

Clayton R. Cook, Ph.D.
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College of Education
School Psychology Program
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EDUCATION

- 2012 **Licensed Psychologist**
Passed EPPP examine and satisfied all requirements in the state of Washington
- 2008 **Ph.D. School Psychology**
University of California, Riverside (APA full accreditation and NASP approved)
Dissertation: Exploring the link between behavior intervention plan quality and student outcomes under real world conditions
- 2007-2008 **Predoctoral APA-Accredited internship**
Father Flanagan's Boys Town, Omaha, NE
Behavioral Pediatrics and Family Services Outpatient Clinic
- 2005 **M.A. School Psychology**
University of California, Riverside (APA full accreditation and NASP approved)
Thesis: Establishing and evaluating the substantive adequacy of positive behavior support plans
- 2003 **B.S. Psychology**
California State University, Fullerton
Senior thesis: Relation of early childhood difficult temperament to school behavior across primary and secondary grades

AWARDS AND HONORS

- 2013 Ralph E. Julnes Memorial Award and Address at PNW Special Education Law Institute
- 2012 Invited to attend White House Conference on Bullying
- 2012 Finalist for American Psychological Association Division 16's Lightner Witmer Award for Most Promising Early Career Scholar
- 2012 Selected to attend White House Summit on Bullying
- 2011 Selected to serve on Center for Disease Control and Prevention and US DOE's Expert Panel on Bullying and Victimization
- 2010 Early Career Scholar, School Psychology Research Collaboration Conference, Society for the Study of School Psychology/American Psychological Association Division 16/National Association for School Psychologists

2009 Wing Institute Dissertation Award
2007 Association for Behavior Analysis Student Presenter Award (Spring 2007)
2006 Selected to attend University of Michigan Institute on Transactional Relationships and Statistical Modeling
2005 Accepted to Center for Disease Control and Prevention's Summer Institute on Youth Violence Prevention
2003 Frank Bagarash Memorial Award, California State University, Fullerton
2003 Loh Seng Tsai Memorial Award, California State University, Fullerton
2003 American Psychological Society Student Council Most Outstanding Poster Award

GRANTS

Currently Funded

Principal Investigator (with Dr. Lyon, Pullmann, and Puget Sound Educational Service District) Low-Cost, High Yield Interventions to Prevent the School-to-Prison Pipeline. Submitted to National Institute of Justice in the amount of \$1,500,000.
1/1/2015 – 12/31/2017

Principal Investigator (with Drs. Brian Smith and Sabina Low)
Second Step Efficacy Study. Randomized control trial with 62 schools.
Committee for Children, Seattle, WA. Funded in the amount of \$1,800,000.
1/1/2012 – 12/31/2015

Co-Investigator (with Gail Joseph)
Development and Evaluation of the ACHIEVER Adult Resilience Curriculum as part of the Early Achievers Project to Improve Early Childcare Settings in Washington. Race to the Top US Department of Education. Funded in the amount of ~\$100,000 per year (2 GRAs & faculty salary).
6/1/2013 – 5/30/2015

Principal Investigator (with Dr. Aaron Lyons UW SoM)
Economic Disadvantage and Implementation Capacity in School Mental Health. Grant project funded by the Center for Child and Family Wellbeing for \$35,000.
9/1/2014 – 9/1/2015

Co-Investigator (with Drs. Bruns, McCauley, and Seattle Public Schools). The Seattle Minority Engagement and Disproportionality Reduction (MENDR) Research Collaborative: A Researcher-Practitioner Partnership. Submitted as an IES Research Partnership grant in the amount of \$400,000.

Previously Funded

Co-Principal Investigator (with Frank Gresham)
Development and Validation of Progress Monitoring Tools for Social Behavior Using Change Sensitive Rating Items. Institute of Educational Sciences, U.S. Department of Education. Funded in the amount of \$1,400,000.

Under review

Principal Investigator (with Dr. Aaron Lyons UW SoM)

Development of the Supportive Belief Intervention to Facilitate the Implementation of Evidence-Based School Mental Health Practices. Goal Two Institute of Educational Sciences Grant, U.S. Department of Education for \$1,500,000.

Co-Principal Investigator (with Dr. Frank Gresham)

Resubmission of the Informant Discrepancies in Social-Behavioral Assessment: Psychometric and Practical Implications of Cross-Informant Data. Institute of Educational Sciences Goal 5 Measurement Grant for \$1,599,000.

Principal Investigator (with Dr. Aaron Lyons UW SoM)

The Organizational Assessment for Strategic Implementation in Schools (OASIS): A Measurement Suite to Support Educator Adoption of Evidence-Based Practices. Submitted as an IES Goal 5 project in the amount of \$1,499,900.

Principal Investigator (with Dr. Jennifer Hoffman)

Promoting Student-Athlete Mental Health & Well-being: Examining Institutional Readiness and Pilot-Testing a Universal Prevention Program. Submitted to the NCAA in the amount of \$100,000.

Principal Investigator (with Dr. Faith Miller)

Development of the Student Intervention Matching System (SIMS): Linking Screeners of Strengths and Problem Behaviors to Tier 2 Interventions. Goal Two Institute of Educational Sciences Grant, U.S. Department of Education for \$1,300,000 that will be submitted August 2015.

Principal Investigator (with Dr. Aaron Lyon UW)

Beliefs and Attitudes for Successful Implementation in Schools (BASIS). R21 (PAR-13-054 submitted to NIMH for \$750,000)

In Preparation

Principal Investigator (with UMN School of Medicine)

Development of a school-based curriculum sleep curriculum as a universal approach to promote academic and mental health outcomes. (PAR-13-054 submitted to NIMH for \$750,000)

Unfunded

Principal Investigator (with Drs. Jeffrey Sprague and Jim Mazza)

Development of a Web-based Support System to Improve the Identification and Treatment of Students with Internalizing Symptomatology or Disorders. Goal Two Institute of Educational Sciences Grant, U.S. Department of Education for \$1,400,000.

Principal Investigator (Dr. Sabina Low)

Relationships Matter! Improving the quality of relationships between all constituent human parts within a school system. Submitted to the Robert Wood Johnson Foundation for \$500,000.

PUBLICATIONS

Peer-reviewed articles published or in press (n = 44)

Note: Student co-authors marked with*; # times cited at the end of citation

Low, S., Cook, C.R., Smolkowski, K., & Smith, B. (in press). Results of the *Second Step*[®] Social-Emotional Learning Curriculum for Early Elementary Students: A Randomized Control Trial. *Journal of School Psychology*.

Cook, C.R., Smith, C., & Renshaw, T. (in press). A randomized control evaluation of the impact of a teacher resilience and mindfulness training: Effects on stress, job and life satisfaction, and self-efficacy. *Psychology in the Schools Special Series*.

Renshaw, T., Long, A., & Cook, C.R. (in press). Assessing Teachers' Positive Psychological Functioning at Work: Development and Validation of the Teacher Subjective Wellbeing Questionnaire. *School Psychology Quarterly*.

Cook, C.R., Xie, S., Earl, R., Lyon, A., Dart, E., & Zhang, Y. (2015). Evaluation of the Courage and Confidence Mentor Program as a Tier 2 Intervention for Middle School Students with Identified Internalizing Problems. *School Mental Health*, 7, 132-146.

Iizuka, C, Barrett, P., & Cook, C.R. (in press). Preliminary Evaluation of the FRIENDS for Life Program on Students' and Teachers' Emotional States for a School in a Low Socio-Economic Status Area. *Australian Teacher Education*.

Cook, C.R., Lyon, A., & Kubergovic, D., & Browning Wright, D. (in press). Educators' Beliefs as Predictors of the Uptake and Use of Evidence-Based Practices. Special series of *School Mental Health*.

Cook, C.R., *Frye, M., Slemrod, T., Lyon, A., & Renshaw, T. (in press). An Integrated Approach to Universal Prevention: Independent and Combined Effects of PBIS and SEL on Youths' Mental Health. *School Psychology Quarterly*.

Renshaw, T., Long, A.C., & Cook, C.R. (in press). Assessing Adolescents' Positive Psychological Functioning at School: Development and Validation of the Student Subjective Wellbeing Questionnaire. *School Psychology Quarterly*.

Cook, C.R., Volpe, R., & Gresham, F.M. (in press). Technical Adequacy, Classification Accuracy and Social Validity of the Student Externalizing Behavior Screener. *Assessment for Effective Intervention*.

- Berninger, V., Abbott, R., Cook, C.R., & Nagy, W. (in press). Attention and executive functions in language by ear, language by mouth, language by eye, and language by hand in middle childhood and early adolescence. *Journal of Learning Disabilities*.
- Bruns, E., Cheney, D., Cook, C.R., Duong, M., Lyon, A., McCauley, E., Pullmann, M. (in press). Fostering SMART partnerships to develop a continuum of behavioral health services in schools. *Journal of Orthopsychiatry*.
- Collins, T., Cook, C. R., (in press). Improving Classroom Engagement Among Disruptive High School Students: Evaluation of the Class Pass Intervention. *Psychology in the Schools*.
- Cook, C.R., Grady, E., Daikos, C., Newman, J., Renshaw, T., & Long, A.C. (in press). Evaluating the Impact of Increasing Teachers' Ratio of Positive-to-Negative Interactions on Students' Classroom Behavior. *School Psychology Review*.
- Cook, C.R., Dart, E*, Collins, T.*, Grady, E*, & Vance, M.* (2014). Evaluation of the class pass intervention for students with hypothesized escape-motivated behavior. *Psychology in the Schools*.
- lizuka, C, Barrett, P., & Cook, C.R. (2014). The FRIENDS Emotional Health Program for Minority Groups at Risk. *Journal of School Health*.
- lizuka, C, Cook, C.R., & Barrett, P. (2014). Evaluation of an online professional development training on school-based mental health for teachers in rural and remote areas. *Australian Journal of Rural Health*.
- Cook, C.R., & Volpe, R. (2013). Progress monitoring behavior using brief, change-sensitive rating scales. In F.M. Gresham & H.M. Walkers Eds. *Handbook of Evidence-Based Practices for Students Having Emotional and Behavioral Disorders*.
- Cook, C.R., Dart, E.*, Collins, T.*, Restori, A., Vance, M., & Fitts, P.* (2013). Co-occurring reading and behavior problems: Transactional relationship or not? Implications for intervention. *Behavioral Disorders*.
- Cook, C.R., Mayer, G.R., Browning-Wright, D., Kraemer, B., Gale, B. & Wallace, M.D. (2012). Exploring the link between evidence-based quality of behavior intervention plans, treatment integrity and student outcomes under natural educational conditions. *The Journal of Special Education*, 46, 3-16. (10 times)
- Dart, E.*, Cook, C.R., Gresham, F.M., & Cheneir, J.* (2012). Test Driving Interventions to Increase Treatment Integrity and Student Outcomes. *School Psychology Review*, 41, 467-481. (2 times)

- Cook, C.R., Rasetshwane, K.*, Sprague, J., Collins, T.*, Dart, E.*, Grant, S.*, & Truelson, E.* (2011). Universal screening of students at-risk for internalizing disorders: Development and validation of the Student Internalizing Behavior Screener. *Assessment for Effective Instruction*, 36, 71-79. (2 times)
- Gresham, F.M., Elliott, S.N., Vance, M.J. & Cook, C.R. (2011). Comparability of Social Skills Rating System to the Social Skills Improvement System: Content and psychometric comparisons across elementary and secondary age levels. *School Psychology Quarterly*, 26, 27-44. (12 times)
- Gresham, F.M., Cook, C.R. Elliott, S.N, Kettler, R.J.*, & Vance, M.J.* (2010). Cross-informant agreement for social skill and problem behavior ratings: An investigation of the social skills improvement system rating scales. *Psychological Assessment*, 22(1), 157-166. (39 times)
- Cook, C.R., Jimerson, S. & Begeny, J. (2010). Predicting the presence of school psychology: An international, comparative investigation testing four theories. *School Psychology International*, 31, 438-461. (23 times)
- Cook, C.R., Williams, K., Guerra, N.G., Kim, T., & Sadek, S.* (2010). Predictors of bullying and victimization in childhood and adolescence: A meta-analytic investigation. *School Psychology Quarterly*, 25, 65-83. (113 times)
- Gresham, F.M., Cook, C.R., Collins, T.*, Dart, E.*, Rasetshwane, K.*, Grant, S.*, & Truelson, E.* (2010). Developing change sensitive brief behavior ratings scales as a progress monitoring tool for social behavior: An example using the SSRS-Teacher Form. *School Psychology Review*, 39, 364-379. (24 times)
- Chafouleas, S., Volpe, R., Gresham, F.M., & Cook, C.R. (2010). Behavioral assessment in school-based problem-solving models: Introduction to special series. *School Psychology Review*, 39, 343-349. (25 times)
- Cook, C.R., Volpe, R. & Livanis, A. (2010). Universal screening beyond academics: Introduction to the special series. *Assessment for Effective Intervention*, 35, 195-196. (11 times)
- Cook, C.R., Volpe, R. & Livanis, A. (2010). Constructing a roadmap for future universal screening research beyond academics. *Assessment for Effective Instruction*, 35, 197-205. (14 times)
- Resetar-Volz, J., & Cook, C.R. (2009). Group-based preference assessment for children and adolescents in a residential setting: Examining developmental, clinical, gender, and ethnic differences. *Behavior Modification*, 33, 778-794.
- Kraemer, B., Cook, C.R., Browning Wright, D., Mayer, G.R., & Wallace, M.D. (2008).

Effects of training autism teachers to develop evidence-based positive behavior support plans. *Journal of Positive Behavioral Interventions*, 10, 179-189. (10 times)

Restori, A.F., Gresham, F.M., & Cook, C.R. (2008). "Old habits die hard:" Past and Current Issues pertaining to response-to-intervention. *The California School Psychologist*, 13, 67-78. (8 times)

Cook, C.R., Gresham, F.M., Kern, L., Barreras, R.B., & Crews, S.D. (2008). Social skills training for secondary EBD students: A review and analysis of the meta-analytic literature. *Journal of Emotional Behavioral Disorders*, 16, 131-144. (70 times)

Hayling, C.C., Cook, C. R., Gresham, F.M., State, T. & Kern, L. (2008). An analysis of the status and stability of the behaviors of students with emotional and behavioral difficulties: A classroom direct observation study. *Journal of Behavioral Education*, 17, 24-42. (24 times)

Gresham, F.M., Restori, A.E., & Cook, C.R. (2008). To test or not to test: Issues pertaining to response to intervention and cognitive testing. *Communiqué*, September, 5-10. (14 times)

Bowers, F., Cook, C.R., Jensen, M.E., Snyder, T., & McChern, A. (2008). Generalization and maintenance of positive peer reporting intervention for peer-rejected youth. *International Journal of Behavioral Consultation*, 4, 230-247. (4 times)

Crews, S.D., Bender, H., Gresham, F.M., Kern, L., Vanderwood, M., & Cook, C.R. (2007). Risk and protective factors of emotional and/or behavioral disorders in children and adolescents: A "mega"-analytic synthesis. *Behavioral Disorders*, 32, 64-72. (27 times)

Cook, C.R., Tuthill, L., Guerra, N.G., & Williams, K. (2007). Cyberbullying: What we know and what to do about it. *Communiqué*. (6 times)

Cook, C.R., Little, S., & Akin-Little, A. (2007). Interventions based on attachment theory: A critical evidence-based analysis. *Journal of Early Childhood and Infant Psychology*, 3, 61-73. (7 times)

Kern, L., Starosta, K. M., Cook, C. R., Bambara, L. M. & Gresham, F. M. (2007). Functional assessment-based intervention for selective mutism. *Behavioral Disorders*, 32 (2), 94-108. (12 times)

Browning-Wright, D., Mayer, G.R., Cook, C.R., Crews, S.D., Gale, B., & Wallace, M. (2007). Effects of training using the Behavior Support Plan Quality Evaluation Guide to improve positive behavior support plans. *Education and Treatment of Children*, 30, 89-106. (15 times)

Cook, C.R., Crews, S.D., Browning-Wright, D., Mayer, G.R., Gale, B., Gresham, F.M., & Kraemer, B. (2007). Establishing and evaluating the substantive adequacy of positive behavior supports plans. *Journal of Behavioral Education*, 16, 191-206. (25 times)

Cook, C.R., & Blacher, J. (2007). Evidence-based psychosocial treatments for tic disorders. *Clinical Psychology: Science and Practice*, 14, 252-267. (45 times)

Gresham, F.M., Van, M.B., & Cook, C.R. (2006). Social skills training for teaching replacement behaviors: Remediating acquisition deficits in at-risk students. *Behavioral Disorders*, 31, 363-377. (61 times)

Guerra, N.G., Boxer, P., & Cook, C.R. (2006). Preventing youth violence among high-risk, inner-city youth: Why comprehensive, multi-level programs can still fail. *New Directions for Evaluation*, 110, 59-71. (10 times)

Gresham, F.M., Cook, C.R., Crews, S.D., & Kern, L. (2004). Social skills training for children and youth with emotional and behavioral disorders: Validity considerations and future directions. *Behavioral Disorders*, 30(1), 32-46. (97 times)

Gottfried, A.E., Cook, C.R., Gottfried, A.W., & Morris, P.E. (2004). Educational characteristics of adolescents with gifted academic intrinsic motivation: A longitudinal investigation from school entry through early adulthood. *Gifted Child Quarterly*, 49(3), 172-188. (56 times)

Peer-reviewed articles under review (n = 4)

Cook, C.R., Dart, E., Collins, T., & Smith, C. (under review). Effectiveness of positive psychological intervention for at-risk middle school students. *School Psychology Review*.

Cook, C.R., Grady, E.A., Daikos, C., Jensen, M.E., Ngan, W.L., & Slemrod, T. (under review). Evaluation of the 5 to 1 ratio of positive to negative interactions as a standalone proactive classroom management strategy. *Education and Treatment of Children*.

Cook, C.R., Fulwiler, K., & Cheney, D. (under review). Evaluation of the class pass intervention as a Tier 2, targeted intervention for secondary-age students. *Psychology in the Schools*.

Cook, C.R., & Coco, S. (under review). Cultivating positive teacher-student relationships: Evaluation of the Establish, Maintain, and Restore (EMR) method. *School Psychology Review*.

Peer-reviewed articles in preparation (n = 14)

- Cook, C.R., Low, S., Buntain-Ricklefs, Pullmann, M., & Newman, J. (under review). Evaluation of *Second Step*® on Early Elementary Students' Academic Outcomes: A Randomized Control Trial. *Journal of Educational Psychology*.
- Devaney, A., Begeny, J., Cook, C.R., & Haskett, M. (in preparation). Effects of a multicomponent reading fluency intervention on middle school students with EBD attending a residential treatment center. *Journal of Emotional and Behavioral Disorders*.
- Cook, C.R., & Collins, T. (in preparation). African American male over-exposure to negative practices in school. *School Psychology Review*.
- Cook, C.R., Gresham, F.M., Seeley, J., Walker, H.M. (in preparation). Use of change sensitive brief behavior rating scales in treatment evaluation research: Demonstration of construct-irrelevant variance. *Journal of Consulting and Clinical Psychology*.
- Cook, C.R., Daikos, C. & Delport, J. (in preparation). Response to intervention in the top tier: Preliminary investigation of a service delivery model in restrictive classrooms for students with EBD. *Journal of Emotional and Behavioral Disorders*.
- Cook, C.R. (in preparation). Universal screening of strengths, assets, and resiliency: Development and validation of the Strength-based Screening Scale. *Journal of School Psychology*.
- Cook, C.R., Daikos, C., Slemrod, T. Prentis, K., Decano, P., & Daikos, C. (in preparation). Positive greetings at the door as a proactive classroom management strategy for secondary students. *Journal of Teacher Education*.
- Cook, C.R., & Bosmia, A. (in preparation). Reducing patient resistance to exposure therapy: Experimental single case design evaluating the escape pass intervention.
- Cook, C.R., DeCano, P., Frye, M., Brennan, C., & Joseph, G. (in preparation). Promoting Early Childcare Provider Resilience, Wellbeing and Effectiveness: The ACHIEVER Adult Resilience Curriculum. *Young Children*.
- Cook, C.R., Tanliao, J., & Ottinger, S. (in preparation). Evaluation of a positive psychological intervention to improve positive outcomes for at-risk students. *School Psychology Review*.
- Cook, C. R., Coco, S., Hubert, L., Renshaw, T., & Long, A.C. (under review). Cultivating Positive Teacher-Student Relationships: Evaluation of the Establish, Maintain, and Restore (EMR) Method. *School Psychology Review*.

Duong, M., Cook, C. R., & Martini, J. . Better relationships, better behavior: An Evaluation of the Establish, Maintain, Restore Method at the High School Level. *Journal of Educational Psychology*.

Cook, C.R., Renshaw, T.R., Smith, B., & Frye, M. (in preparation). Preliminary Evaluation of the ACHIEVER Curriculum to Promote Teachers' Well-being and Intentions to Implement Evidence-Based Practices. *Psychology in the Schools: Special Issue*.

Cook, C. R., Lyon, A. R., Zhang, Y., & Smith, B. (in preparation). Linking educator beliefs to fidelity of implementation and student outcomes. *School Mental Health*.

Cook, C.R., Smith, B., Lyon, A., Duong, M., & (in preparation). Brief social psychological interventions to enhance teachers' mindsets and implementation of evidence-Based classroom management practices. *Journal of School Psychology*.

Books (n = 3)

Cook, C.R., Burns, M., Browning-Wright, D., & Gresham, F.M. (2010). Transforming School Psychology in the RTI Era: A Guide for Administrators and School Psychologists. Palm Beach, LRP Publications.

Cook, C.R., & Browning-Wright (2009). Rtl and Restrictive Settings: The TIERS Model for Students with EBD. Palm Beach, LRP Publications.

Sprague, J., Cook, C.R., Browning-Wright, D., & Sadler, C. (2008). Response to intervention for behavior: Integrating academic and behavior supports. Palm Beach: LRP Publications.

Book chapters (n = 9)

Cook, C.R., & Volpe, R. (2013). Progress monitoring behavior using brief, change-sensitive rating scales. In F.M. Gresham & H.M. Walkers Eds. Handbook of Evidence-Based Practices for Students Having Emotional and Behavioral Disorders.

Cook, C.R., Holland, B., & Slemrod (in press). Reading decoding interventions. In S. Little & A. Akin-Little Eds, Evidence-based academic assessment and intervention. American Psychological Association.

Cook, C.R., & Browning-Wright, D. (2009). The changing role of the school psychologist in the era of Rtl. Answers to Practical Questions on Response to Intervention. Palm Beach, FL: LRP Publications.

Cook, C.R., Williams, K.R., Kim, T., & Guerra, N.G. (2009). Variability in the prevalence

of bullying and victimization: A cross-national analysis. In S.R. Jimerson, S.M. Swearer, & D.L. Espelage (Eds.). International handbook of school bullying. Mahwah, NJ: Lawrence Erlbaum Associates.

Little, S., & Cook, C.R. (2009). Reductive techniques. In A. Akin-Little, S. Little, M. Bray, & T. Kehle (Eds.). Handbook of behavioral interventions in schools. Washington, D.C.: APA Publishing.

Gottfried, A.E., Gottfried, A.W., Morris, P.E., & Cook, C.R. (2008). On being motivationally disadvantaged: A longitudinal study from school entry through early adulthood. In C. Hudley & A.E. Gottfried's (Eds.) Academic motivation and the culture of schooling: Understanding school success in childhood and adolescence. UK: Oxford University Press.

Gresham, F.M., Cook, C.R., Crews, S.D., & Barreras, R.B. (2008). Direct observation methods. In D. McKay's (Ed), Handbook of research methods in abnormal and clinical psychology.

Cook, C.R., Sprague, J., Browning-Wright, D., & Sadler, C. (2008). Response to intervention for behavior. Answers to Practical Questions on Response to Intervention. Palm Beach, FL: LRP Publications.

Cook, C.R., Lyons, J., & Blacher, J. (2007). Developmental delays. In C. Reynolds & E.F. Janzen's (Eds), Encyclopedia of special education.

Upcoming Book

Renshaw, T., & Cook, C.R. (Jan 2016). Promoting Wellbeing in the Schools: A Multitiered System of Supports for Cultivating Happy, Resilient, and Successful Students. Routledge Publications.

Popular press or other (n = 2)

Barrett, P., & Cook, C.R. (2011). Resilience across the lifespan: It's never too early or too late. Sydney, Australia: Active Education.

Blacher, J., & Cook, C.R. (2006). Tourette's syndrome can be treated. Exceptional Parent Magazine: Research Reflections. Psych-Ed Corp.

REPRESENTATIVE PRESENTATIONS

Invited presentations

Campa, D., & Cook, C.R. (2014). The two continua model of mental health in early elementary students. Presented as part of a symposium at the annual National Association for School Psychologists Conference in Washington, DC.

Compton, A. & Cook, C.R. (2014). Proactive classroom management and academic

engagement among early elementary students. Presented as part of a symposium at the annual National Association for School Psychologists Conference in Washington, DC.

Holland, B. & Cook, C.R. (2014). Establishing normative benchmarks for early elementary students academic engagement and disruptive behavior. Presented as part of a symposium at the annual National Association for School Psychologists Conference in Washington, DC.

Cook, C.R. (2014). Mindfulness goes to school: Improving teachers resilience and wellbeing. Presented as part of a symposium at the annual National Association for School Psychologists Conference in Washington, DC.

Cook, C.R. (2013). DSM-5 Changes and Implications for School-Based Practice. Ralph E. Julnes Memorial Keynote Address at the PNW Special Education Law Conference in Yakima, WA.

Cook, C.R. (2013). Matching Tier 2 interventions to students prior to consideration for special education services. Invited workshop at the PNW Special Education Law Conference in Yakima, WA.

Cook, C.R. (2013). Legally sound and effective programming for students with EBD. Invited workshop at the PNW Special Education Law Conference in Yakima, WA.

Cook, C.R. (2013). School-based Mental Health: Using MTSS as a System Change Framework to Transfer Evidence-Based Practices to Real World Settings. Invited keynote address for the College of Education and Human Sciences at the University of Nebraska, Lincoln.

Cook, C.R. (2013). Reducing the stigma of mental health: Supporting student-athletes mental health. Invited keynote address for the Center for Leadership in Athletics at the University of Washington.

Cook, C.R. (2013). School-based mental health: using RTI as a system change process. Invited talk to the Evidence-Based Practice Institute Department of Psychiatry and Behavioral Sciences at the University of Washington.

Cook, C.R. (2013). Avoiding having to adopt a program for every problem: Developing a broad-spectrum approach to school-based mental health. Invited talk presented at the

Cook, C.R. & Browning-Wright, D. (2012). RTI in restrictive settings for students with EBD. Invited Workshop delivered at the annual NASP Convention in Philadelphia, CA.

Cook, C.R. (2012). Effective Beliefs and Practices for Students with Emotional and/or

Behavioral Problems. Invited address presented at the Wyoming Department of Education Leadership Symposium in Lander, WY.

Cook, C.R. (2012). Response to intervention for behavior: Supporting the needs of all students. Invited talk presented at the Bureau of Indian Education Summer Institute in Denver, Co.

Cook, C. R. (2011). Educator beliefs as powerful determinants of effective practices for students with emotional/behavioral problems. Keynote delivered at Seattle Public Schools Annual Behavior Conference.

Cook, C.R. (2011). Teachers as pivotal players in the prevention of emotional and behavioral disorders. Keynote address delivered at the 18th Annual Institute of Teachers of Students with EBD in Wausau, WI.

Cook, C.R. (2010). Emotional disturbance: Legally defensible and educationally valid assessment and treatment practices. Invited presentation at Louisiana State University Health Sciences Center, New Orleans, LA.

Paper and poster presentations

Frye, M., DeCano, P., Cook, C.R., Joseph, G., & Brennan, C. (2013). Achiever Adult Resilience Curriculum. Poster presented at the Mindful Families, Schools, and Communities Conference in Seattle, WA.

Cook, C. R. (2012). The relationship between RTI and PBIS: Same, hierarchical, or complementary. Presented at the Pacific Northwest PBIS Conference in Bellevue, WA.

Decano, P., & Cook, C.R. (2012). Raising awareness of student-athletes mental health. Presentation delivered at National Association of Sports Managers Convention in Seattle, WA.

Cook, C.R. (2012). Enhancing educator resilience to make the job more meaningful and combat stress, burn out, and attrition. Guest presentation delivered to Northwest school psychologists.

Cook, C.R. (2012). Change sensitive progress monitoring tools for externalizing and internalizing behaviors. Presentation delivered at Society for Research on Adolescence in Vancouver, BC.

Cook, C.R. (2011). RTI in restrictive settings for students with EBD. Invited workshop delivered at the annual NASP Convention in San Francisco, CA.

Cook, C.R. (2008). Response to intervention: Creating a continuum of educational care. Keynote address given at Louisiana Educational Diagnostician Association state conference. Lake Charles, Louisiana.

- Cook, C.R. (2008). RTI for behavior: Applying RTI logic for ED eligibility. Keynote presentation for the Positive Environments Network of Trainers Conference in Rancho Cucamonga, Ca.
- Cook, C.R., (2011). Brief behavior ratings scales of student's social behavior within problem-solving models of educational service delivery. Paper presentation delivered at the National Association of School Psychologists Conference in San Francisco, CA.
- Cook, C.R. (2010). The Student Externalizing Behavior Screener: Evidence of classification accuracy, reliability and validity. Paper presented at the Society for Prevention Research in Denver, Colorado.
- Dart, E., Cook, C.R., & Collins, C. (2010). Co-occurring academic and behavior problems. Transactional relationship or not? Implications for intervention. Presentation delivered at NASP Conference, Chicago, IL.
- Cook, C.R., & Browning-Wright, D. (2010). Restrictive settings and the implementation of a multi-tiered model of service delivery. Presentation to districts administrators in Laramie, WY.
- Cook, C.R. & Browning-Wright, D. (2010). Tier II evidence-based interventions for students who need extra support. Presentation delivered to districts administrators in Huntington Station, NY.
- Cook, C.R., Jimerson, S., & Begeny, J. (2009). The presence of school psychology globally: Predictors and points of intervention. Presentation delivered at the International School Psychology Association Conference in Qawra, Malta.
- Cook, C.R. (2009). Minority disproportionality in special education: A problem over 50 years in the making: Explanations and solutions. Presentation delivered at the Louisiana Educational Diagnosticians Association Conference in Baton Rouge, LA.
- Cook, C.R. (2009). Rtl for behavior. Paper presented as a mini-skills at the annual National Association of School Psychologists Conference in Boston, MA.
- Cook, C.R. (2009). Strategies for including evidence-based social skills and cognitive behavioral interventions in students' IEPs. Presentation delivered at the annual LRP Conference for Special Education Administrators in Las Vegas, NV.
- Cook, C.R., & Browning-Wright, D. (2009). Response to intervention and school-based mental health. Invited presentation delivered to Westside School District in Omaha, Nebraska.

- Cook, C.R. (2008). Developing evidence-based behavior intervention plans based on functional behavior assessment data. Presentation given at Louisiana School for the Deaf. Baton Rouge, Louisiana.
- Cook, C.R. (2008). Conducting school-based functional behavior assessments. Presentation given at Louisiana School for the Deaf. Baton Rouge, Louisiana.
- Cook, C.R. (2008). School psychology: Bringing science to everyday practice. Presentation given at LSU Psychology Honors Class. Baton Rouge, Louisiana.
- Cook, C.R. (2008). Child learning and behavior management. Presentation given at Louisiana School for the Deaf. Baton Rouge, Louisiana.
- Cook, C.R. (2008). Response to intervention for behavior: From prevention to eligibility determination. Presentation given at the Louisiana School Psychology Association Conference. Lafayette, Louisiana.
- Cook, C.R. (2008). RTI and the identification of students with emotional disturbance: Practical guidelines and legal considerations. Presentation given at Louisiana Educational Diagnostician Association state conference. Lake Charles, Louisiana.
- Bowers, F.B., Cook, C.R., Snyder, T., & Jensen, M. (2008). Assessing the generalization and maintenance of the positive peer reporting intervention for peer rejected youth. Paper presented at the Annual Association for Behavior Analysis Conference in Chicago, IL.
- Cook, C.R., & Browning-Wright, D. (2008). Making restrictive settings work for both students with EBD and school staff. All day workshop presented at LRP Conference in Charlotte, NC.
- Modecki, K., Feldman, B., & Cook, C.R. (2007). The effect of school dropout on smoking behavior across gender and ethnicity. Paper presented at the Annual Society for Prevention Science Conference in Washington, DC as part of the SPR Cup.
- Cook, C.R., Kraemer, B., Mayer, G.R., Browning-Wright, D., & Wallace, M.D. (2007). Investigating issues related to behavior intervention plan development and implementation: Results from a multi-year research project. Paper presented at the Annual Association for Behavior Analysis Conference in San Diego, CA.
- Cook, C.R., Thornton, S., & Barreras, R.B. (2007). Project CREATE: A response to intervention model to identify students as emotionally disturbed. Paper presented at the Annual Association for Behavior Analysis Conference in San Diego, CA.
- Cook, C.R. (2007). Documenting real change: Teaching staff to write measurable,

legally compliant goals. Presented at LRP's 28th National Institute on Legal Issues of Educating Individuals with Disabilities, San Diego, CA.

Cook, C.R. (2007). Developing and implementing high quality behavior intervention plans: A commitment unfulfilled. From Research to Practice: The 1st Annual UC Conference for Research in Special Education, Disabilities, and Developmental Risk in Santa Barbara, CA.

Cook, C.R., Tuthill, L., & Sadek, S. (2006). Efficacy of bully prevention and intervention programs: A meta-analytic investigation. Paper presented at the Annual American Evaluation Association Conference in Portland, OR.

Tuthill, L., Cook, C.R., & Sadek, S. (2006). Meta-analytic investigation of the correlates of bullying and victimization. Paper to be presented at the Annual American Society of Criminology Conference in Los Angeles, CA.

Gresham, F.M., Kern, L., Barreras, R.B., Cook, C.R., & Conroy, M.A. (2006). Interventions for severe emotional and behavioral challenges. Symposium presented at the Annual Association for Behavior Analysis Convention in Atlanta, GA.

Cook, C.R., Blacher, J., & Baker, B. (2006). Early behavioral problems predicting trajectories of parental stress in families with developmentally-delayed and typically-developing children. Paper presented at the Annual Gatlinburg Conference in San Diego, CA.

Cook, C.R. (2006). Merging research with practice to develop technically adequate positive behavior support plans. Presented at the Positive Environments, Network of Trainers Annual North Forum in Stockton, CA.

Kern, L., Barreras, R.B., & Cook, C.R. (2006). Extended applications of assessment-based intervention for diverse behavior problems. Paper presented at California Association for Applied Behavior Analysis Annual Conference in San Francisco, CA.

Browning-Wright, D., Cook, C.R., & Crews, S.D. (2006). Developing evidence-based positive behavior support plans: Current status and future directions. Paper presented at National Association for School Psychologists Annual Conference in Anaheim, CA.

Gresham, F.M., Barreras, R.B., Cook, C.R., & Crews, S.D. (2006). Social skills training for secondary EBD students: Implications for practice. Paper presented at TECBD Annual Conference in Tempe, AZ.

Cook, C.R., Gresham, F.M., & Crews, S.D. (2005). Developing legally correct and

educationally relevant behavior support plans. Paper presented at the California Association of School Psychology annual conference in Riverside, CA.

Gresham, F.M., Cook, C.R., Crews, S.D., Kern, L., & Hilt, A. (2005). First year investigation results: Issues related to students with intense emotional and behavioral disorders. Symposium presented at the National Association for School Psychologists Annual Conference in Atlanta, GA.

Gresham, F.M., Cook, C.R., Crews, S.D., Bender, H., & Rutherford, K. (2004). Overcoming barriers when researching students with intense social and behavioral problems. Paper presented at TECBD Annual Conference in Tempe, AZ.

Gresham, F.M., Cook, C.R., & Crews, S.D. (2004). Setting the story straight: Social skills training with EBD students. Paper presented at TECBD Annual Conference in Tempe, AZ.

Oliver, P.H., Guerin, D.W., & Cook, C.R. (2003). Relation of temperament to high school performance: A longitudinal, cross-informant, multi-domain study. Poster presented at the Society of Research on Child Development Conference in Tampa Bay, FL.

TEACHING AND ADVISING

Assistant Professor University of Washington, Seattle

Graduate Courses: Assessment, Consultation, and Intervention in RTI Models for Academics (2) Assessment, Consultation, and Intervention for RTI Models for Mental Health (average rating of 4.5 out of 5)

Undergraduate Course: Teaching from the Inside Out: Becoming a Resilient Educator (average rating of 4.8 out of 5)

Assistant Professor Louisiana State University, Baton Rouge

Graduate Courses: School-Based Psychological and Academic Interventions (rating 5 out of 5), Psycho-Educational Assessment (rating 5 out of 5)

Professional School Psychology: History, Law, and Ethics (rating 4.8 out of 5)

Undergraduate Courses: Educational Psychology (4.8 out of 5)

Lecturer California State University, Los Angeles

Graduate Course: Research Methods for Behavior Analysis

Teaching Assistant University of California, Riverside

Graduate Course: Academic Behavior Assessment

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