
SCOTT P. ARDOIN
UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
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EDUCATION

- 2001 Ph.D. (APA Accredited Program) Syracuse University, School Psychology
(Dissertation: *Using self-evaluation to assess the effects of school-based interventions*)
- 1999 M.S., Syracuse University, Psychology (Thesis: *The ability of children with ADHD to discriminate differences in their behavior*)
- 1995 B.S., (Magna Cum Laude) Louisiana State University, Psychology

AWARDS AND HONORS

- 2012 Top Editorial Board Member of the Year (2011) for *School Psychology Review*,
- 2009 UGA College of Education Research Mentoring Program
- 2007 APA Division 16 Lightner Witmer Early Career Scholar Award
- 2004 Article of the Year, *School Psychology Review* Awarded in 2005
- 2004 School Psychology Research Collaboration Conference Early Career Scholar
- 2004 Psychology Graduate Students Association Faculty Award for Excellence in Teaching
- 2004 Best Advisor Award, USC Department of Psychology Lower Division
- 2003, 2005, 2007 Two Thumbs Up Award, USC Office of Student Disability Services
- 1999 Winner, New York Association of School Psychologists Graduate Student Award for Outstanding Research
- 1999 Recipient, Gardner Fellowship, Syracuse University
- 1999 Winner, Applied Behavior Analysis Student Paper Contest
- 1999 Recipient, Ted Bernstein Award, Syracuse University
- 1997 Recipient, Gardner Fellowship, Syracuse University

PROFESSIONAL EXPERIENCE

- 2012- present Fellow: Institute for Interdisciplinary Research in Education and Human Development
- 2010-present Fellow: William Owens Institute for Behavioral Research
- 2008-present Associate Professor, Department of Educational Psychology and Instructional Technology, University of Georgia
- 2002-2008 Assistant Professor, Department of Psychology, University of South Carolina

- 2001 – 2002 Director, Institute to Enhance Equitable Educational Programs at Louisiana State University
- 2001 - 2002 Consultant, East Baton Rouge Parish School
- 2001 – 2002 Adjunct Professor, Department of Psychology, Louisiana State University
- 2000 – 2001 School Psychology Intern, Syracuse City School District
- 2000 Assistant Research Coordinator of Summer Treatment and Research program for children with ADHD, Louisiana State University
- 1996 – 1999 School Psychology Extern, Syracuse City School District.

EDITORIAL EXPERIENCE

- 2012-2013 Guest Editor, *School Psychology Review*, series topic “Children’s Eye Movements in Reading”
- 2012-present Associate Editor, *School Psychology Quarterly*
- 2005-2012 Associate Editor, *Journal of Behavioral Education*
- March, 2007 Grant Review Panel, *Institute of Education Sciences*
- March, 2008
- October, 2008
- 2007-2008 Associate Editor, *Journal of School Psychology*
- 2009, 10, 11 Invited Associate Editor, *Journal of School Psychology*
- 2008 Guest Associate Editor, *Education and Treatment of Children*
- 2007, 08 Guest Associate Editor, *Behavior Analysis in Practice*
- 2007-08 Editorial advisory board, *Behavior Analysis in Practice*
- 2006 Editor for special edition, *Journal of Behavioral Education*
- 2004-2013 Editorial advisory board, *School Psychology Review*
- 2009, /’11-13 Editorial advisory board, *Journal of School Psychology*
- 2003-2005 Board of Editors, *Journal of Applied Behavior Analysis*
- 2006-2011
- 2001-2003 Ad-hoc Reviewer, *School Psychology Review*.
- 2001-2003 Guest Reviewer, *Scientific Studies of Reading*.
- 2001-2003 Guest Reviewer, *Journal of Behavioral Education*.
- 2002 Guest Reviewer, *Research in Developmental Disabilities*.
- 2000 Guest Reviewer, *School Psychology Review*.

- 2000, '02 Guest Reviewer, *Journal of Applied Behavior Analysis*.
'03, 05, '12, '
- 1999 - 2002 Member of the Division 16 Convention Program Committee of the
2004, 2005 American Psychological Association.
- 1999 – 2000 Member of the *School Psychology Quarterly* student editorial board.

GRANTS RECEIVED

- Morena, L. & Ardoin, S. P. (2012). *Investigating the Behaviors Underlying Reading Fluency Using Eye-Tracking Technology*. Funding Source: Society for the Study of School Psychology Dissertation Award Grant. Duration: 5/1/12 – 4/30/12. Funded: \$3700.
- Ardoin, S. P., & Binder, K. (2010). *Exploring Reading Fluency and Its Underlying Behavior*. Award Funding Source: U.S. Department of Education, Institute for Education Sciences. Award Number: R305A100496. Duration: 8/1/10-6/30/2014. FTE: .15 over the academic year and 1.5 summer months across the four year project. Funded: \$1,513,246.
- Ardoin, S.P. (2010). *Training Assessment and Intervention Skills to Undergraduates and Teachers*. Funding Source: University of Georgia, Office of the Vice President for Public Service and Outreach. Duration: 1/1/11 – 5/30/11. Funded: \$8,000.
- Christ, T.J., Ardoin, S.P., & Eckert, T. (2009). *Project Formative Assessment Instrumentation and Procedures for Reading (FAIP-R) Project*. Funding Source: U.S. Department of Education, Institute for Education Sciences. Award Number: R324A090038. Duration of Funding: 6/1/09-5/31/2013. FTE: .25 over the academic year and 1.5 summer months across the four year project. Funded: \$ 1,598,857.
- Williams, R. & Ardoin, S. P. (2009) *Project RIFLE: Reading Comprehension Intervention for Low Comprehenders Enrolled in College*. Funding Agency: Georgia State Language & Literacy Program. Funded, \$44,193.
- Ardoin, S.P. (2006). *Evaluating Tier Two Reading Interventions*. Grant funded by the Research Consortium for Children and Families. Funded: \$21,300.
- Ardoin, S. P. & Christ, T. (2005). *Improving CBM Progress Monitoring: Using Behavior Instead of Formulas to Predict Passage Difficulty*. Grant funded by the Society for the Study of School Psychology. Funded: \$10,500.
- Ardoin, S.P. (2003) *Validating a Model for Identifying Students with Special Education Needs*. Grant funded by the University of South Carolina Research and Productive Scholarship Grant. Funded: \$14,700.
- Ardoin, S.P. (2003) *Implementing a Problem Solving Model: Screening to Enhance Equitable Placement*. Contract with the Richland One School District. Funded: \$46,233.95.
- Witt, J.C., & Ardoin, S. P. (2002). *Training in response to assessment and intervention needs*. Grant from the Louisiana Department of Education. Funded: \$59,000.

BOOK PUBLICATIONS

- Noell, G. H., Call, N. A., & Ardoin, S.P. (2011). Building Complex Repertoires from Discrete Behaviors by Establishing Stimulus Control, Behavioral Chains, and Strategic Behavior. In W. Fisher, C. Piazza, & H. Roane. (Eds.), *Handbook of Applied Behavior Analysis*. (pp. 250-269). New York, Guilford.
- McDougal, J., Graney, S., Wright, J., & Ardoin, S.P. (2010). *RTI in practice: A practical guide to implementing effective evidence-based interventions in your school*. Hoboken, NJ: John Wiley & Sons, Inc.
- Martens, B.K., & Ardoin, S.P. (2010). Assessing disruptive behavior within a problem-solving model. In G.G. Peacock, R.A. Ervin, E.J. Daly, & K.W. Merrell (Eds.), *Practical handbook in school psychology: Effective practices for the 21st century* (pp. 157-174). New York: Guilford.
- Noell, G. H., Ardoin, S. P., & Gansle, K. (2009). Academic Assessment. In J. Matson & F. Adrasik (Eds.) *Assessing childhood psychopathology and developmental disabilities*. (pp. 311-340). New York: Springer.
- Shriner, J., Ardoin, S. P., & Yell, M. L. (2009). Assessment of students with EBD. In M. L. Yell, N. Meadows, E. Drasgow & J. Shriner (Eds.), *Educating students with emotional and behavioral disorders in general and special education* (pp. 45-61). Upper Saddle River, NJ: Pearson Education.
- Ardoin, S. P., Martens, B. K., & Wolfe, L. A. (2004). Using high probability command sequences with fading to increase student compliance during transitions. In N. A. Neef, B.A. Iwata, R. H. Horner, D. Lerman, B. K. Martens, & D. S. Sainato, (Eds.). *Behavior Analysis in Education* (2nd Ed.) From the *Journal of Applied Behavior Analysis Reprint Series* (Vol. 32, pp. 259-270): Lawrence, KS: Society for the Experimental Analysis of Behavior. (Reprinted from *Journal of Applied Behavior Analysis*, 32, 339-351. 1999).
- Martens, B. K., & Ardoin, S. P. (2002). Training school psychologists in behavior support consultation. In J.K. Luiselli, & C. Diament (Eds.). *Behavior Psychology in the Schools: Innovations in Evaluation, Support, and Consultation*. New York: Haworth Press. (Reprinted from *Child and Family Behavior Therapy*, 24, 147-163.)

REFEREED ARTICLES

- Ardoin, S.P., Binder, K.S., Zawoyski, A., Foster, T., & Blevins, L. (in press). Using eye-tracking procedures to evaluate generalization effects: Practicing target words during repeated readings versus across texts. *School Psychology Review*.
- Ardoin, S. P., Eckert, T. L., Christ, T. J., White, M.J., Morena, L., Baxter, S.A., & Hine, J. (in press). Examining variance in reading comprehension among developing readers: Words in context (CBM-R) versus words out of context (Word List). *School Psychology Review*.

- Ardoin, S. P., Morena, L., Binder, K.S., & Foster, T. (in press). Examining the impact of feedback and repeated readings on oral reading fluency: Let's not forget prosody. *School Psychology Quarterly*.
- Foster, T. Ardoin, S.P. & Binder, K.S. (2013). Underlying changes in repeated reading: An eye movement study. *School Psychology Review*, 42, 140-156..
- Christ, T. J., White, M. J., Ardoin, S. P., & Eckert, T. L., (in press). Curriculum based measurement in reading: Consistence and validity across best, fastest, and question reading conditions. *School Psychology Review*.
- Rayner, K., Ardoin, S.P., & Binder, K.S. (in press). Children's eye movements in reading: A commentary. *School Psychology Review*.
- Ardoin, S. P., Christ, T. J., Morena, L. S., Cormier, D. C., & Klingbeil, D. A., (2013). A systematic review and summarization of the recommendations and research surrounding Curriculum Based Measurement of Oral Reading Fluency (CBM-R) decision rules. *Journal of School Psychology*, 51, 1-18. DOI: 10.1016/j.jsp.2012.09.004.
- January, S.-A. A., & Ardoin, S. P. (2012). The impact of context and word type on students' maze task accuracy. *School Psychology Review*, 41(3), 262-271.
- Binder, K., Tighe, E., Jiang, Y., Kaftanski, K., Qi, C., & Ardoin, S. (online first, 2012). Reading expressively and understanding thoroughly: An examination of prosody in adults with low literacy skills. *Reading and Writing*, 1-16. doi: 10.1007/s11145-012-9382-7
- Binder, K.S., Snyder, M.A., Ardoin, S.P., & Morris, R.K. (2011). Dynamic Indicators of Basic Early Literacy Skills: An effective tool to assess adult literacy students? *Adult Basic Education and Literacy Journal*, 5, 150-160.
- Ardoin, S.P., Williams, J.C., Christ, T.J., Roof, C.M., & Klubnik, C. (2010). Examining readability estimates' predictions of students' oral reading rate: Spache, Lexile, and Forecast. *School Psychology Review*, 39, 277-285.
- Solnick, M., & Ardoin, S.P. (2010). A quantitative review of functional analysis procedures in public school settings. *Education and Treatment of Children*, 33, 153-175.
- Klubnik, C. & Ardoin, S.P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual verses group implementation.. *Journal of Behavioral Education*, 19, 7-29.
- Ardoin, S.P. & Williams, J.C., Klubnik, C., & McCall, M. (2009). Three versus six rereadings of practice passages. *Journal of Applied Behavior Analysis*, 42, 375-380.

- Ardoin, S.P. & Christ, T.J. (2009). Curriculum based measurement of oral reading: Standard errors associated with progress monitoring outcomes from DIBELS, AIMSweb, and an experimental passage set *School Psychology Review*, 38, 266-283.
- Christ, T.J., & Ardoin, S. P. (2009) Curriculum-Based Measurement of Oral Reading: Passage Equivalence and Probe-Set Development. *Journal of School Psychology*, 47, 55-75.
- Burns, M.K., Ardoin, S.P., Parker, D.C., Hodgson, J., Klingbeil, D.A., & Scholin, S.E. (2009). Interspersal effect and behavioral momentum for reading tasks. *School Psychology Review*. 38, 428-434.
- Ardoin, S.P., Eckert, T.L., & Cole, C.A.S. (2008). Promoting generalization of reading: A comparison of two fluency-based interventions for improving general education students' oral reading rate. *Journal of Behavioral Education*, 17, 237-252.
- Ardoin, S.P. and Christ, T. (2008). Evaluating curriculum based measurement slope estimates using data from tri-annual universal screenings. *School Psychology Review*, 37, 109-125.
- Ardoin, S.P., Roof, C.M., Klubnick, C., Carfolite, J. (2008). Evaluating Curriculum-Based Measurement from a Behavioral Assessment Perspective. *The Behavior Analyst Today*, 9, 36-48.
- Hosp, J. L. & Ardoin, S. P. (2008). Assessment for instructional planning. *Assessment for Effective Intervention*, 33(2), 69-77.
- McDonald, E. & Ardoin, S. P. (2007). Interspersing Easy Math Problems among Challenging Problems: An Evaluation of a Class-wide Implementation. *Journal of Behavioral Education*, 16(4) 327-332.
- Ardoin, S.P. & Daly III, E.J. (2007). Introduction to the special series: Close encounters of the instructional kind – How the Instructional Hierarchy is shaping instructional research 30 years later. *Journal of Behavioral Education*. 16, 1-6.
- Ardoin, S.P., McCall, M., & Klubnik, C. (2007). Promoting generalization of oral reading fluency: Providing drill versus practice opportunities. *Journal of Behavioral Education*, 16, 54-69.
- Eckert, T. L., Dunn, E. K., & Ardoin, S. P. (2006). The effects of alternate forms of performance feedback on elementary-aged students' oral reading fluency. *Journal of Behavioral Education*, 15(3), 148-161.
- Ardoin, S. P. (2006). The response in response to intervention: Evaluating the utility of assessing maintenance of intervention effects. *Psychology in the Schools*, 43(6), 713-725.
- Ardoin, S. P., Witt, J. C., Connell, J. E., & Koenig, J. L. (2005). Application of a three-tiered response to intervention model for instructional planning, decision making, and the

- identification of children in need of services. *Journal of Psychoeducational Assessment*, 23(4) 362-380.
- Ardoin, S. P., Suldo, S., Witt, J. C., Aldrich, S. & McDonald, E. (2005). Accuracy of readability estimates' predictions of CBM performance. *School Psychology Quarterly*, 20(1), 1-22.
- Ardoin, S. P., Witt, J. C., Suldo, S. M., Connell, J. E., Koenig, J. L., Resetar, J. L. Slider, N. J., & Williams, K. L. (2004). Examining the incremental benefits of administering a maze and three vs. one curriculum-based measurement reading probe when conducting universal screenings. *School Psychology Review*, 33, 218-233.
*2004 *School Psychology Review* Article of the Year.
- Ardoin, S. P. & Martens, B. K. (2004). Training children to make accurate evaluations: Effects on behavior and the quality of self-ratings. *Journal of Behavioral Education*, 13, 1-23.
- Ardoin, S. P., Martens, B. K., Wolfe, L. A., Hilt, A., & Rosenthal, B. D. (2004). A method for conditioning reinforcer preferences in students with moderate mental retardation. *Journal of Developmental and Physical Disabilities*, 16, 33-51.
- Martens, B. K., Ardoin, S. P., Hilt, A., Lannie, A. L., Panahon, C. J., & Wolfe, L. (2002). Sensitivity of children's behavior to probabilistic reward: Effects of a decreasing-ratio lottery system on math performance. *Journal of Applied Behavior Analysis*, 35, 403-406.
- Eckert, T. L., Ardoin, S. P., Daly, E. J., & Martens, B. K. (2002). Improving oral reading fluency: A brief experimental analysis of combining an antecedent intervention with consequences. *Journal of Applied Behavior Analysis*, 35, 271-281.
- Martens, B. K., & Ardoin, S. P. (2002). Training school psychologists in behavior support consultation. *Child and Family Behavior Therapy*, 24, 147-163. (Reprinted in Luiselli, J.K., & Diament, C. (2002). *Behavior psychology in the schools: Innovations in evaluation, support, and consultation*. New York: Haworth Press.)
- Ardoin, S. P. & Martens, B. K. (2000). Testing the ability of children with ADHD to accurately report the effects of medication on their behavior. *Journal of Applied Behavior Analysis*, 33, 593-610.
- Eckert, T. L., Ardoin, S. P., Daisey, D. M., & Scarola, M. D. (2000). Empirically evaluating the effectiveness of reading interventions: The use of brief experimental analysis and single case designs. *Psychology in the Schools*, 37, 463-473.
- Martens, B. K., Eckert, T. L., Bradley, T. A., & Ardoin, S. P. (1999). Identifying effective treatments from a brief experimental analysis: Using single-case design elements to aid decision-making. *School Psychology Quarterly*, 14, 163-181.
- Ardoin, S. P., Martens, B. K., & Wolfe, L. A. (1999). Using high probability command sequences with fading to increase student compliance during transitions. *Journal of Applied Behavior Analysis Reprint Series*, 32, 259-270. Reprinted in Nancy A. Neef, Brian A. Iwata,

Robert H. Horner, Dorthea Lerman, Brian K. Martens, & D. S. Sainato, (Eds.). *Behavior Analysis in Education* (2nd Ed.) From the: Lawrence, KS: Society for the Experimental Analysis of Behavior.

WORKS SUBMITTED:

Nguyen, K. Binder, K., Nemier, C., & Ardoin, S.P., (submitted). *Gotcha! Catching Kids During Mindless Reading*.

PAPERS, POSTERS & WORKSHOPS PRESENTED AT PROFESSIONAL MEETINGS

January, S J., & Ardoin, S.P. (February, 2013). Curriculum-based measurement and the Measures of Academic Progress in Instructional Decision-Making. Presented at the annual meeting of the National Association of School Psychologists.

Ardoin, S. P. (February, 2013). A systematic review and summarization of the recommendations and research surrounding Curriculum Based Measurement of Oral Reading Fluency (CBM-R) decision rules. In Christine Espin (chair) Interpretation and understanding of progress-monitoring graphed data: How hard can it be? Presented at the meeting of the Pacific Coast Research Conference, San Diego, CA.

Sayeski, K. & Ardoin, S. P. (February, 2013) *Measuring the instructional intensity of interventions*. Poster presented at the meeting of the Pacific Coast Research Conference, San Diego, CA

Binder, K.S., Nguyen, K.V.T, Ardoin, S.P. (July, 2012). *Mindless reading in 2nd graders: An eye movement analysis*. Poster presented at meetings of the Society for the Scientific Studies of Reading, Montreal, Canada.

Christ, T.J., Ardoin, S.P., Morena, L.S., & Eckert, T.L., (February, 2012) *Examining evidence supporting the use of CBMB-R decision rules*. Paper presented at the 2012 annual conference of the National Association of School Psychologists, Philadelphia, PA.

Ardoin, S.P., Eckert, T.L., Christ, T.J., White, M.J., Morena, L.S., & Baxter, S.A. (February, 2012). *Emerging readers' comprehension skills: Word and oral reading rate contributions*. Paper presented at the 2012 annual conference of the National Association of School Psychologists, Philadelphia, PA.

Foster, T., Ardoin, S. P. & Binder, K. (February, 2012). *Underlying changes in repeated readings: An eye-movement study*. Paper presented at the 2012 annual conference of the National Association of School Psychologists, Philadelphia, PA.

Lutz, M. E., Ardoin, S.P., Foster, T., & Baxter, S.A. (February, 2012) *Comparison of two flashcard interventions for teaching sight-words*. Poster presented at the 2012 annual conference of the National Association of School Psychologists, Philadelphia, PA.

- Baxter, S. A. A. & Ardoin, S. P. (August, 2011). *Does passage context and word type impact accuracy in maze tasks?* Poster presented at the 119th annual meeting of the American Psychological Association, Washington, DC.
- Ardoin, S.P., (May, 2011). Discussant. In Cynthia M. Anderson (Chair) *New Directions in Early Literacy: Prevention and Intervention*. Symposium presented at the 37th annual conference of the Association of Applied Behavior Analysis International. Denver, CO.
- Hine, J.F., & Ardoin, S. P. (May, 2011). *Using Discrete Trials to Increase the Feasibility of Assessing Student Problem Behavior*. Paper presented at the 37th annual conference of the Association of Applied Behavior Analysis International. Denver, CO.
- Morena, L.S., & Ardoin, S.P. (2011, August). *Evaluating the impact of Headsprout on the reading achievement of English language learners*. Poster presented at the 119th annual meeting of the American Psychological Association, Washington, DC.
- Christ, T.C., Ardoin, S.P., & Eckert, T. (2010, June). *Formative Assessment: Instrumentation and Procedures for Reading (FAIP-R)*. Poster presented at the 5th Annual IES Research Conference. National Harbor, MD.
- Ardoin, S. P. (2010, February). Promoting generalization of academic responding. In J. Connel (Chair) *Math Computation Instruction: Does it Generalize to Applied Problems*. Symposium presented at the 2010 annual conference of the National Association of School Psychologists, Chicago, IL.
- Scholin, S., Klingbeil, D., Ardoin, S.P., Parker, D. (2009, February) *Antecedent reading interventions: Setting the stage for success*. Paper presented at the 2009 annual conference of the National Association of School Psychologists, Boston, MA.
- Ardoin, S.P. (2008, August). *Learning From our Past Mistakes: Bridging Assessment and Intervention*. Division 16 awards presentation made at the 2008 annual conference of the American Psychological Association, Boston, MA.
- Christ, T.C., & Ardoin, S.P. (2008, February). Evaluation of probe sets and procedures: AIMSweb, DIBELS, and our alternative. In S. P. Ardoin (Chair) *The True Test: Evaluating CBM Data at the Individual Level*. Symposium presented at the 2008 annual conference of the National Association of School Psychologists, New Orleans, LA.
- Carfolite, J., Ardoin, S.P., Klubnik, J., & Roof, C. (2008, February) A final word on readability estimates. In S. P. Ardoin (Chair) *The True Test: Evaluating CBM Data at the Individual Level*. Symposium presented at the 2008 annual conference of the National Association of School Psychologists, New Orleans, LA.
- Roof, C., Ardoin, S.P., Carfolite, J., & Klubnik, J (2008, February). Evaluating CBM from a behavioral assessment perspective. In S. P. Ardoin (Chair) *The True Test: Evaluating CBM Data at the Individual Level*. Symposium presented at the 2008 annual conference of the National Association of School Psychologists, New Orleans, LA.

- Ardoin, S. P., Klubnik, C., Carfolite, J., Roof, C., & McCall, M. (2008, February) Reading fluency: The good and the unknown. In T. L. Eckert (Chair) *Academic Interventions: Benefits and Barriers Associated with Fluency-Based Initiatives*. Symposium presented at the 2008 annual conference of the National Association of School Psychologists, New Orleans, LA.
- Begeny, J., Ardoin, S.P., Groce, K., & Krouse, H. (2007, May). *The Impact of Offering Rewards When Assessing Students' Reading Fluency: A Between-Subjects Experimental Comparison*. Poster presented at the annual meeting of the Association of Applied Behavior Analysis, San Diego, CA.
- Ardoin, S. P. (2007, March). Why does it work? In A. Hilt-Panahon (Chair), *Addressing Mathematics Problems through School-Based Interventions: What Works?* Symposium presented at the annual meeting of the National Association of School Psychologists. New York, NY.
- Ardoin, S.P., Schwartz, C., Dubois, A., & Carfolite, J. (2007, March). *Increasing Students' Reading Achievement: Evaluating Tier Two Interventions*. Paper presented at the annual meeting of the National Association of School Psychologists. New York, NY.
- McCall, M. & Ardoin, S.P. (2007, March). *Effects of Repeated Reading and Word Lists on Fluency Gains*. Poster presented at the annual meeting of the National Association of School Psychologists. New York, NY.
- Klubnik, C., & Ardoin, S.P. (2007, March). *Effects of Overlearning on Maintenance of Oral Reading Fluency*. Poster presented at the annual meeting of the National Association of School Psychologists. New York, NY.
- Christ, T.J., Poncy, B.C., & Ardoin, S.P. (2007, March). *Generalizability and Dependability of CBM-R: SEM Issues Continued*. Paper presented at the annual meeting of the National Association of School Psychologists. New York, NY.
- Ardoin, S.P., & Christ, T.J., (2007, February). Evaluating curriculum based measurement slope estimates using data from tri-annual universal screenings. In A. Schulte (Chair), *Progress Monitoring in Reading: Refinements, Enhancements, and New Directions*. Symposium presented at the Pacific Coast Research Conference. Coronado, CA.
- Pender, C.A.S., Ardoin, S.P., & Smith, B.H. (2006, November). *Academic Interventions Designed to Improve Mathematics Performance among Middle School Students: A Randomized Pilot Study*. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapy. Chicago, IL.
- Silber, J. M., Ardoin, S. P., & Martens, B. K. (2006, May). *Oral Reading Fluency Gains Under Typical Instruction and After Targeted Intervention*. Poster presented at the annual meeting of the Association of Applied Behavior Analysis. Atlanta, GA.
- Ardoin, S. P., & Drasgow, E. (2006, May). Using discrete trials to increase the feasibility of conducting functional analyses in school settings. In B.K. Martens (Chair), *Innovative Approaches for Examining Behavioral Function in School Settings*. Symposium presented at the annual meeting of the Association of Applied Behavior Analysis. Atlanta, GA.

- Ardoin, S. P. (2006, April). *Application of a Three Tiered Response to Intervention Model*. Paper presented at the annual meeting of the Council of Exceptional Children. Salt Lake City, UT.
- McDonald, E. & Ardoin, S. P. (2005, August). The interspersal procedure: Enhancing basic math fact fluency. In S. P. Ardoin (Chair), *Examining Means of Increasing the Effectiveness of Academic Interventions*. Symposium presented at the annual meeting of the American Psychological Association. Washington, D.C.
- McCall, M., Ardoin, S. P., & Klubnik, C. (2005, August). Evaluating the effects of multiple exemplars on generalization. In S. P. Ardoin (Chair), *Examining Means of Increasing the Effectiveness of Academic Interventions*. Symposium presented at the annual meeting of the American Psychological Association. Washington, D.C.
- Ardoin, S. P., McCall, M., McDonald, E., & Bassin, S. (2005, August). Evaluating the effects of over-learning on students' reading fluency. In B.K. Martens (Chair), *Evaluating the Generalization Effects of Academic Interventions*. Symposium presented at the annual meeting of the National Association of School Psychologist. Atlanta, GA.
- Hills, K. D & Ardoin, S. P. (2005, April). Evaluating the utility of Running Record vs. Curriculum-based measurement in reading. In Kevin Jones (Chair), *Response to Intervention: A Review of Three Demonstration Models*. Symposium presented at the annual meeting of the National Association of School Psychologist. Atlanta, GA.
- Ardoin, S. P., Klubnik, C., Goddard, A., & McCall, M. (2005, April). Evaluating the effects of increased reading fluency on generalization. In S.P. Ardoin (Chair), *Examining Means of Increasing the Effectiveness of Academic Interventions*. Symposium presented at the annual meeting of the American Psychological Association. Washington, D.C.
- Ardoin, S. P., Martens, B. K., McCall, M., & Coddling, R (2004, May). *Using Establishing Operations to Increase Math Work Completion*. Poster presented at the annual meeting of the Association for Behavior Analysis, Boston, MA.
- Ardoin, S. P. & Aldrich, S. (2003, April). Evaluating the quality of readability formulas in predicting students' reading fluency. In Scott P. Ardoin (Chair), *Response to Intervention as a Means of Determining Students' Special Education Eligibility*. Symposium conducted at the annual meeting of the National Association of School Psychologist. Toronto.
- Ardoin, S. P., Koenig, J., Connell, J., Witt, J. C., Suldo, S. M., McDonald, E., & Smith, L., (2003, April). Evaluating the sensitivity of generalization vs. intervention probes. In S. P. Ardoin (Chair), *Response to Intervention as a Means of Determining Students' Special Education Eligibility*. Symposium conducted at the annual meeting of the National Association of School Psychologist. Toronto.
- Connell, J., Ardoin, S. P., Koenig, J. & Witt, J.C. (2003, April). Multi-tiered interventions: Reintroducing basic math skills. In S. P. Ardoin (Chair), *Response to Intervention as a Means of*

- Determining Students' Special Education Eligibility.* Symposium conducted at the annual meeting of the National Association of School Psychologist. Toronto.
- Ardoin, S. P. & Smith, B. (2003, March). Medication assessments for adolescents using curriculum based measurement. In B. Smith (Chair), *Comprehensive After-School Treatment for Young Adolescents with Attention-Deficit Hyperactivity Disorder (ADHD)*. Symposium conducted at the annual meeting of the Southeastern Psychological Association. New Orleans, LA.
- Eckert, T. L., Ardoin, S. P., Coddling, R., Samuels, A., & Carson, P., (2001, May). Effective reading interventions for children with ADHD: An experimental analysis of optimal levels of responding. In Brian K. Martens (Chair), *Experimental Analyses of Academic Responding*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, New Orleans, LA.
- Eckert, T. L., Ardoin, S. P., & Marmion, M. M., (2001, May). Examining a means of increasing the generalization of repeated reading interventions. In Scott P. Ardoin (Chair), *Tactics for Increasing Academic Responding: Repeated Readings, Error Correction, and Performance Feedback*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, New Orleans, LA.
- Martens, B. K., Ardoin, S. P., Wolfe, L. A., Hilt, A., & Rosenthal, B. D. (2000, May). *Conditioning Reinforcer Preferences in Students with Mental Retardation*. Poster presented at the annual meeting of the Association for Behavior Analysis, Washington, DC.
- Ardoin, S. P. (2000, April). Including children with ADHD in the evaluation of their behavior and medication. In Roger J. Volpe (Chair), *Current Issues in the Utility and Validity of Child Self-Reports*. Symposium conducted at the annual meeting of the National Association of School Psychologist, New Orleans, LA.
- Eckert, T. L., Ardoin, S. P., Samuels, A., Carson, P., Coddling, R., & Guiney, K. (2000, April). *Improving oral reading: An examination of the efficacy of combining skill-based and performance based interventions with children diagnosed with Attention Deficit/Hyperactivity Disorder*. Poster presented at the annual meeting of the National Association of School Psychologist, New Orleans, LA.
- Hilt, A., Wolfe, L. A., Martens, B. K., Ardoin, S. P., & Rosenthal, B. D. (2000, April). *Choosing rewards or choosing work: Assessing students' reinforcer preferences*. Poster presented at the annual meeting of the National Association of School Psychologist, New Orleans, LA.
- Ardoin, S. P. & McDougal, J. (1999, November). *The use of classwide behavioral interventions for students with challenging behaviors: The classwide levels system*. Paper presented at the annual meeting of the New York Association of School Psychologist, Bolton Landing, NY.
- Ardoin, S. P. & Martens, B. K. (1999, May). *The ability of children with ADHD to discriminate differences in their behavior*. Poster presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.

- Ardoin, S. P., Martens, B. K., & Wolfe, L. A. (1999, May). *Using high probability command sequences with fading to increase student compliance during transitions*. Poster presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.
- Eckert, T. L., Ardoin, S. P., Daly, E. J., Martens, B. K. & Wolfe, L. A. (1999, April). *Improving oral reading: An examination of the efficacy of combining skill-based and performance based interventions*. Poster presented at the annual meeting of the National Association of School Psychologist, Las Vegas, NV.
- Martens, B. K., Eckert, T. L., Bradley, T. A., & Ardoin, S. P. (1999, April). *Identifying effective treatments from a brief experimental analysis: Using single-case design elements to aid decision making*. Paper presented at the annual meeting of the National Association of School Psychologist, Las Vegas, NV.
- Eckert, T. L., Ardoin, S. P., Daly, E. J., & Martens, B. K. (1998, May). Improving oral reading fluency: An examination of the effects of combining contingency-based and performance feedback interventions with reading skill interventions. In B.K. Martens (Chair), *Functional Approaches to Instructional Intervention*. Symposium conducted at the Association for Behavior Analysis Convention, Orlando, FL.
- Ardoin, S. P., Northup, J., & Eckert, T. L. (1997, May). *The ability of children with ADHD and teachers to discriminate medication status*. Poster presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.
- George, T., Edwards, S., Ardoin, S.P., & Northup, J. (1996, May). *A comparison of reinforcer and preference assessment methods for adolescents and the durability of results over time*. Poster presented at the annual meeting of the Association for Behavior Analysis, San Francisco, CA.
- George, T., Schilling, V., Ardoin, S. P., & Edwards, S. (1996, May). *Examining the effects of increasing response requirements and delay on reinforcer preference and task persistence*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, San Francisco, CA.
- Ardoin, S. P. & Northup, J. (1996, April). *An assessment of the attributional styles of children with Attention Deficit Hyperactivity Disorder*. Poster presented at the annual meeting of the National Association of School Psychologist, Atlanta, GA.
- LaFleur, L., Mortinson, B., Gilbertson, D., Ardoin, S. P., Noell, G., & Witt, J. (1995, January). *Increasing treatment integrity via performance feedback*. Poster presentation at the annual meeting of the Louisiana Association of School Psychologist, Lafayette, LA.

INVITED/COLLOQUIUM PRESENTATIONS

- Ardoin, S.P. (2012, August). *How much do we really know about repeated readings*. Invited session presented at the 2012 Fall Conference of the Georgia Association of School Psychologists: Savannah, GA.

- Ardoin, S.P. (2011, September). *Researching Progress Monitoring: What's Reliable for Making Progress Monitoring Decisions?* Invited session presented at the 2011 Fall Conference of the Student Support Team Association for Georgia Educators: Dublin, GA.
- Ardoin, S.P., (2011, May). *Exploring New Methods to Answer Old Questions: Examining Underlying Changes in Reading Behavior as a Function of Changes in Fluency.* Invited presentation at the University of Minnesota, College of Education.
- Ardoin, S.P., Christ, T.J., Christenson, S., Chafouleas, S. & Ysseldyke (February, 2010). *What to do and not to do when applying for IES grants.* Invited panel at the meeting of the Society for the Study of School Psychology.
- Ardoin, S.P. & Witt, J.C. (2009, September). *What do we know about assessing and improving fidelity of RTI.* Invited session presented at the 2009 Fall Conference of the Student Support Team Association for Georgia Educators: Dublin, GA.
- Ardoin, S.P. (2009, May). *Do's and Don'ts of RTI, SST, & problem solving.* Invited session presented to the SSTAGE Region 5: Hapeville GA.
- Ardoin, S.P. (2006, October). *Tier two reading interventions: Promoting generalization and maintenance.* Invited session presented at the New York Association of School Psychologists: Syracuse, NY.
- Ardoin, S.P. (2006, August). *The future is now here: A revolution in identifying students with special education needs.* Invited session presented to Richland One School District: Columbia, SC.
- Ardoin, S.P. (2006, June). *Keys to implementing a response to intervention model.* Invited session presented at the May Institute: Boston, MA.
- Ardoin, S.P. (2006, May). *Promoting academic generalization through multiple exemplars and over-learning: The Instructional Hierarchy.* Invited colloquium at Syracuse University. Syracuse, NY.
- Ardoin, S. P. (2004, June). *The importance of early screening for students at risk for learning disabilities.* Invited session presented at the Third Annual Keys to High Achievement Summer Training Institute: Columbia, SC.
- Witt, J. C., VanDerHayden, A. M., & Ardoin, S. P. (2004, April). *STEOP: Screening to Enhance Effective Placement.* Invited workshop presented at the annual meeting of the National Association of School Psychologist. Dallas, TX.
- Ardoin, S. P. (2004, January). *Changing the Role of the School Psychologists Through the Implementation of A problem Solving Model.* Invited guest lecture for a USC Special Education Class, co-taught by Kathleen Marshall, Ph.D. and Susan Thomas.
- Ardoin, S. P. (2003, December). *Education and science: Improving accountability measures for elementary schools.* Junior Faculty Seminars: University of South Carolina, Columbia, SC.

- Ardoin, S. P. (2003, March). *A new model for evaluating students with special education needs*. Invited session presented at the South Carolina Association of School Psychologists: Litchfield Beach, SC.
- Naquin, G. & Ardoin, S. P. (2002, March). *The Pre-referral assessment model: A fair and equitable screening process*. Maryland Disproportionality Conference, Baltimore, MD.
- Ardoin, S. P. (2001, August). *Classroom based behavioral interventions*. Invited session presented at the Louisiana State 2001 Pupil Appraisal Summer Institute, Baton Rouge, LA.
- Ardoin, S. P. (2000, September). *Using self-evaluation to assess the effects of school-based interventions*. Invited session presented at the 38th annual Gardner Conference, Auburn, NY.
- Ardoin, S. P. (1999, April). *The ability of children with ADHD to discriminate differences in their behavior*. Invited session presented at the annual New York State Speech, Language, and Hearing Association Conference, Syracuse, NY.
- Martens, B. K., Eckert, T. L., Bradley, T. A., & Ardoin, S. P. (1998, October). *Identifying effective treatments from a brief experimental analysis: Using single-case design elements to aid decision making*. Invited session presented at the annual Berkshire Conference on Behavior Analysis and Therapy, Amherst, MA.

DISSERTATIONS CHAIRED

- Foster, Tori (in progress). *Exploring the validity of eye movements in children during reading and how they correspond to that of adult basic education students*.
- Morena, Laura (in progress). *Investigating Eye Movement Behavior during Reading Utilizing Eye-Tracking Technology*.
- Hine, Jeff, (in progress) *Improving Classroom Transitions through Computer Assisted Instruction*.
- January, Stacy-Anne, (Fall, 2013). *Examining the technical adequacy and acceptability of universal screeners*.
- Solnik, M. (Summer, 2010). *Comparison of Narrative and Class-Based ABC Data Collection Procedures*.
- Williams, J.C. (Summer, 2010) *Assessment of Quality Preschool Programming*.
- Klubnik, C (Summer, 2008). *Evaluating a Group Repeated Reading Intervention*.
- Dryden, K. M. (Spring, 2007). *An Evaluation of Behavioral Self-Management Implementation and Home-to-School Generalization Effects*.
- McDonald, E. E. (Spring, 2006). *An Evaluation of the Benefits of Interspersal for Promoting Classwide Gains in Basic Math Fact Fluency*.
- Hills, K. J. (Fall 2004). *An Evaluation of Universal Screening Measures in Reading*.

THESES DIRECTED

- Morin, P. (in progress). *Developing Sight Word Vocabulary: Learning Words In and Out of Context.*
- Oddone, C. (in progress). *Exploring Comprehension Monitoring with English Language Learners and Native English Speaking Students: An Eye Tracking Study.*
- Blevins, L. (in progress). *Examining the Variables that Produce Non-Fluency.*
- Zawoyski, A. (in progress) *Repeated Readings: Differences Between High and Low Achieving Students.*
- Foster, T. (Fall, 2012). *Underlying Changes in Repeated Reading: An Eye Movement Study.*
- Morena, L. (Spring 2011). *Evaluating the Impact of Headsprout on the Reading Achievement of English Language Learners.*
- Baxter, S. A. (Spring 2011). *Does Passage Context and Word Type Impact Accuracy in Maze Tasks?*
- McDonald, L.M. (Fall 2008). *Comparing Mathematics Interventions: Cover Copy Compare versus an Alternative Intervention to Increase Accuracy and Fluency in Elementary Students.*
- Powell, E.E., (Fall 2008). *Examining the Social Standing of Elementary School-Aged English Language Learners.*
- Roof, C.M. (Fall, 2008). *Testing the Immediate Effects on Reading Fluency and Comprehension of a Peer-Assisted Learning Strategies-Based Peer-Tutoring Program with English Language Learners.*
- Williams, J.C., (Spring, 2008). *Assessing reading achievement in South Carolina.*
- Dubois, A. (Spring, 2008). *An Evaluation of Interspersal for Promoting Gains in Mastery Level Math Fact Fluency.* Honors Senior Thesis
- Schwartz, C. (Spring, 2008). *Examining Students' Preference for Homework Assignment: Interspersal Versus Control Math Worksheets.* Honors Senior Thesis
- McCall, M. (Spring, 2007). *The Effects of Repeated Reading Using Connected Text and Word Lists on Fluency Gains in First Grade Children.*
- Klubnik, C. (Fall, 2006). *Effects of Overlearning on Maintenance of Oral Reading Fluency.*
- Goddard, A. (Spring 2006). *Examining means of increasing generalization across time: Repeated readings vs. multiple exemplar passages.* Undergraduate honors thesis. First Place Discovery Day Award
- McDonald, E. E. (Spring, 2005). *The Interspersal Procedure: Enhancing Basic Math Fact Fluency.*

THESIS AND DISSERTATION COMMITTEES

- Abellan-Pagnani, L. (in progress). *The Effects of Using the Wordmapping Strategy on Spelling Accuracy and Fluency.* Dissertation

- McDonough, Jaimi (in progress). *Examining the Cross-Cultural Validity of Three Early Autism Screening Instruments*. Dissertation.
- Dwyer, L. (in progress). *Examination of What it Means to be Popular in Elementary School: Who is Popular and Why?* Dissertation.
- Dommestrup, A., (in progress). *Assessing the Functions of Emerging Verbal Behavior in Children with Autism Spectrum Disorders: A Partial Replication*. Dissertation.
- Carter, Chandra, P. (Summer, 2013). *Elementary Student Engagement: Measurement, Associations, and Implications for Dropout Prevention*. Dissertation.
- Glueck, C. (Summer, 2013). *Measuring Parent Teacher Expectation Congruence and Examining Student Outcomes*. Dissertation
- Lovelace, Matthew D. (Spring, 2013). *Longitudinal Characteristics and Incremental Validity of the Student Engagement Instrument*. Dissertation
- Landis, R. (Summer, 2012). *Predicting Dropout and Underachievement Among Gifted Students: The Roles of Student Engagement*. Dissertation
- Dwyer, L. (Winter, 2011). *Examining the Adjustment of Popular Elementary Aged School Children Using a Clinically-Normed Measure*. Thesis.
- Sandberg, K. (Spring, 2011). *Using R-CBM to Inform Practice and Improve Student Achievement*. Dissertation.
- Finke, R. L. (Summer, 2009). *Performance-based assessment of school functioning in sickle cell disease: Kindergarten through first grade*. Dissertation
- Lemanski, A. (Spring, 2008). *The Effects of a Child with a Disability on Low-income Families' Income and Perception of Resources*. Thesis.
- Pender, C. (Spring, 2006). *Academic Interventions Designed to Improve Mathematics Performance Among Middle School Students: Specific and Generalized Effects of a Randomized Pilot Study*. Dissertation.
- Landberg, J. (Spring, 2005). *Transportability: Moving an After School Program for Adolescents with Academic and Behavioral Difficulties from Efficacy to Effectiveness*. Dissertation.
- Williams, R. (Fall, 2004). *Incidental Vocabulary Acquisition: The Role of the Reader in the Utilization of Sentence Context to Develop and Retain New Words*. Dissertation.
- DeSantis, A. (Spring, 2004). *An Investigation of the Interrelationships Among Temperament, Stressful Life Events, Social Support, Hope, and Adolescent Problems*. Thesis.
- Wilkins, M. (Spring, 2004). *The Incremental Validity of First Semester Alcohol Use as a Predictor of College Student Attrition*. Thesis.

SERVICE

- (2013-2014) UGA College of Education Awards Committee
- (2013-2014) Faculty Research Conference Committee
- (2012-2013) Faculty mentor for Kristen Sayeski in Department of Communication Sciences and Special education
- (2012- Present) UGA School Psychology Clinic Director
- (2010-2012) UGA School Psychology Graduate Admissions
- (2012) Tenure and Promotion committee, UGA College of Education
- (2012) Dean search committee, UGA College of Education
- (2012-2013) Faculty search committee, Research in Educational Measurement
- (2012) Consulting on SACS committee, Malcolm Bridge Elementary School
- (2012) Consulting on RtI process, Colham Ferry Elementary School
- (2011-2012) Faculty search committee, Research in Educational Measurement
- (2010-2012). Chair – APA Convention Division 16 Hospitality Suite.
- (2009 - 2012) Member of the Athen's Clarke County Head Start Program Public Policy Committee.
- (2010-2011) Faculty search committee, Research in Educational Measurement
- (2009, 2010). Co-Chair – APA Convention Division 16 Hospitality Suite.
- (2009). Chair APA Division 16 Lightner Witmer Award Committee.
- (2009) Member of the Advisory Panel on Response to Intervention for the Georgia State Department of Education.
- (2008-2009). RTI and Behavioral consultation, Malcolm Bridge Elementary School, Oconee County School District
- (2009). Behavioral management consultation provide to Athens-Clarke County Pre-School and Head Start Programs
- (2008-09). UGA Educational Psychology and Instructional Technology Sunshine Committee
- (2008). Member of the Division 16 Paul Henkin Student Travel Grant Committee
- (2008). Implementing Tier 2 Academic and Behavioral Interventions. Training conducted at the Fifth Annual South Carolina Research to Practice Conference.
- (2007). College of Arts and Science School Psychology Task Force Committee

- (2007). Evaluating Response to Intervention in Your Schools. Training conducted at the Fourth Annual South Carolina Research to Practice Conference.
- (2007-2008). Representative of the USC Department of Psychology on the USC Faculty Senate.
- (2007-2008). Assisted Lexington One School District in their implementation of a Response to Intervention Model.
- (2006-2008). USC Department of Psychology, Executive Committee.
- (2002-2007) Member of the USC Department of Psychology Undergraduate Committee.
- (2006). Assisted Lexington One School District in conducting universal screenings as a means of piloting new procedures for identifying students for special education.
- (2005-2008). Psi Chi Advisor.
- (2005, 2009). Member of APA Division 16, Convention Proposal Committee.
- (2003-2005). Chair of School Psychology Program Graduate Admissions.
- (2003-2005). Consultant to the South Carolina Department of Special Education for the South Carolina State Improvement Grant.
- (2004-2005). USC Department of Psychology, Chair Search Committee.
- (2004, 2005). USC Department of Psychology Task Force for Strategic Plan Review.
- (2004). Training of residential care providers at Epworth's Children Center in principles of behavioral management.
- (2004). Training of teachers and case workers at Epworth Children's Center in curriculum-based measurement and principles of behavior analysis.
- (2004). Training of curriculum coordinators and principal of the U.S. Dept. of Defense Schools.
- (2004). Ad-hoc reviewer for USC Internal SPAR Grant Committee.
- (2004, August). Trained teachers in School-Wide Behavior Support as a consultant to the South Carolina State Improvement Grant.
- (2002-2004). Trained and assisted local elementary schools in developing and conducting classroom interventions and school-wide assessments of their students in Reading, Writing, and Mathematics.
- (2002-2003). Member of the USC School Psychology Program's APA Student Evaluation Committee.

- (2002-2003). Member of the USC School Psychology Program's Graduate Application Committee.
- (2003). South Carolina State Higher Education Representative at the Annual Innovative Conference.
- (2002). Research director for an undergraduate participating in the Ronald E. McNair Research Scholar's Program. This program serves students who have traditionally been underrepresented in graduate education. Giving this population opportunities during their undergraduate studies to participate in research has successfully encouraged their pursuit of graduate degrees.
- (2001 - 2002). Represented Louisiana State University in a focus group developed by the Louisiana State Department of Education to ensure that state school psychologists remain abreast with current laws, assessment, and intervention practices.
- (2001, October). Trained special education service providers in basic principles of classroom behavior management. Jefferson Parish Schools, Jennings, LA.
- (2001, September). Trained special education service providers how to conduct curriculum-based measurement in reading, graph student progress, write data based individual education plans, and make data based decisions. St. Charles Parish Schools, Luling, LA.
- (1998, November). Trained special education service providers how to conduct functional assessment in their classroom. Syracuse City School District, Syracuse, NY.