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Education

- Ph.D. Special Education (Severe Disabilities-Applied Behavior Analysis) 1996
University of Illinois at Urbana-Champaign
Champaign, Illinois
- M.S. Education of the Hearing-Impaired 1986
Cooperative St. Mary's School for the Deaf/
Canisius College Teacher Preparation Program
Buffalo, New York
- B.A. Joint Major - Psychology and English Literature 1977
State University of New York at Buffalo
Buffalo, New York

Employment

University of South Carolina

- 2015-2017 Associate Dean and Graduate Director, College of Education
- 2012- Chair, Department of Educational Studies
- 2009- Professor of Educational Studies, Programs in Special Education
- 2002-2008 Associate professor of Educational Studies, Programs in Special Education
- 1996-2002 Assistant professor of Educational Psychology, Programs in Special Education

University of Illinois

- 1994-96 Coordinator for a U. S. Department of Education research grant investigating strategies for teaching initial communication to children with severe disabilities.
- 1991-94 Research assistant for various grants and teaching assistant for a course in applied behavior analysis.

Other

- 1989-91 Canisius College, Buffalo, New York.
Adjunct Professor in the Graduate School of Education.

Taught a course entitled “Language Theories and Strategies.”

- 1988-91 St. Mary’s School for the Deaf, Buffalo, New York.
Teacher: Taught at several levels during this time, including teaching high school deaf students and deaf students with severe and multiple disabilities.
- 1987-88 Florida School for the Deaf and Blind, St. Augustine, Florida.
Residential Curriculum Coordinator: Responsible for staff development, as well as curriculum development, implementation, and documentation for over 400 students in the school’s residential component; also involved in crisis resolution and ongoing intervention for students with problem behavior.
- 1977-84 Tonawanda Coke Corp., Tonawanda, New York.
General Foreman: Responsible for the supervision of up to 20 employees in all phases of production, operations, and maintenance of a foundry coke plant.

Research Interests

Language and communication intervention for individuals with severe disabilities, autism, positive behavior support, and applied behavior analysis

Publications

Peer-reviewed Articles (*indicates graduate student, ^dindicates dissertation publication)

1. Chadsey-Rusch, J., Drasgow, E., Reinoehl, B., Halle, J. W., & Collet-Klingenberg, L. (1993). Using general-case instruction to teach spontaneous and generalized requests for assistance to learners with severe disabilities. *The Journal of the Association for Persons with Severe Handicaps*, 18, 177-187.
2. Drasgow, E. (1993). Bilingual-bicultural deaf education: An overview. *Sign Language Studies*, 80, 243-266.
3. Drasgow, E., & Halle, J. W. (1995). Teaching social communication to young children with severe disabilities. *Topics in Early Childhood Special Education*, 15, 164-186.
4. Drasgow, E., & Paul, P. V. (1995). A critical analysis of the use of MCE systems with deaf students: A review of the literature. *The ACEDHI Journal/La Revue ACEDA*, 21, 80-93.
5. Halle, J. W., Reichle, J., Drasgow, E., & Reinoehl, R. B. (1995). Assessment and intervention of severe language delays in children. *Journal of Behavioral Education*, 5, 173-188.
6. Drasgow, E., Halle, J. W., Ostrosky, M. M., & Harbers, H. M. (1996). Using behavioral indication and functional communication training to establish an initial sign repertoire with a young child with severe disabilities. *Topics in Early Childhood Special Education*, 16, 500-521.

7. Drasgow, E. (1997). Positive approaches to reducing undesirable behavior. *Beyond Behavior*, 8 (2), 10-13.
8. Drasgow, E. (1998). American Sign Language as a pathway to linguistic competence. *Exceptional Children*, 64, 329-342.
9. Drasgow, E., Halle, J. W., & Ostrosky, M. M. (1998). Effects of differential reinforcement on the generalization of a replacement mand in three children with severe language delays. *Journal of Applied Behavior Analysis*, 31, 357-374.
10. Paul, P. V., & Drasgow, E. (1998). The great ASL-MCE debate: A rejoinder. *The CAEDHH Journal/La Revue ACESM*, 24, 5-15.
11. Drasgow, E., Yell, M. L., Shriner, J., & Bradley, R. (1999). The IDEA amendments of 1997: A school-wide model for conducting functional behavioral assessments and developing behavior intervention plans. *Education and Treatment of Children*, 22, 244-266.
12. Yell, M. L., & Drasgow, E. (1999). A legal analysis of inclusion. *Preventing School Failure*, 43, 118-123.
13. Ostrosky, M. M., Drasgow, E., & Halle, J. W. (1999). "How can I help you get what you want?" A communication strategy for students with severe disabilities. *Teaching Exceptional Children*, 31(4), 56-61.
14. Yell, M. L., Drasgow, E., & *Rozalski, M. E. (1999). Violence in America's schools: Legal and disciplinary options. *Emotional and Behavioural Difficulties*, 4, 19-27.
15. Drasgow, E., Halle, J. W., & Sigafoos, J. (1999). Teaching communication to learners with severe disabilities: Motivation, response competition, and generalization. *The Australasian Journal of Special Education*, 23, 47-63.
16. Yell, M. L. & Drasgow, E. (2000). Litigating a free appropriate public education: The Lovaas hearings and cases. *Journal of Special Education*, 33, 205-214.
17. *Senterfeit, C., & Drasgow, E. (2000). Using computers in a middle school classroom to increase literacy. *Odyssey*, 1(3), 38-40.
18. Yell, M. L., & Drasgow, E. (2000). Legal requirements for assessing students with emotional and behavioral disorders. *Assessment for Effective Intervention*, 26, 5-17.
19. Drasgow, E., Halle, J. W., & Phillips, B. (2001). Effects of different social partners on the discriminated requesting of a young child with autism and severe language delays. *Research in Developmental Disabilities*, 22, 125-139.
20. Yell, M. L., *Rozalski, M. F., & Drasgow, E. (2001, May). Disciplining students with disabilities. *Focus on Exceptional Children*, 33(9), 1-20.

21. Drasgow, E., & Yell, M. L. (2001). Functional behavioral assessment: Legal requirements and challenges. *School Psychology Review, 30*, 239-251.
22. Sigafos, J., & Drasgow, E. (2001). Conditional use of aided and unaided AAC: A review and clinical case demonstration. *Focus on Autism and Other Developmental Disabilities, 16*, 152-161.
23. Drasgow, E., Yell, M. L., & Robinson, T. R. (2001). Developing legally and educationally appropriate IEPs. *Remedial and Special Education, 22*, 359-373.
24. Drasgow, E., & Yell, M. L. (2002). School-wide behavior support: Legal implications and requirements. *Child and Family Behavior Therapy, 24*, 129-145.
25. Renzaglia, A., *Karvonen, M., Drasgow, E., & Stoxen, C. C. (2003). Promoting a lifetime of inclusion. *Focus on Autism and Other Developmental Disabilities, 18*, 140-149.
26. Yell, M. L., Katsiyannis, A., Drasgow, E., & Herbst, M. (2003). Developing legally correct and educationally appropriate programs for students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 18*, 182-191.
27. Sigafos, J., & Drasgow, E. (2003). Empirically-validated strategies, evidence-based practice, and basic principles in communication intervention for learners with developmental disabilities. *Perspectives on Augmentative and Alternative Communication, 12(4)*, 7-10.
28. Sigafos, J., Drasgow, E., Reichle, J., O'Reilly, M., Green, V. A., & Tait, K. (2004). Teaching communicative rejecting to children with severe disabilities. *American Journal of Speech-Language Pathology, 13*, 31-42.
29. Halle, J. W., Brady, N., & Drasgow, E. (2004). Enhancing socially adaptive communicative repairs of beginning communicators with disabilities. *American Journal of Speech-Language Pathology, 13*, 43-54.
30. Sigafos, J., Drasgow, E., Halle, J. W., O'Reilly, M., Seely-York, S., Edrisinha, C., & Andrews, A. (2004). Teaching VOCA use as a communicative repair strategy. *Journal of Autism and Developmental Disorders, 34*, 411-422.
31. *Martin, C. A., Drasgow, E., Halle, J. W., & *Brucker, J. M. (2005). Teaching a child with autism and severe language delays to reject: Direct and indirect effects of functional communication training. *Educational Psychology, 25*, 287-304.
32. Yell, M. L., Drasgow, E., & Lowrey, K. A. (2005). No Child Left Behind and Students with Autism Spectrum Disorders. *Focus on Autism and Other Developmental Disorders, 20*, 130-139.

33. *Stith, J. L., & Drasgow, E. (2005). Including children with cochlear implants in general education elementary classrooms. *TEACHING Exceptional Children Plus*, 2(1) Article 2. Retrieved from <http://escholarship.bc.edu/education/trcplus/vol2/iss1/2>.
34. Yell, M. L. & Drasgow, E. (2007). The Individuals with Disabilities Education Improvement Act of 2004 and the 2006 regulations: Implications for assessment – Introduction to the Special Series. *Assessment for Effective Intervention*, 32, 194-201.
35. Yell, M. L., & Drasgow, E. (2007). Assessment for eligibility under IDEA and the 2006 regulations. *Assessment for Effective Intervention*, 32, 202-213.
36. Lowrey, K. A., Drasgow, E., Renzaglia, A. & *Chezan, L. (2007). Impact of alternate assessment on curricula for students with severe disabilities: Purpose driven or process driven? *Assessment for Effective Intervention*. 32, 244-253.
37. *Rathel, J. M., Drasgow, E., & Christle, C. (2008). Effects of supervisor performance feedback on increasing preservice teachers' positive communication behaviors with students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 16, 67-77.
38. ^dRozalski, M., Drasgow, E., Drasgow, F., & Yell, M. L. (2009). Assessing the relationships among delinquent male students' disruptive and violent behavior and staff's proactive and reactive behavior in a secure residential treatment center. *Journal of Emotional and Behavioral Disorders*, 17, 80-92.
39. Yell, M. L., & Drasgow, E. (2010). The continuing influence of the law in special education. *Exceptionality*, 18, 107-108.
40. *Chezan, L., Drasgow, E. & Marshall, K. J. (2012). A report on using general-case programming to teach collateral academic skills to a student in a postsecondary setting. *Focus on Autism and Other Developmental Disabilities*, 27, 22-30.
41. Marshall, K. J., *Karvonen, M., Yell, M. L., Lowery, K. A., Drasgow, E., & Seaman, M. A. (2013). Project Respect: Toward an empirically-based teacher mentoring model. *Journal of Disability Policy Studies*, 24, 127-136.
42. ^dSchmidt, J., Drasgow, E., Halle, J. W., & *Martin, C. A. (2014). Discrete-trial functional analysis and functional communication training with three individuals with autism and severe problem behavior. *Journal of Positive Behavior Interventions*, 16, 44-55.
43. ^dRathel, J., Drasgow, E., Brown, W., & Marshall, K. J. (2014). Increasing induction-level teachers' positive-to-negative communication ratio and use of behavior-specific praise through e-mailed performance feedback and its effect on students' task engagement. *Journal of Positive Behavior Interventions*, 16, 219-233.

44. ^dChezan, L. C., Drasgow, E., & *Martin, C. A. (2014). Discrete-Trial functional analysis and functional communication training with three adults with intellectual disabilities and problem behavior. *Journal of Behavioral Education, 23*, 221-246.
45. ^dMarciano, S. T., Drasgow, E. & Carlson, R. G. (2015). The marital experiences of couples who include a child with autism. *The Family Journal: Counseling and Therapy for Couples and Families*, Vol. 23(2), 132-140.
46. ^dMartin, C. A., Drasgow, E., & Halle, J. W. (2015). Training teachers to enhance the play skills of young children with developmental disabilities during outdoor time by embedding instructional interactions. *Journal of Early Intervention. 37*, 247-269.
47. Chezan, L., Drasgow, E., Hollborn, A., & Legg, J. (2016). Effects of conditional discrimination training and choice opportunities on manding in two young children with autism and language delays. *Journal of Developmental and Physical Disabilities, 28*(4), 557-579
48. Drasgow, E., Martin, C. A., Chezan, L. C., Wolfe, K., & Halle, J. W. (2016). Mand training: An examination of response class structure in three children with autism and severe language delays. *Behavior Modification, 40*(3), 347-376.
49. Wolfe, K., Seaman, M. A., & Drasgow, E. (2016). Interrater agreement on the visual analysis of individual tiers and functional relations in multiple baseline designs. *Behavior Modification, 40*(6), 852-873.
50. Chezan, L. C., Drasgow, E., Martin, C. A., & Halle, J. W. (2016). Negatively reinforced mands: An examination of resurgence to existing mands in two children with autism and language delays. *Behavior Modification, 40*(6), 922-953.
51. ^dMcAbee, E. R., Drasgow, E., & Lowrey, K. A. (2017). How do Deaf adults define quality of life? *American Annals of the Deaf, 162*(4), 333-349.
52. Wolfe, K., Rispoli, M., *Taylor, L., & Drasgow, E. (2017). Investigating generalization difficulties during instruction in Language for Learning. *Advances in Neurodevelopmental Disorders, 2*(1), 75-85.
53. Chezan, L., Wolfe, K., & Drasgow, E. (2018). A meta-analysis of functional communication training effects on problem behavior and alternative communicative responses. *Focus on Autism and Other Developmental Disabilities, 33*(4), 195-205.
54. *Sherlock, P., Chezan, L. C., Wolfe, K., Drasgow, E., & Habing, B. (2018). Using linear mixed-effects models: A single-case experimental design meta-analysis of functional communication training. *Evidence-Based Communication Assessment and Intervention, 12*:1-2, 31-53, DOI: 10.1080/17489539.2018.1460902.

55. Wolfe, K., Seaman, M. A., Drasgow, E., & *Sherlock, P. (2018). An evaluation of the agreement between the conservative dual-criterion method and expert visual analysis. *Journal of Applied Behavior Analysis*, 51, 345-351.
56. Chezan, L. C., Drasgow, E., McWhorter G. Z., Starkey, K. I. P., & Hurdle, B. M. (2019). Discrimination and generalization of negatively-reinforced mands in young children with autism spectrum disorder. *Behavior Modification*, 43, 656-687. doi: 10.1177/0145445518781957
57. ^dCholewicki, J. M., Drasgow, E., & Chezan, L. C. (2019). Parental Perception of Quality of Life for Children with Autism Spectrum Disorder. *Journal of Developmental and Physical Disabilities*. Advance online publication. doi: 10.1007/s10882-019-09660-w.
58. Wolfe, K., *Pound, S., *McCammon, S. N., Chezan, L. C., & Drasgow, E. (2019). A systematic review of interventions to promote varied social-communication behavior in individuals with autism spectrum disorder. *Behavior Modification*, 43, 790-818.
59. ^dKelly, P. M., & Drasgow, E. (2020). Parent perceptions of audiology and speech-language services and support for young children with cochlear implants. *Journal of Disability Policy Studies*.
60. Chezan, L. C., Drasgow, E., & Grybos, M. E. (2020). Conversation skills and self-initiated interactions in young adults with autism and intellectual disability. *Research in Autism Spectrum Disorders*. Advance online publication. <https://doi.org/10.1016/j.rasd.2020.101554>
61. ^dHajiaghamseni, Z., Drasgow, E., & Wolfe, K. (in press). Supervision behaviors of board-certified behavior analysts with precertification candidates. *Behavior Analysis in Practice*, 14(1), 97-109. doi: 10.1007/s40617-020-00492-1
62. Chezan, L. C., *McCammon, S. N., Drasgow, E., & Wolfe, K. (in press). The ecological validity of research studies on function-based interventions in schools for children with Autism Spectrum Disorder. *Behavior Modification*.

Chapters

1. Reichle, J., Halle, J. W., & Drasgow, E. (1998). Implementing augmentative communication systems. In A. Wetherby, S. Warren, & J. Reichle (Eds.), *Transitions in prelinguistic communication* (pp. 417- 436). Baltimore, MD: Paul H. Brookes Publishing Co.
2. Yell, M. L., Drasgow, E., & Ford, L. (2000). The Individuals with Disabilities Education Act: Implications for school psychologists. In C. Telzrow & M. Tankersley (Eds.), *School Psychology and IDEA '97* (pp. 1-27). Reston, VA: National Association of School Psychologists.

3. Yell, M. L., Robinson, T. R., & Drasgow, E. (2001). Cognitive behavior modification. In T. J. Zirpoli and K.R. Melloy, *Behavior Management (3rd ed.)* (pp. 200-246). Upper Saddle River, NJ: Merrill/Prentice Hall.
4. Sigafos, J., O'Reilly, M., Drasgow, E., & Reichle, J. (2002). Strategies to achieve socially acceptable escape and avoidance. In J. Reichle, D. Beukelman, & J. Light (Eds.), *Exemplary strategies for beginning communicators: Implications for AAC* (pp. 157-186). Baltimore, MD: Paul H. Brookes Publishing Co.
5. Sigafos, J., Drasgow, E., & Schlosser, R. (2003). Strategies for beginning communicators. In R. Schlosser (Ed.), *The efficacy of augmentative and alternative communication: Toward evidence-based practice* (pp 323-346). New York, NY: Academic press.
6. Halle, J. W., & Drasgow, E. (2003). Response classes: Baer's contribution to understanding their structure and function. In K. S. Budd & T. Stokes (Eds.), *A small matter of proof: The legacy of Donald M. Baer* (pp. 113-124). Las Vegas, NV: Context Press.
7. Yell, M. L. Drasgow, E., Bradley, R., & Justesen, T. (2004). Contemporary legal issues in special education. In A. McCray, H. J. Reith, & P.T. Sindelar (Eds.), *Issues in special education* (pp.16-37). Boston, MA: Allyn and Bacon.
8. Van Acker, R., Yell, M. L., Bradley, R. & Drasgow, E. (2004). Experimental research designs in the study of children and youth with emotional and behavioral disorders. In R. B. Rutherford, M. M. Quinn, & S. R. Mathur (Eds.), *Handbook of research in emotional and behavioral disorders* (pp. 546-566). New York, NY: The Guilford Press.
9. Yell, M. L., Busch, T., & Drasgow, E. (2005). Cognitive behavior modification. In T. J. Zirpoli, *Behavior Management: applications for teachers. (4th ed.)* (pp. 226-266). Upper Saddle River, NJ: Merrill/Prentice Hall.
10. Yell, M. L., Busch, T., & Drasgow, E. (2008). Cognitive Behavior Modification. In T.J. Zirpoli, *Behavior Management (5th ed.)* (pp. 338-377). Upper Saddle River, NJ: Merrill/Prentice Hall.
11. Drasgow, E., Lowrey, K. A., Qian, Y., Halle, J. W., & Meddan, H. (2008). Social competence interventions for young children with severe disabilities. In W. H. Brown, S. L. Odom, & S. R. McConnell, (Eds.), *Social competence of young children: Risk, disability, and intervention (2nd ed.)* (pp. 273-299). Baltimore, MD: Paul H. Brookes Publishing Co.
12. Sigafos, J., Drasgow, E., Duker, P. C., O'Reilly, M. F., & Reichle, J. (2009). General intervention approaches for teaching speech and its prerequisites. In P. Sturmey & A. Fitzer (Eds.), *Language and autism: applied behavior analysis, evidence, and practice* (pp. 107-133). Austin, TX: Pro-Ed.

13. Drasgow, E., Sigafoos, J., Halle, J. W., & *Martin, C. A. (2009). Teaching mands. In P. Sturmey & A. Fitzner (Eds.), *Language and autism: applied behavior analysis, evidence, and practice* (pp.135-168). Austin, TX: Pro-Ed.
14. Drasgow, E., Wolery, M., Halle, J., & *Hajiaghamohseni, Z. (2011). Systematic instruction of students with severe disabilities. In J. M. Kauffman and D. P. Hallahan (Eds.), *Handbook of Special Education* (pp. 516-531). New York, NY: Routledge.
15. Yell, M. L., Busch, T., & Drasgow, E. (2012). Cognitive Behavior Modification. In T.J. Zirpoli, *Behavior Management: Positive applications for teachers*. (6th ed.) (pp. 289-324). Upper Saddle River, NJ: Merrill/Prentice Hall.
16. Yell, M. L. & Drasgow, E. (2013). Less to more restrictive settings: Policy and planning considerations. In D. D. Reed, F. D. DiGennaro Reed, & J. Luiselli (Eds.). *Handbook of crises intervention and developmental disabilities*. (pp. 281-298). New York, NY: Springer.
17. Chezian, L. C., Wolfe, K., & Drasgow, E. (2015). How can intellectual disabilities be diagnosed and treated? In J. Johnston & D. Reid (Eds.), *The promise of behavioral services for individuals with intellectual disabilities: A guide for families and practitioners* (pp. 41-60). Cornwall-on-Hudson, NY: Sloan Publishing, LLC.
18. Drasgow, E., Wolery, M., Chezian, L. C., Halle, J., & Hajiaghamohseni, Z. (2017). Systematic instruction of students with significant cognitive disabilities. In J. M. Kauffman, D. P. Hallahan, & P. Cullen Pullen (Eds.), *Handbook of Special Education* (2nd ed., pp. 516-531). New York, NY: Routledge.

Encyclopedia Entries

1. Kennedy, C., Halle, J. W., & Drasgow, E. (2005). Establishing operations. In M. Hersen, R. H. Horner & G. Sugai (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy* (pp. 1299-1302). Thousand Oaks, CA: Sage Publications.
2. Halle, J. W., Drasgow, E., & Horner, R. (2005). Generalization. In M. Hersen, R. H. Horner & G. Sugai (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy* (pp. 1347-1350). Thousand Oaks, CA: Sage Publications.
3. Yell, M.L., & Drasgow, E. (2005). The Individuals with Disabilities Education Act. In M. Hersen, R. Horner & G. Sugai, *Encyclopedia of behavior modification and cognitive behavior therapy* (pp. 1367-1373). Thousand Oaks, CA: Sage Publications.
4. Drasgow, E. (2010). American Sign Language. In T. C. Hunt, J. C. Carper, T. J. Lasley, & C. D. Raisch (Eds.), *Encyclopedia of Educational Reform and Dissent* (Vol. 1, pp. 64-66). Thousand Oaks, CA: Sage Publications.

5. Drasgow, E. (2010). Behaviorism. In T. C. Hunt, J. C. Carper, T. J. Lasley, & C. D. Raisch (Eds.), *Encyclopedia of Educational Reform and Dissent* (Vol. 1, pp. 87-91). Thousand Oaks, CA: Sage Publications.

Invited Commentaries

1. Drasgow, E. (2007). Using enhanced milieu teaching and a voice-output communication aid to increase independent requesting by three children with autism, *Evidence-based Communication Assessment and Intervention, 1*, 134-135.
2. Halle, J., & Drasgow, E. (2008). Child-initiated opportunities produce faster acquisition than instructor-initiated opportunities for teaching new requesting forms to 6 young children with autism or pervasive developmental disorders. *Evidence-based Communication Assessment and Intervention, 1*, 208-212.
3. Drasgow, E. (2009). Extinction of problem behavior produces socially acceptable alternative communication. *Evidence-based Communication Assessment and Intervention, 3*, 24-27.
4. Drasgow, E. (2009). Teaching package increases conversational skills, play skills, emotional skills, and friendship skills of three young children with autism. *Evidence-based Communication Assessment and Intervention, 3*, 165–167.
5. *Chezan, L. C., & Drasgow, E. (2010). Pairing vocalizations with preferred edibles and toys may produce a modest increase in the frequency of vocalizations in three young children with autism, *Evidence-Based Communication Assessment and Intervention, 4*, 101-104.
6. *Chezan, L.C., & Drasgow, E. (2011). Combining physical and auditory modeling prompts, time delay, rehearsal, and reinforcement produces acquisition and generalization of vocal and motor empathy skills in four young children with autism, *Evidence-Based Communication Assessment and Intervention, 1*, 44-48.
7. *Chezan, L.C., & Drasgow, E. (2012). Peer-mediated instructional package produces variable increases in the frequency of spontaneous and appropriate communication using a speech generating device in two children with autism during social game routines. *Evidence-Based Communication Assessment and Intervention, 5*, 171-176.
8. Chezan, L. C., & Drasgow, E. (2020). Prelinguistic Milieu Teaching produces acquisition of intentional communication in the natural environment in three preschool children with or at risk for autism spectrum disorder. *Evidence-Based Communication Assessment and Intervention, 14*(4), 228-235. <https://doi.org/10.1080/17489539.2020.1852649>

Book Reviews

1. Drasgow, E. (1996). Review of the book *Evaluating theories of language: Evidence from disordered communication*. *The Volta Review, 98*, 137-138.

2. Drasgow, E., & *Martin, C. A. (2005). Review of the book *Individualized supports for students with problem behaviors: Designing positive behavior plans*. *Research and Practice for Persons with Severe Disabilities*, 30, 173-176.

Books

1. Yell, M. L., & Drasgow, E. (2005). *No Child Left Behind: A guide for professionals*. Upper Saddle River, NJ: Merrill/Prentice Hall.
2. Yell, M. L., Meadows, N, Drasgow, E., & Shriner, J. (2009). *Educating students with emotional and behavioral disorders in general and special education*. Upper Saddle River, NJ: Merrill/Prentice Hall. Translated into Korean in 2010.
3. Yell, M. L., Meadows, N, Drasgow, E., & Shriner, J. (2013). *Educating students with emotional and behavioral disorders in general and special education* (2nd Edition). Upper Saddle River, NJ: Merrill/Prentice Hall.

Grants

- 1997 *Training Teachers of Students with Autism*. South Carolina Department of Education, \$10,500. Principle Investigators: Erik Drasgow and Mitchell L. Yell.
- 1997 *Increasing Deaf Students' English and Technological Literacy Levels*. PDS Grant, \$1,459.53. Principle Investigators: Cara Smithwick and Erik Drasgow.
- 1997 *Preparation of Early Childhood Special Education Personnel to Serve Young Children with Low-incidence Disabilities*. U. S. Department of Education (1997-2000 funding of \$470,058). Principal Investigator, William H. Brown, and Co-Principal Investigator, Erik Drasgow.
- 2000 *Preparing Future Teachers of Students with Emotional and Behavioral Disorders to Conduct Functional Assessments of Behavior and to Implement Effective Positive Behavior Support Plans That Include Cognitive-Behavioral Interventions*. U. S. Department of Education (2000-2003 funding of \$592,079). Principal Investigators: Mitchell L. Yell and Erik Drasgow.
- 2000 *Project ReSpecT: Retaining Special Education Teachers*. U. S. Department of Education (2000-2003 funding of \$446,448). Principal Investigators: Mitchell L. Yell, Erik Drasgow, and Kathleen Marshall.
- 2000 *Applied Behavior Analysis*. South Carolina Department of Disabilities and Special Needs, \$4469. Principal Investigator: Erik Drasgow.
- 2001 *Environmental Arrangement and Incidental Teaching for Improving Inclusion of Children With Disabilities*. PDS Grant, \$1100. Principal Investigators: Erik Drasgow and Jennifer Watson.

- 2002 *Establishing the 3 Rs: Responsiveness, Resilience, and Reciprocity*. U. S. Department of Education, Office of Special Education and Rehabilitative Services (2002-2005 funding of \$128,522). Principal Investigator: Erik Drasgow.
- 2004 *Preparing Future Teachers of Students with Emotional and Behavioral Disorders to Conduct Functional Behavioral Assessments and to Implement Effective Behavior Invention Plans That Include Antecedent Academic Interventions*. U.S. Department of Education, Office of Special Education and Rehabilitative Services (2004-2007 funding of \$780,480). Principal Investigators: Erik Drasgow and Mitchell L. Yell.
- 2006 *Developing a Tool to Assess the Quality of Individualized Education Programs for Students with Disabilities*. U.S. Department of Education, Institute of Education Sciences (2006-2009 funding of \$264,715). Principal Investigators: Erik Drasgow, Mitchell L. Yell, and Steven Liu.
- 2008 *Preparing Academic Leaders to Enhance Early Intervening Strategies (Project PALEEIS)*. U.S. Department of Education, Office of Special Education and Rehabilitative Services (2008-2012 funding of \$797,957). Principal Investigators: Erik Drasgow, Mitchell L. Yell, and Kathleen Marshall.
- 2009 *Preparing Special Education Administrators in Response to Intervention Practices (Project Speartip)*. U.S. Department of Education, Office of Special Education and Rehabilitative Services (2009-2013 funding of \$794,489). Principal Investigators: Kathleen Marshall, Mitchell L. Yell, and Erik Drasgow.
- 2011 *Preparation of Secondary Transition Specialists (Project POSTS)*. U.S. Department of Education, Office of Special Education and Rehabilitative Services (2012-2016 funding of \$1,125,000). Principal Investigator: Anthony Plotner, Co-principal investigators: Erik Drasgow and Kathleen Marshall.
- 2014 *Preparing Board Certified Behavior Analysts*. SC Department of Disabilities and Special Needs (2014-2016 funding of \$67,671). Principle investigators: Erik Drasgow and Katie Wolfe.
- 2016 *Project IMPACT: Impacting Adult Life Outcomes for Individuals with Severe Disabilities*. U.S. Department of Education, Office of Special Education and Rehabilitative Services (2016-2021 funding of \$1,163,716). Principal Investigator: Anthony Plotner, Co-principal investigators: Erik Drasgow and Kathleen Marshall.
- 2017 *DDSN-USC Behavior Support Center*. SC Department of Disabilities and Special Needs (2017 funding of \$150,612). Principle investigators: Katie Wolfe and Erik Drasgow.

Other

- 2002 South Carolina State Improvement Grant - CFDA 84.323A, U.S. Department of Education, Office of Special Education and Rehabilitative Services, State Improvement Grant Competition. Grant amount, \$6,500,000. Principal Writer, Mitchell L. Yell, Co-Writers, Kathleen J. Marshall, Erik Drasgow, and Michael A. Seaman. (We wrote this grant for the SC Department of Education.)

Presentations

- Drasgow, E., Halle, J., Ostrosky, M. M., Reichle, J., & Silliman, A. (1993, November). *Teaching communication to young children with severe disabilities*. Presented at the The Association for Persons with Severe Disabilities annual conference. Chicago, IL.
- Ostrosky, M. M., Halle, J., Drasgow, E., & Silliman, A. (1993, December). *Challenges of teaching communication skills in the context of naturally occurring routines*. Presented at the CEC annual conference. San Diego, CA.
- Singleton, J., Drasgow, E., & Supalla, S. (1994, March). *American Sign Language in deaf education: Current issues and research*. Presented at the 30th Illinois Teachers of the Hearing-Impaired annual conference. Springfield, IL.
- Drasgow, E., Reinoehl, R. B., & Killebrew, L. (1994, November). *Assessment and intervention in developing communication repertoires in young children with severe disabilities*. Presented at the Illinois AAMR annual conference. Collinsville, IL.
- Halle, J., Ostrosky, M. M., Drasgow, E., & Silliman, A. (1994, December). *Teaching communication skills in the context of naturally occurring routines using general-case instruction*. Presented at The Association for Persons with Severe Disabilities annual conference. Atlanta, GA.
- Halle, J., Drasgow, E., Silliman, A., & Ostrosky, M. M. (1995, May). *Focusing on the function in functional communication training*. Presented at The Association for Behavior Analysis annual conference. Washington. DC.
- Drasgow, E., Halle, J., & Ostrosky, M. M. (1995, November). *Assessing response competition during functional communication training: Using extinction to enhance generalization*. Presented at The Association for Persons with Severe Disabilities annual conference. San Francisco, CA.
- Drasgow, E., Reinoehl, R. B., & Halle, J. W. (1996, April). *Positive interventions for people with severe challenges*. Presented at The Arc of Illinois annual conference. Springfield, IL.
- Drasgow, E., Halle, J., & Ostrosky, M. (1996, May). *Assessing response competition during functional communication training: Using extinction to enhance generalization*. Presented at the Association for Behavior Analysis annual conference. San Francisco, CA.

- Drasgow, E. (1997, February). *Functional curriculum for students with severe disabilities*. Invited presentation at South Carolina Council for Exceptional Children annual conference. Hilton Head, South Carolina.
- Drasgow, E. (1997, April). *Decreasing behavior problems through functional communication training*. Invited presentation at the Fifth Annual South Carolina Early Intervention Conference. Winnsboro, South Carolina.
- Drasgow, E. (1997, October). *Using functional communication training to reduce problem behavior*. Presented at the South Carolina AAMR annual conference. Charleston, South Carolina.
- Drasgow, E. (1997, November). *Developing functional curricula for students with significant disabilities*. Invited presentation at the South Carolina Autism Society annual conference. Columbia, South Carolina.
- Drasgow, E., Halle, J., & Phillips, B. (1998, May). *Assessing communication repair strategies of young preverbal children with severe language delays*. Presented at the annual Conference on Research Innovations in Early Intervention. Charleston, South Carolina.
- Drasgow, E., & Halle, J. (1998, May). *Discriminated operants: The effects of different social partners on the generalized requesting of a young child with autism*. Presented at the International Association for Behavior Analysis annual conference. Orlando, Florida.
- Drasgow, E. (1998, November). *Applied behavior analysis*. Invited presentation at the South Carolina Autism Society annual conference. Columbia, South Carolina.
- Drasgow, E., & Yell, M. L. (1998, November). *Functional assessment and behavioral intervention plans*. Invited presentation at the South Carolina Autism Society annual conference. Columbia, South Carolina.
- Drasgow, E. (1999, November). *Preventing or Reducing Problem Behavior by Increasing Communication*. Invited presentation at the South Carolina Autism Society annual conference. Columbia, South Carolina.
- Yell, M. L. & Drasgow, E. (2000, February). *Litigating a free appropriate public education: The Lovaas hearings and cases*. Presented at the South Carolina Council for Exceptional Children annual conference. Myrtle Beach, SC.
- Drasgow, E. & Yell, M. L. (2000, April). *Litigating a free appropriate public education: The Lovaas hearings and cases*. Presented at the Council for Exceptional Children annual conference. Vancouver, BC, Canada.
- Drasgow, E., Halle, J. & Sigafos, J. (2000, May). *Generalization failures: Three possible explanations*. Presented at the Association for Behavior Analysis annual conference. Washington D.C.

- Drasgow, E., & Yell, M. L. (2000, September). *Functional behavioral assessment and positive behavior support plans: Legal and philosophical basis*. Featured presentation at the Fourth Conference on Disabilities and Special Needs. Charleston, SC.
- Drasgow, E., & Yell, M. L. (2000, September). *Conducting a functional behavioral assessment*. Featured presentation at the Fourth Conference on Disabilities and Special Needs. Charleston, SC.
- Drasgow, E., & Yell, M. L. (2000, September). *Developing and implementing a positive behavior support plan*. Featured presentation at the Fourth Conference on Disabilities and Special Needs. Charleston, SC.
- Tezza, E., Moody, M., & Drasgow, E. (2000, October). *Replacing problem behavior with socially acceptable behavior*. Presented at the South Carolina Association for Mental Retardation Conference. Myrtle Beach, SC.
- Drasgow, E. (2001, October). *Promoting a lifetime of inclusion*. Invited keynote presentation at the 5th Annual South Carolina Conference on Disabilities and Special Needs. Charleston, SC.
- Watson, J., Martin, C., & Drasgow, E. (2002, February). *Reducing problem behavior through functional communication training*. Presented at the 2002 South Carolina Conference on Council for Exceptional Children. Hilton Head, SC.
- Yell, M.L., Karvonen, M., Marshall, K. M., Drasgow, E., & Seaman, M. A. (2002, April). *Project ReSpecT: Retaining Special education Teachers*. Presented at the Council for Exceptional Children annual conference. New York, NY.
- Sigafoos, J., Drasgow, E., Olive, M. L., & Smith, B. S. (2002, May). *Training parents and teachers to assess and treat problem behavior*. Presented at the Association for Behavior Analysis annual conference. Toronto, Canada.
- Yell, M.L., Marshall, K.J, & Drasgow, E. (2002, October). *Overview of the South Carolina State Improvement Grant*. Presented at the South Carolina fall administrators conference for directors of programs for students with disabilities. Columbia, SC.
- Martin, C., Watson, J., & Drasgow, E. (2003, November). *Making positive behavior support work*. Presented at the 48th Annual Southeast American Association for Mental Retardation Conference. Myrtle Beach, SC.
- Meadan, H., Halle, J., & Drasgow, E. (2003, December). *Examining communication repairs of young children with disabilities who are nonverbal*. Presented at The Association for Persons With Severe Disabilities annual conference. Chicago, IL.
- Drasgow, E., Halle, J. W., & Martin, C. (2004, May). *Effects of differential reinforcement on the rejecting behavior of a young student with autism*. Presented at the Association for Behavior Analysis annual conference. Boston, MA.

- Meadan, H., Halle, J. W., & Drasgow, E. (2004, May). *Examining the communicative repairs of two young children with developmental disabilities who lack language*. Presented at the Association for Behavior Analysis annual conference. Boston, MA.
- Sigafoos, J., Drasgow, E., Halle, J. W., O'Reilly, M., Seely-York, S. E., Edrinsha, C., & Andrews, A. (2004, May). *Teaching replacement mands as a communicative repair strategy*. Presented at the Association for Behavior Analysis annual conference. Boston, MA.
- Drasgow, E., Pitts, J., Pinckney, C., & Alewine, P. (2004, October). *Positive behavior support: The DDSN three course sequence*. Presented at the South Carolina Chapter of the American Association for Mental Retardation annual conference. Myrtle Beach, SC.
- Lowrey, K. A. & Drasgow, E. (2004, October). *Evaluating programming for students with autism*. Presented at the South Carolina Autism Society annual conference. Columbia, SC.
- Halle, J. W., Meadan, H., & Drasgow, E. (2005, May). *Assessing the conditions that occasion protests of nonverbal children*. Presented at the Association for Behavior Analysis annual conference. Chicago, IL.
- Drasgow, E., Martin, C. A., & Halle, J. W. (2005, May). *Functional communication training: Teaching multiple functionally equivalent responses to young children with autism and severe language delays*. Presented at the Association for Behavior Analysis annual conference. Chicago, IL.
- Drasgow, E. & Martin, C. A. (2006, February). *Effects of functional communication training*. Presented at the North Carolina Association for Behavior Analysis annual conference. Wrightsville Beach, NC.
- Ardoin, S., & Drasgow, E. (2006, May). *Using discrete trials to increase the feasibility of conducting functional analyses in school settings*. Presented at the Association for Behavior Analysis annual conference. Atlanta, GA.
- Drasgow, E. (2007, February). *Teaching Mands to Young Children with Autism and Severe Language Delays*. Presented at the North Carolina Association for Behavior Analysis annual conference. Wrightsville Beach, NC.
- Martin, C. A., Drasgow, E., & Halle, J. W. (2007, May). *Functional communication training: Teaching multiple functionally equivalent responses to young children with autism and severe language delays*. Presented at the Association for Behavior Analysis annual conference. San Diego, CA.
- Drasgow, E. (2007, October). *Some important things that I have learned*. Presented at the South Carolina Autism Society annual conference. Columbia, SC.

- Rotholz, D. A., Drasgow, E., & Reid, D. H. (2008, February). *Statewide improvement efforts in behavior supports: Implementation and evaluation challenges*. Presented at the North Carolina Association for Behavior Analysis annual conference. Wrightsville Beach, NC.
- Chezan, L. C., & Drasgow, E. (2011, May). *Using general-case instruction to teach collateral academic skills to a student in a postsecondary setting*. Presented at the Association for Behavior Analysis annual conference. Denver, CO.
- Chezan, L. C., Drasgow, E., & Martin, C. A. (2013, February). *Discrete-trial functional analysis of problem behavior and functional communication training in three adults with a dual diagnosis of a significant intellectual disability and a mental illness*. Presented at North Carolina Association for Behavior Analysis annual conference. Wilmington, NC.
- Chezan, L. C., Drasgow, E., & Martin, C. A. (2013, October). *Discrete-trial functional analysis of problem behavior and functional communication training in three adults with a dual diagnosis of a significant intellectual disability and a mental illness*. Presented at National Association on Dual Diagnosis annual conference, Baltimore, MD
- Drasgow, E., Martin, C. A., Chezan, L. C., & Halle, J. (2014, May). *Functional Communication Training: Teaching Multiple Functionally Equivalent Responses to Three Children with Autism and Severe Language Delays*. Presented at the Association for Behavior Analysis annual conference. Chicago, IL.
- Chezan, L. C., Drasgow, E., Martin, C. A., & Halle, J. (2015, May). *Teaching Children with Autism and Language Delays to Reject Non-preferred Foods Using Multiple Communication Forms*. Presented at the Association for Behavior Analysis annual conference. San Antonio, TX.
- Chezan, L. C., Drasgow, E., Legg, J., & Hollborn, A. (2016, May). *Teaching Tolerance for Delay to Reinforcement to Young Children with Autism and Language Delays*. Presented at the Applied Behavior Analysis International annual conference. Chicago, IL.
- Chezan, L. C., Wolfe, K., & Drasgow, E. (2017, May). *A Meta-Analysis of Functional Communication Training Effects on Problem Behavior and Alternative Communicative Response*. Presented at the Applied Behavior Analysis International annual conference. Denver, CO.
- Pound, S., Wolfe, K., McCammon, S. N., Chezan, L. C., & Drasgow, E. (2019, May). *A systematic review of interventions to promote varied social-communication behavior in individuals with autism spectrum disorder*. Presented at the Association for Behavior Analysis International annual conference, Chicago, IL.
- Chezan, L. C., McCammon, M., Drasgow, E., & Wolfe, K. (2021, May). *The Ecological Validity of Function-Based Interventions in Research and Practice*. Accepted for presentation to the Association for Behavior Analysis International annual virtual conference. San Francisco, CA.

Workshops and Consultation

- Yell, M.L. & Drasgow, E. (1998, August). *Conducting functional assessments of behavior and developing behavior intervention plans*. Green Bay, WI: Department of Public Instruction.
- Yell, M. L. & Drasgow, E. (1998, August). *Conducting functional assessments of behavior and developing behavior intervention plans*. Eau Claire, WI: Department of Public Instruction.
- Drasgow, E. & Yell, M. L. (1999, October). *Functional behavioral assessments and behavior intervention plans*. Columbia, SC: Department of Education, Office of Exceptional Children.
- Drasgow, E. (1999, Fall). *Applied behavior analysis I: Application to persons with severe disabilities*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E., & Yell, M. L. (1999, November). *Functional assessment*. Columbia, SC: South Carolina Autism Society.
- Drasgow, E. (2000, Spring). *Applied behavior analysis II: Functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2000, April). *Applied behavior analysis and instructional programs for students with disabilities*. Anderson, SC: Anderson School District 5.
- Drasgow, E. (2000, April). *Functional assessment and positive behavior support plans*. Anderson, SC: Anderson School District 5.
- Drasgow, E., & Yell, M. L. (2000, August). *Functional behavioral assessment and behavior intervention plans*. Sumter, SC: Sumter 17 School District.
- Drasgow, E., & Yell, M. L. (2000, August). *Functional behavioral assessment and behavior intervention plans*. Anderson, SC: Anderson School District 5.
- Drasgow, E. (2000, Fall). *Applied behavior analysis III: Advanced functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E., & Yell, M. L. (2000, Fall). *Writing functional and measurable goals and objectives*. Columbia, SC: South Carolina Autism Society.
- Drasgow, E. & Yell, M. L. (2001, April). *Functional behavioral assessments and behavior intervention plans*. Spartanburg, SC: South Carolina School for the Deaf and Blind.
- Drasgow, E. (2001 Spring). *Applied behavior analysis I: Application to persons with severe disabilities*. Columbia, SC: Department of Disabilities and Special Needs.

- Drasgow, E. (2001, Summer). *Applied behavior analysis II: Functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2001, Fall). *Applied behavior analysis III: Advanced functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2001). Consultation for positive behavior support and for program development. Spartanburg, SC: South Carolina School for the Deaf and Blind.
- Drasgow, E. (2002, Summer). *Applied behavior analysis I: Application to persons with severe disabilities*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2002, Fall). *Applied behavior analysis II: Functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2003, Spring). *Applied behavior analysis III: Functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2003, Summer). *Applied behavior analysis I: Application to persons with severe disabilities*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2003, Fall). *Applied behavior analysis II: Functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2004, Spring). *Applied behavior analysis III: Advanced functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Lowrey, K. A., & Drasgow, E. (2004, Summer). *Key concepts in program development, assessment, progress monitoring, and evaluation for students with moderate and severe disabilities*. Irmo, SC: South Carolina State Department of Education.
- Drasgow, E. (2004, Fall). *Applied behavior analysis I: Application to persons with severe disabilities*. Columbia, SC: Department of Disabilities and Special Needs.
- Yell, M. L., Drasgow, E., & Lowrey, K. A. (2004, October). *No Child Left Behind: Analysis and implications for special education*. Columbia, SC: South Carolina Autism Society.
- Drasgow, E. (2005, Spring). *Applied behavior analysis II: Functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2005, Summer). *Applied behavior analysis III: Advanced functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.

Drasgow, E. (2006, February). *Defining, recording, and graphing behavior: Skills for use by those who develop behavior support plans*. Columbia, SC: SCAAMR and Department of Disabilities and Special Needs.

Drasgow, E. (2006, Spring). *Applied behavior analysis I: Application to persons with severe disabilities*. Columbia, SC: Department of Disabilities and Special Needs.

Drasgow, E. (2006, Summer). *Applied behavior analysis II: Functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.

Drasgow, E. (2007, Spring). *Applied behavior analysis III: Advanced functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.

Awards

2004	University of South Carolina, College of Education, George H. Lackey Jr. Award for Inspirational Teaching
2008	University of South Carolina, College of Education Research Award
2010	University of South Carolina Educational Foundation Research Award for Professional Schools
2013	University Illinois at Champaign-Urbana, College of Education Distinguished Alumni Award

Memberships

1992-Present	Member, Association for Behavior Analysis
1997-2008	Member, South Carolina Autism Society
1997	The Praxis Series: Professional Assessments for Beginning Teachers. Deaf and Hard of Hearing, South Carolina,
1997-2008	Board of Directors, South Carolina Autism Society
1998	Steering Committee, South Carolina State-Wide Alternate Assessment Program
1999	State committee for developing training guidelines for applied behavior therapy services
1999-Present	Member, American Association for Intellectual and Developmental Disabilities
2003	The Praxis Series: Professional Assessments for Beginning Teachers. Severe and Multiple Disabilities, South Carolina
2004-Present	Positive Behavior Support Advisory Group, Department of Disabilities and Special Needs, Columbia, SC
2006-Present	Member, North Carolina Association for Behavior Analysis

Professional Activities

Ad Hoc Reviewer	<i>The Journal of the Association for Persons with Severe Handicaps</i> , 1993-1996
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Ad Hoc Reviewer	<i>Topics in Early Childhood Special Education</i> , 1995
Ad Hoc Reviewer	<i>Journal of Applied Behavior Analysis</i> , 1996-present
Ad Hoc Reviewer	<i>Exceptional Children</i> , 1996-present
Ad Hoc Reviewer	<i>Volta Review</i> , 1996-present
Ad Hoc Reviewer	<i>Language, Speech, and Hearing Services in the Schools</i> , 1997-present
Ad Hoc Reviewer	<i>Young Exceptional Children</i> , 1998-present
Ad Hoc Reviewer	<i>Journal of Deaf Studies and Deaf Education</i> , 1998-2002
Reviewer	<i>Beyond Behavior</i> , 1999-2001
Reviewer	<i>Language and Deafness</i> , 3 rd Edition, 2000
Guest Co-Editor	<i>Journal of Special Education</i> , 2000
Reviewer	<i>Focus on Autism and Other Developmental Disabilities</i> , 2001- 2020
Ad Hoc Reviewer	<i>Journal of Speech, Language, and Hearing Research</i> , 2003
Reviewer	<i>Educational Psychology</i> , 2003-2020
Associate Editor	<i>Evidence-based Communication and Assessment</i> , 2006-2010
Ad Hoc Reviewer	<i>American Journal of Speech-Language Pathology</i> , 2006-present
Guest Co-Editor	<i>Assessment for Effective Intervention</i> , 2007
Reviewer	<i>Journal of Early Intervention</i> , 2008-2020
Reviewer	<i>Journal of Disability Policy Studies</i> , 2008-present
Reviewer	<i>Journal of Behavioral Education</i> , 2009- 2020
Ad Hoc Reviewer	<i>Intellectual and Developmental Disabilities</i> , 2009-present
Guest Co-Editor	<i>Exceptionality</i> , 2009
Reviewer	<i>Behavior Analysis for Lasting Change</i> , 3 rd Edition, 2009
Reviewer	<i>American Annals of the Deaf</i> , 2011-present
Ad Hoc Reviewer	<i>American Journal on Intellectual and Developmental Disabilities</i> , 2012 - present
Reviewer	<i>Remedial and Special Education</i> , 2014 - 2020
Reviewer	<i>Journal of Developmental and Physical Disabilities</i> , 2015 - present