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## VITA

### HILL M. WALKER

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#### TITLES:

Director, Center on Human Development  
Co-Director, Institute Professor Emeritus, University of Oregon  
Professor of Special Education  
Professor Emeritus

**DATE AND PLACE OF BIRTH:** June 21, 1939 - Front Royal, Virginia

**HOME ADDRESS:** 1282 Goodpasture Island Rd.  
Eugene, OR 97401

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<i>Degree</i>	<i>Institution</i>	<i>Year</i>	<i>Major</i>	<i>Minor</i>
B.A.	Eastern Oregon College	1962	Secondary Education	English
M.A.	University of Oregon	1964	Counseling Psychology	
Ph.D.	University of Oregon	1967	Special Education	Counseling Psychology

#### PROFESSIONAL HONORS

Recipient of the 2020 Research Award in School Mental Health. U of MD School of Medicine, October, 2020.

The 2014 Article of the Year Award from School Psychology Review with M. Woodbridge, W.C. Sumi, M. Wagner, H. Javitz, J. Seeley, J. Small, A. Golly, E. Feil, & H. Severson.

Fall, 2013-Appointed Professor Emeritus at the University of Oregon.

The 2012 Kauffman-Hallahan Distinguished Researcher Award. Inaugural presentation of this award in recognition of individuals or research teams whose research has resulted in more effective services or education for exceptional individuals.

The 2011 Northwest Positive Behavior Interventions and Supports (NW PBIS) Lifetime Achievement Award. In recognition of “the key role you have had in shaping behavioral efforts in Oregon.”

2011-Appointed to membership in the U of O President’s Society.

The 2010 Ernie Wing Award for Excellence in Evidence-based Education. Awarded by the Wing Institute of

Oakland, California in recognition of lifetime achievements in the research, development and advocacy of evidence-based solutions for children with behavior disorders.

2009-11 Member, Board of Directors, University of Oregon Alumni Association.

The 2008 AUCD Distinguished Achievement Award. From the National Association of University Centers on Disabilities for a “lifetime of distinguished leadership and service and dedication to people with disabilities and their families,” and 26 years as the Director of the Center on Human Development, University of Oregon UCEDD, University Center for Excellence in Developmental Disabilities Education, Research, and Service. The award was presented at the 2008 Annual Meeting of the AUCD in Washington, DC in November, 2008.

Hill M. Walker Legacy Scholarship. In 2008, the U of O College of Education established this Legacy Scholarship in recognition of Hill’s contributions to the field of behavior disorders and disabilities. It provides an annual scholarship to a graduate student who plans a career in the field of behavior disorders.

The 2007 University of Oregon College of Education Outstanding Alumnus Award. Presented by the College of Education Alumni Association Board of Directors for Hill’s “tenure as an outstanding teacher, mentor and researcher has significantly enhanced the stature and reputation of the College of Education throughout the country and the world.”

The 2006 University of Oregon Inaugural Research Innovation Award. Chosen by the University’s Office of the Vice President for Research to be among the first three recipients to receive this award for outstanding achievements in research innovation.

The 2003 Outstanding Leadership Award from the Midwest Symposium for Leadership in Behavior Disorders, presented on February 20, 2003 in Kansas City, Missouri. The award is made based on (1) Outstanding service on the national level to the field of behavior disorders, including work in professional organizations, advocacy activities, and other nonprofit activities; (2) Professional contributions leading to the advancement of the field of behavior disorders; (3) Creative contributions recognized by peers; and (4) Recognized leadership to the field of behavior disorders.

The 2002 CHADD Intervention of the Year Award. The First Step to Success early intervention program was selected by the national organization of Children and Adults with Attention Deficit Disorder to receive its outstanding intervention of the year award for 2002. Hill Walker received the award on October 17 at the annual CHADD national convention in Miami, FL.

The 2001 Outstanding Service to the Field of Education Award, given to individuals who have provided “extraordinary national service in education,” by the College of Education Alumni Council of Lehigh University, October 13, 2001, Bethlehem, Pennsylvania.

Listed by The Remedial and Special Education journal as among the 50 most influential leaders in the history of Special Education. RASE, Nov/Dec 2000, Vol. 21, Issue 6.

The 2000 Public Sector Distinguished Service Award from the Oregon Citizens Crime Commission an affiliate of the Portland Metropolitan Chamber of Commerce. Awarded at the OCCC annual awards luncheon, December 13, 2000, Portland, Oregon.

Recipient of the 2000 University of Oregon’s Presidential Medal, recognizing individuals who have made long-term outstanding contributions to the University, June 10, 2000. Awarded for the first time to a faculty member of the University.

The 1999 Oregon School Psychology Association’s Friend of School Psychology Award, co-recipient, in recognition of research contributions to school safety. May, 1999.

Appointed to the National Research Council's task force on the over-representation of minority students in special education May, 1999 at the National Academy of Sciences, Washington, DC.

Invited presenter at the Strategy Planning Session on School Safety sponsored by the National Institute of Justice, National Institute of Mental Health and the U.S. Department of Education April, 1999 in Washington, DC.

Listed among "100 Ducks Who Made a Difference", June 21, 2019. Oregon Quarterly article on University of Oregon alumni whose careers made an impact.

Member-Panel of 25 national experts that developed the Early Warning/Timely Response guide for youth school violence prevention. Sponsored by the National Institute of Justice and the U.S. Department of Education. August, 1998 in Washington, DC.

The 1993 Council for Exceptional Children Research Award. Awarded at the CEC national convention in San Antonio, Texas in April, 1993.

Invited participation in the National Agenda Forum for Achieving Better Results for Students with Disabilities, sponsored by the U.S. Office of Special Education Programs January, 1993 in Charlottesville, Virginia.

Validation of the Systematic Screening for Behavior Disorders (SSBD) procedure by the U.S. Department of Education's Program Effectiveness Panel, January 1990. SSBD chosen for dissemination through the National Diffusion Network.

The 1990 National Book Award of the President's Committee on Employment of People with Disabilities, for the book, Social Competence for Workers with Developmental Disabilities: A Guide to Enhancing Employment Outcomes in Integrated Settings, co-recipient with Carl Calkins, University of Missouri at Kansas City, MO.

Elected to International Compendium of Leaders in Special Education, February 1973.

Elected to Leaders in Education, October 1970.

Elected to the American Association for the Advancement of Science, October 1967.

Ph.D. with honors, University of Oregon, 1967.

Graduated cum laude, Bachelor of Arts, June 6, 1962. Eastern Oregon College.

Elected to Who's Who Among American College Students for the academic years 1960-61 and 1961-62.

## **MILITARY SERVICE**

Oregon National Guard, 1958-1964. Six months active duty, Fort Ord, California, November 1958-May 1959.

## **PROFESSIONAL EXPERIENCE**

1994- Founder and Co-Director, Institute on Violence and Destructive Behavior, College of Education, University of Oregon.

1982-2008 Director, University Center for Excellence in Developmental Disabilities (UCEDD): Center on Human Development, University of Oregon.

- 1999-2003 Director, Oregon First Step to Success Replication Initiative. \$450,000 Oregon legislative appropriation to support adoption of the First Step to Success program in Oregon school districts.
- 1995-97 Associate Dean, Research and Outreach, College of Education, University of Oregon.
- 1992-96 Project Director, the First Steps Program, an early intervention program for at-risk kindergartners funded by the U.S. Office of Special Education Programs.
- 1982-95 Associate Dean, Division of Special Education and Rehabilitation, College of Education, University of Oregon.
- 1989-91 Co-Principal Investigator, "Using Technology to Improve Assessment of Children with Handicaps," with Oregon Research Institute.
- 1986-89 Project Co-Director and Research Scientist, "Research and Development of a Multiple Gating Screening Procedure for Identifying Mainstream Pupils At Risk for Behavior Disorders," with Oregon Research Institute.
- 1984-89 Project Director, "The Oregon Youth Study on Antisocial Behavior in Fifth Grade Boys." A five-year longitudinal investigation of antisocial and at-risk boys in school (1984-89).
- 1979-82 Director, the SBS project (Social Behavior Survival), a handicapped children's model program grant on mainstreaming funded by the U.S. Office of Special Education Programs.
- 1971-79 Director, CORBEH (Center at Oregon for Research in the Behavioral Education of the Handicapped), national research and development center at the Center on Human Development, College of Education, University of Oregon, funded by the Bureau of the Handicapped, U.S. Office of Education.
- 1970-71 Principal Investigator, USOE, Center for Research and Demonstration in Early Childhood Education, Department of Special Education; Director of research project, "Identification and Modification of Homogeneous Groupings of Deviant Classroom Behavior."
- 1967-70 Co-Director, Engineered Learning Project (ELP). Research project on deviant behavior in children.
- 1964-67 Graduate student, Special Education, College of Education, University of Oregon; and Graduate Teaching Fellow, Special Education.
- 1963-64 Graduate student, Counseling Psychology, College of Education, University of Oregon; and Head Counselor, freshman dormitory, Housing Department, University of Oregon.
- 1962-63 Teacher, grades 7 and 8, Eugene School District 4J.

## ACADEMIC RANKS

Professor Emeritus  
 Full Professor, Department of Special Education  
 University of Oregon, 1975-present  
 Associate Professor, Department of Special Education  
 University of Oregon, 1970-75  
 Assistant Professor, Department of Special Education  
 University of Oregon, 1967-70

Research Assistant, Department of Special Education  
University of Oregon, 1966-67

## **PROFESSIONAL INTEREST AREAS**

Youth violence prevention  
School Safety  
Behavioral assessment  
Social skills training  
Childhood behavior disorders  
Mainstreaming and social integration  
Longitudinal research  
Antisocial behavior in school age children

## **COMMUNITY/PROFESSIONAL SERVICE**

1998-2005—Expert testimony provided to multiple Oregon Legislative Committees on making schools safer and on the prevention of youth violence through early intervention.

1999-2000, Consultant to the Oregon Citizens Crime Commission in Developing the Kids Report on the Prevention of Delinquency Through Early Intervention.

1999, Appointed as one of 25 participants in developing the Early Warning/Timely Response Report Federal Report on School Safety that was distributed to 125,000 public U.S. schools.

Walker, H. M. Antisocial behavior in schools: How to keep kids out of the system. Presentation to the Douglas County Commission on Children and Families in Roseburg, Oregon, April, 2002.

Consultant to the Klingenstein Foundation, New York, to develop an initiative in facilitating the adoption of best practices and evidence-based approaches for use with ADHD children and youth. September, 2000 to present.

Member, Editorial Board, Report on Emotional & Behavioral Disorders in Youth: Evidence-Based Assessments and Interventions for the Real World, newsletter sponsored by the Columbia University Center for the Advancement of Children's Mental Health and Civic Research Institute, Inc., Kingston, New Jersey, September, 2000 to present.

Invited to nominate recipients for the Heinz Awards 2000; \$250,000 to each awardee for outstanding lifetime achievements in policy and human service areas. (Mark Hatfield, for his sponsorship of medical research and Edward Zigler, for founding Head Start.)

Appointed to a statewide panel of experts to evaluate the Governor of Oregon's Juvenile Crime Prevention Plan; October, 1999-2000. Chaired the subcommittee on early intervention.

Expert Advisor to the Oregon Citizens' Crime Commission for developing a white paper on delinquency prevention through early intervention; June, 1999 to May, 2000.

Invited book reviewer for Contemporary Psychology: The APA Review of Books, by the editors, R. J. Sternberg, E. Grigorenko, and J. A. Singer; March, 2000.

Invited to participate as a senior advisor for the State of Wyoming Office of the Governor's Board on Youth Violence and Delinquency Prevention; in Jackson Hole February 24 and 25, 2000.

Appointed to U.S. Office of Special Education Programs' standing peer-review panel for judging grant applications, December, 1999 on.

Participant in U.S. Office of Special Education Programs' planning session for designing a legislative initiative on reading and challenging behavior; Washington, D.C., August, 1999.

Invited advisor, Eugene School District 4J's Board Retreat on the future of Eugene's schools.

Invited to serve on the Los Angeles Unified School District Instructional Policy Development Advisory Committee, July, 1999.

Invited testimony for Oregon Senate Bill 555 on the importance of early intervention for violence prevention to the Senate Judiciary Committee at the Oregon State Capitol Building, on May 3, 1999.

Invited testimony with Janet Eaton-Walker on "Key Questions about School Safety" to the Oregon Senate Education Committee, Senator Tom Hartung, Chair, at the Oregon State Capitol Building, May 26, 1999.

Board member, Emerald Valley Boys & Girls Club, 1998-on.

Reviewer for the Council for Exceptional Children's research awards process, 1997-2000.

Member, Lane County Future Focus Task Force, Lane County Commissioners' Office, December, 1997-April, 1998, Eugene, OR.

Collaboration with Springfield Public Schools, Jamon Kent, Superintendent, Springfield, OR, 1997-on.

Collaboration with the Prevention Program, Portland Public Schools, Child Services Center, Marilyn Richen, Coordinator, Portland, OR, 1997-on.

Chair, University Affiliated Program Peer Review Team for the University of Kentucky, Human Development Institute, in Lexington, KY for the U.S. Administration on Developmental Disabilities, December 3-5, 1997.

Member, Higher Education Work Group for the Oregon Department of Corrections, Steven Ickes, Assistant Director, Salem, OR, ongoing from Fall, 1997.

Member, Governor's Juvenile Crime Prevention Task Force; Chair, Ad Hoc Sub-Committee on System and Program Evaluation; appointed by Governor John Kitzhaber, Salem, OR, January-September, 1996.

Member, Lane County Juvenile Justice Planning Task Force, Eugene, OR, 1995-on.

Member, Directors Group, Lane County New Opportunities System grant. An NIMH Systems Integration Initiative, 1995-on.

Chair, Peer Review Team to the University of Texas University Affiliated Program on Developmental Disabilities, in Austin, TX for the U.S. Administration on Developmental Disabilities, April 25-28, 1995.

Member, Eugene-Springfield Gang Prevention Partnership, 1994-on.

Member, appointed by Governor, to Oregon Community Service Commission, 1994-95.

Collaboration with Eugene School District 4J, Tom Henry, Director of Instruction, on development of the First Step to Success early intervention program for antisocial kindergartners, Eugene, OR, 1992-96.

Chair, Peer Review Team to the University of Kentucky University Affiliated Program, the Interdisciplinary Human Development Institute, in Lexington, KY April 8-10, 1992.

Chair, Peer Review Team to the University of North Carolina at Chapel Hill University Affiliated Program, for the U.S. Administration on Developmental Disabilities, May 29-31, 1991.

Chair, Peer Review Team to the University of Georgia University Affiliated Program, in Athens, GA for the U.S. Administration on Developmental Disabilities, August 29-31, 1990.

Member, Research Advisory Panel for the San Diego Center for Children, 1989-ongoing.

Board member, Teen Forum Foundation, elected July 1988.

Appointed by Governor to Oregon State Teacher Standards and Practices Commission, three-year term from December, 1987-December, 1990.

Board member, American Association of University Affiliated Programs (AAUAP), elected November 1986 for three years.

Member, SEP-sponsored committee of five research investigators to plan the 1987 program for the annual SEP conference of funded research investigators held in Washington DC, July 1987.

Provided invited testimony to Senator Lowell Weicker's Subcommittee on the Handicapped in support of legislation reauthorizing the U.S. Office of Special Education and Rehabilitative Services (OSERS) discretionary research programs. U.S. Senate, Washington DC, February 1986.

Chair, Lane School Advisory Group, a five-member group of SED experts convened to conduct program evaluation and revisions for a day treatment facility for SED adolescents, 1986-present.

Chair, site-visit team evaluating the Secondary Transition Institute in Seattle, September 16-17, 1987.

UAF site visit team member to the University Affiliated Facility programs at Bloomington and Indianapolis, Indiana, January 1985.

UAF site visit team member to the Neuropsychiatric Institute at the University of California at Los Angeles, December, 1984.

UAF site visit team member to the Child Development and Mental Retardation Center at the University of Washington, Seattle, November, 1984.

Member, Learning and Adjustment work group. University Affiliated Facilities' adult services initiative sponsored by the U.S. Administration on Developmental Disabilities (co-author of national profile and policy recommendations document), February 1984-March, 1985.

UAF site team member to the Oregon Health Sciences Center, February, 1984.

Member, Advisory Board for the Oregon High School Project, an OSE contract granted to the Specialized Training Program of the Center on Human Development, University of Oregon, 1981-present.

Member, Eugene School District 4J's Advisory Committee for the Handicapped, 1980-present.

Chair, Board of Directors, The Oregon Social Learning Center, a research group headed by Gerald Patterson and funded by NIMH. Annual budget \$2 million. 1980-present.

Member, Board of Directors, Evaluation Research Group, Oregon Social Learning Center, 1978-present.

Member of a site team to evaluate University of Illinois doctoral preparation programs in special education, 1978-79.

Member, Professional Advisory Board for Regional Child Study Center, 1973-77. Joyce Spence, Director.

Consultant to University of Indiana BEH r & d center to provide expertise relating to a grant on self-control management systems with adolescents, 1976.

Chairperson, BEH site visit team to evaluate Regional Resource Center (RRC) and Area Learning Resource Center (ALRC) at University of Texas, Austin, Spring 1976. Prepared report to BEH and agencies of site review and recommendations.

Member, BEH site visit team to evaluate Regional Resource Center (RRC) and Area Learning Resource Center (ALRC) at University of Southern California, Spring 1976.

Research consultant to project PRIME, BEH-sponsored national study of methods for mainstreaming educable mentally retarded children into regular classrooms, 1975.

Member, State Department of Education Advisory Council for Emotionally Disturbed Children, 1973-75. Task force to develop guidelines for establishing a statewide program for emotionally disturbed children.

Field reader, Bureau of the Handicapped, U.S. Office of Education, Division of Research, 1971-75. Reviewed research proposals on a regular basis to determine fundability.

Consultant, Eugene school system's program for emotionally disturbed children, 1970-75. Offered a class in behavior management through Division of Continuing Education, Winter Term, 1974, for eight teachers of emotionally disturbed children. Assisted in the development of (1) a program description of the EH service system, and (2) a parent trainer's manual for parents of EH children.

Member, WICHE (Western Interstate Council on Higher Education) Task Force on Mental Health, 1972-74. To develop procedures for assessing mental health status of college students on rural campuses.

Consultant to Experimental Education Unit, University of Washington, on development of a comprehensive proposal to secure program funding, 1973.

Consultant to University of Oregon Instructional Materials Center on development of a Total Information Package for the Engineered Learning Project, 1971-72.

## **PROFESSIONAL PUBLICATIONS**



### **(Journal Articles/Chapters in press)**

- Frey, A., Mandlawitz, M., Perry, A., & Walker, H. (in press). Educational policy for children, youth, and families. In J.M. Jensen & M.W. Fraser (Eds.). *Social policy for children and families: A risk and resilience perspective* (3rd Ed). Thousand Oaks, CA: Sage, Inc.
- Vincent, C., Walker, H., Espelage, D. & Marquez, B. (in press). A collaborative approach to school safety: Merging student voice with school personnel's use of restorative practices for effective prevention. *Advances in Learning and Behavioral Disabilities*.
- Espelage, D., Robinson, L., Woolweaver, A., Valido, A., Hunt, K., Marmolejos, R., Medina, C., Meltsner, Z., Yalamanchi, K., Vincent, C., Marquez, B., Walker, H., Svanks, R., & Pennefather, J. (in press). Implementation of tiplines and reporting: A qualitative analysis of parent and school personnel perspectives. *Journal of School Violence*.
- Sabornie, E., Motsinger-Reif, A., Crossland, C., Griffith, E., Biswas, M., Walker, H., & Hussey, W. (in press). Crime, violence and suspensions in traditional versus public charter schools: Large- scale evidence from one U.S. state. *Journal of Accountability, Leadership and Ethics*.
- Espelage, D., Valido, A., Robinson, L., Ingram, K., Sheika, A., Woolweaver, A., Koritz, L., Vincent, C., Marquez, B., Walker, H., Svanks, R., Mamolejosa, R., Medina, C., Meltser, Z., Yalamanchia, K., & Pennefather, J. (in press). Snitching vs. reporting: A qualitative analysis of barriers and facilitators to addressing safety concerns among high school students. *Social Psychology of Education*.

### **(Journal Articles/Chapters Published)**

- Walker, H.M. & Brown, R. (June, 2022). School shootings: Learning to look for the right signals. *Journal of Disability Policy Studies*, 1-2.
- Vincent, C.G., Walker, H., Espelage, D., Murray, C., Svanks, R., Pennefather, J., Valido, A., & Marquez, B. (2022). Initial field test of the SOARS (Student Ownership, Accountability, and Responsibility for School Safety) framework for high schools. *National Association of Secondary School Principals Bulletin*. <https://doi.org/10.1177/01926365221102378>.
- Smolkowski, K., Marquez, B., Marquez, J., Vincent, C., Pennefather, J., Walker, H., & Strycker, L. (2022). Teaching self-management strategies to upper elementary students: Evidence of promise from the We Have Skills program. *Journal of Research Educational Effectiveness*. <https://doi.org/10.1002/pits.22710>.
- Frey, A.J., Small, J.W., Walker, H.M, Mitchell, B., John R. Seeley, Feil, E.G., Lee, J., & Forness, S.R. (2022). First Step Next: A synthesis of replication randomized controlled trials from 2009-2021. *Remedial and Special Education*. <https://doi.org/10.1177/07419325211068>.
- Frey, A.J., Small, J.W., Seeley, J.R., Walker, H.M., Feil, E.G., H.M, Lee, J. Cohen Lissman, D., Crosby, S., & Forness, S.R. (2021). First Step Next and homeBase: A comparative efficacy study of children with disruptive behavior. *Exceptional Children*. [doi.org/10.1177/00144029211062588](https://doi.org/10.1177/00144029211062588)

- Feil, E., Walker, H., Frey, A., Seeley, J., Small, J., Golly, A., Lee, J., & Forness, S. (2021). Efficacy validation of the Revised First Step program: A randomized controlled trial. *Exceptional Children*, 87(2), 183-198. <https://doi.org/10.1177/0014402920924848>.
- Frey, A., Small, J., Lee, J., Crosby, S., Seeley, J., Forness, S. & Walker, H. (2019). homeBase: Participation, engagement, alliance, & social validity of a Motivational Parenting Intervention. *Children and Schools*, doi: 10.1093/cs/cdz016, 1-8.
- Frey, A., Kuklinski, M., Bills, Kiersten, Small, J., Forness, S., Walker, H., Feil, E. & Seeley, J. (2019). Comprehensive cost analysis of First Step Next for preschoolers with disruptive behavior disorders: Using real-world intervention data to estimate costs at scale. *Prevention Science* doi.org/10.1007/s11121-019-01035-z.
- Walker, H. M., Feil, E., Frey, A., Small, J., Seeley, J., Golly, A., Crosby, C., Lee, J. & Forness, S., Sprick, M., Coughlin, C., & Stiller, B. (2018). First Step Next: An updated version of the First Step to Success early intervention program. *Journal of Perspectives on Early Childhood Psychology & Education*. 3, 89-109. Special issue on Prevention of Behavioral and Emotional Disorders in Childhood. Edited by M. Stormont & L. Young-Walker.
- Seeley, J., Small, J., Feil, E., Frey, A., Walker, H., Golly, A., & Forness, S. (2017). Effects of the First Step to Success early intervention on preschoolers with disruptive behavior and comorbid anxiety problems. *School Mental Health*., vol. 9, no. 3, 1-11.
- Frey, A.J, Lee, J., & Small, J.W, Walker, H.M., & Seeley, J.R. (2017). Motivational Interviewing Training and Assessment System for School-Based Applications. *Report on Emotional & Behavioral Disorders in Youth*., Vol. 17, #4, 86-92.
- Feil, E.G., Small, J.W., Seeley, J.R., Walker, H.M., Golly, A., Frey, A.J. & Forness, S.R. (2016). Preschool First Step Positive behavior intervention for young children at risk for attention-deficit/Hyperactivity to Success. *Behavior Disorders*, 41, 95-106.
- Walker, H., Marquez, B., Yeaton, P., Pennefather, J., Forness, S., & Vincent, C. (2015). Teacher judgment in assessing students' social behavior within a Response-to-Intervention framework: Utilizing what teachers know. *Education and Treatment of Children*. Vol. 38, No. 3, 363-382.
- Frey, A., Small, J., Feil, E., Seeley, J., Walker, H., & Forness, S. (2015). First Step to Success: Applications to preschoolers at risk of developing Autism Spectrum Disorders. *Education and Training in Autism and Developmental Disabilities*, 50(4), 397-407.
- Feil, E.G, Frey, A.J., Walker, H.M., Seeley, J.R., Golly, A., & Small, J.W. (2015). The efficacy of a home-school intervention for preschoolers with challenging behaviors: A randomized controlled trial of Preschool First Step to Success. *Journal of Early Intervention*, 36, 151-170. Doi: 10.1177/1053815114566090
- 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 teachers and families. *Early Childhood Research Quarterly*. 30, 1-11, doi: org/10.1016/j.ecresq.2014.05.002.

- Walker, H.M. (2015). Invited article for a special issue of Remedial and Special Education: Framing the future: Visions from senior scholars committed to issues involving education of persons for whom typical instruction is not effective. *Remedial and Special Education*, Vol. 36, No.1, January/February, pp. 39-45.
- Delaney, A., Frey, A., & Walker, H. (2015). Relational aggression in school settings: Definition, development, strategies and implications. *Children & Schools*, Vol. 37, No. 2, 79-89.
- Woodbridge, M, Sumi, W.C., Wagner, M., Javitz, H., Seeley, J., Walker, H., Small, J., Golly, A., Feil, E., & Severson. (2014). An analysis of efficacy trial data. Does First Step to Success have long-term impacts on student behavior? *School Psychology Review*, Vol. 43, No.3, 299-317.
- Woodbridge, M., Sumi, W., Yu, J., Rouispil, K., Javitz, H., Seeley, J., & Walker, H.M. (2014). Implementation and sustainability of an evidence-based program: Lessons learned from the PRISM applied to First Step to Success. *Journal of Emotional and Behavioral Disorders*, 22(2), 95-106.
- Walker, H. M., Forness, S. R., & Lane, K. (2014). Design and management of scientific research in applied school settings. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Advances in learning and behavioral disabilities* (Vol. 27). Bingley, UK: Emerald Group Publishing Limited, 141-170.
- Frey, A. J., Lee, J., Small, J., Seeley, J. R., Walker, H. M., & Feil, E. G. (2013)a. The Motivational Interviewing Guide: A process for enhancing teachers' motivation to adopt and implement school-based interventions. *Advances in School Mental Health Promotion*. Doi:10.1080/1754730x.2013.804334.
- Frey, A. J., Lee, J., Small, J., Seeley, J.R., Walker, H. M., & Feil, E. G. (2013)b. Transporting motivational interviewing to school settings to improve engagement and fidelity of tier 2 interventions. *Journal of Applied School Psychology*, 29, 183-202.
- Frey, A., Small, J., Seeley, J., Feil, E., Walker, H.M., & Golly, A. (2013). The feasibility of First Step to Success with preschoolers. *Children and Schools*, Doi: 10.1093/cs/cdt014.
- Sumi, W. C., Woodbridge, M. W., Javitz, H. S., Thornton, S. P., Wagner, M., Rouspil, K., Yu, J. W., Seeley, J. R., Walker, H. M., Golly, A. M., Small, J. W., Feil, E. G., & Severson, H. H. (2013, March). 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(1), 66-78. doi:10.1177/1063426611429571. <http://jebd.sagepub.com>.
- Forness, S. R., Freeman, S. F. N, Paparella, T., Kauffman, J., & Walker, H. M. (2012, March). Special education implications of point and cumulative prevalence for children with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 20(1), 4-18.
- Bacon, A., Walker, H., Schwartz, A., O'Hara, D., Calkins, C., & Wehmeyer, M. (2011). Lessons learned in scaling up effective practices: Implications for promoting self-determination within developmental disabilities. *Exceptionality* (Special issue: Promoting self-determination), 19(1), 46-60.
- Calkins, C., Wehmeyer, M., Bacon, A., Heller, T., & Walker, H. M. (2011). Introduction to the special issue on scaling up efforts to promote the self-determination of people with developmental disabilities. *Exceptionality*, 19(1), 2-5 (Special issue: Promoting self-determination).
- Frey, A. J., Cloud, R. N., Lee, J., Small, J. W., Seeley, J. R., Feil, E. G., Walker, H. M., & Golly, A. M. (2011). The promise of motivational interviewing in school mental health. *School Mental Health*, 3, 1-12.

- Walker, H., Calkins, C., Wehmeyer, M., Walker, L., Bacon, A., Palmer, S., Jesien, G., Nygren, M., Heller, T., Gotto, G., Abery, B., & Johnson, D. (2011). A social-ecological approach to self-determination. *Exceptionality* (Special issue: Promoting self-determination), *19*(1), 6-18.
- Wehmeyer, M. L., Abery, B. H., Zhang, D., Ward, K., Willis, D., Hossain, W. A., Balcazar, F., Ball, A., Bacon, A., Calkins, C., Heller, T., Goode, T., Dias, R., Jesien, G. S., McVeigh, T., Nygren, M. A., Palmer, S. B., & Walker, H. M. (2011). Personal self-determination and moderating variables that impact efforts to promote self-determination. *Exceptionality*, *19*(1), 19-30 (Special issue: Promoting self-determination).
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PASS Teacher Manual. Greenwood, C. R., Delquadri, J., Hops, H., & Walker, H. M.

3. PEERS Program for socially withdrawn children (Procedures for Establishing Effective Relationship Skills).

PEERS Consultant Manual. Hops, H., Fleischman, D., Guild, J., & Paine, S., Walker, H. M., & Greenwood, C. R.

PEERS Teacher Manual. Hops, H., Guild, J., Paine, S., Fleischman, D., Street, A., Walker, H. M., & Greenwood, C. R.

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Walker, H. M., & Hops, H. (1974). An evaluation of the Foreman Center, Board of Cooperative Educational Services (BOCES), First Supervisory District of Monroe County, Fairport, New York. The authors were asked to conduct a comprehensive evaluation of a daycare special education facility serving approximately 1,000 handicapped pupils from preschool to high school age in upstate New York. The evaluation was initiated by the ten school districts which the facility served. An 87-page report was submitted containing results of the evaluation and recommendations for change.

### **Policy Studies**

Calkins, C. F., Walker, H. M., Bacon-Prue, A., Gibson, B. A., Martinson, M., Offner, R., & Intagliata, J. (1985). *Learning and adjustment: Implications of a national profile of development for adults with developmental disabilities* (Technical Report #3, ADD Adult Services Initiative). A national profile of programs and practices that support the community adjustment of developmentally disabled adults. Logan UT: Developmental Center for Handicapped Persons, Utah State University.

### **Observation Codes**

Clarke, J., McConnell, S., Walker, J., McCullough, S., & Walker, H. M. The social interaction code (SIC)\*.

Clarke, J., Walker, J., Walker, H. M., & McConnell, S. The classroom adjustment code (CAC)\*.

Garrett, B., Stevens, T., & Walker, H. M. RECESS (Reprogramming Environmental Contingencies for Effective Social Skills) observer manual and code\*.

O'Neill, R., Ramsey, E., Shinn, M., Todis, B., Walker, H. M., & Spira, D. Target/peer interaction code (TPIC)\*.

Ramsey, E., Shinn, M., O'Neill, R., Spira, D., & Walker, H. M. Pupil academic behavior in an instructional setting (PABIS): Observer training manual\*.

Walker, H. M., Steinzeig, F., Clarke, J., & Walker, J. The SBS (Social Behavior Survival) teacher observation code\*.

### **Technical Research Reports**

Greenwood, C. R., Walker, H. M., Todd, N. M., & Hops, H. *Social acceptance within the context of teacher and observation measures of preschool social interaction* (Report No. 30). Eugene: CORBEH\*.

Greenwood, C. R., Hops, H., Guild, J. J., Delquadri, J., & Walker, H. M. *Generalization of teacher praising skills: Cross-situational and over-time effects for teachers and students* (Report No. 32). Eugene: CORBEH\*.

McKeen, C., Hops, H., & Walker, H. M. *Peer interaction rate, classroom activity and teacher style* (Report No. 6). Eugene: CORBEH\*.

Rusch, F. R., Greenwood, C. R., & Walker, H. M. The effects of frequency of responding, time and feedback on experimenter calculation errors (Report No. 19). Eugene: CORBEH\*.

Walker, H. M. (1972). *Early identification and assessment of behaviorally handicapped children in the primary grades* (Report No. 2). Eugene: CORBEH\*.

Walker, H. M., Hops, H., Greenwood, C. R., & Todd, N. M. Social interaction: Effects of symbolic modeling and individual and group reinforcement contingencies on the behavior of withdrawn children (Report No. 5). Eugene: CORBEH\*.

Walker, H. M., Hops, H., Greenwood, C. R., Todd, N. M., Street, A., & Garrett, B. The comparative effects of teacher praise, token reinforcement, and response cost in reducing negative peer interactions (Report No. 25). Eugene: CORBEH\*.

Walker, H. M., McKibben, T., & Todd, N. M. The use of a cooperative group contingency in reducing negative peer interactions (Report No. 21). Eugene: CORBEH\*.

## **PRESENTATIONS AT LOCAL, STATE, NATIONAL AND INTERNATIONAL FORUMS**

**(Over 180 professional presentations made)**

## **FEDERAL RESEARCH, DEMONSTRATION, AND TRAINING GRANTS RECEIVED**

**Long-term Followup of Preschool Students Exposed to the First Step Early Intervention.** Co-Principal Investigator with Edward Feil, Principal Investigator, Institute of Education Sciences, 11-1-2019 to 10-30-2022. Oregon Research Institute and U of Louisville.

**Student Ownership and Responsibility for School Safety: Project Soars,** Co-Principal Investigator with Claudia Vincent, Principal Investigator, National Institute of Justice, 12-30-2015 to 12-29-2020. University of Oregon.

**Early Intervention for Preschoolers Having Challenging Behavior Problems.** Co-Principal Investigator with Ed Feil, Principal investigator, Institute of Education Sciences, 7-1-2015 to 6-30-2019. Oregon Research Institute.

**Tertiary Intervention for Elementary Students Having Disruptive Behavior.** Co-Principal Investigator with Andy Frey, Principal Investigator, Institute of Education Sciences, 7-1-2015 to 6-30-2019, University of Louisville and Oregon Research Institute.

**Interactive Multimedia Training for First Steps to Success.** Principal Investigators Seeley, Severson, Golly. Grant # R 42 HD055718-03. Eunice Kennedy Shriver National Institute of Child Health and Human Development. 9/1/11 – 6/30/14 (No-cost extension 7/1/13 – 6/30/14). A 2-year STTR grant to Deschutes

Research, Inc., Eugene OR. \$761,047.

**First Step: Home/School Intervention for Preschoolers with Disruptive Behaviors.** Principal Investigator, Edward Feil. U.S. DHHS, National Institutes of Health. Grant # 1R01HD055334-01A2. 12/1/08-11/30/13. Through Oregon Research Institute, Eugene.

**A National Gateway to Self-Determination.** Co-Principal Investigator with Carl Calkins. A 5-year consortium grant with four other University Centers for Excellence in Developmental Disabilities (UCEDDs) in the national network to develop a national initiative for self-determination for people with developmental disabilities. From the U.S. Department of Health and Human Services, Administration on Intellectual and Developmental Disabilities. Grant #90DD0659. 10/1/08 – 9/30/13. Through the University of Missouri Institute for Human Development. \$800,000.

**University Centers for Excellence in Developmental Disabilities Education, Research and Service.** Principal Investigator Walker. Center on Human Development core funding grant from the U.S. Administration on Developmental Disabilities, U.S. Department of Health and Human Services. Grant # 90DD0652. 7/1/08 – 6/30/13. \$542,000. Through the University of Oregon, Eugene.

**Online School Staff Training: Establishing Positive Behavior Supports in Elementary School Settings.** Co-Principal Investigator (PI: Marquez, Co-PI Sprague). U.S. Department of Education, Institute of Education Sciences (IES) through NCER. Grant #R305A090107-01. 6/1/09-5/31/12 (no-cost extension for another year ending 5/31/13). With IRIS Media, Inc., through Oregon Research Institute, Eugene.

**Enhanced First Step to Success: Improving school readiness for school children with disruptive behavior.** (PI: Frey). U.S. Department of Education, Institute of Education Sciences. Grant # R324A090237. 7/1/09-6/3/12. \$586,000. Through Oregon Research Institute, Eugene.

**Online Teacher Training: Promoting Student Social Competence to Improve Academic and Behavioral Outcomes in Grades K-3.** Co-Investigator. From the U.S. Department of Education, Institute of Education Sciences. Grant # R324A080150. 07/01/08 - 06/30/11. With Pamela Yeaton and IRIS Media, through a subcontract with Oregon Research Institute, Eugene.

**Early, Evidence-Based Intervention for Externalizing Behavior Problems in School: From Efficacy to Effectiveness of the First Step to Success Program.** Grant from the U.S. Department of Education, Institute of Education Sciences, through Oregon Research Institute. Co-investigator with John Seeley, Principal Investigator. Subcontract with SRI International of Menlo Park, CA. 03/01/06 – 02/28/11.

**Early Evidence-Based Interventions for Severe Behavior Problems.** 4-year grant through Oregon Research Institute from the U.S. Department of Education. Hill M. Walker, Principal Investigator. Behavior Research Center grant with Herbert Severson, Edward Feil, and John Seeley of ORI; Robert Horner and George Sugai of the University of Oregon; and Loretta Serna, of the University of New Mexico. \$4,280,000 - 10/1/2004-9/3/2008.

**University Centers for Excellence in Developmental Disabilities Education, Research and Service.** Principal Investigator. Center on Human Development core funding grant from the U.S. Administration on Developmental Disabilities, U.S. Department of Health and Human Services. 7/1/03 – 6/30/08.

**The Oregon First Step to Success Replication Initiative.** 4-year grant from the Oregon State Legislature to support adoption of First Step to Success in Oregon school districts. Hill M. Walker, Project Director. \$1,000,000 - 1999-2003.

**Head Start Adaptation of First Step to Success: Preparing Children for Social/Emotional Success at School.** 5-year research grant from the U.S. Department of Health and Human Services, Administration for Children and

Families. With Edward Feil and Herbert Severson of the Oregon Research Institute. \$250,000 each year, 03/01/01-02/28/06.

**A Cross-Cultural Analysis of the Early Screening Project. Head Start University Partnerships: Mental Health within Head Start.** 5-year research grant from the U.S. Department of Health and Human Services, Administration for Children and Families. With Edward Feil of the Oregon Research Institute. \$959,697 - 10/1/97-9/30/02.

**Hamilton Fish National Institute on School and Community Violence.** 1-year research grant from the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. With Jeffrey Sprague. \$170,000. 4/1/97-3/31/98.

**Translating Research on Safe and Violence-Free Schools into Effective Practices.** 2-year field-initiated research grant from the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. With Martin Kaufman. \$299,922. 10/1/97-9/30/99.

**University Affiliated Program: A Programmatic Approach to Interdisciplinary Training, Exemplary Service, Technical Assistance, Model Development and Dissemination.** Core grant award from the Administration on Developmental Disabilities. \$600,000. 7/1/94-6/30/99.

**Preschool Screening of Behavior Disorders.** 4-year field-initiated research grant from the U.S. Department of Education. With Herbert Severson and Edward Feil of the Oregon Research Institute. \$750,000. 10/1/93-9/30/97.

**Prevention of Antisocial Behavior Patterns in Elementary Aged Students.** 4-year research grant from the U.S. Department of Education. With Nancy Golden of Eugene School District 4J. \$400,000. 10/1/92-9/30/96.

**Systematic Screening of Behavior Disorders (SSBD) Dissemination Proposal.** 4-year dissemination grant from the U.S. Department of Education National Diffusion Network. With Herb Severson of Oregon Research Institute. \$360,000. 10/1/92-9/30/96.

**Leadership Training in Preventing and Remediating Conduct Disorders and Antisocial Behavior Patterns: An Interdisciplinary Approach.** 5-year doctoral program grant from the U.S. Department of Education. With Daniel Close. \$506,025. 9/1/92-8/31/97.

**Preparation of Leadership Personnel: An Interdisciplinary Doctoral Degree Training Program in Special Education.** 5-year doctoral program grant from the U.S. Department of Education. With Daniel Close. \$475,000. 9/1/92-8/31/97.

**University Affiliated Program: A Programmatic Approach to Interdisciplinary Training, Exemplary Service, Technical Assistance, Model Development and Dissemination.** Core grant award from the Administration on Developmental Disabilities. \$600,000. 7/1/92-6/30/94.

**Using Technology to Improve Assessment of Children with Handicaps.** Two-year research grant from the U.S. Department of Education. With Larry Irvin of Oregon Research Institute. \$200,000. 10/1/89-9/30/91.

**The University of Oregon University Affiliated Program: A Programmatic Approach to Service Delivery in Interdisciplinary Training, Model Development/Exemplary Services, and Dissemination.** Core grant award from the Administration on Developmental Disabilities. \$600,000. 7/1/88-6/30/91.

**Research and development of a systematic screening procedure for behavior disordered pupils: A multiple gating model.** Three year field initiated research grant from U.S. Office of Special Education Programs. With Herb Severson of Oregon Research Institute. \$375,000. 1986-89.



**University Affiliated Facility.** Core grant award from the Administration on Developmental Disabilities. \$525,000. 7/1/86-6/30/88.

**Manpower Utilization in Human Services Agencies.** Administration on Developmental Disabilities Discretionary Research Program, Office of Human Development Services, U.S. Department of Health and Human Services. With Robert Crow, Robert Bruininks and Ansley Bacon-Prue. \$96,645. 1986-87.

**Consortium for Community-Based Living for Persons with Developmental Disabilities.** Administration on Developmental Disabilities Multi-Site UAF Consortium Funding Competition. With Melton Martinson, Robert Bruininks and Robert Campbell. \$173,631. 1986-88.

**A Model Application of Microcomputer-Based Technology to Database Management and Telecommunications.** Administration on Developmental Disabilities Field Initiated Special Project Priorities grant award. With Ted Fabre'. \$26,667. 1986-87.

**Longitudinal Assessment and Long Term Follow up of Aggressive Behavior in Fourth Grade Boys.** Five-year research grant from U.S. Office of Special Education Programs. \$250,000. 1984-89.

**U-NET (University-Based Network of Education and Technology).** A model development grant from Maternal and Child Health, in cooperation with the Northwest UAF programs, to develop a microcomputer-based resource information system for professionals. \$325,000. 1984-87.

**Training Doctoral Level Special Educators in the Interdisciplinary Process.** U.S. Office of Special Education Programs personnel preparation grant for the preservice training of professional special educators. With Dean Inman. \$228,000. 1984-87.

**University Affiliated Facility.** Core grant application award from the Administration on Developmental Disabilities. \$300,000. 1983-85.

**Teacher Social Behavior Standards and Expectations as Predictors of Teacher Behavior and Child Outcomes in the Classroom Setting.** Research grant from the National Institute of Education. \$20,000. 1981-82.

**Development, Testing, and Replication of a Social Behavior Survival (SBS) Program for Mainstreaming Handicapped Children.** Handicapped Children's Model Program Grant from the U.S. Office of Special Education Programs. \$350,000. 1979-82.

**A Cost Effective Analysis of Alternative Strategies for Inservice Training of Teacher Consultants in the Remediation of Specific Behavior Disorders.** Research grant from BEH. Project director and grantee. \$250,000. 1974-76.

**Development of an Identification Package for Preschool Social Withdrawal.** Research grant from BEH, USOE with Charles R. Greenwood and Hyman Hops. \$350,000. 1974-77.

**CORBEH** (Center at Oregon for Research in the Behavioral Education of the Handicapped), national r & d center, 1971-79. One of four centers funded by the Bureau of the Handicapped, USOE, to carry out innovative r & d activities on the education of handicapped children. Conceptualized, prepared, and defended original CORBEH proposal to decision-review boards and directed center during its existence. The center was awarded a total of approximately \$3.5 million over the eight years of its existence. During this period the center produced, tested, and validated four comprehensive behavior management packages for the remediation of child behavior disorders.

**Identification and Modification of Homogeneous Groupings of Deviant Classroom Behavior.** Early Childhood Education Center, Principal Investigator. \$90,000 per year. 1969-71.

**Educational Personnel Development Grant.** Granted for training 34 administrative and supervisory personnel in precision teaching techniques and individualized instruction. With Robert H. Mattson and Millard Z. Pond. \$50,000. 1968-69.

**Experienced Teacher Fellowship Grant.** With Robert H. Mattson, Robert L. Mattos, Barbara Bateman, and James Hotchkiss. \$132,000 per year. 1967-71.

**Assessment and Treatment of Deviant Behavior in Children.** Grant from the Bureau of Handicapped Children and Youth, Division of Research, U.S. Office of Education. With Robert H. Mattson. 1966: \$60,000; 1967: \$84,975; 1968: \$101,862; 1969: \$101,123.

## PROFESSIONAL ACTIVITIES

Member, American Psychological Society  
Member, Council for Children with Behavioral Disorders  
Member, Council for Exceptional Children

### *Editorial Appointments*

Associate Editorship, T. Caeti & E. Fritsch (Eds.), Youth Violence and Juvenile Justice: An Interdisciplinary Journal. SAGE Publications, starting in 2003.

Member, Board of Editors, School Psychology Review, 2000-present.

Member, Editorial Advisory Board, Journal of Emotional and Behavioral Disorders, 1996-present.

Member, Board of Editors, Remedial and Special Education, 1990-present.

Member, Editorial Board, Report on Emotional & Behavioral Disorders in Youth: Evidence-Based Assessments, Interventions for the Real World, newsletter sponsored by the Columbia University Center for the Advancement of Children's Mental Health and Civic Research Institute, Inc., Kingston, New Jersey, September, 2000-present.

Member, Editorial Board, Classroom Management: Strategies and Techniques, 1997.

Member, Editorial Board, Academic Therapy Quarterly, 1968.

Consulting Editor, Academic Therapy Quarterly, 1968.

Guest associate editor, Education and Treatment of Children, 1984.

Member, Board of Editors, Behavior Disorders, 1982-84.

Reviewer of textbooks for Allyn & Bacon and Research Press Company.

Elected to membership, Board of Editors, Journal of Applied Behavior Analysis, 1972-74. Reviewed approximately 20 manuscripts submitted to the journal annually. Served as guest associate editor on occasion.

Guest reviewer, Journal of Applied Behavior Analysis, 1968-1971, Montrose Wolf, Editor, Bureau of Child Development, University of Kansas, Lawrence KS.

### ***Journal Editorships***

Walker, H. M., & Epstein, M. H. (Eds.). (2000, Summer). Special series: School Safety -- Part I. Journal of Emotional and Behavioral Disorders, 8(2).

Walker, H. M., & Epstein, M. H. (Eds.). (2000, Fall). Special series: School Safety -- Part II. Journal of Emotional and Behavioral Disorders, 8(3).

### ***University Service***

**Member of the Board of Directors of the University of Oregon Alumni Association (UOAA).** Starting September, 2008.

**Advocacy Committee of the UOAA Board of Directors.** Starting September, 2008.

#### **Departmental committees:**

Admissions/Awards Subcommittee

Doctoral Committee

Doctoral Student Research Evaluation Committee, 1974-75

Research Committee, 1969-70

Curriculum Committee, 1970-71

Admissions/Awards Committee, Chairperson, 1973-74

Admissions/Awards Committee, 1972-77

#### **College committees:**

Dean's Advisory Council, 1979-81

#### **University committees:**

Internal Campaign Advisory Committee, appointed Fall, 2002

Search Committee for Vice President for Research, Spring, 1998

Chair, Counseling Psychology Search Committee, January-May, 1998

Process for Change Committee (to evaluate and define the University's market), 1997

Search Committee for Director of Corporate and Foundations Relations, 1997

Search Committee for Provost, 1993-94

Intercollegiate Athletic Committee, 1989-93

Search Committee for Vice President for Research, 1990

Faculty/Private Sector Activities Guidelines Committee, 1989-90

Search Committee for Provost, 1987-88

Faculty Research Committee, 1986-87

Riverfront Research Park Advisory Committee, 1986-87

Research Awards Committee, 1976-77 and 1981-82

### ***Consulting Activities***

### **Behavior Management Workshops**

Have conducted approximately 100 workshops in the area of classroom behavior management over the last 12 years for professional groups consisting of classroom teachers, special educators, principals, counselors, psychologists, parents, and other school support personnel.

### **Behavior Management Presentations**

Have made over 150 topical presentations to groups of educators concerned with issues in the management of children in the school setting.

### **Technical Assistance**

Have served as a technical assistance consultant to numerous agencies and organizations relating to the structuring and/or delivery of services to handicapped children.

### ***University Teaching***

Grant Writing and Project Management, 1979-82.

Single Subject Research Design, 1979-81.

Behavior Management Packages, 1979-81.

Research Procedures, 1978-79.

Behaviorism in Special Education, offered each term from 1967-1971.

The Mentally Retarded Child, Fall Term, 1967.

### ***Advising***

Chaired approximately 20 doctoral dissertations and 12 master's theses.

Served on approximately 60 dissertation and master's thesis committees.

\*Available from IVDB Publications, Institute on Violence and Destructive Behavior, 1265 University of Oregon, Eugene OR 97403-1265.