

VITA

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Academic Background

- Ph.D. Special Education/Early Childhood Special Education
Florida State University, 1989
- M.S. Mental Retardation, Florida State University, 1985
- B.S. Mental Retardation, Florida State University, 1977

Professional Experience

- 03/06 – present Co-Director, University of South Florida University Center for Excellence
in Developmental Disabilities, College of Behavioral and Community
Sciences, University of South Florida
- 12/04 – present Division Director and Professor, Department of Child and Family Studies,
College of Behavioral and Community Sciences, University of South
Florida
- 11/01 – 12/04 Research Professor, Department of Child and Family Studies, Florida
Mental Health Institute, University of South Florida
- 1/95 - 11/01 Research Associate Professor, Department of Child and Family Studies,
Florida Mental Health Institute, University of South Florida
- 1/94- 12/95 Research Assistant Professor, Department of Child and Family Studies,
Florida Mental Health Institute, University of South Florida
- 1989 - 1993 Visiting Assistant Professor, Department of Special Education, University
of Florida
- 1987 - 1989 Adjunct Instructor, Department of Special Education,
Florida State University
- 1979 - 1985 Teacher, Profound Mentally Handicapped, Leon County Schools, FL
- 1978 - 1979 Teacher, Educable Mentally Handicapped, Jefferson County Schools, FL

Publications

Journal Articles

Hemmeter, M. L., Snyder, P. A., Fox, L., & Algina, J. (2016). Evaluating the implementation of the Pyramid Model for promoting social-emotional competence in early childhood classrooms *Topics in Early Childhood Special Education, 36*, 133-146.

Kincaid, D., Dunlap, G., Kern, L., Lane, K. L., Bambara, L. M., Brown, F, Fox, L., & Knoster, T. P. (2016). Positive Behavior Support A Proposal for Updating and Refining the Definition. *Journal of Positive Behavior Interventions, 18*, 69-73.

Snyder, P. A., Hemmeter, M.L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education, 35*, 133-143.

Snyder, P. A., Hemmeter, M. L., Fox, L., Bishop, C. C., & Miller, M. D. (2013). Developing and Gathering psychometric evidence for a fidelity instrument the Teaching Pyramid Observation Tool–Pilot Version. *Journal of Early Intervention, 35*, 150-172.

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Fox, L., Lentini, R., Binder, D. P. (2013). Promoting the social-emotional competence of all children: Implementing the Pyramid Model program-wide. *Young Exceptional Children Monograph Series No. 15*, 1-13.

Dunlap, G., & Fox, L. (2011). Function-based interventions for children with challenging behavior. *Journal of Early Intervention, 33*, 333-343.

Fox, L., Hemmeter, M.L., Snyder, P. S., Binder, D. P., & Clarke, S. (2011). Coaching early childhood special educators to implement a comprehensive model for the promotion of young children's social competence. *Topics in Early Childhood Special Education, 31*, 178-192.

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Blair, K.S., Fox, L., & Lentini, R. (2010). Positive behavior support for young children with developmental and behavioral challenges: An evaluation of generalization. *Topics in Early Childhood Special Education, 30*, 68-79.

- Fox, L., Carta, J., Stain, P. S., Dunlap, G., and Hemmeter, M. L. (2010). Response to Intervention and the Pyramid Model. *Infants and Young Children, 23*, 3-14.
- Hemmeter, M.L., & Fox, L., (2009). The Teaching Pyramid: A model for the implementation of classroom practices within a program-wide approach to behavior support. *NHSA Dialogue, 12*, 133-147.
- Stahmer, A. C., Sutton, D. T., Fox, L., & Leslie, L. K. (2008). State Part C agency practices and the Child Abuse Prevention and Treatment Act (CAPTA). *Topics in Early Childhood Special Education, 28*, 99-108.
- Duda, M., Clarke, S., Fox, L., & Dunlap, G. (2008). Implementation of Positive Behavior Support with a Sibling Set in the Home Environment. *Journal of Early Intervention, 30*, 213-236.
- Hemmeter, M.L., Fox, L., Jack, S., Broyles, L., & Doubet, S. (2007). A program-wide model of positive behavior support in early childhood settings. *Journal of Early Intervention, 29*, 337-355.
- Dunlap, G., & Fox, L. (2007). Parent-professional partnerships: A valuable context for addressing challenging behaviors. *International Journal of Development, Disability and Education, 54*, 273-285.
- Powell, D., Fixsen, D., Dunlap, G., Smith, B., & Fox, L. (2007). A synthesis of knowledge relevant to service utilization and delivery for young children with or at risk of challenging behavior. *Journal of Early Intervention, 29*, 81-106.
- Dunlap, G., Strain, P. S., Fox, L., Carta, J., Conroy, M., Smith, B., et al. (2006). Prevention and intervention with young children's challenging behavior: A Summary of current knowledge. *Behavioral Disorders, 32*, 29-45.
- Hemmeter, M. L., Ostrosky, M., & Fox, L. (2006). Social and emotional foundations for early learning: A conceptual model for intervention. *School Psychology Review, 35*(4), 583-601.
- Fox, L., & Lentini, R. H. (2006). You got it! Teaching social and emotional skills. *Young Children, 61*(6), 36-42.
- Fox, L., & Clarke, S. (2006). Aggression? Using positive behavior support to address challenging behavior. *Young Exceptional Children Monograph Series, 8*, 42-56.
- Hemmeter, M. L., Fox, L., & Doubet, S. (2006). Together we can: An early childhood center's program wide approach to addressing challenging behavior. *Young Exceptional Children Monograph Series, 8*, 1-14.
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Fox, L., Vaughn, B. J., Wyattte, M. L., & Dunlap, G. (2002). "We can't expect other people to understand": Family perspectives on problem behavior. *Exceptional Children, 68*(4), 437-450.

Fox, L., Dunlap, G., & Cushing, L. (2002). Early intervention, positive behavior support, and transition to school. *Journal of Emotional and Behavior Disorders, 10*(3), 149-157.

Fox, L. & Little, N. (2001). Starting early: School-wide behavior support in a community preschool. *Journal of Positive Behavior Interventions, 3*, 251-254.

Fox, L. & Dunlap, G. (2002). Family-centered practices in positive behavior support. *Beyond Behavior, 11*, 24-25.

Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., Sailor, W., Anderson, J., Albin, R. W., Koegel, L. K., & Fox, L. (2002). Positive behavior support: Evolution of an applied science. *Journal of Positive Behavior Interventions, 4*, 4-16

Fox, L., Dunlap, G., & Benito, N. (2001). Vincent's Story: From Head Start to Fourth Grade. *Beyond Behavior, 11*, 5-6.

Dunlap, G., Newton, J. S., Fox, L., Benito, N., & Vaughn, B. (2001). Family Involvement in Functional Assessment and Positive Behavior Support. *Focus on Autism and Other Developmental Disabilities, 16*, 215-221.

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Fox, L., Dunlap, G., & Philbrick, L.A. (1997). Providing individualized supports to young children with autism and their families. *Journal of Early Intervention, 21*, 1-14.

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Hanline, M.F. & Fox, L. (1994). The use of assessment portfolios with young children with disabilities. *Assessment in Rehabilitation and Exceptionality, 1*(1), 40-57.

Fox, L. & Hanline, M.F. (1993). A preliminary evaluation of learning within developmentally appropriate early childhood settings. *Topics in Early Childhood Special Education, 13*, 308-327.

Hanline, M.F. & Fox, L. (1993). Learning within the context of play: Providing typical early childhood experiences for children with severe disabilities. *The Journal of the Association for Persons with Severe Handicaps, 18*, 121-129.

Fox, L. & Williams, D.G. (1992). Preparing teachers of students with severe disabilities. *Teacher Education in Special Education, 15*, 97-107.

Fox, L. & Westling, D.L. (1991). A preliminary evaluation of training parents to use facilitative strategies with their children with profound disabilities. *The Journal of the Association for Persons with Severe Handicaps, 16*, 168-176.

Fox, L. (1989). Stimulus generalization and persons with profound mental handicaps. *Education and Training in Mental Retardation, 24*, 219-229.

Fox, L. & Westling, D.L. (1986). The prevalence of profoundly mentally handicapped students receiving medication in a school district. *Education and Training of the Mentally Retarded, 21*, 205-210.

Books and Book Chapters

Hemmeter, M.L., Fox, L., Strain, P., Hardy, J. K., & Joseph, J. (in press). How do we design and implement tier 2 instructional supports to promote social emotional outcomes and prevent challenging behaviors? In J. Carta and R.M. Young (Eds), *Guide for response to intervention in early education*. Baltimore: Paul H. Brookes.

Fox, L., Smith, B. J., & Law, D. P. (in press). How do we scale-up multi-tiered systems of support? In J. Carta and R.M. Young (Eds), *Guide for response to intervention in early education*. Baltimore: Paul H. Brookes

Dunlap, G., Strain, P.S., Lee, J.K., Joseph, J. D., Vatland, C., & Fox, L. (2017). *Prevent-Teach-Reinforce for families: A model of individualized positive behavior support for home and community*. Baltimore: Paul H. Brookes.

Hemmeter, M.L., Fox, L., & Hardy, J. (2016). Supporting the Implementation of Tiered Models of Behavior Support in Early Childhood Settings. In Brian Reichow, Brian A. Boyd, Erin E.

Barton, Samuel L. Odom (Eds.), *Handbook of Early Childhood Special Education* (pp. 247-265). New York: Springer Publishing.

Westling, D. L., Fox, L., & Carter, E. (2015). *Teaching Students with Severe Disabilities*. Fifth edition. Prentice Hall/Merrill Publishing.

Vaughn, B.J., & Fox, L. (2015). Cultural and contextual fit: Juan's family as active team members In F. Brown, J. Anderson, & R. DePry (Eds.), *Individual positive behavior supports: A standards-based guide to practices in school and community-based settings* (pp.433-446). Baltimore, MD: Paul H. Brookes Publishing.

Dunlap, G., & Fox, L. (2014). Positive behavior support, Early Childhood Intervention. In C. R. Reynolds, K. J. Vannest, and E. Fletcher-Janzen (Eds). *Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals, volume 1, fourth edition* (p. 905). Hoboken, NJ: John Wiley & Sons, Inc.

Encyclopedia of Special Education: A Reference for the Education of Children, Adolescents, and Adults Disabilities and Other Exceptional Individuals, Volume 1, 4th Edition

Fox, L., Hemmeter, M.L., & Snyder, P. S. (2014). *Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT™), Research Edition*. Baltimore: Paul H. Brookes.

Hemmeter, M.L., Fox, L., & Snyder, P. S. (2014). *Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT™) Manual, Research Edition*. Baltimore: Paul H. Brookes.

Fox, L., Hanline, M.F., Woods, J.J., & Mickelson, A. M. (2014). Early intervention and early education. In M. Agran, F. Brown, C. Hughes, C. Quirk, & D. Ryndak (Eds.), *Equity and full participation for individuals with severe disabilities: A vision for the future* (pp.133-154). Baltimore: Paul H. Brookes.

Dunlap, G., & Fox, L. (2013). Supportive interventions for young children with social, emotional, and behavioral delays and disorders. In H.M. Walker & F.M. Gresham (Eds.), *Evidence-based practices for addressing school-related behavior problems and disorders* (pp. 503-517). New York: Guilford Press.

Hemmeter, M.L., Fox, L., & Snyder, P. (2013). The Teaching Pyramid: A Tiered Model for Promoting Social-Emotional Competence and Addressing Challenging Behavior. In V. Buyse & E. Peisner-Feinberg (Eds.), *Handbook of Response to Intervention (RTI) in early childhood* (pp. 85-101). Baltimore: Paul H. Brookes.

Dunlap, G., Strain, P., & Fox, L. (2012). Positive behavior support and young people with autism: Strategies of prevention and intervention. In B. Kelly & D.F. Perkins (Eds.), *The Cambridge handbook of implementation science for educational psychology* (pp. 247-263). New York: Cambridge University Press

Fox, L., (2010). Helping families address challenging behavior and promote social development. In R. A. McWilliam (Eds.), *Working with Families of Young Children with Special Needs* (p. 237-259). New York: Guilford.

Dunlap, G., & Fox, L. (2009). Positive behavior support and early intervention. In W. Sailor, G. Dunlap, G. Sugai, and R. Horner (Eds.), *Handbook of Positive Behavior Support* (pp. 49-72). New York: Springer.

Fox, L., & Hemmeter, M. L. (2009). A program-wide model for supporting social emotional development and addressing challenging behavior in early childhood settings. In W. Sailor, G. Dunlap, G. Sugai, and R. Horner (Eds.), *Handbook of Positive Behavior Support* (pp.177-202). New York: Springer.

Westling, D. L. & Fox, L. (2009). *Teaching Students with Severe Disabilities* fourth edition. Prentice Hall/Merrill Publishing.

Hemmeter, M. L., & Fox, L. (2008). Supporting teachers in promoting children's social competence and addressing challenging behavior. In P.J. Winton, J. A. McCollum, & C. Catlett (Eds.), *Practical Approaches to Early Childhood Professional Development: Evidence, Strategies, and Resources* (pp. 119-142). Washington, DC: Zero to Three.

Fox, L. & Dunlap, G. (2006). Evidence-based practices for young children with and at-risk for social-emotional or behavioral problems. In J. Knitzer, R. Kaufman, & D. Perry (Eds.), *Early Childhood Mental Health System of Care* (pp.313-334). Baltimore: Paul H. Brookes.

Dunlap, G., Harrower, J., & Fox, L. (2005). Understanding the environmental determinants of problem behaviors. In L. Bambara & L. Kern (Eds.), *Individualized supports for students with problem behaviors* (pp. 25-46). New York: Guilford Press.

Westling, D.L. & Fox, L. (2004). *Teaching Persons with Severe Disabilities* third edition. Prentice Hall/Merrill Publishing

Kincaid, D. & Fox, L. (2002). Person-centered planning and positive behavior support. In S. Holburn & P. M. Vietze (Eds.), *Person-Centered Planning. Research, Practice, and Future Directions* (pp. 29-50). Baltimore: Paul H. Brookes.

Fox, L., Vaughn, B. J., & Dunlap, G. (2002). Research Partnership: One family's experience with the process of positive behavior support. In J. Lucyshyn, G. Dunlap, & R. Albin (Eds.), *Families and positive behavioral support: Addressing the challenge of problem behavior in family contexts* (pp. 417-438). Baltimore: Paul H. Brookes.

Fox, L., Benito, N., & Dunlap, G. (2002). Early intervention with families of young children with autism spectrum disorder and problem behavior. In J. Lucyshyn, G. Dunlap, & R. Albin

(Eds.), *Families and positive behavioral support: Addressing the challenge of problem behavior in family contexts* (pp.251-270). Baltimore: Paul H. Brookes.

Westling, D.L. & Fox, L. (2000). *Teaching Persons with Severe Disabilities* second edition. Prentice Hall/Merrill Publishing

Fox, L., Dunlap, G., & Buschbacher, P. (2000). Understanding and intervening with young children's problem behavior: A comprehensive approach. In A. M. Wetherby & B. M. Prizant (Eds.), *Communication and language issues in autism and pervasive developmental disorder: A transactional developmental perspective*. Baltimore: Paul H. Brookes.

Dunlap, G. & Fox, L. (1996). Early intervention and serious problem behaviors: A comprehensive approach. In L. Koegel, R.L. Koegel, & G. Dunlap (Eds.), *Positive behavioral support: Including people with difficult behavior in the community* (pp. 31-50). Baltimore: Paul H. Brookes.

Westling, D.L. & Fox, L. (1995). *Teaching Persons with Severe Disabilities*. Prentice Hall/Merrill Publishing.

Witkin, S. & Fox, L. (1992). Beyond the least restrictive environment. In R. Villa, J. Thousand, W. Stainback, & S. Stainback (Eds.), *Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools* (pp. 325-334). Baltimore: Paul H. Brookes.

Book Review

Fox, L. (2002). Building Blocks for teaching preschoolers with special needs. *Research and Practices for Persons with Severe Disabilities*, 27, 280 – 281.

Nonrefereed Publications

Fox, L., & Hemmeter, M. L., (2011). Coaching early educators to implement effective practices. *Zero to Three*, 32(2), 18-24.

Fox, L., (2009). Promoting the social competence of young children with disabilities. *Impact: Featured issue on early education and children with disabilities*, 22, 14-15.

Fox, L. & Lentini, R. (2008). PBS goes to preschool: Supporting the inclusion of young children with disabilities. *TASH Connections*, July/August, 20-23.

Horner, R.H., Dunlap, G., Beasley, J., Fox, L., Bambara, L., Brown, F., Butkus, S., Carr, E., Finn, C., Fletcher, R., Fox, S., Halle, J., Harris, J., Insel, T., Long, E., McGill-Smith, P., Sailor, W., Titgemeyer, R., Velasco, L., Wacker, D., & Walker, H. (2005). Positive support for behavioral, mental health, communication and crisis needs. In K.C. Lakin & A.P. Turnbull

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Hemmeter, M. L., Corso, R., & Fox, L. (2004). Promoting young children's social emotional development and addressing challenging behaviors. *NABE News*, 27(4), 8-11.

Dunlap, G., Fox, L., & Vaughn, B. J. (2003). Families, problem behavior, and positive behavior support. *TASH Connections*, 29(1/2)23-31.

Fox, L., Dunlap, G., & Philbrick, L.A. (1995). Supporting young children in communication and behavior. *Focus on Infancy Newsletter*.

Fox, L., Hanline, M.F., & Hennessey, S.D. (1992). *Learning within the context of play: Instructional activities*. Washington, D.C.: United Cerebral Palsy Associations, Inc.

Externally Funded Projects

Pyramid Equity Project, Subcontract from the PBIS Center, University of Oregon. Principal Investigator, 7/1/2016 – 6/30/18, \$370,000.

Development and Innovation Project: Development of Program-Wide Supports for Pyramid Model Implementation: Addressing Young Children's Social-Emotional Competence and Challenging Behavior, Institute of Education Sciences, Department of Education (goal 2 development study). Principal Investigator for subcontract from Vanderbilt University, 9/1/2015 – 2/29/2018, \$586,416 total funding.

University Center for Excellence in Developmental Disabilities. Principal Investigator. Administration on Developmental Disabilities, US Department of Health and Human Services. Funded 07/01/2015 – 6/30/2020, about \$ 540,000 per year.

Early Childhood Technical Assistance Center. Office of Special Education Programs, Department of Education, Subcontract from University of North Carolina, 11/01/2012 – 10/31/17. \$1,149,000 for 5 years.

Examining the efficacy of a classroom-wide model for promoting social and emotional development and addressing challenging behavior. National Center for Special Education Research, Institute of Education Sciences, Department of Education (goal 3 efficacy study). Principal Investigator for subcontract from Vanderbilt University, 3/1/2012 – 2/29/2016, \$284,000 per year.

Florida Program-Wide Positive Behavior Support, Principal Investigator, Florida Developmental Disabilities Council, 12/01/2011 – 11/30/2012. \$99,000 total.

Collaborative on Discovery and Innovation in Employment. Principal Investigator. Florida Developmental Disabilities Council, 10/16/2011 – 10/15/2013. \$100,000 per year.

Hillsborough County Head Start Program-Wide PBS. Principal Investigator. Hillsborough County Head Start. 2/01/2010-6/30/2010; 91,000.

Head Start National Center for Quality Teaching and Learning. Principal Investigator for subcontract from the University of Washington. 9/15/2010 to 9/14/2015. 138,000 per year.

Center on Effective Mental Health Consultation for Head Start. Principal Investigator. US Department of Health and Human Services, Administration on Children and Families, Subcontract from Georgetown University. 9/30/08 through 9/29/09; \$60,000; 09/30/09 – 09/29/10; \$60,000.

Student's Website for Employment and Transition. Principal Investigator. Florida Developmental Disabilities Council. 01/08 – 10/2008. \$168,000. 10/08 – 10/09, \$224,906.

Technical Assistance Center on Social Emotional Intervention for Young Children. Principal Investigator. USDOE, Office of Special Education Programs, 01/01/08 – 12/31/12. \$3,500,000 for five years.

Examining the potential efficacy of a classroom wide model for promoting social emotional development and addressing challenging behavior in preschool. National Center for Special Education Research, Institute of Education Sciences, Department of Education (goal 2 development study). Co-Principal Investigator. 03/01/2007 – 2/28/2011. Subcontract from Vanderbilt: \$712,409 for 4 years.

Center on the Social Emotional Foundations for Early Learning. Faculty Member and USF Principal Investigator. US Department of HHS, Head Start and Child Care Bureau. 10/0/2006 – 9/30/2011. Subcontract from Vanderbilt University. \$ 548,809 for five years.

Program-wide Implementation of the Teaching Pyramid: Promoting children's social competence and behavior. Principal Investigator. Children's Board of Hillsborough County, 10/01/2006 – 9/30/2007, \$121,741.

University Center for Excellence in Developmental Disabilities. Principal Investigator. Administration on Developmental Disabilities, US Department of Health and Human Services. Funded 07/01/2005 – 6/30/2015, about \$ 540,000 per year.

Center for Autism and Related Disabilities/Department of Education Partnership for Effective Programs for Students with Autism. Principal Investigator. Florida Department of Education. 07/01/2005 – 06/30/2006. \$216,000.

Center for Autism and Related Disabilities/Department of Education Partnership for Effective Programs for Students with Autism. Principal Investigator. Florida Department of Education. 07/01/2004 – 06/30/2005. \$206,000

Addressing the effectiveness of early intervention services from a community mental health model for serious disruptive behavior. Principal-Investigator. U. S. Department of Education, Office of Special Education Programs and Rehabilitative Services. 01/01/2003 – 12/30/2006. 539,982 for three years. Match funding of \$539,000 provided by Children's Board of Hillsborough County.

Center for Autism and Related Disabilities/Department of Education Partnership for Effective Programs for Students with Autism. Principal Investigator. Florida Department of Education. 07/01/2003 – 06/30/2004. \$206,000

Center for Evidenced-Based Practices: Young children with challenging behavior. Co-principal investigator and project director with Glen Dunlap, Phillip Strain (University of Colorado), Barbara Smith (University of Colorado). U. S. Department of Education, Office of Special Education Programs and Rehabilitative Services. 01/01/2002 – 12/31/2006. \$ 7,500,000 for five years.

Center for Autism and Related Disabilities/Department of Education Partnership for Effective Programs for Students with Autism. Principal Investigator. Florida Department of Education. 07/01/2002 – 06/30/2003. \$206,000.

Center on the Social and Emotional Foundations for Early Learning. Collaborator with Mary Louise Hemmeter (University of Illinois), Phillip Strain (University of Colorado), Barbara Smith (University of Colorado), Mary Beth Bruder (University of Connecticut), Philip Printz (Education Development Corporation). Department of Health and Human Services, Administration for Children and Families awarded to University of Illinois (with subcontract to USF). 10/01/2001 – 09/30/2006. Award Total \$5,000,000 with \$475,000 to USF for five years.

Meeting the Challenge: Building capacity of early care and education providers. Co-Principal Investigator with Mary Frances Hanline, Juliann Woods, Amy Wetherby. U.S. Department of Education, Office of Special Education and Rehabilitative Services awarded to Florida State University (with subcontract to USF), 08/01/2002 – 07/31/2004. Award Total \$597,000 with 189,000 to USF for three years.

Reaching out together: Paraprofessional training project. Principal investigator. Florida Developmental Disabilities Council, 07/01/2000 – 06/30/1999. \$47,703.

Child care training program. Principal investigator. Citigroup Foundation, 12/01/2000 – 11/30/1999. \$11,000.

Rehabilitation Research and Training Center of Positive Behavioral Support. Collaborator. U.S. Department of Education, Office of Special Education and Rehabilitative Services, NIDRR. \$600,000, first year. (funded October, 1998).

Delivering Individualized Supports for Young Children with Autism: Outreach for State Service Systems. Co-principal investigator with Glen Dunlap. U.S. Department of Education, Office of Special Education and Rehabilitative Services. \$139,108, first year. (funded October, 1997).

Developing and Evaluating Family Networks in Positive Behavioral Support. Collaborator with Glen Dunlap and Bobbie Vaughn. U.S. Department of Education, National Institute for Developmental Disabilities and Rehabilitation (1996). (funded September, 1996).

Florida Partnership for Parent Involvement. Parental Assistance Program. Collaborator with Glen Dunlap, Catherine Batsche, Diane Powell, Jolene Ferro, Bobbie Vaughn, Mary Lindsey, Richard Briscoe, and Starr Silver. U.S. Department of Education. \$629,818, first year. (funded September, 1995).

Tampa Bay Partnership for Early Childhood Training and Support. Collaborator with Glen Dunlap, Jolene Ferro, Richard Briscoe, Jan McCarthy, Diane Powell, Ann Dawson, Sheryl Gorman, and Catherine Batsche. U.S. Department of Education. \$882,706, first year. (funded October, 1994).

Assessing the Effectiveness of Developmentally Appropriate Play-Based Early Intervention. Co-Principal Investigator with Mary Frances Hanline to the Office of Special Education and Rehabilitative Services. U.S. Department of Education. \$71,567, 12 months. (funded September, 1992).

Unified Training Program in Early Childhood and Early Childhood Special Education. Proposal author and collaborator with Vivian Correa and Lynn Hartle. Office of Special Education Programs, U.S. Dept. of Education. \$125,052, first year (funded August, 1992).

Volusia County/University of Florida Collaborative Training Program. Proposal author and collaborator with Paul Sindelar. Office of Special Education Programs, U.S. Dept. of Education. \$118,831, first year (funded August, 1992).

Project SUPPORT. Supporting a University's Program in Profound: Opportunities for Research and Training. Proposal author and collaborator with Vivian Correa. Office of Special Education Programs, U.S. Dept. of Education, 1991. \$80,000, first year (funded August, 1991).

Preschool and Rural Education Collaborative Distance Education (Project PRECEDE). State of Florida, Department of Education, Bureau of Education of Exceptional Students. Proposal author and collaborator with Vivian Correa. \$65,000, 3 months (funded May, 1991).

Preschool Personnel Program. An Interactional Training Project, U.S. Department of Education, Office of Special Education and Rehabilitative Services. Proposal author and collaborator with Vivian Correa. \$82,835, first year (funded July, 1990).

Preschool Intervention and Network Training, State of Florida, Department of Education, Bureau for Education of Exceptional Students. Proposal author and collaborator with Vivian Correa. \$60,000, 3 months (funded May, 1990).

Training Personnel to Teach Students with Moderate and Severe Retardation, U.S. Department of Education, Office of Special Education and Rehabilitative Services, submitted with David Westling and Debra Carr (funded August, 1988).

Honors

Recipient of the Mary McEvoy Service to the Field Award from the Division of Early Childhood of the Council for Exceptional Children, 2013.

Recipient of the *Research and Practice for Persons with Severe Disabilities* reviewer of the year award, 2008

Recipient of the TASH Thomas G. Haring Award for Research, 2004

Recipient of the Hillsborough County Early Childhood Council Award for Contributions to the Community, 2004

Recipient of the TASH Thomas G. Haring Award for Research, 1998

Recipient of the "Outstanding Dissertation in the College of Education Award" given by the Florida State University Chapter of Phi Delta Kappa, 1989.