

Jason C. Chow, PhD.

Curriculum Vita

[Google Scholar](#) | [ResearchGate](#) | [Twitter](#)**Current Appointment & Contact Information:***Current Appointment:*Associate Professor, Department of Counseling, Higher Education, and Special Education;
Department of Hearing and Speech Sciences, University of Maryland at College ParkVisiting Associate Professor, Department of Paediatrics, School of Medicine, National
University of Singapore*Contact Information:*

Department of Counseling, Higher Education, and Special Education

University of Maryland at College Park

3942 Campus Drive, College Park, MD 20742

Phone: 301-405-3964 | Email: jcchow@umd.edu**EDUCATION**

Ph.D. 2016	Vanderbilt University Special Education, High-Incidence Disabilities
M.Ed. 2012	Bay Path College Special Education, Mild/Moderate Disabilities
B.A. 2008	Syracuse University Psychology

PROFESSIONAL EXPERIENCE

2022-present	<u>Associate Professor</u> , Department of Counseling, Higher Education, and Special Education, College of Education, University of Maryland at College Park
2022-present	<u>Associate Professor</u> (courtesy), Department of Hearing and Speech Sciences, College of Behavioral and Social Sciences, University of Maryland at College Park
2022-present	<u>Visiting Associate Professor</u> , Department of Paediatrics, Yong Loo Lin School of Medicine, National University of Singapore
2022-present	<u>Member</u> , International Advisory Group, Centre for Holistic Initiatives for Learning and Development (CHILD), National University of Singapore
2021-present	<u>Researcher</u> , Centre for Inclusive Education (C4IE), Queensland University of Technology
2021-present	<u>Fellow</u> , Minority Education Recruitment, Retention, and Equity Center, Virginia Commonwealth University

2021-2022	<u>Assistant Professor</u> (courtesy), Department of Hearing and Speech Sciences, College of Behavioral and Social Sciences, University of Maryland at College Park
2020-2022	<u>Assistant Professor</u> , College of Education, University of Maryland at College Park
2020-present	<u>Affiliate Faculty</u> , School of Education, Virginia Commonwealth University
2019-2020	<u>Research Faculty</u> , Clark-Hill Institute for Positive Youth Development
2018-2019	<u>Director</u> , Special Education Doctoral Program, School of Education, Virginia Commonwealth University
2017-2020	<u>Affiliate Faculty</u> , Psychology Department, Virginia Commonwealth University
2017-2019	<u>Faculty Fellow</u> , Clark-Hill Institute for Positive Youth Development
2016-2020	<u>Graduate Faculty</u> , Virginia Commonwealth University
2016-2020	<u>Assistant Professor</u> , Virginia Commonwealth University
2015-2016	<u>Instructor</u> , Vanderbilt University
2013-2016	<u>Fellow</u> , Experimental Research Training (ExpeRT) Program
2012-2016	<u>Research Assistant</u> , Department of Special Education, Vanderbilt University

RESEARCH & SCHOLARLY ACTIVITY

GRANT FUNDING (total=\$)

External Funding

Distilling Practice Elements for School-Based Practices and Programs That Improve Social and Behavioral Outcomes: A Meta-Analysis. Institute of Education Sciences, U.S. Department of Education. R305A220261. \$1,292,051. (Co-PI; 2022-2025).

Policy and Research-Intensive Special Education (PRISE) Cohort Program. Office of Special Education Programs, U.S. Department of Education. H325D190070. \$2,330,000. (Co-PI; 2019-2024).

Contribution of Language Skills to Peer Social Networks in Kindergarten. American Psychological Association. \$6,000. (PI; 2019-2020).

Developmental Relations Between Language Ability and Behavior Problems. Institute of Education Sciences, U.S. Department of Education. R324B180008. \$395,278. (PI; 2018-2022).

Other Grant Roles

The IRIS Center. National Center for Development and Dissemination of Digital Open Educational Resources that Translate Research to Practice for Building the Capacity of

Personnel Serving Students with Disabilities. Office of Special Education Programs, U.S. Department of Education. (Advisory Board, PI Tyler, 2022-2017)

Project TEAMS: Collaboration to Train Special Education and School Psychology Scholars to Advance Equity in the Study of Mental Health among Students: A Special Education Leadership Preparation Program. Office of Special Education Programs, U.S. Department of Education. H325D210086. (Advisory Board, PI Jimerson, 2021-2026)

Evaluation of LEAP (Leadership for Empowerment and Abuse Prevention): A Healthy Relationship Curriculum for People with Intellectual and Developmental Disabilities. U.S. Department of Justice. (Consultant. PI Dinora, 2017-2020).

PUBLICATIONS

(*co-author was a student under my mentorship at the time of study/publication; ¹invited)

Book Chapters

1. **Chow, J. C.**, & Lindström, E. R. (2022). Leveraging moderation and mediation to examine individual differences in special education research. In E. Talbot, K. McMaster, D. Lee, T. Farmer, & T. Aceves, *Handbook of Special Education Research: Volume I*. Routledge.
2. **Chow, J. C.**, Cunningham, J. E., & *Wallace, E. S. (2020). Interaction-centered model for language and behavioral development. In T. Farmer, B. Farmer, K. Sutherland, & M. Conroy (Eds), *Handbook of Research on Emotional & Behavioral Disabilities: Interdisciplinary Developmental Perspectives on Children and Youth*. New York, NY: Routledge.¹
3. **Chow, J. C.** (2020). Using quasi-experimental designs to establish causal inference in special education. In B. Hott, F. J. Brigham, F. J., & C. Peltier (Eds), *Special Education Research Design and Methodological Approaches*. Thorofare, NJ: SLACK Incorporated Group.¹ 149-164.

Peer-Reviewed Journals

1. **Chow, J. C.**, Ledford, J. R., Bennett, B. P., & Winsor, S. (accepted). Empirically-derived single-case design effect size distributions of engagement and challenging behavior in early childhood research. *Exceptional Children*.
2. **Chow, J. C.**, Broda, M. D., Granger, K. L., Washington-Nortey, P. M., Sayers, R., & Dunn, D. (in press). A sociometric approach to understanding characteristics of same- and other-gender friendships in young children. *Early Childhood Research Quarterly*.
3. Granger, K. L., **Chow, J. C.**, Broda, M. D., Pandey, T., & Sutherland, K. S. (accepted). A preliminary investigation of the role of classroom contextual effects on teaching efficacy and classroom quality. *Preventing School Failure*.

4. Cumming, M. M., Bettini, E., & **Chow, J. C.** (in press). High-quality systematic literature reviews in special education: Promoting coherence, contextualization, generativity, and transparency. *Exceptional Children*.
5. Moore, T. C., Daniels, S., Taylor, K. L. H., Oliver, R., M., **Chow, J. C.**, & Wehby, J. H. (accepted). Supporting teachers' effective classroom and behavior management: What do teachers tell us? *Preventing School Failure*.
6. Schroeder, S. R., Gaeta, L., El Amin, M., **Chow, J. C.**, & Borders, J. C. (in press). Evaluating research transparency and openness in communication sciences and disorders journals. *Journal of Speech, Language, and Hearing Research*.
7. *Senter, R., **Chow, J. C.**, & Willis, E. (in press). Speech-language pathology interventions for children with executive function deficits: A systematic literature review. *Language, Speech, and Hearing Services in Schools*.
8. **Chow, J. C.**, Granger, K. L., Broda, M. D., & Washington-Nortey M. (in press). Influence of child externalizing behavior on friendship centrality and reciprocity in kindergarten classrooms. *Journal of Emotional and Behavioral Disorders*.
9. **Chow, J. C.**, *Morse, A., Zhao, H., Kingsbery, C., *Fisk, R., & *Soni, I. (in press). A systematic review of the characteristics of students with emotional disturbance in special education research. *Remedial and Special Education*.
10. Gatlin-Nash, B., **Chow, J. C.**, & *Evans, I. (in press). Addressing the needs of nonmainstream dialect speakers with learning disabilities. *Intervention in School and Clinic*.
11. **Chow, J. C.**, Hampton, L. H., & *Comer, S. K. (in principle acceptance). Improving pre-service speech-language pathologists' behavior management knowledge via an adaptive intervention design. *Exceptional Children*.
12. **Chow, J. C.**, *Zhao, H., Sandbank, M., Bottema-Butel, K., & Woynaroski, T. (in press). Empirically derived effect size distributions of interventions for young children on the autism spectrum. *Journal of Clinical Child and Adolescent Psychology*.
13. Cipriano, C., Naples, L. H., Zieher, A., Durlak, J. A., Strambler, M J., Eveleigh, A., Ponnock, A., McCarthy, M., Funaro, M., & **Chow, J. C.** (in principle acceptance). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. *Child Development*.
14. Shelton, A., Hogan, E., **Chow, J. C.**, & Wexler, J. (in press). A synthesis of professional development targeting literacy instruction and intervention for English learners. *Review of Educational Research*.
15. Broda, M. D., Granger, K. L., **Chow, J. C.**, & Ross, E. (in press). Using social network analysis in applied psychological research: A tutorial. *Psychological Methods*.

16. **Chow, J. C.**, *Wallace, E. S., *Senter, R., Kumm, S. & Mason, C. M. (2022). A Systematic Review and Meta-Analysis of the Language Skills of Youth Offenders. *Journal of Speech, Language, and Hearing Research*, 65(3), 1166-1182.
17. Washington-Nortey P. M., Granger, K. L., Broda, M. D., **Chow, J. C.**, & Sutherland, K. S. (2022). School-based relationships among children with or at risk for emotional and behavioral disorders. *Perspectives in Early Childhood Psychology and Education.*, 6(2), 165-192.
18. Zimmerman, K. N., Torelli, J., & **Chow, J. C.** (2022). Planning positive reinforcement cycles in behavior intervention plans. *Behavior Analysis in Practice*, 15, 924-937.
19. Cunningham, J. E., **Chow, J. C.**, Meeker, K. A., Taylor, A., Hemmeter, M. L., & Kaiser, A. P. (in press). A conceptual model for a blended intervention approach to support early language and prosocial development. *Infants and Young Children*.
20. Murphy, K. A., Pentimonti, J. M., & **Chow, J. C.** (2023). Supporting children's language and literacy through collaborative shared book reading. *Intervention in School and Clinic*, 58(3), 155-163.
21. **Chow, J. C.**, *Senter, R., & *Morse, A. (2023). Speech-language pathologists' experiences with challenging behavior in practice. *Communication Disorders Quarterly*, 44(2), 117-126.
22. **Chow, J. C.** (2023). Collaboration to Support Language and Learning Outcomes for Students with Disabilities. *Intervention in School and Clinic*, 58(3). 143-145.
23. Zimmerman, K. N., **Chow, J. C.**, Majeika, C. M., & *Senter, R. (2023). Applying co-teaching models to enhance partnerships between teachers and speech-language pathologists. *Intervention in School and Clinic*, 58(3), 146-154.
24. **Chow, J. C.**, & Hampton, L. H. (2022). A systematic review of sequential multiple-assignment randomized trials in educational research. *Educational Psychology Review*, 34, 1343-1369.
25. **Chow, J. C.**, Broda, M. B., Granger, K. L., *Deering, B. T., & *Dunn, K. T. (2022). Language skills and friendships in kindergarten classrooms: A social network analysis. *School Psychology*, 37(6), 488-500.
26. Kaiser, A. P., **Chow, J. C.**, & Cunningham, J. E. (2022). A case for early language and behavior screening: Implications for policy and child development. *Policy Insights for the Brain and Behavioral Sciences*, 9(1), 120-128.

27. Hirsch, S. E., Griffith, C., **Chow, J.C.**, Walters, S. & Walker, A. C. (2022). Professional learning and development for special educators serving students with emotional and behavioral disorders in self-contained settings. *Behavioral Disorders*, 1(48), 62-76.
28. **Chow, J. C.**, *Morse, A., & *Senter, R. (2022). Intentional collaboration with speech-language pathologists to support language outcomes of students with emotional and behavioral disorders. *Beyond Behavior*, 31(3), 140-150.
29. Hampton L. H., & **Chow, J. C.** (2022). Deeply tailoring adaptive interventions: Enhancing knowledge generation of SMARTs in special education. *Remedial and Special Education*, 43(3), 195-205.
30. **Chow, J. C.**, & Hollo, A. E. (2022). Language skills of students with emotional and behavioral disorders. *Intervention in School and Clinic*, 58(1), 46-50.
31. *Wallace, E. S., *Senter, R., *Peterson, N., *Dunn, K. T., & **Chow, J. C.** (2022). How to establish a language rich environment through a collaborative SLP-teacher partnership. *TEACHING Exceptional Children*, 45(3), 166-176.
32. Lindström, E. R., **Chow, J. C.**, Zimmerman, K. N., Settanni, E., Zhao, H., Morse, A. M., & Ellison, A. (2021). A systematic review and meta-analysis of the relation between engagement and achievement in early childhood research. *Topics in Early Childhood Special Education*, 41(3), 221-235.
33. **Chow, J. C.**, Sjogren, A. L., & *Zhao, H. (2021). Reporting and reproducibility of meta-analyses in speech-language hearing research. *Journal of Speech, Language, and Hearing Research*, 64(7), 2786-2793.
34. Sandbank, M., **Chow, J. C.**, Bottema-Beutel, K., & Woynaroski, T. (2021). Evaluating evidence-based practice in light of the boundedness and proximity of outcomes: Capturing the scope of change. *Autism Research*, 4, 1536-1542.
35. **Chow, J. C.**, Majeika, C. M., & Sheaffer, A. (2021). Language skills of children with and without mathematics difficulty. *Journal of Speech, Language, and Hearing Research*, 9(64), 3571-3577.
36. Gesel, S., LeJeune, L., **Chow, J. C.**, Sinclair, A., & Lemons, C. J. (2021). A meta-Analysis of the impact of professional development on teachers' knowledge, skill, and self-efficacy in data-based decision-making. *Journal of Learning Disabilities*, 54(4), 269-283.
37. **Chow, J. C.**, *Ekholm, E., & Bae, C. L. (2021). Relative contribution of verbal working memory and attention to child language performance. *Assessment for Effective Intervention*, 47(1), 3-13.

38. **Chow, J. C.**, Frey, J. R., & Naples, L. (2021) Associations between teacher ratings and direct assessments of elementary students' speech and language skills. *Assessment for Effective Intervention*, 46(4), 310-315.
39. Granger, K. L., Broda, M. D., **Chow, J. C.**, McCormick, N., & Sutherland, K. D. (2021). A preliminary investigation of classroom adversity and teachers' interactions with students with and at risk for emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 29(4), 238-251.
40. **Chow, J. C.**, Granger, K. L., Broda, M. D., & *Peterson, N. (2021). Predictive role of classroom management in literacy development for preschool children at risk for EBD. *Behavioral Disorders*, 47(1), 53-63.
41. Inamdar, K., Molinini, R. M., Panibatla, S., **Chow, J. C.**, & Dusing, S. C. (2021). Early sitting postural control interventions for children with or at risk for cerebral palsy: A systematic review and meta-analysis. *Developmental Medicine and Child Neurology*, 63(4), 396-406.
42. **Chow, J. C.**, Zimmerman, K. L., & *Senter, R. (2021). Tailoring effective behavior management strategies for speech-language pathologists. *Language, Speech, and Hearing Services in Schools*, 52, 260-272.
43. **Chow, J. C.**, & *Wallace, E. S. (2021). Speech-language pathologists' behavior management training and reported experiences with challenging behavior. *Communication Disorders Quarterly*, 42(2), 67-72.
44. Hirsch, S. E., **Chow, J. C.**, Randall, K., *Nemer, S. L., & McKown, G. (2020). Evaluating the effect of embedded responses in multimedia-based instruction with preservice teachers. *Behavioral Disorders*, 46(1), 18-28.
45. Peng, P., Lin, X., Ñanal, A. E., Lee, K., J., Namkung, J., **Chow, J. C.**, & Sales, A. (2020). Examining the mutual relations between language and mathematics: A meta-analysis. *Psychological Bulletin*, 146(7), 595-634.
46. **Chow, J. C.** (2020). Classroom motivation and learning disabilities: Consensus points and recommendations. *Learning Disabilities: A Multidisciplinary Journal*, 25(2), 54-60.¹
47. Hollo, A., Stuabitz, J. L., & **Chow, J. C.** (2020) Applying generalizability theory to optimize language sample analysis of teacher talk. *Journal of Speech, Language, and Hearing Research*, 63(6), 1947-1957.
48. *Lester, A. M., **Chow, J. C.**, & Melton, T. (2020). Quality is critical for meaningful synthesis of afterschool program effects: A systematic review and meta-analysis. *Journal of Youth and Adolescence*, 49, 369–382.

49. **Chow, J. C.**, Walters, S., & Hollo, A. (2020). Supporting students with co-occurring language and behavioral deficits in the classroom. *TEACHING Exceptional Children*, 52(4), 222-230.
50. Lancaster, H. S., Lien, K. M., **Chow, J. C.**, Frey, J. R., Scherer, N. J., & Kaiser, A. P. (2020). Early speech and language development in children with nonsyndromic cleft lip and/or palate: A meta-analysis. *Journal of Speech, Language, and Hearing Research*, 63(1), 14-31. *Note: Selected as a Top 10 Article of the Year by the American Speech-Language Hearing Association in 2020.*
51. *Nemer, S. L., Sutherland, K. S., **Chow, J. C.**, & Kunemund, R. L. (2019). A systematic literature review identifying dimensions for teacher attributions for challenging student behavior. *Education and Treatment of Children*, 42(4), 557-578.
52. **Chow, J. C.**, & Wehby, J. H. (2019). Effects of symbolic and nonsymbolic equal-sign intervention in second-grade classrooms. *The Elementary School Journal*, 119(4), 677-702.
53. Hollo, A., **Chow, J. C.**, & Wehby, J. H. (2019). Profiles of language and behavior in students with emotional disturbance. *Behavioral Disorders*, 44(4), 195-204.
54. **Chow, J. C.**, & Hampton, L. H. (2019). Sequential multiple-assignment randomized trials: Developing evidence-based adaptive interventions in special education. *Remedial and Special Education*, 40(5), 267-276.
55. **Chow, J. C.**, & Wehby, J. H. (2019). Profiles of problem behavior in children with varying language ability. *Journal of Emotional and Behavioral Disorders*, 27(2), 110-118.
56. **Chow, J. C.**, & *Ekholm, E. (2019). Language domains differentially predict mathematics performance in young children. *Early Childhood Research Quarterly*, 46(1), 179-186.
57. *Ekholm, E., & **Chow, J. C.** (2018). Addressing publication bias in educational psychology. *Translational Issues in Psychological Science*, 4(4), 425-439.
58. **Chow, J. C.** (2018). Prevalence of publication bias tests in speech, language, and hearing research. *Journal of Speech, Language, and Hearing Research*, 61(12), 3055-3063.
59. **Chow, J. C.**, *Ekholm, E., & *Coleman, H. (2018). Does early language ability underpin the development of later behavior problems? A longitudinal meta-analysis. *School Psychology Quarterly*, 33(3), 337-349.
60. **Chow, J. C.**, & *Ekholm, E. (2018). Do published studies yield larger effect sizes than unpublished studies in education and special education? A meta-review. *Educational Psychology Review*, 30(3), 727-744.
61. **Chow, J. C.** (2018). Comorbid language and behavior problems in children: Development, frameworks, and intervention. *School Psychology Quarterly*, 33(3), 356-360.

62. **Chow, J. C.**, & Wehby, J. H. (2018). Associations between language and behavior: A systematic review and correlational meta-analysis. *Educational Psychology Review*, 30, 61-82.
63. **Chow, J. C.**, & Hollo, A. (2018). Language ability of students with emotional disturbance: Discrepancies between teacher ratings and direct assessment. *Assessment for Effective Intervention*, 43(2), 90-95.
64. Moore, T. C., Wehby, J. H., Oliver, R. M., **Chow, J. C.**, Gordon, J. R., & Mahany, L. A. (2017). Teachers' reported knowledge and implementation of research-based classroom and behavior management strategies. *Remedial and Special Education*, 38(4), 222-232.
65. **Chow, J. C.**, & Jacobs, M. (2016). The role of language in fraction performance: A synthesis of literature. *Learning and Individual Differences*, 47, 252-257.
66. **Chow, J. C.**, & Gilmour, A. F. (2016). Designing and implementing group contingencies in the classroom: A teacher's guide. *TEACHING Exceptional Children*, 48(3), 137-143
Note: Reprinted for a 2018 special issue on high-leverage practices in TEACHING Exceptional Children, 50(4).
67. Hollo, A., & **Chow, J. C.** (2015). Supporting students with high-incidence disabilities: Problem behavior as functional communication. *Beyond Behavior*, 24(3), 1-9.

OTHER PUBLICATIONS

1. Chow, J. C. (2022). Supporting Language and Behavioral Development in the Classroom. DLD and ME. (<https://dldandme.org/language-behavior-development-classroom/>)

PRESENTATIONS (* denotes student author)

Invited Talks

1. **Chow, J. C.**, (to be presented, 2023, February), *Shifting from Classroom Management and Behavioral Control to Skill Instruction and Supports*, Keynote at the Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.
2. **Chow, J. C.**, (2022, October), *Closing Remarks for the Centre for Holistic Initiatives for Learning and Development Biennial Conference*, Singapore.
3. **Chow, J. C.** (2020, April), *Find Your Team: Learning to Collaborate on Interdisciplinary Endeavors*. Invited panel for the American Education Research Association Graduate Student Council, San Francisco, CA.

4. **Chow, J. C.** (2019, August), *Low-Effort Behavior Management Strategies for School-Based Speech-Language Pathologists*. Seventh Annual School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN.
5. **Chow, J. C.** (2019, July), *Comorbidity of Language and Behavioral Disorders: Practical Implications for Speech-language Pathologists*. American Speech-Language Hearing Association, Chicago, IL.
6. **Chow, J. C.** (2019, March), *Language Disorders: A Specific Developmental Disorder with Protean Manifestations*. The Spectrum of Developmental Disabilities XLI: Disorders of Higher Cortical Function in School: Learning, Attention, and Socialization, Johns Hopkins University School of Medicine, Baltimore, MD.
7. **Chow, J. C.**, & *Stehle, E. L. (2018, August), *Managing Challenging Behavior: Effective Strategies for Speech-Language Pathologists*. Sixth Annual School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN.
8. **Chow, J. C.**, Gilmour, A., Mason, C., & Wehby, J. H. (2014, February), *Using Group Contingencies to Effectively Promote and Encourage Positive Class-Wide Behavior*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Conference Presentations

9. Butera, C., Zhou, F., Rosales, M., Wilson, R. B., Zhao, H., **Chow, J. C.**, Dao, A., Freeman, J., & Dusing, S. (2023, May). *Systematic Review of the Effect of Motor Intervention on Cognition, Communication, and Social Interaction in Children with Autism Spectrum Disorder*. International Society for Autism Research Annual Meeting, Stockholm, Sweden.
10. Sayers, R., & **Chow, J. C.** (2023, May). *In Their Words: Children at risk for Language and Behavior Disorders Describe their Teacher Relationships*. American Educational Research Association, Chicago, IL.
11. Sayers, R., & **Chow, J. C.** (2023, May). *Using Drawings to Understand Children with Challenging Behaviors' Perspectives of their Relationships with Teachers*. In Division C Symposium: Learning and Motivation Research Inclusive of Disability, American Educational Research Association, Chicago, IL.
12. Chung, T., Liu, J., Fu, Y., & **Chow, J. C.** (2023, March). *Does Inclusion Matter? The Effect of Access to General Education Settings on Student Achievement*. Paper presentation at the Association for Education Finance and Policy, Denver, CO.
13. Fu, Y., & **Chow, J. C.** (2023, March). *A Quality Assessment of Writing Intervention Students for English Learners with Learning Disabilities*. Council for Exceptional Children Annual Convention, Louisville, KY.

14. Fu, Y., & **Chow, J. C.** (2023, March). *Trends of Inclusion Levels across Disability Categories in the United States*. Council for Exceptional Children Annual Convention, Louisville, KY.
15. Fu, Y., & **Chow, J. C.** (2023, February). *Systematic Review of Writing Intervention Students for English Learners with Learning Disabilities*. Pacific Coast Research Conference, Coronado, CA.
16. **Chow, J. C.** (2022, November). *Understanding the Connection Between Developmental Language Disorder and Emotional and Behavioral Disorders*. Seminar at the American Speech-Language Hearing Association Annual Convention, New Orleans, LA.
17. Senter, R., Wallace, E. S., & **Chow, J. C.** (2022, November). *School SLPs' Services for Executive Functions*. Poster at the American Speech-Language Hearing Association Annual Convention, New Orleans, LA.
18. Pak, N., Dillehay, K., **Chow, J. C.**, Wilkerson, C., & Kaiser, A. P. (2022, November). *Do Effects of Early Communication Interventions Last? A Meta-analysis*. Technical Research Session at the American Speech-Language Hearing Association Annual Convention, New Orleans, LA.
19. Schroeder, A., Gaeta, L., El Amin, M., **Chow, J. C.**, & Borders, J. (2022, November). *Do Journals in Speech-Language Pathology and Audiology Promote Transparent and Open Research?* Technical Research Session at the American Speech-Language Hearing Association Annual Convention, New Orleans, LA.
20. Fitton, L., Pratt, A., & **Chow, J. C.** (2022, November). *Practical Evidence in Bilingual Language Assessment: Implications for Evaluation, Decision Making, and Interdisciplinary Collaboration*. Seminar at the American Speech-Language Hearing Association Annual Convention, New Orleans, LA.
21. Fu, Y., Chung, T., & **Chow, J. C.** (2022, March). *Trends of Inclusion Levels across Disability Categories in the United States*. CEC Teacher Education Division Conference, Richmond, VA.
22. Evans, I., Kelly, M., & **Chow, J. C.**, (2022, March). *Say What? Understanding African American English (AAE) to Support Outcomes in Students with Disabilities*. CEC Teacher Education Division Conference, Richmond, VA.
23. **Chow, J. C.**, & Hollo, A. (2022, October). *Considerations and Directions to Support Children with Co-occurring Language and Emotional and Behavioral Disorders*. Institute presentation at the American Academy of Child and Adolescent Psychiatry, Toronto, CAN.
24. van Dijk, W., Hall, G., & **Chow, J. C.**, (2022, September). *Simulating and Detecting Causal Effects of Fidelity in Interventions Using Instrumental Variable Modeling*. Society for Research on Educational Effectiveness, Arlington, VA.

25. Sayers, R. & **Chow, J. C.**, (2022, August). *Drawings of Teacher-Child Relationships for Children at risk for Language and Behavior Disorders*. American Psychological Association Annual Convention, Minneapolis, MN.
26. **Chow, J. C.** (2022, February). *Can Language Screening Lead to Better Outcomes for Students with Disabilities?* Pacific Coast Research Conference, Coronado, CA.
27. Shelton, A., Hogan, E., **Chow, J. C.**, & Wexler, J. (February 2022). *A synthesis of professional development targeting literacy instruction and intervention for English learners*. Poster at the Pacific Coast Research Conference, Coronado, CA.
28. Wallace, E. S., & **Chow, J. C.** (2022, March) *Teachers' use of Language Supportive Strategies During Instructional Time in the Kindergarten Classroom*. Speech, Language, and Learning Intervention Virtual Research Symposium. Arizona State University.
29. *Morse, A., *Senter, R., **Chow, J. C.**, (2021, October). *Intentional Collaboration with Speech-Language Pathologists to Support Language Outcomes of Students with Emotional and Behavioral Disorders*, Annual Teacher Educators for Children with Behavioral Disorders Conference. Online.
30. *Senter, R., & **Chow, J. C.** (2021, October). *Supporting Language in Children at Risk for Delinquency*, Annual Teacher Educators for Children with Behavioral Disorders Conference. Online.
31. Settanni, E., Perrella, M., Lindström, E. R., & **Chow, J. C.** (2021, June 21-24). *Measuring academic engagement and achievement in students with ASD: A systematic review*. Poster to be presented at 145th Annual Meeting of the American Association on Intellectual and Developmental Disabilities, Online.
32. Granger, K., **Chow, J. C.**, Broda, M. D., & Sutherland, K. S. (2021, March), *Teaching Efficacy and Classroom Quality: The Role of Classroom Level Adversity*. Poster at the Society for Research on Child Development, Online.
33. Lindström, E. R., & **Chow, J. C.** (2021, March), *Academic Engagement and Achievement in Students with Disabilities: A Systematic Review and Meta-analysis*. Poster at the Society for Research on Child Development, Online.
34. **Chow, J. C.** (2021, February), *Leveraging Language Screening to Inform Social Development in Kindergarten* In C. M. Schuele (Chair), *Language Screening: Paths to Identification and Understanding Influence on Social Interaction*, Pacific Coast Research Conference, Online.
35. Senter, R., Wallace, E. S., Kumm, S., & **Chow, J. C.** (2020, November [conference cancelled]), *Language Skills of Incarcerated Children and Youth: A Systematic Review and*

- Meta-Analysis*. Poster at the American Speech-Language Hearing Association Annual Convention, San Diego, CA.
36. Wallace, E. S., & **Chow, J. C.** (2020, November [conference cancelled]), *Language-supportive Strategies and their Associates with Child Language Outcomes during Instructional Time*. Presentation at the American Speech-Language Hearing Association Annual Convention, San Diego, CA.
 37. Senter, R., Wallace, E. S., & **Chow, J. C.** (2020, November [conference cancelled]), *Speech-language Pathologists' Experiences with Challenging Behavior*. Poster at the American Speech-Language Hearing Association Annual Convention, San Diego, CA.
 38. **Chow, J. C.** & Cunningham, J. E. (2020, February), *Differences in Teacher Language Quality as a Function of Child Problem Behavior* In R. Shearer (Chair), Promoting Resilience in Children at Risk for Problem Behavior, Conference on Research Innovations in Early Intervention, San Diego, CA.
 39. Dunn, K., & **Chow, J. C.** (2020, February) *Effects of Peer-Mediated Social Skills Interventions for Adolescents with ASD: A Systematic Literature Review*. Poster at the Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.
 40. Wallace, E. S., Senter, R., & **Chow, J. C.** (2020, February) *Language Skills of Youth in the Juvenile Justice System: A Systematic Review and Meta-Analysis*. Poster at the Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.
 41. **Chow, J. C.** (2020, February) *Supporting the Co-Development of Language Skills, Behavior, and Socialization Through Evidence-Based Classroom Practices*. Council for Exceptional Children, Portland, OR.
 42. Dunn, K., & **Chow, J. C.** (2020, February) *A Systematic Literature Review of Work-Place Social Skills Interventions for Adults with ASD*. Poster at the International Conference on Autism, Intellectual Disabilities, and Developmental Disabilities, Sarasota, FL.
 43. Wallace, E. S., & **Chow, J. C.** (2019, November) *Establishing a Collaborative Partnership between Speech-Language Pathologists and General Education Teachers*. CEC Teacher Education Division Conference, New Orleans, LA.
 44. Hirsch, S. E., & **Chow, J. C.** (2019, November) *Examining Active Responding within Multimedia-based Instruction*. Poster at the CEC Teacher Education Division Conference, New Orleans, LA.
 45. **Chow, J. C.** (2019, November) *Impacts of Language Disorders in Children's Social and Behavioral Functioning in Schools*. American Speech-Language Hearing Association Annual Convention, Orlando, FL.

46. Wallace, E. S., & **Chow, J. C.** (2019, November) *Managing Challenging Behaviors: Effective Strategies for Speech Language Pathologists*. American Speech-Language Hearing Association Annual Convention, Orlando, FL.
47. Wallace, E. S., & **Chow, J. C.** (2019, November) *Creating a Collaborative Partnership in the Preschool Setting: Speech Language Pathologists & Preschool Teachers*. American Speech-Language Hearing Association Annual Convention, Orlando, FL.
48. **Chow, J. C.**, & Broda, M. D. (2019, October) *Using Social Network Analysis to Examine the Relation between Communication Skills and Friendship Development in Kindergarten*, Scholarly Consortium for Innovative Psychology in Education, Savannah, GA.
49. **Chow, J. C.** (2019, October), *A Meta-analysis of Measures of Elementary and Middle School Science and Mathematics Learning*. In C. Bae (Chair), Examining Methodologies used to Capture Complex Phenomena related to Motivation and STEM Learning, Scholarly Consortium for Innovative Psychology in Education, Savannah, GA.
50. **Chow, J. C.**, Granger, K., & Broda, M. D. (2019, August) *Contribution of Language Skills to Peer Social Integration and Marginalization in Kindergarten*. American Psychological Association Convention, Chicago, IL.
51. *Wallace, E. S., Turner, K. C., Peterson, N., & Chow, J. C. (2019, August), *Effective Collaboration between Speech-Language Pathologists and Classroom Teachers*. Seventh Annual School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN.
52. **Chow, J. C.**, Granger, K., & Peterson, N. (2019, May). *Classroom Management Skill Predicts Children's Academic Achievement: A Longitudinal within-Year Investigation*. Poster at the Society for Prevention Research, San Francisco, CA.
53. Lien, K, Lancaster, H., **Chow, J. C.**, Frey, J. R., Scherer, N., & Kaiser, A. P. (2019, April) *Meta-Analysis of Speech, Language, and Reading Outcomes and Their Relationship with Assessment Characteristics in Children with Nonsyndromic Cleft Lip and/or Palate*. Presentation for the American Cleft Palate-Craniofacial Association, Tucson, AZ.
54. Rouse, A. G., Kuihara, S. A., **Chow, J. C.**, & Ahn, C. (2019, February) *Writing to Learn in Elementary Classrooms: Results of a National Survey*. Poster at the Pacific Coast Research Conference, Coronado, CA.
55. Turner, K. C., Deering, B. T., & **Chow, J. C.** (2019, February) *Exploring the Role of Child Language Skills in Student-Teacher Interactions*. Poster at the Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.
56. Zimmerman, K. N., Stehle, E. L., & **Chow, J. C.** (2019, February) *Keeping it Simple: Low Effort Interventions to Improve Outcomes for Diverse Learners in General Education Settings*. Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.

57. Stehle, E. L., & **Chow, J. C.** (2019, February) *Speech-language Pathologists' Reported Training and Experiences with Challenging Behavior*. Poster at the Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO. ([MSLBD 2019 Best Poster](#))
58. Hollo, A., & **Chow, J. C.** (2019, February) *Maximizing Efficiency in Classroom Language Sample Analysis: An Application of Generalizability Theory*. Poster at the Council for Exceptional Children Annual Convention, Indianapolis, IN.
59. Frey, J. R., & **Chow, J. C.** (2018, November) *Teacher Ratings & Direct Assessment of Elementary Students' Communication Skills: A Latent Variable Approach*. Poster at the American Speech-Language and Hearing Association Annual Convention, Boston, MA.
60. Hollo, A., & **Chow, J. C.** (2018, November) *Using Generalizability Theory to Inform Teacher Language Sampling in Classroom-based Research*. Poster at the American Speech-Language and Hearing Association Annual Convention, Boston, MA.
61. Stehle, E. L., Turner, K. C., & **Chow, J. C.** (2018, October) *Speech-language Pathologists' Reported Knowledge and Training in Behavior Management*. Poster at the Metropolitan Education Research Consortium Conference, Richmond, VA.
62. **Chow, J. C.**, (2018, October) *Estimating the Magnitude of the Difference between Published and Unpublished Studies in Education Meta-Analyses*. Global Evidence and Implementation Summit, Melbourne, Australia.
63. Stehle, E. L., & **Chow, J. C.**, (2018, October) *Behavior Management Training of School-Based Speech-Language Pathologists: A National Survey*. Poster at the Consortium for Research on Educational Assessment and Teaching Effectiveness, Williamsburg, VA.
64. Lester, A. M., & **Chow, J. C.** (2018, October) *A Systematic Review and Meta-Analysis of the Effects of Afterschool Programs on Adolescent Character Development*. Poster at the Promoting Character Development Among Diverse Children and Adolescents Meeting of the Society for Research on Child Development, Philadelphia, PA.
65. **Chow, J. C.**, Ekholm, E., & Coleman, H. (2018, August) *Does Language Underpin the Development of Later Behavior Problems? A Longitudinal Meta-Analysis*. American Psychological Association Convention, San Francisco, CA.
66. **Chow, J. C.**, & Ekholm, E. (2018, August) *Language Domains Differently Predict Mathematics Performance in Young Children*. American Psychological Association Convention, San Francisco, CA.
67. Lester, A. M., & **Chow, J. C.** (2018, August) *Adolescent Participation in Afterschool Programs: A Systematic Review and Meta-analysis*. American Psychological Association Convention, San Francisco, CA.

68. *Kunemund, R., *Nemer, S., *Lu., Z., & **Chow, J. C.** (2018, July) *Associations Between Student-Teacher Relationships and Behavior: A Meta-analysis*. Poster at the Office of Special Education Programs Project Directors Conference, Washington, DC.
69. Lancaster, H., Lien, K., **Chow, J. C.**, Frey, J., Scherer N., & Kaiser, A. (2018, April). *Meta-analysis of Early Speech and Language in Children with Nonsyndromic Cleft Palate with or without Cleft Lip*. Annual Convention of the American Cleft Palate-Craniofacial Association, Pittsburgh, PA.
70. **Chow, J. C.** (2018, April), *Effects of Symbolic and Nonsymbolic Equal-Sign Intervention Elementary Classrooms*. In S. Tucker (Chair), Mathematics Learning in Early Childhood, American Educational Research Association Annual Meeting, New York, NY.
71. **Chow, J. C.** (2018, February), *Examining the Longitudinal Relations between Early Language Skills and Later Behavior Problems*. In C. Qi (Chair), Not all Correlation Are Equal: How Measurement and Context May Influence the Relationship between Language and Behavior in Children and Teachers, Conference on Research Innovations in Early Intervention, San Diego, CA.
72. **Chow, J. C.**, & Hollo, A. (2018, February) *Language and Behavior in the Classroom: Implications and Applications for Teachers*. Council for Exceptional Children Annual Convention, Tampa, FL.
73. **Chow, J. C.**, & *Ekholm, E. (2018, February) *Estimating the Magnitude of the Difference between Published and Unpublished Studies in Special Education: A Metareview*. Poster at the Council for Exceptional Children Annual Convention, Tampa, FL.
74. Hollo, A., & **Chow, J. C.**, (2018, February) *Language Ability of Students with Emotional Disturbance: Discrepancies between Teacher Ratings and Direct Assessments*. Poster at the Council for Exceptional Children Annual Convention, Tampa, FL.
75. *Wright, J., **Chow, J. C.**, Granger, K., Sutherland, K., & Conroy, M. (2018, February) *Reducing Child Problem Behavior: The Contribution of Teachers' Behavior Management Efficacy and Teacher-Child Relationships*. Poster at the Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.
76. Markowicz, K., Granger, K., **Chow, J. C.**, *Kunemund, R., *Wright, J., Sutherland, K., & Conroy, M. (2017, September) *Contribution of Teacher-Child Relationships and Self-Efficacy During BEST in CLASS: A Moderated Mediation Analysis*. Poster at the Society for Implementation Research Collaboration 4th Biennial Research Conference, Seattle, WA.
77. *Ekholm, E., & Chow, J.C. (2017, August) *Effects of Gender, Age, and ELL Status on the Relationship between Cognitive Ability and Language*. Poster at the American Psychological Association Convention, Washington, DC.
78. Chow, J.C., & *Ekholm, E. (2017, August), *Contribution of Working Memory and Attention*

to Language Performance. Poster at the American Psychological Association Convention, Washington, DC.

79. Chow, J.C. (2017, May), *Contribution of Nonsymbolic Representation Beyond Symbolic Math Intervention: A Compensatory Moderation Effect*. Association for Psychological Science Annual Convention, Boston, MA.
80. Bae, C. L., & Chow, J.C. (2017, May), *Elementary and Secondary Mathematics and Science Learning: Definitions and a Cognitive Framework*. Poster at the Association for Psychological Science Annual Convention, Boston, MA.
81. Majeika, C. M., Sheaffer, A. W., & **Chow, J. C.** (2017, April), *Equal-Sign Exploration: The Impact of Explicit Equal Sign Instruction on Mathematical Problem Solving for Elementary Students with Low Language Ability*. Council for Exceptional Children Annual Convention, Boston, MA.
82. **Chow, J. C.** (2017, April), *Improving Math Equivalence Understanding and Problem-Solving Performance in First- and Second-Grade Children*. Society for Research on Child Development Biennial Meeting, Austin, TX.
83. **Chow, J. C.** (2017, February), *Compensatory Language Support During Equal-Sign Intervention: A Cluster-Randomized Trial*. Poster at the Pacific Coast Research Conference, Coronado, CA.
84. **Chow, J. C.** (2016, November), *Effects of Equal-Sign Intervention in First-Grade Classrooms: A Cluster-Randomized Trial*. Poster at the American Speech-Language-Hearing Association Schools Annual Convention, Philadelphia, PA.
85. Sheaffer, A. W., Majeika, C. M., & **Chow, J. C.** (2016, November), *Improving Children's Equal-Sign Understanding through Explicit Instruction*. Poster at the Teacher Education Division National Conference, Lexington, KY.
86. **Chow, J. C.** (2016, August), *Effects of Math Equivalence Intervention in Second-Grade Classrooms*. Poster at the American Psychological Association Convention, Denver, CO.
87. **Chow, J. C.** (2016, August), *Relations between Language Ability and Problem Behavior: A Systematic Review and Meta-Analysis*. Poster at the American Psychological Association Convention, Denver, CO (Division 15 Poster Award winner).
88. **Chow, J. C.**, Majeika, C. E., Sheaffer, A. W., & Wehby, J. H. (2016, April), *Contribution of Visual Representation During Mathematics Instruction*. Council for Exceptional Children Annual Convention, St. Louis, MO.
89. Gilmour, A. F., **Chow, J. C.**, & Wehby, J. H. (2016, April), *Measuring Student Behavior: A Factor-Analytic Comparison of Teacher Ratings and Direct Observation*. Poster at the Council for Exceptional Children Annual Convention, St. Louis, MO.

90. **Chow, J. C.** (2016, April), *Are Language and Behavior Related in Children with and without High-Incidence Disabilities*. Poster at the Council for Exceptional Children Annual Convention, St. Louis, MO.
91. **Chow, J. C.** (2015, November), *The Concurrent and Predictive Associations between Language and Behavior: A Systematic Review and Meta-Analysis*. Poster at the American Speech-Language-Hearing Association Schools Annual Convention, Denver, CO.
92. **Chow, J. C.** (2015, October), *A Concurrent and Predictive Meta-Analytic Review of the Relation between Language and Problem Behavior*. Tennessee Association for Behavior Analysis Annual Conference, Nashville, TN.
93. **Chow, J. C., & Wehby, J. H.** (2015, September), *An Examination of Language and Achievement of Students with or at-risk for Emotional and Behavioral Disorders*. Poster at the Council for Children with Behavior Disorders International Conference, Atlanta, GA.
94. Bateman, C. M., **Chow, J. C.**, Maguire, T., Gilmour, A. F., & Wehby, J. H. (September, 2015) *Class-wide Function-based Intervention Teams Program: The influence of instructional context on efficacy*. Poster at the Council for Children with Behavior Disorders International Conference, Atlanta, GA.
95. Hollo, A., & **Chow, J. C.** (2015, February), *Listen up: Language, Behavior, and communication in EBD classrooms*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
96. **Chow, J. C.** (2015, February), *Language, Behavior, and Achievement: A Multivariate Profile Analysis*. Poster at the Pacific Coast Research Conference, Coronado, CA.
97. **Chow, J. C.**, Hollo, A., & Wehby, J. H. (2014, November), *Profiles of Language and Behavior of Students with Emotional Disturbance*. Poster at the American Speech-Language-Hearing Association Annual Convention, Orlando, FL.
98. **Chow, J. C.** (2014, July), *Concordance between Teacher Ratings and Standardized Measures on Language Ability of Students with Emotional Disturbance*. Poster at the American Speech-Language-Hearing Association Schools Conference, Pittsburgh, PA.
99. **Chow, J. C., & Hollo, A. H.** (2014, April), *Language and Behavior Profiles of School Age Students with Emotional Disturbance*. Poster at the Council for Exceptional Children Annual Convention, Philadelphia, PA.
100. **Chow, J. C.**, Hollo, A., & Wehby, J. H. (2013, September), *An Examination of Language Ability in Schools Serving Students with Emotional Disturbance*. Poster at the Council for Children with Behavior Disorders International Conference, Chicago, IL.

101. Hollo, A., **Chow, J. C.**, & Wehby, J. H. (2013, July), *Profiles of Language and Behavior in Middle School Students with Emotional Disturbance*. Poster at the American Speech-Language-Hearing Association Schools Conference, Long Beach, CA.

Other Talks and Lectures

102. **Chow, J. C.** (2019, October), *Contribution of Child Language Skills to Mathematical Performance in Early Elementary Grades*. Mathematics Education Seminar, Department of Mathematics and Applied Mathematics, Virginia Commonwealth University.
103. **Chow, J. C.**, (2019, September), *Advances in Meta-analysis*. Clark-Hill Institute for Positive Youth Development, Virginia Commonwealth University.

TEACHING

UNIVERSITY COURSES

University of Maryland

EDSP 210 Introduction to Special Education
 EDSP 401 Teaching Students with Disabilities in the Classroom
 EDSP 470 Introduction to Special Education
 CHSE 675 Applied Meta-analysis
 CHSE 685 Grant Writing in Education and the Social Sciences

Virginia Commonwealth University

SEDP 651 Applied Meta-Analysis
 SEDP 703 Grant Writing in Education and Social Sciences
 SEDP 715 Professional Seminar in Special Education Research
 SEDP 501 Characteristics of Students with High-Incidence Disabilities
 SEDP 303 Survey of Special Education
 PSY 494 Psychology Research Internship

Vanderbilt University

SPED 7810 Research Methods in Special Education

DOCTORAL ADVISING AND THESIS COMMITTEES

Dissertation Chair (current position)

Yang Fu
 Rebecca Fisk
 Reed Senter (*Assistant Professor, Desales University*)
 Kelsey T. Dunn (*Education Director, Next Move RVA*)
 Erin S. Wallace (*Assistant Professor, Longwood University*)

- Best Literature Review Poster Award (2019), *Teacher Education Division of the Council for Exceptional Children*

- Student Scholar (2019), *Division for Research of the Council for Exceptional Children*
- Best Poster Award (2019), *Midwest Symposium for Leadership in Behavioral Disorders*
- Doctoral Student Award (2018), *Consortium for Research on Educational Assessment and Teaching Effectiveness*

Dissertation Committees

Mya Kelly (Special Education, Clemson University)
 Josh Medrano (Human Development, University of Maryland)
 Sage Pickren (Special Education, Vanderbilt University)
 Melissa Defayette (Special Education, University of Maryland)
 Imani Evans (Special Education, Virginia Commonwealth University)
 Natalie Pak (Special Education, Vanderbilt University)
 José Ortiz (Special Education, University of Maryland)
 Erin Clancy (Special Education, University of Maryland)
 Hongyang Zhao (Educational Psychology, University of Maryland)
 Sharon Walters (Special Education, Clemson University)
 Ruben Martinez (Clinical Psychology, Virginia Commonwealth University)
 Shannon Nemer (Special Education, Virginia Commonwealth University)
 Eric Ekholm (Educational Psychology, Virginia Commonwealth University)
 Heather Coleman (Special Education, Virginia Commonwealth University)

UNDERGRADUATE RESEARCH MENTORING

Student Awards and Fellowships

Virginia Commonwealth University

Laura Griffith, VCU Undergraduate Research Fellowship (\$2000)

Presentations

Virginia Commonwealth University

Griffith, L., **Chow, J. C.**, & Senter, R. (2020). *Language skills of children and youth with schizophrenia: A systematic review and meta-analysis*. Poster presentation at the American Psychological Association Annual Convention, Washington, DC.

Hicks, A., Griffith, L., & **Chow, J. C.** (2019). *Contribution of language skills to peer social networks in kindergarten classrooms*. VCU Poster Symposium for Undergraduate Research and Creativity, Richmond, VA.

Vance, A., Alidost, R., Deering, B. T., & **Chow, J. C.** (2019) *Patters of engagement and disruptive behavior in children with or at risk for specific language impairment and emotional and behavioral disorders*. VCU Poster Symposium for Undergraduate Research and Creativity, Richmond, VA.

Fulton, V., Crenshaw, T., Deering, B. T., & **Chow, J. C.** (2018). *Mathematics knowledge, teaching, and identify of preservice elementary teachers*. VCU Poster Symposium for Undergraduate Research and Creativity, Richmond, VA.

PROFESSIONAL SERVICE

EXTRAMURAL SERVICE

Federal Grant Review and Advisory Board Activities

- Ad-Hoc Reviewer, National Science Foundation, DRK12 (2017)
- Ad-Hoc Reviewer, National Science Foundation, EHR Core Research (2017)
- Member, Institute of Education Sciences, Technical Working Group on Emotional and Behavioral Disorders (2017)
- Review Panel Member, National Science Foundation, DRK12 (2019)
- Review Panel Member, National Science Foundation, EHR Core Research (2020)
- Review Panel Member, Institute of Education Sciences, National Center for Special Education Research (2021)
- Review Panel Member, Institute of Education Sciences, National Center for Special Education Research (2022)
- Review Panel Member, National Science Foundation, DRK12 (2022)

Journal Editorships

- Associate Editor, *Elementary School Journal* (The University of Chicago Press; 2022-present)
- Guest Editor, Special Issue: Collaboration to Support Language and Learning Outcomes for Students with Disabilities, *Intervention in School and Clinic* (SAGE Journals; 2021)
- Associate Editor, *Journal of Positive Behavior Interventions* (SAGE Journals; 2021-present)
- Associate Editor, *Remedial and Special Education* (SAGE Journals; 2021-present)
- Associate Editor, *Assessment for Effective Intervention* (SAGE Journals; 2019-2021)

Consulting Editor/Editorial Board Memberships

- *Behavioral Disorders* (2016-present)
- *TEACHING Exceptional Children* (2016-present)
- *School Psychology* (2017-2021)
- *Learning Disabilities Research & Practice* (2017-present)
- *Journal of Positive Behavior Interventions* (2017-2021)
- *Journal of Educational Psychology* (2018-present)
- *Assessment for Effective Intervention* (2018-2019)
- *Exceptional Children* (2018-present)
- *Journal of Speech, Language, and Hearing Research* (2019-2022)
- *Remedial and Special Education* (2020-2021)
- *Review of Educational Research* (2022-present)

Ad Hoc Reviews (since 2016)

- *Assessment for Effective Intervention*
- *Behavioral Disorders*
- *Child Development*
- *Early Childhood Research Quarterly*
- *Education and Treatment of Children*
- *Educational Psychology Review*

- *Exceptional Children*
- *Journal of Abnormal Child Psychology*
- *Journal of Applied School Psychology*
- *Journal of Behavioral Education*
- *Journal of Child and Family Studies*
- *Journal of Developmental & Behavioral Pediatrics*
- *Journal of Early Intervention*
- *Journal of Educational Psychology*
- *Journal of Emotional and Behavioral Disorders*
- *Journal of Learning Disabilities*
- *Journal of Positive Behavior Interventions*
- *Journal of School Psychology*
- *Journal of Speech, Language, and Hearing Research*
- *Journal for Research in Mathematics Education*
- *Journal for Research on Educational Effectiveness*
- *Learning Disabilities Research & Practice*
- *Learning and Individual Differences*
- *New Directions for Child and Adolescent Development*
- *Pediatrics*
- *Psychological Methods*
- *Remedial and Special Education*
- *Research Synthesis Methods*
- *Review of Educational Research*
- *School Mental Health*
- *School Psychology Quarterly*
- *TEACHING Exceptional Children*

Conference Proposal Reviewer

American Educational Research Association, American Psychological Association, Council for Children with Behavioral Disorders International Conference, Council for Exceptional Children Annual Convention, CEC Teacher Education Division Conference, Council for Exceptional Children, Society for Prevention Research, Society for Research in Child Development

Affiliations & National Service

2016	APA Division 15 Graduate Seminar Job Search Panel
2016	CEC Division for Research Doctoral Seminar Application Reviewer
2016-2020	National Center for Leadership in Intensive Intervention Faculty Member
2017	American Psychological Association International Graduate Student Mentor
2017	CEC Division for Research Doctoral Seminar Application Reviewer
2018-present	CEC Division for Research Student Research Award Reviewer
2018	APA Division 15 Graduate Seminar Application Reviewer
2019	CEC Division for Research Doctoral Seminar Application Reviewer
2019	Scholarly Consortium for Innovative Psychology in Education Graduate Student Mentor

2020-present	CEC Division for Research Doctoral Seminar Alumni Panel Chair
2020-present	CEC Teacher Education Division Research Mentor
2021-present	CEC Division of Learning Disabilities Social Media Committee Member
2021-present	APA Division 15 (Educational Psychology) Early Career Committee
2022-present	APA Division 15 (Educational Psychology) Membership Committee

INTRAMURAL SERVICE

University of Maryland

College of Education

2020-present	Member, SPARC Committee (2020-present)
2020-present	Member, Special Education Graduate Committee (2020-present)
2021-2022	Chair, Early Intervention/Early Childhood Special Education Faculty Search (2021-2022)
2021-2022	Chair, Moderate to Severe Intellectual or Developmental Disabilities Faculty Search (2021-2022)
2022-present	Member, Racial Justice and Equity Task Group on Recruitment and Funding for BIPOC Students (2022-present)
2022-2023	Member, Moderate to Severe Intellectual or Developmental Disabilities Faculty Search (2022-2023)
2022-present	Member, Programs, Curricula, and Courses (PCC) Committee

Virginia Commonwealth University

University

2016-2020	Member, Undergraduate Research Advisory Council
2017	Reviewer, VCU Postdoctoral Association Research Grants
2019	Reviewer, VCU Launch Award, Honors College

School of Education

2016-2018	Member, School of Education Technology Committee
2016-2020	Member, Special Education Doctoral Program Committee
2016-2020	Member, Special Education/General Education M.Ed. Program
2016-2017	Member, Ruth Harris Endowed Professor of Special Education Search Committee
2016-2020	Co-Chair, Dissertation Award Committee
2017-2020	Faculty Advisor, Association of Aspiring Leaders in Education (AALE)
2017-2018	Member, Ruth Harris Endowed Professor of Special Education Search Committee
2017-2018	Co-Chair, VCU UCEDD Associate Director Search Committee
2018	Member, Research Coordinator Search Committee
2018	Member, PhD Policy Board
2018-2019	Member, SOE Strategic Planning Committee
2018-2019	Co-Chair, National Prominence Strategic Planning Committee
2018-2020	Chair, Deborah L. Speece Award for Excellence in Scholarly Writing

2018-2019	Co-Chair, Early Childhood Special Education Assistant Professor Search Committee
2018-2019	Member, Ruth Harris Endowed Professor of Special Education Search Committee
2019-2020	Member, Research and Professional Development Committee

HONORS & AWARDS

2014	Carl Fenichel Memorial Research Award, <i>Council for Children with Behavioral Disorders</i>
2015	Doctoral Research Award, <i>Midwest Symposium for Leadership in Behavioral Disorders</i>
2015	Special Education Endowment Dissertation Award, <i>Peabody College</i>
2015	Melvin I. Semmel Award for Excellence, <i>Vanderbilt University</i>
2015	Doctoral Student Scholar, <i>Division for Research of the Council for Exceptional Children</i>
2016	Robert Gaylord Ross Award for Scholarly Writing, <i>Vanderbilt University</i>
2016	Research Poster Award, <i>Division 15 (Educational Psychology) of the American Psychological Association</i>
2017	McLeod Faculty Development Award, <i>Virginia Commonwealth University</i>
2018	School of Education Faculty Excellence Award, <i>Virginia Commonwealth University</i>
2019	Early Career Travel Award, <i>Society for Prevention Research</i>
2019	School of Education Distinguished Scholarship Award, <i>Virginia Commonwealth University</i>
2019	Early Career Research Award, <i>Division 15 (Educational Psychology) of the American Psychological Association</i>
2019	Research Mentoring Pair Travel Award, <i>American Speech-Language Hearing Association</i>
2023	Maryland Research Excellence Honoree, Maryland Research Excellence Celebration, <i>University of Maryland</i>

PROFESSIONAL AFFILIATIONS

American Educational Research Association
 American Psychological Association
 American Speech-Language-Hearing Association
 Council for Exceptional Children
 Society for Prevention Research
 Society for Research in Child Development
 Society for Research on Educational Effectiveness