

CURRICULUM VITAE

**Rose Iovannone, Ph.D.**

University of South Florida  
College of Behavioral and Community Sciences  
Department of Child and Family Studies  
Florida Center for Inclusive Communities, a University Center for Excellence in  
Developmental Disabilities Education, Research, and Service  
13301 Bruce B. Downs Blvd., MHC 2113A  
Tampa, FL 33612  
Email: [iovannone@usf.edu](mailto:iovannone@usf.edu)  
Phone: 813-974-1696; Fax: 813-974-6115

**PRIMARY RESEARCH INTERESTS**

Individualized behavior supports—specifically functional behavior assessment and function-linked behavior support plans

Measurement—specifically feasible methods of measurement to be used by state department of education, school districts, and educational professionals for progress monitoring tier 3 behavior interventions and measuring systemic improvements

Evidence-based practices for students with autism spectrum disorder

Systems change—specifically related to implementing effective, results-driven tier 3 behavioral supports in school districts

**EDUCATIONAL BACKGROUND**

Ph.D. in Educational Psychology, June 1996  
*University of Houston, Houston, TX*

Master of Education in Special Education, June 1988  
*University of Louisville, Louisville, KY*

Bachelor of Science in Special Education, June 1976  
*Cleveland State University, Cleveland, OH*

**LICENSES AND CERTIFICATIONS**

Board Certified Behavior Analyst – Doctorate, 2008-current  
Certificate Number: 1-08-4789

Autism Diagnostic Observation Schedule (ADOS), 2002-current  
Clinical Certification

**HONORS AND REWARDS**

Southwest Educational Research Association  
Graduate Student Paper of the Year Award 1996

**PROFESSIONAL MEMBERSHIPS**

American Psychological Association (APA)	1996 - present
Association for Applied Behavior Analysis International (ABAI)	2011 - present
Council of Exceptional Children (CEC)	1985 - present
Florida Applied Behavior Analysis (FABA)	2014 - present
National Association for School Psychologists (NASP)	1998 - present
Association for Positive Behavior Support (APBS)	2004 - present

**PROFESSIONAL BACKGROUND****University of South Florida**

Department of Child and Family Studies  
 Research Assistant Professor, 2000–present

Center for Autism and Related Disabilities  
 Assistant Director, 2000-2005

Development and Pilot Testing of the Students with  
 Autism Accessing General Education (SAAGE) Model  
 Co-Principal Investigator, July 2015

Florida Diagnostic Learning Resource Center (FDLRS)  
 Multi-Disciplinary Clinic  
 Director, 2011 - present

Technical Assistance Specialist,  
 Florida Positive Behavior Support Project

Development of an Intervention Model to Improve Educational Outcomes of Youth in  
 Foster Care by Decreasing Runaway Behavior, July 2011 – June 2014.  
 Florida Center for Inclusive Communities, University of South Florida, Tampa, FL  
 Grant Consultant, 2009 - present

Evidence-Based Intervention for Severe Behavior Problems: The Prevent-Teach-Reinforce  
 Model (Randomized Controlled Trial)-CFDA #84.324P,  
 Division of Applied Research and Educational Support, University of South Florida, Tampa,  
 FL  
 Director, July 2005 – June 2010

Professional Development in Autism Center Training Center (sub-contract site)  
 Division of Applied Research and Educational Support, University of South Florida, Tampa,  
 FL  
 Co-Principal Investigator, July 2003 – June 2007

Autism Endorsement Project  
 Division of Applied Research and Educational Support, University of South Florida, Tampa, FL  
 Principal Investigator, July 2003 – June 2004

Autism System of Care  
 Division of Applied Research and Educational Support, University of South Florida, Tampa, FL  
 Principal Investigator, July 2002 – July 2005

**Other relevant experience outside of USF**

<b>University of St. Thomas</b> (Houston, TX) Adjunct Faculty Primary teaching assignment: Assessment courses	1996 to 2000
<b>Region IV Education Service Center</b> (Houston, TX) Education Specialist	1996 to 2000
<b>Cypress-Fairbanks Independent School District</b> (Houston, TX) Educational Diagnostician	1988 to 1996
<b>Conroe Independent School District</b> (Conroe, TX) Educational Diagnostician	1987-1988
<b>Houston Independent School District</b> (Houston, TX) Educational Diagnostician Elementary School Resource Teacher	1982-1987 1981-1982
<b>Greater Clark County Coop</b> (Jeffersonville, IN) Educational Diagnostician Teacher of elementary school students with emotional disabilities	1980-1981 1979-1980
<b>Center for Children with Autism</b> (Louisville, KY) Behavior interventionist	1979
<b>Jefferson County Schools</b> (Louisville, KY) Teacher of middle school students with mild intellectual disability	1978-1979
<b>Lucas County Schools</b> (Port Clinton, OH) Teacher of high school students with mild intellectual disability	1976-1978

**SCHOLARSHIP**

**Articles in Peer-Refereed Journals** (\* indicates student co-author)

\* Stuart, C., Iovannone, R., Crosland, K., Evanovich, L., & Kincaid, D. (2016). An evaluation of Check-in/Check-out with school-aged children residing in a mental health treatment

facility. *International Journal of Positive Behavioural Supports*, 2, 39-50.

- \* Slattery, L., Crosland, K., & **Iovannone, R.** (2016). An evaluation of a self-management intervention to increase on-task behavior with individuals diagnosed with attention-deficit hyperactivity disorder. *Journal of Positive Behavior Interventions*, 18, 168-179. doi:10.1177/1098300715588282.
- \* Kulikowski, L., Blair, K. S., **Iovannone, R.**, & Crosland, K. (2015). An evaluation of the Prevent-Teach-Reinforce (PTR) model in a community preschool classroom. *Journal of Behavior Analysis and Supports*, 2, 1-22.
- Iovannone, R.**, Greenbaum, P., Wang, W., Kincaid, D., & Dunlap, G. (2014). Inter-rater agreement of the Individualized Behavior Rating Scale Tool (IBRS-T). *Effective Assessment for Intervention*, 39, 195-207. doi:10.1177/1534508413488414.
- Iovannone, R.**, Anderson, C., & Scott, T. (2013). Power and control: Useful functions or explanatory fictions? *Beyond Behavior*, 22, 3-6.
- \* Sears, K. M., Blair, K. S. C., **Iovannone, R.** & Crosland, K. (2013). Using the Prevent-Teach-Reinforce model with families of young children with ASD. *Journal of Autism and Developmental Disorders*, 43, 1005-1016. doi:10.1007/s10803-012-1646-1.
- Dunlap, G., **Iovannone, R.**, Wilson, K., Strain, P., & Kincaid, D. (2010). Prevent-Teach-Reinforce: A standardized model of school-based behavioral intervention. *Journal of Positive Behavior Interventions*, 12, 9-22. doi:10.1177/1098300708330880.
- Iovannone, R.**, Greenbaum, P., Wang, W., Kincaid, D., Dunlap, G., & Strain, P. (2009). Randomized controlled trial of a tertiary behavior intervention for students with problem behaviors: Preliminary outcomes. *Journal of Emotional and Behavioral Disorders*, 17, 213-225. doi:10/177/1063426609337389.
- Iovannone, R.**, Dunlap, G., Huber, H., & Kincaid, D. (2003). Effective educational practices for students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*, 18, 150-165.
- Iovannone, R.**, & Dunlap, G. (2001). Assessment-based curricular interventions for challenging behavior. *Autism-Asperger's Digest Magazine*, September-October, 14-16.

### **Manuscripts in Review-Peer Refereed Publications**

- Iovannone, R.**, Anderson, C. A., & Scott, T. (under review). Understanding setting events: What they are and how to identify them. *Beyond Behavior*.
- Anderson, C. A., Smith, T. S., & **Iovannone, R.** (under review). Building capacity to support students with autism spectrum disorder: combining multi-tiered prevention frameworks with a modular approach to intervention. *Education and Treatment of Children*.
- Iovannone, R.**, Evanovich, L., & Kincaid, D. (under revision). Improving the adequacy of functional behavior assessment and behavior intervention in school settings. *Education and Treatment of Children*.
- \*Barnes, S., **Iovannone, R.**, Blair, K. S., Crosland, K., & Peshak-George, H. (under revision). An evaluation of the Prevent-Teach-Reinforce Model within a multi-tiered intervention system. *Journal of Positive Behavior Interventions*

### **Manuscripts in Preparation**

**Iovannone, R.**, Wang, W., Sanchez, S., Kauk, N., & Kincaid, D. (2017). The FBA/BIP Technical Adequacy Tool for Evaluation (TATE): Improving Practice.

**Iovannone, R.**, Haynes, R., McFee, K., Grace, S., Iadarola, S., Stark, C., Hodges, S., Anderson, C., & Smith, T. (2017). Feasibility of implementing evidence-based interventions for students with autism spectrum disorders: Themes from multi-site and multi-consumer focus groups

### **Books**

Dunlap, G., **Iovannone, R.**, Kincaid, D., Wilson, K., Christiansen, K., Strain, P. & English, C., (2010). *Prevent-Teach-Reinforce: A school-based model of individualized positive behavior support*. Baltimore, MD: Paul H. Brookes

### **Book Chapters**

**Iovannone, R.** & Briesch, A. (2016). Uses of DBR in individual interventions. In S. Chafouleas, T. C. Riley-Tillman, & T. Christ (Eds.), *Direct Behavior Rating (DBR): linking assessment, communication, and interventions*. New York, NY: Guilford.

**Iovannone, R.**, (2012). Teaching students with autism and on the autism spectrum. In B. G. Cook & M. Tankersley (Eds.), *Research-based practices in special education*. Saddle River, NJ: Pearson.

Dunlap, G., **Iovannone, R.**, Kincaid, D., Wilson, K., Christiansen, K., Strain, P. & English, C., (2010). *Prevent-Teach-Reinforce: A school-based model of individualized positive behavior support*. Baltimore, MD: Paul H. Brookes.

Dunlap, G., **Iovannone, R.**, & Kincaid, D. (2008). Essential components for effective educational programs. In J. K. Luisell, et al., (Eds.), *Effective practices for children with autism*. New York, NY: Oxford University Press.

**Iovannone, R.** (2007). Positive behavior support. Entry in B. S. Myles, T. C. Swanson, & J. Holverstott (Eds.), *Autism: An encyclopedia for parents and educators*. Westport, CT: Greenwood Publishing Group.

**Iovannone, R.** (2006). Positive behavior strategies for adults with Down syndrome. In S. M. Pueschel (Ed.), *Adults with Down syndrome*. Baltimore, MD: Paul Brookes

### **Books in Preparation (under contract)**

Dunlap, G., **Iovannone, R.**, Kincaid, D., Wilson K., Christiansen, K., & Strain, P. (2017). *Prevent-Teach-Reinforce: A school-based model of individualized positive behavior*

*support, Second Edition:* Under contract with Paul H. Brookes Publishing (Baltimore, MD).

**Iovannone, R.** (2017). *Prevent-Teach-Reinforce Reference Guide*. (2015). Under contract with Learning Sciences International, (West Palm Beach, FL).

### **Other Publications**

**Iovannone, R.,** & Kincaid, D. (in press). Common Tier 3 Myths. *Association for Positive Behavior Support Newsletter*.

Kincaid, D., **Iovannone, R.**, George, H., Gaunt, B. Romer, N., & Vatland, C., (2015). *A blueprint for tier 3 implementation: A results-driven system to support students with serious problem behaviors*. Report on <http://www.fldoe.org/core/fileparse.php/7690/urlt/Tier3Blueprint.pdf>.

Kincaid, D., **Iovannone, R.**, Gaunt, B., & George, H. (2011). *Implementing a multi-tiered system of support for behavior: A practical guide*. Report on [http://flpbs.fmhi.usf.edu/RTIB%20Guide%2010811\\_final.pdf](http://flpbs.fmhi.usf.edu/RTIB%20Guide%2010811_final.pdf)

## **GRANTS AND CONTRACTS**

### **Submitted External Grants and Contracts (PI or Co-PI)**

*Principal Investigator:* Redwan Alqasemi

*Co-Principal Investigator:* **Rose Iovannone**

*Title:* Utilizing Virtual Reality Technologies to Assess and Train Adolescents with ASD on Job Readiness Skills

*Funding Agency:* National Institute of Health

*Purpose:* Develop virtual reality technology to teach individuals with autism spectrum disorder skills necessary to obtain competitive employment

*Amount of Funding Requested:* \$1,119,942

### **Funded External Grants and Contracts (PI or Co-PI)**

*Principal Investigator:* Tristram Smith (University of Rochester)

*Co-Investigators:* **Rose Iovannone**, Cynthia Anderson

*Title:* Students with Autism Accessing General Education (SAAGE) Model

*Funding Agency:* Institute of Education Sciences

*Purpose:* Development of a comprehensive evidence-based program for use by teachers for elementary students with autism and intellectual/developmental disability

*Amount of Funding:* \$1,479,110.00 over 3 years

*Project Dates:* 7/1/15 – 6/30/18

Refereed

*Principal Investigator:* **Rose Iovannone**

*Title:* Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

*Funding Agency:* Florida Department of Education

*Purpose:* Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

*Amount of Funding:* \$450,000

*Project Dates:* 7/1/14 - 06/30/15

*Principal Investigator:* Sharon Hodges

*Co-Investigators:* Kimberly Crosland, **Rose Iovannone**

*Title:* Building School-Child Welfare Collaboration for Children and Youth in Foster Care

*Funding Agency:* University of South Florida Office of Community Engagement & Partnerships

*Purpose:* To understand how increased collaboration between public schools and child welfare agencies might improve educational outcomes for children and youth in the foster care system.

*Amount of Funding:* \$6,892

*Project Dates:* 5/1/13 – 4/30/14

*Principal Investigator:* **Rose Iovannone**

*Title:* Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

*Funding Agency:* Florida Department of Education

*Purpose:* Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

*Amount of Funding:* \$396,525

*Project Dates:* 7/1/13 – 6/30/14

*Principal Investigator:* **Rose Iovannone**

*Title:* Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

*Funding Agency:* Florida Department of Education

*Purpose:* Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

*Amount of Funding:* \$396,525

*Project Dates:* 7/1/12 – 6/30/13

*Principal Investigator:* **Rose Iovannone**

*Title:* Florida Diagnostic and Learning Resource Systems (FDLRS) Multidisciplinary Educational Service Centers.

*Funding Agency:* Florida Department of Education

*Purpose:* Provide range of services including diagnostic evaluation and consultation services for children and youth identified as having complex medical, educational, emotional, and/or behavioral problems

*Amount of Funding:* \$396,525

*Project Dates:* 7/1/11 – 6/30/12

*Principal Investigator:* **Rose Iovannone**

*Title:* Autism System of Care—Year 2

*Funding Agency:* Florida Developmental Disabilities Council

*Purpose:* Develop training curriculum to facilitate adoption of screening procedures by health care providers in state; 2. Develop training curriculum to build mental health providers' awareness of needs of adults with dual diagnosis (developmental disability and mental health disorder)

*Amount of Funding:* \$80,000

*Project Dates:* 4/1/04 - 4/1/05

*Principal Investigator:* **Rose Iovannone**

*Title:* Autism System of Care—Year 1

*Funding Agency:* Florida Developmental Disabilities Council

*Purpose:* Identify national effective practices for supporting individuals with autism; evaluate Florida's implementation of effective practices and identify gaps; develop strategic action plan to address gaps

*Amount of Funding:* \$75,000

*Project Dates:* 7/1/02 – 7/1/03

*Principal Investigator:* **Rose Iovannone**

*Title:* Autism Endorsement Project

*Funding Agency:* Florida Department of Education

*Purpose:* Develop a process for the educators in Florida to obtain an autism endorsement

*Amount of Funding:* \$161,500

*Project Dates:* 9/1/03 - 6/1/04

### **Grants Submitted-Not Funded**

*Principal Investigator:* **Rose Iovannone**

*Co-Principal Investigator:* Don Kincaid

*Title:* A Randomized Controlled Trial of Prevent-Teach-Reinforce for Students in Secondary Grades.

*Purpose:* Evaluate the efficacy of the PTR model with students in grades 6 through 12.

*Funding Agency:* Institute of Education Sciences

*Amount of Funding Requested:* \$3,500,000

*Status:* Grant application submitted 8/6/15

*Principal Investigator:* **Rose Iovannone**

*Co-Principal Investigator:* Don Kincaid

*Title:* A Randomized Controlled Trial of Prevent-Teach-Reinforce for Students in Secondary Grades.

*Purpose:* Evaluate the efficacy of the PTR model with students in grades 6 through 12.

*Funding Agency:* Institute of Education Sciences



*Amount of Funding Requested:* \$3,349,684.00

*Status:* Grant application submitted 8/7/14; not recommended for funding; resubmission targeted for 8/7/15

*Principal Investigator:* Tristram Smith

*Co-Principal Investigators:* **Rose Iovannone**, Cynthia Anderson

*Title:* ACE Network: RCT of Community-Based Inclusive Services for Autism (COBISA)

*Purpose:* Evaluate the efficacy of a comprehensive educational program to increase inclusion of students with autism spectrum disorders.

*Funding Agency:* National Institutes of Health

*Amount of Funding Requested:* \$1,500,000 over 5 years

*Status:* Submitted November 2011; not funded

*Principal Investigator:* Russell Kirby

*Co-Principal Investigator:* **Rose Iovannone**

*Title:* University of South Florida Leadership Education in Neurodevelopmental and Other Related Disabilities Training Program (USF LEND)

*Purpose:* Establish a clinical training program for graduate students aimed to enhance evidence-based practices working in interdisciplinary settings.

*Funding Agency:* US Department of Health Resources and Services Administration

*Amount of Funding:* \$3,000,006 over 5 years

*Status:* Submitted April 2011; Paneled and scored 89.0; not funded due to federal rule prohibiting more than one LEND clinic in a state

*Principal Investigator:* Don Kincaid

*Co-Principal Investigator:* **Rose Iovannone**

*Title:* Development of a Tertiary Behavior Support Process for use by School-based Consultants (TBS-SBC)

*Purpose:* Provide school-based behavior support professionals skills to implement the PTR process.

*Funding Agency:* Institute for Educational Sciences (IES)

*Amount of Funding:* \$1,499,499

*Status:* Resubmission June 2009; Paneled with score of 2.59

*Principal Investigator:* Don Kincaid

*Co-Principal Investigator:* **Rose Iovannone**

*Title:* Development of a Model for Delivering Tertiary Behavior Interventions and Supports to Improve Social and Behavioral Outcomes of Students (TBS).

*Funding Agency:* Institute for Educational Sciences (IES)

*Purpose:* Provide school-based behavior support professionals skills to implement the PTR process.

*Amount of Funding:* \$1,466,000

*Status:* Submitted June 2008; Paneled with score of 2.64

*Principal Investigator:* Kwang-Sun Blair

*Co-Investigator:* Kimberly Crosland, **Rose Iovannone**

*Title:* Development of Prevent-Teach-Reinforce Early Intervention (PTR-EI) Model for Infants and Toddlers with Social-Emotional and Behavioral Challenges.

*Funding Agency:* U.S. Department of Education: Institute of Educational Sciences

*Purpose:* To apply a functional assessment based model (PTR) that has been successful with school-aged children to younger children (ages 1-3).

*Amount of Requested Funding:* \$1,106,972

*Status:* Submitted March 2010; not funded

*Principal Investigator:* Kwang-Sun Blair

*Co-Investigator:* Kimberly Crosland, **Rose Iovannone**

*Title:* The Web-Enhanced Prevent-Teach-Reinforce Model for Families of Young Children with Autism Spectrum Disorders (PTR-F).

*Funding Agency:* U.S. Department of Education/OSERS/OSEP: Steppingstones of Technology Innovation for Children with Disabilities

*Purpose:* To develop a web based version of the PTR model for use with families of children who are diagnosed with autism and having challenging behaviors.

*Amount of Requested Funding:* \$395,286

*Status:* Submitted February 2010; not funded

## CONFERENCE PRESENTATIONS

### International, National, and State Conferences-Invited

**Iovannone, R.** (2017, March). *Prevent-Teach-Reinforce (PTR): A Standardized School-Based Model for Functional Behavior Assessments/Behavior Intervention Plans.* Workshop presented at the meeting of the Association for Positive Behavior Support, Denver, CO.

**Iovannone, R.** (2017, March). *Teaching Replacement Behaviors.* Session presented at the 2017 Conference on Positive Behavior Support, Tampa, FL.

**Iovannone, R.** (2017, March). *The Prevent-Teach-Reinforce Model: Improving FBA/BIP Processes and Practices.* Session presented at the meeting of the Association for Positive Behavior Support, Denver, CO.

**Iovannone, R.** (2017, January). *Alternative Approaches to Suspension and Expulsion.* Workshop presented at the Louisiana School Climate Institute-4<sup>th</sup> Annual, Shreveport, LA.

**Iovannone, R.,** Smith, L. M., & Lawson, T. (2016, October). *Prevent-Teach-Reinforce: A Comprehensive FBA/BIP Process Feasible for School Implementation.* Presentation at the 2016 National PBIS Leadership Forum, Rosemont, IL.

**Iovannone, R.** (2016, June). *Prevent-Teach-Reinforce.* Webinar presented for the British Institute of Learning Disabilities, London, UK.

**Iovannone, R.** (2016, May). *Culturally Responsive School-Wide Positive Behavior Supports.* Keynote presented at the meeting of the British Institute of Learning Disabilities, Liverpool, UK.

**Iovannone, R.** (2016, March). *Prevent-Teach-Reinforce Model: An Evidence-based Functional*

- Behavior Assessment/Intervention Process*. Workshop presented at the meeting of the Association for Positive Behavior Support, San Francisco, CA.
- Iovannone, R.** (2016, March). *Prevent-Teach-Reinforce: Making an Individualized FBA/BIP Process Feasible and Acceptable for School Implementation*. Paper presented at the meeting of the Association for Positive Behavior Support, San Francisco, CA.
- Iovannone, R.**, Smith, L., and Boyer, D. (2015, October). *Building State or District Capacity for Evidence-based FBA/BIP Processes: Prevent-Teach-Reinforce*. Paper presented at the 2015 PBIS National Forum, Chicago, IL.
- Kincaid, D. & **Iovannone, R.** (2015, October). *Multi-tiered Systems of Support: Developing a Results-Driven Tier 3 System*. Paper presented at the 2015 PBIS National Forum, Chicago, IL.
- Iovannone, R.** (2015, May). *Update on PBS Modules for PDA*. Training presented for the Annual FDLRS Spring HRD Meeting, Altamonte Springs, FL
- Iovannone, R.**, & Kincaid, D. (2015, March). *How is Your Tier 3 System Working for Your Students?* Paper presented at the meeting of the Association for Positive Behavior Support, Boston, MA
- Iovannone, R.** (2015, March). *Prevent-Teach-Reinforce Model: An Evidence-based Functional Behavior Assessment/Intervention Process*. Workshop presented at the meeting of the Association for Positive Behavior Support, Boston, MA
- Iovannone, R.** (2014, March). *Prevent-Teach-Reinforce Model: A Tier 3 Behavior Intervention Process*. Workshop presented at the meeting of the Association for Positive Behavior Support, Chicago, IL
- Iovannone, R.** (2013, October). *FBA/BIP Technical Adequacy: Building Effective School-Based Practices*. Paper presented at the meeting of the Florida Council of Exceptional Children (CEC), St. Petersburg, FL.
- Iovannone, R.** (2013, September). *Using the FBA/BIP Technical Adequacy Evaluation Tool (TATE) to Determine how well your District is doing*. Paper presented at the meeting of the Florida Administrators Management Meeting (AMM), St. Petersburg, FL.
- Iovannone, R.** (2013, May). *The Prevent-Teach-Reinforce Model of Individualized Positive Behavior Support*. Paper presented at the meeting of the BILD (British Institute of Learning Disabilities) International Research and Practice Conference (Pre-conference research symposium), Brighton, Great Britain.
- Iovannone, R.** (2013, May). *Developing a Multi-tiered Continuum of Positive Behavior Supports for Students with Autism Spectrum Disorders*. Keynote presented at meeting of the BILD (British Institute of Learning Disabilities) International Research and Practice Conference, Brighton, Great Britain.
- Iovannone, R.** (2013, March). *Prevent-Teach-Reinforce Model: A School-based Individualized (Tier 3) Behavior Support Model*. Pre-conference workshop presented at the meeting of the Association for Positive Behavior Support, San Diego, CA.
- Kincaid, D. & **Iovannone, R.** (2013, March). *Are You Struggling with Tier 3? Twelve Issues and Solutions*. Paper presented at the meeting of the Association for Positive Behavior

Supports, San Diego, CA.

- Iovannone, R., & Christiansen, K.** (2012, March). *Prevent-Teach-Reinforce Model (PTR): A Tier 3 Behavior Intervention Accepted by Teachers*. Invited Workshop presented at the meeting of the Association for Positive Behavior Supports, Atlanta, GA.
- Iovannone, R., Christiansen, K., & Wilson, K.** (2011, March). *Prevent-Teach-Reinforce (PTR): An Effective Tier 3 RTI Model for Behavior*. Workshop presented at the meeting of the Association for Positive Behavior Support, Denver, CO.
- Eber, L., & **Iovannone, R.** (2011, October). *Assisting Districts in Assessing and Planning for Tier 3 Supports*. Paper presented at the meeting of the National PBIS Leadership Forum, Rosemont, IL.
- Iovannone, R.** (2010, October). *Prevent-Teach-Reinforce: An Efficacious Tier 3 Intervention*. Paper presented at the 2010 National PBIS Leadership Forum, Chicago, IL.
- Iovannone, R.** (July 2010, July). *Team Functioning and Data Analysis Related to Multi-Tiered Behavior Supports*. Invited Workshop presented at the annual Florida Association for School Psychologists (FASP). St. Pete Beach, FL
- Iovannone, R.,** (2010, July). *Prevent-Teach-Reinforce Model: A Tier 3 Behavior Intervention That Really Works*. Invited workshop at the annual MEGA conference, Mobile, AL.
- Iovannone, R., & Christiansen, K.** (2010, March). *Prevent-Teach-Reinforce Model: A Tier 3 Behavior Intervention That Really Works!* Workshop presented at the meeting of the Association for Positive Behavior Support (APBS), St. Louis, MO.
- Iovannone, R., Anderson, C., & Scott, T.** (2010, March). *Strategies for implementing effective Tier 3 supports in typical school environments*. Paper presented at the meeting of the Association for Positive Behavior Support (APBS), St. Louis, MO.
- Iovannone, R., & Christiansen, K.** (2009, March). *Prevent-Teach-Reinforce Model: A Tertiary Intervention That Really Works!* Workshop presented at the meeting of the Association for Positive Behavior Support, Jacksonville, FL.
- Iovannone, R.,** (2009, March). *Prevent-Teach-Reinforce: Teacher Driven Functional Assessment and Intervention*. Invited Paper presented at the meeting of the Association for Positive Behavior Support, Jacksonville, FL.
- Iovannone, R.** (October, 2008). *Autism and Evidence-Based Practices*. Key-note presentation at the meeting of the South Carolina Autism Society of America, Columbia, SC
- Iovannone, R., Wehby, J., Sumi, C., & Woodridge, M.** (July, 2008). *Implementing Evidence-Based Mental Health Intervention in Schools*. Paper presented at the meeting of the Georgetown Institute, Nashville, TN
- Iovannone, R.** (2008, December). *Prevent-Teach-Reinforce: A Behavior Intervention that Works in Schools*. Paper presented at the meeting of the Texas State Conference on Autism, Arlington, TX.
- Iovannone, R., English, C., Wilson, K., & Oliver, P.** (2008, March). *The Prevent-Teach-Reinforce Model: A Tertiary Process that Really Works in Schools*. Workshop presented at the meeting of the Association for Positive Behavior Supports, Chicago, IL

**Iovannone, R.** (2008, March). *Prevent-Teach-Reinforce (PTR): Teacher-Driven Functional Assessment and Intervention*. Paper presented at the meeting of the Association for Positive Behavior Support, Chicago, IL

### **Submitted and Accepted International and National Conference Presentations**

**Iovannone, R.**, Christiansen, K., & Romer, N. (2017, March). *Is Your District Producing High Quality FBA/BIPs? The TATE and Improving Practice*. Session presented at the meeting of the Association for Positive Behavior Support, Denver, CO.

Greenwald, A., Soracco, J., Sabey, C., & **Iovannone, R.** (2017, March). *A Panel Discussion on Applied Behavior Analysis and Positive Behavior Support*. Symposium presented at the meeting of the Association for Positive Behavior Support, Denver, CO.

Anderson, C., Barry, S., & **Iovannone, R.** (2017, March). *Providing Evidence-Based Individualized Supports to Students with Autism Spectrum Disorder*. Session presented at the meeting of the Association for Positive Behavior Support, Denver, CO.

**Iovannone, R.**, & Romer, N. (2017, February). *Is Your District Producing High Quality FBA/BIPs? The TATE and Improving Practice*. Session presented at the meeting of the National Association for School Psychologists, San Antonio, TX.

**Iovannone, R.** & Romer, N. (2016, February). *The FBA/BIP Technical Adequacy Tool for Evaluation (TATE): Improving Practice*. Paper presented at the meeting of the National Association for School Psychologists, New Orleans, LA.

**Iovannone, R.**, & Romer, N. (2015, November). *The FBA/BIP Technical Adequacy Tool for Evaluation (TATE): Improving Practice*. Paper presented at the meeting of the Florida Association for School Psychologists, Orlando, FL.

**Iovannone, R.** (2015, March). *Prevent-Teach-Reinforce: Making an Individualized Behavior Intervention Process Feasible for Implementation*. Paper presented at the meeting of the Association for Positive Behavior Support, Boston, MA.

Christiansen, K., **Iovannone, R.**, & Romer, N. (2015, March). *The FBA/BIP Technical Adequacy Tool for Evaluation (TATE): Improving Practice*. Paper presented at the meeting of the Association for Positive Behavior Support, Boston, MA.

**Iovannone, R.**, & Romer, N. (2015, February). *The FBA/BIP Technical Adequacy Tool for Evaluation (TATE): Improving Practice*. Paper presented at the meeting of the National Association for School Psychologists, Orlando, FL.

Gaunt, B., & **Iovannone, R.** (2014, November). *Redesigning Tier 3 Behavior Practices in Schools*. Paper presented at the meeting of the Florida Association for School Psychologists, Sarasota, FL.

**Iovannone, R.** (2014, September). *Redesigning Tier 3 Behavior Practices in Schools*. Symposium presented at the meeting for Florida Applied Behavior Analysis, Bonita Springs, FL.

- Iovannone, R.**, Christiansen, K., & Romer, N. (2014, March). *The FBA/BIP Technical Adequacy Tool for Evaluation (TATE): Applications for Improving Practice*. Paper presented at the meeting of the Association for Positive Behavior Support, Chicago, IL
- Iovannone, R.** (2014, March). *Prevent-Teach-Reinforce: Making an Individualized Behavior Intervention Process Feasible for Implementation*. Paper presented at the meeting of the Association for Positive Behavior Support, Chicago, IL
- Crosland, K., Vatland, C., & **Iovannone, R.** (2014, March). *Stay Put! Enhancing Stability for Youth in Foster Care who Run Away*. Paper presented at the meeting of the Association for Positive Behavior Support, Chicago, IL
- Iovannone, R.** (2013, March). *Prevent-Teach-Reinforce: Making an Individualized Behavior Intervention Process Feasible for Implementation*. Paper presented at the meeting of the Association for Positive Behavior Support, San Diego, CA.
- Iovannone, R.**, Hodges, S., & Crosland, K. (2014, February). *Improving Educational Success for Youth in Foster Care who Run Away*. Paper presented at the meeting of the National Association of School Psychologists (NASP), Washington, DC.
- Iovannone, R.** (2013, September). *Evaluating the Technical Adequacy of School-Based FBAs and BIPs*. Symposium presentation at the meeting of the Florida Association for Behavior Analysis, Daytona Beach, FL.
- Christiansen, K. & **Iovannone, R.** (2013, March). *Teacher Coaching: A Practical Process Toward Implementing Behavior Intervention Plans with Fidelity*. Paper presented at the meeting of the Association for Positive Behavior Support, San Diego, CA
- Iovannone, R.** (2013, March). *Evaluating FBA and BIP Technical Adequacy: How are Schools Really Doing?* Paper presented at the meeting of the Association for Positive Behavior Support, San Diego, CA.
- Iovannone, R.** & Ferreira, K. (2013, February). *Improving Educational Success of Youth in Foster Care who Run Away*. Paper presented at the meeting of the National Association of School Psychologists (NASP), Seattle, WA
- Iovannone, R.**, & Christiansen, K. (2012, March). *Evaluating the Technical Adequacy of FBAs and BIPs: How are Schools Doing?* Paper presented at the meeting of the Association for Positive Behavior Support, Atlanta, GA.
- Christiansen, K., & **Iovannone, R.** (2012, March). *Coaching and Teacher Training: Steps Toward Implementing Behavior Intervention Plans with Fidelity*. Paper presented at the meeting of the Association for Positive Behavior Support, Atlanta, GA.
- White, M., Childs, K., & **Iovannone, R.** (2012, March). *Lessons Learned: Supporting District Leadership Teams in Tier 3 Systems Change*. Paper presented at the meeting of the Association for Positive Behavior Support, Atlanta, GA.
- Iovannone, R.**, Clarke, S., & Crosland, K. (2011, May). *Application of Functional Behavior Assessment-Based Interventions in Diverse Community Contexts*. Paper presented at the meeting of the Applied Behavior Analysis International, Denver, CO.

- Currie, S., Bunsen, T., Butz, J., & **Iovannone, R.** (2011, March). *ABA & PBS: Is There Really a Difference?* Paper presented at the meeting of the Association for Positive Behavior Support, Denver, CO.
- Iovannone, R.**, & Christiansen, K. (2011, March). *Evaluating the Technical Adequacy of FBAs and BIPs: How are Schools Doing?* Paper presented at the meeting of the Association for Positive Behavior Support, Denver, CO.
- Iovannone, R.** (2011, February). *Prevent-Teach-Reinforce: An Efficacious Tier 3/RTI Behavior Model.* Paper presented at the meeting of the National Association for School Psychologists (NASP), San Francisco, CA.
- Iovannone, R. & Wilson, K. J.** (2010, December). *Prevent-Teach-Reinforce: An Efficacious Tier 3 Intervention.* Paper presented at the meeting of the Association for Persons with Severe Disabilities (TASH), Denver, CO.
- Iovannone, R.** (2010, September). *Prevent-Teach-Reinforce: An Efficacious Function-Based Intervention.* Paper presented at the meeting of the Autism Spectrum Disorder Network, Tampa, FL.
- Iovannone, R.** (2010, April). *Prevent-Teach-Reinforce (PTR): An Evidence-Based Tier 3 Behavior Intervention.* Paper presented at the meeting of the Council for Exceptional Children (CEC), Nashville, TN.
- Iovannone, R.** (2010, March). *Randomized Controlled Trial Outcomes from Prevent-Teach-Reinforce (PTR): A Tier 3 Intervention.* Paper presented at the meeting of the Association for Positive Behavior Support (APBS).
- Iovannone, R.**, Chafouleas, S., & Cheney, D. (2010, March). *Direct Behavior Rating (DBR): Tools for Progress Monitoring within Multi-Tiered Behavioral Support.* Paper presented at the meeting of the Association for Positive Behavior Support (APBS), St. Louis, MO.
- Iovannone, R.** (2009, November). *Prevent-Teach-Reinforce: Function-Based Support Intervention That Really Works In Schools.* Paper presented at the meeting of The Association for Persons with Severe Disabilities, (TASH), Pittsburgh, PA
- Iovannone, R.**, Kincaid, D., Dunlap, G., Christiansen, K., Strain, P., Wilson, K., Oliver, P., & Purcell, E. (2009, June). *Effectiveness of Teacher Driven Functional Behavior Assessment and Intervention.* Poster session presented at the meeting of the Institute for Education Sciences, Washington, DC.
- Iovannone, R.** (2009, May). *Prevent-Teach-Reinforce: An Effective and Efficient Process for Schools.* Paper presented at the meeting of the Association for Behavior Analysis International, Phoenix, AZ.
- Iovannone, R.**, & Christiansen, K. (2009, April). *Prevent-Teach-Reinforce Model: A Behavior Intervention Process That Really Works in Schools.* Paper presented at the meeting of the Council of Exceptional Children, Seattle, WA.
- Iovannone, R.**, Kincaid, D., Scott, T., & Anderson, C. (2009, March). *Making Tertiary Processes Work in Authentic School Environments.* Panel presentation at the meeting of the Association for Positive Behavior Support, Jacksonville, FL.

- Iovannone, R.** (2009, February). *PTR: An evidence-based teacher driven tertiary behavioral intervention model*. Paper presented at the meeting of the National Association for School Psychologists, Boston, MA.
- Iovannone, R.** (2008, November). *PTR: Effectiveness of a Team-Driven Tertiary Behavior Intervention*. Paper presented at the annual Network of Autism Training and Technical Assistance Programs (NATTAP), Columbus, OH
- Bradshaw, M., McIntyre, M., & **Iovannone, R.** (2008, November). *A Statewide Strategic Planning Process to Improve Services for Students with Autism Spectrum Disorders*. Paper presented at the meeting of the Network of Autism Training and Technical Assistance Programs, Columbus, OH.
- Iovannone, R.,** & Christiansen, K. (2008, October). *Identification and Progress Monitoring at Tier 3: Prevent-Teach-Reinforce*. Paper presented at the meeting of the National Forum for Implementation of School-Wide Positive Behavior Supports, Chicago, IL.
- Iovannone, R.** (2008, October). *Teacher Driven Individualized Behavior Supports: Are they Effective?* Paper presented at the meeting of the Florida Council of Exceptional Children, Sarasota, FL
- Iovannone, R.** (2008, May). *Prevent-Teach-Reinforce: An Evidence-Based Tertiary Support Model*. Paper presented at the meeting of the Society for Prevention Research, San Francisco, CA
- Oliver, P., Wilson, K., Strain, P., **Iovannone, R.,** & English, C. (2008, May). *Prevent-Teach-Reinforce (PTR). A Protocol for Tertiary Level Supports that are Manageable and Effective in Classrooms*. Workshop presented at the meeting of the Association for Behavior Analysis International, Chicago, IL.
- Iovannone, R.,** & English, C. (2008, April). *Individualized Positive Behavior Support: Is it Evidence-Based?* Paper presented at the meeting of the Council for Exceptional Children, Boston, MA.
- Iovannone, R.,** Dunlap, G., Schwartz, I., & Christodulu, K., (2008, March). *Evidence-Based Practices for Students with Autism: What's Impacting Their Implementation?* Panel session at the meeting of the Association for Positive Behavior Support, Chicago, IL.
- Iovannone, R.,** English, C. (2008, February). *Prevent-Teach-Reinforce (PTR): An Evidence-Based Tertiary Behavior Support Process*. Paper presented at the meeting of the National Association for School Psychologists, New Orleans, LA.

### **Other Selected Professional Development Presentations (since 2013)**

- Iovannone, R.** (2015, April). *Advanced PTR/Behavior Interventions*. Training presented for the Delaware Positive Behavior Support Project, Dover, DE.
- Iovannone, R.** (2015, April). *Prevent-Teach-Reinforce (PTR): An Evidence-Based Functional Behavior Assessment/Behavior Intervention Process for Students Needing Tier 3 Supports*. Training presented for the Prairie Valley School Division, Regina, SK.



- Iovannone, R.** (2014, October). *Prevent-Teach-Reinforce (PTR): A Tier 3 Functional Behavior Assessment/Behavior Intervention Process*. Training presented for the Delaware Positive Behavior Support Project, Dover, DE.
- Iovannone, R.** (2014, October). *ADHD/Behavior Strategies*. Presentation at the North Dakota Department of Public Instruction Fall Conference, Bismarck, ND.
- Iovannone, R.** (2014, July). *Tier 1 Positive Behavior Support: Addressing the Behaviors of All Students*. Three-day training presented to the Anchorage School District, Anchorage, AK.
- Iovannone, R.** (2014, April). *Advanced PTR/Behavior Interventions*. Training presented for the Delaware Positive Behavior Support Project, Dover, DE.
- Iovannone, R.** (2014 February). *Developing Effective and Feasible Function-Based Intervention Plans for Students in Elementary Grade Levels*. Presentation at the Pennsylvania Department of Education Conference, Hershey, PA
- Iovannone, R.** (2014 February). *Developing Effective and Feasible Function-Based Intervention Plans for Students in Middle and High School*. Presentation at the Pennsylvania Department of Education Conference, Hershey, PA
- Iovannone, R.** (2014, February). *Prevent-Teach-Reinforce Model: A Tier 3 Behavior Intervention Process-Kick-Off Day*. Training presentation at the Pennsylvania Training and Technical Assistance Network, Pittsburgh, PA.
- Iovannone, R.** (2013, October). *Prevent-Teach-Reinforce (PTR): A Tier 3 Functional Behavior Assessment/Behavior Intervention Process*. Training presented for the Delaware Positive Behavior Support Project, Dover, DE.
- Iovannone, R.** (August 2013, August). *Prevent-Teach-Reinforce Model: A Tier 3 Behavior Intervention Process*. Training presented for the North Dakota Department of Public Instruction, Grand Forks, West Fargo, & Bismarck, ND.

## UNIVERSITY TEACHING

### Courses Taught

#### University of South Florida

##### College of Behavioral and Community Sciences

MHS 6941 Applied Field Experience	2016 Fall
MHS 6941 Applied Field Experience	2017 Spring
MHS 6915 Directed Research in Behavior and Social Sciences	2015 Summer
MHS 6915 Directed Research in Behavior and Social Sciences	2015 Spring
MHS 6915 Directed Research in Behavior and Social Sciences	2014 Spring
MHS 6915 Directed Research in Behavior and Social Sciences	2013 FALL
MHS 4906: Directed Study.	2013 Fall

#### College of Education

SPSS 7700: Advanced Behavior Interventions Psychological and Social Foundations	2003 –2016
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New Courses Developed

MHS 6945 – Leadership Practicum in Agencies Servicing Children and Adolescents with Developmental Disabilities – Fall 2014.

**COMMITTEES**ThesisActive

2017-present Casie Peet, Master's thesis committee member (school psychology)  
 2015-present Renee Ornduff, Ed.S. thesis committee member (school psychology)  
 2012-present Tora Jenkins: Master's thesis faculty advisor

Completed

2015-2016 Emily Baton, Master's thesis committee member (ABA)  
 2015-2016 Elizabeth Cassell, Master's thesis committee member (ABA)  
 2015-2016 Kaitlin Sullivan, Master's thesis committee member (ABA)  
 2014-2015 Sara Barnes: Master's thesis faculty advisor  
 2011-2014 Andrea Perdomo: Master's thesis faculty advisor  
 2012-2014 Crystal Stuart: Master's thesis committee member  
 2013-2014 Miriam Tye: Master's thesis committee member  
 2012-2014 Diana Sanguino: Master's thesis committee member  
 2012-2014 Lindsey Slattery: Master's thesis committee member  
 2012-2014 Taylor Ferguson: Master's thesis committee member  
 2010-2011 Jacob Daar: Master's thesis committee member  
 2010-2012 Stevie-Marie Swift: Master's thesis committee member  
 2009-2010 Anna K. Caravello: Master's thesis committee member  
 2009-2010 Kacie Sears: Master's thesis committee member  
 2009-2010 Laura L. Kulikowski: Master's thesis committee member  
 2009-2010 Paula Chan. Master's thesis committee member  
 2008-2010 Lindsey Merritt. Master's thesis faculty advisor  
 2005-2006 Aja M. Meyer: Education Specialist thesis committee member

DissertationActive

2014-present Lindsey Slattery: Doctoral dissertation faculty advisor  
 2014-present Sindy Sanchez: Doctoral dissertation committee member  
 2014-present Leslie Singer: Doctoral dissertation committee member  
 2014-present Mallory Quinn: Doctoral dissertation committee member

Completed

2012-2013 Bonnie Woods: Doctoral dissertation committee member  
 2008-2011 Jenine Sansosti: Doctoral dissertation committee member  
 2005-2008 Kahlila G. Mack: Doctoral dissertation committee member

## ACADEMIC AND PROFESSIONAL SERVICE

### Elected Officer Positions – Professional Organizations

Association for Positive Behavior Support (APBS)  
Board Member (2015-present)  
Vice-President (2017-present)

Association for Applied Behavior Analysis International  
President of the Positive Behavior Support Special Interest Group (2012– present)

Florida Association for School Psychologists (FASP)  
Executive Board Member (2015-present)

### Advisory Panels

#### **The British Institute of Learning Disabilities**

Expert Advisor 2015 April - present

#### **Children’s Movement of Florida**

Advisory Panel Representative 2013 – present  
University representative to a non-partisan grassroots movement to increase the state’s investment in young children (between the ages of birth and 5)

#### **Florida Department of Education Indicator 4 Group**

Advisory Panel Member 2013 July- 2014 June  
Developed recommendations to reduce disproportionality of students with emotional/behavior disorders

#### **Florida Department of Education Core Group**

Advisory Panel Member 2012 July-2013 June  
Developed an Evaluation Rubric for Non-instructional Exceptional Student Education Personnel

#### **Florida Department of Education Workgroup**

Best Practices in Evaluation and Identification 2016 July – Present

### Guest/Ad Hoc Review Activities

*Applied School Psychology* 2014 – present

*The Autism Journal* 2011 – 2012

*Beyond Behavior* 2017

*Education and Treatment of Children* 2012-2014

*Journal of Behavioral Health Services & Research* 2009

*Journal of Early Intervention* 2005

*Journal of Mental Health and Aging* 2004

*Journal of Positive Behavior Interventions* 2007 – present

*Journal of Special Education* 2010 – present

*Topics in Early Childhood* 2005 – 2011

Brookes Publishing 2009 – present

Jessica Kingsley Publishers 2012 – 2013

University of North Carolina, National Autism Center, 2012

*Evidence-Based Practices Update Workgroup*

- Served as a reviewer of studies and rated evidence-based practices for inclusion in the Phase 2 *National Standards Project Report*

### **University Committee Participation**

College of Behavioral and Community Sciences, Department of Child and Family  
Studies Impact Report Writing Team 2013-present

Governance Committee 2012-2014

### **State, School, or Community-Based Service/Consultation**

#### **Delaware Department of Education (Dover, DE)**

2014 August - 2015 June

- Paid consultant to provide technical assistance, and consultation on helping the state to evaluate waiver applications for use of mechanical restraints and seclusion procedures.

#### **Delaware Positive Behavior Support Project**

2011 October-present

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports. A joint project of the University of Delaware Center for Disabilities Studies and the Delaware Department of Education.

#### **North Dakota Department of Public Instruction (Bismarck, ND)**

2011 September-present

- Paid consultant to provide technical assistance, professional development, and consultation

on implementing individualized behavior supports.

**Pennsylvania Training and Technical Assistance Network** (Pittsburgh, King of Prussia, & Harrisburg, PA)

2012 December-present

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports.

**Anchorage School District** (Anchorage, AK)

2010 September-November 2014

- Paid consultant to provide technical assistance, professional development, and consultation on implementing a multi-tiered system of behavior supports.

**SUNY-Albany Center for Autism and Related Disabilities** (Albany, NY)

2006 August-present

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior interventions and evidence-based practices for autism spectrum disorders

**Louisiana Department of Education** (Baton Rouge, LA)

2011 May-2013 May

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports.

**Mississippi Bend Area Education Agency** (Bettendorf, IA)

2011 September-June 2013

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports

**Prairie Lakes Area Education Agency** (Pocahontas, IA)

2009 August- 2010 June

- Paid consultant to provide technical assistance, professional development, and consultation on implementing individualized behavior supports

**Humble Independent School District** (Humble, TX)

2006 February

- Provided expert testimony on due process case related to a student with autism spectrum disorder