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EDUCATIONAL BACKGROUND

Ph.D., Special Education - Early Intervention
1996 - University of Oregon, Eugene

M.S., Special Education - Early Intervention
1993 - University of Oregon, Eugene

B.S., Psychology
1992 - Idaho State University, Pocatello

PROFESSIONAL EXPERIENCE

Present	Owner B2K SolutionsSM, Ltd. – Birth to Kindergarten Solutions
2009-2013	Professor - Early Childhood Intervention, Kent State University
2003-2009	Associate Professor - Early Childhood Intervention, Kent State University
1997-2003	Assistant Professor – Early Childhood Intervention, Kent State University
1996-1997	Research Associate - Early Intervention Program, University of Oregon
1996-1997	Research Associate/Technical Assistance Coordinator - Teaching Research Division, Western Oregon State College

PUBLICATIONS

Refereed Journal Articles

Harvey, H., & **Pretti-Frontczak, K.** (in review). Authentic assessment and school psychology. *Communique*.

Pretti-Frontczak, K., Harjusola-Webb, S., Chin, M. Grisham-Brown, J., Acar, S., Heo, K., Corby, M., & Zeng, S. (2016). Three Mistakes Made Worldwide in “Getting Children Ready” for School. *Young Exceptional Children*, 19(1), 48-51.

Lee, D. D., Bagnato, S. J., & **Pretti-Frontczak, K.** (2015). Utility and validity of authentic assessments and conventional tests for international early childhood intervention purposes: Evidence from U.S. national social validity research. *Journal of Intellectual Disability - Diagnosis and Treatment*, 3, 164-176.

Bagnato, S. J., Goins, D. D., **Pretti-Frontczak, K.**, & Neisworth, J. T. (2014). Authentic assessment as “best practice” for early childhood intervention: National consumer social validity research. *Topics in Early Childhood Special Education*, 34(2), 116-127.

- Hallam, R., Lyons¹, A., **Pretti-Frontczak, K.**, & Grisham-Brown, J. (2014). Comparing apples and oranges: The mismeasurement of young children through the mismatch of assessment purpose and the interpretation of results. *Topics in Early Childhood Special Education*, 34(2), 106-115.
- Pretti-Frontczak, K.** (2014). Stop trying to make kids “ready” for kindergarten. *Young Exceptional Children*, 17(1), 51-53.
- Pretti-Frontczak, K.**, Jung, L. A., Pfeiffer-Fiala, C. (2010). Introduction to the topical issue on web-based technologies. *Topics in Early Childhood Special Education*. 29(4), 197–200.
- Dinnebeil, L.A., **Pretti-Frontczak, K.**, & McInerney, W. (2009). A consultative itinerant approach to service delivery: Considerations for the early childhood community. *Language, Speech, Hearing Services in Schools*, 40(4), 435–445.
- Grisham-Brown, J., **Pretti-Frontczak, K.**, Hawkins, S., & Winchell, B. (2009). Early learning standards: An examination of how to teach in blended preschool classrooms. *Topics in Early Childhood Special Education*, 29(3), 131-142.
- Harris, K., **Pretti-Frontczak, K.**, & Brown, T. (2009). Peer-mediated intervention: Implementing research-based practices within developmentally appropriate learning environments. *Young Children*, 64(2), 43-49.
- Jackson, S., **Pretti-Frontczak, K.**, Harjusola-Webb, S., Grisham-Brown, J., & Mulato, J. (2009). Response to intervention: Implications for early childhood professionals. *Language, Speech, and Hearing Services in Schools*, 40(4), 424–434.
- Bricker, D., Clifford, J., Yovanoff, P., **Pretti-Frontczak, K.**, Waddell, M., Allen, D., & Hoselton, R. (2008). Eligibility determination using a curriculum-based assessment: A further examination. *Journal of Early Intervention*, 31(1), 3-21.
- Grisham-Brown, J., Hallam, R., & **Pretti-Frontczak, K.** (2008). Preparing Head Start personnel to use a curriculum based assessment: A model for implementation in the age of accountability. *Journal of Early Intervention*, 30(4), 271-281.
- Grisham-Brown, J., Ridgley, R., **Pretti-Frontczak, K.**, Litt, C., & Nielson, A. (2006). Promoting positive learning outcomes for young children in inclusive classrooms: A preliminary study of children’s progress toward pre-writing standards. *Journal of Early and Intensive Behavior Intervention*, 3(1), 171-190.
- Pretti-Frontczak, K.**, McGough, S., Vilardo, L., & Tankersley, M. (2006). Examination of eco-behavioral assessments designed for understanding complex behaviors and environments. *Journal of Early and Intensive Behavior Intervention*, 3(1), 81-102.

¹ Underlined entries signify collaboration with a student.

- Giallourakis, A., **Pretti-Frontczak, K.**, & Cook, B. (2005). Understanding family involvement in the preparation of graduate students: Measuring family-centered beliefs, skills, systems, and practices. Cambridge, MA: *Harvard Family Research Project*. Available at: <http://www.gse.harvard.edu/hfrp/projects/fine/resources/research/graduate.html>
- Kowalski, K., Douglas Brown, R., & **Pretti-Frontczak, K.** (2005). The effects of using formal assessment on preschool teachers' beliefs about the importance of various developmental skills and abilities. *Contemporary Educational Psychology*, 30(1), 23-42.
- Pretti-Frontczak, K.**, Brown, T. L., Senderak, A. L., & Walsh, J. (2005). A preliminary investigation of the effectiveness of CaseQuests in preparing family-guided and technologically competent early childhood interventionists. *Journal of Computing in Teacher Education*, 21(3), 87-93.
- Grisham-Brown, J. L. & **Pretti-Frontczak, K.** (2003). Using planning time to individualize instruction for preschoolers with special needs. *Journal of Early Intervention*, 26(1), 31-46.
- Pretti-Frontczak, K.**, Barr, D. M., Macy, M., & Carter, A. M. (2003). An annotated bibliography of research and resources related to activity-based intervention, embedded learning opportunities, and routines-based instruction. *Topics in Early Childhood Special Education*, 23(1), 29-39.
- Walsh, E. J. & **Pretti-Frontczak, K.** (2003). Back to basics: Non-technical tips for improving technology-based presentation skills. *TechTrends*, 47(1), 41-45.
- Grisham-Brown, J. L., **Pretti-Frontczak, K.**, Hemmeter, M. L., & Ridgley, R. (2002). Teaching IEP goals and objectives in the context of classroom routines and activities. *Young Exceptional Children*, 6(1), 18-27.
- Pretti-Frontczak, K.** (2002). Using curriculum-based measures to promote a linked system approach. *Assessment and Effective Intervention*, 27(4), 15-21.
- Pretti-Frontczak, K.**, Giallourakis, A., Janas, D., & Hayes, A. (2002). Using a family-guided approach to preparing early intervention and early childhood special education personnel. *Teacher Education and Special Education*, 25(3), 291-297.
- Pretti-Frontczak, K.**, Kowalski, K., & Brown, R. D. (2002). Preschool teachers' use of assessments and curricula: A statewide examination. *Exceptional Children*, 69(1), 109-123.
- Kowalski, K., **Pretti-Frontczak, K.**, & Johnson, L. (2001). Preschool teachers' beliefs concerning the importance of various developmental skills and abilities. *Journal of Research in Childhood Education*, 16(1), 5-14.
- Pretti-Frontczak, K.**, & Bricker, D. D. (2001). Use of the embedding strategy by early childhood education and early childhood special education teachers. *Infant and Toddler Intervention: The Transdisciplinary Journal*, 11(2), 111-128.

Pretti-Frontczak, K., & Bricker, D. D. (2000). Enhancing the quality of IEP goals and objectives. *Journal of Early Intervention, 23*(2), 92-105.

Books

Grisham-Brown, J. L. & **Pretti-Frontczak, K.** (Eds.). (2011). *Assessing young children in inclusive settings. The blended practices approach.* Baltimore, MD: Paul H. Brookes Publishing Co.

Bagnato, S. J., Neisworth, J. T., & **Pretti-Frontczak, K.** (2010). *LINKing authentic assessment and early childhood intervention: Best measures for best practices.* Baltimore, MD: Paul H. Brookes Publishing Co.

Grisham Brown, J. L., Hemmeter, M. L., & **Pretti-Frontczak, K.** (2005). *Blended practices for teaching young children in inclusive settings.* Baltimore, MD: Paul H. Brookes Publishing Co.

Pretti-Frontczak, K. & Bricker, D. D. (2004). *An activity-based approach to early intervention* (3rd ed.). Baltimore, MD: Paul Brookes Publishing Co.

Bricker, D. D., **Pretti-Frontczak, K., & McComas, N.** (1998). *An activity-based approach to early intervention* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Monographs (Invited/Edited/Referred)

Grisham-Brown, J., **Pretti-Frontczak, K.,** Bachman, A., Gannon, C., & Mitchell, D. (2014). Delivering individualized instruction during ongoing classroom activities and routines: Three success stories. In K. Pretti-Frontczak, J. Grisham-Brown, & L. Sullivan, *Blending practices for all children* (Young Exceptional Children Monograph Series No. 16). Los Angeles, CA: The Division for Early Childhood of the Council for Exceptional Children.

Pretti-Frontczak, K., Grisham-Brown, J., & Sullivan, L. (Eds.) (2014). *Blending practices for all children* (Young Exceptional Children Monograph Series No. 16). Los Angeles, CA: The Division for Early Childhood of the Council for Exceptional Children.

Pretti-Frontczak, K., Jackson, S., Goss, S., Grisham-Brown, J., Horn, E., Harjusola-Webb, S., & Matthews, D. (2007). A curriculum framework that supports quality early childhood education for all young children. In C. Peterson, E. Horn, & L. Fox, *Linking curriculum to child and family outcomes* (Young Exceptional Children Monograph No. 9, pp. 16-28). Los Angeles, CA: The Division for Early Childhood of the Council for Exceptional Children.

Invited Chapters/Articles

Grisham-Brown, J., **Pretti-Frontczak, K.**, & Hemmeter, M. L. (2017). Identifying outcomes for children in blended early childhood classrooms. In J. Grisham-Brown & M. L. Hemmeter (Eds.), *Blended practices for teaching young children in inclusive settings* (2nd edition). Baltimore: Paul H. Brookes Publishing Co.

Pretti-Frontczak, K., Grisham-Brown, J., & Hemmeter, M. L. (2017). Focused instructional strategies. In J. Grisham-Brown & M. L. Hemmeter (Eds.), *Blended practices for teaching young children in inclusive settings* (2nd edition). Baltimore: Paul H. Brookes Publishing Co.

Grisham-Brown, J. & **Pretti-Frontczak, K.** (2013). A curriculum framework for supporting young children served in blended programs. In V. Buysse & E. Peisner-Feinberg (Eds.), *Handbook of response to intervention (RtI) in early childhood* (pp. 223-236). Baltimore, MD: Paul H. Brookes Publishing Co.

Pretti-Frontczak, K., Grisham-Brown, J., Hawkins, S. R., & Jackson, S. (2012). An activity-based approach to intervention: Meeting the diverse needs of young children with special needs (pp. 209-223). In J. T. T. Syn Yuen, K. Lyen, K. K. Poon, L. E. Hin, & M. Pathnapuram (Eds.), *Rainbow dreams* (3rd ed.). Rainbow Centre, Singapore.

Pretti-Frontczak, K., Bagnato, S., & Macy, M. (2011). Data driven decision-making to plan programs and promote performance in early childhood intervention: Applying best professional practice standards. In C. Groark (Series Ed.) & S. P. Maude (Vol. Ed.), *Early childhood intervention: Shaping the future for children with special needs and their families, three volumes: Vol. 2* (pp. 55-80). Santa Barbara, CA: ABC-CLIO, Praeger.

Pretti-Frontczak, K., Jackson, S., McKeen, L., & Bricker, D. (2008). Supporting quality curriculum frameworks in early childhood programs. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1249-1259). Washington, D.C.: National Association of School Psychologists. Texas: Psychological Corporation.

Other Publications

Division for Early Childhood, National Association for the Education of Young Children, & National Head Start Association, [DEC/NAEYC/NHSA]. (2013). *Frameworks for Response to Intervention in Early Childhood: Description and Implications*. Los Angeles, CA: Author. Available at:

<http://www.naeyc.org/files/naeyc/RTI%20in%20Early%20Childhood.pdf>

- **Chair of committee**

Pretti-Frontczak, K., McKeen, L., Grisham-Brown, J., Horn, E., Matthews, D., Lieber, J., & Sullivan, L. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. Missoula, MT: The Division for Early Childhood of the Council for Exceptional Children.

Non- Refereed Instructional Materials

- Pretti-Frontczak, K.** (2016). *Pre-K Teach and Play Toolkits [IEP, K-Readiness, Self-Regulation, Vocabulary]*. Brooklyn, NY: B2K SolutionsSM, Ltd. Online at <http://prekteachandplay.com>
- Pretti-Frontczak, K., Lyons, A. N., & Travers, K.** (2015). *Five steps to functional assessment: Evaluation and assessment base training and coaching content [PowerPoint]*. Brooklyn, NY: B2K SolutionsSM, Ltd.
- Pretti-Frontczak, K.** (2015). *Linking assessment and curriculum* [Three part web-based training modules]. Minneapolis, MN: Center for Early Education and Development, University of Minnesota.
- Pretti-Frontczak, K.** (2014). *Overview of early childhood assessment, developmental and behavioral screening, and planning and revising embedded learning opportunities* [Three part web-based training modules]. Columbus, OH: Ohio Child Care Resource & Referral Agency [OCCRRA] and Early Childhood Ohio.
- Grisham-Brown, J., & **Pretti-Frontczak, K.** (2013). *Certification of reliability training*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Pretti-Frontczak, K.,** Jackson, S., Korey-Hirko, S., Brown, T., & Smith, M. (2013). *Big Ideas for early learningTM: Glossary*. Brooklyn, NY: B2K SolutionsSM, Ltd.
- Pretti-Frontczak, K.,** & Grisham-Brown, J. (2013). *Authentic assessment fidelity measure*. Brooklyn, NY: B2K SolutionsSM, Ltd.
- Pretti-Frontczak, K.,** Jackson, S., McKeen, L., Schuck, E., & Stackhouse, J. (2005). *Big Idea Toolkit[©]*. Kent State University.
- Bricker, D. D., Capt, B., **Pretti-Frontczak, K.**, Johnson, J., Slentz, K., Straka, E., & Waddell, M. (2002). *The Assessment, Evaluation and Programming System for Infants and Young Children: Vol.2 AEPS Items for Birth to Three Years and Three to Six Years* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.
- Bricker, D. D., **Pretti-Frontczak, K.**, Johnson, J., Straka, E., Slentz, K., Capt, B., & Waddell, M. (2002). *The Assessment, Evaluation and Programming System for Infants and Young Children: Vol. 1 AEPS Administration Guide for Birth to Three Years and Three to Six Years* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.
- Translated and published in French, Korean, and Spanish
- Bricker, D. D., Waddell, M., Capt, B., Johnson, J., **Pretti-Frontczak, K.**, Slentz, K., & Straka, E. (2002). *The Assessment, Evaluation and Programming System for Infants and Young Children: Vol.3 AEPS Curriculum for Birth to Three Years* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Bricker, D. D., Waddell, M., Capt, B., Johnson, J., **Pretti-Frontczak, K.**, Slentz, K., & Straka, E. (2002). *The Assessment, Evaluation and Programming System for Infants and Young Children: Vol.4 AEPS Curriculum Three to Six Years* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Bricker, D. D., & **Pretti-Frontczak, K.** (Eds.). (1996). *The Assessment, Evaluation and Programming System for Infants and Young Children: Vol. 3 AEPS Measurement for Three to Six Years*. Baltimore, MD: Paul H. Brookes Publishing Co.

- Translated and published in Chinese and Finnish

Non- Refereed Other Publications (Proceedings, White Papers, Technical Papers, Blogs)

Pretti-Frontczak, K. (2016, July 11). *32 essential life skills that you'll never be required to test, but should* [blog]. Retrieved from <https://marylandlearninglinks.org/32-essential-life-skills-youll-never-required-test/>

Pretti-Frontczak, K. & Brown, T. (2016, May 10). *8 simple strategies to increase emotional vocabulary* [blog]. Retrieved from <http://blog.brookespublishing.com/8-simple-strategies-to-increase-emotional-vocabulary/>

Pretti-Frontczak, K. (2016, May 3). *Measuring up Part 2: Giving feedback* [Video blog]. <https://marylandlearninglinks.org/measuring-giving-feedback/>

Pretti-Frontczak, K. (2016, April 20). *Measuring up Part 1: Strengthening authenticity of student assessments* [Video blog]. Retrieved from <https://marylandlearninglinks.org/measuring-whole-child/>

Pretti-Frontczak, K. (2016, March 28). *101 things you can assess using "just" blocks* [blog]. Retrieved from <https://marylandlearninglinks.org/101-things-can-assess-using-just-blocks/>

Pretti-Frontczak, K. (2016, January 26). *Fearful, tearful evaluations: 3 ways to fun instead* [blog]. Retrieved from <https://marylandlearninglinks.org/fearful-tearful-evaluations-3-ways-to-fun-instead/>

Pretti-Frontczak, K. & Brown, T. (2016, January 21). *Are you closing or widening the word gap? The answer might surprise you!* [blog]. Retrieved from <http://blog.brookespublishing.com/are-you-closing-or-widening-the-word-gap-the-answer-might-surprise-you/>

Pretti-Frontczak, K. (2015, December 3). *Testing mistakes that put children at risk (Part 6)* [blog]. Retrieved from <https://marylandlearninglinks.org/testing-mistakes-that-put-children-at-risk-part-6/>

Pretti-Frontczak, K. (2015, December 3). *Testing mistakes that put children at risk (Part 5)* [blog]. Retrieved from <https://marylandlearninglinks.org/testing-mistakes-that-put-children-at-risk-part-5/>

Pretti-Frontczak, K. (2015, December 3). *Testing mistakes that put children at risk (Part 4)* [blog]. Retrieved from <https://marylandlearninglinks.org/testing-mistakes-that-put-children-at-risk-part-4/>

Pretti-Frontczak, K. (2015, December 3). *Testing mistakes that put children at risk (Part 3)* [blog]. Retrieved from <https://marylandlearninglinks.org/testing-mistakes-that-put-children-at-risk-part-3/>

Pretti-Frontczak, K. (2015, December 3). *Testing mistakes that put children at risk (Part 2)* [blog]. Retrieved from <https://marylandlearninglinks.org/testing-mistakes-that-put-children-at-risk-part-2/>

Pretti-Frontczak, K. (2015, December 3). *Testing mistakes that put children at risk (Part 1)* [blog]. No longer published online. Was available at <https://marylandlearninglinks.org/>

Pretti-Frontczak, K., Lyons, A. N., & Travers, K. (2015). *Five steps to functional assessment: Evaluation and assessment base training and coaching content [PowerPoint]*. Brooklyn, NY: B2K SolutionsSM, Ltd.

Pretti-Frontczak, K., & Winchell, B. (2014). *Manual for Assessing Patterns in Early Childhood Development*. Brooklyn, NY: B2K SolutionsSM, Ltd.

Pretti-Frontczak, K. (2014, June 27). A closer look at authentic assessment practices in the age of accountability. [Guest blog post]. Available at: <http://marylandlearninglinks.org/271276>

Pretti-Frontczak, K., & Winchell, B. (June, 2014). A closer look at authentic assessment practices in the age of accountability. *AEPS Newsletter*. Baltimore: Brookes Publishing. Available at: <http://www.aepsinteractive.com/articles/authentic-assessment-practices/>

Pretti-Frontczak, K., & Keilty, B. (2013). *Linking assessment and instruction: Implications for a comprehensive assessment system [White paper]*. Brooklyn, NY: B2K SolutionsSM, Ltd. Available upon request at: <http://b2kcoach.com>

Bricker, D., Allen, D., Clifford, J., **Pretti-Frontczak, K.**, Slentz, K., & Squires, J. (2007). *The relationship between the Ages and Stages Questionnaires (ASQ) and the Assessment, Evaluation and Programming System (AEPS) for infants and young children*. Eugene, OR: Early Intervention Research and Management Group.

Bricker, D., Clifford, J., Yovanoff, P., Waddell, M., Allen, D., **Pretti-Frontczak, K.**, & Holeston, R. (2007). *Deriving and using the AEPS cutoff scores to determine eligibility for services*. Eugene, OR: Early Intervention Research and Management Group.

Grisham-Brown, J., **Pretti-Frontczak, K.**, & Johnson, J. (2007). *Using AEPS[®] activities for individual and group assessment*. Baltimore, MD: Paul H. Brookes Publishing Co.

Waddell, M., **Pretti-Frontczak, K.**, Johnson, J., & Bricker, D. (2007). *Using AEPS® to determine eligibility for IDEA services*. Baltimore, MD: Paul H. Brookes Publishing Co.

Brown, R.D., Kowalski, K., & **Pretti-Frontczak, K.** (2003). Assessment as a mediator of teacher-parent partnerships. In F. Lamb-Parker, J. Hagen, R. Robinson, & H. Rhee (Eds.), *Proceedings of Head Start's 6th National Research Conference: The first 8 years: Pathways to the future* (pp. 745-746). Washington, D.C.: The Head Start Bureau Administration on Children, Youth and Families.

PRESENTATIONS AND WORKSHOPS

Refereed International/National (1997-present)

Brown, T. & **Pretti-Frontczak, K.** (2016, October). *Explicit vocabulary instruction in inclusive preschool classrooms*. Poster presented at the International Division for Early Childhood Conference, Louisville, KY.

Pretti-Frontczak, K. & Winchell, B. (2016, October). *Using technology to teach with intention: promoting self-regulation skills with preschoolers*. Poster presented at the International Division for Early Childhood Conference, Louisville, KY.

Pretti-Frontczak, K. (2016, May). *A {r}evolutionary approach to inclusion in an age of accountability*. Session presented at the 43rd Annual National Head Start Conference and Expo, Nashville, TN.

Pretti-Frontczak, K. & Porrata, M. (2016, April). *The "real" Common-Core: Intentionally teaching self-regulation and integrating social-emotional learning into a culture of academics and accountability*. Session presented at the Young Child Expo and Conference, New York, NY.

Pretti-Frontczak, K., & Porrata, M. (2015, October). *Integrating social-emotional learning in ECSE: Getting to the heart of the matter*. Session presented at the International Division for Early Childhood Conference, Atlanta, GA.

Grisham-Brown, J., **Pretti-Frontczak, K.**, & Mano, C. (2014, October). *Practices to support inclusive early childhood programs*. Pre-conference session presented at the International Division for Early Childhood Annual Conference, St. Louis, MO.

Dinnebeil, L., **Pretti-Frontczak, K.**, & Bingham, A. (2013, October). *Let's DECIDE: DEC's Consortium for Innovation in Doctoral Education*. Session presented at the International Division for Early Childhood Annual Conference, San Francisco, CA.

Grisham-Brown, J. & **Pretti-Frontczak, K.** (2013, October). *A curriculum framework to support young children in inclusive classrooms*. Session presented at the International Division for Early Childhood Annual Conference, San Francisco, CA.

- Sparber, C., Elwood, P., & Pretti-Frontczak, K. (2013, October). *Examining the content validity for preschool mathematics assessment*. Poster presented at the International Division for Early Childhood Annual Conference, San Francisco, CA.
- Lyons, A. & Pretti-Frontczak, K. (2012, October). *Influencing policy: Increasing professional and family involvement in the policy-making process*. Roundtable presented at International Division for Early Childhood Annual Conference, Minneapolis, MN.
- Grisham-Brown, J., **Pretti-Frontczak, K.**, Hawkins, S., Ruble, L., & Hess Robbins, S. (2012, February). *Implementing evidence-based practices in early childhood intervention settings with fidelity: Examples and measurement strategies*. Panel presented at Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Grisham-Brown, J. & **Pretti-Frontczak, K.** (2011, November). *Addressing the diverse needs of young children in blended programs: A curriculum framework*. Session presented at International Division for Early Childhood Annual Conference, National Harbor, MD.
- Pfeiffer-Fiala, C., Pretti-Frontczak, K., & Moore, L. (2010, October). *Performance monitoring within a tiered model: Using data to inform instruction*. Paper presented at International Division for Early Childhood Annual Conference, Kansas City, MO.
- Pretti-Frontczak, K.**, Grisham-Brown, J., Stevens, W., Hall, A., & Rutland, J. (2010, October). *Authentic assessment for planning and revising intentional instruction in blended classrooms*. Post-conference workshop presented at International Division for Early Childhood Annual Conference, Kansas City, MO.
- Pretti-Frontczak, K., Pfeiffer-Fiala, C., & Elwood, P.** (2010, October). *Using web 2.0 technology to support collaborative professional learning*. Paper presented at International Division for Early Childhood Annual Conference, Kansas City, MO.
- Grisham-Brown, J., **Pretti-Frontczak, K.**, Hawkins, S., & Pfeiffer-Fiala, C., (2010, February). *Examining intensive instruction in blended early intervention*. Paper presented at Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Winchell, B., & Pretti-Frontczak, K. (2010, February). *Critical examination of a curriculum-based assessment for tiered progress monitoring: A Rasch analysis*. Special Methodology Poster presented at Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Brock, C., Grisham-Brown, J., & **Pretti-Frontczak, K.** (2009, October). *Response to intervention in the real PreK world*. Poster presented at International Division for Early Childhood Annual Conference, Albuquerque, NM.
- Jung, L. A., **Pretti-Frontczak, K., & Pfeiffer-Fiala, C.** (2009, October). *Preparing 21st century personnel: Teaching with web-based technology*. Poster presented at International Division for Early Childhood Annual Conference, Albuquerque, NM.

- Pfeiffer-Fiala, C., **Pretti-Frontczak, K.**, & Harjusola-Webb, S. (2009, October). *Cyber-technologies to enhance early childhood intervention preservice preparation and professional development*. Paper presented at International Division for Early Childhood Annual Conference, Albuquerque, NM.
- Bruckner, C. B., McLean, M., Snyder, P., Clifford, J., **Pretti-Frontczak, K.**, & Winchell, B. (2008, October). *Revisiting early childhood assessment in an era of accountability: Response to intervention and diversity*. Pre-conference workshop presented at International Division for Early Childhood Annual Conference, Minneapolis, MN.
- Espe-Sherwindt, M. & **Pretti-Frontczak, K.** (2008, October). *What Ohio families think about family outcomes*. Poster presented at International Division for Early Childhood Annual Conference, Minneapolis, MN.
- Grisham-Brown, J., **Pretti-Frontczak, K.**, McCormick, K., Harjusola-Webb, S., & Jung, L. (2008, October), *Cross-university strategies for preparing early childhood education leaders*. Paper presented at International Division for Early Childhood Annual Conference, Minneapolis, MN.
- Jung, L. & **Pretti-Frontczak, K.** (2008, October). *YouTube and Blogspot and BlackBoard, Oh My! Instruction using popular web-based technology*. Paper presented at International Division for Early Childhood Annual Conference, Minneapolis, MN.
- Buysse, V., Coleman, M. Neitzel, J., Carta, J., **Pretti-Frontczak, K.**, Snyder, P., & McConnell, S. (2007, October). *Response to intervention in early childhood: A conversation with leaders in the field*. Panel presented at International Division for Early Childhood Annual Conference, Niagara Falls, Canada.
- Lifter, K., Christensen, K., Cochran, D., Dinnebeil, L., Gallagher, P., Jackson, S., Hsieh, W., Horn, E., **Pretti-Frontczak, K.**, Sherer, M., & Stayton, V. (2007, October). *Early childhood special education/early intervention standards: Validation process*. Paper presented at the International Division for Early Childhood Annual Conference, Niagara Falls, Canada.
- Pretti-Frontczak, K.**, Jackson, S., Harjusola-Webb, S., Goss, S., Darrah, M., & Korey-Hirko, S. (2007, October). *Ensuring a foundation for change: Implementing quality curriculum frameworks*. Pre-conference workshop presented at the International Division for Early Childhood Annual Conference, Niagara Falls, Canada.
- Kowalski, K., Douglas Brown, R., **Pretti-Frontczak, K.**, Uchida, C. H., & Sacks, D. F. (2007, April). *The accuracy of teachers' judgments for assessing young children's cognitive skills*. Paper presented at the American Educational Research Association, Chicago, IL.
- Jackson, S., **Pretti-Frontczak, K.**, & McKeen, L. (2006, October). *Increasing access and participation by focusing on what matters-the big ideas*. Poster presented at the International Division for Early Childhood Annual Conference, Little Rock, AR.

- Pretti-Frontczak, K., Jackson, S.,** McKeen, L., Carpenter, M., & Harris, K. (2006, October). *Universal design of learning; Reaching all children*. Pre-conference workshop conducted at the International Division for Early Childhood Annual Conference, Little Rock, AR.
- Allen, D., Bricker, D., Macy, M., & **Pretti-Frontczak, K.** (2006, February). *Providing accountability data using curriculum-based assessments*. Poster presented at the Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Grisham-Brown, J., **Pretti-Frontczak, K.**, Ridgley, R., Hawkins, S., & Winchell, B. (2006, February). *The effects of linked system on achieving pre-kindergarten standards*. Poster presented at the Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Jackson, S., Winchell, B., & **Pretti-Frontczak, K.** (2006, February). *Empowering families through the Triple P Positive Parenting Program*. Poster presented at the Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Pretti-Frontczak, K.**, Bricker, D., Grisham-Brown, J., Hallam, R., Ledet, T., McLean, M., & Missall, K. (2006, February). *Alternative assessment approaches to meeting accountability mandates: Issues and initial findings*. Panel presented at the Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Tankersley, M., McGoey, K., Cowan, R., Anhalt, K., **Pretti-Frontczak, K.**, & Barton, L. (2005, November). *The behavior intervention specialist program: Outcomes of a collaborative consultation training program*. Paper presented at the annual meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Hallam, R., Grisham-Brown, J., & **Pretti-Frontczak, K.** (2005, October). *Meeting the demands of accountability through authentic assessment*. Paper presented at the International Division for Early Childhood Annual Conference, Portland, OR.
- Pretti-Frontczak, K.**, Grisham-Brown, J., & Hallam, R. (2005, October). *Supporting authentic assessment: Examining the concurrent validity of the BDI-2 and AEPS*. Poster presented at the International Division for Early Childhood Annual Conference, Portland, OR.
- Winchell, B., **Pretti-Frontczak, K.**, & Kenneley, D. (2005, October). *The power of handhelds in the preschool classroom*. Poster presented at the International Division for Early Childhood Annual Conference, Portland, OR.
- Tankersley, M., Winchell, B., Cortelli, G., McGoey, K., & **Pretti-Frontczak, K.** (2005, April). *Improving outcomes for students with behavioral disorders through a collaborative consultation model*. Poster presented at the Society for Research in Child Development Biennial Meeting, Atlanta, GA.

- Winchell, B. & **Pretti-Frontczak, K.** (2005, January). *Examining early interventionists' home visiting interaction patterns*. Poster presented at The 3rd Annual Hawaii International Conference on Education, Waikiki, HI.
- Pretti-Frontczak, K.** & Grisham-Brown, J. (2004, December). *Aligning standards with authentic assessment practices*. Pre-Conference Workshop at the International Division for Early Childhood Annual Conference, Chicago, IL.
- Rous, B., Snyder, P., McLean, P., McCormick, K., **Pretti-Frontczak, K.**, & Hyson, M. (2004, December). *Position on Curriculum, Assessment, and Program Evaluation: Implications for young children with disabilities*. Paper presented at the International Division for Early Childhood Annual Conference, Chicago, IL.
- McWilliam, R., Jung, L., & **Pretti-Frontczak, K.** (2004, February). *Measuring the quality of intervention plans*. Poster presented at the Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Pretti-Frontczak, K.**, Grisham-Brown, J., & Bodrova, E. (2004, February). *Ensuring success for all children in a standards-based climate*. Panel presented at the Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Ridgley, R., Gao, X., Barr, D., Grisham-Brown, J., & **Pretti-Frontczak, K.** (2004, February). *Is there a match?: Examining the quality of embedded learning opportunities*. Poster presented at the Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Grisham-Brown, J. & **Pretti-Frontczak, K.** (2003, October). *Preschool teachers' use of planning time to individualize instruction*. Poster presented at the International Division for Early Childhood Annual Conference, Washington D.C.
- Pretti-Frontczak, K.** & Grisham-Brown, J. (2003, October). *Embedding learning opportunities during daily activities for children with severe disabilities*. Paper presented at the International Division for Early Childhood Annual Conference, Washington D.C.
- Ingram, A. L. & **Pretti-Frontczak, K.** (2003, April). *Learning communities: Online and face-to-face effects (A work in progress)*. Paper presented at the Eighth Annual Teaching in the Community Colleges Online Conference: The Student Experience in Online and Hybrid Courses. Online at <http://tcc.kcc.hawaii.edu/previous/TCC%202003/pretti-frontczak.html>
- Pretti-Frontczak, K.**, Barr, D., Kowalski, K., & Brown, R. D. (2003, April). *The relation between preschool teachers' beliefs about child development and their teaching practices*. Poster presented at the Society for Research in Child Development Biennial Meeting, Tampa, FL.
- Pretti-Frontczak, K.**, Barr, D., Kowalski, K., & Brown, R. D. (2003, February). *Preschool teachers' beliefs about child development and their teaching practices*. Poster presented at the Pac Rim Conference, Honolulu, HI.

- Pretti-Frontczak, K.** & Johnson, J. J. (2003, February). *Meaningful service and education plans: Ensuring family-guided, collaborative early intervention practices*. Paper presented at the Pac Rim Conference, Honolulu, HI.
- Pretti-Frontczak, K.** & Barr, D. (2002, December). *Enhancing students' family-centered and technology skills through the use of WebQuests*. Paper presented at the International Division for Early Childhood Annual Conference, San Diego, CA.
- Barbour, N. & **Pretti-Frontczak, K.** (2002, November). *The interdisciplinary early childhood training program (IECTP): Collaboration for professional development and change in low-income urban and rural schools*. Poster presented at the National Association for the Education of Young Children Conference, New York, NY.
- Brown, R. D., Kowalski, K., & **Pretti-Frontczak, K.** (2002, June). *Assessment as a mediator of teacher-parent partnerships*. Poster presented at Head Start's 6th National Research Conference, Washington, D.C.
- Brown, R. D., Kowalski, K., **Pretti-Frontczak, K.**, Uchida, C., & Sacks, D. (2002, April). *The reliability of teachers' assessment of early cognitive development using a naturalistic observation instrument*. Paper presented at the 17th Annual Conference on Human Development, Charlotte, NC.
- Pretti-Frontczak, K.** (2002, March). *A missing element in individualized education plans – Quality!* Paper presented at the Pac Rim Conference, Honolulu, HI.
- Pretti-Frontczak, K.**, Johnson, J. J., & Straka, E. (2002, March). *Curriculum-based measures: The silent partner*. Paper presented at the Pac Rim Conference, Honolulu, HI.
- Walsh, E. J. & **Pretti-Frontczak, K.** (2002, March). *Back to basics: Non-technology tips for improving technology-based presentation skills*. Paper presented at the meeting of the Society for Information Technology and Teacher Education, Nashville, TN.
- Giallourakis, A. & **Pretti-Frontczak, K.** (2002, February). *Family involvement: Reality or rhetoric?* Poster presented at the Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Pretti-Frontczak, K.** (2002, February). *Evaluating the quality of IEP goals and objectives: A national review*. Poster presented at the Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Pretti-Frontczak, K.** & Grisham-Brown, J. (2002, February). *Measurement issues related to determining the efficacy of activity-based interventions for young children with special needs*. Panel presented at the Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

- Barbour, N., **Pretti-Frontczak, K.**, & Janas, D. (2001, December). *The interdisciplinary early childhood training program: Collaboration for professional preparation and change*. Poster presented at the International Division for Early Childhood Annual Conference, Boston, MA.
- Carta, J., Horn, E., Hughes, E., Hemmeter, M. L., McWilliam, R. A., **Pretti-Frontczak, K.**, & Schwartz, I. (2001, December). *How can we tell if activity-based instruction is working?* Research Cracker-barrel presented at the International Division for Early Childhood Annual Conference, Boston, MA.
- Janas, D., **Pretti-Frontczak, K.**, & Barr, D. (2001, December). *Match or mismatch? ECSE teachers' beliefs, behaviors, and recommended practice*. Poster presented at the International Division for Early Childhood Annual Conference, Boston, MA.
- Pretti-Frontczak, K.** & Maag, N. (2001, December). *Linking assessment, IEPs, and curriculum: A national study of preschool teachers*. Poster presented at the International Division for Early Childhood Annual Conference, Boston, MA.
- Straka, E., **Pretti-Frontczak, K.**, & Capt, B. (2001, December). *Collaboration through use of a curriculum-based measurement*. Post-conference workshop presented at the International Division for Early Childhood Annual Conference, Boston, MA.
- Janas, D., & **Pretti-Frontczak, K.** (2001, October). *Meeting the needs of young children with special needs in inclusive settings through an activity-based approach*. Paper presented at the NAEYC Conference, Anaheim, CA.
- Barbour, N., **Pretti-Frontczak, K.**, & Janas, D. (2001, August). *Preparing teachers for inclusive early childhood education*. Poster presented at the European Conference on Quality in Early Childhood Education, The Netherlands.
- Brown, R. D., Kowalski, K., & **Pretti-Frontczak, K.** (2001, April). *Jacks of all trades or masters of one?: Teachers' implicit theories of early childhood development*. Poster presented at the Society for Research in Child Development Biennial Meeting, Minneapolis, MN.
- Kowalski, K., **Pretti-Frontczak, K.**, Brown, R. D. (2001, April). *Preschool teachers' beliefs concerning the importance of various developmental skills and abilities*. Paper presented at the American Educational Research Association, Seattle, WA.
- Odom, S., McWilliam, R., **Pretti-Frontczak, K.**, & Carta, J. (2001, April). *Observational assessment of early childhood education settings for children with and without disabilities: Classroom ecology and child behavior*. Symposium conducted at the American Educational Research Association, Seattle, WA.
- Giallourakis, A. & **Pretti-Frontczak, K.** (2000, December). *The partnership scale*. Poster presented at the International Division for Early Childhood Annual Conference, Albuquerque, NM.

Pretti-Frontczak, K., Hemmeter, M., Grisham-Brown, J., Horn, E., Lieber, J., & Bricker, D. (2000, April). *A research-based look at teachers' use of the embedding strategy*. Panel conducted at the Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Pretti-Frontczak, K. & Eskridge Clark, B. (1999, December). *Examining teachers' use of the embedding strategy*. Paper presented at the International Division for Early Childhood Annual Conference, Washington, D.C.

Janas, D. & **Pretti-Frontczak, K.** (1999, April). *A window to the classroom: Examining ECSE preschool teachers' beliefs and practices*. Poster presented at the Society for Research in Child Development Biennial Meeting, Albuquerque, NM.

Pretti-Frontczak, K., Wheeden, A., & Janas, D. (1998, December). *Interactions and events in early childhood special education classrooms: An examination of their impact on young children with special needs*. Paper presented at the International Division for Early Childhood Annual Conference, Chicago, IL.

Wheeden, A., **Pretti-Frontczak, K.**, & Janas, D. (1998, April). *Interactions and events in early childhood special education programs: An examination of their impact on young children with special needs*. Poster presented at the Biennial Conference on Research Innovations in Early Intervention, Charleston, SC.

Bricker, D. & **Pretti-Frontczak, K.** (1997, November). *Treatment validity of the Assessment, Evaluation and Programming System test for three to six years*. Paper presented at the International Division for Early Childhood Annual Conference, New Orleans, LA.

Invited International/National (1997-present)

Pretti-Frontczak, K., Grisham-Brown, J., & Zeng, S. (2016, October). *What NOT to do: A trifecta of common k-readiness mistakes and how to avoid them*. Pre-conference session presented at the International Division for Early Childhood Conference, Louisville, KY.

Pretti-Frontczak, K. (2016, July). *Embedding STEAM into everyday activities and routines*. Session presented at the Education Service Center (ESC) Region 10 Now4Forever: Full S.T.E.A.M. Ahead! Annual Preschool Summer Event, Waxahachie & Frisco, TX.

Pretti-Frontczak, K. (2016, April). *How can we avoid making these three common k-readiness mistakes?* Session presented at the Michigan Division for Early Childhood (MiDEC) Conference, Mount Pleasant, MI.

Pretti-Frontczak, K. (2016, June). *{R}evolutionary approach to inclusion in an age of accountability*. Symposium presented at the 3rd Annual Early Childhood Summit, Keystone, CO.

Pretti-Frontczak, K. *Promoting the social-emotional health and well-being of educational leaders*. Keynote and breakout sessions presented at the Idaho CEC Annual Conference, Boise, ID.

- Pretti-Frontczak, K.,** Grisham-Brown, J., & Sullivan, L. (2104, October). *Monograph #16 Blended Practices*. Session presented at the International Division for Early Childhood Annual Conference, St. Louis, MO.
- Pretti-Frontczak, K.** (2013, April). *Implementing tiered instruction for preschoolers with diverse abilities*. Preconference workshop to be presented at the Council for Exceptional Children's Annual Convention, San Antonio, TX.
- Pretti-Frontczak, K.** (2012, October). *Frameworks for Response to Intervention in Early Childhood Education: Description and implications*. Paper presented at the International Division for Early Childhood Annual Conference, Minneapolis, MN.
- Pretti-Frontczak, K.** (2012, September). *Frameworks for Response to Intervention in Early Childhood Education: Description and implications*. Paper presented and the 4th Annual RTI Summit, Albuquerque, NM.
- Pretti-Frontczak, K. &** Grisham-Brown, J. (2012, May). *Implementing tiered instruction for diverse PreK learners: Effective teacher decision making at tier one – a CEC/DEC Collaborative Webinar*.
- Pretti-Frontczak, K.,** Wonderlick, M., & Pizzolongo, P. (2011, October). *Early childhood inclusion: Joint NAEYC-DEC position statement*. Session presented for the Office of Head Start National Birth to Five Leadership Institute, Washington D.C.
- Pretti-Frontczak, K.,** Coleman, M., Elwood, P., Reese, M., & Lyons, A. (2011, February). *Differentiating curriculum and instruction in PreK and K programs*. Webinar presented for the Council for Exceptional Children.
- Bagnato, S. & **Pretti-Frontczak, K.** (2009, April). *Authentic assessment for early childhood intervention: Options to link curricular goals, standards, and outcomes for all young children*. Keynote and paper presented at EIAANZ Conference, Auckland, New Zealand.
- Bagnato, S. & **Pretti-Frontczak, K.** (2009, April). *Preventing the mismeasure of young children: The authentic assessment alternative for early childhood intervention*. Keynote and paper presented at the Australia Department of Education and Early Childhood Development, Melbourne, Australia.
- Pretti-Frontczak, K. &** Bagnato, S. J. (2009, April). *Authentic assessment for early childhood intervention: Options to link curricular goals, standards, and outcomes for all young children*. Invited keynote and session presented at the Australia Department of Education, Melbourne, Australia
- Hebbeler, K. & **Pretti-Frontczak, K.** (2008, September). *Linking curriculum and outcomes: Meet the authors* [webinar presented]. Sponsored by the International Division for Early Childhood.

Pretti-Frontczak, K. & Ledet, T. (2006, May). *Everything you need to know about AEPS and OSEP reporting* [webinar presented]. Sponsored by Paul H. Brookes Publishing Co.

Pretti-Frontczak, K. & Grisham-Brown, J. (2006, April). *Do we have to choose between accountability and program improvement?* Conference session presented at Measuring Child and Family Outcomes NECTAC National TA Meeting, Albuquerque, NM.

Pretti-Frontczak, K. & Grisham-Brown, J. (2006, April). *Using curriculum-based assessments for accountability.* Conference session presented at Measuring Child and Family Outcomes NECTAC National TA Meeting, Albuquerque, NM.

Walker, D., Greenwood, C., **Pretti-Frontczak, K.**, Bram, L., & Madsen, D. (2006, April). *What is being done by assessment tool developers and publishers to address OSEP reporting needs?* Conference session presented at Measuring Child and Family Outcomes NECTAC National TA Meeting, Albuquerque, NM.

Walker, D. & **Pretti-Frontczak, K.** (2005, December). *Issues in selecting assessments for measuring outcomes for young children.* Paper presented at the OSEP National Early Childhood Conference, Washington, D.C.

Pretti-Frontczak, K. (2000, December). *Learning environments and activity based intervention for infants and toddlers.* Pre-conference session presented at International Division for Early Childhood Annual Conference, Albuquerque, NM.

Invited Local Trainings, Keynotes, and Conference Sessions

- In 2016, provided training or spoke to 1200+ professionals across 9 states

Consultation/Program Evaluation

- *Consultant:* Activity-based intervention, the Assessment, Evaluation and Programming System (AEPS[®]), Individualized Family Service Plan/Individualized Education Plan development, curriculum frameworks, and response to intervention (1993-present).
- *Consultant:* Project ENHANCE – Using an activity-based approach to intervention with young children with low incidence disabilities and their families (1997-2000).
- *Evaluator:* Leading Educators in Advancing Inclusive ECE (2015-2017)
- *Evaluator:* Louisiana Department of Education Child Outcomes Project (2005-2009).
- *Evaluator:* Kent State University's Early Reading First Initiative (2006-2008).
- *Evaluator:* Desired Results ACCESS for Children with Disabilities - Accountability initiative of the California Department of Education (CDE) (2005-2006)
- *Evaluator:* Ohio's Help Me Grow Family Outcomes Project (2006).
- *Evaluator:* Ohio Indicators of Success Evaluation Sub-Committee (1998-2001)
- *Evaluator:* Louisiana State University's Comprehensive Eligibility Criteria Pilot Project (1997-1999).

TEACHING, ADVISING, AND SUPERVISION

Courses Taught

- SPED 63992 Developing Legally Defensible and Meaningful IFSPs/IEPs for Young Children
- SPED 63950 Curriculum and Intervention in Early Childhood Services
- SPED 63953 Practical Applications 0-5
- SPED 63956 Foundations in Early Childhood Services
- SPED 63957 Assessment and Evaluation in Early Childhood Services
- SPED 83991 Doctoral Seminar in College Teaching
- SPED 83991 Doctoral Seminar Response to Intervention (co-taught, University of Oregon)
- SPED 83991 Doctoral Seminar Curriculum & Intervention (co-taught, University of Kentucky)
- SPED 83991 Doctoral Seminar Grant Writing (KSU and co-taught, University of Kentucky)

Workshops

Early Childhood Intervention Summer Institute: 2006, 2007

Dissertations Directed/Co-Directed

- Brown, T. (2015). *An Exploratory study of vocabulary instruction in inclusive preschool classrooms*. Co-director Sanna Harjusola-Webb
- Moore, L. (2015). *The Effects of Coaching on Teachers' Use of Embedded Naturalistic Communication Promoting Strategies*. Co-director Sanna Harjusola-Webb
- Champagne, J. (2015). *Relationships count: A qualitative case study of a professional learning series for early interventionists*. Co-director Sanna Harjusola-Webb
- Robbins, S. (2013). *Tiered instruction: Impact on teaching and learning*. Co-director Sanna Harjusola-Webb
- Jackson, S. (2012). *Examining the impact of teacher leaders on school-wide reform*. Co-director Sanna Harjusola-Webb
- Winchell, B. (2011). *A Critical examination of a curriculum-based assessment to enhance a tiered model of progress monitoring: A Rasch model analysis*. Co-director Melody Tankersley
- Harris, K. (2010). *The effects of peer-mediated intervention in promoting social skills with children with disabilities in an integrated preschool classroom*. Co-director Sanna Harjusola-Webb
- Giallourakis, A. (2005). *Understanding family involvement in the preparation of graduate students: Creating family-centered practitioners*. Co-director Bryan Cook
- Barr, D. (2004). *An Ethnomethodological approach in examining preschool teachers' embedding actions*.
- Janas, J. (1999). *A window to the classroom: Exploring early childhood special education teachers' beliefs and behaviors*. Co-director Jerald Mahoney.

EXTERNAL PROJECTS

Funded Research (External)

- Co-Principal Investigator, **Preparing Tomorrow's ECI Leaders**, Kent State University, 10-1-05 through 9-30-09 (\$800,000 Total; \$574,00 KSU). *Leadership Personnel Preparation*, Office of Special Education Programs.
- Principal Investigator, **Project ACCESS**. Akron Public Schools, 8-1-05 through 7-30-06 (\$50,000 Total KSU). *State Superintendents Task Force*, Ohio Department of Education.
- Co- Principal Investigator, **The Behavior Intervention Specialist Program**. Kent State University, 9-01-02 through 8-30-07 (\$800,000). *High Incidence Personnel Preparation*, Office of Special Education Programs.
- Co- Principal Investigator, **PROJECT PLAY: Promoting Positive Learning Outcomes through an Activity Based Approach with Young Children with Severe Disabilities**. Kent State University – Sub-Contract with the University of Kentucky, 10-1-01 through 9-30-05 (\$700,000 Total; \$217,000 KSU). *Model Demonstration Competition*, Office of Special Education Programs.
- Co-Principal Investigator, **Evaluating the Effectiveness of a Model Interdisciplinary Early Childhood Intervention-Training Program**. Kent State University 09-01-99 through 8-30-00 (\$20,000). *State Superintendents Task Force*, Ohio Department of Education.
- Co-Principal Investigator, **Early Childhood Interdisciplinary Training Program**. Kent State University, 10-1-98 through 9-30-02 (\$600,000). *High Incidence Personnel Preparation*, Office of Special Education Programs.
- Principal Investigator, **Indicators for Success Evaluation Project**. Kent State University, 7-1-98 through 6-30-01 (\$50,000). *Indicators of Success Evaluation Sub-Committee*, Ohio Department of Education.
- Principal Investigator, **Examining the Effects of Embedding Young Children's Goals and Objectives in Daily Activities**. Kent State University, 1-1-98 through 12-30-01 (\$225,000). *Initial Career Award*, Office of Special Education Programs.

Funded Research (Internal)

- Kent State University Research Council, 1998, 1999 (2), 2000, 2002 (\$12,500 - total).
- Linking the Future to the Present: Technologically Empowering Our Students PT3 project funded by the US Department of Education - \$2,500.
- Kent State University's Instructional Resource Center, 1999 – \$2000.00

SERVICE AND CITIZENSHIP

Kent State University Committee Work

- Provost Advisory Committee (PAC), 2008-2009, Member
- Faculty Sanction Hearing Sub-Committee, 2009, Chair
- Personal Improvement Leave (PIL) Sub-Committee, 2009, Member
- Synchronous Technologies Sub-Committee, 2009 – Member
- Learning Community on College Teaching and Research, 2002-2007, Member
- Spectrum Group, 2000-2003, Member

College of Education, Health, and Human Services Committee Work

- College Advisory Committee, 2007-2009, Member
- EHHS Reappointment, Promotion, and Tenure Sub-Committee, 2006-2007, Member
- Graduate Council, 2002-2004; 2006-2008, Member
- Technology Advisory Committee, 2003-2006, Member
- Search Committee for TLCS early childhood position, 2002-2003, Member
- Undergraduate Council, 1999-2002, Member
- Student Awards Committee, 1998-1999, Member

School of Lifespan Development and Educational Sciences Committee Work

- Coordinator special education program area, 2008-2009, Co-Coordinator
- Faculty Advisory Committee, 2001-2003; 2007-2009, Member
- Search Committee for EFSS Early Childhood position, 2000-2001; 2004-2006, Chair
- Student Academic Complaint Committee, 2000-2004, Member
- EFSS Reappointment, Promotion, and Tenure Sub-Committee, Spring 2002, Member
- Search Committee for EFSS moderate/intensive position, Spring 2002, Member

International/National Involvement in Professional Organizations

- Division of Early Childhood, National Association for the Education of Young Children, & National Head Start Association Joint Framework for Response to Intervention Paper Work Group, 2012-2013, Chairperson.
- Division for Early Childhood Executive Board, 2009-2013 – Vice President (2009-2010); President Elect (2010-2011); President (2011-2012); Past President (2012-2013)
- Division for Early Childhood Standards Validation Work Group, 2006-2009, Member
- Division for Early Childhood & National Association for the Education of Young Children Companion Paper Work Group, 2004-2007, Curriculum Area Chairperson

State/Regional Involvement in Professional Organizations

- Ohio's Help Me Grow Early Intervention IFSP Advisory Committee, Member (present)
- Ohio's Help Me Grow Early Intervention Assessment and Evaluation Workgroup, Member (present)
- University of Toledo's Partner Project Advisory, Member (present)
- Ohio's Subdivision for the Division for Early Childhood (ODEC), 2008-2010, Past-President
- Ohio's Subdivision for the Division for Early Childhood (ODEC), 2006-2008, President
- Ohio Higher Education Consortium for Inclusive ECE, 1997-present, Member
- Advisory Board Project DIRECT, 2004-2010, Member
- Core Knowledge Writing Team, 2006, Member
- Help Me Grow Evaluation Outcomes and Standards Work Group, 2006, Member
- Help Me Grow Parent/Professional Partnership sub-committee, 2000-2002, Member
- Comprehensive System of Personnel Development: A subcommittee of the Early Intervention Interagency Coordinating Council, 2000-2002, Member

Editorial Boards/Reviewer

- Co-editor Young Exceptional Children Monograph #16 (2014)
- Special volume on Mismeasuring children for Topics in Early Childhood Special Education, Co-Editor (2013-2014)

- Topics in Early Childhood Special Education, Consulting Editor (present)
- Journal of Early Intervention, Editorial Board Member (present)
- Special volume on Web-based Technologies for Topics in Early Childhood Special Education, Co-Editor (2009)
- Young Exceptional Children, Guest Reviewer
- Exceptional Children, Field Reviewer
- Teacher Education and Special Education, Guest Reviewer

Awards

- Merle B. Karnes Award for Service to the Division (Division for Early Childhood) Fall 2013
- Graduate Applause - recognized by graduates of Kent State University as a “teacher who has made a difference in the life of a graduate” Fall 2009

- Region 1 Distinguished Service Award (Ohio’s Council for Exceptional Children) Spring 2005
- Outstanding Teaching Scholars Mentor Award (Kent State University) Spring 2003
- Graduate Student Senate Faculty Mentorship Award (Kent State University) Spring 2003
- Moulton Scholar (Kent State University) Fall 2001; Spring 2002
- Research/Creative Activity Appointment (Kent State University) Summer 2001
- Friends of the Division for Early Childhood Education (ODE) Fall 1999