

CURRICULUM VITAE
SCOTT P. ARDOIN
September, 2009

I. ACADEMIC HISTORY

- **Name:** Scott P. Ardoin
- **Address:** 325L Aderhold Hall
Athens, GA 30602
706-542-4110
spardoin@uga.edu
- **Present Rank:** Associate Professor of School Psychology
- **Proportion Time Assignments:** .450 EFT Instruction, .30 EFT Research (EPIT)
- **Tenure Status:** Untenured (Tenure track)
- **Graduate Faculty Status:** Approved 9/16/2008
- **Highest Degree:** Ph.D., 2001 (APA Accredited Program) Syracuse University,
School Psychology
- **Academic Positions:**
 - 2008-present Associate Professor, Department of Educational Psychology and Instructional Technology, University of Georgia
 - 2002-2008 Assistant Professor, Department of Psychology, University of South Carolina
 - 2001 – 2002 Director, Institute to Enhance Equitable Educational Programs at Louisiana State University
 - 2001 – 2002 Adjunct Professor, Department of Psychology, Louisiana State University
- **Professional Positions:**
 - 2001 – 2002 Consultant, East Baton Rouge Parish School
 - 2000 – 2001 School Psychology Intern, Syracuse City School District
 - 2000 Assistant Research Coordinator of Summer Treatment and Research program for children with ADHD, Louisiana State University
 - 1996 – 1999 School Psychology Extern, Syracuse City School District
- **Post Graduate Awards:** none

II. RESIDENT INSTRUCTION AND CONTINUING EDUCATION

Course Name	Enrollment	Teacher Rating
Spring 2009 University of Georgia		
EPSY 8310	8	Not yet available
Fall 2008 University of Georgia		
EPSY 4310	10	4.2
EPSY 8990	14	3.9

Note: Scores are on a scale of 1-5 with 5 being better and 1 being worse.

Course Name	Enrollment	Teacher Rating	Department Average
Spring 2007 University of South Carolina			
PSYC 841B: Academic Interventions	8	1.59	1.52

PSYC 526: Psychological Problems in Children & Youth	43	1.17	1.37
Fall 2006 University of South Carolina			
PSYC 701: Behavioral Assessment & Intervention with Children & Youth	6	1.13	1.52
PSYC 832A: Intro. to School Psychology Practicum	8	1.3	1.31
Spring 2006 University of South Carolina			
PSYC 841B: Academic Interventions	11	2.01	1.46
PSYC 226: Research Methods in Psychology	69	1.61	1.39
Fall 2005 University of South Carolina			
PSYC 701: Behavioral Assessment & Intervention with Children & Youth	7	1.09	1.48

Course Name	Enrollment	Teacher Rating	Department Average
Spring 2005 University of South Carolina			
PSYC 841B: Academic Interventions	1	1.09	1.51
PSYC 226: Research Methods in Psychology	71	1.38	1.34
Fall 2004 University of South Carolina			
PSYC 701: Behavioral Assessment & Intervention with Children & Youth	7	1.86	1.51
PSYC 226: Research Methods in Psychology	110	1.43	1.48
Summer 2004 University of South Carolina			
PSYC 226: Research Methods in Psychology	6	1.44	1.38
Spring 2004 University of South Carolina			
PSYC 841B: Academic Interventions	9	1.66	1.59
Fall 2003 University of South Carolina			
PSYC 701: Behavioral Assessment	3	Department Lost Information	

& Intervention with Children & Youth			
PSYC 226: Research Methods in Psychology	117	1.7	1.58
Fall 2002 University of South Carolina			
PSYC 701: Behavioral Assessment & Intervention with Children & Youth	6	1.81	
PSYC 226: Research Methods in Psychology	120	1.5	1.5

Note: Ratings are on a scale from 1 to 5 with 1 being better and 5 being worse.

III. SCHOLARLY ACTIVITY

An asterisk (*) identifies a publication that has gone through stringent editorial review. A plus (+) indicates a publication that resulted from a funded grant/contract.

a. Publications

- BOOKS AUTHORED AND CO-AUTHORED
McDougal, J., Graney, S., Wright, J., & Ardoin, S.P. (in press). *Practitioners' Guide to RTI: Implementation and Applications*. Hoboken, NJ: John Wiley & Sons, Inc.
- BOOKS EDITED AND CO-EDITED: NONE
- CHAPTERS IN BOOKS:
Noell, G. H., Call, N. A., & Ardoin, S.P. (in press). Building Complex Repertoires from Discrete Behaviors by Establishing Stimulus Control, Behavioral Chains, and Strategic Behavior. In W. Fisher, C. Piazza, & H. Roane. (Eds.), *Handbook of Applied Behavior Analysis*.
Martens, B.K. & Ardoin, S.P. (2010). Disruptive behavior problems. In G. G. Peacock, R. A. Ervin, E. J. Daly, and K. W. Merrell (Eds.), *The Practical handbook of school psychology: Effective practices for the 21st century*. (pp. 157-174). New York: Guilford.
Noell, G. H., Ardoin, S. P., & Gansle, K. (2009). Academic Assessment. In J. Matson & F. Adrasik (Eds.), *Assessing childhood psychopathology and developmental disabilities*. (pp. 311-340). New York: Springer.
Shriner, J., Ardoin, S. P., & Yell, M. L. (2009). Assessment of students with EBD. In M. L. Yell, N. Meadows, E. Drasgow & J. Shriner (Eds.), *Educating students with emotional and behavioral disorders in general and special education* (pp. 45-61). Upper Saddle River, NJ: Pearson Education.
Ardoin, S. P., Martens, B. K., & Wolfe, L. A. (2004). Using high probability command sequences with fading to increase student compliance during transitions. In N. A. Neef, B.A. Iwata, R. H. Horner, D. Lerman, B. K. Martens, & D. S. Sainato, (Eds.), *Behavior Analysis in Education* (2nd Ed.) From the *Journal of Applied Behavior Analysis Reprint Series* (Vol. 32, pp. 259-270): Lawrence, KS: Society for the Experimental Analysis of Behavior. (Reprinted from *Journal of Applied Behavior Analysis*, 32, 339-351. 1999).
Martens, B.K., & Ardoin, S.P. (2002). Training school psychologists in behavior support consultation. In J.K. Luiselli, & C. Diament (Eds.), *Behavior Psychology in the Schools: Innovations in Evaluation, Support, and Consultation*. New York: Haworth Press. (Reprinted from *Child and Family Behavior Therapy*, 24, 147-163.)
- MONOGRAPHS: none

- JOURNAL ARTICLES:

- *Solnick, M., & Ardoin, S.P. (in press). A quantitative review of functional analysis procedures in public school settings. *Education and Treatment of Children*.
- *Burns, M.K., Ardoin, S.P., Parker, D.C., Hodgson, J., Klingbeil, D.A., & Scholin, S.E. (2009). Interspersal effect and behavioral momentum for reading tasks. *School Psychology Review*, 38.
- *+Ardoin, S.P. & Christ, T.J. (2009). Curriculum based measurement of oral reading: Estimates of standard error when monitoring progress using alternate passage sets. *School Psychology Review*, 38, 266-283.
- **Ardoin, S.P. & Carfolite, J., Klubnik, C., & McCall, M. (2009). Promoting generalization through providing additional opportunities to respond: Three versus six re-readings. *Journal of Applied Behavior Analysis* 42, 375-380.
- *+Christ, T.J., & Ardoin, S. P. (2009) Curriculum-Based Measurement of Oral Reading: Passage Equivalence and Probe-Set Development. *Journal of School Psychology*, 47, 55-75.
- *Ardoin, S.P., Eckert, T.L., & Cole, C.A.S. (2008). Promoting generalization of reading: A comparison of two fluency-based interventions for improving general education students' oral reading rate. *Journal of Behavioral Education*, 17, 237-252.
- *Ardoin, S.P. and Christ, T. (2008). Evaluating curriculum based measurement slope estimates using data from tri-annual universal screenings. *School Psychology Review*, 37, 109-125.
- Ardoin, S.P., Roof, C.M., Klubnik, C., Carfolite, J. (2008). Evaluating Curriculum-Based Measurement from a Behavioral Assessment Perspective. *The Behavior Analyst Today*, 9, 36-48.
- *Hosp, J. L. & Ardoin, S. P. (2008). Assessment for instructional planning. *Assessment for Effective Intervention*, 33(2), 69-77.
- *McDonald, E. & Ardoin, S. P. (2007). Interspersing Easy Math Problems among Challenging Problems: An Evaluation of a Class-wide Implementation. *Journal of Behavioral Education*, 16(4) 327-332.
- Ardoin, S.P. & Daly III, E.J. (2007). Introduction to the special series: Close encounters of the instructional kind – How the Instructional Hierarchy is shaping instructional research 30 years later. *Journal of Behavioral Education*. 16, 1-6.
- *Ardoin, S.P., McCall, M., & Klubnik, C. (2007). Promoting generalization of oral reading fluency: Providing drill versus practice opportunities. *Journal of Behavioral Education*, 16, 54-69.
- *Eckert, T. L., Dunn, E. K., & Ardoin, S. P. (2006). The effects of alternate forms of performance feedback on elementary-aged students' oral reading fluency. *Journal of Behavioral Education*, 15(3), 148-161.
- *Ardoin, S. P. (2006). The response in response to intervention: Evaluating the utility of assessing maintenance of intervention effects. *Psychology in the Schools*, 43(6), 713-725.
- *+Ardoin, S. P., Witt, J. C., Connell, J. E., & Koenig, J. L. (2005). Application of a three-tiered response to intervention model for instructional planning, decision making, and the identification of children in need of services. *Journal of Psychoeducational Assessment*, 23(4) 362-380.
- *Ardoin, S. P., Suldo, S., Witt, J. C., Aldrich, S. & McDonald, E. (2005). Accuracy of readability estimates' predictions of CBM performance. *School Psychology Quarterly*, 20(1), 1-22.
- *Ardoin, S. P., Witt, J. C., Suldo, S. M., Connell, J. E., Koenig, J. L., Resetar, J. L. Slider, N. J., & Williams, K. L. (2004). Examining the incremental benefits of administering a

maze and three vs. one curriculum-based measurement reading probe when conducting universal screenings. *School Psychology Review*, 33, 218-233.

†2004 *School Psychology Review* Article of the Year.

- *Ardoin, S. P. & Martens, B. K. (2004). Training children to make accurate evaluations: Effects on behavior and the quality of self-ratings. *Journal of Behavioral Education*, 13, 1-23.
- *Ardoin, S. P., Martens, B. K., Wolfe, L. A., Hilt, A., & Rosenthal, B. D. (2004). A method for conditioning reinforcer preferences in students with moderate mental retardation. *Journal of Developmental and Physical Disabilities*, 16, 33-51.
- *Martens, B. K., Ardoin, S. P., Hilt, A., Lannie, A. L., Panahon, C. J., & Wolfe, L. (2002). Sensitivity of children's behavior to probabilistic reward: Effects of a decreasing ratio lottery system on math performance. *Journal of Applied Behavior Analysis*, 35, 403-406.
- *Eckert, T. L., Ardoin, S. P., Daly, E. J., & Martens, B. K. (2002). Improving oral reading fluency: A brief experimental analysis of combining an antecedent intervention with consequences. *Journal of Applied Behavior Analysis*, 35, 271-281.
- *Martens, B. K., & Ardoin, S. P. (2002). Training school psychologists in behavior support consultation. *Child and Family Behavior Therapy*, 24, 147-163. (Reprinted in Luiselli, J.K., & Diament, C. (2002). *Behavior psychology in the schools: Innovations in evaluation, support, and consultation*. New York: Haworth Press.)
- *Ardoin, S. P. & Martens, B. K. (2000). Testing the ability of children with ADHD to accurately report the effects of medication on their behavior. *Journal of Applied Behavior Analysis*, 33, 593-610.
- *Eckert, T. L., Ardoin, S. P., Daisey, D. M., & Scarola, M. D. (2000). Empirically evaluating the effectiveness of reading interventions: The use of brief experimental analysis and single case designs. *Psychology in the Schools*, 37, 463-473.
- *Martens, B. K., Eckert, T. L., Bradley, T. A., & Ardoin, S. P. (1999). Identifying effective treatments from a brief experimental analysis: Using single-case design elements to aid decision-making. *School Psychology Quarterly*, 14, 163-181.
- *Ardoin, S. P., Martens, B. K., & Wolfe, L. A. (1999). Using high probability command sequences with fading to increase student compliance during transitions. *Journal of Applied Behavior Analysis Reprint Series*, 32, 259-270. Reprinted in Nancy A. Neef, Brian A. Iwata, Robert H. Horner, Dorthea Lerman, Brian K. Martens, & D. S. Sainato, (Eds.). *Behavior Analysis in Education* (2nd Ed.) From the: Lawrence, KS: Society for the Experimental Analysis of Behavior.

- BULLETINS OR REPORTS: none

- ABSTRACTS: none

- BOOK REVIEWS: none

- WORKS SUBMITTED/ACCEPTED PENDING REVISION:

Ardoin, S.P., Carfolite, J., Christ, T.J., Roof, C.M., & Klubnik, C. (resubmission encouraged). *A Final Word on the Accuracy of Readability Estimates: Prediction of CBM Performance*.

*Klubnik, C. & Ardoin, S.P. (submitted). *Examining immediate and maintenance effects of repeated readings on generalization materials: Individual verses group implementation*.

- MANUSCRIPTS/CHAPTERS IN PROGRESS:

Ardoin, S.P., Klubnik, C., Carfolite, J., & Roof, C.M. (in progress) *Promoting Generalization and Maintenance of Oral Reading Fluency through Repeated Readings*.

Ardoin, S.P., Christ, S.P., Morena, L. (in progress). *Evaluating CBM Progress Monitoring Decision Rules*.

b. Creative Contributions Other Than Formal Publications – none

c. Grants Received

- Christ, T.J., Ardoin, S. P., & Eckert, T. (2009). *Project Formative Assessment Instrumentation and Procedures for Reading (FAIP-R)*. Funding Source: US Department of Education, Institute for Education Sciences. Status: Funded: 1,600,000. Duration of Funding: 6/1/09-6/30/2013. FTE: .25 over the academic year and 1.5 summer months across the four year project.
- Williams, R. & Ardoin, S. P. (2009) *Project RIFLE: Reading Comprehension Intervention for Low Comprehenders Enrolled in College*. Funding Agency: Georgia State Language & Literacy Program. Funded: \$44,193
- Ardoin, S.P. (2006). *Evaluating Tier Two Reading Interventions*. Grant funded by the Research Consortium for Children and Families. Funded: \$21,300.
- Ardoin, S. P. & Christ, T. (2005). *Improving CBM Progress Monitoring: Using Behavior Instead of Formulas to Predict Passage Difficulty*. Grant funded by the Society for the Study of School Psychology. Funded: \$10,500.
- Ardoin, S.P. (2003) *Validating a Model for Identifying Students with Special Education Needs*. Grant funded by the University of South Carolina Research and Productive Scholarship Grant. Funded: \$14,700.
- Ardoin, S.P. (2003) *Implementing a Problem Solving Model: Screening to Enhance Equitable Placement*. Contract with the Richland One School District. Funded: \$46,233.
- Witt, J.C., & Ardoin, S. P. (2002). *Training in response to assessment and intervention needs*. Grant from the Louisiana Department of Education. Funded: \$59,000.
- **GRANTS UNDER SUBMISSION:**
Ardoin, S. P., & Binder, K.S. (October, 2009). *Exploring Reading Fluency and Its Underlying Behavior*. Funding Source: US Department of Education, Institute for Education Sciences. Status: Submitted: \$1,513,287. Duration of Proposed Funding: 8/1/10-6/30/2014. FTE: .15 over the academic year and 1.5 summer months across the four year project.

d. Recognitions and Outstanding Achievements

2007	APA Division 16 Lightner Witmer Early Career Scholar Award
2004	Article of the Year, <i>School Psychology Review</i>
2004	School Psychology Research Collaboration Conference Early Career Scholar
2004	Psychology Graduate Students Association Faculty Award for Excellence in Teaching
2004	Best Advisor Award, USC Department of Psychology Lower Division
2003, 2005, 2007	Two Thumbs Up Award, USC Office of Student Disability Services
1999	Winner, New York Association of School Psychologists Graduate Student Award for Outstanding Research
1999	Recipient, Gardner Fellowship, Syracuse University
1999	Winner, Applied Behavior Analysis Student Paper Contest
1999	Recipient, Ted Bernstein Award, Syracuse University
1997	Recipient, Gardner Fellowship, Syracuse University

e. Areas in which Research is Done

Dr. Ardoin's research activities focus on applying the principals of behavioral analysis to improving the quality of assessment and interventions provided to students in elementary schools Specifically, the three areas in which he has conducted research include (a) improving the accuracy and treatment utility of progress monitoring procedures used in the assessment of students' response to instruction, (b) increasing the extent to which supplemental reading interventions generalize across materials and

time, and (c) improving the generalization and external utility of behaviorally based interventions into the regular education classroom.

f. Supervision of Student Research

Dissertations Chaired:

Klubnik, C (Summer, 2008). *Evaluating a Group Repeated Reading Intervention.*

Dryden, Katherine M. (Spring, 2007). *An Evaluation of Behavioral Self-Management Implementation and Home-to-School Generalization Effects.*

McDonald, Erin E. (Spring, 2006). *An Evaluation of the Benefits of Interspersal for Promoting Classwide Gains in Basic Math Fact Fluency.*

Hills, Kimberly J. (Fall, 2004). *An Evaluation of Universal Screening Measures in Reading.*

Current Doctoral Candidates:

Mark Solnik (successfully proposed). Comparison of Narrative and Class-Based ABC Data Collection Procedures

Jessica C. Williams (proposal date, May 1st 2009) *Assessment of Quality Preschool Programming*

Theses Directed:

McDonald, L.M. (Fall 2008). *Comparing Mathematics Interventions: Cover Copy Compare versus an Alternative Intervention to Increase Accuracy and Fluency in Elementary Students.*

Powell, E.E., (Fall 2008). *Examining the Social Standing of Elementary School-Aged English Language Learners.*

Roof, C.M. (2008). *Testing the Immediate Effects on Reading Fluency and Comprehension of a Peer-Assisted Learning Strategies-Based Peer-Tutoring Program with English Language Learners.*

Williams, J.C., (Spring, 2008). *Assessing Reading Achievement in South Carolina.*

Dubois, A. (Spring, 2008). *An Evaluation of Interspersal for Promoting Gains in Mastery Level Math Fact Fluency.* Honors Senior Thesis

Schwartz, C. (Spring, 2008). *Examining Students' Preference for Homework Assignment: Interspersal Versus Control Math Worksheets.* Honors Senior Thesis

McCall, M. (Spring, 2007). *The Effects of Repeated Reading Using Connected Text and Word Lists on Fluency Gains in First Grade Children.*

Klubnik, C. (Fall, 2006). *Effects of Overlearning on Maintenance of Oral Reading Fluency.*

McDonald, E. E. (Spring, 2005). *The Interspersal Procedure: Enhancing Basic Math Fact Fluency.*

Masters Candidates:

Laura Morena

Stacy Baxter

Jeffrey Hines

Undergraduate Student Supervision:

Dubois, Allison. (Spring, 2008). *Evaluating Rates of Gain on Challenging Problems as a Function of the Interspersal of Procedure.*

Schwartz, Carrie. (Spring, 2008). *Evaluating Rates of Gain on Challenging Problems as a Function of the Interspersal of Procedure.*

Goddard, A. (Spring, 2006). *Examining Means of Increasing Generalization Across Time: Repeated Readings vs. Multiple Exemplar Passages.* Undergraduate honors thesis. First Place Discovery Day Award.

Thesis and Dissertation Committees:

Finke, R. L. (June, 2009). *Performance-based assessment of school functioning in sickle cell disease: Kindergarten through first grade.* Dissertation

Lemanski, A. (April, 2008). *The Effects of a Child with a Disability on Low-income Families' Income and Perception of Resources.* Thesis.

- Pender, C. (Spring, 2006). *Academic Interventions Designed to Improve Mathematics Performance Among Middle School Students: Specific and Generalized Effects of a Randomized Pilot Study*. Dissertation.
- Landberg, J. (Spring, 2005). *Transportability: Moving an After School Program for Adolescents with Academic and Behavioral Difficulties from Efficacy to Effectiveness*. Dissertation.
- Williams, R. (Fall, 2004). *Incidental Vocabulary Acquisition: The Role of the Reader in the Utilization of Sentence Context to Develop and Retain New Words*. Dissertation.
- DeSantis, A. (Spring, 2004). *An Investigation of the Interrelationships Among Temperament, Stressful Life Events, Social Support, Hope, and Adolescent Problems*. Thesis.
- Wilkins, M. (Spring, 2004). *The Incremental Validity of First Semester Alcohol Use as a Predictor of College Student Attrition*. Thesis.

g. Editorship or Editorial Board Member of Journals

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|------------------|---|
| 2005-2010 | Associate Editor, <i>Journal of Behavioral Education</i> |
| 2009 | Invited Associate Editor, <i>Journal of School Psychology</i> |
| 2007, 2008 | Associate Editor, <i>Journal of School Psychology</i> |
| 2004-2009 | Editorial advisory board, <i>School Psychology Review</i> |
| 2008 | Guest Associate Editor, <i>Education and Treatment of Children</i> |
| 2007, 08 | Guest Associate Editor, <i>Behavior Analysis in Practice</i> |
| 2003-05, 2006-09 | Board of Editors, <i>Journal of Applied Behavior Analysis</i> |
| 2007-2009 | Editorial advisory board, <i>Behavior Analysis in Practice</i> |
| 2007, 2008 | Guest Reviewer, <i>School Psychology Quarterly</i> |
| 2006 | Editor, special edition, <i>Journal of Behavioral Education</i> |
| 2001-2003 | Ad-hoc Reviewer, <i>School Psychology Review</i> . |
| 2001-2003 | Guest Reviewer, <i>Journal of Behavioral Education</i> . |
| 2002 Guest | Guest reviewer, <i>Research in Developmental Disabilities</i> . |
| 2000 Guest | Guest reviewer, <i>School Psychology Review</i> . |
| 2000, 02, 03, 05 | Guest Reviewer, <i>Journal of Applied Behavior Analysis</i> . |
| 1999 - 2002 | Member of the Division 16 Convention Program Committee of the American Psychological Association. |
| 2004, 2005 | American Psychological Association. |
| 1999 – 2000 | Member of the <i>School Psychology Quarterly</i> student editorial board. |

h. Convention Papers

Paper Presentation/Symposium

- Ardoin, S. P. & Dryden, K. (May, 2009) Examining and Promoting the Generalization Effects of Self-Monitoring Interventions. Poster presented at the annual meeting of the Association for Behavior Analysis, Phoenix, AZ.
- Scholín, S., Klingbeil, D., Ardoin, S.P., Parker, D. (February, 2009) *Antecedent reading interventions: Setting the stage for success*. Paper presented the 2009 annual conference of the National Association of School Psychologists, Boston, MA.
- Ardoin, S.P. (2008, August). *Learning From our Past Mistakes: Bridging Assessment and Intervention*. Division 16 awards presentation made at the 2008 annual conference of the American Psychological Association, Boston, MA.
- Christ, T.C., & Ardoin, S.P. (2008, February). Evaluation of probe sets and procedures: AIMSweb, DIBELS, and our alternative. In S. P. Ardoin (Chair) *The True Test: Evaluating CBM Data at the Individual Level*. Symposium presented at the 2008 annual conference of the National Association of School Psychologists, New Orleans, LA.
- Carfolite, J., Ardoin, S.P., Klubnik, J., & Roof, C. (2008, February) A final word on readability estimates. In S. P. Ardoin (Chair) *The True Test: Evaluating CBM Data at the Individual Level*. Symposium presented at the 2008 annual conference of the National Association of School Psychologists, New Orleans, LA.
- Roof, C., Ardoin, S.P., Carfolite, J., & Klubnik, J (2008, February). Evaluating CBM from a behavioral assessment perspective. In S. P. Ardoin (Chair) *The True Test: Evaluating*

- CBM Data at the Individual Level*. Symposium presented at the 2008 annual conference of the National Association of School Psychologists, New Orleans, LA.
- Ardoin, S. P., Klubnik, C., Carfolite, J., Roof, C., & McCall, M. (2008, February) Reading fluency: The good and the unknown. In T. L. Eckert (Chair) *Academic Interventions: Benefits and Barriers Associated with Fluency-Based Initiatives*. Symposium presented at the 2008 annual conference of the National Association of School Psychologists, New Orleans, LA.
- Ardoin, S. P. (2007, March). Why does it work? In A. Hilt-Panahon (Chair), *Addressing Mathematics Problems through School-Based Interventions: What Works?* Symposium presented at the annual meeting of the National Association of School Psychologists. New York, NY.
- Ardoin, S.P., Schwartz, C., Dubois, A., & Carfolite, J. (2007, March). *Increasing Students' Reading Achievement: Evaluating Tier Two Interventions*. Paper presented at the annual meeting of the National Association of School Psychologists. New York, NY.
- Christ, T.J., Poncy, B.C., & Ardoin, S.P. (2007, March). *Generalizability and Dependability of CBM-R: SEM Issues Continued*. Paper presented at the annual meeting of the National Association of School Psychologists. New York, NY.
- Ardoin, S.P., & Christ, T.J., (2007, February). Evaluating curriculum based measurement slope estimates using data from tri-annual universal screenings. In A. Schulte (Chair), *Progress Monitoring in Reading: Refinements, Enhancements, and New Directions*. Symposium presented at the Pacific Coast Research Conference. Coronado, CA.
- Ardoin, S. P., & Drasgow, E. (2006, May). Using discrete trials to increase the feasibility of conducting functional analyses in school settings. In B.K. Martens (Chair), *Innovative Approaches for Examining Behavioral Function in School Settings*. Symposium presented at the annual meeting of the Association of Applied Behavior Analysis. Atlanta, GA.
- Ardoin, S. P. (2006, April). *Application of a Three Tiered Response to Intervention Model*. Paper presented at the annual meeting of the Council of Exceptional Children. Salt Lake City, UT.
- McDonald, E. & Ardoin, S. P. (2005, August). The interspersal procedure: Enhancing basic math fact fluency. In S. P. Ardoin (Chair), *Examining Means of Increasing the Effectiveness of Academic Interventions*. Symposium presented at the annual meeting of the American Psychological Association. Washington, D.C.
- McCall, M., Ardoin, S. P., & Klubnik, C. (2005, August). Evaluating the effects of multiple exemplars on generalization. In S. P. Ardoin (Chair), *Examining Means of Increasing the Effectiveness of Academic Interventions*. Symposium presented at the annual meeting of the American Psychological Association. Washington, D.C.
- Ardoin, S. P., McCall, M., McDonald, E., & Bassin, S. (2005, August). Evaluating the effects of over-learning on students' reading fluency. In B.K. Martens (Chair), *Evaluating the Generalization Effects of Academic Interventions*. Symposium presented at the annual meeting of the National Association of School Psychologist. Atlanta, GA.
- Hills, K. D & Ardoin, S. P. (2005, April). Evaluating the utility of Running Record vs. Curriculum-based measurement in reading. In Kevin Jones (Chair), *Response to Intervention: A Review of Three Demonstration Models*. Symposium presented at the annual meeting of the National Association of School Psychologist. Atlanta, GA.
- Ardoin, S. P., Klubnik, C., Goddard, A., & McCall, M. (2005, April). Evaluating the effects of increased reading fluency on generalization. In S.P. Ardoin (Chair), *Examining Means of Increasing the Effectiveness of Academic Interventions*. Symposium presented at the annual meeting of the American Psychological Association. Washington, D.C.
- Ardoin, S. P. & Aldrich, S. (2003, April). Evaluating the quality of readability formulas in predicting students' reading fluency. In Scott P. Ardoin (Chair), *Response to Intervention*

as a Means of Determining Students' Special Education Eligibility. Symposium conducted at the annual meeting of the National Association of School Psychologist. Toronto.

- Ardoin, S. P., Koenig, J., Connell, J., Witt, J. C., Suldo, S. M., McDonald, E., & Smith, L., (2003, April). Evaluating the sensitivity of generalization vs. intervention probes. In S. P. Ardoin (Chair), *Response to Intervention as a Means of Determining Students' Special Education Eligibility*. Symposium conducted at the annual meeting of the National Association of School Psychologist. Toronto.
- Connell, J., Ardoin, S. P., Koenig, J. & Witt, J.C. (2003, April). Multi-tiered interventions: Reintroducing basic math skills. In S. P. Ardoin (Chair), *Response to Intervention as a Means of Determining Students' Special Education Eligibility*. Symposium conducted at the annual meeting of the National Association of School Psychologist. Toronto.
- Ardoin, S. P. & Smith, B. (2003, March). Medication assessments for adolescents using curriculum based measurement. In B. Smith (Chair), *Comprehensive After-School Treatment for Young Adolescents with Attention-Deficit Hyperactivity Disorder (ADHD)*. Symposium conducted at the annual meeting of the Southeastern Psychological Association. New Orleans, LA.
- Eckert, T. L., Ardoin, S. P., Coddling, R., Samuels, A., & Carson, P., (2001, May). Effective reading interventions for children with ADHD: An experimental analysis of optimal levels of responding. In Brian K. Martens (Chair), *Experimental Analyses of Academic Responding*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, New Orleans, LA.
- Eckert, T. L., Ardoin, S. P., & Marmion, M. M., (2001, May). Examining a means of increasing the generalization of repeated reading interventions. In Scott P. Ardoin (Chair), *Tactics for Increasing Academic Responding: Repeated Readings, Error Correction, and Performance Feedback*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, New Orleans, LA.
- Ardoin, S. P. (2000, April). Including children with ADHD in the evaluation of their behavior and medication. In Roger J. Volpe (Chair), *Current Issues in the Utility and Validity of Child Self-Reports*. Symposium conducted at the annual meeting of the National Association of School Psychologist, New Orleans, LA.
- Ardoin, S. P. & McDougal, J. (1999, November). *The use of classwide behavioral interventions for students with challenging behaviors: The classwide levels system*. Paper presented at the annual meeting of the New York Association of School Psychologist, Bolton Landing, NY.
- Martens, B. K., Eckert, T. L., Bradley, T. A., & Ardoin, S. P. (1999, April). *Identifying effective treatments from a brief experimental analysis: Using single-case design elements to aid decision making*. Paper presented at the annual meeting of the National Association of School Psychologist, Las Vegas, NV.
- Eckert, T. L., Ardoin, S. P., Daly, E. J., & Martens, B. K. (1998, May). Improving oral reading fluency: An examination of the effects of combining contingency-based and performance feedback interventions with reading skill interventions. In B.K. Martens (Chair), *Functional Approaches to Instructional Intervention*. Symposium conducted at the Association for Behavior Analysis Convention, Orlando, FL.
- George, T., Schilling, V., Ardoin, S. P., & Edwards, S. (1996, May). *Examining the effects of increasing response requirements and delay on reinforcer preference and task persistence*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, San Francisco, CA.

Poster Presentations:

- Begeny, J., Ardoin, S.P., Groce, K., & Krouse, H. (2007, May). *The Impact of Offering Rewards When Assessing Students' Reading Fluency: A Between-Subjects Experimental*

- Comparison*. Poster presented at the annual meeting of the Association of Applied Behavior Analysis, San Diego, CA.
- McCall, M. & Ardoin, S.P. (2007, March). *Effects of Repeated Reading and Word Lists on Fluency Gains*. Poster presented at the annual meeting of the National Association of School Psychologists. New York, NY.
- Klubnik, C., & Ardoin, S.P. (2007, March). *Effects of Overlearning on Maintenance of Oral Reading Fluency*. Poster presented at the annual meeting of the National Association of School Psychologists. New York, NY.
- Pender, C.A.S., Ardoin, S.P., & Smith, B.H. (2006, November). *Academic Interventions Designed to Improve Mathematics Performance among Middle School Students: A Randomized Pilot Study*. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapy. Chicago, IL.
- Silber, J. M., Ardoin, S. P., & Martens, B. K. (2006, May). *Oral Reading Fluency Gains Under Typical Instruction and After Targeted Intervention*. Poster presented at the annual meeting of the Association of Applied Behavior Analysis. Atlanta, GA.
- Ardoin, S. P., Martens, B. K., McCall, M., & Coddling, R (2004, May). *Using Establishing Operations to Increase Math Work Completion*. Poster presented at the annual meeting of the Association for Behavior Analysis, Boston, MA. Eckert, T. L., Ardoin, S. P., Samuels, A., Carson, P., Coddling, R., & Guiney, K. (2000, April). *Improving oral reading: An examination of the efficacy of combining skill-based and performance based interventions with children diagnosed with Attention Deficit/Hyperactivity Disorder*. Poster presented at the annual meeting of the National Association of School Psychologist, New Orleans, LA.
- Hilt, A., Wolfe, L. A., Martens, B. K., Ardoin, S. P., & Rosenthal, B. D. (2000, April). *Choosing rewards or choosing work: Assessing students' reinforcer preferences*. Poster presented at the annual meeting of the National Association of School Psychologist, New Orleans, LA.
- Martens, B. K., Ardoin, S. P., Wolfe, L. A., Hilt, A., & Rosenthal, B. D. (2000, May). *Conditioning Reinforcer Preferences in Students with Mental Retardation*. Poster presented at the annual meeting of the Association for Behavior Analysis, Washington, DC.
- Ardoin, S. P. & Martens, B. K. (1999, May). *The ability of children with ADHD to discriminate differences in their behavior*. Poster presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.
- Ardoin, S. P., Martens, B. K., & Wolfe, L. A. (1999, May). *Using high probability command sequences with fading to increase student compliance during transitions*. Poster presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.
- Eckert, T. L., Ardoin, S. P., Daly, E. J., Martens, B. K. & Wolfe, L. A. (1999, April). *Improving oral reading: An examination of the efficacy of combining skill-based and performance based interventions*. Poster presented at the annual meeting of the National Association of School Psychologist, Las Vegas, NV.
- Ardoin, S. P., Northup, J., & Eckert, T. L. (1997, May). *The ability of children with ADHD and teachers to discriminate medication status*. Poster presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.
- George, T., Edwards, S., Ardoin, S.P., & Northup, J. (1996, May). *A comparison of reinforcer and preference assessment methods for adolescents and the durability of results over time*. Poster presented at the annual meeting of the Association for Behavior Analysis, San Francisco, CA.
- Ardoin, S. P. & Northup, J. (1996, April). *An assessment of the attributional styles of children with Attention Deficit Hyperactivity Disorder*. Poster presented at the annual meeting of the National Association of School Psychologist, Atlanta, GA.

LaFleur, L., Mortinson, B., Gilbertson, D., Ardoin, S. P., Noell, G., & Witt, J. (1995, January). *Increasing treatment integrity via performance feedback*. Poster presentation at the annual meeting of the Louisiana Association of School Psychologist, Lafayette, LA.

Invited/Colloquium Presentations:

- Ardoin, S.P. & Witt, J.C. (2009, September). *What do we know about assessing and improving fidelity of RTI*. Invited session presented at the 2009 Fall Conference of the Student Support Team Association for Georgia Educators: Dublin, GA.
- Ardoin, S.P. (2009, May). *Do's and Don'ts of RTI, SST, & problem solving*. Invited session presented to the SSTAGE Region 5: Hapeville GA.
- Ardoin, S.P. (2006, October). *Tier two reading interventions: Promoting generalization and maintenance*. Invited session presented at the New York Association of School Psychologists: Syracuse, NY.
- Ardoin, S.P. (2006, August). *The future is now hear: A revolution in identifying students with special education needs*. Invited session presented to Richland One School District: Columbia, SC.
- Ardoin, S.P. (2006, June). *Keys to implementing a response to intervention model*. Invited session presented at the May Institute: Boston, MA.
- Ardoin, S.P. (2006, May). *Promoting academic generalization through multiple exemplars and over-learning: The Instructional Hierarchy*. Invited colloquium at Syracuse University. Syracuse, NY.
- Ardoin, S. P. (2004, June). *The importance of early screening for students at risk for learning disabilities*. Invited session presented at the Third Annual Keys to High Achievement Summer Training Institute: Columbia, SC.
- Witt, J. C., VanDerHayden, A. M., & Ardoin, S. P. (2004, April). *STEEP: Screening to Enhance Effective Placement*. Invited workshop presented at the annual meeting of the National Association of School Psychologist. Dallas, TX.
- Ardoin, S. P. (2004, January). *Changing the Role of the School Psychologists Through the Implementation of A problem Solving Model*. Invited guest lecture for a USC Special Education Class, co-taught by Kathleen Marshall, Ph.D. and Susan Thomas.
- Ardoin, S. P. (2003, December). *Education and science: Improving accountability measures for elementary schools*. Junior Faculty Seminars: University of South Carolina, Columbia, SC.
- Ardoin, S. P. (2003, March). *A new model for evaluating students with special education needs*. Invited session presented at the South Carolina Association of School Psychologists: Litchfield Beach, SC.
- Naquin, G. & Ardoin, S. P. (2002, March). *The Pre-referral assessment model: A fair and equitable screening process*. Maryland Disproportionality Conference, Baltimore, MD.
- Ardoin, S. P. (2001, August). *Classroom based behavioral interventions*. Invited session presented at the Louisiana State 2001 Pupil Appraisal Summer Institute, Baton Rouge, LA.
- Ardoin, S. P. (2000, September). *Using self-evaluation to assess the effects of school-based interventions*. Invited session presented at the 38th annual Gardner Conference, Auburn, NY.
- Ardoin, S. P. (1999, April). *The ability of children with ADHD to discriminate differences in their behavior*. Invited session presented at the annual New York State Speech, Language, and Hearing Association Conference, Syracuse, NY.
- Martens, B. K., Eckert, T. L., Bradley, T. A., & Ardoin, S. P. (1998, October). *Identifying effective treatments from a brief experimental analysis: Using single-case design elements to aid decision making*. Invited session presented at the annual Berkshire Conference on Behavior Analysis and Therapy, Amherst, MA.

IV. PUBLIC SERVICE

- (2009). Member of the Advisory Panel on Response to Intervention for the Georgia State Department of Education.
- (2008-2009). RTI and Behavioral consultation, Malcolm Bridge Elementary School, Oconee County School District
- (2009). Chair APA Division 16 Lightner Witmer Award Committee.
- (2009). Co-Chair – APA Convention Division 16 Hospitality Suite.
- (March, 2007, March, 2008, October, 2008). Special Education Grant Review Panel, *Institute of Education Sciences*.
- (2008). Member of the APA Division 16 Paul Henkin Student Travel Grant Committee.
- (2008). Implementing Tier 2 Academic and Behavioral Interventions. Training conducted at the Fifth Annual South Carolina Research to Practice Conference.
- (2007). Evaluating Response to Intervention in Your Schools. Training conducted at the Fourth Annual South Carolina Research to Practice Conference.
- (2007-2008). Assisted Lexington One School District in their implementation of a Response to Intervention Model.
- (2006). Assisted Lexington One School District in conducting universal screenings as a means of piloting new procedures for identifying students for special education.
- (2005). Member of APA Division 16, 2005 Convention Proposal Committee.
- (2003-2005). Consultant to the South Carolina Department of Special Education for the South Carolina State Improvement Grant.
- (2004). Training of residential care providers at Epworth's Children Center in principles of behavioral management.
- (2004). Training of teachers and case workers at Epworth Children's Center in curriculum-based measurement and principles of behavior analysis.
- (2004). Training of curriculum coordinators and principal of the U.S. Dept. of Defense Schools.
- (2004). Ad-hoc reviewer for USC Internal SPAR Grant Committee.
- (2004, August). Trained teachers in School-Wide Behavior Support as a consultant to the South Carolina State Improvement Grant.
- (2002-2004). Trained and assisted local elementary schools in developing and conducting classroom interventions and school-wide assessments of their students in Reading, Writing, and Mathematics.
- (2003). South Carolina State Higher Education Representative at the Annual Innovative Conference.
- (2001-2002). Represented Louisiana State University in a focus group developed by the Louisiana State Department of Education to ensure that state school psychologists remain abreast with current laws, assessment, and intervention practices.
- (2001, October). Trained special education service providers in basic principles of classroom behavior management. Jefferson Parish Schools, Jennings, LA.
- (2001, September). Trained special education service providers how to conduct curriculum-based measurement in reading, graph student progress, write data based individual education plans, and make data based decisions. St. Charles Parish Schools, Luling, LA.
- (1998, November). Trained special education service providers how to conduct functional assessment in their classroom. Syracuse City School District, Syracuse, NY.

V. OTHER SERVICES

- (2008-09). UGA Educational Psychology and Instructional Technology Sunshine Committee
- (2007). College of Arts and Science School Psychology Task Force Committee
- (2007-2008). Representative of the USC Department of Psychology on the USC Faculty Senate.
- (2006-2008). USC Department of Psychology, Executive Committee.
- (2002-2007) Member of the USC Department of Psychology Undergraduate Committee.

- (2005-2008). Psi Chi Advisor.
- (2003-2005). Chair of School Psychology Program Graduate Admissions.
- (2004-2005). USC Department of Psychology, Chair Search Committee.
- (2004, 2005). USC Department of Psychology Task Force for Strategic Plan Review.
- (2002-2003). Member of the USC School Psychology Program's APA Student Evaluation Committee.
- (2002-2003). Member of the USC School Psychology Program's Graduate Application Committee.
- (2002). Research director for an undergraduate participating in the Ronald E. McNair Research Scholar's Program.