

July, 2007

CURRICULUM VITAE

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EDUCATION

1973 B.S. Psychology, Georgia State University
Atlanta, Georgia

1975 M.Ed. Rehabilitation Counseling University of South Carolina
Columbia, South Carolina

1979 Ph.D. Psychology, University of South Carolina
Columbia, South Carolina

ACADEMIC EXPERIENCE

2005-Present Professor
Department of Psychology
Louisiana State University

1999-2005 Distinguished Professor
Director, School Psychology Program
Graduate School of Education
University of California-Riverside

1991-1999	Professor Director, School Psychology Program Graduate School of Education University of California-Riverside
1989-1991	Professor Director, Combined Program in Clinical and School Psychology Department of Psychology Hofstra University
1986-1989	Professor Department of Psychology Louisiana State University
1983-1986	Associate Professor Director, School Psychology Program Department of Psychology Louisiana State University
1981-1983	Assistant Professor Director, School Psychology Program Department of Psychology Louisiana State University
1979-1981	Assistant Professor Department of Psychology Iowa State University

APPLIED EXPERIENCE

1974-1976	Counselor Coordinator South Carolina Department of Corrections
1981-1989	Behavioral and Psychological Consultant Association for Retarded Citizens Baton Rouge, Louisiana
1981-Present	Consultant to numerous school districts, state psychological associations, public and private special schools in over 45 states as well as Canada and Australia conducting workshops on response to intervention, social skills assessment and training, applied behavior analysis, functional behavioral assessment, and behavioral consultation. Expert witness in fair hearings and court cases dealing with assessment, determination of disability, and appropriateness of interventions within the special education system.

LICENSES

Licensed Psychologist, State of Louisiana License No. 399 (Active)
 Licensed Psychologist, State of California License No. 14058 (Inactive)

Licensed Psychologist, State of Iowa License No. 373 (Lapsed)

AWARDS AND HONORS

Lightner Witmer Award –Given by the American Psychological Association (Division of School Psychology) for outstanding scholarly research contributions by a school psychologist (APA, 1982).

Fellow, American Psychological Association (APA, 1985)

Fellow, Division of School Psychology, (APA, 1985)

Fellow, Division of Evaluation, Measurement, & Statistics (APA, 1992)

Society for the Study of School Psychology (1998)

Distinguished Professor, University of California-Riverside (1999)

Fellow, American Association for the Advancement of Science (2000)

Expert Witness, President’s Commission on Excellence in Special Education (2003)

Senior Scientist Award, Division of School Psychology of APA for outstanding career research contributions (2003)

Fellow, Society for Clinical Child and Adolescent Psychology (APA, 2006)

FEDERALLY FUNDED GRANTS

Use of Social Competence Measures to Facilitate Parent and Teacher Involvement and Nonbiased Assessment. United States Department of Education, Office of Special Education Programs, Grant funded in the amount of \$48,769 (Co-PI with D. Reschly).

Utility of Alternative Assessment Models for Identification of Mildly Handicapped Children. United States Department of Education, Office of Special Education Programs, Grant funded in the amount of \$785,000 (Co-PI with D. MacMillan).

Longitudinal Affective and Social Outcomes of Special Education Placement Options for Students with Mild Disabilities. United States Department of Education, Office of Special Education Programs, Grant funded in the amount of \$845,000 (Co-PI with D. MacMillan).

Longitudinal Educational and Behavioral Outcomes for Students At-Risk. United States Department of Education, Office of Special Education Programs, Grant funded in the amount of \$539,178 (Co-PI with D. MacMillan).

Impact of Retention in Grade on Children with Mild Disabilities and/or Low Achievement. United States Department of Education, Office of Special Education Programs. Grant funded in the amount of \$536,681 (Co-PI with D. Macmillan & K. Bocian).

National Center for Students Requiring Intensive Social, Emotional, and Behavioral Interventions: Project REACH. United States Department of Education, Office of Special Education Programs. Grant funded in the amount of \$3,800,000 (Co-PI with L. Kern of Lehigh University).

The Meaning of “LD”: *Served and Unserved Populations Across Schools Differing in Poverty and Academic Performance*. United States Department of Education, Office of Special Education Programs. Grant funded in the amount of \$540,000 (Co-PI with D. MacMillan & K. Bocian).

Early Reading Intervention for Students with Cognitive Challenges. United States Department of Education, Office of Special Education Programs. Grant funded in the amount of \$900,000 (Co-PI with R. O'Connor & K. Bocian of University of California-Riverside and M. Beebe-Frankenberger of University of Montana).

Adolescent Literacy: Classification, Mechanism, Outcome. National Institute of Child Health and Human Development (1 R01 HD046171-01). Grant funded in the amount of \$2,850,000 (Consultant with Co-PIs B. & S. Shaywitz of Yale Center for the Study of Learning and Attention, Yale University Medical School).

Psychological Functioning of Children in the Aftermath of Hurricane Katrina. National Institute of Mental Health. Grant funded in the amount of \$378,213 (Co-PI with M.L. Kelley & G.H. Noell).

COURSES TAUGHT

Graduate

Child Behavior Therapy
Single Case Experimental Design
Applied Behavior Analysis
Educational and Psychological Measurement
Advanced Educational and Psychological Measurement
Research Design and Methodology
School-Based Consultation
Nonbiased Assessment
Psychoeducational Assessment
Assessment of Learning Disabilities
Professional School Psychology
Advanced Educational Psychology
Principles of Social Behavior Intervention
School Psychology Practicum
School Psychology Internship

Undergraduate

Behavior Modification
Psychology of Learning
Psychology of Exceptional Children
Education of Exceptional Children
Psychological Tests and Measurement
Child Psychology
Educational Psychology
Life Span Developmental Psychology

GRADUATE RESEARCH COMMITTEES

Dissertations Directed:	40
Theses Directed	20
Dissertation Committees	85

MAJOR RESEARCH INTERESTS

Response to Intervention for Students At-Risk for School Difficulties
 Identification/Intervention With Children Having Emotional & Behavioral Difficulties
 Social Skills Assessment and Training
 Applied Behavior Analytic Interventions in Schools
 Applied Psychometric Theory in Developing Assessment Tools
 Reading Acquisition in Individuals with Mild Mental Retardation

MAJOR TEACHING INTERESTS

Theories and Methods of Psychological Measurement
 Research Design and Methodology
 Applied Behavior Analysis
 School-Based Consultation
 Professional School Psychology

REFEREED JOURNAL ARTICLES

1. Gresham, F.M. (1979). Comparison of response cost and timeout in a special education setting. *Journal of Special Education, 13*, 199-208.
2. Gresham, F.M., & Evans, J.R. (1979). Recent developments in electrophysiological measurement: Implications for school psychology. *Psychology in the Schools, 16*, 314-321.
3. Nagle, R.J., & Gresham, F.M. (1979). A modeling-based approach to teacher consultation: A case study. *Psychology in the Schools, 16*, 527-532.
4. Nagle, R.J., Gresham, F.M., & Johnson, G.D. (1979). Truancy intervention among secondary special education students. *School Psychology Digest, 8*, 464-468.
5. Gresham, F.M. (1980). Preliminary evidence on the use of DRL schedules in treating childhood enuresis: A case study via parental consultation. *Psychological Reports, 47*, 115-120.
6. Gresham, F.M., & Nagle, R.J. (1980). Social skills training with children: Responsiveness to modeling and coaching as a function of peer orientation. *Journal of Consulting and Clinical Psychology, 48*, 718-729.
7. Gresham, F.M., (1981). Assessment of children's social skills. *Journal of School Psychology, 19*, 120-134.
8. Gresham, F.M., & Nagle, R.J. (1981). Treating school phobia using behavioral consultation: A case study. *School Psychology Review, 10*, 104-107.
9. Gresham, F.M. (1981). Validity of social skills measures for assessing social competence in low-status children: A multivariate investigation. *Developmental Psychology, 17*, 390-398.

10. Gresham, F.M. (1981). Social skills training with handicapped children: A review. *Review of Educational Research, 51*, 139-176.
11. Gresham, F.M. (1982). Social interactions as predictors of children's likability and friendship patterns: A multiple regression analysis. *Journal of Behavioral Assessment, 4*, 39-54.
12. Gresham, F.M. (1982). A model for the behavioral assessment of behavior disorders in children: Measurement considerations and practical application. *Journal of School Psychology, 20*, 131-144.
13. Gresham, F.M., & Gresham, G.N. (1982). Interdependent, dependent, and independent group contingencies for controlling disruptive behavior. *Journal of Special Education, 16*, 101-110.
14. Gresham, F.M. (1982). Social skills instruction for exceptional children. *Theory Into Practice, 21*, 129-133.
15. Zwald, L., & Gresham, F.M. (1982). Behavioral consultation in a secondary class: Using DRL to decrease negative verbal interactions. *School Psychology Review, 11*, 428-432.
16. Stumme, V.S., Gresham, F.M., & Scott, N.A. (1982). Validity of Social Behavior Assessment in discriminating emotionally disabled from nonhandicapped students. *Journal of Behavioral Assessment, 4*, 327-341.
17. Gresham, F.M. (1982). Misguided mainstreaming: The case for social skills training with handicapped children. *Exceptional Children, 48*, 422-433.
18. Gresham, F.M. (1983). Social skills assessment as a component of mainstreaming placement decisions. *Exceptional Children, 49*, 331-336.
19. Stumme, V.S., Gresham, F.M., & Scott, N.A. (1983). Dimensions of children's classroom social behavior: A factor analytic investigation. *Journal of Behavioral Assessment, 5*, 161-177.
20. Gresham, F.M. (1983). Use of a home-based dependent group contingency system in controlling destructive behavior: A case study. *School Psychology Review, 12*, 195-199.
21. Gresham, F.M. (1983). Multitrait-multimethod approach to multifactored assessment: Theoretical rationale and practical application. *School Psychology Review, 12*, 26-34.
22. Gresham, F.M. (1983). Social validity in the assessment of children's social skills: Establishing standards for social competence. *Journal of Psychoeducational Assessment, 1*, 299-307.
23. Gresham, F.M., & Lemanek, K.L. (1983). Social skills: A review of cognitive behavioral training procedures with children. *Journal of Applied Developmental Psychology, 4*, 439-461.
24. Gresham, F.M. (1983). Situational specificity, correspondence, and social validity: A commentary on Renshaw and Asher. *Merrill-Palmer Quarterly, 29*, 459-465.
25. Gresham, F.M. (1984). Behavioral interviews in school psychology: Issues in psychometric adequacy and research. *School Psychology Review, 13*, 17-25.

26. Lemanek, K.L., & Gresham, F.M. (1984). Social skills training with a deaf adolescent: Implications for placement and programming. *School Psychology Review, 13*, 385-390.
27. Gresham, F.M. (1984). Social skills and self-efficacy for exceptional children. *Exceptional Children, 51*, 253-261.
28. Gresham, F.M., & Elliott, S.N. (1984). Assessment and classification of children's social skills: A review of methods and issues. *School Psychology Review, 13*, 292-301.
29. Gresham, F.M. (1985). Utility of cognitive-behavioral procedures for social skills training with children: A review. *Journal of Abnormal Child Psychology, 13*, 411-423.
30. Crouch, P.L., Gresham, F.M., & Wright, W.R. (1985). Interdependent and independent group contingencies with immediate and delayed reinforcement for controlling classroom behavior. *Journal of School Psychology, 23*, 177-187.
31. Gresham, F.M. (1985). Behavior disorder assessment: Conceptual, definitional, and practical considerations. *School Psychology Review, 14*, 495-509.
32. Clark, L., Gresham, F.M., & Elliott, S.N. (1985). Development and validation of a social skills assessment measure: The TROSS-C. *Journal of Psychoeducational Assessment, 4*, 347-356.
33. Faulstich, M.E., Carey, M.P., Ruggiero, L., Enyart, P., & Gresham, F.M. (1986). Assessment of depression in childhood and adolescence: An evaluation of the Center for Epidemiological Studies of Depression Scale for Children (CES-DC). *American Journal of Psychiatry, 143*, 1024-1027.
34. Faulstich, M.E., McAnulty, D., Gresham, F.M., Veitia, M., Moore, J., Barnard, B., Wagoner, C., & Howell, R. (1986). Factor structure of the WAIS-R for an incarcerated population. *Journal of Clinical Psychology, 42*, 369-371.
35. Faulstich, M.E., Moore, J.R., Carey, M.P., Ruggiero, L., & Gresham, F.M. (1986). Prevalence of DSM-III Conduct and Adjustment Disorders for adolescent psychiatric inpatients. *Adolescence, 21*, 333-337.
36. Lemanek, K.L., Williamson, D.A., Gresham, F.M., Jensen, B.J. (1986). Social skills training with hearing-impaired children and adolescents. *Behavior Modification, 10*, 55-71.
37. Lemanek, K.L., Moore, S.L., Gresham, F.M., Williamson, D.A., & Kelley, M.L. (1986). Psychological adjustment of children with sickle cell anemia. *Journal of Pediatric Psychology, 11*, 397-410.
38. Gresham, F.M. (1986). Conceptual and definitional issues in the assessment of children's social skills: Implications for classification and training. *Journal of Clinical Child Psychology, 15*, 3-15.
39. Gresham, F.M., & Reschly, D.J. (1986). Social skills deficits and low peer acceptance of mainstreamed learning disabled children. *Learning Disability Quarterly, 9*, 23-32.
40. Gresham, F.M. (1986). On the malleability of intelligence: Unnecessary assumptions, reifications, and occlusion. *School Psychology Review, 15*, 261-263.

41. Gresham, F.M., & Lemanek, K.L. (1986). Social skills and interpersonal problem solving skills in suicidal adolescents. *Seminars in Adolescent Medicine*, 2, 285-292.
42. Gresham, F.M., & Elliott, S.N. (1987). Social skill deficits of learning-disabled students: Issues of definition, classification, and assessment. *Journal of Reading, Writing, and Learning Disabilities International*, 3, 131-148.
43. Elliott, S.N., Turco, T.L., & Gresham, F.M. (1987). Consumers' and clients' pretreatment acceptability ratings of classroom group contingencies. *Journal of School Psychology*, 25, 145-153.
44. Gresham, F.M., & Evans, S.E. (1987). Conceptualization and treatment of social withdrawal in the schools. *Special Services in the Schools*, 3, 37-51.
45. Gresham, F.M., Elliott, S.N., & Black, F.L. (1987). Teacher-rated social skills of mainstreamed mildly handicapped and nonhandicapped children. *School Psychology Review*, 16, 76-88.
46. Gresham, F.M., & Reschly, D.J. (1987). Sociometric differences between mildly handicapped and nonhandicapped black and white students. *Journal of Educational Psychology*, 79, 195-197.
47. Gresham, F.M., & Elliott, S.N. (1987). The relationship between adaptive behavior and social skills in definition and assessment. *Journal of Special Education*, 21, 168-181.
48. Carey, M.P., Faulstich, M.E., Gresham, F.M., Ruggerio, L., & Enyart, P. (1987). Children's Depression Inventory: Construct and discriminant validity across clinical and nonreferred (control) populations. *Journal of Consulting and Clinical Psychology*, 55, 755-761.
49. Gresham, F.M., & Reschly, D.J. (1987). Dimensions of social competence: Method factors in the assessment of adaptive behavior, social skills, and peer acceptance. *Journal of School Psychology*, 25, 367-381.
50. Gresham, F.M., & Kendall, G.K. (1987). School consultation research: Methodological critique and future research directions. *School Psychology Review*, 16, 306-316.
51. Gresham, F.M., Elliott, S.N., & Black F.L. (1987). Factor structure replication and bias investigation of the Teacher Rating of Social Skills. *Journal of School Psychology*, 25, 81-92.
52. Gresham, F.M., Reschly, D.J., & Carey, M.P. (1987). Teachers as "tests": Classification accuracy and concurrent validation in the identification learning disabled children. *School Psychology Review*, 16, 543-553.
53. Elliott, S.N., & Gresham, F.M. (1987). Children's social skills: Assessment and classification practices. *Journal of Counseling and Development*, 66, 96-99.
54. Faulstich, M.E., McAnulty, D., Carey, M.P., & Gresham, F.M. (1987). Topography of human intelligence across race: Factorial comparisons of black-white WAIS-R profiles for criminal offenders. *International Journal of Neuroscience*, 35, 181-187.

55. Elliott, S.N., Gresham, F.M., Freeman, T., & McCloskey, G. (1988). Teacher and observer ratings of children's social skills: Validation of the Social Skills Rating Scales. *Journal of Psychoeducational Assessment, 6*, 152-161.
56. Gresham, F.M., Evans, S., & Elliott, S.N. (1988). Academic and Social Self-Efficacy Scale: Development and initial validation. *Journal of Psychoeducational Assessment, 6*, 125-138.
57. Gresham, F.M., & Elliott, S.N. (1988). Teachers' social validity ratings of social skills: Comparisons between mildly handicapped and nonhandicapped children. *Journal of Psychoeducational Assessment, 6*, 225-234.
58. Gresham, F.M., Evans, S., & Elliott, S.N. (1988). Self-efficacy differences among mildly handicapped, gifted, and nonhandicapped students. *Journal of Special Education, 22*, 231-241.
59. Carnrike, C.L.M., Brantley, P.J., Bruce, B., Faruqui, S., Gresham, F.M., Buss, R.R., & Cocks, T.B. (1988). Test-retest reliability and concurrent validity of the Morrow Assessment of Nausea and Emesis (MANE) for the assessment of cancer chemotherapy-related nausea and vomiting. *Journal of Psychopathology and Behavioral Assessment, 10*, 107-116.
60. Gresham, F.M. (1989). Assessment of treatment integrity in school consultation and prereferral intervention. *School Psychology Review, 18*, 37-50.
61. Elliott, S.N., Sheridan, S.M., & Gresham, F.M. (1989). Assessing and treating social skills deficits: A case study for the scientist-practitioner. *Journal of School Psychology, 27*, 197-222.
62. Elliott, S.N., & Gresham, F.M. (1989). Teacher and self-ratings of popular and rejected adolescent boys' behavior. *Journal of Psychoeducational Assessment, 7*, 323-334.
63. Gresham, F.M., & Elliott, S.N. (1989). Social skills deficits as a primary learning disability. *Journal of Learning Disabilities, 22*, 120-124.
64. Gresham, F.M., & Elliott, S.N. (1989). Social skills assessment technology for LD students. *Learning Disability Quarterly, 12*, 141-152.
65. Elliott, S.N., Barnard, J., & Gresham, F.M. (1989). Preschoolers' social behavior: Teachers' and parents' assessments. *Journal of Psychoeducational Assessment, 7*, 223-234.
66. Kelley, M.L., Heffer, R.W., Gresham, F.M., & Elliott, S.N. (1989). Development of a Modified Treatment Evaluation Inventory. *Journal of Psychopathology and Behavioral Assessment, 11*, 235-247.
67. Gresham, F.M. (1991). Conceptualizing behavior disorders in terms of resistance to intervention. *School Psychology Review, 20*, 23-36.
68. Frenz, C., Gresham, F.M., & Elliott, S.N. (1991). Popular, controversial, neglected, and rejected adolescents: Contrasts of social competence and achievement differences. *Journal of School Psychology, 29*, 109-120.

69. Gresham, F.M. (1991). Moving beyond statistical significance in reporting consultation outcome research. *Journal of Educational and Psychological Consultation*, 2, 1-14.
70. Gresham, F.M. (1991). Alternative psychometrics for authentic assessment. *School Psychology Quarterly*, 6, 305-309.
71. Stuart, D., Gresham, F.M., & Elliott, S.N. (1991). Teacher ratings of popular and rejected males and females. *School Psychology Quarterly*, 6, 16-26.
72. Gresham, F.M., & Stuart, D. (1992). Stability of sociometric assessment: Implications for uses as selection and outcome measures in social skills training. *Journal of School Psychology*, 30, 223-231.
73. Gresham, F.M., & Gansle, K.A. (1992). Misguided assumptions of DSM-III-R: Implications for school psychological practice. *School Psychology Quarterly*, 7, 79-95.
74. Gresham, F.M., & Gansle, K.A. (1992). Rejoinder to Reynolds and Hynd: Misological or misconstrued? *School Psychology Quarterly*, 7, 108-111.
75. Gresham, F.M. (1992). Social skills and learning disabilities: Causal, concomitant, or correlational? *School Psychology Review*, 21, 348-360.
76. Gresham, F.M. (1993). Social skills and learning disabilities as Type II error: Rejoinder to Conte and Andrews. *Journal of Learning Disabilities*, 26, 154-158.
77. Elliott, S.N., & Gresham, F.M. (1993). Social skills interventions for children. *Behavior Modification*, 17, 287-313.
78. Gresham, F.M., Gansle, K.A., Noell, G.H., Cohen, S., & Rosenblum, S. (1993). Treatment integrity of school-based behavioral intervention studies: 1980-1990. *School Psychology Review*, 22, 254-272.
79. Gresham, F.M., Gansle, K.A., & Noell, G.H. (1993). Treatment integrity in applied behavior analysis with children. *Journal of Applied Behavior Analysis*, 26, 257-263.
80. Elliott, S.N., Busse, R.T., & Gresham, F.M. (1993). Behavior rating scales: Issues in use and development. *School Psychology Review*, 22, 313-321.
81. Gresham, F.M. (1993). What's wrong in this picture? Response to Motta et al.'s review of human figure drawings. *School Psychology Quarterly*, 8, 182-186.
82. Noell, G.H., & Gresham, F.M. (1993). Functional outcome analysis: Do the benefits of consultation and prereferral intervention justify the costs? *School Psychology Quarterly*, 8, 200-226.
83. MacMillan, D.L., Gresham, F.M., & Siperstein, G.N. (1994). Conceptual and psychometric concerns about the 1992 AAMR definition of mental retardation. *American Journal on Mental Retardation*, 98, 325-335.
84. Gresham, F.M., & Elliott, S.N. (1993). Social skills intervention guide: Systematic approaches to social skills training. *Special Services in the Schools*, 8, 137-158.

85. Gresham, F.M. (1993). School-based social skills training: Implications for students with mild disabilities. *Exceptionality Education Canada*, 3, 61-78.
86. Gresham, F.M. (1994). Generalization of social skills: Risks of choosing form over function. *School Psychology Quarterly*, 9, 142-146.
87. Gresham, F.M. (1995). Student Self-Concept Scale: Description and relevance to students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 3, 19-26.
88. Gresham, F.M., MacMillan, D.L., & Siperstein, G.N. (1995). Critical analysis of the 1992 AAMR definition: Implications for school psychology. *School Psychology Quarterly*, 10, 1-19.
89. MacMillan, D.L., Gresham, F.M., & Siperstein, G.N. (1995). Heightened concerns over the 1992 AAMR definition: Advocacy versus precision. *American Journal on Mental Retardation*, 100, 87-97.
90. MacMillan, D.L., Siperstein, G.N., & Gresham, F.M. (1996). A challenge to the viability of mild mental retardation as a diagnostic category. *Exceptional Children*, 62, 356-371.
91. Gresham, F.M., Noell, G.H., & Elliott, S.N. (1996). Teachers as judges of social competence: A conditional probability analysis. *School Psychology Review*, 25, 108-117.
92. MacMillan, D.L., Gresham, F.M., & Forness, S.R. (1996). Full inclusion: An empirical perspective. *Behavioral Disorders*, 21, 145-159.
93. MacMillan, D.L., Gresham, F.M., Lopez, M.F., & Bocian, K. (1996). Comparisons of students nominated for pre-referral interventions by ethnicity and gender. *Journal of Special Education*, 30, 133-151.
94. MacMillan, D.L., Gresham, F.M., Siperstein, G.N., & Bocian, K. (1996). The labyrinth of IDEA: School decisions on referred students with subaverage general intelligence. *American Journal on Mental Retardation*, 101, 161-174.
95. Gresham, F.M., & Lopez, M.F. (1996). Social validation: A unifying concept for school-based consultation research and practice. *School Psychology Quarterly*, 11, 204-227.
96. Gresham, F.M., MacMillan, D.L., & Bocian, K. (1996). Learning disabilities, low achievement, and mild mental retardation: More alike than different? *Journal of Learning Disabilities*, 29, 570-581.
97. Gresham, F.M., MacMillan, D.L., & Bocian, K. (1996). "Behavioral earthquakes": Low frequency, salient behavioral events that differentiate students at-risk for behavioral disorders. *Behavioral Disorders*, 21, 277-292.
98. Witt, J.C., Gresham, F.M., & Noell, G.H. (1996). What's behavioral about behavioral consultation? *Journal of Educational and Psychological Consultation*, 7, 327-344.
99. Witt, J.C., Gresham, F.M., & Noell, G.H. (1996). The effectiveness and efficiency of behavioral consultation: Differing perspectives about epistemology and what we know. *Journal of Educational and Psychological Consultation*, 7, 355-360.

100. Lopez, M.F., Forness, S., MacMillan, D.L., Bocian, K., & Gresham, F.M. (1996). Children with attention deficit hyperactivity disorder and emotional and behavioral disorders in primary grades: Inappropriate placement in the learning disability category. *Education and Treatment of Children, 19*, 272-285.
101. Gresham, F.M., MacMillan, D.L., & Bocian, K. (1997). Teachers as “tests”: Differential validity of teacher judgments in identifying students at-risk for learning difficulties. *School Psychology Review, 26*, 47-60.
102. Walker, H.M., & Gresham, F.M. (1997). Making schools safer and violence free. *Intervention in School and Clinic, 32*, 199-204.
103. MacMillan, D.L., Siperstein, G.N., Gresham, F.M., & Bocian, K. (1997). Mild mental retardation: A concept that may have outlived its usefulness. *Psychology in Mental Retardation and Developmental Disabilities, 23*, 5-12.
104. Gresham, F.M., & MacMillan, D.L. (1997). Autistic recovery: An analysis and critique of the empirical evidence on the Early Intervention Project. *Behavioral Disorders, 22*, 185-201.
105. Gresham, F.M., & MacMillan, D.L. (1997). Denial and defensiveness in the place of fact and reason: Rejoinder to Smith and Lovaas. *Behavioral Disorders, 22*, 219-230.
106. Gresham, F.M., & Witt, J.C. (1997). Utility of intelligence tests for treatment planning, classification, and placement decisions: Recent empirical findings and future directions. *School Psychology Quarterly, 12*, 249-267.
107. Gresham, F.M. (1997). Social competence and students with behavioral disorders: Where we’ve been, where we are, and where we should go. *Education and Treatment of Children, 20*, 233-249.
108. MacMillan, D.L., Gresham, F.M., Bocian, K., & Siperstein, G.N. (1997). The role of assessment in qualifying students as eligible for special education: What is and what’s supposed to be. *Focus on Exceptional Children, 30*, 1-18.
109. Gresham, F.M., & MacMillan, D.L. (1997). Social competence and affective characteristics of students with mild disabilities. *Review of Educational Research, 67*, 377-415.
110. Gresham, F.M., & MacMillan, D.L. (1997). What we have here is failure to communicate: A rejoinder. *Review of Educational Research, 67*, 421-424.
111. Noell, G.H., Gresham, F.M., & Duhon, G. (1998). Fundamental agreements and epistemological differences in differentiating what was said from what was done in behavioral consultation. *School Psychology Quarterly, 13*, 81-88.
112. MacMillan, D.L., Gresham, F.M., Bocian, K., & Lambros, K. (1998). Current plight of borderline students: Where do they belong? *Education and Treatment in Mental Retardation and Developmental Disabilities, 33*, 83-94.

113. MacMillan, D.L., Gresham, F.M., & Bocian, K. (1998). Curing mental retardation and causing learning disabilities: Consequences of using various WISC-III IQs to estimate aptitude of Hispanic students. *Journal of Psychoeducational Assessment, 16*, 36-54.
114. MacMillan, D.L., Gresham, F.M., & Bocian, K. (1998). Discrepancy between definitions of learning disabilities and school practices: An empirical investigation. *Journal of Learning Disabilities, 31*, 314-326.
115. Gresham, F.M., MacMillan, D.L., & Bocian, K. (1998). Agreement between school study team decisions and authoritative definitions in the classification of students at-risk for mild disabilities. *School Psychology Quarterly, 13*, 181-191.
116. Lambros, K.M., Ward, S.L., Bocian, K., MacMillan, D.L., & Gresham, F.M. (1998). Behavioral profiles of children at-risk for emotional and behavioral disorders: Implications for assessment and classification. *Focus on Exceptional Children, 30*, 1-16.
117. Gresham, F.M. (1998). Social skills training: Should we raze, remodel, or rebuild? *Behavioral Disorders, 24*, 19-25.
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14. Gresham, F.M. (1996). Treatment integrity. In T. Fagan & P. Warden (Eds.), *Historical encyclopedia of school psychology* (pp. 407-408). Westport, CT: Greenwood Publishing Group.
15. Gresham, F.M. (1996). Treatment acceptability. In T. Fagan & P. Warden (Eds.), *Historical encyclopedia of school psychology* (pp. 406-407). Westport, CT: Greenwood Publishing Group.

16. Gresham, F.M. (1996). Operant conditioning. In T. Fagan & P. Warden (Eds.), *Historical encyclopedia of school psychology* (pp. 244-245). Westport, CT: Greenwood Publishing Group.
17. Gresham, F.M., (1996). Classroom management. In T. Fagan & P. Warden (Eds.), *Historical encyclopedia of school psychology* (pp. 64-65). Westport, CT: Greenwood Publishing Group.
18. Gresham, F.M. (1996). Review of *Handbook of behavior therapy and pharamacotherapy for children: A comparative analysis*. *Contemporary Psychology*, 41, 132-133.
19. Gresham, F.M. (1996). Review of *Handbook of psychotherapy with children and adolescents*. *Contemporary Psychology*, 41, 134-135.

EDITED JOURNALS

1. Gresham, F.M. (Guest Editor) (1996). Special issue: Social skills training. *Journal of Clinical Child Psychology*, 15, 2-104.
2. Watson, T.S., Gresham, F.M., & Skinner, C.H. (Guest Editors)(2001). Issues and procedures for implementing functional-behavioral assessment in schools. *School Psychology Review*, 30, 151-309.
3. Little, S.G., Akin-Little, A., & Gresham, F.M. (Guest Editors)(2004). Current status of behavioral interventions in schools. *School Psychology Review*.
4. Gresham, F.M. (Guest Editor)(in preparation). Response to intervention: An alternative service delivery model for at-risk students. *Exceptionality*.

EDITORIAL BOARD MEMBERSHIPS

Journal of Learning Disabilities
Journal of Educational and Psychological Consultation
Canadian Journal of School Psychology
Journal of Applied School Psychology
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EDITORIAL CONSULTANT/GUEST REVIEWER

Journal of Applied Behavior Analysis
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Applied Research in Mental Retardation and Developmental Disabilities
Journal of Behavior Therapy and Experimental Psychiatry

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American Journal on Mental Retardation
Journal of Consulting and Clinical Psychology
Psychological Assessment
Exceptional Children
School Psychology Review
Journal of School Psychology
School Psychology Quarterly

PROFESSIONAL PRESENTATIONS (Last 10 Years)

- Presented: *The least restrictive environment (LRE): Current issues related to appropriateness, implementation, and future opportunities.* Symposium presented at the Annual Convention of the National Association of School Psychologists, Anaheim, CA, April, 1997.
- Presented: *Behavioral school psychology: Timeout revisited.* Symposium presented at the Annual Convention of the National Association of School Psychologists, Anaheim, CA, April, 1997.
- Presented: *Functional analysis procedures in school settings.* Symposium presented at the Annual Convention of the National Association of School Psychologists, Anaheim, CA, April, 1997.
- Presented: *Academic intervention: Contemporary issues related to designing interventions, promoting, implementation, and assessing outcomes.* Symposium presented at the Annual Convention of the National Association of School Psychologist, Anaheim, CA, April, 1997.
- Presented: *Continuum of risk factors for students at-risk for emotional and behavioral disorders.* Colloquium presented for the Department of Special Education, Peabody College of Vanderbilt University, Nashville, April, 1997.
- Presented: *Issues in the use of discrepancy formulas for identifying learning disabilities: A panel discussion.* Presented at the 1997 OSEP Research Project Directors' Conference, Washington, DC, July, 1997.
- Presented: *Measurement of affective variables.* Session presented at the 1997 Research Project Directors' Conference, Washington, DC, July, 1997.
- Presented: *Classroom and schoolwide practices that support students' social competence.* Workshop presented for the California Association of School Psychologists Convention, Pasadena, CA, March, 1999.
- Presented: *Direct observation and rating scales for data-based decision-making about academic and social behavior.* Symposium presented at the Annual Convention of the National Association of School Psychologists, Las Vegas, April, 1999.
- Presented: *Children at-risk for reading failure co-existing with emotional and behavioral problems: A unifying model of prevention and intervention.* Symposium presented at the Annual Convention of the National Association of School Psychologists, April, 1999.
- Presented: *Improving social skills of children with mild disabilities in regular education classrooms: A model using peer brokers.* Paper presented at the Annual Convention of the National Association of School Psychologists, Las Vegas, April, 1999.
- Presented: *Comorbidity of hyperactivity-impulsivity-inattention + conduct problems: Risk factors in social, affective, and academic domains.* Paper presented at the Annual Conference on Severe Behavior Disorders of Children and Youth, Scottsdale, AZ, November, 1999.
- Presented: *Profiles of students with hyperactivity-impulsivity-inattention and conduct problems.* Paper presented at the Annual Conference on Severe Behavior Disorders of Children and Youth, Scottsdale, AZ, November, 1999.

- Presented: *Early identification of the “fledgling psychopath”: A longitudinal perspective*. Paper presented at the Annual Conference on Severe Behavior Disorders of Children and Youth, Scottsdale, AZ, November, 1999.
- Presented: *Future directions: Identifying and intervening with children with conduct and attention problems*. Panel discussion presented at the Annual Conference on Severe Behavior Disorders of Children and Youth, Scottsdale, AZ, November, 1999.
- Presented: *Treatment integrity: Necessary but not sufficient for treatment-based interventions*. Symposium presented at the Annual Convention of the National Association of School Psychologists, New Orleans, April, 2000.
- Presented: *A review of school-based studies with children with EBD: 1991-1999*. Symposium presented at the Annual Conference on Severe Behavior Disorders of Children and Youth, Scottsdale, AZ, November, 2000.
- Presented: *Policies and practices in EBD: What’s history got to do with it?* Panel discussion presented at the Annual Conference on Severe Behavior Disorders of Children and Youth, Scottsdale, AZ, November, 2000.
- Presented: *Early detection of students with hyperactivity-impulsivity-inattention and conduct problems*. Paper presented at the Annual Conference on Severe Behavior Disorders of Children and Youth, Scottsdale, AZ, November, 2000.
- Presented: *Teacher-expected model behavior profiles: Changes over time*. Paper presented at the Annual Conference on Severe Behavior Disorders of Children and Youth, Scottsdale, AZ, November, 2000.
- Presented: *Betwixt and between: Teacher and parental perspectives on the same EBD child*. Paper presented at the Annual Conference on Severe Behavior Disorders of Children and Youth, Scottsdale, AZ, November, 2000.
- Presented: *Contemporary perspectives on learning disabilities identification: More consensus or confusion?* Symposium presented at the Pacific Coast Research Conference, La Jolla, CA, February, 2001.
- Presented: *Social skills assessment and training: Social learning and applied behavior analytic approaches*. Workshop presented at the Annual Conference of the California Association for Behavior Analysis, Redondo Beach, CA, February, 2001.
- Presented: *Conceptual and methodological issues in interpreting outcomes of social skills training*. Paper presented at the Annual Conference of the California Association for Behavior Analysis, Redondo Beach, CA, February, 2001.
- Presented: *Identifying, assessing, and intervention with children with or at risk for behavior disorders: A look to the future*. Paper presented at the Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ, November, 2001.
- Presented: *Behavioral difficulties in a sample of primary grade students: Retained versus normally promoted*. Paper presented at the Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ, November, 2001.
- Presented: *Identification and prediction of children at-risk for conduct and hyperactivity-impulsivity-inattention problems*. Symposium presented at the Annual Convention of the National Association of School Psychologists, Chicago, February, 2002.
- Presented: *Students retained in grade: Who are they and what happens?* Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, February, 2002.
- Presented: *Functional behavioral assessment: Overzealous adoption of an underdeveloped technology*. Invited address for Division 16 of the American Psychological Association presented at the Annual Meeting of the American Psychological Association, Chicago, August, 2002.

Presented: *Response to intervention in the identification of emotional and behavioral disorders*. Keynote address presented for the Michigan Association of School Psychologists, Lansing, MI, October, 2002.

Presented: *Practices and procedures in functional behavioral assessment for children with emotional and behavioral disorders*. Workshop presented for the New South Wales Department of Education, Sydney, Australia, November, 2002.

Presented: *Social skills assessment and intervention with children and adolescents*. Workshop presented at Newcastle University, Newcastle, New South Wales, Australia, November, 2002.

Presented: *Principles and practices of positive behavior support in the United States*. Workshop presented at Newcastle University, Newcastle, New South Wales, Australia, November, 2002.

Presented: *Positive behavior support and schoolwide discipline*. Lecture presented for the New South Wales Department of Education, Sydney, Australia, November, 2002.

Presented: *Response to intervention in the identification of learning disabilities*. Keynote address presented for the Oregon School Psychologists Association, Portland, OR, October, 2003.

Presented: *Social skills training with children and youth*. Workshop presented for the Oregon School Psychologists Association, Portland, OR, October, 2003.

Presented: *Response to intervention in the identification of learning disabilities*. Keynote address presented for the Maryland Association of School Psychologists, Baltimore, March, 2003.

Presented: *Projective assessment: Should school psychology training programs train school psychologists in projective assessment?: A debate*. Symposium presented at the Annual Convention of the National Association of School Psychologists, Toronto, Ontario, Canada, April, 2003.

Presented: *Social skills interventions for students with disabilities*. Workshop presented for the Maine Association of School Psychologists, Portland, ME, May, 2003.

Presented: *Designing interventions for students with severe social, emotional, and behavioral challenges*. Keynote address presented for the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO, February, 2004.

Presented: *Response to intervention and the future of school psychological practice*. Senior Scientist Award Address, Presented at the Annual Meeting of the American Psychological Association, Honolulu, HI, August, 2004.

Presented: *Response to intervention as an alternative to IQ-achievement discrepancy in the identification of learning disabilities*. Keynote address presented for the Washington Association of School Psychologists, Blaine, WA, October, 2004.

Presented: *Belated demise of IQ-achievement discrepancy in the identification of learning disabilities*. Keynote address delivered for the New York Association of School Psychologists, Albany, NY, October, 2004.

Presented: *Response to intervention in the identification of high-incidence disabilities*. Workshop presented for the Cuyahoga Falls Special Education District, Cleveland, OH, November, 2004.

Presented: *Overcoming barriers when researching students with intense social, emotional, and behavioral disorders: Evidence from a large-scale research project*. Symposium presented at the Annual Conference for Children with Severe Behavior Disorders of Children and Youth, Tempe, AZ, November, 2004.

Presented: *Using response to intervention in EBD eligibility determination*. Paper presented at the Annual Conference for Children with Severe Behavior Disorders of Children and Youth, November, 2004.

Presented: *Setting the story straight: Validity considerations and future directions for social skills training for children with emotional and behavioral disorders*. Symposium presented at the Annual Conference for Severe Behavioral Disorders for Children and Youth, Tempe, AZ, November, 2004.

Presented: *Methodological issues in evaluating cognitive-behavioral interventions*. Paper presented at the Annual Conference for Severe Behavioral Disorders for Children and Youth, Tempe, AZ, November, 2004.

Presented: *Emotional and behavioral disorders in children and youth: A response to intervention approach*. Keynote address presented at the Annual Conference for Severe Behavior Disorders for Children and Youth, Tempe, AZ, November, 2005.

Presented: *Social skills training: Evolution of a career research program*. Colloquium presented for the Department of Psychology, University of South Carolina, Columbia, SC, December, 2004.

Presented: *Writing and obtaining federal research support*. Colloquium presented for the Department of Psychology, Louisiana State University, Baton Rouge, LA, December, 2004.

Presented: *Response to intervention and training of school psychologists: A debate*. Presented at the Annual Convention of the National Association of School Psychologists, Atlanta, March, 2005.

Presented: *Response to intervention: Moving to intervention-based practice of school psychology*. Series of workshops presented for the State of Colorado, Department of Education, April 18-22 (Colorado Springs, Denver, Greeley, Grand Junction, & Pueblo).

Presented: *Response to intervention: Shifting to intervention-based practice of school psychology*. Keynote address and workshop presented for the Vermont Association of School Psychologists, Essex, VT, October, 2005.

Presented: *Social skills training with secondary EBD students: Implications for practice*. Symposium presented at the Annual Convention of the National Association of School Psychologists, Anaheim, CA, March, 2006.

Presented: *Improving classrooms for students with emotional and behavioral disorders*. Symposium presented for the Annual Convention of the National Association of School Psychologists, Anaheim, CA, March, 2006.

Presented: *Social skill interventions: Strategies for improving prosocial behavior and evaluating treatment outcomes*. Workshop presented for the Utah Spring Mental Health Conference, Park City, UT, May, 2006.

Presented: *Project REACH: Interventions for severe emotional and behavioral challenges*. Symposium presented at the Annual Convention of the Association for Behavior Analysis, Atlanta, GA, May, 2006.

Presented: *The response to intervention model (RTI)*. Workshop presented for the 2006 Louisiana School Psychologists Association Conference, Lafayette, LA: November, 2006.

Presented: *Treatment integrity in applied behavior analysis: The curious double standard prevails*. Invited address, California Association for Behavior Analysis, San Francisco, February, 2007.

Presented: *Response to intervention: An alternative approach to identifying children with emotional and behavioral disorders*. Invited address, California Association of School Psychologists, Los Angeles, March, 2007.

Presented: *Treatment integrity: A critical feature of the RTI process*. Invited address, National Association of School Psychologists, New York, March, 2007.

Presented: *Violent and destructive behavior in schools: Risk/protective factors and possible solutions*. Keynote address presented at the 2007 Children/Adolescent and Families Conference, Columbia, SC, May, 2007.

Presented: *Evidence-based interventions for antisocial behavior in schools*. Workshop presented at the 2007 Children/Adolescent and Families Conference, Columbia, SC, May, 2007.

Presented: *Intellectual assessment and interpretation in death-penalty appeals*. Symposium presented at the Annual Meeting of the American Psychological Association, San Francisco, August, 2007.

Presented: *Practices within a three-tier model: Potential for reducing minority overrepresentation in special education*. Symposium presented at the Annual Meeting of the American Psychological Association, San Francisco, August, 2007.

- Presented: *Social Skills Improvement System: Classwide Intervention Program*. Council for Educational and Diagnostic Services, New Orleans, October, 2007.
- Presented: *Children's adjustment in the aftermath of Hurricane Katrina: A prospective study of risk and resiliency factors*. Paper presented at the 41st Annual Convention of the Association for Behavioral and Cognitive Therapies, Philadelphia, November, 2007.
- Presented: *The Children's Coping Behavior Scales: Development and validation*. Poster presented at the 41st Annual Convention of the Association for Behavioral and Cognitive Therapies, Philadelphia, November, 2007.
- Presented: *Experiences and consequent aftermath of Hurricane Katrina as predictors of PTSD in adults and children: Development of a posttrauma screener*. Poster presented at the 41st Annual Convention of the Association for Behavioral and Cognitive Therapies, Philadelphia, November, 2007.
- Presented: *Psychometric properties of the KidCope: Coping behavior in hurricane-affected children*. Poster presented at the 41st Annual Convention of the Association for Behavioral and Cognitive Therapies, Philadelphia, November, 2007.

PROFESSIONAL ORGANIZATIONS

American Psychological Association (*Fellow*)
 Division 5 of APA (Evaluation, Measurement, & Statistics, *Fellow*)
 Division 16 of APA (School Psychology, *Fellow*)
 Division 53 (Society of Clinical Child & Adolescent Psychology, *Fellow*)
 American Association for the Advancement of Science (*Fellow*)
 Association for Behavior Analysis
 Council for Exceptional Children
 Division of Research, Council for Exceptional Children
 Council for Children with Behavioral Disorders, Council for Exceptional Children
 National Association of School Psychologists

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