HOWARD P. WILLS, Ph.D. CURRICULUM VITAE

RESEARCH
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TEACHING
Department of Educational Psychology
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Current Dissemination Outreach Websites:
https://cwfit.ku.edu
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EDUCATIONAL EXPERIENCE

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

Prior: Board Certified Behavior Analyst #1-17-26891
(chose to not recertify in 2024)

PROFESSIONAL EXPERIENCE

2021-Present	**Senior Scientist**, Schiefelbusch Institute for Life Span Studies, Juniper Gardens Children's Project, University of Kansas, Kansas City, Kansas
2021-Present	**Professor**, Department of Educational Psychology, School of Education and Human Sciences, University of Kansas, Lawrence, Kansas
2012-2021	**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
2003-2019	**Courtesy 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

Total Extramural Funding = $79,572,390	**Current Funding as PI/Site Lead = $45,897,960**

Funded Proposals (All Were the Result of a Refereed/Competitive Process)

Principal Investigator. *Collaborative to Improve Classroom Engagement and Outcomes for Native American and Rural Students.* U.S. Department of Education (USDE). (Dr. Red Corn Co-Director, Dr. Castagno Partner Site Director). 2024-2029. Total Award. $15,000,000.

Principal Investigator. *CW-FIT Rural Expansion: Gaining More Time to Learn and More Time to Teach in Rural Schools*. U.S. Department of Education (USDE). 2023-2028. Total Award: $14,999,997.

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. (Wills, H., Caldarella, P., & Wehby, J.). 2020-2025. Total Award: $3,300,000.

Principal Investigator. *Postdoctoral Research Training in Special Education: a Research to Practice Model*. Institute of Education Sciences. (Co-PI, Boyd, B.) 2020-2025. Total Award: $900,455.

Principal Investigator. *Supporting High-Needs Elementary Students with the CW-FIT Program: Building for Scale and Sustainability*. U.S. Department of Education (USDE). 2019-2026 (2 Year No Cost Extension). Total Award: $7,992,701.

Co-Principal Investigator and KU Site Lead. *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 (2 Year No Cost Extension). Total Award: $3,276,804 Total Sub Award: $730,000.

Co-Principal Investigator and KU Site Lead. *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 (1 Year No Cost Extension). 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.

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.P. & 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 **S**ystemic, Focused on **T**eacher Growth, **I**ncorporates **C**oaching, Collaboration, and Cohorts, & Increased **K**nowledge to Create **S**tudent 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.

Co-Investigator. *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. & Wills, H. P.). 2001-2008. Total Award: $6,248,513.

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.P. & 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 **S**ystemic, Focused on **T**eacher Growth, **I**ncorporates **C**oaching, Collaboration, and Cohorts, & Increased **K**nowledge to Create **S**tudent 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.

Project Coordinator/Co-I (was named in grant and helped prepare it, after grant was funded started as Assistant Research Professor and Co-I). *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.

Under Review

Recent Proposals Submitted/ Not Funded (will be resubmitted)

Co-Principal Investigator. *ASCEND COLLEGE: Autism Supports for Campus Engagement, Navigation, and Development A Wraparound System of Instructional Modules, Self-Monitoring Technology, and AI-Supported Coaching for College Students with ASD.* National Institute on Disability, Independent Living and Rehabilitation Research. (Osnaya, R., Wills, H.P., Scheibel, G., & Augustine, J.). 2026-2029. Proposed Budget: $1,490,062.

Principal Investigator. *Rural Innovation for States' Expansion in Literacy through Coaching and Tutoring.* U.S. Department of Education (USDE). 2026-2031. (Wills, H.P., Scheibel, G., Spencer, T., Gaylor, E., & Gerard, S.). Proposed Budget: $15,000,000

Co-Investigator. *Guiding Special Education Administrators to Overcome Barriers to Evidence-Based Practices for Students with Autism Spectrum Disorder.* William T. Grant Foundation. (Scheibel, G., Wills, H.P., & Hicks, T.A.). Submitted 2024. Proposed Budget: $785,426.

Principal Investigator. *Impact Study of the I-Connect Self-Monitoring Intervention: Improving Outcomes for Middle School Students with Disabilities*. Institute of Education Sciences, U.S. Department of Education. (Wills, H. P. & Scheibel, G.). 2023-2028. Proposed Budget: $4,000,000.

Co-Investigator. *Predicating and Fostering Use of Research Evidence for Students with Autism Spectrum Disorder.* William T. Grant Foundation. (Scheibel, G., Wills, H.P., & Hicks, T.A.). Submitted 2023. Proposed Budget: $423,830.

Co-Investigator. *Transition to Rural Employment and Community Living Success Rural Rehabilitation and Training Center (TRECS-RRTC).* National Institute on Disability, Independent Living, and Rehabilitation Research. (Scheibel, G., Wills, H.P. & Dean, E.). Submitted 2023. Proposed Budget: $5,000,000.

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

Major Publications or Creative Works (Student Authors Underlined)

Caldarella, P., Williams, L., Wills, H. P., & Wehby, J. (in press). Class-Wide FIT (CW-FIT): Practical Steps for Implementing Evidence-Based Classroom Management. *Beyond Behavior*.

Scheibel, G., Tuck, K., & Wills, H. (under review). Examining the Effect of Technology-Based Self-Monitoring Under Authentic Implementation Conditions: Considerations for Translational Research. *Behavioral Disorders*.

Grasley-Boy, N. M., Wills, H. P., & Gage, N. A. (2026). A Pilot Study of Adapting a Classroom Management Coaching Model for Rural Schools. *Rural Special Education Quarterly*, *45*(3), 132-146.

Correa, A., Winters, R. Caldarella, P., & Wills, H. P. (2026). Improving Engagement for Latinx Learners in a Middle School English Language Development Classroom: Effects of Class-Wide FIT. *Journal of Latinos and Education*, 1-15.

Larsen, E., Caldarella, P., Wills, H. P., & Graham, M. A. (2026). Improving Behavior in a Middle School Art Classroom using CW-FIT. *Journal of Behavioral Education*. Advance online publication. https://doi.org/10.1007/s10864-026-09628-9

Estrapala, S., Scheibel, G., Mirielli, L. & Wills, H. P. (2026). A Case-Study Analysis of Intervention Decisions Made by High School Special Education Teachers Within the Context of Technology-Based Self-Monitoring. *Behavioral Disorders*. https://doi.org/10.1177/01987429261418714

Stanford, H. L., Caldarella, P., Wills, H. P., & Richardson, M. J. (2026). Improving behavior in middle school family and consumer sciences classrooms. *Research in Middle Level Education Online,* 49(4) 1-14. https://doi.org/10.1080/19404476.2026.2623594

Augustine, J. J., Ortman, M. E., Osnaya, R. A., Mirielli, L. G., Garrison-Kane, L., & Wills, H. P. (in press). Increasing academic engagement of students with autism in an inclusive middle school classroom with Class-Wide FIT. *Journal of Positive Behavior Interventions*.

Scheibel, G., Grasley-Boy, N. M., Wills, H. P., & Zimmerman, K. N. (2026). A Pilot Study of Intervention Usability among Authentic Implementors of Technology-Based Self-Monitoring. *Exceptionality*, 34(1), 29-43. https://doi.org/10.1177/01626434251352684

Wills, H. P., Kamps, D., & Greenwood, C. R. (2025). Peer Tutoring and Teams Interventions for School-Aged Students: CWPT and CW-FIT. *Education and Treatment of Children*, 48(3), 281-295. https://doi.org/10.1007/s43494-025-00151-6

Carta, J. J., Wills, H. P., Greenwood, C. R., Beecher, C., Bowman-Perrott, L., & Lee, J. D. (2025). Nurturing the Next Generation of Community-Engaged Researcher Leaders. *Education and Treatment of Children*, 48(3), 325-345. https://doi.org/10.1007/s43494-025-00164-1

Johnstone, P. A., Caldarella, P., Sabey, C. V., & Wills, H. P. (2025). Improving behavior in a self-contained elementary classroom for students with emotional or behavioral disorders: A study of CW-FIT. *Journal of Positive Behavior Interventions*, *27*(3), 158-169. https://doi.org/10.1177/10983007241275695

Johnson, K. A., Caldarella, P., Wills, H. P., Hansen, B. D., & Richards, E. J. (2025). Managing student behavior in middle school special education classrooms: A single-subject study of CW-FIT. *Remedial and Special Education*, *46*(3), 205-218. https://doi.org/10.1177/07419325241247345

Warburton, E. J., Caldarella, P., Wills, H. P., & Winters, R. (2025). Improving behavior in middle school classes with Hispanic and English language learners: A study of class-wide function-related intervention teams. *Journal of Behavioral Education*, *34*(2), 272-295. https://doi.org/10.1007/s10864-023-09538-0

Gilmour, A. F., Wehby, J. H., Boyle, J., Wills, H. P., & Caldarella, P. (2024). A Preliminary Investigation of a Brief Tier 1 Classroom Management Measure. *Assessment for Effective Intervention*, 49(2), 110-114. https://doi.org/10.1177/15345084231175511

Spadoni, S., Scheibel, G., & Wills, H.P. (2024). Using technology to foster engagement. *Rethinking Behavior*, 8(1), 41-46. *https://www.pageturnpro.com/Midwest-Symposium-for-Leadership-in-Behavior-Disorders/111606-RETHINKING-BEHAVIOR-FALL-2024/flex.html#page/41*

Gunersel, A. B., Mason, B. A., Wills, H. P., Caldarella, P., Williams, L., & Henley, V. M. (2023). Effective Classroom Management in Middle Level Schools: A Qualitative Study of Teacher Perceptions. *RMLE Online*, 46(8), 1-13. https://doi.org/10.1080/19404476.2023.2252714

Scheibel, G., Zimmerman, K. N., & Wills, H. P. (2023). Increasing On-Task Behavior Using Technology-Based Self-Monitoring: A Meta-Analysis of I-Connect. *Journal of Special Education Technology*, 38(2), 146-160. https://doi.org/10.1177/01626434221085554

Caldarella, P., Larsen, R. A., Williams, L., & Wills, H. P. (2023). Effects of Middle School Teachers' Praise-to-Reprimand Ratios on Students' Classroom Behavior. *Journal of*

Positive Behavior Interventions, 25(1) 28-40. https://doi.org/10.1177/10983007211035185

Scheibel, G., Chen, P. Y., Zaeske, L. M., Wills, H. P., & Zimmerman, K. N. (2023). Improving Implementation Fidelity With Teacher-Directed Self-Monitoring Interventions: A Systematic Review. *Journal of Positive Behavior Interventions*, *25*(4), 253- 269. https://doi.org/10.1177/10983007221137368

Eklund, K., Kilgus, S. P., Willenbrink, J. B., Collins, B. A., Gill, N., Weist, M. M., Porter, J., Lewis, T.J., Mitchell, B. & Wills, H. P. (2022). Evidence of the Internal Structure and Measurement Invariance of the BASC-3 Behavioral and Emotional Screening System Teacher Form. *Journal of Psychoeducational Assessment,* 40(8), 936-949. https://doi.org/10.1177/07342829221116807

Chen, P. Y., Scheibel, G. A., Henley, V. M., & Wills, H. P. (2022). Multi-tiered classroom management intervention in a middle school classroom: Initial investigation of CW-FIT-Middle School tier 1 and Self-Management. *Journal of Positive Behavior Interventions*, 24(4) 301-312. https://doi.org/10.1177/10983007211017327

Wills, H. P., Wehby, J. H., Caldarella, P., & Williams, L. (2022). Supporting elementary school classroom management: an implementation study of the CW-FIT program. *Preventing School Failure: Alternative Education for Children and Youth*, 66(3), 195-205. https://doi.org/10.1080/1045988X.2021.2013150

Wills, H. P., Caldarella, P., Williams, L., Fleming, K., & Chen, P. Y. (2021). Middle School Classroom Management: A Randomized Control Trial of Class-wide Function-Related Intervention Teams for Middle Schools (CW-FIT MS). *Journal of Behavioral Education*, 1-23. https://doi.org/10.1007/s10864-021-09455-0

Caldarella, P., Larsen, R. A., Williams, L., Wills, H. P., & Wehby, J. H. (2021). "Stop Doing That!": Effects of Teacher Reprimands on Student Disruptive Behavior and Engagement. *Journal of Positive Behavior Interventions*, *23*(3), 163-173. https://doi.org/10.1177/1098300720935101

Bross, L. A., Huffman, J. M., Watson, E. K., Wills, H. P., & Mason, R. A. (2021). Social skills instruction, online modules, and telecoaching to develop planning skills of young adults with autism. *Journal of Special Education Technology*, *36*(4), 297-310. https://doi.org/10.1177/0162643420924188

Mason, R. A., Gunersel, A. B., Irvin, D. W., Wills, H. P., Gregori, E., An, Z. G., & Ingram, P. B. (2021). From the frontlines: Perceptions of paraprofessionals' roles and responsibilities. *Teacher Education and Special Education*, *44*(2), 97-116. https://doi.org/10.1177/0888406419896627

Kern, L., Evans, S. W., Lewis, T. J., State, T. M., Mehta, P. D., Weist, M. D., ... & Gage, N. A. (2021). Evaluation of a comprehensive Assessment-Based intervention for secondary students with social, emotional, and behavioral problems. *Journal of Emotional and Behavioral Disorders*, *29*(1), 44-55. https://doi.org/10.1177/1063426620902721

Mason, R. A., Wills, H. P., Irvin, D., Jia, F., & Kamps, D. M. (2020). Ecobehavioral assessment of paraeducator behaviors that support engagement of students with disabilities. *Exceptional Children*, *86*(4), 413-429. https://doi.org/10.1177/0014402919893693

Orr, R. K., Caldarella, P., Hansen, B. D., & Wills, H. P. (2020). Managing student behavior in a middle school special education classroom using CW-FIT tier 1. *Journal of Behavioral Education*, *29*(1), 168-187. https://doi.org/10.1007/s10864-019-09325-w

Caldarella, P., Larsen, R. A., Williams, L., Downs, K. R., Wills, H. P., & Wehby, J. H. (2020). Effects of teachers' praise-to-reprimand ratios on elementary students' on-task

behaviour. *Educational Psychology*, *40*(10), 1306-1322. https://doi.org/10.1080/01443410.2020.1711872

Monson, K. D., Caldarella, P., Anderson, D. H., & Wills, H. P. (2020). Improving student behavior in middle school art classrooms: Initial investigation of CW-FIT tier 1. *Journal of Positive Behavior Interventions*, *22*(1), 38-50. https://doi.org/10.1177/1098300719864704

Bross, L. A., Travers, J. C., Wills, H. P., Huffman, J. M., Watson, E. K., Morningstar, M. E., & Boyd, B. A. (2020). Effects of video modeling for young adults with autism in community employment settings. *Career Development and Transition for Exceptional Individuals*, *43*(4), 209-225. https://doi.org/10.1177/2165143420941488

Romans, S. K., Wills, H. P., Huffman, J. M., & Garrison-Kane, L. (2020). The effect of web-based self-monitoring to increase on-task behavior and academic accuracy of high school students with autism. *Preventing School Failure: Alternative Education for Children and Youth*, *64*(3), 249-260. https://doi.org/10.1080/1045988X.2020.1732282

Mason, R. A., Gregori, E., Wills, H. P., Kamps, D., & Huffman, J. (2020). Covert audio coaching to increase question asking by female college students with autism: Proof of concept. *Journal of Developmental and Physical Disabilities*, 32(1), 75-91. https://doi.org/10.1007/s10882-019-09684-2

Caldarella, P., Larsen, R. A., Williams, L., Wills, H. P., & Wehby, J. H. (2019). Teacher praise-to-reprimand ratios: Behavioral response of students at risk for EBD compared with typically developing peers. *Education and Treatment of Children, 42*(4), 447-468. https://doi.org/10.1353/etc.2019.0021

Rosenbloom, R., Wills, H. P., Mason, R., Huffman, J. M., & Mason, B. A. (2019). The effects of a technology-based self-monitoring intervention on on-task, disruptive, and task-completion behaviors for adolescents with autism. *Journal of Autism and Developmental Disorders*, *49*(12), 5047-5062. https://doi.org/10.1007/s10803-019-04209-4

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

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. M., Bross, L. K., Watson, E. K., Wills, H. P., & Mason, R. M. (2019). Preliminary investigation of a self-monitoring application for a postsecondary student with autism. *Advances in Neurodevelopmental Disorders, 3(4)* 423-433. https://doi.org/10.1007/s41252-019-00124-y

State, T. M., Simonsen, B., Hirn, R. G., & Wills, H. P. (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*, *28*(2), 204-226. https://doi.org/10.1007/s10864-018-9310-2

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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.

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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

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211-224. https://doi.org/10.1177/10634266030110040301

TEACHING RECORD at THE UNIVERSITY OF KANSAS

List of Courses Taught Course Number & Title	Sem/Year
EPSY 780: Applied Behavior Analysis and Evidence-Based Interventions	Fall/26
EPSY 798: Applied Behavior Analysis and Evidence-Based Interventions in School Psychology	Fall/20
PRE 798: Applied Behavior Analysis and Evidence-Based Interventions in School Psychology	Fall/10
PRE 798: Applied Behavior Analysis and Evidence-Based Interventions in School Psychology	Fall/09
PRE 798: Applied Behavior Analysis and Evidence-Based Interventions in School Psychology	Fall/08
PRE 798: Applied Behavior Analysis and Evidence-Based Interventions in School Psychology	Fall/07
ABS 469/890: Applied Behavior Analysis in Educational Settings	Spring/07

*ABS 872: Practicum in: (Field Studies), Applied Behavioral Science, 2008-2020.
*ABS 892: Readings in Applied Behavior Analysis in Educational Settings, 2008-2020.
*ABS 891: Research Group, 2004-2020
* Course Listings in the ABS Department 2004-2020

GRADUATE AND POSTGRADUATE ADVISING RECORD

Current Graduate Students Supported by My Externally Funded Projects:
Emma Watson, PhD student - School Psychology
Olivia Jones, PhD student - Counseling Psychology
Laura Malagon, PhD student - School Psychology
J. Logan Riddle, PhD student - Counseling Psychology
Emma Goldberg, PhD student - Counseling Psychology
Lindsay Poulos, PhD student - Counseling Psychology
Alyssa Neveau, PhD student - Counseling Psychology
Chamisa Edmo, PhD student - Electrical Engineering and Computer Science
Isabella Hubbell, PhD student- Counseling Psychology
Sophia Price, MA student- Counseling Psychology
Shreya Malla, PhD student- Educational Psychology and Research (REMS track)
Viviana Vargas, PhD student- School Psychology

Jeff Downes, PhD student- School Psychology

Former Graduate Students Supported by My Externally Funded Projects:
Jacob Majaske, PhD student - Educational Psychology
Talisa Stone, PhD student - School Psychology
Na'Taya Quinn, PhD student - Counseling Psychology
Kaylie Lyons, PhD student - Counseling Psychology
Harley Graham, PhD student - School Psychology
Shannon Spadoni, PhD student - School Psychology
Lauren Zaeske, PhD student - Counseling Psychology
Renee Cangelosi, PhD student - School Psychology
Susanna Kahnke, PhD student - Counseling Psychology
Rosemary Emordi, PhD Student - Counseling Psychology
Abby Foster, PhD student - School Psychology
Vanessa Henley, PhD - Counseling Psychology
Amanda (Cadle) Williams, PhD - Counseling Psychology
Gretchen Scheibel, PhD - Special Education
Jonathan Huffman, PhD student - Counseling Psychology
Maggie Brennan, PhD - Counseling Psychology
Alexis Mondragon, PhD - School Psychology
Ariel Everett, EdS - School Psychology
Kajsa Mullenix-Muhamad, MA - Education Technology
Amanda Lappin, PhD - Counseling Psychology
Bernadette Roberts, MA - Counseling Psychology
Belinda Kathurima, PhD - School Psychology
Jeaveen Neaderhiser, EdS - School Psychology
Blake Hansen, PhD - Applied Behavior Science
Rachel White, PhD - Applied Behavior Science
Raia Rosenbloom, PhD - Applied Behavior Science
Skyler Bellinger, PhD - School Psychology
Leslie Bross, PhD - Special Education
Carl Conklin, PhD - Applied Behavior Science
Emily Shumate, PhD - Applied Behavior Science
Junie Lazo, PhD - Applied Behavior Science
Kim Bessette, MA - Applied Behavior Science
Katie Harr, EdS - School Psychology
James Dunn, EdS - School Psychology
Abby Kittleson-Alfson, EdS - School Psychology
Paul Ingram, PhD - Counseling Psychology
Beth Zerr, EdS - School Psychology
Sean Burkett, EdS - School Psychology
Jamie McGovern, PhD - School Psychology
Chris Cullinan, EdS - School Psychology
Matt Grumbein, EdS - School Psychology
Julie Stopulos, EdS - School Psychology
Janna Skinner, PhD - Applied Behavior Science
Stephanie Lien-Thorne, PhD - Applied Behavior Science

Eric Hafner, EdS - School Psychology

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

Scheibel, G. (2022) *Translating Evidence-Based Practices into Usable Interventions: Self-Management Interventions for Students with Autism Spectrum Disorder*. (Chair: Kathleen N. Tuck, I provided mentorship and funding for the grant funded study). Doctoral Dissertation, Department of Special Education, University of Kansas.

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' classwork 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.

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

Overly, B. K. (Defended 2026). *The Effect of Class-Wide FIT on Middle School Students' On-Task Behavior in Career and Technical Education Classrooms.* Master's Thesis, Department of Counseling Psychology and Special Education, Brigham Young University.

Correa, A. N. (Defended 2025). *The Impact of Class-Wide FIT (CW-FIT) on Middle School Classrooms With Latinx English Language Learners.* Master's Thesis, Department of Counseling Psychology and Special Education, Brigham Young University.

Larsen, E. (Defended 2025). *Art of the Matter: The Effects of Class-Wide FIT in a Middle School Art Classroom.* Master's Thesis, Department of Counseling Psychology and Special Education, Brigham Young University.

Stanford, H. L. (Defended 2025). *Improving Student Behavior in Middle School Family and Consumer Sciences Classrooms: An Exploratory Study of CW-FIT Tier 1*. Master's Thesis, Department of Counseling Psychology and Special Education, Brigham Young University.

Johnstone, P. A. (2024). *The Effects of Class-wide Function-related Intervention Teams in a Self-contained Elementary Classroom for Students with Emotional or Behavioral Disorders.* Master's Thesis, Department of Counseling Psychology and Special Education, Brigham Young University.

Johnson, K. A. (2023). *Managing behavior in middle school special education classrooms using CW-FIT MS: A single subject study.* Master's Thesis, Department of Counseling Psychology and Special Education, Brigham Young University.

Warburton, E. J. (2022). *Class-wide Function-related Intervention Teams in middle school classrooms with English language learners: Effects and perceptions.* Master's Thesis, Department of Counseling Psychology and Special Education, Brigham Young University.

Xu, X. (2022). *The Effects of Technology-Based Self-Monitoring Intervention Package on Students' Off-Task Behavior and Homework Completion at Home*. (Chair: Brandi Simonsen). Doctoral Dissertation, Special Education, Neag School of Education, University of Connecticut.

Augustine, J. (2021). Increasing On-task Behavior Using the I-Connect Application at Home for an Individual with Autism. (Chair: Linda Garrison-Kane). Master's Thesis, Department of Special Education, Missouri State University.

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. (2020). *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		**Current Position**
Gabrielle Crowell	2025-2026	Current IES Post Doctoral Fellow
Lindsey Mirielli	2024-2026	Current IES Post Doctoral Fellow
Lindsay Rentschler	2023-2025	Assistant Research Professor- University of Kansas
Rebecca Hacker	2021-2023	Special Education Administration, Park Hill School District, Kansas City, MO
James Lee	2021-2022	Assistant Professor, Dept of Special Education, University of Texas
Stephen Crutchfield, Ph.D.	2013-2014	Associate Professor, California Polytechnic State-San Luis Obispo
Wendy Iwaszuk, Ph.D.	2012-2014	Senior Manager Learning and Development, Microsoft
Benjamin Mason, Ph.D.	2013-2014	Associate Professor, University of Missouri
Rose Mason, Ph.D.	2012-2013	Professor, University of Missouri

Carla Schmidt, Ph.D.	2010-2012	Former Clinical Assistant Prof, U of F
Marc Weeden, Ph.D.	2010-2011	Private Practice
Maura Linas, Ph.D.	2008-2009	Independent Consultant

Visiting Scholar

Pei-Yu Chen, PhD, 2019-2020, National Taipei University of Education, Taiwan. Conducted school-based research with Dr. Wills in Kansas City Schools.

SCHOLARLY PRESENTATIONS

Wills, H. (2025, October 26-31). Positive Behavior Supports to improve outcomes for individuals with intellectual disabilities. [Conference Invited Workshop]. 27th Conference of Asian Federation on Intellectual Disabilities. Taipei, Taiwan.

Wills, H., Williams, J. & Castle, C. (2025, October 13-15). *Rural Coaching & Training for Lasting Impact on Student Engagement.* [Conference Presentation]. National Forum to Advance Rural Education. Salt Lake City, UT, United States.

Scheibel, G. & Wills, H. (2025, Aug 5-6) *From Disruption to Engagement: Practical Classroom Management Strategies That Build Positive, Inclusive Classrooms.* Conference session presented at Maine Education Summit, Waterville, ME, United States.

Cohen, D., Sumi, C., Wills, H., & Williams, J. (2025, March 12-15). *Increasing Praise to Reprimand Ratios Under Real World Conditions Using CW-FIT.* [Conference session]. Association for Positive Behavior Supports 21st International Conference on Positive Behavior Support. St. Louis, MO, United States.

Helwig, M., Williams, J., & Wills, H.P. (2025, February 20-22). *From Surviving to Thriving: Transforming Your Classroom with 8 Effective Classroom Practices.* [Conference session]. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO, United States.

Cohen, D., Sumi, C., Wills, H., & Williams, J. (2025, February 18-21). *Using Implementation Supports to Enhance Sustainability and Scalability of CW-FIT.* [Conference presentation]. The National Association of School Psychologists, Seattle, WA, United States.

Wills, H. P. & Williams, J. (2024, September 22-24). Behavior management tools that effectively and efficiently support PBIS practices. [Conference session]. MO-CASE Special Education Administrator's Conference, Osage Beach, MO, United States.

Wills, H. P. (2024, September 15-16). A classroom engagement program: CW-FIT for Engagement and Behavior. [Invited Presentation] Iowa BEST Conference, Iowa City, Iowa, United States.

Wills, H. P. (2024, September). The power of praise: How the CW-FIT program has changed classrooms. [Invited Keynote]. Taiwan PBIS Conference, National Taiwan Normal University, Taipei, Taiwan.

Wills, H. P. (2024, September). Caring for individuals with developmental disabilities: Prevention and treatment of challenging behavior. [Invited Workshop]. Taipei, Taiwan.

Wills, H. P. (2024, September). Behavior, inclusion and skills. [Invited Presentation to 110 undergraduate education and special education students]. National University of Tainan, Taiwan.

Williams, J., Scheibel, G. & Wills, H.P. (2024, March 7-8). *Through the Tiers: Evidence-based behavior management tools for all students.* [Conference session]. Association for Positive

Behavior Supports 21st International Conference on Positive Behavior Support. Chicago, IL, United States.

Grasley-Boy, N., Williams, J., Haedo, A., Gage, N., & Wills, H. (2024, March 7-8). *The Evidence Behind CW-FIT and Increasing Implementation through Asynchronous Coaching.* [Conference session]. Association for Positive Behavior Supports 21st International Conference on Positive Behavior Support. Chicago, IL, United States.

Scheibel, G., Estrapala, S., & Wills, H. P. (2024, March 7-8). *Strategies to Scale Tier 2 Behavior Interventions and Supports Across Schools and Districts.* [Conference session]. Council for Exceptional Children Annual Conference. Louisville, KY, United States.

Scheibel, G., Estrapala, S., & Wills, H. P. (2024, February 22-23). *Strategies to Scale Tier 2 Behavior Interventions and Supports Across Schools and Districts.* [Conference session]. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO, United States.

Scheibel, G. & Wills, H. P. (2024, January 17-19). *Using Technology-Based Self-Monitoring to Support Attentional Needs for Students with ASD.* [Poster session]. Division on Autism and Developmental Disorders Annual Conference, Clearwater Beach, FL, United States.

Scheibel, G. & Wills, H. P. (2023, October 20). *How to Implement Efficient and Effective Self-Monitoring Interventions for Students with ASD.* [Conference session]. SUNY Center for Autism and Related Disorders Annual Conference, (Virtual Conference).

Scheibel G. & Wills, H. P. (2023, March 30-April 1). *How to Implement Efficient and Effective Self-Monitoring Interventions Using I-Connect* [Conference session]. Association for Positive Behavior Supports 20th International Conference on Positive Behavior Support. Jacksonville, FL, United States.

Scheibel G. & Wills, H. P. (2023, March 1-4). *Effective Use I-Connect to Implement Self-Monitoring Interventions and Monitor Progress* [Conference session]. Council for Exceptional Children Annual Conference. Louisville, KY, United States.

Scheibel G., Wills, H. P., & Spadoni, S. (2023, February 22-24). *Self-Monitoring Implementation Tips: How and When to Use I-Connect* [Poster session]. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO, United States.

Scheibel G., Wills, H. P., & Spadoni, S. (2023, February 7-10). *How to Implement Effective and Efficient Self-Monitoring Programs Using I-Connect* [Conference Session]. National Association of School Psychologist Annual Convention, Denver, CO, United States.

Scheibel G. & Wills, H. P. (2023, January 18-20). *Evidence for I-Connect: Translating Research into Practical Guidance for Educators* [Conference Session]. Division on Autism and Developmental Disorders Annual Conference, Clearwater Beach, FL, United States.

Williams, J., Wills, H. (2022, November 17-18). *Building your classroom management toolbox: Increase Praise and student engagement* [Conference session]. TECBD 2022, Tempe, AZ, United States.

Williams, J., Wills, H. (2022, September 25-27). *Unlocking the Power of Praise with CW-FIT* [Conference Presentation]. MO-CASE 2022 Ozarks, MO, United States.

Williams, J., Williams, A., Wills, H. (2022, February 23-25). *Managing Elementary and Middle School Classroom Behavior with Positive Reinforcement: The CW-FIT Program* [Conference session]. 40th Annual Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO, United States.

Scheibel, G. & Wills, H. P. (2022, February 17-19). *Using I-Connect in the Classroom: Step-by-Step Guidance* [Conference session]. 40th Annual Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO, United States.

Williams, J., Wills, H., Alter, P. (2022, January 16-19). *CW-FIT: A Classroom Management Program*

to Improve Positive Behavior School-Wide [Conference Presentation]. Council for Exceptional Children Annual Conference. Orlando, FL, United States.

Scheibel, G., Wills, H., & Augustine, J. (2021, July 19-22). *Using I-Connect to Target Learning Recovery, Social-Emotional and Behavioral Goals at Home and School [*Conference session]. Office of Special Education Programs Leadership & Director's Conference (Virtual conference).

Scheibel, G. & Wills, H. (2021, May 28-30). *I-Connect: Evidence for a Technology-Based Self-Management Intervention* [Conference session]. Association for Behavior Analysis International 47th Annual Convention. (Virtual conference).

Scheibel, G. & Wills, H. (2021, March 23-24). *Improving Student Outcomes with District or School-Wide Use of a Self-Monitoring Application and Intervention* [Conference session]. Missouri Council of Administrators of Special Education Spring Law & 5th Annual Collaborative Conference (Virtual conference).

Scheibel, G., Wills, H., & Mullenix-Mohammed, K. (2021, March 18-19). *I-Connect: A technology-based self-monitoring app* [Conference session]. American Council on Rural Special Educators. (Virtual conference).

Scheibel, G., Chen, P.Y., & Wills, H. (2021, March 17-19). *The Impact of a PBS Tier 2 Self-Management Intervention on Teacher-Student Relationships* [Conference session]. Association for Positive Behavior Supports 18th International Virtual Conference on Positive Behavior Support (Virtual conference).

Scheibel, G., Wills, H., Brady-Aly, K. & Haave, E. (2021, March 8-13). *Using Technology-based Self-Monitoring Interventions to Meet Diverse Learner Needs in General and Special Education Classrooms* [Conference session]. Council for Exceptional Children Annual Conference. (Virtual conference).

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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 May14th 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, United States.

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, United States.

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, United States.

Bross, L., Huffman., J., Watson, E., & Wills, H. (2019, February) *Increasing planning and calendaring 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, United States.

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, United States.

Bross, L. A., & Wills, H. P. (2019, February). *Instructional modules and telecoaching to increase planning and calendaring 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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

Caldarella, P., Larsen, R. A., Kamps, D. M., Wills, H. P., Wehby, J. H., (2017, April). *Effects of Class-wide Function-related Intervention Teams on students at-risk for emotional and*

behavioral disorders. Paper presented at the Council for Exceptional Children Annual Convention, Boston, MA.

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. United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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., United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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., United States.

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, United States.

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, United States.

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, United States.

Wills, H., Mason, B., Zerr, 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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

Wills, H. P. (2011, March). *The Class-wide Function-based Intervention Team Program.* Presentation at the Association for Positive Behavior Support, Denver, CO, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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., United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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., United States.

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, United States.

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, United States.

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., United States.

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, United States.

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, United States.

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, United States.

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, United

States.

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, United States.

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, United States.

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., United States.

Kamps, D., Wills, H., & Greenwood, C. (2008, June). *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., United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

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, United States.

SELECTED HONORS AND AWARDS FOR RESEARCH AND SERVICE

2023	Unsung Hero Service Award- Midwest Symposium for Leadership in Behavior Disorders.
2016	Friends of the Life Span Institute Investigator Award, University of Kansas
2014	Leading Light Award, University of Kansas

SERVICE

University of Kansas Service

Juniper Gardens Children's Project / Educational Psychology

2023-2024	Committee member for the Achievement and Assessment Institute Five Year Review.
2022-Present	School of Education and Human Sciences- Educational Psychology Personnel Committee
2023-Present	Juniper Gardens Children's Project Community Advisory Council
2022-2023	Search Committee for Juniper Gardens Children's Project Director
2022	Educational Psychology Department Sabbatical Review Committee

2011-2022	Chair- Dissemination Committee. This committee meets monthly and works to assist Investigators in the dissemination of products developed at Juniper Gardens Children's Project.
2020	Ambassador for OneDay OneKU
2008-Present	Post-Doc Mentor. Lead IES Post Doc Grants (Current Co-I Boyd) to mentor Post-Docs at Juniper Gardens.
2007-Present	Member- Personnel Committee. Advise on personnel issues and evaluation procedures.
2002-2006	Member- Technology Committee. This committee coordinated 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
2006-2008	Committee on Challenging Behavior Kansas State Department of Education,
2005-2007	PBS Work Group Member Kansas State Department of Education
2007-2010	Advisory Member of the District Level School-wide Positive Behavior Support Team, North Kansas City School District, KCMO
2008-2010	School Climate Chair for Midland Trail Elementary School's North Central Association Commission on Accreditation and School Improvement Team

Regional

Midwest Symposium for Leadership in Behavior Disorders (MSLBD)

2015-2021	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

International Service and Collaboration

2025	Taiwan: Invited Workshop at the Asian Federation for Intellectual Disabilities Conference, Taipei, Taiwan. Additional workshops in Hsinchu, Keelung, and Taoyuan.
2024	Taiwan: Conducted workshops, training staff working with individuals with developmental disabilities on Positive Behavior Supports
2023	France/Italy: Met with potential collaborators for grant work and to extend CW-FIT along with I-Connect in Europe.
2017	Taiwan: Conducted workshops, training teachers in classroom management.
2016-Present	Actively coordinate CW-FIT and I-Connect intervention support for over 30 countries (e.g., Belgium, France, Italy, Germany, Greece, Canada, Japan, Australia, and Taiwan) where they are implementing the interventions.

Review Panels

2023	Education and Innovation in Research Grant Reviewer
2021	Education and Innovation in Research Grant Reviewer
2015-2020	National Center for Intensive Interventions, American Institutes for Research,
2009-2015	State Stakeholder Review Panel: Office of Special Education and Rehabilitative Services
2015	National Science Foundation Review Panel