CURRICULUM VITAE

1

**Carol Ann Davis, Ed.D.**

**e-mail: cadavis1@u.washington.edu**

**EDUCATION**

2

Ed.D. 1992 Special Education/Educational Psychology, University of Houston

M.Ed. 1989 Special Education/Educational Psychology, University of Houston

B.S. 1984 Elementary Education, Texas A & M University

**PROFESSIONAL EXPERIENCE**

3

2012 - Associate Dean, Undergraduate Education, College of Education

University of Washington

2008 - Associate Professor, College of Education/Special Education

University of Washington

2005 - 2008 Assistant Professor, College of Education/Special Education

University of Washington

1998 - 2005 Senior Project Associate, Special Education

University of Washington

1998 Associate Professor with tenure, Special Education

University of Minnesota

1995 - 1998 Assistant Professor, Special Education

University of Minnesota

1993 - 1995 Research Associate

University of Minnesota, Institute on Community Integration

1993 - 1995 Assistant Director, Center for Early Education and Development

University of Minnesota

1992 - 1993 Post-Doctoral Research Fellow

University of Minnesota

1990 - 1992 Field Supervisor, Disabilities Training Project

University of Houston

1989 - 1990 Testing Coordinator

Diagnostic Learning Center, University of Houston

1989 - 1990 Educational Specialist

Mental Health and Mental Retardation Authority of Harris County

1986 - 1988 Special Education Teacher

Katy and Humble Independent School District

1984 - 1986 Regular Education Teacher

Katy Independent School District, Bear Creek Elementary School

**PUBLICATIONS: (\*indicates refereed publications, bold indicates students)**

4

Kerns, S.E.U., Cevasco, M., Comtois, K.A., Dorsey, S., King, K., McMahon, R.J., Sedlar, G., Lee, T.G., Mazza, J.J., Lengua, L., Davis, C., Evans-Campbell, T., & Trupin, E.W. (submitted October 22, 2014). An interdisciplinary university-based initiative for graduate training in evidence-based treatments for children’s mental health. Journal of Emotional and Behavioral Disorders.

**\*McCollow, M., Levy, E**., Davis, C.A., & Sainato, D. (in press). Using self-monitoring, activity schedules, and correspondence training to increase independence while decreasing challenging behavior in young children, *Young Exceptional Children.*

\***Greenway, R.M**., **McCollow, M**., Hudson, R.F., Peck, C., & Davis, C.A (2013). Autonomy and Accountability: Teacher Perspectives on Evidence-Based Practices for Students with Intellectual and Developmental Disabilities. *Education and Training in Autism and Developmental Disabilities, 48, 456-478.*

**\*McCollow, M**, Davis, C.A., & Copeland, M. (2013). Creating success for students with autism spectrum disorders and their teachers: Implementing district-based support teams. *Journal of Cases in Educational Leadership*, *16 (1), 12 – 19*. *doi: 10.1177/1555458913478426*

\*Sandall, S., Ashmun, J., Schwartz, I., Davis, C.A., Williams, P., Leon-Guerro, R., Boulware, G, & McBride, B. (2011). Differential response to a school-based program for young children with ASD. *Topics in Early Childhood Special Education. doi:10.1177/0271121411403166*

\***Wang, H.T**., Sandall, S. & Davis, C.A. (2011). Social skills assessment in young children with autism. *Journal of Autism and Developmental Disabilities, 41, 1487-1495.* [*doi:10.1007/s10803-010-1175-8*](http://www.springer.com/alert/urltracking.do?id=L21f074M8e7a20Sad674bf).

\*Benner, G. J., Beaudoin, K.M., **Chen, P-Y**. Davis, C. & Ralston, N.C.(2010) The Impact of Intensive Positive Behavioral Supports on the Behavioral Functioning of Students with Emotional Disturbance: How Much Does Fidelity Matter? *Journal of Behavior Assessment and Intervention for Children, 1*, 85-97.

**\*Rosenberg, N**., Schwartz, I., & Davis, C. (2010). Evaluating the utility of commercial videotapes for teaching hand washing to children with autism. *Education and Treatment of Children, 33, 443-456.*

\***Jung, S.,** Sainato, D., & Davis, C. A., (2008). Using high probability request sequences to increase social interactions in young children with autism. *Journal of Early Intervention,30, 163-187.*

Davis, C. A. & Schwartz, I., (2007). Effective school age programs for students with autism. *ABA International Annual Publication.*

\*Fox, J. & Davis, C. (2005). Functional behavior assessment in schools: Current Research Findings and Future Directions. *Journal of Behavioral Education, 14,1-4*.

\*Reichle, J., Drager, K., & Davis, C. A. (2002) Using requests for assistance to obtain desired items and to gain release from nonpreferred activities: implication for assessment and Intervention. *Education and Treatment of Children, 25*, 47-66.

\*Conroy, M., Davis, C. A., Fox, J., & Brown, W. (2002). Functional assessment of behavior and effective supports for young children with disabilities. *Assessment for Effective Intervention (Diagnostique)*, 27 (4), 35-48.

\*Davis, C. A. & Fox, J. (2001). Functional Behavioral Assessment and Students with Autism Spectrum Disorder: Roots, Now, and the Future. *Focus on Autism and Other Developmental Disabilities*, 16, 202-204.

\*Conroy, M. Brown, W., & Davis, C.A. (2001). Applying the IDEA 1997 disciplinary provisions to preschoolers with challenging behavior. *Beyond Behavior, 11, 23-29.*

\*Davis, C.A., Reichle, J., & **Southard, K**. (2000). High-probability requests and a preferred item as a distractor: Increasing successful transitions in children with behavior problems. *Education and Treatment of Children, 23,* 423-440*.*

\*Conroy, M. & Davis, C.A. (2000). Early elementary-aged children with challenging behaviors: Legal and educational issues related to IDEA and functional behavioral assessment. *Preventing School Failure, 44,* 163-168*.*

\*Fox, J., Gunter, P., Davis, C., & Brall, S. (2000). Observational methods in functional behavioral assessment: Practical techniques for practitioners. *Preventing School Failure, 44,* 152-157*.*

\*Stein, M., & Davis, C.A. (2000). Direct instruction as a positive behavioral support. *Beyond Behavior, 10,* 7-12.

\*Davis, C.A., & Fox, J. (1999). Evaluating environmental arrangements as setting events: Review and implications for measurement. *Journal of Behavioral Education, 9*, 77-96.

\*Davis, C. A. (1998). Functional Assessment: Issues in implementation and applied research. *Preventing School Failure, 43*, 34-36.

\*Davis, C.A., Reichle, J. Johnston, S., & Southard, K. (1998). Teaching children with severe disabilities to utilize nonobligatory conversational opportunities: An application of high-probability requests. *Journal of the Association of Persons with Severe Handicaps, 23*, 57-68.

**\*Killu, K**., Sainato, D., Davis, C.A., Ospelt, H., & Neely, J. (1998). Effects of a high-probability request sequence on preschool children with developmental delays during instructional activities. *Journal of Behavioral Education, 8*, 347-368.

\*Davis, C. A., & Reichle, J. (1996). Variant and invariant high-probability requests: Increasing appropriate behaviors in children with emotional-behavior disorders. *Journal of Applied Behavior Analysis, 29,* 471-482.

\*Davis, C. A. (1995). Peers as behavior change agents for preschoolers with behavioral disorders: Using high probability requests. *Preventing School Failure, 39*, 4-9.

\*Sanchez-Fort, M., Brady, M. P., & Davis, C. A. (1995). Using high-probability requests to increase low-probability communication behavior in young children with severe disabilities. *Education and Training in Mental Retardation and Developmental Disabilities, 30*, 151-165.

\*Davis, C. A., Brady, M. P., Hamilton, R., McEvoy, M. A., & Williams, R. E. (1994). Effects of high-probability requests on the social interactions of young children with severe disabilities. *Journal of Applied Behavior Analysis, 27*, 619-637.

\*McEvoy, M. A., Davis, C. A., & Reichle, J. (1993). Districtwide technical assistance teams: Designing intervention strategies for young children with challenging behaviors. *Behavior Disorders, 19,* 27-33.

\*Davis, C. A., & Brady, M. P. (1993). Expanding the utility of behavioral momentum with young children: Where we've been, where we need to go. *Journal of Early Intervention, 17*, 211-223.

\*Davis, C. A., Brady, M. P., & Anderson, N. B. (1993). Special education dissertation research in early childhood: A descriptive analysis. *Topics in Early Childhood Special Education, 13*, 202-215.

\*Davis, C. A., Brady, M. P., Williams, R. E., & Hamilton, R. (1992). Effects of high-probability requests on the acquisition and generalization of responses to requests in young children with behavior disorders. *Journal of Applied Behavior Analysis, 25*, 905-916.

\*Davis, C. A., Brady, M. P., Williams, R. E., & Burta, M. (1992). The effects of self-operated auditory prompting tapes on the performance fluency of persons with severe mental retardation. *Education and Training in Mental Retardation, 27*, 39-50.

**PUBLICATIONS: CHAPTERS, MONOGRAPHS, and MODULES**

5

# Schwartz, I. S. & Davis, C. A. (in press). Best Practices for in Early Identification and Services for Young Children with Autistic Spectrum Disorders. Best practices in school psychology. In A. Thomas & J. Grimes (Eds.). *Best Practices in School Psychology VI*. Washington, DC: National Association of School Psychology.

**Erickson, J.** & Davis, C.A. (in press). Inclusion of Students with Significant Disabilities through Embedded Instruction. *International Perspectives on Inclusive Education: Including Learners with Low-Incidence Disabilities, vol. 6*.

Davis, C. A., & **McLaughlin, C. A.** (2012). Improving compliance in learners with behavioral problems. In Lane, K., B.Cook & M. Tankersley (Eds.) *Best Practices in Special Education.*

Schwartz, I., Davis, C., Rosenberg, N., & **McLaughlin, C**., (2009). Generalization in school settings: Strategies for planning and teaching. In C. Whalen (Ed.) *Real life, Real progress for children with autism spectrum disorders*. Brookes: Baltimore

# Schwartz, I. S. & Davis, C. A. (2008). Effective Services for Young Children with Autistic Spectrum Disorders (ASD). Best practices in school psychology. In A. Thomas & J. Grimes (Eds.). *Best Practices in School Psychology V*. Washington, DC: National Association of School Psychology.

Schwartz, I. S. & Davis, C. A. (2007). Effective interventions for students with Autism Spectrum Disorder. *IMPACT, Publication of Institute for Community Integration, University of Minnesota*.

Schwartz, I. S. & Davis, C. A. (2005). Discrimination training. In G. Sugai & R. H. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy*: Vol. 3, *Educational applications*. Thousand Oaks: Sage.

Davis, C.A., Lane, K., Sutherland, K., Gunter, P., Denny, K., Pickens, P., & Wehby, J. (2003). Differentiating curriculum and instruction on behalf of students with emotional behavioral disorders within general education settings. *Monograph of the International Council for Children with Behavioral Disorders*.

Davis, C. A., & Conroy, M. (2003). Functional behavioral assessment in early childhood settings: A model for linking assessment information to intervention. In M. Conroy (Ed.), Preventing and early intervention for young children at risk for emotional or behavioral disorders. *Monograph of the International Council for Children with Behavioral Disorders.*

Schwartz, I., Garfinkle, A., & Davis, C. (2002). Arranging preschool environments to facilitate valued social and educational outcomes. In Shinn, M., Walker, H., & Stoner, G. (Eds.), *Intervention for academic and behavior problems II: Preventive and remedial approaches*. National Association of School Psychologist Publications.

Reichle, J., Davis, C.A., Freeman, R., & Horner, R. (1999). Managing challenging behavior. In N. Wieseler (Ed.), *Challenging behavior of persons with mental health disorders and severe developmental disabilities*. American Association of Mental Retardation.

Melloy, K., Davis, C., Wehby, J., Murry, F., & Leiber, J. (1997). Developing social competence in children and youth with challenging behavior. *Monographs of the International Council for Children with Behavioral Disorders*.

Reichle, J., McEvoy, M., Davis, C., Rogers, E., Feeley, K., Johnston, S., & Wolff, K. (1996). Coordinating preservice and inservice training of early interventionists to serve preschoolers who engage in challenging behavior. In L. Koegel, R. Koegel, & G. Dunlap (Eds.), *Positive behavioral support: Including people with difficult behavior in the community* (pp. 227-264). Baltimore: Brookes.

Davis, C. A., & McEvoy, M. A. (1995). A model of technical assistance to prevent problem behaviors in young children with emotional behavior disorders. In W. Brown, M. Conroy, & J. Fox (Eds.), Early intervention for young children at-risk for emotional/behavioral disorders: Implications for policy and practice. *Monographs of the International Council for Children with Behavioral Disorders*.

**RESEARCH AND MANUSCRIPTS IN REVIEW OR PREPARATION**

6

**McLaughlin, C.A**. & Davis, C.A. (2014). Educating students with self-injury in the classroom: A teacher’s guide. *Submitted for publication. Journal of Positive Behavior Intervention.*

Peck, C., Hudson, R., Davis, C. A., **Blum, G., Hackett, J., Kidwell, J., Liberty, L., McCollow, M., Patish, Y., Pierce, J.,** & **Schulze, M** (2014). Practitioner Perspectives on Implementation of Evidence-based Practice in Special Education: A Socio-cultural Analysis’ *Submitted for publication. Journal of Special Education.*

**McMillian, C**., Davis, C.A., & Sandall, S. (2014). The Effects of a Systematic Training Program on Paraeducators’ use of Effective Teaching Skills. *Submitted for publication. Journal of Early Intervention.*

Davis, C.A. & **McLaughlin, C.A**. (2013). Studying the effectiveness of high-probability requests: The effects of inter-trials intervals*. Manuscript in preparation*

**McLaughlin, C.A**. & Davis, C.A. (2014).The effects of physical activity on the rates of stereotypy of preschoolers with Autism. *Manuscript in preparation.*

**Harbin, S**., Davis, C.A., & Sandall, S. (2014*).* Increasing engagement by embedding physical activity in preschool classroom routines*. Manuscript in preparation.*

Davis, C.A., Spaulding, S., **McCollow, M., Kidwell, J**., & Sierschyski, J. (2014). Examining the implementation of behavior support teams from within the school. *Manuscript in preparation*.

**Judge, D**., Davis, C.A., Spaulding, S., & Sierschynski, J. (2014). Exploring the effects of technology on the rate of progress monitoring behavior intervention plans by general education teachers. *Manuscript in preparation*.

**Schulze,** M. & Davis, C.A. (2014). The effects of expert supervision versus peer consultancy groups on the teaching behaviors of pre-service teachers. *Manuscript in preparation*.

**Pierce, J., Schulze, M**. & Davis, C.A. (2014). Becoming a coach: The use of cooperating teachers as coaches on the teaching behaviors of pre-service teachers. *Manuscript in preparation*.

**GRANTS: Principal Investigator**

7

2013 - 2018 Principal Investigator, “Implementing iBESTT in Schools: Increasing the Fidelity of Behavior Plans Using Tablet Technology”, Department of Education ($2,500,000 over 5 years)

2011 - 2016 Principal Investigator, “Project BUILD: Building Upon Instructional Leaders Discussions”, Department of Education, ($1,500,000 over 5 years)

2010 - 2014 Principal Investigator, “Implementing Academic and Behavioral Interventions within School Contexts”, Department of Education, ($1,200,000 over 4 years)

2007 - 2011 Principal Investigator, “Standing on the Shoulders of Giants: Renewing the UW Special Education Program to Ensure High Quality Special Education Teachers*”,* Department of Education, ($800,000 across 4 years)

2006 - 2010 Principal Investigator, “Scaling the Pyramid: Tertiary Intervention Model for Serving Students with Challenging Behavior”, Department of Education, ($1,600,000 over 4 years)

2006 - 2010 Principal Investigator, “Creating Instructional Leaders for Students with Low-incidence Disabilities”, Department of Education, ($800,000 over 4 years)

2005 - 2010 Principal Investigator*,* “Developing and Implementing a Model Demonstration Project for Elementary Aged Students with Autism”, Department of Education. ($1,200,000 over 5 years)

1993 – 1997 Principal Investigator, “Expanding Behavioral Momentum: Linking High Probability Requests and Peer Interactions to Promote Skill Acquisition and Generalization in Young Children with Severe Disabilities”, Department of Education, ($850,000 over 4 years)

1991 – 1992 Principal Investigator, “The Effects of High-Probability Requests on the Acquisition and Generalization of Social Interactions of Young Children with Severe Handicaps”, United States Department of Education, ($118,000)

**GRANTS: Co-Principal Investigator/Investigator**

1997 - 2000 Co-Principal Investigator, “Multi-State Outreach: Technical Assessment Teams to Address Challenging Behavior”, Department of Education. ($420,000 over 3 years)

1997 - 1998 Co-Principal Investigator, “Trainer of Trainer Model on Behavior Issues”, Minnesota Department of Children, Families, & Learning. ($38,700)

1996 - 2000 Co-Principal Investigator, “Persistence Plus: Using Check and Connect Procedures for Students with Serious Emotional Disturbance”. Department of Education, ($704,395 over 4 years)

1994 - 1996 Co-Principal Investigator, “A replication and dissemination of a model of inservice training and technical assistance”, Department of Education, ($408,231 over 2 years)

1994 - 1998 Co-Principal Investigator, “Leadership Training: Training Leadership Personnel to Address the Needs of Preschoolers who Engage in Challenging Behavior”, Department of Education. ($453,789 over 4 years)

**PRESENTATIONS: National (\*indicates peer-reviewed)**

8

\***Pierce, J. D., Schulze, M**., Davis, C.A. (2015, April). *Using a coaching model with cooperating teachers: Effects on Preservice Teacher Implementation of Evidence-Based Practices in Field Experience*. Paper presented at the Council for Exceptional Children 2013 annual convention, San Diego, CA.

Spaulding, S.A. Davis, C.A., & Sierschynski, J. (2015, March). *Implementing individual behavior supports: Strategies for communication, coordination, and decision-making*. Paper presented at the meeting for the Association of Positive Behavior Support. Boston, MA.

**Judge, D**., Davis, C.A., & Spaulding, S. (2015, March). *Using technology to facilitate progress monitoring of individual student supports.* Paper presented at the meeting for the Association of Positive Behavior Support. Boston, MA.

**Davis, C. A.** (2014, September). Educating students with attention deficit hyperactivity disorder: Evidence based practices. Invited by Vietnamese Psychiatric Association. Hanoi, Vietnam.

Goldstien, H., Schwartz, I., Davis, C.A. (2014, February). *Revisiting social validity: Informing implementation science.* Paper presented at the Conference on Research Innovations for Early Interventionists, San Diego, CA.

Davis, C. A. & McLaughlin, C.A. (2014, January). *Using physical activity to increase appropriate behaciors in students with development delays*. Paper presented at the Council for Exceptional Children – Division on Autism and Developmental Disabilities annual conference, Clearwater, FL.

McCollow, M., & Davis, C.A. (2014, January). *Increasing Implementation of Effective Teaching: A Professional Development Model of Least-to-Most Supports for Special Educators.* Paper presented at the Council for Exceptional Children – Division on Autism and Developmental Disabilities annual conference, Clearwater, FL.

\***McCollow, M.,** Davis, C.A., **Pierce, J., & Patish, Y**. (2013, April). *Sustaining implementation of evidence-based practices through coaching*. Paper presented at the Council for Exceptional Children annual convention, San Antonio, TX.

\*Hudson, R., **Greenway, R., Kidwell, J.F., Schulze, M**., & Davis, C.A. (March, 2013). *Practitioner perspectives on evidence-based practices: Dilemmas of policy and practice*. Paper presented at the Council for Exceptional Children 2013 annual convention, San Antonio, TX.

Davis, C.A., & **Kidwell, J.F**. (2013, April). *Classroom management: The building foundation of tier 3 positive behavior support.* Invited presentation for a series of presentations at the Council for Exceptional Children annual convention, San Antonio, TX

\*Davis, C., **Schulze, M., & Taylor, J** (2013, November). *Creating user-friendly data systems to monitor the effectiveness of behavior intervention plans*. Paper presented at the Council for Exceptional Children annual convention, San Antonio, TX.

\***McCollow, M.,** & Davis, C.A. (2013, January). *Addressing the problems of practice in social skills instruction for students with ASD*. Paper presented at the Council for Exceptional Children – Division on Autism and Developmental Disabilities annual conference, Kona, HI.

\*Davis, C., **Schulze, M., Pierce, J. & Taylor, J** (2012, November). *Creating user-friendly Data systems to monitor the effectiveness of behavior intervention plans.* Northwest Positive Behavioral Interventions and Supports Conference. Bellevue, WA.

**\*McCollow, M**. & Davis, C.A. (2012, May). *The effects of a self-evaluation and self-recording packaage to increase the use of social skills in children with ASD*. Paper presented at the Association for Behavior Analysis International Conference, Seattle, WA.

\***McCollow, M**. & Davis, C.A. (2012, April). *The effects of a self-management package to increase the use of social skills in children with ASD*. Paper presented at the Council for Exceptional Children annual convention, Denver, CO.

\*Spaulding, S. A., Davis, C. A., **McCollow, M., & Kidwell, J**. (2012, April). *Building capacity to provide function-based supports for students with problem behavior.* In I. S. Schwartz (Chair),*New developments in interventions for students with Autism Spectrum Disorders*. Symposium strand to be conducted at the Council for Exceptional Children annual convention, Denver, CO.

\*Davis, C.A., & **McCollow, M**. (February/March 2012). *Using implementation teams to support students with autism in schools*. Paper presented at NorthWest PBIS Conference, Portland, OR.

\*Spaulding, S. A., Davis, C. A., & **Kidwell, J**. (2012, March).*Examining the interaction between tertiary supports and classroom instructional practices*. Paper presented at the 10th annual Northwest PBIS Conference, Portland, OR.

\*Spaulding, S. A., **Kidwell, J.,** & Davis, C. A. (2012, March).*Teams talk: Examining barriers and facilitators to implementing student supports*. Paper presented at the 10th annual Northwest PBIS Conference, Portland, OR.

\*Davis, C.A., **McCollow, M., & McLaughlin, A**. (2012, January). “Supporting young students with stereotypic behavior.” Paper presented at the Council of Exceptional Children – Division on Autism and Developmental Disabilities conference, Miami, FL.

\*Davis, C.A. & **McCollow, M**. (2012, January). “The effects of a self-evaluation and self-recording package to increase use of social skills in children with ASD.” Poster presented at the Council of Exceptional Children – Division on Autism and Developmental Disabilities conference, Miami, FL.

\***McCollow, M**. & Davis, C.A. (November 2011). *The effects of a self-evaluation and self-recording package to increase use of social skills in children with ASD*. Paper presented at the Applied Behavior Analysis International Conference, Granada, Spain.

\***McCollow, M**. & Davis, C.A. (2011, April). *Social skills for middle school girls with ASD and Asperger’s.* Poster presented at the meeting for the International Council for Exceptional Children, National Harbor, MD.

**\*McCollow, M**. & Davis, C.A. (2011, March). *Social validity of social skills of adolescent girls with ASD*. Paper presented at the meeting for the Association of Positive Behavior Support. Denver, CO.

\***McCollow, M**. & Davis, C.A. (2011, March). *Combining* s*elf-monitoring and social skills instruction for students with ASD*. Paper presented at the meeting for the Association of Positive Behavior Support. Denver, CO.

\***McLaughlin, C. A**., & Davis, C. A. (2010, May). The effects of inter-trial time on compliance during high probability requests. Paper presented at the Association for Behavior Analysis International Conference, San Antonio, TX.

\*Davis, C.A. & Schwartz, I. (2010, May) *Elementary DATA: Team based training for identification and delivery of services to students with ASD*. Paper presented at the meeting of the Association of Applied Behavior Analyst International, Chicago, IL

\*Davis, C.A. (2010, May) *Professional Development Series: Translation of Behavioral Momentum and Resurgence Theories to Differential Reinforcement Programs*. Paper presented at the meeting of the Association of Applied Behavior Analyst International, Chicago, IL

\***McLaughlin, C.** A. & Davis, C.A.(2010, January). *Using High-Probability Requests in the Classroom to Decrease Challenging Behaviors.* Paper presented at the International Conference on Autism, Intellectual Disabilities, and Other Developmental Disabilities. Maui, HI

\*Davis, C.A. & **McLaughlin, C. A**. (2010, January). *Using teams to develop professional learning communitites to serve students with ASD in public schools*. Paper presented at the International Conference on Autism, Intellectual Disabilities, and Other Developmental Disabilities. Maui, HI.

\***McLaughlin, C.** A., & Davis, C. A. (2009, May). *Scaling the pyramid: On-going professional development to increase support for students with problem behavior*. Paper presented at the Association for Behavior Analysis International Conference, Phoenix, AZ.

\*Davis, C.A., **McLaughlin, C.A., & Pamparo, V**. (2009, April). *Building a system of positive behavior support in schools.* Paper presented at the meeting of the Council for Exceptional Children. Seattle, WA

\*Davis, C.A. & **McLaughlin, C. A**. (2008, April). *Delivering tertiary supports within the school-wide positive behavior support model from referral to on-going intervention*. Paper presented at the meeting of the Association for Person with Severe Handicaps, Nashville, TN.

\***Chen, P. Y**. & Davis, C. A. (2008, May). *A meta-analysis of the definition, features, and effects of secondary prevention interventions*. Paper presented at the meeting of the Association of Applied Behavior Analyst International, Chicago, IL.

\*Davis, C.A. & **McLaughlin, C.** A. (2008, May). *A multi-component intervention to address the behavior of young children with challenging behavior*. Paper presented at the meeting of the Association of Applied Behavior Analyst International, Chicago, IL.

\*Davis, C. A. (2008, March). *Using Teams to Implement Tertiary Supports*. Paper presented at the meeting of the Association of Positive Behavior Support, Chicago, IL.

\*Davis, C.A. & **Chen, P. Y**. (2008, March). *A Meta-Analysis of the Definition, Features, and Effects of Secondary Prevention Interventions*. Paper presented at the meeting of the Association of Positive Behavior Support, Chicago, IL.

Davis, C.A. (2007). *Best practices in working with students with Autism Spectrum Disorders in the Elementary School*. Invited paper presented at the meeting of the Association for Positive Behavior Support, Boston, MA.

\*Davis, C.A., & West, E.A. (2007, Nov). *Changing the way we think: Influencing pre-service school psychologists with person-centered plans*. Paper presented at the meeting of the Association for Person with Severe Disabilities, Seattle, WA.

\*Davis, C. A. (2007, May). *Using Communication Books to Increase Interactions in Middle School Environments.* Paper presented at the meeting of the Association of Behavior Analyst, San Diego, CA.

\*Davis, C.A., Schwartz, I., & Williams, P. (2006). *Teaching Elementary Students with Autism: Blending Approaches to Meet Individual Needs*. Paper presented at the meeting of the Association for Persons with Severe Disabilities, Baltimore, MD.

\*Rosenberg, N., Schwartz, I., & Davis, C. A. (2006). Teaching preschoolers with Autism to wash hands using commercially available video tapes. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Little Rock AR.

\*Davis, C.A., Schwartz, I. & Williams, P. (2006). Using technical assistance teams as a service delivery model for students with Autism Spectrum Disorder. Paper presented at the meeting of the Association of Positive Behavior Supports.

\*Davis, C.A., Schwartz, I., Williams, P., & Thomas, C. J. (2005). *Teaching Elementary Students with Autism: Blending Approaches to Meet Individual Needs*. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Portland, OR.

\*Davis, C. A. (2005). *Instructional interventions for students with disabilities*. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Portland, OR.

\*Davis, C. A. & Reichle, J. (2005). *Noncontingent reinforcement versus high-probability requests: Increasing responding to requests of students with severe disabilities*. Paper presented at the meeting of the Association of Applied Behavior Analysis, Chicago, MI.

\*Davis, C. A., & Rosenberg, N. (2005). *You can't try just one: Teacher and parent tested interventions for students with ASD*. Presented at the Midwest Symposium for Leaders in Behavior Disorders, Kansas City, MO.

\*Davis, C. A. (2004). *The effects of high-probability requests embedded into small group instruction to increase responses to requests and engagement*. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Chicago, IL.

\*Sandall, S. & Davis, C. A. (2004). *Learning to Embed Instruction: Effects of a Field-Based Learning Project for Preservice Teachers*. Paper presented at the meeting of the Teacher Education Division of the Council for Exceptional Children, Albuquerque, NM.

\*Davis, C. A. (2004). *The effects of high-probability requests embedded into small group instruction to increase responses to requests and engagement*. Paper presented at the meeting of the Association of Applied Behavior Analysis, Boston, MA.

\*Schwartz, I., Davis, C. A., Sandall, S. (2004)*. Evaluating Early Intervention for Young Children with ASD: Preliminary Outcomes from Project DATA (Developmentally Appropriate Treatment for Autism)*. Paper presented at the meeting of the Conference on Research Innovations in Early Intervention, San Diego, CA.

\*Davis, C. A. (2003). *Using the Assessment, Evaluation, and Planning System to Evaluate Programmatic Effectiveness for Children with Autism*. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Washington, D.C.

\*Davis, C. A., & Conroy, M. (2003). *Functional behavioral assessment in early childhood settings: A model for linking assessment information to intervention*. Paper presented at the International Conference on Children and Youth with Behavioral Disorders, St. Louis, MO.

\*Davis, C. A. (2003). *Interspersing Mastery Tasks to Increase Attempts and Completion of New Task.* Paper presented at the International Conference on Children and Youth with Behavioral Disorders, St. Louis, MO.

\*Davis, C. A. (2003). *Using the Assessment, Evaluation, and Planning System to Evaluate Programmatic Effectiveness for Children with Autism*. Paper presented at the meeting of the Association of Applied Behavior Analysis, San Francisco, CA.

\*Davis, C. A. (2003). *Improving the Response of Schools to Student’s Challenging Behavior: Functional Behavior Assessment and Beyond*. Paper presented at the meeting of the Association of Applied Behavior Analysis, San Francisco, CA.

\*Davis, C. A. (2002). *Where are we spending our time? Analysis of teacher behavior in the classroom*. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, San Diego, CA.

\*Davis, C.A. & Wehby, J. (2002). *Adult traffic patterns in classrooms of children with behavior disorders*. Paper presented at the meeting of the Association of Applied Behavior Analysis, Toronto, Canada.

\*Davis, C.A. & Matsumoto, C. (2001). *A multiple gating system of assessment and intervention to reduce problem behavior*. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Boston, MA.

\*Fox, J., Davis, C.A., Hales, C., & Blevins, L. (2001). *Does this work for my kids? Issues of the use of functional behavioral assessment with students with E/BD*. Paper presented at the International Conference on Children and Youth with Behavioral Disorders, Atlanta, GA.

\*Davis, C.A. (2001). *Testing a user-friendly model of functional assessment*. Paper presented at the meeting of the Association of Applied Behavior Analysts, New Orleans, LA.

\*Conroy, M., & Davis, C.A. (2001). *The application of functional assessment and analysis for preschoolers with emotional/behavioral disorders*. Paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO

\*Davis, C.A. & Johnston, S. (2000). Using a*ugmentative and alternative communication to replace challenging behavior*. Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Albuquerque, NM.

\*Conroy, M. & Davis, C.A. (1999, December). *Preschoolers with challenging behaviors: Legal and educational issues related to IDEA and functional behavioral assessment.* Paper presented at the meeting of the International Early Childhood Conference on Children with Special Needs, Washington, D. C.

\*Fox, J., Gunter, P., & Davis, C. (1999, November). *Observational data in functional behavioral assessment: methods, issues, and directions for researchers and practitioners*. Paper presented at the meeting of the Teacher Educators for Children with Behavioral Disorders Annual Conference, Scottsdale, AZ.

\*Davis, C.A., Bruyer, S., & Hicks, A. (1998, December). *Research to the real world*. Paper presented at the International Early Childhood Conference on Children with Special Needs, Chicago, IL.

\*Davis, C.A., (1998, December). *Instructional applications of high-probability requests in elementary classrooms*. Paper presented at the International Early Childhood Conference on Children with Special Needs, Chicago, IL.

\*Davis, C.A. (1998, May). *Applications of high-probability requests in a group setting*. Paper presented at the meeting of the Association of Applied Behavior Analysts, Orlando, FL.

\*Johnston, S., & Davis, C. (1998, April). *Enhancing the communicative effectiveness of students who use augmentative communication*. Paper presented at the Council for Exceptional Children Annual Convention, Minneapolis, MN.

\*McEvoy, M., Davis, C.A., Peck, S., & Lewis, T. (1998, February). *Proactive interventions addressing the challenging behavior of children in preschool and school-age settings*. Paper presented at the Pacific Coast Research Conference, La Jolla, CA.

\*Davis, C.A., & Wehby, J.H. (1998, February). *The use of high-probability requests in academic settings with students with emotional/behavioral disorders*. Paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

\*Davis, C.A. (1997, November). *Empowering programs and families: Using technical assistance teams to ameliorate challenging behavior*. Paper presented at the International Early Childhood Conference on Children with Special Needs, New Orleans, LA.

\*Davis, C.A., & Fox, J. (1997, May). *Classroom environmental arrangements as setting events for teacher-student interactions: Replication and extension*. Paper presented at the meeting of Applied Behavior Analysis, Chicago, IL.

\*Davis, C.A., Johnston, S., & O’Neill, R. (1997, April). *Proactive interventions for supporting students with challenging behavior*. Paper presented at the Council for Exceptional Children Annual Convention, Salt Lake City, UT.

\*Davis, C.A., & Johnston, S. (1996, December). *Before the behavior occurs: Proactive interventions to provide support for children with problem behaviors and their families*. Paper presented at the meeting of the Annual International Division for Early Childhood Conference on Children with Special Needs and Their Families, Phoenix, AZ.

\*Davis, C.A., & Johnston, S. (1996, December). *Why! Why! Why! Approaches to assessing the social function of problem behaviors*. Paper presented at the meeting of the Annual International Division for Early Childhood Conference on Children with Special Needs and Their Families, Phoenix, AZ.

\*Davis, C.A., Rogers, E., Fox, J., & Vaughn, K. (1996, November). *Helping schools and families of children and youth with challenging behaviors: Development, implementation, outreach, and extension of a technical assistance model*. Paper presented at the meeting of the Teacher Educators for Children with Behavioral Disorders Annual Conference, Tempe, AZ.

\*Davis, C. A., & Fox, J. (1996, May). *Understanding and analyzing the behavior of children with behavioral and developmental disabilities: Methodological issues and empirical findings of expanded environmental analyses*. Paper presented at the meeting of the Association of Applied Behavior Analysts, San Francisco, CA.

\*Reichle, J., Davis, C.A., & O’Neill, R. (1996, May). *A model for providing technical assistance to teachers concerning proactive and antecedent interventions for challenging behavior*. Paper presented at the meeting of the Association of Applied Behavior Analysts, San Francisco, CA.

\*Reichle, J., & Davis, C.A. (1996, May). *Comparing the efficiency of making choices in decelerating escape-motivated challenging behavior*. Paper presented at the meeting of the Association of Applied Behavior Analysts, San Francisco, CA.

\*Reichle, J., & Davis, C.A. (1996, May). *Examining the efficiency of requests for assistance in concurrently replacing escape and tangible motivated challenging behavior*. Paper presented at the meeting of the Association of Applied Behavior Analysts, San Francisco, CA.

\*Davis, C.A., & Reichle, J. (1996, May). *The use of high-probability requests, preferred items, and reinforcers to treat challenging behavior: Effects on child and adult behavior*. Paper presented at the meeting of the Association of Applied Behavior Analysts, San Francisco, CA.

\*Killu, K., Sainato, D., Davis, C., Ospelt, H., & Neely, J. (1996, May). *Effect of a high-probability request sequence on compliant responding and the latency to respond to requests of preschool children with developmental delays*. Paper presented at the meeting of the Association of Applied Behavior Analysts, San Francisco, CA.

\*Davis, C. A., & Wehby, J. (1995, November). *A classwide videotape feedback package to effect positive behavior change in an integrated setting*. Paper presented at the meeting of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

\*Davis, C. A., Johnston, S., Reichle, J., McEvoy, M. A., & Feeley, K. (1995, November). *Combining functional assessments and proactive interventions to provide effective programs for children with problem behaviors*. Paper presented at the meeting of the Division of Early Childhood, Orlando, FL.

\*Davis, C. A. (1995, October). *An examination of policy changes and service delivery in early intervention for young children at risk for emotional/behavioral disorders.* Paper presented at the meeting of the International Conference on Behavioral Disorders, Dallas, TX.

\*Davis, C. A. (1995, May). *Functional assessment and its relation to challenging behaviors in young children.* Paper presented at the meeting of the Association of Applied Behavior Analysts, Washington, DC

\*Davis, C. A., & Wehby, J. (1995, May). *Evaluating naturally occurring interaction sequences in the classroom setting: An examination of negative behavioral momentum.* Paper presented at the meeting of the Association of Applied Behavior Analysts, Washington, DC

\*Reichle, J., McEvoy, M., Davis, C., Feeley, K., & Wolff, K. (1994, February). *Proactive approaches to managing challenging behaviors.* Paper presented at the meeting of the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, KS.

\*Davis, C. A., McEvoy, M. A., Hoppe, W., Thomas, C. J., & Vieburg, K. (1994, October). *A proactive approach for increasing the social interaction skills of young children with severe disabilities.* Paper presented at the meeting of the Division of Early Childhood, St. Louis, MO.

\*McEvoy, M. A., Davis, C. A., Spicuzza, R., Odom, S., & McConnell, S. R. (1994, May). *Assessing the effectiveness and efficacy of social interaction interventions for preschool children.* Paper presented at the meeting of the Association of Applied Behavior Analysts, Atlanta, GA.

\*Chandler, L., Dahlquist, C., & Davis, C. A. (1993, December). *Effective prevention and remediation strategies for addressing the challenging behaviors of young children.* Paper presented at the meeting of the Division of Early Childhood - CEC, San Diego, CA.

\*Fox, J., Conroy, M., & Davis, C. A. (1993, November). *Young children with behavioral disorders: Assessment , research, and policy issues.* Preconference Workshop Co-Chair at the meeting of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

\*McEvoy, M. A., Reichle, J., Rogers, E. L., & Davis, C. A. (1993, November). *Proactive approaches to managing problem behavior in young children.* Paper presented at the meeting of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

**PRESENTATIONS (Local/Regional)**

Judge, D., Spaulding, S. A., & Davis, C. A. (2014, February). *How do I track behavior interventions in my school? Supporting Tier 3 teams with tablet technology*. Paper presented at the 12th annual Northwest PBIS Conference, Portland, OR.

Judge, D., Spaulding, S. A., & Davis, C. A. (2013, November). *Challenging behavior and PBIS implementation: Examining the role of a team process tool on behavior support planning*. Paper presented at the 4th annual Washington PBIS Conference, Spokane, WA.

Spaulding, S. A., & Davis, C. A., (2011, August).*Team-based functional behavior assessment: Developing a school-wide model of data-based supports*. Session presented at the Washington State Association of School Psychologists / Seattle University Summer Institute in Response to Intervention, Seattle, WA.

\*Davis, C. A., & Spaulding, S. A. (2011, May).*Building function-based teams for students with intensive behavior support needs: Functional behavior assessment and behavior support planning for tertiary-level PBIS teams*. Skill-building workshop presented at the second annual conference of the Washington Positive Behavior Support Network, Bellevue, WA

Davis, C.A., & Gauveraeu, A. (May, 2011). *Positive behavior support for young children*. Invited workshop for the Infant Early Childhood Conference, Tacoma, WA.

\*Davis, C.A. (May, 2010). Developing a Tier 3 model in schools to serve the most challenging students. Presented at the meeting of Washington Positive Behavior Interventions and Supports, Bellevue, WA.

Davis, C.A., & McLaughlin, A. (May, 2010). *Supporting families with challenging children*. Invited workshop for the Infant Early Childhood Conference, Tacoma, WA.

Davis, C.A. (April, 2010). Exploring the many uses of data in the classroom: Making it easy. Invited presentation at the Annual Conference for Regional Special Education Directors.

\*Davis, C. A., & Stevens, D. (2005). *Supporting a child’s learning environment: Promotig positive behavior in young children*. Presented at the Infant and Early Childhood Conference, Bellevue, WA.

\*Davis, C.A. & Schlieffers, J. (2007, Nov). Addressing *Challenging Behavior of Young Children*. Paper presented at the meeting of the Infant and Early Childhood conference, Bellevue, WA.

Davis, C. A. (1990, January). The effects of auditory prompts interspersed throughout a musical tape on the vocational task fluency and stereotypic behavior persons with severe handicaps. In M. P. Brady (Chair), *Research Training in Special Education, Graduate Student Research at the University of Houston*. Symposium conducted at the meeting of the Southwest Educational Research Association, Austin, TX.

**REVIEW AND EDITORIAL BOARDS**

Focus on Autism and Other Developmental Delays – **Editorial Board** (1999 –present)

Focus on Autism and Other Developmental Delays – **Special Issue Editor** (2001 and 2005)

Journal of Applied Behavior Analysis, Guest Reviewer (1994- present), **Editorial Board** (1997-1998)

Exceptional Children - **Editorial Board** (1996 - 2005)

Education and Treatment of Children, Guest Reviewer (1995), **Editorial Board** (2004 – present)

Research and Practice in Severe Disabilities, Guest Reviewer (1993 - present)

Journal of Behavioral Education, Guest Reviewer (1996)

Topics in Early Childhood Special Education - **Editorial Board** (1993 - present)

Journal of Early Intervention - **Editorial Board** (1997 - 2003)

Behavioral Disorders - Guest Reviewer (1995 - present)

**PROFESSIONAL ORGANIZATIONS**

National Association for Behavior Analysis

The Association for Persons with Severe Handicaps

Association of Positive Behavior Support

Council for Exceptional Children - CEC

Council for Children with Behavior Disorders - CEC

Division of Early Childhood - CEC

Division of Autism and other Developmental Disabilities - CEC

Research Division – CEC

Northwest Association of Positive Behavior Support

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05/01/2015