

Clayton R. Cook, Ph.D.

Address: 322R Miller Hall, University of Washington, Seattle, WA

Email: cook2142@u.washington.edu

Phone Number: 206-616-6371

Education

- ◆ **2007-2008 Doctoral Internship at Father Flanagan's Boys Town, Omaha, NE**
- ◆ **2003-2008 Ph.D. University of California, Riverside (School Psychology)**
 - **Dissertation:** Exploring the link between behavior intervention plan quality and student outcomes under real world conditions
- ◆ **2003-2005 M.A. University of California, Riverside (School Psychology)**
 - **Master's Thesis:** Establishing and evaluating the substantive adequacy of positive behavior support plans.
- ◆ **1999-2003 B.A. California State University, Fullerton (Psychology)**
 - **Senior Thesis:** Relation of early childhood difficult temperament to school behavior across primary and secondary grades.

Licensure / Certification

- ◆ Credentialed School Psychologist in California
Pupil Personnel Services Credential

Honors & Awards

- ◆ American Psychological Society Student Council Most Outstanding Poster Award (2003)
- ◆ Loh Seng Tsai Memorial Award, California State University, Fullerton (2003)
- ◆ Frank Bagarash Memorial Award, California State University, Fullerton (2003)
- ◆ Graduate Student Council Travel Awards (2003-2006)
- ◆ Graduate School of Education Graduate Student Fellowship (2003-2005)
- ◆ Accepted to Center for Disease Control and Prevention's Summer Institute on Youth Violence Prevention (Fall 2005)
- ◆ Mark Shinn Award of Excellence – 2nd Annual RtI Expo UC Riverside (Spring 2006)
- ◆ Association for Behavior Analysis Student Presenter Award (Spring 2007)
- ◆ Wing Institute Research Grant (\$5,000.00)
- ◆ Louisiana State University, Summer Research Stipend (\$5,000.00)
- ◆ Early Career Scholars Society for School Psychology

Clinical Experience

Psychological Services Center, *Post-Doctoral Clinician*, LSU Baton Rouge, Louisiana

Dates: August 2008 – Present

Hours: ~500

Supervisors: Frank Gresham, Ph.D., LP

Description: Deliver psychotherapeutic services to children and families, as well as conduct psycho-educational assessments. Co-supervise graduate students delivering psychotherapy and conducting psycho-educational assessments.

Baton Rouge Clinic, Post-Doctoral Clinician, Baton Rouge, Louisiana

Dates: August 2008 – Present

Hours: ~1250

Supervisors: Frank Gresham, Ph.D., LP, and Mary Lou Kelley, Ph.D., LP

Description: Perform clinical duties within a pediatric clinic. Deliver psychotherapeutic services to children and families, as well as conduct psycho-educational assessments. Also, assist Dr. Mary Lou Kelley in the supervision of graduate students.

Boys Town, Doctoral Intern, Omaha, Nebraska

Dates: August 2007 – August 2008

Hours: ~2500

Supervisors: Michael Axelrod, Ph.D., LP, NCSP and Patrick C. Friman, Ph.D., LP, ABPP

Description: Perform clinical duties within the Behavioral Pediatrics and Family Services Outpatient Clinic located at the Girls and Boys Town Home Campus. Clinical experiences at Boys Town are focused on direct services to resident youth (e.g., individual therapy), school consultation, consultation with professional staff, assessments, and direct services provided via an outpatient behavioral pediatric and family services clinic. As an intern, I provided treatment to residential youth who presented with a broad range of clinical problems. Diagnostic profiles of youth vary widely but included conduct disorder, affective disorders, anxiety disorders, eating disorders, substance abuse, and clinical exotica (e.g., Tourette's syndrome, trichotillomania, enuresis/encopresis).

Nonpublic and Alternative Schools, San Bernardino County.

Dates: March 2006 - present

Hours: ~100

Supervisor: Frank M. Gresham, Ph.D. and Keith Drieberg, Ph.D.,

Duties: Conduct functional behavior assessments and develop functionally-based intervention programs to address difficult-to-remediate behaviors. Deliver group and individual-based social skills and replacement behavior training. Consult with staff to develop a response to intervention model for behavior and academics.

Project REACH Behavior Consultant, UC Riverside and Lehigh University

Dates: September 2003 - present

Hours: ~1000

Supervisors: Frank M. Gresham, Ph.D. and Lee Kern, Ph.D.,

Description: Primary duties entailed the performance of functional assessments to develop and implement interventions for students with the most intense social, emotional, and behavioral problems. Consult with teachers, parents, and administrators on issues regarding student behavior problems. Implement home-based parent training modules. Orchestrate wrap-around services for students and their families. Present and publish research findings.

Professional Experience

Louisiana State University, Assistant Professor, Baton Rouge, Louisiana

Dates: August 2008 – Present

Description: Teach doctoral-level courses in school-based interventions and psycho-educational assessment. Conduct research and pursue extramural grant funding. Supervise practica of doctoral students.

Louisiana Schools for the Deaf and Visually Impaired, *Consultant*, Baton Rouge, Louisiana

Dates: October 2008- Present

Description: Serve as a behavioral consultant for students exhibiting emotional and behavioral problems. Conduct comprehensive psycho-educational evaluations as part of initial intakes or triennial evaluations. Perform universal screenings of behavior to identify students in need of additional supports. Supervise doctoral students with conducting psycho-educational evaluations and writing psych reports.

Boys Town, *Pre-Doctoral Intern*, Omaha, Nebraska

Dates: August 2007 – August 2008

Supervisors: Michael Axelrod, Ph.D., LP, NCSP and Patrick C. Friman, Ph.D., LP, ABPP

Description: Perform clinical duties within the Behavioral Pediatrics and Family Services Outpatient Clinic located at the Girls and Boys Town Home Campus. Clinical experiences at Girls and Boys Town are focused on direct services to resident youth (e.g., individual therapy), school consultation, consultation with professional staff, assessments, and direct services provided via an outpatient behavioral pediatric and family services clinic. Interns provide treatment to residential youth who present a broad range of clinical problems. Diagnostic profiles of youth vary widely but include conduct disorder, affective disorders, anxiety disorders, eating disorders, substance abuse, and clinical exotica (e.g., Tourette's syndrome, trichotillomania, enuresis/encopresis).

Southern California CDC Academic Center for Excellence in Youth Violence Prevention – *Research Assistant*, UC Riverside

Dates: September 2005 - present

Collaborators: Nancy Guerra, Ed.D., and Kirk Williams, Ph.D.

Description: Conduct research on issues related to youth violence prevention and intervention. Participate in multidisciplinary meetings to discuss research topics, collaboration with community-based agencies, and evaluation of surrounding youth violence programs.

Positive Environments Network of Trainers (PENT)– *Leader and Senior Researcher*, California Department of Education

Dates: January 2003 - present

Collaborators: G. Roy Mayer, Ph.D., Michele D. Wallace, Ph.D., and Diana Browning-Wright

Description: Conducting research on issues related to the development and implementation of federally mandated behavior support plans. Assist in the delivery of statewide trainings to improve the behavioral skills of educators across the state of California to provide better positive behavior supports to students with persistent forms of behavior problems. Consultation with school districts on difficult to remediate cases. Disseminate research findings at national conferences and in peer-reviewed journals.

Project REACH – *Consultant/Graduate Researcher*, UC Riverside and Lehigh University

Dates: September 2003 - 2007

Supervisors: Frank M. Gresham, Ph.D. and Lee Kern, Ph.D.,

Description: Primary duties entail the performance of functional assessments and development and implementation of behavioral interventions. Consult with teachers, parents, and administrators on issues regarding student behavior problems. Implement home-based parent training modules. Orchestrate wrap-around services for students and their families.

Autism Program, Placentia-Yorba Linda School District, Support Aide, Yorba Linda, Ca

Dates: September 2002 – June 2003

Supervisors: Amy Whitehead, M.A.

Description: Primary duties entailed daily discrete trail training. One-on-one support in mainstream environment for autistic students. Facilitate the acquisition of communication beginning with Pictorial Exchange System. Teach daily living skills.

Achievement Via Individual Determination (AVID)-Fullerton Joint Union High School, AVID Teacher, Fullerton, Ca

Dates: September 2002 – June 2003

Supervisors: Administrators at FJUHS

Description: Tutor and mentor students who were at-risk for school failure but demonstrated promise for attending college. The goal of AVID is to get students on-track to attend college.

Fullerton Longitudinal Study – Research Assistant, California State University, Fullerton

Dates: September 2001 – June 2003

Supervisors: Allen W. Gottfried Ph.D., and Diana Guerin Ph.D.

Description: Data entry and analysis of 24-year longitudinal data. Dissemination of research findings at national conferences on child development.

Publications

Book Chapters and Popular Press

1. Blacher, J., & Cook, C.R. (2006). Tourette's syndrome can be treated. *Exceptional Parent Magazine: Research Reflections*. Psych-Ed Corp.
2. Cook, C.R., Lyons, J., & Blacher, J. (2007). Developmental delays. In C. Reynolds & E.F. Janzen's (Eds), *Encyclopedia of special education*.
3. Gottfried, A.E., Gottfried, A.W., Morris, P.E., & Cook, C.R. (2008). On being motivationally disadvantaged: A longitudinal study from school entry through early adulthood. In C. Hudley & A.E. Gottfried's (Eds.) *Academic motivation and the culture of schooling: Understanding school success in childhood and adolescence*. UK: Oxford University Press.
4. Gresham, F.M., Cook, C.R., Crews, S.D., & Barreras, R.B. (2008). Direct observation methods. In D. McKay's (Ed), *Handbook of research methods in abnormal and clinical psychology*.
5. Cook, C.R., Sprague, J., Browning-Wright, D., & Sadler, C. (2008). Response to intervention for behavior. *Answers to Practical Questions on Response to Intervention*. Palm Beach, FL: LRP Publications.
6. Cook, C.R., Williams, K.R., Kim, T., & Guerra, N.G. (2009). Variability in the prevalence of bullying and victimization: A cross-national analysis. In S.R. Jimerson, S.M. Swearer, & D.L. Espelage (Eds.). *International handbook of school bullying*. Mahwah, NJ: Lawrence Erlbaum Associates.

7. Little, S., & Cook, C.R. (2009). Reductive techniques. In A. Akin-Little, S. Little, M. Bray, & T. Kehle (Eds.). *Handbook of behavioral interventions in schools*. Washington, D.C.: APA Publishing.
8. Cook, C.R., & Browning-Wright, D. (2009). The changing role of the school psychologist in the era of RtI. *Answers to Practical Questions on Response to Intervention*. Palm Beach, FL: LRP Publications.

Books

1. Sprague, J., Cook, C.R., Browning-Wright, D., & Sadler, C. (2008). *Response to intervention for behavior: Integrating academic and behavior supports*. Palm Beach: LRP Publications.
2. Cook, C.R., & Browning-Wright (2009). *RtI and Restrictive Settings: The TIERS Model for Students with EBD*. Palm Beach, LRP Publications.
3. Cook, C.R., Burns, M., Browning-Wright, D., & Gresham, F.M. (TBP July 2010). *A Guide to Refining and Retooling School Psychological Practice in the Era of RtI*. Palm Beach, LRP Publications.

Peer-reviewed Articles

Published

1. Gresham, F.M., Cook, C.R., Crews, S.D., & Kern, L. (2004). Social skills training for children and youth with emotional and behavioral disorders: Validity considerations and future directions. *Behavioral Disorders, 30(1)*, 32-46.
2. Gottfried, A.E., Cook, C.R., Gottfried, A.W., & Morris, P.E. (2004). Educational characteristics of adolescents with gifted academic intrinsic motivation: A longitudinal investigation from school entry through early adulthood. *Gifted Child Quarterly, 49(3)*, 172-188.
3. Gresham, F.M., Van, M.B., & Cook, C.R. (2006). Social skills training for teaching replacement behaviors: Remediating acquisition deficits in at-risk students. *Behavioral Disorders, 31*, 363-377.
4. Guerra, N.G., Boxer, P., & Cook, C.R. (2006). Preventing youth violence among high-risk, inner-city youth: Why comprehensive, multi-level programs can still fail. *New Directions for Evaluation, 110*, 59-71.
5. Cook, C.R., Crews, S.D., Browning-Wright, D., Mayer, G.R., Gale, B., Gresham, F.M., & Kraemer, B. (2007). Establishing and evaluating the substantive adequacy of positive behavior supports plans. *Journal of Behavioral Education*.
6. Cook, C.R., & Blacher, J. (2007). Evidence-based psychosocial treatments for tic disorders. *Clinical Psychology: Science and Practice*.
7. Browning-Wright, D., Mayer, G.R., Cook, C.R., Crews, S.D., Gale, B., & Wallace, M. (2007). Effects of training using the Behavior Support Plan Quality Evaluation Guide to improve positive behavior support plans. *Education and Treatment of Children*.
8. Crews, S.D., Bender, H., Gresham, F.M., Kern, L., Vanderwood, M., & Cook, C.R. (2007). Risk and protective factors of emotional and/or behavioral disorders in children and adolescents: A “mega”-analytic synthesis. *Behavioral Disorders*.
9. Cook, C.R., Tuthill, L., Guerra, N.G., & Williams, K. (2007). Cyberbullying: What we know and what to do about it. *Communiqué*.
10. Cook, C.R., Little, S., & Akin-Little, A. (2007). Interventions based on attachment theory: A critical evidence-based analysis. *Journal of Early Childhood and Infant Psychology*.

11. Kern, L., Starosta, K. M., Cook, C. R., Bambara, L. M. & Gresham, F. M. (2007). Functional assessment-based intervention for selective mutism. *Behavioral Disorders, 32* (2), 94-108.
12. Kraemer, B., Cook, C.R., Browning Wright, D., Mayer, G.R., & Wallace, M.D. (2008). Effects of training autism teachers to develop evidence-based positive behavior support plans. *Journal of Positive Behavioral Interventions*.
13. Restori, A.F., Gresham, F.M., & Cook, C.R. (2008). "Old habits die hard:" Past and Current Issues pertaining to response-to-intervention. *The California School Psychologist*.
14. Cook, C.R., Gresham, F.M., Kern, L., Barreras, R.B., & Crews, S.D. (2008). Social skills training for secondary EBD students: An review and analysis of the meta-analytic literature. *Journal of Emotional Behavioral Disorders*.
15. Hayling, C.C., Cook, C., Gresham, F.R., State, T. & Kern, L. (2008). An analysis of the status and stability of the behaviors of students with emotional and behavioral difficulties: A classroom direct observation study. *Journal of Behavioral Education, 17*, 24-42.
16. Gresham, F.M., Restori, A.E., & Cook, C.R. (2008). To test or not to test: Issues pertaining to response to intervention and cognitive testing. *Communiqué, September*, 5-10.
17. Bowers, F., Cook, C.R., Jensen, M.E., Snyder, T., & McHearern, A. (2008). Generalization and maintenance of positive peer reporting intervention for peer-rejected youth. *International Journal of Behavioral Consultation, 4*, 230-247.
18. Resetar-Volz, J., & Cook, C.R. (2009). Group-based preference assessment for children and adolescents in a residential setting: Examining developmental, clinical, gender, and ethnic differences. *Behavior Modification*.

In press

1. Gresham, F.M., Elliott, S.N., Cook, C.R., Kettler, R.J., & Vance, M.J. (in press). Cross-informant agreement for social skill and problem behavior ratings: An investigation of the social skills improvement system rating scales. *Psychological Assessment*.
2. Cook, C.R., Jimerson, S. & Begeny, J. (in press). Predicting the presence of school psychology: An international, comparative investigation testing four theories. *School Psychology International*.
3. Cook, C.R., Williams, K., Guerra, N.G., Kim, T., & Sadek, S. (in press). Predictors of bullying and victimization in childhood and adolescence: A meta-analytic investigation. *School Psychology Quarterly*.
4. Cook, C.R., Mayer, G.R., Browning-Wright, D., Kraemer, B., Gale, B. & Wallace, M.D. (in press). Exploring the link between evidence-based quality of behavior intervention plans, treatment integrity and student outcomes under natural educational conditions. *The Journal of Special Education*.
5. Gresham, F.M., Cook, C.R., Collins, T., Dart, E., Rasetshwane, K., Grant, S., & Truelson, E. (in press). Developing change sensitive brief behavior ratings scales as a progress monitoring tool for social behavior: An example using the SSRS-Teacher Form. *School Psychology Review*.
6. Chafouleas, S., Volpe, R., Gresham, F.M., & Cook, C.R. (in press). Behavioral assessment in school-based problem-solving models: Introduction to special series. *School Psychology Review*.
7. Cook, C.R., Volpe, R. & Livanis, A. (in press). Universal screening beyond academics: Introduction to the special series. *Assessment for Effective Intervention*.

8. Cook, C.R., Volpe, R. & Livanis, A. (in press). Constructing a roadmap for future universal screening research beyond academics. *Assessment for Effective Instruction*.
9. Cook, C.R., Rasetshwane, K., Sprague, J., Collins, T., Dart, E., Grant, S., & Truelson, E. (in press). Universal screening of students at-risk for internalizing disorders: Development and validation of the Student Internalizing Behavior Screener. *Assessment for Effective Instruction*.

Under review

1. Cook, C.R., Dart, E., Collins, T., Restori, A., Vance, M., & Fitts, P. (under review). Co-occurring reading and behavior problems: Transactional relationship or not? Implications for intervention. *Journal of Emotional and Behavioral Disorders*.

In preparation

1. Cook, C.R., & Collins, T. (in preparation). The contribution of unconscious racial stereotypes to African American overrepresentation as emotionally disturbed. *School Psychology Review*.
2. Gresham, F.M., Elliott, S.N., Cook, C.R., Vance, M.J., Kettler, R. (in preparation). Comparison of the SSRS and SSIS rating scales. *Psychological Assessment*.
3. Cook, C.R., Dart, E., Collins, T., & Vance, M. (in preparation). Evaluation of the escape-card intervention for students with escape-motivated disruptive classroom behavior. *Journal of School Psychology*.
4. Cook, C.R., & Gresham, F.M. (in preparation). Decision theory and RtI for social behavior: Making Informed, defensible decisions regarding student progress. *Journal of Emotional and Behavioral Disorders*.
5. Cook, C.R., Gresham, F.M., Seeley, J., Walker, H.M. (in preparation). Use of change sensitive brief behavior rating scales in treatment evaluation research: Demonstration of construct-irrelevant variance.
6. Cook, C.R., & Corwin, C. (in preparation). Response to intervention in the top tier: Preliminary investigation of a service delivery model in restrictive classrooms for students with EBD. *Journal of Emotional and Behavioral Disorders*.
7. Cook, C.R., & Grady, E. (in preparation). Base rates of teacher reported externalizing and internalizing behaviors. *School Psychology Review*.
8. Cook, C.R. (in preparation). Universal screening of positive youth development: Development and validation of the Positive Behavior Screener. *Journal of School Psychology*.

Special Series in Journals

1. Chafouleas, S., Volpe, R., Gresham, F.M., & Cook, C.R. (to be published 2010). Behavioral assessment in problem solving models. *School Psychology Review*.
2. Cook, C.R., Bevans, K., & Livanis, A. (to be published 2010). Universal screening research beyond academics: Current status and future directions. *Assessment for Effective Intervention*.

<u>Professional Presentations</u>
--

Cook, C.R. (2010). Emotional disturbance: Legally defensible and educationally valid assessment and treatment practices. Presentation at Louisiana State University Health Sciences Center, New Orleans, LA.

- Dart, E., Cook, C.R., & Collins, C. (2010). Co-occurring academic and behavior problems. Transactional relationship or not? Implications for intervention. Presentation to be delivered at NASP Conference, Chicago, IL.
- Cook, C.R., & Browning-Wright, D. (2010). Restrictive settings and the implementation of a multi-tiered model of service delivery. Presentation to districts administrators in Laramie, WY.
- Cook, C.R. & Browning-Wright, D. (2010). Tier II evidence-based interventions for students who need extra support. Presentation delivered to districts administrators in Huntington Station, NY.
- Cook, C.R., Jimerson, S., & Begeny, J. (2009). The presence of school psychology globally: Predictors and points of intervention. Presentation delivered at the International School Psychology Association Conference in Qawra, Malta.
- Cook, C.R. (2009). Minority disproportionality in special education: A problem over 50 years in the making: Explanations and solutions. Presentation delivered at the Louisiana Educational Diagnosticians Association Conference in Baton Rouge, LA.
- Cook, C.R. (2009). RtI for behavior. Paper presented as a mini-skills at the annual National Association of School Psychologists Conference in Boston, MA.
- Cook, C.R. (2009). Strategies for including evidence-based social skills and cognitive behavioral interventions in students' IEPs. Presentation delivered at the annual LRP Conference for Special Education Administrators in Las Vegas, NV.
- Cook, C.R., & Browning-Wright, D. (2009). Response to intervention and school-based mental health. Invited presentation delivered to Westside School District in Omaha, Nebraska.
- Cook, C.R. (2008). Developing evidence-based behavior intervention plans based on functional behavior assessment data. Presentation given at Louisiana School for the Deaf. Baton Rouge, Louisiana.
- Cook, C.R. (2008). Conducting school-based functional behavior assessments. Presentation given at Louisiana School for the Deaf. Baton Rouge, Louisiana.
- Cook, C.R. (2008). School psychology: Bringing science to everyday practice. Presentation given at LSU Psychology Honors Class. Baton Rouge, Louisiana.
- Cook, C.R. (2008). Child learning and behavior management. Presentation given at Louisiana School for the Deaf. Baton Rouge, Louisiana.
- Cook, C.R. (2008). Response to intervention for behavior: From prevention to eligibility determination. Presentation given at the Louisiana School Psychology Association Conference. Lafayette, Louisiana.
- Cook, C.R. (2008). Response to intervention: Creating a continuum of educational care. Keynote address given at Louisiana Educational Diagnostician Association state conference. Lake Charles, Louisiana.
- Cook, C.R. (2008). RTI and the identification of students with emotional disturbance: Practical guidelines and legal considerations. Presentation given at Louisiana Educational Diagnostician Association state conference. Lake Charles, Louisiana.
- Bowers, F.B., Cook, C.R., Snyder, T., & Jensen, M. (2008). Assessing the generalization and maintenance of the positive peer reporting intervention for peer rejected youth. Paper presented at the Annual Association for Behavior Analysis Conference in Chicago, IL.
- Cook, C.R., & Browning-Wright, D. (2008). Making restrictive settings work for both students with EBD and school staff. All day workshop presented at LRP Conference in Charlotte, NC.

- Cook, C.R. (2008). RTI for behavior: Applying RTI logic for ED eligibility. Keynote presentation for the Positive Environments Network of Trainers Conference in Rancho Cucamonga, Ca.
- Modecki, K., Feldman, B., & Cook, C.R. (2007). The effect of school dropout on smoking behavior across gender and ethnicity. Paper presented at the Annual Society for Prevention Science Conference in Washington, DC as part of the SPR Cup.
- Cook, C.R., Kraemer, B., Mayer, G.R., Browning-Wright, D., & Wallace, M.D. (2007). Investigating issues related to behavior intervention plan development and implementation: Results from a multi-year research project. Paper presented at the Annual Association for Behavior Analysis Conference in San Diego, CA.
- Cook, C.R., Thornton, S., & Barreras, R.B. (2007). Project CREATE: A response to intervention model to identify students as emotionally disturbed. Paper presented at the Annual Association for Behavior Analysis Conference in San Diego, CA.
- Cook, C.R. (2007). Documenting real change: Teaching staff to write measurable, legally compliant goals. Presented at LRP's 28th National Institute on Legal Issues of Educating Individuals with Disabilities, San Diego, CA.
- Cook, C.R. (2007). Developing and implementing high quality behavior intervention plans: A commitment unfulfilled. From Research to Practice: The 1st Annual UC Conference for Research in Special Education, Disabilities, and Developmental Risk in Santa Barbara, CA.
- Cook, C.R., Tuthill, L., & Sadek, S. (2006). Efficacy of bully prevention and intervention programs: A meta-analytic investigation. Paper presented at the Annual American Evaluation Association Conference in Portland, OR.
- Tuthill, L., Cook, C.R., & Sadek, S. (2006). Meta-analytic investigation of the correlates of bullying and victimization. Paper to be presented at the Annual American Society of Criminology Conference in Los Angeles, CA.
- Gresham, F.M., Kern, L., Barreras, R.B., Cook, C.R., & Conroy, M.A. (2006). Interventions for severe emotional and behavioral challenges. Symposium presented at the Annual Association for Behavior Analysis Convention in Atlanta, GA.
- Cook, C.R., Blacher, J., & Baker, B. (2006). Early behavioral problems predicting trajectories of parental stress in families with developmentally-delayed and typically-developing children. Paper presented at the Annual Gatlinburg Conference in San Diego, CA.
- Cook, C.R. (2006). Merging research with practice to develop technically adequate positive behavior support plans. Presented at the Positive Environments, Network of Trainers Annual North Forum in Stockton, CA.
- Kern, L., Barreras, R.B., & Cook, C.R. (2006). Extended applications of assessment-based intervention for diverse behavior problems. Paper presented at California Association for Applied Behavior Analysis Annual Conference in San Francisco, CA.
- Browning-Wright, D., Cook, C.R., & Crews, S.D. (2006). Developing evidence-based positive behavior support plans: Current status and future directions. Paper presented at National Association for School Psychologists Annual Conference in Anaheim, CA.
- Gresham, F.M., Barreras, R.B., Cook, C.R., & Crews, S.D. (2006). Social skills training for secondary EBD students: Implications for practice. Paper presented at TECBD Annual Conference in Tempe, AZ.
- Cook, C.R., Gresham, F.M., & Crews, S.D. (2005). Developing legally correct and

- educationally relevant behavior support plans. Paper presented at the California Association of School Psychology annual conference in Riverside, CA.
- Gresham, F.M., Cook, C.R., Crews, S.D., Kern, L., & Hilt, A. (2005). First year investigation results: Issues related to students with intense emotional and behavioral disorders. Symposium presented at the National Association for School Psychologists Annual Conference in Atlanta, GA.
- Gresham, F.M., Cook, C.R., Crews, S.D., Bender, H., & Rutherford, K. (2004). Overcoming barriers when researching students with intense social and behavioral problems. Paper presented at TECBD Annual Conference in Tempe, AZ.
- Gresham, F.M., Cook, C.R., & Crews, S.D. (2004). Setting the story straight: Social skills training with EBD students. Paper presented at TECBD Annual Conference in Tempe, AZ.
- Cook, C.R. (2003). *CSUF APSSC Invited Speaker*. Applied behavior analysis in the schools. Talk given at Cal State University, Fullerton.
- Oliver, P.H., Guerin, D.W., & Cook, C.R. (2003). Relation of temperament to high school performance: A longitudinal, cross-informant, multi-domain study. Poster presented at the Society of Research on Child Development Conference in Tampa Bay, FL.

Grants (funded, submitted, and unfunded)

Funded

- ◆ Co-Principal Investigator (with Frank Gresham)
 - Development and Validation of Progress Monitoring Tools for Social Behavior Using Change Sensitive Rating Items. Institute of Educational Sciences, U.S. Department of Education. Funded in the amount of \$1,400,000.

Submitted

- ◆ Principal Investigator (with Frank Gresham, Brad Dufrene, and Joe Olmi)
 - Development of Educational Service Delivery Model for Restrictive Settings for Students with Serious Emotional and Behavioral Disorders. Goal Two Institute of Educational Sciences Grant, U.S. Department of Education. If funded, in the amount of \$1,361,828.00.

In preparation

- ◆ Principal Investigator (with Jeffrey Sprague and Jim Mazza)
 - Development of a Web-based Support System to Improve the Identification and Treatment of Students with Internalizing Symptomatology or Disorders. Goal Two Institute of Educational Sciences Grant, U.S. Department of Education. If funded, in the amount of.

Unfunded

- ◆ Development of a PTSD Risk Assessment Tool for Children and Mothers Post-Disaster. (Co-PI with M. L. Kelley, PI & F. Gresham, Co-PI). National Institutes of Health, Grant in the amount of \$404,250.

Data Analysis & Consulting Appointments

- ◆ Louisiana Schools for the Deaf and Visually Impaired 2008 - present
- ◆ Positive Environments Network of Trainers (CA Dept. of Educ.): 2004 - present
- ◆ Collaborative Families Grant (NICHD grant for children with DD): 2003 - 2005

- ◆ California State University Minority and Untenured Faculty Committee: 2003
- ◆ National Association of Education of Young Children: 2002 - 2003
- ◆ Fullerton Longitudinal Study: 2001 - 2003

Teaching Experience

Assistant Professor LSU

Institution: Louisiana State University

Graduate Course: School-Based Psychological and Academic Interventions (rating 5 out of 5), Psycho-Educational Assessment (awaiting ratings); Professional School Psychology: History, Law, and Ethics (currently teaching)

Undergraduate Course: Educational Psychology (4.6 out of 5)

Lecturer

Institution: California State University, Los Angeles

Graduate Course: Research Methods for Behavior Analysis

Teaching Assistant

Institution: University of California, Riverside

Graduate Course: Academic Behavior Assessment

Professional Organizations

- ◆ National Association of School Psychologists
- ◆ American Psychology Association
- ◆ APA Division 12 – Society of Clinical Psychology
- ◆ American Evaluation Association
- ◆ Association for Behavior Analysis International
- ◆ International School Psychology Association

Journal Work

Editorial Board

- ◆ Journal of Behavioral Education

Ad Hoc Reviewer

- ◆ Child Development
- ◆ Journal of Positive Behavior Interventions
- ◆ School Psychology Review

Personal Recommendations

- ◆ Frank M. Gresham, Ph.D.
 - Professor of School Psychology– Louisiana State University & UC Riverside
 - frankgresham@yahoo.com
- ◆ Nancy Guerra, Ed.D.
 - Professor of Developmental Psychology, University of California, Riverside
 - nancy.guerra@ucr.edu
- ◆ Jeffery Sprague, Ph.D.
 - Professor of Special Education– University of Oregon
 - jeffs288@comcast.net
- ◆ G. Roy Mayer, Ed.D.
 - Professor of Behavior Analysis– California State University, Los Angeles

- grmayer@aol.com
- ◆ Michael I. Axelrod, Ph.D.
 - Associate Professor –University of Wisconsin, Eau Claire
 - axelromi@uwec.edu
- ◆ Diana Browning Wright
 - Educational consultant, behavior specialist, and consultant to LRP
 - dianawright@earthlink.com