University of Utah |
| 1994-2003 | Associate Professor, Department of Special Education, University of Utah (tenure awarded 10/1/97) |
| 1992-1994 | Assistant Professor, Specialized Training Program, Division of Special Education and Rehabilitation, University of Oregon |
| 1988-1992 | Research Associate, Specialized Training Program, University of Oregon; Research and Training Center on Community-Referenced Behavior Management |
| 1987 | Research Assistant, Specialized Training Program, University of Oregon; Research and Training Center on Community-Referenced Behavior Management |
| 1987 | Research Assistant, Specialized Training Program, University of Oregon; Extending Competent Performance-Generalization Research Institute |
| 1985-1989 | Project Coordinator, Center on Human Development, University of Oregon; Longitudinal Assessment and Followup of Antisocial Behavior in Fourth Grade Boys (Dr. Hill Walker, Principal Investigator) |
| 1985-1986 | Parent Consultant, Early Intervention Program (Dr. Diane Bricker, Director), University of Oregon |

Professional Affiliations

Association for Positive Behavioral Support
 TASH (formerly The Association for Persons with Severe Handicaps)
 American Association on Mental Retardation
 Autism Society of America
 Autism Society of Utah
 The Association for Behavior Analysis
 Association for Direct Instruction
 Council for Exceptional Children (Divisions: Teacher Education, Behavior Disorders, Mental Retardation/Developmental Disabilities, Early Childhood, Research, and Communication Disorders)

Scholarship

Peer-Reviewed Articles in Professional Journals (student collaborators in italics)

- Murdock, S. G., O'Neill, R. E., & Cunningham, E. (2005). A comparison of results and acceptability of functional behavioral assessment procedures with a group of middle school students with emotional/behavioral disorders (E/BD). Journal of Behavioral Education, 14, 5-18.*
- Davis, L. L., & O'Neill, R. E. (2004). Use of response cards with a group of students with learning disabilities including English language learners (ELL). Journal of Applied Behavior Analysis, 37, 219-222.*

- Johnston, S., & O'Neill, R.E. (2001). Searching for effectiveness and efficiency in conducting functional assessments: A review and proposed process for teachers and other practitioners. *Focus on Autism and Developmental Disabilities, 16*, 205-214.
- O'Neill, R. E., & Sweetland-Baker, M. (2001). An assessment of stimulus generalization and contingency effects in functional communication training with two students with autism. *Journal of Autism and Developmental Disorders, 31*, 235-240.
- O'Neill, R. E., Johnson, J. W., Kiefer-O'Donnell, R., & McDonnell, J. J. (2001). Preparing teachers and consultants for the challenge of severe problem behavior. *Journal of Positive Behavior Interventions, 3*, 101-108.
- O'Neill, R.E., & Johnson, J.W. (2000). A brief description of functional assessment procedures reported in JASH (1983-1999). *Journal of the Association for Persons with Severe Handicaps, 25*, 197-200.
- Cunningham, E., & O'Neill, R.E. (2000). A comparison of results of functional assessment and analysis procedures with young children with autism. *Education and Training in Mental Retardation and Developmental Disabilities, 35*, 406-414.
- O'Neill, R.E., Faulkner, C., & Horner, R.H. (2000). The effects of general case training of manding responses on children with severe disabilities. *Journal of Developmental and Physical Disabilities, 12*, 43-60.
- Flannery, K.B., O'Neill, R.E., & Horner, R.H. (1995). Including predictability in functional assessment and individual program development. *Education and Treatment of Children, 18*, 499-509.
- Day, H.M., Horner, R.H., & O'Neill, R.E. (1994). Multiple functions of problem behaviors: Assessment and intervention. *Journal of Applied Behavior Analysis, 27*, 279-289.
- Walker, H.M., Stieber, S., Ramsey, E., & O'Neill, R. (1993). Fifth grade school adjustment and later arrest rate: A longitudinal study of middle school antisocial boys. *Journal of Child and Family Studies, 2*, 295-315.
- O'Neill, R.E., Williams, R., Sprague, J.R., Horner, R.H., & Albin, R.W. (1993). Providing support for teachers working with students with severe problem behaviors: A model for providing consulting support within school districts. *Education and Treatment of Children, 16*, 66-89.
- O'Neill, R.E., Horner, R.H., O'Brien, M., & Huckstep, S. (1991). Generalized reduction of difficult behaviors: Analysis and intervention in a competing behaviors framework. *Journal of Developmental and Physical Disabilities, 3*, 5-21.
- Walker, H.M., Stieber, S., Ramsey, E., & O'Neill, R.E. (1991). Longitudinal prediction of the school achievement, adjustment, and delinquency of antisocial vs. at-risk boys. *Remedial and Special Education, 12*, 43-51.
- O'Neill, R.E. (1990). Establishing verbal repertoires: Toward the application of general case analysis and programming. *The Analysis of Verbal Behavior, 8*, 113-126.
- O'Neill, R.E. (1990). Comment on presentation of nonorganic factors in Balottin et al. *Journal of Autism and Developmental Disabilities, 20*, 280-282.
- Horner, R.H., Dunlap, G., Koegel, R.L., Carr, E.G., Sailor, W., Anderson, J., Albin, R.W., & O'Neill, R.E. (1990). Toward a technology of "nonaversive" behavioral support. *Journal of the Association for Persons with Severe Handicaps, 15*, 125-132.

- Horner, R.H., Dunlap, G., Koegel, R.L., Carr, E.G., Sailor, W., Anderson, J., Albin, R.W., & O'Neill, R.E. (1990). In support of integration for people with severe problem behaviors: A response to four commentaries. *Journal of the Association for Persons with Severe Handicaps*, *15*, 145-147.
- Walker, H.M., Stieber, S., Ramsey, E., & O'Neill, R.E. (1990). School behavioral profiles of arrested versus non-arrested adolescents. *Exceptionality*, *1*, 249-265.
- Walker, H.M., Stieber, S., & O'Neill, R.E. (1990). Middle school behavioral profiles of antisocial and at risk control boys: Descriptive and predictive outcomes. *Exceptionality*, *1*, 61-77.
- Ramsey, E., Walker, H.M., Shinn, M.R., O'Neill, R.E., & Stieber, S. (1989). Parent management practices and school adjustment. *School Psychology Review*, *18*, 513-525.
- Shinn, M.R., Ramsey, E., Walker, H.M., Stieber, S., & O'Neill, R.E. (1987). Antisocial behavior in school settings: Initial differences in an at risk and normal population. *Journal of Special Education*, *21*, 69-84.
- Walker, H.M., Shinn, M.R., O'Neill, R.E., & Ramsey, E. (1987). A longitudinal assessment of the development of antisocial behavior in boys: Rationale, methodology, and results. *Remedial and Special Education*, *8*, 7-16.
- Winterling, V., Dunlap, G., & O'Neill, R.E. (1987). The influence of task variation on the aberrant behaviors of autistic students. *Education and Treatment of Children*, *10*, 105-119.
- Dunlap, G., Koegel, R.L., Johnson, J., & O'Neill, R.E. (1987). Maintaining performance of autistic clients in community settings with delayed contingencies. *Journal of Applied Behavior Analysis*, *20*, 185-191.
- Koegel, R.L., Schreibman, L., O'Neill, R.E., & Burke, J.C. (1983). The personality and family interaction characteristics of parents of autistic children. *Journal of Consulting and Clinical Psychology*, *51*, 683-692.
Abstracted in the *Inventory of Marriage and Family Literature (Vol. X, 1984)*. Beverly Hills, California: Sage Publications.
- Schreibman, L., O'Neill, R.E., & Koegel, R.L. (1983). Behavioral training for siblings of autistic children. *Journal of Applied Behavior Analysis*, *16*, 129-138.
Reprinted in Bell, E.W. (Ed.)(1984). *Autism: A reference book*. New York: Longman, Inc.

Invited Articles in Professional Journals

- McDonnell, J.J., & O'Neill, R.E. (2003). A perspective on single/within subject research methods and "scientifically-based research". *Research and Practice in Severe Disabilities*, *28*, 138-142.

Data-Based Journal Articles Under Review or in Preparation

- Battalio, R., & O'Neill, R. E. (under review). Comparison of behavior ratings by teachers of male and female secondary students identified as having E/BD.
- Rasmussen, K., & O'Neill, R. E. (in preparation). The use of time-based reinforcement schedules to reduce disruptive behavior of students with emotional/behavioral disorders in a classroom setting.

- O'Neill, R. E., Stiefel, S., Williams, B., Topolovec, S., Nelson, C., Stansbury, W., Haway, A., Rayls, K., Wuthrich-Reggio, A., Donnell, A., & Tribble, A. (in preparation). Standardized and functional assessment of patterns of problem behavior of a group of children with Down syndrome.
- Smock, W., & O'Neill, R.E. (in preparation). Effectiveness of the MotivAider on on-task behavior of students with learning disabilities in regular classrooms.
- Taylor, P., & O'Neill, R. E. (in preparation). The effects of independent and interdependent group contingencies on homework completion by youths in a secure facility.
- Lubbers, T., O'Neill, R. E., & Johnson, J. W. (in preparation). Comparing effectiveness and acceptability of two group contingency procedures in the classroom.
- Fraze, J., & O'Neill, R. E. (in preparation). Functional assessment and group reinforcement contingencies to reduce problem behaviors of students with intellectual disabilities.

Chapters in Books

- O'Neill, R. E. (2005). Functional behavioral assessment. In G. Sugai & R. H. Horner, (Eds.). *Encyclopedia of Behavior Modification and Therapy. Volume 3: Educational Applications* (pp. 1322-1328). Thousand Oaks: Sage.
- Kern, L., O'Neill, R. E., and Starosta, K. (2005). Gathering functional assessment information. In L. Bambara & L. Kern (Eds.), *Individualized supports for students with problem behaviors: Designing positive behavior plans* (pp. 129-164). New York: Guilford.
- O'Neill, R. E., & Tuesday-Heathfield, L. (2004). Educational supports. In E. Emerson, C. Hatton, T. Parmenter, & T. Thompson (Eds.), *International handbook of applied research in intellectual disabilities* (pp. 445-458). London: Wiley.
- O'Neill, R. E. (2004). Positive behavior supports. In C. H. Kennedy & E. Horn (Eds.), *Inclusion of students with severe disabilities* (pp. 141-163). Boston: Allyn and Bacon.
- O'Neill, R. E. (2003). Positive behavioral supports. In J. J. McDonnell, M. L. Hardman, & A. P. McDonnell, *An introduction to persons with severe disabilities: Educational and social issues* (2nd ed.) (160-184). Boston: Allyn and Bacon.
- O'Neill, R.E., Vaughn, B., & Dunlap, G. (1998). Comprehensive behavioral support: Assessment issues and strategies. In A.M. Wetherby, S.F. Warren, & J. Reichle (Eds.), *Transitions in prelinguistic communication* (pp. 313-341). Baltimore: Paul H. Brookes.
- Dunlap, G., Vaughn, B., & O'Neill, R.E. (1998). Comprehensive behavioral support: Application and intervention. In A.M. Wetherby, S.F. Warren, & J. Reichle (Eds.), *Transitions in prelinguistic communication* (pp. 343-364). Baltimore: Paul H. Brookes.
- O'Neill, R.E. (1997). Autism. In J.W. Wood & A.M. Lazzari (Eds.), *Exceeding the boundaries: Understanding exceptional lives* (pp. 462-502). Fort Worth, TX: Harcourt Brace.
- Horner, R.H., Close, D.W., Fredericks, H.D.B., O'Neill, R.E., Albin, R.W., Sprague, J.R., Kennedy, C.H., Flannery, K.B., & Heathfield, L.T. (1996). Supported living for people with profound disabilities and severe problem behaviors. In D.H. Lehr & F. Brown, (Eds.), *Persons with disabilities who challenge the system* (pp. 209-240). Baltimore: Paul H. Brookes.
- O'Neill, R.E., & Reichle, J. (1993). Addressing socially motivated challenging behaviors by establishing communicative alternatives: Basics of a general case approach. In J. Reichle &

- D. Wacker (Eds.), *Communicative alternatives to challenging behavior: Integrating functional assessment and intervention strategies* (pp. 205-23). Baltimore: Paul H. Brookes.
- DePape, P., Reichle, J., & O'Neill, R.E. (1993). Applying general-case instructional strategies when teaching communicative alternatives to challenging behavior. In J. Reichle & D. Wacker (Eds.), *Communicative alternatives to challenging behavior: Integrating functional assessment and intervention strategies* (pp. 237-262). Baltimore: Paul H. Brookes.
- Horner, R.H., O'Neill, R.E., & Flannery, K.B. (1993). Effective behavior support plans. In M.E. Snell (Ed.), *Systematic instruction of persons with severe handicaps* (4th ed.) (pp. 184-214). Columbus, OH: Merrill.
- Horner, R.H., Albin, R.W., & O'Neill, R.E. (1991). Supporting students with severe intellectual disabilities and severe challenging behaviors. In G. Stoner, M.R. Shinn, and H.M. Walker (Eds.), *Interventions for achievement and behavior problems* (pp. 269-287). Washington, D.C.: NASP.
- O'Neill, R.E., & Marvin, C.A. (1990). Assessment of communicative interaction in the classroom. In G. Tindal & D. Marston, *Classroom-based assessment: Evaluating instructional outcomes* (pp. 291-322). Columbus, Ohio: Merrill.
- Koegel, R.L., Koegel, L.K., & O'Neill, R.E. (1989). Generalization in the treatment of autism. In L.V. McReynolds and J.E. Spradlin (Eds.), *Generalization strategies in the treatment of communication disorders* (pp. 116-131). Toronto: B.C. Decker.
- Dunlap, G., Koegel, R.L., & O'Neill, R.E. (1985). Pervasive developmental disorders. In P. Bornstein & A.E. Kazdin (Eds.), *Handbook of clinical behavior therapy with children* (pp. 499-540). New York: Dorsey Press.
- Koegel, R.L., Burke, J.C., O'Neill, R.E., & Johnson, J. (1984). Preparing public school teachers for client transition. In W.P. Christian, G.T. Hannah, & T.J. Glahn (Eds.), *Programming effective human services* (pp. 203-225). New York: Plenum Press.
- Koegel, R.L., Schreibman, L., Johnson, J., O'Neill, R.E., & Dunlap, G. (1984). Collateral effects of parent training on families with autistic children. In R.F. Dangel & R.A. Polster (Eds.), *Parent training: Foundations of research and practice* (pp. 358-378). New York: Guilford Press.
- Koegel, R.L., Schreibman, L., Britten, K., Burke, J.C., & O'Neill, R.E. (1982). A comparison of parent training with direct child treatment. In R.L. Koegel, A. Rincover, and A.L. Egel (Eds.), *Educating and understanding autistic children* (pp. 260-279). San Diego: College-Hill Press.

Book Chapters in Preparation

- Drasgow, E., Yell, M., & O'Neill, R.E. (in preparation). Functional assessment and behavioral intervention plans. In M. Yell & E. Drasgow (Eds.), *Educating students with emotional and behavioral disorders in regular and special education classrooms*. Columbus, OH: Merrill/Prentice-Hall.

Books

- O'Neill, R.E., Horner, R.H., Albin, R.W., Sprague, J.R., Storey, K., & Newton, J.S. (1997).

Functional assessment and program development for problem behavior: A practical handbook. (2nd ed.). Pacific Grove, CA: Brooks/Cole.

O'Neill, R.E., Horner, R.H., Albin, R.W., Storey, K., & Sprague, J.R. (1990). *Functional analysis of problem behavior: A practical assessment guide.* Sycamore, IL: Sycamore Press.

Books in Preparation

O'Neill, R.E., McDonnell, J.J., Jenson, W.R., & Billingsley, F.F. (in preparation - under contract). *Single-case research methods: Applications in educational and community settings.* Columbus, OH: Merrill Prentice Hall.

Published Conference Proceedings

O'Neill, R.E. (1992). Communicative behaviors of persons with severe disabilities: How do we get them to happen across persons, settings, and situations? In G. Tindal (Ed.), *The Oregon Conference Monograph* (p. 113-117). Eugene, OR: University of Oregon.

Albin, R.W., O'Neill, R.E., & Sprague, J.R. (1989). Comprehensive programming to manage challenging problem behaviors. In G. Tindal (Ed.), *The Oregon Conference Monograph* (pp. 30-33). Eugene, OR: University of Oregon.

Invited Book Reviews

O'Neill, R. E. (2000). Review of *Behavioral intervention: Principles, models, and practices* (Scotti & Meyer, 1999). *Journal of the Association for Persons with Severe Handicaps*, 25, 61-63.

O'Neill, R.E. (1996). Review of *Learning to listen: Positive approaches and people with difficult behavior* (Lovett, 1996). *Journal of the Association for Persons with Severe Handicaps*, 21, 148-151.

O'Neill, R.E. (1996). Review of *Risk, resilience, & prevention: Promoting the well-being of all children* (Simeonsson, 1994). *Education and Treatment of Children*, 19, 83-85.

O'Neill, R.E. (1987). Review of *Beyond sociobiology* (Baldwin & Baldwin, 1981). *The Interbehaviorist*, 15, 16.

Curricular and Technological Products

O'Neill, R. E. (1999). One behavioral specialist's approach to functional behavioral assessment. Insert in chapter on "Discipline of students under IDEA." In Huefner, D.S. *Getting comfortable with special education law.* Norwood, MA: Christopher-Gordon.

Sprague, J.R., Flannery, K.B., O'Neill, R.E., & Baker, D.J. (1996). *Effective behavioral consultation: Supporting the implementation of positive behavior support plans for persons with severe problem behavior* (2nd ed.). Eugene, OR: Specialized Training Program, University of Oregon.

O'Neill, C., Buckley, D., Lynch, B., & O'Neill, R.E. (1993). Positive behavioral supports. In

- O'Neill & Associates (Eds.), *Planning and presentation modules for training in supported employment*. Eugene, OR: Specialized Training Program, University of Oregon.
- Sprague, J.R., Flannery, K.B., & O'Neill, R.E. (1992). *Effective consultation: Supporting the implementation of positive behavior support plans*. Eugene, OR: Specialized Training Program, University of Oregon.
- Sprague, J., Manlove, C., O'Neill, R.E., Horner, R.H., & Albin, R.W. (1987). *Teaching generalized bus riding*. Eugene, OR: Specialized Training Program, University of Oregon.
- O'Neill, R.E., Ramsey, E., Shinn, M.R., Todis, B., Walker, H.M., & Spira, D. (1985). *Manual for the Target/Peer Interaction Code (TPIC)*. Eugene, OR: Center on Human Development, University of Oregon.
- Ramsey, E., Shinn, M.R., O'Neill, R.E., Spira, D., & Walker, H.M. (1985). *Manual for the Pupil Academic Behavior in an Instructional Setting Code (PABIS)*. Eugene, OR: Center on Human Development, University of Oregon.

National/Regional Newsletter Articles

- O'Neill, R. E. (2000). The FUBA's are coming, the FUBA's are coming! (Actually, they're already here). *The Utah Special Educator*, 20, 5.
- O'Neill, R.E., Johnson, W., Kiefer-O'Donnell, D., & McDonnell, J. (1998). Responding to the challenge of severe problem behaviors: The Comprehensive Behavior Specialist training program. *The Utah Special Educator*, 18, 18-19.
- O'Neill, R.E. (1995). Making sense of facilitated communication. *The Utah Special Educator*, 15, 26.
- O'Neill, R.E., & Dunlap, G. (1984). Direct Instruction principles in teaching autistic children. *Association for Direct Instruction News*, 3, 21.

National Research and Training Grants

- O'Neill, R.E. (1998). Project A.C.T.: Acceptability, Comparative Validity, and Treatment Utility of Functional Assessment and Analysis Procedures. *U.S. Dept. of Education, Office of Special Education Programs: Field Initiated Research Programs*. \$479,507 (3 years). **Approved for funding - not funded.**
- O'Neill, R.E. (1998). Project C.A.P.P.: Comprehensive Assessment and Programming for Prevention of Emotional or Behavioral Disorders. *U.S. Dept. of Education, Office of Special Education Programs: Model Demonstration Projects*. \$533,965 (4 years) **Approved for funding - not funded.**
- Kiefer-O'Donnell, R., McDonnell, J.J., & O'Neill, R.E. (1996). MS/CBS: A project to prepare Master of Science degree graduates as comprehensive behavior specialists for the state of Utah. *U.S. Department of Education: Training Personnel for the Education of Individuals with Disabilities*. \$419,035 (3 years). **Funded.**
- O'Neill, R.E. (1996-1997). A technical assistance project to prevent challenging behaviors in young children with disabilities. (Subcontract from the University of Minnesota). *U.S. Department of Education: Early Childhood Outreach Projects*. \$5,955 (1 year). **Funded.**
- O'Neill, R.E. (1995-1996). A technical assistance project to prevent challenging behaviors in

- young children with disabilities. (Subcontract from the University of Minnesota). *U.S. Department of Education: Early Childhood Outreach Projects*. \$12,427 (1 year). **Funded.**
- O'Neill, R.E., & Horner, R.H. (1993). Generalized effects of functional communication training: The influence of general case training and behavioral contingencies. *U.S. Department of Education: Research in the Education of Individuals with Disabilities Program*. \$72,063 (1.5 years). **Funded.**
- O'Neill, R.E. (1991). General case communication skill training for students with severe disabilities. *U.S. Department of Education: Research in the Education of Individuals with Disabilities Program*. \$75,000 (1.5 years). **Funded.**

State Research and Training Grants

- Milligan, P., Kupferschmidt, M., & O'Neill, R.E. (2000). Project IBS: Improving behavioral support in the Murray School District. *Utah SIGNAL Project*. \$53,272 (2 years). **Funded.**

University Research and Training Grants

- O'Neill, R.E. (2000). Comparing the results of different functional assessment procedures with students with emotional/behavioral disorders (E/BD). *University Research Committee*. \$5,920 (2 years). **Funded.**

Peer-Reviewed Presentations at National, Regional, & State Conferences

- O'Neill, R.E. (2004). Applied behavior analysis in special education at the University of Utah. *Association for Behavior Analysis*, Boston, MA
- Cunningham, E., & O'Neill, R.E. (2004). Comparing the results of different functional assessment procedures with students with emotional/behavioral disorders (E/BD). *Association for Behavior Analysis*, Boston, MA
- O'Neill, R.E. (2003). Applied behavior analysis in special education at the University of Utah. *Association for Behavior Analysis*, San Francisco, CA
- Fraze, J., & O'Neill, R.E. (2003). Using functional assessment and group contingencies to reduce problem behavior of students with intellectual disabilities. *Association for Behavior Analysis*, San Francisco, CA
- O'Neill, R.E. (2002). Applied behavior analysis in special education at the University of Utah. *Association for Behavior Analysis*, Toronto, Ontario, Canada
- Murdock, S., & O'Neill, R. E. (2002). Comparing results of different functional assessment strategies with middle school students with emotional/behavioral disorders: What do you get? *Association for Behavior Analysis*, Toronto, Ontario, Canada
- O'Neill, R.E. (2001). Applied behavior analysis in special education at the University of Utah. *Association for Behavior Analysis*, New Orleans, LA
- Murdock, S., & O'Neill, R. E. (2001). Comparing results of different functional assessment strategies with middle school students with emotional/behavioral disorders: What do you get? *Council for Children with Behavioral Disorders*, Atlanta, GA
- Davis, L., & O'Neill, R.E. (2001). Effects of the use of response cards with a group of students

- with disabilities including students who are English language learners. *Association for Behavior Analysis*, New Orleans, LA
- Murdock, S., & O'Neill, R.E. (2000). Comparing results of different functional assessment strategies with middle school students with emotional/behavioral disorders: What do you get? *Utah Council for Children with Behavioral Disorders*, Provo, UT
- O'Neill, R.E. (2000). Applied behavior analysis in special education at the University of Utah. *Association for Behavior Analysis*, Washington, D.C.
- Lubbers, T., O'Neill, R.E., & Johnson, J.W. (2000). Comparing effectiveness and acceptability of dependent and interdependent group contingencies in a classroom setting. *Association for Behavior Analysis*, Washington, D.C.
- O'Neill, R.E. (1999). Are empirical science and research still important for TASH? *The Association for Persons with Severe Handicaps*, Chicago, IL
- Cunningham, E., & O'Neill, R.E. (1999). Comparing results of functional assessment and analysis procedures with young children with autism. *Association for Behavior Analysis*, Chicago, IL
- O'Neill, R.E. (1999). Discussant comments for symposium on Present and Future Issues in Functional Assessment. *Association for Behavior Analysis*, Chicago, IL
- O'Neill, R.E. (1998). Moving from functional assessment to building and implementing behavior support plans (BSP's). *The Association for Persons with Severe Handicaps*, Seattle, WA
- O'Neill, R.E. (1997). Factors influencing the implementation of positive behavior support programs on a day-to-day basis. *The Association for Persons with Severe Handicaps*, Boston, MA
- Schroeder, B., & O'Neill, R.E. (1997). Doing it right: The incredible power of positive reinforcement. *Utah Association for Supervision and Curriculum Development*, Park City, UT
- Urban, M., O'Neill, R.E., & Becker, W.C. (1997). Social validation of a peer-mediated strategy for increasing the duration of interactions of children with autism and other severe disabilities. *Association for Behavior Analysis*, Chicago, IL
- O'Neill, R.E. (1997). Discussant for symposium on Schoolwide Strategies for Managing Problem Behaviors (George Sugai, Chair). *Association for Behavior Analysis*, Chicago, IL
- O'Neill, R.E. (1997). Proactive antecedent strategies for managing challenging behavior of young children. *National Conference of the Council for Exceptional Children*, Salt Lake City, UT
- McEvoy, M., Reichle, J., Davis, C., & O'Neill, R.E. (1996). A technical assistance model for providing support to preschool teachers dealing with children with challenging behaviors. *Association for Behavior Analysis*, San Francisco, CA
- O'Neill, R.E., Broadbent, B. Powers, J., Bradley, C., & Weyburn, P. (1996). Taking it to the streets: Providing support and assistance to teachers dealing with preschool children with challenging behaviors. *Ninth Annual Statewide Early Intervention and Preschool Conference*, Salt Lake City, UT
- O'Neill, R.E., & Sweetland-Baker, M. (1995). Behavioral contingencies and generalization effects in functional communication training. *Association for Behavior Analysis*, Washington, D.C.
- O'Neill, R.E. (1995). "Why do they do that?": Issues and strategies for the functional assessment

- of problem behavior. *Eighth Annual Statewide Preschool and Early Intervention Conference*, Salt Lake City, UT
- O'Neill, R.E., Faulkner, C., & Horner, R.H. (1994). Outcomes of a general case approach for teaching initial communication skills. *The Association for Persons with Severe Handicaps*, Atlanta, GA
- Day, H.M., Horner, R.H., & O'Neill, R.E. (1994). Multiple functions of problem behaviors: Assessment and intervention. *The Association for Behavior Analysis*, Atlanta, GA
- O'Neill, R.E. (1994). Functional assessment strategies for students with challenging behavior patterns. *The Oregon Conference*, Eugene, OR
- Hudspeth, L., O'Neill, R.E., Horner, R.H., & Flannery, K.B. (1993). Functional assessment of the effects of interaction and activity variables on pica behavior. *Association for Behavior Analysis*, Chicago, IL
- Hudspeth, L., O'Neill, R.E., & Horner, R.H. (1993). Functional assessment of the effects of interaction and activity variables on pica behavior. *The Oregon Conference*, Eugene, OR
- O'Neill, R.E., Heathfield, L.T., Horner, R.H., & Ouellette, L. (1992). The role of multiple functions in behavioral intervention. *Association for Behavior Analysis*, San Francisco, CA
- Horner, R.H., Close, D.W., Fredericks, H.D., O'Neill, R.E., et al. (1992). Behavioral support in the community: A longitudinal evaluation. *Association for Behavior Analysis*, San Francisco, CA
- O'Neill, R.E. (1992). Communicative behaviors of persons with severe disabilities: How do we get them to happen across persons, settings, and situations? *The Oregon Conference*, Eugene, OR
- O'Neill, R.E. (1991). General case communication skill instruction. *Northwest Association for Behavior Analysis*, Victoria, British Columbia
- O'Neill, R.E. (1991). The integration of values and the research process: A panel discussion. *The Association for Persons with Severe Handicaps*, Washington, D.C.
- Horner, R.H., Close, D.W., Fredericks, H.D.B., O'Neill, R.E., et al. (1990). Oregon Community Support: Providing support for people with severe problem behaviors. *Association for Behavior Analysis*, Nashville, TN
- Horner, R.H., Close, D.W., Fredericks, H.D., O'Neill, R.E., et al. (1990). Oregon Community Support: Providing support for people with severe problem behaviors. *Northwest Association for Behavior Analysis*, Seattle, WA
- O'Neill, R.E., Heathfield, L.T., & Horner, R.H. (1990). The influence of multiple functions in teaching alternative responses for difficult behaviors. *The Association for Persons with Severe Handicaps*, Chicago, IL
- O'Neill, R.E. (1989). Comprehensive programming to manage challenging problem behaviors. *The Oregon Conference*, Eugene, OR
- O'Neill, R.E., Horner, R.H., O'Brien, M., & Huckstep, S. (1989). Generalized control of challenging behaviors. *Association for Behavior Analysis*, Milwaukee, WI
- O'Neill, R.E., Horner, R.H., & Albin, R.W. (1989). Functional analysis of challenging behaviors: Research and practical approaches. *The Association for Persons with Severe Handicaps*, San Francisco, CA
- Ramsey, E., Shinn, M.R., Walker, H.M., & O'Neill, R.E. (1988). Home and school correlates of antisocial behavior. *The Oregon Conference*, Eugene, OR

- O'Neill, R.E., & Horner, R.H. (1988). The role of functional analysis in nonaversive behavior management. *The Oregon Conference*, Eugene, OR
- Shinn, M.R., Walker, H.M., O'Neill, R.E., Stieber, S., & Ramsey, E. (1987). Longitudinal assessment and followup of antisocial behavior patterns in fifth grade boys: Analysis within and across school years. *Association for Behavior Analysis*, Nashville, TN
- O'Neill, R.E. (1987). Teaching question-asking responses to children with autism and other developmental disabilities. *Association for Behavior Analysis*, Nashville, TN
- Ramsey, E., O'Neill, R.E., Walker, H.M., & Stieber, S. (1986). Longitudinal assessment and long-term followup of antisocial behavior in fourth grade boys. *The Oregon Conference*, Eugene, OR
- O'Neill, R.E., Koegel, R.L., & Ramsey, E. (1982). Promoting autistic children's appropriate interactions with untrained individuals. *Association for Behavior Analysis*, Milwaukee, WI
- Koegel, R.L., Schreibman, L., O'Neill, R.E., & Burke, J.C. (1982). Utilizing parents to promote the generalization of learned skills by autistic children. *The Association for Persons with Severe Handicaps*, Denver, CO
- O'Neill, R.E., Burke, J.C., & Koegel, R.L., (1981). Operant analysis of unstructured interactions of autistic children with trained versus untrained parents. *Western Psychological Association*, Los Angeles, CA
- Schreibman, L., O'Neill, R.E., & Koegel, R.L. (1981). Behavioral training for siblings of autistic children. *American Speech, Language, and Hearing Association*, Los Angeles, CA
- Burke, J.C., O'Neill, R.E., Koegel, R.L., & Schreibman, L. (1980). Generalization of parent training: A comparison with direct clinic treatment for autistic children. *Western Regional Conference for Humanistic Behavioral Approaches*, Las Vegas, NV
- Schreibman, L., O'Neill, R.E., & Koegel, R.L. (1980). Behavioral training for siblings of autistic children. *The Association for Persons with Severe Handicaps*, Los Angeles, CA
- Koegel, R.L., Schreibman, L., Burke, J.C., & O'Neill, R.E. (1980). Characteristics of parents and families of autistic children: Implications for treatment. *The Association for Persons with Severe Handicaps*, Los Angeles, CA

Invited Presentations at International, National, Regional, & State Conferences

- O'Neill, R. E. (2005). Recent trends and issues in Positive Behavioral Support (PBS). Keynote speech at 16th Annual Conference of the North Carolina Association for Behavior Analysis, Wrightsville Beach, NC
- O'Neill, R. E. (2003). Can't they or won't they? Becoming aware of learning disabilities in youth with emotional and behavioral challenges. 24th Annual Conference of Agencies and Organizations Serving Troubled Youth, Salt Lake City, UT
- O'Neill, R. E. (2003). Dealing with challenging behavior of children and youth with emotional and behavioral disorders: Functional assessment and comprehensive behavioral support strategies. 24th Annual Conference of Agencies and Organizations Serving Troubled Youth, Salt Lake City, UT
- O'Neill, R. E. (2002). "Please don't put the cat in the dryer, again!" Annual Convention of the Autism Society of Utah, Salt Lake City, UT
- O'Neill, R. E. (2002). *Invited Keynote Address*: Issues and strategies in social validity for early

- intensive behavioral intervention for young children with autism. *Northwestern Association for Behavior Analysis*, Ellensburg, WA
- O'Neill, R. E. (2002). Functional assessment of problem behaviors: Concepts and strategies. *Northwestern Association for Behavior Analysis*, Ellensburg, WA
- O'Neill, R. E. (2002). Teaching alternative skills and behaviors to reduce problem behaviors. *Northwestern Association for Behavior Analysis*, Ellensburg, WA
- O'Neill, R. E. (2002). Issues and strategies in schoolwide behavior support. Presented to Student/Faculty Colloquium in Positive Behavioral Supports, Department of Special Education, University of Washington, Seattle, WA
- O'Neill, R.E. (2001). Positive behavioral support in home and community settings: An overview. *Utah State Developmental Center Conference*, American Fork, UT
- O'Neill, R.E. (2001). Functional assessment and developing behavior support plans. *Kentucky Autism Training Center Annual Conference*, Louisville, KY
- O'Neill, R.E. (2001). Social validation issues and strategies in early intensive behavioral intervention with young children with autism. *Kentucky Autism Training Center Annual Conference*, Louisville, KY
- O'Neill, R.E., & Tribble, A. (2001). Working with behavior: Applying functional assessment of behavior to dual diagnosis. *Building a Foundation: Promoting Mental Health in Children and Adults with Developmental Disabilities (regional NADD conference)*, Salt Lake City, UT
- O'Neill, R.E. (2000). Doing it...together: A brief five step process for collaborative problem solving by parents, teachers, and students. *Utah State Inclusion Conference*, Snowbird, UT
- O'Neill, R.E. (2000). Functional assessment as a foundation for comprehensive behavioral interventions. *Critical Issues Facing Children and Adolescents*, Salt Lake City, UT
- O'Neill, R.E. (2000). Challenges in coordinating special education with other needs and services for children. *Critical Issues Facing Children and Adolescents*, Salt Lake City, UT
- O'Neill, R. E. (1999). Current and future research on the assessment and treatment of severe problem behaviors. *Eighth Annual St. Amant Centre International Conference on Developmental Disabilities*, Winnipeg, Manitoba, Canada
- O'Neill, R. E. (1999). Conducting functional assessments and developing behavior support plans. *Eighth Annual St. Amant Centre International Conference on Developmental Disabilities*, Winnipeg, Manitoba, Canada
- Cunningham, E., & O'Neill, R.E. (1999). Comparing results of functional assessment and analysis procedures with young children with autism. *Intervention Procedures for At-Risk Children and Youth*, Logan, UT
- O'Neill, R.E. (1998). Please don't hang your sister from the clothesline, again! *Annual Conference of the Autism Society of Utah*, Salt Lake City, UT
- O'Neill, R.E. (1998). Behavioral momentum: Getting the ball rolling in the right direction. *Utah State Inclusion Conference*, Snowbird, UT
- O'Neill, R.E. (1998). Please don't put the cat in the dryer again!. *Annual Utah Parent Center Conference*, Salt Lake City, UT
- O'Neill, R.E. (1996). Evaluating behavior support plans: Illustrations and applications. *Taking Off to New Directions: Flying Together* (Summer Conference of the Utah State Division of Services for Persons with Disabilities), Salt Lake City, UT

- O'Neill, R.E. (1996). Figuring out problem behaviors: Making sure to include the student in the functional assessment process. *Annual Conference of the Utah Council for Children with Behavioral Disorders*, Provo, UT
- O'Neill, R.E. (1996). Why do they do that? How can we get them to stop? *Third Annual Possibilities Unlimited Inclusion Conference*, Provo, UT
- O'Neill, R.E. (1995). Teaching and promoting functional skills as alternatives to challenging behaviors. *Utah Inclusion Conference*, Salt Lake City, UT
- O'Neill, R.E. (1995). What to look for in evaluating behavioral support plans. *Utah Division of Services for Persons with Disabilities Case Managers Conference*, Park City, UT
- O'Neill, R.E. (1995). Teaching alternative skills to help reduce problem behaviors. *The Interventions Conference*, Logan, UT
- O'Neill, R.E. (1995). Assessing and supporting students with challenging behaviors. *Second Annual Possibilities Unlimited Inclusion Conference*, Provo, UT
- O'Neill, R.E. (1994). The importance of assessment in supporting students with severe problem behavior. *Utah Inclusion Conference*, Salt Lake City, UT
- O'Neill, R.E. (1994). Developing communication skills as alternatives to problem behavior. *Utah Inclusion Conference*, Salt Lake City, UT
- O'Neill, R.E. (1993). Invited Keynote Address: Including children with challenging behaviors. *Annual Conference of the Autism Society of Washington*, Seattle, WA
- O'Neill, R.E. (1992). An approach to teaching generalized communication skills. *Connecticut State Conference on Nonaversive Behavioral Support*, Hartford, CT
- O'Neill, R.E. (1992). Functional analysis of problem behavior. *Connecticut State Conference on Nonaversive Behavioral Support*, Hartford, CT

Local, State, Regional, & National Workshops (unpaid)

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| 2005 | National TASH Teleconference Session – Understanding Problem Behaviors in Schools (w/ Dr. Leanne Hawken) |
| 2005 | Jordan School District – Presented workshop on functional behavioral assessment to district Trainer's Academy personnel |
| 1997 | Granite School District, junior high and secondary level principals: Presented workshop on National Agenda for Achieving Better Results for Children and Youth with Serious Emotional Disturbance |
| 1996 | National Conference of the Association for Persons with Severe Handicaps: Co-presented one-day workshop (TASH Tech) on functional assessment and designing effective behavior support plans |
| 1996 | Inclusion Project Work Groups, Utah State Office of Education: Co-presented one day workshop to school district inclusion teams from around the state on supporting students with challenging behaviors |
| 1996 | Granite School District- Study Group for BD/LD Secondary Teachers: Presented workshop on assessment of problem behaviors and teaching functional alternative skills |
| 1995 | The Association for Persons with Severe Handicaps: Co-presented one-day |

- workshop (TASH Tech) on functional assessment and designing effective behavior support plans
- 1995 Granite School District- Inservice Training Session for Regular and Special Education Teachers: Presented workshop on assessment and management of problem behavior
- 1993 The Association for Persons with Severe Handicaps: Co-presented one-day workshop (TASH Tech) on functional assessment and designing effective behavior support plans
- 1992 Delaware State Department of Education: Co-presented three three-day workshops to train state level training and technical assistance team for positive behavioral support
- 1990 Washington State Department of Developmental Disabilities: Co-presented three three-day workshops to train state level training and technical assistance team for positive behavioral support
- 1989 Connecticut Department of Mental Retardation: Co-presented three three-day workshops to train state level training and technical assistance team for positive behavioral support
- 1989 Washington State Department of Developmental Disabilities: Co-presented two-day workshop for service providers working with people with developmental disabilities
- 1989 Oregon Statewide Inservice on Developmental Disabilities: Co-presented workshop to service providers on assessment and intervention for persons with disabilities and challenging behaviors
- 1989 Minnesota Department of Human Services: Co-presented three three-day workshops to train state level training and technical assistance team for positive behavioral support
- 1988 Idaho State Department of Education: Presented one-day workshop to teachers of students with low incidence handicaps on assessment and support strategies
- 1987 Child Development and Rehabilitation Center, Oregon Health Sciences University: Presented workshop to medical students on identification and assessment of children at-risk for antisocial and delinquent behavior patterns
- 1986 Oregon State Department of Education: Presented one-day workshop to teachers of students with severe disabilities on strategies for teaching generalized communication skills
- 1985 Oregon State Department of Education; Summer Institute for Educators of Low Incidence Populations: Co-presented one-day workshop to teachers of students with severe disabilities on effective instructional strategies
- 1982 Autism Research Center, University of California at Santa Barbara: Co-presented three-day workshop to parents and teachers on effective teaching strategies for children with autism

Local, State, Regional, National, and International Workshops (paid)

- 2005 Utah State Office of Education: Presented half-day workshop on functional

- behavioral assessment to teachers of students with autism and severe disabilities
- 2002 Kodiak Island School District, Kodiak, AK: Presented two days of workshop sessions on schoolwide behavioral support, functional assessment of problem behaviors, and developing and implementing behavioral support plans.
- 2000 Utah Association of Community Services: Presented one half day workshop and four one-day workshops on functional assessment and behavioral support to managerial, direct care, and behavioral consultant staff from residential and vocational adult service agencies as part of UACS's statewide Positive Behavioral Support Training Project.
- 1999 Utah Association of Community Services: Presented five one-day workshops on functional assessment/analysis to managerial and direct care staff from residential and vocational adult service agencies as part of UACS's statewide Positive Behavioral Support Training Project
- 1999 Utah State Office of Education Inclusion Team Training Network: Presented workshop on behavioral momentum strategies.
- 1998 Utah Schools for the Deaf and Blind, Salt Lake City, UT: Presented half-day workshop on functional assessment and behavior support programming to Psychological Services Department staff
- 1998 Federal Way School District, Federal Way, WA: Presented a two-day workshop on functional assessment/analysis to school administrators, classroom teachers, and related service personnel
- 1998 Community Training Alternatives, Salt Lake City, UT: Presented two one-day workshops on functional assessment/analysis to managerial and direct care staff
- 1998 Granite School District, Salt Lake City, UT: Presented half-day workshop on functional assessment/analysis and development of behavior support plans to classroom teachers and assistants
- 1998 Utah Association of Rehabilitation Facilities: Presented one-day workshop on functional assessment/analysis to managerial and direct care staff from residential and vocational adult service agencies as part of UARF's statewide Positive Behavioral Support Training Project
- 1997 Utah Association of Rehabilitation Facilities: Presented five one-day workshops on functional assessment/analysis to managerial and direct care staff from residential and vocational adult service agencies as part of UARF's statewide Positive Behavioral Support Training Project
- 1996 Utah State Division of Services for People with Disabilities (*Central Region*): Presented two half-day workshops to DSPD case managers and residential service providers on creating and evaluating behavior support plans
- 1996 Utah State Division of Services for People with Disabilities (*Northern Region*): Presented half-day workshop to DSPD case managers and residential service providers on creating and evaluating behavior support plans
- 1991 Shuang Chi Foundation for Mentally Retarded Children, Taipei, Taiwan: Presented three-day workshop to teachers, parents and service providers on strategies to achieve community integration and support for persons with developmental disabilities and challenging behavior

- 1989 State of Idaho Department of Education Summer Institute: Presented one-day workshop to teachers on assessment and intervention for persons with disabilities and challenging behaviors
- 1989 Montana Statewide Inservice on Developmental Disabilities: Presented one-day workshop to service providers on assessment and intervention for persons with disabilities and challenging behaviors
- 1988 Department of Special Education, University of Utah; Summer Institute for Teachers of Persons with Severe Handicaps: Presented one-day workshop to teachers on assessment and intervention for students with challenging behaviors

University Teaching

University of Oregon

Behavior Management for Exceptional Individuals
 Research Methods in Special Education
 Programming and Instruction for Persons with Severe Disabilities

University of Utah

(6000 level and above = Graduate, 5000 level = Undergraduate)

| | <u>Term./Yr.</u> | <u>N</u> | <u>Mean rating</u> (7 pt.; *indicates 6 pt. scale; X/X indicates course/instructor scores) |
|--|------------------|----------|---|
| SPED 5022 <i>Principles and Procedures of Instruction and Behavioral Support</i> | S '01 | 11 | *5.27/4.98 |
| SPED 6022 <i>Principles and Procedures of Instruction and Behavioral Support</i> | W '95 | 30 | 6.2 |
| | W '96 | 24 | 5.8 |
| | S '96 | 9 | 5.9 |
| | W '97 | 2 | NA |
| | S '97 | 12 | 6.0 |
| | W '98 | 12 | 6.3 |
| | S '00 | 12 | 6.3 |
| | S '01 | 10 | *5.0/5.1 |
| SPED 5110 <i>Behavioral Support Strategies for Students w/Mild/Moderate Disabilities</i> | F '01 | 10 | *5.49/5.54 |
| | F '03 | 6 | *4.74/4.94 |
| | F '04 | 11 | *4.97/5.51 |

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|-----------|--|-----------|----|------------|
| SPED 6110 | <i>Behavior Support Strategies for Students w/Mild/Moderate Disabilities</i> | F '94 | 15 | 6.5 |
| | | F '95 | 13 | 6.5 |
| | | F '96 | 15 | 6.6 |
| | | F '97 | 18 | 6.2 |
| | | F '98 | 24 | 6.0 |
| | | F '99 | 7 | 6.5 |
| | | F '00 | 10 | *5.33/5.54 |
| | | F '01 | 13 | *5.34/5.6 |
| | | F '03 | 6 | *5.14/5.5 |
| | | F '04 | 9 | *5.59/5.62 |
| SPED 5230 | <i>Behavioral Support Strategies for Students w/Severe Disabilities</i> | F '01 | 5 | *5.84/5.7 |
| | | F '03 | 9 | *5.36/5.23 |
| SPED 6230 | <i>Behavior Support Strategies for Students w/Severe Disabilities</i> | W '95 | 12 | 6.1 |
| | | W '96 | 10 | 6.4 |
| | | F '96 | 13 | 6.6 |
| | | F '97 | 17 | 6.2 |
| | | F '98 | 14 | 6.3 |
| | | F '99 | 13 | 6.7 |
| | | F '00 | 7 | *4.8/5.1 |
| | | F '01 | 5 | *5.50/5.5 |
| F '03 | 7 | *5.29/5.3 | | |
| SPED 7020 | <i>Introduction to Single Subject Research Designs</i> | S '95 | 4 | 6.4 |
| | | S '96 | 12 | 6.3 |
| | | W '97 | 7 | 6.2 |
| | | S '98 | 16 | 6.1 |
| | | S '99 | 7 | 6.8 |
| | | S '00 | 16 | 6.6 |
| | | S '02 | 12 | *5.76/5.74 |
| | | S '03 | 11 | *5.98/6.0 |
| | | S '04 | 8 | *5.41/5.2 |
| SPED 652 | <i>Schoolwide Consultation and Support I</i> | W '98 | 12 | 6.3 |
| SPED 654 | <i>Schoolwide Consultation and Support II: Interagency Collaboration</i> | S '98 | 12 | 6.3 |
| SPED 671 | <i>Comprehensive Behavioral Support for Students with</i> | Smr '97 | 11 | 6.2 |

Challenging Behavior

| | | | |
|--|---------|----|--|
| SPED 671-R <i>Proactive Approaches to Managing Challenging Behavior in Young Children</i> (on site in Davis School District) | A '95 | 22 | 5.8 |
| SPED 6960-028 <i>Schoolwide Discipline and Management</i> | Smr '04 | 14 | *5.67/5.61 |
| SPED 770 - <i>Doctoral Colloquium</i> | A '95 | 2 | <u>NA</u> |
| | | | Mean rating: 6.3 (7 pt. scale) 5.36/5.42 (6 pt.) |

Other Teaching

SPED 671R-4- Treatment of Autism (Summer, 1995, 1996, 1998, 2000): Provided guest lectures in week-long course taught by Dr. Sally Ozonoff (Dept. of Psychology)
 SPED 3010 - Human Exceptionality (1995-present): Provided guest lectures on autism

University Service Activities*Departmental Service*

| | |
|--------------|---|
| 2003-2005 | Chair, Department RPT Committee |
| 2002-present | Coordinator, Teacher Certification Program in Mild/Moderate Disabilities |
| 2001-2002 | Member, Search Committee for Professor Positions (3) in Mild/Moderate Disabilities |
| 1998-present | Department Admissions Committee |
| 1997-2002 | Coordinator, Teacher Certification Program in Severe Disabilities |
| 1996-2003 | Coordinator, Comprehensive Behavior Specialist Training Program |
| 1996-98 | Chair, Student Advising, Information, and Recruitment Committee |
| 1996-97 | Member, Search Committee for Assistant Professor in Early Childhood Special Education |
| 1995-96 | Chair, Committee to Revise Master's Degree Comprehensive Examination |
| 1994-present | Member, Department Retention, Promotion, and Tenure Committee |
| 1994-95 | Member, Search Committee for Visiting Assistant Professor in Severe Disabilities |

College Service

| | |
|-----------|--|
| 2002-2005 | Member, COE Research, Teaching, and Service Award Committee |
| 2000-2001 | Member, COE Retention, Promotion, and Tenure Committee |
| 1997-99 | Member, COE Curriculum Committee |
| 1996-97 | Member, Dean's Advisory Group |
| 1995-98 | Member, College Council Executive Committee (Chair, 1996-97) |
| 1994-96 | Member, COE Retention, Promotion, and Tenure Committee |

University Service

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|-----------|---|
| 2003-2006 | University Undergraduate Council |
| 1999-2002 | University Promotion and Tenure Appeals Committee |
| 2000 | Research Instrumentation Fund Proposal Review Committee |
| 1999-2000 | Chair, University Research Committee |
| 1997-99 | Member, University Research Committee |
| 1997 | Member, Search Committee for Assistant Professor, Department of Communication Disorders |
| 1995-98 | Member, Campus Recreation Advisory Committee |

Other Professional Service Activities

Local/State/National Committees

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|--------------|---|
| 2005 | Advisory Council to USOE SIG/UBI Personnel |
| 2004-2005 | Past President, Utah Unit of the Council for Exceptional Children |
| 2004 | Subgroup Leader of USOE Committee to Revise Technical Assistance Manual for Assessment and Classification of Students with E/BD |
| 2003-2004 | President, Utah Unit of the Council for Exceptional Children |
| 2003 | Member, Task Force on Strategies for Strategy 6 of the Utah Agenda for Students with Disabilities |
| 2001-2003 | Vice President, Utah Federation Council for Exceptional Children |
| 2000-2001 | Member, State Committee on Revision of Standard XII for Teacher Certification |
| 2000 | Member, State NCATE Review Team for Special Education Program at Weber State University |
| 1999-present | Member, Positive Behavioral Supports Committee, Utah State Improvement Grant Project (SIGNAL) |
| 1999-present | Member, Professional Advisory Committee, Autism Society of Utah |
| 1998-present | Co-Chair, National Positive Approaches Committee, Association for Persons with Severe Handicaps |
| 1997-present | Member, State Task Force on Discipline Regulations in IDEA |
| 1996-1999 | Chairperson, Board of Directors, Autism Society of Utah |
| 1995-1999 | Member, Board of Directors, Autism Society of Utah |

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| 1995-2000 | Member, State Rainman Committee (interagency committee charged with developing statewide plan for coordinated services for persons with autism and their families) *Co-Chair, Subcommittee on Training Strategies |
| 1991-present | Member, National Positive Approaches Committee, The Association for Persons with Severe Handicaps |
| 1993-1994 | Member, Lane County Education Service District Task Force on Positive Behavioral Support (Lane County, OR) |
| 1993-1994 | Member, Lane County Education Service District Task Force on Facilitated Communication (Lane County, OR) |
| 1993-1994 | Member, Oregon Department of Education Statewide Task Force on Facilitated Communication |
| 1991-1994 | Board Member, Early Education Program (Eugene, OR) |
| 1989-1991 | Member, Lane County Education Service District Special Education Advisory Council (Lane County, OR) |

Journal Editorial Boards

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|--------------|--|
| 2004-2007 | Member, editorial board, <i>European Journal of Behavior Analysis</i> |
| 2001-present | Associate Editor, <i>Research and Practices in Severe Disabilities (formerly JASH)</i> |
| 2000-present | Member, editorial board, <i>Innovations: Research to Practice Series</i> (American Association on Mental Retardation) |
| 2000-present | Member, editorial board, <i>School Psychology Review</i> |
| 2000-2003 | Member, editorial board, <i>Journal of Applied Behavior Analysis</i> |
| 1999-2001 | Member, editorial board, <i>European Journal of Behavior Analysis</i> |
| 1998-1999 | Member, editorial board, <i>Journal of Applied Behavior Analysis</i> |
| 1998-present | Member, editorial board, <i>Journal of Positive Behavior Interventions</i> |
| 1998 | Nominated as candidate for editorship of <i>Journal of the Association for Persons with Severe Handicaps</i> (nomination declined) |
| 1996 | Nominated for editorship of <i>The Analysis of Verbal Behavior</i> |
| 1994-2000 | Member, editorial board, <i>Education and Treatment of Children</i> |
| 1993-2001 | Member, editorial board, <i>Journal of the Association for Persons with Severe Handicaps</i> |

Guest Associate Editor

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| 1997 | <i>Education and Treatment of Children</i> |
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Guest Reviewer (1982-present)

Journal of Applied Behavior Analysis
Journal of Speech and Hearing Disorders
Analysis and Intervention in Developmental Disabilities
American Journal on Mental Retardation
Research in Developmental Disabilities
Journal of Autism and Developmental Disorders
Mental Retardation
School Psychology Review

Reviewer for Publishing Companies

| | |
|--------------|---|
| 1998-present | Wadsworth Publishing Company: Reviewer of prospecti and pre-publication drafts of books in the area of special education and developmental disabilities |
| 1997-present | Paul H. Brookes Publishing Company: Reviewer of prospecti and pre-publication drafts of books in the area of special education and developmental disabilities |
| 1993-present | Brooks/Cole Publishing Company: Reviewer of pre-publication drafts of books in the area of special education and developmental disabilities |
| 1990-present | Allyn and Bacon/Prentice-Hall: Reviewer for textbooks on research design |
| 1983-1985 | West Publishing Company: Reviewer of pre-publication drafts of child and adolescent development textbooks |

Grant Proposal Reviewer

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| 1999 | External reviewer for Faculty Research Grant awards for Utah State University |
| 1989-1991 | Reviewer of grant proposals for U.S. Department of Education (National Institute on Disability and Rehabilitation Research, and Rehabilitation Services Administration) |

Conference Submissions Reviewer

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| 2000 | Reviewed manuscripts submitted to First Annual TASH Conference Yearbook |
| 1999-present | Reviewed submissions concerning positive behavioral supports for the TASH conference |
| 1996 | Reviewed submissions concerning challenging behavior for 1996 Conference of the International Society for Augmentative and Alternative Communication (ISAAC) |
| 1994 | Reviewed submissions concerning empirical research for The Association for Persons with Severe Handicaps (TASH) |

Consulting Activities

Unpaid Consulting Activities

| | |
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| 2001 | Disability Law Center, Salt Lake City, UT: Providing consulting on educational and behavioral needs of kindergarten student with autism |
| 2000 | Murray School District, Salt Lake City, UT: Provided consulting to private and public school personnel to conduct a functional assessment and provide programming recommendations for a student with emotional/behavioral disorders; also testified at due process hearing |
| 1997 | Disability Law Center, Salt Lake City, UT: Provided consulting and expert testimony at a due process hearing concerning appropriate behavior programming for a student with severe disabilities |
| 1997 | Granite School District: Served as facilitator for school-based teams developing plans for school safety prevention and intervention strategies |
| 1997 | Granite School District: Consulted on development of system for observation and evaluation of teachers working in self-contained classrooms for students with emotional and behavioral disorders |
| 1996 | Salt Lake City School District: Consulted on strategies for supporting an elementary student with disabilities and problem behaviors in a regular class setting |
| 1995-1996 | Utah Division of Services for Persons with Disabilities: Consulted on assessment and intervention strategies for adult client with severe disabilities and challenging behavior |
| 1995 | Alpine School District: Consulted on assessment and intervention strategies for student with severe disabilities and challenging behavior |
| 1991-1994 | Child Development and Rehabilitation Center, Oregon Health Sciences University, Eugene, OR: Provided consulting on functional assessment and intervention strategies for families of children with disabilities and severe problem behaviors |
| 1988-1994 | Oregon Community Support, Eugene/Salem, OR; Provided consulting support to program providing community residential services to persons with severe disabilities and severe problem behaviors in four cities in Oregon |
| 1980-1984 | Santa Barbara and Ventura County School Special Education Programs, Santa Barbara and Ventura, California: Provided consulting on effective teaching and support strategies for students with autism |

Paid Consulting Activities

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| 2001 | Davis, Levin, & Co., Attorneys-at-Law, Honolulu, HI: Provided consulting on educational and behavioral needs of high school student with Down Syndrome on the island of Molokai'i, Hawai'i |
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- 2000 Iron School District, Cedar City, UT: Provided consulting on functional assessment and behavioral support for a student with emotional/behavioral disorders
- 2000 Eugene School District, Eugene, OR: Provided consulting and expert testimony at a due process hearing concerning appropriate placement and programming for a student with emotional/behavioral disorders
- 1999-2003 Member, External Evaluation Team for the U.S. Department of Education's National Center on Positive Behavioral Interventions and Supports (based at University of Oregon)
- 1997-present Consulting contract with Avatar, Inc., Ogden and Salt Lake City, UT: Provide consultation regarding individuals exhibiting severe challenging behaviors who are receiving residential support services
- 1995-present Consulting contract with Winterlake Associates, Salt Lake City (Dr. Brent Laughlin, Director): Provide training and technical assistance to community programs providing residential support to persons with disabilities
- 1994-1996 Consultant on federally funded model demonstration project on functional assessment strategies for young children with disabilities and problem behaviors (Drs. Mary McEvoy & Joe Reichle, Principal Investigators; University of Minnesota)
- 1993-1996 Consultant on federally funded project on communication skill training for children with disabilities (Dr. James Halle, Principal Investigator; University of Illinois)
- 1983-1984 Oregon State Hospital, Salem, Oregon: Provided consulting on strategies for moving an individual with severe disabilities and challenging behaviors to a community-based setting