T. Chris Riley-Tillman
Dean, College of Education and Human Development
University of Missouri

Current Position

**11/21-current Dean of the College of Education and Human Development and
Joanne H. Hook Dean's Chair in Educational Renewal**

The University of Missouri is a leading research and land grant university and a
member of the Association of American Universities. The University has over
2000 faculty, 35,000 students and a budget of over 2.5 billion. At MU extension
is intertwined throughout all Colleges and Schools to truly serve the citizens of
Missouri as was intended when created in 1839.

Responsibilities: As Dean I am responsible for all academic, extension and
business operations of the College. Across six departments the College has 140
faculty, over 300 staff and over 2500 students. The College is home to the largest
collection of online programs at MU, as well as one of the largest undergraduate
programs (Teacher Education). It is also the third most research productive
College at MU in external grant funded research and second most productive in
book publishing. With a budget of over 55 million, over 35 of that is directly
related to research funding and extension and engagement work in every county
of Missouri.

Key Achievements:
- Developed the [Rural Education Initiative](#) to refocus the College on our
  traditional mission. This initiative includes three core components, rural
  focused educational and human development research, increased
  educational professional training with a rural focus, and expanded
  extension and engagement in all of the counties in Missouri.
- Led the largest faculty expansion in the history of the College from 96 in
  AY 2020-21 to 140 in the Fall of 2023. Over the past two years we have
  hired 40 new faculty to dramatically expand the educational, research,
  and extension impact of the College. These hires included the first tenure
  track extension faculty (with a focus on 4H) in the history of the College.
- Total research expenditures have increased from 23 million in FY21 to
  36.6 million in FY23. On our current trajectory will surpass 50 million in
  expenditures in less than three years.
- Launched the expansion of the MU Teacher Education program. The
  expansion is an online asynchronous pathway with the same faculty and
  curriculum as the on campus model. The expansion is expected to
  increase the undergraduate student population in the College by 75% in
  the next 5 years (from approximately 1200 to over 2100).

- Increased advancement support from under 1 million in annual support in FY21 to 6.7 million in the current FY to date. Much of the focus of philanthropic support has been directly related to the Rural Education Initiative.

Previous Leadership Positions at the University of Missouri

1/19-11/21: **Associate Provost of Faculty Affairs and Institutional Effectiveness, Office of the Provost, University of Missouri, Columbia MO.**

Responsibilities: When hired, I was one of the two Associate Provosts working with the Provost to move forward the academic and research mission of the university.   My role included responsibility for all elements of the faculty life cycle including hiring, promotion (and tenure if relevant), additional compensation, and retirement. I also served as the primary point of contact with our Faculty Council and organized and ran the Provost Office monthly meeting (which became weekly during the pandemic) with all of the University Department Chairs (80+). Finally, I worked with the UM System office in regard to all of faculty affairs and data (the MU Office of Institutional Research reported to me directly).

Key Achievements:
- Was a part of the core team leading pandemic planning. My specific role was to organize and Chair our weekly planning meeting with all Department Chairs. This meeting was the nexus of where any plans or ideas were vetted and implemented.
- Developed the framework for the 1.5 billion dollar [Mizzou Forward Initiative](). Mizzou Forward created an innovative university wide hiring system that has resulted in over 70 highly research productive faculty hires in the last 2 years (6 in the College of Education and Human Development).
- Led a university wide modernization and update of the promotion and tenure process and standards. This two-year process included the adoption of an online system to manage P&T, as well as a full update to every department P&T policy (most of which had not be updated for decades).   In addition, a parallel system was created for Professional Faculty Promotion. Finally, key procedures were made more consistent to increase equity in the process. Much of this work was done in unison with the MU Faculty Council and the Presidents Non-Tenure Track Standing Committee.
- In addition, led a University wide updating of all department and college/school workload policies. As with the P&T policies, most workload documents had not been updated for decades. The primary focus was to both modernize and add language about the specific value of both IDE related work and extension activities.

- Was responsible for all university faculty hiring and promotion processes including Co-Chairing the University Promotion and Tenure Committee.
- Worked closely with the NTT Standing Committee, Faculty Council and the MU system to change the Collective Rule and Regulations to dramatically increase the rights of Professional Track faculty at MU. Also worked with both faculty groups to alter the composition of Faculty Council to fully include Professional Faculty.

1/18-1/19: **Faculty Fellow for Institutional Effectiveness, Office of the Chancellor, University of Missouri, Columbia, MO.**

Responsibilities: At the onset, my primary role was to support the Chancellor and UM System President as we planned an institutional response to the crisis that followed the protests of 2015 and the firing of the then Chancellor, President and many other university leaders. By 2018 we were in a severe fiscal crisis due to massive decreases in state funding and a loss of over 33% of our annual freshman class. In this role I was tasked with developing a strategy to rebuild areas of strength, identify areas that needed less investment, and to consider organizational changes that would lead to efficiency. After the hiring of Provost Ramchand in June of 2018, my duties were expanded to include all of the above responsibilities of the Associate Provost of Faculty Affairs and Institutional Effectiveness.

Key Achievements:
- Developed the first University wide data system for departmental productivity review. This dashboard included metrics on teaching, research and engagement productivity from a variety of University and external data sources.
- Functioned as the Chancellor's point of contact for the university wide Program Review Task Force. This task force worked across the university and made recommendations about programs to invest in or potentially close. This program review process was the first to be truly data driven in the history of the university.

6/13-1/19: **Department Chair (previously titled Associate Division Director) of the Department of Educational, School and Counseling Psychology (ESCP), University of Missouri, Columbia, MO.**

Responsibilities: As Chair of ESCP, I coordinated academic affairs, implemented departmental policy, and conducted annual evaluations of departmental faculty and staff. I also managed the department budget and human resources in collaboration with appropriate College and University officials. The Department of Educational School and Counseling Psychology is one of the largest departments in the College of Education with over thirty full time faculty members, five staff members, seven post-

doctoral scholars, and over 500 students. As Chair, I managed an annual budget of over 6.5 million.

Key Achievements:
- ESCP's annual federal grant expenditures increased from around 500K in 2013 to over 4 million in 2018 when I left the Chair position.
- Led the expansion of online offerings from under 50 total students in 2013 to overall 500 in 2018. When I left the Chair role ESCP had the single largest online program at MU, a Masters of Positive Coaching with over 300 students enrolled annually.
- Worked with two researchers to create a department center called the Missouri Prevention Science Center. That center has grown into [University Center](#) that is the home of the National Center for Rural School Mental Health and over 75 million dollars in total grant expenditures.

Other Leadership Positions

1/11-5/11   Acting Chairperson, Psychology Department, East Carolina University, Greenville, NC.

2009-2011:   Associate Chairperson, Psychology Department, East Carolina University, Greenville, NC.

2008-2009:   Director of the School Psychology MA/CAS Program, East Carolina University, Greenville, NC.

Education

Doctor of Philosophy in School Psychology
Conferred July 1999
Syracuse University, Syracuse, New York

Master of Arts in Psychology
Conferred December 1996
Syracuse University, Syracuse, New York

Bachelor of Arts with a Psychology Major and a Philosophy Minor
Conferred May 1994
Ithaca College, Ithaca, New York

Academic Appointments

2013-Current: Professor with tenure, Department of Educational, School and Counseling Psychology, University of Missouri, Columbia, MO.

2011-2013:   Associate Professor with tenure, Department of Educational, School and

Counseling Psychology, University of Missouri, Columbia, MO.

2008-2011:   Associate Professor with tenure, Department of Psychology, East Carolina University, Greenville, NC.

2005-2008:   Assistant Professor, Department of Psychology, East Carolina University, Greenville, NC.

2005:   Associate Professor with tenure, Department of Psychological Studies in Education, Temple University, Philadelphia, PA.

1999-2005:   Assistant Professor, Department of Psychological Studies in Education, Temple University, Philadelphia, PA.

1998-1999:   Visiting Assistant Professor, Department of Psychology, Ithaca College, Ithaca, N.Y.

Significant Editorial Appointments

2011-2019   Editor of the Practical Intervention in the Schools Series published by Guilford Press
   - This book series is one of the largest collections of books focusing on intervention in schools (54 books to date)

2011-2016   Associate Editor for *School Psychology Quarterly*

2014-2015   Associate Editor for *Assessment for Effective Intervention*

Awards

   - Fellow of the Association of Psychological Science
   - Recipient of the 2017 Tom Oakland Mid-Career Research Award from Division 16 of the American Psychological Association
   - Fellow of Division 16 of the American Psychology Association
   - Invited member of the Society for the Study of School Psychology
   - Recipient of the 2010-2011 East Carolina University Five-Year Achievement for Excellence in Research/Creative Activity Award.
   - Department of Psychology 2010 Faculty Appreciation Award for Teaching, Research and Mentoring
   - Selected as an Mid-Career Scholar by the Society for the Study of School Psychology in 2010
   - Harriot College of Arts and Sciences College Research Award in 2006
   - Selected as an Early Career Scholar by the Society for the Study of School Psychology in 2003

Books

Chafouleas, S.M., Johnson, A.H., Riley-Tillman, T.C., & Iovino, E.A. (2021). *School-Based Behavior Assessment: Informing Prevention and Intervention (Second Ed.).* New York, NY: The Guilford Press.

Riley-Tillman, T.C., Burns, M. K. & Kilgus, S. (2020). *Evaluating Educational Interventions: Single-Case Design for Measuring Response to Intervention (Second Ed.).* New York, NY: The Guilford Press.

Burns, M.K., Riley-Tillman, T.C. & Rathvon, N. (2017). *Effective School Interventions, Third Edition: Evidence-Based Strategies for Improving Student Outcomes (Third Ed.).* New York NY: The Guilford Press.

Briesch, A.M., Chafouleas, S.M., Riley-Tillman, T.C. and Contributors (2016). *Direct Behavior Rating: Linking Assessment, Communication and Intervention.* New York NY: The Guilford Press.

Riley-Tillman, T.C., Burns, M. K., Gibbons, K. (2013). *Response To Intervention Applications Volume 2: Assessment, Design and Decision Making.* New York, NY: The Guilford Press.

Burns, M. K., Riley-Tillman, T.C. & VanDerHeyden, A. (2012). *Response To Intervention Applications Volume 1: Academic and Behavioral Interventions.* New York, NY: The Guilford Press.

Riley-Tillman, T.C. & Burns, M. K. (2009). *Evaluating Educational Interventions: Single-Case Design for Measuring Response to Intervention.* New York, NY: The Guilford Press.

Chafouleas, S.M, Riley-Tillman, T.C., & Sugai, G. (2007). *School-Based Behavior Assessment and Monitoring for Informing Instruction and Intervention.* New York, NY: The Guilford Press.

Website Development

2007-Current   Creator and core developer of the Evidence Based Intervention Network (ebi.missouri.edu) a nonprofit website that contains evidence-based intervention and assessment resources for educational professionals to use in their daily practice.
- The resources have been developed in collaboration with faculty and students from the University of Missouri, the University of Indiana, the University of Texas at Austin, Vanderbilt University, Duquesne University, the University of Connecticut, East Carolina University, Northeastern University and the University of Virginia.

- The EBI Network consistently has had over 500,000 page views by over 75,000 unique users a year.

Publications in Refereed Journals

1. Yu, H.H., Lupas, K.K., Chafouleas, S.M., McCoach, D.B., Fabiano, G.A., Riley-Tillman, T.C., Welsh, M.E., Volk, D.T. (2022). Timing and Frequency of Screening in Schools: A Latent Variable Analysis of Behavioral Stability Over Time. *Psychological Assessment. 34 (10).*

2. Sims, W.A., King, K.R., Reinke, W.M., Herman, K., Riley-Tillman, T.C. (2021). Development and Preliminary Validity Evidence for the Direct Behavior Rating-Classroom Management (DBR-CM). *Journal of Educational and Psychological Consultation 31(2).*

3. Kilgus, SP, Van Wie, MP, Sinclair, JS, Riley-Tillman, TC, Herman, K.C. (2019). *Developing a Direct Rating Behavior Scale for Depression in Middle School Students. School Psychology 34.*

4. Miller, F.G., Chafouleas, S.M., Welsh, M.E., Riley-Tillman, T.C., Fabiano, G.A. (2019). Examining the Stability of Social, Emotional, and Behavioral Risk Status: Implications for Screening Frequency. *School Psychology 34(1).*

5. Kilgus, S.P., Riley-Tillman, T.C., Stichter, J.P., Schoemann, A.M., Owens, S. (2019). Examining the Concurrent Criterion-Related Validity of Direct Behavior Rating–Single Item Scales with Students With Social Competence Deficits. *Assessment for Effective Intervention 33(2), 123-134.*

6. Miller, F.G. Johnson, A.H., Yu, H., Chafouleas, S.M., McCoach, D.B., Riley-Tillman, T.C., Fabiano, G.A., Welsh, M.E. (2018). Methods matter: A multi-trait multi-method analysis of student behavior. *Journal of School Psychology,68*, 53-72.

7. Sims, W. A., Riley-Tillman, C., & Cohen, D. R. (2017). Formative Assessment Using Direct Behavior Ratings: Evaluating Intervention Effects of Daily Behavior Report Cards. *Assessment for Effective Intervention, 43(1).*

8. Riley-Tillman, T. C., & Johnson, A. H. (2017). Current Advances and Future Directions in Behavior Assessment. *Assessment for Effective Intervention*, *42*(2), 77-80.

9. Kooken, J., Welsh, M. E., McCoach, D. B., Miller, F. G., Chafouleas, S. M., Riley-Tillman, T. C., & Fabiano, G. (2017). Test order in teacher-rated behavior assessments: Is counterbalancing necessary? *Psychological Assessment, 29*(1), 98-109.

10. Miller, F. G., Riley-Tillman, T. C., Chafouleas, S. M., & Schardt, A. A. (2017). Direct Behavior Rating instrumentation: Evaluating impact of scale formats. Assessment for Effective Intervention, 42(2).

11. Kilgus, S. P., Riley-Tillman, T. C., & Kratochwill, T. R. (2016). Establishing Interventions via a Theory-Driven Single Case Design Research Cycle. *School Psychology Review*, *45*(4), 477.

12. Hughes, E. M., Powell, S. R., Lembke, E. S., & Riley-Tillman, T. C. (2016). Taking the Guesswork out of Locating Evidence-Based Mathematics Practices for Diverse Learners. *Learning Disabilities Research & Practice*, *31*(3), 130-141

13. Stichter, J. P., Riley-Tillman, T. C., & Jimerson, S. R. (2016). Assessing, understanding, and supporting students with autism at school: Contemporary science, practice, and policy. *School Psychology Quarterly*, *31*(4), 443-449. doi:10.1037/spq0000184

14. Kilgus, S. P., Riley-Tillman, T. C., Stichter, J. P., Schoemann, A. M., & Bellesheim, K. (2016). Reliability of Direct Behavior Ratings - Social Competence (DBR-SC) data: How many ratings are necessary? *School Psychology Quarterly 31(3),* 431-42.

15. Johnson, A. H., Miller, F. G., Chafouleas, S. M., Riley-Tillman, T. C., Fabiano, G. A., & Welsh, M. E. (2016). Evaluating the technical adequacy of DBR-SIS in tri-annual behavioral screening: A multisite investigation. *Journal of School Psychology, 54*, 39-57. doi: 10.1016/j.jsp.2015.10.001

16. Berry Kuchle, L., Zumeta Edmonds, R., Danielson, L. C., Peterson, A. and Riley-Tillman, T. C. (2015), The Next Big Idea: A Framework for Integrated Academic and Behavioral Intensive Intervention. *Learning Disabilities Research & Practice*, 30: 150–158. doi:10.1111/ldrp.12084

17. Kilgus, S. P., Sims, W., von der Embse, N. P., & Riley-Tillman, T. C. (2015). Confirmation of models for interpretation and use of the Social and Academic Behavior Risk Screener (SABRS). *School Psychology Quarterly*, 0 (3), pp. 335-352.

18. Miller, F. G., Cohen, D., Chafouleas, S. M., Riley-Tillman, T. C., Welsh, M. E., Fabiano, G. A. (2015). A comparison of measures to screen for social, emotional, and behavioral risk. *School Psychology Quarterly*, 30(2), 184-192.

19. Chafouleas, S. M., Riley-Tillman, T. C., Jaffery, R., Miller, F. G., & Harrison, S. E. (2015). Preliminary investigation of the impact of a web-based module on Direct Behavior Rating accuracy. *School Mental Health* 7(2), 92-104.

20. Jaffery, R., Johnson, A.J., Riley-Tillman, T.C., Chafouleas, S.M., & Harrison, S.E. (2015). Using consensus building procedures with expert raters to establish comparison scores of behavior for Direct Behavior Rating. *Assessment for Effective*

Intervention, 40(4) 195-204.

21. Stichter, J. P., & Riley-Tillman, T. C. (2014). Considering Systematic Direct Observation After a Century of Research - Commentary on the Special Issue. *Behavioral Disorders*, *39*(4), 245-247.

22. Miller, F. G., Chafouleas, S. M., Riley-Tillman, T. C., Fabiano, G. A. (2014). Teacher perceptions of the usability of school-based behavior assessments. *Behavioral Disorders, 39*, 201-210.

23. Miller, F. G., Cohen, D., Chafouleas, S. M., Riley-Tillman, T. C., Welsh, M. E., & Fabiano, G. A. (2014). A Comparison of Measures to Screen for Social, Emotional, and Behavioral Risk. *School Psychology Quarterly*. http://dx.doi.org/10.1037/spq0000085

24. Harrison, S.E., Riley-Tillman, T.C., & Chafouleas, S.M. (2014). Direct behavior ratings: Considerations for rater accuracy. *Canadian Journal of School Psychology, 29,* 3-20.

25. Kilgus, S. P., Riley-Tillman, T. C., Chafouleas, S. M., Christ, T. J., & Welsh, M. E. (2014). Direct behavior rating as a school-based behavior universal screener: Replication across sites. *Journal of School Psychology*, *52*(1), 63-82. doi:10.1016/j.jsp.2013.11.002

26. Heilmann, J., DeBrock, L., & Riley-Tillman, T.C. (2013). Stability of Measures From Children's Interviews: The Effects of Time, Sample Length, and Topic. *American Journal of Speech-Language Pathology. 22,* 463-475.

27. Kilgus, S. P., Chafouleas, S. M., & Riley-Tillman, T. C. (2013). Development and initial validation of the Social and Academic Behavior Risk Screener for elementary grades. *School Psychology Quarterly. 28,* 210-226.

28. Christ, T.J., Nelson, P.M., Van Norman, E.R., Chafouleas, S.M., & Riley-Tillman, T.C. (2013). Direct Behavior Rating: An Evaluation of Time-Series Interpretations as Consequential Validity. *School Psychology Quarterly*.

29. Briesch, A. M., Kilgus, S. P., Chafouleas, S. M., Riley-Tillman, T. C., & Christ, T. J., (2013). The influence of alternative scale formats on the generalizability of data obtained from Direct Behavior Rating Single Item Scales (DBR-SIS). *Assessment for Effective Intervention, 38*, 127-133. doi:10.1177/1534508412441966

30. Chafouleas, S. M., Kilgus, S. P., Jaffery, R., Riley-Tillman, T. C., Welsh, M., & Christ, T. J. (2013). Direct Behavior Rating as a school-based behavior screener for elementary and middle grades. *Journal of School Psychology, 51*, 367-385. doi:10.1016/j.jsp.2013.04.002

31. Chafouleas, S.M., Jaffery, R., Riley-Tillman, T.C., Christ, T.J., & Sen, R. (2013). The Impact of Target, Wording, and Duration on Rating Accuracy for Direct Behavior Rating. *Assessment for Effective Intervention. 39*, 39-53

32. Methe, S. A., Kilgus, S. P., Nieman, C., & Riley-Tillman, T. C. (2013). Meta-analysis of addition and subtraction interventions in single case research: Does experimental control influence outcomes? *Journal of Behavioral Education, 21,* 230-253.

33. Briesch, A. M., Chafouleas, S. M., Neugebauer, S. R., & Riley-Tillman, T. C. (2013). Assessing influences on intervention use: Revision of the Usage Rating Profile. *Journal of School Psychology, 51,* 81-96.

34. Kilgus, S. P., Chafouleas, S. M., Riley-Tillman, T. C., & Welsh, M. (2012). Direct Behavior Rating Scales as Screeners: A Preliminary Investigation of Diagnostic Accuracy in Elementary Schools. *School Psychology Quarterly, 27,* 41-50.

35. Tomasula, J.L, Anderson, L.M., Littleton, H.L., & Riley-Tillman, T.C. (2012). The Association Between Sexual Assault and Suicidal Activity in a National Sample. *School Psychology Quarterly, 27,* 109-119.

36. Herman, K.C., Riley-Tillman, T.C, & Reinke, W.M. (2012). The Role of Assessment in a Prevention Science Framework. *School Psychology Review,* 41, 306-314.

37. Briesch, A. M., Kilgus, S. P., Chafouleas, S. M., Riley-Tillman, T. C., & Christ, T. J., (2012). The influence of alternative scale formats on the generalizability of data obtained from Direct Behavior Rating Single Item Scales (DBR-SIS). *Assessment for Effective Intervention,* **doi: 10.1177/1534508412441966.**

38. Chafouleas, S. M., Kilgus, S. P., Riley-Tillman, T. C., Jaffery, R., & Harrison, S. (2012). Preliminary evaluation of various training components on accuracy of Direct Behavior Ratings. *Journal of School Psychology*, **doi:10.1016/j.jsp.2011.11.007**

39. Riley-Tillman, T.C., & Reinke, W. (2011). Commentary on "Building Local Capacity for Training and Coaching Data-Based Problem Solving with Positive Behavior Intervention and Support Teams. *Journal of Applied School Psychology, 27*, 246-251.

40. Christ, T.J., Riley-Tillman, T.C., & Chafouleas, S.M. (2011). Direct Behavior Rating (DBR): An Evaluation of Alternative Definitions to Assess Classroom Behaviors. *School Psychology Review 40,* 181-199.

41. Briesch, A.M., Chafouleas, S.M., & Riley-Tillman, T.C. (2010). Generalizability and dependability of behavioral assessment methods: A comparison of systematic direct observation and Direct Behavior Rating. *School Psychology Review 39,* 408-421.

42. Riley-Tillman, T.C., Christ, T.J., Chafouleas, S.M., Boice, C. H., & Briesch, A.M. (2010). The impact of observation duration on the generalizability and dependability of Direct Behavior Ratings. *Journal of Positive Behavior Interventions*. doi:10.1177/1098300710361954

43. Chafouleas, S.M., Briesch, A.M., Riley-Tillman, T.C., Christ, T.J., & Kilgus, S.G. (2010). An Investigation of the Generalizability and Dependability of Direct Behavior Ratings (DBRs) to Measure Engagement and Disruptive Behavior of Middle School Students. *Journal of School Psychology, 48, 219-246.* doi:10.1016/j.jsp.2010.02.001

44. Christ, T. J., Riley-Tillman, T. C., Chafouleas, S. M., & Boice, C. H. (2010). Generalizability and dependability of Direct Behavior Ratings (DBR) across raters and observations. *Educational and Psychological Measurement.* doi:10.1177/0013164410366695

45. *Schlientz, M. D., Riley-Tillman, T. C., Briesch, A. M., Walcott, C. M., Chafouleas, S.M., (2009). The Impact of Training on the Accuracy of Direct Behavior Ratings (DBRs). *School Psychology Quarterly, 24*, 73-83. doi:10.1037/a0016255

46. Riley-Tillman, T.C., Methe, S.A., & Weegar, K. (2009). Examining the Use of Direct Behavior Rating Methodology on Classwide Formative Assessment: A Case Study. *Assessment for Effective Intervention, 34,* 224-230. doi:10.1177/1534508409333879

47. Christ, T.J., Riley-Tillman, T.C., & Chafouleas, S.M. (2009). Foundation for the Development and Use of Direct Behavior Rating (DBR) to Assess and Evaluate Student Behavior. *Assessment for Effective Intervention, 34,* 201-213. doi:10.1177/1534508409340390

48. Chafouleas, S.M., Riley-Tillman, T.C., & Christ, T.J. (2009). Direct Behavior Rating (DBR): An Emerging Method for Assessing Social Behavior within a Tiered Intervention System. *Assessment for Effective Intervention, 34,* 195-200. doi:10.1177/1534508409340391

49. Riley-Tillman, T. C., Chafouleas, S. M., Christ, T., Briesch, A. M., & LeBel, T.J. (2009). The impact of wording and inference on the accuracy of direct behavior rating scales (*DBR)*. *School Psychology Quarterly, 24,* 1-12. doi:10.1037/a0015248

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51. Chafouleas, S.M., Christ, T.J., & Riley-Tillman, T.C. (2009). Generalizability and dependability of scaling gradients on Direct Behavior Ratings (DBRs). *Educational and Psychological Measurement, 69,* 157-173. doi:10.1177/0013164408322005

52. Chafouleas, S. M., Riley-Tillman, T. C., Briesch, A. M., & Chanese, J. A. (2008). The Development and Validation of the Usage Rating Profile (URP). *Canadian Journal of School Psychology, 23,* 175-189. doi:10.1177/0829573508323989

53. Kelleher, C., Riley-Tillman, T.C, & Power, T.J. (2008). An Initial Comparison of Collaborative and Expert-Driven Consultation on Treatment Integrity. *Journal of Educational and Psychological Consultation, 18,* 294-324. doi:10.1080/10474410802491040

54. Methe, S.A. & Riley-Tillman, T.C. (2008). An Informed Approach to Selecting and Designing Early Mathematics Interventions. *School Psychology Forum, 2(3)*, 29-41.

55. Riley-Tillman, T.C., Chafouleas, S.M., & Eckert, T. (2008). Daily Behavior Report Cards and Systematic Direct Observation: An Investigation of the Acceptability, Reported Training and Use, and Decision Reliability among School Psychologists. *Journal of Behavioral Education. 17*, 313-327. doi:10.1007/s10864-008-9070-5

56. Riley-Tillman, T.C., Chafouleas, S.M., Sassu, K.A., Chanese, J.A.M., & Glazer, A.D. (2008). Examining the agreement of Direct Behavior Ratings and Systematic Direct Observation for on-task and disruptive behavior. *Journal of Positive Behavior Interventions, 10,* 136-143. doi:10.1177/1098300707312542

57. Damon, S., Riley-Tillman, T.C., & Fiorello, C. (2008). Comparing methods of identifying reinforcing stimuli in school consultation. *Journal of Educational and Psychological Consultation*, *18*, 31-53. doi:10.1080/10474410701864123

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Funded Research Grants

Co-Principal Investigator (Primary Investigator, Gandhi, A). *Measuring Implementation of Multi-*
Tiered Systems of Support (MTSS): Integrated MTSS Fidelity Rubric (IMFR). Funding Source: U.S. Department of Education Institute of Education Sciences R324N190007. Duration of funding (August 2019 to July 2024). Total amount funded: $3,998,026.

Co-Investigator (Primary Investigator, Reinke, W). *Enhancing the Capacity of Rural Schools to Identify, Prevent, and Intervene in Youth Mental Health Concerns: The National Center for Rural School Mental Health.* Funded source: U.S. Department of Education Institute of Education Sciences, (Research and Development) R305C190014. Duration of funding (August 2019 to July 2024). Total amount funded: $9,999,728.

Co-Principal Investigator (Primary Investigator: Reinke, W). *University of Missouri Interdisciplinary Postdoctoral Research and Training Program in the Education Sciences.* Funding source: U.S. Department of Education Institute of Education Sciences (Postdoctoral Program) R305B150028. Duration of funding *(July 2015 to June 2020).* Total amount funded: $699,562.

Co-Investigator (Primary Investigator: Thompson, A). *Evaluation of a Self-Monitoring Training Program for Elementary School Students (2015-2019).* Funding source: U.S. Department of Education Institute of Education Sciences, (Efficacy and Replication Trial) R305A150517. Duration of funding *(July 2015 to June 2019).* Total amount funded: $3,461,284.

Co-Investigator (Primary Investigator: Herman, K). *Evaluation of a Classroom Management Training Program for Middle School Teachers.* Funding source: Institute of Education Sciences of the United States Department of Education. Duration of funding July 2013 to June 2017. Total amount funded: $2,998,365

Co-Investigator (Primary Investigator: Stitcher, J). *Evaluating the Efficacy of the School-based Social Competence Intervention for Adolescents (SCI-A) with HFA.* Funding source: Institute of Education Sciences of the United States Department of Education. Duration of funding March 2012 to February 2016. Total amount funded: $2,896,933

Co-Principal Investigator (Primary Investigator: Chafouleas, S.M.). *Project VIABLE-II: Continued Validation of Direct Behavior Rating (DBR) as a behavior assessment method with utility in a problem-solving mode*l. Funding Source: US Department of Education, Institute for Education Sciences. Duration of Requested Funding: June 2010 to May 2015. Total amount funded 2,230,000.

Co-Principal Investigator (Primary Investigator: Chafouleas, S.M.). *Project VIABLE Supplement.* Funding Source: Institute of Education Sciences of the United States Department of Education. Duration of funding June 2008 to May 2010. Total amount funded: $165,000.

Co-Principal Investigator (Primary Investigator: Chafouleas, S.M.). *Project VIABLE: Validation of Instruments for Assessing Behavior Longitudinally and Efficiently.* Funding Source: Institute of Education Sciences of the United States Department of Education. Duration of funding June 2006 to May 2010. Total amount funded: $1,496,000.

Principal Investigator. *Project Tracking: Enhancing IEP Goal Development and Progress Monitoring through Professional Development.* Funding Source: East Carolina University College of Arts and Sciences. Duration of funding: June 2006 to July 2006. Total amount funded: $14,375.

Co-Principal Investigator (Primary Investigator: Swavely, J.). *The Implementation and*

Evaluation of a School-Based ESL Teacher-Training Model. Funding source: The Wachovia Foundation. Duration of funding: August 2004 to July 2005. Total amount funded: $230,000.

Co-Principal Investigator (Primary Investigator: Chafouleas, S.M.). *The Development and Validation of the Usage Rating Profile and the Perceived Usage Rating Profile.* Funding source: Society for the Study of School Psychology. Duration of funding: August 2004 to July 2005. Total amount funded: $11,500.

Co-Principal Investigator (Primary Investigator: Chafouleas, S.M.). *The acceptability of brief functional analysis in reading: An investigation of the effects of training on practicing school psychologists.* Funding source: Society for the Study of School Psychology. Duration of funding: August 2001 to July 2002. Total amount funded: $12,758.