

CURRICULUM VITAE
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PROFESSIONAL BACKGROUND

EDUCATION

2013 Ph.D., University of Oregon, Eugene, OR
School Psychology
Dissertation: *Parent Training during Child Welfare Visitation: Effects of a Strength-based Video Coaching Program on Developmentally Supportive Parenting Behaviors*

2008 M.Ed., Howard University, Washington, DC
School Psychology

2004 B.A., University of Maryland, College Park, MD
Psychology

UNIVERSITY EXPERIENCE

2023 - present Associate Professor with indefinite tenure, Special Education
Department of Special Education and Clinical Sciences
Affiliate Faculty, Prevention Science
College of Education, University of Oregon
Scientist, Prevention Science Institute

2019 - 2023 Assistant Professor, Special Education
Department of Special Education and Clinical Sciences
Affiliate Faculty, Prevention Science
College of Education, University of Oregon

2018 - 2019 Research Assistant Professor, Educational and Community Supports
College of Education, University of Oregon

2016 - 2018 Research Associate, Educational and Community Supports

College of Education, University of Oregon

2013 - 2016 Postdoctoral Research Fellow, Educational and Community Supports
College of Education, University of Oregon

AWARDS AND HONORS

2026 Dr. Martin Luther King Jr., Exemplary Leadership Award, University of Oregon

2022 Article of the Year, *School Psychology*, American Psychological Association
Outstanding Early Career Award, Office of the Vice President for Research and Innovation
President's Equity Award, Northwest PBIS Network
Excellence in Mid-Career Research/Outreach Award, College of Education

2021 Outstanding Service Award in School Psychology, School Psychology

2019 New Junior Faculty Research Award, University of Oregon

2017 Article of the Year, *Behavioral Disorders*, Council for Exceptional Children
Faculty Professional Development Award, University of Oregon
Single-Case Research Institute Fellow, Institute of Education Sciences
Excellence in Early Career Research/Outreach Award, College of Education

2011 Hill M. Walker Legacy Award, University of Oregon
Helena DeGnath Wessela Memorial Award, University of Oregon
American Psychological Association Division 16 Student Travel Award

2010 Florence Wolfard Award, University of Oregon

2009 - 2010 Promising Scholars Fellowship, University of Oregon

2009 Minority Student Travel Award, University of Oregon

2007 University of Maryland School of Education Trustee Scholarship

2006 Howard University Educational Research Scholarship

2002 Office of Multi-Ethnic Student Education Academic Excellence Award

2001 ACT-NMCR Navy-Marine Corps Scholarship

OTHER PROFESSIONAL EXPERIENCE

2019 - present Director, Nese Lab, University of Oregon

2012 - 2013 Predoctoral Internship, Oregon Social Learning Center and Springfield Public Schools

2010 - 2012 Graduate Teaching Fellow, University of Oregon

2010 - 2011 Marte Meo Clinician, Oregon Social Learning Center, Eugene, OR

2008 - 2009 On-Site Extern Supervisor, Friendship Public Charter Schools, Washington, DC

2006 - 2009 School Psychologist, Friendship Public Charter Schools, Washington, DC

2000 - 2002 Preschool Instructor, Child Development Center, Kaneohe, HI

1998 - 2000 Academic Coach, Score Educational Center, Laguna Niguel, CA

CLINICAL CERTIFICATION

School Psychologist/K-12 (Oregon, #10426272, Washington DC, #TD2013)

Certified Marte Meo Practitioner

Video-based parent training using positive micro-social interactions between caregivers and children as models.

RESEARCH AND SCHOLARSHIP

REFEREED JOURNAL ARTICLES (* indicates student/postdoc author)

46. Stevenson, N. A., Peltier, C., Cosottile, D. W., Pollack, M. S., Ridden, B. S., Kang, V. Y., Cox, D. J., Farmer, R., Robertson, R. E., Bennett Eyler, P., Winchester, C., Knowles, C., Tincani, M., Dueñas, A. D., Haq, S., Hirsch, S., Salles, M., Wolfe, K., Alresheed, F., Kittelman, A., Dunkel, S. M., Todt, M. J., Gilroy, S., Ousley, C., Lambert, J. M., **Nese, R. N. T.**, Bundock, K., Kirkpatrick, M., Seven, Y., Vannest, K. J., Ruiz, S., Ledford, J. R., Bruhn, A., Ferron, J., Dowdy, A., Dueker, S. A., Kirby, M. S., Witts, B., Tuck, K., Biggs, E. E., Ennis, R. P., Royer, D. J., Joslyn, P. R., McCammon, M. N., Rodriguez, B., Jimenez, B. A., Travers, J., Coleman, H., Bhana, N., Majeika, C. E., Kunze, M., Dart, E. H. & Lüke, T. (2026). Crowdsourced analysis of single-case experimental design data, *Research in Special Education* 3. <https://doi.org/10.25894/rise.2840>
45. Chaparro, E., **Nese, R. N. T.**, Horner, R., Algozzine, B., & Newkirk Cameron, R. (2026). A single-case examination of team-initiated problem solving online training for tier 2 data teams. *Contemporary School Psychology*. <https://doi.org/10.1007/s40688-026-00607-5>
44. Santiago-Rosario, M. R., Fairbanks Falcon, S., Austin, S., Nese, J. F. T., *Sullivan, M., *Daza, T., *Calhoun, T. E., *Cerdan, H., & **Nese, R. N. T.** (2026). Bridging the gap: A case study of tailored supports for students with social, emotional, and behavioral needs during the transition to high school. *Behavioral Sciences*, 16(984). <https://doi.org/10.3390/bs16060984>
43. Nese, J. F. T., Santiago-Rosario, M. R., **Nese, R. N. T.**, & Townsend, E. (2025). Just a minute: Precise measurement of low-level classroom exclusion to inform equitable interventions and supports. *School Psychology Review*, 1-14. <https://doi.org/10.1080/2372966X.2025.2574841>
42. Green, A. L., *Nandakumar, V., & **Nese, R. N. T.** (2025). Thinking systematically: Disrupting systems that maintain discipline inequities. *Preventing School Failure: Alternative Education for Children and Youth*, 69(4), 344-350. <https://doi.org/10.1080/1045988X.2025.2494516>
41. Santiago-Rosario, M. R., *Izzard, S., *Newson, A., *Daza, T., & **Nese, R. N. T.** (2025). Student experiences with the Instructional Skill-building Learning Approach (ISLA): An alternative to exclusion. *Adolescents*, 5(19), 1-21. <https://doi.org/10.3390/adolescents5020019>
40. **Nese, R. N. T.**, Nese, J. F. T., *Santiago-Rosario, M. R., *Izzard, S., *Newson, A., *Pimentel-Mannan, I., *Cohen Lissman, D., *Daza, T., Triplett, D., & Malose, S. (2024). Improving classroom engagement and reducing exclusionary discipline: A quasi-experimental study of the Inclusive Skill-building Learning Approach during COVID-19. *Journal of Education*, 205(2), 114-129. <https://doi.org/10.1177/00220574241309893>
39. Kittelman, A., McIntosh, K., Mercer, S. H., **Nese, R. N. T.**, So, S., & George, H. (2024). Factors predicting sustained implementation of tier 2 and tier 3 positive behavioral interventions and supports. *Exceptional Children*, 91(2), 211-228. <https://doi.org/10.1177/00144029241296123>
38. Lin, T., Linville, D., **Nese, R. N. T.**, Seeley, J., & Shune, S. (2024). Managing functional biopsychosocial outcomes impacted by chronic obstructive pulmonary disease using telehealth. *Perspectives of the ASHA Special Interest Groups*, 9(6), 1752-1767.

https://doi.org/10.1044/2024_PERSP-24-00079

37. **Nese, R. N. T.** (2024). Strategies to reduce disproportionate discipline practices in schools. *Iowa Scanlan Center for School Mental Health: School Mental Health Practice Brief*, 1-10. <https://doi.org/10.17077/rep.006671>
36. Sáez, L., *Whitney, M., Nese, J. F. T., Alonzo, J., & **Nese, R. N. T.** (2024). Reading prosody: A listening guide for teachers. *The Reading Teacher*, 78(4), 243-251. <https://doi.org/10.1002/trtr.2368>
35. Gallo, M. L., Hammond, M. A., *Luther, S., Rodriguez, G., Sinclair, J., **Nese, R. N. T.**, *McWhirter Boisen, M. R., Steffes, S., Muruthi, J. R., & Seeley, J. R. (2023). Institutional betrayal and suicidality: A retrospective examination of LGBTQ student school experiences. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 14(1), Article 4. <https://doi.org/10.58464/2155-5834.1540>
34. *Newson, A., *Quinn, S., & **Nese, R. N. T.** (2023). Examining the utilization of participatory action research with autistic youth in mainstream/public schools: A scoping review. *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.1308664>
33. Lin, T., Linville, D., **Nese, R.**, Seeley, J., & Shune, S. (2023). Breathing-based meditation for improving COPD burden: A mixed single-case and qualitative. *Journal of OBM Integrative and Complementary Medicine*, 8(4). doi:10.21926/obm.icm.2304059
32. *Pimentel-Mannan, I. A., Nese, J. F. T., *Newson, A., Kjellstrand, J., & **Nese, R. N. T.** (2023). Addressing discipline equity: The Inclusive Skill-building Learning Approach (ISLA) an alternative to exclusionary discipline. *Preventing School Failure: Alternative Education for Children and Youth*. <https://doi.org/10.1080/1045988X.2023.2252761>
31. Hirsch, S. E., Stevenson, N. A., *Ellis, K., & **Nese, R. N. T.** (2022). Together we go far: Helping doctoral scholars develop collaborations in special education research. *Journal of Special Education Apprenticeship*, 11(2), 2-16.
30. McDaniel, S., **Nese, R. N. T.**, Tomek, S., & *Jiang, S. (2022). District-wide outcomes from a bullying prevention programming. *Preventing School Failure*, 66, 276-284. [10.1080/1045988X.2022.2070588](https://doi.org/10.1080/1045988X.2022.2070588)
29. **Nese, R. N. T.**, *Santiago-Rosario, M. R., Malose, S., *Hamilton, J., Nese, J. F. T., & Horner, R. (2022). Improving a universal intervention for reducing exclusionary discipline practices using student and teacher guidance. *Psychology in the Schools*, 59, 2042-2061. <https://doi.org/10.1002/pits.2257629>
28. **Nese, R. N. T.**, *Kittelman, A., Strickland-Cohen, M. K., & McIntosh, K. (2021). Examining teaming and tier 2 and 3 practices within a PBIS framework. *Journal of Positive Behavior Interventions*, 25(1), 16-27. <https://doi.org/10.1177/10983007211051090>
27. McIntosh K., Girvan, E. J., Fairbanks Falcon, S., McDaniel, S. C., Smolkowski, K., *Bastable, E., *Santiago-Rosario, M. R., *Izzard, S., *Austin, S. C., **Nese, R. N. T.**, & Baldy, T. S. (2021). Equity-focused PBIS approach reduces racial inequities in school discipline: A randomized controlled trial. *School Psychology Quarterly*, 36, 433-444. <https://doi.org/10.1037/spq0000466> **Article of the Year**
26. *Furjanic, D., *Mannan, I., *Hamilton, J., Nese, J. F. T., *Austin, S., *Izzard, S., & **Nese, R. N. T.** (2021). Examining the social validity of a universal intervention for reducing exclusionary discipline through stakeholder voice. *Journal of Applied School Psychology*, 38(4), 352-379. <https://doi.org/10.1080/15377903.2021.1968092>
25. **Nese, R. N. T.**, Nese, J. F. T., *McCroskey, C., *Meng, P., Triplett, D., & *Bastable, E. (2021). Moving away from disproportionate exclusionary discipline: Developing and

- utilizing a continuum of preventative and instructional supports. *Preventing School Failure: Alternative Education for Children and Youth*, 65, 301-311. <https://doi.org/10.1080/1045988X.2021.1937019>
24. *Bastable, E., Fairbanks Falcon, S., **Nese, R. N. T.**, *Meng, P., & McIntosh, K. (2021). Enhancing school-wide positive behavioral interventions and supports tier 1 core practices to improve disciplinary equity. *Preventing School Failure*, 65, 283-290. <https://doi.org/10.1080/1045988X.2021.1937020>
 23. McDaniel, S., LaSalle, T., Cohen, D. & **Nese, R. N. T.** (2021). Not separate but not equal: Improving equity in discipline in racially and ethnically diverse school settings. *Beyond Behavior*, 30, 157-168. <https://doi.org/10.1177/10742956211024168>
 22. *Kittelman, A., Mercer, S. H., McIntosh, K., & **Nese, R. N. T.** (2021). Development and validation of a measure assessing sustainability of tier 2 and 3 behavior support systems. *Journal of School Psychology*, 85, 140-154. <https://doi.org/10.1016/j.jsp.2021.02.001>
 21. Green, A. L., Hatton, H., Stegenga, S. M., Eliason, B., & **Nese, R.** (2020). Examining commitment to prevention, equity, and meaningful engagement: A review of school district discipline policies. *Journal of Positive Behavior Interventions*, 23, 137-148. <https://doi.org/10.1177/1098300720951940>
 20. **Nese, R. N. T.**, *Bastable, E., *Gion, C., *Massar, M., Nese, J. F. T., & *McCroskey, C. (2020). Preliminary analysis of an instructional alternative to exclusionary discipline. *The Journal of At-Risk Issues*, 23, 1-14. <https://eric.ed.gov/?id=EJ1253864>
 19. **Nese, R. N. T.**, *Meng, P., *Breiner, S., Chaparro, E., & Algozzine, R. (2020). Using stakeholder feedback to improve online professional development opportunities. *Journal of Research on Technology in Education*, 52(2), 148-162. <https://doi.org/10.1080/15391523.2020.1726233>
 18. **Nese, R. N. T.**, Nese, J. F. T., McIntosh, K., Mercer, S. H., & *Kittelman, A. (2019). Predicting latency of reaching adequate implementation of tier I school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*, 21, 106-116. <https://doi.org/10.1177/1098300718783755>
 17. *Massar, M., **Nese, R.**, & McIntosh, K. (2018). Coaching strategies for effective classroom management. *The School Psychologist*, 72, 24-28. <https://apadivision16.org/wp-content/uploads/2018/03/TSP-Spring-2018-2.pdf>
 16. McIntosh, K., Mercer, S. H., **Nese, R. N. T.**, Strickland-Cohen, M. K., *Kittelman, A., Hoselton, R., & Horner, R. H. (2018). Factors predicting sustained implementation of a universal behavior support framework. *Educational Researcher*, 47, 307-316. <https://doi.org/10.3102/0013189X18776975>
 15. *Kim, J. McIntosh, K., Mercer, S. H., & **Nese, R. N. T.** (2018). Longitudinal associations between SWPBIS fidelity of implementation and academic and behavior outcomes. *Behavioral Disorders*, 43, 357-369. <https://doi.org/10.1177/0198742917747589>
 14. Trader, B., Stonemeier, J., *Berg, T., *Knowles, C., *Massar, M., *Monvalve, M., *Pinkelman, S., **Nese, R.**, *Ruppert, T., & Horner, R. (2017). Seclusion and restraint: A challenge for inclusion, dignity, and self-determination in schools. *Research and Practice for Persons with Severe Disabilities*, 42, 75-88.
 13. **Nese, R. N. T.**, Anderson, C. A., *Ruppert, T., & Fisher, P. (2016). Effects of a video feedback parent training program during child welfare visitation. *Children and Youth Services Review*, 71, 266-276. <https://doi.org/10.1016/j.chilyouth.2016.11.007>
 12. **Nese, R. N. T.**, McIntosh, K., Nese, J. F. T., *Ghemraoui, A., Bloom, J., Johnson, N. W.,

- Phillips, D., Richter, M. F., & Hoselton, R. (2016). Predicting abandonment of school-wide behavior support interventions. *Behavioral Disorders*, 42, 261-270. <https://doi.org/10.17988/BD-15-95.1>
11. von Ravensberg, H., & Nese, R. (2016). Involving families in the response to off-campus cyberbullying: A guide for principals. *Principal Leadership*, 16, 40-43.
 10. McIntosh, K., Mercer, S. H., Nese, R. N. T., & *Ghemraoui, A. (2016). Identifying and predicting distinct patterns of implementation in a school-wide behavior support framework. *Prevention Science*, 17, 992-1001. <https://doi.org/10.1007/s11121-016-0700-1>
 9. Buchanan, R., Nese, R. N. T., & *Clark, M. (2016). Stakeholder voices: Defining needs of students with emotional and behavioral disorders transitioning between school settings. *Behavioral Disorders*, 41, 135-147. <https://www.jstor.org/stable/26780305>
 8. *Turri, M. G., Mercer, S. H., McIntosh, K., Nese, R. N. T., Strickland-Cohen, M. K., & Hoselton, R. (2016). Examining barriers to sustained implementation of school-wide prevention practices. *Assessment for Effective Intervention*, 42, 6-17. <https://doi.org/10.1177/1534508416634624>
 7. Smolkowski, K., Girvan, E. J., McIntosh, K., Nese, R. N. T., & Horner, R. (2016). Vulnerable decision points for disproportionate office discipline referrals: Comparisons of discipline for African American and White elementary school students. *Behavioral Disorders*, 41, 178-195. <https://doi.org/10.17988/bedi-41-04-178-195.1> **Article of the Year**
 6. Nese, R., *Massar, M., & McIntosh, K. (2015). Alternatives to suspension: Strategies for school principals. *Principal Leadership*, 16, 52-56.
 5. McIntosh, K., Mercer, S. H., Nese, R. N. T., Strickland-Cohen, M. K., & Hoselton, R. (2015). Predictors of sustained implementation of school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*, 18(4), 209-218. <https://doi.org/10.1177/1098300715599737>
 4. Buchanan, R., & Nese, R., Palinkas, L., & *Ruppert, T. (2015). Refining an intervention for students with emotional disturbance using qualitative parent and teacher data. *Children and Youth Services Review*, 58, 41-49. <https://doi.org/10.1016/j.chldyouth.2015.08.014>
 3. Nese, R. N. T., Horner, R. H., Rossetto Dickey, C., Stiller, B., & Tomlanovich, A. (2014). Decreasing bullying behavior in middle school: Expect respect. *School Psychology Quarterly*, 29, 272-286. <https://doi.org/10.1037/spq0000070>
 2. Nese, R. N. T., Doerner, E., Romer, N., Kaye, N. C., Merrell, K. W., & Tom, K. M. (2012). Social emotional assets and resilience scales short form version: Development of a strength-based behavior rating scale system. *Journal for Educational Research Online*, 4, 124-139.
 1. Nese, R. N. T., & Tom, K. M. (2011). Teaching social emotional behavior within a school-wide positive behavior support framework: An application of a single case design. *School Psychology: From Science to Practice, Summer*, 30-36.

BOOK CHAPTERS AND REVIEWS (* indicates student/postdoc author)

9. Nese, R. (2025). Time to regroup! Lessons learned in school consultation aimed at reducing exclusionary disciplinary practices. In J. Q. Morrison & S. Stollar (Eds.), *Promoting Effective MTSS Implementation: Challenges and Solutions for School Consultation* (pp. 98-111). Routledge.
8. Nese, R. N. T. & Green, A. L. (2023). *Best practices in equitable and culturally responsive classroom behavioral management strategies*. In P. Harrison, S. Proctor, & A. Thomas (Eds.), *Best Practices in School Psychology VII (7th Edition)* (pp. 147-158). NASP.

7. Chaparro, E. A., Horner, R. H., **Nese, R. N. T.**, Algozzine, B., & Todd, A. (2021). *The form and function of data-based teams in inclusive schools*. In J. McLeskey, F. Spooner, B. Algozzine, & N. L. Waldron (Eds.), *Handbook of Effective Inclusive Elementary Schools (2nd Edition)* (pp. 164-179). Taylor & Francis.
6. **Nese, R. N. T.**, McDaniel, S., *Meng, P., Spraggins, L., Babbs, V., & Girvan, E. J. (2021). Restorative and conflict resolution interventions. In T. Collins & R. Hawkins (Eds.), *Peers as change agents: A guide to implementing peer-mediated interventions in schools* (pp. 185-195). Oxford University Press.
5. *Gion, C., Peshak George, H., **Nese, R.**, Kato, M., *Massar, M., & McIntosh, K. (2020). School-wide positive behavioral interventions and supports. In A. Reschly, A. Pohl, & S. Christenson (Eds.), *Student engagement: Effective academic, behavioral, cognitive, affective interventions at school* (pp. 171-183). Springer Publishing.
4. **Nese, R. N. T.**, McDaniel, S., Hirsch, S., Green, A., Sprague, J., & McIntosh, K. (2019). Major systems for facilitating safety and pro-social behavior: Positive school wide behavior. In D. Osher, M. J. Mayer, R. J. Jagers, K. Kendziora, & L. Woods (Eds.), *Keeping students safe and helping them thrive. A collaborative handbook on school safety, mental health, and wellness, vol 2* (pp. 256-276). Praeger Publishing.
3. **Nese, R. N. T.** & McIntosh, K. (2016). Do school-wide positive behavioral interventions and supports, not exclusionary discipline practices. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Advances in learning and behavioral disabilities* (pp. 175-196). Emerald Group Publishing.
2. **Nese, R. N. T.** (2012). [A review of *social competence in children*, by M. Semrud-Clikeman]. *Journal for Educational Research Online*, 4, 158-160.
1. **Nese, R. N. T.** (2011). [A review of Ninness and Glenn's *applied behavior analysis and school psychology: A research guide to principles and procedures*]. *School Psychology: From Science to Practice*, Fall, 14-16.

MANUSCRIPTS SUBMITTED FOR PUBLICATION (* indicates student/postdoc author)

4. *Calhoun, T. E., **Nese, R. N. T.**, *Roessler, E., & *Campbell, K. A. B. (2026). *A scoping review of wraparound services: Access to and benefits for youth with disabilities and their families*. . [Manuscript submitted for publication].
3. **Nese, R. N. T.**, *Calhoun, T. E., & *Leon, A. (2026). *Bullying in the cafeteria and other unstructured settings*. [Manuscript submitted for publication].
2. *Cerdan, H., Cox, M., Robers, A., & **Nese, R. N. T.** (2026). *Teacher emotion regulation and exclusionary discipline in schools: A systematic review*. [Manuscript submitted for publication].
1. *Cerdan, H., Pimentel-Mannan, I., & **Nese, R.** (2026). *Impact of a schoolwide alternative to exclusion on disciplinary decisions for students in special education*. [Manuscript submitted for publication].

TECHNICAL REPORTS AND INTERVENTION TOOLS (* indicates student/postdoc author)

17. Lane, K. L., Baldy, T., Becker, T., Bradshaw, C., Dolan, V., Dymnicki, A., Freeman, B., Holian, L., Lemire, S., McIntosh, K., Moulton, S., **Nese, R.**, Payno-Simmons, R., Porowski, A., & Sutherland, K. (2024). Teacher-Delivered Behavioral Interventions in Grades K–5 (WWC 2025001). Washington, DC: *National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education*.

- <https://ies.ed.gov/ncee/wwc/practiceguide/31>
16. **Nese, R. N. T.**, *Santiago-Rosario, M. R., Nese, J. F. T., Triplett, D., Malose, S., *Hamilton, J., *Izzard, S., & *Newson, A (2023). Instructional and restorative alternatives to exclusionary discipline: A guide to implementing the five components of the Inclusive Skill-building Learning Approach (ISLA). *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/instructional-and-restorative-alternatives-to-exclusionary-discipline-isla-guide>
 15. Kittelman, A., McIntosh, K., Mercer, S., Evanovich, L., Gulbrandson, K., Nantais, M., Norton, J., Way, G., *Izzard, S., & **Nese, R.** (2022). When do schools receive tier 2 and 3 SWPBIS training? *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/when-do-schools-receive-tier-2-and-3-pbis-training>
 14. Chaparro, E., Algozzine, B. Horner, R., *Daily, J., & **Nese, R.** (2022). How school teams use data to make effective decisions: Team-initiated problem solving (TIPS). *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/how-school-teams-use-data-to-make-effective-decisions-team-initiated-problem-solving-tips>
 13. **Nese, R. N. T.**, *Santiago-Rosario, M. R., Triplett, D., & *Austin, S. (2021). Obtaining stakeholder feedback to improve the middle to high school transition. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/obtaining-stakeholder-feedback-to-improve-the-middle-to-high-school-transition>
 12. **Nese, R. N. T.**, Triplett, D., *Santiago-Rosario, M. R., & *Austin, S. (2021). Promising practices for improving the middle to high school transition for students with emotional and behavioral disorders. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/promising-practices-for-improving-the-middle-to-high-school-transition-for-students-with-emotional-and-behavioral-disorders>
 11. Todd, A., Horner, R., Algozzine, B., Chaparro, E. A., **Nese, R.**, & *Daily, J. (2019). TIPS for Tier 2 Online Training. Eugene, Oregon: *Educational and Community Supports, Obaverse*.
 10. Swain-Bradway, J., Freeman, J., *Kittelman, A., & **Nese, R.** (2018). Fidelity of SW-PBIS in high schools: Patterns of implementation strengths and needs. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/fidelity-of-sw-pbis-in-high-schools-patterns-of-implementation-strengths-and-needs>
 9. Horner, R., Todd, A., Flannery, B., **Nese, R.**, Chaparro, E., & *Conley, K. (2017). Tier 1 coordination and problem-solving team meeting foundations. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/tier-1-coordination-and-problem-solving-team-meeting-foundations>
 8. Green, A., **Nese, R. N. T.**, McIntosh, K., Nishioka, V., Eliason, B., & *Canizal Delabra, A. (2015). Developing effective policies to address disproportionality within SWPBIS: A guide for district and school teams. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/key-elements-of-policies-to-address-discipline-disproportionality-a-guide-for-district-and-school-teams>

7. Chaparro, E., Nese, R., & McIntosh, K. (2015). Examples of engaging instruction to increase equity in education. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/examples-of-engaging-instruction-to-increase-equity-in-education>
6. Stiller, B., Nese, R. N. T., Tomlonovich, A., Horner, R., & Ross, S. (2013). Bullying and harassment prevention in positive behavior support: Expect Respect. *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/bullying-prevention-in-pbis-expect-respect-middle-high-school-level>
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2. Torki, R. N. (2008). Relaxation, stress management, and yoga for a healthy school staff. *PDWorks: Professional Development Programs*. <http://pdworks.friendshipschools.org/ia/render.userLayoutRootNode.uP>
1. Torki, R. N. (2008). A bully-proof school: Daily activities for 4th through 8th grade students. *PDWorks: Professional Development Programs*. <http://pdworks.friendshipschools.org/ia/render.userLayoutRootNode.uP>

EXTERNAL FUNDING (CURRENT)

Project ELEVATE: Comprehensive Transition Supports from Middle to High School for Students with Emotional and Behavioral Disorders (R324A260010)

Source of Support: IES (NCSE)	Total Award: \$2,000,000
Starting Date: 09/01/2026	Ending Date: 08/31/2030
Role: Principal Investigator	

Expanding Access and Accelerating Delivery of Interventions to Promote Mental Health for Underserved Adolescents (P50MH139449)

Source of Support: NIH (NIMH)	Total Award: \$11,054,164
Starting Date: 04/01/2025	Ending Date: 03/31/2030
Role: Co-Investigator, Signature R01 Co-Lead (MPI: Seeley & Stormshak)	

Preventing School Exclusion and Opioid Misuse: Effectiveness of the Inclusive Skill-building Learning Approach (ISLA) (R01DA059401)

Source of Support: NIH (NIDA)	Total Award: \$3,683,202
Starting Date: 09/30/2023	Ending Date: 08/31/2028
Role: Principal Investigator	

RISE Lab: Building Resilience Through Responsibility

Source of Support: NIMH	Total Award: \$50,000
Starting Date: 11/01/2025	Ending Date: 03/31/2027
Role: Co-Investigator (PI: Kyle Reardon)	

Project INSPIRE (Investing in New SPecial educators with Innovations to Realize Equity)
(H325D220071)

Source of Support: OSEP
Starting Date: 07/01/2022
Role: Co-Principal Investigator (PI: Kent McIntosh)

INTERNAL FUNDING (CURRENT)

Developing the Inclusive Skill-building Learning Approach for Preschoolers (ISLA-P)

Source of Support: Faculty Fund Award	Total Award: \$6,000
Starting Date: 01/01/2025	Ending Date: 12/30/2026
Role: Co-Investigator (PI: Sara Schmitt)	

FUNDING UNDER REVIEW

Addressing Issues of Equity in Exclusionary Discipline Practices in Preschool Settings:

Developing the Inclusive Skill-building Learning Approach for Preschoolers (ISLA-P)

Source of Support: IES Total Award: \$1,999,850
Starting Date: 07/01/2024 Ending Date: 06/30/2028
Role: Co-Principal Investigator (PI: Sara Schmitt)

COMPLETED FUNDING

Math Ready-Supporting Early Number Sense (M-SENS) (S411C220100)

Source of Support: OESE Total Award: \$4,468,798
Starting Date: 01/01/23 Ending Date: 06/01/2026
Role: Intervention Board (PI: Jessica Turtura)

A Comprehensive Measure of Reading Fluency: Uniting and Scaling Accuracy, Rate, and Prosody (R305A200018)

Source of Support: IES (NCER)	Total Award: \$1,399,379
Starting Date: 07/01/2020	Ending Date: 06/30/2025
Role: Co-Principal Investigator (PI: Joseph Nese)	

Double Burnout? Exploring Experiences of Autistic And Educator Burnout Among Autistic Educators

Source of Support: AIR-P	Total Award: \$13,835
Starting Date: 09/01/2023	Ending Date: 08/31/2024
Role: Faculty Mentor (PI: Alexandra Newson)	

Project Elevate: Comprehensive Transition Supports from Middle to High School for Students with Emotional and Behavioral Disorders

Source of Support: ECS Strategic Investment Funds	Total Award: \$198,928
Starting Date: 07/01/2022	Ending Date: 06/30/2023
Role: Principal Investigator	

Middle School Coaching and Training on ISLA Implementation

Source of Support: DEI Reclaiming our Time IDEAL Total Award: \$19,720

Starting Date: 09/01/2022
 Role: Principal Investigator

Ending Date: 08/31/2023

Technical Assistance Center on Positive Behavioral Interventions and Supports (H326S180001)

Source of Support: OSEP Total Award: \$31,749,998
 Starting Date: 10/15/2018 Ending Date: 09/30/2023
 Role: Technical Assistance (Director: Kent McIntosh)

Development of an Instructional Alternative to Out-of-School Suspension (R305A180006)

Source of Support: IES (NCER) Total Award: \$1,399,962
 Starting Date: 07/01/2018 Ending Date: 12/31/2022
 Role: Principal Investigator

Project Elevate: A Tier III Middle to High School Transition Program

Source of Support: Hope Baney Fund Total Award: \$3,000
 Starting Date: 06/01/2019 Ending Date: 06/30/2022
 Role: Principal Investigator

Identifying Factors Predicting Implementation and Sustainability of Tier 2 and 3 Behavior Interventions (R324A180027)

Source of Support: IES (NCSE) Total Award: \$1,399,970
 Starting Date: 07/01/2018 Ending Date: 06/30/2022
 Role: Co- Principal Investigator (PI: Kent McIntosh)

TIPS EdTech: Developing Professional Development and Online Applications to Support Team-Initiated Problem Solving (TIPS) within Multi-Tiered Support Systems (R324A170052)

Source of Support: IES (NCER) Total Award: \$1,399,980
 Starting Date: 07/01/2017 Ending Date: 06/30/2021
 Role: Co-Principal Investigator (PI: Erin Chaparro)

Project ReACT: Neutralizing the Effects of Implicit Bias on Racial Disproportionality in School Discipline (R324A170034)

Source of Support: IES (NCER) Total Award: \$1,499,984
 Starting Date: 07/01/2017 Ending Date: 06/30/2021
 Role: Research Coordinator (PI: Kent McIntosh)

Piloting a Systematic Instructional Alternative to Out-of-School Suspension

Source of Support: Fairway Fund Total Award: \$18,000
 Starting Date: 08/01/2015 Ending Date: 7/31/2016
 Role: Principal Investigator

Technical Assistance Center on Positive Behavioral Interventions and Supports (H326S13004)

Source of Support: OSEP Total Award: \$18,421,969
 Starting Date: 10/01/2013 Ending Date: 09/30/2018
 Role: Technical Assistance (Director: Robert Horner)

Identifying Factors Predicting Implementation and Sustainability of School-wide Positive Behavioral Interventions and Supports (R324A120278)

Source of Support: IES (NCSER) Total Award: \$1,425,207

Starting Date: 07/01/2012 Ending Date: 06/30/2017

Role: Project Coordinator (PI: Kent McIntosh)

PROFESSIONAL PRESENTATIONS (* indicates student/postdoc author)

Keynote Addresses

13. Nese, R. (2025, September). *Creating schools for everyone: Environmental changes through student voice and leadership*. Keynote Address delivered to the Norwegian Center for Child Behavioral Development PALS Conference.
12. Nese, R. (2025, April). *Leading with a justice-driven mindset: A call-in to educators and researchers*. Keynote Address delivered to the Badar-Kauffman Conference on Special Education Research, Kent, OH.
11. Nese, R. (2024, June). *Using an equity lens to magnify student success*. Keynote Address delivered to the BEST/VTmtss Summer Institute, Killington, VT.
10. Nese, R. (2024, May). *Leading with a justice-driven mindset: A call-in to all educators*. Keynote Address delivered to the Northeast Positive Behavioral Interventions and Supports Leadership Forum, Mystic, CT.
9. Nese, R. (2024, February). *Using an equity lens to magnify student success*. Keynote Address delivered to the Nevada Association for Positive Behavior Support Annual Conference, Reno, NV.
8. Nese, R. (2022, October). *Where do we GROW from here: Social justice in PBIS and beyond*. Keynote Address delivered to the National PBIS Leadership Forum, Chicago, IL. <https://www.pbis.org/video/pbis-forum-2022-where-do-we-grow-from-here-social-justice-in-pbis-and-beyond>
7. Nese, R. (2022, March). *Enhancing social-emotional-behavioral practices to improve disciplinary equity*. Keynote Address delivered to the CalTAC High School PBIS Symposium, virtual.
6. Nese, R. (2021, November). *Keeping our commitment to education for all: Equity in PBIS*. Keynote delivered to the Behavior Education Technology Conference, virtual.
5. Nese, R. (2021, September). *When we say equity in PBIS, have we kept our promise?* Keynote Address delivered to the Annual California PBIS Coalition Conference, Sacramento, CA.
4. Nese, R. (2021, March). *Moving away from exclusion: Addressing implicit bias and exclusionary discipline in our schools*. Keynote Address delivered to the California PBIS Coalition Spring Conference, virtual.
3. Nese, R. (2020, November). *Equity in preventative practices: Reducing bias and deficit-based thinking in our supports for children and parents*. Keynote Address delivered to the WellMama Perinatal Mental Health Summit, virtual.
2. Nese, R. (2020, August). *Keeping our commitment to all learners: PBIS for every child, every day*. Keynote Address delivered to the Wisconsin PBIS Leadership Conference, virtual.
1. Nese, R. (2020, February). *When we say PBIS for ALL Students, How do WE Keep that Promise?* Keynote Address delivered to the Northwest Positive Behavior Interventions and Supports Conference, Tacoma, WA.

International Invited

12. Nese, R., Hartford, S. Cothran, H., Austin, S., Afolabi, K. (2026, May). *A multi-state approach to implementing a multilevel intervention for preventing school exclusion and substance misuse: successes and lessons learned*. Organized team science panel presented at the Annual Meeting of the Society for Prevention Research, Washington, DC.
11. Nese, R. (2025, September). *The impact of classroom inclusion on educational outcomes and youth connectedness: Findings from 5+ years of research*. Presentation given at the Norwegian Center for Child Behavioral Development PALS Conference.
10. Nese, R. (2025, September). *Returning to tier 1: Prevention as the source for inclusion and belonging*. Preconference presented at the Norwegian Center for Child Behavioral Development PALS Conference.
9. Doolittle, E., Bottiani, J., Huguley, J., Nese, R., & Kilgus, S. (2023, June). *Supporting education equity and social justice in the classroom: Innovations in alternatives to exclusionary discipline*. Panel presented at the Annual Meeting of the Society for Prevention Research, Washington, DC.
8. Grafenreed, C., LaSalle, T., Lucyshyn, J., McDowell, E., Nese, R., & Sugai, G. (2021, March). *Equity in practice: APBS science, values, and vision perspectives from equity leaders*. Panel presented at the 18th International Conference on Positive Behavior Support, virtual.
7. Nese, R. (2020, October). *Teach (don't Punish!) Instructional alternatives to exclusionary discipline practices*. Featured presentation given at the International MTSS Summit, Singapore (virtual).
6. Nese, R. (2020, October). *Addressing implicit bias in school discipline systems*. Featured presentation given at the International MTSS Summit, Singapore (virtual).
5. Nese, R., Chaparro, E., Green, A., & McIntosh, K. (2016, March). *Addressing school discipline disproportionality: New tools from policy to practice*. Symposium presented at the 13th International Conference on Positive Behavior Support, San Francisco, CA.
4. McIntosh, K., Nese, R., & Pinkelman, S. (2016, March). *Sustainability of evidence-based practices in schools: Results from a longitudinal SWPBIS study*. Symposium presented at the 13th International Conference on Positive Behavior Support, San Francisco, CA.
3. Chaparro, E., Nese, R., Flannery, B., & Horner, R. (2016, March). *Scaling-up PBIS across the district: A model for lea-university partnerships*. Ignite session presented at the 13th International Conference on Positive Behavior Support, San Francisco, CA.
2. Nese, R. (2015, March). *Middle school bullying prevention in PBIS: Expect respect*. Symposium presented at the 12th International Conference on Positive Behavior Support, Boston, MA.
1. Nese, R., McIntosh, K., Filter, K., & Newcomer, L. (2015, March). *Implementation science research in schools: From implementation to sustainability*. Symposium presented at the 12th International Conference on Positive Behavior Support, Boston, MA.

National Invited

48. Morrison, J. Q., Stollar, S., Brown, S., Ihlo, T., VanDerHeyden, A. M., Miller, D., Villarreal, J., Radford, P., Vail, J., Barrett, C. A., Figas, K., Goodman, S., McIntosh, K., McGee, C., McGlinchey, M., Nese, R., & Whittle, B. (2026, February). *Tales from the trenches: MTSS*

- implementation challenges and lessons learned*. Symposium presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
48. Brown, H., Pimentel-Mannan, I., & Nese, R. (2026, March). *A schoolwide alternative to exclusion for students in special education*. Poster presented at the Annual Council of Exceptional Children Conference, Salt Lake City, UT.
 47. Nese, R. (2025, April). *The impact of classroom inclusion on educational outcomes and youth connectedness: Findings from 5+ years of research*. Symposium presented at the Badar-Kauffman Conference on Special Education Research, Kent, OH.
 46. *Daza, T. & Nese, R. (2023, October). *Reducing exclusionary practices through the inclusive skill-building learning approach*. Symposium presented at the Annual Convention of the Council for Exceptional Children, Division of Career Development and Transition, Reno, NV.
 45. Nese, R., Green, A., Payno-Simmons, R., & Triplett, D. (2022, October). Learning from each other: Moving away from exclusion to instructional and restorative supports. Facilitated discussion presented at the National PBIS Leadership Forum, Chicago, IL.
 44. Nese, R. (2021, November). *Disrupting the school-to-prison pipeline through inclusive practices*. Symposium presented at the Behavior Education Technology Conference, virtual.
 43. Nese, R., & Triplett, D. (2020, February). *Iterative development of an instructional alternatives to exclusion in schools*. Panel presented at the Annual Convention of the Council for Exceptional Children, Portland, OR.
 42. *Kittelman, A., McIntosh, K., Nese, R., & Strickland-Cohen, M. K. (2020, February). *Starting, stopping, or sustaining? New empirical research on implementation of SWPBIS*. Panel presented at the Annual Convention of the Council for Exceptional Children, Portland, OR.
 41. Vincent, C., Girvan, E., Nese, R., & Duong, M. (2020, January). *Integrating restorative practices with multi-tiered systems of support to promote equitable behavioral outcomes*. Panel discussion presented at the IES Annual Principal Investigators Meeting, Washington, DC.
 40. Nese, R. (2019, October). *Identifying and problem-solving common challenges to bullying prevention implementation*. Roundtable presented at the National PBIS Leadership Forum, Chicago, IL.
 39. Nese, R., Triplett, D., & Green, A. (2019, October). *Utilizing instructional alternatives to suspension*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
 38. Chaparro, E., & Nese, R. (2019, October). *Team-Initiated Problem Solving (TIPS): An introduction and a preview of online tools for data teams*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
 37. Nese, R., Augustyn, J., & De La Laz, M. (2019, October). *Bullying prevention in elementary and middle schools: Foundations and student ownership*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
 36. Nese, R. (2018, October). *Identifying and problem-solving common challenges to bullying prevention implementation*. Roundtable presented at the National PBIS Leadership Forum, Chicago, IL.
 35. Nese, R., & Green, A. (2018, October). *Utilizing instructional alternatives to suspension*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.

34. **Nese, R.**, De La Laz, M., & Augustyn, J. (2018, October). *Bullying prevention in elementary and middle schools: Foundations and student ownership*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
33. **Nese, R.** (2017, October). *Identifying and problem-solving common challenges to bullying prevention implementation*. Roundtable presented at the National PBIS Leadership Forum, Chicago, IL.
32. **Nese, R.**, & Green, A. (2017, September). *Instructional alternatives to suspension*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
31. **Nese, R.**, Augustyn, J., & De La Laz, M. (2017, September). *Bullying prevention in elementary and middle schools: Foundations and student ownership*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
30. **Nese, R.** (2016, October). *Identifying and problem-solving common challenges to bullying prevention implementation*. Roundtable presented at the National PBIS Leadership Forum, Chicago, IL.
29. **Nese, R.**, & Smith, J. (2016, October). *An instructional alternative to suspension*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
28. **Nese, R.**, Ross, S., Augustyn, J., & De La Laz, M. (2016, October). *Bullying prevention in positive behavioral interventions and supports: Increasing student ownership and recognizing stand up behavior*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
27. Ross, S., **Nese, R.**, Augustyn, J., Chorley, A., & De La Laz, M. (2016, October). *Bullying prevention in positive behavioral interventions and supports: Foundation for effective practices*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
26. Girvan, E. J., Smolkowski, K., McIntosh, K., **Nese, R. N. T.**, & Horner, R. H. (2016, March). *Bias in the school-to-prison pipeline: Identifying vulnerable decision points for racially disproportionate school discipline*. In R. Cramer (chair), *Interdisciplinary perspectives on hate, prejudice, & discrimination in the criminal justice system: Implications for theory, research, policy and practice*. Selected symposium presented at the American Psychology-Law Society Conference, Atlanta, GA.
25. Ross, S., **Nese, R.**, Augustyn, J., Chorley, A., & De La Laz, M. (2015, October). *Bullying prevention in positive behavioral interventions and supports: Foundation for effective practices*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
24. McIntosh, K., & **Nese, R.** (2015, October). *Enhancing equity through district and school policy*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
23. **Nese, R.**, Ross, S., Augustyn, J., Chorley, A., & De La Laz, M. (2015, October). *Bullying prevention in positive behavioral interventions and supports: Increasing student ownership and recognizing stand up behavior*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
22. **Nese, R.**, Augustyn, J., Chorley, A., & De La Laz, M. (2014, October). *Middle school bullying prevention: What we've learned and what we can do about it*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
21. **Nese, R.**, & Beach, J. (2014, October). *Troubleshooting tier I: Addressing barriers to sustainability*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
20. **Nese, R.**, & McIntosh, K. (2014, October). *Sustaining vs. abandoning: What it takes to keep PBIS in place*. Poster presented at the National PBIS Leadership Forum, Chicago, IL.

19. Horner, R., & Nese, R. (2014, October). *Consequence systems within PBIS*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
18. *Canizal Delabra, A., McIntosh, K., & Nese, R. N. T. (2014, August). *Recommended features of school district equity policies to decrease racial disproportionality in discipline practices*. Poster presented at the American Psychological Association Annual Conference, Washington, DC.
17. Buchanan, R., & Nese, R. N. T. (2014, February). *Utilizing an iterative process to refine a comprehensive behavioral intervention*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
16. Buchanan, R., & Nese, R. N. T. (2013, August). *Supporting students with emotional disturbance through a community-based intervention*. Poster presented at the Meeting of the American Psychological Association, Honolulu, HI.
15. Nese, R. N. T., Anderson, C. A., & Fisher, P. (2013, August). *An analysis of video coaching for improving parenting behaviors to support child development*. Poster presented at the Meeting of the American Psychological Association, Honolulu, HI.
14. Nese, R. N. T., *Rasplica, C., & *Barrett, E. (2013, February). *Utilizing multi-source data for analyzing universal tier bullying prevention*. Paper presented at the National Association of School Psychologists Conference, Seattle, WA.
13. Buchanan, R., *Ruppert, T., *Gion, C., *Cariveau, T., & Nese, R. (2013, February). *Support and collaboration during high-risk student transitions*. Miniskills symposium presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
12. Nese, R. N. T., Anderson, C. A., & Fisher, P. (2013, February). *A systematic analysis of video coaching for improving parenting behaviors*. Paper presented at the National Association of School Psychologists Conference, Seattle, WA.
11. Stiller, B., & Nese, R. (2012, October). *Bullying prevention in middle/high schools*. Symposium presented at the National PBIS Leadership Forum, Chicago, IL.
10. Nese, R. N. T., Anderson, C. A., & Fisher, P. (2012, May). *Effects of a strength-based video feedback parenting program on parenting skills*. Symposium presented to the Association for Behavior Analysis International Annual Convention, Seattle, WA.
9. Alonzo, J., Bender, F., Nese, R. N. T., & Tindal, G. (2012, April) *Response to RTI: A study of five schools implementing response to intervention*. Paper presented to the American Educational Research Association Annual Conference, Vancouver, BC.
8. Nese, J. F. T., Kamata, A., Nese, R. N. T., Park, B. J., & Tindal, G. (2012, February). *An exploration of growth models for within-year grade 7 oral reading fluency*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
7. Nese, R. N. T., Doerner, E., Kaye, N., Romer, N., & Merrell, K. W. (2011, August). *The utility of brief behavior rating scales: A discussion of the SEARS short-form assessment system*. Paper presented at the Meeting of the American Psychological Association, Washington, DC.
6. Kaye, N., Romer, N., Nese, R. N. T., Doerner, E., & Merrell, K. W. (2011, August). *Development, reliability, and validity of the SEARS short form rating system*. Poster presented at the Meeting of the American Psychological Association, Washington, DC.
5. Nese, R. N. T., & Strickland-Cohen, K. (2011, February). *Schoolwide positive behavior supports. A framework for evidence-based practice*. Mini-skills symposium presented at the National Association of School Psychologists Conference, San Francisco, CA.
4. Doerner, E., Nese, R. N. T., Romer Endrulat, N., Kaye, N., Tom, K., & Merrell, K. W. (2011,

- February). *Validity of brief behavior rating scales SEARS short form system*. Poster presented at the National Association of School Psychologists Conference, San Francisco, CA.
3. Kaye, N., Romer Endrulat, N., Nese, R. N. T., & Doerner, E. (2011, February). *Development and reliability of the SEARS short form rating system*. Poster presented at the National Association of School Psychologists Conference, San Francisco, CA.
 2. Nese, R. N. T., Doerner, E., Kaye, N. C., Tsutsui, E. M., & Merrell, K. W. (2010, August). *Social emotional assets and resilience scale (SEARS): Status updates and new developments*. Poster presented at the American Psychological Association Conference, San Diego, CA.
 1. Frank, J. L., Torki, R. N., Horner, R. H., Tobin, T., Vincent, C. A., & Von Ravensberg, H. (2010). *The use of physical restraint in elementary school settings*. Poster presented at the Annual Convention of the Society for Prevention Research, Denver, CO.

Regional Invited

39. Nese, R. (2025, November). *The Inclusive Skill-building Learning Approach (ISLA), an instructional and restorative alternative to exclusionary discipline*. Workshop presented to the Orange County Department of Education, Professional Learning Series, Costa Mesa, CA.
38. Stormshak, B. & Nese, R. (2025, August). *Supporting innovative mental health promotion in middle schools through leadership: The Access Center*. Symposium presented at the 2025 Summer Conference for the Coalition of Oregon School Administrators. Eugene, OR.
37. Nese, R. (2024, October). *The Inclusive Skill-building Learning Approach (ISLA), an instructional and restorative alternative to exclusionary discipline*. Preconference presented at the Annual California PBIS Coalition Conference, Sacramento, CA.
36. Nese, R. (2024, October). *The impact of classroom inclusion on educational outcomes and youth connectedness: findings from a four-year study*. General session presented at the Annual California PBIS Coalition Conference, Sacramento, CA.
35. Nese, R. (2024, May). *The impact of classroom inclusion on educational outcomes and youth connectedness: Findings from a four-year study*. Symposium presented at the Northeast Positive Behavioral Interventions and Supports Leadership Forum, Mystic, CT.
34. Nese, R. (2024, March). *The impact of classroom inclusion on educational outcomes and youth connectedness: Findings from a four-year study*. Symposium presented to the Riverside County Office of Education, Social Emotional Learning/Mental Health Community of Practice Meeting, virtual.
33. Nese, R. (2023, July). *The Inclusive Skill-building Learning Approach (ISLA)*. Symposium presented at the Educational Leadership Institute, Honolulu, HI.
32. Nese, R., & *Cohen Lissman, D. (2023, April). *Systems support for community and relationship building. Utilizing instructional alternatives to exclusionary discipline*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Network Conference, Portland, OR.
31. Nese, R. (2023, January). *Tier 1: Positive Behavioral Interventions and Supports (PBIS)*. Lecture for the University of Iowa Scanlan Center for School Mental Health, virtual.
30. Nese, R. (2022, November). *Know better, do better: Moving beyond alternatives to exclusion to a whole-child, whole-heart, whole-mind approach to educational equity*. Symposium presented at the Michigan MTSS Technical Assistance Center State Conference, Lansing, MI.

29. Nese, R. & Schumann, J. (2022, October). *Whole-child supports as an alternative to exclusionary discipline*. Symposium presented at the Annual California PBIS Coalition Conference, Sacramento, CA.
28. Nese, R. & *Cohen Lissman, D. (2022, March). *Addressing implicit bias in school discipline systems*. Equity session presented at the CalTAC High School PBIS Symposium, virtual.
27. Triplett, D. & Nese, R. (2021, September). *Utilizing instructional alternatives to exclusionary discipline*. Symposium presented at the Annual California PBIS Coalition Conference, Sacramento, CA.
26. Nese, R., *Newson, A., & *Mannan, I. (2021, June). *Moving away from exclusion: Addressing implicit bias and exclusionary discipline in our schools*. Presentation delivered to the New York Collaborative for Inclusive Education, virtual.
25. Nese, R. (2021, May). *Culturally Responsive Mentorship*. Faculty Panelist for the Office of the Vice President for Research and Innovation Week of Research, University of Oregon, virtual.
24. Green, A. & Nese, R. (2021, March). *Using an anti-racist approach to implementing PBIS*. Webinar presented to the University of Iowa Baker Teacher Leader Center, virtual.
23. Nese, R. (2021, February). *Enhancing equity through district and school policy*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, virtual.
22. Nese, R. (2020, August). *Disrupting the school-to-prison pipeline through inclusive practices*. Symposium presented at the Wisconsin PBIS Leadership Conference, virtual.
21. Triplett, D., & Nese, R. (2020, February). *Relationships & routines: Using proactive strategies in the classroom to reduce exclusionary discipline*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Tacoma, WA.
20. Nese, R., & Triplett, D. (2020, February). *Moving away from exclusion: The inclusive skill-building learning approach (ISLA)*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Tacoma, WA.
19. Nese, R., & Smith, J. (2017, Feb). *Back to class with skills: How a suspension alternative can improve behavior and increase instructional time for students*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Spring Conference, Portland, OR.
18. Nese, R. (2016, October). *A promising alternative to out-of-school suspensions*. Symposium presented at the annual conference of the Oregon School Psychology Association, Bend, OR.
17. McIntosh, K., & Nese, R. (2015, October). *Strategies and tools for enhancing equity through PBIS*. Symposium presented at the Northwest PBIS Network Oregon Coaches Institute.
16. McIntosh, K., & Nese, R. (2015, October). *Sustaining PBIS: Steps for coaches*. Symposium presented at the Northwest PBIS Network Oregon Coaches Institute.
15. Nese, R. N. T. (2015, April). *Bullying prevention within PBIS part 1: Foundations*. Symposium presented at the Central Oregon Positive Behavior Interventions and Supports Conference, Redmond, OR.
14. Nese, R. N. T. (2015, April). *Bullying prevention within PBIS part 2: Student ownership*. Symposium presented at the Central Oregon Positive Behavior Interventions and Supports Conference, Redmond, OR.
13. Nese, R., Locke-Warnicke, M., & Stiller, B. (2015, March). *Middle school bully prevention: Adapting expect respect to your school*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Spring Conference, Eugene, OR.
12. Nese, R., & McIntosh, K. (2015, March). *Sustaining vs abandoning: How to keep PBIS in*

- place*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Spring Conference, Eugene, OR.
11. McIntosh, K., & Nese, R. (2014, February). *New research regarding sustainability of SWPBIS*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Portland, OR.
 10. Nese, J. F. T., Kamata, A., Park, B. J., Nese, R. N. T., & Tindal, G. (2012, May). *An inquiry into the reliability of growth*. Invited research colloquium presented at the meeting of the Texas Institute for Measurement, Evaluation, and Statistics (TIMES) at the University of Houston, Houston, TX.
 9. Nese, R. N. T. (2012, April). *Middle school bully prevention programming: Expect respect*. Symposium presented at the Central Oregon Positive Behavior Interventions and Supports Conference, Redmond, OR.
 8. Stiller, B., Nese, R., & Tomlonovich, A. (2012, February). *Expect respect: Bully prevention within PBIS*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Portland, OR.
 7. Nese, R. N. T., Barrett, E., Inman, B., & Rasplica, C. (2012, February). *Preventing harassment and bullying in middle schools: Practical applications for school-wide success*. Poster presented at the University of Oregon Inaugural Graduate Student Research Forum, Eugene, OR.
 6. Stiller, B., Nese, R., & Tomlonovich, A. (2011, March). *Bully prevention in PBIS: Middle school implementation*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Eugene, OR.
 5. Nese, R. N. T., Kaye, N., Levi, S., Ravitch, K., Romer, N., Schwartz, M., Tom, K., & Merrell, K. W. (2011, February). *From deficits to strengths: A shift in our understanding of mental health and performance*. Poster presented at the University of Oregon Inaugural Graduate Student Research Forum, Eugene, OR.
 4. Levi, S., Nese, R. N. T., Jones, J., Ravitch, N. K., Romer, N., Schwartz, M., & Tom, K. (2011, February). *Promoting positive youth development through social and emotional learning*. Poster presented at the University of Oregon Inaugural Graduate Student Research Forum, Eugene, OR.
 3. Torki, R. N., Boyd, R. J., Turtura, J., Loman, S., Strickland-Cohen, M. K., & Ramzy, L. M. (2010, April). *School-wide positive behavior supports: An implementation framework for evidence-based practice*. Symposium presented at the University of Oregon Inaugural Graduate Student Research Forum, Eugene, OR.
 2. Ramzy, L. M., & Torki, R. N. (2010, April). *Arab immigration: The impact of religion on acculturation*. Symposium presented at the University of Oregon Inaugural Graduate Student Research Forum, Eugene, OR.
 1. Stiller, B., & Torki, R. (2010, March). *Bully prevention in PBIS: What we have learned in 3 years of implementation*. Symposium presented at the Northwest Positive Behavior Interventions and Supports Conference, Corvallis, OR.

Invited Podcasts, Webinars, and Training Videos

20. Elliott, J., Goodman, S., Ihlo, T., & Nese, R. (2026, April). *Even more epic fails: Lessons in promoting effective MTSS implementation*. MTSS Innovations Webinar Series. https://mtss-innovations.mykajabi.com/epic-fails-webinar?utm_id=97758_v0_s00_e0_tv4_aldemonkziqddz

19. Nese, R. (2025, September). *Module 1: Introduction to Advancing Equity*. Advancing Equity Podcast. <https://www.lindsayfallon.com/single-project>
18. Nese, R. (2024, March). *Bullying prevention in elementary and middle schools: Foundations and student ownership*. Annual Speaker Series hosted by Northwest MHTTC and the University of Washington SMART Center. <https://www.youtube.com/watch?v=TKGm47cStDs>
17. Clemens, N., Jones, S., Kelleher, M., McIntosh, K., Nese, R., & VanderHeyden, A. (2024, February). *Bridging the silos to bring true MTSS to life*. Webinar panel recording for the Not Your Typical MTSS Summit hosted by Character Strong. <https://www.youtube.com/watch?v=GuxDEljgXpk>
16. Nese, R. (2023, October). *Fostering collaboration, exploring hard questions about equity in schools & reflecting on healthy sacrifice*. Hiding in Plain Sight Podcast. https://eoinbastable.substack.com/p/25-fostering-collaboration-asking?r=8vnh8&utm_campaign=post&utm_medium=web#details
15. Nese, R. (2023, July). *Coffee N Conversation with Dean Laura Lee McIntyre*. <https://www.youtube.com/watch?v=zlO6MY6s-Fw>
14. Nese, R. (2023, May). *Rethinking school discipline with Rhonda Nese*. How to Have Kids Love Learning Podcast. <https://podcasts.apple.com/us/podcast/rethinking-school-discipline-with-rhonda-nese/id1665456849?i=1000611307983>
13. Nese, R. (2022, November). *Tier 1: Positive Behavioral Interventions and Supports (PBIS)*. Recording for the University of Iowa Scanlan Center for School Mental Health. <https://uicapture.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=e1ece288-10c0-45cc-aba9-af470018ecf7>
12. Nese, R. (2022, January). *Episode 4: Too tough on crime? and brain science*. The Public Plea Podcast. <https://www.publicplea.net/public-plea-podcast-episodes/episode-4-too-tough-on-crime-and-brain-science-47369>
11. Nese, R. (2022, January). *Episode 3: School discipline and life imitating art*. The Public Plea Podcast. <https://www.publicplea.net/public-plea-podcast-episodes/episode-3-school-discipline-and-life-imitating-art>
10. Nese, R. (2022, January). *Integration of academic and behavior learning*. Recording for the Washington Office of Superintendent of Public Instruction. <https://www.youtube.com/watch?v=L3CcEPEZEO0>
9. Nese, R. (2021, October). *What is MTSS?* Recording for the Washington Office of Superintendent of Public Instruction. <https://www.youtube.com/watch?v=4XSmbLBKkho&t=2s>
8. Nese, R. (2021, September). *Team driven shared leadership*. Recording for the Washington Office of Superintendent of Public Instruction. <https://www.youtube.com/watch?v=yJdMQtXkbPM>
7. Nese, R. (2021, April). *Mental health, wellness, and coping with current events: Forming and responding to different opinions*. Guest on the Educators Blueprint Podcast. <https://www.buzzsprout.com/1776790/8601091-episode-9-wellness-in-relation-to-opinions-climate-and-culture>
6. Girvan, E., Nelson, A., & Nese, R. (2021, January). *Implicit bias: In the schools, in the courts, and in society*. Panel recording for the City Club of Eugene, broadcast on KLCC,

NPR for Oregonians. <https://www.klcc.org/post/city-club-eugene-implicit-bias-schools-courts-society>

5. **Nese, R.** (2020, December). *Developing an instructional alternative to exclusionary discipline practices*. Symposium presented at the University of Washington SMART Center Annual Speaker Series. <https://mhttcnetwork.org/centers/northwest-mhttc/product/smart-center-2021-virtual-speaker-series-rhonda-nese-qa>
4. **Nese, R.**, Harrington, J., & Winters, D. (2020, October). *UO football, race and leadership in the times of covid-19*. Panel recording co-sponsored by the College of Education and Friends of the Children. <https://www.youtube.com/watch?v=klOC6jDr2Yc>
3. Brahim, N., Hensel, S., Hickman, K., & **Nese, R.** (2020, October). *Expert instruction episode 3: Restorative practices*. Panel recording for the Teach by Design Podcast. <https://www.pbisapps.org/community/Pages/Expert-Instruction-Episode-3-Restorative-Practices.aspx>
2. **Nese, R.** (2017, September). *How can schools begin moving away from overuse of out-of-school suspensions?* Recording for the National PBIS Interviews YouTube page. <https://www.youtube.com/watch?v=NxxHeD89W4s>
1. McIntosh, K., & **Nese, R.** (2016, January). *Resources for enhancing equity in school discipline*. Webinar presented for the School Climate Transformation Grant Webinar Series. <https://www.pbis.org/video/resources-for-enhancing-equity-in-school-discipline-sctg-webinar>

State-Level Consultation

22. **Nese, R. N. T.** (2023, July). *The Inclusive Skill-building Learning Approach (ISLA): Cohort II*. Model demonstration contract through the Hawai'i Department of Education.
21. **Nese, R. N. T.** & Triplett, D. (2022, July – December). *The Inclusive Skill-building Learning Approach (ISLA): Cohort I*. Model demonstration contract through the Hawai'i Department of Education.
20. **Nese, R. N. T.** & Triplett, D. (2022, January). *The Inclusive Skill-building Learning Approach (ISLA): Day 2 Training*. State training through the Hawai'i Department of Education.
19. **Nese, R. N. T.** & Triplett, D. (2021, December). *The Inclusive Skill-building Learning Approach (ISLA): Day 1 Training*. State training through the Hawai'i Department of Education.
18. **Nese, R. N. T.** (2020, April). *Utilizing alternatives to exclusionary discipline within an MTSS framework*. State training through Washington's Office of the Superintendent of Public Instruction.
17. **Nese, R. N. T.** (2019, April). *Moving away from exclusion: Supporting students and teachers with instructional alternatives to suspension*. State training through Michigan's Integrated Behavior and Learning Support Initiative.
16. **Nese, R. N. T.** (2019, March). *An Instructional Alternative to Exclusionary Discipline: ISLA*. State training through the California Technical Assistance Center on Positive Behavioral Interventions and Supports, Irvine, CA.
15. **Nese, R. N. T.** (2019, February). *Introduction to Secondary Bully Prevention: Expect Respect*. State training through the California Technical Assistance Center on Positive Behavioral Interventions and Supports, Irvine, CA.

14. Nese, R. N. T. (2018, June). *Bullying Prevention in Elementary and Middle Schools: Foundations and Student Ownership*. State training through the Texas Region 4 Education Service Center, Houston, TX.
13. Nese, R. N. T. (2018, June). *Instructional Alternatives to Exclusionary Discipline*. State training through the Texas Region 4 Education Service Center, Houston, TX.
12. Nese, R. N. T. (2017, June). *Sustaining our Efforts: Strategies for Implementing and Maintaining Equitable Practices in Schools*. Pre-conference training through the Texas Region 4 Education Service Center, Houston, TX.
11. Nese, R. N. T. (2017, June). *Improving Student Supports through an Instructional Alternative to Suspension*. State training through the Texas Region 4 Education Service Center, Houston, TX.
10. Nese, R. N. T. (2017, June). *Enhancing Equity through District and School Policy*. State training through the Texas Region 4 Education Service Center, Houston, TX.
9. Nese, R. N. T. (2017, May). *Utilizing an Instructional Alternative to Out-of-School Suspension to Enhance Supports for Students in Need*. State training through the Texas Region 1 Education Service Center, South Padre, TX.
8. Nese, R. N. T. (2017, February). *An Instructional Alternative to Out-of-School Suspensions: ISLA*. State training through the California Technical Assistance Center on Positive Behavioral Interventions and Supports, Newport Beach, CA.
7. Nese, R. N. T. (2017, February). *Middle/High Bullying Prevention within PBIS: Expect Respect*. State training through the California Technical Assistance Center on Positive Behavioral Interventions and Supports, Newport Beach, CA.
6. Nese, R. N. T. (2016, June). *A Promising Alternative to Out-of-School Suspensions*. State training through the Texas Region 4 Education Service Center, Houston, TX.
5. Nese, R. N. T. (2016, June). *Enhancing Equity through District and School Policy*. State training through the Texas Region 4 Education Service Center, Houston, TX.
4. Nese, R. N. T. (2015, June). *Elementary bullying prevention within PBIS: Stop/walk/talk*. State training for the Leadership Development Institute, Nebraska Department of Education, Lincoln, NE.
3. Nese, R. N. T. (2015, June). *Middle/high bullying prevention within PBIS: Expect respect*. State training for the Leadership Development Institute, Nebraska Department of Education, Lincoln, NE.
2. Nese, R. N. T. (2015, May). *Sustaining vs abandoning: How to keep PBIS in place*. State training for PBIS/MTSS District Trainers, Sherlock Center on Disabilities at Rhode Island College.
1. Nese, R. N. T. (2012, December). *Implementation of a middle school bullying prevention program: Research findings and implications*. Online training presented to the Oregon State Personnel Development Grants Program Behavior Professional Learning Community.

District-Level Consultation

24. Nese, R. N. T. (2023, January and February). *Proactive and restorative supports to enhance classroom inclusion*. Training series for Ka'ū-Kea'au-Pāhoa Complex Area, Hilo, HI.
23. Nese, R. N. T. (2021-22 school year). *PBIS and ISLA training, coaching, and technical assistance*. Implementation contract through the Gridley Unified School District, Gridley, CA.

22. Nese, R. N. T. (2019, May). *The Instructional Suspension Learning Alternative in High Schools*. Staff training for Cabarrus County Schools, Concord, NC.
21. Nese, R. N. T. (2018, August). *Developing a System of Instructional Alternatives to Exclusionary Discipline*. Staff training for Cabarrus County Schools, Concord, NC.
20. Nese, R. N. T. (2017, August). *Bullying and Harassment Prevention in PBIS: Expect Respect*. Staff training for Greater Albany Public Schools, Springfield, OR.
19. Nese, R. N. T. (2017, February). *Model demonstration district training on the Individual Student Information System*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
18. Nese, R. N. T. (2016, October). *Model demonstration district training on Classroom-management Systems*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
17. Nese, R. N. T. (2016, August). *Building relationships for successful classrooms*. Staff training for the Selma Unified School District, Selma, CA.
16. Nese, R. N. T. (2016, August). *Strategies for minimizing exclusion for the benefit of students and staff*. Staff training for the Selma Unified School District, Selma, CA.
15. Nese, R. N. T. (2016, February). *Model demonstration district training on FBA/BSP Processes*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
14. Nese, R. N. T. (2015, October). *Model demonstration district training on SWPBIS tier III*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
13. Nese, R. N. T. (2015, February). *Model demonstration district training on SWPBIS tier II*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
12. Nese, R. N. T. (2014, December). *Clarifying PBIS: Questions and answers on reinforcements, consequences, and referrals*. Staff training for the Springfield Public School District, Springfield, OR.
11. Nese, R. N. T. (2014, November). *Data systems within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
10. Nese, R. N. T. (2014, October). *Model demonstration district training on SWPBIS tiers I and II*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
9. Nese, R. N. T. (2014, October). *Recognition systems within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
8. Nese, R. N. T. (2014, October). *Consequence systems within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
7. Nese, R. N. T. (2014, October). *Classroom systems within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
6. Nese, R. N. T. (2014, September). *Teams within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
5. Nese, R. N. T. (2014, September). *Behavioral expectations within SWPBIS*. Staff training for the Redmond School District, Redmond, OR.
4. Nese, R. N. T. (2014, September). *School-wide PBIS: Revisited*. Staff training for the Pendleton School District, Pendleton, OR.

3. Nese, R. N. T. (2014, August). *Bullying & harassment prevention in PBIS: Expect respect*. Staff training for the Redmond School District, Redmond, OR.
2. Nese, R. N. T. (2014, April). *Model demonstration district training on SWPBIS tier I*. Staff training for the Springfield Public School District Model Demonstration Schools, Springfield, OR.
1. Nese, R. N. T. (2013, August). *Bullying & harassment prevention in PBIS: Expect respect*. Staff training for the McKenzie School District, Finn Rock, OR.

INSTRUCTIONAL AND ADVISING ACTIVITIES

COURSES TAUGHT AT UO

Course Title	Terms & Years
SPED 607 Project INSPIRE Seminar	F 2023, W 2024, S 2024, F 2025
SPED 418/518 Disrupting the School-to-Prison Pipeline	S 2023, S 2024, F 2025
SPED 410/510 Disrupting the School-to-Prison Pipeline	S 2021, S 2022
FHS 216 Diversity in the Human Services	S 2019, W 2021, W 2022, S 2023, S 2024
SPED 401/601 Research on School Behavior and Equity	F/W/S 2019 - present
SPED 607 Research Seminar on Disrupting the School-to-Prison Pipeline	S 2020
EDLD 605/607 Addressing Bullying and Harassment in School Settings	F & W 2016, F & W 2019
EDUC 650 Single Subject Research Methods I	W 2018
PPPM 407/607 Difference and Power in the Public Sector	W 2017

GUEST LECTURES

Course Title	Lecture Title	Date
BEHT 621: Teaching Self-Regulation in Childhood and Adolescence	Preventing Dysregulation through Alternatives to Exclusion	Mar 11 th , 2026
PREV 607/611: Doctoral Seminar in Prevention Science	Building Partnerships in Schools	Nov 19 th , 2025
SPED 511: Foundations of Disability	Introduction to Classroom Equity & ISLA	Aug 22 nd , 2025
SPSY 632: Advanced Consultation	Building Partnership in Schools	Feb 19 th , 2024
EDST 331: Autobiography of Schooling	Introduction to Classroom Equity & ISLA	Oct 19 th , 2023
SPED 511: Foundations of Disability	Introduction to Classroom Equity & ISLA	July 26 th , 2023
School Psychology (University of Missouri)	Alternatives to Exclusion: Lessons Learned & Next Steps	Mar 17 th , 2023
IDEA Lecture Series	Understanding Microaggressions	Jan 25 th , 2023

IDEA Lecture Series	Understanding Implicit Bias	Jan 18 th , 2023
Special Education (University of Utah)	Disproportionality in School Discipline	Nov 17 th , 2022
EDLD 677: Research Seminar	Shaping Research Interests and Goals	Oct 25 th , 2022
SPSY 410/510: School-based Mental Health Promotion	Alternatives to Exclusion: Lessons Learned & Next Steps	Oct 20 th , 2022
IDEA Summer Institute	Implicit Bias in our Schools and what We Can Do about It	Sept 24 th , 2022
EDLD 624: Leading for Equity	Shaping Intervention Interests & Goals	Mar 2 nd , 2022
EDLD 659 Scholarly Writing	Reflections on Publishing	Dec 12 th , 2021
Applied Behavior Analysis (Michigan State University)	Equitable Intervention Delivery within a Multi-Tiered Behavior Support Framework	Nov 16 th , 2021
Special Education (Clemson University)	Shaping Research Interests & Goals	Nov 10 th , 2021
UO School Psychology Professional Development Series	Implicit Bias in our Schools and what We Can Do about It	April 9 th , 2021
EDLD 510: Leading for Equity	Teach (don't Punish!) Instructional Alternatives to Exclusionary Discipline Practices	Feb 3 rd , 2021
Special Education (Moravian College)	An Introduction to MTSS: PBIS	Oct 12 th , 2020
PREV 631 Introduction to Prevention Science	Implementation and Sustainability of Promising Practices: Examples from the Field	Oct 31 st , 2019
EDLD 623 Cultural Adaptations of Evidence-based Practices	Moving Away from Exclusion: Supporting Students and Teachers with Instructional Alternatives to Suspension	May 7 th , 2019
PREV 631 Introduction to Prevention Science	Implementation and Sustainability of Promising Practices: Examples from the Field	Nov 8 th , 2018
EDLD 621 Equity & Achievement	A Promising Alternative to Exclusionary Discipline	May 24 th , 2018
SPSY 631 Academic & Behavioral Intervention	Utilizing an Instructional Alternative to OSS to Enhance Supports for Student in Need	June 8 th , 2017
SPED 411/511 Foundations of Disabilities I	Positive Behavior Interventions and Supports	May 10 th , 2017
SPED 432 Introduction to Behavioral Disorders	Utilizing an Instructional Alternative to OSS to Enhance Supports for Student in Need	May 9 th , 2017
PPPM 680 Managing Nonprofit Organizations	Implicit Bias: Strategies to Enhance Equity	April 17 th , 2017
PPPM Community Planning Workshop	Implicit Bias: Strategies to Enhance Equity	April 7 th , 2017

EDLD 610 Emerging Issues in Equity: Education and Positive Youth Development	A Promising Alternative to Out-of-School Suspensions	July 13 th , 2016
SPED 411/511 Foundations of Disabilities I	Behavior Supports in the Classroom: Classroom Management and Responding to Problem Behaviors	May 11 th , 2016
EDLD 410/510 Leading for Equity	Using Personal Experiences of Inequity to Shape Proactive Work	Feb 18 th , 2015
EDLD 607 Proactive School-wide Management I	Expect Respect: A Middle School Bullying Prevention Program	Aug 20 th , 2014
SPSY 610 Advanced Consultation	Indirect Assessments: BASC-2 & CBCL	Nov 2 nd , 2011
SPSY 602 Supervised Field Experience	Second STEP: Social-Emotional Skills for Early Learning	Mar 30 th , 2011
UO School Psychology Professional Development Series	Becoming a Nationally Certified School Psychologist	Mar 3 rd , 2011
Center on Teaching and Learning Reading Clinic	Administering Academic Assessments: TOLD-P:4, TOLD-I:4, GORT-4, CTOPP, DIBELS, and Houghton Mifflin Phonics/Decoding Screening Test	Nov 12 th , 2010

GRADUATE STUDENT COMMITTEES

Dissertations Committees

2026	Raquel Amador (Clinical and Developmental Psychology) Michelle Brincefield (Educational Leadership) Scott Schinderle (Educational Leadership) Elyse Calhoun (Special Education, Chair) Rafaela Partida (Special Education)
2025	Haley Brown (School Psychology) Tony Daza (Special Education, Chair) Janice Tung (Counseling Psychology) Kelly Torrez (Educational Leadership)
2024	Bernice Krakani (Educational Leadership) Alex Newson (Special Education, Chair) Frank Mojekwu (Counseling Psychology)
2023	Dana Cohen Lissman (Special Education) Mavis Gallo (Prevention Science) Irin Mannan (Prevention Science) Nazia Swartz (Educational Leadership) Alan Cook (Educational Leadership)
2022	Nicole Barney (Special Education) Sean Austin (Special Education) Miriam Clark (Prevention Science)
2021	Jillian Hamilton (School Psychology)

	Heather Terral (Prevention Science)
	Jessica Daily (Educational Leadership)
2020	Ting-fen Lin (Communication Disorders and Sciences)
	Renee Mitchell (Educational Leadership)
	Deanna Goodrich (Educational Leadership)
2019	Erin Beard (Educational Leadership)
	Rod Salgado (School Psychology)

Doctoral Comprehensive Examinations & Competency Paper Reviewer

2025	Andre Leon, Program Plan Chair (Special Education)
2024	Tony Daza, Qualifying Paper Chair (Special Education)
	Elyse Calhoun, Qualifying Paper Chair (Special Education)
2023	Katie Alvarez, Concept Paper Reviewer (Special Education)
	Rikki Wheatly, Concept Paper Reviewer (Special Education)
	Sara Izzard, Concept Paper Reviewer (Special Education)
	Alex Newson, Concept Paper Chair (Special Education)
	Jinlan Zhu, Concept Paper Reviewer (Special Education)
	Tony Daza, Program Plan Committee Member (Special Education)
	Elyse Calhoun, Program Plan Chair (Special Education)
2022	Rikki Wheatly, Program Plan Committee Member (Special Education)
	Annie Galaxy, Concept Paper Reviewer (Special Education)
	Annie Whiddon, Program Plan Committee Member (Special Education)
	Alexandra Newson, Program Plan Chair (Special Education)
2021	Sean Austin, Concept Paper Reviewer (Special Education)
	Katie Alvarez, Program Plan Committee Member (Special Education)
	Jinlan Zhu, Program Plan Committee Member (Special Education)
	Irin Mannan, Capstone Committee Member (Prevention Science)
2020	Sara Izzard, Program Plan Committee Member (Special Education)
2019	Sean Austin, Program Plan Committee Member (Special Education)

LIST OF ADVISEES

Doctoral Advisees

2025 - present	Sophie Hartford, Special Education Ph.D. program, primary advisory
2024 - present	Andre Leon, Special Education Ph.D. program, primary advisor
2023 - 2025	Tony Daza, Special Education Ph.D. program, primary advisor
2022 - present	Elyse Calhoun, Special Education Ph.D. program, primary advisor
2020 - 2024	Alexandra Newson, Special Education Ph.D. program, primary advisor
2021	Irin Mannan, Prevention Science Ph.D. program, capstone advisor

Master's Advisees

2023 - 2025	Haley Brown, Special Education concurrent M.A. program, primary advisor
2021 - 2022	Laurel King, School Psychology M.A. program, secondary advisor

Undergraduate Advisees

2026 - present Ashauntene McNair Welch, University of Oregon TRIO McNair Scholar, faculty mentor

GRADUATE STUDENT AWARDS FOR MENTEES

2026 Daniel Gyekye, Graduate Student Mentorship Excellence Award, University of Oregon
 2023 Elyse Calhoun, Student Research Award, College of Education
 2022 Alexandra Newson, Student Research Award, Association for Positive Behavior Support

PROFESSIONAL SERVICE

INTERNATIONAL, NATIONAL AND STATE SERVICE

2026 Member, Oregon Department of Education's Substance Use Prevention Advisory Group
 2025 External Reviewer, Promotion and Tenure, *United Arab Emirates University*
 2025 - present Member At Large, Board of Directors, *Relief Nursery*
 Board Member, *Relief Nursery*
 Founding Advisory Council Member, *International MTSS Association (IMA)*
 2024 - present Advisory Board Member, *Scholars in Multi-Tiered Approaches to Research and Training in Mental and Behavioral Health (SMART-MBH): Collaborative Training in Special Education and School Psychology*. (PI: Ogg, Northern Illinois University)
 2023 - present Advisory Board Member, *Advancing Equity in the Implementation of Comprehensive Behavioral Health Supports for Youth with or At Risk for Disabilities* (PI: Fallon, University of Massachusetts, Boston)
 2023 - 2025 Expert Panel Member, *What Works Clearinghouse* Practice Guide on School-based Behavior Interventions
 2023 Board Member, Oregon Justice Network
 2022 - 2023 Expert Panel Member, *What Works Clearinghouse* Practice Guide on Assisting Students Struggling with Behavior in Grades K-5
 2021 - 2024 Advisory Board Member, *Developing and Validating a Technically Sound and Feasible Self-report Measure of Teachers' Delivery of Common Practice Elements* (R305A210168, PI: McLeod, Virginia Commonwealth University)
 2021 - present Editorial Board Member, *Journal of Positive Behavior Interventions*
 2021 - present Editorial Board Member, *Remedial and Special Education*
 2021 - 2024 Research Partner, *Special Education Research Accelerator*
 2020 - present Editorial Board Member, *Implementation Research and Practice*
 2020 - present Editorial Board Member, *Journal of Special Education*
 2020 - 2024 Editorial Board Member, *School Psychology*
 2020 Ad-Hoc Reviewer, *Journal of Community Psychology*
 2020 Ad-Hoc Reviewer, *Psychology in the Schools*
 2019 - 2024 Editorial Board Member, *Behavioral Disorders*
 2019 Grant Review Panel, *Institute of Education Sciences, Social and Behavioral Context for Academic Learning*
 2019 Ad-Hoc Reviewer, *Journal of Positive Behavior Interventions*

2019	Ad-Hoc Reviewer, <i>Exceptional Children</i>
2018	Expert Panel Member, <i>Deputy Superintendent's Advisory Committee on Safe and Effective Schools for ALL Students</i> , Oregon Department of Education
2018	Ad-Hoc Reviewer, <i>School Psychology Review</i>
2017 - 2024	Member, Oregon Educator Equity Advisory Group
2017	Ad-Hoc Reviewer, <i>Children and Youth Services Review</i>
2017	Ad-Hoc Reviewer, <i>SAGE Open</i>
2014 - 2021	Member, National PBIS TA-Center Disproportionality Workgroup
2013 - 2016	Editorial Board Member, <i>Journal for Educational Research Online</i>
2011 - 2014	Reviewer, National Multicultural Summit
2010 - 2011	Diversity Chair, APA Division 16 Student Affiliates of School Psychology Student Representative, Oregon School Psychology Association

UNIVERSITY SERVICE

2025 - present	Research Advisory Board, Office of the Vice President for Research and Innovation
2024	Truman Scholarship Mock Interview Panelist Culture & Community: Black History Month Panel
2023	IntroDUCKtion Faculty Perspectives Series
2022 - present	Black Strategies Group
2022 - 2023	Search Committee Member, College of Education Dean New Faculty Mentor
2018 - 2021	Implicit Bias Workshop Series Presenter: Faculty/Staff Development, Division of Equity and Inclusion
2017 - 2020	Implicit Bias Professional Development Working Group, Division of Equity and Inclusion

COLLEGE SERVICE

2025 - 2026	Member, Scholarship Committee
2023 - 2024	Selection Committee, Reschly Distinguished Lecture Series
2022 - 2023	Search Committee Member, Assistant Professor, Counseling Psychology Underserved Populations Search Committee Member, Assistant Professor, Applied Prevention and Health Promotion
2019	Member, Research Track Faculty Task Force
2018	Member, Faculty and Staff Awards Committee
2017 - 2020	Member, EMPL Equity Leadership Fellows Program Review Committee

DEPARTMENT AND PROGRAM SERVICE

2023 - 2024	Co-Chair, Special Education Doctoral Committee
2019 - present	Member, Special Education Doctoral Committee Member, Special Education Masters Committee

RESEARCH UNIT SERVICE

2025 - present	Chair, Training Committee, Prevention Science Institute Access Center Steering Committee Member, Prevention Science Institute Access Center
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2023 - present	Member, Prevention Science Institute PI Committee
	Member, Prevention Science Institute Scientist Committee
2022	Search Committee Member, Research Assistant Professor
2019	Search Committee Member, Postdoctoral Scholar
2018	Search Committee Member, Postdoctoral Scholar
2018 - 2023	Member, ECS Administration Team
2016 - 2021	Member, ECS Climate, Culture, and Equity Committee
2014	Search Committee Member, Research Assistant

PROFESSIONAL MEMBERSHIPS

2026 - present	Member, Society for Research on Adolescence
2023 - present	Member, Society for Prevention Research
2022 - 2024	Member, Association for Positive Behavior Support
2011 - 2013	Member, Association for Behavior Analysis International
2010 - 2014	Member, American Educational Research Association
2009 - 2013	Member, University of Oregon Association of School Psychology Students
2006 - present	Member, American Psychological Association
2006 - 2019	Member, National Association of School Psychologists
2006 - 2008	Member, Howard University Urban School Psychology Association