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Education

- Ph.D. Special Education (Severe Disabilities-Applied Behavior Analysis) 1996
University of Illinois at Urbana-Champaign
Champaign, Illinois
- M.S. Education of the Hearing-Impaired 1986
Cooperative St. Mary's School for the Deaf/
Canisius College Teacher Preparation Program
Buffalo, New York
- B.A. Joint Major - Psychology and English Literature 1977
State University of New York at Buffalo
Buffalo, New York

Employment

University of South Carolina

- 2015-2017 Associate Dean and Graduate Director, College of Education
- 2012- Chair, Department of Educational Studies
- 2009- Professor of Educational Studies, Programs in Special Education
- 2002-2008 Associate professor of Educational Studies, Programs in Special Education
- 1996-2002 Assistant professor of Educational Psychology, Programs in Special Education

University of Illinois

- 1994-96 Coordinator for a U. S. Department of Education research grant investigating strategies for teaching initial communication to children with severe disabilities.
- 1991-94 Research assistant for various grants and teaching assistant for a course in applied behavior analysis.

Other

- 1989-91 Canisius College, Buffalo, New York.
Adjunct Professor in the Graduate School of Education.

Taught a course entitled “Language Theories and Strategies.”

- 1988-91 St. Mary’s School for the Deaf, Buffalo, New York.
Teacher: Taught at several levels during this time, including teaching high school deaf students and deaf students with severe and multiple disabilities.
- 1987-88 Florida School for the Deaf and Blind, St. Augustine, Florida.
Residential Curriculum Coordinator: Responsible for staff development, as well as curriculum development, implementation, and documentation for over 400 students in the school’s residential component; also involved in crisis resolution and ongoing intervention for students with problem behavior.
- 1977-84 Tonawanda Coke Corp., Tonawanda, New York.
General Foreman: Responsible for the supervision of up to 20 employees in all phases of production, operations, and maintenance of a foundry coke plant.

Research Interests

Language and communication intervention for individuals with severe disabilities, autism, positive behavior support, and applied behavior analysis

Publications

Peer-reviewed Articles (*indicates graduate student, ^dindicates dissertation publication)

1. Chadsey-Rusch, J., Drasgow, E., Reinoehl, B., Halle, J. W., & Collet-Klingenberg, L. (1993). Using general-case instruction to teach spontaneous and generalized requests for assistance to learners with severe disabilities. *The Journal of the Association for Persons with Severe Handicaps*, 18, 177-187.
2. Drasgow, E. (1993). Bilingual-bicultural deaf education: An overview. *Sign Language Studies*, 80, 243-266.
3. Drasgow, E., & Halle, J. W. (1995). Teaching social communication to young children with severe disabilities. *Topics in Early Childhood Special Education*, 15, 164-186.
4. Drasgow, E., & Paul, P. V. (1995). A critical analysis of the use of MCE systems with deaf students: A review of the literature. *The ACEDHI Journal/La Revue ACEDA*, 21, 80-93.
5. Halle, J. W., Reichle, J., Drasgow, E., & Reinoehl, R. B. (1995). Assessment and intervention of severe language delays in children. *Journal of Behavioral Education*, 5, 173-188.
6. Drasgow, E., Halle, J. W., Ostrosky, M. M., & Harbers, H. M. (1996). Using behavioral indication and functional communication training to establish an initial sign repertoire with a young child with severe disabilities. *Topics in Early Childhood Special Education*, 16, 500-521.

7. Drasgow, E. (1997). Positive approaches to reducing undesirable behavior. *Beyond Behavior*, 8 (2), 10-13.
8. Drasgow, E. (1998). American Sign Language as a pathway to linguistic competence. *Exceptional Children*, 64, 329-342.
9. Drasgow, E., Halle, J. W., & Ostrosky, M. M. (1998). Effects of differential reinforcement on the generalization of a replacement mand in three children with severe language delays. *Journal of Applied Behavior Analysis*, 31, 357-374.
10. Paul, P. V., & Drasgow, E. (1998). The great ASL-MCE debate: A rejoinder. *The CAEDHH Journal/La Revue ACESM*, 24, 5-15.
11. Drasgow, E., Yell, M. L., Shriner, J., & Bradley, R. (1999). The IDEA amendments of 1997: A school-wide model for conducting functional behavioral assessments and developing behavior intervention plans. *Education and Treatment of Children*, 22, 244-266.
12. Yell, M. L., & Drasgow, E. (1999). A legal analysis of inclusion. *Preventing School Failure*, 43, 118-123.
13. Ostrosky, M. M., Drasgow, E., & Halle, J. W. (1999). "How can I help you get what you want?" A communication strategy for students with severe disabilities. *Teaching Exceptional Children*, 31(4), 56-61.
14. Yell, M. L., Drasgow, E., & *Rozalski, M. E. (1999). Violence in America's schools: Legal and disciplinary options. *Emotional and Behavioural Difficulties*, 4, 19-27.
15. Drasgow, E., Halle, J. W., & Sigafoos, J. (1999). Teaching communication to learners with severe disabilities: Motivation, response competition, and generalization. *The Australasian Journal of Special Education*, 23, 47-63.
16. Yell, M. L. & Drasgow, E. (2000). Litigating a free appropriate public education: The Lovaas hearings and cases. *Journal of Special Education*, 33, 205-214.
17. *Senterfeit, C., & Drasgow, E. (2000). Using computers in a middle school classroom to increase literacy. *Odyssey*, 1(3), 38-40.
18. Yell, M. L., & Drasgow, E. (2000). Legal requirements for assessing students with emotional and behavioral disorders. *Assessment for Effective Intervention*, 26, 5-17.
19. Drasgow, E., Halle, J. W., & Phillips, B. (2001). Effects of different social partners on the discriminated requesting of a young child with autism and severe language delays. *Research in Developmental Disabilities*, 22, 125-139.
20. Yell, M. L., *Rozalski, M. F., & Drasgow, E. (2001, May). Disciplining students with disabilities. *Focus on Exceptional Children*, 33(9), 1-20.

21. Drasgow, E., & Yell, M. L. (2001). Functional behavioral assessment: Legal requirements and challenges. *School Psychology Review, 30*, 239-251.
22. Sigafos, J., & Drasgow, E. (2001). Conditional use of aided and unaided AAC: A review and clinical case demonstration. *Focus on Autism and Other Developmental Disabilities, 16*, 152-161.
23. Drasgow, E., Yell, M. L., & Robinson, T. R. (2001). Developing legally and educationally appropriate IEPs. *Remedial and Special Education, 22*, 359-373.
24. Drasgow, E., & Yell, M. L. (2002). School-wide behavior support: Legal implications and requirements. *Child and Family Behavior Therapy, 24*, 129-145.
25. Renzaglia, A., *Karvonen, M., Drasgow, E., & Stoxen, C. C. (2003). Promoting a lifetime of inclusion. *Focus on Autism and Other Developmental Disabilities, 18*, 140-149.
26. Yell, M. L., Katsiyannis, A., Drasgow, E., & Herbst, M. (2003). Developing legally correct and educationally appropriate programs for students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 18*, 182-191.
27. Sigafos, J., & Drasgow, E. (2003). Empirically-validated strategies, evidence-based practice, and basic principles in communication intervention for learners with developmental disabilities. *Perspectives on Augmentative and Alternative Communication, 12(4)*, 7-10.
28. Sigafos, J., Drasgow, E., Reichle, J., O'Reilly, M., Green, V. A., & Tait, K. (2004). Teaching communicative rejecting to children with severe disabilities. *American Journal of Speech-Language Pathology, 13*, 31-42.
29. Halle, J. W., Brady, N., & Drasgow, E. (2004). Enhancing socially adaptive communicative repairs of beginning communicators with disabilities. *American Journal of Speech-Language Pathology, 13*, 43-54.
30. Sigafos, J., Drasgow, E., Halle, J. W., O'Reilly, M., Seely-York, S., Edrisinha, C., & Andrews, A. (2004). Teaching VOCA use as a communicative repair strategy. *Journal of Autism and Developmental Disorders, 34*, 411-422.
31. *Martin, C. A., Drasgow, E., Halle, J. W., & *Brucker, J. M. (2005). Teaching a child with autism and severe language delays to reject: Direct and indirect effects of functional communication training. *Educational Psychology, 25*, 287-304.
32. Yell, M. L., Drasgow, E., & Lowrey, K. A. (2005). No Child Left Behind and Students with Autism Spectrum Disorders. *Focus on Autism and Other Developmental Disorders, 20*, 130-139.

33. *Stith, J. L., & Drasgow, E. (2005). Including children with cochlear implants in general education elementary classrooms. *TEACHING Exceptional Children Plus*, 2(1) Article 2. Retrieved from <http://escholarship.bc.edu/education/trcplus/vol2/iss1/2>.
34. Yell, M. L. & Drasgow, E. (2007). The Individuals with Disabilities Education Improvement Act of 2004 and the 2006 regulations: Implications for assessment – Introduction to the Special Series. *Assessment for Effective Intervention*, 32, 194-201.
35. Yell, M. L., & Drasgow, E. (2007). Assessment for eligibility under IDEIA and the 2006 regulations. *Assessment for Effective Intervention*, 32, 202-213.
36. Lowrey, K. A., Drasgow, E., Renzaglia, A. & *Chezan, L. (2007). Impact of alternate assessment on curricula for students with severe disabilities: Purpose driven or process driven? *Assessment for Effective Intervention*. 32, 244-253.
37. *Rathel, J. M., Drasgow, E., & Christle, C. (2008). Effects of supervisor performance feedback on increasing preservice teachers' positive communication behaviors with students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 16, 67-77.
38. ^dRozalski, M., Drasgow, E., Drasgow, F., & Yell, M. L. (2009). Assessing the relationships among delinquent male students' disruptive and violent behavior and staff's proactive and reactive behavior in a secure residential treatment center. *Journal of Emotional and Behavioral Disorders*, 17, 80-92.
39. Yell, M. L., & Drasgow, E. (2010). The continuing influence of the law in special education. *Exceptionality*, 18, 107-108.
40. *Chezan, L., Drasgow, E. & Marshall, K. J. (2012). A report on using general-case programming to teach collateral academic skills to a student in a postsecondary setting. *Focus on Autism and Other Developmental Disabilities*, 27, 22-30.
41. Marshall, K. J., *Karvonen, M., Yell, M. L., Lowery, K. A., Drasgow, E., & Seaman, M. A. (2013). Project Respect: Toward an empirically-based teacher mentoring model. *Journal of Disability Policy Studies*, 24, 127-136.
42. ^dSchmidt, J., Drasgow, E., Halle, J. W., & *Martin, C. A. (2014). Discrete-trial functional analysis and functional communication training with three individuals with autism and severe problem behavior. *Journal of Positive Behavior Interventions*, 16, 44-55.
43. ^dRathel, J., Drasgow, E., Brown, W., & Marshall, K. J. (2014). Increasing induction-level teachers' positive-to-negative communication ratio and use of behavior-specific praise through e-mailed performance feedback and its effect on students' task engagement. *Journal of Positive Behavior Interventions*, 16, 219-233.

44. ^dChezan, L. C., Drasgow, E., & *Martin, C. A. (2014). Discrete-Trial functional analysis and functional communication training with three adults with intellectual disabilities and problem behavior. *Journal of Behavioral Education*, 23, 221-246.
45. ^dMarciano, S. T., Drasgow, E. & Carlson, R. G. (2015). The marital experiences of couples who include a child with autism. *The Family Journal: Counseling and Therapy for Couples and Families*, Vol. 23(2), 132-140.
46. ^dMartin, C. A., Drasgow, E., & Halle, J. W. (2015). Training teachers to enhance the play skills of young children with developmental disabilities during outdoor time by embedding instructional interactions. *Journal of Early Intervention*. 37, 247-269.
47. Chezan, L., Drasgow, E., Hollborn, A., & Legg, J. (2016). Effects of conditional discrimination training and choice opportunities on manding in two young children with autism and language delays. *Journal of Developmental and Physical Disabilities*, 28(4), 557-579
48. Drasgow, E., Martin, C. A., Chezan, L. C., Wolfe, K., & Halle, J. W. (2016). Mand training: An examination of response class structure in three children with autism and severe language delays. *Behavior Modification*, 40(3), 347-376.
49. Wolfe, K., Seaman, M. A., & Drasgow, E. (2016). Interrater agreement on the visual analysis of individual tiers and functional relations in multiple baseline designs. *Behavior Modification*, 40(6), 852-873.
50. Chezan, L. C., Drasgow, E., Martin, C. A., & Halle, J. W. (2016). Negatively reinforced mands: An examination of resurgence to existing mands in two children with autism and language delays. *Behavior Modification*, 40(6), 922-953.
51. ^dMcAbee, E. R., Drasgow, E., & Lowrey, K. A. (2017). How do Deaf adults define quality of life? *American Annals of the Deaf*, 162(4), 333-349.
52. Wolfe, K., Rispoli, M., *Taylor, L., & Drasgow, E. (2017). Investigating generalization difficulties during instruction in Language for Learning. *Advances in Neurodevelopmental Disorders*, 2(1), 75-85.
53. Chezan, L., Wolfe, K., & Drasgow, E. (2018). A meta-analysis of functional communication training effects on problem behavior and alternative communicative responses. *Focus on Autism and Other Developmental Disabilities*, 33(4), 195-205.
54. *Sherlock, P., Chezan, L. C., Wolfe, K., Drasgow, E., & Habing, B. (2018). Using linear mixed-effects models: A single-case experimental design meta-analysis of functional communication training. *Evidence-Based Communication Assessment and Intervention*, 12:1-2, 31-53, DOI: 10.1080/17489539.2018.1460902.

55. Wolfe, K., Seaman, M. A., Drasgow, E., & *Sherlock, P. (2018). An evaluation of the agreement between the conservative dual-criterion method and expert visual analysis. *Journal of Applied Behavior Analysis*, 51, 345-351.
56. Chezan, L. C., Drasgow, E., McWhorter G. Z., Starkey, K. I. P., & Hurdle, B. M. (2019). Discrimination and generalization of negatively-reinforced mands in young children with autism spectrum disorder. *Behavior Modification*, 43, 656-687. doi: 10.1177/0145445518781957
57. ^dCholewicki, J. M., Drasgow, E., & Chezan, L. C. (2019). Parental Perception of Quality of Life for Children with Autism Spectrum Disorder. *Journal of Developmental and Physical Disabilities*. Advance online publication. doi: 10.1007/s10882-019-09660-w.
58. Wolfe, K., *Pound, S., *McCammon, S. N., Chezan, L. C., & Drasgow, E. (2019). A systematic review of interventions to promote varied social-communication behavior in individuals with autism spectrum disorder. *Behavior Modification*, 43, 790-818.
59. Chezan, L. C., Drasgow, E., & Grybos, M. E. (2020). Conversation skills and self-initiated interactions in young adults with autism and intellectual disability. *Research in Autism Spectrum Disorders*. <https://doi.org/10.1016/j.rasd.2020.101554>
60. ^dKelly, P. M., & Drasgow, E. (2020). Parent perceptions of audiology and speech-language services and support for young children with cochlear implants. *Journal of Disability Policy Studies*. <https://doi.org/10.1177%2F1044207320916411>
61. Chezan, L. C., *McCammon, S. N., Drasgow, E., & Wolfe, K. (2020). The ecological validity of research studies on function-based interventions in schools for children with Autism Spectrum Disorder. *Behavior Modification*. <https://doi.org/10.1177%2F0145445520964921>
62. ^dHajiaghamseni, Z., Drasgow, E., & Wolfe, K. (2020). Supervision behaviors of board-certified behavior analysts with precertification candidates. *Behavior Analysis in Practice*, 14(1), 97-109. <https://doi.org/10.1007/s40617-020-00492-1>
63. Chezan, L. C., Liu, J., Cholewicki, J. M., Drasgow, E., Ding, R., & Warman, A. (2022). A psychometric evaluation of the Quality of Life for Children with Autism Spectrum Disorder scale. *Journal of Autism and Developmental Disorders*, 52, 1536-1552. <https://doi.org/10.1007/s10803-021-05048-y>
64. ^dKumpiene, G., Plotner, A. J., & Drasgow, E. (in press). Exploring secondary transition professionals' perceptions of family engagement practices. *Journal of Rehabilitation*.
65. Chezan, L. C., Liu, J., Drasgow, E., Ding, R., & Magana, A. (2023). The Quality of Life for Children with Autism Spectrum Disorder Scale: Factor analysis, MIMIC Modeling, and Cut-off Score Analysis. *Journal of Autism and Developmental Disorders*, 53, 3230-3245. <https://doi.org/10.1007/s10803-022-05610-2>

66. ^dWatson, J. H., Drasgow, E., Liu, J., & Chezan, L. C. (in press). Development and preliminary evaluation of administrative support using House's theoretical framework. *Journal of Education Human Resources*.
67. Chezan et al. (in press). Teachers' familiarity, confidence, training, and use of problem behavior interventions for learners with Autism Spectrum Disorder in school settings. *Journal of Developmental and Physical Disabilities*.
68. Liu, J., Chezan, L. C., Gao, R., & Drasgow, E. (in press) Investigating the Quality of Life for Children with Autism Spectrum Disorder Scale using Rasch methodology. *Autism Research*.

Books

1. Yell, M. L., & Drasgow, E. (2005). *No Child Left Behind: A guide for professionals*. Upper Saddle River, NJ: Merrill/Prentice Hall.
2. Yell, M. L., Meadows, N, Drasgow, E., & Shriner, J. (2009). *Educating students with emotional and behavioral disorders in general and special education*. Upper Saddle River, NJ: Merrill/Prentice Hall. Translated into Korean in 2010.
3. Yell, M. L., Meadows, N, Drasgow, E., & Shriner, J. (2013). *Educating students with emotional and behavioral disorders in general and special education* (2nd Edition). Upper Saddle River, NJ: Merrill/Prentice Hall.
4. Chezan, L. C., Wolfe, K., & Drasgow, E. (Eds.) (2023), *Evidence-based practices for supporting individuals with autism spectrum disorder*. Lonham, Maryland: Rowman and Littlefield.

Chapters

1. Reichle, J., Halle, J. W., & Drasgow, E. (1998). Implementing augmentative communication systems. In A. Wetherby, S. Warren, & J. Reichle (Eds.), *Transitions in prelinguistic communication* (pp. 417- 436). Baltimore, MD: Paul H. Brookes Publishing Co.
2. Yell, M. L., Drasgow, E., & Ford, L. (2000). The Individuals with Disabilities Education Act: Implications for school psychologists. In C. Telzrow & M. Tankersley (Eds.), *School Psychology and IDEA '97* (pp. 1-27). Reston, VA: National Association of School Psychologists.
3. Yell, M. L., Robinson, T. R., & Drasgow, E. (2001). Cognitive behavior modification. In T. J. Zirpoli and K.R. Melloy, *Behavior Management (3rd ed.)* (pp. 200-246). Upper Saddle River, NJ: Merrill/Prentice Hall.
4. Sigafos, J., O'Reilly, M., Drasgow, E., & Reichle, J. (2002). Strategies to achieve socially acceptable escape and avoidance. In J. Reichle, D. Beukelman, & J. Light (Eds.),

- Exemplary strategies for beginning communicators: Implications for AAC* (pp. 157-186). Baltimore, MD: Paul H. Brookes Publishing Co.
5. Sigafoos, J., Drasgow, E., & Schlosser, R. (2003). Strategies for beginning communicators. In R. Schlosser (Ed.), *The efficacy of augmentative and alternative communication: Toward evidence-based practice* (pp 323-346). New York, NY: Academic press.
 6. Halle, J. W., & Drasgow, E. (2003). Response classes: Baer's contribution to understanding their structure and function. In K. S. Budd & T. Stokes (Eds.), *A small matter of proof: The legacy of Donald M. Baer* (pp. 113-124). Las Vegas, NV: Context Press.
 7. Yell, M. L. Drasgow, E., Bradley, R., & Justesen, T. (2004). Contemporary legal issues in special education. In A. McCray, H. J. Reith, & P.T. Sindelar (Eds.), *Issues in special education* (pp.16-37). Boston, MA: Allyn and Bacon.
 8. Van Acker, R., Yell, M. L., Bradley, R. & Drasgow, E. (2004). Experimental research designs in the study of children and youth with emotional and behavioral disorders. In R. B. Rutherford, M. M. Quinn, & S. R. Mathur (Eds.), *Handbook of research in emotional and behavioral disorders* (pp. 546-566). New York, NY: The Guilford Press.
 9. Yell, M. L., Busch, T., & Drasgow, E. (2005). Cognitive behavior modification. In T. J. Zirpoli, *Behavior Management: applications for teachers. (4th ed.)* (pp. 226-266). Upper Saddle River, NJ: Merrill/Prentice Hall.
 10. Yell, M. L., Busch, T., & Drasgow, E. (2008). Cognitive Behavior Modification. In T.J. Zirpoli, *Behavior Management (5th ed.)* (pp. 338-377). Upper Saddle River, NJ: Merrill/Prentice Hall.
 11. Drasgow, E., Lowrey, K. A., Qian, Y., Halle, J. W., & Meddan, H. (2008). Social competence interventions for young children with severe disabilities. In W. H. Brown, S. L. Odom, & S. R. McConnell, (Eds.), *Social competence of young children: Risk, disability, and intervention (2nd ed.)* (pp. 273-299). Baltimore, MD: Paul H. Brookes Publishing Co.
 12. Sigafoos, J., Drasgow, E., Duker, P. C., O'Reilly, M. F., & Reichle, J. (2009). General intervention approaches for teaching speech and its prerequisites. In P. Sturmey & A. Fitzer (Eds.), *Language and autism: applied behavior analysis, evidence, and practice* (pp. 107-133). Austin, TX: Pro-Ed.
 13. Drasgow, E., Sigafoos, J., Halle, J. W., & *Martin, C. A. (2009). Teaching mands. In P. Sturmey & A. Fitzer (Eds.), *Language and autism: applied behavior analysis, evidence, and practice* (pp.135-168). Austin, TX: Pro-Ed.
 14. Drasgow, E., Wolery, M., Halle, J., & *Hajiaghamohseni, Z. (2011). Systematic instruction of students with severe disabilities. In J. M. Kauffman and D. P. Hallahan (Eds.), *Handbook of Special Education* (pp. 516-531). New York, NY: Routledge.

15. Yell, M. L., Busch, T., & Drasgow, E. (2012). Cognitive Behavior Modification. In T.J. Zirpoli, *Behavior Management: Positive applications for teachers*. (6th ed.) (pp. 289-324). Upper Saddle River, NJ: Merrill/Prentice Hall.
16. Yell, M. L. & Drasgow, E. (2013). Less to more restrictive settings: Policy and planning considerations. In D. D. Reed, F. D. DiGennaro Reed, & J. Luiselli (Eds.). *Handbook of crises intervention and developmental disabilities*. (pp. 281-298). New York, NY: Springer.
17. Chezan, L. C., Wolfe, K., & Drasgow, E. (2015). How can intellectual disabilities be diagnosed and treated? In J. Johnston & D. Reid (Eds.), *The promise of behavioral services for individuals with intellectual disabilities: A guide for families and practitioners* (pp. 41-60). Cornwall-on-Hudson, NY: Sloan Publishing, LLC.
18. Drasgow, E., Wolery, M., Chezan, L. C., Halle, J., & Hajiaghamohseni, Z. (2017). Systematic instruction of students with significant cognitive disabilities. In J. M. Kauffman, D. P. Hallahan, & P. Cullen Pullen (Eds.), *Handbook of Special Education* (2nd ed., pp. 516-531). New York, NY: Routledge.

Encyclopedia Entries

1. Kennedy, C., Halle, J. W., & Drasgow, E. (2005). Establishing operations. In M. Hersen, R. H. Horner & G. Sugai (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy* (pp. 1299-1302). Thousand Oaks, CA: Sage Publications.
2. Halle, J. W., Drasgow, E., & Horner, R. (2005). Generalization. In M. Hersen, R. H. Horner & G. Sugai (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy* (pp. 1347-1350). Thousand Oaks, CA: Sage Publications.
3. Yell, M.L., & Drasgow, E. (2005). The Individuals with Disabilities Education Act. In M. Hersen, R. Horner & G. Sugai, *Encyclopedia of behavior modification and cognitive behavior therapy* (pp. 1367-1373). Thousand Oaks, CA: Sage Publications.
4. Drasgow, E. (2010). American Sign Language. In T. C. Hunt, J. C. Carper, T. J. Lasley, & C. D. Raisch (Eds.), *Encyclopedia of Educational Reform and Dissent* (Vol. 1, pp. 64-66). Thousand Oaks, CA: Sage Publications.
5. Drasgow, E. (2010). Behaviorism. In T. C. Hunt, J. C. Carper, T. J. Lasley, & C. D. Raisch (Eds.), *Encyclopedia of Educational Reform and Dissent* (Vol. 1, pp. 87-91). Thousand Oaks, CA: Sage Publications.

Invited Commentaries

1. Drasgow, E. (2007). Using enhanced milieu teaching and a voice-output communication aid to increase independent requesting by three children with autism, *Evidence-based Communication Assessment and Intervention*, 1, 134-135.

2. Halle, J., & Drasgow, E. (2008). Child-initiated opportunities produce faster acquisition than instructor-initiated opportunities for teaching new requesting forms to 6 young children with autism or pervasive developmental disorders. *Evidence-based Communication Assessment and Intervention, 1*, 208-212.
3. Drasgow, E. (2009). Extinction of problem behavior produces socially acceptable alternative communication. *Evidence-based Communication Assessment and Intervention, 3*, 24-27.
4. Drasgow, E. (2009). Teaching package increases conversational skills, play skills, emotional skills, and friendship skills of three young children with autism. *Evidence-based Communication Assessment and Intervention, 3*, 165–167.
5. *Chezan, L. C., & Drasgow, E. (2010). Pairing vocalizations with preferred edibles and toys may produce a modest increase in the frequency of vocalizations in three young children with autism, *Evidence-Based Communication Assessment and Intervention, 4*, 101-104.
6. *Chezan, L.C., & Drasgow, E. (2011). Combining physical and auditory modeling prompts, time delay, rehearsal, and reinforcement produces acquisition and generalization of vocal and motor empathy skills in four young children with autism, *Evidence-Based Communication Assessment and Intervention, 1*, 44-48.
7. *Chezan, L.C., & Drasgow, E. (2012). Peer-mediated instructional package produces variable increases in the frequency of spontaneous and appropriate communication using a speech generating device in two children with autism during social game routines. *Evidence-Based Communication Assessment and Intervention, 5*, 171-176.
8. Chezan, L. C., & Drasgow, E. (2020). Prelinguistic Milieu Teaching produces acquisition of intentional communication in the natural environment in three preschool children with or at risk for autism spectrum disorder. *Evidence-Based Communication Assessment and Intervention, 14*(4), 228-235. <https://doi.org/10.1080/17489539.2020.1852649>

Book Reviews

1. Drasgow, E. (1996). Review of the book *Evaluating theories of language: Evidence from disordered communication*. *The Volta Review, 98*, 137-138.
2. Drasgow, E., & *Martin, C. A. (2005). Review of the book *Individualized supports for students with problem behaviors: Designing positive behavior plans*. *Research and Practice for Persons with Severe Disabilities, 30*, 173-176.

Grants

- 1997 *Training Teachers of Students with Autism*. South Carolina Department of Education, \$10,500. Principle Investigators: Erik Drasgow and Mitchell L. Yell.

- 1997 *Increasing Deaf Students' English and Technological Literacy Levels*. PDS Grant, \$1,459.53. Principle Investigators: Cara Smithwick and Erik Drasgow.
- 1997 *Preparation of Early Childhood Special Education Personnel to Serve Young Children with Low-incidence Disabilities*. U. S. Department of Education (1997-2000 funding of \$470,058). Principal Investigator, William H. Brown, and Co-Principal Investigator, Erik Drasgow.
- 2000 *Preparing Future Teachers of Students with Emotional and Behavioral Disorders to Conduct Functional Assessments of Behavior and to Implement Effective Positive Behavior Support Plans That Include Cognitive-Behavioral Interventions*. U. S. Department of Education (2000-2003 funding of \$592,079). Principal Investigators: Mitchell L. Yell and Erik Drasgow.
- 2000 *Project ReSpecT: Retaining Special Education Teachers*. U. S. Department of Education (2000-2003 funding of \$446,448). Principal Investigators: Mitchell L. Yell, Erik Drasgow, and Kathleen Marshall.
- 2000 *Applied Behavior Analysis*. South Carolina Department of Disabilities and Special Needs, \$4469. Principal Investigator: Erik Drasgow.
- 2001 *Environmental Arrangement and Incidental Teaching for Improving Inclusion of Children With Disabilities*. PDS Grant, \$1100. Principal Investigators: Erik Drasgow and Jennifer Watson.
- 2002 *Establishing the 3 Rs: Responsiveness, Resilience, and Reciprocity*. U. S. Department of Education, Office of Special Education and Rehabilitative Services (2002-2005 funding of \$128,522). Principal Investigator: Erik Drasgow.
- 2004 *Preparing Future Teachers of Students with Emotional and Behavioral Disorders to Conduct Functional Behavioral Assessments and to Implement Effective Behavior Invention Plans That Include Antecedent Academic Interventions*. U.S. Department of Education, Office of Special Education and Rehabilitative Services (2004-2007 funding of \$780,480). Principal Investigators: Erik Drasgow and Mitchell L. Yell.
- 2006 *Developing a Tool to Assess the Quality of Individualized Education Programs for Students with Disabilities*. U.S. Department of Education, Institute of Education Sciences (2006-2009 funding of \$264,715). Principal Investigators: Erik Drasgow, Mitchell L. Yell, and Steven Liu.
- 2008 *Preparing Academic Leaders to Enhance Early Intervening Strategies (Project PALEEIS)*. U.S. Department of Education, Office of Special Education and Rehabilitative Services (2008-2012 funding of \$797,957). Principal Investigators: Erik Drasgow, Mitchell L. Yell, and Kathleen Marshall.

- 2009 *Preparing Special Education Administrators in Response to Intervention Practices (Project Speartip)*. U.S. Department of Education, Office of Special Education and Rehabilitative Services (2009-2013 funding of \$794,489). Principal Investigators: Kathleen Marshall, Mitchell L. Yell, and Erik Drasgow.
- 2011 *Preparation of Secondary Transition Specialists (Project POSTS)*. U.S. Department of Education, Office of Special Education and Rehabilitative Services (2012-2016 funding of \$1,125,000). Principal Investigator: Anthony Plotner, Co-principal investigators: Erik Drasgow and Kathleen Marshall.
- 2014 *Preparing Board Certified Behavior Analysts*. SC Department of Disabilities and Special Needs (2014-2016 funding of \$67,671). Principle investigators: Erik Drasgow and Katie Wolfe.
- 2016 *Project IMPACT: Impacting Adult Life Outcomes for Individuals with Severe Disabilities*. U.S. Department of Education, Office of Special Education and Rehabilitative Services (2016-2021 funding of \$1,163,716). Principal Investigator: Anthony Plotner, Co-principal investigators: Erik Drasgow and Kathleen Marshall.
- 2017 *DDSN-USC Behavior Support Center*. SC Department of Disabilities and Special Needs (2017 funding of \$150,612). Principle investigators: Katie Wolfe and Erik Drasgow.
- Other*
- 2002 South Carolina State Improvement Grant - CFDA 84.323A, U.S. Department of Education, Office of Special Education and Rehabilitative Services, State Improvement Grant Competition. Grant amount, \$6,500,000. Principal Writer, Mitchell L. Yell, Co-Writers, Kathleen J. Marshall, Erik Drasgow, and Michael A, Seaman. (We wrote this grant for the SC Department of Education.)

Presentations

- Drasgow, E., Halle, J., Ostrosky, M. M., Reichle, J., & Silliman, A. (1993, November). *Teaching communication to young children with severe disabilities*. Presented at the The Association for Persons with Severe Disabilities annual conference. Chicago, IL.
- Ostrosky, M. M., Halle, J., Drasgow, E., & Silliman, A. (1993, December). *Challenges of teaching communication skills in the context of naturally occurring routines*. Presented at the CEC annual conference. San Diego, CA.
- Singleton, J., Drasgow, E., & Supalla, S. (1994, March). *American Sign Language in deaf education: Current issues and research*. Presented at the 30th Illinois Teachers of the Hearing-Impaired annual conference. Springfield, IL.

- Drasgow, E., Reinoehl, R. B., & Killebrew, L. (1994, November). *Assessment and intervention in developing communication repertoires in young children with severe disabilities*. Presented at the Illinois AAMR annual conference. Collinsville, IL.
- Halle, J., Ostrosky, M. M., Drasgow, E., & Silliman, A. (1994, December). *Teaching communication skills in the context of naturally occurring routines using general-case instruction*. Presented at The Association for Persons with Severe Disabilities annual conference. Atlanta, GA.
- Halle, J., Drasgow, E., Silliman, A., & Ostrosky, M. M. (1995, May). *Focusing on the function in functional communication training*. Presented at The Association for Behavior Analysis annual conference. Washington. DC.
- Drasgow, E., Halle, J., & Ostrosky, M. M. (1995, November). *Assessing response competition during functional communication training: Using extinction to enhance generalization*. Presented at The Association for Persons with Severe Disabilities annual conference. San Francisco, CA.
- Drasgow, E., Reinoehl, R. B., & Halle, J. W. (1996, April). *Positive interventions for people with severe challenges*. Presented at The Arc of Illinois annual conference. Springfield, IL.
- Drasgow, E., Halle, J., & Ostrosky, M. (1996, May). *Assessing response competition during functional communication training: Using extinction to enhance generalization*. Presented at the Association for Behavior Analysis annual conference. San Francisco, CA.
- Drasgow, E. (1997, February). *Functional curriculum for students with severe disabilities*. Invited presentation at South Carolina Council for Exceptional Children annual conference. Hilton Head, South Carolina.
- Drasgow, E. (1997, April). *Decreasing behavior problems through functional communication training*. Invited presentation at the Fifth Annual South Carolina Early Intervention Conference. Winnsboro, South Carolina.
- Drasgow, E. (1997, October). *Using functional communication training to reduce problem behavior*. Presented at the South Carolina AAMR annual conference. Charleston, South Carolina.
- Drasgow, E. (1997, November). *Developing functional curricula for students with significant disabilities*. Invited presentation at the South Carolina Autism Society annual conference. Columbia, South Carolina.
- Drasgow, E., Halle, J., & Phillips, B. (1998, May). *Assessing communication repair strategies of young preverbal children with severe language delays*. Presented at the annual Conference on Research Innovations in Early Intervention. Charleston, South Carolina.

- Drasgow, E., & Halle, J. (1998, May). *Discriminated operants: The effects of different social partners on the generalized requesting of a young child with autism*. Presented at the International Association for Behavior Analysis annual conference. Orlando, Florida.
- Drasgow, E. (1998, November). *Applied behavior analysis*. Invited presentation at the South Carolina Autism Society annual conference. Columbia, South Carolina.
- Drasgow, E., & Yell, M. L. (1998, November). *Functional assessment and behavioral intervention plans*. Invited presentation at the South Carolina Autism Society annual conference. Columbia, South Carolina.
- Drasgow, E. (1999, November). *Preventing or Reducing Problem Behavior by Increasing Communication*. Invited presentation at the South Carolina Autism Society annual conference. Columbia, South Carolina.
- Yell, M. L. & Drasgow, E. (2000, February). *Litigating a free appropriate public education: The Lovaas hearings and cases*. Presented at the South Carolina Council for Exceptional Children annual conference. Myrtle Beach, SC.
- Drasgow, E. & Yell, M. L. (2000, April). *Litigating a free appropriate public education: The Lovaas hearings and cases*. Presented at the Council for Exceptional Children annual conference. Vancouver, BC, Canada.
- Drasgow, E., Halle, J. & Sigafos, J. (2000, May). *Generalization failures: Three possible explanations*. Presented at the Association for Behavior Analysis annual conference. Washington D.C.
- Drasgow, E., & Yell, M. L. (2000, September). *Functional behavioral assessment and positive behavior support plans: Legal and philosophical basis*. Featured presentation at the Fourth Conference on Disabilities and Special Needs. Charleston, SC.
- Drasgow, E., & Yell, M. L. (2000, September). *Conducting a functional behavioral assessment*. Featured presentation at the Fourth Conference on Disabilities and Special Needs. Charleston, SC.
- Drasgow, E., & Yell, M. L. (2000, September). *Developing and implementing a positive behavior support plan*. Featured presentation at the Fourth Conference on Disabilities and Special Needs. Charleston, SC.
- Tezza, E., Moody, M., & Drasgow, E. (2000, October). *Replacing problem behavior with socially acceptable behavior*. Presented at the South Carolina Association for Mental Retardation Conference. Myrtle Beach, SC.
- Drasgow, E. (2001, October). *Promoting a lifetime of inclusion*. Invited keynote presentation at the 5th Annual South Carolina Conference on Disabilities and Special Needs. Charleston, SC.

- Watson, J., Martin, C., & Drasgow, E. (2002, February). *Reducing problem behavior through functional communication training*. Presented at the 2002 South Carolina Conference on Council for Exceptional Children. Hilton Head, SC.
- Yell, M.L., Karvonen, M., Marshall, K. M., Drasgow, E., & Seaman, M. A. (2002, April). *Project ReSpecT: Retaining Special education Teachers*. Presented at the Council for Exceptional Children annual conference. New York, NY.
- Sigafoos, J., Drasgow, E., Olive, M. L., & Smith, B. S. (2002, May). *Training parents and teachers to assess and treat problem behavior*. Presented at the Association for Behavior Analysis annual conference. Toronto, Canada.
- Yell, M.L., Marshall, K.J, & Drasgow, E. (2002, October). *Overview of the South Carolina State Improvement Grant*. Presented at the South Carolina fall administrators conference for directors of programs for students with disabilities. Columbia, SC.
- Martin, C., Watson, J., & Drasgow, E. (2003, November). *Making positive behavior support work*. Presented at the 48th Annual Southeast American Association for Mental Retardation Conference. Myrtle Beach, SC.
- Meadan, H., Halle, J., & Drasgow, E. (2003, December). *Examining communication repairs of young children with disabilities who are nonverbal*. Presented at The Association for Persons With Severe Disabilities annual conference. Chicago, IL.
- Drasgow, E., Halle, J. W., & Martin, C. (2004, May). *Effects of differential reinforcement on the rejecting behavior of a young student with autism*. Presented at the Association for Behavior Analysis annual conference. Boston, MA.
- Meadan, H., Halle, J. W., & Drasgow, E. (2004, May). *Examining the communicative repairs of two young children with developmental disabilities who lack language*. Presented at the Association for Behavior Analysis annual conference. Boston, MA.
- Sigafoos, J., Drasgow, E., Halle, J. W., O'Reilly, M., Seely-York, S. E., Edrinsha, C., & Andrews, A. (2004, May). *Teaching replacement mands as a communicative repair strategy*. Presented at the Association for Behavior Analysis annual conference. Boston, MA.
- Drasgow, E., Pitts, J., Pinckney, C., & Alewine, P. (2004, October). *Positive behavior support: The DDSN three course sequence*. Presented at the South Carolina Chapter of the American Association for Mental Retardation annual conference. Myrtle Beach, SC.
- Lowrey, K. A. & Drasgow, E. (2004, October). *Evaluating programming for students with autism*. Presented at the South Carolina Autism Society annual conference. Columbia, SC.

- Halle, J. W., Meadan, H., & Drasgow, E. (2005, May). *Assessing the conditions that occasion protests of nonverbal children*. Presented at the Association for Behavior Analysis annual conference. Chicago, IL.
- Drasgow, E., Martin, C. A., & Halle, J. W. (2005, May). *Functional communication training: Teaching multiple functionally equivalent responses to young children with autism and severe language delays*. Presented at the Association for Behavior Analysis annual conference. Chicago, IL.
- Drasgow, E. & Martin, C. A. (2006, February). *Effects of functional communication training*. Presented at the North Carolina Association for Behavior Analysis annual conference. Wrightsville Beach, NC.
- Ardoin, S., & Drasgow, E. (2006, May). *Using discrete trials to increase the feasibility of conducting functional analyses in school settings*. Presented at the Association for Behavior Analysis annual conference. Atlanta, GA.
- Drasgow, E. (2007, February). *Teaching Mands to Young Children with Autism and Severe Language Delays*. Presented at the North Carolina Association for Behavior Analysis annual conference. Wrightsville Beach, NC.
- Martin, C. A., Drasgow, E., & Halle, J. W. (2007, May). *Functional communication training: Teaching multiple functionally equivalent responses to young children with autism and severe language delays*. Presented at the Association for Behavior Analysis annual conference. San Diego, CA.
- Drasgow, E. (2007, October). *Some important things that I have learned*. Presented at the South Carolina Autism Society annual conference. Columbia, SC.
- Rotholz, D. A., Drasgow, E., & Reid, D. H. (2008, February). *Statewide improvement efforts in behavior supports: Implementation and evaluation challenges*. Presented at the North Carolina Association for Behavior Analysis annual conference. Wrightsville Beach, NC.
- Chezan, L. C., & Drasgow, E. (2011, May). *Using general-case instruction to teach collateral academic skills to a student in a postsecondary setting*. Presented at the Association for Behavior Analysis annual conference. Denver, CO.
- Chezan, L. C., Drasgow, E., & Martin, C. A. (2013, February). *Discrete-trial functional analysis of problem behavior and functional communication training in three adults with a dual diagnosis of a significant intellectual disability and a mental illness*. Presented at North Carolina Association for Behavior Analysis annual conference. Wilmington, NC.
- Chezan, L. C., Drasgow, E., & Martin, C. A. (2013, October). *Discrete-trial functional analysis of problem behavior and functional communication training in three adults with a dual diagnosis of a significant intellectual disability and a mental illness*. Presented at National Association on Dual Diagnosis annual conference, Baltimore, MD

- Drasgow, E., Martin, C. A., Chezan, L. C., & Halle, J. (2014, May). *Functional Communication Training: Teaching Multiple Functionally Equivalent Responses to Three Children with Autism and Severe Language Delays*. Presented at the Association for Behavior Analysis annual conference. Chicago, IL.
- Chezan, L. C., Drasgow, E., Martin, C. A., & Halle, J. (2015, May). *Teaching Children with Autism and Language Delays to Reject Non-preferred Foods Using Multiple Communication Forms*. Presented at the Association for Behavior Analysis annual conference. San Antonio, TX.
- Chezan, L. C., Drasgow, E., Legg, J., & Hollborn, A. (2016, May). *Teaching Tolerance for Delay to Reinforcement to Young Children with Autism and Language Delays*. Presented at the Applied Behavior Analysis International annual conference. Chicago, IL.
- Chezan, L. C., Wolfe, K., & Drasgow, E. (2017, May). *A Meta-Analysis of Functional Communication Training Effects on Problem Behavior and Alternative Communicative Response*. Presented at the Applied Behavior Analysis International annual conference. Denver, CO.
- Pound, S., Wolfe, K., McCammon, S. N., Chezan, L. C., & Drasgow, E. (2019, May). *A systematic review of interventions to promote varied social-communication behavior in individuals with autism spectrum disorder*. Presented at the Association for Behavior Analysis International annual conference, Chicago, IL.
- Chezan, L. C., McCammon, M., Drasgow, E., & Wolfe, K. (2021, May). *The Ecological Validity of Function-Based Interventions in Research and Practice*. Presented to the Association for Behavior Analysis International annual virtual conference. San Francisco, CA.

Workshops and Consultation

- Yell, M.L. & Drasgow, E. (1998, August). *Conducting functional assessments of behavior and developing behavior intervention plans*. Green Bay, WI: Department of Public Instruction.
- Yell, M. L. & Drasgow, E. (1998, August). *Conducting functional assessments of behavior and developing behavior intervention plans*. Eau Claire, WI: Department of Public Instruction.
- Drasgow, E. & Yell, M. L. (1999, October). *Functional behavioral assessments and behavior intervention plans*. Columbia, SC: Department of Education, Office of Exceptional Children.
- Drasgow, E. (1999, Fall). *Applied behavior analysis I: Application to persons with severe disabilities*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E., & Yell, M. L. (1999, November). *Functional assessment*. Columbia, SC: South Carolina Autism Society.

- Drasgow, E. (2000, Spring). *Applied behavior analysis II: Functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2000, April). *Applied behavior analysis and instructional programs for students with disabilities*. Anderson, SC: Anderson School District 5.
- Drasgow, E. (2000, April). *Functional assessment and positive behavior support plans*. Anderson, SC: Anderson School District 5.
- Drasgow, E., & Yell, M. L. (2000, August). *Functional behavioral assessment and behavior intervention plans*. Sumter, SC: Sumter 17 School District.
- Drasgow, E., & Yell, M. L. (2000, August). *Functional behavioral assessment and behavior intervention plans*. Anderson, SC: Anderson School District 5.
- Drasgow, E. (2000, Fall). *Applied behavior analysis III: Advanced functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E., & Yell, M. L. (2000, Fall). *Writing functional and measurable goals and objectives*. Columbia, SC: South Carolina Autism Society.
- Drasgow, E. & Yell, M. L. (2001, April). *Functional behavioral assessments and behavior intervention plans*. Spartanburg, SC: South Carolina School for the Deaf and Blind.
- Drasgow, E. (2001 Spring). *Applied behavior analysis I: Application to persons with severe disabilities*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2001, Summer). *Applied behavior analysis II: Functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2001, Fall). *Applied behavior analysis III: Advanced functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2001). Consultation for positive behavior support and for program development. Spartanburg, SC: South Carolina School for the Deaf and Blind.
- Drasgow, E. (2002, Summer). *Applied behavior analysis I: Application to persons with severe disabilities*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2002, Fall). *Applied behavior analysis II: Functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2003, Spring). *Applied behavior analysis III: Functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.

- Drasgow, E. (2003, Summer). *Applied behavior analysis I: Application to persons with severe disabilities*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2003, Fall). *Applied behavior analysis II: Functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2004, Spring). *Applied behavior analysis III: Advanced functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Lowrey, K. A., & Drasgow, E. (2004, Summer). *Key concepts in program development, assessment, progress monitoring, and evaluation for students with moderate and severe disabilities*. Irmo, SC: South Carolina State Department of Education.
- Drasgow, E. (2004, Fall). *Applied behavior analysis I: Application to persons with severe disabilities*. Columbia, SC: Department of Disabilities and Special Needs.
- Yell, M. L., Drasgow, E., & Lowrey, K. A. (2004, October). *No Child Left Behind: Analysis and implications for special education*. Columbia, SC: South Carolina Autism Society.
- Drasgow, E. (2005, Spring). *Applied behavior analysis II: Functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2005, Summer). *Applied behavior analysis III: Advanced functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2006, February). *Defining, recording, and graphing behavior: Skills for use by those who develop behavior support plans*. Columbia, SC: SCAAMR and Department of Disabilities and Special Needs.
- Drasgow, E. (2006, Spring). *Applied behavior analysis I: Application to persons with severe disabilities*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2006, Summer). *Applied behavior analysis II: Functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.
- Drasgow, E. (2007, Spring). *Applied behavior analysis III: Advanced functional assessment and positive behavior support plans*. Columbia, SC: Department of Disabilities and Special Needs.

Awards

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| 2004 | University of South Carolina, College of Education, George H. Lackey Jr. Award for Inspirational Teaching |
| 2008 | University of South Carolina, College of Education Research Award |

- 2010 University of South Carolina Educational Foundation Research Award for Professional Schools
- 2013 University Illinois at Champaign-Urbana, College of Education Distinguished Alumni Award

Memberships

- 1992-2018 Member, Association for Behavior Analysis
- 1997-2008 Member, South Carolina Autism Society
- 1997 The Praxis Series: Professional Assessments for Beginning Teachers. Deaf and Hard of Hearing, South Carolina,
- 1997-2008 Board of Directors, South Carolina Autism Society
- 1998 Steering Committee, South Carolina State-Wide Alternate Assessment Program
- 1999 State committee for developing training guidelines for applied behavior therapy services
- 1999-Present Member, American Association for Intellectual and Developmental Disabilities
- 2003 The Praxis Series: Professional Assessments for Beginning Teachers. Severe and Multiple Disabilities, South Carolina
- 2004-Present Positive Behavior Support Advisory Group, Department of Disabilities and Special Needs, Columbia, SC
- 2006-Present Member, North Carolina Association for Behavior Analysis

Professional Activities

- Ad Hoc Reviewer *The Journal of the Association for Persons with Severe Handicaps*, 1993-1996
- Ad Hoc Reviewer *Topics in Early Childhood Special Education*, 1995
- Ad Hoc Reviewer *Journal of Applied Behavior Analysis*, 1996-present
- Ad Hoc Reviewer *Exceptional Children*, 1996-present
- Ad Hoc Reviewer *Volta Review*, 1996-present
- Ad Hoc Reviewer *Language, Speech, and Hearing Services in the Schools*, 1997-present
- Ad Hoc Reviewer *Young Exceptional Children*, 1998-present
- Ad Hoc Reviewer *Journal of Deaf Studies and Deaf Education*, 1998-2002
- Reviewer *Beyond Behavior*, 1999-2001
- Reviewer *Language and Deafness*, 3rd Edition, 2000
- Guest Co-Editor *Journal of Special Education*, 2000
- Reviewer *Focus on Autism and Other Developmental Disabilities*, 2001-2020
- Ad Hoc Reviewer *Journal of Speech, Language, and Hearing Research*, 2003
- Reviewer *Educational Psychology*, 2003-2020
- Associate Editor *Evidence-based Communication and Assessment*, 2006-2010
- Ad Hoc Reviewer *American Journal of Speech-Language Pathology*, 2006-present
- Guest Co-Editor *Assessment for Effective Intervention*, 2007
- Reviewer *Journal of Early Intervention*, 2008-2020
- Reviewer *Journal of Disability Policy Studies*, 2008-present
- Reviewer *Journal of Behavioral Education*, 2009-2020

Ad Hoc Reviewer *Intellectual and Developmental Disabilities*, 2009-present
Guest Co-Editor *Exceptionality*, 2009
Reviewer *Behavior Analysis for Lasting Change*, 3rd Edition, 2009
Associate Editor *American Annals of the Deaf*, 2011-present
Ad Hoc Reviewer *American Journal on Intellectual and Developmental Disabilities*, 2012-present
Reviewer *Remedial and Special Education*, 2014-2020
Reviewer *Journal of Developmental and Physical Disabilities*, 2015 - present