

FRANK J. SANSOSTI, PH.D., NCSP

Strategic-thinking administrator with experience leading the academic, fiscal, and administrative operations of a large interdisciplinary department to achieve academic and research excellence. Results-driven administrative executive with demonstrated experience in academic program management, budgetary oversight, organizational policy and procedure, community outreach, faculty governance, and student success and retention. Proactive and committed experience in leading numerous successful accreditations with national and state authorizing bodies. Proficient scholar and effective educator emphasizing “how-to” knowledge for translating research to practice within applied contexts.

EDUCATION

Ph.D. in School Psychology	University of South Florida, Tampa, Florida	2005
M.A. in School Psychology	University of South Florida, Tampa, Florida	2001
B.S in Psychology	University of Pittsburgh, Pittsburgh, PA	1998

ADMINISTRATIVE/LEADERSHIP EXPERIENCE

Kent State University, School of Lifespan Development and Educational Sciences, Kent, OH 2015 – Present

School Director/Department Head (2022 – Present)

Deliver academic and administrative leadership of the School. Partner with the Dean in establishing the School’s strategic direction in line with the University’s vision, values, and goals to achieve excellence in teaching and research, and increase student enrollment and engagement. Manage a \$15.5M general funds budget and a \$4M research budget to ensure effective cost control and resource allocation. Supervise 32 tenure-track, 16 non-tenure track, and 39 part-time faculty members across 7 academic program areas (totaling 43 degree, endorsement, and certificate programs) with over 1500 (~860 undergraduate and ~660 graduate) students. Oversee the administrative activities of three centers (Counseling Center, Career and Community Studies, Center for Disability Studies) and supervise nine staff. Direct assessment planning and evaluation outcome reporting for state, national, and professional accrediting bodies.

- Lead the development and implementation of a strategic plan to establish intentional goals and objectives focused on elevating the School’s mission in student enrollment, research excellence, and inclusive practices.
- Utilize transparency in making sound business decisions by using scenario analysis and data visualizations to identify cost reductions and forecast profit margins at departmental and programmatic levels.
- Foster an inclusive and equitable environment by updating faculty policies and procedures, integrating DEI-B principles in staff and student recruitment and retention practices and initiatives, training and mentoring administrative and faculty personnel.
- Assisting in the development of a Data Science concentration in Educational Psychology.
- Developing several micro-credentials specific to professional practice (e.g., Addictions Certificate).
- Re-established the Community Collaborative (C²) in partnership with local education/human services agencies to strengthen experiential learning opportunities and multidisciplinary scholarship.
- Established the LDES Student Cabinet to afford student voice in decisions pertaining to academic success.
- Established the LDES Student Ambassadors Program to provide leadership opportunities for academic majors in the department who assist with student activities, new student recruitment, communications, and mentorship.

Interim School Director/Department Head (2020 – 2022)

- Bolstered business decision-making and transparency by using scenario analysis and data visualizations to identify cost reductions and forecast profit margins at departmental and programmatic levels.
- Counteracted a 10% budget cut during the COVID-19 pandemic by eliminating non-essential courses, collapsing course sections, identifying cost savings, and securing external funds.
- Achieved 11% increase in new undergraduate student enrollment and 13% increase in graduate students by implementing effective alternative student recruitment initiatives, fostering high-performing administrative services to engage prospective students, and analyzing student metrics.
- Established a remote instruction excellence system to recognize faculty delivering high quality instruction during the COVID-19 pandemic (nomination/review system, ‘Tech Tip videos, digital badge).

- Developed the Pillars of Distinction Awards to recognize the contributions of faculty who contribute meaningfully to advancing the mission and values of the department (Innovation and Engagement Award; Diversity and Inclusion Award; Outstanding Scientific Citation Award)
- Co-generated an additional \$125K in new donor agreements to the department (graduate scholarships).

Assistant School Director (2015 – 2020)

Partnered with the School Director to steer the overall administrative and academic departmental operations to achieve higher student enrollment and teaching excellence. Designed, developed, and implemented student recruitment and retention strategies to achieve established metrics and profitability. Forged strategic partnerships with alumni, public and private donors, key community stakeholders, and executive leaders to secure financial support and advance the School's mission of reaching new levels of success and distinction.

- Elevated student enrollment to 26% by developing and implementing a multi-faceted marketing strategy to capture a wider audience utilizing online and offline methods.
- Created and implemented the Community Collaborative Project (CCP) in partnership with local education/human services agencies to strengthen experiential learning opportunities and multidisciplinary scholarship.
- Established strong partnerships with key alumni/private donors and secured additional financial assistance of over \$450K in new donor agreements (diversity scholarships, graduate assistantships, endowed speakers).
- Assisted departmental faculty through yearly reappointment and tenure/promotion processes.

Director of Clinical Training, School Psychology Program (APA-Accredited) (2011 – 2020) Program Coordinator, School Psychology Program (NASP-Approved) (2011 – 2016)

Spearheaded strategic planning, reporting, and on-going accreditation of the nationally ranked school psychology program. Provided academic leadership and collaborated with faculty and administrators to ensure continued accreditation. Co-led curriculum development and delivery to meet emerging diverse learning needs and current professional market requirements. Coordinated multiple internship/capstone activities for students in accordance with accreditation rules.

- Recognized as the primary liaison with national accreditation bodies to achieve continuous accreditation of doctoral (Ph.D.) and specialist (Ed.S.) training programs with national accrediting bodies (American Psychological Association [APA], Council for the Accreditation of Educator Preparation [CAEP], National Association of School Psychologists [NASP]), state agencies (Ohio Department of Education [ODE]; Ohio Department of Higher Education [ODHE]), and university assessment offices (Provost).
- Directed the school psychology program to secure several national accreditations of American Psychological Association (APA; 2018) and the National Association of School Psychologists (NASP; 2012; 2020) by fostering close collaboration with faculty, developing strategic reports, organizing site-team visits, and responding effectively to review requests.
- Ensured alignment of doctoral and specialist training programs with new national training standards by augmenting training practices and core courses, changing evaluation metrics and outcome reporting, and adjusting internship requirements.

ACADEMIC EXPERIENCE

Kent State University, School Psychology, Kent, OH
Professor (2018 – Present)
Associate Professor (2012 – 2018)
Assistant Professor (2006 – 2012)

2006 – Present

Teach multiple undergraduate and graduate courses. Delivered online and in-class instruction utilizing multiple teaching methods and tools aligned with diverse student needs and learning principles. Consistently achieved teaching excellence and higher student engagement by delivering engaging and innovative course sessions. Contribute to curriculum content development to integrate current practice requirements and standards and meet professional market needs.

CLINICAL/RESEARCH EXPERIENCE

Pasco County Schools, Land O'Lakes, FL
School Psychologist/District Autism Consultant

2004 – 2006

Tampa Children's Hospital, Tampa, FL
Psychological Service Assistant 2001 – 2004

Center for Autism and Related Disabilities (CARD)/Florida Positive Behavior Interventions and Support (FLPBIS) Project, University of South Florida, Tampa, FL
Research Assistant 2000 – 2004

INTERNATIONAL ACTIVITIES

Visiting Professor (Short Term) Victoria University of Wellington, New Zealand 2019
Faculty Mentor Hanoi National University of Education, Vietnam 2018

LEADERSHIP DEVELOPMENT AND TRAINING

Mid-American Conference – Academic Leadership Development Program (MAC-ALDP; year-long program) 2020 – 2021
Institute for Excellence, Kent State University (year-long program) 2013 – 2014

SERVICE AND CITIZENSHIP

Integrated National, University, and College Level

- Campus Training Representative, American Psychological Association (APA), Education Government Relations Office—2014 to Present
- Chair, Out of the Darkness Campus Walk for the American Foundation for Suicide Prevention/Kent State University/Education, Health, and Human Services, 2014 to 2015.

State-Level

- Gifted Advisory Council, Ohio Department of Education (ODE), Fall 2022 to Present.
- Joint Task Force to Address School Psychologist Shortage, Ohio School Psychologists Association (OSPA) and Inter-University Council (IUC) for Ohio School Psychology, Fall 2016 to Present.
- State Internship Funding Liaison, Ohio Department of Education (ODE), Office of Exceptional Children (OEC) and Inter-University Council (IUC) for Ohio School Psychology, Fall 2014 to Present.
- Selection Committee, Valorie Wolcott Mendelson Ohio School Psychology Association Scholarship, Summer 2014 to Present
- President, Inter-University Council (IUC) for Ohio School Psychology, Fall 2012 to Fall 2014.
- Treasurer, Inter-University Council (IUC) for Ohio School Psychology, Spring 2010 to Spring 2012.
- Secretary, Inter-University Council (IUC) for Ohio School Psychology, Spring 2010 to Spring 2012.
- Member, Inter-University Council (IUC) for Ohio School Psychology, Fall 2007 to Present.

University-Level

- Co-Chair, Implementation Team, Academic Affairs Strategic Planning Workgroup, Kent State University, Fall 2022 to Present.
- Chairs and Directors Council Representative, Center for Teaching and Learning Advisory Council (appointed by Provost), Kent State University, Fall 2022 to Present.
- Co-Chair, Chairs and Directors Council (appointed by Provost), Kent State University, Fall 2022 to Present.
- Co-Chair, Securing our Financial Future, Academic Affairs Strategic Planning Workgroup, Kent State University, Spring 2021 to Spring 2022.
- Member, Joint Appeals Board (appointed by Provost), Kent State University, Spring 2021 to Present.
- Member, Academic Affairs Strategic Steering Committee, Kent State University, Spring 2021 to Present.
- Member, Educational Policies Council, Financial Impact Review Committee, Kent State University, Fall 2020 to Present.
- Member, Administrative (Dean) Review Committee (Nursing), Kent State University, Fall 2019 to Spring 2020.
- Member, Provost's Promotion Advisory Board, Kent State University, 2018 – 2019 AY.

- Member, Administrative (Dean) Review Committee (Arts & Sciences), Kent State University, Fall 2018 to Spring 2019.
- Alternate Member, Student Media Policy Board, Kent State University, Spring 2017 to Present.
- Member, Carnegie Community Engagement Task Force, Kent State University, Spring 2016 to Fall 2018.
- Member, Provost's Tenure Advisory Board, Kent State University, 2015 – 2016 AY.
- Member, ADA Oversight Committee, Kent State University, Fall 2015 to Fall 2016.
- Member, Faculty Professional Development Center Redesign Steering Committee Advisory Board, Kent State University, Fall 2013 to Summer 2014.

College-Level

- Member, Leadership Team, Fall 2020 to Present.
- Co-Chair, Recruitment and Retention Planning Committee, Fall 2018 to Fall 2020.
- Member, Strategic Planning Committee [Organizational Stewardship], College of Education, Health, and Human Services, Summer 2018 to Fall 2020.
- Member, Student Appeals Committee, College of Education, Health, and Human Services, Fall 2018 to Fall 2020.
- Member, College Advisory Council, College of Education, Health, and Human Services, Fall 2014 to Spring 2016; Fall 2018 to Spring 2019
- Member, Office of Diversity Outreach and Development Advisory Board, College of Education, Health, and Human Services, Fall 2014 to Spring 2016.
- Member, Assessment Task Force (reviewing assessment tools and goals), College of Education, Health, and Human Services, Summer 2013 to 2015.
- Member, Alumni Survey Task Force, College of Education, Health, and Human Services, Summer 2013 to 2015.
- Member, Hall of Fame Review Committee, College of Education, Health, and Human Services, Fall 2012 to 2014.
- Member, Research Council, College of Education, Health, and Human Services Fall 2010 to 2013.
- Member, College Curriculum Committee, College of Education, Health, and Human Services, Fall 2009 to Spring 2011.

School-Level

- Member, Advisory, Tenure, and Promotion Committee (Full Professor), Lifespan Development and Educational Sciences, Kent State University, Fall 2018 to Fall 2020.
- Member, LDES Planning Steering Committee, Lifespan Development and Educational Sciences, Kent State University, Fall 2013 to 2014.
- Member, Faculty Advisory Committee, Lifespan Development and Educational Sciences, Kent State University, Fall 2009 to Fall 2020.
- Member, Curriculum Committee, Lifespan Development and Educational Sciences, Kent State University, Fall 2007 to Spring 2012.
- Member, Search Committee for Assistant Professor of Educational Psychology, Educational Foundations and Special Services, Kent State University Fall 2006 to Spring 2007.

Program-Level

- Co-Director, School Psychology Seminar Series, Spring 2007 to 2018.
- Chair, Search Committee for Assistant Associate Professor of School Psychology, Fall 2014 to Spring 2015.
- Chair, Search Committee for Assistant/Associate Professor of School Psychology, Fall 2007 to Summer 2008.

CERTIFICATIONS

Nationally Certified School Psychologist (NCSP) – Since 2005 (Next renewal in 2023)
 Florida Certified School Psychologist, 2004 – 2010

AFFILIATIONS

- National Association of School Psychologists (NASP) Speaker's Bureau—Active since 2008
- National Association of School Psychologists (NASP)—Member since 2000
- Association for Positive Behavior Support (APBS)—Member since 2003

- Ohio School Psychologists Association (OSPA)—Member since 2006
- International School Psychology Association (ISPA)—Member since 2014

JOURNAL EDITORSHIP/EDITORIAL BOARDS/AD-HOC REVIEWER

- Editor, *Journal of Applied School Psychology*, Spring 2013 to present.
- Editorial Board Member, *School Psychology Quarterly*, Spring 2008 to present
- Consulting Editor, *Focus on Autism and Other Developmental Disabilities*, Fall 2006 to Spring 2019.
- Ad-Hoc Reviewer, *Journal of Behavioral Education*, Fall 2018 to present.
- Ad-Hoc Reviewer, *Research in Developmental Disabilities*, Fall 2014 to present.
- Ad-Hoc Reviewer, *Topics in Early Childhood Special Education*, Fall 2014 to present.
- Ad-Hoc Reviewer, *Journal of Autism and Developmental Disorders*. Spring 2011 to present.
- Ad-Hoc Reviewer, *Journal of Psychoeducational Assessment*. Spring 2011 to present.
- Ad-Hoc Reviewer, *Remedial and Special Education*. Fall 2009 to present.
- Ad-Hoc Reviewer, *Autism*. Summer 2009 to present.
- Ad-Hoc Reviewer, *School Psychology Review*, Fall 2006 to present.
- Ad-Hoc Reviewer, *Journal of Positive Behavior Interventions*. Fall 2004 to present.

PUBLICATIONS

- Was, C., Sansosti, F.J., & Morris, B. (Eds.) (2017). *Eye-tracking technology applications in educational research*. Hershey, PA: IGI Global.
- Sansosti, F.J., Powell-Smith, K.A., & Cowan, R.J. (2010). *High functioning autism/Asperger Syndrome in schools: Assessment and intervention*. New York: Guilford Press.

REFEREED JOURNAL ARTICLES AND BOOK CHAPTERS

- Unger, D. & Sansosti, F.J., (in press). Barriers to successful transition. In Viesel, Davis, & Wilczynski (Eds.), *Postsecondary Transition for Students with High-Functioning Autism*. New York, NY: Springer Publishing.
- Sansosti, F.J., (2021) Social Stories™. In M. I. Axelrod, M. Coolong-Chaffin, & R. O. Hawkins (Eds.) *School-Based Behavioral Intervention Case Studies: Effective Problem Solving for School Psychologists*. New York, NY: Routledge Publishing.
- Sansosti, F.J., Harjusola-Webb, S., & Sansosti, J.M. (2019). Autism spectrum disorder: Helping handout for the general education classroom and home. In G. Bear & K. Minke (Eds.), *Helping Children Handouts*. Bethesda, MD: National Association of School Psychologists. S5H3.
- Sansosti, F.J., & Unger, D. (2019). Intellectual disability: Helping handout for the home. In G. Bear & K. Minke (Eds.), *Helping Children Handouts*. Bethesda, MD: National Association of School Psychologists. S5H9
- Sansosti, F.J., Unger, D., & Sansosti, J.M. (2019). Intellectual disability: Helping handout for the general education teacher. In G. Bear & K. Minke (Eds.), *Helping Children Handouts*. Bethesda, MD: National Association of School Psychologists. S5H10
- Sansosti, F.J. (2018). Publishing in *Journal of Applied School Psychology* (pp. 138-144). In R.G. Floyd (Ed.) *Publishing in School Psychology and Related Fields: An Insider's Guide*. New York, NY: Routledge.
- *Was, C.A., Sansosti, F.J., & Graham, E. (2018). Eye movements while processing syntactically ambiguous sentences in adolescents with autism spectrum disorders: Preliminary outcomes and benchmarking data. *Global Journal of Intellectual and Developmental Disabilities*, 4, 1-6.
- *Sansosti, F.J., Merchant, D., Koch, L., Rumrill, P., & Herrera, A. (2017). Providing supportive transition services to individuals with autism spectrum disorder: Considerations for vocational rehabilitation professionals. *Journal of Vocational Rehabilitation*, 47, 207-222.
- Sansosti F.J., Cimera, R.E., Koch, L., & Rumrill, P. (2017). Ensuring positive transition planning for individuals with attention deficit hyperactivity disorder. *Journal of Vocational Rehabilitation*, 47, 149-157.
- *Sansosti, F.J., & Herrera, A. (2017). Neurodevelopmental disabilities: Autism spectrum disorder and attention deficit hyperactivity disorder. In L. Koch & P. Rumrill (Eds.) *Medical, Psychosocial, and Vocational Aspects of Emerging Disabilities for Rehabilitation Counselors* (pp. 69-102). New York: Springer.
- *Sansosti, F.J., & Mizenko, M.L. (2016). Evidence-based interventions for autism spectrum disorders in children and adolescents (pp. 471-482). In L. Theodore (Ed.), *Handbook of Applied Interventions for Children and Adolescents*. Springer Publishing.
- *Sansosti, F.J., Doolan, M.L., Remaklus, B., Krupko, A., & Sansosti, J.M. (2015). Computer-assisted interventions for students with autism spectrum disorders within school-based contexts: A quantitative meta-analysis of single-subject research. *Review Journal of Autism and Developmental Disabilities*, 2, 128-140.

- *Noltemeyer, A., Sansosti, F.J., & Wade, A. (2015). Strategies for student success: Promoting social skills development in students with autism spectrum disorders. *The Ohio School Psychologist*, 60, 14-17.
- Sansosti, F.J., & Bedesem, P. (2015). The use of mobile technologies for student at-risk of identified with behavioral disorders within school-based contexts (pp. 114-127). In N. Siltan (Ed.), *Recent Advances in Assistive Technologies to Support Children with Developmental Disorders*. Hershey, PA: IGI Global.
- Noltemeyer, A., Boone, W.D., Sansosti, F.J. (2014). Assessing systems level RTI implementation for reading: Development and piloting of the RTIS-R. *Assessment for Effective Intervention*, 40, 40-52.
- *Sansosti, F.J., Mizenko, M.L., & Krupko, A. (2014). The use of computer-based technologies to increase the academic, behavioral, and social outcomes of students with autism spectrum disorders in schools: Considerations for best approaches in educational practice (pp. 53-70). In N. Siltan (Ed.), *Innovative Technologies to Benefit Children with Autism*. Hershey, PA: IGI Global.
- *Sansosti, F.J., Was, C., Rawson, K., & Remaklus, B. (2013). Eye movements during processing of text requiring bridging inferences in adolescents with higher functioning autism spectrum disorders: A preliminary investigation. *Research in Autism Spectrum Disorders*, 7, 1535-1542.
- Ayres, K.M., Mechling, L., & Sansosti, F.J. (2013). The use of mobile technologies to assist life skills/independence for students with moderate/severe intellectual disability and or autism spectrum disorders: Considerations for the future of school psychology. *Psychology in the Schools*, 50, 259-271.
- Sansosti, F.J., & Sansosti, J.M. (2013). Effective school-based service delivery for students with autism spectrum disorders: Where we are and where we need to go. *Psychology in the Schools*, 50, 229-244.
- Sansosti, J.M., & Sansosti, F.J. (2012). Inclusion for students with high-functioning autism spectrum disorders: Definitions and decision making. *Psychology in the Schools*, 49, 917-931.
- Noltemeyer, A., & Sansosti, F.J. (2012). Tiered models of integrated academic and behavioral support: Effect of implementation level and initial student performance on academic outcomes. *Contemporary School Psychology*, 16, 117-127.
- *Sansosti, F.J., Lavik, K.B., & Sansosti, J.M. (2012). Family experiences through the autism diagnostic process. *Focus on Autism and Other Developmental Disabilities*, 27, 81-92.
- *Sansosti, F.J., Candel, L.C., Davis, G.A., & Sansosti, J.M. (2012). Perceptions of Ohio school psychologists regarding assessment and intervention for students with autism spectrum disorders. *The Ohio School Psychologist*, 57, 9-15.
- Sansosti, F.J. (2012). Reducing the threatening and aggressive behavior of a middle school student with Asperger syndrome. *Preventing School Failure*, 56, 8-18.
- *Sansosti, F.J., Goss, S., & Noltemeyer, A. (2011). Perspectives of special education directors on response to intervention in secondary schools. *Contemporary School Psychology*, 15, 9-20.
- Morrison, J.Q., Ellenwood, A., Sansosti, F.J., Cochrane, W., Jenkins, J., Evans, J., McNamara, K., Witte, R., & Miranda, A.H. (2011). Evaluation of the Ohio internship program in school psychology: Five-year summary, 2004-05 to 2008-09. Trainer's Forum: *Journal of the Trainer's of School Psychologists*, 29, 36-56.
- *Sansosti, F.J., Noltemeyer, A., & Goss, S. (2010). Principals' perceptions of the importance and availability of response to intervention practices within high school settings. *School Psychology Review*, 39, 286-295.
- *Sansosti, F.J., Telzrow, C. & Noltemeyer, A. (2010). Barriers and facilitators to implementing response to intervention in secondary schools: Qualitative perspectives of school psychologists. *School Psychology Forum*, 4, 1-21.
- Sansosti, F.J. (2010). Teaching social skills to children with autism spectrum disorders using tiers of support: A guide for school-based professionals. *Psychology in the Schools*, 47, 257-281.
- Morrison, J.Q., Sansosti, F.J., & Hadley, W.M. (2009). Parent perceptions of the anticipated needs and expectations for support for their college-bound students with Asperger's Syndrome. *Journal of Postsecondary Education and Disability*, 22, 78-87.
- *Sansosti, F.J., & Noltemeyer, A. (2008). Viewing response-to-intervention through an educational change paradigm: What can we learn? *California School Psychologist*, 13, 55-66.
- Sansosti, F.J. (2008). Teaching social behavior to children with autism spectrum disorders using Social Stories™: Implications for school-based practice. *Journal of Speech Language Pathology and Applied Behavior Analysis*. Special Compiled Issue, 2(4) - 3(1), 36-45.
- Sansosti, F.J., Powell-Smith, K.A. (2008). Using computer-presented social stories and video models to increase the social communication skills of children with high functioning autism spectrum disorders. *Journal of Positive Behavior Interventions*, 10, 162-178.
- Powell-Smith, Stoner, G., K.A., Bilter, K. J., & Sansosti, F.J. (2008). Best practices in the use of a problem-solving model for service delivery to students with severe and low incidence disabilities. In A. Thomas, & J. Grimes (Eds.), *Best Practices in School Psychology-V* (pp. 1233-1248). Bethesda, MD: National Association of School Psychologists.
- *Noltemeyer, A., Goss, S.M., & Sansosti, F.J. (2008). Blueprint III: A primer for school psychologists. *The Ohio School Psychologist*, 54(1), 13-17.

- Tobin, R.M., Sansosti, F.J., & McIntyre, L.L. (2007). Developing emotional competence in preschoolers: A review of regulation research and recommendations for practice. *The California School Psychologist*, 12, 105-118.
- *Telzrow, C.F., Noltemeyer, A., & Sansosti, F.J. (2007). Response to John Zbornik's assessment: There is more than meets the eye. *The Ohio School Psychologist*, 52(2), 1-5.
- Sansosti, F.J., Powell-Smith, K.A. (2006). Using social stories to improve the social behavior of children with Asperger's syndrome. *Journal of Positive Behavior Interventions*, 8(1), 43-57.
- Sansosti, F.J., & Powell-Smith, K.A. (2006). High functioning autism/Asperger's syndrome. In G. Bear & K. Minke (Eds). *Children's Needs III: Understanding and Addressing the Developmental Needs of Children* (pp. 949-963). Bethesda, MD: National Association of School Psychologists.
- Sansosti, F.J., Powell-Smith, K.A., & Kincaid, D. (2004). A research synthesis of social story interventions for children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 19(4), 194-204.

EDITORIAL/OTHER PUBLICATIONS

- Hughes, T., Minke, K., & Sansosti, F.J. (2017). Expanding school psychology service delivery within the context of national health and mental health reform. *Journal of Applied School Psychology*, 33, 171-178.
- Ferdig, R.E., Pytash, K.E., Kosko, K.W., Gandolfini, E., Mathews, R., Bedesem, P., Harjusola-Webb, S., Sansosti, F.J., Lu, C.C., Kratcoski, A., Mulvey, B., & Boyle, S. (2016). *Use and perceptions of mobile applications and technologies by those interested in special education*. Kent, OH: Kent State University.
- *Lautenschleger, J., & Sansosti, F.J. (2016). Kent State University's leadership in school psychology scholarship program. *Communiqué*, 44(8), 35.
- Sansosti, F.J. (2014). Furthering highly rigorous applied research in school psychology in an era of educational reform and accountability. *Journal of Applied School Psychology*, 30, 1-4.
- Noltemeyer, A., & Sansosti, F.J. (2010). Co-teaching: Relevant considerations for school psychologists. *Communiqué*, 39(3), 1, 17-18.
- Sansosti, F.J. (2005). *Using video modeled social stories to increase the social communication skills of children with high functioning autism/asperger's syndrome*. Unpublished dissertation, University of South Florida, Tampa, FL.
- Sansosti, F.J. (2005). *Supporting students with autism spectrum disorders: A best practice resource guide for educators*. Unpublished technical manual, District School Board of Pasco County.
- Sansosti, F.J. (2005). *School based behavioral support teams: Resource planning/training guide*. Unpublished technical manual, District School Board of Pasco County.
- Sansosti, F.J., & Sansosti, J.M. (2004). Evaluating intervention outcomes: Evaluating outcomes for students with autism spectrum disorders. *Communiqué*, 33(2), 14.
- Sansosti, J.M., & Sansosti, F.J. (2004). Research reviews: Evidenced based strategies for students with autism. *Communiqué*, 33(2), 12.
- Sansosti, F.J. (2004). CARD works to develop a social skills curriculum for individuals with Asperger's Syndrome. *Center for Autism and Related Disabilities (CARD) Quarterly*, 7, 5.
- Sansosti, F.J., & Sansosti, J.M. (2004). *Sarasota area social skills experience (SASSE): Trainer's manual and social skills curriculum*. Unpublished technical manual, Center for Autism and Related Disabilities, University of South Florida.
- Sansosti, F.J. (2003). *Effectiveness of social story interventions for children with Asperger's syndrome*. Unpublished education specialist thesis, University of South Florida, Tampa, FL.

REPRINTED JOURNAL ARTICLES

- Noltemeyer, A., Sansosti, F.J., & Wade, A. (2016). Strategies for student success: Promoting social skills development in students with autism spectrum disorders. Reprinted in *Maine Association of School Psychologists Matters*, 27, 16-21.
- Sansosti, F.J., & Powell-Smith, K.A. (2008). Using computer-presented social stories and video models to increase the social communication skills of children with high-functioning autism spectrum disorders. Reprinted in *Research Bulletin Issue No. 7*, Middeltown Centre for Autism, Ireland, September, 2012.

PRESENTATIONS AND WORKSHOPS

INTERNATIONAL PROFESSIONAL MEETINGS

- Sansosti, F.J. (2019, March). Building a bridge to reading fluency for students with autism spectrum disorder. Paper to be presented at the International Convention of Psychological Science, Paris, France.

- Was, C., Sansosti, F.J., & Graham, E. (2017, March). Eye movements while processing syntactically ambiguous sentences in adolescents with higher functioning autism spectrum disorders. Paper presented at the International Convention of Psychological Science, Vienna, Austria.
- Sansosti, F.J. (2016, March). Promoting the development of skills in students with autism spectrum disorders through the use of technology. Invited paper to the Oxford Round Table, Oxford, England—not attended.
- Sansosti, F.J., & Was, C. (2012, May). Eye movements of children with higher functioning autism during process of text requiring bridging inferences. Poster presented at the Association for Psychological Science, Chicago, IL.
- Sansosti, F.J. (2011, November). Tiered instruction models. Discussant for the Pecha Kucha session at the Division of Early Childhood's (DEC) 27th International Conference on Young Children with Special Needs and Their Families, Washington, D.C.
- Sansosti, F.J. (2010, March). Systemic social skills instruction for children with autism spectrum disorders in school. Paper presented at the 7th International Conference on Positive Behavior Support, St. Louis, MO.
- *Sansosti, F.J., & Keller, A. (2010, March). Teaching children with autism spectrum disorders via computers: A meta-analysis. Poster presented at the International Conference on Positive Behavior Support, St. Louis, MO.
- Sansosti, F.J. (2009, June). Enseñanza de habilidades sociales para niños con autismo de alto funcionamiento y síndrome de Asperger. Keynote address presented at the II Congreso Iberoamericano, Cordoba, Argentina, SA.
- Sansosti, F.J. (2009, June). Promoviendo el desarrollo de habilidades sociales en niños con autismo a través del uso de tecnología basada en la computación. Breakout session presented at the II Congreso Iberoamericano, Cordoba, Argentina, SA.
- Sansosti, F.J., & Morrison, J.Q. (2008, March). The supports needed for college bound students with Asperger's Syndrome. Poster presented at the International Conference on Positive Behavior Support, Chicago, IL.

NATIONAL PROFESSIONAL MEETINGS

- *Worthington, J.M., & Sansosti, F.J. (2017, February). Peer-mediated social skills instruction and autism: A meta-analysis. Paper presentation to be presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.
- Sansosti, F.J., (2017, February). Improving reading fluency for students with autism spectrum disorder. Poster presentation to be presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.
- *Sansosti, F.J., Mizenko, M.L., & Krupko, A. (2014, February). Effectiveness of computer-assisted instruction for students with autism spectrum disorder. Paper presented at the National Association of School Psychologists Annual Convention, Washington, D.C.
- *Ruiz, B. & Sansosti, F.J. (2014, February). Reading comprehension difficulties in students with ASD: Eye tracking evidence. Paper presented at the National Association of School Psychologists Annual Convention, Washington, D.C.
- Allen, R.J., Hanchon, T.A., Decker, S.L., Sansosti, F.J., Skinner, C.H., Morrison, J.Q., (2013, February). Preparing the next generation of school psychologists: Challenges and opportunities. Symposium presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Noltemeyer, A.L., Sansosti, F.J., & Boone, W.J. (2013, February). Assessing systems level RTI implementation for reading: Development of the RTIS-R. Poster presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Sansosti, F.J. (2011, February). Teaching social skills to children with autism: A tiered approach. Mini-skills workshop presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- *Sansosti, F.J., & Bobak, K. (2010, March). Family experiences associated with early identification and intervention of ASD. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Sansosti, F.J. (2008, February). Practical solutions for supporting students with high functioning autism/Asperger's Syndrome. Half-day Professional Skills (CEU) workshop presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- *Sansosti, F.J., Telzrow, C.F., Noltemeyer, A., Goss, S., Graden, J. (2008, February). RTI in secondary schools: Qualitative, quantitative, and practice implications. Symposium presentation at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Sansosti, F.J. (2007, March) Supporting students with high functioning autism/Asperger's Syndrome in Schools. Full-day Professional Skills (CEU) workshop presented at the National Association of School Psychologists Annual Convention, New York, NY.
- Sansosti, F.J., & Powell-Smith, K.A. (2006, March). Multimedia social skills interventions for children with autism spectrum disorders. Mini-skills workshop presented at the National Association of School Psychologists Annual Convention, Anaheim, CA.
- Sansosti, F.J., & Powell-Smith, K.A. (2006, March). Educating children with high functioning autism/Asperger's Syndrome: Strategies for school success. Half-day Professional Skills (CEU) workshop presented for the National Association of School Psychologists Annual Convention, Anaheim, CA.

- Sansosti, F.J. (2006, March). Social stories and video modeling: Effects on social communication of children with high functioning autism. Poster presented at the National Association of School Psychologists Annual Convention in Anaheim, CA.
- Sansosti, F.J. (2004, April). Enhancing academic, social, and behavioral outcomes for students with Asperger's Syndrome. Mini-skills workshop presented for the National Association of School Psychologists Annual Convention, Dallas, TX.
- Sansosti, F.J., & Powell-Smith, K.A. (2004, April). Asperger's syndrome 101: Understanding and planning for success. Mini-skills workshop presented for the National Association of School Psychologists Annual Convention, Dallas, TX.
- Sansosti, F.J., & Powell-Smith, K.A. (2003, May). The effects of social stories on the social communication of children with Asperger's Syndrome. Poster presented at the Association for Behavior Analysis Annual Convention, San Francisco, California.
- DeMarie, D., Morris, C., Sansosti, F.J., & Kirpalani, S. (2003, April). What our school is like: The words and photographs of 5- to 9-year-old children. Poster presented at the biennial conference of the Society for Research in Child Development, Tampa, Florida.
- Sansosti, F.J., & Powell-Smith, K.A. (2003, April). Effectiveness of social story interventions for children with Asperger's Syndrome. Poster presented at the National Association of School Psychologists' Annual Convention, Toronto, Canada.
- Sansosti, F.J. (2002, February). Examination of program efficacy of an anger management intervention for at-risk students. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

STATE AND REGIONAL PROFESSIONAL MEETINGS

- Sansosti, F.J. (2017, November). Teaching social skills to children with autism spectrum disorder through multi-tiered service delivery. Half-day workshop presented at the Arizona Association of School Psychologists Conference, Tucson, Arizona.
- Sansosti, F.J. (2017, August). Meaningful interventions for students with autism spectrum disorder: Practical school-based approaches. Half-day workshop presented at the Wyoming School Psychology Association Summer Institute on Autism, Jackson Hole, Wyoming.
- Sansosti, F.J. (2017, August). Purposeful assessment for students with autism spectrum disorder: Creating meaningful practice linked to intervention. Half-day workshop presented at the Wyoming School Psychology Association Summer Institute on Autism, Jackson Hole, Wyoming.
- Sansosti, F.J. (2016, April). Assisting the development of academic and social-skills interventions for students with autism spectrum disorder: Best practices for school psychologists. Half-day workshop to be presented at the Georgia Association of School Psychologists Spring Conference, Cordele, Georgia.
- Sansosti, F.J. (2015, April). Providing the best psycho-educational supports for students with Autism Spectrum Disorders. Half-day workshop presented at the Miami University School Psychology Colloquium, Oxford, OH.
- Sansosti, F.J. (2014, November) Promoting the educational outcomes of students with higher functioning autism spectrum disorders. Full-day workshop presented at the Louisiana School Psychological Association Conference, Lafayette, LA.
- Sansosti, F.J. (2013, January). A tiered model for teaching social skills to children with higher functioning autism spectrum disorders in schools. Break-out session presented at the Center for Autism and Related Disabilities (CARD) Conference. St. Petersburg, FL.
- Sansosti, F.J. (2012, October). Promoting the social functioning of students with autism spectrum disorders through systemic educational supports. Half-day workshop presented at the Melmark New England Expert Speakers Series, Andover, MA.
- Sansosti, F.J. (2012, September). Fostering academic, behavioral, and social functioning in students with higher functioning autism spectrum disorders. Full-day workshop presented at the South Dakota Association of School Psychologists Fall Conference, Chamberlain, SD.
- Sansosti, F.J. (2012, May). School-based approaches for promoting positive social-behavioral functioning in students with higher functioning autism spectrum disorders. Full-day workshop presented at the Delaware Association of School Psychologists Spring Conference, Dover, DE.
- Sansosti, F.J. (2011, June). Promoting social skills development for children with Asperger Syndrome in the inclusive classroom. Full-day workshop presented for the Burlington County Inclusion Project, Westampton, NJ.
- *Ruiz, B. & Sansosti, F.J. (2011, April). Computer-assisted interventions for students with autism spectrum disorders within school-based contexts: A quantitative synthesis of single-subject research. Poster presented at the Ohio Association of School Psychologists, Spring Convention, Columbus, OH.
- *Denzer, A.Q., & Sansosti, F.J. (2011, April). The effectiveness of a self-monitoring intervention on the behavior of a high school male. Poster presented at the Ohio Association of School Psychologists, Spring Convention, Columbus, OH.

- Sansosti, F.J. (2010, June). Understanding high functioning autism and Asperger spectrum issues related to learning challenges in the schools. Full-day workshop presented at Burlington County's 2nd Annual Mental Health in the School Day, Edgewater Park, NJ.
- Sansosti, F.J. (2009, December). Providing comprehensive assessment driven interventions to students with higher functioning autism spectrum disorders: A guide for school-based practitioners. Full-day workshop presented at the New Jersey Association of School Psychologists Winter Conference, Jamesburg, NJ.
- Sansosti, F.J. (2009, February). Response to intervention: Systemic change for improving outcomes. Full-day (invited) workshop presented at the Ohio Association of Secondary School Administrators Assistant Principals Conference, Columbus, OH.
- Sansosti, F.J. (2008, October). Educating children with high functioning autism/Asperger's Syndrome in schools. Full-day workshop presented at the North Carolina Association of School Psychologists Annual Conference, Charlotte, NC.
- Sansosti, F.J. (2008, October). Educating students with high functioning autism/Asperger's Syndrome: Simple strategies for success in inclusive environments. Full-day workshop presented at the Missouri Association of School Psychologists Annual Convention, St. Louis, MO.
- Sansosti, F.J. (2008, March). Enhancing the educational, behavioral, and social outcomes of students with autism spectrum disorders: Simple solutions for everyday concerns. Full-day workshop presented at the Michigan Association of School Psychologists Critical Issues Conference, East Lansing, MI.
- Sansosti, F.J. (2006, July). Educating students with high functioning autism/Asperger's Syndrome in Schools. Breakout session workshop presented at the 5th Annual Autism Summer Institute, Tampa, FL.
- Sansosti, F.J. (2006, July). The effectiveness and use of Social Stories™ in educational settings for individuals with autism spectrum disorders. Breakout session workshop presented at the 5th Annual Autism Summer Institute, Tampa, FL.
- Sansosti, F.J. (2005, November). A computer-based social skills intervention for children with autism spectrum disorders. Workshop presented for the Florida Association of School Psychologists Annual Conference, Hollywood, FL.
- Sansosti, F.J. (2004, November). Asperger's Syndrome or nonverbal learning disability? Confronting the puzzle. Paper presented at the Florida Association of School Psychologists Annual Conference, Sarasota, FL.
- Sansosti, F.J., & Powell-Smith, K.A. (2004, March). Educating children with Asperger's Syndrome: Strategies for school success. Full-day (CEU) workshop presented for the California Association of School Psychologists Annual Convention, San Francisco, CA.
- Sansosti, F.J. (2003, November). Autism spectrum disorders: Research and politics in the age of evidence-based practice. Workshop presented for the Florida Association of School Psychologists Annual Conference, Palm Harbor, FL.
- Sansosti, F.J., & Powell-Smith, K.A. (2002, November). Asperger's Syndrome: Standing in the Shadows of Autism. Workshop presented for the Florida Association of School Psychologists Annual Conference, Jacksonville, FL.
- Sansosti, F.J., & Lajoie, D. (2001, November). Efficacy of an anger management intervention for at-risk students. Paper presented at the Florida Association of School Psychologists Annual Conference, Orlando, FL.
- Sansosti, F.J. (2001, February). Preliminary analysis of a conflict resolution program for secondary-level students (symposia). Paper presented at the Research and Training Center for Children's Mental Health, Louis de la Parte Florida Mental Health Institute, Tampa, FL.

LOCAL PRESENTATIONS/PROFESSIONAL MEETINGS

- Sansosti, F.J. (October, 2017). Panel Discussant for Successful advocacy throughout the lifespan: Self-advocates, parents, and professionals. Autism Society of Greater Akron Autism Summit, Akron, OH.
- Sansosti, F.J. (April, 2017). Panel Discussant for Autism: That's me. My friend. My life. Autism Society of Greater Akron, Kent State University, Kent, OH
- Sansosti, F.J. (March, 2015). Improving educational outcomes of students with autism spectrum disorders through technology. Mini-skills session presented to Issues and Approaches course, Kent State University, Kent, OH.
- Sansosti, F.J. (January, 2013). Raising expectations for students with moderate and significant cognitive disabilities. Workshop presented to State Support Team, Region 8, Cuyahoga Falls, OH.
- Sansosti, F.J. (2011, April). Educational determination of autism spectrum disorders: Critical distinctions that make a difference. Workshop presented to the Cleveland Association of School Psychologists, Cleveland, OH.
- *Ruiz, B. & Sansosti, F.J. (2011, March). Computer-assisted interventions for students with autism spectrum disorders within school-based contexts: A quantitative synthesis of single-subject research. Poster presented at the Education Research Exchange Conference, Youngstown, OH.
- Sansosti, F.J. (2011, February). Using videos, computers, and other modern technological paraphernalia to facility knowledge and meaning for children with autism spectrum disorders. District development training provided to the Akron Public Schools, Akron, OH.
- Sansosti, F.J. (2010, November). Systemic educational practices for students with autism spectrum disorders. District development training provided to the Mentor Public School District, Mentor, OH.

- Sansosti, F.J. (2010, June). Using computers to teach social skills to students with autism within inclusive classrooms. Mini-Skill workshop presented at the Topics in Child Development Conference, Kent, OH.
- Sansosti, F.J. (2010, April). Enhancing the education of students with higher functioning autism spectrum disorders. Mini-skill workshop (invited) presented at the Kent-Akron Association of School Psychologists, Akron, OH.
- Sansosti, F.J. (2010, April). Teaching middle school students with autism spectrum disorders: A field manual for educators. District development training provided to the North Allegheny School District, Pittsburgh, PA.
- Sansosti, F.J. (2009, November). Using response to intervention to support the education of all students. District development training provided to Geneva Local Schools, Geneva, OH.
- Sansosti, F.J. (2009, June). Did he say that out loud! Examining [and enhancing] the social skill deficits in individuals with higher functioning autism spectrum disorders in schools. Mini-Skill workshop presented at the Topics in Child Development: Assessment-Driven Intervention for Individuals with Autism Conference, Kent, OH.
- Sansosti, F.J. (2009, March). Linking assessment and intervention to meet the behavioral and social-emotional needs of children. Workshop (invited) presented at Kent State's School Psychology Seminar Series, Kent, OH.
- Sansosti, F.J. (2009, February). Ask the school psychologist. Informational session for parents (invited) conducted at the Greater Akron Autism Society of America ASPIES, Akron, OH.
- Sansosti, F.J. (2008, June). Response to intervention: Rethinking the way we remediate learning difficulties. District professional development training provided to Mentor City Schools, Mentor, OH.
- Sansosti, F.J. (2008, June). Meeting the behavioral needs of middle school children with Asperger's Syndrome. Mini-Skill workshop presented at the Topics in Child Development: Assessment-Driven Intervention for Individuals with Autism Conference, Kent, OH.
- Sansosti, F.J. (2008, May). Response to intervention: A guide for understanding and starting change. District professional development training provided to Warren City Schools, Warren, OH.
- Sansosti, F.J. (2008, January). Assisting students with autism spectrum disorders. District professional development training provided to Streetsboro City Schools, Streetsboro, OH.
- Sansosti, F.J., & Sansosti, J.M. (2007, September). Addressing the social, academic, and behavioral needs of students with autism spectrum disorders: Practical solutions for everyday challenges. Workshop (invited) presented at Kent State's School Psychology Seminar Series, Kent, OH.
- Sansosti, F.J., & Sansosti, J.M. (2007, September). Increasing social skills for students with high functioning autism, ADHD, and social anxiety: Strategies for in and out of the classroom. Workshop (invited) presented at PSI's Annual Fall Meeting, Independence, OH.
- Sansosti, F.J. (2007, August). Getting started with response to intervention: Building blocks for implementation. District professional development training provided to Warren City Schools, Warren, OH.
- Sansosti, F.J., (2007, April). Social skills instruction using computer-based technology. Mini-Skill workshop presented at the Topics in Child Development: Assessment-Driven Intervention for Individuals with Autism Conference, Kent, OH.
- Sansosti, F.J. (2006, November). Teaching children with high functioning autism and asperger's syndrome. Workshop (invited) presented at the 1st Annual Joint Educational Symposium, Perry, OH.
- Sansosti, F.J. (2006, November). Response to intervention: A new paradigm in an era of educational reform. Workshop (invited) presented at the 1st Annual Joint Educational Symposium, Perry, OH.
- Sansosti, F.J. (2006, October). Getting started with response to intervention: Building blocks for implementation. Leadership training provided to LaMuth Middle School, Painesville, OH.
- Sansosti, F.J. (2006, February). Response to intervention: A guide for understanding and starting change. Professional development training provided to LaMuth Middle School, Painesville, OH.
- Sansosti, F.J. (2002, July). Single-subject case design: An applied example. Invited lecture presentation for Behavior Theory and Classroom Learning class. University of South Florida, Tampa, Florida.

FUNDED CONTRACTS/RESEARCH

- Sansosti, F.J. (2023). School Psychology Internship Coordination and Recruitment. Contract funded by the Ohio Department of Education, Office for Exceptional Children. Funding period from August 2022 to June 2023. Amount Awarded = \$10,000
- Sansosti, F.J. (2021). School Psychology Internship Coordination and Recruitment. Contract funded by the Ohio Department of Education, Office for Exceptional Children. Funding period from August 2020 to June 2022. Amount Awarded = \$20,000
- Sansosti, F.J. (2018). School Psychology Internship Coordination and Recruitment. Contract funded by the Ohio Department of Education, Office for Exceptional Children. Funding period from February 2018 to June 2020. Amount Awarded = \$30,000
- Ferdig, R., Bedesem, P., Harjusola-Webb, S., Sansosti, F.J., & Lu, C.C. (2015). Exploring Mobile Apps for Special Education STEAM Teaching and Learning. Grant funded by AT&T Foundation. Funding period from July 2015 to September 2016. Amount Awarded = \$198,432

- Was, C.A., Sansosti, F.J., & Morris, B. (2012). Eye Movements of Children with High Functioning Autism During Text Processing. Grant funded by the Simons Foundation Autism Research Initiative. Amount Awarded = \$60,000
- Sansosti, F.J., Was, C.A., & Rawson, K.A. (2010). Eye-Tracking Measures During Processing of Text for Comprehension in Children with High Functioning Autism Spectrum Disorders: A Comparative Analysis. Grant funded by the Initiative for Clinical and Translational Research (ICTR) Collaborative Health Research Award, Kent State University. Funding period from January 2011 to July 2011. Amount awarded = \$ 8,750
- Sansosti, F.J. (2008). Understanding Family Experiences through the Diagnostic Wonderland of Autism Spectrum Disorders. Grant funded by the University Research Council, Kent State University. Funding period from March 2008 to August 2008. Amount awarded = \$ 2,500
- Sansosti, F.J. (2008). Computer Assisted Social Skills Lessons (CASSL): An Approach for Teaching Children with Autism Spectrum Disorders. Grant funded by the Ohio Board of Regents, Research Incentive Program. Funding period from June 2008 to May 2009. Amount awarded = \$ 44,291
- Sansosti, F.J. (2007). Response-to-Intervention in Secondary Schools: Using Focus Group Methodology to Explore Common Themes. Grant funded by the University Research Council, Kent State University. Funding period from January 2007 to June 2007. Amount awarded = \$ 2,500
- Sansosti, F.J. (2002). Effectiveness of Social Story Interventions for Children with Asperger's Syndrome. Grant funded by The Gray Center for Social Learning and Understanding. Funding period from August 2002 to December 2003. Amount awarded = \$ 2,125

SUPERVISION OF STUDENT-LED RESEARCH

- Worthington, J. (in progress). The impact of peer-mediated instruction and intervention for teaching social skills to students with autism spectrum disorder: Examination of active versus passive as a function of age.
- Mizenko, M.L. (in progress). Using mobile technologies for increasing the academic skills of students with autism spectrum disorder: A quantitative meta-analysis using hierarchical linear modeling.
- Remaklus, B. (in progress). Eye movements and reading comprehension skills during processing of lexically ambiguous text in children with high functioning autism spectrum disorder.
- Kaschak, S. M. (2021). Improving postsecondary success for youth with emotional disturbances: The impact of student-level and transition programming variables on postsecondary education and post-school employment.
- Villano, M.C. (2016). Outsourcing and the unrelated business income tax: A survey of college and university business officers. (Higher Education Administration).
- Lewis, K. (2016). When it comes to testing, is having a positive outlook too optimistic? (Educational Psychology).
- Stoye, K. (2016). Supporting mathematical explanation justification and argumentation through multimedia: A quantitative study of student performance (Instructional Technology).
- Wood, J. (2016). Predicting school success from a disruption in educational experience.
- Avellone, L. (2015) The provision of personal liberties to individuals with intellectual disabilities.
- Goss, S. (2014). The development of a self-report scale measuring affective, cognitive, and meta-cognitive dimensions related to study skill and self-regulation skill utilization with middle schools students.
- Lavik, K. (2014). The effectiveness of a goal setting with reinforcement intervention for improving the writing skills of high school students.
- Beziat, T. (2012). The testing effect and judgments of learning: Their effects on reading comprehension. (Educational Psychology).
- Yee, S.P. (2012). Students' metaphors for mathematical problem solving. (Curriculum & Instruction).
- Al-Harty, I. (2011). Knowledge monitoring, goal orientations, self-efficacy, and academic performance: A path analysis. (Educational Psychology).