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*Professor*

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**EDUCATION**

- 1996 Ph.D., University of Arizona  
Major: Special Education - Emotional and Behavioral Disorders  
Minor: Psychology  
Dissertation Title: *Context-Based Functional Assessment and Intervention for Preschool Age Children with Problem Behaviors in Childcare*  
Director: Dr. John Umbreit; Co-Director: Dr. Candace S. Bos
- 1990 M.A., Taegu University, South Korea  
Special Education - Behavioral and Emotional Disorders  
Thesis Title: *Naturalistic and Structured Assessments of Prosocial Behavior in Preschool Children: The Role of Empathy and Perspective Taking*  
Chair: Dr. Wi Yung Kang
- 1988 B.A., Taegu University, South Korea  
Major: Special Education – Physical Disabilities  
Minor: English Education

**PROFESSIONAL CERTIFICATIONS**

- 2010-present Board Certified Behavior Analyst-Doctoral (BCBA-D) (#1-10-7413)  
1995-1997 Special Education Teacher (Emotional Disturbance, K-12), Arizona  
1995-1997 Special Education Teacher (Learning Disabilities, K-12), Arizona  
1988-present Special Education Teacher (Physical Disabilities, English), S. Korea

**PROFESSIONAL POSITIONS**

**ACADEMIC POSITIONS**

**University of South Florida (USF)**

- 2022-present Full Professor (Tenured)  
Applied Behavior Analysis Program, Department of Child and Family Studies  
College of Behavioral and Community Sciences

- 2012-2022 Associate Professor (Tenured)  
Applied Behavior Analysis Program, Department of Child and Family Studies  
College of Behavioral and Community Sciences
- 2006-2011 Associate Professor  
Department of Child and Family Studies  
College of Behavioral and Community Sciences

**Kongju National University, South Korea**

- 2005-2006 Associate Professor (Tenured)  
Department of Special Education, College of Education
- 2005-2006 Director  
Graduate School of Special Education, College of Education
- 2003-2005 Director  
Center for Developmental Disabilities  
Department of Special Education, College of Education
- 2001-2004 Assistant Professor (Tenured)  
Department of Special Education, College of Education
- 1999-2000 Lecturer (Tenured)  
Department of Special Education, College of Education
- 1998 Lecturer  
Department of Special Education, College of Education

**Chung-Ang University, South Korea**

- 1998 Lecturer  
Department of Early Childhood Education, College of Education

**Taegu University, South Korea**

- 1998 Lecturer  
Department of Special Education & Department of Early Childhood Education  
College of Education

**University of Arizona**

- 1997 Post-Doctoral Research Associate  
Department of Special Education and Rehabilitation, College of Education

**Northern Arizona University**

- 1995 Research Specialist  
Arizona Technology Access Program, Institute for Human Development

**CLINICAL AND OTHER TEACHING POSITIONS**

- 1996 Behavioral Consultant  
Tucson Unified School District, Tucson, Arizona
- 1996 Substitute Teacher  
Sunnyside Unified School District, Tucson, Arizona
- 1992-1993 Instructional Aide  
Sam & Stein Education Center, Vista Hill Foundation, San Diego, CA
- 1988-1992 English Instructor  
Herald Language Institute, Taegu, South Korea

## AWARDS AND HONORS

- 2023 Outstanding Team Award for Outstanding Achievement in Grant Success, Department of Child and Family Studies, College of Behavioral and Community Sciences, USF
- 2021 Outstanding Graduate Faculty Mentor Award, College of Behavioral and Community Sciences, USF
- 2020 Outstanding Article of the Year (2019-2020). Korean Psychological Association, Division 11 (School Psychology). Song, W., Jang, E., Choi, G., Choi, J., **Blair**, K. C., Won, Y., & Han, M. (2019). Development and validation of Korean Classroom Problem Behavior Scale -Elementary School Version (CPBS-E). *The Korean Journal of School Psychology*, 16(3), 433-451.  
<http://journal.kci.go.kr/schooljr/archive/articleView?artid=ART002552790>
- 2011-2014 Trainee, Monarch Center - National Technical Assistance Center for Personnel Preparation in Special Education at Minority Institute of Higher Education, U.S. Department of Education
- 2011 Trainee, National Center for Special Education Research (NCSE) Summer Research Training Institute on Single-Case Intervention Research Design and Analysis, Institute of Education Science (IES), U.S. Department of Education
- 2009 Outstanding Service Award, New University for Regional Innovation (NURI) Project, Korea Nazarene University & Baekseok University, South Korea
- 2006 Distinguished Service Award, Korean Association for Early Childhood Special Education
- 2006 Distinguished Service Award, Department of Special Education, Kongju National University, South Korea
- 2003-2004 Outstanding Researcher Award, Konju National University, South Korea
- 1997 Post-doctoral Fellowship, University of Arizona/U.S. Department of Education
- 1996 Dissertation Research Award, University of Arizona
- 1995-1996 Minority Graduate College Fellowship, University of Arizona
- 1994-1996 Graduate Scholarship, College of Education, University of Arizona
- 1988 Graduate Honors Scholarship, College of Education, Daegu University, South Korea
- 1984-1987 Undergraduate Student Achiever Scholarship, Daegu University, South Korea

## AREAS OF SPECIALIZATION IN RESEARCH

- Children with challenging behavior
- School-based intervention
- Family-centered intervention
- Manualized intervention
- Early intervention
- Technology applications for assessments and interventions

## GRANTS (RESEARCH AND TRAINING)

### CURRENT FUNDING

- 2023-2027 Principal Investigator, *Development and pilot testing of a virtual prevent-teach-reinforce coaching model (ePTR Coach) for children with emotional and behavioral disorders*. R324A230118 - Institute of Education Sciences (IES), U.S. Department of Education. Funded amount - \$1,999,057.
- 2023-2027 Co-principal Investigator/Project Co-Director, *Project MABAS: Enhancing the Promotion of Mental Health Wellbeing of Children and Youth in High-Need Schools through Preparing School-Based Behavior Analysts and Social Workers*. S184X230042 - U.S. Department of Education, OESE/OSSS, Mental Health Service Professional Demonstration Grant Program (ALN 84.184X). Funded amount - \$ 3,903,396.
- 2020-2025 Co-Principal Investigator/Project Co-Director, *Project iSED: Advancing interdisciplinary services for students with severe emotional and behavioral disorders*. H325K200051 - Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities Who Have High-Intensity Needs (CFDA 84.325K). U.S. Department of Education, Office of Special Education Programs (OSEP). Funded amount - \$1,196,419.

### UNDER REVIEW

- 2024 Co-Investigator, *Development and evaluation of a multidimensional, multi-tiered system of supports model to prevent suicide for college students* - National Research Foundation of Korea. Requested funding amount – Approximately \$170,000.

### PAST FUNDING

- 2017-2023 Principal Investigator/Project Director, *Enhancing behavior analytic services for children with severe emotional and behavioral disorders (Project EBAS)*. H325K170085 -Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities Who Have High-Intensity Needs (CFDA 84.325K). U.S. Department of Education, OSEP. Funded amount - \$1,116,825.
- 2017-2019 Co-Principal Investigator, *Development and implementation of the Korean school-wide positive behavior support model*. General Research Program, NRF-2017S1A5A2A03068713 - National Research Foundation of Korea. Funded amount – approximately \$176,000.
- 2017 Co-Investigator, *Development and validation of a developmental scale for Korean infants and young children*. Korean Guidance Inc. Funded amount -approximately \$28,000.
- 2014-2019 Principal Investigator/Project Director, *Project ABA: Preparing related services personnel in applied behavior analysis for children with Autism*. H325K140309 - Personnel Development to Improve Services and Results for Children with Disabilities. U.S. Department of Education, OSEP. Funded amount - \$1,064,229.

- 2011-2016 Principal Investigator/Project Director, *Project TSBA: Preparing tiered system behavior analysts*. H325K110310 - Personnel Development to Improve Services and Results for Children with Disabilities. U.S. Department of Education, OSEP. Funded amount - \$990,000.
- 2010-2011 Principal Investigator, *A pilot study of Teaching Tools for Young Children with Challenging Behavior (TTYC) intervention for toddlers in early childhood programs*. College of Behavioral and Community Sciences Internal Grant Program, University of South Florida. Funded amount - \$7,461.
- 2010-2011 Principal Investigator, *Family needs, awareness, and utilization of services for Infants and young children with special needs in Korean immigrant families*. Department of Child and Family Studies, University of South Florida. Funded amount - \$3,000.
- 2009 Co-Investigator, *Information, and communication technology use in special schools and classrooms*. Korea National Institute for Special Education, Ministry of Education, South Korea. Funded amount - approximately \$15,000.
- 2008 Co-Investigator, *Development of guidelines for screening, evaluation, and assessment of infants and young children with special needs*. Korea National Institute for Special Education, Ministry of Education, South Korea. Funded amount - approximately \$8,000.
- 2005 Co-Principal Investigator, *Strategies for management of local special education support centers*. Korea National Institute for Special Education, Ministry of Education, South Korea. Funded amount – approximately \$16,000.
- 2005 Principal Investigator, *Development of operational standards for the establishment of private special education centers and guidelines for revision of related laws*. Ministry of Education, South Korea. Funded amount – approximately \$15,000.
- 2004-2005 Principal Investigator, *Development of a linked program for children with developmental disabilities: Assessment, curriculum, and web-based expert system*. Korea Research Foundation, Ministry of Education, South Korea. Funded amount – approximately \$120,000.
- 2004 Co-Investigator, *Strategies for improving the identification, diagnosis, and placement system of children with disabilities*. Korea National Institute for Special Education, Ministry of Education, South Korea. Funded amount – approximately \$7,000.
- 2004 Principal Investigator, *Development, and implementation of an Orff music activity-based program for preschoolers with developmental disabilities*, Kongju National University, South Korea. Funded amount – approximately \$7,000.
- 2002-2003 Co-Principal Investigator, *Development of a diagnostic developmental assessment instrument for children with developmental disabilities and a web-based expert system*. Korea Research Foundation, Ministry of Education, South Korea. Funded amount – approximately \$260,000.
- 2002-2003 Principal Investigator, *Development, implementation, and evaluation of an early identification and family support model for young children with special needs*. Korea Research Foundation, Ministry of Education, South Korea. Funded amount – approximately \$54,000.
- 2001 Co-Investigator, *Strategies for the child-find, screening, diagnosis, and evaluation of infants and preschoolers with disabilities*. Korea National Institute for Special

- Education, Ministry of Education, South Korea. Funded amount – approximately \$10,000.
- 2000-2001 Co-Principal Investigator, *Standardization of Korean Developmental Indicators for the Assessment of Learning-3 (DIAL-3)*. Paradise Welfare Foundation, South Korea. Funded amount – approximately \$23,000.
- 1999 Principal Investigator, *An evaluation of training and technical assistance on collaboration in inclusive early childhood settings*. Kongju National University, South Korea. Funded amount – approximately \$4,000.
- 1999 Co-Principal Investigator, *Development of a web-based assessment system for young children with disabilities*. Korea Institute for Special Education, Ministry of Education, South Korea. Funded amount – approximately \$90,000.
- 1998 Co-Principal Investigator, *Effects of brain waive conditions on attention and memory of children with mental retardation*. Korea Research Foundation, Ministry of Education, South Korea. Funded amount – approximately \$24,000.

#### **PAST FUNDING: PROFESSIONAL INVOLVEMENT**

- 2012-2013 Consultant, *Cross-cultural research on Positive Behavioral Interventions and Support (PBIS) in early childhood settings in the United States and South Korea*. Georgia State University, International Strategic Initiative (ISI). (PI: Elizabeth A. Steed)
- 2008-2012 Consultant, *Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)*. U.S. Department of Education, Office of Special Education Programs. (PI: Lise Fox; Funded amount - \$3,500,000)
- 2008-2010 Early Intervention Researcher, *The National Center for Effective Mental Health Consultation (CMHC)*, The Administration for Children and Families (ACF), Office of Head Start (OHS), Head Start Innovation and Improvement Projects, U.S. Department of Health and Human Services. Subcontract from Georgetown University. (PI: Lise Fox; Funded amount - \$120,000)
- 2008-2020 Early Childhood Researcher, *Florida Center for Inclusive Communities (FCIC)/University Center for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD)*, Administration on Developmental Disabilities, U.S. Department of Health and Human services. (PIs: Lise Fox & Donald Kincaid; Funded amount – about \$540,000 per year)

#### **UNFUNDED**

- 2023 Co-Principal Investigator, Development and Pilot Testing of a Multidimensional and Multi-tiered System of Support Model for Suicide Prevention for College Students. National Research Foundation of Korea. Requested funding amount – Approximately \$150,000.
- 2022 Principal Investigator/Project Director, *Project LABAs: Preparation of leaders in applied behavior analysis to advance school-based interventions*. U.S. Department of Education, Office of Special Education and Rehabilitative Services, OSEP. Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA 84.325D). Requested funding amount - \$1,193,949; \$1,225,373.

- 2021 Principal Investigator/Project Director, *Project LABAs*. U.S. Department of Education, Office of Special Education and Rehabilitative Services, OSEP. Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA 84.325D). Requested funding amount - \$1,225,373.
- 2020 Co-Principal Investigator, *A Transitional Social Skills Intervention Embedded within a Mobile Application (TSSI-MA) Development Curriculum for Students with Autism*. IES. Requested funding amount - \$1,949,049.
- 2020 Co-Principal Investigator, *Make a D.A.T.E. (Disability, Advocacy, Technology, and Education) with STEM Initiative: Broaden STEM participation for high school students with invisible disabilities*. USF Strategic Investment Pool (SIP) Awards. Requested funding amount - \$100,000.
- 2019 Principal Investigator/Project Director, *Preparing the next generation of leaders in intensive behavior intervention (Project nLIBI)*. U.S. Department of Education, OSEP (CFDA 84.325D). Requested funding amount - \$2,321,251.
- 2011 Co-Principal Investigator (PI-USF site), *Journal writing as a culturally appropriate intervention for mothers of young children with disabilities*. Field Initiated Program (CFDA #84.133G-2). U.S. Department of Education, Office of Special Education and Rehabilitation Services, NIDRR. Requested funding amount - \$399,880.
- 2011 Principal Investigator, *Development of Prevent-Teach-Reinforce Early Intervention (PTR-EI) Model for infants and toddlers with social-emotional and behavioral challenges*. U.S. Department of Education, IES. Requested funding amount - \$1,106,972.
- 2010 Principal Investigator, *The web-enhanced prevent-teach-reinforce model for families of young children with autism spectrum disorders (PTR-F)*. U.S. Department of Education/OSERS/OSEP: Steppingstones of Technology Innovation for Children with Disabilities. Requested funding amount - \$395,286.
- 2009 Principal Investigator, *The web-enhanced prevent-teach-reinforce model for families of children with autism (PTR-F)*. Field Initiated Program (Development), U.S. Department of Education, NIDRR. Requested funding amount - \$588,928.
- 2008 Co-Principal investigator, *development of web-enhanced teaching tools for teachers of young children with challenging behavior (WETT)*. U.S. Department of Education, IES, Early Intervention and Early Childhood Special Education Research. Requested funding amount - \$1,041,911.
- 2008 Principal Investigator, *Multi-tiered model of family and educational support for young children with autism spectrum disorder*. U. S. Department of Education, IES, Autism Spectrum Disorders Research. Requested funding amount - \$1,069,526.
- 2007 Co-Principal Investigator, *Creating teaching tools for young children with challenging behaviors. Field Initiated Program (Development)*, U.S. Department of Education, NIDRR. Requested funding amount - \$442,528.
- 2006 Co-Principal Investigator, *Creating transition tools for young children with disabilities and challenging behavior CFDA #84.324(NCSER-6-05)*. U. S. Department of Education, IES, Research on Early Intervention and Assessment for Young Children with Disabilities. Requested funding amount - \$995,071.
- 2006 Principal Investigator, *A family-centered behavior support program for foster care families of young children with challenging behavior*. Intervention Development to Services: Exploratory Research Grants (R34): PAR-03-078, National Institute of Mental Health (NIMH). Requested funding amount- \$712,584.

## PUBLICATIONS (N = 137)

### ARTICLES PUBLISHED IN REFEREED JOURNALS (n = 106)

\* Refers to a mentored graduate student

1. \*Dezayas, L., \*Kwak, D., & **Blair**, K. C. (accepted). Teaching conversation skills to adolescents with autism spectrum disorder using behavioral skills training with self-monitoring. *Focus on Autism and Other Developmental Disabilities*.
2. \*Kwak, D., Bell, M. C., **Blair**, K. C., & Bloom, S. E. (2024). Cultural responsiveness in assessment, implementer training, and intervention in school, home, and community settings: A systematic review. *Journal of Behavioral Education*. Advance online publication. <https://doi.org/10.1007/s10864-024-09547-7>
3. \*Kwak, D., **Blair**, K. C., & \*Russo, D (2024). Development of the Values-Centered Assessment Tool (VCAT) to inform culturally responsive behavioral services. *Behavior Analysis in Practice*. Advance online publication. <https://doi.org/10.1007/s40617-024-00945-x>
4. \*Ford, S., **Blair**, K. C, Iovannone, R., & \*Kwak, D. (2024). Implementation of the Prevent-Teach-Reinforce model for elementary school students needing intensive behavior intervention. *Behavioral Sciences*, 14(2), 93. <https://doi.org/10.3390/bs14020093>
5. \*Risse, M.R., K. C., **Blair**, & \*Russo, D.A. (2023). Evaluating technology-based self-monitoring of performance with differential reinforcement for students with disabilities. *Behavioral Sciences*, 13, 508. <https://doi.org/10.3390/bs13060508>
6. \*Russo, D. A., & **Blair**, K. C. (2023). Using the high-probability instructional sequence to improve initiation and completion of low-probability instructions in young autistic children. *Research in Developmental Disabilities*, 134, 104422. <https://doi.org/10.1016/j.ridd.2022.104422>
7. \*Sottolare, A. L., & **Blair**, K. C. (2023). Implementation of check-in/check-out to improve classroom behavior of at-risk elementary school students. *Behavioral Sciences*, 13, 257. <https://doi.org/10.3390/bs13030257>
8. \*Deenihan, D., **Blair**, K.C., & Iovannone, R. (2023). Evaluating the Prevent-Teach-Reinforce model for high school students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*, 38(1), 56-68. <https://doi.org/10.1177/10883576221137284>
9. \*Maxfield, T., Park, E., & **Blair**, K. C. (2023). Synthesis of bullying interventions for individuals with disabilities: A meta-analysis. *Journal of Behavioral Education*, 32, 474-499. <https://doi.org/10.1007/s10864-021-09466-x>
10. \*Martinez, D., **Blair**, K. C., & Novotny, M. (2022). Using the individualized behavior rating scale tool (IBRST) as a self-monitoring tool to improve classroom behavior. *Journal of Behavior Analysis and Support*, 9(3), 127-150.
11. \*Quinn, M., **Blair**, K. C., Novotny, M., & Deshmukh, S. (2022). Pilot study of a manualized behavioral coaching program to improve dance performance. *Journal of Applied Behavior Analysis*, 55(1), 180-194. <https://doi.org/10.1002/jaba.874>
12. \*Knochel., A., **Blair**, K. C., Kincaid., D., & Randazzo, A. (2022). Promoting equity in teachers' use of behavior-specific praise with self-monitoring and performance feedback. *Journal of Positive Behavior Interventions*, 24(1), 17-31. <https://doi.org/10.1177/1098300720951939>



13. \*Schulz, T., Cividini-Motta, C., **Blair**, K. C., & MacNaul, H. (2022). A comparison of high-tech and low-tech response modalities to improve student classroom behavior and performance. *Journal of Behavioral Education*, 31, 243-264. <https://doi.org/10.1007/s10864-020-09393-3>
14. \*Maxfield, T., Park, E., & **Blair**, K. C. (2021). A meta-analysis of safety skills interventions for individuals with intellectual disabilities. *Education and Treatment of Children*, 44, 309-331. <https://doi.org/10.1007/s43494-021-00051-5>
15. Park, E., Seo, H., **Blair**, K. C., & Kang, M. C. (2021). Rasch analysis of the Korean-Child Behavior Checklist (K-CBCL) to assess emotional and behavioral problems in children with autism spectrum disorder. *Sage Open*, 11(3), 1-13. <https://doi.org/10.1177/21582440211040790>
16. Park, E., Kim, W., & **Blair**, K. C. (2021). Effectiveness of interventions involving physical activities for individuals with autism spectrum disorder: A meta-analysis. *Education and Training in Autism and Developmental Disabilities*, 56(3), 354-367.
17. **Blair**, K. C., Park, E. Y., & Kim, W. (2021). A meta-analysis of tier 2 interventions implemented within school-wide positive behavioral interventions and supports. *Psychology in the Schools*, 58(1), 141-161. <https://doi.org/10.1002/pits.22443>
18. \*Knochel, A., **Blair**, K. C., & Sofarelli, R. (2021). Culturally focused classroom staff training to increase praise for students with autism spectrum disorder in Ghana. *Journal of Positive Behavior Interventions*, 23(2), 106-117. <https://doi.org/10.1177/1098300720929351>
19. \*Sullivan, K., Crosland, K., Iovannone, R., **Blair**, K.C., & Singer, L. (2021). Evaluating the effectiveness of prevent-teach-reinforce for high-school students with emotional and behavioral disorders. *Journal of Positive Behavior Interventions*, 23(1), 3-16. <https://doi.org/10.1177/1098300720911157>
20. Park, E., & **Blair**, K. C. (2020). Check-in/Check-out implementation in schools: A meta-analysis of group design studies. *Education and Treatment of Children*, 43(4), 361-375. <https://doi.org/10.1007/s43494-020-00030-2>
21. \*Nam, D., Jang, E., Won, Y., **Blair**, K. C., & Song, W. (2020). Development and validation of the Korean implementation fidelity checklist of tier 1 school-wide behavior support (KIFC-TI). *The Korean Journal of School Psychology*, 17(3), 401-419. <https://doi.org/10.16983/kjsp.2020.17.3.401>
22. Won, S., Chang, E. J., **Blair**, K. C., Song, W., & Nam, D. M. (2020). Development and validation of the Korean tier 3 school-wide positive behavior support implementation fidelity checklist (KT3-FC). *The Korean Journal of School Psychology*, 17(2), 145-160. <http://doi.org/10.16983/kjsp.2020.17.2.165>
23. \*Barnes, S., Iovannone, R., **Blair**, K., Crosland, K., & George, H. (2020). Evaluating the Prevent-Teach-Reinforce (PTR) model in general education settings. *Preventing School Failure: Alternative Education for Children and Youth*, 64(2), 128-141. <https://doi.org/10.1080/1045988x.2019.1688228>
24. Park, E. Y., & **Blair**, K.C. (2019). Social validity assessment in behavior interventions for young children: A systematic review. *Topics in Early Childhood Special Education*, 39(3), 156-169. <https://doi.org/10.1177/0271121419860195>
25. \*Narozanick, T., & **Blair**, K. C. (2019). Evaluation of the Class Pass Intervention: An application to improve classroom behavior in children with disabilities. *Journal of Positive Behavior Interventions*, 21(3), 159-170. <https://doi.org/10.1177/1098300718806650>
26. Song, W., Jang, E., Choi, G., Choi, J., **Blair**, K. C., Won, Y., & Han, M. (2019). Development and validation of Korean Classroom Problem Behavior Scale-Elementary School Version (CPBS-E). *The Korean Journal of School Psychology*, 16(3), 433-451.

- <http://doi.org/10.16983/kjsp.2019.16.3.433>  
<http://journal.kci.go.kr/schooljr/archive/articleView?artid=ART002552790>
27. Chang, E., Lee, M., Jung, J., **Blair**, K. C., Lee, D., Song, W., & Han, M. (2018). A comparison of American and Korean experimental studies on positive behavior support within a multi-tiered system of supports. *The Korean Journal of School Psychology, 15*(3), 399-431. <http://doi.org/10.16983/kjsp.2018.15.3.399>
  28. \*Na, H., Chang, E. J., Han, M., & **Blair**, K.C. (2018). Impact of universal class-wide positive behavior support on reducing problem behavior and increasing academic performance in an elementary school classroom. *The Korean Journal of School Psychology, 15*(1), 91-109. <http://doi.org/10.16983/kjsp.2018.15.1.91>
  29. Cho, S., & **Blair**, K. C. (2017). Using a multicomponent function-based intervention to support students with attention deficit hyperactivity disorder. *The Journal of Special Education, 50*(4), 227-238. <https://doi.org/10.1177/0022466916655186>
  30. \*Harriage, B., **Blair**, K.C., & Miltenberger, R. (2016). An evaluation of a parent implemented in situ pedestrian safety skills for individuals with autism. *Journal of Autism and Developmental Disorders, 46*(6), 2017-2027. <https://doi.org/10.1007/s10803-016-2730-8>
  31. \*Ennis, C., **Blair**, K.C., & George, H.P. (2016). An evaluation of group contingency interventions: The role of teacher preference. *Journal of Positive Behavior Interventions, 18*(1), 17-28. <https://doi.org/10.1177/1098300715577663>
  32. \*Bailey, K., & **Blair**, K.C. (2015). Feasibility and potential efficacy of the family-centered Prevent-Teach-Reinforce model with families of children with developmental disorders. *Research in Developmental Disabilities, 47*, 218-233. <https://doi.org/10.1016/j.ridd.2015.09.019>
  33. \*Kulikowski, L.L., **Blair**, K.C., Iovannone, R., & Crosland, K. (2015). An evaluation of the Prevent-Teach-Reinforce (PTR) model in a community preschool classroom. *Journal of Behavior Analysis and Support, 2*(1), 1-22. <https://www.webofscience.com/wos/kjd/full-record/KJD:ART002724522>
  34. \*Sanchez, C., Miltenberger, R., Kincaid, D., & **Blair**, K.C. (2015). Evaluating Check-in Check-out with peer tutors for children with attention maintained problem behaviors. *Child & Family Behavior Therapy, 37*(4), 285-302. <https://doi.org/10.1080/07317107.2015.1104769>
  35. \*Kim, M., **Blair**, K.C., & Lim, K. (2014). Using tablet assisted Social Stories™ to improve classroom behavior for adolescents with intellectual disabilities. *Research in Developmental Disabilities, 35*(9), 2241-2251. <https://doi.org/10.1016/j.ridd.2014.05.011>
  36. Baek, J., & **Blair**, K.C. (2013). Teacher perception of problems in the process of developing and implementing school-wide PBS: Implications for Tier 3 interventions. *Journal of Emotional and Behavioral Disorders, 29*(2), 149-182. <https://www.kci.go.kr/kciportal/ci/sereArticleSearch/ciSereArtiView.kci?sereArticleSearchBean.artid=ART001776218>
  37. \*Sears, K., **Blair**, K.C., Crosland, K., & Iovannone, R. (2013). Using the Prevent-Teach-Reinforce model with families of young children with ASD. *Journal of Autism and Developmental Disorders, 43*(5), 1005-1016. <https://doi.org/10.1007/s10803-012-1646-1>
  38. Kim, J., Jung, K., & **Blair**, K.C. (2011). Reading and mathematics achievement gains of kindergartners with and without disabilities: Analysis of the data from the Early Childhood Longitudinal Study Kindergarten Cohort (ECLS-K). *Korean Journal of Early Childhood Special Education, 11*(1), 23-39. <https://www.kci.go.kr/kciportal/ci/sereArticleSearch/ciSereArtiView.kci?sereArticleSearchBean.artid=ART001541400>

39. **Blair, K. C., Lee, I., Cho, S., & Dunlap, G. (2011).** Positive behavior support through family-school collaboration for young children with autism. *Topics in Early Childhood Special Education, 31*(1), 22-36. <https://doi.org/10.1177/0271121410377510>
40. **Blair, K. C., & Fox, L., & Lentini, R. (2010).** Use of positive behavior support to address the challenging behavior of young children within a community early childhood program. *Topics in Early Childhood Special Education, 30*(2), 68-79. <https://doi.org/10.1177/0271121410372676>
41. **Cho, S., & Blair, K. C. (2010).** Does journal writing effectively reduce psychological distress of Korean American mothers of children with developmental disabilities? *The Journal of the International Association of Special Education, 11*, 31-39.
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### ARTICLES PUBLISHED IN NON-REFEREED JOURNALS (*n* = 5)

1. **Blair** (Cho), K., & Cho, J. (2009). Recent policies and best practices in early intervention and early childhood special education in the United States. *Special Education in Practice*, 16(1), 58-62.
2. **Blair** (Cho), K. (2007). Positive behavior support for young children with challenging behavior: A case study. (*Special Education in Practice*, May/June, 8-14.
3. **Blair** (Cho), K. (2002). Math education for students with disabilities in inclusive classrooms. *Journal of the Korean School Mathematics Society*, 5(2), 2-23.
4. **Blair** (Cho), K. (2001). Future directions of early intervention services for infants and young children with special needs in Korea. *Special Education in Practice*, 8(1), 18-23.
5. **Blair** (Cho), K. (2000). Productive welfare and special education services for preschoolers with disabilities. *Special Education in Practice*, 7(4), 12-15.

### TECHNICAL REPORTS (*n* = 7)

1. Lee, M. S., Kim, H. S., **Blair**, K. C., & Hong, S. D. (2009). *Current status of technology for special education*. Korea National Institute for Special Education.
2. Jung, I.S., **Blair**, K. C., Cho, Y.K., & Hong, S. D. (2008). *Development of guidelines for screening, evaluation, and assessment of infants and young children with special needs*. Korea National Institute for Special Education.
3. Jung, I.S., **Blair**, K. C., Cho, Y.K., & Hong, S. D. (2008). *Guidelines for screening, evaluation, and assessment of infants and young children with special needs*. Korea National Institute for Special Education.
4. **Blair** (Cho), Shin, H., Cho, J., Ann, S., & Kim, U. (2005). *Development of operational standards for the establishment of private special education centers and guidelines for revision of related laws*. Korea Ministry of Education.
5. Lee, M., Kim, T., Lee, Y., & **Blair** (Cho) (2005). *Strategies for management of local special education support centers*. Korea National Institute for Special Education.

6. Lee, M., **Blair** (Cho), & Whang, B. (2004). *Strategies for Improving the identification, diagnosis, and placement system of children with disabilities to promote the appropriateness of special education*. Korea National Institute for Special Education.
7. Lee, M., Kang, B., Kim, J., & **Blair** (Cho), K. (2001). *Strategies for the child-finding, screening, diagnosis, and evaluation of infants and preschoolers with disabilities*. Korea National Institute for Special Education.

### MANUSCRIPTS SUBMITTED FOR PUBLICATION OR IN PREPARATION

(N = 21)

\* Refers to a mentored graduate student

1. \*Risse, M. & Blair, K.C. (2024). A Systematic Review of Pyramidal Training for Implementing Behavioral Interventions. [Manuscript under review]. Behavior Modification.
2. \*Cenatus, M., **Blair**, K.C., & \*Risse, M. (2024). *Using contingency mapping for young children with autism spectrum disorder*. [Manuscript under review]. Journal of Positive Behavior Interventions.
3. \*Ayres, R., **Blair**, K. C., & \*Kwak, D. (2024). *Coaching school-based professionals to facilitate implementation of prevent-teach-reinforce with teachers for students with externalizing behavior*. [Manuscript under review]. Journal of Positive Behavior Interventions.
4. Anisimova, K., Cho, S, Blair, K. C., & Ryu, K. (2024). *Implementation of pre-session pairing with group contingency for children of deaf adults to improve classroom behavior*. Manuscript under review]. Behavioral Sciences
5. **Blair**, K. C., & Park, E. (2023). *A meta-analysis of functional communication training for young children with autism spectrum disorders* [Manuscript under revision]. Child and Family Studies, University of South Florida
6. \*Andreu, M., **Blair**, K.C., & \*Kwak, D. (2023). Using the Class Pass Intervention for children with disruptive behavior. [Manuscript under revision]. Child and Family Studies, University of South Florida.
7. \*Russo, D. A., \*Risse, M., **Blair**, K. C., & Ferron, J. (2023). *A meta-analysis of the Prevent-Teach-Reinforce manualized model of individualized positive behavior support*. [Manuscript in preparation]. Child and Family Studies, University of South Florida.
8. \*Russo, D. A., **Blair**, K. C., & \*Kwak, D. (2023). Multicomponent functional assessment-based interventions implemented by classroom staff: A meta-analysis. [Manuscript in preparation]. Child and Family Studies, University of South Florida.
9. \*Quinn, M., **Blair**, K. C., Miltenberger, R., Novotny, & Greenberg, L. (2022). *A validation of a manualized behavioral coaching tool for dance instructors: The POINTE program*. [Manuscript under revision]. Child and Family Studies, University of South Florida.
10. \*Harris, N. **Blair**, K. C., & Kwak, D. (2021). *Implementing the Class Pass Intervention within schoolwide positive behavioral interventions and supports*. [Manuscript in preparation]. Child and Family Studies, University of South Florida.
11. \*Avila, L. S., **Blair**, K. C. (2019). *Evaluation of the Teaching Tools for Young Children with Challenging Behavior (TTYC)*. [Manuscript in preparation]. Child and Family Studies, University of South Florida.

12. \*Giguere, B., & **Blair**, K. C. (2019). *Incorporating auditory feedback and student choice into an interdependent group contingency to improve on-task behavior*. [Manuscript in preparation]. Child and Family Studies, University of South Florida.
13. \*Sofarelli, R., & **Blair**, K. C. (2019). *Teacher-implemented pre-session pairing to increase student on-task behavior and reduce problem behavior in public school classrooms*. [Manuscript in preparation]. Child and Family Studies, University of South Florida.
14. \*Silvestre, C., & **Blair**, K.C. (2019). *A collaborative electronic behavior assessment system (eBA): Validation and evaluation of feasibility*. [Manuscript in preparation]. Child and Family Studies, University of South Florida.
15. **Blair**, K.C., & Silvestre, C. (2019). *Parent implemented Social Stories™ on a voice output communication aid app with functional communication training for young children with ASD*. [Manuscript in preparation]. Child and Family Studies, University of South Florida.
16. **Blair**, K. C. (2019). *Feasibility of Using the Teaching Tools for Young Children with Challenging Behavior (TTYC) for Toddlers*. [Manuscript in preparation]. Child and Family Studies, University of South Florida.
17. \*Cameron, K., & **Blair**, K. C. (2018). *Using the Teaching Tools for Young Children with challenging Behavior (TTYC) in kindergarten classroom*. [Manuscript in preparation]. Child and Family Studies, University of South Florida.
18. \*Herrera, F., **Blair**, K. C., & \*Moore, J. (2018). *Teacher-preferred group contingencies with data-based decision making*. [Manuscript under revision]. Child and Family Studies, University of South Florida.
19. \*Fowler, K., & **Blair**, K.C. (2018). *Peer buddy system and individual training to increase social interaction between a child with an autism spectrum disorders and peers*. [Manuscript under revision]. Child and Family Studies, University of South Florida.
20. \*Rudd, A., **Blair**, K C., & George, P. H. (2017). *Implementation of the Bully Prevention in Positive Behavior Support (BP-PBS) Program in an urban elementary school*. [Manuscript in revision]. Child and Family Studies, University of South Florida.
21. \*Cassell, E., & **Blair**, K. C. (2017). *The impact of question type on student behavior in using response cards*. [Manuscript in preparation]. Child and Family Studies, University of South Florida.

## PRESENTATIONS (N = 299)

### CONFERENCE PRESENTATIONS (n = 209)

\* Refers to a mentored student

1. \*Kwak, D., & **Blair**, K. C. (2024, May). Delivering individualized and culturally responsive behavioral services: An experimental evaluation. In Z. Hedroj (Chair), *Advancing cultural responsiveness in behavior analysis: Insights, tools, and strategies from diverse perspectives*. [Symposium Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Philadelphia, PA.

2. \*Colon, C., **Blair**, K. C., & \*Russo, D. A. (2024, May). Evaluation of Prevent-Teach-Reinforce model implementation for families of children with ASD. In S. C. de Villegas (Chair), *Advances in caregiver training and caregiver-implemented interventions* [Symposium Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Philadelphia, PA.
3. \*Cenatus, M., **Blair**, K. C., & \*Risse, M. R. (2024, May). Teaching behavioral contingencies for young children with ASD. In P. Telhelm (Chair), *Recent research on school-based behavioral interventions* [Symposium Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Philadelphia, PA.
4. \*Pearson, B., **Blair**, K. C., & Cividini-Motta, C. (2024, May). Using active student responding via Kahoot! to improve student academic engagement at college level. In K. C. Blair (Chair), *Tech solutions for engaging college-level students and boosting academic performance* [Symposium Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Philadelphia, PA.
5. \*Dubois, G., \*Russo, D. A., & **Blair**, K. C., & Crosland, K. (2024, May). Improving interview skills through virtual reality with behavioral skills training for students with emotional and behavioral disorders. In P. Telhelm (Chair), *Recent research on school-based behavioral interventions* [Symposium Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Philadelphia, PA.
6. Chang, E. J., Cho, J. S., Blair, K. S., & Won, S. T. (2024, April). Implementation of school-wide positive behavior support at a public elementary school. Annual meeting of Korea PBS Network, Seoul, South Korea
7. Cividini-Motta, C., Iovannone, R., Crosland, K., **Blair**, K. C., & Solloum, A. (2023, September). Great together: Interdisciplinary collaboration between applied behavior analysis and social work via Project iSED. In K.C. Blair (Chair), *Improving student behavioral outcomes through interdisciplinary collaboration and teacher consultation* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis, Orlando, FL.
8. **Blair**, K. C., Crosland, K., Cividini-Motta, C., & Castillo, J. (2023, September). Evaluation of an interdisciplinary training project for school-based behavior analysts and school psychologists. In K.C. Blair (Chair), *Improving student behavioral outcomes through interdisciplinary collaboration and teacher consultation* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis, Orlando, FL.
9. \*Cenatus, M., **Blair**, K. C., & \*Risse, M. (2023, September). Teaching behavioral contingencies to young children with ASD using contingency mapping. In K. Crosland (Chair), *Recent research on school-based interventions* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis, Orlando, FL.
10. \*DuBois, G., **Blair**, K. C., Crosland, K., & \*Russo, D. (2023, September). Improving interview skills through virtual reality with behavioral skills training for students with emotional and behavioral disorders. In K. Crosland (Chair), *Recent research on school-based interventions* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis, Orlando, FL.

11. \*Risse, M., **Blair**, K. C., & \*Russo, D. (2023, September). Evaluation of the Prevent-Teach-Reinforce model of individualized positive behavior support: A meta-analysis. In K. Crosland (Chair), *Recent research on school-based interventions* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis, Orlando, FL.
12. **Blair**, K. C., Cividini-Motta, C., & Crosland, K., & Gilbert-Smith, T. (2023, July). Evaluation of interdisciplinary training. [Poster presentation]. Annual OSEP Director's Conference.
13. Cividini-Motta, C., Blair, K. C., Salloum, A., & Crosland, K., & Gilbert-Smith, T. (2023, July). Interdisciplinary collaboration via the prevent-teach-reinforce (PTR) model. [Poster presentation]. Annual OSEP Director's Conference, Washington, DC.
14. Blair, K.C., Cividini-Motta, C., & Crosland, K. (2023, May). Evaluation of an interdisciplinary training project for school-based behavior analysts and school psychologists. In K.C. Blair (Chair), *Improving student behavioral outcomes through interdisciplinary collaboration in public schools* [Symposium Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Denver, CO.
15. \*Maxfield, T., & Blair, K.C. (2023, May). Development of an immersive virtual reality-based bullying safety skills intervention for children with disabilities. In R. Baruni (Chair), *Teaching safety skills to children: What's new?* [Symposium Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Denver, CO.
16. Blair, K.C., Cividini-Motta, C., & Crosland, K. (2023, May). Evaluation of an interdisciplinary training project for school-based behavior analysts and school psychologists. In K.C. Blair (Chair), *Improving student behavioral outcomes through interdisciplinary collaboration in public schools* [Symposium Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Denver, CO.
17. Cividini-Motta, C., **Blair**, K.C., Crosland, K., Salloum, A., & Iovannone, R. (2023, May). Great Together: Interdisciplinary collaboration between applied behavior analysis and social work via Project iSED. In K.C. Blair (Chair), *Improving student behavioral outcomes through interdisciplinary collaboration in public schools* [Symposium Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Denver, CO.
18. \*Kwak, D. **Blair**, K.C., & \*Russo, D. (2023, May). Development and validation of the values-centered assessment tool (VCAT) to inform culturally responsive parent training and intervention. In C. Marsh. (Chair), *Recent findings and future directions for caregiver training: Increasing effectiveness and social validity* [Symposium Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Denver, CO.
19. \*Russo, D. A., \*Risse, M. R., & **Blair**, K.C. (2023, May). Evaluation of the prevent-teach-reinforce model of individualized positive behavior support: A meta-analysis. In D.A. Russo (Chair), *Prevent-Teach-Reinforce: A function-based approach to addressing challenging behavior in the classroom Setting* [Symposium Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Denver, CO.
20. \*Dezayas, L., \*Lopez, A., & **Blair**, K.C. (2023, May). Using prevent-teach-reinforce for a high school student with emotional and behavioral disorder. In D.A. Russo (Chair), *Prevent-Teach-Reinforce: A function-based approach to addressing challenging behavior in the classroom Setting* [Symposium Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Denver, CO.

21. \*Arvelo, S., \*Russo, D.A., **Blair**, K.C., & Hinderliter, R. (2023, May). *A systematic review of studies on social interaction skills interventions for young children with autism spectrum disorder*. [Poster Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Denver, CO.
22. Cividini-Motta, C, **Blair**, K.C., Crosland, K., Salloum, A., & Iovannone, R. (2022, September). Great together: Interdisciplinary collaboration between applied behavior analysis and social work via Project iSED. In K.C. Blair (Chair), *Interdisciplinary collaboration to address severe problem behavior in schools* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra Beach, FL.
23. \*Lopez, A., **Blair**, K. C., & \*Dezayas, L. (2022, September). Using Prevent-Teach-Reinforce for a high school student with emotional and behavioral disorder. In K.C. Blair (Chair), *Interdisciplinary collaboration to address severe problem behavior in schools* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra Beach, FL.
24. \*Risse, M., **Blair**, K., & \*Russo, D. (2022, September). Evaluating technology-based self-monitoring of performance with reinforcement for students with disabilities. In K. Crosland (Chair), *Using self-monitoring to improve student engagement and social behaviors in the classroom* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra Beach, FL.
25. \*Dezayas, L., **Blair**, K. C., & \*Kwak, D. (2022, September). Using behavioral skills training with self-monitoring to increase conversation skills in adolescents with autism spectrum disorder. In K. Crosland (Chair), *Using self-monitoring to improve student engagement and social behaviors in the classroom* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra Beach, FL.
26. \*Russo, D. A., & **Blair**, K. C. (2022, September). Multicomponent functional assessment-based interventions implemented by classroom staff: A meta-analysis. In K. Blair (Chair). *Involving classroom teachers in school-based interventions* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra Beach, FL.
27. \*Risse, M. R., \*Russo, D. A., & **Blair**, K. C. (2022, September). Training educators to implement function-based intervention within the classroom: A systematic review. In K. Blair (Chair). *Involving classroom teachers in school-based interventions* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra Beach, FL.
28. \*Maxfield, T., & **Blair**, K. C. (2022, September). Development of an immersive virtual reality-based bullying safety skills intervention for children with disabilities. In R. Baruni (Chair). *Recent research on safety skills training* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra Beach, FL.
29. **Blair**, K. C., Cividini-Motta, C., & Crosland, K. (2022, July). *School-based behavior analytic consultation*. [Poster presentation]. Virtual U.S. Department of Education OSEP Directors' Conference.
30. \*Del Vecchio, M. D., \*Ayres, R. E., & **Blair**, K. C. (2022, May). School professional coaching on facilitation of prevent-teach-reinforce model for students with problem behavior. In. D. Kwak (Chair), *Educator-implemented interventions for students with developmental disabilities in the school setting* [Symposium Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Boston, MA.

31. \*Risse, M. R., Russo, D. A., & **Blair**, K. C. (2022, May). Training educators to implement function-based intervention within the classroom: A systematic review. In D. Kwak (Chair), *Educator-implemented interventions for students with developmental disabilities in the school setting* [Symposium Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Boston, MA.
32. \*Russo, D. A., & **Blair**, K. C. (2022, May). Multicomponent functional assessment-based interventions implemented by classroom staff: A meta-analysis. In D. Kwak (Chair), *Educator-implemented interventions for students with developmental disabilities in the school setting* [Symposium Presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Boston, MA.
33. \*Martinez, D., **Blair**, K. C., & Novotny, M. A. (2022, May). *Using the individualized behavior rating scale tool as a self-monitoring tool to improve classroom behavior*. [Poster presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Boston, MA.
34. \*Trapani, J., **Blair**, K. C., & \*Maxfield, T. (2022, May). *Using a peer-mediated bullying safety skills intervention for children with disabilities*. [Poster presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Boston, MA.
35. \*Risse, M. R., Park, E. Y., & **Blair**, K. C. (2022, May). *A meta-analysis of functional communication training for young children with autism spectrum disorder and challenging behavior*. [Poster presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Boston, MA.
36. \*Dezayas, L., **Blair**, K. C., & \*Kwak, D. (2022, May). *Using behavioral skills training with self-monitoring to increase conversation skills in adolescents with autism spectrum disorder*. [Poster presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Boston, MA.
37. \*Dezayas, L., & **Blair**, K. C. (2022, May). *A systematic review of studies on social skills interventions using behavioral skills training or self-monitoring for individuals with developmental disabilities*. [Poster presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Boston, MA.
38. \*Risse, M. R., \*Russo, D. A., & **Blair**, K. C. (2022, May). *Evaluating technology-based self-monitoring of performance with reinforcement for students with disabilities*. [Poster presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Boston, MA.
39. **Blair**, K. C. (2021, September) *Symposium on recent developments in research on teaching safety skills* [Discussant]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Miami, FL.
40. Cividini-Motta, C., **Blair**, K. C., & Crosland, K., Castilo, J., Dart, E., & Iovannone, R. (2021, September). Interdisciplinary training to prepare school-based behavior analysts and school psychologists: Project EBAS. In K. Blair (Chair), *School-based consultation for children with disabilities in public schools* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Miami, FL.
41. Iovannone, R., **Blair**, K. C., & Crosland, K., Cividini-Motta, C., Castilo, J., & Dart, E. (2021, September). Interdisciplinary collaboration using the prevent-teach-reinforce model for children with disabilities. In K. Blair (Chair), *School-based consultation for children with disabilities in public schools* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Miami, FL.



42. \*Ayres, R., & **Blair**, K. C. (2021, September). School professional coaching on facilitation of prevent-teach-reinforce (PTR) model for students with persistent problem behavior. In K. Blair (Chair), *School-based consultation for children with disabilities in public schools* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Miami, FL.
43. \*Kwak, D., & **Blair**, K. C. (2021, September). A meta-analysis of high-quality studies on training educators to implement behavioral interventions. In K. C. Blair (Chair), *School-based consultation for children with disabilities in public schools* [Symposium Presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Miami, FL.
44. \*Hay, Z., & **Blair**, K. C. (2021, September). Pyramidal training in a juvenile residential facility: staff to self-monitor use of behavior specific praise. In R. Baruni (Chair), Recent research on behavioral interventions within juvenile justice facilities [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Miami, FL.
45. \*Russo, D., & **Blair**, K. C. (2021, September). Use of high-probability instructional sequences during pre-academic activities for young children with autism spectrum disorder. In C. Cividini-Motta (Chair). *The use of antecedent-based interventions to decrease disruptive behavior and increase appropriate responses* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Miami, FL.
46. \*Harris, N., **Blair**, K. C., & \*Kwak, D. (2021, September). Implementing the Class Pass Intervention to Improve Classroom Behavior in Students with Disruptive Behavior. In K. C. Blair (Chair). *Using proactive interventions to improve student behavioral outcomes* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Miami, FL.
47. \*Kwak, D., Taylor, C., & **Blair**, K. C. (2021, September). Teacher-implemented pre-session pairing for a child with autism spectrum disorder. In K. C. Blair (Chair). *Using proactive interventions to improve student behavioral outcomes* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Miami, FL.
48. \*Maxfield, T., Trapani, T., & **Blair**, K. C. (2021, September). Using a peer-mediated bullying safety skills intervention for children with disabilities. In K. C. Blair (Chair). *Using proactive interventions to improve student behavioral outcomes* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Miami, FL.
49. \*Dezayas, L., & **Blair**, K. C. (2021, September). *A systematic review of studies on teaching conversation skills to individuals with developmental disabilities using BST or self-monitoring* [Poster presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Miami, FL.
50. \*Robinson, K., **Blair**, K. C., & Russo, D. (2021, September). *A review of manualized behavioral parent training interventions for young children with problem Behavior*. Paper presented at the annual meeting of the Florida Association for Behavior Analysis (FABA), Miami, FL.
51. \*Kwak, D., Bell, M., **Blair**, K. C., & Bloom, S. (2021, September). *Cultural responsiveness in education services: A systematic review*. Paper presented at the annual meeting of the Florida Association for Behavior Analysis (FABA), Miami, FL.
52. **Blair**, K. C., Cividini-Motta, C., & Crosland, K. (2021, July). *Using behavior analytic approach to school-based consultation* [Poster presentation]. Virtual U.S. Department of Education OSEP Directors' conference.

53. \*Kwak, D., Bell, M., **Blair**, K. C., & Bloom, S. E. (2021, May). Culturally responsive service provision in behavior analysis and related fields: A systematic review. In D. Kwak (Chair), *Evaluation of culturally responsive assessments and outcomes* [Symposium presentation]. Virtual annual meeting of the Association for Behavior Analysis International (ABAI).
54. \* Hay, Z. I., **Blair**, K. C., & \*Maxfield, T. (2021, May). Pyramidal training in a juvenile residential facility: staff to self-monitor use of behavior specific praise. In R. Baruni (Chair), *Context matters: Implementing interventions within juvenile justice facilities* [Symposium presentation]. Virtual annual meeting of the Association for Behavior Analysis International (ABAI).
55. Cividini-Motta, C., **Blair**, K. C., Crosland, K., Ginns, D., & Iovannone, R. (2021, May). Interdisciplinary Training to Prepare School-Based Behavior Analysts and School Psychologists: Project EBAS. In M. A. Novotny (Chair), *Interdisciplinary collaboration to improve outcomes for children with disabilities in public schools* [Symposium presentation]. Virtual annual meeting of the Association for Behavior Analysis International (ABAI).
56. **Blair**, K. C., Iovannone, R., Cividini-Motta, C., Crosland, K., & Ginns, D. (2021, May). Interdisciplinary Collaboration Using the Prevent-Teach-Reinforce Model for Children with Disabilities. In M. A. Novotny (Chair), *Interdisciplinary collaboration to improve outcomes for children with disabilities in public schools* [Symposium presentation]. Virtual annual meeting of the Association for Behavior Analysis International (ABAI).
57. \*Kwak, D., **Blair**, K. C., & \*Maxfield, T. (2021, May). A meta-analysis of high-quality studies on training educators to implement behavioral interventions. In K. Blair (Chair), *School-based interventions to improve student behavioral outcomes and treatment integrity* [Symposium presentation]. Virtual annual meeting of the Association for Behavior Analysis International (ABAI).
58. \*Russo, D., & **Blair**, K. C. (2021, May). Use of high-probability instructional sequences during pre-academic activities for young children with autism spectrum disorder. In K. Blair (Chair), *School-Based Interventions to improve student behavioral outcomes and treatment integrity* [symposium presentation]. Virtual annual meeting of the Association for Behavior Analysis International (ABAI).
59. \*Harris, N., **Blair**, K. C., & \*Kwak, D. (2021, May). Implementing the class pass intervention within schoolwide positive behavior interventions and supports. In K. Blair (Chair), *School-Based interventions to improve student behavioral outcomes and treatment integrity* [Symposium presentation]. Virtual annual meeting of the Association for Behavior Analysis International (ABAI).
60. Chang, E., Cho, S., **Blair**, K. C., Won, S., & Song, W. (2020, July). *Evaluation of implementing a Korean school-wide positive behavior support model*. 32nd International Congress of Psychology, Prague, Czech Republic.
61. Nam, D., Won, S., **Blair**, K. C., Song, W. Chang, E. (2020, July). *Development and validation of the Korean implementation fidelity checklist of tier 1 school-wide behavior support (KIFC-TI)*. [Poster presentation]. Virtual annual meeting of the Korean Psychological Association.
62. **Blair**, K. C. (2020, May). Discussant. In K. Crosland (Chair), *School-based interventions for problem behavior* [Symposium presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.
63. **Blair**, K. C., Park, E., Kim, W., \*Kwak, D., & \*Trapani, J. (2020, May). A meta-analysis of tier 2 interventions implemented within school-wide PBIS, In K. Crosland (Chair). *School-based interventions for problem behavior* [Symposium presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.

64. Singer, L., Cividini-Motta, C., **Blair**, K. C., & MacNaul, H. L. (2020, May). A comparison of high-tech and low-tech response modalities to improve student performance and classroom behavior, In K. Crosland (Chair), *School-based interventions for problem behavior* [Symposium presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.
65. \*Deenihan, D., **Blair**, K. C., & \*Russo, D. A. (2020, May). Using the Prevent-Teach for secondary model for high school students with autism spectrum disorder. In T. Maxfield (Chair), *Implementation of teacher consultation in public schools* [Symposium presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.
66. \*Reyes, S., & **Blair**, K. C. (2020, May). Implementation of the Prevent-Teach-Reinforce model within multi-tiered system of support of elementary school students with problem behavior. In T. Maxfield (Chair), *Implementation of teacher consultation in public schools* [Symposium presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.
67. \*Knochel, A., & **Blair**, K. C. (2020, May). Promoting equity in teachers' use of behavior specific praise with self-monitoring and performance feedback. In T. Maxfield (Chair), *Implementation of teacher consultation in public schools* [Symposium presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.
68. \*Bardzilauskaite, M., Scalzo, R., & **Blair**, K. C., (2020, May). Using differential reinforcement of other behavior and response cost as a class-wide intervention to improve student and teacher behaviors. In T. Maxfield (Chair), *Implementation of teacher consultation in public schools* [Symposium presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.
69. \*Silvestre, C., & **Blair**, K. C. (2020, May). *A collaborative electronic behavior assessment system (eBA): Validation and evaluation of feasibility* [Paper presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.
70. \*Maxfield, T., Park, E.Y., **Blair**, K. C. (2020, May). A meta-analysis of safety skills interventions for individuals with intellectual disabilities. In M. A. Novotny (Chair), *Recent research on teaching safety skills to children with developmental disabilities* [Symposium presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Washington, D.C.
71. **Blair**, K. C., Iovannone, R., & \*Kwak, D. (2020, March). *School-based behavioral consultation using the Prevent-Teach-Reinforce Model within Tier 3 PBIS* [Paper presentation]. Annual meeting of the Association for Positive Behavior Support, Miami, FL. (Conference canceled)
72. \*Knochel, A., **Blair**, K. C., & Kincaid, D. (2020, March). *Promoting equity in teachers' use of behavior-specific praise with self-monitoring with performance feedback* [Poster presentation]. Annual meeting of the Association for Positive Behavior Support, Miami, FL. (Conference canceled)
73. \*Deenihan, D., & **Blair**, K. C. (2019, September). Using the Prevent-Teach for Secondary (PTR-SEC) model for high school students with autism spectrum disorders. In K. Blair (Chair), *Implementation of teacher consultation in public schools* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
74. \*Reyes, S., & **Blair**, K. C. (2019, September). Implementation of the Prevent-Teach-Reinforce model within multi-tiered system of support of elementary school students with problem behavior. In K. Blair (Chair), *Implementation of teacher consultation in public*

- schools* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
75. \*Knochel, A., **Blair**, K. C., & Randazzo, A. (2019, September). Promoting equity in teachers' use of behavior specific praise with self-monitoring and performance feedback. In K. Blair (Chair), *Implementation of teacher consultation in public schools* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
  76. \*Bardzilauskaite, M., Scalzo, R., & **Blair**, K. C., (2019, September). Using DRO and response cost as a class-wide intervention to improve student and teacher behaviors. In K. Blair (Chair), *Implementation of teacher consultation in public schools* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
  77. \*Silvestre, C., & **Blair**, K. C. (2019, September). A collaborative electronic behavior assessment system (eBA): Validation and evaluation of feasibility [Paper presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
  78. **Blair**, K. C., Iovannone, R., Ginns, D., Cividini-Motta, C., & Crosland, K. (2019, September). Overview and preliminary data for Project Enhancing Behavior Analytic Services (EBAS). In K. Crosland (Chair), *So happy together: Behavior analysts and school psychologists collaborating in authentic school settings* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
  79. **Blair**, K. C., Park, E., Kim, W., \*Kwak, D. (2019, September). A meta-analysis of tier 2 interventions implemented within school-wide PBIS. In K. Crosland (Chair). *School-based interventions for problem behavior* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
  80. Kim, W., Park, E., **Blair**, K. C., & \*Maxfield, T. (2019, September). Effectiveness of physical activity interventions for individuals with autism spectrum disorder: A meta-analysis. In S. Weinsztok (Chair), *Sports, health, & fitness: motivating physical activity* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
  81. Park, E., \*Maxfield, T., & **Blair**, K. C. (2019, September). Safety skills interventions for individuals with intellectual disabilities: A meta-analysis of single subject design studies. In K. Goldman (Chair), *Teaching adaptive skills to individuals with intellectual and/or developmental disabilities and typically developing children* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
  82. \*Schulz, T., Cividini-Motta, C., & **Blair**, K. (2019, September). A comparison of high-tech and low-tech response modalities to improve student performance and classroom behavior. In A.K. Edgemon (Chair), *Teaching complex skills* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ponte Vedra, FL.
  83. Song, W., Chang, E., Han, M., **Blair**, K. C., Lee, G., & Lee, D. (2019, July). Development and validation of the Korean Classroom Problem Behavior Scale - Elementary School Version (CPBS-E) [Paper presentation]. 9th World Congress of Behavioural and Cognitive Therapies. Berlin, Germany.
  84. Won, S., Chang, E., **Blair**, K. C., Nam, D., Song, W., Lee, D., & Han, M. (2019, July). The development and validation of the Korean Implementation Fidelity Checklist of Tier 3 school-wide positive behavior *support (IFC-T3)* [Paper presentation]. 9th World Congress of Behavioural and Cognitive Therapies. Berlin, Germany.

85. \*Knochel, A., & **Blair**, K. C. (2019, May). Culturally focused caregiver training to increase praise for students with autism in Ghana. In R. Catagunus (Chair), *Why you are still biased, prejudiced, and culturally incompetent: Behavioral conceptualizations to possible solutions* [Symposium presentation]. Annual meeting of Association for Behavior Analysis International (ABAI), Chicago, IL.
86. \*Maxfield, T., \*Schulz, T., \*Giguere, B., & **Blair**, K. C. (2019, May). Incorporating auditory and visual feedback and student choice into an interdependent group contingency to improve on-task behavior. In K. C. Blair (Chair), *Improving classroom behavior in students with problem behavior* [Symposium presentation]. Annual meeting of Association for Behavior Analysis International (ABAI), Chicago, IL.
87. \*Reyes, S., \*Avila, L. A., **Blair**, K. C., & \*Deenihan, D. (2019, May). Evaluation of the Teaching Tools for Young Children with Challenging Behavior: Improving classroom behavior in young children. In K.C. Blair (Chair), *Improving classroom behavior in students with problem behavior* [Symposium presentation]. Annual meeting of Association for Behavior Analysis International (ABAI), Chicago, IL.
88. \*Roulhac, S., \*Sofarelli, R., & **Blair**, K. C. (2019, May). Teacher-implemented precession paring to improve classroom behavior in public schools. In K.C. Blair (Chair), *Improving classroom behavior in students with problem behavior* [Symposium presentation]. Annual meeting of Association for Behavior Analysis International (ABAI), Chicago, IL
89. \*Knochel., A., **Blair**, K., C., & \*Sofarelli, R. (2019, April). *Culturally focused caregiver training to increase praise for students with autism in Ghana* [Paper presentation]. Annual meeting of the Pan African Congress on Autism, Nairobi, Kenya.
90. **Blair**, K. C., & Iovannone, R. (2019, March). *Using the Prevent-Teach-Reinforce Model in school-based behavioral consultation* [Paper presentation]. Annual meeting of the Association for Positive Behavior Support, Washington, D.C.
91. \*Knochel., A., & **Blair**, K., C. (2019, March). *Culturally focused caregiver training to increase praise for students with autism in Ghana* [Poster presentation]. Annual meeting of the Association for Positive Behavior Support, Washington, D.C.
92. **Blair**, K. C. (2018, October). *Evaluation of the Teaching Tools for Young Children with Challenging Behavior* [Paper presentation]. Annual meeting of the Division for Early Childhood, Council for Exceptional Children (CEC), Orlando, FL.
93. \*Sofarelli, R., & **Blair**, K. C. (2018, September). Teacher-implemented precession paring to improve classroom behavior in public schools. In K.C. Blair (Chair), *Supporting individuals with students with problem behavior in school settings* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Bonita Springs, FL.
94. \*Giguere, & B., **Blair**, K. C. (2018, September). Incorporating auditory and visual feedback and student choice into an interdependent group contingency. In K.C. Blair (Chair), *Supporting individuals with students with problem behavior in school settings* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Bonita Springs, FL.
95. \*Avila, L., & **Blair**, K. C. (2018, September). Evaluation of the Teaching Tools for Young Children with Challenging Behavior (TTYC): Improving classroom behavior. In K.C. Blair (Chair), *Supporting individuals with students with problem behavior in school settings* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Bonita Spring, FL.

96. \*Schenk, M., Miltenberger, R., & **Blair**, K. C. (2018, September). Using video modeling and video feedback to improve baseball pitching skills. In R. Miltenberger (Chair). *Evaluating efficient interventions for improving sports performance* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Bonita Springs, FL.
97. **Blair**, K. C., Crosland, C., & Samaha, A. (2018, July). *Using the Prevent-Teach-Reinforce model within Tier 2 PBIS*. Poster presented at the U.S. Department of Education OSEP Directors' conference, Washington, DC.
98. **Blair**, K. C., Crosland, C., & Samaha, A. (2018, July). *Using the behavior analytic approach to school-based consultation*. Poster presented at the U.S. Department of Education OSEP Directors' conference, Washington, DC.
99. \*Giguere, B., \*Marotta, M., & **Blair**, K. C. (2018, May). Choices on reinforcement criteria in using the "Caught Being Good Game" to improve classroom behavior. In K. C. Blair (Chair). *Improving classroom behavior in children with problem behavior* [Symposium presentation]. Annual meeting of Association for Behavior Analysis International (ABAI), San Diego, CA.
100. \*Avila, L. S., \*Sofarelli, R. M., \*Narozanick, T., & Blair, K. C. (2018, May). Using the Class Pass Intervention: An application to improve classroom behavior in children with disabilities. In K. C. Blair (Chair). *Improving classroom behavior in children with problem behavior* [Symposium presentation]. Annual meeting of Association for Behavior Analysis International (ABAI), San Diego, CA.
101. **Blair**, K. C., & \*Cameron, K. (2018, February). *Using the Teaching Tools for Young Children with Challenging Behavior for kindergartners* [Paper presentation]. Annual meeting of Council for Exceptional Children (CEC), Tampa, FL.
102. **Blair**, K. C. (2018, February). *Behavior analytic consultation within Tier II positive behavior interventions and supports in urban elementary schools* [Poster presentation]. Annual meeting of Council for Exceptional Children (CEC), Tampa, FL.
103. \*Andreu, M., & **Blair**, K. C., & \*Narozanick, T. (2017, May). *Using the Class Pass Intervention for children with disruptive behavior* [Poster presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Denver, CO.
104. \*Narozanick, T., & **Blair**, K. C. (2017, September). Evaluation of the Class Pass Intervention (CPI): Improving classroom behavior in students with disabilities. In K. C. Blair (Chair), *Addressing problem behavior in the classroom* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Daytona Beach, FL.
105. \*Marotta, M., & Blair, K. C. (2017, September). Comparing teacher and student choices on reinforcement criteria. In K. C. Blair (Chair), *Addressing problem behavior in the classroom* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Daytona Beach, FL.
106. \*Narozanick, T., Blair, K.C. (2017, March). Using the class pass intervention to address disruptive behavior of children with disabilities [Paper presentation]. Annual meeting of the Association for Positive Behavior Support (APBS), Denver, CO.
107. Blair, K.C., Jang, E., Jeong, N. H., & Han, M. (2017, March). Class-wide PBS: A South Korean elementary school classroom experience [Paper presentation]. Annual meeting of the Association for Positive Behavior Support (APBS), Denver, CO.
108. \*Andreu, M., & Blair, K. C. (2016, September). Using the Class Pass Intervention (CPI) for children with disruptive behavior. In K. C. Blair (Chair), *Addressing problem behavior in the*

- classroom* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ft. Lauderdale, FL.
109. \*Herrera, F., & Blair, K. C. (2016, September). Improving class-wide behavior through teacher-preferred group contingency with data-based decision making. In K. C. Blair (Chair), *Addressing problem behavior in the classroom* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ft. Lauderdale, FL.
  110. \*Cameron, K., & Blair, K. C. (2016, September). Using the Teaching Tools for Young Children with Challenging Behavior (TTYC) in kindergarten classroom. In K. C. Blair (Chair), *Addressing problem behavior in the classroom* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ft. Lauderdale, FL.
  111. \*Martinez, D., & Blair, K. C. (2016, September). Use of the Individualized Behavior Rating Scale Tool as a self-monitoring tool. In K. C. Blair (Chair), *Supporting individual students with problem behavior within class-wide interventions*. [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ft. Lauderdale, FL.
  112. \*Cassell, E., & Blair, K. C. (2016, September). The impact of question type on student behavior in using response cards. In K. C. Blair (Chair), *Supporting individual students with problem behavior within class-wide interventions* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ft. Lauderdale, FL.
  113. \*Rudd, A., & Blair, K. C. (2016, September). Implementing of the Bully Prevention in Positive Behavior Support (BP-PBS). In K. C. Blair (Chair), *Supporting individual students with problem behavior within class-wide interventions* [Symposium presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Ft. Lauderdale, FL.
  114. \*Horne, A., & Blair, K. C. (2016, May). An evaluation of an electronic student response system in improving class-wide behavior. In K. C. Blair (Chair), *Instruction-based interventions to improve students' academic and social behaviors* [Symposium presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), Chicago, IL.
  115. **Blair, K. C., & Crosland, K.** (2016, August). School-based behavior analyst preparation [Poster presentation]. U.S. Department of Education Office of Special Education Program (OSEP) Project Directors' Conference, Washington, DC.
  116. Cho, S., Blair, K. C., & Kim, J. (2016, April) Attitudes of Asian families of young children toward mental health services [Poster presentation]. Annual meeting of the Council for Exceptional Children (CEC), St. Louis, TX.
  117. Blair, K. C., & Yoo, S. (2016, March). Functional communication training for children with autism spectrum disorders and challenging behavior [Paper presentation]. Annual meeting of the Association for Positive Behavior Support (APBS), San Francisco, CA.
  118. \*Cameron, K., & Blair, K. C. (2016, March). Using the Teaching Tools for Young Children with Challenging Behavior (TTYC) for kindergartners. [Paper presentation]. 12th annual meeting of the Association for Positive Behavior Support (APBS), San Francisco, CA.
  119. \*Cassell, E., Blair, K. C., George, H., Iovannone, R., & Crosland, K. (2016, March). The impact of question type on student behavior in using response cards: The role of teacher preference [Poster presentation]. 12th annual meeting of the Association for Positive Behavior Support (APBS), San Francisco, CA.
  120. \*Herrera, F., & Blair, K. C. (2016, March). The impact of a teacher-preferred group contingency with data-based decision making on class-wide behavior [Poster presentation]/

- 12th annual meeting of the Association for Positive Behavior Support (APBS), San Francisco, CA.
121. \*Rudd, A., & Blair, K. C. (2016, March). Implementation of the Bully Prevention in Positive Behavior Support (BP-PBS) Program in an urban elementary school [Paper presentation]. 12th annual meeting of the Association for Positive Behavior Support (APBS), San Francisco, CA.
  122. Blair, K. C., & Sanquino, D. (2015, September). Using contingency mapping to decrease problem behavior and increase social communicative behavior in children with Autism. In K. C. Blair (Chair), Academic and behavior interventions in the elementary school classroom [Symposium presentation]. 35th annual meeting of the Florida Association for Behavior Analysis (FABA), Daytona Beach, FL.
  123. \*Anestin, M., & Blair, K.C. (2015, September). Using video self-modeling to improve reading fluency in at-risk students. In K. C. Blair (Chair), Academic and behavior interventions in the elementary school classroom [Symposium presentation]. 35th annual meeting of the Florida Association for Behavior Analysis (FABA), Daytona Beach, FL.
  124. \*Barnes, S., Iovannone, R., & Blair, K. C., & Crosland (2015, September). An evaluation of the Prevent-Teach-Reinforce Model within a multi-tiered intervention system. In K. C. Blair (Chair), Academic and behavior interventions in the elementary school classroom. [Symposium presentation]. Annual 35th annual meeting of the Florida Association for Behavior Analysis (FABA), Daytona Beach, FL.
  125. \*Altman, L., & Blair, K.C. (2015, September). Using acoustical feedback to improve student behavior during transitions within classroom. In K. C. Blair (Chair), Academic and behavior interventions in the elementary school classroom. [Symposium presentation]. 35th annual meeting of the Florida Association for Behavior Analysis (FABA), Daytona Beach, FL.
  126. \*Harriage, B., & Blair, K. C. (2015, September). An evaluation of a parent implemented in-situ pedestrian safety skills intervention for individuals with autism [Paper presentation]. 35th annual meeting of the Florida Association for Behavior Analysis (FABA), Daytona Beach, FL.
  127. \*Horne, A., & Blair, K.C. (2015, September). An evaluation of electronic student response system in improving class-wide behavior. In K. C. Blair (Chair), Academic and behavior interventions in the elementary school classroom [Symposium presentation]. 35th annual meeting of the Florida Association for Behavior Analysis (FABA), Daytona Beach, FL.
  128. \*Harriage, B., Blair, K. C., & Slattery, L. (2015, May). An evaluation of a parent implemented in-situ pedestrian safety skills intervention for individuals with Autism [Paper presentation]. Annual meeting of the Association for Behavior Analysis International (ABAI), San Antonio, TX.
  129. Blair, K. C. (2015, February). Discussant. School-based behavior and academic interventions [Symposium presentation]. PBS Home and Community Conference, St. Petersburg, FL.
  130. \*Anestin, M., & Blair, K.C. (2015, February). Using video self-modeling to improve reading fluency in at-risk students [Paper presentation]. PBS Home and Community Conference, St. Petersburg, FL.
  131. \*Altman, L., & Blair, K.C. (2015, February). Using acoustical feedback to improve student behavior during *transitions within classroom* [Paper presentation]. PBS Home and Community Conference, St. Petersburg, FL.



132. \*Barnes, S., Blair, K.C., & Iovannone, R. (2015, February). An evaluation of Prevent-Teach-Reinforce model within a multi-tiered intervention system [Paper presentation]. PBS Home and Community Conference, St. Petersburg, FL.
133. \*Harriage, B., & Blair, K. C. (2015, February). An evaluation of a parent implemented in-situ pedestrian safety skills intervention for individuals with autism [Paper presentation]. PBS Home and Community Conference, St. Petersburg, FL.
134. \*Horne, A., & Blair, K.C. (2015, February). An evaluation of electronic student response system in improving class-wide behavior [Paper presentation]. PBS Home and Community Conference, St. Petersburg, FL.
135. \*Ennis, C., Blair, K. C., George H. P., & Kincaid, D. (2014, September). Evaluation of group contingency interventions: The role of teacher preference. In K. C. Blair, (Chair), ABA application in education [Symposium presentation]. 34th annual meeting of the Florida Association for Behavior Analysis (FABA), Bonita Springs, FL.
136. \*Harriage, B., & Blair, K. C. (2014, September). An evaluation of a parent implemented in-situ pedestrian safety skills intervention for individuals with autism [Paper presentation]. 34th annual meeting of the Florida Association for Behavior Analysis (FABA), Bonita Springs, FL.
137. \*Rhodes, E., & Blair, K. C. (2014, September). Using behavior specific praise and CBGG to improve class-wide behavior. In K. C. Blair (Chair), ABA application in education Symposium presentation]. 34th annual meeting of the Florida Association for Behavior Analysis (FABA), Bonita Springs, FL.
138. \*Suric, D., & Blair, K. C. (2014, September). Using multimedia social stories to enhance prosocial behavior of preschoolers. In K. C. Blair (Chair), ABA application in education [Symposium presentation]. 34th annual meeting of the Florida Association for Behavior Analysis (FABA), Bonita Springs, FL.
139. Blair, K. C. (2014, July). Project TSBA: Preparing Tiered System Behavior Analysts [Poster presentation]. U.S. Department of Education, OSEP Project Directors' Conference, Washington, D.C.
140. Blair, K. C., & Cho, S. (2014, March). Supporting young children at-risk for developing challenging behavior in early childhood programs [Paper presentation]. 10th annual meeting of the Association for Positive Behavior Support (APBS), Chicago, IL.
141. \*Barber, A., Blair, K.C., George, H. P., & Kincaid D. (2014, March). CheckIn/CheckOut intervention using a student incentive plan with accountability tracking [Paper presentation]. 10th annual meeting of the Association for Positive Behavior Support (APBS), Chicago, IL.
142. \*Suric, D., Blair, K. C., George, H. P., & Kincaid D. (2014, March). Using multimedia Social Stories to enhance prosocial behavior of at-risk preschoolers [Paper presentation]. 10th annual meeting of the Association for Positive Behavior Support (APBS), Chicago, IL.
143. \*Cho, S., & Blair, K.C. (2014, March). Teacher attitudes toward implementing differentiated instruction within class-wide positive behavior support [Poster presentation]. 10th annual meeting of the Association for Positive Behavior Support (APBS), Chicago, IL.
144. \*Ennis, C., Blair, K. C., George, H. P., & Kincaid D. (2014, March). An evaluation of group contingency interventions: Teacher preference and data-driven decision making [Poster presentation]. 10th annual meeting of the Association for Positive Behavior Support (APBS), Chicago, IL.

145. Blair, K. C. (2013, October). Implementing individualized interventions for young children with challenging behavior within early childhood programs [Paper presentation]. Annual meeting of the Florida Council for Exceptional Children (FCEC), St. Petersburg, FL.
146. Blair, K. C. (2013, October). School-based behavior analyst preparation [Poster presentation]. Annual meeting of the Florida Council for Exceptional Children (FCEC), St. Petersburg, FL.
147. \*Barber, A., & Blair, K. C. (2013, September). An evaluation of Check-In/Check-Out with accountability tracking for at-risk students in a high-need elementary school [Paper presentation]. Annual meeting of the Florida Association for Behavior Analysis (FABA), Daytona Beach, FL.
148. Blair, K. C. (2013, March). Supporting children using the Facilitating Individualized Interventions to Address Challenging Behavior: Toolkit [Paper presentation]. 9th annual meeting of the Association for Positive Behavior Support (APBS), San Diego, CA.
149. \*Barber, A., & Blair, K. C. (2013, March). Check-in Check-out intervention using a student incentive plan with accountability tracking [Paper presentation]. 9th annual meeting of the Association for Positive Behavior Support (APBS), San Diego, CA.
150. Blair, K. C. (2012, October). Creating teaching tools for young children with challenging behavior [Paper presentation]. Annual meeting of the Florida Council for Exceptional Children (FCEC), Jupiter Beach, FL.
151. Blair, K.C., & Fox, L. (2012, October). Facilitating Individualized Interventions to Address Challenging Behavior: Toolkit [Paper presentation]. 29th annual meeting of the Division for Early Childhood (DEC), Minneapolis, MN.
152. \*Barber, A., & Blair, K. C. (2012, September). Check-in/Check-Out: A research review of a tier 2 intervention [Poster presentation]. Annual meeting of the Florida Association for Behavior Analysts (FABA), Jacksonville, FL.
153. \*Harriage, B., & Blair, K. C. (2012, September). Pedestrian safety skills interventions for individuals with Autism: A review [Poster presentation]. Annual meeting of the Florida Association for Behavior Analysts (FABA), Jacksonville, FL.
154. \*Sears, K., Blair, K.C., Iovannone R., & Crosland, K. (2012, September). Using the prevent-teach-reinforce model with families with children with autism. [Paper presentation]. Annual meeting of the Florida Association for Behavior Analysts (FABA), Jacksonville, FL.
155. Blair, K.C. (2012, March). Using TTYC for at-risk toddlers in early childhood programs [Paper presentation]. 9th annual meeting of the Association for Positive Behavior Support (APBS), Atlanta, GA.
156. \*Cho, S., & Blair, K.C. (2012, March). Preventing problem behaviors of students with ADHD using positive behavior support [Paper presentation]. 9th annual meeting of the Association for Positive Behavior Support (APBS), Atlanta, GA.
157. Cho, S., Blair, K.C., & Zhang, C. (2012, April). Positive behavior support as an effective approach to support students with ADHD [Paper presentation]. Annual meeting of the American Educational Research Association (AERA), Vancouver, British Columbia, Canada.
158. Blair, K.C. (2011, October). Feasibility of using TTYC for toddlers in early childhood programs [Poster presentation]. 27th annual meeting of the Division for Early Childhood (DEC), National Harbor, MD.

159. \*Kulikowski, L.L., Blair, K.C., Crosland, K., & Iovannone, R. (2011, September). An evaluation of the Prevent-Teach-Reinforce (PTR) model in a community preschool setting [Paper presentation]. 30th annual meeting of the Florida Association for Behavior Analysis (FABA), Daytona, FL.
160. Cho, S., Blair, K.C., & Shoushi, S (2011, March). Supporting a student with dual diagnoses of ADHD and PDD using positive behavior support [Poster presentation]. 8th annual meeting of the Association for Positive Behavior Support (APBS), St. Louis, MO.
161. Blair, K.C. (2010, November). Using the Teaching Tools for Young Children with Challenging Behavior (TTYC) [Paper presentation]. 34th annual Teacher Educators for Children with Behavioral Disorders (TECBD) conference, Tempe, AZ.
162. Blair, K.C. (2010, October). Addressing challenging behavior in young children [Paper presentation]. Annual meeting of Florida Council for Exceptional Children, Clearwater, FL.
163. \*Powell, J. & Blair, K.C. (2010, October). Using social stories and behavior skills training involving family members to increase social skills for a child with autism [Poster presentation]. Annual meeting of Florida Council for Exceptional Children, Clearwater, FL.
164. \*Traub, J., & Blair, K.C. (2010, October). A comparison of feedback procedures on teachers' use of behavior support strategies and children's problem behavior and alternative behaviors [Poster presentation]. Annual meeting of Florida Council for Exceptional Children, Clearwater, FL.
165. \*Fowler, K., Blair, K.C., & Fox, L. (2010, September). Peer mediated social skills training for a child with Asperger's Syndrome [Poster presentation]. ASDnet Conference, Tampa, FL.
166. \*Kotsion, S., Blair, K.C., & Vaughn, B. (2010, September). Effects of reinforcement magnitude and session duration on stereotypy of an adolescent with autism [Poster presentation]. ASDnet Conference, Tampa, FL.
167. Blair, K.C., Lee, M., & Fox, L. (2010, March). Family-based positive behavior support for young children with developmental and behavioral difficulties [Poster presentation]. 7th annual meeting of the Association for Positive Behavior Support (APBS), St. Louis, MO.
168. \*Kulikowski, L., Blair, K.C., & Cho, S.J. (2010, March). Parent training Intervention for infants and young children with feeding disorders [Poster presentation]. 7th annual meeting of the Association for Positive Behavior Support (APBS), St. Louis, MO.
169. Blair, K. C. (2009, November). Functional behavioral assessment for young children with challenging behavior [Paper presentation]. Annual meeting of Early Childhood Council and Florida Association for Infant Mental Health, Tampa, FL.
170. \*Fowler, K, & Blair, K. C. (2009, September). An evaluation of peer mediated social skills training for a child with Asperger's Syndrome and peers [Poster presentation]. Annual meeting of Florida Association for Behavior Analysis (FABA), Daytona Beach, FL.
171. Blair, K.C. (2009, July). Supporting young children with Autism through positive behavior support with family-school collaboration [Paper presentation]. Biannual meeting of International Association of Special Education, Alicante, Spain.
172. Cho, S., & Blair, K.C. (2009, July). A comparative study: Maternal perceptions about their children's contributions to their families. [Paper presentation]. Biannual meeting of International Association of Special Education, Alicante, Spain.

173. Blair, K. C. (2009, March). Family-school collaboration in support of young children with autism in inclusive classrooms [Paper presentation]. 6th annual meeting of the Association for Positive Behavior Support (APBS), Jacksonville, FL.
174. Cho, S., & Blair, K. C. (2009, March). Effective strategies for implementing positive behavioral support in general education classrooms [Poster presentation]. 6th annual meeting of the Association for Positive Behavior Support (APBS), Jacksonville, FL.
175. Cho, S., & Blair, K. C. (2009, March). Supporting Korean families of children in early intervention programs through journal writing [Poster presentation]. 6th annual meeting of the Association for Positive Behavior Support (APBS), Jacksonville, FL.
176. Blair, K. C. (2008, November). An experimental analysis of positive behavior support for young children with problem behavior [Paper presentation]. 32nd annual Teacher Educators for Children with Behavioral Disorders (TECBD) conference, Tempe, AZ.
177. Wood, S., Blair, K. C., & Ferro, J. (2008, October). Function-based assessment and intervention studies of young children with problem behavior [Poster presentation]. 24th annual Division for Early Childhood (DEC) international conference, Minneapolis, MN.
178. Blair, K. C. (2008, July). Addressing challenging behavior in daily routines through collaboration positive behavior support [Paper presentation] Annual meeting of One Goal Summer Conference, Tampa, FL.
179. Blair, K.C., Fox, L., & Lentini, R. (2008, June). Positive behavior support for young children with developmental and behavioral challenges: An evaluation of generalization [Paper presentation]. International Conference on Special Education: Sharing Knowledge and Experience around the World, Marmaris, Turkey.
180. Blair, K.C., Fox, L., & Lentini, R. (2008, February). Generalization effects of positive behavior support for young children in a childcare program [Poster presentation]. Biannual meeting of the Conference on Research innovations in Early Intervention (CRIEI), San Diego, CA.
181. Blair, K. C. (2007, July). Strategies to teach replacement skills to infants and toddlers with challenging behavior [Paper presentation]. Annual meeting of the One Goal Summer, Tampa, FL.
182. Blair, K. C. (2007, July). Positive behavior support within the natural contexts of classroom, home, and community [Paper presentation]. International Special Education Forum of the Division of International Special Education and Services (DISES), Lima, Peru.
183. Blair, K.C., Vaughn, B., & Fox, L. (2007, April). Positive behavior support intervention approaches for foster families of young children with challenging behavior [Paper presentation]. National Conference on Child Abuse and Neglect, Portland, OR.
184. Blair, K. C. (2007, March). Supporting child engagement across routines through individualized PBS in a childcare program [Paper presentation]. 4th annual international conference of Association for Positive Behavior Support, Boston, MA.
185. Vaughn, B., & Blair, K. (2006, November). What's foster parents do?: Positive behavior support provides answers [Paper presentation]. Annual meeting of the Florida Coalition for Children and the Florida Coalition for Children Foundation, Daytona Beach, FL.
186. Blair, K. C., Umbreit, J., Dunlap, G., & Jung, K. (2006, November). Promoting inclusion and peer participation through assessment-based intervention [Paper presentation]. Annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

187. Blair, K.C. (2006, November). Special education services for children with emotional disturbance in Korea [Paper presentation]. Annual meeting of the Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.
188. \*Lee, I., & Blair, K.C. (2006, December). An evaluation of multidimensional positive behavior support for a young child with autism [Poster presentation]. Annual international conference of the Association for Persons with Severe Disabilities (TASH), Baltimore, MD.
189. \*Lim, Y., & Blair, K.C. (2006, October). Effects of an Orff-music activity-based program on social response and engagement of toddlers with developmental delays [Paper presentation]. Annual meeting of the Korean Association for Early Childhood Education, Seoul, South Korea.
190. \*Lee, I., & Blair, K.C. (2006, October). Effects of positive behavior support on problem behavior of young children with disabilities and adults' interactions with them [Paper presentation]. Annual meeting of the Korean Association for Special Education, Seoul, South Korea.
191. Blair, K.C. (2006, July). Functional behavioral assessment for young children with challenging behavior [Paper presentation]. Annual meeting of the One Goal Summer, Tampa, Florida.
192. Liaupsin, C., Ferro, J. B., Newcomer, R., Blair, K. C., & Umbreit, J. (2005, November). Functional assessment and function-based interventions across cultures: Case studies [Paper presentation]. TECBD 29th Annual Conference, Tempe, AZ.
193. Blair, K. C., & Lee, M. (2004, December). IEP development and implementation in inclusive early childhood education classrooms in South Korea [Paper presentation]. 20th international conference of the Division of Early Childhood (DEC), Chicago, IL.
194. Blair, K. C., Jeon, B., Ryu, J., & Yi, J. (2004, April). IEP practices in inclusive early childhood education classrooms in South Korea [Paper presentation]. Annual convention of the Council for Exceptional Children (CEC), New Orleans, LA.
195. Blair (Cho), K. (2004, August). Future directions of assessment for young children with developmental disabilities [Paper presentation]. Annual meeting of the Korean Association for Developmental Disabilities, Busan, South Korea.
196. Blair, K. C., & Lee, M. (2003, December). Evaluation and assessment of young children with disabilities in South Korea [Paper presentation]. 19th annual international conference of the Division of Early Childhood (DEC), Washington D.C.
197. Lee, M., & Blair, K. C. (2003, December). Child Find policies for young children with special needs in South Korea [Paper presentation]. 19th annual international conference of the Division of Early Childhood (DEC), Washington D.C.
198. Blair, K. C., Back, Y., Kim, J., Whang, B., Kim, J, Kim, M., Choi, M., Oh, S., Chun, K., & Whang, K. (2003, December). Child Find and tracking program for young children with special needs [Paper presentation]. International conference of the Association for Persons with Severe Disabilities (TASH), Chicago, IL.
199. Blair (Cho), K., & Jeon, B. (2003, October). Standardization of the Korean Developmental Indicators for the Assessment of Learning-3 (K-DIAL-3) [Paper presentation]. Annual conference of the Korean Society for Special Education, Busan, South Korea.
200. Blair, K. C. (2002, December). Using functional assessment to support inclusion of young children with challenging behaviors [Poster presentation]. 18th annual international conference of the Division for Early Childhood, San Diego, CA.

201. Blair (Cho), K., & Jeon, B. (2002, December). Preliminary standardization of Korean Developmental Indicators for the Assessment of Learning-3 (K-DIAL-3) [Paper presentation]. Annual meeting of Korean Association for Early Childhood Special Education, Seoul, Korea.
202. \*Lim, J., & Blair (Cho), K. (2001, May). The effects of interest and reinforcement variables on recall and recognition memories of young children with Attention Deficit Hyperactivity Disorder [Paper presentation]. Annual Conference of the Korean Society for Special Education, Chang-won, Kyungnam.
203. Blair, K. C. (2001, December). A follow-up evaluation of staff development in curriculum and instruction for young children with challenging behaviors in an inclusive childcare program [Paper presentation]. Association for Persons with Severe Disabilities (TASH), Anaheim, CA.
204. Blair, K. C., Kim, Y., & Kim, J. (2000, August). Current status of assessment services for young children with special needs in South Korea [Paper presentation]. 11th World Congress of the International Association for the Scientific Study of Intellectual Disabilities (IASSID), Seattle, WA.
205. Blair, K. C. (2000, October). Best practices in early childhood special education [Paper presentation]. Annual meeting of the Korean Association for Special Education, Cheonju, Chugnam.
206. Blair, K. C. (1999, October). Context-based functional assessment and intervention for young children with disabilities [Paper presentation]. Annual meeting of the Korean Association for Special Education, Choenan, Chungnam.
207. Blair, K. C., & Umbreit, J. (1997, May). Context-based functional assessment and intervention for preschool age children in daycare [Paper presentation]. 23rd annual meeting of the Association for Behavior Analysis (ABA), Chicago, IL.
208. Blair, K.C., Umbreit, J., & Eck, S. (1996, May). The use of peers in the functional analysis of social skill variables maintaining a young child's aggressions in daycare [Paper presentation]. 22nd annual meeting of the Association for Behavior Analysis (ABA), San Francisco, CA.
209. Blair, K.C., & Umbreit, J. (1995, May). Contextual analysis and intervention for problem behavior. [Paper presentation]. 21st annual meeting of the Association for Behavior Analysis (ABA), Washington D.C.

#### **INVITED ADRESSES, WORKSHOPS, AND COLLOQUIM PRESENTATIONS (*n* = 42)**

1. **Blair**, K. C. (2024, April). Supporting Students with and a-risk for disabilities through collaboration between school-wide PBIS & mental health systems. [Keynote speech]. The Korean Association for Positive Behavior Support Network, Seoul, South Korea
2. **Blair**, K. C. (2024, April). Coach roles and responsibilities in implementing multi-tiered school-wide PBIS. [Keynote speech]. The Korean Association for Positive Behavior Support Network, Seoul, South Korea
3. **Blair**, K. C. (2022, August). *The role of behavior analysts on interprofessional collaboration to enhance behavioral treatment outcomes for individuals with disabilities*. [Invited address]. Korean Association for Behavior Analysis (KABA) virtual conference, Seoul, South Korea.

4. **Blair, K. C.** (2021, October). *Multi-tiered school-wide PBIS and prevention of school violence* [Invited address]. Korean Youth Counseling Association virtual conference, Seoul, South Korea.
5. **Blair, K. C.** (2021, August). *Prevention and Intervention for problem behavior of school-age children*. [Invited address]. Korean Association of Cognitive Behavioral Therapy and Counseling virtual conference, Seoul, South Korea.
6. **Blair, K. C.** (2021, April). *The roles and functions of behavior analysts in the special education service delivery system* [Keynote address]. Korean Association for Behavior Analysis (KABA) virtual conference, Seoul, South Korea.
7. **Blair, K.C., Knochel, A., & Sofarelli, R.** (2019, April). *Using the Prevent-Teach-Reinforce model for children with ASD* [Invited address]. Pan African Congress on Autism conference, Nairobi, Kenya.
8. **Blair, K. C.** (2018, June). *Class-wide positive behavior support* [Invited address]. Korean School Psychology Association Conference, Seoul, South Korea.
9. **Blair, K. C.** (2018, June). *Intervention for problem behavior of children with severe disabilities: Function-based intervention* [Colloquium presentation]. Brain-Korea 21 & Graduate School of Special Education, Kongju National University, South Korea.
10. **Blair, K. C.** (2017, July). *Using the Prevent-Teach-Reinforce (PTR) model to address problem behavior in children with disabilities* [Invited workshop presentation]. Annual meeting of the Korean Association for Behavior Analysis, Seoul, South Korea.
11. **Blair, K. C.** (2017, July). *School-wide positive behavior support: Tier 1 support* [Invited workshop presentation]. Joint workshop of the Korean School Psychology Association, Korean School Counseling Association, & Korean Clinical Psychology Association, Daejeon, South Korea.
12. **Blair, K. C.** (2015, May). *School-wide positive behavior support: Tier 2 and Tier 3 supports* [Invited workshop presentation]. Graduate School of Special Education, Kongju National University, Gongju, South Korea.
13. **Blair, K. C.** (2015, May). *School-wide positive behavior support: Tier 1 supports* [Invited workshop presentation]. Korean Association for Youth Counseling, Gongju, South Korea.
14. **Blair, K. C.** (2014, June). *Individualized PBS and intervention of school violence* [Invited address]. Annual meeting of the Addition Counseling Division of the Korean Counseling Association, Seoul, South Korea.
15. **Blair, K. C.** (2014, June). *Classroom-wide positive behavior support* [Invited workshop presentation]. Brain Korea-21, Kongju National University, South Korea.
16. **Blair, K. C.** (2014, July). *Positive behavior support and prevention of school violence* [Colloquium presentation]. Department of Psychology, Chonbuk National University, Jeonju, South Korea.
17. **Blair, K. C.** (2014, July). *Individualized PBS and intervention of school violence* [Invited address]. Annual meeting of the Addition Counseling Division of the Korean Counseling Association, Seoul, South Korea.
18. **Blair, K.C.** (2013, May). *Using School-wide PBS to prevent and intervene school violence*. [Colloquium presentation]. Center for Community Development, Andong National University, South Korea.

19. **Blair, K. C.** (2012, July). *Tier 2 school wide PBS: Check-in/Check-out* [Invited workshop presentation]. Brain Korea-21 International Conference, Kongju National University, South Korea.
20. **Blair, K. C.** (2012, July) *Teaching Tools for Young Children (TTYC)* [Invited workshop presentation]. Brain Korea-21 International Conference, Kongju National University, South Korea.
21. **Blair, K.C.** (2011, June). *Florida's positive behavior support project* [Invited address]. Brain Korea-21 International Conference, Kongju National University, South Korea.
22. **Blair, K. C.** (2009, March) *Functional assessment: Developing and implementing comprehensive behavior support plans for children with persistent challenging behavior part 1* [Invited workshop presentation]. National Training Institute: Addressing Challenging Behavior, Clearwater, FL.
23. **Blair, K. C.** (2008, March). *Functional assessment: Using observational and interview data to assess challenging behavior of young children* [Workshop presentation]. National Training Institute: Addressing Challenging Behavior, Clearwater, FL.
24. **Blair, K. C.** (2006, March). *Teaching skills to replace challenging behavior* [Workshop presentation]. National Training Institute on Effective Practices on Addressing Challenging Behavior, Clearwater Beach, FL.
25. **Blair, K.C.** (2008, June). *Increasing engagement and social interaction during classroom routines through positive behavior support* [Invited address]. Brain Korea-21 Symposium, Kongju National University, South Korea.
26. **Blair, K.C.** (2007, May). *Intensive individualized interventions: Functional assessment and hypothesis development* [Invited address]. Brain Korea-21 Symposium, Kongju National University, South Korea.
27. **Blair, K.C.** (2007, May). *Intensive individualized interventions: Designing behavior support plans.* [Invited address]. Brain Korea-21 Symposium, Kongju National University, South Korea.
28. **Blair, K. C., Fox, L. & Lentini, R.** (2007, March). *Effective strategies to facilitate child engagement and positive interaction during classroom routines.* [Workshop presentation]. National Training Institute on Effective Practices on Addressing Challenging Behavior, Clearwater Beach, FL.
29. **Blair, K. C.** (2007, March). *Creating collaborative international partnerships in positive behavior support* [Session chair]. Annual meeting of the Association for Positive Behavior Support, Boston, MA.
30. **Blair, K. C.** (2005, September). *Strategies for development of standards for the establishment and operation of private special education centers and guidelines for revision of related laws* [Invited address]. Public hearing held by Korea Ministry of Education, Seoul, South Korea
31. **Blair, K. C.** (2005, October). *Assessment and program development for young children with disabilities* [Invited address]. Annual meeting of the Chongsun Society for Early Childhood Education, Seoul, South Korea.
32. **Blair, K. C.** (2005, July). *Development of an assessment and evaluation system for early identification and early intervention* [Invited address]. Congregational Committee on People with Disabilities, Seoul, South Korea.



33. **Blair, K. C.** (2004, November). *Current status and future directions of educational services for young children with disabilities* [Keynote address]. National Human Rights Commission of Korea, Seoul, South Korea.
34. **Blair, K. C.** (2004, October). *Future directions of policy development for education of children with disabilities* [Invited address]. Annual meeting of the Korean Society for Social Services for People with Disabilities, Seoul, South Korea.
35. **Blair, K. C., Jeon, B., & Lee, J.** (2004, October). *Sensitivity, specificity, and agreement index of K-DIAL3* [Invited address]. Annual meeting of the Korean Association for Special Education, Seoul, South Korea.
36. **Blair, K. C.** (2004, August). *Current status and future directions of early identification and intervention services for infants and young children with special needs in Korea* [Invited address]. Congregational Committee on People with Disabilities, Seoul, South Korea.
37. **Blair, K. C.** (2004, December). *Current status and future directions of early childhood special education in Korea* [Keynote address]. Annual meeting of the Korean Association for Early Childhood Special Education, Seoul, South Korea.
38. **Blair, K. C.** (2003, December). *Future directions of collaborative support systems for young children with disabilities* [Invited address]. Annual meeting of the Korean Society for Early Childhood Special Education, Choenan, South Korea.
39. **Blair, K. C.** (2003, October). *Future directions in the development of tracking systems for early identification of young children with disabilities* [Paper presentation]. Annual Meeting of the Korean Society for Special Education, Busan, South Korea.
40. **Blair, K. C.** (2000, October). *Curriculum development and implementation for young children with disabilities* [Invited address]. Ewha Women's University Special Education Symposium, Seoul, South Korea.
41. **Blair, K. C.** (2003, September). *Interagency coordination for quality improvement in early childhood education programs for young children with disabilities* [Panel presentation]. Special Education Policy Forum, Korea National Institute for Special Education, South Korea
42. **Blair, K. C., & Whang, I.** (2002, May). *Improving the effectiveness of inclusion through on-site teacher training in elementary schools* [Invited address]. Annual meeting of the Korean Association for Special Education, Gwangu, South Korea.

#### **INVITED IN-SERVICE TRAINING (n = 48)**

1. **Blair, K.C.** (2020, December). *Culturally tailored ABA treatments for Asian-American clients and families* [Zoom in-service training]. Training provided to behavior analysts, Autism and Behavioral Services for Sendan Center, Bellingham, WA.
2. **Blair, K.C.** (2019, June). *Tier 2 school-wide positive behavior support* [In-service training]. Training provided to educators, Daryong Elementary School, South Korea.
3. **Blair, K.C.** (2018). *Intensive individualized behavior interventions for children with disabilities* [In-service training]. Training provided to special education teachers and therapists, Seoul Dawon School, Seoul, South Korea.
4. **Blair, K.C.** (2009, February). *Evidence-based models and innovative projects for children with disabilities in inclusive settings* [In-service training]. Training provided to Korean special education teachers, Institute for the New University for Regional Innovation Project, Florida Center for Inclusive Communities, University of South Florida, Tampa, FL.

5. **Blair, K.C.** (2006, August). *Functional assessment and intervention for children with problem behaviors* [In-service training]. Training provided to elementary special education teachers, Korea National Institute for Special Education, Ansan, South Korea.
6. **Blair, K.C.** (2006). *Positive behavior support* [In-service training]. Training provided to educators and families, Achievement Academy, Lakeland, FL.
7. **Blair, K.C.** (2005, August). *Developing individualized education programs* [In-service training]. Training provided to elementary special education teachers, Daejon Eastside School District, Daejon, South Korea.
8. **Blair, K.C.** (2005, August). *Functional assessment of problem behavior* [In-service training]. Training provided to early childhood special education teachers, Korea Institute for Special Education, Ministry of Education and Human Resources, Ansan, South Korea.
9. **Blair, K.C.** (2005, January). *Activity-based intervention for students with disabilities* [In-service training]. Training provided to secondary special education teachers, Inservice Training Center, Kongju National University, Gongju, South Korea.
10. **Blair, K.C.** (2005, August). *Methods of teaching students with emotional and behavioral disorders* [In-service training]. Training provided to elementary special education teachers, Korea National Institute for Special Education, Ansan, South Korea.
11. **Blair, K.C.** (2005, January). Inclusion of children with disabilities. [In-service training]. Training provided to secondary special education teachers, Inservice Training Center, Kongju National University, Gongju, South Korea.
12. **Blair, K.C.** (2005, August). *Functional behavioral assessment* [In-service training]. Training provided to early childhood special education and elementary special education teachers, Daejon East School District, Daejon, South Korea.
13. **Blair, K.C.** (2004, August). *Functional assessment and intervention for children with problem behaviors* [In-service training]. Training provided to elementary special education teachers, Korea National Institute for Special Education, Ansan, South Korea.
14. **Blair, K.C.** (2004, May). *Functional assessment and intervention for children with problem behavior* [In-service training]. Training provided to behavior specialists, Korean Association for Emotional & Behavioral Disorders, Daegu, South Korea.
15. **Blair, K.C.** (2004, August). *Early childhood special education* [In-service training]. Training provided to school administrators, Korea National Institute for Special Education, Ministry of Education and Human Resources, Ansan, South Korea.
16. **Blair, K.C.** (2004). *Activity-based intervention for students with disabilities* [In-service training]. Training provided to secondary special education teachers, Inservice Training Center, Kongju National University, Gongju, South Korea.
17. **Blair, K.C.** (2004, August). *Developmental screening using Korean Developmental Indicators for the Assessment of Learning-Third Edition (K-DIAL-3)* [Workshop presentation]. Training provided to special education teachers and related professionals. Korean Association for Developmental Disabilities, Jeonju, South Korea
18. **Blair, K.C.** (2004, August). *Philosophical and theoretical foundation of behavior modification* [In-service training]. Training provided to regular early childhood and elementary education teachers in inclusive classrooms, Korea National Institute for Special Education, Ansan, South Korea.

19. **Blair, K.C.** (2004, August). *Functional assessment and intervention for young children with problem behavior* [In-service training]. Training provided to behavior specialists, Training Institute, Korean Association for Emotional & Behavioral Disorders, Daegu, South Korea.
20. **Blair, K.C.** (2004, August). *Methods of teaching students with emotional and behavioral disorders* [In-service training]. Training provided to elementary special education teachers, Korea National Institute for Special Education, Ansan, South Korea.
21. **Blair, K.C.** (2004). *Functional behavioral assessment* [In-service training]. Training provided to early childhood special education and elementary special education teachers, Daejeon East School District, Location.
22. **Blair, K.C.** (2004, January). *Inclusion of children with disabilities* [In-service training]. Training provided to secondary special education teachers, Inservice Training Center, Kongju National University, Gongju, South Korea.
23. **Blair, K.C.** (2003, August). *Functional assessment and intervention for children with problem behaviors* [In-service training]. Training provided to elementary special education teachers, Korea National Institute for Special Education, Ansan, South Korea.
24. **Blair, K.C.** (2003, January). *Activity-based intervention for students with disabilities* [In-service training]. Training provided to secondary special education teachers, Inservice Training Center, Kongju National University, Gongju, South Korea.
25. **Blair, K.C.** (2003, August). *Intervention strategies for young children with behavioral disorders* [In-service training]. Training provided to behavior specialists, Training Institute, Korean Association for Emotional & Behavioral Disorders, Daejeu, South Korea.
26. **Blair, K.C.** (2003, August). *Methods of teaching students with emotional and behavioral disorders* [In-service training]. Training provided to elementary special education teachers, Korea National Institute for Special Education, Ansan, South Korea.
27. **Blair, K.C.** (2003, July). *Developmental screening using Korean Developmental Indicators for the Assessment of Learning-Third Edition (K-DIAL-3)* [In-service training]. Training provided to early childhood special education teachers, Summer Institute, Korean Association for Early Childhood Special Education, Location.
28. **Blair, K.C.** (2003, August). *Functional behavioral assessment* [In-service training]. Training provided to early childhood special education and elementary special education teachers, Daejeon East School District, Daejeon, South Korea.
29. **Blair, K.C.** (2003, July). *Developing individualized education programs for young children with disabilities* [In-service training]. Training provided to early childhood special education teachers, Summer Institute, Korean Association for Early Childhood Special Education, Location.
30. **Blair, K.C.** (2003). *Methods of teaching students with emotional and behavioral disorders* [In-service training]. Training provided to elementary special education teachers. Korea National Institute for Special Education, Ansan, South Korea.
31. **Blair, K.C.** (2002, January). *Inclusion of children with disabilities* [In-service training]. Training provided to secondary special education teachers, Inservice Training Center, Kongju National University, Gongju, South Korea
32. **Blair, K.C.** (2002, August). *Functional assessment and intervention for children with problem behaviors* [In-service training]. Training provided to elementary special education teachers, Korea National Institute for Special Education, Ansan, South Korea.

33. **Blair, K.C.** (2002, January). *Activity-based intervention for students with disabilities* [In-service training]. Training provided to secondary special education teachers, Inservice Training Center, Kongju National University, Gongju, South Korea
34. **Blair, K.C.** (2002, August). *Functional behavioral assessment* [In-service training]. Training provided to early childhood special education and elementary special education teachers, Daejeon East School District, Daejeon, South Korea.
35. **Blair, K.C.** (2001, January). *Inclusion of children with disabilities* [In-service training]. Training provided to secondary special education teachers. Inservice Training Center, Kongju National University, Gongju, South Korea
36. **Blair, K.C.** (2001, August). *Functional behavioral assessment* [In-service training]. Training provided to early childhood special education and elementary special education teachers, Daejeon East School District, Daejeon, South Korea.
37. **Blair, K.C.** (2001, July). *Methods of teaching students with emotional and behavioral disorders* [In-service training]. Training provided to elementary special education teachers, Korea National Institute for Special Education, Ansan, South Korea.
38. **Blair, K.C.** (2001, January). *Activity-based intervention for students with disabilities* [In-service training]. Training provided to secondary special education teachers, Inservice Training Center, Kongju National University, Gongju, South Korea
39. **Blair, K.C.** (2001, July). *Functional assessment and intervention for children with problem behaviors* [In-service training]. Training provided to elementary special education teachers, Korea National Institute for Special Education, Ansan, South Korea.
40. **Blair, K.C.** (2000, August). *Functional behavioral assessment* [In-service training]. Training provided to early childhood special education and elementary special education teachers, Daejeon East School District, Daejeon, South Korea.
41. **Blair, K.C.** (2000, August). *Methods of functional assessment* [In-service training]. Institute for Educational Science, Ewha Women's University, Seoul, South Korea.
42. **Blair, K.C.** (2000, July). *Methods of teaching students with emotional and behavioral disorders* [In-service training]. Training provided to elementary special education teachers, Korea National Institute for Special Education, Ansan, South Korea.
43. **Blair, K.C.** (2000, July). *Functional assessment and intervention for children with problem behaviors* [In-service training]. Training provided to elementary special education teachers, Korea National Institute for Special Education, Ansan, South Korea.
44. **Blair, K.C.** (2000, January). *Activity-based intervention for students with disabilities* [In-service training]. Training provided to secondary special education teachers, Inservice Training Center, Kongju National University, Gongju, South Korea
45. **Blair, K.C.** (2000, January). *Inclusion of children with disabilities* [In-service training]. Training provided to secondary special education teachers, Inservice Training Center, Kongju National University, Gongju, South Korea
46. **Blair, K.C.** (1999, August). *Functional behavioral assessment* [In-service training]. Training provided to early childhood special education and elementary special education teachers, Daejeon East School District, Daejeon, South Korea.
47. **Blair, K.C.** (1999, July). *Methods of teaching students with emotional and behavioral disorders* [In-service training]. Training provided to elementary special education teachers, Korean National Institute for Special Education, Ansan, South Korea.

48. **Blair, K.C.** (1999, January). *Inclusion of children with disabilities* [In-service training]. Training provided to secondary special education teachers, Inservice Training Center, Kongju National University, Gyeongju, South Korea.

## **TEACHING EXPERIENCE**

### **CURRENT AND PAST COURSES**

#### **University of South Florida**

##### ***Doctoral Courses in ABA***

- MHS 7980 – Dissertation (Current)
- MHS 6915 – Directed Research (Current)

##### ***Master's Courses in ABA***

- MHS 6615 – Observational Methods and Functional Assessment (Current)
- MHS 6917 – Thesis (Current)
- MHS 6901 – Independent Study (Current)

##### ***Graduate Certificate Course in Positive Behavior Support (PBS)***

- MHS 6605 - Addressing Behavior Challenges in Young Children (2011-2016)

##### ***Undergraduate Course in ABA***

- MHS 4206 - ABA in Autism and Developmental Disabilities (2013-2019)

#### **Kongju National University, South. Korea**

##### ***Doctoral Courses in Special Education (2002-2005)***

- Single Subject Research Methodology
- Research Design in Early Childhood Special Education
- Family Involvement and Support
- Dissertation

##### ***Master's Courses in Special Education (1999-2005)***

- Methods of Teaching Young Children with Disabilities
- Play-Based Intervention for Young Children with Disabilities
- Single Subject Research Methodology
- Observation and Participation
- Thesis

##### ***Undergraduate Courses in Special Education (1998-2005)***

- Introduction to Early Childhood Special Education
- Curricular and Instructional Strategies for Young Children with Disabilities
- Teaching Science and Mathematics to Young Children with Disabilities
- Intervention for Social Development of Young Children with Disabilities
- Family Involvement and Support
- Practicum

## **Chung-Ang University and Daegu University, South Korea**

### ***Undergraduate Courses (1998)***

- Introduction to Early Childhood Special Education
- Methods of Teaching Young Children with Disabilities

## **DISSERTATION AND THESE COMMITTEES**

### **University of South Florida**

#### ***Dissertation Committee (Chair/Major Professor) (n = 6)***

1. 2023-present Lynette Johnson, Ph.D. in ABA
2. 2022-present Madeline Risse, Ph.D. in ABA
3. 2020-present Danielle Russo, Ph.D. in ABA
4. 2019-2022 Daniel Kwak, Ph.D. in ABA. Development and evaluation of the values-centered assessment tool (VCAT) to inform culturally responsive behavioral parent training intervention
5. 2018-present Trevor Maxfield, Ph.D. in ABA
6. 2013-2017 Mallory Quinn, Ph.D. in ABA. An evaluation of the POINTE program to guide dance instructors to use behavioral coaching procedures with competitive dancers.

#### ***Dissertation Committee (Member) (n = 9)***

1. 2023-present Ariadna Martinez, Ph.D. in ABA
2. 2023-present Jesenia Giambrone, Ph.D. in ABA
3. 2021-present Alyssa Rojas, Ph.D. in ABA
4. 2021-present Shreeya Deshmukh, Ph.D. in ABA
5. 2020-2023 Rasha Rida Baruni, Ph.D. in ABA. Evaluation of interactive computerized training to teach practitioners to implement safety skills training
6. 2019-present Barbara Lazarou, Ph.D. in Special Education, College of Education
7. 2017-2019 Spencer Gauert, Ph.D. in ABA. An evaluation of parent implemented web-based behavior skills training for firearm safety skills.
8. 2017-2019 Merritt Schenk, Ph.D. in ABA. Assessing the effectiveness of antecedent and consequent interventions to enhance sports performance.
9. 2017-2019 Marissa Novotny, Ph.D. in ABA. An evaluation of a web-based manualized training for parent conducted behavioral skills training.

#### ***Thesis Committee (Chair/Major Professor) (n = 61)***

1. 2024-present Norma Guillen
2. 2024-present Hayley McManus
3. 2024-present Kevin Ochoa
4. 2023-present Lanease Ganey, M.S. in ABA (Co-Chair)

5. 2023-2024 Kyra Ludwieszewski, M.S. in ABA. Pyramidal behavioral skills training to increase behavior specific praise in juvenile residential staff
6. 2023-2024 Grace Maxwell, M.S. in ABA. improving academic engagement and task completion using antecedent physical exercise in an elementary school classroom
7. 2023-2024 Paris Thie, M.S. in ABA. Evaluating the Prevent-Teach-Reinforce Secondary (PTR-SEC) model for middle school students with disabilities
8. 2023-2024 Carey Walls, M.S. in ABA. Using functional communication training for students with disabilities
9. 2021-2023 Christine Colon, M.S. in ABA. Evaluating the prevent-teach-reinforce secondary model for Individuals with emotional and behavioral disorders
10. 2021-2023 Garrit Dubois, M.S. in ABA (Co-Chair). Improving interview skills through virtual reality with behavior skills training for students with disabilities
11. 2021-2023 Marqueline Cenatus, M.S. in ABA. Teaching behavioral contingencies to young children with ASD using contingency mapping
12. 2021-2023 Brittany Pearson, M.S. in ABA (Co-Chair). Using active student responding and competition via Kahoot! to improve student academic engagement at college level
13. 2020-2022 Laura Dezayas, M.S. in ABA. Using behavioral skills training with self-monitoring to increase conversation skills in adolescents with autism spectrum disorder.
14. 2020-2022 Alexis Lopez, M.S. in ABA. Using prevent-teach-reinforce for a high school student with emotional and behavioral disorder: A case study.
15. 2020-2022 Shannon Shafmaster, M.S. in ABA. Implementing the break pass intervention with differential reinforcement to improve engagement in play with siblings for children with autism spectrum disorder.
16. 2020-2022 Madeline Risse, M.S. in ABA. Evaluating technology-based self-monitoring of performance with reinforcement for students with disabilities.
17. 2019-2021 Rachel Ayres, M.S. in ABA. School professional coaching on facilitation of prevent-teach-reinforce (PTR) model for students with persistent problem behavior.
18. 2019-2021 Taylor Comber, M.S. in ABA. Behavior analytic interventions for promoting skill acquisition in individuals with ASD: Two case studies.
19. 2019-2021 Khendal Robison, M.S. in ABA. A review of manualized behavioral parent training interventions for young children with problem behavior.
20. 2019-2021 Jennifer Trapani, M.S., in ABA. Using a peer-mediated bullying safety skills intervention for children with disabilities.
21. 2018-2020 Danielle Russo, M.S. in ABA. Use of high-probability instructional sequences during pre-academic activities *for young children with autism spectrum disorder*.
22. 2018-2020 Zoe Hay, M.S. in ABA. Use of pyramidal training in a juvenile residential facility: teaching staff to self-monitor use of behavior specific praise.
23. 2018-2020 Nicole Harris, M.S. in ABA. Implementing the class pass intervention within schoolwide positive behavior interventions and support.

24. 2017-2019 Deanna Deenihan, M.S. in ABA. Using the Prevent-Teach-Reinforce for Secondary (PTR-SEC) Model for high school students with autism spectrum disorder.
25. 2017-2019 Ashley Knochel, M.S. in ABA. Bridging the achievement gap: Promoting equity in teachers' use of behavior-specific praise with self-monitoring and performance feedback.
26. 2017-2019 Sofia Reyes, M.S. in ABA. Implementation of the PTR Model within multi-tiered systems of support for elementary school students with problem behavior.
27. 2017-2019 Thomas Schulz, M.S. in ABA (Co-Chair). A comparison of high-tech and low-tech response modalities to improve student performance and classroom behavior.
28. 2016-2018 LeAnn S. Avila, M.S. in ABA. Evaluation of the Teaching Tools for Young Children with Challenging Behavior (TTYC): Improving classroom behavior in young children.
29. 2016-2018 Beth Giguere, M.S. in ABA. Incorporating auditory and visual feedback and student choice into an interdependent group contingency to improve on-task behavior.
30. 2016-2018 Carlos Silvestre, M.S. in ABA. A collaborative Electronic Behavior Assessment System (eBA): Validation and evaluation of feasibility.
31. 2016-2018 Rachel Sofarelli, M.S. in ABA. Teacher-implemented pre-session pairing to improve classroom behaviors in public schools.
32. 2016-2018 Melissa Santiago, M.A. in ABA. Using the Prevent-Teach-Reinforce for Families (PTR-F) with Hispanic families of young children with ASD.
33. 2015-2017 Courtney Ek, M.A. in ABA. Social Story™ and in-situ training at home: Effects on household chemical safety skills in young children.
34. 2015-2017 Michael Marotta, M.A. in ABA. A comparison of teacher and student choices on reinforcement criteria in using the Caught Being Good Game (CBGG) to improve classroom behavior.
35. 2015-2017 Chelsea Palumbo, M.A. in ABA. Impact of self-monitoring on independent vocational task completion of adults with disabilities in a vocational training setting.
36. 2015-2017 Taylor Narozanick, M.A. in ABA. Evaluation of the Class Pass Intervention (CPI): An application to improve classroom behavior in children with disabilities.
37. 2014-2016 Madison Andreu, M.A. in ABA. Using the Class Pass Intervention (CPI) for children with disruptive behavior.
38. 2014-2016 Katherine Cameron, M.A. in ABA. Using the Teaching Tools for Young Children with Challenging Behavior (TTYC) in kindergarten classrooms.
39. 2014-2016 Elizabeth Cassell, M.A. in ABA. The impact of question type on student behavior in using response cards: The role of teacher preference.
40. 2014-2016 Fernando Herrera, M.A. in ABA. The impact of a teacher-preferred group contingency with data-based decision making on class-wide behavior.
41. 2014-2016 Dominique Martinez, M.A. in ABA. Use of the Individualized Behavior Rating Tool (IBRST) as a self-monitoring tool to improve academic behavior.



42. 2014-2016 Amanda Rudd, M.A. in ABA. Implementation of the Bully Prevention in Positive Behavior Support (BP-PBS) Program in an urban elementary school.
43. 2014-2016 Michael Szabo, M.A. in ABA. Utilizing immediate feedback in piano pedagogy.
44. 2013-2015 Lauren Altman, M.A. in ABA. Using TAGteach to improve transition behaviors of elementary school students.
45. 2013-2015 Monica Anestin, M.A. in ABA. Reading in the digital era: Using video self-modeling to improve reading fluency in *at-risk students*.
46. 2013-2015 Sara Barnes, M.A. in ABA (Co-Chair). An evaluation of the Prevent-Teach-Reinforce Model within a multi-tiered intervention system.
47. 2013-2015 Ashely Horne, M.A. in ABA. Evaluation of an electronic student response system in improving class-wide behavior.
48. 2012-2014 Christina Ennis, M.A. in ABA. An evaluation of group contingency interventions: The role of teacher preference and data-driven decision making.
49. 2012-2014 Emily Rhodes, M.A. in ABA. The use of behavior specific praise statements and the Caught You Being Good Game to improve class-wide behavior.
50. 2012-2014 Daniella Suric, M.A. in ABA. Using multimedia Social Stories™ to enhance prosocial behavior of at-risk preschoolers.
51. 2012-2014 Heatherann Tenowich, M.A. in ABA. Impact of self-monitoring and video feedback on staff implementation of natural environment teaching for children with ASD.
52. 2011-2013 Ashley Barber, M.A. in ABA. An evaluation of Check-In/Check-Out with accountability tracking for at-risk students.
53. 2011-2013 Bethany Harriage, M.A. in ABA. An evaluation of a parent implemented in-situ pedestrian safety skills intervention for individuals with autism.
54. 2011-2013 Diana C. Sanguino, M.A. in ABA. Using contingency mapping to decrease problem behavior and increase social communication skills in children with autism.
55. 2009-2011 Kathleen Bailey, M.A. in ABA. An evaluation of the family-centered Prevent-Teach-Reinforce Model with families of young children with developmental disabilities.
56. 2008-2010 Laura Kuliowski, M.A. in ABA. An evaluation of the Prevent-Teach-Reinforce (PTR) model in a community preschool setting.
57. 2008-2010 Kacie Sears, M.A. in ABA. Using the Prevent-Teach-Reinforce model with families of children with autism spectrum disorder.
58. 2008-2010 Jada Traub, M.A. in ABA. A comparison of feedback procedures on teachers' use of intervention strategies and children's problem and alternative behaviors in community preschools.
59. 2007-2009 Jamie Powell, M.A. in ABA. Using Social Stories™ and behavior skills training involving family members to increase social skills for a child with autism.
60. 2007-2009 Kristin Fowler, M.A. in ABA. An evaluation of peer mediated social skills training for a child with Asperger's Syndrome and peers.
61. 2007-2009 Spiro Kotsios, M.A. in ABA. *The effects of reinforcement magnitude and session length on stereotypical behavior of an adolescent with Autism.*

**Thesis Committee (Member) (n = 79)**

1. 2024-present Ivy Grace Morgan
2. 2024-present Cece Pannone
3. 2024-present Alexandra Pruitt
4. 2024-present Kate Gray
5. 2024-present Miguel Mockabee
6. 2023-present Ashley Barall
7. 2023-present Mallory S. Platte
8. 2022-2023 Casey Marsh, M.S. in ABA.
9. 2023-2024 Jessica Benevie, M.S. in ABA. Teacher-implemented accumulated and distributed reinforcement in the classroom setting.
10. 2023-2024 Michaela C. Elza, M.S. in ABA. Using Brain Breaks® in the classroom to increase on-task behavior and decrease disruptive behaviors of students
11. 2023-2024 Kaleigh Cernosek, M.S. in ABA. evaluating the use of behavioral skills training and tactile prompts to increase positive staff interactions in residential care.
12. 2023-2024 Lily McCook, M.S. in ABA. The use of proactive progressive muscle relaxation to increase academic engagement for elementary school students
13. 2023-2024 Breanna White. The effects of scenic pictures and progressive time delay on varied intraverbal responding
14. 2023-2024 Issabella Gural, M.S. in ABA. Evaluating self-monitoring of performance with a peer component on disruptive behavior and task completion of students with emotional and behavioral disorder.
15. 2022-2024 Megan Baumgartner, M.S. in ABA. Comparison of Contingent Vocal Imitation With and Without Supplemental Reinforcement on Vocalizations of Children with ASD.
16. 2022-2023 Zachary Crosssman, M.S. in ABA. Music as an instructional modality to increase attending behavior of elementary students
17. 2022-2023 Isabella Gural, M.S. in ABA. Evaluating self-monitoring of performance with a peer component on disruptive behavior and task completion of students with emotional and behavioral disorder
18. 2021-2022 Amanda Coppola, M.S. in ABA. Evaluating small-scale simulation training to teach poison safety skills to children with autism
19. 2021-2022 Marissa Del Vecchio, M.S. in ABA. The impact of self-monitoring using I-Connect for increasing on-task behavior for students with or at risk of an emotional behavioral disorder.
20. 2021-2022 Taylor Raaymakers, M.S. in ABA. The use of acceptance and commitment training to improve teacher interactions with students.
21. 2021-2022 Kiersten Whitaker, M.S. in ABA. Brain Breaks® physical activities as an antecedent intervention for decreasing disruptive behaviors
22. 2020-2021 Alexis Capalbo, M.S. in ABA. An evaluation of video modeling and video modeling with video feedback to enhance the performance of competitive soccer goalkeepers.

23. 2020-2021 Peigelyn Domo, M.S. in ABA. Evaluating the class pass intervention: reducing disruptive behaviors of children with emotional and behavioral disorders.
24. 2020-2021 Peyton Stipes, M.S. in ABA. A review of the class pass intervention: a derivative of bedtime pass.
25. 2020-2021 Mallamy Camaro, M.S. in ABA. Case studies in applied behavior analysis: Using a desensitization procedure to decrease problem behavior towards peers and using a shaping procedure to increase time spend in a group.
26. 2019-2020 Christine A. Roeper, M.S. in ABA. A Review of antecedent- and consequence-based interventions for vocal stereotypy.
27. 2019-2020 Codye Manning, M.S. in ABA. A Review of feedback techniques used to improve athletic performance.
28. 2019-2020 Olivia Mulligan, M.S. in ABA. Pre-class physical activity: Does choice expand its effect on disruptive behavior?
29. 2019-2020 Sara Hordges, M.S. in ABA. Choice versus reinforcement: Which produces better effects in decreasing disruptive behavior for students with or at risk of emotional and behavioral disorder?
30. 2019-2020 Gabrielle Mondello, M.S. in ABA. A review of training interventions to teach safety skills to children with Autism.
31. 2018-2019 Hana Hanashiro-Parsons, M.S. in ABA. Comparison of token reinforcement and monetary reinforcement to increase steps in adults with intellectual disabilities in a group home setting.
32. 2018-2019 Deanna Canfield, M.S. in ABA. The effects of a daily behavior report card intervention: Inclusion of a peer mediator component.
33. 2018-2019 Andrea Zuniga, M.S. in ABA. Using Class Pass Intervention (CPI) to decrease disruptive behavior in children.
34. 2018-2019 Mollie McDermit, M.S. in ABA. Evaluating Check-in/ Check-out with a self-monitoring component.
35. 2018-2019 Jacy M. Reed, M.S. in ABA. An evaluation of Khan Academy videos as a supplement to teacher instruction for elementary-aged students with disabilities.
36. 2018-2019 Rebecca Donnelly, M.S. in ABA. Effect of instructor choice on frequency of prompt delivery in classrooms.
37. 2018-2019 Laurel Porter, M.S. in ABA. Assessing teacher preference for training modalities for behavior intervention plans.
38. 2018-2019 Melanie Byrne, M.S. in ABA. Increasing engagement and academic performance of children with autism spectrum disorder and attention difficulties: Do fidget spinners help?
39. 2017-2018 Haley Paulish, M.S. in ABA. Effects of preprinted response cards on disruptive behavior of students in an inclusive education setting.
40. 2017-2018 Jessica Hoofman, M.S. in ABA. Effects of alternative seating on children with disabilities.
41. 2017-2018 Yudelkis Fuste, M.S. in ABA. Effects of point visibility on on-task behavior and preference in the Caught Being Good Game.
42. 2017-2018 Jesenia Giambrone, M.S. in ABA. Using video self-evaluation to enhance performance of competitive dancers.

43. 2017-2018 Darienne E. Boyden, M.S. in ABA. Evaluating the influence of time of day on activity engagement in persons with dementia.
44. 2017-2018 Carolina E. Lugue, M.S. in ABA. Evaluating a peer-implemented intervention for increasing physical activity during school recess.
45. 2017-2018 Elizabeth Ortega, M.S. in ABA. The effects of a task analysis and video self-evaluation on the acquisition of yoga postures.
46. 2017-2019 Joel Greenbaum, M.A. in ABA. Evaluating the effects of matched stimulation on vocal stereotypy and skill acquisition.
47. 2016-2017 Chelsea Schubiger, M.A. in ABA. Effects of release contingencies on bout-like responding.
48. 2016-2017 Michael Zarate, M.A. in ABA. Evaluating the effectiveness of goal setting and textual feedback using a wearable technology for increasing running distance.
49. 2016-2017 Kristina Bewley, M.A. in ABA. Using computer-assisted instruction to decrease transition times for students with autism spectrum disorder.
50. 2016-2017 Calyn Freed, M.A. in ABA. Autism and the performing arts: Using BST to teach dance to children with ASD.
51. 2016-2018 Roberto Andrade-Plaza, M.S. in ABA. Using contingency maps to teach requests for information.
52. 2015-2016 Kaitlin Sullivan, M.A. in ABA. Evaluating Prevent-Teach-Reinforce (PTR) in a high school setting.
53. 2015-2016 Harvey Ray Bayliss, M.A. in ABA. Reinforcement of variability and implications for creativity.
54. 2015-2016 Bethany Owings Greene, M.A. in ABA. Evaluating the effects of different frequencies on retention.
55. 2015-2016 Patricia Krombach, M.A. in ABA. Effects of stability balls on children with autism spectrum disorder.
56. 2015-2016 Sarah Castro, M.A. in ABA. Teaching culinary skills using video modeling to individuals with traumatic brain injury.
57. 2015-2016 Frank Krukkauskas, M.A. in ABA. Using auditory feedback to improve striking for mixed martial artists.
58. 2014-2015 Aracely Abreu, M.A. in ABA. Using auditory feedback to teach dance skills to adults with intellectual disabilities.
59. 2014-2015 Takema J. James, M.A. in ABA. Using auditory feedback to improve dance movements of children with disabilities.
60. 2014-2015 Taylor Butts, M.A. in ABA. Animal-assisted therapy to increase independent reading for children with autism spectrum disorder.
61. 2014-2015 Heather Kelley, M.A. in ABA. Using video feedback to improve horseback riding skills.
62. 2014-2015 Neelam K. Khan, M.A. in ABA. Effects of response cards and the number of teacher-directed questions on classroom behaviors.
63. 2013-2015 Jillian DeFreitas, M.A. in ABA. Acceptance and commitment training to enhance a behavioral parent training with parents of children with Autism.
64. 2013-2014 Heather Kelley, M.A. in ABA. Using video feedback to improve horseback riding skills.

65. 2013-2014 Samantha Spillman, M.A. in ABA. Is more always better: Comparing the effects of single and multiple learning channels on academic performance.
66. 2013-2014 Shannon King, M.A. in ABA. Evaluation of video modeling to teach children diagnosed with autism to avoid poison hazards.
67. 2013-2014 Jessica Sade Andrews, M.A. in ABA. Evaluating the effectiveness of TAGteach for teaching yoga postures to novice yoga practitioners.
68. 2012-2013 Claudia Troconie, M.A. in ABA. The Effects of manipulating conditioned establishing operations on the acquisition of mands in children with autism spectrum disorders.
69. 2012-2013 Sindy Sanchez, M.A. in ABA. Evaluating Check-In Check-Out with peer tutors for children with attention maintained problem behaviors.
70. 2012-2013 Nicole Minard, M.A. in ABA. Evaluating and controlling for reactivity following supervisor training and *feedback*.
71. 2012-2013 Mallory Quinn, M.A. in ABA. Utilizing TAGteach to enhance proficiency in dance movements.
72. 2012-2013 Jessica Lauren Shea, M.A. in ABA. Verbal operant transfer with mands and tacts using multiple exemplars.
73. 2011-2012 Stephanie Wack, M.A. in ABA. Using a goal-setting and feedback procedure to increase running distance.
74. 2011-2012 Jackie Lansdale, M.A. in ABA. NCR versus DRO: Evaluation of effectiveness, teacher preference and fidelity of implementation.
75. 2011-2013 Victoria Smith, M.A. in ABA. Comparison of acquisition rates and child preference for varying amounts of teacher directedness when teaching intraverbals.
76. 2010-2011 Troconis A., Claudia, M.A. in ABA. The Effects of manipulating conditioned establishing operations on the acquisition of mands in children with autism spectrum disorder.
77. 2008-2009 Stephanie Toelken, M.A. in ABA. Increasing independence among children diagnosed with autism using a brief embedded teaching strategy.
78. 2007-2008 Sarah M. Mele, M.A. in ABA. Supporting teachers and children during in-class transitions: The power of prevention.
79. 2007-2008 Judy Mowery, M.A. in ABA. Effects of supervisor's presence on staff response to tactile prompts *and self-monitoring in a group home setting*.

***Undergraduate Honor's Thesis Committee (Chair)***

- 2020-2021 Selina Arvelo, B.A. in Behavioral Healthcare. *A Review of studies on applied behavior analytic social communication skills interventions for young children with autism spectrum disorder*

**The Chicago School of Professional Psychology, Western Michigan University**

***Dissertation Committee Member***

- 2022-2023 Ashley E. Knochel, Ph.D. *School-based professional coaching on facilitation of the Prevent Teach Reinforce for Young Children (PTR-YC) model for children with challenging behavior in Kenya. The Chicago School of Professional Psychology*

2022-2023 Daphne Snyder, Ph.D. *Promoting equal interactions in early childhoods setting.* Western Michigan University

### **Kongju National University, South Korea**

- Chair for 3 doctoral dissertations in the Department of Special Education, College of Education.
- Committee Member for 5 doctoral dissertations in the Department of Special Education, College of Education.
- Chair for over 40 theses for master's degree in the Department of Special Education and over 20 theses for master's degree at Graduate School of Special Education.
- Committee Member for over 60 theses for master's degree in the Department of Special Education and over 30 theses for master's degree at Graduate School of Special Education.

### **PRACTICUM SUPERVISION**

- Provided practicum supervision to 14 students in USF ABA Master's Program, who were accruing practicum experience hours required for certification as a Board Certified Behavior Analyst.

## **SERVICE EXPERIENCE**

### **PROFESSIONAL SERVICE**

#### **Board of Directors**

2024-present Member, Korea APBS Network  
2021-present Vice President, Korean Association for Behavior Analysis  
2015-present Member, Korean Association for Behavior Analysis  
2001-present Member, Korean Society for Early Childhood Special Education  
2001-present Member, Korean Society for Special Education  
2004-2005 Vice President, Korean Society for Early Childhood Special Education  
2001-2006 Member, Korean Association for the Emotional and Behavioral Disorders

#### **Advisory Board**

2015-present Member, Korean Association for Youth Counseling

#### **Editor/Editorial Board**

2023-present Guest Associate Editor, Behavior Analysis in Practice  
2023-present Guest Editor, Behavioral Sciences  
2015-present Member, Journal of Behavior Analysis and Support  
2012-present Consulting Editor, Remedial and Special Education  
2007-present Consulting Editor, Topics in Early Childhood Special Education

2006-present	Member, Korean Journal of Early Childhood Special Education
2001-present	Member, Korean Journal of Special Education
2004-2006	Consulting Editor, Asia-Pacific Journal of Inclusive Education
2003-2005	Editor-in-Chief, Korean Journal of Early Childhood Special Education
2002-2009	Member, Special Education Research & Practice
2001-2004	Associate Editor, Journal of Asia-Pacific Special Education
2001-2012	Member, The Journal of Special Education: Theory and Practice
2001-2006	Member, Korean Journal of Speech and Hearing Disorders
2001-2006	Member, Korean Journal of Emotional and Behavioral Disorders

### **Guest Reviewer**

2023-present	Journal of Applied Behavior Analysis
2023-present	Behavior Modification
2023-present	Behavioral Sciences
2022-present	Educational Research Review
2021-present	AERA Open
2021-present	Review Journal of Autism and Developmental Disorders
2020-present	Behavioral Interventions
2019-present	Disability and Rehabilitation
2015-present	Research in Autism Spectrum Disorders
2015-present	Research in Developmental Disabilities
2012-present	Behavioral Disorders
2012-present	Journal of Positive Behavior Interventions
2011-2014	Education and Treatment of Children
2009-present	Journal of Autism and Developmental Disorders
2006-present	Journal of Early Intervention
2006	Journal of Emotional and Behavioral Disorders

### **Federal Grant Reviews**

2019	Review Panel Member, U.S. Department of Education, Office of Special Education and Rehabilitative Services, Personnel Development to Improve Services and Results for Children with Disabilities – Personnel Preparation in Special Education, Early Intervention, and Related Services (CDFA #84.325K)
2018	Review Panel Member, U.S. Department of Education, Office of Special Education and Rehabilitative Services, Personnel Development to Improve Services and Results for Children with Disabilities – Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CDFA #84.325D) Program
2016	Review Panel Member, U.S. Department of Education, Office of Special Education and Rehabilitative Services, Personnel Development to Improve Services and Results for Children with Disabilities – Personnel Preparation in

- Special Education, Early Intervention, and Related Services (CDFA #84.325K)
- 2015 Review Panel Member, U.S. Department of Education, Office of Special Education and Rehabilitative Services, Personnel Development to Improve Services and Results for Children with Disabilities – Personnel Preparation in Special Education, Early Intervention, and Related Services (CDFA #84.325K)
- 2012-2013 Review Panel Member, U.S. Department of Education, Office of Special Education and Rehabilitative Services, Personnel Development to Improve Services and Results for Children with Disabilities – Personnel Preparation in Special Education, Early Intervention, and Related Services (CDFA #84.325K)
- 2005 Korea Research Foundation, Korea Ministry of Education and Human Resources: Development: New Investigator Grants
- 2005 Korea Research Foundation, Korea Ministry of Education and Human Resources Development: Brain Korea-21 Project Grants
- 2004 Korea Research Foundation, Korea Ministry of Education and Human Resources: Development: New Investigator Grants
- 2004 Korea Research Foundation, Korea Ministry of Education and Human Resources Development: Brain Korea-21 Project Grants

#### **Conference Poster Presentation and Proposal Reviews**

- 2019-2021 Discussant, Poster Presentations, ABAI Convention
- 2017-present Reviewer, Annual Conference of the Florida Association for Behavior Analysis (FABA)
- 2008-2013 Reviewer, Annual International Conference of the Association for Positive Behavior Support (APBS)
- 2008-2011 Reviewer, Annual Research Conference of the Research and Training Center for Children's Mental Health

#### **Committee**

- 2020-2023 Member, Full Membership Application Review Committee, ABAI Executive Council, Association for Behavior Analysis International (ABAI)
- 2014-2017 Member, Evaluation Committee, Florida Association for Positive Behavior Support (Florida APBS) Network
- 2010-2012 Member, Knowledge and Skills Committee, Behavior Specialist Group, Council for Children with Behavioral Disorders (CCBD), Council for Exceptional Children (CEC)
- 2008-2010 Member, Multicultural Activities Committee, Division for Early Childhood, Council for Exceptional Children

#### **PUBLIC AND COMMUNITY SERVICE**

- 2018-present Assistant Director/Member Board of Director, Korean American Network for Children with Diverse Needs
- 2006-2012 Member, Early Childhood Council (ECC) of Hillsborough County, Florida



2005-2006	Member, Special Education Improvement Committee, Korea Ministry of Education, South Korea
2004-2005	Member, Advisory Board, Korea Ministry of Education, South Korea
2003-2004	Member, National Special Education Teacher Exam Development Committee, National Curriculum Evaluation Center, South Korea
2002-2005	Member, Advisory Board, Aekadongmu Center for Children with Disabilities, South Korea
2000-2005	Member, Advisory Board, Daejon Association for Parents of Children with Disabilities, South Korea

## UNIVERSITY SERVICE

### University of South Florida

2021	Reviewer, USF Undergraduate Research Conference
2017	Coordinator, Renewal of collaboration agreement between USF and Kongju National University, South Korea
2009-2011	Reviewer, Internal Award Program
2009-2013	Member, Asian American Alliance
2006	Coordinator, Collaboration agreement between USF and Kongju National University

### USF College of Behavioral and Community Sciences

2021-2022	Chair, Faculty Council
2021-2022	Member, Dean's Council
2021-2022	Member, Dean's Faculty and Student Awards Committee
2020-2021	Elected Member, Faculty Council
2017-present	Member, Diversity and Inclusion Committee
2012	Member, Investigation Panel for Research Misconduct, Research Integrity and Compliance
2010-2011	Member, Florida Mental Health Institute (FMHI) Faculty Research Professor Path Promotion Committee
2006-2014	Member, FMHI Multicultural Collaborative Research Group
2009-2010	Elected Member, FMHI Governance Council

### USF Department of Child and Family Studies

2014	Co-Chair/Host, <i>Empowering People with Disabilities to Lead the Lives They Choose</i> , Symposium hosted for representatives of the Korean Association for Individuals with Intellectual & Developmental Disabilities and local agencies for persons with disabilities, Florida Center for Inclusive Communities (FCIC)
2010-2011	Member, Children's Home Society Collaboration Group
2009	Coordinator, Collaboration agreement between Florida Center for Inclusive Community (FCIC) and New University for Regional Innovation (NURI)

- Project, Korean Nazarene University
- 2009 Coordinator/Host, *Innovative Programs for Supporting Children with Disabilities*, Symposium hosted for South Korean university faculty, undergraduate students, and public school educators, FCIC, Department of Child and Family Studies, USF
- 2009-2016 Member, ASDnet

#### **USF Applied Behavior Analysis Program**

- 2021-2022 Member, Faculty Search Committee (ABA undergraduate minor instructor position)
- 2017-2018 Member, Faculty Search Committee (ABA undergraduate minor instructor position)
- 2009-2015 Member, ABA Program Steering Committee, USF
- 2009-2010 Member, Faculty Search Committee (ABA program faculty position)

#### **Kongju National University**

- 2004-2005 Chair, Curriculum Development Committee, Graduate School of Special Education
- 2004-2005 Chair, Admissions Committee, Graduate School of Special Education
- 2003-2005 Secretary, Women's Faculty Association
- 2002-2005 Member, Faculty Search Committee, Department of Special Education
- 2002-2003 Member, Admissions Committee, Graduate School of Special Education
- 2000-2005 Member, Graduate Program Admissions Committee, Department of Special Education
- 1999-2005 Member, Curriculum Development Committee, Department of Special Education

#### **CURRENT PROFESSIONAL MEMBERSHIP**

- Association for Behavior Analysis International
- Association for Positive Behavior Support
- Florida Association for Behavior Analysis
- Korean Association for Behavior Analysis
- Korean Society for Special Education
- Korean Society for Early Childhood Special Education
- Korea APBS Network