

Melody Tankersley, PhD
Senior Vice President and Provost
Executive Suites, 2nd Floor Library
Kent State University
Kent, Ohio 44242

330.672.8613 (KSU) 330-338-3549 (cell) mtankers@kent.edu

Academic Positions (all at Kent State University)

2020-present	Senior Vice President and Provost
2019-2020	Interim Senior Vice President and Provost
2015-2019	Senior Associate Provost
2016-2019	Dean, Graduate Studies
2015-2016	Interim Dean, Graduate Studies
2013-2015	Associate Provost for Academic Affairs
2012-2013	Provost's Fellow, Office of the Provost
2011-2012	Director, Office of Research and Faculty Diversity College of Education, Health and Human Services
2008-2009	Interim Department Chair, Department of Educational Foundations and Special Services, College of Education
1996-2007; 2009-2011	Coordinator, Special Education, Department of Educational Foundations and Special Services, College of Education
2004-Present	Professor, Special Education
1998-2004	Associate Professor, Special Education (tenure awarded 1998)
1993-1998	Assistant Professor, Special Education

Clinical Positions

2005-2007	<i>Parenting Program Coordinator</i> , Children's Hospital Medical Center of Akron, NeuroDevelopmental Center
2005-Present	Accredited Trainer, <i>Triple P: Positive Parenting Program</i> , Triple P International, Queensland, Australia

Education

1992 - 1993	University of Kansas, Postdoctoral Fellow, Juniper Gardens Children's Project
1989 - 1992	University of Virginia, Ph.D. Special Education
1984 - 1986	Winthrop University, M.Ed. Special Education
1980 - 1984	Winthrop University, B.S. Special Education

Professional Training

2019	Harvard Graduate School of Education, <i>Institute for Educational Management</i>
2017	Harvard Kennedy School of Business, Executive Leadership Program, <i>Leadership in Crises: Preparation and Performance</i>
2014	Harvard Graduate School of Education, <i>Institute for Management and Leadership in Education</i>

Award

2008	<i>James M. Kauffman Publication Award</i> , presented by the Curry School of Education for a scholarly work that results in knowledge leading to exemplary special education practices, Bryan Cook co-recipient
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Research and Personnel Preparation Grant Awards

2019	Co-Investigator (Dr. Amy Reynolds, CO-PI), <i>Supporting Youth in Foster Care: First Star Academy at Kent State</i> , OhioCorps Pilot Grant, Ohio Department of Higher Education (\$499,900)
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- 2010 Co-Investigator (Dr. Andrew Wiley, PI and Dr. Steven Turner, Co-PI), ***Kent State University's Redesigned Program for Preparing Highly Qualified Special Education Teachers***, Ohio Department of Education, October 2010-August 2011 (\$99,879)
- 2007 Investigator, ***OISM Personnel Development***, Special Education Directors Personnel Development, Ohio Department of Education, January-December 2007 (\$30,000)
- 2003-2004 Co-Investigator (Dr. Beth Wildman, PI), ***Economic and Mental Health Impact of an Evidence-Based Intervention for Child Behavior Disorders***, Ohio Board of Regents Research Challenge Program, Kent State University, Division of Research and Graduate Studies (\$58,300)
- 2002-2007 Principal Investigator, ***The Behavioral Intervention Specialist Program***, U. S. Department of Education, Office of Special Education and Rehabilitative Services, 84.029G, October 2002-August 2007 (\$786,675)
- 2002-2003 Principal Investigator, ***Influences of Teacher Decision-Making During Classroom Instruction***, Kent State University Research Council (\$2,500)
- 1999-2004 Principal Investigator, ***Increasing the Capacity of School Personnel to Address the Behavioral Needs of All Students***, sub-contract with Ohio Department of Education through U.S. Department of Education, Office of Special Education and Rehabilitative Services, State Improvement Grant, September 1999-August 2004 (\$125,000)
- 1999-2000 Co-Principal Investigator (with Dr. Kristie Pretti-Frontczak), ***Evaluating the Effectiveness of a Model Interdisciplinary Early Childhood Intervention Training Program***, Ohio State Superintendent's Task Force for Preparing Special Education Personnel, September 1999-August 2000 (\$19,914)
- 1999-2000 Principal Investigator, ***Meta-Analysis of Early Intervention for the Prevention of Behavior Disorders***, Kent State University Research Council (\$2,500)
- 1998-2000 Principal Investigator, ***Preparing Teachers and Paraprofessionals to Provide Educational and Transitional Services to Youth with Learning Disabilities and Youth with Emotional and Behavioral Disorders***, U.S. Department of Education, Office of Special Education and Rehabilitative Services. 84.029G, January 1998-December 2000 (\$729,824)
- 1994 Principal Investigator, ***ClassWide Peer Tutoring: Assessing Its Effects on the Academic and Social Behavior of Adolescents with Emotional and Behavioral Disorders***, Kent State University Research Council, February-June 1994 (\$2,500)
- 1991-1992 Principal Investigator, ***Classification and Identification of Internalizing Behavioral Subtypes***. U. S. Department of Education, Office of Special Education and Rehabilitative Services. H023B10010, September 1991-August 1992 (\$14,899)

Other Research and Personnel Preparation Roles

- 2011 Co-Director, *Implementing and Sustaining Kent State University's Undergraduate Program for Preparing Highly Qualified Special Education Teachers*, Ohio Department of Education, Andrew Wiley, Director
- 2006 Co-Director, *Ohio's Integrated Systems Model*, Ohio Department of Education, Lyle Barton, Director
- 1994-1997 Co-Director, *Low-Incidence Transition Coordinator Training Program*. U.S. Department of Education; Pete Flexer, Director, Kent State University
- 1993-1995 Consultant, *An Ecobehavioral Approach for Assessment and Prevention of Behavior Disorders for Young Children and Their Families*. U.S. Department of Education; Debra Kamps, Director, University of Kansas
- 1992-1993 Project Coordinator, *An Ecobehavioral Approach for Assessment and Prevention of Behavior Disorders for Young Children and Their Families*. U.S. Department of Education; Debra Kamps, Director, University of Kansas
- 1992 - 1993 Graduate Scholar, *Postdoctoral Program in Research Concerning Effective Instructional Practices for Minority Group Students with Handicaps at the Juniper Gardens Children's Project*. U.S. Department of Education; Charles R. Greenwood, Director, University of Kansas

Journal Articles, Texts, and Chapters

- Tankersley, M., Cook, B. G., & Landrum, T. J. (Eds.). (2022). *Delivering intensive, individualized interventions to children and youth with learning and behavioral disabilities, volume 32*. Bingley, UK: Emerald Publishing Group.
- Tankersley, M., Cook, B. G., & Landrum, T. J. (Eds.). (2022). Delivering intensive, individualized interventions to children and youth with learning and behavioral disabilities: Introduction to the volume. In Tankersley, M., Cook, B. G., & Landrum, T. J. (Eds.), *Delivering intensive, individualized interventions to children and youth with learning and behavioral disabilities, volume 32*. (pp. 1-7). Bingley, UK: Emerald Publishing Group.
- Cook, B. G., Tankersley, M., & Landrum, T. J. (Eds.). (2021). *The next big thing in learning and behavioral disabilities, volume 31*. Bingley, UK: Emerald Publishing Group.
- Landrum, T. J., Cook, B. G., & Tankersley, M. (2021). The next big thing in learning and behavioral disabilities: Introduction to the volume. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *The next big thing in learning and behavioral disabilities, volume 31*. (pp. 1-8). Bingley, UK: Emerald Publishing Group.
- Landrum, T. J., Cook, B. G., & Tankersley, M., (Eds.). (2019). *Emerging research and issues in behavioral disabilities, volume 30*. Bingley, UK: Emerald Publishing Group.
- Landrum, T. J., Cook, B. G., & Tankersley, M. (2019). Emerging research and issues in behavioral disabilities: Incremental progress and introduction to the volume. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Emerging research and issues in behavioral difficulties: Advances in learning and behavioral disabilities, volume 30*. (pp. 1-8). Bingley, UK: Emerald Publishing Group.
- Kauffman, J. M. & Tankersley, M. (2017). Special education. In *Reference module in neuroscience and biobehavioral psychology*. UK, Elsevier.

- Cook, B. G., Tankersley, M., & Landrum, T. J. (Eds.). (2016). *Instructional practices with and without empirical validity: Advances in learning and behavioral disabilities, volume 29*. Bingley, UK: Emerald Publishing Group.
- Cook, B. G., Tankersley, M., & Landrum, T. J. (Eds.). (2016). Instructional practices with and without empirical validity: An introduction. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Instructional practices with and without empirical validity: Advances in learning and behavioral disabilities, volume 29*. (pp. 1-15). Bingley, UK: Emerald Publishing Group.
- Tankersley, M., Cook, B. G., & Landrum, T. J. (2015). The transition of youth and young adults with learning disabilities and with emotional and behavioral disorders: An introduction to the volume. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Transition of youth and young adults. Advances in learning and behavioral disabilities, volume 28*. (pp. 1-10). Bingley, UK: Emerald Publishing Group.
- Cook, B. G., Tankersley, M., & Landrum, T. J. (Eds.). (2015). *Transition of youth and young adults: Advances in learning and behavioral disabilities, volume 28*. Bingley, UK: Emerald Publishing Group.
- Cook, B.G., Buysse, V., Klingner, J., Landrum, T.J., McWilliam, R.A., Tankersley, M., & Test, D.W. (2015). CEC's standards for classifying the evidence base of practices in special education. *Remedial and Special Education, 36*(4), 220-324.
- Bateman, B., Lloyd, J. W., & Tankersley, M. (2015). *Enduring Issues in Special Education: Personal Perspectives*. New York, NY: Routledge.
- Bateman, B., Lloyd, J. W., Tankersley, M., & Brown, T. S. (2015). What is special education? In B. Bateman, J. W. Lloyd, & M. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 11-20). New York: Routledge.
- Bateman, B., Lloyd, J. W., Tankersley, M., & Driver, M. K. (2015). Who should receive and provide special education? In B. Bateman, J. W. Lloyd, & M. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 95-101). New York: Routledge.
- Bateman, B., Lloyd, J. W., Tankersley, M., & Alves, K. D. (2015). Where should special education take place? In B. Bateman, J. W. Lloyd, & M. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 189-196). New York: Routledge.
- Bateman, B., Lloyd, J. W., Tankersley, M., & Dillon, S. E. (2015). When should special education start and end? In B. Bateman, J. W. Lloyd, & M. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 343-349). New York: Routledge.
- Cook, B. G., Tankersley, M., Cook, L., & Landrum, T. J. (2015). Republication of "Evidence-Based Practices in Special Education: Some Practical Considerations." *Intervention in School and Clinic, 50*(5), 310-315. (For its 50th year of publication, *Intervention in School and Clinic* chose one seminal article from each of the five decades of publication to reprint. This article was chosen as the seminal article for the 2005-2015 decade.)
- Lloyd, J. W., Tankersley, M., & Bateman, B. (2015). Introduction: Does special education have issues? In B. Bateman, J. W. Lloyd, & M. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 4-8). New York: Routledge.
- Lloyd, J. W., Tankersley, M., & Bateman, B. (2015). Why should we have special education? In B. Bateman, J. W. Lloyd, & M. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 385-396). New York: Routledge.

- Lloyd, J. W., Tankersley, M., Bateman, B., Balan, C., & Lloyd, P. A. (2015). Whither special education. In B. Bateman, J. W. Lloyd, & M. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 444-464). New York: Routledge.
- Lloyd, J. W., Tankersley, M., Bateman, B., & Hirsch, S. E. (2015). How should special education be practiced? In B. Bateman, J. W. Lloyd, & M. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 253-264). New York: Routledge.
- Cook, B. G., Tankersley, M., & Landrum, T. J. (Eds.). (2014). *Special education past, present, and future: Perspectives from the field: Advances in learning and behavioral disabilities, volume 27*. Bingley, UK: Emerald Publishing Group.
- Cook, B. G., Landrum, T. J., & Tankersley, M. (2014). Special education past, present, and future: Foundational concepts and introduction to the volume. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Advances in learning and behavioral disabilities: Past, present, and future, volume 27*. (pp. 1-10). Bingley, UK: Emerald Publishing Group.
- CEC Evidence-based Practice Work Group¹. (2014). Council for Exceptional Children: Standards for evidence-based practices in special education. *Exceptional Children*, 80, 504-511.
- CEC Evidence-based Practice Work Group². (2014). Council for Exceptional Children: Standards for evidence-based practices in special education. *Teaching Exceptional Children*, 46, 206-212.
- Cook, B. G., Tankersley, M., & Bedesem, P. (2014). Emotional and behavioral disabilities. In C. Reynolds, K. Vannest, and E. Fletcher-Janzen (Eds.), *Encyclopedia of special education-III* (4th ed., pp. 955-959). Hoboken, NJ: Wiley.
- Cook, B. G., Tankersley, M., & Landrum, T. J. (Eds.). (2014). *Special education past, present, and future: Perspectives from the field. Advances in learning and behavioral disabilities, volume 27*. Bingley, UK: Emerald Publishing Group.
- Landrum, T. J., Wiley, A. L., Tankersley, M., & Kauffman, J. K. (2014). Is EBD 'special' and is 'special education' the correct response? In P. Gardner, J. Kauffman, and J. Elliott (Eds.), *The Sage handbook of emotional and behavioral difficulties* (pp. 69-81). London, UK: Sage Publications.
- Chard, D. J., Cook, B. G. & Tankersley, M. (2013). *Research-based practices for improving outcomes in academics*. Upper Saddle River, NJ: Pearson.
- Cook, B. G. & Tankersley, M. (2013). *Research-based practices in special education*. Upper Saddle River, NJ: Pearson.
- Cook, B. G., & Tankersley, M. (2013). Introduction to research-based practices in special education. In B. G. Cook & M. Tankersley (Eds.), *Research-based practices in special education* (pp. 1-8). Boston, MA: Pearson.
- Cook, B. G., Tankersley, M., & Landrum, T. J. (Eds.). (2013). *Evidence-based practices in learning and behavioral disabilities: Advances in learning and behavioral disabilities, volume 26*. Bingley, UK: Emerald Publishing Group.

¹ CEC Evidence-based Practice Work Group is comprised of Bryan Cook (chair), Virginia Buysse, Janette Klingner, Tim Landrum, Robin McWilliam, Melody Tankersley, and Dave Test.

² CEC Evidence-based Practice Work Group is comprised of Bryan Cook (chair), Virginia Buysse, Janette Klingner, Tim Landrum, Robin McWilliam, Melody Tankersley, and Dave Test.

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- Cook, B. G., Tankersley, M., & Landrum, T. J. (Eds.). (2013). *Classroom behavior, contexts, and interventions. Advances in learning and behavioral disabilities, volume 25*. Bingley, UK: Emerald Publishing Group.
- Landrum, T. J., & Tankersley, M. (2013). Evidence-based practice in emotional and behavioral disorders. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Evidence-based practices in learning and behavioral disabilities. Advances in learning and behavioral disabilities, volume 26* (pp.251-271). Bingley, UK: Emerald Publishing Group.
- Lane, K. L., Cook, B. G. & Tankersley, M. (2013). *Research-based strategies for improving outcomes in behavior*. Upper Saddle River, NJ: Pearson.
- Lloyd, J. W., Landrum, T. J., Cook, B. G. & Tankersley, M. (2013). *Research-based approaches for assessment*. Upper Saddle River, NJ: Pearson.
- Tankersley, M. (2013). Establishing evidence-based practices in disability services. *Social welfare: Interdisciplinary approach, 3*(2), 118-124.
- Tankersley, M., Landrum, T. J., & Cook, B. G. (2013). Classroom behavior, contexts, and interventions: The search for solutions to complex problems. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Classroom behavior, contexts, and interventions: Advances in learning and behavioral disabilities, volume 25*. Bingley, UK: Emerald Publishing Group.
- McWilliam, R. A., Cook, B. G. & Tankersley, M. (2013). *Research-based strategies for improving outcomes of targeted groups of learners*. Upper Saddle River, NJ: Pearson.
- Wiley, A.L., Tankersley, M., & Simms, A. (2013). Teachers' causal attributions for student problem behavior: Implications for school-based behavioral interventions and supports and directions for further research. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Classroom behavior, contexts, and interventions: Advances in learning and behavioral disabilities, volume 25*. Bingley, UK: Emerald Publishing Group.
- Cameron, D. L., Cook, B. G., & Tankersley, M. (2012). An analysis of the different patterns of 1:1 interactions between educational professionals and their students with varying abilities in inclusive classrooms. *International Journal of Inclusive Education, 16*(2), 1335-1354.
- Cook, B. G., Smith, G. J., & Tankersley, M. (2011). Evidence-based practices in education. In K. Harris (Ed). *Educational psychology: Contributions to education*. American Psychological Association.
- McGoey, K. E., Schneider, D. L., Rezzetano, K. M., Prodan, T., & Tankersley, M. (2010). Classwide intervention to manage disruptive behavior in the kindergarten classroom. *Journal of Applied School Psychology, 26*, 247-261.
- Shapiro, C. J., Smith, B. H., & Tankersley, M. (2010). Taking a public health approach to school-based parenting interventions designed to reduce emotional and behavioral disorders in schools: Triple P-Positive Parenting Program as an example. *Advances in School Mental Health Promotion, 3*, 63-74.
- Cook, L. H., Rumrill, P. D., & Tankersley, M. (2010). Prioritizes and understanding of faculty members regarding college students with disabilities. *International Journal of Teaching and Learning in Higher Education, 21*, 84-96.

- Griffith, C. A., Lloyd, J. W., Lane, K. L., & Tankersley, M. (2010). Retention of students during K-8 grades predicts their reading achievement and progress during secondary schooling. *Reading and Writing Quarterly*, 26, 51-66.
- Cook, B. G., Tankersley, M., & Landrum, T. J. (2009). Determining evidence-based practices in special education. *Exceptional Children*, 75, 365-283.
- Cook, B. G., Tankersley, M., Cook, L., & Landrum, T. J. (2008). Evidence-based practices in special education: Some practical considerations. *Intervention in School & Clinic*, 44(2), 69-75.
- Cook, L. H., Cook, B. G., Landrum, T. J., & Tankersley, M. (2008). Examining the role of group experimental research in establishing evidence-based practices. *Intervention in School & Clinic*, 44(2), 76-82.
- Cook, B. G., Tankersley, M., & Harjusola-Webb, S. (2008). Evidence-based special education and professional wisdom: Putting it all together. *Intervention in School & Clinic*, 44(2), 105-111.
- Tankersley, M., Cook, B. G., & Cook, L. (2008). A preliminary examination to identify the presence of quality indicators in single-subject research. *Education and Treatment of Children*, 31, 523-548.
- Tankersley, M., Harjusola-Webb, S., & Landrum, T. J. (2008). Using single-subject research to establish the evidence-base of special education. *Intervention in School & Clinic*, 44(2), 83-90.
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- Cook, B. G., & Tankersley, M. (2007). A preliminary examination to identify the presence of quality indicators in experimental research in special education. In J. B. Crockett, M. M. Gerber, and T. J. Landrum (Eds.), *Achieving the radical reform of special education: Essays in honor of James M. Kauffman* (pp. 189-212). Mahwah, NJ: Lawrence Erlbaum Associates.
- Landrum, T. J., Cook, B. G., Tankersley, M., & Fitzgerald, S. (2007). Teacher perceptions of the usability of intervention information from personal versus data-based sources. *Education and Treatment of Children*, 30, 27-42.
- Cook, B. G. & Tankersley, M. (guest editors) (2007). Introduction to the special issue: Side Effects of Inclusion: The unforeseen impact of including students with learning disabilities. *Learning Disabilities: A Multidisciplinary Journal*, 14, 131-133.
- Tankersley, M., Niesz, T., Cook, B. G., & Woods, W. (2007). The unintended and unexpected side effects of inclusion of students with learning disabilities: The perspectives of special education teachers. *Learning Disabilities: A Multidisciplinary Journal*, 14, 135-144
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- Cook, B. G., Cameron, D. L., & Tankersley, M. (2007). Inclusive teachers' attitudinal ratings of their students with disabilities. *The Journal of Special Education*, 40, 230-238.
- Koch, L. C., Cook, B. G., Tankersley, M., & Rumrill, P. D. (2006). Utilizing research in professional practice. *Work: A Journal of Assessment, Prevention, & Rehabilitation*, 26, 327-331.

- Landrum, T. J., Tankersley, M., & Kauffman, J. M. (2006). What is special about special education for students with emotional and behavioral disorders? In B. G. Cook and B. R. Schirmer (Eds.), *What is special about special education?* (pp.12-25). Austin, TX: ProEd.
- Lloyd, J. W., Pullen, P. C., Tankersley, M., & Lloyd, P. A. (2006). Defining and synthesizing effective practice: Critical dimensions of research and synthesis approaches considered. In B. G. Cook and B. R. Schirmer (Eds.), *What is special about special education?* (pp. 136-154). Austin, TX: ProEd.
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- Cook, B. G., & Audet, L., Cameron, D. L., & Tankersley, M. (2005). Students with high incidence disabilities. In J. Wood (Ed.), *Adapting instruction to accommodate students in inclusive settings* (5th ed). Columbus, OH: Prentice-Hall.
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- Talbott, E., Lloyd, J. W., & Tankersley, M. (1994). Reading comprehension interventions for students with learning disabilities. *Journal of Learning Disabilities, 17*, 223-232.
- Herbert, J. M., & Tankersley, M. (1993). More and less effective ways to intervene with classroom teachers. *Journal of Curriculum and Supervision, 9*, 24-40.
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- Morine-Dershimer, G., Saunders, S., Artiles, A. J., Mostert, M. P., Tankersley, M., Trent, S. C., & Nuttycombe, D. G. (1992). Choosing among alternatives for tracing conceptual change. *Teaching and Teacher Education, 8*, 471-483.

Other Text Manuals and Technical Reports

- Tankersley, M. (2006). *Instructor's Manual: Introduction to Exceptional Children, Tenth Edition, Daniel P. Hallahan and James M. Kauffman, authors*. Boston: Allyn & Bacon.
- Tankersley, M. (2003). *Instructor's Manual: Introduction to Exceptional Children, Ninth Edition, Daniel P. Hallahan and James M. Kauffman, authors*. Boston: Allyn & Bacon.
- Tankersley, M. (2000). *Instructor's Manual: Introduction to Exceptional Children, Eighth Edition, Daniel P. Hallahan and James M. Kauffman, authors*. Boston: Allyn & Bacon.
- Tankersley, M. (1997). *Instructor's Manual: Introduction to Exceptional Children, Seventh Edition, Daniel P. Hallahan and James M. Kauffman, authors*. Boston: Allyn & Bacon.
- Tankersley, M. (1994). *Instructor's Manual: Introduction to Exceptional Children, Sixth Edition, Daniel P. Hallahan and James M. Kauffman, authors*. Boston: Allyn & Bacon.

Tankersley, M. (1991). *Instructor's Manual: Introduction to Exceptional Children, Fifth Edition, Daniel P. Hallahan and James M. Kauffman, authors*. Boston: Allyn & Bacon.

Tankersley, M. (1993). *Instructor's Manual: Characteristics of Emotional and Behavioral Disorders in Children and Youth, Fifth Edition, James M. Kauffman, author*. Columbus: Merrill.

Strang, H. R., Vekiari, K., & Tankersley, M. (1991). The Curry teaching simulation: A window of effective teaching skills? In D. Carey, R. Carey, D. A. Willis, & J. Willis (Eds.), *Technology and teacher education annual: 1992*. Houston, TX: Society for Technology and Teacher Education.

Selected Conference Presentations

Landrum, T. J., Tankersley, M., & Young, K. R. (October, 2018). Navigating promotion and tenure (Mentorship Strand). *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.

D. Bamburowski & Tankersley, M. (June, 2018). Trends in higher education. *CollegeNET User Conference*. Portland, OR.

Cook, B., Landrum, T., & Tankersley, M. (October, 2014). The unique nature of the EBD population and the unique contribution of single case research. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.

Cook, B. G., Ruhaak, A., Landrum, T. J., & Tankersley, M. (October, 2014). Trends in the EBD literature: An analysis of article citation rates. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.

Cook, B., Klingner, J., Tankersley, M., & Test, D. (April, 2013). *Exceptional Children's* evidence-based practice initiative: Preliminary research update. A showcase panel presented at the *Annual Meeting of Council for Exceptional Children*. San Antonio, TX.

Cook, B. G., Landrum, T. J., & Tankersley, M. (November, 2012). Bridging the research-to-practice gap through dissemination. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.

Tankersley, M. (November, 2012). Invited discussant on treatment fidelity for the Shores Research Strand at *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.

Tankersley, M., Wiley, A. & Simms-Adderley, A. (November, 2011). Causal attributions of emotional and behavioral disorders and their implications: Building a research agenda together. An invited presentation of for the Shores Research Strand at *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.

Cook, B. G., Gerber, M. M., Landrum, T. J., & Tankersley, M. (November, 2011). Beyond efficacy: Toward a broader consideration of instructional practice. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.

Cook, B. G., & Tankersley, M. (November, 2011). Lies, damned lies. What our research base says about practices. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.

Cook, B., Baker, S., Browder, D., Chard, D., Landrum, T., Lane, K. L., Montague, M., & Tankersley, M. (April, 2009). Determining evidence-based practices in special education. A showcase panel presented at the *Annual Meeting of Council for Exceptional Children*. Seattle, WA.

- Tankersley, M. & Landrum, T. J. (November, 2008). Research behavioral disorders and the quality indicators: What we know and need to know. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Cook, B. G., Tankersley, M., & Landrum, T. J. (April, 2008). Evidence-based practices in special education. *Annual Meeting of the Council for Exceptional Children*. Boston, MA.
- Tankersley, M., Cook, B. G., & Landrum, T. J. (November, 2007). Using quality indicators to identify quality researchers. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Tankersley, M. & Landrum, T.J. (April, 2007). Evidence-based practices in the education of students with emotional and behavioral disorders. Invited strand at the *Annual Meeting of the Council for Exceptional Children*. Louisville, KY.
- Tankersley, M. & Cook, B. G. (April, 2007). Using quality indicators to identify quality research. Invited session of the showcase for the Division of Research at the *Annual Meeting of the Council for Exceptional Children*. Louisville, KY.
- Landrum, T. J., Crockett, J. Gerber, M., Cook, B., Lane, K., Mostert, M., Sasso, G., Tankersley, M., & Forness, S. (November, 2006). Achieving the radical reform of special education. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Landrum, T. J., & Tankersley, M. (November, 2006). Issues in treatment integrity research in behavioral interventions with EBD children and youth: Reactions to the strand presentations. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Landrum, T. J., Cook, B. G., & Tankersley, M. (November, 2006). Toward evidence-based practice in special education: Researcher responsibilities and teacher needs. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Tankersley, M. (April, 2006). Side effects of inclusion. *Annual Meeting of the Council for Exceptional Children*. Salt Lake City, UT.
- Tankersley, M., Cook, B. G., Landrum, T. J., Crockett, J., & Gerber, M. (February, 2006). Inclusion of students with learning disabilities: Stakeholders' perceptions of unintended side effects. *Pacific Coast Research Conference*. La Jolla, CA.
- Tankersley, M., McGoey, K., Cowan, R., Anhalt, K., Pretti-Frontczak, K., & Barton, L. (November, 2005). The Behavior Intervention Specialist Program: Outcomes of a collaborative consultation training program. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Tankersley, M., Winchell, B. N., Cortelli, G., McGoey, K., & Pretti-Frontczak, K. (April, 2005). Improving outcomes for students with behavioral disorders through a collaborative consultation model. *The Society for Research in Child Development*. Atlanta, GA.
- Tankersley, M., Winchell, B., McGoey, K., & Cortelli, G. (January, 2005). Improving outcomes for students with behavioral disorders. *Hawaii International Conference on Education*. Honolulu, HI.
- McGoey, K. E., Tankersley, M., Prodan, T., & Staples, L. (April, 2004). Classwide intervention to manage disruptive behavior in the kindergarten classroom. *National Association for School Psychologists*. Dallas, TX.

- Tankersley, M., Landrum, T. J., & Cook, B. G. (November, 2003). How research informs practice in the field of emotional and behavioral disorders. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Tankersley, M., Cook, B. G., & Landrum, T. J. (November, 2003). Behavioral family interventions: A related service for children with emotional and behavioral disorders. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Cook, B. G., Tankersley, M., & Landrum, T. J. (April, 2003). Teachers' beliefs, skills, and practices regarding effective inclusive teaching techniques. *Annual Meeting of the Council for Exceptional Children*. Seattle, WA.
- Landrum, T. J., Cook, B. G., Martinez, E., & Tankersley, M. T. (February, 2003). What teachers think about their teaching: Does research play a role? *Annual Pacific Coast Research Conference*. La Jolla, CA.
- Landrum, T. J., Tankersley, M., Kauffman, J. M., & Cook, B. G. (November, 2002). What is special about special education for students with behavioral disorders? *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Cook, L. & Tankersley, M. (November, 2002). Decision-making in the classroom. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Landrum, T. J., Cook, B. G., & Tankersley, M. (April, 2002). Teacher perceptions of intervention information in a personal versus data-based format. *Annual Meeting of the Council for Exceptional Children*. New York, NY.
- Cameron, D. L., Cook, B. G., & Tankersley, M. J. (February, 2002). An analysis of research designs in *Behavioral Disorders* and *The Journal of Emotional and Behavioral Disorders*: Implications for our knowledge base. *Annual Midwest Symposium on Behavioral Disorders*. Kansas City, MO.
- Landrum, T. J., Callicott, K., Cook, B. G., & Tankersley, M. (February, 2002). Effective practices for children with behavioral disorders. *Annual Midwest Symposium on Behavioral Disorders*. Kansas City, MO.
- Cook, B. G., Tankersley, M., & Landrum, T. J. (November, 2001). Teachers' attitudes toward their included students with behavioral disorders. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*, Scottsdale, AZ.
- McGoey, K., Tankersley, M., & Telzrow, C. (August, 2001). IDEAs on behavior: Behavioral intervention plans for students with disabilities. *109th Annual Convention American Psychological Association*. San Francisco, CA.
- Landrum, T. J., Cook, B. C., & Tankersley, M. (April, 2001). Effective practice in behavior disorders: How do we determine what works? *Annual Meeting of the Council for Exceptional Children*. Kansas City, MO.
- Hinkel, P.L., Griffith, P. L., Tankersley, M., & Hoza, T. (April, 2001). A personnel preparation program for transitional services to youth with learning or emotional and behavioral disorders. *Annual Meeting of the Council for Exceptional Children*. Kansas City, MO.
- Landrum, T. J., Cook, B. G., & Tankersley, M. (February, 2000). Effective practice in behavior disorders. *Midwest Symposium for Leadership in Behavior Disorders*. Kansas City, MO.
- Cook, B. G., Landrum, T. J., & Tankersley, M. (November, 1999). A comparison of preservice teachers' attitudes toward the inclusion of students with behavior disorders and other disabilities. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Scottsdale, AZ.

- Tankersley, M., & Hinkle, P. (October, 1999). Issues and techniques for teaching and managing behavior in juvenile corrections classrooms. *Third International Conference on Children and Youth with Behavioral Disorders*. Dallas, TX.
- Landrum, T. J., & Tankersley, M. (October, 1999). Teacher talk and students with behavior disorders: Praise revisited. *Third International Conference on Children and Youth with Behavioral Disorders*. Dallas, TX.
- Landrum, T.J., Tankersley, M., & Cook, B. (April, 1999). Deciding what works in special education: Three perspectives on research to practice issues. Division on Research's Showcase Presentation. *Annual Meeting of the Council for Exceptional Children*. Charlotte, NC.
- Tankersley, M., Griffith, P. L., & Trevino, C. (April, 1999). A personnel preparation program for transition of youth with learning disabilities and emotional and behavioral disorders. *Annual Meeting of the Council for Exceptional Children*. Charlotte, NC.
- Cook, B. G., Cook, L. H., & Tankersley, M. (February, 1999). Attitudes of pre-service general education teachers toward the inclusion of students with differing disabilities. *Annual Meeting of the State Superintendent's Task Force for Preparing Special Education Personnel*. Columbus, OH.
- Cook, B. G., Landrum, T. J., & Tankersley, M. (April, 1998). Rejection, attachment, concern, and indifference: Teacher's nominations of integrated students with disabilities. *Annual Meeting of the Council for Exceptional Children*, Minneapolis, MN.
- Tankersley, M., Cook, B., & Landrum, T.J. (April, 1998). Results of this study showed that...Do teachers really care about research? *Annual Meeting of the Council for Exceptional Children*. Minneapolis, MN.
- Landrum, T. J. & Tankersley, M. (February, 1998). What works, what doesn't, and how to tell the difference. *Midwest Symposium for Leadership in Behavior Disorders*. Kansas City, MO.
- Landrum, T. J., Tankersley, M., & Cook, B. (November, 1997). Do data matter: Teacher perceptions of information from different sources. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Scottsdale, AZ.
- Audet, L. R. & Tankersley, M. (November, 1997). Applied behavior analysis and pervasive developmental disorders: What every speech/language therapist needs to know. *Annual Meeting of the American Speech and Hearing Association*. San Diego, CA.
- Landrum, T. J. & Tankersley, M. (October, 1997). Implementing self-management interventions: What the research says. *Council for Children with Behavior Disorders: Second International Conference on Behavior Disorders*. Dallas, TX.
- Tankersley, M. & Landrum, T. J. (February, 1997). Implementing effective self-management for students with behavioral disorders. *Midwest Symposium for Leadership in Behavior Disorders*. Kansas City, MO.
- Landrum, T. J. & Tankersley, M. (November, 1996). New directions in self-management research. *19th Annual Conference Teacher Education Division of Council for Exceptional Children*. Washington, DC.
- Tankersley, M. & Landrum, T. J. (October, 1996). Facilitating transition through individualized school-based interventions. *International Institute for Adolescents with Behavioral Disorders*, Aspen, CO.
- Simmons, T., Tankersley, M., McMahan, R., Mutua, K., & Hudson, T. (May, 1996). Personnel preparation through Kent State University's Center for Innovation in Transition and Employment: The Cooperative

- Transitional Services Program. *American Association of Mental Retardation 120th Annual Meeting*. San Antonio, TX.
- Landrum, T. J., & Tankersley, M. (February, 1996). The effects of self-monitoring on student and teacher behavior. *Midwest Symposium for Leadership in Behavior Disorders*. Kansas City, MO.
- Tankersley, M. & Trevino, C. (December, 1996). Training transition coordinators: An experiential-based graduate program. *Annual Meeting of the Association for Persons with Severe Disabilities (TASH)*. San Francisco, CA.
- Tankersley, M. & Landrum, T. J. (November, 1995). The effects of self-monitoring on students' and teachers' behaviors. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Tankersley, M. (April, 1995). ClassWide Peer Tutoring with adolescents with emotional and behavioral disorders. *Annual Meeting of the Council for Exceptional Children*. Indianapolis, IN.
- Garrison Harrell, L., Tankersley, M., & Sasso, G. (November, 1994). Integration, inclusion, and mainstreaming: The results of a national survey. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Tankersley, M. & Balan, C. M. (November, 1994). Psychotropic drugs: An overview of drugs and presentation of a computerized reference. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Mancina, C., Tankersley, M., Kamps, D., Kravits, T., & Greenwood, C. (May, 1994). The use of a self-management program to reduce inappropriate vocalizations in a child with autism. *Annual Meeting of the Association for Behavior Analysis*. Atlanta, GA.
- Tankersley, M. & Lloyd, J. W. (November, 1993). Comorbid behavior problems of children with externalizing behavior problems. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Kamps, D., & Tankersley, M. (November, 1993). Intervention for Head Start children at-risk for conduct disorder. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Tankersley, M. & Lloyd, J. W. (November, 1993). Comorbid behavior problems of children with externalizing behavior problems. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Tankersley, M. & Lloyd, J. W. (October, 1993). Teacher ratings of preadolescent girls with internalizing or externalizing disorders, *Virginia Beach Conference on Children and Adolescents with Emotional or Behavioral Disorder*., Virginia Beach, VA.
- Kamps, D. & Tankersley, M. (October, 1993). Observations of the behavior of Head Start girls at risk for conduct disorder. *Virginia Beach Conference on Children and Adolescents with Emotional or Behavioral Disorders*. Virginia Beach, VA.
- Kamps, D. & Tankersley, M. (October, 1993). Assessment and prevention of behavior disorders for young children. *Virginia Beach Conference on Children and Adolescents with Emotional or Behavioral Disorders*. Virginia Beach, VA.
- Kamps, D. & Tankersley, M. (May, 1993). An ecobehavioral approach for assessment and prevention of behavior disorders for young children and their families. *Annual Meeting of the Association for Behavior Analysis*. Chicago, IL.

- Tankersley, M. (April, 1993). Classification and Identification of Internalizing Behavioral Subtypes. *Annual Meeting of the Council for Exceptional Children*. San Antonio, TX.
- Tankersley, M. (February, 1993). Internalizing subtypes: Issues in classification. *Midwest Symposium for Leadership in Behavior Disorders*. Kansas City, MO.
- Tankersley, M. & Lloyd, J. W. (November, 1992). Classification of internalizing behaviors. *Annual Meeting of Teacher Educators of Children with Behavior Disorders*. Tempe, AZ.
- Tankersley, M. (April, 1992). Alternative perspectives on teacher planning displayed in prospective teachers' concept maps. *Annual Meeting of the American Educational Research Association*, San Francisco, CA.
- Herbert, J., & Tankersley, M. (April, 1991). A study of supervisors' attempts to reflect on practice. *Annual Meeting of the American Educational Research Association*. Chicago, IL.
- Strang, H., Vekiari, C., & Tankersley, M. (April, 1991). The Curry teaching simulation: A window on effective teaching skills? *Technology in Teaching Conference*. Greenville, NC.
- Tankersley, M. & Saunders, S. (November, 1990). En route to conceptions of effective teaching: Preservice teachers' concept maps. *Annual Meeting of the Northeastern Educational Research Association*. Ellenville, NY.

Professional Organizational Committee Membership

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|-----------|--|
| 2008-2014 | Member, Evidence-based Practices Committee, Council for Exceptional Children |
| 2003-2014 | Member, Knowledge Utilization Subcommittee, Council for Exceptional Children |
| 1997-2008 | Member, Publications Committee, Council for Exceptional Children, Division for Research |
| 1997-2008 | Co-Editor, FOCUS on Research, Newsletter for the Division for Research, Council for Exceptional Children |
| 1993-1995 | Interim Secretary, Council for Exceptional Children, Division for Research |

Editorial Service

- | | |
|--------------|---|
| 2014-2018 | Co-Editor for <i>Behavioral Disorders</i> |
| 2011-Present | Editorial Board for <i>Remedial and Special Education</i> |
| 2005-Present | Editorial Board for <i>Behavioral Disorders</i> |
| 2002-Present | Editorial Board for <i>Learning Disabilities: An International Journal</i> |
| 1994-Present | Editorial Board for <i>Journal of Emotional and Behavioral Disorders</i> |
| 2011 | Guest Reviewer, <i>Remedial and Special Education</i> |
| 2009 | Guest co-Editor, <i>Exceptional Children</i> , "Evidence-based practices for reading, math, writing, and behavior" |
| 2008 | Guest co-Editor, <i>Intervention in School & Clinic</i> , "Evidence-based practices in special education" |
| 2007 | Guest co-Editor, <i>Learning Disabilities: A Multidisciplinary Journal</i> "Side effects of inclusion of students with learning disabilities" (awarded the <i>James M. Kauffman Publication Award</i> , presented by the Curry School of Education for a scholarly work that results in knowledge leading to exemplary special education practices) |
| 1993-1998 | Editorial Board for <i>Exceptionality</i> |
| 1994-1999 | Guest Reviewer for <i>Behavioral Disorders</i> |
| 1994-1995 | Guest Reviewer for <i>Education and Treatment of Children</i> |
| 1993-1997 | Guest Reviewer for <i>Journal of Behavioral Education</i> |
| 1993-1997 | Guest Reviewer for <i>Journal of Child and Family Studies</i> |

US Department of Education Panel Reviewer

- 2004 *Field Initiated Research Projects* (competition CDFA 84.324C), Office of Special Education Programs, US Department of Education
- 2002 *Field Initiated Research Projects* (competition CDFA 84.324C), Office of Special Education Programs, US Department of Education
- 2002 *Student Initiated Research Projects* (competition CFDA 84.324B), Office of Special Education Programs, US Department of Education
- 1996 *Center to Promote Collaboration and Communication of Effective Practices for Children with, or At Risk of Developing Serious Emotional Disturbance* (competition CFDA 84.237T), Division of Innovation and Development, Office of Special Education and Rehabilitative Services, US Department of Education
- 1994 *School-Linked Services to Support Better Outcomes for Children with Disabilities and Their Families* (competition CFDA 84.023D), Division of Innovation and Development, Office of Special Education and Rehabilitative Services, US Department of Education