

Curriculum Vita

Prepared: September 20, 2023

Personal Information

Name: Kevin S. Sutherland
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Licensure

Virginia – Emotional Disturbance and Learning Disabilities
 Michigan – Emotional Impairment and Learning Disabilities

Education

2000 Ph. D., Special Education, Vanderbilt University
 1994 M. Ed., Special Education, College of William and Mary
 1989 B. A., History, Wake Forest University

Academic Appointment and Other Significant Work Experience (2006-Present)

2011-Present Professor, Graduate Faculty, School of Education, Virginia Commonwealth University, Richmond, Virginia.
 2022-2025 Co-Principal Investigator, “Distilling Practice Elements for School-Based Practices and Programs That Improve Social and Behavioral Outcomes: A Meta-Analysis,” Institute of Education Sciences.
 2021-2026 Co-Investigator, “Effectiveness Study of BEST in CLASS,” Institute of Education Sciences.
 2021-2025 Co-Investigator, “Developing and Validating a Technically Sound and Feasible Self-Report Measure of Teachers’ Delivery of Common Practice Elements,” Institute of Education Sciences.
 2020-2024 Co-Principal Investigator, “Multilevel Determinants of Implementation and Sustainment in the Education Sector,” National Institute of Mental Health.
 2019-2020 Translational Research Fellow, VCU Center for Public Policy, Virginia Commonwealth University, Richmond, VA.
 2018-2022 Principal Investigator, “A Conceptual Replication of BEST in CLASS: An Efficacy Study of BEST in CLASS-Elementary,” Institute of Education Sciences, Social and Behavioral Context for Learning Research Grants.

- 2016-2019 Co-Principal Investigator, “BEST in CLASS-Web,” Institute of Education Sciences, Social and Behavioral Outcomes to Support Learning Research Grants.
- 2015-2018 Principal Investigator, “BEST in CLASS-Elementary: A Preventative Classroom-based Intervention Model,” Institute of Education Sciences, Social and Behavioral Context for Learning Research Grants.
- 2015-2018 Co-Investigator, “Evaluation of the Effectiveness and Sustainability of the Olweus Bullying Prevention Program in Increasing School Safety for Urban Low-Income Middle Schools,” National Institute of Justice.
- 2014-2018 Co-Principal Investigator, “Development and Validation of Treatment Integrity Measures of Classroom-Based Instructional Interventions in Early Childhood Settings,” Institute of Education Sciences, Early Learning Programs and Policies.
- 2013-Present Director, Special Education and Disability Policy Ph. D. Program, Virginia Commonwealth University, Richmond, Virginia.
- 2011-2015 Affiliate Faculty, Social Dynamics and Special Populations Research Program, Pennsylvania State University, State College, PA.
- 2011- Present Consultant, National Center for Students with Disabilities Who Require Intensive Interventions, American Institutes for Research, Washington, D. C.
- 2011-2015 Co-Principal Investigator, “Efficacy of the BEST in CLASS Intervention for Young Children at High Risk for Emotional and Behavioral Disorders,” Institution of Education Sciences. Serious Behavior Disorders Special Education Research.
- 2011-2014 Member, Implementation and Fidelity Workgroup, Academic Centers of Excellence in Youth Violence Prevention, Centers for Disease Control and Prevention, Atlanta, GA.
- 2006-2011 Associate Professor, Graduate Faculty, School of Education, Virginia Commonwealth University, Richmond, Virginia.
- 2010-2015 Co-Investigator, Co-Director, School Intervention, “Clark-Hill Institute for Positive Youth Development,” Centers for Disease Control and Prevention, Academic Centers of Excellence in Youth Violence Prevention.
- 2010-2013 Co-Investigator, “Promoting Social, Emotional, and Behavioral Competence in Adolescents with Disabilities: A School-wide Inclusive Violence Prevention Model,” Institution of Education Sciences. Social and Behavioral Outcomes to Support Learning Special Education Research (IES Grant R324A100160).
- 2007-Present Research Faculty, Clark-Hill Institute for Positive Youth Development, Department of Psychology, Virginia Commonwealth University, Richmond, Virginia.
- 2008-2011 Co-Principal Investigator, “Promoting Social, Emotional, and Behavioral Competence in Young High-Risk Children: A Preventative Classroom-based Early Intervention Model,” Institution of Education Sciences. Serious Behavior Disorders Special Education Research (IES Grant R324A080074-01).
- 2006 Visiting Professor, Carl Von Ossietzky Universität, Oldenburg, Germany.
- 2006-2009 Co-Investigator, “Promoting Health of Youth with Disabilities through Violence Prevention Efforts,” Centers for Disease Control and Prevention. Intervention Research Grants to Promote the Health of People with Disabilities (CDC Grant 1 R01 DD000110-01).

Academic Appointment and Other Significant Work Experience (1990-2004)

- 2004-2008 Co-Principal Investigator, “Reducing Severe Problem Behaviors in Schools”, U.S. Department of Education, Office of Special Education and Rehabilitative Services. Research and Innovation Grant (OSEP Grant 324P040013).
- 2004-2008 Principal Investigator, “Utilizing Partnerships to Train and Retain Teachers of Students with Emotional Disturbance,” U.S. Department of Education, Office of Special Education and Rehabilitative Services. Masters Training Grant (OSEP Grant H 325 H 040048).
- 2004-Present Consultant, National Research Center on Rural Education Support, University of North Carolina at Chapel Hill (Principal Investigator, Dr. Thomas Farmer)
- 2003-2010 Faculty, Virginia Leadership Excellence in Neurodevelopment Disabilities (VA-LEND) Project, Virginia Commonwealth University.
- 2001-2002 Core Faculty Member, Center for the Study and Prevention of Youth Violence, Virginia Commonwealth University.
- 2000-2006 Assistant Professor, Graduate Faculty, School of Education, Virginia Commonwealth University, Richmond, Virginia.
- 2000-2004 Consultant, Project CLASS (Cooperative Learning and Social Skills; Principal Investigator, Dr. Joseph Wehby).
- 1999-2000 Student Investigator, “Peer-coaching and self-monitoring as interventions for increasing the rates of praise of teachers of students with emotional and behavioral disorders, and the relationship between teacher praise and students’ opportunities to respond”, U. S. Department of Education, Office of Special Education and Rehabilitative Services. Student Initiated Research. (OSEP Grant H324B990040).
- 1998-2000 University Supervisor of graduate-level student teachers at Vanderbilt University, Nashville, Tennessee.
- 1999 Teaching Assistant of Introduction to Exceptionalities with Dr. Joseph Wehby at Vanderbilt University, Nashville, Tennessee.
- (Spring)
- 1999-2000 Consultant to the Vanderbilt School-Based RECAP (Reaching Educators, Children, and Parents; Principal Investigator, Dr. Bahr Weiss).
- 1997-1999 Graduate Research Assistant to Dr. Joseph Wehby of Vanderbilt University in Nashville, Tennessee on the Behavioral Disorders and Transition Leadership Training Grant through the U.S. Department of Education.
- 1996-1997 Special Education Teacher Learning Disabilities – Grades 5-8 at Milan Middle School, Milan, Michigan.
- 1997 Tutor for student with emotional and behavioral disorders learning disabilities, and intellectual disabilities in Milan, Michigan.
- (Summer)
- 1994-1996 Special Education Teacher Emotional Disturbance – Self-contained classroom for Grades K-7 at Check School, Floyd County, Virginia.
- 1995-1996 Child Study Team Chairperson at Check School in Floyd County, Virginia.
- 1995-1996 Behavioral Specialist at Check School in Floyd County, Virginia.
- 1990-1993 Teacher-Counselor at Wright School in Durham, North Carolina, a residential treatment center for children with emotional and behavioral disorders.

Courses Taught

- Grant Writing in Special Education and Other Social Sciences. SEDP 708 (Graduate Level). Virginia Commonwealth University.
- Literature Reviews in Special Education and Other Social Sciences. SEDP 709 (Graduate Level). Virginia Commonwealth University.
- Classroom Management and Behavior Support of Students with Disabilities. SEDP 631 (Graduate Level). Virginia Commonwealth University.
- Foundations of Educational Research and Doctoral Scholarship II. EDUS 703 (Graduate Level; Co-taught with Stemhagen). Virginia Commonwealth University.
- Interactive Strategies in Teaching. EMOD 603 (Graduate Level). Virginia Commonwealth University.
- Using Behavior Assessment Data to Improve Academic Achievement and Classroom Behavior. (Seminar). Carl Von Ossietzky Universität, Oldenburg, Germany.
- Designing, Funding, and Conducting Research in Special Education. TEDU 708 (Graduate Level). Virginia Commonwealth University.
- Teaching Students with Emotional Disturbance. EMOD 501 (Graduate Level). Virginia Commonwealth University.
- Behavior Management of Students with Disabilities. TEDU 631 (Graduate Level). Virginia Commonwealth University.
- Internship: Emotional Disturbance. EMOD 700 (Graduate Level). Virginia Commonwealth University.
- Topic: Leadership in Developmental Disabilities. IDDS 691 (Graduate Level). Virginia Commonwealth University.
- Internship: Learning Disabilities. SELD 700 (Graduate Level). Virginia Commonwealth University.
- Practicum: Emotional Disturbance. TEDU 310. Virginia Commonwealth University.
- MC2: Mentoring Competent Colleagues Institute. Virginia Commonwealth University.
- Working with the Student Teacher. TEDU 501 (Graduate Level). Virginia Commonwealth University.
- Advanced Procedures in Classroom Management for Students with High Incidence Disabilities. SPED 3860 (Graduate Level). Vanderbilt University.

Dissertation Committees Chaired

Kenya Williams (Special Education, graduated 2015; Distinguished Dissertation Award)

Taryn Goodwin (Special Education; graduated 2018)

Rachel Kunemund (Special Education; graduated 2019)

Shannon Nemer (Special Education; graduated 2019)

Robin Pelt (Special Education; graduated 2020)

Toshna Pandey (Special Education; graduated 2021)

Brittany Sterrett (Special Education; graduated 2020)

Nicole Peterson (Special Education; graduated 2022)

Peter Temple (Special Education; graduated 2022)

Ashley Morse (Special Education)
Kasey Dye (Special Education; graduated 2023)

Dissertation Committees

Carol Schall (graduated, 2003)
Bill Fuller (graduated, 2003)
Norman Geller (graduated, 2005)
Tiffany Hinton (Psychology; graduated, 2009)
Christina Bartholomew (graduated, 2007)
James Frye (graduated, 2010)
Susan Flemmons (Education; graduated 2016)
Kelly Pugh (Psychology; graduated 2012)
Edwin Achola (Special Education; graduated 2013)
Joy Engstrom (Special Education; graduated 2014)
Emily Snead (Education)
Cassidy Arnold (Psychology, graduated 2015)
Lisa Ulmer (Psychology; graduated 2014)
Andrea Molzhon (Psychology; graduated 2016)
Sarah Doyle (Psychology; graduated 2016)
Ben Rosen (Psychology; graduated 2016)
Meera Mehtaji (Special Education; graduated 2017)
Irina Cain (Special Education; graduated 2017)
Kim McKnight (Educational Psychology; graduated 2017)
Heather Coleman (Special Education; graduated 2018)
Krystal Thomas (Psychology; graduated 2019)
Zoe Smith (Psychology; graduated 2019)
Evandra Catherine (Special Education; graduated 2019)
Whitney Ham (Special Education; graduate, 2022)
Kathryn Behrhorst (Psychology; graduated 2020)
Maria Hugh (Educational Psychology; University of Minnesota; graduated 2020)
Alyssa Van Camp (Special Education; Vanderbilt University; graduated 2021)
Michelle Thompson (Special Education; graduated 2021)
Thomas Engell (Institute of Psychology, University of Oslo, Norway; graduated 2021)
Cathrin Green (Psychology; graduate 2023)
Joanna Mah Tjun Lyn (Faculty of Education, University of Malaya, Kuala Lumpur; graduated 2021)
Jennifer Murphy (Social Work graduated 2023)
Katrina Markowicz (Psychology)
Nicole Torres (Counselor Education)
Jarrod Hobson (Special Education)
Carine Leslie (Psychology)

Ed.D. Capstone Committee

Erin Degnan Sturgis (Educational Leadership; graduated 2022)

Thesis Committees

Holly Grant (English; graduated, 2004)
 Layla Esposito (Psychology)
 Geri Lotze (Psychology; graduated, 2006)
 Kari Morgan (Psychology; graduated 2008)
 Kelly Pugh (Psychology; graduated 2009)
 Denicia Titchner (Psychology; graduated 2011)
 Lisa Ulmer (Psychology; graduated 2012)
 Katherine Taylor (Psychology; graduated 2012)
 Melissa Dvorsky (Psychology; graduated 2015)
 Stephen Molitor (Psychology; graduated 2016)
 Megan Carlson (Psychology; graduated 2016)
 Elizaveta Bourchtein (Psychology; graduated 2016)
 Kathryn Behrhorst (Psychology; graduated 2017)
 Selamawit Hailu (Psychology; graduated 2018)
 Katrina Markowicz (Psychology)
 Stephanie Violante (Psychology)
 Cathrin Green (Psychology; graduated 2019)
 Mallory Stephenson (Psychology; graduated 2020)
 Carine Leslie (Psychology; graduated 2020)
 Mayra Ramos (Psychology; graduated 2021)
 Navneet Kaur (Psychology; graduated 2023)

Undergraduate Honors Thesis

Nikita Cotzias (Psychology; graduated 2017)

Comprehensive Examination Committees

Caren Putzu (Social Work, 2013)

Qualifying Exam Committees

Jennifer Murphy (Social Work, 2021)

Membership in Organizations and Societies

1997-Present Council for Exceptional Children
 Council for Children with Behavioral Disorders
 2000-Present CEC, Division for Research
 CEC, Division of Teacher Education
 2006-Present American Educational Research Association
 2013-Present Society for Prevention Research
 2016-Present Society for Research on Educational Effectiveness

Editorial Activity

1999– 2001	Ad hoc Reviewer, <i>Journal of Applied Behavior Analysis</i>
2000– 2004	Ad hoc Reviewer, <i>Behavioral Disorders</i>
2001– Present	Consulting Editor, <i>Journal of Child and Family Studies</i>
2001	Ad hoc Reviewer, <i>Focus on Autism and Other Developmental Disabilities</i>
2003 – Present	Consulting Editor, <i>Journal of Emotional and Behavioral Disorders</i>
2003 – 2009	Associate Editor, <i>Journal of Child and Family Studies</i>
2004 – 2007	Consulting Editor, <i>Behavioral Disorders</i>
2006	Ad hoc Reviewer, <i>Research in Developmental Disabilities</i>
2007 – 2011	Associate Editor, <i>Behavioral Disorders</i>
2007	Ad hoc Reviewer, <i>Journal of Applied Behavior Analysis</i>
2007 – 2009	Ad hoc Reviewer, <i>Journal of Clinical Child and Adolescent Psychology</i>
2008	Ad hoc Reviewer, <i>Journal of International Special Needs Education</i>
2009	Ad hoc Reviewer, <i>Exceptionality</i>
2010-2017	Consulting Editor, <i>Teacher Education and Special Education</i>
2010	Ad hoc Reviewer, <i>Remedial and Special Education</i>
2010-2011	Ad hoc Reviewer, <i>Assessment for Effective Intervention</i>
2010-2015	Associate Editor, <i>Insights on Learning Disabilities</i>
2011	Ad hoc Reviewer, <i>Education and Treatment of Children</i>
2011	Ad hoc Reviewer, <i>American Journal of Orthopsychiatry</i>
2011-2014	Co-Editor, <i>Behavioral Disorders</i>
2011	Ad hoc Reviewer, <i>European Journal of Psychology of Education</i>
2012	Ad hoc Reviewer, <i>Exceptional Children</i>
2012	Ad hoc Reviewer, <i>Education and Treatment of Children</i>
2013	Ad hoc Reviewer, <i>Journal of Clinical Child and Adolescent Psychology</i>
2013	Ad hoc Reviewer, <i>Early Education and Development</i>
2013	Ad hoc Reviewer, <i>Exceptionality</i>
2014	Ad hoc Reviewer, <i>Journal of Abnormal Child Psychology</i>
2014	Ad hoc Reviewer, <i>Behavior Therapy</i>
2014	Ad hoc Reviewer, <i>Prevention Science</i>
2014	Ad hoc Reviewer, <i>Remedial and Special Education</i>
2014-Present	Consulting Editor, <i>Behavioral Disorders</i>
2015	Ad hoc Reviewer, <i>Journal of Educational Psychology</i>
2015	Ad hoc Reviewer, <i>Educational Psychology</i>
2015-Present	Consulting Editor, <i>Insights on Learning Disabilities</i>
2015	Ad hoc Reviewer, <i>The Australian Educational Researcher</i>
2015	Ad hoc Reviewer, <i>Assessment for Effective Intervention</i>
2015	Ad hoc Reviewer, <i>Behavioral Disorders</i>
2015	Ad hoc Reviewer, <i>Behavior Therapy</i>
2015	Ad hoc Reviewer, <i>Journal of Positive Behavior Interventions</i>
2015	Ad hoc Reviewer, <i>Journal of Behavioral Education</i>
2016	Ad hoc Reviewer, <i>Assessment for Effective Intervention</i>
2016	Ad hoc Reviewer, <i>Prevention Science</i>
2016	Ad hoc Reviewer, <i>Exceptional Children</i>

2016	Ad hoc Reviewer, <i>Elementary School Journal</i>
2016	Ad hoc Reviewer, <i>Advances in School Mental Health Promotion</i>
2016	Ad hoc Reviewer, <i>Behavior Therapy</i>
2016	Ad hoc Reviewer, <i>Early Education and Development</i>
2016	Ad hoc Reviewer, <i>Journal of Research on Educational Effectiveness</i>
2016	Ad hoc Reviewer, <i>Journal of Behavioral Education</i>
2016-present	Associate Editor, <i>School Mental Health</i>
2017	Ad hoc Reviewer, <i>Journal of Positive Behavioral Interventions</i>
2017	Ad hoc Reviewer, <i>Early Education and Development</i>
2017	Ad hoc Reviewer, <i>Journal of Children's Services</i>
2018	Ad hoc Reviewer, <i>Learning Disabilities Research and Practice</i>
2018	Ad hoc Reviewer, <i>Prevention Science</i>
2018	Ad hoc Reviewer, <i>Journal of Educational Psychology</i>
2019	Ad hoc Reviewer, <i>Prevention Science</i>
2019	Ad hoc Reviewer, <i>Journal of Child and Family Studies</i>
2019	Ad hoc Reviewer, <i>Early Childhood Research Quarterly</i>
2019	Ad hoc Reviewer, <i>Journal of Positive Behavior Interventions</i>
2020	Ad hoc Reviewer, <i>Early Childhood Research Quarterly</i>
2020	Ad hoc Reviewer, <i>Journal of School Psychology</i>
2020	Ad hoc Reviewer, <i>Journal of Positive Behavior Interventions</i>
2020	Ad hoc Reviewer, <i>Journal of Clinical Child and Adolescent Psychology</i>
2021	Guest Editor, <i>School Mental Health</i>
2021	Ad hoc Reviewer, <i>Journal of Positive Behavior Interventions</i>
2022	Ad hoc Reviewer, <i>Remedial and Special Education</i>
2022	Ad hoc Reviewer, <i>Journal of Positive Behavior Interventions</i>
2022	Ad hoc Reviewer, <i>Journal of Early Intervention</i>
2022	Ad hoc Reviewer, <i>Exceptional Children</i>
2023	Ad hoc Reviewer, <i>Journal of Early Intervention</i>
2023	Ad hoc Reviewer, <i>Exceptional Children</i>

Community/Professional Service/Consultations

2024	<u>Panel Member</u> , What Works Clearinghouse Practice Guide on School-Based Behavior Interventions. Abt Associates.
2022-2023	<u>Panel Member</u> , What Works Clearinghouse Practice Guide on Assisting Students Struggling with Behavior in Grades K-5. Abt Associates.
2021-2024	<u>Advisory Board Member</u> , Dr. Katherine Zimmerman (University of Kansas) Early Career Development Award, Institute of Education Sciences.
2021	<u>Consultant</u> , Richmond City Parks and Recreation Before and After School Program, Richmond, VA.
2020	<u>Panel Member</u> , Identification and Selection of Implementation Strategies to Increase Measurement-Based Care in School Mental Health, Yale University School of Medicine, New Haven, CT.

- 2019-2022 Panel Member, What Works Clearinghouse Practice Guide on Supporting Prosocial Behavior in the Elementary School Grades, 2M Research, Washington, D.C.
- 2019 Proposal Reviewer, Social Sciences and Humanities Research Council of Canada.
- 2018 External reviewer, Baker Fund Grant Award, Ohio University, Athens, OH.
- 2018-2019 Co-Chair, Services Committee, Peter Paul Development Center, Richmond, VA.
- 2018-present Consultant, Boscoville Youth Services, Montreal, Quebec.
- 2018 Panel Member, Crafting and Implementing High-Quality Pilot or Small-Scale Studies, Early Career Prevention Network, Society for Prevention Research, Washington, DC.
- 2018 Reviewer, Programme Council for Practice-oriented Research (PPO), Netherlands Organization for Scientific Research.
- 2017-2019 Member, Research and Internship Committee, National Center for Leadership in Intensive Intervention.
- 2017 Expert Reviewer, Interdisciplinary Research Leaders Program, Robert Wood Johnson Foundation.
- 2016-2019 Principal Member, Social and Behavioral Research Scientific Panel, Institute of Education Sciences.
- 2016 External reviewer, Research Council KU Leuven, University of Leuven, Belgium.
- 2015-2016 Grant Reviewer, Social and Behavioral Research Scientific Panel, Institute of Education Sciences.
- 2015 Panel Member, School-Family Partnerships from PreK-12: Challenges and Opportunities in Developing School-Based Interventions, Institute of Education Sciences Project Director's Meeting. Washington, DC.
- 2015 Panel Member, Paper Tigers Film Screening, Greater Richmond SCAN (Stop Child Abuse Now), Richmond, VA.
- 2015-Present Member, Advisory Board, Milk River Arts, Richmond, VA.
- 2015-2018 Member, Advisory Board, Empowering Teachers with Low-Intensity Strategies to Support Instruction II Project, Clemson University, Clemson, S.C.
- 2014-Present Reviewer, Society for Prevention Research Abstract Review.
- 2013 Expert, U. S. Department of Justice, Civil Rights Division.
- 2013-2019 Member, Board of Directors, Peter Paul Development Center, Richmond, VA.
- 2011-2013 Member, American Psychological Association Interdivisional Task Force for Children with Serious Emotional Disturbance and Their Families.
- 2010-2013 Member, At-Risk Advisory Committee, St. Joseph's Villa, Richmond, VA.
- 2010 Consultant, Center for Developmental Science, University of North Carolina, Chapel Hill, NC.
- 2009 Proposal Reviewer, Social Sciences and Humanities Research Council of Canada.
- 2009 Member, Advisory Board, Project PREP. Virginia Commonwealth University, Richmond, VA.
- 2008 Proposal Reviewer, 2009 Council for Exceptional Children Convention (Council for Children with Behavior Disorders Division).
- 2007-2008 Consultant, Office of the State Superintendent of Education, Washington, D.C.
- 2007 Consultant, New York State Office of the Inspector General, Albany, N.Y.
- 2007-2013 Consultant, Peter Paul Development Center, Richmond, VA.

- 2007 Proposal Reviewer, 2008 Council for Exceptional Children Convention (Council for Children with Behavior Disorders Division).
- 2007 Grant Reviewer, German-Israeli Foundation for Scientific Research and Development.
- 2006 Member, Program Committee, International Special Education Conference.
- 2006-2010 Member, Professional Advisory Board, Learning Disabilities Association of Virginia.
- 2006-2007 Expert for Court Monitor, *U.S. vs. State of California*.
- 2005 Member, Search Committee for Curriculum Specialist, Child Development Center, Virginia Commonwealth University.
- 2004 Consultant, Juvenile Court Drug Program, Richmond Department of Juvenile Justice Systems, Richmond, VA.
- 2004 Consultant, Exceptional Orchestra, Richmond, VA.
- 2003-2004 Co-Chair, Restraint and Seclusion Guidelines Committee, Virginia State Special Education Advisory Committee
- 2003 Grant Reviewer, Classroom Practitioner Support Program, Council for Children with Behavioral Disorders Foundation.
- 2003 Task Force, Safe and Drug Free Schools, Virginia Department of Education, and The Center for School-Community Collaboration, Virginia Commonwealth University
- 2003 Consultant, Fulton Complete Community School, Richmond, VA
- 2002 Reviewer, Paraprofessional Guide, Virginia State Department of Education.
- 2001- 2005 Executive Committee, Virginia State Special Education Advisory Committee
- 2001- 2005 Behavioral Consultant, School of Performing Arts for the Richmond Community (SPARC), Richmond, Virginia
- 2000-2001 Volunteer, Reid Elementary School, Richmond, Virginia.
- 1997 Behavioral Consultant, Mary Munford Elementary School, Richmond, Virginia.
- 1998-1999 Staff trainer for bachelor's level individuals placed as teaching assistants in self-contained classrooms for students with emotional and behavioral disorders in Metro Nashville, Tennessee public schools by the community mental health clinic at Vanderbilt University.
- 1999-2001 Volunteer in two self-contained classrooms for students with emotional and behavioral disorders at Johnson Middle School in Nashville, Tennessee.
- 2000-2002 Consultant for foster families of children with emotional and behavioral disorders in Floyd and Montgomery Counties, Virginia.
- 1995 Coach of the sixth and seventh grade basketball team at Check School in Floyd County, Virginia.

Awards

- 2016 Outstanding Community Engagement Award, Virginia Commonwealth University School of Education, Richmond, VA.
- 2015 Award of Excellence, Virginia Commonwealth University School of Education, Richmond, VA.
- 2010 Distinguished Scholarship Award, Virginia Commonwealth University School of Education, Richmond, Virginia.

- 2005 Distinguished Scholarship Award, Virginia Commonwealth University School of Education, Richmond, Virginia.
- 1999 John Merck Scholar – provides support for up to two years for doctoral candidates in Psychology, Human Development, and Education at Peabody College doing research in emotional development or mental retardation.
- 1998 Doctoral Scholarship – presented by the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.

Grant Activity

Peer-coaching and self-monitoring as interventions for increasing the rates of praise of teachers of students with emotional and behavioral disorders, and the relationship between teacher praise and students' opportunities to respond. U. S. Department of Education, Office of Special Education and Rehabilitative Services. Student Initiated Research. (OSEP Grant H324B990040; \$19,820).

Role: Student Investigator

Role in preparation: Co-Author

Maximizing the effectiveness of cooperative learning for students with emotional/behavioral disorders through the assessment and instruction of social skills deficits: Project CLASS. U.S. Department of Education, Office of Special Education and Rehabilitative Services. Directed Research Projects (\$540,000).

Role: Consultant

Role in preparation: Co-Author

The effect of increased rates of opportunities to respond to academic requests on the classroom behavior of students with emotional disturbance. Virginia Commonwealth University, School of Education. Faculty Minigrant (\$500).

Role: Principal Investigator

Role in preparation: Author

Teacher-to-Teacher: Clinical faculty mentoring pre-service and beginning teachers. Virginia Department of Education. (\$31,000).

Role: Co-Investigator (with J. Fox)

Role in preparation: Co-Author

On-line Special Education Instructional Modules. Great Cities Universities. (\$17,000).

Role: Co-Investigator (with J. Fox)

Role in preparation: Co-Author

Elementary students at-risk for school failure. Metropolitan Education Research Consortium, Virginia Commonwealth University, Research Grant (\$4,000).

Role: Principal Investigator

Role in preparation: Author

Utilizing Partnerships to Train and Support Teachers of Students with Emotional Disturbance. U.S. Department of Education, Office of Special Education and Rehabilitative Services. Masters Training Grant (OSEP Grant H 325 H 040048; \$772,894).

Role: Principal Investigator

Role in preparation: Author

Reducing Severe Problem Behaviors in Schools. U. S. Department of Education, Office of Special Education and Rehabilitative Services. Research and Innovation – Evidence-Based Interventions (OSEP Grant 324P040013, \$4,296,580).

Role: Co-Principal Investigator (along with Wehby and Kennedy, Vanderbilt University; Symons and McComas, University of Minnesota; and Oswald, Virginia Commonwealth University)

Role in preparation: Co-Author

Promoting Health of Youth with Disabilities through Violence Prevention Efforts. Centers for Disease Control and Prevention. Intervention Research Grants to Promote the Health of People with Disabilities. (CDC Grant 1 R01 DD000110-01, \$975,000).

Role: Co-Investigator (along with Sullivan (PI), Farrell, and Meyer, Virginia Commonwealth University)

Role in preparation: Co-Author

Promoting Social, Emotional, and Behavioral Competence in Young High-Risk Children: A Preventative Classroom-based Early Intervention Model. Institute of Education Sciences. Serious Behavior Disorders Special Education Research. (IES Grant R324A080074-01, \$1,500,000).

Role: Co-Principal Investigator (along with Conroy, Virginia Commonwealth University)

Role in preparation: Co-Author

Promoting Social, Emotional, and Behavioral Competence in Adolescents with Disabilities: A School-wide Inclusive Violence Prevention Model. Institute of Education Sciences. Social and Behavioral Outcomes to Support Learning Special Education Research. (IES Grant R324A100160, \$1,500,000).

Role: Co-Investigator (along with Sullivan (PI) and Farrell, Virginia Commonwealth University)

Role in preparation: Co-Author

Development and Validation of Treatment Integrity Measures for School-based Interventions. Virginia Commonwealth University. Presidential Research Incentive Program. (\$50,000).

Role: Principal Investigator (along with McLeod, Virginia Commonwealth University)

Role in preparation: Co-Author

Clark-Hill Institute for Positive Youth Development. Centers for Disease Control and Prevention. Academic Centers of Excellence in Youth Violence Prevention. (CDC Cooperative Agreement U49/CE000730, \$6,500,000)

Role: Co-Investigator (Farrell (PI), Virginia Commonwealth University)

Role in preparation: Co-Author

Efficacy of the BEST in CLASS Intervention for Young Children at High Risk for Emotional and Behavioral Disorders. Institute of Education Sciences. Social and Behavioral Outcomes to Support Learning Special Education Research. (IES Grant R324A110173, \$4,134,515)

Role: Principal Investigator (along with Conroy, University of Florida)

Role in preparation: Co-Author

Development and Validation of Treatment Integrity Measures of Classroom-Based Instructional Interventions in Early Childhood Settings. Institute of Education Sciences. Early Learning Programs and Policies (IES Grant R305A140487, \$1,530,419)

Role: Co-Principal Investigator (along with McLeod, Virginia Commonwealth University)

Role in preparation: Co-Author

Evaluation of the Effectiveness and Sustainability of the Olweus Bullying Prevention Program in Increasing School Safety for Urban Low-Income Middle Schools. National Institute of Justice (Award No. 2014-CK-BX-0009, \$2,660,933)

Role: Co-Investigator (PI – Sullivan, Virginia Commonwealth University)

Role in preparation: Co-Author

BEST in CLASS-Elementary: A Preventative Classroom-based Intervention Model. Institute of Education Sciences. Social and Behavioral Context for Learning Research Grants. (IES grant R305A150246, \$1,499,939)

Role: Principal Investigator (along with Conroy, University of Florida)

Role in preparation: Co-Author

BEST in CLASS-Web. Institute of Education Sciences. Social and Behavioral Outcomes to Support Learning Research Grants. (IES grant R324A160158, \$1,499,000)

Role: Co-Principal Investigator (along with Conroy, University of Florida)

Role in preparation: Co-Author

A Conceptual Replication of BEST in CLASS: An Efficacy Study of BEST in CLASS-Elementary. Institute of Education Sciences, Social and Behavioral Contexts for Learning Research Grants. (IES grant R305A180182, \$3,296,798).

Role: Principal Investigator (along with Conroy, University of Florida)

Role in preparation: Co-Author

Multi-level Determinants of Implementation and Sustainment in the Education Sector. National Institute of Mental Health (R01 MH124439, \$3,122,972).

Role: Multiple Principal Investigator (along with McLeod, Virginia Commonwealth University)

Role in preparation: Co-Author

Developing and Validating a Technically Sound and Feasible Self-report Measure of Teachers' Delivery of Common Practice Elements. Institute of Education Sciences, Social and Behavioral

Context for Academic Learning. (IES Grant R305A210168, \$1,998,953).
 Role: Co-Investigator (PIs McLeod & Cook)
 Role in preparation: Co-Author

Effectiveness Replication of BEST in CLASS Intervention for Young Children at High Risk for Delays in Social or Emotional Development. Institute of Education Sciences, Social and Behavioral Context for Academic Learning. (IES Grant R324R210005, \$4,492,505).
 Role: Co-Investigator (PIs Sumi & Woodbridge, SRI International)
 Role in preparation: Co-Author

Distilling Practice Elements for School-Based Practices and Programs That Improve Social and Behavioral Outcomes: A Meta-Analysis. Institute of Education Sciences, Social and Behavioral Context for Academic Learning. (IES Grant R305A220261, \$1,318,242).
 Role: Co-Principal Investigator (along with McLeod, Virginia Commonwealth University)
 Role in preparation: Co-Author

Mentored Grant Activity

Developmental Relations Between Language Ability and Behavior Problems: An Early Career Training Program. Institute of Education Sciences. Early Career Development and Mentoring Program (IES grant R324B180008, \$395,278).
 Role: Mentor (PI – Chow)
 Role in preparation: Mentor

Friendships and the Academic Skills and Behaviors of Students with Emotional and Behavioral Disorders: The Importance of Classroom Social Contextual Factors. Institute of Education Sciences. Early Career Development and Mentoring Program. (IES grant R324B190018, \$496,959).
 Role: Mentor (PI – Granger)
 Role in preparation: Mentor

Contracts

Birth-to-Five Curriculum for Virginia Early Learners. University of Virginia. (\$459,085).
 Role: Principal Investigator; Evaluator

University/School Committees (2012-Present)

2023 Chair, Promotion and Tenure Committee, School of Education, Virginia Commonwealth University.
 2023 Member, Promotion and Tenure Committee, School of Education, Virginia Commonwealth University.
 2023 Chair, Third Review Committee, School of Education Virginia Commonwealth University.

- 2022 Reviewer, Breakthrough Fund, Office of the Vice President for Research and Innovation, Virginia Commonwealth University.
- 2022 Reviewer, Accelerate Fund, Office of the Vice President for Research and Innovation, Virginia Commonwealth University.
- 2021-2022 Chair, Faculty Search Committee, School of Education, Virginia Commonwealth University.
- 2021 Member, Promotion and Tenure Committee, Department of Psychology, Virginia Commonwealth University.
- 2021 Member, Peer Review Committee, Department of Counseling and Special Education, School of Education, Virginia Commonwealth University.
- 2021 Member, Peer Review Committee, Department of Counseling and Special Education, School of Education, Virginia Commonwealth University.
- 2021 Member, Peer Review Committee, Department of Educational Foundations, School of Education, Virginia Commonwealth University.
- 2021 Member, Search Committee for Executive Director of the Partnership for People with Disabilities, Virginia Commonwealth University.
- 2021 Chair, Grade Appeals Committee, School of Education, Virginia Commonwealth University.
- 2020-2023 Member, Wright Center for Clinical and Translational Research Endowment Fund Scientific Review Committee, Virginia Commonwealth University.
- 2020-present Member, FACR Committee, School of Education, Virginia Commonwealth University.
- 2020-2021 Faculty Mentor, School of Education, Virginia Commonwealth University.
- 2020 Member, Distinguished Dissertation Award Committee, School of Education, Virginia Commonwealth University.
- 2020-2023 Member, Virginia Commonwealth University Promotion and Tenure Committee.
- 2020 Grant Reviewer, COVID-19 Rapid Response Research, Office of Research, Virginia Commonwealth University.
- 2019-2020 Faculty Mentor, School of Education, Virginia Commonwealth University.
- 2019 Faculty Mentor, Center for Cultural Experiences in Prevention, Virginia Commonwealth University.
- 2018-2019 Member, Third Year Review Committee, School of Education, Virginia Commonwealth University.
- 2018 Member, Culture, Climate and Voice Committee, School of Education, Virginia Commonwealth University.
- 2017-2018 Faculty Mentor, Virginia Commonwealth University.
- 2017-2018 Member, Search Committee, Ruth Harris Chair, Department of Counseling and Special Education, Virginia Commonwealth University.
- 2017-2018 Faculty Mentor, School of Education, Virginia Commonwealth University.
- 2017 Co-Chair, Education Task Group, Local Impact Work Group, Virginia Commonwealth University.
- 2017-2018 Faculty Mentor, Clark Hill Institute of Positive Youth Development, Virginia Commonwealth University.
- 2017 Member, Peer Review Committee, College of Humanities and Sciences, Virginia Commonwealth University.

- 2017 Member, Third Year Review Committee, Department of Counseling and Special Education, Virginia Commonwealth University.
- 2017-2020 Member, School of Education Promotion and Tenure Committee, Virginia Commonwealth University.
- 2017 Reviewer, Presidential Research Quest Fund, School of Education, Virginia Commonwealth University.
- 2017 Member, Faculty Research Leave Committee, School of Education, Virginia Commonwealth University.
- 2016-2017 Member, Search Committee, Associate Dean of Academic Affairs and Graduate Studies, School of Education, Virginia Commonwealth University.
- 2016-2017 Member, Search Committee, Ruth Harris Chair, Department of Counseling and Special Education, Virginia Commonwealth University.
- 2016 Member, Search Committee, Department of Teaching and Learning, School of Education, Virginia Commonwealth University.
- 2016-present Member, Participatory Research Work Group, VCU Health System, Virginia Commonwealth University.
- 2016 Member, Faculty Research Leave Committee, School of Education, Virginia Commonwealth University.
- 2016 Reviewer, Center for Clinical and Translational Research Endowment Fund, Virginia Commonwealth University.
- 2016 Co-Chair, Promotion and Tenure Review Committee, Department of Counseling and Special Education, Virginia Commonwealth University.
- 2016 Reviewer, Presidential Research Quest Fund, School of Education, Virginia Commonwealth University.
- 2015 Member, Promotion and Tenure Review Committee, School of Social Work, Virginia Commonwealth University.
- 2015 Member, Peer Review Committee, School of Education, Virginia Commonwealth University.
- 2015 Chair, Evaluation Team of the Metropolitan Education Research Consortium, School of Education, Virginia Commonwealth University.
- 2015 Co-Chair, Teaching and Research Annual Faculty Evaluation Task Force, School of Education, Virginia Commonwealth University.
- 2014-2015 Leader, Intervention, Curriculum and Community-Engaged Research Workgroup, School of Education, Virginia Commonwealth University.
- 2014-2015 Member, Search Committee, Department of Teaching and Learning Chair Search, Virginia Commonwealth University.
- 2014-Present Member, Federation for Community Engaged Research, Virginia Commonwealth University.
- 2014 Reviewer, Presidential Research Quest Fund, School of Education, Virginia Commonwealth University.
- 2013 Member, Peer Review Committee, Department of Educational Leadership, Virginia Commonwealth University.
- 2013 Member, Peer Review Committee, Department of Special Education and Disability Policy, Virginia Commonwealth University.
- 2013-2014 Member, Mary and Frances Youth Center Future Direction Steering Committee, Virginia Commonwealth University.

- 2013 Chair, Promotion and Tenure Committee Workgroup – Service, School of Education, Virginia Commonwealth University.
- 2013 Co-Chair, Promotion and Tenures Committee, Department of Special Education and Disability Policy, School of Education, Virginia Commonwealth University.
- 2013 Member, Promotion and Tenure Committee, School of Social Work, Virginia Commonwealth University.
- 2013 Member, Promotion and Tenure Committee, Department of Psychology, Virginia Commonwealth University.
- 2013 Member, Mary and Frances Youth Center Workgroup, Virginia Commonwealth University.
- 2012-2013 Member, Search Committee, Associate Dean for Research, School of Education, Virginia Commonwealth University.
- 2012-2013 Member, Search Committee, Director of Center for Sport Leadership, Virginia Commonwealth University.
- 2012-2013 Member, Search Committee, Psychology Department, Virginia Commonwealth University.
- 2012-2013 Member, Third Year Review Committee, School of Education, Virginia Commonwealth University.
- 2012 Member, Undergraduate Research Task Force, Virginia Commonwealth University.
- 2012 Co-Chair, Peer Review Committee, Department of Special Education and Disability Policy, Virginia Commonwealth University.
- 2012 Chair, Peer Review Committee, Department of Foundations of Education, Virginia Commonwealth University.
- 2012 Chair, Peer Review Committee, Department of Special Education and Disability Policy, Virginia Commonwealth University.
- 2012 Chair, Awards Committee, School of Education, Virginia Commonwealth University.

University/School Committees (2005-2011)

- 2011-2012 Member, Research Task Force, Monroe Park Campus, Virginia Commonwealth University.
- 2011-2012 Co-Chair, Research Coordinator Search Committee, School of Education, Virginia Commonwealth University.
- 2011-2012 Chair, General Education/Special Education Program Group, School of Education, Virginia Commonwealth University.
- 2011 Member, Peer Review Committee, Department of Educational Leadership, School of Education, Virginia Commonwealth University.
- 2011-2012 Member, Dean Search Committee, School of Education, Virginia Commonwealth University.
- 2011 Member, Awards Committee, School of Education, Virginia Commonwealth University.
- 2010 Member, Grade Review Committee, School of Education, Virginia Commonwealth University.

- 2010-2011 Chair, Search Committee, Department of Special Education and Disability Policy, Virginia Commonwealth University.
- 2010 Member, Grade Review Committee, School of Education, Virginia Commonwealth University.
- 2010-2011 Member, VCU 2020 Recalibration Task Force, Virginia Commonwealth University.
- 2010 Chair, Ph. D. Admissions Committee, Department of Special Education and Disability Policy, Virginia Commonwealth University.
- 2009-2010 Member, Curriculum and Academic Resources Committee, School of Education, Virginia Commonwealth University.
- 2009-2010 Coordinator, Special Education/General Education Program, Department of special Education and Disability Policy, Virginia Commonwealth University.
- 2009 Member, Peer Review Committee, Department of Special Education and Disability Policy, Virginia Commonwealth University.
- 2009 Member, Distinguished Dissertation Award Committee, School of Education, Virginia Commonwealth University.
- 2008-2009 Member, Sustained Funding Committee, Clark-Hill Institute for Positive Youth Development, Virginia Commonwealth University.
- 2008 Member, Promotion and Tenure Peer Review Committee (Department of Educational Leadership), School of Education, Virginia Commonwealth University.
- 2008 Member, Promotion and Tenure Peer Review Committee (Department of Special Education and Disability Policy), School of Education, Virginia Commonwealth University.
- 2007-2008 Secretary, Faculty Organization, School of Education, Virginia Commonwealth University.
- 2007 Chair, Promotion and Tenure Peer Review Committee, School of Education, Virginia Commonwealth University.
- 2006-2007 Member, Third Year Review Committee, School of Education, Virginia Commonwealth University.
- 2006-2007 Member, Faculty Search Committee, Developmental Psychology, Department of Psychology, Virginia Commonwealth University.
- 2006 Member, Promotion and Tenure Committee, School of Education, Virginia Commonwealth University.
- 2006 Co-Chair, Faculty Awards Committee, School of Education, Virginia Commonwealth University.
- 2006 Member, Faculty Search Committee, Department of Special Education and Disability Policy.
- 2006 Member, Associate Dean for Research Search Committee, School of Education, Virginia Commonwealth University.
- 2005-2006 Chair, Collateral Faculty Search, Department of Special Education and Disability Policy.
- 2005-2006 Co-President, Faculty Organization Committee, School of Education, Virginia Commonwealth University.
- 2005-2006 Member, Faculty Search Committee, Developmental Psychology, Department of Psychology, Virginia Commonwealth University.

2005 Member, Promotion and Tenure Guidelines Ad Hoc Committee, School of Education, Virginia Commonwealth University.

University/School Committees (1999-2004)

2004-2005 Chair, Faculty Search Committee, Emotional Disturbance (Clinical Faculty), Department of Special Education and Disability Policy, School of Education, Virginia Commonwealth University.

2003-2005 Faculty Senate, Virginia Commonwealth University.

2004-2005 Co-Chair, Cultural Diversity Committee, School of Education, Virginia Commonwealth University.

2004 Member, Grade Appeal Committee, School of Education, Virginia Commonwealth University.

2003-2004 Chair, Faculty Search Committee, Emotional Disturbance, Department of Special Education and Disability Policy, School of Education, Virginia Commonwealth University.

2003-2004 Member, Cultural Diversity Committee, School of Education, Virginia Commonwealth University.

2003-2004 Secretary, Faculty Organization Committee, School of Education, Virginia Commonwealth University.

2003 Grant Reviewer, Community Service Grant Program, Center for School-Community Collaboration, Virginia Commonwealth University.

2003 Member, Faculty Evaluation Committee, School of Education, Virginia Commonwealth University.

2003 Grant Reviewer, Center for the Study and Prevention of Youth Violence, Virginia Commonwealth University

2002-2003 Co-Coordinator, Special Education Program, School of Education, Virginia Commonwealth University

2002-2003 Member, Graduate Survey Ad Hoc Committee, Division of Teacher Education, School of Education, Virginia Commonwealth University

2002-2003 Member, Professional Leave Committee, School of Education, Virginia Commonwealth University

2001-2002 Member, Academic Load Ad Hoc Committee, School of Education, Virginia Commonwealth University

2002 Chair, Grade Review Committee, School of Education, Virginia Commonwealth University

2001-2003 Co-Chairperson, Research Committee, School of Education, Virginia Commonwealth University.

2001-2002 Coordinator, Faculty Research Series, School of Education, Virginia Commonwealth University.

2001- 2002 Chairperson, Scholarship and Awards Committee, Division of Teacher Education, School of Education, Virginia Commonwealth University.

2000- 2001 Member, Search Committee for faculty position in the area of mental retardation, School of Education, Virginia Commonwealth University.

2000- 2003 Member, Research Committee, School of Education, Virginia Commonwealth University.

- 2001- 2004 Member, Ph. D. Admissions Committee, School of Education, Virginia Commonwealth University
- 2001 Student Representative on the search committee for a faculty position in the area of visual impairment at Peabody College of Vanderbilt University, Nashville, Tennessee.

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Chapters

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Non-Refereed Publications/Reports

- Nisar, H., Elgin, D., Bradshaw, C., Dolan, V., Frey, A., Horner, R., Owens, J., Perales, K., & Sutherland, K. (2022). *Promoting Social and Behavioral Success for Learning in Elementary Schools: Practice Recommendations for Elementary School Educators, School and District Administrators, and Parents*. 2M Research Services. Contract No. 92990019F0319. Arlington, TX.
- Sutherland, K. S. & Jovanovich, D. (2004). *Investigating factors associated with low achievement early in school: A pilot study*. Metropolitan Educational Research Consortium, Virginia Commonwealth University, Richmond, VA.
- Sutherland, K. S. & Jovanovich, D. (2004). *Research-based practices as a protective factor for students at-risk for academic failure*. Metropolitan Educational Research Consortium, Virginia Commonwealth University, Richmond, VA.
- Sutherland, K. S. (March, 2002). Accommodating diversity in the classroom: Meeting the needs of all students. *Phi Delta Kappan Newsletter*.
- Sutherland, K. S. (2001). The effect of teacher behavior on the academic and behavioral outcomes of students with emotional disturbance. *The Declaration(1)*, 1, 21-31.
- Sutherland, K. S. (1998). *Training manual for teacher assistants: Working with students with emotional/behavioral disorders*. Vanderbilt University Community Mental Health Center: Author.

Papers Presented: National/International (2019-Present)

- Weihl, A., Washington-Nortey, M., Granger, K., Sutherland, K., Conroy, M., Kaur, N., & Montesion, A. (2023). *Sustaining BEST in CLASS: Teacher-Reported Evidence-Based Practice Use with Students at Risk for EBDs amidst the COVID-19 Pandemic*. Poster to be presented at the Advancing School Mental Health Conference, December 2023, New Orleans, L.A.
- Granger, K. L., Montesion, A., Conroy, M. A., & Sutherland, K. S. (2023, May). *Teachers' classroom management efficacy and conflict with children displaying challenging behaviors*. Poster to be presented at the 31st Annual Society for Prevention Research Meeting, Washington, D. C.
- Kunemund, R. L., Granger, K., Sutherland, K. S., & Conroy, M. A. (2023, May). *Examining the effect of the BEST in CLASS Pre-K coaching program on positive teacher-child interactions and challenging behavior*. Paper to be presented at the 31st Annual Society for Prevention Research Meeting, Washington, D. C.
- Dear, E.R., Granger, K., Hollins, N., Kaur, N., Stouffer, J., Sutherland K., McLeod, B., & Conroy, M. (2023, May). *School Climate as a Predictor of the Implementation of a Tier 2 Classroom-Based Intervention*. Poster to be presented at the 31st Annual Society for Prevention Research Meeting, Washington, D. C.
- Pandey, T., Sutherland, K. S., Gibson, D. M., & Cormier, D. R. (2022, November). *Misbehavior or culturally different? Teachers' attributions for students' classroom behaviors*. Paper presented at the Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.
- Vallarta, N., Dear, E., Granger, K., & Sutherland, K. S. (2022, October). *Investigating evidence-based practices to reduce problem behavior in classrooms*. Poster presented at the Virtual 2022 Annual Conference on Advancing School Mental Health.
- Washington-Nortey, P. M., Sutherland, K. S., Conroy, M. A., Granger, K., Chow, J., Broda, M., & McLeod, B. D. (2022, February). *Parent-teacher relationship and teacher-child conflict among young students with/at-risk for emotional/behavioral disorders*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Kaur, N., McLeod, B. D., & Sutherland, K. S. (2021, November). *Describing business as usual in early childhood classrooms*. Paper presented at the ABCT 55th Annual Convention, New Orleans, LA.
- Conroy, M. A., Sutherland, K. S., & Granger, K. (2021, April). *BEST in CLASS: A Tier 2 intervention for young children with challenging behavior*. Paper presented at the Pennsylvania 2021 Early Intervention and Family Support Program Conference: Learning and Sharing to Support Children and Families.
- Granger, K., Chow, J., Broda, M., & Sutherland, K. S. (2021, April). *Teaching efficacy and classroom quality: The role of classroom level adversity*. Poster presented at the 2021 Society for Research in Child Development Virtual Biennial Meeting.
- Lucas, B. L., Granger, K., & Sutherland, K. S. (2021, April). *Investigating links between teacher self-efficacy and burnout: The influence of negative student-teacher interactions*. Poster presented at the 2021 Society for Research in Child Development Virtual Biennial Meeting.
- Murphy, J. L., Granger, K., Peterson, N., Pandey, T., & Sutherland, K. S. (2020, October). *Examining reciprocal relations between teacher burnout and classroom management self-efficacy*. Poster presented at the 25th Annual Conference on Advancing School Mental Health.

- Montesion, A., Conroy, M. A., Sutherland, K. S., Granger, K., & Feil, E. (2020, June). *BEST in CLASS-Web: Outcomes from a randomized controlled trial*. Poster presented at the 28th Annual Society for Prevention Research Meeting, Washington, D.C.
- Fugate-Laus, K., Granger, K., Williams, C., & Sutherland, K. S. (2020, June). *The influence of elementary school teachers' multicultural teaching practices and beliefs about race-ethnicity on teacher-student relationships*. Poster presented at the 28th Annual Society for Prevention Research Meeting, Washington, D.C.
- Granger, K., Broda, M. D., Chow, J. C., McCormick, N., & Sutherland, K. S. (2020, February). *Teacher interactions with students at risk for EBD: The role of teacher burnout and classroom adversity*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Kunemund, R., Granger, K., Sutherland, K. S., & Conroy, M. A. (2020, February). *Teacher-child interactions and problem behavior: A longitudinal analysis*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Conroy, M. A., Sutherland, K. S., Granger, K., Huang, K., Wright, J., & Crosby, M. (2020, February). *BEST in CLASS-Web: Outcomes from a randomized controlled trial*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Sutherland, K. S. (2020, January). *Measuring teacher delivery of intervention practices*. Presentation at the Institute of Education Sciences Annual Principal Investigators Meeting. Washington, D.C.
- Sutherland, K. S. & Conroy, M. A. (2019, November). *Strategies to support scale-up and sustainment of BEST in CLASS*. Paper presented at the School Mental Health Research Summit. Austin, TX.
- Conroy, M. A., Sutherland, K. S., Hetrick, A., & Chastain-Gross, R. (2019, October). *BEST in CLASS Family Partnership Intervention: Preliminary Outcomes*. Paper presented at the 42nd Annual Teacher Educators for Children with Behavior Disorders Conference. Tempe, AZ.
- Sutherland, K. S., & Conroy, M. A. (2019, June). *BEST in CLASS – A Tier-2 intervention for students at-risk for emotional/behavioral disorders*. Paper presented at the DISES International Conference, Montego Bay, Jamaica.
- Conroy, M. A., Sutherland, K. S., Granger, K., Feil, E., Huang, T., Ramos, M., & Montesion, A. (2019, May). *BEST in CLASS – Web: Preliminary outcomes*. Poster presented at the 27th Annual Society for Prevention Research Meeting, San Francisco, CA.
- Nemer, S. L., Peterson, N., Pandey, T., & Sutherland, K. S. (2019, May). *A mixed-methods exploration of teacher attributions for challenging behavior*. Poster presented at the 27th Annual Society for Prevention Research Meeting, San Francisco, CA.
- Sutherland, K. S., Conroy, M. A. & Granger, K. (2019, May). *A preliminary study of BEST in CLASS – Elementary: Teacher and student outcomes*. Poster presented at the 27th Annual Society for Prevention Research Meeting, San Francisco, CA.
- Conroy, M. A., Sutherland, K. S., Aulton, J., Crosby, M., Hibbard, M., Montesion, A., & Wright, J. (2019, April). *BEST in CLASS: A tier two intervention for young children with challenging behavior*. Presentation at the National Training Institute on Effective Practices, St. Petersburg, FL.
- Conroy, M., Sutherland, K., Aulton, J., Crosby, M., Wright, J., Hibbard, M., & Montesion, A., (2019, April). *BEST in CLASS- Web: A tier 2 intervention addressing the needs of young children with challenging behaviors*. Poster presented at 16th National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL.

Nemer, S. L., Granger, K. L., & Sutherland, K. S. (2019, March). *Teacher attributions for challenging behavior as predictors of closeness and conflict in student-teacher relationships*. Poster presented at the Society for Research on Child Development Biennial Meeting, Baltimore, MD.

Papers Presented: National/International (2017-2018)

- Sutherland, K. S. (2018, October). *Conducting and sustaining a school-based research program: BEST in CLASS and the importance of community engagement*. Paper presented at the T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.
- Nemer, S. L., Sutherland, K. S., Granger, K. L., Kunemund, R. L., & Chow, J. C. (2018, October). *Exploring and assessing teacher attributions for challenging student behavior*. Paper presented at the 41st Annual Teacher Educators for Children with Behavior Disorders Conference. Tempe, AZ.
- Sutherland, K. S., Granger, K. L., Nemer, S. L., Wright, J., & Conroy, M. A. (2018, October). *Classroom and teacher level variables as barriers or facilitators of implementation of classroom interventions*. Paper presented at the 41st Teacher Educators for Children with Behavior Disorders Conference. Tempe, AZ.
- Kunemund R. L., Sutherland, K. S., Conroy, M. A., Granger, K. L., Nemer, S. L. (2018, October). *Implementation of BEST in CLASS: A common elements approach to intervention and measure development*. Paper presented at the 41st Teacher Educators for Children with Behavior Disorders Conference. Tempe, AZ.
- Conroy, M. A., & Sutherland, K. S. (2018, May). *Adapting an evidence-based coaching model for Tier-2 elementary classrooms: Development and preliminary findings*. Paper presented at the 26th Annual Society for Prevention Research Meeting, Washington, D.C.
- Wright, J., Van Camp, A., Marting, B., Wehby, J., & Sutherland, K. S. (2018, May). *Increasing opportunities to respond as a method to intensify intervention*. Paper presented at the 26th Annual Society for Prevention Research Meeting, Washington, D.C.
- Granger, K., Conroy, M., Feil, E., Sutherland, K. S., & Wright, J. (2018, May). *Development of BEST in CLASS-Web: A targeted early childhood intervention for preventing problem behavior*. Poster to be presented at the 26th Annual Society for Prevention Research Meeting, Washington, D.C.
- Kunemund, R. L., Nemer, S. L., Sutherland, K. S., McLeod, B. D., Conroy, M. A. & Snyder, P. (2018, March). *Using a common elements approach to identify practices for early intervention: Implications and applications*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Sutherland, K. S. (2018, March). *Measuring child engagement within a program of research*. Paper presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Wright, J., Chow, J., Granger, K., Kunemund, R., Markowicz, K., Sutherland, K. S., & Conroy, M. A. (2018, February). *Influence of BEST in CLASS and teacher efficacy on teacher-child relationships*. Poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Van Camp, A., Wehby, J., Wright, J. Martin, B., & Sutherland, K. S. (2018, February). *Increasing opportunities to respond: What interventions give teachers tools they need to succeed?* Paper presented at the Council for Exceptional Children Annual Convention, Tampa, FL.

- Nemer, S.L., Kunemund, R. L., Sutherland, K.S., Conroy, M. A. (2017, October). *Racial matching in preschool classrooms: Perceptions of teacher-child conflict*. Poster presented at the Division for Early Childhood's Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR.
- Miller, C., Wu, E., Sutherland, K., McLeod, B.D, McKnight, K., Werch, B., Conroy, M. (2017, October). *Home-school partnerships between teachers and families of students participating in a classroom based tier 2 program*. Poster presented at the Annual Conference on Advancing School Mental Health, Washington D.C.
- Nemer, S.L., Kunemund, R. L., Martinez, R.G., Sutherland, K.S., Conroy, M. A. (October, 2017). *The relationship between racial matching and teacher perceptions of teacher-child conflict in preschool classrooms*. Poster presented at the Annual Conference on Advancing School Mental Health, Washington, D.C.
- Markowicz, K., Granger, K., Chow, J., Kunemund, R., Wright, J., Sutherland, K., & Conroy, M. (2017, September) *Contribution of teacher-child relationships and self-efficacy during BEST in CLASS: A moderated mediation analysis*. Poster presented at the Society for Implementation Research Collaboration 4th Biennial Research Conference, Seattle, WA.
- Farrell, A. D., Sullivan, T. N., Sutherland, K. S., Corona, R., & Masho, S. (June, 2017). *Evaluation of a multi-component school-level and family-based youth violence prevention program in high-risk communities*. Paper presented at the 25th Annual Society for Prevention Research Meeting, Washington, D.C.
- Kunemund, R.L., Nemer, S. L., Wright, J., Sutherland, K.S., Conroy, M.A., McLeod, B. D. (May, 2017). *Identifying common practice elements to inform early elementary intervention development for social, emotional, and behavioral outcomes*. Poster presented at the 25th Annual Society for Prevention Research Meeting, Washington, D.C.
- Miller, C. C., Srivastava, P., Sutherland, K. S., Conroy, M. A., & Mcleod, B. D. (May, 2017). *The association between teacher education and teacher delivery of a classroom based Tier 2 program*. Poster presented at the 25th Annual Society for Prevention Research Meeting, Washington, D.C.
- Wu, E. G., Srivastava, P., Sutherland, K. S., McLeod, B. D., & Conroy, M. (May, 2017). *BEST in CLASS-Elementary: The development of a teacher-delivered evidence-based program for early elementary classrooms*. Poster presented at the 25th Annual Society for Prevention Research Meeting, Washington, D.C.
- Conroy, M. A., Sutherland, K. S., Werch, B., & Algina, J. (April, 2017). *Preventing early childhood challenging behaviors: The clinical significance of BEST in CLASS*. Poster presented at the Council for Exceptional Children Conference, Boston, MA.
- Conroy, M. A., & Sutherland, K. S. (April, 2017). *Teacher and child outcomes of the BEST in CLASS efficacy trial*. Paper presented at the 14th National Training Institute on Effective Practices Addressing Challenging Behavior, St. Petersburg, FL.
- Sutherland, K. S., & Conroy, M. A. (March, 2017). *Practice-based coaching: Promise and challenges*. Paper presented at the 14th International Conference on Positive Behavior Support. Denver, CO.

Papers Presented: National/International (2015-2016)

- Behrhorst, K., Goncy, E., Sutherland, K., & Sullivan, T. (October 2016). *Measuring implementation fidelity of school-based interventions for adolescents*. Poster presented at the Association for Behavioral and Cognitive Therapies Convention, New York, NY.
- Martinez, R.G., Algina, J., Conroy, M.A, Sutherland, K.S., McLeod, B.D. (October, 2016). *Relation between classroom atmosphere and treatment integrity in early childhood settings*. Poster presented at the Association for Behavioral and Cognitive Therapies Convention, New York, NY.
- Wu, E., Algina, J., McLeod, B. D., Sutherland, K. S., & Conroy, M. A. (October, 2016). *Does treatment integrity predict early childhood outcomes in a school-based intervention?* Poster presented at the Dissemination and Implementation Science Pre-Conference at the annual Association for Behavioral and Cognitive Therapies Convention, New York City, NY.
- Kunemund, R. L., Sutherland, K. S., Conroy, M. A., & McLeod, B. D. (September, 2016). *Identifying and using common elements for K-2nd intervention development*. Presented at the bi-annual meeting of the National Center for Leadership in Intensive Intervention, Dallas, TX.
- Sutherland, K. S., Conroy, M. A., & Algina, J. (June, 2016). *Improving teacher-child relationships and interactions within a Tier-2 program in preschool classrooms*. Paper presented at the 24th Annual Society for Prevention Research Meeting, San Francisco, CA.
- Conroy, M. A., Sutherland, K. S., & Algina, J. (June, 2016). *Teacher and child outcomes of the BEST in CLASS efficacy trial*. Poster presented at the 24th Annual Society for Prevention Research Meeting, San Francisco, CA.
- McMaster, K., Talbott, E., Sutherland, K. S., Al Otaiba, S., & Lemons, C. (April, 2016). *Research on intensive academic and behavioral intervention: Challenges and future directions*. Panel at the Council for Exceptional Children Annual Conference, St. Louis, MO.
- Conroy, M. A., Sutherland, K. S., & Algina, J. (April, 2016). *Reducing problem behaviors in young children: The BEST in CLASS efficacy trial*. Paper presented at the Council for Exceptional Children Annual Conference, St. Louis, MO.
- Sutherland, K. S., Conroy, M. A., & Algina, J. (February, 2016). *BEST in CLASS: A preventative classroom-based intervention for ameliorating problem behaviors of young children*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Sutherland, K. S., & Conroy, M. A. (February, 2016). *BEST in CLASS Efficacy trial: Tribulations and triumphs*. Paper presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Sutherland, K. S., Conroy, M. A., & McLeod, B. D. (January, 2016). *A common elements approach to classroom intervention delivery*. Paper presented at the Creekbend Behavior Consortium, Charleston, SC.
- Conroy, M. A., Sutherland, K. S., & Algina, J. (December, 2015). *Teacher and child outcomes of the BEST in CLASS efficacy trial*. Poster presented at the Institute of Education Sciences Project Directors Meeting, Washington, D. C.
- Martinez, R M., McLeod, B. D., Sutherland, K. S., Conroy, M. A., Snyder, P., & Southam-Gerow, M. (September, 2015). *A treatment integrity measure for early childhood settings*. Paper presented at the 3rd Annual Society for Implementation Research and Collaboration Conference, Seattle, WA.
- Conroy, M. A., Sutherland, K. S., & McLeod, B. D. (September, 2015). *BEST in CLASS Efficacy Trial Teacher and Child Outcomes*. Paper presented at the 17th European Conference of Developmental Psychology, Braga, Portugal.

- Sutherland, K. S., & Conroy, M. A. (May, 2015). *Preliminary outcomes of the BEST in CLASS efficacy trial*. Poster presented at the 23rd Annual Society for Prevention Research Meeting, Washington, D. C.
- Conroy, M. A., Ladwig, C., Polignano, J., & Sutherland, K. S. (April, 2015). *A tier 2 intervention for preventing and ameliorating challenging behavior of young children*. Presentation at the 12th Annual National Training Institute on Effective Practices: Addressing Challenging Behavior. St. Petersburg, FL.
- Conroy, M.A. & Sutherland, K.S. (March, 2015). *BEST in CLASS: A tier 2 intervention for young children with challenging behavior*. Paper presented at the 12th International Conference on Positive Behavior Support. Boston, MA.
- Molzhon, A., Barron-Rojas, E., Algina, J., Sutherland, K. S., & Conroy, M. A. (March, 2015). *Effects of an early social-behavioral intervention on the student-teacher relationship*. Paper presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Wang, F., Conroy, M. A., Algina, J., & Sutherland, K. S. (March, 2015). *Investigating the influence of a classroom-based intervention on the experiences of preschoolers with chronic problem behavior*. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

Papers Presented: National/International (2012-2014)

- Conroy, M. A., & Sutherland, K. S. (October, 2014). *BEST in CLASS: A preventative classroom-based intervention model for young children with problem behavior*. Paper presented at the 38th Annual TECBD Conference, Tempe, AZ.
- Conroy, M. A., & Sutherland, K. S. (September, 2014). *BEST in CLASS: Preliminary implementation and efficacy outcomes*. Paper presented at the School Mental Health Research Summit, Pittsburgh, PA.
- Sutherland, K. S., & Conroy, M. (May, 2014). *Assessing implementation delivery of classroom-based prevention: Years 1 and 2 results of an efficacy trial of BEST in CLASS*. Paper presented at the 22nd Annual Society for Prevention Research Meeting, Washington, D.C.
- Fuentes, V. E., Sutherland, K. S., Goncy, E., Myer, R. H., & Hernandez, I. (May, 2014). *After-school programming for youth: Adolescents perceptions of participation and future aspirations*. Poster presented at the 22nd Annual Society for Prevention Research Meeting, Washington, D. C.
- Conroy, M., Sutherland, K. S., Barnes, T., & Wang, F. (May, 2014). *The relationship between teacher-child interactions and young children's problem behavior: Preliminary results*. Paper presented at the 22nd Annual Society for Prevention Research Meeting, Washington, D. C.
- Taylor, K. T., Garthe, R., Ulmer, L., Sullivan, T. N., & Sutherland, K. S. (March, 2014). *Supports and barriers to using strategies to deal with bullying*. Poster presented at the Society for Research in Adolescence Biennial Meeting, Austin, TX.
- Conroy, M. A., Sutherland, K. S., Algina, J., Barnes, T. N., Wang, F., & Martinez, J. R. (February, 2014). *A preventative classroom-based intervention model for ameliorating problem behaviors of young children*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

- Sutherland, K. S. & Conroy, M. A. (October, 2013). *Measuring implementation of an early childhood prevention program: Teacher adherence and competence of delivery*. Paper presented at the School Mental Health Research Summit, Arlington, VA.
- Sutherland, K. S., Conroy, M. A., & McLeod, B. D. (May, 2013). *Improving adherence and competence of delivery of classroom-based prevention via practice-based coaching: Year 1 results of an efficacy trial of Best in CLASS*. Paper presented at the 21st Annual Society for Prevention Research Meeting, San Francisco, CA.
- Conroy, M. A., Sutherland, K. S., & Whalon, K. (May, 2013). *Direct observation of teachers' implementation of the BEST in CLASS practice components and collateral child outcomes*. Paper presented at the 21st Annual Society for Prevention Research Meeting, San Francisco, CA.
- Goncy, E., Sutherland, K. S., & Andrews, D. (May, 2013). *Going beyond the checklist to measure intervention fidelity: Adherence and competence*. Poster presented at the 21st Annual Society for Prevention Research Meeting, San Francisco, CA.
- Conroy, M. A. & Sutherland, K. S. (April, 2013). *An analysis of teachers' implementation of the BEST in CLASS intervention program*. Paper presented at the American Educational Research Association meeting. San Francisco, CA.
- Sutherland, K. S., Conroy, M. A., & McLeod, B. D. (April, 2013). *Fidelity of implementation of BEST in CLASS: Preliminary adherence and competence of delivery data*. Paper presented at the American Educational Research Association meeting. San Francisco, CA.
- Vo, A., Abrams, L., Sutherland, K. S., & Conroy, M. A. (April, 2013). *Child and teacher contributions to transactional processes for preschoolers with problem behavior*. Paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Whalon, K., Sutherland, K. S., & Conroy, M. A. (April, 2013). *An efficacy study of BEST in CLASS: A curriculum targeting problem behavior*. Paper presented at the Council for Exceptional Children Annual Conference, San Antonio, TX.
- Sutherland, K. S., Whalon, K., Conroy, M. A., & McLeod, B. D. (April, 2013). *The BEST in CLASS Adherence and Competence Scale: Development and Preliminary Data*. Poster presented at the Council for Exceptional Children Annual Conference, San Antonio, TX.
- Sullivan, T., & Sutherland, K. S. (March, 2013). *School-wide and Individual-level Efforts to Promote Social and Emotional Competence among Adolescents with Disabilities*. Poster presented at the Institute for Education Sciences Project Directors Meeting, Washington, DC.
- Smith-Bonahue, T., Whalon, K., Wilson, R., Reese, K., Conroy, M. A., Sutherland, K. S., Abrams, L., Algina, J. (February, 2013). *BEST in CLASS: A Curriculum Targeting Problem Behavior*. Paper to be presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Conroy, M. A., Abrams, L., Sutherland, K. S., Smith-Bonahue, T., Wilson, R., & Reese, K. (August, 2012). *BEST in CLASS: The Impact of a Tier 2 Intervention for Preschoolers At-Risk for Emotional/Behavioral Disorders*. Poster presented at the American Psychological Association Convention, Orlando, FL.
- Abrams, L., Sutherland, K. S., & Conroy, M. A. (April, 2012). *The Efficacy of an Early Childhood Classroom Intervention in Reducing Problem Behaviors*. American Educational Research Association Conference, Vancouver, Canada.
- Conroy, M. A., Whalon, K., & Sutherland, K. S. (April, 2012). *Preventing problem behavior via effective instructional practices*. Council for Exceptional Children Conference, Denver, CO.

- Sullivan, T., & Sutherland, K. S. (March, 2012). *Solving problems without aggression: Intervention development*. Institute for Education Sciences Project Director's Meeting, Washington, DC.
- Conroy, M. A., Sutherland, K. S., & Whalon, K. (February, 2012). *BEST in CLASS: The Impact of an Instructional Intervention on Teacher Self-Efficacy and Student Behavioral Outcomes*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Papers Presented: National/International (2009-2011)

- Carr, S.E., Ogston, P., Conroy, M.A., & Sutherland, K. (2011, May). *Promoting Social, Emotional, and Behavioral Competence in Young High-Risk Children: A Preventative Classroom-Based Early Intervention Model*. Poster presented at the Applied Behavior Analysis Conference, Denver, CO
- Conroy, M. A., & Sutherland, K. S. (March, 2011). *BEST in CLASS: Development of a Classroom-Based Intervention Aimed at Reducing Problem Behavior of Young, High-Risk Children*. Paper presented at the Society for Research on Educational Effectiveness, Washington, D. C.
- Sutherland, K. S., & Conroy, M. A. (February, 2011). *Effective Instructional Practices for Preventing and Ameliorating Chronic Problem Behavior in Classroom-based Settings*. Paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Conroy, M., Sutherland, K. S., Abrams, L., & Vo, A. (June, 2010). *Best in Class: Measurement and Outcomes of Treatment Implementation*. Poster presented at the Fifth Annual Institute for Education Sciences Research Meeting, Washington, D.C.
- Sullivan, T. N., Ulmer, L. J., Lotze, G. M., Wright, S. A., Farrell, A. D., & Sutherland, K. S. (March, 2010). *Perceptions of problem situations related to interpersonal and school contexts among middle school students with disabilities*. Poster presented at the Biennial Society for Research on Adolescence, Philadelphia, PA.
- Sutherland, K. S., Wright, S. A., & Sullivan, T. N. (February, 2010). *Development of a curriculum-based measure for middle school violence prevention*. Paper presented to the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Vo, A. K., Conroy, M. A., & Sutherland, K. S. (February, 2010). *Classroom-based preventive intervention for young children at risk for emotional and behavioral disorders*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Sutherland, K. S. (January, 2010). *Teaching strategies to improve student engagement and reduce disruptive behavior*. Paper presented to the Louisiana Council for Exceptional Children Conference, Lafayette, LA.
- Conroy, M. A., Sutherland, K. S., & Vo, A. (September, 2009). *A classroom-based intervention model for young children with challenging behavior*. Paper presented at the Council for Children with Behavior Disorders conference, Denver, CO.
- Sutherland, K. S., & Conroy, M. (July, 2009). *Classroom-based practices for preventing and ameliorating problem behaviors in young children*. Paper presented at the International Association for Special Education Conference, Alicante, Spain.
- Sutherland, K. S., Conroy, M., & Abrams, L. (June, 2009). *Promoting social, emotional, and behavioral competence in young high-risk children: A preventative classroom-based*

early intervention model. Poster presented at the Fourth Annual Institute for Education Sciences Research Meeting, Washington, D.C.

- Wright, S. A., Sutherland, K. S., Sullivan, T. N., & Lotze, G. M. (April, 2009). *Making violence prevention most effective for all students*. Poster presented at the Centers for Disease Control and Prevention State Disability and Health Grantees, Researchers, and Partners Annual Meeting, New Orleans, LA.
- Sullivan, T. N., Bettencourt, A. F. E., Helms, S. W., Lotze, G. M., Mays, S. A., Wright, S. A., & Sutherland, K. S. (April, 2009). *Factors impacting effective non-violent and fighting responses to problematic situations among adolescents with disabilities*. Society for Research in Child Development Biennial Meeting, Denver, CO.
- Sutherland, K. S., & Wright, S. A. (February, 2009). *Using effective academic instruction to improve learning and behavior of students with emotional/behavioral disorders: What we know and what we should do*. Symposium presented at Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Wright, S. A., Sutherland, K. S., Sullivan, T. N., & Lotze, G. M. (February, 2009). *Making violence prevention most effective for all students*. Poster presented at Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Papers Presented: National/International (2004-2008)

- Sutherland, K. S., Wright, S., & Sullivan, T. (November, 2008). *Measuring social competence skill acquisition using curriculum-based measures: Development of measures and initial findings*. Paper presented at the 32nd Annual Severe Behavior Disorders of Children and Youth Conference, Tempe, AZ.
- Lotze, G. M., Helms, S. W., Sullivan, T. N., Erwin, E. H., & Sutherland, K. S. (March, 2008). *Peer aggression and victimization in school: Teachers' perceptions of problems for urban middle school students with disabilities*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Chicago, IL.
- Sutherland, K. S., Haydon, T., & Conroy, M. (February, 2008). *Classroom-based practices for preventing and ameliorating problem behaviors in young children*. Paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Sutherland, K. S. (October, 2007). *Re-examination of effective classroom management with focus on learners with or at-risk for emotional/behavioral disorders: Elementary classrooms*. Paper presented at the International Council for Children with Behavior Disorders Conference, Dallas, TX.
- Farmer, T. W., Mason, L., Sutherland, K. S., Taft, R., & Brooks, D. (October, 2007). *Creating instructionally effective classroom contexts for middle school students with EBD*. Paper presented at the International Council for Children with Behavior Disorders Conference, Dallas, TX.
- Sutherland, K. S. (May, 2007). *Preventing school dropout through promoting increased engagement of students with disabilities*. Keynote address presented to the International Symposium on Children and Families At-Risk, Oldenburg University, Oldenburg, Germany.
- Sutherland, K. S. (May, 2007). *Using classroom-based intervention to improve developmental outcomes of students with emotional or behavioral disorders*. Paper presented to Faculty, Special Education Department, University of Cologne, Cologne, Germany.

- Sutherland, K. S., & Snyder, A. (April, 2007). *Instructional Behavior of Teachers of Students with Emotional or Behavioral Disorders*. Paper presented at the American Educational Research Association Conference, Chicago, IL.
- Sutherland, K. S. (August, 2006). *Utilizing partnerships to recruit, train, and retain teachers of students with emotional disturbance*. Poster session. Office of Special Education Projects, Project Directors' Conference. Washington, DC.
- Sutherland, K. S. (October, 2005). *The relationship between teacher behavior and student engagement: Implications for decreasing classroom disruptions*. Paper presented to the 14th Annual Congress on Learning Disabilities, Burlington, MA.
- Sutherland, K. S. (October, 2005). *Teacher-student interactions and academic motivation of students with emotional or behavioral disorders*. Paper presented to the 14th Annual Congress on Learning Disabilities, Burlington, MA.
- Sutherland, K. S., & Gumpel, T. (September, 2005). *Differentiating subtypes: Bullies, victims, and bully-victims*. Paper presented to the International Conference on Behavior Disorders of Children and Youth, Dallas, TX.
- Sutherland, K. S. (April, 2005). *Evidenced-based practices and special education*. Paper presented to the Council for Exceptional Children Annual Convention, Baltimore, MD.
- Sutherland, K. S. (April, 2005). *Investigating interactions between teachers and students with emotional/behavioral disorders*. Paper presented to the International Symposium on Children and Families At-Risk, Oldenburg University, Oldenburg, Germany.
- Sutherland, K. S., Denny, R. K., & Gunter, P. L. (November, 2004). *Identifying and Preparing "Highly Qualified" Teachers for Students with EBD*. Paper presented at the 28th Annual Severe Behavior Disorders of Children and Youth Conference, Tempe, AZ.
- Sutherland, K. S., Osher, D., Artiles, A., & Zion, S. (November, 2004). *Disproportionality and Emotional/Behavioral Disorders: Disparities, School, and Classroom Effects*. Paper presented at the 28th Annual Severe Behavior Disorders of Children and Youth Conference, Tempe, AZ.
- Sutherland, K. S. (March, 2004). *Development of online instructional modules*. Presentation at the Great Cities Universities Urban Educators Core Annual Meeting, Miami, FL.
- Sutherland, K.S. (February, 2004). *The effects of peer tutoring and self-graphing on active responding, disruptive behavior, and reading achievement of students with EBD*. Paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Papers Presented: National/International (1997-2003)

- Sutherland, K. S. (October, 2003). *The relationship between teacher and students' behavior: Implications for instructional quality and student outcomes*. Paper presented at the International Conference on Children and Youth with Behavioral Disorders Conference, St. Louis, MO.
- Sutherland, K. S. (November, 2002). *Collecting data on teacher and students' behavior in classrooms for students with EBD: Implications for investigating transactional processes*. Paper presented at the 26th Annual Severe Behavior Disorders of Children and Youth Conference, Tempe, AZ.

- Sutherland, K. S., & Gunter, P. L. (November, 2001). *Teacher self-evaluation: Results of its effectiveness*. Paper presented at the 24th Annual Teacher Education Division of the Council for Exceptional Children Conference, St. Petersburg, FL.
- Sutherland, K. S., & Farmer, T. W. (October, 2001). *A general systems model of effective practices for students with emotional/behavioral disorders*. Paper presented at the International Conference on Behavior Disorders of Children and Youth, Atlanta, GA.
- Wehby, J. H. & Sutherland, K. S. (May, 2001). *The effect of self-evaluation on teaching behaviors in classrooms for students with emotional and behavioral disorders*. Paper presented at the Association for Behavior Analysis Conference, New Orleans, LA.
- Sutherland, K.S., & Wehby, J. H. (April, 2001). *The effect of self-evaluation on teacher behaviors in classrooms for students with EBD*. Paper presented at the Council for Exceptional Children Convention, Kansas City, MO.
- Sutherland, K. S., & Wehby, J. H. (2001, February). An examination of the relationship between teacher praise and students' with emotional/behavioral disorders opportunities to respond to academic requests. Paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.
- Sutherland, K. S., & Wehby, J. H. (2000, July). *The effect of self-evaluation on rates of teacher behaviors in classrooms for students with emotional and behavioral disorders, and the relation between teacher praise and opportunities to actively respond to academic requests*. Poster session. Office of Special Education Projects, Project Directors' Conference. Washington, DC.
- Sutherland, K. S., & Wehby, J. H. (2000, February). *The relation between opportunities to respond and teacher praise in classrooms for students with emotional and behavioral disorders: Preliminary data*. Poster session. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.
- Wehby, J. H., & Sutherland, K. S. (1999, November). *Teacher-student interactions patterns in general education classrooms and later special education placement: A preliminary investigation*. Paper presented at the 23rd Annual Conference on Severe Behavior Disorders in Children and Youth. Tempe, AZ.
- Van Acker, R., Farmer, T. W., & Sutherland, K. S. (1999, October). *Developing positive interactions in the classroom: Social network processes and teacher responding*. Paper presented at the Third International Conference on Children and Youth with Behavioral Disorders, Dallas, Texas.
- Sutherland, K. S., Jolivet, K., & Wehby, J. H. (1999, February). *The effect of varying rates of behavior specific praise on the on-task behavior of students with emotional and behavioral disorders*. Poster session. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.
- Jolivet, K., Barton-Arwood, S., Sutherland, K. S., & Wehby, J. H. (1999, February). *The effects of choice making on social and task-related behaviors of students with emotional disturbance*. Poster session. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.
- Wehby, J. H., Jolivet, K., & Sutherland, K. S. (1997, November). *Language problems and students with emotional and behavioral disorders*. Paper presented at the Teacher Educators for Children with Behavior Disorders (TECBD) Conference, Scottsdale, Arizona.

Relevant Papers, Posters, and Workshops Presented: Regional/State/Local (2010-2020)

- Sutherland, K. S., & Granger, K. (March, 2020). *BEST in CLASS: Supporting teachers to engage students with learning and behavioral needs*. Spring Professional Development Institute, Virginia Department of Education, Virginia Beach, VA.
- Sutherland, K. S., Granger, K., & Nemer, S. (September, 2018). *BEST in CLASS*. Presentation at the Virginia Council of Administrators of Special Education Annual Conference, Richmond, VA.
- Sutherland, K. S. (December, 2016). *Bullying prevention panel*. Elijah House Academy, Richmond, VA.
- Sutherland, K. S. (June, 2016). *Trends in Social and Emotional Learning: Focusing on Implementation*. Keynote presentation at the 2nd Annual Evelyn Reed Symposium on Early Childhood Research and Practice, Virginia Commonwealth University, Richmond, VA.
- Sutherland, K. S. (June, 2015). *From community needs to child outcomes: BEST in CLASS*. Paper presented at the Evelyn Reed Symposium on Early Childhood Research and Practice, Virginia Commonwealth University, Richmond, VA.
- Sutherland, K. S. (April, 2015). *The efficacy of an early intervention model for reducing problem behavior: Outcomes and future directions*. Paper presented to ETSU's Center of Excellence in Early Childhood Learning and Development, Johnson City, TN.
- Sutherland, K. S. (December, 2014). *Supporting teachers to promote positive classroom climates and the successful engagement of all students*. Paper presented to the Virginia School Board Association Practices of Promise Summit, Richmond, VA.
- Sutherland, K. S. (October, 2014). *BEST in CLASS: Preliminary efficacy and implementation outcomes*. Paper presented to the Applied Developmental Psychology Program, George Mason University, Fairfax, VA.
- Sutherland, K. S. (June, 2014). *Supporting teachers' use of evidence-based programming*. Presentation at the Innovation in High Priority Schools: Maximizing Student Learning Outcomes Conference, Richmond, VA.
- Fuentes, V. E., Hernandez, I., Myer, R. H., Goncy, E. A., & Sutherland, K.S. (April, 2014). *After-School Programming for Youth: Adolescent Perceptions of Future Aspirations*. Poster presented at the 2014 VCU Poster Symposium for Undergraduate Research and Creativity, Richmond, VA.
- Sutherland, K. S. (March, 2014). *BEST in CLASS: A classroom-based approach to reduce the risk for the development of emotional/behavioral disorders in young children*. Presentation to the Virginia Head Start Conference. Williamsburg, VA.
- Farmer, T., & Sutherland, K. S. (November, 2013). *Special education services during the era of evidence-based practices, inclusion, and high stakes testing*. Presentation to Chesterfield and Hanover County Public School Principals. Hanover, VA.
- Sutherland, K. S. (October, 2013). *Classroom management in alternative settings*. Presentation to Church Hill Academy, Richmond. VA.
- Sutherland, K. S. (March, 2013). *Implementing evidence-based programs in real-world settings: Challenges and opportunities*. Keynote presentation at the Virginia Commonwealth University School of Education Annual Research Colloquium, Richmond, VA.
- Vo, A. & Sutherland, K. S. (March, 2013). *BEST in CLASS - Behavioral, Emotional, and Social Training; Competent Learners Achieving School Success: Community engaged research*.

- Presentation at the School of Education Annual Research Colloquium, Richmond, VA.
- Vo, A., Sutherland, K. S., & Abrams, L. (March, 2013). *BEST in CLASS: A model for preventing problem behavior in preschool classrooms*. Paper to be presented at the Metropolitan Educational Research Consortium Annual Meeting, Richmond, VA.
- Sutherland, K. S. (November, 2011). *Effective instructional practices for preventing chronic problem behavior: Implications for school psychologists*. Presentation to Richmond Public Schools School Psychologists, Richmond, VA.
- Sutherland, K. S. (June, 2010). *Proactive behavior management at the school and classroom level*. Presentation presented with Swansboro Elementary School, Richmond, VA.
- Sutherland, K. S. (January, 2010). *Classroom management*. Training with Writing for Health interventionists, Clark-Hill Institute, Virginia Commonwealth University, Richmond, VA.

Relevant Papers, Posters, and Workshops Presented: Regional/State/Local (2005-2008)

- Sullivan, T., Sutherland, K. S., & Wright, S. (May, 2008). *The role of violence prevention programs in increasing social and emotional competence for early adolescents with and without disabilities*. Paper presented at the 46th Annual Child Psychiatry Spring Forum, Virginia Commonwealth University, Richmond, VA.
- Sutherland, K. S., & Snyder, A. L. (April, 2008). *Classrooms as risk or protective factors: The influence of teachers on students' developmental outcomes*. Paper presented at the School of Education Research Colloquium, Virginia Commonwealth University, Richmond, VA.
- Sutherland, K. S., & Conroy, M. (April, 2008). *Classroom-based practices for preventing and ameliorating problem behavior in young children*. Paper presented at the School of Education Research Colloquium, Virginia Commonwealth University, Richmond, VA.
- Sutherland, K. S. (April, 2008). *Classrooms as risk or protective factors: The influence of teachers on students' developmental outcomes*. Paper presented to the Virginia Academy of Special Education Symposium, Virginia Beach, VA.
- Sutherland, K. S. (March, 2008). *Progress monitoring and curriculum-based measurement*. Training provided to Peter Paul Development Center, Richmond, VA.
- Sutherland, K. S. (October, 2007). *Response to intervention and behavioral interventions: Implications for school personnel*. Presentation to Henrico County Exceptional Education Personnel, Richmond, VA.
- Sutherland, K. S. (September, 2007). *Preventing problem behavior*. Training provided to School of the Performing Arts in the Richmond Community (SPARC). Richmond, Virginia.
- Snyder, A., & Sutherland, K. S. (March, 2007). *Instructional behavior of teachers of students with emotional or behavioral disorders*. Paper presented at the Metropolitan Educational Research Consortium Annual Conference, Richmond, VA.
- Sutherland, K. S. (August, 2006). *Proactive classroom management – beginning the school year*. Presentation to Fairfield Court Elementary School, Richmond Public Schools, Richmond, VA.
- Snyder, A., & Sutherland, K. S. (March, 2006). *Effective strategies for classroom management*. Paper presented at the Metropolitan Educational Research Consortium Annual Conference, Richmond, VA.
- Snyder, A. & Sutherland, K. S. (October 2005). *Effective strategies for classroom management*. Paper presented at the KIDSafe Annual Prevention Conference, Richmond, Virginia.

- Sutherland, K. S. (April, 2005). *Problem-solving in classrooms for students with EBD*. Workshop presented to Richmond, Virginia Public Schools.
- Sutherland, K. S. (February, 2005). *Factors associated with low achievement early in school: A pilot study*. Seminar presented to Members of the Metropolitan Educational Research Consortium, Virginia Commonwealth University, Richmond, VA.

Relevant Papers, Posters, and Workshops Presented: Regional/State/Local (1998-2004)

- Sutherland, K. S. (December, 2004). *Problem-solving in classrooms for students with EBD*. Workshop presented to Richmond, Virginia Public Schools.
- Sutherland, K. S. (November, 2004). *Investigating factors associated with low achievement early in school: A pilot study*. Paper presented to the Leadership Council of the Metropolitan Educational Research Consortium, Virginia Commonwealth University, Richmond, VA.
- Sutherland, K. S. (October, 2004). *Improving Behavior: Tips for Success*. Presentation at the Learning Disabilities of Virginia Annual Conference, Richmond, VA.
- Sutherland, K. S. (September, 2004). *Responding to Disruptive Behavior*. Workshop presented to Richmond, Virginia Public Schools.
- Sutherland, K. S. (July, 2004). *Effective Classroom Strategies for Teachers of Students with Emotional Disturbance*. Workshop presented to Richmond, Virginia Public Schools.
- Sutherland, K. S. (March, 2004). *Results of the SSEAC subcommittee on restraint and seclusion survey*. Presentation to the State Council of Special Education Directors, State Department of Education, Richmond, VA.
- Sutherland, K. S. (July, 2003). *Creating a positive home-school connection*. Panel discussion chaired at Corinth United Methodist Church, Richmond, VA.
- Sutherland, K. S. (April, 2003). *Strategies for children with attention problems*. Workshop presented to the Virginia Association of Children's Homes, Petersburg, VA.
- Sutherland, K. S. (April, 2002). *Classroom instruction and management of students with learning and behavior problems*. Workshop presented to the Virginia Department of Corrections, Richmond, VA.
- Sutherland, K. S. (2002, February). *The role of the classroom in the development of problem behavior*. Paper presented to the Center for the Study and Prevention of Youth Violence, Virginia Commonwealth University, Richmond, Virginia.
- Sutherland, K. S., & Sutherland, C. G. (November, 2001). *Meeting the needs of children with problem behavior*. Workshop presented to the School of Performing Arts for the Richmond Community (SPARC), Richmond, VA.
- Sutherland, K. S. (October, 2001). *The effect of teacher behavior on students' with emotional/behavioral disorders academic and social behavior*. Paper presented at the Virginia Council for Exceptional Children Conference, Fredericksburg, VA.
- Sutherland, K. S. (August, 2001). *Preventive approaches to managing classroom behavior*. Workshop presented to Richmond, Virginia Public Schools.
- Sutherland, K. S. (August, 2001). *Workshop in education: Introduction to behavior management in the regular classroom*. Workshop presented to Petersburg, Virginia Public Schools.
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