

## **STEPHEN N. ELLIOTT, PhD**

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Steve is the Mickelson Foundation Professor and an active researcher in the Collaborative for Student Assessment and Educational Improvement Research at ASU. He received his doctorate in 1980 and has been on the faculty at several major research universities, including the University of Wisconsin-Madison and Vanderbilt University, before returning to ASU in 2010 to lead the development of the Learning Sciences Institute. At Wisconsin (1987-2004), Steve was a professor of educational psychology and served as the Associate Director of the Wisconsin Center for Education Research. At Vanderbilt (2004-2010), he was the Dunn Family Professor of Educational and Psychological Assessment in the Special Education Department and directed the Learning Sciences Institute and Dunn Family Scholars Program. He typically teaches graduated courses on technical writing and the assessment of children's academic and social behavior. Currently, he co-directs the National Center on Assessment and Accountability for Special Education, an IES funded research center concerning achievement growth models for students with disabilities and moderating variables of student achievement. He also is the Principal Investigator on a USDE project that integrates software tools that help teachers document their instructional time, coverage of content standards, and instructional practices along with student assessment data. Finally, he serves as a Professorial Fellow to advance research and writing projects in the Institute of Learning Sciences Australia at the Australian Catholic University.

Steve has authored more than 250 journal articles, books, and book chapters, along with 5 widely used behavior-rating scales. His research focuses on scale development, testing practices, and validity of educational assessment systems. In particular, he has published articles on (a) the assessment of children's social skills and academic competence, (b) the design and use of testing accommodations and alternate assessment for evaluating the academic performance of students with disabilities for educational accountability, and (c) the measurement of students' opportunities to learn the intended curriculum. He is the co-author of the *Social Skills Rating System (SSRS)* and its revision, the *Social Skills Improvement System (SSiS)*, one of the most widely used social behavior assessments in the English-speaking world. Along with Vanderbilt colleagues, he also designed and validated two online assessments: the *Vanderbilt Assessment of Leadership in Education (VAL-ED)* to evaluate the performance of principals and their influence on students' achievement and *My instructional Learning Opportunity Guidance System (MyiLOGS)*, a teacher self-report tool for measuring students' opportunity to learn.

Steve's scholarly and professional contributions have been recognized by his colleagues in education and psychology as evidenced by being selected as an American Psychological Association Senior Scientist in 2009, the Lightner Witmer Award winner from APA Division 16 in 1984, a Fellow in four APA divisions, and being appointed Editor of *School Psychology Review* (1984-1990) for two terms. In 2008, he was also selected as a Fellow for "sustained achievement in education research" by the American Educational Research Association. Steve consults with national leaders on the assessment and instruction of PreK-12 students and served on the National Academy of Sciences' Committee on Education Goals 2000. In 1996, he was selected as UW-Madison's Van Hise Outreach Professor for his "outstanding record of teaching and commitment to providing continued professional development programs for educators and psychologists." He currently serves on ETS's Visiting Research Panel and is also an Executive Committee Member for the NAEP Survey Assessment Innovation Laboratory (SAIL).

The accompanying vita documents Steve's training, specific scholarly contributions, funded research, professional service, and doctoral student collaborators.

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[Revised 9/1/16]

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**EDUCATION**

PhD Arizona State University, Educational Psychology, 1980  
Specialty Area: School Psychology  
MA Ed Arizona State University, Educational Psychology, 1977  
MA Michigan State University, Educational Psychology, 1976  
BS Michigan State University, Psychology (Honors College), 1974

**AWARDS & HONORS**

2013-2017 Professorial Fellow, Institute for Learning Sciences Australia,  
Australian Catholic University

2009 Senior Scientist, Division 16 of the American Psychological Association

2008 Fellow, American Educational Research Association for “sustained  
contributions to educational research”

2000 Member, Society for the Study of School Psychology, elected by a committee  
of senior peers as a result of scholarly contributions to the profession.

1996 Van Hise Outreach Teaching Award, University of Wisconsin-Madison,  
presented for an outstanding record of teaching and professional  
development programs for educators.

1996 Outstanding Research Article Award from American Psychological  
Association’s Division 16 for co-authored work on the effectiveness  
of training behavioral consultants.

1995-1997 Member, National Academy of Sciences’ Committee on Education Goals  
2000 and Services to Student with Disabilities (1995-1997).

- 1995 Margaret Bernauer Psychology Research Award, given by the Wisconsin Psychological Association for research on behavioral consultation.
- 1991 Vilas Associate Award, a University of Wisconsin-Madison term-limited (1992-1994) award presented by UW Vilas Trustees for outstanding research in the behavioral sciences.
- 1990 Presidential Award, National Association of School Psychologists for outstanding professional service as Editor of *School Psychology Review*.
- 1988 Presidential Award, National Association of School Psychologists in recognition of editorial leadership.
- 1985 Fellow, American Psychological Association "in recognition of outstanding and unusual contributions to the science and profession of psychology."
- 1984 Lightner Witmer Award, Division 16 (School Psychology) of the American Psychological Association "for scholarly activity and contributions that have significantly nourished school psychology as a discipline and profession."
- 1981 Outstanding Professional Service Award, Nebraska School Psychologists Association.

### **PROFESSIONAL EXPERIENCE**

- 2010-present MICKELSON FOUNDATION PROFESSOR, Arizona State University. Conduct research on children's social and academic competence, opportunities to learn, and the design integrated assessment systems.
- 2010-2013 DIRECTOR, Learning Sciences Institute, Arizona State University. Responsible for leading the development and operation of a new trans-university research institute focusing on the scientific study of learning and innovations to improve learning across the age span.
- 2004-2010 DUNN FAMILY PROFESSOR OF EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT and PROFESSOR OF SPECIAL EDUCATION, Peabody College of Vanderbilt University. Responsible for directing the Center for Assessment and Intervention Research and the Dunn Family Scholars Program.
- 2005-2010 DIRECTOR, Interdisciplinary Program in Educational Psychology (IPEP), Peabody College of Vanderbilt University. The founding director of this doctoral program focusing on learning and measurement, responsible for the conceptualization of the cross-department program of study, instruction of several course, student research mentoring, and fiscal management.

- 2007-2009      DIRECTOR, Learning Sciences Institute, Vanderbilt University  
Responsible for providing administrative leadership and support for a federation of over 60 projects involving 100+ PIs and more than \$122 million of external support. Also a PI on 6 projects.
- 1990-2004      PROFESSOR, University of Wisconsin-Madison, Department of Educational Psychology and School Psychology Program (APA accredited). Responsible for teaching graduate courses in professional school psychology, academic assessment and intervention, and applied research issues.
- 1999-2003      ASSOCIATE DIRECTOR, Wisconsin Center for Education Research, School of Education, University of Wisconsin-Madison. Responsible for providing administrative leadership and support for a federation of over 60 externally funded research projects involving 300+ researchers, graduate assistants, academic and classified staff.
- 1990 -1993      DIRECTOR, School Psychology Training Program (APA accredited), University of Wisconsin-Madison, Department of Educational Psychology.
- 1984 - 1990      EDITOR, *School Psychology Review*, published by the National Association of School Psychologists. Responsible for management of the journal, reviewing and selecting of manuscripts. The *Review* is a quarterly, refereed journal with a circulation of over 16,000 during my editorship.
- 1988 - 1990      ASSOCIATE PROFESSOR, University of Wisconsin-Madison, Department of Educational Psychology, School Psychology Program (APA accredited) and Wisconsin Center for Education Research. Tenured 1988.
- 1987 - 1988      ASSISTANT PROFESSOR, University of Wisconsin - Madison, Department of Educational Psychology, School Psychology Program (APA accredited).
- 1983 - 1987      ASSOCIATE PROFESSOR, Louisiana State University, Department of Psychology, School Psychology Program. Tenured 1985.
- 1980 - 1983      ASSISTANT PROFESSOR, University of Nebraska-Lincoln, Department of Educational Psychology & Measurement, School Psychology Program (APA accredited).
- 1980 - 1983      ASSISTANT DIRECTOR and ASSOCIATE EDITOR, Buros Institute of Mental Measurements, University of Nebraska-Lincoln. Responsible for editing the *Mental Measurements Yearbook* and other Buros' publications, and organizing the Buros-Nebraska Symposium on Testing.
- 1979 - 1980      SCHOOL PSYCHOLOGIST INTERN, Tempe Elementary School District #3, Tempe, Arizona. Provided a wide range of psychological services to elementary and junior high students and teachers.

## **PUBLICATIONS**

### **Thesis & Dissertation**

Elliott, S. N. (1980). Effect of prose organization on recall: An investigation of memory and metacognition. Doctoral dissertation, Arizona State University.

Elliott, S. N. (1977). Delayed recall of incidentally learned materials. Master's thesis, Arizona State University.

### **Refereed Journals**

#### **2016 & In Press**

Davies, M.D., Elliott, S.N., & Cumming, J. (2016). Documenting support needs and adjustment gaps for students with disabilities: Teacher practices in Australian classrooms and on national tests. International Journal of Inclusive Education. doi: 10.1080/13603116.2016.1159256

Elliott, S.N., Kurz, A., Tindal, G., & Yel, N. (2016). Influence of opportunity to learn indices and education status on students' mathematics achievement growth. Remedial and Special Education. doi: 10.1177/0741932516663000.

Schulte, A.C., Stevens, J.J., Elliott, S.N., Tindal, G., & Nese, J.F. (2016). Achievement Gaps for Students with Disabilities: Stable, Widening, or Narrowing on a State-wide Reading Comprehension Test? Journal of Educational Psychology. doi: 10.1037/edu0000107.

Nese, J.F.T., Tindal, G., Steven, J.J., Schulte, A.C., & Elliott, S.N. (in press). Modeling the time-varying nature of student exceptional classification. Journal of Special Education.

Yarbro, J., McKnight, K., Elliott, S.N., & Kurz, A. (in press). Digital instructional strategies and their role in classroom learning. Journal of Research on Technology in Education.

#### **2015**

Elliott, S.N. (2015). Measuring opportunity to learn and achievement growth: Key research issues with implications for the effective education of all students. Remedial and Special Education, *36* (1), 58-64. doi: 10.1177/0741932514551282.

Foshee, C., Elliott, S.N., & Atkinson, R. (2015). Technology-enhanced learning in college mathematics remediation. The British Journal of Educational Technology, *46* (6), 1-13. doi: 10.1111/bjet.12285.

Goldring, E., Cravens, X., Porter, A., Murphy, J., & Elliott, S.N. (2015). The convergent and divergent validity of the Vanderbilt Assessment of Leadership in Education (VAL-ED): Instructional leadership and emotional intelligence. Journal of Educational Administration, *53*(2), 177-196. doi:10.1108/JEA-06-2013-0067.

Kurz, A., Elliott, S.N., & Roach, A.T. (2015). Addressing the missing instructional data problem: Using an online measure of opportunity to learn to document tier 1 instruction. Remedial and Special Education, *36* (6), 361-373. doi:10.1177/0741932514567365.

- Nese, J. F. T., Tindal, G., Stevens, J., & Elliott, S. N. (2015). The influence of multiple administrations of a state achievement test on passing rates for student groups. Education Policy Analysis Archives, *23*. doi: 10.14507/epaa.v23.1974.
- Roach, A.T., Kurz, A., & Elliott, S.N. (2015). Using personalized instructional feedback data to facilitate opportunity to learn for students with disabilities. Preventing School Failure. doi 10.1080/1045988X.2014.901288.
- Sherbow, A., Kettler, R.J., Elliott, S.N., Davies, M.D., & Dembitzer, L. (2015). Using the SSIS assessments with Australian students: A comparative analysis of test psychometrics to the U.S. Normative Sample. School Psychology International, 1-9. doi:10.1177/0143034315574767.
- Stevens, J., Schulte, A., Elliott, S.N., Nese, J.F., & Tindal, G. (2015). Mathematics achievement growth of students with and without disabilities on a statewide achievement test. Journal of School Psychology, *53*, 45-62. doi:10.1016/j.jsp.2014.11.001
- Tindal, G., Nese, J.F.T., Farley, D., Saven, J., & Elliott, S.N. (2015). Documenting reading achievement and growth for students taking alternate assessments. Exceptional Children. May, 1-16. doi: 10.1177/0014402915585492.

## **2014**

- Covay Minor, E., Porter, A.C., Murphy, J., Goldring, E., Cravens, X, & Elliott, S.N. (2014). A known group analysis validity study of the Vanderbilt Assessment of Leadership in Education in US elementary and secondary Schools. Educational Assessment, Evaluation and Accountability, *26* (1), 29-48. doi: 10.1077/s11092-013-9180-z
- Davies, M., Cooper, G., Kettler, R., & Elliott, S.N. (2014). Developing social skills of students with additional needs within the context of the Australian Curriculum. Australasian Journal of Special Education. doi: 10.1017/jse.2014.9
- Elliott, S.N., Roach, R.T., & Kurz, A. (2014). Evaluating and advancing the effective teaching of special educators with a dynamic instructional practices portfolio. Assessment for Effective Intervention, Volume 39 (2), 83-98. doi: 10.1177/1534508413511491.
- Frey, J., Elliott, S.N., & Kaiser, A. (2014). Social skills intervention planning for preschoolers: Using rating scales to identify target behaviors valued by parents and teachers. Assessment for Effective Intervention, *39*(3), 182-192. doi: 10.1177/1534508413488415.
- Kettler, R.J., Elliott, S.N., Kurz, A., Zigmond, N., Lemons, C.J., Kloo, A., Shargo, J., Beddow, P.A., Williams, L., Bruen C., Lupp, L., & Mosiman, M. (2014). Predicting End-of-Year Achievement Test Performance: A Comparison of Assessment Methods. Assessment for Effective Intervention, *39* (3), 156-169. doi: 10.1177/1534508413475644.

Kettler, R.J., Elliott, S.N., Bolt, D.M., DiPerna, J.C., Gibson, D., & Resurreccion, L. (2014). Student and teacher ratings of academic competence: An examination of cross-informant agreement. Journal of Applied School Psychology, *30*, 338-354. doi: 10.1080/15377903.2104.950442

Kurz, A., Elliott, S.N., Kettler, R.J., & Yel, N. (2014). Assessing students' opportunity to learn the intended curriculum using an online teacher log: Initial validity evidence. Educational Assessment, *19*(1), 159-184. doi:10.1080/10627197.2014.934606.

Kurz, A., Elliott, S.N., Lemons, C.J., Zigmond, N., & Kloo, A. (2014). Opportunity to Learn: A differentiated opportunity structure for students with disabilities in general education classrooms. Assessment for Effective Intervention, *40* (1), 24-39. doi:10.1177/1534508414522685. [*Selected Article of the Year for 2015 by the Editorial Board of Assessment for Effective Intervention.*]

Rodriguez, M.C., Kettler, R.J., & Elliott, S.N. (2014). Distractor functioning in modified items for test accessibility. SAGE Open, *4*, 1-10. doi:10.1177/2158244014553586.

### **2013**

Beddow, P.A., Elliott, S.N., & Kettler, R.J. (2013). Test Accessibility: Item Reviews and Lessons Learned from Four State Assessments. Education Research International. doi:10.1155/2013/952704.

Cravens, X. C., Goldring, E., Porter, A., Polikoff, M. S., Murphy, J., & Elliott, S. (2013). Setting proficiency standards for school leadership assessment: An examination of cut-score decision making. Educational Administration Quarterly, *49*(1), 124-160.

### **2012**

Davies, M., & Elliott, S.N. (2012). Inclusive assessment and accountability: Policy to evidence-based practices. International Journal of Disability, Development, and Education, *59*(1), 1-6.

Elliott, S.N., Davies, M., & Kettler, R.J. (2012). Australian students with disabilities accessing NAPLAN: Lessons from a decade of inclusive assessment in the United States. International Journal of Disability, Development, and Education, *59* (1), 7-19.

### **2011**

Gresham, F.M., Elliott, S.N., Vance, M.J., & Cook, C.R. (2011). Comparability of the Social Skills Rating System to the Social Skills Improvement System: Content and psychometric comparisons across elementary and secondary age levels. School Psychology Quarterly, *26* (1), 27-44.

Feldman, E., Kim, J., & Elliott, S. N. (2011). The effects of accommodations on adolescents' self-efficacy and test performance. Journal of Special Education, *45* (2), 77-88. doi:10.1177/0022466909353791



Frey, J.R., Elliott, S.N., & Gresham, F.M. (2011). Preschoolers' social skills advances in assessment for intervention using social behavior ratings. School Mental Health, 3(4), 179-190.

Kettler, R.J., Elliott, S.N., Davies, M., & Griffin, P. (2011). Testing a multi-stage screening system: Predicting performance on Australia's National Achievement Test using teachers' ratings of academic and social behaviors. School Psychology International, 33(1), 93-111.

Kettler, R.J., Rodriguez, M.R., Bolt, D.M., Elliott, S.N., Beddow, P.A., & Kurz, A. (2011). Modified multiple-choice items for alternate assessments: Reliability, difficulty, and differential boost. Applied Measurement in Education, 24, 1-25.

Murphy, J. F., Goldring, E. B., Cravens, X. C., Elliott, S. N., & Porter, A. C. (2011). The Vanderbilt Assessment of Leadership in Education: Measuring Learning-Centered Leadership. Journal of East China Normal University, 29(1), 1-10.

## **2010**

Busse, R.T., Elliott, S.N., & Kratochwill, T.R. (2010). Convergent evidence scaling for multiple assessment indicators: Conceptual issues, applications, and technical challenges. Journal of Applied School Psychology, 26, 149-161. doi: 10.1080/15377901003712728

Elliott, S.N., Kettler, R.J., Beddow, P.A., Kurz, A., Compton, E., McGrath, D., Bruen, C., Hinton, K., Palmer, P., Rodriguez, M., Bolt, D., & Roach, A.T. (2010). Effects of using modified items to test students with persistent academic difficulties. Exceptional Children, 76 (4), 475-495.

Gresham, F.M., Elliott, S.N., Cook, C.R., Vance, M.J., & Kettler, R.J. (2010). Cross-informant agreement for social and problem behavior ratings: An investigation of the Social Skills Improvement System Rating Scales. Psychological Assessment, 22 (1), 157-166.

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Kettler, R.J., & Elliott, S.N. (2010). A brief broadband system for screening children at-risk for academic difficulties and poor achievement test performance: Validity evidence and applications to practice. Journal of Applied School Psychology, 26 (1), 282-307. DOI 10.1080/15377903.2010.518584

Kettler, R.J., Elliott, S.N., Beddow, P.A., Compton, E., McGrath, D., Kaase, K., Bruen, C., Ford, L., & Hinton, K. (2010). What do alternate assessments of alternate achievement standards measure? A multitrait-multimethod analysis. Exceptional Children, 76 (4), 457-474.

Kurz, A., Elliott, S.N., Wehby, J., & Smithson, J. (2010). Alignment of the intended, planned, and enacted curriculum in general and special education and its relation to student achievement. Journal of Special Education, 44 (3), 131-145.  
doi: 10.1177/0022466906341196

Porter, A.C., Polikoff, M.S., Goldring, E., Murphy, J., Elliott, S.N., & May, H. (2010a). Developing a psychometrically sound assessment of school leadership: The VAL-ED as a case study. Educational Administration Quarterly, *46*(2), 135-173.

Porter, A.C., Polikoff, M.S., Goldring, E., Murphy, J., Elliott, S.N., & May, H. (2010b). Investigating the validity and reliability of the Vanderbilt Assessment of Leadership in Education. The Elementary School Journal, *111*(2), 282-313.

Roach, A.T., Beddow, P., Kurz, A., Kettler, R.J., & Elliott, S.N. (2010). Incorporating student input in developing alternate assessments based on modified achievement standards. Exceptional Children, *77* (1), 61-84.

## **2009**

Elliott, S.N., Kratochwill, T.R., McKevitt, B.C., & Malecki, C.K. (2009). The effects and perceived consequences of testing accommodations on math and science performance assessments. School Psychology Quarterly, *24* (14), 224-239. DOI: 10.1037/a0018000.

Goldring, E., Cravens, X.C., Murphy, J., Porter, A.C., Elliott, S.N., & Carson, B. (2009). The evaluation of principals: What and how do states and districts assess leadership? Elementary School Journal, *110* (1), 19-39.

Goldring, E., Porter, A., Murphy, J., Elliott, S.N., & Cravens, X. (2009). Assessing learning-centered leadership: Connections to research, professional standards, and current practices. Leadership and Policy in Schools, *8*, 1-36

Kettler, R.J., & Elliott, S.N. (2009). Alternate assessment based on modified achievement standards: Introduction to the federal policy and related implementation issues. Peabody Journal of Education, *84*, 467-477. doi: 10.1080/0169560903240814.

Kettler, R.J., Elliott, S.N., & Beddow, P.A. (2009). Modifying achievement test items: A theory-guide and data-based approach for better measurement of what students with disabilities know. Peabody Journal of Education, *84*, 529-551. DOI: 10.1080/016919560903240996.

Lane, K. L., Kalberg, J. R., Bruhn, A. L., Driscoll, S. A., Wehby, J. H., & Elliott, S.N. (2009). Assessing social validity of school-wide positive behavior support plans: Evidence for the reliability and structure of the Primary Intervention Rating Scale. School Psychology Review, *38*, 135-144.

Lane, S., Zumbo, B.D., Abedi, J., Benson, J. Dorsey, J., Elliott, S.N., Kane, M., Linn, R., Paredes-Ziker, C., Rodriguez, M., Schraw, G., Slattery, J., Thomas, V., & Willhoft, J. (2009). An introduction to the Evaluation of NAEP. Applied Measurement in Education, *22* (4), 309-316.

Polikoff, M.S., May, H., Porter, A.C., Elliott, S.N., Goldring, E., & Murphy, J.F. (2009). An examination of differential item functioning on the Vanderbilt Assessment of Leadership in Education. Journal of School Leadership, *19*(6), 661-679.

Roach, A. T., & Elliott, S. N. (2009). Consultation to support inclusive accountability and standards-based reform: Facilitating access, equity, and empowerment. Journal of Educational and Psychological Consultation, 19, 61-81.

## **2008**

Elliott, S.N., Gresham, F.M., Frank, J.L., & Beddow, P.A. III (2008). Intervention validity of social behavior rating scales: Features of assessments that link results to treatment plans. Assessment for Effective Intervention, 34(1), 15-24.

Elliott, S.N., Kettler, R.J., & Roach, A.T. (2008). Alternate assessments of modified achievement standards: More accessible and less difficult tests to advance assessment practices? Journal of Disability Policy Studies, 19(3), 140-152.

Kettler, R. J., Elliott, S.N., & Albers, C. (2008). Structured teacher ratings to identify students who need help: Validation of the Brief Academic Competence Evaluation Screening System. Journal of Psychoeducational Assessment, 26 (3), 260-273.

Lang, S.C., Elliott, S.N., Bolt, D.M., & Kratochwill, T.R. (2008). The effects of testing accommodations on students' performances and reactions to testing. School Psychology Quarterly, 14 (3), 107-124.

## **2007**

Elliott, S.N., Huai, N., & Roach, R.T. (2007). Universal and early screening for educational difficulties: Current and future approaches. Journal of School Psychology, 45, 137-161.

Elliott, S.N., Compton, E., & Roach, A.T. (2007). Building validity evidence for scores on a state-wide alternate assessment: A contrasting groups, multi-method approach. Educational Measurement: Issues & Practice, 26(2), 30-43.

Elliott, S.N., & Roach, R.T. (2007). Alternate assessments of students with significant disabilities: Alternative approaches, common technical challenges. Applied Measurement in Education, 20 (3), 301-333.

Hurwitz, J.T., Elliott, S.N., & Braden, J.P. (2007). The influence of test familiarity and student disability status upon teachers' judgments of students' test performance. School Psychology Quarterly, 14 (2), 115-144.

Murphy, J., Elliott, S.N., Goldring, E., & Porter, A.C. (2007). Leadership for learning: A research-based model and taxonomy of behaviors. School Leadership & Management, 27 (2), 179-201.

Roach, A.T., Elliott, S.N., & Berndt, S.A. (2007). Teacher satisfaction and the consequential validity of an alternate assessment for students with significant disabilities. Journal of Disability Studies, 18 (3), 168-175.

## **2006**

Huai, N., White, J.L., Braden, J. P., & Elliott, S.N. (2006). Effect of an internet-based professional development program on teachers' assessment literacy for all students. Teacher Education and Special Education, 29 (4), 244-260.

Ray, C., & Elliott, S.N. (2006). Social adjustment and academic achievement: A predictive model for students with diverse academic and behavior competencies. School Psychology Review, 35 (3), 493-501.

Roach, A.T., & Elliott, S.N. (2006). The influence of access to the general education curriculum on the alternate assessment performance of students with significant cognitive disabilities. Education Evaluation and Policy Analysis, 28(2), 181-194.

## **2005**

Braden, J.P., Huai, N., White, J.L., & Elliott, S.N. (2005). Effective professional development to support inclusive assessment practices for all children. Assessment for Effective Intervention, 31 (1), 63-72.

DiPerna, J.C., Volpe, R., & Elliott, S.N. (2005). A model of academic enablers and mathematics achievement in elementary grades. Journal of School Psychology, 43, 379-392.

Kettler, R.J., Niebling, B.C., Mroch, A.A., Feldman, E.S., Newell, M.L., Elliott, S.N., Kratochwill, T.R., & Bolt, D.M. (2005). Effects of testing accommodations on math and reading scores: An experimental analysis of the performance of students with and without disabilities. Assessment for Effective Intervention, 31 (1), 37-48.

Lang, S.C., Kumke, P.J., Ray, C.E., Cowell, E.L., Elliott, S.N., Kratochwill, T.R., & Bolt, D.M. (2005). The consequences of using testing accommodations: Students', teachers', and parents' perceptions and reactions. Assessment for Effective Intervention, 31 (1), 49-62.

McKevitt, B.C., & Elliott, S.N. (2005). Observations and ratings of preschool children's social behavior: Issues of representativeness and validity. Psychology in the Schools, 42 (1), 13-26.

Niebling, B.C., & Elliott, S.N. (2005). Testing accommodations and inclusive assessment practices. Assessment for Effective Intervention, 31 (1), 1-6.

Roach, A.T., & Elliott, S.N. (2005). Goal attainment scaling: An efficient and effective approach to monitoring student progress. Teaching Exceptional Children, 37 (4), 8-17.

Roach, A.T., Elliott, & Webb, N. (2005). Alignment of an alternate assessment with state academic standards: Evidence for the content validity of the Wisconsin Alternate Assessment. Journal of Special Education, 38 (4), 218-231.

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- Kratochwill, T. R., Elliott, S. N., & Gettinger, M. (1990-1995) (Series Eds.). Advances in school psychology (Vol. VIII). New York, NY: Lawrence Erlbaum Associates.

## **TECHNICAL REPORTS AND PROFESSIONAL NEWSLETTERS**

(Selected Entries & Ordered Chronologically)

- Kratochwill, T.R., Elliott, S.N., Clements, M. (2008). OSEP K-3 Reading and behavior intervention models project (Final Report). U.S. Department of Education, Office of Special Education Rehabilitative Services, Washington, D.C.
- Elliott, S.N., & Kratochwill, T.R. (2003). Effects and consequences of testing accommodations on students achievement test scores (Final Report). U.S. Department of Education, Washington, D.C.
- Elliott, S.N. (2002). The development and validation of the Wisconsin Alternate Assessment: Field Trials. Madison, WI: Wisconsin Department of Public Instruction.
- Elliott, S.N., & DiPerna, J.C. (2002). Using AIMS to improve intervention practices for students with academic difficulties. Focus. The Psychological Corporation.
- Elliott, S.N. (2001). Testing accommodations lead to better assessment "pictures." Comprehensive Center Region VI Newsletter, University of Wisconsin-Madison.

- Elliott, S. N., & DiPerna, J.C. (1999). Fitchburg Responsive Classroom project: Year 1 report. Madison, WI: University of Wisconsin, Madison.
- Elliott, S.N., & Kratochwill, T.R. (1999). Experimental analysis of the effects on testing accommodations on the scores of students with disabilities: A mid-project report. U.S. Department of Education coordinating meeting: Snowbird, Utah.
- DiPerna, J. C., & Elliott, S. N. (1998). Is the construct of academic competence purely academic? Responsive Leadership, 3, 3-5.
- Elliott, S. N. (1998, January). Social skills and academic achievement: Chicken and egg research. Responsive Leadership, 4, 3-5.
- Elliott, S. N. (1998). Statewide testing programs and students with disabilities: Participation and accommodations. CEC Research Connections, 2, 4-5.
- Elliott, S. N., Kratochwill, T. R., & Schulte, A. (1998). Testing accommodations for students with disabilities. Inclusive Education, 1-6.
- Malecki, C., & Elliott, S. N. (1998). Social behavior and academic achievement in Responsive Classrooms: Year 2 progress note from Kensington Avenue Elementary School. Responsive Leadership, 3(4), 13-15.
- Elliott, S. N. (1997, April). Socially supportive environments: Evaluating an important outcome of the responsive classroom. Responsive Leadership, 2-3, 8-9.
- Malecki, C., & Elliott, S. N. (1997). Social behavior and academic achievement in responsive classrooms: A progress note. Responsive Leadership, 3-4, 6-7.
- Elliott, S. N. (1996, February). Evaluating the Responsive Classroom Approach in your school: Tools for detecting change in students' functioning. Responsive Leadership, 1-3, 2-3.
- Elliott, S. N. (1996, June). Evaluating the Responsive Classroom Approach in Your School: Selecting a Sample. Responsive Leadership, 1-4, 3.
- Elliott, S. N. (1996, November). Evaluating the responsive classroom approach in your school: Determining if the results are significant. Responsive Leadership, 2-1, 3-4.
- Elliott, S. N., & Kratochwill, T. R. (1996, June). Performance assessment and students with disabilities: Procedures and outcomes in a statewide assessment system (Final Report). U.S. Department of Education, Washington, D.C.
- Elliott, S.N. (1995, November). Evaluating the Responsive Classroom Approach in your school: Formulating fundamental questions and envisioning outcome evidence. Responsive Leadership, 1-2, 2-3.
- Elliott, S.N. (1994, December). The responsive classroom approach: Its effectiveness and acceptability in the District of Columbia Public Schools. University of Wisconsin: Madison.

Elliott, S. N. (1993, October). Technical issues in the development and use of statewide performance assessment instruments: A report from the technical Advisory Committee. Wisconsin Performance Assessment Project's Annual Report, 169-179.

Elliott, S. N. (1992, May). Authentic assessment: A critical part of educational reform in the 90's. Communiqué, 20, 12-14.

### **GRANTS (External and Competitive)**

(Ordered Chronologically)

Elliott, S.N., Kurz, A., & Tindal, G. (2013-2017). Integrated technology tools for optimizing instruction and assessment results for students with disabilities. U.S. Department of Education, OSEP (H327S130017), \$2,499,988.

Tindal, G., Schulte, A., Elliott, S.N., & Stevens, J.J. (2011-2017). National Research and Development Center on Assessment and Accountability for Special Education Students. U.S. Department of Education, IES (R324C110004), \$11,677,132.

Elliott, S.N., Kettler, R.J., & Zigmond, N. (2009-2011). Modified Alternate Assessment Participation Screening (MAAPS) Consortium. U.S. Department of Education, (S368A090006), \$1,900,000.

Porter, A., Elliott, S.N., Goldring, E., & Murphy, J. (2008-2013). Validation of the Vanderbilt Assessment of Leadership in Education. U.S. Department of Education, IES, \$1,600,000.

Elliott, S.N., Rodriguez, M.C., & Roach, A.T. (2007-2011). Consortium for Modified Alternate Assessment Development and Implementation. U.S. Department of Education, (H373X070026), \$1,999,875.

Elliott, S.N. (2007-2010). Operationalizing Alternate Assessment for Science Inquiry Skills. U.S. Department of Education, Subcontract with South Carolina Department of Education, \$135,035.

Compton, E. & Elliott, S.N. (2006-2009). Consortium for Alternate Assessment Validity and Experimental Studies. U.S. Department of Education, Office of Elementary and Secondary Education, (S368A060012), \$1,535,473.00.

Elliott, S.N., Goldring, E., & Murphy, S.N. (2008-20012). The Development and Validation of the Vanderbilt Assessment of Leadership in Education. U.S. Department of Education, Institute of Education Sciences, \$1,600,000; subcontract with U Penn for \$899,900.

Porter, A.C., Murphy, J., Goldring, E., & Elliott, S.N. (2005-2008). Development and validation of the Leadership Assessment System. The Wallace Foundation, \$1,500,000.

Kratochwill, T.R., & Elliott, S.N. (2002-2008). Coordination, Consultation, and Evaluation Center for Implementing K-3 Behavior and Reading Intervention Models. U.S. Department of Education, Office of Special Education and Rehabilitative Services, \$6,000,000.

- Sueoka, L., Elliott, S.N., & Cook, H.G. (2004-2005). Enhancing the Hawaii State Alternate Assessment System: Development, Implementation, and Validation. U.S. Department of Education, Office of Special Education Programs, \$441,000.
- Elliott, S.N., Kratochwill, T. R., & Bolt, D. (2000-2005). Using DIF analysis to examine the effects of testing accommodations on students' responses to test items. U.S. Department of Education, \$740,000.
- Braden, J.P., & Elliott, S.N. (2000-2003) A hypermedia program on educational assessment for in-service and pre-service teachers. U. S. Department of Education, \$510,000.
- Elliott, S. N., & Kratochwill, T. R. (1998-2002). Experimental analysis of the effects of testing accommodations on scores of students with disabilities. U.S. Department of Education, \$552,000.
- Schulte, A.G., Elliott, S.N., & Kratochwill, T.R. (1999-2000). Experimental analysis of the effects of testing accommodations on students' standardized achievement test scores. USDE, Office of Special Education, Student Initiated Research Award, \$19,994.
- Elliott, S. N. (1997-98). Education assessment and accountability for all students. Wisconsin Department of Public Instruction, \$35,780.
- Elliott, S. N., & Kratochwill, T. K. (1995-1998). Performance assessment and standardized testing for students with disabilities: Psychometric issues, accommodation procedures, and outcome analyses. U.S. Department of Education, \$554,700.
- Kratochwill, T. R., & Elliott, S. N. (1993-97). Training behavioral consultants to work with parents and teachers of minority preschoolers. USDE, Office of Special Education, \$344,000.
- Kratochwill, T. R., & Elliott, S. N. (1992-97). Conjoint behavioral consultation: An early intervention model for preschoolers at risk for social-emotional difficulties. U.S. Department of Education, Office of Special Education, \$744,000.
- Kratochwill, T. R., & Elliott, S. N. (1994-95). How verbal interactions during consultation affect consultation treatment outcomes. USDE, Office of Special Education Research, \$99,064.
- Elliott, S. N., & Kratochwill, T. K. (1993-94). Performance assessment and students' with disabilities: Procedures and outcomes in a statewide assessment system. U.S. Department of Education, Division of Innovation and Development, \$75,000.
- Kratochwill, T. R., & Elliott, S. N. (1988-93). Preparation of school psychologists to serve as consultants to teachers trained in consultation and classroom intervention strategies. U.S. Department of Education, Office of Special Education, \$521,205.
- Kratochwill, T R., Elliott, S. N., & Lehrer, R. (1990-91). Technology development for consultation training. Joint project with Iowa's and Wisconsin's Department of Public Instruction, \$14,000.

Elliott S. N., & Gresham, F. M. (1984). The use and integrity of support services provided by appraisal personnel for children in Louisiana. Louisiana Department of Education, \$29,995.

Elliott, S. N., & Gresham, F. M. (1984). Facilitating doctoral training of school psychologists - Year 2. Louisiana Department of Education, \$8,910.

Gresham, F. M., & Elliott, S. N. (1984). School building level committees and the use of support services provided for children in Louisiana. Louisiana Department of Education, \$21,509.

Gresham, F. M., & Elliott, S. N. (1983). Facilitating doctoral training of school psychologists - Year 1. Louisiana Department of Education, \$9,000.

Elliott, S. N. (1981). The multidisciplinary team: A group problem-solving system. Nebraska Department of Education, \$9,000.

Elliott, S. N. (1981). Behavior assessment training for psychologists and educators. Nebraska Department of Education, \$4,000.

### **GRANTS (University Competitions)**

Elliott, S.N. (2007-2008). Predicting academic achievement: Screening social and academic enablers. Vanderbilt International Office, Vanderbilt University, \$25,000.

Elliott, S. N. (1992). Authentic assessment in the classroom. UW-Madison, Office of Outreach Development, \$6,395.

Elliott, S. N. (1991). A comparative analysis of behavioral consultation with parents and teachers: Delivering treatment for socially withdrawn children at home and school. UW-Madison, Graduate School, \$19,000.

### **CONTRACTS**

Elliott, S.N. (2015-2016). Assessment as a communication and equity tool. Commissioned paper with Kadriye Ercikan by Smarter Balanced Assessment Consortium, CRESST UCLA, Los Angeles.

Elliott, S.N. (2015). Accessibility for Students with Disabilities. Commissioned paper with Alexander Kurz & Ann Schulte by Smarter Balanced Assessment Consortium Forum Series, CRESST UCLA, Los Angeles.

Elliott, S.N. (2013-2014). Digital Age Study: Design and Instructional Analyses. Digital Promise & Pearson Research and Innovation Network, Austin, TX.

Elliott, S.N. (2011). Evaluation of the Rodel Exemplary and Aspiring Principals Initiatives. Rodel Foundation, Scottsdale, AZ.

Elliott, S.N. (2009). Design performance level descriptors and setting end-of-course achievement standards. Discovery Education Assessment and District of Columbia Public Schools.

- Elliott, S.N. (2009). Setting grade-level achievement standards for the AIMS A. Arizona Department of Education.
- Elliott, S.N. (2007-2008). Electronic Center for Alternate Assessment Scoring. Idaho Department of Education.
- Elliott, S.N. (2007-2009). Mississippi CAARES project. Mississippi State University & the Mississippi Department of Education.
- Elliott, S.N., & Roach, A.T. (2004-2008). Development and validation of the Mississippi Alternate Assessment. Mississippi Department of Education, Jackson, MS.
- Elliott, S.N., with ThinkLink Learning Associates. (2005-2006). Development of extended academic indicators and alternate assessment guide. Oklahoma Department of Education, Oklahoma City, OK.
- Elliott, S.N. (2001-2006). Evaluating the implementation and use of the Idaho Alternate Assessment. Idaho Department of Education, Boise, ID.
- Elliott, S.N. (2001-2006). Developing and validating an alternate assessment for Wisconsin. Wisconsin Department of Public Instruction.
- Elliott, S. N. (2000-2001). Training of Trainers to facilitate implementation of inclusive accountability procedure. CESA#1, Department of Public Instruction, Madison, WI
- Elliott, S. N., & DiPerna, J. C. (1999-2001). Evaluation of the effectiveness of the Responsive Classroom on students' social and academic functioning in a middle school. Funded by a grant to the Fitchburg, MA Public Schools by the Massachusetts Department of Education.
- Elliott, S. N. (1996-1999). Evaluation of the responsive classroom on the social and academic functioning of students. Funded by the Northeast Foundation for Children and conducted in the Springfield (MA) schools.
- Elliott, S. N. (1997). Assessment of students' cognitive functioning: The use of intelligence tests and alternative methods. A report commissioned by the Department of Specialized Services, Chicago Public Schools, Chicago, IL.
- Kratochwill, T. R., & Elliott, S. N. (1997). Evaluation of NCEO revised model and support materials for assessing social-emotional behavior. A report commissioned by the National Center for Educational Outcomes, University of Minnesota, Minneapolis, MN.
- Elliott, S. N., & Kratochwill, T. R. (1996). Analysis of the NCEO outcomes model. A report commissioned by the National Center of Educational Outcomes, University of Minnesota, Minneapolis, MN.
- Elliott, S. N. (1993-1995). The acceptability and effectiveness of the responsive classroom in urban schools. Funded by the District of Columbia Public Schools, Washington, D.C.

Elliott, S. N. (1991-1992). Implementation and evaluation of a social caring curriculum. Northeast Foundation for Children, Inc.: Greenfield, MA.

## **PAPER PRESENTATIONS (Competitive)**

### **2016**

Davies, M.D., Elliott, S.N., & Sin, K. (2016, August). Development and application of the Checklist for Learning and Assessment Adjustments for Students(CLAAS) in Australia and China with special needs to inform learning and assessment differentiation. World Congress on Special Needs Education, Philadelphia.

Elliott, S.N., Davies, M.D., & DiPerna, J.C. (2016, August). Developing social skills to improve academics: An examination of two effectiveness studies with implications for future research and practice. World Congress on Special Needs Education, Philadelphia.

Razmjooe, M., Shahaieian, A., Wang, C., & Elliott, S.N. (2016, July). Theory of mind and social associates: Relational aggression. 24<sup>th</sup> Meeting of the International Society for the Study of Behavioural Development, Vilnius, Lithuania.

Yarbro, J., McKnight, K., Elliott, S.N., & Kurz, A. (2016, June). Digital instructional strategies and their role in classroom instruction. Paper presented at the International Society for Technology in Education annual conference, Denver.

### **2015**

Covay, E., Porter, A.C., Goldring, E., Murphy, J., & Elliott, S.N. (2015, April). Developing effective leaders requires valid high quality, psychometrically sound, and reliable tools: A test- retest analysis of the Vanderbilt Assessment of Leadership in Education. Paper presented at the American Education Research Association, Chicago.

Elliott, S.N. (2015, June). Opportunity to learn and its role in the achievement of students with disabilities. Paper presented at the National Student Assessment Conference, San Diego.

Elliott, S.N., & Davies, M.D. (2015, November). Developing social skills to improve academics: An examination of two effectiveness studies with implications for future research and practice. Paper presented at the Australian Association for Research in Education, Fremantle, AU.

Elliott, S.N., Kurz, A., Tindal, G., Stevens, J. & Yel, N. (2015, April). Predicting end-of-year mathematics achievement of students with and without disabilities: The role of opportunity to learn and CBM measures. Paper presented at the National Council on Measurement in Education, Chicago.

Elliott, S.N. (2015, September). Research on the measurement of student engagement in Australia and beyond. Paper presented at the British Educational Research Association conference, Belfast, Northern Ireland.



Davies, M., Elliott, S.N., & Sin, K.F. (2015, September). Development and application of a learning and assessment adjustments checklist to inform learning and assessment differentiation for students with additional needs. Paper presented at the British Educational Research Association conference, Belfast, Northern Ireland.

Nese, J.F.T., Tindal, G., Stevens, J.J., Schulte, A., & Elliott, S.N. (2015, April). Modeling growth for NCLB subgroups: Effects of time-varying disability classification. Paper presented at the National Council on Measurement in Education, Chicago.

Stevens, J.J., & Elliott, S.N. (2015, January). Mathematics and reading proficiency rates for students in specific exceptionality groups. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.

## **2014**

Elliott, S.N. (2014, December). Learning sciences in Australia: Context and engagement for success. Invited discussant for Feature Symposia at the Joint meeting of the Australian Association of Research in Education and New Zealand Association for Research in Education, Kelvin Grove, Brisbane, AU.

Elliott, S.N., Kurz, A.K., Tindal, G., Stevens, J. & Yel, N. (2014, April). Predicting end of year mathematical achievement with opportunity to learn and CBM measures: Year 1 report. Paper presented at the annual convention of the National Council on Measurement in Education, Philadelphia.

Tindal, G., Schulte, A., & Elliott, S.N. (2014, April). Critical issues in studying growth on state tests for students with disabilities. Paper presented at the annual convention of the Council for Exceptional Children, Philadelphia.

## **2013**

Cravens, X., Goldring, E., Porter, A., Murphy, J., & Elliott, S.N. (2013, April). Instructional leadership and emotional intelligence: The convergent and divergent validity of the Vanderbilt Assessment of Leadership in Education (VAL-ED). Paper presented at the annual convention of the American Educational Research Association, San Francisco.

Davies, M., Cooper, G., Kettler, R., & Elliott, S.N. (2013, October). Developing social skills to improve academics and classroom inclusion within the context of the Australian Curriculum. Australian Association of Special Education, Adelaide, AU.

Davies, M., Elliott, S.N., & Cumming, J. (2013, October). Development and use of a learning and assessment adjustments checklist to inform instructional and assessment differentiation for students with additional needs. Australian Association of Special Education, Adelaide, AU.

Elliott, S.N., Kurz, A., & Davies, M. (2013, October). Research on opportunity to learn: A key access and validity issue when testing students with disabilities. Australian Association of Special Education, Adelaide, AU.

Nese, J. F.T., Tindal, G., Stevens, J.J., Schulte, A., & Elliott, S.N. (2013, August). Opening the black box of data cleaning for state data. Paper presented at the annual convention of the American Psychological Association, Honolulu.

## **2012**

Elliott, S.N. (2012, February). Opportunity to learn and its relationship to students' achievement: Measurement issues and practices. Paper presented at the annual convention of the National Association of School Psychologists, Philadelphia.

Elliott, S.N., & Kurz, A. (2012, April). Measurement of opportunity to learn and its contribution to achievement gains of students with disabilities. Paper presented at the annual convention of the National Council on Measurement in Education, Vancouver, Canada.

Elliott, S.N., & Kurz, A. (2012, June). Opportunity to learn as a moderating variable in achievement growth. Paper presented at the CCSSO National Conference on Student Assessment, Minneapolis.

Goldring, E., Murphy, J., Cravens, X., Porter, A.C., & Elliott, S.N. (2012, April). Conceptualization, psychometric development, and implementation of the VAL-ED. Paper presented at the annual convention of the American Educational Research Association, Vancouver, CA.

Rodriquez, M.C., Palma, J., Elliott, S.N., Roach, A.T., & Kettler, R.J. (2012, April). The think aloud method for the validation of item modifications to improve test accessibility. Paper presented at the annual convention of the National Council on Measurement in Education, Vancouver, Canada

## **2011**

Elliott, S.N. (2011, February). Testing practices and AA-MAS policy: Progress report. Paper presented as part of a panel session at the Pacific Coast Research Conference, San Diego.

Elliott, S.N., Kurz, A., Kettler, R.J., & Beddow, P.A. (2011, February). Access for success: Strategies to improve instruction and testing. Presented at the annual meeting of the National Association of School Psychologists, San Francisco.

Frey, J.R., & Elliott, S.N. (2011, April). Social skills intervention planning for young children: An investigation of parent and teachers social behavior importance ratings. Paper at the National Council of Measurement in Education, New Orleans.

Kettler, R.J., Kurz, A., Beddow, P.A., & Elliott, S.N. (2011, February). Online identification of students with learning problems or instructional needs. Presented at the annual meeting of the National Association of School Psychologists, San Francisco.

Gresham, F.M., & Elliott, S.N. (2011, February). Social skills assessment: Advances in research and practice. Presented at the annual meeting of the National Association of School Psychologists, San Francisco.

## **2010**

Beddow, P.A., Elliott, S.N., & Kettler, R.J. (2010, May). Accessibility reviews to improve test score validity. Presented at the annual convention of the American Educational Research Association, Denver.

Elliott, S.N. (2010, April). Agreement among respondent groups and the role of behavioral evidence in assessing principal leadership. Presented at the annual convention of the American Educational Research Association, Denver.

Elliott, S.N., & Beddow, P.A. (2010, July). Designing accessible achievement tests for students with reading difficulties. Presented at the annual conference of the Society for Scientific Study of Reading, Berlin, Germany.

Kettler, R.J., & Elliott, S.N. (2010, June). Reducing barriers to assessment of scientific inquiry: Findings from a multi-state study of AA-MAS pilot tests. Presented at the annual National Conference on Student Assessment, Detroit.

Kettler, R.J., Elliott, S.N. (2010, June). Predicting performance on state achievement tests and the selection of students for an AA-MAS. Presented at the annual National Conference on Student Assessment, Detroit.

## **2009**

Elliott, S.N. (2009, February). Using cognitive load theory to design better achievement tests. Presented at annual convention of the National Association of School Psychologists, Boston.

Elliott, S.N. (2009, June). Designing more accessible achievement tests for all students. Presented as part of a symposium at the CCSSO National Conference on Student Assessment, Los Angeles.

Elliott, S.N. (2009, June). Reducing cognitive load in multiple-choice items for all students. Presented at the CCSSO National Conference on Student Assessment, Los Angeles.

Elliott, S.N., Compton, E., & Kettler, R.J. (2009, April). Alternate assessments of modified achievement standards: Research on more accessible and less difficult grade-level items. To be presented at the annual convention of the National Council on Measurement in Education, San Diego.

Kettler, R.J., Elliott, S.N., Davies, M., & Griffin, P. (2009, April). Using academic enabler nominations and social behavior ratings to predict students' performance level on Australia's National Achievement Test. To be presented at the annual convention of the American Educational Research Association, San Diego.

## **2008**

Elliott, S.N., & Gresham, F.M. (2008, February). Two decades of social skills research with the SSRS. Presented at the annual convention of the National Association of School Psychologists, New Orleans.

Elliott, S.N., & Gresham, F.M. (2008, February). The SSIS Classwide Program: Screening, intervention, and evaluation. Presented at the annual convention of the National Association of School Psychologists, New Orleans.

Elliott, S.N. (2008, June). Modified achievement tests for students with disabilities: Design strategies and experimental results. Presented at the CCSSO National Conference on Student Assessment, Orlando, FL.

## **2007**

Elliott, S.N. (2007, March). NCLB large-scale assessment and accountability programs: A grand opportunity for school psychologists to learn and lead. Presentation at the annual convention of the National Association of School Psychologists, New York City.

Elliott, S.N. (2007, June). Alternate assessments: Changing expectations, improving learning for students with significant disabilities. Paper part of a symposium at the CCSSO annual conference on Large-Scale Assessment, Nashville.

Elliott, S.N. (2007, June). Modified alternate assessments: Future of assessments or another name for out-of-level testing? Paper part of a symposium at the CCSSO annual conference on Large-Scale Assessment, Nashville.

Elliott, S.N. (2007, August). Making sound accommodations decisions: Facilitating test access and implementation integrity. Presented at the annual convention of the American Psychological Association, San Francisco.

Elliott, S.N., Roach, A.T., & Beddow, P. (2007, August). Convergent evidence scales: Quantifying the integrity of multi-component interventions. Presented at the annual convention of the American Psychological Association, San Francisco.

## **2006**

Elliott, S.N. (2006, June). Validating IAA scores: A multiple method, multiple group approach. Presented at the CCSSO National Conference on Large-Scale Assessment, San Francisco.

Elliott, S.N., Compton, E., & Roach, A.T. (2006, April). Alternate assessment validity: Evidence for making valid inferences about IAA proficiency scores of students with significant disabilities. Presented at the annual convention of the National Council on Measurement in Education, San Francisco.

Elliott, S.N., Huai, N., Roach, A.T. (2006, April). Universal and early screening for educational difficulties: Current and future approaches. Presented at the annual convention of the National Association of School Psychologists, Anaheim.

Murphy, J., Elliott, S.N., Goldring, E.B., & Porter, A.C. (2006, October). Learning-centered leadership: The conceptual foundation for the Vanderbilt Assessment of Leadership in Education (VAL-ED). Presented at the annual meeting of the Wallace Foundation State Action for Educational Leadership Conference, St. Louis.

Roach, A.T., & Elliott, S.N. (2006, March). Students with significant disabilities, curricular access, and alternate assessment performance. Paper presented at the National Association of School Psychologists annual meeting, Anaheim, CA.

Roach, A.T., & Elliott, S.N. (2006, April). Students with significant disabilities, access to the general curriculum, and alternate assessment performance. Presented at the annual convention of the American Educational Research Association, San Francisco.

## **2005**

Albers, C., Elliott, S.N., & Haii, N. (2005, April). Implementing a multiphase screening procedure to facilitate invention for at-risk students. Presented at the annual convention of the Council for Exceptional Children, Baltimore, MD.

Elliott, S.N. (2005, April). Social support: Definition, guiding theory, and the measurement of students' perceptions. Presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Elliott, S.N., Roach, A.T. & Compton, L. (2005, June). Proficient Performance: The process and outcomes of proficiency standard setting for alternate assessments. Presented at the annual CCSSO Large-Scale Assessment Conference, San Antonio.

Roach, A.T., & Elliott, S.N. (2005, April). Universal screening and progress monitoring for educational difficulties. Presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.

Roach, A.T., & Elliott, S.N. (2005, April). Alternate assessments: Alignment analysis and standard setting methods in practice. Presented at the annual convention of the Council for Exceptional Children, Baltimore, MD.

## **2004**

Huai, N., Braden, J.P., White, J.L., & Elliott, S.N. (2004, April). Effect of an internet-based multimedia teacher development program in enhancing teachers' assessment literacy. Presented at the Annual Convention of the National Association of School Psychologist Dallas, TX.

Huai, N. & Elliott, S.N. (2004, July). Development and validation of a universal academic screening system. Presented at the Annual Convention of the American Psychological Association, Honolulu, HI.

Roach, A.T., & Elliott, S.N. (2004, April). Alignment analysis and standard setting procedures for alternate assessments. Presented at the American Educational Research Association, San Diego, CA.

## **2003**

Braden, J.P., & Elliott, S.N. (2003, February). Assessing One and All: The use and effectiveness of an on-line course for educators. Presented at the IDEA Conference, Washington, DC.

Elliott, S.N. (2003, April). Testing accommodations: Research and practice to advance the meaningful assessment of all students. Presented at the annual meeting of the National Association of School Psychologists, Toronto, Canada.

Kettler, R.J., Elliott, S.N., DiPerna, J.C., & Bolt, D. (2003, August). Ratings of academic competence: Cross-informant agreement and classification accuracy. Poster presented the American Psychological Association annual meeting, Toronto, Canada.

## **2002**

DiPerna, J.C., & Elliott, S.N. (2002, March). ACES rating scales: Resources to facilitate intervention planning and evaluation. Presented at the annual meeting of the National Association of School Psychologists, Chicago.

Elliott, S.N., & Roach, A.T. (2002, April). The impact of providing testing accommodations to students in special education programs. Paper presented as part of a symposium at the American Educational Research Association, New Orleans.

Mroch, A.A., Lang, S.C., Elliott, S.N., & DiPerna, J.C. (2002, February). Teachers' and students' perceptions of academic enabling behaviors for a diverse national sample of learners. Paper presented at the annual convention of the National Association of School Psychologists, Chicago.

## **2001**

Elliott, S.N. (2001, April). Validity evidence for the ACES. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

Elliott, S.N. (2001, August). The ACES and its validity evidence. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Kettler, R.J., Elliott, S.N., & McKeivitt, B.C. (2001, August). Testing accommodations: What we know and how we know it. Poster presented at the American Psychological Association annual meeting, San Francisco, CA.

Schulte, A.G., Elliott, S.N., & Kratochwill, T.K. (2001, April). Experimental analysis of the effects of testing accommodations on students with and without disabilities. Presented at the annual convention of the National Association of School Psychologists, Washington, DC.

## **2000**

DiPerna, J. C., & Elliott, S. N. (2000, August). Academic enablers and the identification of students with learning difficulties. Presented at the American Psychological Association's annual meeting, Washington D.C.

DiPerna, J. C., & Elliott, S. N. (2000, April). Using the ACES and AIMS to facilitate the development of prereferral interventions. Presented at the annual meeting of the Council of Exceptional Children, Kansas City, MO.

Elliott, S.N. (2000, April). Accommodation decisions: Legal and technical issues challenging teachers. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Elliott, S.N. (2000, June). Experimental research on testing accommodations: What we currently know. Paper presented at the annual meeting of the Council of Chief State School Officers, Snowbird, UT.

Elliott, S.N., Kratochwill, T.R., McKevitt, B.C., & Mroch, A.A. (2000 April). An experimental analysis of the effects of testing accommodations on the scores of students with disabilities. Presented at the annual meeting of the Council for Exceptional Children, Vancouver, Canada.

Loitz, P.A., Kratochwill, T.R., Elliott, S.N., Sladeczek, I., & Carlson, J. (2000, August). Behavioral consultation using manual and videotaped training: Effects on children's behavior. Presented at the annual meeting of the American Psychological Association, Washington, D.C.

## **1999**

Elliott, S. N. (1999, March). Using rating scales to measure academic competence. Presented at the National Association of School Psychologists annual convention, Las Vegas, NV.

Elliott, S.N. (1999, April). Experimental analysis of the effects of testing accommodations on the scores of students with disabilities. Presented as part of a symposium on testing accommodations at the annual meeting of the American Educational Research Association, Montreal, Canada.

Elliott, S.N. (1999, June). Experimental analysis of the effects of testing accommodations on students with disabilities: A midproject report. Presented at the CCSSO Large-Scale Assessment Conference, Snowbird, UT.

Elliott, S.N. (1999, June). Valid testing accommodations: Fundamental assumptions and methods for collecting validity evidence. Presented at the CCSSO Large-Scale Assessment Conference, Snowbird, UT.

Elliott, S.N. (1999, June). The use of DIF analysis to detect invalid testing accommodations: A promising method limited by numbers [Discussant]. Presented at the CCSSO Large-Scale Assessment Conference, Snowbird, UT.

Demaray, M., Malecki, C. K., & Elliott, S. N. (1999, April). The importance of measuring perceived social support in children and adolescents for practice and research. Presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV.

Lepage, K. M., Kratochwill, T.R., & Elliott, S.N. (1999, April). Conjoint behavioral consultation training: An evaluation of consultant outcomes, treatment effects, and consumer satisfaction. Presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV.

McKevitt, B. C., & Elliott, S.N. (1999, April). Observations and ratings of children's social behavior: Issues of representativeness and validity. Presented at the annual convention of the National Association of School Psychologists, Las Vegas, NV.

McKevitt, B. C., Marquart, A., Mroch, A., Schulte, A., Elliott, S.N., & Kratochwill, T.R. (1999, August). Testing accommodations for students with disabilities: An empirical analysis. Presented at the Annual Convention of the American Psychological Association, Boston.

## **1998**

Malecki, C. K., & Elliott, S. N. (1998, April). The influence of elementary students' social behaviors on academic achievement. Presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

Marquart, A., Elliott, S. N., & Kratochwill, T. R. (1998, April). Attitudes of students with disabilities toward participation in large-scale assessments. Presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

DiPerna, J. C., & Elliott, S. N. (1998, April). Academic competencies: The construct and its measurement. Presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

Elliott, S. N. (1998, April). Testing accommodation decision-making for statewide assessments. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Elliott, S. N. (1998, April). The use of alternative assessment methods with diverse populations of students. Presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

Elliott, S. N. (1998, June). The use of single-subject methods to document the effects of testing accommodations on scores. Presented at the National Conference on Large Scale Assessment, Colorado Springs, CO.

Elliott, S. N., Kratochwill, T. R., & Braden, J. (1998, June). Testing accommodations and students with disabilities: Descriptive and experimental studies. Presented at the annual Large-Scale Testing Conference, Colorado Springs, CO.

Elliott, S. N., Kratochwill, T. R., Schulte, A., & Braden, J. (1998, August). Inclusion of students in large-scale assessments: Research and practice. Presented at the annual convention of the American Psychological Association, San Francisco, CA.

## **1997**

Elliott, S. N. (1997, March). Standards-based reform and the assessment of students with disabilities. Presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.



Elliott, S. N. (1997, June). Accommodating students on performance assessment tasks: A report of methods and results. Presented at the National Conference on Large Scale Assessment, Colorado Springs, CO.

Braden, J. P., Elliott, S. N., & Kratochwill, T. R. (1997, June). The performance of students with and without exceptional educational needs on performance assessment and multiple choice achievement measures. Presented at the National Conference on Large Scale Assessment, Colorado Springs, CO.

Gilbertson, A., & Elliott, S. N. (1997, March). The development and validation of the Assessment Accommodation Checklist. Presented at the National Association of School Psychologists annual convention, Anaheim, CA.

Malecki, C. K., & Elliott, S. N. (1997, March). The relationship between social behavior and academic competencies in responsive classrooms. Presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.

Malecki, C. K., & Elliott, S. N. (1997, March). The conceptualization and measurement of perceived social support in adolescents. Presented at the annual convention of the American Educational Research Association, Chicago, IL.

Nolten, P. W., Malecki, C. M., & Elliott, S. N. (1997, April). Social support: Perceptions of adolescents. Presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.

## **1996**

Elliott, S. N., Kratochwill, T. R., & Ruffalo, S. (1996, April). Statewide performance assessment and students with disabilities: Outcomes and accommodations. Presented at the annual convention of the Council for Exceptional Children, Orlando, FL.

Elliott, S. N. (1996, March). Performance assessment of students' achievement: Research and practice in schools. Presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

Ruffalo, S. L., & Elliott, S. N. (1996, March). Unraveling the situational specificity argument: A closer look at cross-informant agreements of children's social behavior. Presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

Sladeczek, I., Kratochwill, T. R., & Elliott, S. N. (1996, April). Analysis of parent/teacher mediated intervention for preschoolers with social behavior problems. Presented at the annual convention of the Council for Exceptional Children, Orlando, FL.

## **1995**

Elliott, S. N., Malecki, C., & Nolten, P. W. (1995, August). Assessing perceptions of social support: Further development of the Student Social Support Scale. Presented at the annual convention of the American Psychological Association, New York, NY.

- Demaray, M., & Elliott, S. N. (1995, March). Teachers' judgments of students' academic functioning: A comparison of actual and predicted performances. Presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Elliott, S. N. (1995, March). Performance assessments and the case for consequential validity. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Elliott, S. N. (1995, March). Goal attainment scaling: Its use in monitoring treatment progress and outcomes. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Elliott, S. N. (1995, March). What I've learned from my son and his teacher about alternative assessments. Presented as part of a symposium on parenting and school psychology at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Elliott, S. N., Sladeczek, I., & Kratochwill, T. R. (1995, August). Goal attainment scaling: Its use as a progress monitoring and outcome effectiveness measure in behavioral consultation. Presented at the annual convention of the American Psychological Association, New York.
- Kratochwill, T. R., Busse, R. T., Ruffalo, S., & Elliott, S. N. (1995, March). Evaluating interventions: Using multiple methods to assess progress and outcomes. A mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Malecki, C., & Elliott, S. N. (1995, March). Evaluation of the acceptability and effectiveness of the Responsive Classroom Program in an urban school system. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Nolten, P. W., & Elliott, S. N. (1995, March). Conceptualization and measurement of social support: The development of the Student Social Support Scale. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Potts, M. K., Loitz, P., Kratochwill, T. R., & Elliott, S. N. (1995, March). The use of hypermedia teaching in consultation training. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Racine, C., & Elliott, S. N. (1995, March). The relationship between observations and ratings of children's social behavior: An extension of the accuracy-reliability paradigm. Presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

## **1994**

- Elliott, S. N. (1994, March). Conceptual and pragmatic issues in social competence: Developing a behavioral aptitude by treatment interaction model - Discussant. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Elliott, S. N. (1994, March). Helping parents help kids: A social skills program for ADHD children and their parents - Discussant. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

Kraemer, E. S., Kratochwill, T. R., Elliott, S. N., Belmore, K., & Evans, J. H. (1994, March). Stimulus fading and response initiation techniques for the treatment of elective mutism: A case study. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

Robertson-Mjaanes, S. L., & Elliott, S. N. (1994, March). The relationship between observations and ratings of a preschool child's social behavior. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

Sladeczek, I. E., Kratochwill, T. R., & Elliott, S. N. (1994, March). An analysis of a teacher/parent mediated intervention for preschoolers with behavior problems. Presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

### **1993**

Elliott, S. N. (1993, June). Performance assessment and students with disabilities: Questions and technical issues to consider. Presented at the International Commission on Testing Children, Oxford, England.

Elliott, S. N. (1993, August). Education reform -- What should psychology do? Paper presented as part of the "President's Forum on the Future" at the annual meeting of the American Psychological Association, Toronto, Canada.

Elliott, S. N. (1993, August). Performance assessment: Dogma, data, and technical issues. Presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Gorges, T. C., Elliott, S.N., & Nolten, P. W. (1993, April). Homework: An investigation of students' and parents' involvement. Presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.

Kratochwill, T. R., Busse, R. T., & Elliott, S. N. (1993, February). Training behavioral consultants. Presented at the Illinois School Psychologists' Spring Convention. Rockford, IL.

Kratochwill, T. R., Busse, R. T., & Elliott, S. N. (1993, August). Behavior consultation training: Consultant and client outcomes. Presented at the annual convention of the American Psychological Association, Toronto, Canada.

Nolten, P. W., & Elliott, S. N. (1993, April). The relationship between students' self-efficacy and social behavior ratings. Presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.

### **1992**

Kratochwill, T. K., Busse, R. T., & Elliott, S. N. (1992, August). Evaluation of behavioral consultation training: Consultant and client outcome data. Presented at the annual meeting of the American Psychological Association, Washington, D.C.

- Kratochwill, T. K., Elliott, S. N., & Busse, R. T. (1992, October). Prereferral consultation: Training and outcomes. Presented at the Fall Conference of the Wisconsin Association of School Psychologists, Milwaukee, WI.
- Elliott, S. N. (1992, July). The Behavior Intervention Rating Scale: A client and consumer measure of treatment acceptability and effectiveness. Presented at the World Congress on Behavior Therapy, Gold Coast, Australia.
- Elliott, S. N. (1992, July). Evaluation of behavioral consultation training: Consultant and client process and outcome data. Presented at the World Congress on Behavior Therapy, Gold Coast, Australia.
- Elliott, S. N. (1992, August). Training scientist-practitioners: A goal unfulfilled. Presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Noell, G. H., Gresham, F. M., & Elliott, S. N. (1992, August). Handicapped and nonhandicapped children's social skills: Empirically derived types. Presented at the annual convention of the American Psychological Association, Washington, D.C.
- 1991**
- Nolten, P. W., & Elliott, S. N. (1991, August). Self-efficacy differences among handicapped and non-handicapped students. Presented at the annual convention of the American Psychological Association, San Francisco, CA.
- Elliott, S. N. (1991, March). Prereferral assessment and intervention: Structuring the process and products. Presented at the National Association of School Psychologists' Annual Convention, Dallas, TX.
- Elliott, S. N. (1991, August). Authentic assessment and the practice of school psychology. Presented at the annual meeting of the Council of Directors of School Psychology Programs, San Francisco, CA.
- Elliott, S. N. (1991, August). Behavioral assessment of social-emotional characteristics of mildly handicapped persons. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Fenning, P. A., & Elliott, S. N. (1991, August). Social-cognitive abilities of popular and rejected children. Presented at the annual convention of the American Psychological Association, San Francisco, CA.
- Gresham, F. M., Noell, G., & Elliott, S. N. (1991, August). Rater effects in the assessment of social competence. Presented at the annual convention of the American Psychological Association, San Francisco, CA.
- Gresham, F. M., Noell, G., & Elliott, S. N. (1991, August). Classification of social competence strengths and weaknesses across instruments. Presented at the annual convention of the American Psychological Association, San Francisco, CA.

McKinnie, D., & Elliott, S. N. (1991, August). Social skills problems of learning disabled children. Presented at the annual convention of the American Psychological Association, San Francisco, CA.

### **1990**

Elliott, S. N. (1990, April). Issues influencing the use and interpretation of behavior rating scales. Presented at the National Association of School Psychologists' Annual Convention, San Francisco, CA.

Elliott, S. N., & Shapiro, E. S. (1990, April). School Psychology Review: Past, present, and future editorial perspectives. Presented at the National Association of School Psychologists' Annual Convention, San Francisco, CA.

Gresham, F. M., & Elliott, S. N. (1990, August). Cross-informant ratings of social competence: Convergent and discriminant validity. Presented at the Annual Convention of the American Psychological Association, Boston, MA.

Powless, D., Elliott, S. N., & Gresham, F. M. (1990, August). Assessment of the social skills of Indian and non-Indian preschoolers. Presented at the Annual Convention of the American Psychological Association, Boston, MA.

Sheridan, S. M., & Elliott, S. N. (1990, April). Linking assessment and treatment of social skills through consultation. Presented at the National Association of School Psychologists' Annual Convention, San Francisco, CA.

### **1989**

Elliott, S. N. (1989, April). Social skills assessment: An overview of methods and examination of measurement challenges. Presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

Elliott, S. N. (1989, May). Treatment acceptability: Past research, future practice. Presented as part of a symposium at the annual convention of the Association for Behavior Analysis, Milwaukee, WI.

Elliott, S. N. (1989, August). School-based treatment of socially withdrawn children: A joint teacher and parent consultation. Presented as part of a symposium at the annual convention of the American Psychological Association, New Orleans, LA.

Elliott, S. N., & Barnard, J. (1989, March). Preschoolers' social behavior: Teachers' and parents' assessments. Presented at the National Association of School Psychologists Annual Convention, Boston, MA.

Elliott, S. N., & Gresham, F. M. (1989, August). Preschoolers' social skills: Normative data on frequency and importance of behaviors. Presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Gresham, F. M., & Elliott, S. N. (1989, August). Concurrent validity of the social skills rating system. Presented at the Annual Convention of the American Psychological Convention, New Orleans, LA.

Hensarling, D., & Elliott, S. N. (1989, March). An investigation of social status as it relates to social skills. Presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

Hensarling, D., Gresham, F. M., & Elliott, S. N. (1989, August). Social skills differences of popular/rejected and attractive/unattractive children. Presented at the Annual Convention of the American Psychological Association, New Orleans, LA.

## **1988**

Elliott, S. N. (1988, April). Assessment of social skills deficits: Current methods and measurement issues. Presented as part of a symposium at the Annual Convention of the American Education Research Association, New Orleans, LA.

Elliott, S. N. (1988, April). Research in school psychology; An optimist's assessment of the long and winding road. Presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Elliott, S. N., & Gresham, F. M. (1988, August). Adolescent social status groups: Base rate data for racial subgroups. Presented at the 91st Annual Convention of the American Psychological Association, Atlanta, GA.

Elliott, S. N., Gresham, F. M., Fenning, P., Peters, J., & Busse, R. (1988, August). Correlates of popular and rejected adolescent boys' behavior. Presented at the 91st Annual Convention of the American Psychological Association, Atlanta, GA.

Gresham, F. M., Elliott, S. N., & Evans, S. (1988, April). Academic and social self-efficacy of exceptional and nonhandicapped children. Presented at the Annual Convention of the American Educational Research Association, New Orleans, LA.

Turco, T. L., & Elliott, S. N. (1988, April). Acceptability and effectiveness of group contingencies for improving spelling. Presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Turco, T. L., & Elliott, S. N. (1988, May). Analysis of the effectiveness and acceptability of group contingencies. To be presented at the annual meeting of the Association of Behavior Analysis, Philadelphia, PA.

Turco, T. L., & Elliott, S. N. (1988, August). Influences of social validity on the effectiveness of group contingencies. Presented at the 91st Annual Convention of the American Psychological Association, Atlanta, GA.

## **1987**

Elliott, S. N. (1987, May). Acceptability and consumer satisfaction with group contingencies in the classroom. Presented at the annual convention of the Association for Behavior Analysis, Nashville, TN.

Elliott, S. N. (1987, August). Selection of classroom-based behavioral interventions. Presented at the annual convention of the American Psychological Association, New York, NY.

## **1986**

- Boeve, K., & Elliott, S. N. (1986, April). Ethnicity as a determinant of differences in WISC-R IQs over time. Presented at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.
- Elliott, S. N. (1986, April). Publication and evaluation of school psychological research. Presented at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.
- Elliott, S. N. (1986, August). Social skills: Assessment procedures for identification and intervention. Presented at the annual convention of the American Psychological Association, Washington, D.C.
- Elliott, S. N. (1986, August). Group contingencies and cooperative learning strategies for improving academic performance. Presented at the annual convention of the American Psychological Association, Washington, D.C.
- Elliott, S. N., Turco, T. L., & Von Brock, M. B. (1986, April). Acceptability of classroom interventions: Conceptual issues, research, and practice. Presented at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.
- Heffer, R. W., Elliott, S. N., Gresham, F. M., & Kelley, M. L. (1986, November). Development of a short-form for the Treatment Evaluation Inventory. Presented at the annual convention of the Association for the Advancement of Behavior Therapy, Chicago, IL.
- Gresham, F. M., & Elliott, S. N. (1986, November). Social skills across diagnostic subgroups of mildly handicapped children. Presented at the annual convention of the Association for the Advancement of Behavior Therapy, Chicago, IL.
- Von Brock, M. B., & Elliott, S. N. (1986, August). Influence of treatment effectiveness information on the acceptability of classroom interventions. Presented at the annual convention of the American Psychological Association, Washington, D.C.

## **1985**

- Elliott, S. N. (1985, April). Discussant for Behavioral assessment in school psychology. A symposium presented at the Annual Convention of the National Association of School Psychologists, Las Vegas, NV.
- Elliott, S. N. (1985, April). Research leaders and research agendas for the 1980s. Presented as part of a symposium at the Annual convention of the National Association of School Psychologists, Las Vegas, NV.
- Elliott, S. N., & Turco, T. L. (1985, February). Behavioral interventions in the classroom: Children's and teachers' reactions. Presented at the Sixth Annual Super Conference on Special Education, Baton Rouge, LA.

Elliott, S. N., Turco, T. L., & Gresham, F. M. (1985, August). Group Contingencies at school: Psychologists' and children's treatment acceptability ratings. Presented at the Annual Convention of the American Psychological Association, Los Angeles, CA.

Turco, T. L., & Elliott, S. N. (1985, April). The effects of students' sex and behaviors on acceptability ratings. Presented at the Annual Convention of the National Association of School Psychologists, Las Vegas, NV.

## **1984**

Elliott, S. N., Turco, T. L., Evans, S., & Gresham, F. M. (1984, November). Group contingency interventions: Children's acceptability ratings. Presented at the annual convention of the Association for the Advancement of Behavior Therapy, Philadelphia, PA.

Elliott, S. N. (1984, August) Children's acceptability of interventions: Developmental and methodological findings. Presented as part of a symposium at the annual convention of the American Psychological Association, Toronto, Canada.

Elliott, S. N., & Turco, T. L. (1984, October). Acceptability of interventions: Developmental and methodological findings with normal students. Presented at the conference on Programming for the Developmental Needs of Adolescents with Behavior Disorders II, Pensacola, FL.

Elliott, S. N., Turco, T. L., & Witt, J. C. (1984, August). Children's acceptability judgements of classroom interventions. Presented at the annual convention of the American Psychological Association, Toronto, Canada.

Elliott, S. N., Witt, J. C., & Galvin, G. A. (1984, April). Acceptability of classroom interventions: Children's perspectives. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Turco, T. L., Elliott, S. N., & Von Brock, M. (1984, October). Children's acceptability ratings of interventions: A discussion of current research findings. Presented at the Fifth Annual Conference of the Louisiana School Psychological Association, Kenner, LA.

Turco, T. L., Elliott, S. N., Witt, J. C., & Galvin, G. A. (1984, April). Acceptability of interventions in third-, fifth-, seventh-, and ninth-grade children. Presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Witt, J. C., & Elliott, S. N. (1984, April). Does what you say affect what teachers do: The problem of jargon in school-based consultation. Presented at the annual convention of the American Educational Research Association, New Orleans, LA.

Witt, J. C., Elliott, S. N., & Martens, B. K. (1984, April). Factors influencing teacher resistance to the use of classroom interventions. Presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

## **1983**

Elliott, S. N. (1983, March). Training school psychologists in multidisciplinary problem solving and leadership skills. Presented at the annual meeting of the National Association of School Psychologists, Detroit, MI.



- Elliott, S. N. (1983, November). Assessing and affecting the acceptability of classroom interventions. Presented at the Fourth Annual Louisiana School Psychological Association Conference, Metairie, LA.
- Elliott, S. N., & Argulewicz, E. N. (1983, August). Ethnic influence on ratings of normal and LD children's behavior. Presented at the annual meeting of the American Psychological Association, Anaheim.
- Elliott, S. N., Piersel, W. C., & Galvin, G. A. (1983, August). Stability of WISC-R IQs for handicapped children. Annual meeting of American Psychological Association, Anaheim.
- Elliott, S. N., Witt, J. C., & Galvin G. A. (1983, August). The acceptability of positive and negative interventions for children. Presented at the annual meeting of the American Psychological Association, Anaheim, CA.
- Witt, J. C., & Elliott, S. N. (1983, August). Assessing the acceptability of behavioral interventions. Annual meeting of the American Psychological Association, Anaheim, CA.
- Witt, J. C., & Elliott, S. N. (1983, December). Acceptability of Behavioral Interventions Used in Classrooms. Presented at the World Congress on Behavior Therapy for the Association for Advancement of Behavior Therapy, Washington, D.C.
- Witt, J. C., Elliott, S. N., & Hannifin, M. J. (1983, April). Acceptability of behavioral interventions used in classrooms: The influence of amount of teacher time, severity of the problem behavior, and type of intervention. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Witt, J. C., Hannifin, M. J. & Elliott, S. N. (1983, April). Response covariation between academic performance and inappropriate behavior: An application of interrupted time series analysis and response covariation theory. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- 1982**
- Elliott, S. N., Piersel, W. C., Witt, J. C., & Argulewicz, E. N. (1982, August). WISC-R test stability and the practice of psychological reevaluation. Presented at the 90th Annual Convention of the American Psychological Association, Washington, D.C.
- Elliott, S. N. (1982, March). School psychologists' perceptions of their re-evaluation practices. Annual meeting of the National Association of School Psychologists, Toronto, Canada.
- Elliott, S. N. (1982, October). Multidisciplinary team decision-making: Past and future research investigations. Presented at the Seventh Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.
- Elliott, S. N., & Argulewicz, E. N. (1982, March). Use of a behavior rating scale to identify developmentally and culturally different gifted children. Presented at the annual meeting of the American Educational Research Association, New York, NY.

Galvin, G. A., Elliott, S. N., & Piersel, W. C. (1982, October). Psychological reevaluations: Perceptions of school psychologists, state consultants of school psychology, and state directors of special education. Presented at the Seventh Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

Kutsick, K., & Elliott, S. N. (1982, March). Utility of the DAP in predicting school achievement. Annual meeting of the National Association of School Psychologists, Toronto, Canada.

Reynolds, C. R., & Elliott, S. N. (1982, March). Trends in test development and test publication. Annual meeting of the National Council on Measurement in Education, New York, NY.

## **1981**

Witt, J. C., & Elliott, S. N., & Piersel, W. C. (1981, April). The case for an informal, ecological, and personalized approach to evaluating children. Presented at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.

Argulewicz, E. N., & Elliott, S. N. (1981, August). Validity of the SRBCSS for Hispanic and Anglo Gifted students. Presented at the annual meeting of the American Psychological Association, Los Angeles, CA.

Elliott, S. N. (1981, April). Sixth graders' knowledge of the interactive effects of prose learning variables and subsequent ease of recall predictions. Presented at the annual meeting of American Educational Research Association, Los Angeles, CA.

Elliott, S. N. (1981, April). Informal assessment of prerequisite learning behaviors. Annual meeting of the National Association of School Psychologists, Houston.

Elliott, S. N., & Piersel, W. C. (1981, October). Informal assessment of reading comprehension skills. Presented at the Sixth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

Piersel, W. C., Galvin, G. A., & Elliott, S. N. (1981, October). Psychological reevaluation procedures of school psychologists: An analysis and discussion of current practices. Sixth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

## **1980**

Elliott, S. N. (1980, April). Sixth graders' and college students' metacognitive knowledge of prose organization and study strategies. Presented at the annual meeting of the American Educational Research Association, Boston, MA.

Elliott, S. N. (1980, April). The school psychology internship: A symposium. Presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

Elliott, S. N., & Argulewicz, E. N. (1980, April). Cognitive behavioral interventions that can facilitate classroom learning. Presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

Elliott, S. N., & Argulewicz, E. N. (1980, October). Attention training: A cognitive-behavioral intervention for children. Presented at the Fifth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

Witt, J. C., & Elliott, S. N. (1980, October). The response cost lottery: A time efficient and effective behavioral intervention. Presented at the Fifth Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

## **1979**

Bretzing, B. H., & Elliott, S. N. Local norms. (1979, April). Presented at the Arizona Association of School Psychologists' Spring meeting, Tempe, AZ.

Elliott, S. N., & Carroll, J. L. (1979, March). Strategies to help children remember and understand what they read. Presented at the National Association of School Psychologists' Annual Convention, San Diego, CA.

Elliott, S. N., & Carroll, J. L. (1979, April). Immediate and delayed recall of incidentally learned material: A comparison of paradigms. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Kontos, S., Elliott, S. N., Embry, L, Housley, T., Raikes, H., & Woods, A. (1979, March). Developing autonomy as a researcher. A symposium presented at the biennial meeting of the Society for Research in Child Development, San Francisco, CA.

## **PRESENTATIONS AND LECTURES (Invited)**

## **2016**

Elliott, S.N. (2016, January). Evaluating implementation outcomes for an innovation. Invited session for USDE OSEP Technology Stepping Up grantees. OSEP, Washington, D.C.

Elliott, S.N. (2016, April). The influence of instructional practices on the mathematics achievement of students with disabilities. Invited session for OSEP Leadership, Washington, D.C.

Elliott, S.N. (2016, May). Social emotional learning assessment and intervention: Current research and practices. Invited session for the Learning Sciences Institute Australia, Brisbane.

Elliott, S.N. (2016, August). Achievement growth and gaps for students with disabilities. Invited panel presenter by USDE OSEP Project Directors' Conference, Washington, D.C.

## **2015**

Elliott, S.N. (2015, December). The role of opportunity to learn in the achievement outcomes of students with disabilities. Invited IES Symposium on the National Center on Assessment and Accountability for Special Education, IES PI Conference, Washington, D.C.

Elliott, S.N. (2015, September). Game-based assessment: Potential contributions to NEAP. Invited panel chair and moderator. NAEP Innovation Conference, Washington, D.C.

Elliott, S.N. (2015, August). Educational assessment and struggling learners: Advances and retreats around the globe. Invited as a Fellows Chat in the Educational Psychology and Assessment series at the annual convention, Toronto.

Elliott, S.N. (2015, May). Interdisciplinary research and the barriers from within. Invited by the Council of College of Arts & Sciences & North Carolina State University, Raleigh.

## **2014**

Elliott, S.N. (2014, November). Educating one and all 1994-2014. Invited keynote for NCAASE Research on Achievement Growth of Students with Disabilities and Implications for Policy and Practice, George Washington University, Washington, D.C.

Elliott, S.N., (2014, November). Return on instruction: Measuring opportunity to learn and improving our educational investments. Invited Master Class lecture, Australian Catholic University, Brisbane, AU.

Elliott, S. N/ (2014, September). Advances in class-wide social skills interventions in schools in Australia and the United States. Invited presentation for the School Mental Health Research Summit, Pittsburgh, PA.

Elliott, S.N., (2014, May). Measuring opportunity to learn and advancing instructional practices of special educators. Office of Special Education Programs, United States Department of Education, for State Professional Development Group leaders in all 50 states.

## **2013**

Elliott, S.N., (2013, November). Advancing Next Gen Learning: Building the Needed Interdisciplinary Partnerships. Provost's Excellence Program, North Carolina State University, Raleigh.

Elliott, S.N. (2013, October). Advancing educational research innovations and impact: Partnerships and opportunities. Australia Catholic University, Brisbane, AU.

Elliott, S.N. (2013, August). Designing alternate assessments to measure progress: Lessons learned and recommendations for new systems. Kennedy Krieger Institute, Baltimore.

Elliott, S.N. (2013, August). Measuring opportunity to learn to improve instruction for students with disabilities. IES Technical Work Group on College and Career-Ready Standards, Washington, DC.

Elliott, S.N. (2013, July). Developing research programs that last. School Psychology Research Collaboration Conference, Honolulu.

Elliott, S.N. (2013, February). Opportunity to learn: The key access and validity issue for all academic assessments. Within Year Assessment Symposium: Arlington, VA

## **2012**

- Elliott, S.N. (2012, July). Learning sciences research and technology: Maximizing return on instruction (ROI). U.S. Senate Appropriations Panel on ARPA-ED, Washington, DC.
- Elliott, S.N. (2012, May). Implications for item design labs and opportunity to learn studies for test developers. USDE Lessons Learned for Improving Access for Students with Disabilities, Washington, DC.
- Elliott, S.N. (2012, March). Measuring opportunity to learn: Advancing instruction and improving access to the general curriculum for all students. USDE Leveraging Resources Conference, Bethesda, MD.

## **2011**

- Elliott, S.N. (2011, November). Learning sciences research at ASU. Presented to researchers at the London Knowledge Lab and Open University, London.
- Elliott, S.N. (2011, November). Learning focused leadership and instructional accountability. Presented at the Mary Lou Fulton Teachers College School Reform and School Leadership Conference, Phoenix.
- Elliott, S.N. (2011, September). On the path to instructional accountability: Measuring within year student growth and more. Presented at Using Student Growth to Evaluate Educators of Students with Disabilities. A forum of State Special Education Experts/Teacher Effectiveness Personnel and Researchers. Washington, DC.
- Elliott, S.N. (2011, April). The learning sciences and addressing the grand challenges of education. Presented to the leadership and faculty of the College of Education at Georgia State University, Atlanta.

## **2010**

- Elliott, S.N. (2010, November). Designing accessible tests for all students. Presented at the Learning and the Brain Conference, Massachusetts Institute of Technology, Boston.
- Elliott, S.N. (2010, November). Opportunity and access: Key aspects of instruction and assessments. Presented to ETS measurement scientists and visiting research panel members, Princeton, NJ.
- Elliott, S.N. (2010, August). The role of access in the measurement of student achievement. An invited address for Division 16 at the Annual meeting of the American Psychological Association, San Diego.
- Elliott, S.N. (2010, August). From the interaction paradigm to accessibility theory: Outcomes of a decade of inclusive assessment experiments. An invited address for Division 16 at the Annual meeting of the American Psychological Association, San Diego.
- Elliott, S.N. (2010, June). Access to learning and the tests that measure it. Successful Learning Conference, University of Sydney, Sydney, AU.

Elliott, S.N. (2010, June). Social skills: Key academic enablers. Successful Learning Conference, University of Sydney, Sydney, AU.

Elliott, S.N., & Kettler, R.J. (2010, April). Alternate assessments' contributions to better classroom instruction and testing. An invited presentation at the Annual Convention of the Council for Exceptional Children, Nashville, TN.

Elliott, S.N., & Tindal, G. (2010, April). 1% + 2% = ?: Adding up what we know and don't know about alternate assessments. An invited presentation at the Annual Convention of the Council for Exceptional Children, Nashville, TN.

## **2009**

Elliott, S.N. (2009, November). Barriers to optimal assessment. Invited presentation to the Race to the Top Assessment Panel, Atlanta.

Elliott, S.N. (2009, November). Social skills as academic enablers. Invited presentation for Philadelphia Schools Psychological staff, Pennsylvania College of Medicine, Philadelphia.

## **2008**

Elliott, S.N. (2008, February). Social behavior assessment: Technical issues and use of the SSIS Performance Screening Guide and Rating Scales. Invited presentation to the College of Education faculty and students, University of Melbourne, Melbourne, Australia.

Elliott, S.N. (2008, July). Two decades of social skills research with the Social Skills Rating System. Presented at the XXIX International Congress of Psychology, Berlin, Germany.

Elliott, S.N. (2008, November). Social behavior assessment to intervention for a multi-tiered delivery system. Florida Positive Behavior Support Leadership team, University of South Florida, Tampa.

## **2007**

Elliott, S.N. (2007, October). Inclusive assessments: All learners + leaders. Invited presentation to the College of Education faculty, Pennsylvania State University, PA.

Elliott, S.N. (2007, October). Alternate achievement tests: Understanding the construct being assessed. Invited presentation to the College of Education, University of Maryland, College Park, MD.

Elliott, S.N. (2007, June). Measuring and counting the academic performance of students with significant disabilities. Invited presentation for the Mississippi Rising Summer Conference, Biloxi, MS.

Goldring, E., Porter, A., Murphy, J., & Elliott, S.N. (2007, May). Leading for learning: Assessing behaviors that matter most. Invited presentation for the Summit on Connecting Teaching and Learning, Washington, D.C.

## **2006**

- Elliott, S.N. (2006, February). Alternate assessments: Guiding conceptual and design issues for sound assessments. Invited presentation for the CCSSO ASES State Collaborative on Assessment and Student Standards, Washington, D.C.
- Elliott, S.N., (2006, March). Helping individualized education program teams make decisions about selecting accommodations. Invited presentation at the ETS Invitational Conference on Accommodating Students with Disabilities on State Assessments, Savannah, GA.
- Elliott, S.N., (2006, May). Alternate assessments: Increasingly complex decisions for an increasing number of students with disabilities. Invited Spotlight Session at the 27<sup>th</sup> Annual LRP National Institute on Legal Issues of Educating Individuals with Disabilities.

## **2005**

- Elliott, S.N. (2005, June). Strategies for improving the test performance of students with disabilities. Invited presentation for the Wisconsin State Leadership Academy, Madison, WI.
- Elliott, S.N. (2005, October). Improving learning and achievement of students with disabilities. Invited presentation at the Institute for Learning Partnerships, University of Wisconsin-Green Bay, Green Bay, WI.

## **2004**

- Elliott, S.N. (2004, January). Assessment for intervention: Theory, research, and practice. Invited presentation for Peabody College faculty at Vanderbilt University.
- Elliott, S.N. (2004, October). Assessment for screening and prereferral intervention. Invited presentation for Mid-South School Psychology Association, Tunica, MS.
- Elliott, S.N. (2004, December). Planning for academic progress when time is limited and every student matters. Invited presentation for WI Assoc. of School Administrators, Madison, WI.

## **2003**

- Elliott, S.N. (2003, February). Inclusive assessment practices and statewide accountability systems. Invited public presentation by the LaFollette School for Social Policy, University of Wisconsin-Madison.
- Elliott, S.N. (2003, November). Assessment for Intervention: Challenges and advances. Keynote address for the 27<sup>th</sup> Annual TECBD Conference, Tempe, AZ.
- Elliott, S.N. (2003, November). Testing accommodations: Theory, research, and practice. Invited presentation for the College of Education Faculty at Michigan State University.
- Elliott, S.N. (2003, December). Academic enablers and the development of academically competent students. Keynote address for the 1<sup>st</sup> Annual Conference on Cognition, Language, and Special Education Research, Gold Coast, Australia.

## **2002**

Elliott, S.N. (2002, May). Testing accommodations: Research and practice to advance meaningful assessment of all students. Invited presentation for the University of California-Berkeley Conference on Educational Assessment Issues, Berkeley, CA.

Elliott, S.N. (2002, June). Testing accommodation research methods and design issues. Invited presentation to for special education and school psychology doctoral students, University of Nebraska-Lincoln.

Elliott, S.N. (2002, July). Educational assessment and inclusive accountability. Invited presentation to senators from 11 states and 2 Canadian provinces, Bowhay Institute & LaFollette School for Social Policy, Madison, WI.

Elliott, S.N. (2002, August). Assessment and educational accountability for all students. Invited presentation at the Dean's Annual Superintendents Meeting, Memorial Union, University of Wisconsin-Madison.

Elliott, S.N. (2002, October). Alternate assessment and the new Wisconsin Alternate Assessment for Students with Disabilities. Invited presentation to the State Superintendent's Leadership Conference in Special Education, Middleton, WI.

Elliott, S.N. (2002, November). The role of social skills as an enabler for academic achievement. Invited presentation for the Colorado Society of School Psychologists, Beaver Creek, CO.

## **2001**

Elliott, S.N. (2001, January). Testing accommodations research to guide practices with students with disabilities. Keynote address at the North Carolina Educational Accountability Conference, Greensboro, NC.

Elliott, S.N. (2001, January). Social skills: Key academic enablers. Invited presentation at the North Carolina Educational Accountability Conference, Greensboro, NC.

Elliott, S.N. (2001, April). Testing accommodations research: What we know and how we know it. Invited presentation for the Wisconsin Department of Public Instruction staff, Madison, WI.

Elliott, S.N. (2001, April). Testing accommodations and educational accountability. Presented at the annual WCER/CESA Directors conference, University of Wisconsin, Madison.

Elliott, S.N. (2001, July). Teachers are tests and unsung heroes. Keynote address for the North Carolina Special Education Teachers Association, Greensboro, NC.

Elliott, S.N. (2001, October). Developing and evaluating a prereferral intervention system for student at-risk academically. Invited presentation for educators in Lancaster Public Schools, Lancaster, SC.



Elliott, S.N. (2001, October). Using goal attainment scaling methods to link assessments to intervention: Technical and practical issues. Invited presentation for the faculty and students of the Department of Educational Psychology, University of British Columbia, Vancouver, Canada.

Elliott, S.N. (2001, November). Testing accommodations: Research and practice. Invited presentation for the members of the Florida Educational Research Association, Marco Island, FL.

Elliott, S.N. (2001, November). Testing accommodations research and practice issues: A "good" score is hard to come by. Invited presentation for the Board on Testing and Assessment, National Research Council, Washington, DC.

## **2000**

Elliott, S.N. (2000, May). Teaching teachers about the validity of testing accommodations and other important things in the name of inclusive accountability. Presented at the Educational Accountability Summit, Madison, WI.

## **1999**

Elliott, S. N. (1999, January). Selecting and implementing testing accommodations with students with disabilities. Invited presentation to employees of CTB/McGraw-Hill, Monterey, CA.

Elliott, S.N. (1999, November). Tactics for including all students in statewide assessments: Testing accommodations and alternate assessments. Invited presentation at the Superintendent of Education's annual Leadership Conference for Special Educators, Middleton, WI.

Elliott, S.N. (1999, November). The valid use of testing accommodations with students with disabilities: Issues and tactics. Presented at the annual conference of the National Association of State Directors of Special Education, Lake Tahoe, CA.

Elliott, S.N. (1999, November). Alternate assessment methods: Increasing communication and accountability for all students. Presented at the annual conference of the National Association of State Directors of Special Education, Lake Tahoe, CA.

Elliott, S.N. (1999, November). Children's social skills: Critical to success at school. Presented to the New York City Board of Education, Cornell University Club, New York City.

## **1998**

Elliott, S. N. (1998, March). Assessing children's social behavior. Presented to Assessment Core Personnel, Waisman Center for Mental Retardation, University of Wisconsin, Madison, WI.

Elliott, S. N. (1998, September). Testing accommodations and alternate assessments: Including all students in the educational accountability system. Presented at the Wisconsin Directors of Special Education Conference, Madison, WI.

Elliott, S. N. (1998, September). Inclusive assessment: Using testing accommodations wisely. Invited presentation by U.S. Department of Education for State assessment and special education directors. Boston, MA.

Elliott, S. N. (1998, November). Assessing all students: Testing accommodations and alternate assessments. Invited presentation to personnel from Indiana Department of Special Education, Indianapolis, IN.

### **1997**

Elliott, S. N. (1997, February). Educational assessment: New methods and challenging old problems. Presented to UW-Madison School of Education faculty and alumni, Faculty Club, Madison, WI.

Elliott, S. N. (1997, May). Professional development of educators' assessment skills: Challenges along the path to best practices. Presented to the UW-Madison School of Education's Board of Visitors, Madison, WI.

Elliott, S. N. (1997, June). Assessing students' social and academic behavior: A decade of research on rating scales. Presented to the faculty at the University of Nebraska - Lincoln, NE.

Elliott, S. N. (1997, August). Students with disabilities and statewide testing: Accommodation practices and technical issues to consider. Wisconsin Assessment Institute & UW-Oshkosh, Appleton, WI.

Elliott, S. N. (1997, September). Including all students in statewide assessments: Issues of accommodation and resources. Presented at the National Governors' Association Midwest Forum on Assessment, Madison, WI.

### **1996**

Elliott, S. N. (1996, July). Educational assessment: Promising new methods, pesky old problems. Presented to educators at Perspectives in Education Series, Madison Extension Education Program, Madison, WI.

### **1995**

Elliott, S. N. (1995, January). IQ and school decision-making: Evidence from the field -- Reactions. Invited presentation to the Board of Testing and Assessment for the National Academy of Sciences and National Research Council, LaJolla, CA.

Elliott, S. N. (1995, May). Performance assessment: Current research and uses in schools. Invited paper to be presented to the National Research Council, Washington, D.C.

Elliott, S. N. (1995, May). Performance assessment of students' achievement: Research and practice. Presented at a workshop on educational decision-making for the National Research Council's Board on Testing and Assessment, Washington, D.C.

Elliott, S. N. (1995, September). Conceptualizing and implementing interventions for students with academic problems. Presented at the 19th annual Alfred University School Psychology Symposium, Alfred, NY.

#### **1994**

Elliott, S. N., & Kratochwill, T. R. (1994, September). Performance assessment research and students with disabilities. Invited presentation at the Superintendent's Conference for Special Education and Pupil Services Leadership Personnel, Wisconsin DPI, Madison, WI.

Elliott, S. N. (1994, July). Performance assessment and students with disabilities. Invited presentation at Office of Special Education Research Conference, Washington, D.C.

#### **1993**

Elliott, S. N. (1993, May). Assessment alternatives and O.B.E. Invited presentation for Dane County Parent Network, Oregon, WI.

#### **1992**

Elliott, S. N. (1992, January). Social skills assessment and intervention. Keynote address for the Saskatchewan School Psychologist Association, Saskatoon, Saskatchewan, Canada.

Elliott, S. N. (1992, February). Authentic and performance assessment: New approaches for documenting achievement. Invited presentation for educators in CESA #2, Stoughton, WI.

Elliott, S. N. (1992, March). Performance assessment and the instructional process. Invited presentation for Dane County Directors of Instruction. Verona, WI.

#### **1991**

Elliott, S. N. (1991, October). Prereferral interventions: Knowledge, empowerment, and implementation. Keynote address for the Michigan Association of Learning Disabilities Educators, Boyne Mountain, MI.

Elliott, S. N. (1991, May). Conceptualizing prereferral interventions. Invited presentation to faculty and students in the Department of Counseling and School Psychology at Lehigh University, Bethlehem, PA.

#### **1990**

Elliott, S. N., & Gresham, F. M. (1990, August). Social skills assessment: Conceptual, technological, and research advances. Invited address for Division 16 at the Annual Convention of the American Psychological Association, Boston, MA.

Elliott, S. N. (1990, February). The role of social validity in the assessment and treatment of children. Invited presentation for faculty and students, Department of Psychology, University of South Carolina, Columbia, SC.

Elliott, S. N. (1990, March). Designing prereferral interventions: Assessing both child and teacher characteristics. Presented at the Spring Conference of the Oregon School Psychologist Association, Eugene, OR.

Elliott, S. N. (1990, March). Social validation issues in assessment and treatment practices with children. Invited presentation for faculty and students, Department of Psychology, Illinois State University, Normal, IL.

Elliott, S. N. (1990, May). Reactions to the DAS: Theoretical and practical aspects of intelligence. Invited paper at the Conference on Intelligence. Memphis, TN.

### **1989**

Elliott, S. N. (1989, February). Treatment acceptability: Advances in research and practice. Invited workshop and keynote address for faculty and students of St. Lawrence University, Kingston, Ontario, Canada.

Elliott, S. N. (1989, April). Social validity and research on the acceptance and implementation of school-based interventions. Invited presentation for faculty and students in the Department of Psychological Foundations, University of South Florida, Tampa, FL.

Elliott, S. N. (1989, October). Psychological treatments for children. Invited presentation for the Department of Psychology, Radford University, Radford, VA.

### **1987**

Elliott, S. N. (1987, April). Research and use of the SSRS for the assessment and intervention of children's social skills deficits. Invited presentation for students in the Department of Psychological Foundations, University of South Florida, Tampa, FL.

Elliott, S. N. (1987, April). Acceptability of interventions: Implications for the practice of consultation. Invited presentation for students in the Counselor Education Department, University of Florida, Gainesville, FL.

### **1986**

Elliott, S. N. (1986, March). Acceptability of classroom interventions: A program of research. Invited presentation for the Department of Educational and Psychological Foundations at the University of South Florida, Tampa, FL.

Elliott, S. N. (1986, April). Acceptability and social validity of school interventions. Invited presentation for the Department of Psychology faculty at the University of Rhode Island, Kingston, RI.

Elliott, S. N. (1986, April). Editorial perspectives: Publishing in School Psychology Review. Invited as part of a symposium at the Annual Convention of the National Association of School Psychologists, Hollywood, FL.

Elliott, S. N. (1986, July). Curriculum-based assessment: Research and practice in the USA. Invited presentation for the faculty at the Reading Center, Kelvin Grove College, Brisbane, Australia.

Elliott, S. N. (1986, September). Treatment acceptability research: Methods and findings. Invited presentation for faculty and students in the Department of Counseling, School Psychology, and Special Education, Lehigh University, Bethlehem, PA.

Elliott, S. N. (1986, October). Acceptability of classroom interventions: Research methods and findings. Invited presentation for faculty and students in the Department of Educational Psychology, University of Wisconsin-Madison, Madison, WI.

### **1985**

Elliott, S. N. (1985, July). Children's involvement in treatment decision-making. Invited presentation for Focus on Children a James Madison University Psychology Department Summer Institute, Harrisonburg, VA.

Elliott, S. N. (1985, October). School psychology research and practice. Invited presentation for the Louisiana School Psychological Association, New Orleans, LA.

### **1984**

Elliott, S. N. (1984, May). School psychologists and reading: Metacomprehension of a profession's reading skills and training. Invited presentation at the Twenty-ninth Annual convention of the International Reading Association, Atlanta, GA.

Elliott, S. N. (1984, May). Behavioral assessment and teaching of academic skills. Invited presentation as part of a symposium at annual conference of the Association for Behavior Analysis, Nashville, TN.

### **1983**

Elliott, S. N. (1983, April). Research at the Buros Institute of Mental Measurements. Invited presentation as part of a symposium on the Buros Institute at the annual meeting of the National Council on Measurement in Education, Montreal, Canada.

Elliott, S. N. (1983, October). Assessing and affecting the acceptability of behavioral interventions. Invited presentation for faculty and students in the Educational Psychology Department at the University of Oklahoma, Norman, OK.

### **1982**

Elliott, S. N. (1982, March). Test Selection: Is there a best test? Invited presentation at the Michigan Schools Conference on Testing, University of Michigan, Ann Arbor, MI.

### **1980**

Elliott, S. N. (1980, February). Children's metacognitive knowledge of reading and studying. Invited presentation for the Psychology Faculty at Syracuse University, Syracuse, NY.

Elliott, S. N. (1980, March). Effect of prose organization on recall: An investigation of memory and metacomprehension. Invited presentation for the Educational Psychology Department Faculty at the University of Nebraska-Lincoln, Lincoln, NE.

Elliott, S. N. (1980, March). Investigating children's metacognitive knowledge and behaviors: Problems and research techniques. Invited presentation for the Psychology Department Faculty at Colorado State University, Fort Collins, CO.

Elliott, S. N. (1980, July). Metacomprehension in reading. Invited presentation for the Greater Brisbane Reading Association of Advanced Colleges of Education, Brisbane, Australia.

## **WORKSHOPS/WEBINARS**

### **2016**

Elliott, S.N. (2016, April). Class-wide intervention programs: Research and practice. National webinar presented for Pearson Assessments, Bloomington, MN.

### **2015**

Elliott, S.N. (2015, June). Using MyiLOGS to advance instructional coaching. SSI Project, Rutgers University, Piscataway, NJ.

Elliott, S.N. (2015, April-June). Research writing and scientific thinking. Three session series for Australian Catholic University Early Career Researchers, Brisbane, AU.

### **2013**

Elliott, S.N., (2013, October). The missing instructional data problem: Using MyiLOGS to advance RTI Tier 1 decision making. Arizona School Psychology Association, Phoenix.

Elliott, S. N. (2013, October). Developing social skills to improve student well-being and academics: Assessment to intervention practices. Pearson Assessment, Sydney, AU.

Elliott, S. N. (2013, September). Developing social skills to improve student well-being and academics: Assessment to intervention practices. Pearson Workshop, Brisbane, AU.

### **2012**

Elliott, S. N. (2012, April). Social skills: Growing friends, improving achievement. Presented to Arizona Early Childhood Educators, ASU, Tempe.

### **2011**

Elliott, S. N. (2011, October). Social skills screening to comprehensive intervention programs. Presented to the St. James School District, Winnipeg, Canada.

### **2010**

Elliott, S.N. (2010, October). Social skills interventions: Implementation and evaluation of classwide and small groups. Presented to the Rhode Island School Psychologists Association, Narragansett, RI.

Elliott, S. N. (2010, October). Social skills screening to comprehensive intervention programs. Presented to the Manitoba School Psychology Association, Winnipeg, Canada.

Elliott, S.N., (2010, February). Comprehensive and multi-tiered social skills assessment and intervention: Research and practice with the SSiS system. Presented to Australian educators, Griffith University, Brisbane, AU.

- Elliott, S.N. (2010, February). Universal assessment and class-wide intervention for social and academic difficulties. Presented for Pearson Assessment staff and Australian educators, Sydney, AU.
- Elliott, S.N., (2010, February). Comprehensive and multi-tiered social skills assessment and intervention: Research and practice with the SSiS system. Presented to Australian assessment leaders, University of Melbourne, Melbourne, AU.
- Elliott, S.N. (2010, March). Intervention integrity: Tools, tactics, and practical steps. Presented to the Washington State School Psychology Association, webinar from Nashville.
- Elliott, S.N., (2010, June). Comprehensive social skills assessment to intervention: Research and practice with the SSiS system. Presented for post-graduate educators at the University of Sydney, Sydney, AU.
- Elliott, S.N. (2010, October). Comprehensive and multi-tiered social skills assessment and intervention: Research and practice with the SSiS system. Presented to the Rhode Island School Psychology Association, Narragansett, RI.
- Elliott, S.N., (2010, October). Comprehensive social skills assessment to intervention: Research and practice with the SSiS system. Presented to the Manitoba School Psychology Association, Winnipeg, Canada.
- Gresham, F.M., & Elliott, S.N. (2010, March). SSiS rating scales: Uses for intervention strategies. Presented at the annual meeting of the National Association of School Psychologists, Chicago.

## **2009**

- Elliott, S.N. (2009, February). Social skills intervention and resources: A manualized tier 2 program. To be presented at the annual convention of the National Association of School Psychologists, Boston.
- Gresham, F.M., & Elliott, S.N. (2009, February). Social Skills Improvement System-Rating Scales: Description and uses. To be presented at the annual convention of the National Association of School Psychologists, Boston.

## **2008**

- Elliott, S.N. (2008, October). Universal assessment and class-wide intervention for social and academic difficulties. Presented to the Georgia Association of School Psychologists, Savannah.
- Elliott, S.N. (2008, October). Comprehensive and multi-tiered social skills assessment and intervention: Research and practice with the SSiS system. Presented to the Arizona Association of School Psychologists, Phoenix.
- Elliott, S.N. (2008, October). Tier 2 assessment and small group interventions for social behavior difficulties. Presented to the Illinois Association of School Psychologists.

Elliott, S.N. (2008, May). Evaluating evidence and rating students' performance on alternate assessments: Methods and implementation issues. Presented to the Idaho Department of Education Alternate Assessment Team, Boise, ID.

Elliott, S.N. (2008, February). Social behavior assessment: Use of the SSIS Performance Screening Guide and Rating Scales to predict school performance. Presented to Brisbane Area Educators at Griffith University, Brisbane, Australia.

Elliott, S.N., Kettler, R.J., Beddow, P.A., & Rodriguez, M.C. (2008, July). Designing alternate assessments and the modification of test items to facilitate access. Presented to the Arizona Department of Education Staff and Item Writing Teams, Phoenix.

## **2007**

Elliott, S.N. (2007, October). Assessing and intervening to improve children's social and academic functioning: Using the SSIS wisely. Pennsylvania School Psychology Association, State College, PA.

Elliott, S.N. (2007, January). Using the Mississippi Alternate Assessment for Extended Curriculum Frameworks. Mississippi Department of Education, Jackson, MS.

Elliott, S.N. (2007, January). Developing accessible and aligned items for students with significant disabilities. Arizona Department of Education, Phoenix, AZ.

Elliott, S.N. (2007, February). Using the Mississippi Alternate Assessment for Extended Curriculum Frameworks. Mississippi Department of Education, Tupelo, MS.

## **2006**

Elliott, S.N. (2006, January). Using the Hawaii State Alternate Assessment wisely. Hawaii Department of Education, Honolulu, HI.

Elliott, S.N. (2006, March). Effective practices for increasing the performances of all students on statewide tests. Michigan Association of Middle and High School Principals, Lansing, MI

Elliott, S.N. (2006, September). Strategies for increasing the performances of all students on statewide tests. Monroe Public School District, Monroe, MI.

Elliott, S.N. (2006, October). Designing and validating modified alternate assessments. Wisconsin Department of Public Instruction, Madison, WI.

## **2005**

Elliott, S.N. (2005, October). Using the Mississippi Alternate Assessment with students with the most significant disabilities. Jackson, MS.

Elliott, S.N. (2005, May). Designing and using alternate assessments wisely. Hawaii Department of Education, Honolulu, HI.

Elliott, S.N. (2005, March). Screening for academic difficulties. Nashville Metropolitan School Psychologists, Nashville, TN.



Elliott, S.N. (2005, April). Screening and progress monitoring of educational difficulties. Tennessee Association of School Psychologists, Spring Institute, Murfreesboro, TN.

#### **2004**

Elliott, S.N. (2004, April). Inclusive assessment: From research to practice. With UW Outreach K-12 educators and assessment coordinators, Madison, WI.

#### **2003**

Elliott, S.N. (2003, January). Using testing accommodations to facilitate the meaningful assessment of students with disabilities. For educators in Madison Metropolitan Schools, Madison, WI.

Elliott, S.N. (2003, March). Using testing accommodations wisely with middle and high school students. For educators in Madison Metropolitan Schools, Madison, WI.

Elliott, S.N. (2003, May). Using the WAA for students with severe disabilities. Presented for the University of Wisconsin, School of Education Outreach, Madison.

Elliott, S.N. (2003, August). Using the revised WAA to assess the academic performance of students with disabilities. For special education leaders, Wisconsin Dells, WI.

Elliott, S.N. (2003, October). Using the revised WAA to assess students with severe disabilities for special educators and assessment coordinators, Wausau, WI.

#### **2002**

Elliott, S.N., & Kratochwill, T.R. (2002, February). The enhanced Wisconsin Alternate Assessment. Presented to teachers as part of a statewide validation, Milton, WI.

Elliott, S.N., & Roach, A.T. (2002, March). Designing and using goal attainment scales to monitor intervention progress. A mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Chicago.

Elliott, S.N. (2002, July). Using the ACES and AIMS to facilitate prereferral assessment and intervention practices. Invited workshop for Lancaster & Chesterfield Country Public School educators, Lancaster, SC.

Elliott, S.N. (2002, August). Using testing accommodations and alternate assessments to facilitate the meaningful assessment of students with disabilities. Invited workshop for University of Wisconsin-Whitewater students and community members, Whitewater, WI.

Elliott, S.N. (2002, August). The new Wisconsin Alternate Assessment for students with disabilities. For assessment leaders in the Milwaukee area, Milwaukee, WI.

Elliott, S.N. (2002, October). Assessing and improving students' academic competence: Using the ACES and AIMS wisely. For school psychologists at the Mid-South Regional School Psychology Conference, Chattanooga, TN.

Elliott, S.N. (2002, November). Assessing and improving students' social competence: Using the SSRS and related intervention methods in schools. For the Colorado Society of School Psychologists, Beaver Creek, CO.

## **2001**

DiPerna, J.C., & Elliott, S.N. (2001, April). Designing prereferral interventions for academically at risk students. Presented at the annual convention of the National Association of School Psychologists, Washington, DC.

Elliott, S.N. (2001, January). Testing accommodations: Research and practice. Presented to educators in the Allegheny Intermediate Unit, Gibsonia, PA.

Elliott, S.N. (2001, January). Using testing accommodations wisely. Invited workshop for educators at the North Carolina Educational Accountability Conference, Greensboro, NC.

Elliott, S.N., & Braden, J.P. (2001, April). Assessing one and all: Educational accountability and students with disabilities. Presented at the annual convention of the Council of Exceptional Children, Kansas City, MO.

Elliott, S.N. (2001, September). Assessing and improving children's academic and social competence in the classroom. Invited workshop for the New Mexico School Psychologists Association, Albuquerque, NM.

Elliott, S.N. (2001, September). Testing accommodations and educational accountability for all students. Invited workshop for the North Carolina School Psychology Association, Wilmington, NC.

Elliott, S.N. (2001, October). Using the ACES and AIMS to facilitate the design and evaluation of academic interventions. Invited workshop for Lancaster Public School educators, Lancaster, SC.

Elliott, S.N. (2001, October). Social skills development, assessment, and intervention. Invited Workshop of the psychiatric and nursing staff of the Children's Hospital of British Columbia, Vancouver, Canada.

Elliott, S.N. (2001, October). Using the ACES and AIMS to facilitate the design and evaluation of academic interventions. Invited workshop for Phoenix Public School educators, Phoenix.

Elliott, S.N. (2001, November). Assessing one and all: A workshop for educators who want to facilitate the full participation of students with disabilities in large-scale assessments. Invited workshop for testing and evaluation directors, Marco Island, FL.

Elliott, S.N. (2001, November). New approaches to assessment for classroom-based interventions: Advancing the science and practice of teacher-driven assessments. Invited workshop for educators and psychologists, University of Wisconsin Outreach, Madison, WI.

## **2000**

Elliott, S.N. (2000, January). Alternate assessments: Fundamental guidelines for conducting and reporting alternate assessments in Wisconsin. Presented to educators in Wisconsin Dells, WI.

Elliott, S.N. (2000, April). Conducting alternate assessments: Technical and practical issues. Presented to educators on the Idaho Alternate Assessment Leadership Team, Boise, ID.

Elliott, S.N. (2000, April). Facilitating the meaningful participation of all students in large-scale assessments: Testing accommodations and alternate assessments. Presented at the annual convention of the National Association of School Psychologists, New Orleans.

Elliott, S.N. (2000, August). Designing and using alternate assessments for students with significant disabilities. Presented to educators in the LaGrange Area Department of Special Education, LaGrange, IL.

Elliott, S.N. (2000, August). Implementing and scoring the Idaho Alternate Assessment. Presented to educators in Moscow, ID.

Elliott, S.N. (2000, September). Conducting functional assessments and designing interventions. Presented to pupil services staff in Lorain Public Schools, Lorain, OH.

Elliott, S.N. (2000, October). Improving Social skills and creating supportive environments to reduce violence at school. Presented at the Arizona Association of School Psychologists, Mesa AZ.

Elliott, S.N. (2000, October). Assessing one and all: Using testing accommodations wisely. Presented to educational leaders in Harrisburg, PA.

Elliott, S.N. (2000, December). Conducting alternate assessments using the Idaho Alternate Assessment System. Presented to educators in the Boise-Nampa area schools, Nampa, ID.

Elliott, S.N. (2000, December). Conducting alternate assessments using the Idaho Alternate Assessment System. Presented to educators in the Pocatello-Idaho Falls area schools, Pocatello, ID.

## **1999**

Elliott, S. N. (1999, January). Testing accommodations and alternate assessment practices: Facilitating the participation of all students in statewide assessments. Presented to special education leaders and Department of Education staff, St. Petersburg, FL.

Elliott, S. N. (1999, January). Designing and implementing an alternate assessment system for students with severe disabilities. Presented to educators in Kane County Educational Center, Mooseheart, IL.

Elliott, S.N. (1999, January). Assessing all students: Testing accommodations and alternate assessments. Presented to educators from West Allis and Franklin, WI public schools, West Allis, WI.

- Elliott, S.N. (1999, February). Facilitating the participation of all students in the WSAS. Presented to the Special Education staff of the Sheboygan Public Schools, Sheboygan, WI.
- Elliott, S. N. (1999, February). High standards for all students: IDEA '97 and the inclusion of students with disabilities in the WSAS. Presented to the Special Education staff of the West Bend Public Schools, West Bend, WI.
- Elliott, S.N. (1999, March). Assessing all students: Testing accommodations and alternate assessments. Presented to educators from CESA #5 area schools, Wisconsin Dells, WI.
- Elliott, S. N. (1999, March). Testing accommodations and alternate assessment for students with disabilities. Presented to the CESA #1 Spring Institute on Educational Assessment, Eau Claire, WI.
- Elliott, S.N. (1999, April). Using the Assessment Accommodations Checklist: Selecting and documenting testing accommodations for students with disabilities. Presented as a mini-skills workshop at the annual convention of the Council for Exceptional Children, Charlotte, NC.
- Elliott, S.N. (1999, June). Using testing accommodations wisely. Presented to the Special Education Assessment Leadership Team, Indiana Division of Special Education, Department of Education, Indianapolis, IN.
- Elliott, S.N. (1999, June). Educational accountability for all students: Testing accommodations and alternate assessment methods. Presented to educational leaders from across the state as part of CESA #1 Grant Project, Milwaukee, WI.
- Elliott, S.N. (1999, October). Designing and scoring alternate assessments. Presented to educators in CESA #11, Turtle Lake, WI.
- Elliott, S.N. (1999, October). Facilitating the participation of all students in statewide and district assessments. Presented at the Quality Schools Conference, Ashland, WI.
- Elliott, S. N. (1999, November). Assessment for interventions with social and academic problems. Presented at the Ohio School Psychologists Association, Columbus, OH.
- Elliott, S.N. (1999, November). Testing accommodations and alternate assessments for students with disabilities. Presented as part of a Statewide Assessment Project, Wisconsin Dells, WI.

## **1998**

- Elliott, S. N. (1998, January). Alternative assessment methods: Monitoring educational progress and designing instructional interventions. Presented to pupil personnel support staff, AEA 13, Council Bluffs, IA.
- Elliott, S. N. (1998, February). Educational assessment and accountability for all students: High standards, testing accommodations, and accountability. Presented to educators in the CESA#1 Student Assessment Project, West Allis, WI.

- Elliott, S. N. (1998, February). Educational accountability for all students: High standards, assessment, and testing accommodations. Presented to educators in CESA#9 Assessment Center, Wausau, WI.
- Elliott, S. N. (1998, February). Using intervention-based assessments: Case illustrations. Presented to educators from Livingston Co. Special Services Unit, Bloomington, IL.
- Elliott, S. N. (1998, February). Intervention-based assessments. Presented to school psychologists in the Lincoln Way Special Education Regional Resource Area, Dellroy, OH.
- Elliott, S. N. (1998, March). Performance assessment fundamentals. Presented to Baraboo and Reedsburg teachers, UW-Baraboo, Baraboo, WI.
- Elliott, S. N. (1998, March). Intervention-based assessments for academic and social problems. Presented to pupil personnel staff, AEA 13, Council Bluffs, IA.
- Elliott, S. N. (1998, June). Designing alternate assessment: Writing and assessing performance indicators. Co-facilitated a workshop for the WI Dept. of Public Instruction, Madison, WI.
- Elliott, S. N. (1998, June). Testing accommodations and alternate assessments for students with disabilities. Presented at CESA #9 Assessment Academy, Wausau, WI.
- Elliott, S. N. (1998, June). Testing accommodations: Law, policy, and best practices with students with disabilities. Presented at CESA #1 Summer Institute, Madison, WI.
- Elliott, S. N. (1998, July). Designing evaluations of school-wide social skills programs. Presented at the annual Responsive Leadership Forum, Greenfield, MA.
- Elliott, S. N. (1998, July). Performance-based assessment. Presented at the Summer Institute on Advances in Assessment, Lehigh University, Bethlehem, PA.
- Elliott, S. N. (1998, August). Educational accountability of all students: Testing accommodations and alternate assessments. Presented at the Wisconsin Assessment Institute, Appleton, WI.
- Elliott, S. N. (1998, August). Designing alternate assessments. Presented to educators in CESA #3, Fennimore, WI.
- Elliott, S. N. (1998, September). Using alternative assessments with APIs to monitor progress of students with severe disabilities. Presented to educators in CESA #3, Fennimore, WI.
- Elliott, S. N. (1998, September). Assessing all students: The use of testing accommodations and alternate assessments in a statewide assessment system. Presented to educators in CESA #11 and #12, Turtle Lake, WI.
- Elliott, S. N. (1998, September). Implementing testing accommodations and alternate assessments. Presented to educators in CESA #3, Fennimore, WI.
- Elliott, S. N. (1998, October). Assessment for intervention. Presented to the psychologists and educators, St. Charles (IL) Public Schools, Mooseheart, IL.

- Elliott, S. N. (1998, October). Evaluating the effects of schooling on the social and academic behaviors of all students. Presented to the Research Committee, Mt. Prospect Public Schools, Mt. Prospect, IL.
- Elliott, S. N. (1998, October). Designing and implementing alternate assessments for students with severe disabilities. Presented to educators in CESA #11, Turtle Lake, WI.
- Elliott, S. N. (1998, October). Designing and implementing alternate assessments for students with severe disabilities. Presented to educators in CESA #12, Hayward, WI.
- Elliott, S. N. (1998, November). Prereferral assessment and intervention with at-risk students. Presented to the members of the Saskatchewan Educational Psychologist Association, Saskatoon, Saskatchewan, Canada.
- Elliott, S. N. (1998, November). Testing accommodations and alternate assessments: Increasing the participation of all students in the state's accountability system. Presented to educators in CESA #16, Oshkosh, WI.
- Elliott, S. N. (1998, November). Testing accommodations and alternate assessments: Increasing the participation of all students in the state's accountability system. Presented to educators from the Hartford Union High School, Hartford, WI.
- Elliott, S. N. (1998, November). High standards for all students: Testing accommodations and alternate assessments. Presented as part of CESA #1 Assessment Project, Green Bay, WI.

## **1997**

- Elliott, S. N. (1997, January). Performance assessment: Introduction and potential uses with middle school students. Presented to teachers at Cherokee Middle School, Madison, WI.
- Elliott, S. N. (1997, January). Testing accommodations for students with disabilities. Presented to teachers and support staff at LaFollette High School, Madison, WI.
- Elliott, S. N. (1997, February). Designing performance assessments. Presented to teachers at Sun Prairie Schools, Sun Prairie, WI.
- Elliott, S. N. (1997, July). Evaluating school climate. Presented to educators at the Responsive Leadership Forum, Greenfield, MA.
- Elliott, S. N. (1997, September). Assessing person-environment fit: Making decisions about special education services. Presented to educators from Livingston Co. Special Services Unit, Bloomington, IL.
- Elliott, S. N. (1997, November). Designing and evaluating classroom interventions. Presented to educators from Livingston Co. Special Services Unit, Bloomington, IL.

## **1996**

- Elliott, S. N. (1996, March). Educational assessment: Academic outcomes, evaluation criteria, and communicating results. Madison Education Extension Program, Madison, WI.

- Elliott, S. N. (1996, March). Fundamentals of alternative educational assessment: Outcomes, criteria, and standards. Present to K-12 teachers in Greendale Schools, Greendale, WI.
- Elliott, S. N. (1996, March). Designing performance assessments. Presented to K-12 educators in Sun Prairie Public Schools, Sun Prairie, WI.
- Elliott, S. N. (1996, April). Performance assessment: Fundamentals and examples. Presented to teachers in the Sun Prairie Schools, Sun Prairie, WI.
- Elliott, S. N. (1996, May). Performance assessment in mathematics. Presented to teachers and support personnel in the Madison Metropolitan Schools, Madison, WI.
- Elliott, S. N. (1996, June). Performance assessment in mathematics. Presented to teachers and support personnel in the Madison Metropolitan Schools, Madison, WI.
- Elliott, S. N. (1996, July). Evaluating schoolwide social skills programs. Presented to educational administrators at the Response Leadership Forum, Northeast Foundation for Children, Greenfield, MA.
- Elliott, S. N. (1996, October). Helping teachers design and implement performance assessments. Presented to support personnel in the Madison Metropolitan School District, Madison, WI.
- Elliott, S. N. (1996, December). Designing performance assessments for all students. O'Keefe Middle School teachers, Madison, WI.
- Elliott, S. N., Malecki, C. K., & Gilbertson, A. (1996, November). Performance assessment and students with disabilities: High standards, testing accommodations, and educational accountability. Madison Education Extension Program, University of Wisconsin, Madison.

## **1995**

- Elliott, S. N. (1995, January). System-wide outcomes and their assessment. Presented to the Menomonie Public Schools Administrative Team, Menomonie, WI.
- Elliott, S. N. (1995, January). Performance assessment and high standards for all students. Three-day workshop for teachers at Coral Springs Middle School, Coral Springs, FL.
- Elliott, S. N. (1995, March). Performance and portfolio assessments as part of school learning. Presented to EP745 students and Monona Grove teachers, at the University Wisconsin, Madison, WI.
- Elliott, S. N. (1995 July). Evaluating classwide and schoolwide social skills programs. Presented as part of the Responsive Schools Leadership Forum at the Northeast Foundation for Children, Greenfield, MA.
- Elliott, S. N. (1995, July). Conceptualizing, implementing, and evaluating school-based interventions. Presented at the Rhode Island School Psychologists Association Summer Institute, Newport, RI.
- Elliott, S. N. (1995, August). Performance assessment in the K-12 science curriculum. Presented to science teachers in the Stoughton Public Schools, Stoughton, WI.

Elliott, S. N. (1995, October). Performance and portfolio assessments in your classroom. Presented to teachers in the Sun Prairie Schools, Sun Prairie, WI.

## **1994**

Elliott, S. N. (1994, January). Designing assessments to measure educational outcomes. CESA #6, Oshkosh, WI.

Elliott, S. N. (1994, January). Problem conceptualization and treatment planning. Conneaut Public Schools, Conneaut, OH.

Elliott, S. N. (1994, February). Treatment implementation and progress monitoring. Conneaut Public Schools, Conneaut, OH.

Elliott, S. N. (1994, February). Authentic/performance assessment in the classroom. Madison Education Extension Program, Madison, WI.

Elliott, S. N. (1994, February). Alternative assessment in the classroom: Methods and implications for school psychology. Illinois School Psychology Association, Decatur, IL.

Elliott, S. N. (1994, March). Performance and portfolio assessment methods. Waunakee Public Schools, Waunakee, WI.

Elliott, S. N., Sladeczek, I. E., & Kratochwill, T. R. (1994, March). Implementing conjoint consultation with manual-based interventions for preschoolers exhibiting externalizing problems. National Association of School Psychologists Annual Meeting, Seattle, WA.

Elliott, S. N. (1994, September). Prereferral assessment for intervention. Northeastern Ohio Special Education Resource Center, Warren, OH.

Elliott, S. N. (1994, September). Prereferral assessment for intervention. Southeastern Ohio Special Education Resource Center, New Lexington, OH.

Elliott, S. N. (1994, October). Intervention design and progress monitoring. Northeastern Ohio Special Education Resource Center, Warren, OH.

Elliott, S. N. (1994, October). Interventions for academic and behavior problems. Southeastern Ohio Special Education Resource Center, Athens, OH.

Elliott, S. N. (1994, October). Alternative assessment methods. Cuyahoga Falls Public Schools, Cuyahoga, OH.

Elliott, S. N. (1994, November). Educational assessment in the elementary school: Academic outcomes, evaluation criteria, and communicating results. Madison Education Extension Program, Madison, WI.

Elliott, S. N. (1994, December). Educational assessment in the middle and high schools: Academic outcomes, evaluation criteria, and communicating results. Madison Education Extension Program, Madison, WI.



## 1993

- Elliott, S. N. (1993, February). Authentic/performance assessment in the classroom. Presented to educators in CESA #2, Stoughton, WI.
- Elliott, S. N. (1993, March). Prereferral assessment for intervention. Presented at the Regional Inservice for the RSDC, Racine, WI.
- Elliott, S. N. (1993, March). Prereferral assessment for intervention. Presented to educators in the Union Grove Schools, Union Grove, WI.
- Elliott, S. N. (1993, April). Assessing outcomes of schooling. Presented to educators in the Sun Prairie Schools, Sun Prairie, WI.
- Elliott, S. N. (1993, April). Authentic/performance-based assessments: Methods and system-wide implementation procedures. Presented as a 6-hour advanced professional workshop at the annual convention of the National Association of School Psychologists, Washington, D.C.
- Busse, R. T., Elliott, S. N., & Kratochwill, T. R. (1993, April). Training behavioral consultants: Theory, methods, and outcomes. Presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.
- Elliott, S. N., & Busse, R. T. (1993, April). Prereferral assessment and the design of classroom interventions. Presented as a mini-skills workshop at the Annual Convention of the National Association of School Psychologists, Washington, D.C.
- Elliott, S. N. (1993, May). Assessment and the restructuring of education. Presented at the Wisconsin Gifted Educators Association, Madison, WI.
- Elliott, S. N. (1993, September). Alternative assessment practices in the classroom. Lincoln Way Special Education Regional Resource Center, Louisville, OH.
- Elliott, S. N. (1993, September). Performance assessment tactics and implementation practices. Northeast Ohio Special Education Regional Resource Center, Warren, OH.
- Elliott, S. N. (1993, September). Prereferral assessment for intervention. Heartland Area Education Agency, Des Moines, IA.
- Elliott, S. N. (1993, September). Authentic/performance assessment: Fundamental strategies and implementation methods. Area Education Agency #7, Cedar Falls & Waterloo, IA.
- Elliott, S. N. (1993, October). Assessment for intervention design and evaluation. Arizona School Psychology Association, Phoenix, AZ.
- Elliott, S. N. (1993, October). Performance assessment in the classroom: Roles and issues for school psychologists. Arizona School Psychology Association, Phoenix, AZ.
- Elliott, S. N. (1993, October). Social skills assessment: Rating scale and observation methods. District of Columbia Public Schools, Washington, D.C.

Elliott, S. N. (1993, October). Performance assessment: Dogma, data, and technical issues. New York School Psychology Association, Islip, NY.

Elliott, S. N. (1993, November). Authentic/Performance assessment. Madison Education Extension Program, Madison, WI.

Elliott, S. N. (1993, November). Assessment as communication. Cambridge Public Schools, Cambridge, WI.

Elliott, S. N. (1993, December). Performance assessment in the middle school. Lake County Educational Center, Grayslake, IL.

Elliott, S. N. (1993, January). Using portfolios to document students' academic progress. Presented to teachers in Monona Grove Schools, Monona Grove, WI.

Elliott, S. N., & Busse, R. T. (1993, June). Parents involvement in prereferral interventions. Presented at the Upper Midwest School Psychology Summer Institute, Madison, WI.

## **1992**

Elliott, S. N. (1992, February). Interventions: From conceptualization to evaluation. Presented at the Illinois School Psychology Associations' Writer Conference, Decatur, IL.

Elliott, S. N. (1992, February). Authentic assessment: K-12 strategies and implementation. Presented for the UW-Madison Education Extension, Madison, WI.

Elliott, S. N., Bischoff, J., Varner, D., Buerger, E., & Christenson, L. (1992, March). Designing and implementing performance assessment methods. Presented for the UW-Madison Education Extension, Madison, WI.

Elliott, S. N. (1992, April). Prereferral assessment and intervention strategies for behavior and academic problems. Presented for the UW-Madison Education Extension, Madison, WI.

Elliott, S. N. (1992, April). Prereferral assessment for intervention. Presented for CESA #2, Stoughton, WI.

Elliott, S. N. (1992, May). Authentic assessment fundamentals. Presented to teachers of the Dodgeland Public Schools, Juneau, WI.

Elliott, S. N. (1992, May). Social skills assessment and intervention. Presented for the Ohio School Psychologists Association, Cleveland, OH.

Elliott, S. N. (1992, August). Prereferral assessment and the delivery of interventions. Presented to the Ft. Worth Public Schools' Psychological Services Staff, Ft. Worth, TX.

Elliott, S. N. (1992, September). Authentic assessment: Basic concepts and issues for teachers. Presented to Instructional staff of the Evansville (WI) Public Schools, Evansville, WI.

Elliott, S. N. (1992, September). Authentic assessment: Development and implementation. Presented to educators from Lake Mills, Waterloo, and Johnson Creek (WI) Public Schools, Lake Mills, WI.

- Elliott, S. N. (1992, October). Prereferral assessment and intervention. Presented for educators from CESA #2, Stoughton, WI.
- Elliott, S. N. (1992, October). Authentic assessment: System-wide implementation issues. Presented to instructional staff of the Evansville (WI) Public Schools, Evansville, WI.
- Elliott, S. N. (1992, October). Performance assessment and the practice of school psychology. Presented at the Fall Conference of the Virginia Academy of School Psychologists, Richmond, VA.
- Elliott, S. N. (1992, November). Authentic assessment: From planning to implementation. Presented for the UW-Madison Education Extension Program, Madison, WI.
- Elliott, S. N. (1992, November). Fundamentals of performance assessment. Presented to Monroe Public School teachers, Monroe, WI.
- Elliott, S. N. (1992, November). Performance and portfolio assessment. Presented to River Valley Public School teachers, Spring Green, WI.
- Elliott, S. N. (1992, December). Trends in the assessment of children's academic performance. Presented to Middleton-Cross Plains teachers, Middleton, WI.
- Elliott, S. N. (1992, December). Prereferral assessment methods for elementary school children. Presented to teachers of the Port Washington Public Schools, Port Washington, WI.
- Elliott, S. N. (1992, December). Linking performance assessments to practical outcomes. Presented to the Outcomes Study Group of Sun Prairie Schools, Sun Prairie, WI.
- 1991**
- Elliott, S. N. (1991, January). Social skills assessment and intervention for learning disabled children. Invited by the Canadian Ministry of Education, The Robarts School, London, Ontario, Canada.
- Elliott, S. N. (1991, September). Using rating scales and sociometrics to select children for social skills interventions. Presented for the Northeast Foundation for Children, West Haven, CT.
- Elliott, S. N. (1991, October-November). Prereferral assessment for intervention. Presented at the Illinois School Psychology Associations' Fall Regional Meetings, Mt. Vernon, Bloomington, Lisle, and Lombard, IL.
- Elliott, S. N. (1991, October). Social skills treatment planning and evaluation. Presented to the Michigan Association of Learning Disability Educators. Boyne Mountain, MI.
- Elliott, S. N. (1991, October). Prereferral assessment and intervention planning. Presented for the Louisiana School Psychologists Association, Baton Rouge, LA.

## 1990

- Elliott, S. N. (1990, January). Group interventions for mainstreamed handicapped students. Presented to the Psychology and Social Work staff of Oakland Public Schools, Bloomfield Hills, MI.
- Elliott, S. N. (1990, February). Conceptualize and implementing effective interventions for social and academic problems. Presented to the School Psychologists for Bettendorf and Davenport (Iowa), Bettendorf, IA.
- Elliott, S. N. (1990, February). Group intervention for academic and behavior problems. Presented at the Central States School Psychology Conference, Tulsa, OK.
- Elliott, S. N. (1990, March). Social skills assessment and intervention: The Social Skills Rating System. Presented at the Oregon School Psychology Associations' Spring Conference, Eugene, OR.
- Elliott, S. N. (1990, March). Prereferral assessment and intervention tactics. Presented at the Oregon School Psychology Associations' Spring Conference, Eugene, OR.
- Elliott, S. N. (1990, March). Social skills assessment and interventions: The Social Skills Rating System. Presented at the Western Pennsylvania School Psychology Association Convention, Pittsburgh, PA.
- Elliott, S. N. (1990, April). Social behavior assessment and treatment planning via the SSRS. Presented for the Central Pennsylvania School Psychologists Association, Pennsylvania State University, University Park, PA.
- Elliott, S. N. (1990, May). Social skills assessment and intervention: The Social Skills Rating System. Presented at the West Virginia School Psychology Association's Annual Convention, Weston, WV.
- Elliott, S. N. (1990, May). Group interventions and the delivery of services to regular educators. Presented for the West Chicago School Psychology Association, Evanston, IL.
- Elliott, S. N. (1990, June). Conceptualizing and implementing classroom interventions. Presented to the psychological and educational services staff of Intermediate Unit IV, Grove City, PA.
- Elliott, S. N. (1990, July). Treating children at risk for social skills deficiencies. Invited workshop at the XIIth Annual International School Psychology Colloquium, Newport, RI.
- Elliott, S. N. (1990, September). Social skills assessment: The SSRS research and practice. Presented at the Arizona School Psychologists Association, Tempe, AZ.
- Elliott, S.N. (1990, November). Social skills assessment and intervention for children with behavior problems. Presented to the Alabama Council for Children with Behavior Disorders, Birmingham, AL.
- Elliott, S. N. (1990, November). Social skills assessment practices. Presented to the Illinois Association of School Social Workers, Chicago, IL.

## **1989**

Elliott, S. N. (1989, February). Social behavior problems: Assessment and intervention strategies for teachers. Presented to teachers in Wisconsin Heights School District, Mazomanie, WI.

Elliott, S. N., & Gettinger, M. (1989, March). Group interventions for high needs students in the regular classroom. Presented as part of Advanced Professional Training pre-convention workshops for the National Association of School Psychologists, Boston, MA.

Elliott, S. N. (1989, October). Social skills deficits: Assessing and treating young children's interpersonal behavior. Presented for Radford University and the Virginia Department of Education, Roanoke, VA.

Elliott, S. N. (1989, October). Prereferral assessment and group-based interventions for academic and behavior problems. Presented for the North Carolina School Psychology Association, Charlotte, NC.

Elliott, S. N., & Kratochwill, T. R. (1989, July). Designing and implementing interventions for academic and behavior problems. Presented as a Summer Institute for the Florida Association of School Psychologists, St. Petersburg, FL.

## **1988**

Elliott, S. N. (1988, March). Assessment and treatment of preschoolers social skills deficits. Presented at Wisconsin Association of School Psychologists Convention, Wisconsin Dells.

Elliott, S. N. (1988, November). Social skills deficits: Assessing and treating young children's interpersonal behavior. Presented for educators and mental health professionals through Madison Education Extension Programs, University of Wisconsin, Madison, WI.

## **1987**

Elliott, S. N. (1987, August). Social skills assessment and interventions. Presented at the Central Michigan University School Psychology Summer Institute, Mt. Pleasant, MI.

Elliott, S. N. (1987, October). Social skills assessment and treatment planning. Presented to the Montana School Psychologists Association, Helena, MT.

## **1984**

Elliott, S. N. (1984, March). Multidisciplinary decision making and group leadership skills. Presented at the Arizona Association of School Psychologists Spring meeting, Scottsdale.

## **1983**

Elliott, S. N. (1983, October). Multidisciplinary teams: Leadership and problem solving procedures. Presented at the Oklahoma School Psychological Association Fall convention, Oklahoma City, OK.

## 1982

Elliott, S. N. (1982, February). Multidisciplinary decision making: Problem-solving procedures. Funded by the Nebraska Department of Education for special educators and school psychologists in Nebraska. Lincoln, NE.

Elliott, S. N., & Witt, J. C. (1982, October). Adaptive behavior: Concepts, measurement, and issues. Funded by the Nebraska Association of School Psychologists. Presented at the Seventh Annual Midwestern Conference on Psychology in the Schools, Omaha, NE.

## 1981

Elliott, S. N. (1981, November). Multidisciplinary decision making: Group process and leadership considerations. Funded by the Nebraska Department of Education for special educators, and school psychologists in Nebraska. Lincoln, NE.

## **RECENT EDITORIAL BOARDS AND CONSULTANTSHIPS**

Senior Scientist & Editorial Consultant, Journal of School Psychology, 2014-2017  
Editorial Board, Journal of Educational Psychology, 2014-2017  
Editorial Board, Journal of Research on Educational Effectiveness, 2013-2016  
Editorial Advisory Board, School Mental Health, 2009-2017  
External Reviewer, Research Proposals, ETS, 2014-2017  
Scientific Advisory Panel, School Psychology Review, 2005-2014  
Consulting Editor, Psychological Assessment, 2009-2013  
Editorial Advisory Board, Journal of Canadian School Psychology, 1990-2014  
Editorial Advisory Board, Journal of Applied School Psychology, 2009-2012  
Editorial Advisory Board, School Psychology Quarterly, 1984-2006  
Editorial Advisory Board, School Psychology Review, 1983-84, 1991-94, 2001-2005  
Editorial Advisory Board, Journal of School Psychology, 1984-94  
Editorial Advisory Board, Journal of Psychoeducational Assessment, 1987-90  
Ad Hoc reviewer, Education and Psychological Measurement, 2008, 2009, 2010, 2011  
Ad Hoc reviewer, Educational Measurement: Issues and Practices, 2007-2010, 2011, 2012  
Ad Hoc reviewer, Exceptional Children, 1988-89, 1997-98, 2004-09, 2011, 2014  
Ad Hoc reviewer, American Educational Research Journal, 1989, 1994, 1997, 2007  
Ad Hoc reviewer, Child Development, 1990, 1993-96, 2006, 2011  
Ad Hoc reviewer, Journal of Educational Psychology, 1991, 1994, 1998, 2012  
Ad Hoc reviewer, Review of Educational Research, 1994, 1997, 2008, 2009, 2010, 2012, 2015  
Ad Hoc reviewer, Journal of Special Education, 1994, 1997, 2006, 2011  
Ad Hoc reviewer, Psychological Bulletin, 1996-97, 2006  
Ad Hoc reviewer, Educational Evaluation and Policy Analysis, 1999-2005, 2012, 2015, 2016  
Ad Hoc reviewer, Applied Educational Measurement, 2005-2012, 2015  
Ad Hoc reviewer, Teacher and Teacher Education, 2015

## **COMMITTEE WORK: NATIONAL LEVEL**

Member, NAEP Design & Analysis Committee, 2016-2018  
Member, CCSSO Task for on Students with Disabilities, 2013-2016  
Director for Research & Scientific Practice, Society for the Study of School Psychology, 2010-12  
Chair, AERA Program Chair, 2001-2002  
Member, Senior Scientist Awards Committee, APA, 2010-2011  
Member, National Research Council's - Goals 2000 and Students with Disabilities, 1995-1997.  
Executive Board Member, Council of Directors of School Psychology Programs, 1990-93.  
Member, Accreditation Steering Committee, American Psychological Society, 1992-93.  
Member, Convention Program Committee, Div. 16, American Psychological Assoc., 1992-93.  
Site Visitor, Accreditation Committee, American Psychological Association, 1985-2001.  
Member, Buros Institute of Mental Measurements National Advisory Board, 1988-90.

## **COMMITTEE WORK: DEPARTMENT, COLLEGE, AND UNIVERSITY LEVEL**

Member, CLAS Research Committee, College of Liberal Arts & Sciences (2016-2017)  
Member, Personnel Committee, Sanford School for Social & Family Dynamics (2013-15)  
Chair, Senior Scientist Search Committee, Learning Sciences Institute, ASU (2010-2013)  
Member, Provost's Online Learning and Technology Committee, ASU (2011-2012)  
Member, Tooker Chair Search Committee, College of Engineering, ASU (2011)  
Member, PhD Executive Committee, MLF Teachers College, ASU (2011-2012)  
Chair, Endowed Professors Search Committee, Peabody College- Vanderbilt (2007-2009)  
Member, Research Committee, Peabody College of Education - Vanderbilt (2007)  
Member, Executive Committee, Peabody College of Education – Vanderbilt (2005-present)  
Co-Chair, Doctoral Studies Committee for Dept. of Special Education – Vanderbilt (2004-2006)  
Member, Outreach Committee – SOE UW-Madison (2002-2003)  
Member, Equity and Diversity Committee- SOE UW-Madison (2001-2002)  
Chair, WCER Web Team Committee - UW-Madison (2000-2003)  
Co-Chair, Diversity Committee, School Psychology Program-UW-Madison (2000-02)  
Member, Faculty Senate - UW-Madison (1998-2002)

## **CHAIR OF STUDENTS' THESES AND DISSERTATIONS**

(\*Winner of a Major Campus, State, or National Award)

### **Louisiana State University**

Mary Von Brock - Thesis (December 1985); University Faculty  
Lillee Clark - Dissertation (October 1986); Private Practitioner  
Timothy Turco - Dissertation (June 1987); University Faculty & School Psychologist

### **University of Wisconsin-Madison**

Donna Powless - Thesis (January 1990), Dissertation (December 1995); School Psychologist  
Pamela Fenning\* - Thesis (June 1990), Dissertation (December 1992); University Faculty  
DeAnna McKinnie - Thesis (August 1990); School Psychologist  
Patrick Nolten - Thesis (December 1991), Dissertation (August 1994); Faculty & Sch Psych

Randy T. Busse\* - Thesis (March 1992), Dissertation (August 1996); University Faculty  
 Todd Gorges - Thesis (October 1992), Dissertation (December, 1999); School Psychologist  
 Mary Beth Kanard - Thesis (August 1993); School Psychologist  
 Sherry Robertson-Mjaanes - Thesis (September 1993), Dissertation (May, 1999); Sch Psych  
 Rose Marie Firle - Thesis (November 1993); School Psychologist  
 Sara Anderson Ousdigian - Thesis (March 1994), Dissertation (September 2000); Sch Psych  
 Michelle Kilpatrick Demaray - Thesis (August 1994), Dissertation (February 1998); Faculty  
 Caroline Racine\* - Thesis (September 1994); School Psychologist  
 Stacey Ruffalo - Thesis (September 1994); Psychologist  
 Amy Olson - Thesis (August 1995); School Psychologist  
 Christine Malecki\* - Thesis (May 1995), Dissertation (October 1997); University Faculty  
 Eva Kubinski - Thesis (December 1996); State Department of Education  
 Aleta Gilbertson Schulte\* - Thesis (June 1997), Dissertation (June 2000); School Psychologist  
 James DiPerna\* - Thesis (June 1997), Dissertation (June 1999); University Faculty  
 Kathy Lepage - Dissertation (May 1998); School Psychologist  
 Brian McKeivitt\* - Thesis (May 1998), Dissertation (August 2001); University Faculty  
 Michelle Montgomery - Dissertation (October 1998); University Faculty  
 William Seymour - Dissertation (July 1999); School Psychologist  
 Ann Marquart\*- Dissertation (July 2000); University Faculty  
 Andy Mroch – Thesis (May 2002) – Psychometrician National Testing Company  
 Ryan J. Kettler\*– Thesis (September 2002), Dissertation (August 2005), University Faculty  
 Andrew Roach\* – Thesis (October 2002), Dissertation (December 2004), University Faculty  
 Bradley Niebling\* – Thesis (November 2002), Dissertation (July 2004), Dept. of Education  
 Nan Huai – Thesis (May 2003), Dissertation (November 2004), Autism Agency  
 Sylvia Lang\* – Thesis (July 2003), Dissertation (April 2005), School Psychologist  
 Deitra Gibson – Thesis (August 2003), Dissertation (August 2005), School Psychologist  
 Elizabeth Feldman – Thesis (November 2004) – Research Assistant Professor  
 Jason Hurwitz – Thesis (December 2004) – Research Assistant Professor  
 Corey Ray – Thesis (April 2005) – Research Assistant Professor  
 Elizabeth Witter Freeman – Thesis (September 2005) – Educational Entrepreneur

### ***Vanderbilt University***

Alexander Kurz\* - Thesis (May 2007), Dissertation (December 2011) – Research Professor  
 Kerry Woods (University of Melbourne) Dissertation 2010 – Research Professor  
 Peter Beddow\*\* - Dissertation (January 2011) – Behavior Therapist & Adjunct Professor  
 Jennifer R. Frey\*- Dissertation (March 2012) – University Faculty

### ***Arizona State University***

Nedim Yel – Dissertation (June 2016), co-chair



## **CONSULTANCIES & ADVISORY BOARDS**

Consultant to Carthy Foundation (Alberta, Canada) - 2014  
Australian Catholic University, Professorial Fellow for Research, 2013-2015  
ETS, Executive Committee for Survey Assessment Innovations Lab, 2013-2018  
CCSSO, Task Force on Assessment and Students with Disabilities, 2013-2015  
New Markets Venture Partners, Education Advisory, 2011-2014  
ETS Visiting Panel on Research, 2010-2016  
Assessment Expert Reviewer, United States Department of Education, 2008, 2009  
Consultant and Technical Advisor, Arizona Department of Education, 2006-2007  
Consultant and Technical Advisor, Iowa Department of Education, 2006-2007  
Technical Advisory Committee member, South Dakota Student Assessment System, 2006-2007  
Consultant and Technical Advisor, Wisconsin Department of Public Instruction, 2006-2007  
Special Populations Assessment Advisor, ThinkLink Learning, 2005-2007  
Consultant & Technical Advisor, National Alternate Assessment Study, SRI & USDOE 2005-07  
Consultant & Technical Advisor, NAEP Technical Work Group, USDOE 2005-07  
Board Member, Center for Promoting Research to Practice, Lehigh University, 2005-2008  
Board Member, Center for Children, Youth, Families & Schools, Univ. Nebraska, 2004-2010  
Consultant, Hawaii Department of Education, 2004-2006  
Consultant, Mississippi Department of Education, 2004-2007  
Consultant, Wisconsin Department of Public Instruction, Title I Review response, 2001-2004  
Consultant, Idaho Department of Education, Committee on Alternate Assessment, 2000-2008  
Consultant, CTB/McGraw-Hill, Test Development division, 1998-2000.  
Consultant, American Institutes of Research - Palo Alto, testing accommodations, 1997-98.  
Consultant to National Center on Education Outcomes, University of Minnesota, 1996, 2012.  
Consultant to U.S. Office of Technology Innovation, 1992-94.  
Consultant to American Psychological Society to develop accreditation guidelines, 1992-93.  
Consultant to Northeast Foundation for Children, 1991-92, 1995-96, 1997-1998.

## **PROFESSIONAL AFFILIATIONS**

American Educational Research Association, Fellow (inactive as of 2016)  
American Psychological Association, Fellow Divisions 5, 15, 16, 37, Member Division 26 & 52  
Australian Association for Research in Education  
National Council on Measurement in Education

## **LICENSURE/CERTIFICATION**

Psychologist, State of Wisconsin, Department of Regulation and Licensing, License #1723  
Psychologist, State of Louisiana, Board of Examiners of Psychologists, License #459 (*inactive*)  
Psychologist, State of Nebraska, Bureau of Examining Boards, License #326 (*inactive*)  
School Psychologist, Arizona Department of Education (*inactive*)  
School Psychologist 62, Wisconsin Department of Public Instruction (License #430378523558)

## REFERENCES

- Dr. Rick Fabes, Dee & John Whiteman Distinguished Professor, T. Denny Sanford School of Social and Family Dynamics , Arizona State University, Tempe, Arizona, 85287-2111
- Dr. Joanna Gorin, Vice President for Research, Educational Testing Service, Princeton, NJ.
- Dr. Frank M. Gresham, Distinguished Professor, Department of Psychology, Louisiana State University, Baton Rouge, LA 70803
- Dr. Ann Kaiser, Susan Gray Distinguished Professor, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN 37203-5701
- Dr. Thomas R. Kratochwill, Distinguished Professor and Director, School Psychology Program, Department of Educational Psychology, University of Wisconsin, Madison, WI 53706
- Dr. Barbara S. Plake, Professor Emeritus and Former Director, Buros Institute of Mental Measurements, University of Nebraska-Lincoln, Lincoln, NE 68588
- Dr. Susan M. Sheridan, Distinguished Professor; Director of Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska, Lincoln, NE 68588-0235
- Dr. Claire Wyatt-Smith, Director, Learning Sciences Institute Australia, Australian Catholic University, Brisbane, AU