

VITA
for
Gwendolyn Cartledge, Ph.D.

Professor	Address
School of Physical Activity and Educational Services College of Education The Ohio State University	Office: 350 PAES Building 305 W. 17 th Street Columbus, Ohio 43210 Phone: (614) 292-7629 Fax: (614) 292-4255 e-mail cartledge.1@osu.edu
Program Area: Special Education, Mild Disabilities	

Education

The Ohio State Ph.D. Special Education/ Curriculum & Supervision 1975
University of Pittsburgh - B.S & M.Ed Degrees in Elementary & Special Education 1973- 1965

Previous Work Experience

Faculty at The Ohio State University: 1986 to present
Faculty at Cleveland State University: 1975 – 1986
Teacher and supervisor in West Mifflin and Pittsburgh City Schools: 1965 - 1973

Research/Scholarship Interest

Majority of publications and research has focused on the development of social skills in children, particularly those with learning and behavior disorders. Other studies have addressed the assessment of language and social communication skills in children with disabilities. Currently focused on the role that culture and ethnicity play in social skill development and instruction.

Other Professional Assignments

Assignments at The Ohio State University

2006-present	University Alumni Awards Committee, Chair
2004-present	University Alumni Awards Committee
2006-present	University Athletic Council
2005-present	COE Personnel Committee
2004-present	COE Faculty Council
2005-present	Faculty Council – Curriculum Cmte.
2004-2005	Special Education Search Cmte.
2004-2005	University Athletics Advisory Cmte.
2004-2005	COE Faculty Council Personnel Cmte. - Chair
2004	Special Education Search Committee - Chair
2003 to 2004	Section Head – Special Education Programs
2003	University Investigation Committee: Media Allegations
2002	Search cmte. Director of the <i>Ohio Collaborative: Research and Policy for Schools, Children, and Families</i>
2002 to 2003	Dean – COE Advisory Committee
2001 to present	University Teacher Education Cmte.
1998 to 2000	College of Education Personnel Committee
1997 to 2000	PAES Personnel Committee (Chair)
1997	University Faculty Council
1997 to present	Karlsberger Committee
1997	Special Education Search Committee
1995 to 1996	Finance Committee
1995 to 1996	Investigation Committee
1993 to 1999	Associate Editor – Theory Into Practice
1993 to 1995	Coordinator, Special Education Programs
1992-1994	Personnel Committee
1988-Fall' 92	Recruitment Admissions & Retention Committee
1991-1994	Education Alumni & Development Advisory Board
Fall, 1989	Search Committee,

Win, 1990	University Honors
Spring, 1989	Special Education Search Committee
1988-1990	Personnel Committee
1988-1990	Student advisor for Council for Exceptional Children
1987-1990	Educateur Program advisor
Fall, 1987	By-Laws Committee
1986-1988	Graduate Studies Committee
1986-1987	Student Admissions Committee

Professional/Academic Association Memberships

- Council for Exceptional Children
 - Division for Council for Learning Disabilities
 - Council for Children with Behavior Disorders
 - Division for Culturally and Linguistically Diverse Exceptional Learners
- Ohio Council for Children with Behavior Disorders
 - Past President
 - Past Vice President
 - Past Regional Representative for Central Ohio
 - Past Newsletter Editor
 - Past Coordinator of Annual State Conference
 - Member of Executive Board
- American Education Research Association (AERA)
 - Past reviewer for research proposals, divisions C & E
 - Special Interest Group - Focus on Black Education
- Association for Applied Behavior Analysis
- 1993 - 1999 Assistant Editor - Theory Into Practice (TIP) OSU
- 1983 - 1985 Association for the Advancement of Behavior Therapy
- 1982 - 1990 Council for Learning Disabilities
- 1984 - 1986 National Black Child Development Institute
- 1984 - 1986 National Black Child Development Institute - Cleveland Affiliate, Program Chairperson (1985-1986)
- 1986-September National Black Child Development Institute - Cleveland Affiliate, Chairperson Annual Mini Conference.
- 1987 - 1989 Ohio Speech and Hearing Association

Awards

1996 - Ohio Teacher Education Division (TED) of Council for Exceptional Children (CEC) - Recognition of Leadership and Distinguished Service Award

1991 - The Ohio State University, Center for Teaching Excellence - Outstanding Service in Fostering the Success of Black Students Award

2003 – The Ohio State University Distinguished Teaching Award.

2003 - Winner of Ohio Magazine's excellence in Education Awards.

2006 – The Educator of the Year Award – Ohio State Council for Exceptional Children

Graduate/Professional Exam, Theses, and Dissertations

Doctoral Students 14 completed 4 current

Cochran, L. (1992). *Comparative effects of direct instruction on the language acquisition of preschool (three to five year old) children prenatally exposed to controlled substances (cocaine/crack) or children who were low birth weight but not prenatally exposed.* Doctoral Dissertation. The Ohio State University.

- Lee, J. (1992). *The effects of a novel direct instructional approach on the math word problem solving skills of elementary students with learning disabilities*. Doctoral Dissertation. The Ohio State University.
- Middleton, M.B. (1994). *The effects of social skills instruction and parent participation on aggressive behaviors, antisocial behaviors and prosocial skills exhibited by primary-age students*. Doctoral Dissertation. The Ohio State University.
- Feng, H. (1994). *Social skills assessment of inner-city Asian, African, and European American 5th-grade students*. Doctoral Dissertation. The Ohio State University.
- Orkubi, M. (1996). *A study on programs, identification issues, and perceptions of educators in the CEC organization regarding the characteristics of gifted students with visual disabilities*. Doctoral Dissertation. The Ohio State University.
- Lin, C. (1996). *The effects of curriculum-based peer-mediated social skills training on the positive peer interactions of preschool children with special needs*. Doctoral Dissertation. The Ohio State University.
- Adedapo, V.I. (1998). *The effects of social skills training on the prosocial and antisocial behaviors of students with serious emotional disorders and at-risk behaviors in the general education setting*. Doctoral Dissertation. The Ohio State University.
- Izzo, M.V. (1998). *The effects of transition services on outcome measures of employment for vocational students with disabilities*. Doctoral Dissertation. The Ohio State University.
- Blake, C. O. (1999). *The effects of teacher-directed and peer-directed social skills training on the social interaction skills of middle school students with serious emotional disturbances*. Doctoral Dissertation. The Ohio State University.
- Lambert, M.C. (2001). *The effects of increasing active student responding with response cards during mathematics instruction on the disruptive behavior of fourth-grade urban learners*. Doctoral Dissertation. The Ohio State University.
- Kiarie, M. (2003). *The differential effects of peer tutoring and peer tutoring with a group contingency on the spelling performance and disruptive behavior of fourth-grade students in a regular education classroom*. The Ohio State University.
- Lo, Y. (2003). *Functional assessments and individualized intervention plans: Increasing the behavior adjustment of urban learners in general and special education settings*. The Ohio State University.
- Musti-Rao, S. (2005). *The effects of an early reading intervention with urban kindergarten and first grade students: A preventive approach*. The Ohio State University.
- Yurick, A. (2006). *The effectiveness of an instructional assistant led supplemental early reading intervention with urban kindergarten students*. The Ohio State University.

Doctoral Committees 18 completed 4 current

Master's Students Plan A 35 completed 6 current

- Ritter, L. (1981). Efficacy of social skill training for modification of student response to failure and student response to racial interactions. Masters Thesis. Cleveland State University.
- Abraham, B.M. (1989). Effects of social skill instruction on the play behaviors of students with severe behavior disorders. Masters Thesis. The Ohio State University.
- Chang, C.L. (1989). Effects of token economy on students' academic performance and social behaviors in a cross-age peer tutoring program. Masters Thesis. The Ohio State University.

- Giesecke, D.E. (1989). Cross-age peer tutoring: The effects on sight word acquisition and self-concept for low-achieving fourth-grade tutors and on sight-word acquisition for third-grade tutees. Masters Thesis. The Ohio State University.
- Martz, S. (1989). Training for generalization with basic information forms. Masters Thesis. The Ohio State University.
- Schirtzinger, M.A. (1990). Effects of social skill instruction on friend-maintaining and classroom discussion behaviors of seventh-grade students with learning disabilities. Master's Thesis. The Ohio State University.
- Leinweber, M.E. (1991). Effects of preparation training, self-monitoring and peer-assistance on the daily class preparation of low-achieving middle-school students. Master's Thesis. The Ohio State University.
- Platt, B. (1991). The effects of self-monitoring on the academic performance and the on-task behavior of elementary school children with severe behavior handicaps. Master's Thesis. The Ohio State University.
- Feng, H. (1991). The effects of cross-age peer tutoring on the sight-word acquisition of second-grade tutees and fifth-grade tutors with severe behavior handicaps. Master's Thesis. The Ohio State University.
- Wenzel, D. (1991). The effects of social skill instruction on the cooperative behaviors of students with severe behavior handicaps. Master's Thesis. The Ohio State University.
- Howell, C. (1993). The effects of peer tutoring on the acquisition of functional words for students with behavior disorders and developmental disabilities. Master's Thesis. The Ohio State University.
- Cline, J. (1993). The effects of social skill instruction on positive peer statements of ninth grade students with severe behavior handicaps. Master's Thesis. The Ohio State University.
- Ryan, M. (1993). The effects of social skill instruction, reinforcement, and self-monitoring on the greeting behavior of a students with emotional and behavioral disabilities. Master's Thesis. The Ohio State University.
- Cotterman, M.D. (1993). The effects of self-monitoring on academic performance and time-on-task behavior. Master's Thesis. The Ohio State University.
- Morales, D.A. (1993). The effects of self-graphing and self-graphing with goal-setting on the academic performance of three inner city high school students with severe behavior handicaps. Master's Thesis. The Ohio State University.
- Thomas-Manning, T.R.(1993) The effects of social skill instruction, reprimands, and incidental teachings with corrections on the aggressive and prosocial behaviors of students with severe behavior disorders.
- O'Neill, B. (1994). The effects of self-monitoring on the academic accuracy and productivity of students with behavioral disorders. Master's Thesis. The Ohio State University.
- Moore, R.J. (1994). The effects of social skill instruction and self-monitoring on anger-control, reactions-to-losing, and reactions-to-winning behaviors of ninth-grade students with severe behavior handicaps. Master's Thesis. The Ohio State University.
- Watson, B.W. (1994). Effects of social communication skills training on the conversation skills of students with severe behavior handicaps. Master's Thesis. The Ohio State University.
- Mason, J. (1994). The effects of contingent and noncontingent reinforcement on math performance of students with severe behavior handicaps. Master's Thesis. The Ohio State University.

- Grumman, B. (1995). The effects of music on the on-task behavior of students with severe behavior disorders. Master's Thesis. The Ohio State University.
- Gloeckner, J. (1995). Effects of allotted class time and public posting on independent reading behavior of ninth grade students with learning disabilities. Master's Thesis. The Ohio State University.
- Ross, M. (1995). The effects of social skill instruction and self-monitoring on the anger-control behaviors of middle-school students with severe behavior handicaps. Master's Thesis. The Ohio State University.
- Watson, C. (1996). Effects of self-monitoring on homework completion of students with severe behavior handicaps. Master's Thesis, The Ohio State University.
- Kiarie, M. (1996). Effects of goal-setting on the response accuracy and proficiency of native English-speaking university students in Swahili as a foreign language class. Master's Thesis, The Ohio State University.
- Kish, D. (1996). Effects of social skill training on the development of responsibility in elementary-aged students. Master's Thesis. The Ohio State University.
- Levendoski, L.(1997). On-task behavior and academic productivity: Effects of self-monitoring for elementary school children with serious emotional disturbances. Master's Thesis. The Ohio State University.
- Roller, B. (1998). Effects of Using Structured Reading Guides on the Performance of Middle School Students with Serious Emotional Disturbance. Master's Thesis, The Ohio State University. (Bernadette Roller)
- Wang, W. (1998). The Effects of Peer-Directed Social Skills Training on the Verbally/Nonverbally Abusive Behaviors of Intermediate and Middle-School Students With Serious Emotional Disturbances. Master's Thesis. The Ohio State University. (Weiqi Wang)
- Clark, R. (1999). Effects of Social Skill Instruction on the Antisocial and Socially Appropriate Behaviors of elementary Aged Students with Serious Emotional Disturbances and Perceived as At-Risk. Master's Thesis, The Ohio State University (Rochelle Clark)
- Simmons-Reed, E. (1999). Examining the Current Behavior Management Strategies of Students with Serious Emotional Disturbance by Teachers in General Education Settings. Master's Thesis, The Ohio State University. (Evette Simmons-Reed)
- Tyo, N. (1999). Effects of Organizational Training on Organizational Skills, Math Homework Completion, and Math Homework Accuracy For Students With Serious Emotional Disturbances. Master's Thesis, The Ohio State University. (Nicole Tyo).
- Frahn, D.M. (1999). The Effects of Social Skill Training on the Social Interactions During Game Activities for Students with Serious Emotional Disturbances. Master's Thesis, The Ohio State University. (Dawn Frahn)
- Lo, Y-Y. (1999). The Effects of Social Skill Instruction on the Social Behaviors of Intermediate Elementary-aged Students At Risk for Serious Emotional Disturbances. Master's Thesis, The Ohio State University. (Ya-Yu Lo)
- Green, A. D. (2000). The Effects of the Use of a Study Tool Pattern to Increase Reading Comprehension in Content Area. Master's Thesis, The Ohio State University. (Andrea Detro Green)
- Moose Young, N. (2001) The effects of functional communication training on the communicative and challenging behaviors of two boys with mental retardation and severe language delays. Master's Thesis. The Ohio State University(Neala Moose Young)

Yurick, A. (2003). The effects of oral repeated readings on the fluency and comprehension skills of urban elementary-aged students. Master’s Thesis, The Ohio State University. (Amanda Yurick)

Anclien, K.M. (2003). The effects of daily parent-child practice of multiplication facts on student achievement. Master’s Thesis, The Ohio State University. (Kathleen M. Anclien).

Kourea, L. (2004). The effects of total class peer tutoring on sight-word acquisition, maintenance, reading fluency and comprehension for students at risk for reading failure. Master’s Thesis, The Ohio State University. (Lefki Kourea).

Nickel, E.L. (2005). Effects of an organization-training package consisting of prompting, preparation-training, self-monitoring, and rewards on the daily class readiness and homework completion of middle school students with severe emotional disturbance. Master’s Thesis, The Ohio State University. (Eric Nickel).

Knebel, S. (2005). The Comparative effects of sustained silent readings and repeated readings on fluency and comprehension of students at-risk for reading failure. Master’s Thesis, The Ohio State University. (Sarah Knebel)

Klett, L. (2006). The effects of a secondary early reading intervention on the reading skills of young, urban English language learners. Master’s Thesis, The Ohio State University (Lisa Klett).

Casper, K. (2006). A comparison of the effects of a job card procedure and contingent reinforcement on the transition behaviors of preschoolers with special needs. Master’s Thesis, The Ohio State University. (Karianne Casper).

Snyder, P. (2007). Promoting reciprocal social interactions of preschoolers with developmental delays via peer-mediated training. Master’s Thesis, The Ohio State University. (Patsy Snyder).

Moore, S. L. (2007). The effects of an oral reading fluency activity on rates of oral reading. The Ohio State University. (Sarah Moore).

Undergraduate Theses

Corattiyil, A. (2006). Effects of oral stimulation on finger-mouthing in child with cerebral palsy. Honor’s Thesis. The Ohio State University (Anjali Corattiyil)

Robinson, P.D. (2004). The effects of peer-mediated oral repeated reading on the reading fluency and comprehension of urban elementary students. Honor’s Thesis. The Ohio State University (Porsha D. Robinson).

Staubitz, J.E. (2004). Peer-mediated repeated readings: Improving the oral reading fluency and comprehension of urban 4th and 5th-grade students with emotional or behavioral disorders. Honor’s Thesis. The Ohio State University (John Staubitz).

Masters Students Plan A (committee member) 23 completed 0 current

Masters Students Plan B (Advisor) 50 completed (Cleveland State University)

Masters Students Plan B (Advisor) The Ohio State University: 20 completed

<p>Iva Green (Spring, 1998) Melissa Kochick (Summer, 1998) Jill Cline (Summer, 1998) Lori Sancin (Summer, 1998) Jason Allison (Autumn, 1998) Kristen Ade (Summer 1999) Kelly Meckling (Summer 1999) Jill McNall (Summer 2000)</p>	<p>Cheryl Miller (Summer, 2000) Katrese Roberts (Summer, 2000) Nicole Borstnik (Summer, 2001) Ann Moran (Summer, 2001) Yi-Min Hsu (Summer, 2001) Aimee Lodge (Summer, 2001) Maisha Schneider (Spring, 2002) Frank Wheeler (Spring, 2002) Erica Jones (Spring, 2002) Marlena Holt (Spring, 2003) Meghan McHale (Spring 2003) Eimy Torres-Sifuentes (Spring 2003) Alayna Campbell (Spring 2004)</p>
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	<p>Nancie Campbell (Spring 2004) Julie Slack (Spring 2004) Porsha Robinson (Spring 2005) Malika Nelson (Spring 2005) Stephanie Hawkins (Spring 2005) Melanie Jayme (Spring 2005) Jen Morgan (Spring 2006) Jennifer Hildebrand (Spring 2006) Kathy Rankin (Spring 2006) Meggan Johnston (Spring 2006) Melissa Smith (Spring 2006)</p>
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Masters General Examination Committees 50 member (CSU) 2 (OSU)

Selected Consultancies

Leadership Advisory Board Member – Project Urban SEALS (Special Education Academic Leadership)

Dr. Patty Barbetta, P.I.

External Evaluator – Positive Behavior Intervention Supports – Technical Assistance Center – University of Oregon (2004 to present)

Consultant – Los Angeles Unified School District – Disproportionality of African American males in ED (Winter, 2004)

External evaluator for the Technical Assistance Center on PBIS. University of Oregon, Eugene, OR (Fall, 2004)

Consultant. Baltimore County Schools – Disproportionality in Special Education, February 21, 2002

Leadership Personnel Preparation Consultant. MSELT University of Virginia, J. Kauffman, PI.

Research Consultant. PROJECT RESPECT: PEACE IN ACTION. The Orleans Parish School Board (with Dr. Linda Tillman, 1998)

Consultant. 1996 to Present. Impact of integrating youth with SED into regular classrooms. Directed by Dr. Barbara Polivka, funded by The Ohio Department of Mental Health.

Consultant, Columbus Public Schools, Programs for Students with Severe Behavior Handicaps, Social Skill Development (Beginning Spring, 1995)

Consultant, Columbus Public Schools, Programs for Students with Severe Behavior Handicaps, Social Skill Development (Beginning Spring, 1995)

Advisory Board Member, Ohio Coalition for the Education of Handicapped Children - Planning for Employment Project

Consultant, Pittsburgh City Schools, Programs for the Behavior Disordered, (Spring, 1986). Member of team of 4 national consultants. Spent 3 days evaluating SBH programs in the Pittsburgh City Schools. Following visit, provided written evaluation and recommendations.

Consultant, East Cleveland Schools, Reading Program in Special Education (Summer, 1985). Served as special education consultant to special education teachers involved in developing curriculum and structure for reading program for junior high handicapped learners.

Consultant, Early Childhood Division, Cleveland Public Schools, Workshop and Classroom Consultation - Classroom Management (Winter, 1983). Observed and participated in early childhood classrooms to provide instructional suggestions to classroom teachers.

Consultant, East Cleveland Schools, Mainstreaming Curriculum, (Summer, 1983). Consulted with teachers developing curriculum and guidelines for ways to integrate handicapped children into regular classes. Provided directions and reviewed curriculum.

Consultant, Early Childhood Division, Cleveland Public Schools, Workshop Series on Task Analysis (1977-1978). Conducted several workshops with teachers on ways to use task analysis to enhance classroom instruction.

Consultant, Special Education Secondary Transitional Program Cleveland Public Schools, Inservice Training on Teaching Social Skills (1979). Conducted several workshops with teachers on ways to structure instructional programs and to manage behavior.

Consultant, Primary Adjustment Program, Cleveland Public Schools, workshops and on-going classroom consultation on classroom management (1977-1978). Provided direct consultation in one classroom - visited weekly, using this information as the basis for behavior management workshop with other teachers in same program.

Consultant, Ohio Department of Mental Health and Mental Retardation, Professional Review Team, *OARC v. Moritz*, (1978-1979).

Publications

Journal Articles

Cartledge, G., & Kourea, L. (in press). Culturally responsive classrooms for culturally diverse students ~~with~~ and at risk for disabilities. *Exceptional Children*.

Deleted: with

Cartledge, G., Singh, A., & Gibson, L. (accepted). Practical behavior management techniques to close the accessibility gap for students who are culturally and linguistically diverse. *Preventing School Failure*.

Musti-Rao, S., & Cartledge, G. (in press). Early reading intervention for urban learners: Implications for practice. *Multiple Voices*.

Feng, H., Lo, Y., Tsai, S., & Cartledge, G. (in press). The effects of theory-of-mind and social skill training on the social competence of a 5th-grade student with autism. *Journal of Positive Behavior Interventions*.

Musti-Rao, S., & Cartledge, G. (in press). Early intervention in the urban classroom: Using culturally responsive practices. *Educational Leadership*.

Musti-Rao, S., & Cartledge, G. (in press). Effects of a supplemental early reading intervention with at-risk urban learners. *Topics in Early Childhood Special Education*.

Kourea, L., Cartledge, G., & Musti-Rao, S. (2007). Effects of total class peer tutoring on the sight-word acquisition, maintenance, reading fluency, and reading comprehension of urban learners. *Remedial and Special Education*, 28(2), 95-107.

Lo, Y., & Cartledge, G. (2007). Office disciplinary referrals in an urban elementary school. *Multicultural Learning and Teaching*, 2(1), 20-38.

Yurick, A.L., Robinson, P.D., Cartledge, G., Lo, Y., & Evans, T. (2006) Using Peer-mediated repeated readings as a fluency-building activity for urban learners. *Education and Treatment of Children*, 29, 1-38.

Lo, Y., & Cartledge, G. (2006). FBA and BIP: Increasing the behavior adjustment of African American boys in schools. *Behavioral Disorders*, 31, 147-161.

Lambert, M.C., Cartledge, G., Lo, Y., & Heward, W.L. (2006). Effects of response cards on disruptive behavior and academic responding during math lessons by fourth-grade students in an urban school. *Journal of Positive Behavior Interventions*, 8, 88-99.

Staubitz, J., Cartledge, G., Yurick, A., & Lo, Y. (2005). Repeated Reading for Students with Emotional or Behavioral Disorders: A Full Classroom Application. *Behavioral Disorders*, 31, 51-64.

Cartledge, G. (2005) Learning disabilities and social skills: Reflections on the field. *Learning Disabilities Quarterly*, 28, 179-181.

Cartledge, G. (2005) Restrictiveness and race in special education placements: The failure to prevent or to return. *Learning Disabilities: A Contemporary Journal*, 3, 27-32.

Musti, S., & Cartledge, G. (2004). Making home an advantage in the prevention of reading failure: Strategies for collaborating with parents in urban schools. *Preventing School Failure*, , 48(4), 15-21.

- Lo, Y., & Cartledge, G. (2004). Total class peer tutoring and interdependent group- oriented contingency: Improving the academic and task-related behaviors of fourth-grade urban students. *Education and Treatment of Children, 27*, 235-262
- Cartledge, G., Wang, W., Blake, C. & Lambert, M.C. (Spring, 2002). Middle school students with behavior disorders as social skill trainers for peers. *Beyond Behavior, 14-18*.
- Lo, Y-Y., Loe, S.A., & Cartledge, G. (2002). The effects of social skill instruction on the social behaviors of students at-risk for serious emotional disturbances. *Behavioral Disorders, 27*(4), 371-385.
- Cartledge, G., Kea, C., & Simmons-Reed, E. (2002). Serious emotional disturbance: Serving culturally diverse children and their families. *Journal of Child and Family Studies, 11*(1), 113-126.
- Cartledge, G. , & Kiarie, M. (2001) Children and adolescent literature as a vehicle for social learning. *Teaching Exceptional Children, 34* (2), 40-47.
- Lo, Y-Y., & Cartledge, G. (Winter, 2001-2002). More than just reports: Using office referral data to improve school discipline programs. *Principal Magazine, 20* (2), 1-3.
- Cartledge, G., Sentelle, J., Loe., S., Lambert, CM., & Simmons-Reed, E. (2001). Young, gifted, and black: A case study of positive classroom interventions for academically talented inner city African American students. *Journal of Negro Education, 70* (4), 243-254
- Cartledge, G., & Loe, S. (2001). Cultural diversity and social skill instruction. *Exceptionality, 9*, 33-46.
- Cartledge, G., Tillman, L.C., & Talbert-Johnson, C. (2001). Professional ethics within the context of student discipline and diversity. *Teacher Education Special Education, 24*, 25-37.
- Gardner, R., Cartledge, G., Siedle, B., Woolsey, L., & Schley, G.S (2001). Mt. Olivet After-School Program: Peer-mediated Interventions for At-risk Students *Remedial and Special Education, 22*, 22-33 .
- Izzo , M.V., Cartledge, G., Rutkowski, S. Miller, L., Growick, B., & Green, J. (2000) Increasing Employment Earnings: Transition Services that Make a Difference. *Career Development for Exceptional Individuals, 23*, 139-156.
- Blake, C., Wang, W., Cartledge, G., & Gardner, R. (2000). Middle-School Students with Serious Emotional Disturbances (SED) Serve as Social Skill Trainers/Reinforcers for Peers with SED. *Behavioral Disorders. 25* (4), 280-298.
- Levendoski, L. & Cartledge, G. (2000). Self-Monitoring for Elementary School Children with Serious Emotional Disturbances: Classroom Applications for Increased Academic Responding. *Behavioral Disorders, 25* (3), 211-224.
- Cartledge, G., Kea, C.D., & Ida, D.J. (2000). Anticipating differences – celebrating strengths. *Teaching Exceptional Children, 32*, 30-37.
- Cartledge, G. (1999). African American males and SED: Some personal perspectives. *Behavioral Disorders, 25*(1), 76-79.
- Cartledge, G., Adedapo, V., & Talbert-Johnson, C. (Spring, 1998). Teacher and parent assessments of the social competence of inner-city children: Issues of gender within race. *Journal of Negro Education, 67*(2), 115-26
- Williams, V., & Cartledge, G. (September/October, 1997). Passing notes to parents. *Teaching Exceptional Children, 30*, 30-34.

- Cartledge, G., Gardner, R., & Tillman, L. (1996). African Americans in higher education special education. *Teacher Education and Special Education, 18*, 166-178.
- Feng, H., & Cartledge, G. (1996). Social skill assessment of inner city Asian, African, and European American students. *School Psychology Review, 25*, 227-238.
- Cartledge, G., & Talbert Johnson, C. (1996). Inclusive classrooms for students with emotional and behavioral disorders: Critical teachers, pupil, and program variables. *Theory Into Practice, 35*, 51-57.
- Paul, P. & Cartledge, G. (1996). This issue (Inclusive schools: The continuing debate). *Theory Into Practice, 35*, 2-3.
- Cartledge, G., Cochran, L., Paul, P. (1996). Social skill self-assessments by adolescents with hearing impairment in residential and public schools. *Remedial and Special Education, 17*, 30-36.
- Middleton, M., & Cartledge, G. (1995). The effects of social skills instruction and parental involvement on the aggressive behaviors of African American males. *Behavior Modification, 19*, 192-210.
- Moore, R., Cartledge, G., & Heckaman, K. (1995). The effects of social skill instruction and self-monitoring on anger-control, reactions-to-losing, and reactions-to-winning behaviors of ninth-grade students with emotional and behavioral disorders. *Behavioral Disorders, 20*, 253-266.
- Cartledge, G., & Cochran, L.L. (1993). Developing cooperative learning behaviors in students with behavior disorders. *Preventing School Failure, 37*, 5-10.
- Cochran, L., Feng, H., Cartledge, G., & Hamilton, S. (1993). The effects of cross-age tutoring on the academic achievement, social behaviors, and self-perceptions of low-achieving African-American males with behavior disorders. *Behavioral Disorders, 18*, 292-302.
- Giesecke, D., Cartledge, G., & Gardner, R. (1993). Low-Achieving students as cross-age tutors: The effects on sight-word acquisition and self-concept. *Preventing School Failure, 37*, 34-43.
- Cartledge, G., Paul, P., Jackson, D., & Cochran, L. (1991). Teachers' perceptions of the social skills of adolescents with hearing impairment in residential and public school settings. *Remedial and Special Education, 12*(2), 34-39,47.
- Cartledge, G. (1989). Social skills and vocational success for the learning disabled worker. *Rehabilitation Counseling Bulletin, 33*(1), 74-79.
- Cartledge, G. & Kleefeld, J. (1989). Teaching social communication skills to elementary school students with handicaps. *Teaching Exceptional Children, 22*(1), 14-17.
- Cartledge, G., Stupay, D., & Kaczala, C. (1988). Testing language in learning disabled and nonlearning disabled black children: What makes the difference? *Learning Disability Research, 3*(2), 101-106.
- Cartledge, G. (1988). Social skills, learning disabilities, and occupational success. *Reading, Writing and Learning Disabilities, 3*(3), 223-239.
- Cartledge, G., Stupay, D., & Kaczala, C. (1986). Social skills and social perception of LD and nonhandicapped elementary-school students. *Learning Disability Quarterly, 9*(3), 226-234.
- Cartledge, G., Frew, T., & Zaharias, J. (1985). Social skills for mainstreaming the LD child: A study of peer and teacher perceptions. *Learning Disability Quarterly, 8*(2), 132-140.
- Milburn, J. F., & Cartledge, G. (1983). The how-to of effective social skills teaching. *Directive Teaching, 3*(1), 12.

Milburn, J. F., & Cartledge, G. (1979). Build your own social skills curriculum. *Exceptional Teacher*, 1(4), 1-2 and 8-11.

Cartledge, G. & Milburn, J.F. (1978). The case for teaching social skills in the classroom: A review. *Review of Educational Research*, 1, 133-156.

Editor Reviewed Journal Articles

Cartledge, G. (1996). Books for every student in your class. *CEC Today*, 3, 7.

Cartledge, G. (1996). When teacher and student are from different worlds. *Multicultural Messenger*, 4, 1-2.

Books

Cartledge, G., & Gardner, R., & Ford, D. (in production). *Diverse learners with exceptionalities: Culturally responsive teaching in the inclusive classroom*. Columbus, OH: Pearson/Merrill.

Cartledge, G., & Lo, Y. (2006). *Teaching urban learners: Culturally responsive strategies for developing academic and behavioral competence*. Champaign, IL: Research Press

Cartledge, G., & Milburn, J.F. (1996). *Cultural diversity and social skill instruction: Understanding ethnic and gender differences*. Champaign, IL: Research Press.

Cartledge, G., & Milburn, J.F. (1995). *Teaching social skills to children and youth: Innovative approaches* (3rd Ed.). Boston: Allyn & Bacon.

Cartledge G., & Milburn, J. F. (1986). *Teaching social skills to children: Innovative approaches* (2nd Ed.). New York: Pergamon Press.

Cartledge, G., & Milburn, J.F. (1980). *Teaching social skills to children: Innovative Approaches*. New York: Pergamon Press.

Edited Books

Heward, W. L., Heron, T. E., Neef, N. A., Peterson, S. M., Sainato, D. M., Cartledge, G., Gardner, R. III, Peterson, L. D., Hersh, S. B., & Dardig, J. C. (2005) *Focus on behavior analysis in education: Achievements, challenges, and opportunities*. Upper Saddle River, NJ: Prentice Hall/Merrill.

Curricula

Cartledge, G., & Kleefeld, J. (1994). Working Together: Building children's social skills through folk literature. Circle Pines, Minnesota: American Guidance Services.

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Chapters

Cartledge, G. (2004). Another look at the impact of changing demographics on public education for culturally diverse learners with behaviors problems: Implications for teacher preparation. A response to Festus E. Obiakor. In L.M. Bullock & R.A. Gable (Eds.), *Quality personnel preparation in emotional/behavioral disorders: Current perspectives and future directions*. Denton, TX: IBLD University of North Texas.

Cartledge, G. (in press) Behavioral rehearsal *Encyclopedia of Behavior Modification* Edited by Michael Hersen, Sage Publications

Cartledge, G., & Talbert Johnson, C. (2004). School violence and cultural sensitivity. In A.P. Goldstein & J. Close Conoley (Eds.), School Violence Intervention Handbook (2nd ed., pp. 441-482). New York: Guilford Press.

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- Cartledge, G. (2003). Promoting nurturing and supportive school environments for students with learning and behavior problems. L.M. Bullock, R.A. Gable, & K.J. Melloy (Eds.) *Prevention/intervention for noncompliant, acting-out, and aggressive behavior: Promoting positive student outcomes* (pp. 10-15). Council for Children with Behavioral Disorders. Arlington, VA: Council for Exceptional Children.
- Kea, C.D., Cartledge, G., & Bowman, L.J. (2002). Interventions for African American learners with behavioral problems. In B.A. Ford and F. Obiakor (Ed.), Creating successful learning environments for African American learners with exceptionalities (pp. 79-94). Austin, TX: Pro-ED.
- Cartledge, G., Kea, C.D., & . Ida, D.J. (in press) Providing culturally competent services for children and youth with serious emotional disturbance. In U.S. Department of Education, Office of Special Education Programs (Eds.) Companion handbook to the national agenda for achieving better results for children and youth with serious emotional disturbance. Washington, D.C.: U.S. Department of Education, OSEP.
- Cartledge, G., Cooper, J. O., Gardner, R., Heron, T. E., Heward, W.L., Howell, R., Sainato, D. (2000). Collaborative reform and other improbable dreams: Professional developments schools at The Ohio State University . In M. Johnston & D. Cramer (Eds.), The challenges of professional development schools. (pp. 259-267).State University of NewYork Press.
- Cartledge, G., & Talbert Johnson, C. (1997). School violence and cultural sensitivity. In A.P. Goldstein & J. Close Conoley (Eds.), School Violence Intervention Handbook (pp. 391-425). New York: Guildford Press.
- Cartledge, G., & Milburn, J. F. (1983). Social skills teaching and assessment in the schools. In T. Kratochwill (Ed.), Advances in school psychology, Hillsdale, New Jersey: Lawrence Erlbaum Associates. (pp. 175 - 235)
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Abstracts

- Cartledge, G. (fall, 2001) Enhancing General education Classroom Adjustment for Students with Serious Emotional Disturbance Through Social Skill Instruction. New Research in Mental Health, 1998-1999 Biennium, Ohio Department of Mental Health.
- Cartledge, G. (October, 2000). Enhancing general education classroom adjustment for students with serious emotional disturbances through social skills instruction. New Research in Mental Health, 1998-1999 Biennium, Ohio Department of Mental Health, 14, 177-184.

Monographs

- Cartledge, G., Gibson, L., & Singh, A. (2007). The many faces of troubled children/youth: Addressing issues surrounding cultural, ethnic, and linguistic diversity. In L.M. Bullock & R.A. Gable (Eds.), *Educating troubled children/youth: Innovative approaches, alternative settings, and multidisciplinary collaboration resulting in positive outcomes*. CCBBD Forum Highlights Las Vegas, NV. Council for Children with Behavioral Disorders. ISBN: 086586434-9
- Cartledge, G. (2004). Another look at the impact of changing demographics on public education for culturally diverse learners with behaviors problems: Implications for teacher preparation. A response to Festus E. Obiakor. In L.M. Bullock & R.A. Gable (Eds.), *Quality personnel*

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Schmitt, P., Cartledge, G., Growick, B., & Klein, M. (1987). Addressing the transitional needs and social skills of individuals with learning disabilities. (NIHR Rehabilitation Research Review). Washington, D.C.: National Rehabilitation Information Center, Catholic University.

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Cartledge, G., Frew, T., & Kleefeld, J.W. (1985). Facilitating the social integration of the handicapped child into the regular classroom: Activities for primary and intermediate classes. Cleveland: Cleveland State University.

Submitted - Under Review

Musti-Rao, S., & Cartledge, G. (submitted September, 2006). Early Reading Intervention for Urban Learners: Implications for Practice

Cartledge, G., & Kourea, L. (submitted March 2007). *Culturally responsive classrooms for culturally diverse students with and at risk for disabilities*.

Cartledge, G., & Dukes, C. (in production, March 2007). Disproportionality of African American children in special education in Handbook of African American education (L. Tillman, Ed.)

Yurick, A., & Cartledge, G. The Impact of Participation in an Early Reading Intervention, Treatment Quality, and Duration on the Phonemic Awareness Skills of at-risk Kindergarten Students in Urban Schools

Works in Progress

Section Editor: Current Issues: Theory and Research on the Participation of African Americans in U.S. Education. In Handbook of African American Education (L. Tillman, Ed).

Cartledge, G., & Dukes, C. Disproportionality of African American children in special education. In L. Tilman (Ed) Current issues: Theory and research on the participation African Americans in U.S. education.

Use of Precision Requests and Token Economies within Urban Kindergarten Classroom with A. Yurick, S. Musti, & L. Kourea.

Selected Presentations

Reducing Reading/Special Education Risk for Culturally and Linguistically Diverse Urban Low-Income Learners: A Longitudinal Follow-Up. Washington, DC, July 16, 2007. (with Lefki Kourea & Amanda Yurick)

Early Reading Intervention: Response to the Needs of At-Risk First-Grade Students. Annual meeting for Applied Behavior Analysis, San Diego, CA, May, 2007. (with Lefki Kourea)

Reducing Reading and Special Education Risk for English Language Learners, Council for Exceptional Children, Louisville, KY, April 2007

- The Many Faces of Troubled Children/Youth: Addressing Issues Surrounding Cultural, Ethnic, and Linguistic Diversity. International Forum of the Council of Children with Behavioral Disorders, Las Vegas, NV, February 9, 2007 (with Lenwood Gibson & Angella Singh)
- Teaching Urban Learners With And At Risk for Academic/Behavior Failure, International Child and Adolescent Conference, Minneapolis, MN, October 13, 2006
- Teaching Urban Learners: Academic and Behavioral Strategies, Break-Out Session, Summer Leadership Institute, Positive Behavior Intervention Supports (PBIS), Naperville, IL, August 2, 2006
- Teaching Urban Learners: Culturally Responsive Strategies for Developing Academic and Behavioral Competence Plenary Session, Summer Leadership Institute, Positive Behavior Intervention Supports (PBIS), Naperville, IL, August 2, 2006
- Discussant – Addressing Failure in Urban At-Risk Students: Effective Early Reading Intervention. Annual meeting for Applied Behavior Analysis, Atlanta, Georgia, May 29, 2006.
- Reducing Special Education Referrals for Urban/Minority Students: General Education Applications. Council for Exceptional Children, Salt Lake City, Utah, April 8, 2006 (With Amanda Yurick, Shobana Musti-Rao, and Lefki Kourea)
- Prevention-Based Reading Intervention for Urban Kindergarteners At-Risk for Reading Failure. Council for Exceptional Children, Salt Lake City, Utah, April 8, 2006 (With Shobana Musti-Rao and Amanda Yurick)
- Scientifically Based Reading Research: Reaching Urban Populations. Reading First Teacher Education Network, Austin, Texas, April 4, 2006
- Repeated Readings: An Evidence-Based Strategy to Improve Urban Learners' Reading Skills – Poster. Council for Exceptional Children, Salt Lake City, Utah, April 7, 2006 (With Sarah Knebel, and Lefki Kourea)
- Cultural Diversity and Social Skills Instruction: Understanding Ethnic and Gender Difference. West Central Ohio Special Education Regional Resource Center, March 31, 2006
- Discipline, Diversity and Behavior Disorders: Promoting the Social Development and School Success of At-Risk Youth. Center for Learning Excellence. Summer Institute, June 20-22.
- Cultural Diversity and Social Skills Instruction: Understanding Ethnic and Gender Difference. Kentucky Council for Children with Behavior Disorders, June 27-28, 2005.
- Cultural Diversity & Disproportionality in Special Education. Kentucky Council for Children with Behavior Disorders, June 27-28, 2005
- Effective Instruction. (January 12, 2005) Leadership for Instruction A Leadership Academy The National Institute for Urban School Improvement The District of Columbia Public Schools
- Preventing Learning Problems for Culturally Diverse Students. Indian Prairie School District 204 Institute Day Naperville, IL, March 4, 2005
- Cartledge, G., & Musti-Rao, S. (2005, April) Urgent, Intense Instruction: Preventing Reading Failure in the Kindergarten, First Grade Urban Learner. P-12 Mini Conference, Columbus, OH.
- Lo, Y., & Cartledge, G. (2005, April). Function-Based Interventions: Proactive Approach to Increasing Behavior Adjustment and Reducing Disproportionality. Annual Meeting Council for Exceptional Children, Baltimore, MD. April 6-9, 2005.
- Effective Research Based Practices in Cultural and Linguistic Diverse Classrooms, Council for Learning Disabilities 27th International Conference, Fort Lauderdale, Florida October 20-22, 2005
- Lo, Y., & Cartledge, G. (2005, October). *Using function-based interventions to increase behavior adjustment and reduce disproportionality. Paper presented at the Regional Positive Behavior Support Conference* at the Mayerson Academy. Cincinnati, Ohio.
- Cultural Understandings; Effective Instruction; & Nurturing Environments. Lovejoy, IL, January 30, 2004
- Special education disproportionality & children of color. Otterbein College Teachers of Color Conference. May 1, 2004
- Cultural diversity and social skill instruction: Understanding ethnic and gender differences. Center for Learning Excellence. The Ohio State University, June 16, 2004
- Meeting the needs of diverse learners in the reading classroom: A harmony of voices. Reading Conference, Danville, IL. June 22 & 23, 2004. With A. Yurick and S. Musti-Rao
- Cultural diversity and social skill instruction. 2004 MAATI Summer School: High-Risk Children, Families, and Behavioral Health. Indiana University of Pennsylvania July 22, 2004.
- Literature and letters with friends in South Africa: Urban Middle School Students in Columbus, OH and Pietermaritzburg, South Africa. 29th International Board of Books for Youth (IBBY) World

- Congress, Cape Town, South Africa. Poster September 7, 2004.
- Disproportionality and African American learners: Early reading and behavior interventions. Council for Learning Disabilities. Las Vegas, Nevada. October 9, 2004
- Teaching social skills to children and youth. Ohio Council for Exceptional Children. Cleveland, OH November 12, 2004
- Reducing disciplinary/Special Education disproportionality: Effective practices in urban general education classrooms. Council for Exceptional Children Annual Convention, Seattle, WA, April 11, 2003.
- African American males and SED/disciplinary referrals: Issues and interventions. American Educational Research Association, Chicago, IL, April 23, 2003.
- Culturally Responsive Instruction: Reducing Special Education & Disciplinary Referrals. Connecticut State Department of Education, SERC, Middleton, CT, May 9, 2003
- Cultural diversity & social skill instruction: Understanding ethnic and gender differences. ISBE Interagency Technical Assistance Network, Central Region, Champaign, IL, February 19, 2003
- Culturally responsive instruction for African American Students: Reducing disciplinary and special education referrals. ISBE Interagency Technical Assistance Network, Central Region, Champaign, IL, February 20, 2003
- Stakeholders' roundtable on LD Identification Methods – Daryl Mellard, Donald Deshler, University of Kansas; Gwen Cartledge, Ohio State University; and Sandra Britt, Past President of LDA. Learning Disabilities Association National Meeting, Chicago, IL, March 1, 2003.
- Discipline, Diversity, & Behavioral Disorders: Issues & Interventions, Midwest Symposium for Behavior Disorders, Kansas City, MI, February 20-22, 2003
- Promoting Nurturing and Supportive School Environments, Council for Children with Behavior Disorders, Las Vegas, NV, February 14-15, 2003.
- Culturally Responsive Schools for Diverse Learners, New Haven Public Schools, New Haven, CT, October 31, 2002
- Office of Special Education Programs (OSEP) Director's Meeting, Disproportionality in Special Education: Culturally Relevant Research, July 12, 2002
- President's Commission on Excellence in Special Education Assessment and Identification Task Force Minority Overidentification and Misidentification, New York, April 16, 2002.
- Cultural diversity and social skills instruction: Understanding ethnic and gender difference Middleton, CT, March 1, 2002
- Culturally responsive instruction for African American males: Reducing disciplinary & SED referrals. Middleton, CT, March 1, 2002
- Special education disproportionality, culture, & African American students. Baltimore County Schools, February 21, 2002
- Working with Parents toward the social development of our Children Exceptional Student Education Flagler County Schools Parent Day Conference – January 26, 2002
- Conversations with Leaders in the Field. Prevention for Behavior Disorders: Issues in Gender and Racial/Ethnic Diversity. International Conference of the Council for Children with Behavioral Disorder, Atlanta, GA, October 6, 2001.
- Proportionality, Discipline, & Diversity: Children with Behavior Disorders. International Conference of the Council for Children with Behavioral Disorder, Atlanta, GA, October 4, 2001.
- Cross-Cultural Competence for Professionals in Behavior Disorders: Issues in Disproportionality for African American Learners. International Conference for Children with Behavior Disorders, Atlanta, GA, October 5, 2001.
- Discipline, Diversity and Behavior Disorders: Promoting the Social Development and School Success of African American Youth and Other At-Risk Students. Success for Specialized Services Summer Institute. Drake University, Ames, Iowa, August 1-2, 2001
- Cultural Diversity and Exceptional Learners ASPIIRE/ILIAD IDEA Partnership Projects 1st Annual Cadre Winter Institute, January 25-27, 2001, Crystal City Marriott, Arlington, VA 22202
- The Effects of Social Skill Instruction on the Social Behaviors of Students At-risk for Serious Emotional Disturbances Ya-Yu Lo, & Scott A. Loe International Conference for Applied Behavior Analysis, New Orleans, LA, May, 2001.
- Current Behavior Management Strategies of Students with SED by Teachers in General Education Settings (with Evette Simmons Reed, Scott Loe, Chuck Lambert.) International Conference for Exceptional Children, Vancouver, British Columbia, Canada, April, 2000.

- Middle-School Students with Serious Emotional Disturbances (SED) Serve as Social Skill Trainers for Peers with SED. International Conference for Exceptional Children, Vancouver, British Columbia, Canada, April, 2000. (with Connie Blake & Weiqi Wang)
- Increasing Employment Earnings: Extended Transition Services that Make a Difference. (with Margo Izzo) International Conference for Exceptional Children, Vancouver, British Columbia, Canada, April, 2000
- Reducing School Suspensions and Expulsions: School-Wide Approaches to Promote Peace and Nonviolence. Council for Exceptional Children: Division for Diverse Exceptional Learners, Albuquerque, NM, October, 2000
- Teaching Social Skills to Culturally & Linguistically Diverse Learners Council for Learning Disabilities National Conference, October 19, 2000, Austin, Texas (Invited)
- Teaching Social Skills through Literature to Struggling Students. AGS and St. John's University: Clinical Impact on Literacy. November, 7, 2000. (Invited)
- Teaching Social Skills to Students with and without Disabilities. Drake University, Ames, Iowa, August, 2000. (Invited)
- Teaching Social Behaviors to Students with Disabilities. Muskingum University, June, 20, 2000. (Invited)
- Teaching Social Skills. Flagler County Schools, Daytona Beach, FL, January, 2000. (Invited)
- Adedapo, V., & Cartledge, G. Social Skill Training for Elementary Students with SED and At-Risk Behaviors in the General Education Setting. Paper presented at the national conference for Council for Exceptional Children, Charlotte, NC, April, 1999.
- Blake, C., Wang, W., & Cartledge, G. Middle-School Students with Serious Emotional Disturbances (SED) Serve as Social Skill Trainers for Peers with SED. Paper presented at the national conference for American Educational Research Association, Montreal, Canada, April, 1999.
- Simmons-Reed, E., Loe, S., & Cartledge, G. Inclusive Environments: Preparing and Maintaining Students with Serious Emotional Disturbances in General Education Urban Settings. Paper presented at the American Educational Research Association, Montreal, Canada, April, 1999.
- Cartledge, G. Keynote Presentation African American Male and SED: Personal Perspectives. MSELT Colloquium University of Virginia June 4, 1999 (Invited).
- Strand Leader: : Issues and Strategies Relative to the Discipline and Social Development of Minority Students in Special Education. Council for Exceptional Children: Division for Diverse Exceptional Learners (CEC/DDEL), November, 1998, Washington, D.C.
- African American Males and Serious Emotional Disturbance (SED): Perspectives on Gender, Culture, and Bias. CEC/DDEL, November, 1998, Washington, D.C.
- "You Won't Be Able To Do A thing With Him" Keynote Presentation for State Spring Conference Ohio Council for Children with Behavior Disorders and Ohio Division for Learning Disabilities, Worthington, Ohio March 13, 1998.
- Social Self-Perceptions and Conflict Management by Urban Males With /Without SED. Council for Exceptional Children, April, 1998, Minneapolis, MN.
- Peer-mediated Social Skills Training with Preschool Children with Special Needs. American Educational Research Association, April, 1998, San Diego, CA.
- Teacher and Parent Assessments of the Social Competence of Inner-City Children: Issues of Gender within Race. American Educational Research Association, April, 1998, San Diego, CA.
- African American males and serious emotional disturbance (SED): Genetic disposition versus social bias. American Educational Research Association, April, 1998, San Diego, CA.
- Social skill instruction in the elementary school. Orange County Schools, Orange County, FL. February 17, 1997 (invited)
- Social Skills Instruction, Aggression & Diversity Division for Diverse Exceptional Learners (DDEL) New Orleans, January 9, 1997 (with Myra Middleton)
- Prosocial skills training. East Baltimore Mental Health Partnership School-Based Program. December 5 & 6, 1996. (invited)
- Increasing Diversity in our Schools: Implications for Academic and Social Development. SUNY: Fredonia, New York, November 16, 1996 (invited)
- Cultural Diversity and Social Skill Instruction. Presentation at Annual Ohio Federation of Council of Exceptional Children, Cincinnati, Ohio, November 15, 1996 (peer reviewed) (Co-presenters: Veronica Williams Adedapo and Connie Blake)
- Social Skill Instruction for Culturally Diverse Exceptional Learners, Ohio Council for Children with Behavioral Disorders, Annual State Conference, Columbus, Ohio, April 27, 1996 (Invited)

- Working with Cultural Understandings. National Exchange Club. Baltimore, MD. November 15 & 16, 1996. (invited)
- The world according to Gwen: Perspectives on discipline, disorders, and diversity. Presentation at Special Education Annual Colloquium, October 6, 1996 (invited)
- Social Skills Instruction and Cultural Diversity: Focus on African Americans. Two-Day Institute for the Summer Academy for the State of Alabama. Mobile, Alabama, July 16 & 17, 1996. (invited)
- Cultural Diversity and Social Skill Instruction, Council for Exceptional Children, Annual National Conference, Orlando, FL, April, 1996. (peer reviewed)
- African Americans in higher education special education, Council for Exceptional Children, Annual National Conference, Orlando, FL, April, 1996. (peer reviewed) (Delivered by Dr. Gardner)
- Social Skill Instruction for Culturally Diverse Exceptional Learners, Ohio Council for Children with Behavioral Disorders, Annual State Conference, Columbus, Ohio, April 27, 1996
- Cultural Diversity and Social Skill Instruction, Council for Exceptional Children, Annual National Conference, Orlando, FL, April, 1996.
- Cultural Diversity and Social Skill Instruction, Hawaii Federation Council for Exceptional Children, Honolulu, Hawaii, November, 1995.
- African Americans in Special Education Higher Education (with Ralph Gardner and Linda Tillman), Teacher Education Division of Council for Exceptional Children, National Conference, Honolulu, Hawaii, November, 1995.
- The effects of social skill instruction and parent participation on aggressive behaviors, antisocial behaviors, and prosocial skills of primary-age students, American Educational Research Association, Annual National Conference, San Francisco, April, 1995.
- Teaching social skills using multicultural folk literature, Ohio Council for Children with Behavior Disorders, Cleveland, April, 1995
- The effects of social skill instruction and self-monitoring on the anger-control and game-playing behaviors of adolescent males with behavior disorders (with Rhonda Moore & Kelly Heckaman) Association for Behavior Analysis, National Conference, Washington, D.C., May 27, 1995.
- The effects of social skill instruction and parent participation on aggressive behaviors, antisocial behaviors, and prosocial skills of primary-age students (with M. Middleton), Association for Behavior Analysis, National Conference, Washington, D.C., May 27, 1995.
- Keynote:** Social Skills in a Culturally Diverse Society. Alabama Council for Children with Behavior Disorders Annual State Conference, November 4, 1994
- The Effects of Social Skills Instruction and Parental Involvement on the Aggressive Behaviors of African American Males. (with M. Middleton) Council for Exceptional Children, 72nd Annual Conference, Denver, CO April, 1994
- Social skills assessment and training of culturally diverse students in elementary schools. (with M. Middleton and H. Feng). Ohio Federation for Exceptional Children, Toledo, Ohio, November 11, 1993.
- Effects of direct instruction on the language development of preschool children prenatally exposed to controlled substances or born of low birth weight but not drug exposed. (with L. Cochran) Council for Exceptional Children, 71st Annual Conference, San Antonio, TX. April, 1993.
- The Effects of cross-age tutoring on the sight word acquisition of second-grade tutees and fifth-grade tutors with severe behavior handicaps. (with L. Cochran & H. Feng) Association for Behavior Analysis, 18th Annual Convention, San Francisco, CA. May 26, 1992.
- The Effects of Cross-Age Tutoring on the Academic Achievement, Social Behaviors, and Self-Perceptions of Low-Achieving African-American Males with Behavior Disorders. Council for Exceptional Children 70th Annual Conference, Baltimore, MD. April 16, 1992.
- Adapting Teaching Methods for Students with Disabilities in Vocational and Industrial Education - California State University at Long Beach 3/19-20/92.
- Adapting Teaching Methods for Students with Disabilities in Vocational and Industrial Education - University of Hawaii at Manoa 3/16-17/92.
- Adapting Teaching Methods for Students with Disabilities in Vocational and Industrial Education - Colorado State University, Fort Collins, Colorado 4/6-4/7/92.
- Social Skill Instruction for Aggressive Learners. Council for Exceptional Children Topical Conference on At-Risk Children and Youth. New Orleans, LA, November 12, 1991. (With Ralph Gardner)
- Social Skill Instruction for Young Children. Council for Exceptional Children: Division for Early Childhood. National Conference, St. Louis, Missouri, November 15, 1991. (with James Kleefeld)

- Social Skill Instructional Model for Young Children with Disabilities: An Analysis of Classroom Applications. Council for Exceptional Children: Division for Early Childhood. National Conference, St. Louis, Missouri, November 16, 1991. (With Jim Kleefeld).
- Adapting Teaching Methods for Students with Disabilities in Vocational and Industrial Education - Kent State University 8/22-23/91.
- Adapting Teaching Methods for Students with Disabilities in Vocational and Industrial Education - Rutgers University 6/20-21/91
- Developing Cooperative Behaviors Among Students with Severe Behavior Handicaps. 17th Annual Convention for the Association of Behavior Analysis, Atlanta GA. 5/27/91 (With Lessie Cochran)
- Low-Achieving Students as Cross-Age Tutors: The Effects On Sight-Word Acquisition And Self-Concept. 17th Annual Convention for the Association of Behavior Analysis, Atlanta GA. 5/27/91 (With Denise Giesecke & Ralph Gardner)
- Social Skills in the Schools. (April 3, 1991). Ohio School Psychologists, Dayton, Ohio
- Adapting Teaching Methods for Students with Disabilities in Vocational and Industrial Education - Eastern Michigan University 2/21-22/91
- Invited Address.** 12th International Conference on Learning Disabilities (CLD). Teaching Social Skills to Students with Learning Disabilities: Issues and Problems. (Co-presenters: T.Bryan, L.Elksnin, J. Schumaker) October 5, 1990, Austin, Texas.
- XII World Congress of the International Association of Workers for Troubled Children and Youth. Social Skill Training for Behaviorally Disordered Children and Youth. July 4, 1990, New York, N.Y.
- American Educational Research Association (AERA). The effects of cross-age tutoring with low-income elementary school children. April 18, 1990, Boston, MA.
- American Educational Research Association (AERA). Relative effects of public and residential school settings on deaf adolescents' self-assessment of social skills. April 18, 1990, Boston, MA.
- 20th Annual Occupational Work Adjustment Pre-Service Conference - Strategies for Minimizing the Risk for Students with Special Needs, Columbus, Ohio, August 1, 1989.
- All-Ohio Vocational Conference for Occupational work Adjustment - Strategies for Minimizing the Risk for Students with Special Needs, Columbus, Ohio, August 15, 1989.
- Ohio Association for the Education of Young Children - Teaching Social Skills to Young Children, May 12, 1989, Cleveland, OH.
- Ohio Federation of Council for Exceptional Children - Facilitating Transition from School to Work for Severely Learning Disabled Students - November 12, 1988, Toledo, Ohio.
- American Educational Research Association (AERA) - Social Skill Assessment of Deaf Adolescents in Public and Residential School Settings - April 6, 1988, New Orleans, LA.
- Academician for the "Human Services 2000: A Colloquium to Develop Public Policy Alternatives Based on the Linkages Between Human Services and Economic Development." Scheduled for January 14 & 15, 1988. Sponsored by the Ohio Department of Education at Cleveland State University - January 14 & 15, 1988.
- Effects of Social Skill Instruction on Peer Sociometric Ratings, American Educational Research Association, 1987 Annual Meeting, Washington, D.C.
- Social Skill Instruction for the Adolescent, Gama Filho University, Rio de Janeiro, Brazil (November, 1985).
- Relationship Between Social Skill and Social Perception in LD and Nonhandicapped Elementary Children, American Educational Research Association Annual Meeting, Chicago, (1985)
- Social Integration of the LD Child into the Regular Classroom: Curriculum Activities, Seventh International Conference on Learning Disabilities, New Orleans, (1985).
- Social Skill Instruction of Elementary School Children, 19th Annual Meeting of Association for Advancement of Behavior Therapy, Houston, (1985).
- Formal Language Assessment of Handicapped and Nonhandicapped Black Children, American Educational Research Association Annual Meeting, New Orleans, (1984).
- Social Skills for LD Pupils in Mainstreamed Settings, 62nd Annual Convention, Council for Exceptional Children, Washington, D.C., (1984).
- Language and Social Development in the Learning Handicapped Child: An Empirical Investigation, 61st Annual Convention, Council for Exceptional Children, Detroit, Michigan, (1983).
- Language Assessment: The Use of the TOLD-I with LD and Nonhandicapped Children, Council for exceptional Children National Conference on the Exceptional Black Child, Atlanta, Georgia (1983).

Promoting Successful Integration into Mainstreamed Settings: Social Skills for LD and Nonhandicapped Pupils, Fifth International Conference on Learning Disabilities, Council for Learning Disabilities, San Francisco, (1983).

Social Skill Instruction for Behaviorally Disordered Students, Ohio Council for Behavior Disorders, State Conference, Cleveland State University, (1983).

Presentation, Mainstreaming Competencies Needed by the Special Education Teacher: Revising Teacher Education Programs, Houston, Texas (1982).

Research/Development Projects

Grant Subcontract: National Technical Assistance and Dissemination Center on Response to Intervention (CFDA 84.326E) M. McInerney, D. Fuchs, L. Fuchs, D. Deshler, D. Mellard (PI's). Funded by Institute for Educational Sciences (IES), 2007-2012

Research Grant: Reducing Special Education Risk for Young At-Risk Urban Learners: A Follow-Up P-12 Project \$37, 000, Awarded May 2006.

Research Grant: Reducing Special Education Risk for Young At-Risk Urban Learners, P-12 Project \$19, 982, Awarded May, 2005.

Research Grant: Culturally Responsive Instruction for African American Males:

Reducing Disciplinary and SED Referrals (CFDA 84.324T) U.S. Department of Education (OSEP) (2001-2005) Funded for \$450,000. (no cost extension to 12/ 2006)

Development Grant: Positive Behavioral Support Project: Interventions for Social Behaviors, Academic Behaviors, & Family Involvement. Urban Initiative Grant.(2001-2002) Funded for \$47,000.

Development Grant: Positive Behavioral Support Project: Interventions for Social Behaviors, Academic Behaviors, & Family Involvement. Urban Initiative Grant.(2000-2001) Funded for \$25,000

Development Grant: School-Wide Positive Behavior Management: Increasing School Success State Improvement Grant (SIG) Partnership Application (Co-PI's Gardner & Heward) (1999 to present)

Research Grant: 1997 Enhancing General Education Classroom Adjustment for Students with Serious Emotional Disturbances Through Social Skills Instruction: A Research Proposal. Funded for \$150, 000. 00 (for 3 years) by Ohio Department of Mental Health.

Small Grant: 1997 A Comparison Study of the Social Self Perceptions of Socially Competent and Incompetent 5th-grade Males. Funded for \$1,000.00 by College of Education, OSU.

Research Consultant: 1996 to Present. Impact of integrating youth with SED into regular classrooms. Directed by Dr. Barbara Polivka, funded by The Ohio Department of Mental Health.

Small Grant: 1995 Social skill instruction with first-grade students with severe behavior handicaps. Funded for \$1,000.00 by College of Education, OSU

Proposal: Preservice Preparation of Teachers for Students with Severe Behavior Handicaps (Submitted, September, 1994 to U.S. Department of Education, not funded)

Grant: Preservice Preparation of Teachers of Teachers for Students with Severe Behavior Handicaps (Submitted with R. Gardner and J. Cooper October, 1993 - not funded)

Small Grant: 1992 Social skill instruction and parent involvement for students with aggressive behaviors. Funded for \$1,000.00 by College of Education, OSU.

Grant: 1991 Preservice Preparation of Teachers of Teachers for Students with Severe Behavior Handicaps (Submitted with R. Gardner and J. Cooper) (3-year grant funded for \$300,000.00 for 3 years).

Grant Consultant: 1989-1990 "Serving Vocational Students with Disabilities: Guidelines for Modifying Preservice Vocational and Special Education Curricula" Directed by Dr. Joan E. Friedenberg, Center on Education and Training for Employment. (Curriculum Development)

Grant Consultant: 1990-1992 Serving Vocational Students with Disabilities: Guidelines for Modifying Preservice Vocational and Special Education Curricula. Directed by Dr. J. Friedenberg, coordinated by Margo Izzo, Center on Education and Training for Employment - OSU. (Inservice presentations: Eastern Michigan University, Rutgers University, Kent State University, Univ. of Hawaii at Manoa, California State Univ. at Long Beach.)

Proposal: Fall, 1990 Alternative Service Delivery for Children and Youth with Severe Behavior Handicaps. (Submitted with Dr. Ralph Gardner and Dr. Twinet Parmer.) (Not Funded)

Proposal: Summer, 1989 Family School Partnership Program. Federal proposal submitted to U.S. Office of Education. (Developed with Dr. Antoinette Miranda, subcontracted with the Columbus Public Schools. Not funded)

- Research: 1988 - Summer, 1989. Improving academic success in kindergarten at-risk students through tutoring and parental involvement, Columbus Schools, funded by the Yassenoff Foundation (\$10,000.00), Ingram Foundation (\$10,000.00) and Benua Foundation (\$2,000.00). (Research conducted with Professor T.M.Stephens).
- Research: 1987-1988. Social Skill Assessment of Deaf Adolescents in Public and Residential School Settings, funded by Research Challenge Program, College of Education, The Ohio State University, December, 1986. (Research conducted with Professor Peter Paul)
- Grant Consultant: 1986-1989. Facilitating the transition from school to work of severely learning disabled secondary students, 1987 - Funding obtained by Professors Growick and Klein in Department of Human Services Education
- Proposal: 1988. Submitted to OSU Seed Grant competition - "Parenting practices and School Achievement: Relative Differences According to Socioeconomic and Racial Factors." Not funded.
- Proposal: 1987. Submitted to OSU Seed Grant competition 1987-88. Parent/Professional Partnership: Barriers to Communication and Involvement as Perceived by Parents and Teachers of Culturally Diverse and Anglo Handicapped Children. (not funded)
- Grant Proposal: 1987. Submitted to Federal Office of Special Education and Rehabilitation, November 20, 1987. (Principal Investigator with professor Ernest Biller) Transition of Handicapped Youth to Adult Working Life. (not funded)
- Research: 1986-1987. Principal Investigator. Social communication skills instruction for developmentally handicapped learners. Columbus City Schools, 1986-1987. Funded by State Department of Ohio Special Education Task Force, \$8,000.00.
- Research Grant: 1987. Funding obtained from OSU Faculty Small Grants Program to expand the above study to nonhandicapped students. (Funded 3/16/87 for \$500.00)
- Grant Proposal: 1986. (Submitted with Professors Scott and Growick) Transition of Handicapped Youth to Adult and Working Life. Submitted to Federal Office of Special Education and Rehabilitation, October, 1986. (not funded)
- Research Grant: 1985. (Submitted with Professor Jane Zaharias - Cleveland State University) The early detection and prevention of marginal illiteracy as a means of enhancing employability. Funded through Research Challenge Program at Cleveland State University, for \$38,900. Project was left at CSU with Dr. Zaharias.
- Research: 1985-1986. Validating a social skills curriculum for primary-aged students. Lakewood City and Cleveland City Schools, 1985. Funded by College of Education internal funding, Cleveland State University, \$3,500.00.
- Grant Proposal: 1984. The development of social communication skills to enhance the vocational success of mildly retarded adolescents. Submitted to Federal Office of Special Education Programs, 1984 - not funded.
- Research: 1983-1984. Teaching social skills in the schools: A school-wide project on social skill development. Funded by the Begun Institute, Cleveland Heights, Ohio, \$41,500.
- Research: 1982-1983. Mainstreaming LD pupils: Determining social competencies based on LD peer and regular teachers' perceptions. Funded by State Department of Ohio Special Education Task Force for \$8,000.
- Research: 1982-1983. An analysis of language and social skill development in LD and non LD children. 1982. Funded by College of Education internal funding, Cleveland State University, \$4,200.00.

Related Professional Activities.

- Board Member – National Association for the Education of African American Children with Learning Disabilities
- Learning Disabilities Association – Committee member for national meeting.
- Ohio's Individualized Education Program (IEP) Task Force. State of Ohio Department of Education. 1997-1998.
- Ohio's State Superintendent Task Force Board Member - Teacher Education Division of Council for Exceptional Children (Ohio TED) Liaison. 1997 - 1999.

Date of Vita Revision: November, 2007