

Curriculum Vitae

Howard P. Wills, Ph.D.

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Current Project Websites:

www.cwfit.ku.edu

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EDUCATION

- M.B.A. University of Kansas, School of Business, 2006
Ph.D. University of Kansas, Developmental and Child Psychology, Human
Development and Family Life, 2002
M.A. University of Kansas, Developmental and Child Psychology, 1997
B.S. Baker University, Psychology, 1995

CERTIFICATION

Board Certified Behavior Analyst #1-17-26891

(next certification date 8-31-21, meets supervision requirements)

EMPLOYMENT HISTORY

- 2012-Present **Associate Research Professor**, Schiefelbusch Institute for Life Span Studies,
Juniper Gardens Children's Project, University of Kansas, Kansas City, Kansas
2004-2012 **Assistant Research Professor**, Schiefelbusch Institute for Life Span Studies,
Juniper Gardens Children's Project, University of Kansas, Kansas City, Kansas
2008-2015 **Courtesy Assistant Professor**, School Psychology, Psychology and
Research in Education, University of Kansas, Lawrence, Kansas
2003-Present **Courtesy Assistant Professor**, Applied Behavioral Science, University of
Kansas, Lawrence, Kansas
2000-2004 **Project Coordinator**, Juniper Gardens Children's Project, University of Kansas,
Kansas City, Kansas
1997-2000 **Principal**, Century School, Lawrence, Kansas

External Funding [As of 9-24-2019 Total Extramural Funding= \$32,895,083.25]

Funded Proposals (all were the result of a refereed/competitive process)

Principle Investigator. *Supporting High-Needs Elementary Students with the CW-FIT Program: Building for Scale and Sustainability*. U.S. Department of Education (USDE). 2019-2024. Total Award: \$7,992,701.25

Co-Principal Investigator. *Evaluating the Efficacy of a Daily Check in/Check-out Intervention for Students At-Risk for Emotional and Behavioral Disorders*. Institute of Education Sciences, U.S. Department of Education (USDE). (Lewis, T., Kilgus, S., Mitchel, B., Eklund, K., Wills, H., & Huang, F.). 2019-2024. Total Award: \$3,276,804 Total Sub Award: \$730,000

- Co-Principal Investigator. *Para-Impact: Professional Development with Teacher-as-Coach for Paraprofessionals of Elementary Students with Moderate-to-Severe Developmental Disabilities*. Institute of Education Sciences, U.S. Department of Education. (Mason, R., Rispoli, M., Richardson, J., Maeda, Y., Wills, H., Schnitz, A., & Irvin, D.). 2018-2021. Total Award: \$1,393,765 Total Sub Award: \$474,997
- Principal Investigator. *Stepping Up Technology Enabled Self-Monitoring for High School Students with Disabilities*. Office of Special Education and Rehabilitative Services, U. S. Department of Education. 2018-2023. Total Award: \$2,499,810.
- Principal Investigator. *Middle School Class-Wide Function-related Intervention Teams (MS CW-FIT): Improving Academic Engagement and Outcomes for Middle School Students*. Institute of Education Sciences, U.S. Department of Education. 2016-2019. Total Award: \$1,499,996.
- Co-Principal Investigator. *Improving Paraprofessionals Instructional and Behavioral Support in Urban Elementary School Settings: A Research Practitioner Partnership*. Institute of Education Sciences, U.S. Department of Education. (Kamps, D., Colvin, M., & Shaw, K.). 2014-2016. Total Award: \$399,883.
- Co-Principal Investigator. *I-Connect Plus: Enhancing Community Participation for Adolescents and Adults with ASD using Online Instruction, Coaching, and Accessible Self-Management Technologies*. National Institute on Disability, Independent Living, and Rehabilitation Research. (Kamps, D., Wills, H., Mason, R., Mason, B., Heitzman-Powell, L., & Buzhardt, J.). 2013-2018. Total Award: \$2,335,985.
- Principal Investigator. *A Multi-Site Efficacy Trial of the Class-wide Function-related Intervention Teams "CW-FIT": A Research to practice Agenda for Students with and At-Risk for EBD*. Institute of Education Sciences, U.S. Department of Education. 2012-2015. Total Award: \$2,916,059.

Prior to position as Associate Research Professor

- Principal Investigator. *I-Connect: Web-based solutions to Self-management and Support Connections for High School Students with Learning or Emotional/Behavioral Disorders*, Office of Special Education and Rehabilitative Services. (Wills, H., & Kamps, D.). 2010-2013. Total Award: \$400,000.
- Co-Principal Investigator. *Post-Doctoral Special Education Research Training in Urban Communities: A Research to Practice Model*. Institute of Education Sciences. (Kamps, D., & Wills, H. P.). 2010-2015. Total Award: \$654,125
- Co-Principal Investigator. *Professional development that is systemic, focused on teacher growth, incorporates coaching, collaboration, and cohorts, & increased knowledge to create student success. (S T I C K S)*. Institute of Education Sciences. (Linas, M. W., Wills, H. P. Kamps, D., & Buzhardt, J. F.). 2009-2013. Total Award: \$1,408,568.
- Site Director, *Center for Adolescent Research in Schools (CARS)*. Institute of Education Sciences - Subcontract with Lehigh University. (PIs: Kern, Lewis, & Evans). 2009-2014. Total Award: \$10,447,669 Total Sub Award: \$896,522.
- Co-Principal Investigator. *Class-wide Function Based Intervention Teams, A Research to Practice Agenda for Functional Behavior Assessment for Students with and At Risk for SBD*, Institute of Education Sciences. (Kamps, D., Wills, H. P., & Greenwood, C.). 2007-2012. Total Award: \$2,998,625.

Principal Investigator. *Secondary and Tertiary Level Intervention in School-Wide Positive Behavior Support Systems: Experimental Studies in Research to Practice*, Office of Special Education and Rehabilitative Services. (Wills, H. P., Kamps, D., & Greenwood, C.). 2005-2010. Total Award: \$899,435.

Prior to position as Assistant Research Professor

Project Coordinator. *Center for Early Intervention in Reading and Behavior to Improve the Performance of Young Children*, Office of Special Education and Rehabilitative Services (Kamps, D., Greenwood, C., Abbott, M., Utley, C., & Arreaga-Mayer, C.) 2001-2008. Total Award: \$6,248,513.

Project Coordinator. *Use of Multiple Gating and Prescriptive Assessment Procedures to Improve Early Childhood Services and Accurate Identification of Young Children with Disabilities*, Office of Special Education and Rehabilitative Services, (Kamps, D.) 1999-2003. Total Award: \$539,864.

Proposals Under Review

Co-Principal Investigator. *Postdoctoral Research Training in Special Education and Early Intervention*. Institute of Education Sciences. (Submitted 2019). Total Funds Requested: \$900,455.

Principal Investigator. *Initial Efficacy Evaluation of the CW-FIT Middle School Program: Improving Academic Engagement and Outcomes for Middle School Students*. Institute of Education Sciences. (Submitted 2019). Total Funds Requested: \$3,300,000.

Other Proposals Submitted, Not Funded

Principal Investigator. *A Partnership-based Evaluation of CW-FIT: Improving Math Engagement and Performance for Students with Disabilities in Inclusive Classrooms*. Institute of Education Sciences. (Submitted 2016).

Co-Principal Investigator. *Building urban school capacity to support career transitions for students with disabilities: An Extension of the Wyandotte Comprehensive Special Education Cooperative -Juniper Gardens Children's Project Partnership*. Spencer Foundation. (Submitted 2015).

Principal Investigator. *Developing an Intervention to Support At-Risk High School Students Progressing in School through Self-Management*. Institute of Education Sciences. (Resubmitted 2015).

Co-Principal Investigator *Preventing School Failure for Hispanic English Learners: Development and validation of a measure of supports and stressors*. Institute of Education Sciences. (Resubmitted 2015).

Co-Principal Investigator. *Juniper Gardens Predoctoral Training Program in Applied Settings Research*. Institute of Education Sciences. (Submitted 2014).

Co-Principal Investigator. *MAVS-SM: Mobile Virtual Support and Self-Monitoring for Adults with ASD*. Psychosocial Behavioral Interventions and Services Research in Autism Spectrum Disorders: National Institutes of Health (submitted 2013).

Co-Principal Investigator *Preventing School Failure for Hispanic English Learners: Development and validation of a measure of supports and stressors*. Institute of Education Sciences. (Submitted 2013).

Principal Investigator. *Developing an Intervention to Support At-Risk High School Students Progressing in School through Self-Management*. Institute of Education Sciences. (Submitted 2013).

Principal Investigator. *I-Manage*. Institute of Education Sciences. (Submitted 2013).

RESEARCH RECORD

Research Publications

Major Publications or Creative Works (Student authors underlined)

- Orr, R. K., Caldarella, P., Hansen, B. D., & Wills, H. P. (2019). Managing student behavior in a middle school special education classroom using CW-FIT tier 1. *Journal of Behavioral Education*, 1-20. <https://doi.org/10.1007/s10864-019-09325-w>
- Mason, R. A., Gregori, E., Wills, H. P., Kamps, D., & Huffman, J. (2019). Covert audio coaching to increase question asking by female college students with autism: Proof of concept. *Journal of Developmental and Physical Disabilities*, 1-17. <https://doi.org/10.1007/s10882-019-09684-2>
- Bolt, T. D., Hansen, B. D., Caldarella, P., Young, K. R., Williams, L., & Wills, H. P. (2019). Varying opportunities to respond to improve behavior of elementary students with developmental disabilities. *International Electronic Journal of Elementary Education*, 11(4), 327-334. <https://doi.org/10.26822/iejee.2019450791>
- Monson, K. D., Caldarella, P., Anderson, D. H., & Wills, H. P. (2019). Improving student behavior in middle school art classrooms: Initial investigation of CW-FIT tier 1. *Journal of Positive Behavior Interventions*, <https://doi.org/10.1177/1098300719864704>
- Caldarella, P., Wills, H. P., Anderson, D. H., & Williams, L. (2019). Managing student behavior in the middle grades using class-wide function-related intervention teams. *RMLE Online*, 42(7), 1-15. <https://doi.org/10.1080/19404476.2019.1654799>
- Wills, H. P., Mason, R., Gregori, E., & Veatch, M. (2019). Effects of self-monitoring on the praise rates of paraprofessionals for students with emotional and behavioral disorders. *The Elementary School Journal*, 119(4), 562-579. <https://doi.org/10.1086/703177>
- Huffman, J., Bross, L., Watson, E., & Wills, H. (2019). Preliminary investigation of a self-monitoring application for a postsecondary student with autism. *Advances in Neurodevelopmental Disorders*, 1-11. <https://doi.org/10.1007/s41252-019-00124-y>
- State, T. M., Simonsen, B., Hirn, R. G., & Wills, H. (2019). Bridging the research-to-practice gap through effective professional development for teachers working with students with emotional and behavioral disorders. *Behavioral Disorders*, 44(2), 107-116. <https://doi.org/10.1177/0198742918816447>
- Beckman, A., Mason, B. A., Wills, H. P., Garrison-Kane, L., & Huffman, J. (2019). Improving behavioral and academic outcomes for students with autism spectrum disorder: Testing an app-based self-monitoring intervention. *Education and Treatment of Children*, 42(2), 225-244. <https://doi.org/10.1353/etc.2019.0011>
- Wills, H. P., Caldarella, P., Mason, B. A., Lappin, A., & Anderson, D. H. (2019). Improving Student Behavior in Middle Schools: Results of a Classroom Management Intervention. *Journal of Positive Behavior Interventions*, 21(4), 213-227. <https://doi.org/10.1177/1098300719857185>
- Wills, H. P., Mason, R., Huffman, J. M., & Heitzman-Powell, L. (2019). Implementing self-monitoring to reduce inappropriate vocalizations of an adult with autism in the workplace. *Research in Autism Spectrum Disorders*, 58, 9-18. <https://doi.org/10.1016/j.rasd.2018.11.007>

- Downs, K. R., Caldarella, P., Larsen, R. A. A., Charlton, C. T., Wills, H. P., Kamps, D. M., & Wehby, J. H. (2019). Teacher praise and reprimands: The differential response of students at risk for emotional and behavioral disorders. *Journal of Positive Behavior Interventions*, 21, 135-147. <https://doi.org/10.1177/1098300718800824>
- Mason, R. A., Schnitz, A. G., Gerow, S., An, Z. G., & Wills, H. P. (2019). Effects of teacher implemented coaching to increase the accuracy of data collected by paraeducators. *Journal of Behavioral Education*, 1-23. <https://doi.org/10.1007/s10864-018-9310-2>
- Bruhn, A., & Wills, H.P., (2018). Emerging research and development in technology based self-monitoring, in T. J. Landrum, B. G. Cook, & M. Tankersley (Eds.), *Emerging Research and Issues in Behavioral Disabilities: Advances in Learning and Behavioral Disabilities, Volume 30* (pp. 51 – 68). Bingley, UK: Emerald Publishing Limited.
- Lloyd, B. P., Wills, H. P., & Lewis, T. J. (2018). Conducting Functional Behavior Assessments to Develop Individualized Behavior Support Plans. In J. McLeskey, L. Maheady, B., Billingsley, M. Brownell, & T. Lewis (Eds.), *High Leverage Practices for Inclusive Classrooms* (pp. 131-142). New York, NY: Routledge.
- Wills, H. P., Kamps, D., Caldarella, P., & Wehby, J. H. (2018). Class-Wide Function-related Intervention Teams "CW-FIT": Student and teacher outcomes from a multi-site randomized replication trial. *The Elementary School Journal*, 119(1), 29-51. <https://doi.org/10.1086/698818>
- Irvin, D. W., Ingram, P., Huffman, J., Mason, R., & Wills, H. (2018). Exploring paraprofessional and classroom factors affecting teacher supervision. *Research in Developmental Disabilities*, 73, 106-114. <https://doi.org/10.1016/j.ridd.2017.12.013>
- Nelson, M. A., Caldarella, B. D., Hansen, B. D., Graham, M. A., Williams, L., & Wills, H. (2018). Improving student behavior in art classrooms: An exploratory study of CW-FIT tier 1. *Journal of Positive Behavior Interventions*, 1-12. <https://doi.org/10.1177/1098300718762744>
- Schmidt Naylor, A., Kamps, D., & Wills, H. P. (2018). The effects of the CW-FIT group contingency on class-wide and individual behavior in an urban first grade classroom. *Education and Treatment of Children*, 4, 1-30. <https://doi.org/10.1353/etc.2018.0000>
- Wills, H., Wehby, J., Caldarella, P., Kamps, D., & Swinburne Romine, R. (2018). Classroom management that works: A replication trail of the CW-FIT program. *Exceptional Children*, 84(4), 437-456. <https://doi.org/10.1177/0014402918771321>
- Caldarella, P., Larsen, R. A. A., Williams, L., Wills, H., Kamps, D., & Wehby, J. H. (2018). Effects of CW-FIT on teachers' ratings of elementary school students at risk for emotional and behavioral disorders. *Journal of Positive Behavior Interventions*. 20, 78–89. <https://doi.org/10.1177/1098300717723353>
- Caldarella, P., Larsen, R. A., Williams, L., Wehby, J. H., Wills, H., & Kamps, D. (2017). Monitoring academic and social skills in elementary school: A psychometric evaluation of the classroom performance survey. *Journal of Positive Behavior Interventions*, 19(2), 78-89. <https://doi.org/10.1177/1098300716665081>
- Caldarella, P., Williams, L., Jolstead, K. A., & Wills, H. P. (2017). Managing student behavior in an elementary school music classroom: A study of Class-Wide Function-related Intervention Teams. *Update: Applications of Research in Music Education*, 35(3), 23-30. <https://doi.org/10.1177/8755123315626229>
- Conklin, C., Kamps, D., & Wills, H. (2017). The effects of Class-Wide Function-related Intervention Teams (CW-FIT) on students' prosocial classroom behaviors. *Journal of Behavioral Education*, 26, 75-100. <https://doi.org/10.1007/s10864-016-9252-5>

- Hansen, B. D., Caldarella, P., Williams, L., & Wills, H. P. (2017). Managing student behavior in dual immersion classrooms: A study of Class-Wide Function-related Intervention Teams. *Behavior modification*, 41(5), 626-646. <https://doi.org/10.1177/0145445517698418>
- Harrison, J. R., State, T. M., Wills, H. P., Custer, B. A., & Miller, E. (2017). Transition goals for youth with social, emotional, and behavioral problems: Parent and student knowledge. *Preventing School Failure: Alternative Education for Children and Youth*, 61(3), 248-257. <https://doi.org/10.1080/1045988x.2016.1266596>
- Mason, R. A., Schnitz, A. G., Wills, H. P., Rosenbloom, R., Kamps, D. M., & Bast, D. (2017). Impact of a teacher-as-coach model: Improving paraprofessionals fidelity of implementation of discrete trial training for students with moderate-to-severe developmental disabilities. *Journal of Autism and Developmental Disorders*, 47(6), 1696-1707. <https://doi.org/10.1007/s10803-017-3086-4>
- Caldarella, P., Williams, L., Jolstead, K. A., & Wills, H. P. (2016). Managing student behavior in an elementary school music classroom: A study of Class-Wide Function-related Intervention Teams. *Applications of Research in Music Education*, 35(3), 23-30. <https://doi.org/10.1177/8755123315626229>
- Clemons, L. L., Mason, B. A., Garrison-Kane, L., & Wills, H. P. (2016). Self-monitoring for high school students with disabilities: A cross-categorical investigation of I-Connect. *Journal of Positive Behavior Interventions*, 18(3), 145-155. <https://doi.org/10.1177/1098300715596134>
- Lower, A., Young, K. R., Christensen, L., Caldarella, P., Williams, L., & Wills, H. (2016). Effects of a tier 3 self-management intervention implemented with and without treatment integrity. *Education and Treatment of Children*, 39(4), 493-520. <https://doi.org/10.1353/etc.2016.0022>
- Rosenbloom, R. K., Mason, R. A., Wills, H. P., & Mason, B. A. (2016). Technology delivered self-monitoring application to promote successful inclusion of an elementary student with autism. *Assistive Technology*. 28(1), 9-16. <https://doi.org/10.1080/10400435.2015.1059384>
- Weeden, M., Wills, H. P., Kottwitz, E., & Kamps, D. (2016). The effects of a class-wide behavior intervention for students with emotional and behavioral disorders. *Behavioral Disorders*, 42(1), 285-293. <https://doi.org/10.17988/bd-14-12.1>
- Wills, H., Kamps, D., Fleming, K., & Hansen, B. (2016). Student and teacher outcomes of the Class-Wide Function-related Intervention Team efficacy trial. *Exceptional Children*, 83(1), 58-76. <https://doi.org/10.1177/0014402916658658>
- Caldarella, P., Williams, L., Hansen, B. D., & Wills, H. P. (2015). Managing student behavior with Class-Wide Function-related Intervention Teams: An observational study in early elementary classrooms. *Early Childhood Education Journal*, 43, 357-365. <https://doi.org/10.1007/s10643-014-0664-3>
- Crutchfield, S. A., Mason, R. A., Chambers, A., Wills, H. P., & Mason, B. A. (2015). Use of a self-monitoring application to reduce stereotypic behavior in adolescents with autism: A preliminary investigation of I-Connect. *Journal of Autism and Developmental Disorders*, 45(5), 1146-1155. <https://doi.org/10.1007/s10803-014-2272-x>
- Kamps, D., Conklin, C., & Wills, H. (2015). Use of self-management with the CW-FIT group contingency program. *Education and Treatment of Children*, 38(1), 1-32. <https://doi.org/10.1353/etc.2015.0003>
- Kamps, D., Wills, H., Bannister, H., Heitzman-Powell, L., Kottwitz, E., Hansen, B., & Fleming, K. (2015). Class-Wide Function-related Intervention Teams "CW-FIT" efficacy trial outcomes. *Journal of Positive Behavior Interventions*, 17(3), 134-145. <https://doi.org/10.1177/1098300714565244>

- Kern, L., Evans, S.W., Lewis, T. J., State, T. M., Weist, M. D., & Wills, H. P. (2015). CARS-Comprehensive intervention for secondary students with emotional and behavioral problems: Conceptualization and development. *Journal of Emotional and Behavioral Disorders, 23*(4), 195-205. <https://doi.org/10.1177/1063426615578173>
- Hansen, B. D., & Wills, H. P. (2014). The effects of goal setting, contingent reward, and instruction on writing skills. *Journal of Applied Behavior Analysis, 47*(1), 171-175. <https://doi.org/10.1002/jaba.92>
- Hansen, B. D., Wills, H. P., & Kamps, D. M. (2014). Effects of aligning self-management interventions with functional behavioral assessment. *Education and Treatment of Children, 37*(3), 393-406. <https://doi.org/10.1353/etc.2014.0027>
- Hansen, B. D., Wills, H. P., Kamps, D. M., & Greenwood, C. R. (2014). The effects of function-based self-management interventions on student behavior. *Journal of Emotional and Behavioral Disorders, 22*(3), 149-159. <https://doi.org/10.1177/1063426613476345>
- Lewis, T. J., Scott, T. M., Wehby, J. H., & Wills, H. P. (2014). Direct observation of teacher and student behavior in school settings: Trends, issues and future directions. *Behavioral Disorders, 39*(4), 190-200. <https://doi.org/10.1177/019874291303900404>
- Trevino-Maack, S., Kamps, D., & Wills, H.P. (2014). A group contingency plus self-management intervention targeting at-risk secondary students' class-work and active responding. *Remedial and Special Education, 36*(6), 347-360. <https://doi.org/10.1177/0741932514561865>
- Wills, H. P., Hansen, B. D., Mason, B. A., Eagle, J., & Dowd-Eagle, S. (2014). Functional behavior assessment and intervention design. In S. W. Lee, & C. R. Niileksela (Eds.), *Ecobehavioral consultation in schools* (pp. 77-117). New York, NY: Routledge.
- Wills, H. P., & Mason, B. A. (2014). Implementation of a self-monitoring application to improve on-task behavior: A high school pilot study. *Journal of Behavioral Education, 23*(4), 421-434. <https://doi.org/10.1007/s10864-014-9204-x>
- Wills, H. P., Iwazuk, W. M., Kamps, D., & Shumate, E. (2014). CW-FIT: Group contingency effects across the day. *Education and Treatment of Children, 37*(2), 191-210. <https://doi.org/10.1353/etc.2014.0016>
- Abbott, M., Greenwood, C. R., Buzhardt, J., Wills, H. P. & Terry, B. (2013). Peer-mediated approaches. In R. O'Connor & P. Vadasy (Eds.), *Handbook of reading interventions* (pp. 279-299). New York, NY: Guilford Press.
- Abbott, M., & Wills, H. (2012). Improving the upside-down response-to-intervention triangle with a systematic, effective elementary school reading team. *Preventing School Failure: Alternative Education for Children and Youth, 56*(1), 37-46. <https://doi.org/10.1080/1045988x.2011.555793>
- Abbott, M., Wills, H. P., Kamps, D., Miller, A. D., & Kauffman, J. (2012). The effects of error rate on comprehension in second and third grade oral text. *Reading Psychology, 41*(2), 101-114. <https://doi.org/10.1080/02702711.2012.630613>

Prior to position as Associate Research Professor

- Kamps, D., Wills, H., Heitzman-Powell, L., Laylin, J., Szoke, C., Hobohm, T., & Culey, A. (2011). Class-Wide Function-related Intervention Teams (CW-FIT): Effects of group contingency programs in urban classrooms. *Journal of Positive Behavior Interventions, 13*(3), 154-167. <https://doi.org/10.1177/1098300711398935>
- Wills, H. P., Kamps, D., Abbott, M., Bannister, H. & Kaufman, J. (2010). Classroom observations and effects of reading interventions for students at risk for emotional and behavioral disorders. *Behavioral Disorders, 35*(2), 103-119. <https://doi.org/10.1177/019874291003500203>

- Abbott, M., Wills, H. P., Greenwood, C. R., Heitzman-Powell, L., Kamps, D., Selig, J. (2010). The combined effects of grade retention and targeted small group intervention on students' literacy outcomes. *Reading and Writing Quarterly*, 25(1), 4-25.
<https://doi.org/10.1080/10573560903396876>
- Shumate, E. & Wills, H. (2010). Classroom-based functional analysis and intervention for disruptive and off-task behaviors. *Education and Treatment of Children*, 33(1), 23-48.
<https://doi.org/10.1353/etc.0.0088>
- Wills, H. P., Kamps, D., Hansen, B. D., Conklin, C., Bellinger, S., Neaderhiser, J., & Nsubuga, B. (2010). The Class-Wide Function-based Intervention Team (CW-FIT) program. *Preventing School Failure*, 54, 164-171. <https://doi.org/10.1080/10459880903496230>
- Kamps, D., Abbott, M., Greenwood, C., Wills, H., Veerkamp, M., & Kaufman, J. (2008). Effects of small-group reading instruction and curriculum differences for students most at risk in kindergarten: Two-year results for secondary-and tertiary-level interventions. *Journal of Learning Disabilities*, 41(2), 101-114. <https://doi.org/10.1177/0022219407313412>
- Abbott, M., Wills, H. P., Kamps, D., Greenwood, C. R., Kaufman, J., & Filingim, D. (2008). The process of implementing a reading and behavior three-tier model: A case study in a Midwest elementary school. *Elementary school-wide prevention models: Real models and real lessons learned*, 215-265.
- Abbott, M., Wills, H. P., Kamps, D., Greenwood, C. R., Kaufman, J., & Filingen, D. (2008). The Kansas reading and behavior center's K-3 prevention model. In C. R. Greenwood, T. Kratochwill, & I. Oxaal (Eds.), *Schoolwide prevention models: Lessons learned in elementary schools* (pp. 215-269). Guilford Press, New York, NY.
- Kamps, D., Abbott, M., Greenwood, C., Arreaga-Mayer, C., Wills, H., Longstaff, J., Culpepper, M., & Walton, C. (2007). Use of evidence-based, small-group reading instruction for English language learners in elementary grades: Secondary-tier intervention. *Learning Disability Quarterly*, 30 (3), 153-168. <https://doi.org/10.2307/30035561>
- Bessette, K. K., & Wills, H. P. (2007). An example of an elementary school paraprofessional-implemented functional analysis and interventions. *Behavior Disorders*, 32(3), 192-211.
<https://doi.org/10.1177/019874290703200304>
- Kamps, D., Wills, H., Greenwood, C., Thorne, S., Lazo, J., Akers, J., Crockett, J., & Swaggart, B. (2004). Curriculum influences on growth in early reading fluency for students with academic and behavioral risks: A descriptive study. *Journal of Direct Instruction*, 4, 189-210. (reprint) Retrieved from <https://www.nifdi.org/research/journal-of-di/volume-4-no-2-summer-2004.html>.
- Kamps, D., Wills, H., Greenwood, C., Thorne, S., Lazo, J., Akers, J., Crockett, J., & Swaggart, B. (2003). Curriculum influences on growth in early reading fluency for students with academic and behavioral risks: A descriptive study. *Journal of Emotional and Behavioral Disorders*, 11, 211-224. <https://doi.org/10.1177/10634266030110040301>

TEACHING RECORD at THE UNIVERSITY OF KANSAS

List of Courses Taught

Course Number & Title	Sem/Year
PRE 798: Applied Behavior Analysis And Evidence-Based Interventions In School Psychology.	Fall/10

PRE 798: Applied Behavior Analysis Fall/09
And Evidence-Based Interventions
In School Psychology.

PRE 798: Applied Behavior Analysis Fall/08
And Evidence-Based Interventions
In School Psychology.

PRE 798: Applied Behavior Analysis Fall/07
And Evidence-Based Interventions
In School Psychology.

ABS 469/890: Applied Behavior Analysis in Spring/07
Educational Settings

*ABS 872: Practicum in: (Field Studies), Applied Behavioral Science, 2008-Present.

*ABS 892: Readings in Applied Behavior Analysis in Educational Settings, 2008-Present.

*ABS 891: Research Group, 2004-Present

* Ongoing Course Listings in the ABS Department

Graduate and Postgraduate Advising Record

Current Graduate Students Supported by My Externally Funded Projects:

Jonathan Huffman, PhD Student Counseling

Vanessa Henley, PhD Student Counseling

Lauren Zaeske, PhD Student Counseling

Maggie Brennan, PhD Student Counseling

Gretchen Scheibel, PhD Student Special Education

Emma Watson, EdS Student School Psychology

Kajsa Mullenix-Muhamad, MA Student Education Technology (Full time Assistant Researcher)

Committee Chair: Doctoral (I was Primary Advisor and Co-Chair: Assistant and Associate Research Professors Cannot Officially Chair Committees).

Bross, L. (2019). *Effects of video modeling on customer service skills of young adults with autism in community employment settings*. (Chair: Jason Travers, I directed and funded the grant funded study). Doctoral Dissertation, Department of Special Education, University of Kansas.

Rosenbloom, R. (2017). *The effects of a technology-based self-monitoring intervention on on-task, disruptive, and task-completion behaviors for adolescents with autism*. (Chair: Charles Greenwood, Primary Advisor: Howard Wills). Doctoral Dissertation, Department of Applied Behavioral Science, University of Kansas.

Maack, S. (2011). *A group contingency intervention targeting at risk secondary students' class-work and engagement*. (Chair: Charles Greenwood, Primary Advisor: Howard Wills). Doctoral Dissertation, Department of Applied Behavioral Science, University of Kansas.

Bellinger, S. A. (2011). *A multiple baseline investigation of Conjoint Behavioral Consultation (CBC) facilitated by a pediatric mental health consultant*. (Chair: Steven Lee). Doctoral Dissertation, School Psychology Department, University of Kansas.

- Hansen, B. (2010). *The effects of function-based self-management interventions*. (Chair: Charles Greenwood, Primary Advisor: Howard Wills). Doctoral Dissertation, Department of Applied Behavioral Science, University of Kansas.
- Conklin, C. (2010). *The effects of Class-Wide Function-related Intervention Teams (CW-FIT) on students' prosocial classroom behaviors*. (Chair: Debra Kamps, Primary Advisor: Howard Wills). Doctoral Dissertation, Department of Applied Behavioral Science, University of Kansas.
- White, R. (2010). *Demonstration of the effects of an increased praise ratio on student on-task behavior*. (Chair: Charles Greenwood, Primary Advisor: Howard Wills). Doctoral Dissertation, Department of Applied Behavioral Science, University of Kansas.
- Shumate, E. (2008). *The effectiveness of classroom-based functional analyses and interventions for off-task and disruptive behaviors in a general education reading classroom*. (Chair: Charles Greenwood, Primary Advisor: Howard Wills). Doctoral Dissertation, Department of Applied Behavioral Science, University of Kansas.
- Lazo, J. (2004). *A compliance matrix to increase teacher praise and improve student behavior: Incorporating ecological observation data to inform intervention*. (Chair: Debra Kamps, Primary Advisor: Howard Wills). Doctoral Dissertation, Applied Behavioral Science Department, University of Kansas.
- Bessette, K. (ABD). *The effects of a behavioral training program for special education teachers on their student interactions and on student conduct*. Doctoral Dissertation, Department of Applied Behavioral Science, University of Kansas.

Committee Co-Chair: Masters

- White, R. (2007). *Effects of a functional analysis of challenging behavior*. (Primary Advisor: Howard Wills). Master's Thesis, Department of Applied Behavioral Science, University of Kansas.
- Bessette, K. (2005). *The effects of a para-professional implemented functional analysis and intervention on an elementary student with severe behavior problems*. (Primary Advisor: Howard Wills). Master's Thesis, Department of Applied Behavioral Science, University of Kansas.
- Thorne (Lein), S. (2005). *The effects of a group contingency intervention on academic engagement and problem behavior reduction in elementary school classrooms with at-risk students*. (Primary Advisor: Howard Wills). Master's Thesis, Applied Behavioral Science Department, University of Kansas.

External Committee Service

- Speight, D. R. (2018). *Impact of the implementation of Class-Wide Function-related Intervention Teams on adolescent student behavior*. (Chair: Peggy Schaefer-Whitby). Doctoral Dissertation, College of Education and Health Professions, University of Arkansas.
- Monson, K. D. (2018). *The effects of Class-Wide Function-related Intervention Teams in two middle school art classrooms*. Master's Thesis, Department of Counseling Psychology and Special Education, Brigham Young University.
- Wright, K. R. (2017). *The effects of Class-Wide Function-Related Intervention Teams (CW-FIT) tier 1 in a middle school special education classroom*. Master's Thesis, Department of Counseling Psychology and Special Education, Brigham Young University.
- Romans, S. (2017). *The effect of web-based self-monitoring, I-CONNECT, to increase on-task behavior of high school students with autism*. Master's Thesis, Department of Counseling, Leadership, and Special Education, Missouri State University.

- Nelson, M. A. (2016). *The effects of Class-Wide Function-related Intervention Teams in three art classrooms*. Master's Thesis, Department of Counseling Psychology and Special Education, Brigham Young University.
- Beckman, A. (2015). *The effects of I-Connect self-monitoring on on-task behavior of two students with Autism*. Master's Thesis, Department of Counseling, Leadership, and Special Education, Missouri State University.
- Clemons, L. (2014). *The effects of I-Connect on student engagement with three high school students with Autistic characteristics*. Master's Thesis, Department of Counseling, Leadership, and Special Education, Missouri State University.

Other Graduate Committee Service

- Kitson, L. G. (In Progress). *The Effects, Generalization, and Incidental Benefits of Class-Wide Function-related Intervention Teams (CW-FIT)*. (Chair: Christopher Niileksela). Doctoral Dissertation, Department of Educational Psychology, University of Kansas.
- Kittleson-Alfson, A. (2011). *Class-Wide Function-related Intervention Teams Plus: Effects on increasing opportunities to respond in two urban elementary classrooms*. EdS Project, School Psychology Department, University of Kansas
- Harr, K. (2011). *Natural rates of elementary school teachers' praise and reprimand behaviors*. EdS Project, School Psychology Department, University of Kansas.
- Dunn, J. (2010). *High school student self-reports of teacher relationship on learning and behavior*. EdS Project, School Psychology Department, University of Kansas.
- Nsubuga, B. (2010). *Fidelity as a predictor for positive student outcomes in a group contingency behavior intervention*. EdS Project, School Psychology Department, University of Kansas.

Postdoctoral Fellow

- Stephen Crutchfield, Ph.D. 2013-2014
- Wendy Iwaszuk, Ph.D. 2012-2014
- Benjamin Mason, Ph.D. 2013-2014
- Rose Mason, Ph.D. 2012-2013
- Carla Schmidt, Ph.D. 2010-2012
- Marc Weeden, Ph.D. 2010-2011
- Maura Linas, Ph.D. 2008-2009

Current Position

- Assistant Professor, California Polytechnic State- San Luis Obispo
- Senior Manager Learning and Development, Microsoft
- Assistant Professor, Purdue
- Assistant Professor, Purdue
- Assistant Professor, University of Florida
- Private Practice
- Independent Consultant

Scholarly Presentations

- Watson, E. K., Huffman, J. M., Wills, H. P., & Bross, L. A. (2020, March). *ASD On The Go: A Multi-Component Intervention Package Using Instructional Modules and Self-Monitoring To Improve Relevant Skills for Adolescents and Young Adults with ASD*. Full-day workshop offered on March 4th, 2020 at the Michigan Council for Exceptional Children's 80th Annual Conference, Grand Rapids, MI.

- Huffman, J., Watson, E., Bross, L., Wills, H., & Travers, J. (2020, February). *Video modeling to improve customer service skills of young adults with ASD in employment settings*. Breakout session presented on February 28th at the Midwest Symposium for Leadership in Behavior Disorders 38th Annual Conference, Kansas City, MO.
- Bross, L., Travers, J., Wills, H., Huffman, J., & Watson, E. (2020, February). *Improving customer service skills of young adults with autism in employment settings*. Symposium conducted on February 5th at the Council for Exceptional Children Special Education Convention and Expo, Portland, OR.
- Mullenix-Mohammed, K., Wills, H., Watson, E., & Huffman, J. (2020, February). *Using technology to self-monitor-demonstration of the I-Connect mobile application and overview of student outcomes*. Poster presented on February 6th at the Council for Exceptional Children Special Education Convention and Expo, Portland, OR.
- Watson, E., Huffman, J., Wills, H., & Mason, R. (2020, February). *ParaImpact: Professional development for paraprofessionals of elementary students with moderate-to-severe developmental disabilities*. Symposium conducted on February 6th at the Council for Exceptional Children Special Education Convention and Expo, Portland, OR.
- Wills, H., Friesen, L., Jordan, M., Casey, A. & Chen, P. (2019, October). *Intensifying behavioral supports within the classroom using the class-wide function-based intervention team intervention*. Presentation on October 4th at the PBIS Leadership Forum, Chicago, IL.
- Bross, L., Huffman, J., Watson, E., & Wills, H. (2019, May). *Effects of video modeling on customer service skills of young adults with autism in community employment settings*. Break out session on May 14th at the Ability KC 3011 Baltimore Avenue Kansas City, MO 64108 location.
- Watson, E., Huffman, J., Bross, L., & Wills, H. (2019, February). *ASD On The Go: Supporting transition-age young adults with ASD to increase planning skills, calendar use, and social community engagement through telecoaching and instructional modules*. Symposium conducted on February 28th at the KU Professionals for Inclusion and Social Justice Graduate Student Research 15th Annual Conference (Paradigm Shift: Engagement, Evolution, and Empowerment through Research), Lawrence, KS.
- Watson, E., Huffman, J., Bross, L., & Wills, H. (2019, February). *The efficacy of video modeling and visual supports in employment settings for individuals with autism spectrum disorder (ASD)*. Poster presented on February 22nd at the Midwest Symposium for Leadership in Behavior Disorders 37th Annual Conference, Kansas City, MO.
- Huffman, J., Watson, E., Bross, L., & Wills, H. (2019, February). *Autism Spectrum Disorder: Interventions to promote self-autonomy, community engagement, and educational outcomes*. Poster presented on February 22nd at the Midwest Symposium for Leadership in Behavior Disorders 37th Annual Conference, Kansas City, MO.
- Bross, L., Huffman, J., Watson, E., & Wills, H. (2019, February) *Increasing Planning and Calendar Skills of Adolescents and Young Adults with Autism through Instructional Modules and Telecoaching*. Symposium conducted on February 22nd at the Midwest Symposium for Leadership in Behavior Disorders 37th Annual Conference, Kansas City, MO.
- Mason, R., Wills, H. P., & Bross, L. A. (2019, February). *ASD On The Go: Increasing social skills, problem solving, and community engagement through a technology-based intervention*. Paper presented at the 2019 Council for Exceptional Children Convention and Expo. Indianapolis, IN.
- Bross, L. A. & Wills, H. P. (2019, February). *Instructional modules and telecoaching to increase planning and calendar skills of students with ASD*. Paper presented in the *Technology for*

- transition* multi-presentation session at the 2019 Council for Exceptional Children Convention and Expo. Indianapolis, IN.
- Wills, H. P., Bross, L. A., & Mason, R. (2019, January). *Supporting college students with ASD in academic classes using a self-monitoring application*. Paper presented at the 2019 Council for Exceptional Children Convention and Expo. Indianapolis, IN.
- Bross, L. A., Huffman, J. H., Watson, E. K., & Wills, H. P. (2018, October). *Telecoaching: A viable intervention to increase planning and calendaring skills of young adults with autism*. Paper presented at the Council for Exceptional Children Division on Career Development and Transition Conference. Cedar Rapids, IA.
- Bross, L. A., Huffman, J. H., Watson, E. K., & Wills, H. P. (2018, October). *Supporting college students with autism in academic classes using a self-monitoring application*. Paper Presented at the Council for Exceptional Children Division on Career Development and Transition Conference. Cedar Rapids, IA.
- Huffman, J., Wills, H., Bross, L., & Watson, E. (2018, October). *Autism spectrum disorder: Interventions to promote self-autonomy, community engagement, and educational outcomes*. Poster presented on October 26th at the Thompson Center Autism 13th Annual Conference, Chesterfield, MO.
- Huffman, J., Watson, E., Wills, H. & Bross, L. (2018, October). *Increasing planning skills, calendaring skills, and social engagement of adolescents and young adults with autism*. Poster presented on October 26th at the Thompson Center Autism 13th Annual Conference, Chesterfield, MO.
- Wills, H. (2018, June). *Implementing an elementary and middle school classroom-based intervention within SW-PBS-The CW-FIT intervention*. Breakout session conducted at the Missouri Schoolwide Positive Behavior Support Summer Institute, Osage Beach, MO.
- Wang, D., Bross, L., Wills, H., & Mason, R. (2018, May). *Using behavior analytic interventions to address the needs of individuals with autism across the lifespan*. Symposium conducted at the Association for Behavioral Analysis International 44th Annual Convention, San Diego, CA.
- Wills, H., Bross, L., Huffman, J., & Watson, E. (2018, April). *Autism spectrum disorder: Increasing competence in social skills, problem solving, and community engagement with a technology based multicomponent intervention package*. Symposium conducted at the Beyond the Diagnosis: Autism Across the Life Span Conference 10th Annual Conference, Overland Park, KS.
- Wills, H., Bruhn, A., Rila, A., & Estrapala, S. (2018, March). *Self-monitoring for students with challenging behavior: Technological innovations, research, and real-word examples*. Symposium conducted at the Association for Positive Behavior Support 15th Annual International Conference, San Diego, CA.
- Bruhn, A., Wills, H. (2018, February). *Emerging technology: Self-monitoring for students with challenging behavior*. Symposium conducted at the Council for Exceptional Children Convention and Expo, Tampa, FL.
- Mason, R. & Wills, H. (2018, February). *Supporting skill acquisition and transition for secondary students with autism through technology mediated intervention*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders 36th Annual Conference, Kansas City, MO.
- Wills, H. (2017, December). *Doing science and doing good: Applied research in supporting adolescents and young adults with autism*. Keynote speaker at the School of Special Education, School Psychology, and Early Childhood Studies Research to Practice Symposium 3rd Annual Conference, Gainesville, FL.

- Wills, H. (2017, October). *What does the research say? Evaluation and efficacy of programs and technology for adolescents and young adults*. Invited guest speaker at the Technology Increasing Knowledge: Technology Optimizing Choice Rehabilitation Engineering Research Center, Ann Arbor, MI.
- Wills, H. & Guffey, T. (2017, September). *The Class-Wide Function-based Intervention Teams program as a class-wide and targeted approach to intervention*. Breakout session conducted at the National Positive Behavioral Interventions and Supports Leadership Forum, Chicago, IL.
- Romans, S., Garrison-Kane, L., Wills, H., Mason, B., & Boyle, M. (2017, May). The effects of self-monitoring, I-Connect, to increase on-task behavior of high school students with autism. Poster presented at the Association for Behavior Analysis International 43rd Annual Convention, Chicago, IL.
- Caldarella, P., Wills, H., & Mason, B. (2017, March). *Improving classroom management in elementary and middle schools with class-wide FIT*. Symposium conducted at the Association for Positive Behavior Support 14th Annual International Conference, Denver, CO.
- Wills, H. (2017, March). *Class-Wide Function-based Intervention Teams*. Invited workshop at the National Taipei University of Education, Taipei City, Taiwan.
- Wills, H. (2017, February). *Emerging technology: Self-monitoring for students with challenging behavior*. Symposium conducted at the Council for Exceptional Children Convention and Expo, Tampa, FL.
- Wills, H. & Oliver, R. (2017, February). *Is behavior preventing learning? Applying behavioral principles in classrooms to engage students and improve their academic outcomes*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders 35th Annual Conference, Kansas City, MO.
- Wills, H., Friesen, L., & Casey, A. (2016, October). *Tier II intervention: A class-wide approach*. Breakout session conducted at the National Positive Behavioral Interventions and Supports Leadership Forum, Rosemont, IL.
- Wills, H. (2016, June). *I-Connect: Web-based solutions to self-management and support connections for high school students with learning or emotional/behavioral disorders*. Invited presentation at the Missouri Schoolwide Positive Behavior Support Summer Institute, Osage Beach, MO.
- Wills, H. (2016, May). *Self-monitoring strategies to improve socially important outcomes in education and community settings*. Symposium conducted (chair) at the Association for Behavior Analysis International 42nd Annual Convention, Chicago, IL.
- Bast, D., Mason, R.A., Wills, H.P., Veatch, M., Colvin, M., & Kamps, D. (2016, April). *Understanding the training needs of elementary paraprofessionals: A multi-component evaluation of roles and strategy use*. Paper presented at the annual Council for Exceptional Children Convention and Expo, St. Louis, MO.
- Kamps, D. M., Wills, H. P., Wehby, J. H., Caldarella, P., Hansen, B., & Williams, L. (2016, April). *Class-Wide Function-Related Intervention Teams: A two-tiered group contingency to improve student behavior*. Paper presented at the Council for Exceptional Children Convention and Expo, St. Louis, MO.
- Mason, R. A., Wills, H. P., Bast, D., Colvin, M., Irvin, D., Kamps, D., & Veatch, M. (2016, April). Increasing the capacity of instructional personnel: Collaborative exploration and idea generation through the framework of a research-practice partnership. In R.A. Mason (Chair), *Bridging the Research-to-Practice Gap: Evaluation and Problem-Solving Within Research-*

- Practice Partnerships*. Symposium presented at the American Educational Research Association Annual Meeting, Washington D.C.
- Wills, H. & Kamps, D. (2016, March). *Improving elementary classroom and individual student outcomes with the CW-FIT program*. Symposium conducted at the Association for Positive Behavior Support 13th Annual International Conference, San Francisco, CA.
- Mason, B. A., Wills, H. P., Davis, J. L., & Brown, T. R. (2016, February). *Good plans today or perfect plans tomorrow: Selecting intervals for self-monitoring interventions*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Wills, H.P., Mason, R.A., Bast, D., & Veatch, M. (2016, February). *Developing paraprofessionals: Strategies for training and effectively utilizing paraprofessionals*. Workshop presented at the Annual Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Kamps, D.M., Mason, R.A., Wills, H. P., Mason, B. A., Buzhardt, J., Heitzman-Powell, L., Rosenbloom, R., Swindler, S., & Crutchfield, S. A. (2015, October). *I-CONNECT Plus: Comprehensive instruction to increase access to education, work, and community settings for individuals with ASD*. Poster presented at the Autism across the Lifespan Conference, Overland Park, KS.
- Wills, H. & Casey, A. (2015, October). *Implementing an elementary classroom-based intervention within school-wide PBS: The CW-FIT program*. Breakout session conducted at the National Positive Behavioral Interventions and Supports Leadership Forum, Chicago, IL.
- Wills, H. P., Mason, R. A., Ingram, P., Bast, D., & Veatch, M. (2015, October). *Behind the curtain: An in-depth look at paraprofessionals in action and how education leaders can support them*. Invited workshop presented at the Midwest Symposium for Leadership in Behavior Disorders Conference on Behavior Issues for School leaders, Kansas City, KS.
- Mason, R. A., Kamps, D. M., Heitzman-Powell, L. S., Wills, H. P., Buzhardt, J. F., Mason, B. A., Crutchfield, S. A., & Swindler, S. (2015, May). *Skills necessary for post-secondary success for individuals with ASD: Comparison of perspectives from individuals with ASD, parents, teachers, and community service providers*. Poster presented at the Applied Behavior Analysis International 41st Annual Convention, San Antonio, TX.
- Clemons, L., Garrison-Kane, L., Wills, H., & Mitchell, W. (2015, February). *The effects of I-Connect on student engagement with three high school students with autistic characteristics*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders 33rd Annual Conference, Kansas City, MO.
- Mason, B. & Wills, H. (2015, February). *Mentoring interventions in schools: Matching resources to choices*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders 33rd Annual Conference, Kansas City, MO.
- Mason, B. A., Wills, H. P., Terry, M., & Foster, B. L. (2015, February). *Mentoring interventions in academic settings: Matching contact frequency to student need*. Paper to be presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Kamps, D., Wills, H., Mason, R., Wehby, J., McGuire, T., Caldarella, P., Gunter, L., & Hansen, B. (2014, May). *A multi-site efficacy trial of the Class-Wide Function-related Intervention Teams-CW-FIT: A research to practice agenda for students with and at risk for EBD-year 2 findings*. Poster presented at the Association for Behavior Analysis International 40th Annual Convention, Chicago, IL.
- Clemons, L., Garrison-Kane, L., Wills, H., & Mason, B. (2014, May). *The effects of a self-management system, I-Connect, on escape-motivated behavior of a secondary student with autism in a high school classroom*. Poster presented at the Association for Behavior Analysis

- International 40th Annual Convention, Chicago, IL.
- Iwaszuk, W., Caldarella, W., Wills, H., Kamps, D., & Wehby, J. (2014, April). *Gaining more time to teach and more time to learn: A class-wide behavior program*. Poster presented at the Council for Exceptional Children Convention and Expo, Philadelphia, PA.
- Wills, H. P., & Mason, B. A. (2014, April). Self-management with mobile devices: An intervention for at-risk adolescents. In L. Kern, & T.J. Lewis (chairs), *Supporting adolescents with emotional and behavioral challenges*. Strand conducted at the Council for Exceptional Children Convention and Expo, Philadelphia, PA.
- Iwaszuk, W. I., Wills, H. P., Kamps, D. M., & Mason, B. A. (2014, February). *Strategies to engage middle and high school students in classroom learning*. Presentation at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Wills, H. P., & Young, K. R. (2014, February). *Implementing self-management to improve behavior and academic outcomes: High and low tech strategies*. Workshop conducted at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Linus, M. & Wills, H. (2013, October). *Professional development that STICKS: Improving outcomes for teachers and students*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders Conference on Behavior Issues for School Leaders, Overland Park, KS.
- Wills, H. P., & Mason, B. A. (2013, July). *I-Connect: Self-management and mentoring to meet special needs in inclusive settings*. Breakout session presented at the OSEP Project Director's Conference, Washington, D.C.
- Kamps, D., Wills, H., Caldarella, P., Wehby, J., Hansen, B., McGuire, T., & Gunter, L. (2013, May). *Class-Wide Function-related Intervention Teams "CW-FIT": Year 1 results from a multi-site study*. Poster presented at the Association for Behavior Analysis International 39th Annual Convention, Minneapolis, MN.
- Kamps, D., & Wills, H. (2013, April). Classroom management: *Practical interventions for teachers and administrators to improve students' performance*. Strand conducted at the Council for Exceptional Children Convention and Expo, San Antonio, TX.
- Wills, H. (2013, April). *Classwide function-related intervention teams "CW-FIT": A classroom and individual student behavior management program*. Lecture conducted at the Council for Exceptional Children Convention and Expo, San Antonio, TX.
- Wills, H., Mason, B., Zarr, B., & Millin, J. (2013, February). *I-Connect: Web-based self-management for students with learning or emotional/behavioral disorder*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders 31st Annual Conference, Kansas City, MO.
- Wills, H., Zerr, B., McGovern, J., & Millin, J. (2013, February). *Self-management interventions: Strategies for implementation from elementary through high school including cutting edge technology for self-management*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders 31st Annual Conference, Kansas City, MO.
- Wills, H. (2012, May). *Efficacy and fidelity of functional based-assessments within public school settings*. Discussant at the Association for Behavior Analysis International 38th Annual Convention, Seattle, WA.
- Dove, S., Linas, M., Wills, H., Furman Buzhardt, J., & Kamps, D. (2012, May). *Professional development that STICKS: Meeting teacher learning needs to improve student outcomes*. Poster presented at the Association for Behavior Analysis International 38th Annual

- Convention, Seattle, WA.
- Wills, H. (2012, May). Class-Wide Function-related Intervention Team program (CW-FIT) direct observation of student outcomes. In H. Wills (chair), *Addressing problem behavior and engagement in school settings using class-room based interventions*. Symposium conducted at the Association for Behavior Analysis International 38th Annual Convention, Seattle, WA.
- Kamps, D. & Wills, H.P. (2012, April). Classwide function-based intervention teams: A research to practice model for classroom management. In Lane, K, & Oakes, W. (chairs), *Supporting Students With and At Risk for Emotional and Behavioral Disorders: Integrating Academics and Behavior in a Response to Intervention Approach*. Strand conducted at the Council for Exceptional Children Convention and Expo, Denver, CO.
- Wechsler, M., Dove, S., & Wills, H. (2012, February). *Professional development that STICKS: Improving outcomes for teachers and students*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders 30th Annual Conference, Kansas City, MO.
- Wills, H., & Kottwitz, E. (2012, February). *How to implement CW-FIT: A multi-tiered behavioral intervention program*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders 30th Annual Conference, Kansas City, MO.
- Wills, H. (2011, September). *The effects of a tiered model of function-based interventions in elementary school classrooms*. Invited presentation at the Thompson Center for Autism and Neurological Disorders Intervention Conference, Columbia, MO.
- Wills, H. P. & Kamps, D. (2011, May). *The effects of the Class-Wide Function-related Intervention Team program(CW-FIT) on challenging student behavior*. In B. Hansen (chair), *Addressing problem behavior in school settings using function-based interventions*. Symposium conducted at the Association for Behavior Analysis International 37th Annual Convention, Denver, CO.
- Wills, H., & Kamps, D. (2011, April). *The effects of the Class-wide Function-related Intervention Team (CW-FIT) program in elementary school classrooms*. Presentation at the Kansas Association for Behavior Analysis, Overland Park, KS.
- Wills, H. P. (2011, March). *The Class-wide Function-based Intervention Team Program*. Presentation at the Association for Positive Behavior Support, Denver, CO
- Hansen, B. D., & Wills, H. P. (2011, March). *The effects of function-based self-management interventions*. Presentation at the Association for Positive Behavior Support, Denver, CO.
- Wills, H., & Wechsler Linas, M. (2011, February). *Behavior management: More strategies that STICK*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders 29th Annual Conference, Kansas City, MO.
- Wills, H. & Weeden, M. (2010, October). *Almost everything an administrator needs to know about applied behavior analysis in general education classrooms*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders Conference on Behavior Issues for School Leaders, Overland Park, KS.
- Wills, H. P. (2010, October). *The effects of the Class-wide Function-based Intervention Team on teacher and student behavior*. Presentation at the Teacher Educators for Children with Behavior Disorders Annual Conference, Tempe, AZ.
- Kamps, D., Wills, H., & Greenwood, C. (2010, June). Years 1-3 Effects: *Class-wide Function-Based Intervention Teams: A Research to Practice Agenda for functional Behavior Assessment for Students with and At Risk for SBD*. Poster presented at the Institute for Education Sciences 5th Annual Research Conference, Washington, D.C.

- Hansen, B. D., & Wills, H. P. (2010, May). *Sequential modification of writing skills that contribute to fluent writing*. Poster presented at the Association for Behavior Analysis International Annual Convention, San Antonio, TX.
- Shumate, E. & Wills, H. (2010, May). A review of the literature on school-based experimental functional analyses of problem behaviors. In E. Shumate (chair), *School-based applications of behavior analysis: Functional assessments, analyses, and interventions*. Symposium conducted at the Association for Behavior Analysis International 36th Annual Convention, San Antonio, TX.
- Hansen, B., Wills, H., Kamps, D. (2010, May). School-based functional behavioral assessment and intervention across multiple settings. In E. Shumate (chair), *School-based applications of behavior analysis: Functional assessments, analyses, and interventions*. Symposium conducted at the Association for Behavior Analysis International 36th Annual Convention, San Antonio, TX.
- Wills, H., Hansen, B., & Kamps, D. (2010, May). The effects of a tiered model of function-based interventions in elementary school classrooms. In E. Shumate (chair), *School-based applications of behavior analysis: Functional assessments, analyses, and interventions*. Symposium conducted at the Association for Behavior Analysis International 36th Annual Convention, San Antonio, TX.
- Wills, H. (2009, March). *Student level interventions to Support School-wide PBS*. Panel presented at the 6th International Conference on Positive Behavior Support, Jacksonville, FL.
- Kamps, D., Wills, H., & Greenwood, C. (2009, March). *Class-wide Function-based intervention teams: A research to practice agenda for functional behavior assessment for students with and at risk for SBD- Years 1-2*. Poster presented at the 4th Annual Institute Education Conference, Washington, D.C.
- Hansen, B. D., Wills, H. P., & Kamps, D. M. (2010, February). *The effects of function based intervention across teachers and sessions*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders 28th Annual Convention, Kansas City, MO.
- Wills, H. P., & Hansen, B. D. (2009, October). *Using functional behavior assessment*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders Conference on Behavior Issues for School Leaders, Overland Park, KS.
- Kamps, D., Wills, H. & Greenwood, C. (2009, June). *Years 1 & 2 Effects: Class-wide Function-Based Intervention Teams: A Research to Practice Agenda for functional behavior assessment for students with and at risk for SBD*. Poster presented at the Institute for Education Sciences 4th Annual Research Conference, Washington, D.C.
- Kamps, D., Wills, H., Hansen, B., Conklin, C., Neaderhiser, J., & Nsubuga, B. (2009, May). *Class-Wide Function-based Intervention Teams "CW-FIT": Positive findings in urban elementary classrooms*. Poster presented at the Annual conference for the Association of Behavior Analysis International 35th Annual Convention, Phoenix, AZ.
- Wills, H. P., Kamps, D. M., & Hansen, B. D. (2009, February). *The effects of class-wide function-based intervention teams*. Presentation at the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.
- Wills, H. P., & Linas, M. W. (2009, February). *Changing challenging behaviors through the Targeted Intervention with Praise (TIP)*. Presentation at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Wills, H. P., Kamps, D. & Hansen, B. D. (2009, February). *Class-Wide Function based Intervention Teams: CW-FIT*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders 27th Annual Conference, Kansas City, MO.

- Kamps, D. M., Wills, H. P., Greenwood, C. R., Kauffman, J., Bannister, H. D., Bellinger, S. A., Wills, H. P., & Linas, M. W. (2008, November). *Changing challenging behaviors through the Targeted Intervention with Praise (TIP)*. Presentation at the Council for Administrators of Special Education Conference, Myrtle Beach, SC.
- Linas, M. W., Wills, H. P., & Carlson J. K. (2008, November). *Peer coaching to extend skills: Using teacher praise as a management tool*. Presentation at the Council for Exceptional Children, Teacher Education Division, Dallas, TX.
- Wills, H. P., Kamps, D. M., Hansen, B. D., & Conklin, C. G. (2008, September). *Class-wide function-based intervention teams*. Poster presented at the Association for Behavior Analysis 1st Education Convention, Washington, D. C.
- Kamps, D., Wills, H. & Greenwood, C. (June, 2008). *Year 1 Effects: Class-Wide Function-based Intervention Teams: A research to practice agenda for functional behavior assessment for students with and at risk for SBD*. Poster presented at the Institute for Education Sciences 3rd Annual Research Conference, Washington, D.C.
- Bessette, K., Wills, H., & White, R. (2008, May). Changing the classroom environment. . In R. White (chair), *School-wide positive behavior supports at the classroom level*. Symposium conducted at the Association for Behavior Analysis International 34th Annual Convention, Chicago, IL.
- Heitzman-Powell, L., White, R., & Wills, H. (2008, May). The use of classroom atmosphere scale (CLAS) to measure classroom level positive behavior supports. In R. White (chair), *School-wide positive behavior supports at the classroom level*. Symposium conducted at the Association for Behavior Analysis International 34th Annual Convention, Chicago, IL.
- White, R., Wills, H., & Heitzman-Powell, L. (2008, May). Student engagement as a consequence of teacher attention to positive and negative behaviors. In R. White (chair), *School-wide positive behavior supports at the classroom level*. Symposium conducted at the Association for Behavior Analysis International 34th Annual Convention, Chicago, IL.
- Wills, H. P., & White, R. (2008, May). Natural rates of teacher praise and reprimand in elementary schools. In R. White (chair), *School-wide positive behavior supports at the classroom level*. Symposium conducted at the Association for Behavior Analysis International 34th Annual Convention, Chicago, IL.
- White, R., & Wills, H.P. (2008, February). *Teacher praise: From suggested practice to research and back*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders 26th Annual Conference, Kansas City, MO.
- Hansen, B. D., Conklin, C. G., Nsubuga, B. K., & Neaderhiser, J. N. (2008, February). *The effects of class-wide-function-based intervention teams*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders 26th Annual Conference, Kansas City, MO.
- Shumate, E. & Wills, H. (2007, May). Training a reading teacher to implement a functional analysis and intervention. In H. Wills (chair), *School based functional assessments, analysis, and function based interventions*. Symposium conducted at the Annual conference for the Association of Behavior Analysis International 33rd Annual Convention, San Diego, CA.
- White, R. & Wills, H. (2007, May). Functional assessment with a student with autism in a special education setting. In H. Wills (chair), *School based functional assessments, analysis, and function based interventions*. Symposium conducted at the Annual conference for the Association of Behavior Analysis International 33rd Annual Convention, San Diego, CA.
- Kamps, D., Greenwood, C., Abbott, M., Wills, H., Veerkamp, M., Shumate, E. (2007, February). *School-wide intervention to improve reading and behavioral skills*. Presentation at the Pacific Coast Research Conference, San Diego, CA.
- Kamps, D., Greenwood, C., Abbott, M., Wills, H., Veerkamp, M., Stopulos, J., Arreaga-

- Mayer, C., Bannister, H., & Kaufman, J. (2007, February). *Three-tiered school-wide intervention: Effects of small group reading for students with ELL*. Breakout session conducted at the Midwest Symposium for Leadership in Behavior Disorders 25th Annual Conference, Kansas City, MO.
- Shumate, E., Wills, H., Bessette, K., & Cullinan, C. (2006, May). The effect of Class-Wide Function based Intervention Team "CW-FIT" group contingency program in an inner-city elementary school. Poster presented during the international poster session at the Annual conference for the Association of Behavior Analysis International 32nd Annual Convention, Atlanta, GA.
- Heitzman-Powell, L.S., Wills, H.P., Bessette, K.K., White, R., Kimbrell, A. & Young, K. (2006, May). An ecobehavioral observation study of school-wide PBS and students with or at risk for EBD. In D. Kamps (chair), *Classroom interventions within the context of school-wide positive behavior support*. Symposium conducted at the Annual conference for the Association of Behavior Analysis International 32nd Annual Convention, Atlanta, GA.
- Wills, H. P., Heitzman-Powell, L., Smith, C., Bessette, K., Young, K., & Greenwood, C. (2006, March). *Using technology to address research questions: The development and application of three handheld programs for ecobehavioral classroom observations*. Poster presented at the Gatlinburg 39th Annual Conference, San Diego, CA.
- Heitzman-Powell, L., Wills, H., Bessette, K., Young, K., & White, R. (2006, March). *Data-driven classroom-based interventions within a school wide PBS system*. Presentation at the International Conference on Positive Behavior Support 3rd Annual Conference, Reno, NV.
- Veerkamp, M., Wills, H., Stopulos, J., Kamps, D., Arreaga-Mayer, C., & Abbott, M. (2005, May). *Small group reading: Effects on student active engagement, responding, progress, and teacher praise rates*. Poster presented at the Association for Behavior Analysis International 31st Annual Convention, Chicago, IL.
- Skinner, J., Veerkamp, M., Wills, H. (2005, May). Functional analysis in the classroom: What are the outcomes when a classroom teacher conducts the analysis? In D. Kamps (chair), *Interventions and Functional Analysis Procedures for Elementary School Children with Emotional and Behavioral Risks*. Symposium presented at the Association for Behavior Analysis International 31st Annual Convention, Chicago, IL.
- Wills, H., Veerkamp, M., Kamps, D., & Arreaga-Mayer, C. (2004, May). Implementing a three-tiered model of intervention for elementary students with challenging behaviors. In D. Kamps (chair), *School-wide early intervention for reading and behavior problems*. Symposium conducted at the Association for Behavior Analysis International 30th Annual Convention, Boston, MA.
- Veerkamp, M., Kamps, D., Bannister, H., Wills, H., & Arreaga-Mayer, C. (2004, May). Classroom observations and effects of small group reading. In D. Kamps (chair), *School-wide early intervention for reading and behavior problems*. Symposium conducted at the Association for Behavior Analysis International 30th Annual Convention, Boston, MA.
- Wills, H., Veerkamp, M., Abbott, M., & Arreaga-Mayer, C. (2004, February) *Programmed Reading as an intervention for struggling readers*. Invited workshop conducted at Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Wills, H., Kamps, D., Arreaga-Mayer, C., Veerkamp, M., Lazo, J., & Heitzman-Powell, L. (2003, May). *School wide positive behavior support: First year implementation in five urban schools*. Poster presented at the Association for Behavior Analysis International 29th Annual Convention, San Francisco, CA.

- Kamps, D., Wills, H., & Lien, S. (2003, February). *Prevention and early intervention for students in elementary classrooms: Self-management, lotteries, and group contingencies*. Presentation at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Wills, H. P. (2002, May). *A praise game to improve the behavior of both students and teachers*. Presentation at the Association for Behavior Analysis International 28th Annual convention, Toronto, Canada.
- Wills, H. P. Cammilleri, A. J., Sanner, E. A., Suchowierska, M., & Wells, D. (2002, May). Behavioral Schooling from Pre-K Through the Elementary Grades. In D. Bushell (Chair), *Century School: Applied, behavioral, analytical, technological, conceptual, and effective. Generality? About to be tested.* Symposium conducted at the Association for Behavior Analysis International 27th Annual Convention of the, New Orleans, LA.

Honors and Awards for Research

- 2016 Friends of the Life Span Institute Investigator Award, University of Kansas
2014 Leading Light Award, University of Kansas

SERVICE RECORD

University of Kansas Service

Juniper Gardens Children's Project

2011-Present Chair- Dissemination Committee.
This committee meets monthly and works to assist Investigators in the dissemination of products developed at Juniper Gardens Children's Project.

2008-Present Post-Doc Mentor.
Work with Dr. Kamps to mentor Post-Docs at Juniper Gardens.

2007-Present Member- Personnel Committee.
Advise on personnel issues and led the search for hiring a replacement for Betty Smith (40 year employee) and redesigning job roles and responsibilities among support staff.

2002-2006 Member- Technology Committee.
This committee meets monthly to coordinate the technology staff and the technology infrastructure (network, hardware/software, copiers, phone system, etc.) that supports the research at Juniper Gardens.

Professional Service outside the University

Local and State

2007-Present President of Board of Directors
Century School, Lawrence, Kansas

2005-2007 Board Member
Century School, Lawrence, Kansas

Wills 2019

2006-2008 Committee on Challenging Behavior
Kansas State Department of Education,

2005-2007 PBS Work Group Member
Kansas State Department of Education

Advisory Member of the District Level School-wide Positive Behavior Support Team, North Kansas City School District, KCMO, 2007-2010

School Climate Chair for Midland Trail Elementary School's North Central Association Commission on Accreditation and School Improvement Team, 2008-2010

Regional

Midwest Symposium for Leadership in Behavior Disorders (MSLBD)

2015- Present Board of Directors
2009-Present Committee Member, Conference Evaluations
2008-Present Planning Committee Member,
2008- Present Committee Member, Stipends and Awards
2008-Present Committee Member, Poster Review and Acceptance

National Service on Editorial Review Boards

Review Board Member for Journal of Positive Behavior Interventions
Review Board Member for Journal of Behavioral Education
Review Board Member for School Mental Health
Review Board Member for Education and Treatment of Children
Guest reviewer for Behavior Analysis in Practice
Guest reviewer for Preventing School Failure
Guest reviewer for Behavior Disorders
Guest reviewer for School Psychology Review

Review Panels

State Stakeholder Review Panel: Office of Special Education and Rehabilitative Services 2009-2015
National Science Foundation Review Panel 2015
National Center for Intensive Interventions, American Institutes for Research, 2015-present