

John Wills Lloyd
Curry School of Education
University of Virginia

Education

- Ph.D. (1976), University of Oregon, Special Education
- M.S. (1974), University of Oregon, Special Education
- B.A. (1971), California State University at Los Angeles, English

Experience

Academic

- Curry School of Education, University of Virginia, 1978-present.
- College of Education, Northern Illinois University, 1976-1978.

Other Related

- Executive Director, Division for Learning Disabilities of the Council for Exceptional Children, 2007-.
- Chief Technology Officer, Curry School of Education, University of Virginia, 2000-2005.
- Director, Virginia site of national Center for Improvement of Early Reading Achievement (CIERA), 1998-1999.
- Co-Director, Virginia Behavior Disorders Project, University of Virginia, 1987-2006.
- Co-Director, Multiple Endorsement Masters Program, University of Virginia, 1983-1989.
- Director, Classroom Intervention Program, Learning Disabilities Research Institute, University of Virginia, 1979-1983.
- Education Director, Project ExCEL, Northern Illinois University, 1977-1978.
- Graduate Teaching Fellow, Department of Special Education, University of Oregon, 1974-1976.
- Clinical Assistant, Family Intervention Center, Oregon Research Institute, 1974-1975.
- Teacher, Pasadena Children's Training Society, Altadena, California, 1972-1973.
- Teacher, Escalon School for Atypical Children, Altadena, California, 1971-1972.
- Teaching Parent, Camarillo State Hospital, 1970.

Publications

Journal Articles

1975

Lloyd, J. (1975). The pedagogical orientation: An argument for improving instruction. *Journal of Learning Disabilities*, 8, 74-78.

1977

Epstein, M. H., Cullinan, D., & Lloyd, J. (1977). Reliability of the Matching Familiar Figures Test with learning-disabled children. *Perceptual and Motor Skills*, 45, 56-60.

Lloyd, J., Sabatino, D., Miller, T., & Miller, S. (1977). Proposed federal guidelines: Some open questions. *Journal of Learning Disabilities*, 11, 655-657.

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1979

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1981

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Kosiewicz, M. M., Hallahan, D. P., & Lloyd, J. (1981). The effects of an LD student's treatment choice on handwriting performance. *Learning Disability Quarterly*, 4, 281-286.

Lloyd, J., Saltzman, N. J., & Kauffman, J. M. (1981). Predictable generalization in academic learning as a result of preskills and strategy training. *Learning Disability Quarterly*, 4, 203-216.

1982

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1984

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1986

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1988

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1989

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1990

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2002

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2005

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2006

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2007

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2010

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2012

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2014

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2015

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Chapters

1979

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1981

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1985

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1992

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1993

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1995

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Lloyd, J. W., Martin, K. L., & Kauffman, J. M. (1995). Teachers' participation in decisions about placement of students. In J. M. Kauffman, J. W. Lloyd, T. A. Astuto, & D. P. Hallahan (Eds.), *Issues in the educational placement of pupils with emotional or behavioral disorders* (pp. 169-181). Hillsdale, NJ: Erlbaum.

Lloyd, J. W., & Kauffman, J. M. (1995). Demands of less restrictive placements on classroom teachers. In J. M. Kauffman, J. W. Lloyd, T. A. Astuto, & D. P. Hallahan (Eds.), *Issues in the educational placement of pupils with emotional or behavioral disorders* (pp. 163-177). Hillsdale, NJ: Erlbaum.

Martin, K. L., Hallenbeck, B. A., Kauffman, J. M., & Lloyd, J. W. (1995). A synopsis of research and professional literature on educational placement. In J. M. Kauffman, J. W. Lloyd, T. A. Astuto, & D. P. Hallahan (Eds.), *Issues in the educational placement of pupils with emotional or behavioral disorders* (pp. 75-117). Hillsdale, NJ: Erlbaum.

1998

Lloyd, J. W., Kauffman, J. M., Hallahan, D. P., & Keller, C. E. (1998). Academic interventions. In R. Morris & T. Kratochwill (Eds.), *Practice of child therapy* (3rd. ed., pp. 167-198). New York: Pergamon.

1999

Lloyd, J. W., Steinberg, D. R., & Wilhelm-Chapin, M. (1999). Research on the transition to kindergarten. In R. C. Pianta & M. J. Cox (Eds.), *The transition to kindergarten*. Baltimore, MD: Paul H. Brookes.

2001

Weiss, M. P., & Lloyd, J. W. (2001). Structure and effective teaching. In D. P. Hallahan & B. K. Keogh (Eds.), *Research and global perspectives in learning disabilities: Essays in honor of William M. Cruickshank* (pp. 131-145). Mahwah, NJ: Erlbaum.

2002

Lloyd, J. W. (2002). There's more to identifying learning disability than discrepancy. In R. Bradley, L. Danielson, & D. P. Hallahan (Eds.), *Identification of learning disabilities: Research to practice* (pp. 427-435). Mahwah, NJ: Erlbaum.

2006

Lloyd, J. W., Pullen, P. L., Tankersley, M., & Lloyd, P. A. (2006). Critical dimensions of experimental studies and research syntheses that help define effective practices. In B. G. Cook & B. R. Schirmer (Eds.), *What is special about special education: Examining the role of evidence-based practices* (pp. 136-153). Austin, TX: Pro-Ed.

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2007

Pullen, P. C., Lloyd, P. A., & Lloyd, J. W. (2007). Academic problems. In R. Morris & T. Kratochwill (Eds.), *Practice of child therapy* (4th. ed.; pp. 187-206). Mahwah, NJ: Erlbaum.

Lloyd, J. W., & Hallahan, D. P. (2007). Advocacy and reform in special education. In J. B. Crockett, M. M. Gerber, & T. J. Landrum (Eds.), *Achieving the radical reform of special education: Essays in honor of James M. Kauffman* (pp. 347-362). Mahwah, NJ: Erlbaum.

2011

Kauffman, J. M., & Lloyd, J. W. (2011). Statistics, data, and special educational decisions: Basic links to realities. In J. M. Kauffman & D. P. Hallahan (Eds.), *Handbook of special education* (pp. 27-36). New York: Routledge.

2012

Kauffman, J. M., Bruce, A. W., & Lloyd, J. W. (2012). Response to intervention (RtI) and students with EBD. In J. P. Bakken, F. E. Obiakor, & A. Rotatori (Eds.), *Advances in special education, Vol. 22—behavioral disorders: Current perspectives and issues* (p. 107-128). Bingley, UK: Emerald.

Bruce, A., Lloyd, J. W., & Kennedy, M. J. (2012). Targets of self-monitoring: Productivity, accuracy, and attention. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Advances in learning and behavioral disabilities* (Vol. 25; pp. 1-21). Bingley, UK: Emerald.

2014

Hirsch, S. E., Lloyd, J. W., & Kennedy, M. J. (2014). Improving behavior through instructional practices for students with high-incidence disabilities: EBD, ADHD, and LD. In P. Garner, J. M. Kauffman, & J. Elliot (Eds.), *Handbook of emotional & behavioural difficulties* (2nd. ed.; pp. 205-220). London: Sage.

2015

Bateman, B., Lloyd, J. W., Tankersley, M., & Brown, T. S. (2015). What is special education? In B. Bateman, J. W. Lloyd, & M. J. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 11-20). New York: Routledge.

Bateman, B., Lloyd, J. W., Tankersley, M., & Driver, M. K. (2015). Who should receive and provide special education? In B. Bateman, J. W. Lloyd, & M. J. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 95-101). New York: Routledge.

Bateman, B., Lloyd, J. W., Tankersley, M., & Alves, K. D. (2015). Where should special education take place? In B. Bateman, J. W. Lloyd, & M. J. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 189-196). New York: Routledge.

- Bateman, B., Lloyd, J. W., Tankersley, M., & Dillon, S. E. (2015). When should special education start and end? In B. Bateman, J. W. Lloyd, & M. J. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 343-349). New York: Routledge.
- Lloyd, J. W., Tankersley, M., & Bateman, B. (2015). Introduction: Does special education have issues? In B. Bateman, J. W. Lloyd, & M. J. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 4-8). New York: Routledge.
- Lloyd, J. W., Tankersley, M., & Bateman, B. (2015). Why should we have special education? In B. Bateman, J. W. Lloyd, & M. J. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 385-396). New York: Routledge.
- Lloyd, J. W., Tankersley, M., Bateman, B., Balan, C., & Lloyd, P. A. (2015). Whither special education. In B. Bateman, J. W. Lloyd, & M. J. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 444-464). New York: Routledge.
- Lloyd, J. W., Tankersley, M., Bateman, B., & Hirsch, S. E. (2015). How should special education be practiced? In B. Bateman, J. W. Lloyd, & M. J. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 253-264). New York: Routledge.

Books

- Bateman, B., Lloyd, J. W., & Tankersley, M. (Eds.). (2015). *Enduring issues in special education: Personal perspectives*. New York: Routledge.
- Cullinan, D., Epstein, M. H., & Lloyd, J. W. (1983). *Behavior disorders of children and adolescents*. Englewood Cliffs, NJ: Prentice-Hall.
- Hallahan, D. P., Lloyd, J. W., Kauffman, J. M., Weiss, M. P., & Martinez, E. A. (2005). *Learning disabilities: Foundations, characteristics, and effective teaching* (3rd ed.). Needham Heights, MA: Allyn & Bacon. (Revised edition of Hallahan, D. P., Kauffman, J. M., & Lloyd, J. W. (1999). *Introduction to learning disabilities* (2nd ed.). Needham Heights, MA: Allyn & Bacon. (previous 2nd ed. published 1985 by Prentice-Hall).
- Kauffman, J. M., Lloyd, J. W., Astuto, T. A., & Hallahan, D. P. (Eds.). (1995). *Issues in the educational placement of pupils with emotional or behavioral disorders*. Hillsdale, NJ: Erlbaum.
- Lloyd, J. W., Kameenui, E. J., & Chard, D. (Eds.). (1997). *Issues in educating students with disabilities*. Hillsdale, NJ: Erlbaum.
- Lloyd, J. W., Landrum, T. J., Cook, B. G., & Tankersley, M. (Eds.). (2013). *Research-based approaches for assessment*. Boston, MA: Pearson.
- Lloyd, J. W., Singh, N. N., & Repp, A. C. (Eds.). (1991). *The regular education initiative: Alternative perspectives on concepts, issues, and models*. Sycamore IL: Sycamore.

Reviews

- Landrum, T. J., & Lloyd, J. W. (1991). Introduction to behavior analysis in special education (F. R. Rusch, T. Rose, & C. R. Greenwood). *Journal of Behavioral Education, 1*, 145-149.
- Lloyd, J. W. (1977). Your Child Can Succeed (Siegfried Engelmann). *Journal of Learning Disabilities, 10*, 655-657.
- Lloyd, J. W. (1984). Educating the Learning Disabled (E. Siegel & R. Gold). *Education and Treatment of Children, 7*, 87-89.
- Lloyd, J. W. (1985). Nelson Reading Skills Test. In J. V. Mitchell, Jr. (Ed.), *Ninth mental measurements yearbook* (pp. 1039-1041). Lincoln, NB: University of Nebraska Buros Institute of Mental Measurements. (Also available by accession number AN-09112232, Buros Institute Database, [Search Label MMYD] Bibliographic Retrieval Services, Inc. [BRS].)

- Lloyd, J. W. (1985). Roswell-Chall Diagnostic Reading Test of Word Analysis Skills—Revised. In J. V. Mitchell, Jr. (Ed.), *Ninth mental measurements yearbook* (pp. 1300-1301). Lincoln, NB: University of Nebraska Buros Institute of Mental Measurements. (Also available by accession number AN-09112235, Buros Institute Database, [Search Label MMYD] Bibliographic Retrieval Services, Inc. [BRS].)
- Lloyd, J. W. (1992). Clarence and Mrs. Zajac. *Beyond Behavior*, 3(2), 24-25.
- Lloyd, J. W., & Lloyd, P. A. (1993). Higher Order Thinking: Designing Curriculum for Mainstreamed Students (D. Carnine & E. J. Kameenui). *Journal of Behavioral Education*, 3, 97-100.

Limited-Circulation Publications

- Engelmann, S., Bateman, B., & Lloyd, J. W. (2007). *Educational logic and illogic*. Eugene, OR: Association for Direct Instruction.
- Frymier, K. F., Hallenbeck, B. A., Kauffman, J. M., & Lloyd, J. W. (1995). *Research and Professional Literature on the Educational Placement of Students with Emotional or Behavior Disorders*. Charlottesville, VA: University of Virginia Behavior Disorders Project.
- Hallahan, D. P., Lloyd, J. W., & Stoller, L. (1981). *Self-monitoring: A manual for teachers*. Charlottesville, VA: University of Virginia Learning Disabilities Research Institute.
- Lloyd, J. W. (2006). Research provides guidance about instruction—If we're honest. *VCASE Newsletter*, 12(2), 4-5.
- Lloyd, J. W., & deBettencourt, L. J. (1981). *Academic strategy training: A manual for teachers*. Charlottesville, VA: University of Virginia Learning Disabilities Research Institute.
- Lloyd, J. W., Keller, C. E., Kauffman, J. M., & Hallahan, D. P. (1988). *What will the regular education initiative require of general education teachers* (Prepared for Office of Special Education Programs, U.S. Department of Education). Charlottesville, VA: University of Virginia Curry School of Education.

Professional Service

Editorial Activities

Editor:

- *Exceptional Children* (with W. J. Therrien; 2015-present)
- *Special Education and Disability* (Mahwah, NJ: Lawrence Erlbaum and Associates) (1995-2008)
- TeachingLD—<http://TeachingLD.org> (2002 to present; official Website of the Division for Learning Disabilities of the Council for Exceptional Children)

Section Editor

- Lloyd, J. W. (2011). Instructional issues for students with high-incidence disabilities (Section 7). In J. M. Kauffman & D. P. Hallahan (Eds.), *Handbook of special education*. New York: Taylor & Francis.
- Lloyd, J. W., & Landrum, T. (2013). Research-based approaches for assessment. In B. Cook & M. Tankersley (Eds.), *Research-based practices in special education*. New York: Pearson.

Founder and Editor—Discussion lists:

- spedtalk@virginia.edu (electronic discussion group; 1993-2000);
- sepract@virginia.edu (electronic discussion group; 1994-2000);
- spedpro@virginia.edu (electronic discussion group; 1994-present);

Founder and Editor—World-wide Web resources:

- Behavior modification—<http://BehaviorMod.info/> (2007-present)
- EBD Blog—<http://EBDBlog.com/> (2005-present)
- LD Blog—<http://LDBlog.com/> (2005-present)
- office of special education—<http://special.edschool.virginia.edu/> (1995-present).

- Spedpro—<http://Spedpro.org/> (2005-present)
- Teach Effectively—<http://TeachEffectively.com/> (2005-present)

Guest Editor:

- Hallahan, D. P., Kauffman, J. M., Lloyd, J. W., & McKinney, J. D. (1988). Questions about the Regular Education Initiative. *Journal of Learning Disabilities*, 21(1).
- Hughes, C., & Lloyd, J. W. (1993-1994). Self-management. *Journal of Behavioral Education*, 3(4) and 4(1 and 4)
- Lloyd, J., & Carnine, D. (Eds.). (1981). Structured instruction: Effective teaching of essential skills. *Exceptional Education Quarterly*, 2(1).
- Lloyd, J. W., & Kameenui, E. J. (1994). Academic instruction. *Learning Disability Quarterly*, 17(3), 166-168.
- Lloyd, J. W., Keller, C., & Hung, L.-Y. (2007). International perspectives on learning disabilities. *Learning Disabilities Research & Practice*, 22(3).
- Peters, E., & Lloyd, J. W. (1986-87). Special focus: Effective instruction. *Teaching Exceptional Children*, 19(1-3).

Associate Editor:

Journal of Behavioral Education (1989-1995); *Journal of Child and Family Studies* (1991-1995); *Journal of Direct Instruction* (2007-2012); *Learning Disability Quarterly* (1989-1995).

Consulting Editor or Editorial Board Member:

Analysis and Intervention in Developmental Disabilities (1982-1983); *Exceptional Children* (2009-2015); *Exceptional Education Quarterly* (1983-1984); *Exceptionality* (1989-present); *Journal of Direct Instruction* (2001-2007); *Journal of Emotional and Behavioral Disorders* (1993-1997); *Journal of School Psychology* (1998-2001); *Journal of Special Education Technology* (1980-1982; 1986-1987); *Learning and Individual Differences* (1988-1993); *Learning Disability Quarterly* (1980-1989; 2001-2004; 2010-present); *Learning Disabilities Research* (1985-1995); *Learning Disabilities Research & Practice* (2006-present); *Professional School Psychology* (1984-1989); *Remedial and Special Education* (1984-1989; 1991-1993); *Teaching Exceptional Children* (2015-present).

Guest Reviewer:

American Educational Research Association, Division C, Section 6 (Division 1985); American Educational Research Association, Special Education SIG (1989; 1990; 1994); *American Educational Research Journal* (1994; 1996; 2000); *Analysis and Intervention in Developmental Disabilities* (1981); *Applied Research in Mental Retardation* (1983; 1985); *Behavior Disorders* (2005); *Behavior Research Methods* (2012); *Behavior Therapy* (1986); *Educational Researcher* (2014); *European Journal of the Psychology of Education* (2012); *Exceptional Children* (1987; 1988; 1989; 2006); *Exceptional Education Quarterly* (1981; 1982); *Gifted Child Quarterly* (2011); *International Journal of Developmental Neuroscience* (2014); *Journal of Applied Behavior Analysis* (1984); *Journal of Child and Adolescent Psychotherapy* (1988); *Journal of Learning Disabilities* (1976; 1990; 1991; 2012; 2013); *Journal of Special Education* (1989; 1991; 1997); *Journal of Teacher Education* (1989; 1990; 1991; 1992); *Law and Human Behavior* (1991); *Learning and Individual Differences* (2008); *Learning Disability Quarterly* (1998; 2005); *Perceptual and Motor Skills* (1997); *Research in Developmental Disabilities* (1991; 1992); *Review of Educational Research* (1983); *School Psychology Quarterly* (2000); *Topics in Language and Learning Disabilities* (1982).

Organizational Memberships and Service (Asterisk indicates current membership)

American Educational Research Association; American Association for the Advancement of Science*; Association for Behavior Analysis*; Association for the Advancement of Behavior Therapy; Association for Direct Instruction; Association for Special Education Technology; Association for Supervision and

Curriculum Development; Cambridge Center for Behavioral Studies*; Council for Basic Education; Council for Exceptional Children* [Council for Children with Behavioral Disorders*; Division for Autism and Intellectual Disabilities;* Division for Early Childhood*; Division for Learning Disabilities* (Publications Committee, 1994-1996; vice president, 2003-2004, president-elect, 2004-2005; president, 2005-2006; past president 2006-2007); Division for International Special Education Services;* Division for Technology and Media*; Division for Research* (Publications Chair, 1991-1994; vice president, 1994-1995, president-elect, 1995-1996; president, 1996-1997; past president, 1997-1998)]; Council for Learning Disabilities (Program Committee, 1993)*; International Reading Association; National Council of Teachers of Mathematics; National Institute for Direct Instruction (Member of Board of Directors, 2008-2011); Reading Reform Foundation; Society for Research on Educational Effectiveness*; Society for the Scientific Study of Reading.

National, Regional, and State Conference Papers

1975

Direct Intervention in the Schools of Socially Aggressive Children. Association for Children with Learning Problems, Chilliwack, British Columbia, Canada, November 1975.

1977

Reading and the Mentally Retarded: Look! Look! See Who Could Be Going to Court! New Orleans: National Convention of the American Association for Mental Deficiency, June.

Reducing Behavior through DRI Schedules: Two Changes for the Price of One. New Orleans: National Convention of the American Association for Mental Deficiency, June—With D. Cullinan.

Reducing Behavior with DRO Schedules: Conditions for Success. New Orleans: National Convention of the American Association for Mental Deficiency, June—With A. Repp.

Training Teachers for Learner Disabling. Milwaukee: State Convention of the Wisconsin Association for Children with Learning Disabilities, October.

Teaching Children with Learning Disabilities in the 1970s (Banquet address). Sioux Falls: State Convention of the South Dakota Association for Children with Learning Disabilities, October.

1978

Programming for Dysteachia. Oshkosh, WI: Annual State Conference on Educational Management of Exceptional Children, February, 1978.

Applied Behavior Analysis of Learning Disabilities: Studies of Assessment, Communication, Mathematics (Chair). Kansas City, MO: National Convention of the Association of Children with Learning Disabilities, March.

Effects of Various Probe Procedures on Estimates of Academic Abilities. Kansas City, MO: National Convention of the Association for Children with Learning Disabilities, March—With M. H. Epstein and D. Cullinan.

Effects of Self-verbalization on the Accuracy of Multiplication Performance of Learning Disabled Students. Kansas City, MO: National Convention of the Association for Children with Learning Disabilities, March—With D. Cullinan, senior author, and M. H. Epstein.

Effects of the Frostig-Horne Training Program on Handwriting Performance of Learning Disabled Students. Kansas City, MO: National Convention of the Association for Children with Learning Disabilities, March—With M. H. Epstein, senior author, and D. Cullinan.

1979

Using Attack-Strategy Training for Teaching Academic Skills. Louisville, KY: National Conference of the Division for Children with Learning Disabilities of the Council for Exceptional Children, October.

1980

Comparisons of Self-assessment and Self-recording as Procedures for Improving Attention to Task. Milwaukee: National Convention of the Association for Children with Learning Disabilities, March.

The Classroom Intervention Component of the University of Virginia Learning Disabilities Research Institute. Washington, DC: National Convention of the National Association of School Psychologists, April.

Self-assessment versus Self-recording: Two Analyses of Effects on Attention to Task. New York: National Convention of the Association for the Advancement of Behavior Therapy, November.

1981

Elementary Learning Disabilities: Self-management and Systematic Instruction. Eugene, OR: Annual Oregon Conference, February.

Methods for Improving Attention and Achievement through Self-instruction (Keynote Address). Milwaukee: State Convention of the Wisconsin Council for Learning Disabilities, October.

Teaching Cognitive Strategies to Improve Attention and Achievement. Milwaukee: State Convention of the Wisconsin Education Association, October.

1984

The University of Virginia Learning Disabilities Research Institute: The Next Step. St. Paul, MN: Learning Disabilities. The next step, May—With D. P. Hallahan.

1985

Does Terminology Affect Identification? Anaheim, CA: International Convention of the Council for Exceptional Children, April.

1987

Using Videodisc in Teaching Fractions. Charlottesville, VA: First Annual Curry School Conference on Technology in Education, March.

Behavior Disorders in the Schools. Richmond, VA: State Conference on At-Risk Children, September.

The Research Basis for the Regular Education Initiative. Crystal City, VA: National meeting of the Teacher Education Division of the Council for Exceptional Children, November.

The University of Virginia Behavior Disorders Project. Tempe, AZ: Annual meeting of Teacher Educators of Children with Behavior Disorders, November—With J. M. Kauffman.

1988

Instructional Problems in Cognitive and Metacognitive Training. Las Vegas: Annual meeting of the Association for Children and Adults with Learning Disabilities, February.

Facilitating Integration of Preadolescent and Adolescent SED Students: The Virginia Behavior Disorders Project. Washington, DC: Annual Conference of the Council for Exceptional Children, March.

Instruction Based on Theory: Direct Instruction. Charlottesville, VA: Virginia State Department of Education, March.

Status and Prospects for Learning Disabilities. Cedar Rapids, IA: Iowa State Department of Special Education Conference, March.

Technical Bases of the Regular Education Initiative. Virginia Beach, VA: Annual meeting of the Virginia Council for Administrators of Special Education.

Learner Enabling Instruction. College Park, MD: Maryland State Department of Education Division of Special Education.

A Systemic Approach to Integrating SED Adolescents and Preadolescents into General Education. Chicago, IL: National Adolescent Conference, September—With J. M. Kauffman.

Self-Recording with Learning Disabled Students. West Lafayette, IN: Division of Learning Disabilities Symposium on Intervention Research, November.

Integration into Regular Education Classes: Teachers' Beliefs Regarding Behavior and Suggested Intervention Strategies. Tempe, AZ: Severe Behavior Disorders of Children and Youth, November—With J. M. Kauffman.

Integration into Regular Education Classes: Three Views of What Behaviors Pupils Need in Order to Succeed. Tempe, AZ: Severe Behavior Disorders of Children and Youth, November—With J. M. Kauffman.

1989

- Integrating Children with Learning Disabilities into Regular Education (Chair). San Francisco: American Educational Research Association, April.
- Subtypes of Beginning Teachers. San Francisco: American Educational Research Association, April—With J. D. McKinney, senior author.
- Research Issues in Self-Management. Washington, DC: Office of Special Education Programs Research Project Directors' Meeting, July.
- Promoting Self-Control in the Classroom. Charlotte, NC: National Topical Conference, Council for Exceptional Children and Council for Children with Behavior Disorders, September—With F. James, T. J. Landrum, & C. A. Wissick.
- Controlling the Dynamos: SLD Youth Can Learn Self-Control. Newport News, VA: Annual meeting of the Learning Disabilities Association of Virginia, October.
- Integration of Seriously Emotionally Disturbed Preadolescents into General Education. Tempe, AZ: Thirteenth annual Conference on Severe Behavior Disorders of Children and Youth, November—With J. M. Kauffman.

1990

- Teaching Self-Control to Atypical Learners. Williamsburg, VA: Council for Learning Disabilities Spring Regional Conference, March.
- The Impact of Homelessness on Families and Children. Richmond, VA: Conference on Human Development, March—With B. Cohen, P. Gerber, M. Khanna, & N. Singh.
- Teaching Self-Control Skills in Special and Regular Education Settings. Toronto, Canada: Council for Exceptional Children 68th Annual Convention, April—With T. Landrum.
- What Do Teachers Demand and Proscribe? An Analysis of Teachers' Behavioral Demand, Prohibitions and Technical Assistance Needs. Boston, MA: American Educational Research Association Annual Conference, April—With J. Kauffman.
- A Systematic Model of Services for Pupils with Behavior Disorders. Toronto, Canada: Council for Exceptional Children 68th Annual Convention, April.
- Perspectives on Teaching Self-Management (Chair). Toronto, Canada: Council for Exceptional Children 68th Annual Convention, April—With D. Hallahan, M. Montague, & F. Rusch.
- Design and Implementation of a Self-Control Intervention for Early Adolescence. Tempe, AZ: Conference on Severe Behavior Disorders of Children and Youth, November—With T. Landrum.
- Teachers' Views of Risk, Peer Competency, and Interventions. Tempe, AZ: Conference on Severe Behavior Disorders of Children and Youth, November—With J. Kauffman & T. Landrum.

1991

- Facilitating Inquiry with Practical Applications. Washington, DC: Holmes Group National Meeting, January.
- Affective Variables and School Adjustment of Students With Learning and Behavioral Disorders (Discussant). Chicago, IL: American Educational Research Association, April.
- A Follow-up Study of Children and Youth Who Exit from Virginia Treatment Center for Children to Regular Education. Atlanta, GA: Council for Exceptional Children, April—With J. Goodship, S. Wiley, & N. N. Singh.
- Procedural Reliability. Washington, DC: Office of Special Education Programs Research Project Directors' Meeting, July.
- Peer Relations and Interventions (Chair). Virginia Beach, VA: Multiple Perspectives on Children and Adolescents with Serious Emotional Disturbance, October.
- Transition from High School to Work. Virginia Beach, VA: Multiple Perspectives on Children and Adolescents with Serious Emotional Disturbance, October—With C. Hughes.
- A Follow-up Study of Children and Youth Discharged from an Inpatient Hospital to Regular Education. Virginia Beach, VA: Multiple Perspectives on Children and Adolescents with Serious Emotional Disturbance, October—With J. Goodship, senior author, and S. Wiley.

Placement for Pupils with Emotional or Behavioral Disorders: What We Know and What We Need to Know. Tempe, AZ: Conference on Severe Behavior Disorders of Children and Youth, November—With J. M. Kauffman, senior author.

1992

Placement of Pupils with Emotional or Behavioral Disorders: Issues in Practice and Research. Richmond, VA: Virginia State Federation Council for Exceptional Children, February—With J. Kauffman, senior author.

Strategies for Teaching Generalized Self-Management Skills. Baltimore: International Council for Exceptional Children, April—With C. Hughes.

Classification of Internalizing Behavioral Subtypes. Tempe, AZ: Conference on Severe Behavior Disorders of Children and Youth, November—With M. Tankersley, senior author, and E. Talbott.

How Teachers and Administrators View Placement Decisions. Tempe, AZ: Conference on Severe Behavior Disorders of Children and Youth, November—With J. M. Kauffman, senior author, and R. Simpson.

1993

Practices and Issues in Observing Students in Regular Education Settings (Chair). Redondo Beach, CA: Pacific Coast Research Conference, February—With J. Carta, C. Greenwood, and K. Karsh.

What Placement Means for Students with Emotional or Behavioral Disorders: Interviews Regarding Educational Placements. San Antonio, TX: International Council for Exceptional Children, April—With J. Kauffman, chair, B. Hallenbeck, and D. Hallahan.

A Naturalistic Study of the Integration of Students with Disabilities in an Elementary School (Chair and Discussant). Atlanta, GA: American Educational Research Association, April.

How Do We Know? Eugene, OR: Association for Direct Instruction, Keynote address, July.

Can Research Tell Teachers Anything? (Chair and presenter). Baltimore: Council for Learning Disabilities, October—With E. Polloway, S. Cohen, & M. Rosenberg

Teacher Ratings of Preadolescent Girls with Internalizing or Externalizing Disorders. Virginia Beach Conference: Children and Adolescents with Emotional or Behavioral Disorders, October—With M. Tankersley.

Classroom Behavior of Adolescent Girls with Learning and Behavior Problems. Virginia Beach Conference: Children and Adolescents with Emotional or Behavioral Disorders, Virginia Beach, October—With E. Talbott.

Co-morbid behavior problems of children with externalizing behavior. Tempe, AZ: Conference of Teacher Educators of Children with Behavior Disorders, November—With M. Tankersley.

Teachers' views about Decisions about Pupils' Educational Placements. Tempe, AZ: Conference of Teacher Educators of Children with Behavior Disorders, November—With K. L. Frymier & J. M. Kauffman

1994

Classroom Standards for Students with Disabilities: Findings from a Decade of Research. La Jolla, CA: Pacific Coast Research Conference, February—With R. Gersten, J. M. Kauffman, & J. Shay-Schumm.

1995

Developing Stronger Group—contrast Research in Special Education. Washington, DC: Office of Special Education Programs Research Project Directors' Meeting, July.

1996

Effects of a surgical tubing exercise program on the strength of the shoulder rotator muscles: A single—subject design. Annual meeting of the National Association of Athletic Trainers, Orlando, FL., July.

Refining Group-Contrast Research Methods in Special Education. Washington, DC: Office of Special Education Programs Research Project Directors' Meeting, July.

Using the Worldwide Web in Teacher Education. Washington, DC: Annual meeting of CEC Teacher Education Division, November—With S. Smith & K. Martin.

Effective Practices in Reading Instruction. Annual meeting of Learning Disabilities Association of Virginia, Arlington, VA, November—With M. Boylin, D. Ramer, J. D. Heubusch, & M. P. Weiss.

1997

Getting a Research Career Started: An Informal Discussion with Tanis Bryan and Charlie Greenwood. Salt Lake City: Council for Exceptional Children, April—moderator for T. H. Bryan, C. L. Thomas, & C. R. Greenwood.

Effective School-Based Interventions for ADHD. Virginia Beach: Virginia Beach Conference on Behavior Disorders, September—With M. Weiss & D. Ramer.

One Important Idea: Access to Effective Services. Harrisburg, PA: Keynote address for Pennsylvania Federation of the Council for Exceptional Children, November.

Characteristics of Teachers in Detention Facilities. Scottsdale, AZ: Teacher Educators of Children with Behavior Disorders, November—With M. Weiss, & J. M. Kauffman.

1998

Exploring the Relation between Learning and Emotional/Behavioral Disorders: Pushing the Instructional Envelope. La Jolla, CA: Pacific Coast Research Conference, February—With D. Chard (first author), E. Talbott, & T. Scott.

Effective Educational Practices: What Works. Woodland Heights, NJ: Keynote address for New Jersey Association of Learning Consultants, March.

Infusing the Internet into Teacher Education: Developing Teacher Education Resources on the Web. Minneapolis, MN: Annual meeting of the Council for Exceptional Children, April—With S. Smith (first author) & K. Martin.

Teacher Education: Where Research and Practice Meet. Los Angeles: Colloquium Address, California State University, Los Angeles, May.

Cognitive Access: Improving Immediate and Longer-term Outcomes. Virginia Beach: Keynote address to the 8th Annual Virginia Beach Conference, September.

The Past, the Present, and the Future of Research in the Field: Panel Presentations by Leading Researchers of the 1980s Institutes for Research in Learning Disabilities. Albuquerque: Annual meeting of the Council for Learning Disabilities, November—panel member with T. Bryan & D. Deshler.

1999

Pre-school Teachers' Prediction of Kindergarten Reading Behavior. National Reading Conference, December, Orlando, FL. Paper presentation.

2000

What Works in Special Education and Why, Council for Exceptional Children, April, Vancouver, BC.

The Top Ten Problems for Learning Disabilities in the Next Millennium. Luncheon talk for regional meeting of Council for Learning Disabilities, February, 2000, Richmond, VA.

2002

Early literacy intervention: Identifying effective intervention components (Paige C. Pullen, Holly B. Lane, and John Wills Lloyd). Society for the Scientific Study of Reading, June, Chicago.

2003

Characteristics of Research that Provide Explicit Direction for Practice. Council for Exceptional Children International conference, April.

2004

Using Research in Identifying Effective Instructional Practices. Bridging the Gap Between Research and Practice, Division for Learning Disabilities national conference, November, Orlando, FL.

2005

A Practitioner's Guide to Locating Trustworthy Evidence. Bridging the Gap Between Research and Practice, Division for Learning Disabilities national conference, November, Charleston, SC.

What a mega-analysis tells us about special education. Virginia Council of Administrators of Special Education, October, Charlottesville, VA.

What we know and don't know about RtI. Virginia Council of Administrators of Special Education, October, Charlottesville, VA.

What 1000 studies tell us about special education. Virginia Council for Exceptional Children, October, Charlottesville, VA.

2006

Evidence-Based Effective Education. National Research Council, February, Taipei, Taiwan.

Parents are the future of LD. Taiwan Parents Association for Learning Disabilities, February, Taipei, Taiwan.

Whence and Whither LD? Taiwan Academy for Learning Disabilities, March, Kaohsiung, Taiwan.

Conducting Evidence-Based Research about Teaching Effectiveness. National Taitung Teachers University, March, Taitung, Taiwan.

Evidence-Based Teaching: Basing Teaching on Research. East China Normal University, March, Shanghai, China.

Identificação dos Alunos com Dificuldades de Aprendizagem Específicas (Identification of Students with Specific Learning Disabilities). May, Braga, Portugal.

2007

Effects of Independent and Guided Practice in Passage Reading on Fluency of Reading Previously Read and Novel Material (P. C. Pullen was first author). Pacific Coast Research Conference, February, San Diego.

Evidence-based Should Mean Having Evidence of Effectiveness. Virginia Academy of Special Education, April, Virginia Beach, VA.

After RtI: Who Still Needs Help when Interventions have Failed? Council for Exceptional Children, Discussant for invited session by R. O'Connor and J. Klingner. April, Louisville, KY.

RtI Meets the Road: Unaddressed Issues in Implementation. Council for Exceptional Children, organizer and host for a series of six invited sessions. April, Louisville, KY.

How can brain imaging help education research? D. T. Willingham (lead) & J. Lloyd. American Educational Research Association, Chicago, April.

The Importance of Evidence-based Intervention for Students with Special Needs. Korean Association for Special Education, June, Changwon, Korea.

Evidence-based Intervention is Especially Important for Students with Special Needs. Korean Association for Learning Disabilities, June, Busan, Korea.

Evidence-based Intervention is Especially Important for Students with Special Needs. Dankook University Graduate School, June, Seoul, Korea.

2008

Panelist. Division for Learning Disabilities Showcase at the international meeting of the Council for Exceptional Children, Boston, MA, April.

Monitoring progress of policies using progress-monitoring data: How do we know whether RtI is Actually Working? Virginia Academy of Special Education, Virginia Beach, VA; April.

2010

Preparing General and Special Educators to Collaborate in Teaching Students with Disabilities Requires Consideration of Effective Instructional Practices. Hong Kong Institute of Education, Hong Kong China; May.

Effective Instruction Matters. National Taitung University, Taitung, Taiwan, June; National Kaohsiung University, Kaohsiung, Taiwan, June.

2012

Relationships Among Teachers' Behavioral Standards and Their Views on Behavior Management Strategies. With M. Kennedy. Pacific Coast Research Conference, San Diego, CA, February.

2013

Using Locally Produced Video and Content Acquisition Podcasts to Improve Classroom Management Skills. With Michael J. Kennedy and Andrew Bruce. Pacific Coast Research Conference, San Diego, CA, February.

Using Locally Produced Video to Improve Classroom Management Skills. With Andrew Bruce (leader), Carolyn Lamm, and Michael Kennedy. Council for Exceptional Children, San Antonio, TX, April.

Academic Interventions as a Means to Prevent and Correct Behavior Problems. With Shanna Hirsch and Karen Smucker. Idaho State Council for Exceptional Children, Sun Valley, ID, October.

2014

Using Content Acquisition Podcasts to Improve Teacher Candidates' Knowledge of CBM. Poster presentation with Dana Wagner, Erica Lembke, (and Michael Kennedy). Pacific Coast Research Conference, San Diego, CA, February.

Teachers' Perspectives on the Implementation of Functional Assessment Based Interventions for Students with EBD in Public Secondary Schools. Poster presentation with Shanna E. Hirsch (lead) and Sarah E. Dillon. Council for Exceptional Children, Philadelphia, PA, April.

Simple, Positive, Tiered Behavioral Interventions that Work: Changing Schools a Classroom at a Time. Invited presentation with Shanna E. Hirsch (lead). Virginia Association for Behavior Analysis, Leesburg, VA, April.

Math & Learning Disabilities: Notes on Dyscalculia, It's Nature, Prevention, and Remediation. Cascais, Portugal: Presentation for CADIn Center Symposium, July.

Embracing Science: Including Evidence in Special Education Practice. (Plenary address.) Braga, PT: Division for International Special Education Services Conference, July, 2014.

Locally Produced Video to Improve Classroom Instructional Skills. Paper presented (with Michael Kennedy) at the Division for Learning Disabilities & Southern Methodist University Symposium on Learning Disabilities, Dallas, TX, October

Empirical Review of Function Based Assessments, Interventions, and Training Procedures for Pre- and In-Service Teachers. Paper presented with Shanna E. Hirsch (lead) and Sarah E. Dillon at the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ., October.

Choosing a Method for Individual Behavior Monitoring. Paper presented with Sarah E. Dillon (lead) and Shanna E. Hirsch at the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ., October.

2015

Function-Based Assessments and Interventions: A Review of the Teacher Education Literature. Poster presentation with Shanna Hirsch (lead) and Michael Kennedy. Pacific Coast Research Conference, San Diego, CA, February.

Treatment Integrity: Recommendations for Implementing School-wide Prevention Programs Based on 20 Years of Research. Poster presentation with Allison L. Bruhn (lead) and Shanna Eisner Hirsch. Pacific Coast Research Conference, San Diego, CA, February.

Review of Self-graphing as an Intervention for Students with Disabilities. Poster presentation with Sarah E. Dillon (lead) and Wendy R. Rodgers at Council for Exceptional Children, San Diego, CA, April.

30+ Years of Self-monitoring: What Can we Recommend? Poster presented at Council for Learning Disabilities 37th Annual Conference, Las Vegas, NV, October.

Honors and Awards

- Parents and Friends of Mentally Ill Children (Honorary Life Member), 1971
- Association for Direct Instruction, Excellence in Research Award, 1993.
- Curry School Memorial Faculty Award, 1993.
- Fulbright Senior Scholar, 2006-2011.
- Frederick J. Weintraub Leadership Award from the Council for Exceptional Children, 2015.