

Curriculum Vita

Jason C. Chow

Current Position:

Assistant Professor of Special Education, Affiliate Assistant Professor of Psychology, Research Faculty in the Clark-Hill Institute for Positive Youth Development

Contact Information:

Virginia Commonwealth University
Department of Counseling and Special Education
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EDUCATION

Ph.D. 2016	Vanderbilt University Special Education, High-Incidence Disabilities
M.Ed. 2012	Bay Path College Special Education, Mild/Moderate Disabilities
B.A. 2008	Syracuse University Psychology

PROFESSIONAL EXPERIENCE

2019-present	Research Faculty, Clark-Hill Institute for Positive Youth Development
2017-present	Co-Director, VCU Cognition and Learning Lab
2017-present	Affiliate Faculty, Psychology Department, Virginia Commonwealth University
2017-2019	Faculty Fellow, Clark-Hill Institute for Positive Youth Development
2016-present	Graduate Faculty, Virginia Commonwealth University
2016-present	Assistant Professor of Special Education, Virginia Commonwealth University
2015-2016	Instructor, Vanderbilt University
2013-2016	Experimental Research Training (ExpeRT) Fellow
2012-2016	Research Assistant, Department of Special Education, Vanderbilt University
2008-2012	Paraprofessional, Amherst Regional Public Schools

RESEARCH & SCHOLARLY ACTIVITY

GRANT FUNDING (External Funding: **\$2,731,278**; Internal Funding: **\$66,855**)

2019-2024 *Policy and Research-Intensive Special Education (PRISE) Cohort Program*

Role: Co-Investigator

Funding: Office of Special Education Programs, #H325D190070 (\$2,330,000)

2019-2020 *Contribution of Language Skills to Peer Social Networks in Kindergarten*

Role: Principal Investigator

Funding: Early Career Research Grant, APA Division 15 (\$6,000)

2018-2022 *Developmental Relations Between Language Ability and Behavior Problems*

Role: Principal Investigator

Funding: Institute of Education Sciences, #[R324B180008](#) (\$395,278)

2018-2020 *Instructional Complexity and Mathematical Input: Contributions of Teachers' Instruction to Students' Mathematical Performance*

Role: Principal Investigator

Funding: VCU Presidential Research Quest (\$36,655)

2018-2019 *Advancing Synthesis Methods in Educational Research*

Role: Principal Investigator

Funding: VCU School of Education Faculty Excellence Award (\$5,000)

2017-2018 *Behavior Management Strategies for Speech-Language Pathologists in Urban Communities: A National Survey*

Role: Principal Investigator

Funding: Clark-Hill Institute for Positive Youth Development (\$10,500)

2017-2018 *Profiles of Mathematics Knowledge, Teaching, and Anxiety in Preservice Teachers*

Role: Principal Investigator

Funding: VCU Office of Research and Innovation (\$10,000)

2017-2018 *Developmental Associations between Mathematics and Language in Young Children*

Role: Principal Investigator

Funding: McLeod Faculty Development Award (\$1,200)

2015-2016 *Contribution of Nonsymbolic Representation Beyond Symbolic Equal-Sign Instruction in Elementary Classrooms*

Role: Principal Investigator

Funding: Bonsal Applied Education Research Award (\$8,000)

OTHER RESEARCH ACTIVITY

2017-2020 *Evaluation of LEAP (Leadership for Empowerment and Abuse Prevention): A Healthy Relationship Curriculum for People with Intellectual and Developmental Disabilities*

Role: Consultant (PI: Parthena Dinora, VCU)

Funding: US Department of Justice (\$400,000)

PENDING GRANTS

- 2020-2022 *Development and Stability of Peer Social Networks of Children with and without Specific Language Impairment*
Role: Principal Investigator (Co-Is: Kristen Granger & Michael Broda, VCU)
Funding: National Institutes of Health
- 2020-2024 *Optimizing Research-based Behavior Intervention Training for Speech-language Pathologists: ORBITS*
Role: Principal Investigator (Co-PI: Jade Wexler, University of Maryland)
Funding: Institute of Education Sciences
- 2020-2022 *Distilling Practice Elements for School-based Practices and Programs that Improve Social and Behavioral Outcomes: A Meta-analysis*
Role: Co-Investigator (PI: Bryce McLeod, VCU)
Funding: Institute of Education Sciences
- 2019-2020 *Demystifying the Black Box of Teacher Stress and Burnout: Synthesizing Evidence on the Problem Theory*
Role: Co-Principal Investigator (PI: Elizabeth Nye, Oxford University)
Funding: John Fell Research Fund
- 2020-2024 *Integrating Peer Social Networks into an Extension Evaluation of the Relations between Language and Behavior*
Role: Principal Investigator (Co-Is: Katherine Masyn, Georgia State University; Albert Farrell, VCU)
Funding: Institute of Education Sciences
- 2020-2023 *Examining Differences in Teacher Language Input and Instructional Quality as a Function of Child Problem Behavior*
Role: Principal Investigator (Co-PI: Jennifer Cunningham, University of Washington)
Funding: Institute of Education Sciences
- 2020-2023 *Developing a Teacher-facilitated Peer Tutoring (TPT) Instructional Strategy to Promote Young English Learners' Social and English Language Skills*
Role: Co-Investigator (PI: Yao Ying Xu, VCU)
Funding: Institute of Education Sciences
- 2020-2024 *Development of an Adaptable Tier 2 Identification and Intervention Framework (T2I2)*
Role: Co-Investigator (PI: Sara McDaniel, University of Alabama)
Funding: Institute of Education Sciences

2020-2024 *PBIS-EI: Reimagining Services to Address Challenging Behaviors in Very Young Children*
Role: Advisory Board (PI: Angel Fettig, University of Washington)
Funding: Institute of Education Sciences

PUBLICATIONS

(*co-author was a student under my mentorship at the time of study/publication)

Book Chapters

1. **Chow, J. C.**, Cunningham, J. E., & *Wallace, E. S. (in press). Interaction-centered model for language and behavioral development. In T. Farmer, B. Farmer, K. Sutherland, & M. Conroy (Eds), *Handbook of Research on Emotional & Behavioral Disabilities: Interdisciplinary Developmental Perspectives on Children and Youth*. New York, NY: Routledge.

Peer-Reviewed Journal Articles

2. **Chow, J. C.**, Frey, J. R., & Naples, L. (accepted) Associations between teacher ratings and direct assessments of elementary students' speech and language skills. *Assessment for Effective Intervention*.
3. **Chow, J. C.**, Walters, S., & Hollo, A. (accepted). Supporting students with co-occurring language and behavioral deficits in the classroom. *TEACHING Exceptional Children*.
4. Hirsch, S. E., **Chow, J. C.**, Randall, K., *Nemer, S. L., & McKown, G. (accepted). Evaluating the effect of embedded responses in multimedia-based instruction with preservice teachers. *Behavioral Disorders*.
5. *Lester, A. M., **Chow, J. C.**, & Melton, T. (in press). Effects of afterschool programs on secondary students' academic and social/behavioral outcomes A systematic review and meta-analysis. *Journal of Youth and Adolescence*.
6. **Chow, J. C.**, & *Wallace, E. S. (in press). Speech-language pathologists' behavior management training and reported experiences with challenging behavior. *Communication Disorders Quarterly*.
7. Lancaster, H. S., Lien, K. M., **Chow, J. C.**, Frey, J. R., Scherer, N. J., & Kaiser, A. P. (in press). Early speech and language development in children with nonsyndromic cleft lip and/or palate: A meta-analysis. *Journal of Speech, Language, and Hearing Research*.
8. *Nemer, S. L., Sutherland, K. S., **Chow, J. C.**, & Kunemund, R. L. (in press). A systematic literature review identifying dimensions for teacher attributions for challenging student behavior. *Education and Treatment of Children*.

9. **Chow, J. C.**, & Wehby, J. H. (in press). Effects of symbolic and nonsymbolic equal-sign intervention in second-grade classrooms. *The Elementary School Journal*.
10. *Ekholm, E., & **Chow, J. C.** (in press). Addressing publication bias in educational psychology. *Translational Issues in Psychological Science*.
11. Hollo, A., **Chow, J. C.**, & Wehby, J. H. (2019). Profiles of language and behavior in students with emotional disturbance. *Behavioral Disorders*, 44(4), 195-204.
12. **Chow, J. C.**, & Hampton, L. H. (2019). Sequential multiple-assignment randomized trials: Developing evidence-based adaptive interventions in special education. *Remedial and Special Education*, 40(5), 267-276.
13. **Chow, J. C.**, & Wehby, J. H. (2019). Profiles of problem behavior in children with varying language ability. *Journal of Emotional and Behavioral Disorders*, 27(2), 110-118.
14. **Chow, J. C.**, & *Ekholm, E. (2019). Language domains differentially predict mathematics performance in young children. *Early Childhood Research Quarterly*, 46(1), 179-186.
15. **Chow, J. C.** (2018). Prevalence of publication bias tests in speech, language, and hearing research. *Journal of Speech, Language, and Hearing Research*, 61(12), 3055-3063.
16. **Chow, J. C.**, *Ekholm, E., & *Coleman, H. (2018). Does early language ability underpin the development of later behavior problems? A longitudinal meta-analysis. *School Psychology Quarterly*, 33(3), 337-349.
17. **Chow, J. C.**, & *Ekholm, E. (2018). Do published studies yield larger effect sizes than unpublished studies in education and special education? A meta-review. *Educational Psychology Review*, 30(3), 727-744.
18. **Chow, J. C.** (2018). Comorbid language and behavior problems in children: Development, frameworks, and intervention. *School Psychology Quarterly*, 33(3), 356-360.
19. **Chow, J. C.**, & Wehby, J. H. (2018). Associations between language and behavior: A systematic review and correlational meta-analysis. *Educational Psychology Review*, 30, 61-82.
20. **Chow, J. C.**, & Hollo, A. (2018). Language ability of students with emotional disturbance: Discrepancies between teacher ratings and direct assessment. *Assessment for Effective Intervention*, 43(2), 90-95.
21. Moore, T. C., Wehby, J. H., Oliver, R. M., **Chow, J. C.**, Gordon, J. R., & Mahany, L. A. (2017). Teachers' reported knowledge and implementation of research-based classroom and behavior management strategies. *Remedial and Special Education*, 38(4), 222-232.

22. **Chow, J. C.**, & Jacobs, M. (2016). The role of language in fraction performance: A synthesis of literature. *Learning and Individual Differences*, 47, 252-257.
23. **Chow, J. C.**, & Gilmour, A. F. (2016). Designing and implementing group contingencies in the classroom: A teacher's guide. *TEACHING Exceptional Children*, 48(3), 137-143
Note: Selected for reprint by Editor for a 2018 special issue on high-leverage practices in TEACHING Exceptional Children, 50(4).
24. Hollo, A., & **Chow, J. C.** (2015). Supporting students with high-incidence disabilities: Problem behavior as functional communication. *Beyond Behavior*, 24(3), 1-9.

PRESENTATIONS

Invited Talks

- Chow, J. C. (2020, April), *Find Your Team: Learning to Collaborate on Interdisciplinary Endeavors*. Invited panel for the American Education Research Association Graduate Student Council, San Francisco, CA.
- Chow, J. C. (2019, August), *Low-Effort Behavior Management Strategies for School-Based Speech-Language Pathologists*. Seventh Annual School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN.
- Chow, J. C. (2019, July), *Comorbidity of Language and Behavioral Disorders: Practical Implications for Speech-language Pathologists*. American Speech-Language Hearing Association, Chicago, IL.
- Chow, J. C. (2019, March), *Language Disorders: A Specific Developmental Disorder with Protean Manifestations*. The Spectrum of Developmental Disabilities XLI: Disorders of Higher Cortical Function in School: Learning, Attention, and Socialization, Johns Hopkins University School of Medicine, Baltimore, MD.
- Chow, J. C., & Stehle, E. L. (2018, August), *Managing Challenging Behavior: Effective Strategies for Speech-Language Pathologists*. Sixth Annual School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN.
- Chow, J. C., Gilmour, A., Mason, C., & Wehby, J. H. (2014, February), *Using Group Contingencies to Effectively Promote and Encourage Positive Class-Wide Behavior*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Symposia

- Chow, J. C. (2019, October), *A Meta-analysis of Measures of Elementary and Middle School Science and Mathematics Learning*. In C. Bae (Chair), Examining Methodologies used to Capture Complex Phenomena related to Motivation and STEM Learning and the Scholarly Consortium for Innovative Psychology in Education, Savannah, GA.
- Chow, J. C. (2018, April), *Effects of Symbolic and Nonsymbolic Equal-Sign Intervention Elementary Classrooms*. In S. Tucker (Chair), Mathematics Learning in Early Childhood at the American Educational Research Association Annual Meeting, New York, NY.

Chow, J. C. (2018, February), *Examining the Longitudinal Relations between Early Language Skills and Later Behavior Problems*. In C. Qi (Chair), Not all Correlation Are Equal: How Measurement and Context May Influence the Relationship between Language and Behavior in Children and Teachers at the Conference on Research Innovations in Early Intervention, San Diego, CA.

Conference Presentations

- Dunn, K., & Chow, J. C. (2020, February) *Effects of Peer-Mediated Social Skills Interventions for Adolescents with ASD: A Systematic Literature Review*. Poster at the Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.
- Wallace, E. S., Senter, R., & Chow, J. C. (2020, February) *Language Skills of Youth in the Juvenile Justice System: A Systematic Review and Meta-Analysis*. Poster at the Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.
- Chow, J. C. (2020, February) *Supporting the Co-Development of Language Skills, Behavior, and Socialization Through Evidence-Based Classroom Practices*. Council for Exceptional Children, Portland, OR.
- Dunn, K., & Chow, J. C. (2020, February) *A Systematic Literature Review of Work-Place Social Skills Interventions for Adults with ASD*. Poster at the International Conference on Autism, Intellectual Disabilities, and Developmental Disabilities, Sarasota, FL.
- Wallace, E. S., & Chow, J. C. (2019, November) *Establishing a Collaborative Partnership between Speech-Language Pathologists and General Education Teachers*. CEC Teacher Education Division Conference, New Orleans, LA.
- Hirsch, S. E., & Chow, J. C. (2019, November) *Examining Active Responding within Multimedia-based Instruction*. Poster at the CEC Teacher Education Division Conference, New Orleans, LA.
- Chow, J. C. (2019, November) *Impacts of Language Disorders in Children's Social and Behavioral Functioning in Schools*. American Speech-Language Hearing Association Annual Convention, Orlando, FL.
- Wallace, E. S., & Chow, J. C. (2019, November) *Managing Challenging Behaviors: Effective Strategies for Speech Language Pathologists*. American Speech-Language Hearing Association Annual Convention, Orlando, FL.
- Wallace, E. S., & Chow, J. C. (2019, November) *Creating a Collaborative Partnership in the Preschool Setting: Speech Language Pathologists & Preschool Teachers*. American Speech-Language Hearing Association Annual Convention, Orlando, FL.
- Chow, J. C., & Broda, M. D. (2019, October) *Using Social Network Analysis to Examine the Relation between Communication Skills and Friendship Development in Kindergarten*, Scholarly Consortium for Innovative Psychology in Education, Savannah, GA.
- Chow, J. C., Granger, K., & Broda, M. D. (2019, August) *Contribution of Language Skills to Peer Social Integration and Marginalization in Kindergarten*. American Psychological Association Convention, Chicago, IL.
- Wallace, E. S., Turner, K. C., Peterson, N., & Chow, J. C. (2019, August), *Effective Collaboration between Speech-Language Pathologists and Classroom Teachers*. Seventh Annual School Speech-Language Pathology Conference at Vanderbilt, Nashville, TN.

- Chow, J. C., Granger, K., & Peterson, N. (2019, May). *Classroom Management Skill Predicts Children's Academic Achievement: A Longitudinal within-Year Investigation*. Poster at the Society for Prevention Research, San Francisco, CA.
- Lien, K., Lancaster, H., Chow, J. C., Frey, J. R., Scherer, N., & Kaiser, A. P. (2019, April) *Meta-Analysis of Speech, Language, and Reading Outcomes and Their Relationship with Assessment Characteristics in Children with Nonsyndromic Cleft Lip and/or Palate*. Presentation for the American Cleft Palate-Craniofacial Association, Tucson, AZ.
- Rouse, A. G., Kuihara, S. A., Chow, J. C., & Ahn, C. (2019, February) *Writing to Learn in Elementary Classrooms: Results of a National Survey*. Poster at the Pacific Coast Research Conference, Coronado, CA.
- Turner, K. C., Deering, B. T., & Chow, J. C. (2019, February) *Exploring the Role of Child Language Skills in Student-Teacher Interactions*. Poster at the Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.
- Zimmerman, K. N., Stehle, E. L., & Chow, J. C. (2019, February) *Keeping it Simple: Low Effort Interventions to Improve Outcomes for Diverse Learners in General Education Settings*. Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.
- Stehle, E. L., & Chow, J. C. (2019, February) *Speech-language Pathologists' Reported Training and Experiences with Challenging Behavior*. Poster at the Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO. (MSLBD 2019 Best Poster)
- Hollo, A., & Chow, J. C. (2019, February) *Maximizing Efficiency in Classroom Language Sample Analysis: An Application of Generalizability Theory*. Poster at the Council for Exceptional Children Annual Convention, Indianapolis, IN.
- Frey, J. R., & Chow, J. C. (2018, November) *Teacher Ratings & Direct Assessment of Elementary Students' Communication Skills: A Latent Variable Approach*. Poster at the American Speech-Language and Hearing Association Annual Convention, Boston, MA.
- Hollo, A., & Chow, J. C. (2018, November) *Using Generalizability Theory to Inform Teacher Language Sampling in Classroom-based Research*. Poster at the American Speech-Language and Hearing Association Annual Convention, Boston, MA.
- Stehle, E. L., Turner, K. C., & Chow, J. C. (2018, October) *Speech-language Pathologists' Reported Knowledge and Training in Behavior Management*. Poster at the Metropolitan Education Research Consortium Conference, Richmond, VA.
- Chow, J. C., (2018, October) *Estimating the Magnitude of the Difference between Published and Unpublished Studies in Education Meta-Analyses*. Global Evidence and Implementation Summit, Melbourne, Australia.
- Stehle, E. L., & Chow, J. C., (2018, October) *Behavior Management Training of School-Based Speech-Language Pathologists: A National Survey*. Poster at the Consortium for Research on Educational Assessment and Teaching Effectiveness, Williamsburg, VA.
- Lester, A. M., & Chow, J. C. (2018, October) *A Systematic Review and Meta-Analysis of the Effects of Afterschool Programs on Adolescent Character Development*. Poster at the Promoting Character Development Among Diverse Children and Adolescents Meeting of the Society for Research on Child Development, Philadelphia, PA.
- Chow, J. C., Ekholm, E., & Coleman, H. (2018, August) *Does Language Underpin the Development of Later Behavior Problems? A Longitudinal Meta-Analysis*. American Psychological Association Convention, San Francisco, CA.

- Chow, J. C., & Ekholm, E. (2018, August) *Language Domains Differently Predict Mathematics Performance in Young Children*. American Psychological Association Convention, San Francisco, CA.
- Lester, A. M., & Chow, J. C. (2018, August) *Adolescent Participation in Afterschool Programs: A Systematic Review and Meta-analysis*. American Psychological Association Convention, San Francisco, CA.
- Kunemund, R., Nemer, S., Lu., Z., & Chow, J. C. (2018, July) *Associations Between Student-Teacher Relationships and Behavior: A Meta-analysis*. Poster at the Office of Special Education Programs Project Directors Conference, Washington, DC.
- Lancaster, H., Lien, K., Chow, J. C., Frey, J., Scherer N., & Kaiser, A. (2018, April). *Meta-analysis of Early Speech and Language in Children with Nonsyndromic Cleft Palate with or without Cleft Lip*. Annual Convention of the American Cleft Palate-Craniofacial Association, Pittsburgh, PA.
- Chow, J. C., & Hollo, A. (2018, February) *Language and Behavior in the Classroom: Implications and Applications for Teachers*. Council for Exceptional Children Annual Convention, Tampa, FL.
- Chow, J. C., & Ekholm, E. (2018, February) *Estimating the Magnitude of the Difference between Published and Unpublished Studies in Special Education: A Metareview*. Poster at the Council for Exceptional Children Annual Convention, Tampa, FL.
- Hollo, A., & Chow, J. C., (2018, February) *Language Ability of Students with Emotional Disturbance: Discrepancies between Teacher Ratings and Direct Assessments*. Poster at the Council for Exceptional Children Annual Convention, Tampa, FL.
- Wright, J., Chow, J. C., Granger, K., Sutherland, K., & Conroy, M. (2018, February) *Reducing Child Problem Behavior: The Contribution of Teachers' Behavior Management Efficacy and Teacher-Child Relationships*. Poster at the Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO.
- Markowicz, K., Granger, K., Chow, J. C., 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 at the Society for Implementation Research Collaboration 4th Biennial Research Conference, Seattle, WA.
- Ekholm, E., & Chow, J.C. (2017, August) *Effects of Gender, Age, and ELL Status on the Relationship between Cognitive Ability and Language*. Poster at the American Psychological Association Convention, Washington, DC.
- Chow, J.C., & Ekholm, E. (2017, August), *Contribution of Working Memory and Attention to Language Performance*. Poster at the American Psychological Association Convention, Washington, DC.
- Chow, J.C. (2017, May), *Contribution of Nonsymbolic Representation Beyond Symbolic Math Intervention: A Compensatory Moderation Effect*. Association for Psychological Science Annual Convention, Boston, MA.
- Bae, C. L., & Chow, J.C. (2017, May), *Elementary and Secondary Mathematics and Science Learning: Definitions and a Cognitive Framework*. Poster at the Association for Psychological Science Annual Convention, Boston, MA.
- Majeika, C. M., Sheaffer, A. W., & Chow, J. C. (2017, April), *Equal-Sign Exploration: The Impact of Explicit Equal Sign Instruction on Mathematical Problem Solving for Elementary Students with Low Language Ability*. Council for Exceptional Children Annual Convention, Boston, MA.

- Chow, J. C. (2017, April), *Improving Math Equivalence Understanding and Problem Solving Performance in First- and Second-Grade Children*. Society for Research on Child Development Biennial Meeting, Austin, TX.
- Chow, J. C. (2017, February), *Compensatory Language Support During Equal-Sign Intervention: A Cluster-Randomized Trial*. Poster at the Pacific Coast Research Conference, Coronado, CA.
- Chow, J. C. (2016, November), *Effects of Equal-Sign Intervention in First-Grade Classrooms: A Cluster-Randomized Trial*. Poster at the American Speech-Language-Hearing Association Schools Annual Convention, Philadelphia, PA.
- Sheaffer, A. W., Majeika, C. M., & Chow, J. C. (2016, November), *Improving Children's Equal-Sign Understanding through Explicit Instruction*. Poster at the Teacher Education Division National Conference, Lexington, KY.
- Chow, J. C. (2016, August), *Effects of Math Equivalence Intervention in Second-Grade Classrooms*. Poster at the American Psychological Association Convention, Denver, CO.
- Chow, J. C. (2016, August), *Relations between Language Ability and Problem Behavior: A Systematic Review and Meta-Analysis*. Poster at the American Psychological Association Convention, Denver, CO (Division 15 Poster Award winner).
- Chow, J. C., Majeika, C. E., Sheaffer, A. W., & Wehby, J. H. (2016, April), *Contribution of Visual Representation During Mathematics Instruction*. Council for Exceptional Children Annual Convention, St. Louis, MO.
- Gilmour, A. F., Chow, J. C., & Wehby, J. H. (2016, April), *Measuring Student Behavior: A Factor-Analytic Comparison of Teacher Ratings and Direct Observation*. Poster at the Council for Exceptional Children Annual Convention, St. Louis, MO.
- Chow, J. C. (2016, April), *Are Language and Behavior Related in Children with and without High-Incidence Disabilities*. Poster at the Council for Exceptional Children Annual Convention, St. Louis, MO.
- Chow, J. C. (2015, November), *The Concurrent and Predictive Associations between Language and Behavior: A Systematic Review and Meta-Analysis*. Poster at the American Speech-Language-Hearing Association Schools Annual Convention, Denver, CO.
- Chow, J. C. (2015, October), *A Concurrent and Predictive Meta-Analytic Review of the Relation between Language and Problem Behavior*. Tennessee Association for Behavior Analysis Annual Conference, Nashville, TN.
- Chow, J. C., & Wehby, J. H. (2015, September), *An Examination of Language and Achievement of Students with or at-risk for Emotional and Behavioral Disorders*. Poster at the Council for Children with Behavior Disorders International Conference, Atlanta, GA.
- Bateman, C. M., Chow, J. C., Maguire, T., Gilmour, A. F., & Wehby, J. H. (September, 2015) *Class-wide Function-based Intervention Teams Program: The influence of instructional context on efficacy*. Poster at the Council for Children with Behavior Disorders International Conference, Atlanta, GA.
- Hollo, A., & Chow, J. C. (2015, February), *Listen up: Language, Behavior, and communication in EBD classrooms*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Chow, J. C. (2015, February), *Language, Behavior, and Achievement: A Multivariate Profile Analysis*. Poster at the Pacific Coast Research Conference, Coronado, CA.

- Chow, J. C., Hollo, A., & Wehby, J. H. (2014, November), *Profiles of Language and Behavior of Students with Emotional Disturbance*. Poster at the American Speech-Language-Hearing Association Annual Convention, Orlando, FL.
- Chow, J. C. (2014, July), *Concordance between Teacher Ratings and Standardized Measures on Language Ability of Students with Emotional Disturbance*. Poster at the American Speech-Language-Hearing Association Schools Conference, Pittsburgh, PA.
- Chow, J. C., & Hollo, A. H. (2014, April), *Language and Behavior Profiles of School Age Students with Emotional Disturbance*. Poster at the Council for Exceptional Children Annual Convention, Philadelphia, PA.
- Chow, J. C., Hollo, A., & Wehby, J. H. (2013, September), *An Examination of Language Ability in Schools Serving Students with Emotional Disturbance*. Poster at the Council for Children with Behavior Disorders International Conference, Chicago, IL.
- Hollo, A., Chow, J. C., & Wehby, J. H. (2013, July), *Profiles of Language and Behavior in Middle School Students with Emotional Disturbance*. Poster at the American Speech-Language-Hearing Association Schools Conference, Long Beach, CA.

Other Talks and Lectures

- Chow, J. C. (2019, October), *Contribution of Child Language Skills to Mathematical Performance in Early Elementary Grades*. Mathematics Education Seminar, Department of Mathematics and Applied Mathematics, Virginia Commonwealth University.
- Chow, J. C., (2019, September), *Advances in Meta-analysis*. Clark-Hill Institute for Positive Youth Development, Virginia Commonwealth University.

TEACHING

UNIVERSITY COURSES

Virginia Commonwealth University

Doctoral: Applied Meta-Analysis, Grant Writing in Education and Social Sciences, Professional Seminar in Special Education Research

Master's: Characteristics of Students with High-Incidence Disabilities

Undergraduate: Survey of Special Education, Psychology Research Internship

Vanderbilt University

Master's: Research Methods in Special Education

DOCTORAL ADVISING AND THESIS COMMITTEES

PhD Students

(student awards listed under their names)

Erin Stehle Wallace

- Best Literature Review Poster Award (2019), *Teacher Education Division of the Council for Exceptional Children*
- Student Scholar (2019), *Division for Research of the Council for Exceptional Children*
- Best Poster Award (2019), *Midwest Symposium for Leadership in Behavioral Disorders*
- Doctoral Student Award (2018), *Consortium for Research on Educational Assessment and Teaching Effectiveness*

Kelsey Turner
Nicole Peterson
Reed Senter

Dissertation Committees

Virginia Commonwealth University

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| 2017 | Heather Coleman (Advised by Dr. Yao Ying Xu): <i>Parent-implemented communication intervention for preschool-aged children with autism.</i> |
| 2019 | Shannon Nemer (Advised by Dr. Kevin Sutherland): <i>An adaptation and psychometric evaluation of the Teacher Attribution Measure for Early Elementary (TAM-EE).</i> |
| 2019 | Eric Ekholm (Advised by Dr. Sharon Zumbrunn): <i>Investigating daily writing emotions, attention regulation, and productivity: An intensive longitudinal study.</i> |
| Pending | Ruben Martinez (Advised by Dr. Bryce McLeod): <i>An updated meta-analysis investigating the effect of treatment integrity on client outcomes.</i> |
| Pending | Jessica Wright (Advised by Dr. Kevin Sutherland) |
| Pending | Toshna Pandey (Advised by Dr. Kevin Sutherland) |

Clemson University

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| Pending | Sharon Walters (Advised by Dr. Shanna Hirsch) |
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Master's Thesis Committees

Virginia Commonwealth University

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| Pending | Arlenis Santana, <i>A longitudinal mediated examination of Mexican-origin mothers' cultural characteristics and children's Spanish language skills via mothers' Spanish language use with children.</i> |
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UNDERGRADUATE RESEARCH MENTORING

Student Awards and Fellowships

Laura Griffith, VCU Undergraduate Research Fellowship (\$2000)

Presentations

Hicks, A., Griffith, L., & Chow, J. C. (2019). *Contribution of language skills to peer social networks in kindergarten classrooms*. VCU Poster Symposium for Undergraduate Research, Richmond, VA.

Vance, A., Alidost, R., Deering, B. T., & Chow, J. C. (2019) *Patters of engagement and disruptive behavior in children with or at risk for specific language impairment and emotional and behavioral disorders*. VCU Poster Symposium for Undergraduate Research, Richmond, VA.

Undergraduate Research Mentees

Rabia Alidost, Dillon Clay, Tatem Crenshaw, Bryce Deering, Victoria DePersis, Delaney Desman, Vanessa Fulton, Laura Griffith, Austin Hicks, Jackson Lane, Rachel Plummer, Christopher Rivera, Emily Sackie, Alexi Thalwitz, Alexander Vance

PROFESSIONAL SERVICE

NATIONAL SERVICE

Federal Grant Review and Advisory Board Activities

2017	Ad-Hoc Reviewer, National Science Foundation, DRK-12
2017	Ad-Hoc Reviewer, National Science Foundation, EHR Core Research
2017	Member, Technical Working Group on Emotional and Behavioral Disorders, Institute of Education Sciences
2019	Review Panel Member, National Science Foundation, DRK12

Editorial Positions

Associate Editor

2019-present	<i>Assessment for Effective Intervention</i>
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Editorial Board Member

2016-present	<i>Behavioral Disorders</i>
2016-present	<i>TEACHING Exceptional Children</i>
2017-2019	<i>School Psychology Quarterly</i>
2017-present	<i>Learning Disabilities Research & Practice</i>
2017-present	<i>Journal of Positive Behavior Interventions</i>
2018-present	<i>Journal of Educational Psychology</i>

2018-2019	<i>Assessment for Effective Intervention</i>
2018-present	<i>Exceptional Children</i>
2019-present	<i>School Psychology</i>
2019-present	<i>Journal of Speech, Language, and Hearing Research</i>

Ad Hoc Reviews

Assessment for Effective Intervention, Behavioral Disorders, Early Childhood Research Quarterly, Education and Treatment of Children, Educational Psychology Review, Exceptional Children, Journal of Abnormal Child Psychology, Journal of Applied School Psychology, Journal of Behavioral Education, Journal of Child and Family Studies, Journal of Developmental & Behavioral Pediatrics, Journal of Educational Psychology, Journal of Emotional and Behavioral Disorders, Journal of Learning Disabilities, Journal of Positive Behavior Interventions, Journal of Speech, Language, and Hearing Research, Journal for Research in Mathematics Education, Journal for Research on Educational Effectiveness, Learning Disabilities Research & Practice, Learning and Individual Differences, New Directions for Child and Adolescent Development, Pediatrics, Psychological Methods, Remedial and Special Education, Research Synthesis Methods, School Mental Health, School Psychology Quarterly, TEACHING Exceptional Children

Conference Proposal Reviewer

American Educational Research Association, American Psychological Association, Council for Children with Behavioral Disorders International Conference, Council for Exceptional Children Annual Convention, CEC Teacher Education Division Conference, Council for Exceptional Children, Society for Prevention Research, Society for Research in Child Development

Affiliations & Other Service

2016	APA Division 15 Graduate Seminar Job Search Panel
2016	CEC Division for Research Doctoral Seminar Application Reviewer
2016-2020	National Center for Leadership in Intensive Intervention Faculty Member
2017	American Psychological Association International Graduate Student Mentor
2017	CEC Division for Research Doctoral Seminar Application Reviewer
2018	CEC Division for Research Student Research Award Reviewer
2018	APA Division 15 Graduate Seminar Application Reviewer
2019	CEC Division for Research Doctoral Seminar Application Reviewer
2019	Scholarly Consortium for Innovative Psychology in Education Graduate Student Mentor
2020	CEC Division for Research Doctoral Seminar Alumni Panel Chair

VIRGINIA COMMONWEALTH UNIVERSITY

University

2016-present	Member, Undergraduate Research Advisory Council
2017	Reviewer, VCU Postdoctoral Association Research Grants
2019	Reviewer, VCU Launch Award, Honors College

School of Education

2016-2018	Member, School of Education Technology Committee
2017-present	Faculty Advisor, Association of Aspiring Leaders in Education (AALE)
2017-2018	Co-Chair, VCU UCEDD Associate Director Search Committee
2018	Member, Research Coordinator Search Committee
2018	Member, PhD Policy Board
2018-2019	Member, SOE Strategic Planning Committee
2018-2019	Co-Chair, National Prominence Strategic Planning Committee
2019-present	Member, Research and Professional Development Committee

Department

2016-present	Member, Special Education Doctoral Program Committee
2016-present	Member, Special Education/General Education M.Ed. Program
2016-present	Co-Chair, Dissertation Award Committee
2016-2017	Member, Ruth Harris Endowed Professor of Special Education Search Committee
2017-2018	Member, Ruth Harris Endowed Professor of Special Education Search Committee
2018-present	Chair, Deborah L. Speece Award for Excellence in Scholarly Writing
2018-2019	Co-Chair, Early Childhood Special Education Assistant Professor Search Committee
2018-2019	Member, Ruth Harris Endowed Professor of Special Education Search Committee

HONORS & AWARDS

2014	Carl Fenichel Memorial Research Award, <i>Council for Children with Behavioral Disorders</i>
2015	Doctoral Research Award, <i>Midwest Symposium for Leadership in Behavioral Disorders</i>
2015	Special Education Endowment Dissertation Award, <i>Peabody College</i>
2015	Melvin I. Semmel Award for Excellence, <i>Vanderbilt University</i>
2015	Doctoral Student Scholar, <i>Division for Research of the Council for Exceptional Children</i>
2016	Robert Gaylord Ross Award for Scholarly Writing, <i>Vanderbilt University</i>
2016	Research Poster Award, <i>Division 15 (Educational Psychology) of the American Psychological Association</i>
2017	McLeod Faculty Development Award, <i>Virginia Commonwealth University</i>

- 2018 School of Education Faculty Excellence Award, *Virginia Commonwealth University*
- 2018 Top 1% of Reviewers in Psychiatry/Psychology, [Publons](#)
- 2019 Early Career Travel Award, *Society for Prevention Research*
- 2019 School of Education Distinguished Scholarship Award, *Virginia Commonwealth University*
- 2019 Top 1% of Reviewers, [Publons](#)
- 2019 Early Career Research Award, *Division 15 (Educational Psychology) of the American Psychological Association*
- 2019 Research Mentoring Pair Travel Award, *American Speech-Language Hearing Association*

PROFESSIONAL AFFILIATIONS

American Educational Research Association, American Psychological Association, American Speech-Language-Hearing Association, Council for Exceptional Children, Society for Prevention Research, Society for Research in Child Development, Society for Research on Educational Effectiveness