

EDUCATION

Portland State University, College of Urban and Public Affairs | Portland, OR, USA
Master of Public Policy

University of Oregon, Graduate School | Eugene, OR, USA
Graduate coursework in the design and interpretation of educational tests and measurements, quantitative statistics, hierarchical linear modeling, item response theory, grant writing, tiered systems of support in educational settings, and classroom and behavior management

Cornell University, Graduate School, Department of Romance Studies | Ithaca, NY, USA
Graduate coursework in Italian Literature & History

University of Oregon | Eugene, OR, USA
Bachelor of Arts in English Literature
Minor in Business Administration
Post-Baccalaureate degree in Humanities
Post-Baccalaureate degree in Italian Literature

WORK EXPERIENCE

Oregon Research Institute – Education Workgroup | Eugene, OR, USA
Data Analyst III (2008 to present):

- Co-author grant proposals
- Co-author manuscripts for publication in peer-reviewed journals and books
- Design, conduct, interpret and report statistical analyses using a range of statistical software including SPSS and MPlus
- Coordinate and manage multi-site collection and processing of questionnaire and observation data for multiple studies
- Design and implement data preparation, processing, retrieval, and storage systems
- Manage data team

The RISE Institute | Washington, DC, USA
Senior Fellow (2016 – Present):

- Co-author manuscripts for publication in peer-reviewed journals
- Conduct and report statistical analyses

Instructional Research Group | Los Alamitos, CA, USA
Measurement Consultant (2014 – 2016):

- Conducted IRT analysis and assisted with the refinement and development of measures to assess teachers' mathematical knowledge, students' understanding of fractions, and students' vocabulary

- Generated technical reports for stakeholders summarizing findings from the analyses conducted
- Provided on-going psychometric consultation and support as needed

University of Cincinnati – College of Education | Cincinnati, OH, USA

Program Evaluator (2014 – 2016):

- Collaborated with Dr. Jon Lee at the University of Cincinnati to develop and implement an evaluation plan for the *Training Rhode Island Maternal, Infant and Early Childhood Home Visitors in Motivational Interviewing Techniques* projects
- Analyzed findings and generated a final report for Bradley Hasbro Children’s Research Center

Infant Mental Health Promotion, The Hospital for Sick Children | Toronto, ON, Canada

Measurement Consultant (2010 – 2011):

- Collaborated with Dr. Chaya Kulkarni of IMHP to develop surveys for two infant mental health projects
- Designed a survey to assess the case management practices and policies of Canadian Child Agencies working with children birth to three
- Developed a survey completed by parents of children admitted to the NICU

Oregon Research Institute – Education Workgroup | Eugene, OR, USA

Data Analyst II (2005 – 2008):

- Co-authored manuscripts for publication in peer-reviewed journals
- Conducted and reported statistical analyses
- Managed multi-site data collection
- Managed data team

Abacus Research, LLC | Eugene, OR, USA

Senior Data Analyst (2004 – 2010):

- Conducted statistical analysis for faculty in the University of Oregon’s Department of Special Education
- Worked collaboratively with Oregon Department of Education (ODE) staff and external consultants to develop a district application and needs assessment for ODE’s Effective Behavioral and Instructional Support Systems State Personnel Development Grant
- Oversaw development of a web interface and database for district-level data collection
- Managed data collection and processing systems
- Provided written summaries of findings
- Prepped and analyzed extant datasets

Oregon Research Institute – Head Start Mental Health Research Consortium | Eugene, OR

Data Analyst II (2003 – 2005):

- Co-authored 1 publication in a peer-reviewed journal with members of the team
- Aligned data collected from five separate studies to create a data archive of Head Start mental health data
- Conducted statistical analyses and generated reports for participating universities

Oregon Research Institute – Depression Workgroup | Eugene, OR, USA

Data Analyst II (2004 – 2009):

- Co-authored 5 publications in peer-reviewed journals with members of the Depression workgroup
- Wrote complex code in SPSS to format and summarize data collected via semi-structured diagnostic interviews
- Created formatting and scoring syntax files in SPSS for survey and observation data
- Managed participant tracking databases for multiple projects
- Developed questionnaires for scanned entry using Teleform
- Developed data entry systems for hand-entered data using EpiData
- Managed data team

Data Analyst I (2000 – 2004):

- Developed and maintained project databases in Microsoft Access
- Designed, built, and maintained internal project website
- Created setup and command files in SPSS X-Win
- Created data entry formats using Data Entry Emulator 8.0

Oregon Research Institute – Families Workgroup | Eugene, OR, USA

Research Assistant I (1998 – 2000):

- Designed, built, and maintained databases for five projects using Paradox, a relational database software system
- Worked closely with staff to help ensure the timely transmission of information and data between projects
- Assisted with the training of new members of the data management team
- Assisted with the creation of data management procedures and documentation
- Performed descriptive statistics
- Processed, coded, and entered confidential questionnaires

University of Oregon – Department of Romance Languages | Eugene, OR, USA

Research Assistant (1996 – 1997):

- Conducted literature reviews for Gina Psaki, Ph.D using microfiche, databases, and other library resources
- Photocopied articles and assisted with other clerical work

PEER-REVIEWED ARTICLES

Small, J. W., Frey, A. J., Lee, J., Seeley, J. R., Scott, T. M., & Sibley, M. H. (under review). Fidelity of Motivational Interviewing in school-based intervention and research. *Prevention Science*.

Frey, A. J., Lee, J., Small, J. W., Sibley, M. H., Owens, J., Skidmore, B..., Moyers, T. (under review). Mechanisms of Motivational Interviewing: A conceptual framework to guide practice and research. *Prevention Science*.

Lee, J., Frey, A. J., Small, J. W., & Crosby, S. (under review). Promoting initial skill development in Motivational Interviewing with school-based personnel. *Prevention Science*.

Feil, E. G., Walker, H. M., Frey, A. J., Seeley, J. R., Small, J. W., Golly, A., ... & Forness, S. R. (in press). Efficacy validation of the revised First Step program: A randomized controlled trial. *Exceptional Children*.

- Frey, A. J., Small, J. W., Lee, J., Crosby, S., & Seeley, J. (2019). homeBase: Participation, engagement, alliance, and social validity of a motivational parenting intervention. *Children & Schools*, 1-8. doi: <https://doi.org/10.1093/cs/cdz016>.
- Frey, A. J., Kuklinski, M. R., Bills, K., Small, J. W., Forness, S. R., Walker, H. M., ..., Seeley, J. R. (2019). Comprehensive cost analysis of First Step Next for preschoolers with disruptive behavior disorder: Using real-world intervention data to estimate costs at scale. *Prevention Science*, 20(8), 1219-1232.
- Small, J. W., Hix-Small, H., Vargas-Baron, E., & Marks, K. (2019). Comparative use of the Ages and Stages Questionnaires in low- and middle-income countries. *Developmental Medicine & Child Neurology*, 61, 431-443.
- Walker, H., Feil, E. G., Frey, A., Small, J., Seeley, J., Golly, A., ... Stiller, B. (2018). First Step Next: An updated version of the First Step to Success early intervention program. *Perspectives on Early Childhood Psychology and Education*, 3, 89-110.
- Seeley, J. R., Small, J. W., Feil, E. G., Frey, A. J., Walker, H. M., Golly, A., & Forness, S. R. (2017). Effects of the First Step to Success intervention on preschoolers with comorbid externalizing and internalizing behavior problems. *School Mental Health*, 9(3), 1-11.
- Frey, A. J., Lee, J., Small, J. W., Walker, H. M., Seeley, J. R., & Ratcliffe, P. (2017). Motivational interviewing training and assessment systems (MITAS) for school-based applications. *Report on Emotional and Behavior Disorders in Youth*, 17, 86-92.
- Feil, E. G., Small, J. W., Frey, A. J., Seeley, J. R., Walker, H. M., & Forness, S. R. (2016). Early intervention for preschoolers at risk for attention-deficit/hyperactivity disorder: Preschool First Step to Success. *Behavioral Disorders*, 41, 95-106.
- Frey, A. J., Small, J. W., Forness, S. R., Feil, E. G., Seeley, J. R., & Walker, H. M. (2015). First Step to Success: Applications to preschoolers at risk of developing autism spectrum disorders. *Education and Training in Autism and Developmental Disabilities*, 50, 397-407.
- Frey, A. J., Small, J. W., Lee, J., Walker, H. M., Seeley, J. R., Feil, E. G., & Golly, A. (2015). Expanding the Range of the first step to success intervention: Tertiary-level Support for Children, Teachers, and Families. *Early Childhood Research Quarterly*, 30, 1-11.
- Small, J. W., Lee, J., Frey, A. J., Seeley, J. R., Walker, H. M. (2014). The development of instruments to measure motivational interviewing skill acquisition for school-based personnel. *Advances in School Mental Health Promotion*, 7, 240-254.
- Feil, E. G., Frey, A. J., Walker, H. M., Small, J. W., Seeley, J. R., & Golly, A. (2014). The efficacy of a home/school intervention for preschoolers with challenging behaviors: A randomized control trial of Preschool First Step to Success. *Journal of Early Intervention*, 36, 151-170.

- Woodbridge, M. W., Sumi, C. W., Wagner, M. M., Javitz, H. S., Seeley, J. R., Walker, H. M., ... Severson, H. H. (2014). Does *First Step to Success* have long-term impacts on student behavior? An analysis of efficacy trial data. *School Psychology Review*, *43*, 299-317.
- Frey, A. J., Small, J., Feil, E., Seeley, J., Walker, H. & Golly, A. (2013). The feasibility of *First Step to Success* with preschoolers, *Children and Schools*, *35*, 171-188.
- Frey, A. J., Lee, J., Small, J. W., Seeley, J. R., Walker, H.M., & Feil, E. G. (2013). The Motivational Interviewing Navigation Guide: A process for enhancing teachers' motivation to adopt and implement school-based interventions. *Advances in School Mental Health Promotion*, *6*, 1-16.
- Frey, A. J., Lee, J., Small, J. W., Seeley, J. R., Walker, H. M., & Feil, E. G. (2013). Transporting motivational interviewing to school settings to improve the engagement and fidelity of tier 2 interventions. *Journal of Applied Social Psychology*, *29*, 183-202.
- Sumi, C. W., Woodbridge, M. W., Javitz, H., Thornton, S. P., Wagner, M., Rouspil, K., Yu, J., Seeley, J. R., Walker, H. M., Golly, A., Small, J. W., Feil, E. G., and Severson, H. (2013). Assessing the effectiveness of First Step to Success: Are short-term results the first step to long-term behavioral improvements? *Journal of Emotional and Behavioral Disorders*, *21*, 66-78.
- Frey, A. J., Cloud, R. N., Lee, J., Small, J. Seeley, J., Feil, E., Walker, H. M., & Golly, A. (2011). The promise of motivational interviewing in school mental health. *School Mental Health*, *3*, 1-12.
- Hix-Small, H., & Small, J. W. (2010). Making the ordinary extraordinary: The use of activity-based intervention. *ARNEC connections: Inclusive foundations for early childhood: Working together to reach the unreached*, *3*, 48-50.
- Feil, E. G., Walker, H. M., Severson, H. H., Golly, A., Seeley, J. R., & Small, J. W. (2009). Using positive behavior support procedures in Head Start classrooms to improve school readiness: A group training and behavioral coaching model. *NHSA Dialog*, *12*, 88-103.
- Seeley, J. R., Small, J. W., Walker, H. M., Feil, E. G., Severson, H. H., Golly, A. M., & Forness, S. R. (2009). Efficacy of the *First Step to Success* intervention for students with ADHD. *School Mental Health*, *1*, 37-48.
- Shankman, S. A., Lewinsohn, P. M., Klein, D. N., Small, J. W., Seeley, J. R., & Altman, S. E. (2009). Subthreshold conditions as precursors for full syndrome disorders: A 15-year longitudinal study of multiple diagnostic classes. *Journal of Child Psychology and Psychiatry*, *50*, 1485-1494.
- Walker, H. M., Seeley, J. R., Small, J., Severson, H. H., Graham, B., Feil, E. G., Serna, L., Golly, A. M., & Forness, S. R. (2009). A randomized controlled trial of the *First Step to Success* early intervention: Demonstration of program efficacy outcomes in a diverse, urban school district. *Journal of Emotional and Behavioral Disorders*, *17*, 197-212.

- Buckner, J. D., Schmidt, N. B., Lang, A. R., Small, J. W., Schlauch, R. C., & Lewinsohn, P. M. (2008). Specificity of social anxiety disorder as a risk factor for alcohol and cannabis dependence. *Journal of Psychiatric Research*, 42, 230-239.
- Lewinsohn, P. M., Holm-Denoma, J. M., Small, J. W., Seeley, J. R., & Joiner Jr., T. E. (2008). Separation anxiety disorder in childhood as a risk factor for future mental illness. *Journal of the American Academy of Child and Adolescent Psychiatry*, 47, 548-555.
- Shankman, S. A., Klein, D. N., Lewinsohn, P. M., Seeley, J. R., & Small, J. W. (2008). Family study of subthreshold psychopathology in a community sample. *Psychological Medicine*, 38, 187-198.
- Walker, H. M., Seeley, J., Small, J., Golly, A., Severson, H. H., & Feil, E. G. (2008). The First Step to Success program for preventing antisocial behavior in young children: Update on past, current, and planned research. *Report on Emotional & Behavioral Disorders in Youth*, 8, 17-23.
- Rohde, P., Lewinsohn, P. M., Seeley, J. R., Klein, D. N., Andrews, J. A., & Small, J. W. (2007). Psychosocial functioning of adults who experienced substance use disorders as adolescents. *Psychology of Addictive Behaviors*, 21, 155-164.
- Feil, E. G., Small, J. W., Forness, S. R., Serna, L. A., Kaiser, A. P., Hancock, T. B., Bryant, D. M., Kupersmidt, J. B., Brooks-Gunn, J., Boyce, C. A., & Lopez, M. L. (2005). Using different measures, information, and clinical cut-off points to estimate prevalence of emotional or behavioral disorders in preschoolers: Effects on age, gender, and ethnicity. *Behavioral Disorders*, 30, 375-391.

BOOKS & BOOK CHAPTERS

- Vargas-Baron, E., Small, J., Wertlieb, D., Hix-Small, H., Botero, R. G., Diehl, K...Lynch, P. (2019). *Global survey of inclusive early childhood development and early childhood intervention programs*. Washington, D.C.: RISE Institute.
- Lee, J. S., Frey, A. J., Walker, H. M., Golly, A., Seeley, J., Small, J., Feil, E. (2014). Motivational interviewing in support of teacher behavior change. In E. McNamara (Ed.), *Motivational Interviewing with children and young people II: Issues and further applications* (pp. 83-102). United Kingdom: Positive Behaviour Management.
- Walker, H. M., Small, J. W., Severson, H. H., Seeley, J. R., & Feil, E. G. (2014). Multiple gating approaches in universal screening within school and community settings: Practice and methodological considerations. In R.J. Kettler, T.A. Glover, C.A. Albers, & K.A. Feeney-Kettler (Eds.), *Universal screening in educational settings: Evidence-based decision making for schools*. Washington D.C.: American Psychological Association.
- Walker, H. M., Severson, H. H., Seeley, J. R., Feil, E. G., Small, J., Golly, A. M., ... Forness, S. R. (2014). The evidence base of the *First Step to Success* early intervention for preventing emerging antisocial behavior patterns. In H.M. Walker & F.M. Gresham (Eds.), *Handbook of*

evidence-based practices for emotional and behavioral disorders - Applications in schools.
New York: Guilford Publishing, Inc.

UNPUBLISHED REPORTS

Frey, A. J., Walker, H. M., Seeley, J., Lee, J., Small, J., Golly, A., & Feil, E. (n.d.) *homeBase resource manual*. University of Louisville, Kent School of Social Work.
<http://louisville.edu/kent/research-special-programs-projects/current-projects/homebase-manual>

Lee, J., Frey, A. J., & Small, J.W. (2013). *The Video Assessment of Simulated Encounters – School-Based Applications*. Cincinnati, OH: University of Cincinnati.

Lee, J., Small, J. W., & Frey, A. J. (2013). *Written Assessment of Simulated Encounters – School-Based Applications*. Cincinnati, OH: University of Cincinnati.

PRESENTATIONS

Small, J. W., Korfhage, T., Frey, A. J., Feil, E., Lee, J. & Walker, H. (2020, February). *Emotional and Behavioral Screening in K-3 settings: Systematic Screening for Behavior Disorder*. Paper accepted for presentation at the Council for Exceptional Children 2020 Conference. Portland, OR.

Feil, E., Bills, K., Small, J. W., Walker, H., Frey, A. J., & Lee, J. (2020, February). *Early intervention for young children with challenging behaviors: Preschool First Step*. Paper accepted for presentation at the Council for Exceptional Children 2020 Conference. Portland, OR.

Frey, A. J., Lee, J., Small, J. W., Suldo, S., O'Brennan, L., & Owens, J. (2019, November). *Applications of motivational interviewing as a core component of education-based intervention development and fidelity*. Paper accepted for presentation at the Annual Conference on Advancing School Mental Health. Austin, TX.

Hix-Small, H., Gabunia, M., & Small, J. (2019, June). *Early identification of Autism: Screening and diagnostic classification agreement in Georgia*. Paper presented at the International Society for Early Intervention 2019 Conference. Sydney, Australia.

Frey, A. J., Lee, J., Small, J. W., & Feil, E. G. (2019, February). *First Step Next & homeBase: An efficacy study for children with challenging behavior*. Paper presented at the Council for Exceptional Children 2019 Conference. Indianapolis, IN.

Frey, A. J., Feil, E. G., Small, J. W., & Lee, J. (2019, January). *Comprehensive cost analysis of First Step Next for preschoolers with disruptive behavior disorder: Using real-world intervention data to estimate costs at scale*. Poster presented at the IES Principal Investigator Meeting. Washington, D.C.

- Lee, J., Small, J. W., & Frey, A. J. (2018, October). *Motivational Interviewing training and assessment system for allied school mental health staff*. Paper presented at the Annual Conference on Advancing School Mental Health. Las Vegas, NV.
- Frey, A. J., Small, J. W., & Lee, J. (2018, October). *homeBase: A positive parenting intervention*. Paper presented at the Annual Conference on Advancing School Mental Health. Las Vegas, NV.
- Small, J. W. & Frey, A. J. (2018, February). *Support across settings: An efficacy trial of First Step Next and homeBase, stand-alone school- and home-based interventions for children with challenging behaviors*. Paper presented at the National Association of School Psychologists Annual Convention. Chicago, IL.
- Small, J. W., Feil, E. G., Lee, J., & Bell, L. (2018, February). *The First Step Next coaching model*. Poster presented at the National Association of School Psychologists Annual Convention. Chicago, IL.
- Small, J. W., Hix-Small, H., Vargas-Baron, E., & Marks, K. (2017, December). *Comparative use of the Ages and Stages Questionnaires in low and middle income contexts: A review of the literature*. The 2nd International Developmental Pediatrics Association Congress, Mumbai, India.
- Small, J. W., Feil, E., & Lee, J. (2017). *Promoting children's social-emotional development: The First Step Next coaching model*. Division for Early Childhood's 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR.
- Hix-Small, H. & Small, J. W. (2017). *Including all children: Growing the global demand for inclusive education*. Division for Early Childhood's 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR.
- Small, J. W., Feil, E. G., Walker, H. M., Frey, A. J., Seeley, J. R., & Lingo, A. (2010). *Adapting First Step to Success to address challenging behaviors in Head Start classrooms: Preliminary findings from the preschool First Step efficacy trial*. National Head Start Research Conference, Washington, D.C.
- Small, J. W. (2010). *From science to service: The coach as researcher and practitioner*. Oregon Research Institute, Eugene, OR.
- Small, J. W. (2010). *Keepin' the faith: An introduction to implementation fidelity (guest lecture)*. Ryerson University, Toronto, Ontario, Canada.
- Feil, E. G., Small, J. W., Seeley, J., Walker, H. M., & Severson, H. (2007, March-April). *Risk identification and the cultural equivalence of the Early Screening Project (ESP)*. Society for Research on Child Development, Boston, MA.
- Unruh, D., Small, J., & Yovanoff, P. (2007) *Validation of the Oregon Youth Authority Risk Needs Assessment*. Presentation to Oregon Youth Authority, Salem, OR.

- Feil, E. G., Golly, A. M., Walker, H. M., Severson, H., & Small, J. (2006). *Promoting Head Start children for social/emotional success at school: Results from the adaptation of First Step to Success*. National Head Start Research Conference, Washington D.C.
- Hix-Small, H., Small, J. W., Feil, E. G., & Yovanoff, P. (2006). *Cultural equivalence of the ESP: An examination of differential item functioning with American Indian children*. National Head Start Research Conference, Washington D.C.
- Feil, E. G., Small, J. W., Forness, S. R., Boyce, C., & Lopez, M. (2005). *Symptom and impairment measures and their relationship to gender and ethnicity for a multi-site low-income sample*. Society for Prevention Research, Washington, D.C.
- Feil, E. G., Small, J. W., & Forness, S. R. (2005). *Emotional or behavioral disorders in preschoolers: Symptoms and impairment measures with a diverse head start sample*. Society for Research on Child Development, Atlanta, GA.
- Voegler-Lee, M. E., Feil, E. G., Bryant, D., Small, J. W., Kupersmidt, J., & Peisner-Feinberg, E. (2005). *Enhancing socio-emotional readiness for school in Head Start*. Society for Research on Child Development, Atlanta, GA.
- Feil, E. G., & Small, J. W. (2004). *Cross cultural analysis of the Early Screening Project*. Head Start Mental Health Research Consortium Meeting. Washington D.C.

CURRENTLY FUNDED GRANTS

- Co-Investigator (2019). *Motivational Interviewing Skills for Coaches* (R324A190173). Institute of Education Sciences. Award period: July 2019 – June 2023. \$1,396,097.
- Co-Investigator (2015). *Efficacy of Enhanced First Step to Success Intervention for Tertiary-Level Students with Disruptive Behavior* (R324A150179). Institute of Education Sciences. Award period: July 2015 – June 2019. \$3,497,001.
- Data Analyst III (2015). *Preschool First Step to Success: An efficacy replication study* (R324A150221). Institute of Education Sciences. Award period: July 2015 – June 2022. \$3,499,924.

PREVIOUSLY FUNDED GRANTS

- Data Analyst III (2009). *Enhanced First Step to Success intervention for children with behavior problems*. (R324A080137). Institute of Education Sciences. Award period: July 2009 – June 2013. \$1,396,097.
- Data Analyst III (2008). *First Step to Success intervention for children with behavior problems* (1R01HD055334-01A2). Eunice Kennedy Shriver National Institute of Child Health & Human Development. Award period: December 2008 – June 2014. \$3,497,001.