

VITA

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EDUCATION

- 1992 Ph.D. Syracuse University, Syracuse, NY, School Psychology
- 1990 M.S. Syracuse University, Syracuse, NY, School Psychology
- 1985 B.A. Gannon University, Erie PA

AWARDS

- 2016 College of Education and Human Sciences Distinguished Teaching Award
- 2006 Elected as a Fellow of Division 16 of the American Psychological Association
- 2003 Elected to the *Society for the Study of School Psychology*
- 1997 Distinguished Research Award for Contributions to the Division of Human Services, College of Education, University of Cincinnati
- 1985 Award for Excellence in Psychology, Gannon University

PROFESSIONAL CERTIFICATION

- 2011-present Board Certified Behavior Analyst-Doctoral

PROFESSIONAL EXPERIENCE

- 2007-present Professor, Graduate Faculty Fellow, Educational Psychology Department, University of Nebraska-Lincoln, Lincoln, NE

2014-2016	Director, School Psychology Program, University of Nebraska-Lincoln
2004-2007	Director, School Psychology Program, University of Nebraska-Lincoln
2002-2007	Associate Professor, Graduate Faculty Fellow, School Psychology Training Program, Educational Psychology Department, University of Nebraska-Lincoln, Lincoln, NE
2001-2002	Director, School Psychology Training Program, Associate Professor, Psychology Department, Western Michigan University, Kalamazoo, MI
1999-2001	Director, School Psychology Training Program, Assistant Professor, Psychology Department, Western Michigan University, Kalamazoo, MI
1995-1999	Assistant Professor, School Psychology Program, Division of Human Services, University of Cincinnati, Cincinnati, OH
1993-1995	Adjunct Professor, Reading and Language Arts Dept., School of Education, Syracuse University, Syracuse, NY
1990-1995	School Psychologist, Syracuse City School District, Syracuse, NY
1989-1990	School Psychology Intern, Syracuse City School District, Syracuse, NY
1989	Graduate Teaching Assistant, Syracuse University, Syracuse, NY
1986-1988	Graduate Research Assistant, Syracuse University, Syracuse, NY

PROFESSIONAL SERVICE

Editorial Board Member:

Journal of Applied Behavior Analysis (1996-1997, 2000-2002, 2004-2006, 2008-2010, 2019-2022)

Journal of Behavioral Education (2001-present)

Journal of Evidence-Based Practices for Schools, previously *Proven Practice in the Prevention and Remediation of School Problems* (1997-2018)

School Psychology Review (2003-2006)

Behavior Analyst Today (2005-2008)

Psychology in the Schools (1997-2006)

Invited Action Editor:

Journal of Behavioral Education (2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2022, 2023)

Journal of Applied Behavior Analysis (2002, 2004, 2005, 2006)

School Psychology Review (2003, 2004, 2005, 2006)

Education and Treatment of Children (2002-2003, 2006)

School Psychology Quarterly (1996)

School Psychology Quarterly (1995-1996)

Editor, *Journal of School Psychology* (2008-2010)

Editor-Elect, *Journal of School Psychology* (2007)

Associate Editor:

School Psychology Review (2000-2003)

School Psychology Quarterly (1996-1998)

Ad hoc Reviewer:

Journal of Applied Behavior Analysis (1995, 1996)

Behavior Analysis Research & Practice (2023)

Behavioral Interventions (2015, 2016, 2023)

The Psychological Record (2022)

Behavior Analysis: Research and Practice (2016, 2020, 2021)

Perspectives on Behavior Science and Behavior Analysis (2020)

European Journal of Behavior Analysis (2020)

Contemporary School Psychology (2018, 2020)

School Psychology Review (1997, 1999, 2000, 2011, 2012, 2013, 2017, 2018, 2019, 2020)

Journal of Applied Behavior Analysis (1995, 1996, 1998, 1999, 2003, 2007, 2011, 2012, 2013, 2014, 2015, 2016, 2019)

Behavioral Development (2019)

Behavioral Research Methods (2015)

Psychology in the Schools (2015)

Educational Psychology Review (2014, 2015)

Applied Measurement in Education (2012)

Behavior Analysis in Practice (2012)

Behavior Analyst Today (2012)

Teaching and Education in Professional Psychology (2009, 2011, 2012)

Remedial and Special Education (2006, 2009)

Learning and Motivation (2006)

Journal of School Psychology (2005)

Educational Psychology Review (2004)

Education and Treatment of Children (2003)

Nebraska School Psychology Association Executive Board (2018-2019)

Association for Behavior Analysis International Practice Board (2014-2017)
 Senior Science and Editorial Consultant, *Journal of School Psychology* (2011 – 2014)
 Competency Benchmarks workgroup of the Council of Directors of School Psychology Programs (2009-2010)
 Behavioral School Psychology Interest Group Ron Edwards Dissertation Committee (2010)
 APA Division 16 “Senior Scientist” Award Selection Committee (2009)
 Executive Board Member, Council of Directors of School Psychology Programs (2006-2009), Chair-Elect (2007), Chair (2008-2009)
 Member of the Council of Chairs of Training Councils, American Psychological Association, Board of Education Affairs (2007-2009)
 American Psychological Association Division 16 Book Series Editorial Board Member (2006-2009)
 Catalyst Scholar, School Psychology Research Collaboration Conference (2007)
 Scientific Advisory Panel Committee Member for *School Psychology Review* (2005-2010)
 Proposal Review Committee for Division 16 of the American Psychological Association for the National Convention (1996, 2001)
 Invited Review *Measurement and assessment in teaching, 7th edition-* for the *Journal of Psychoeducational Assessment* (1996)
 Secretary/Treasurer Inter-University Council of Ohio School Psychology Trainers (1998-1999)

UNIVERSITY SERVICE

College of Education and Human Sciences Scholarship and Awards Committee (October 2021 – present)
 Department Scholarship Committee Chair, Educational Psychology Department (December 2020 – present)
 UNL Special Education Promotion and Tenure Committee (fall 2020)
 Program Director, School Psychology training program, University of Nebraska-Lincoln (May 2014 to December 2017; May 2004 to May 2007)
 Post-tenure Review Committee for the Special Education Department (2015)
 Graduate Committee Chair, Educational Psychology Department (2012 to 2014)
 College Graduate Committee Member (2012 to 2014)
 Graduate Committee Member, Educational Psychology Department (August 2007 to 2014)
 College Promotion and Tenure Committee member (2012 to 2013)
 Educational Psychology Faculty Search Committee (September 2011 to April 2012)
 Reviewer for the 2005 Layman Awards
 Professional Education Council (2003-2005)
 Program Director, School Psychology training program, Western Michigan University (September 1999 to August 2002)
 Executive Committee Member, Psychology Department, Western Michigan University (September 1999 to May 2002)
 Division Representative to the College of Education Senate, University of Cincinnati (May 1996 to May 1998)

COMMUNITY SERVICE

Committee Member, Nebraska School Psychology Association Executive Council
 Committee Member, Nebraska Department of Education Response-to-Intervention Consortium Executive Committee (2006-2009)
 Committee Member, Nebraska Department of Education Response-to-Intervention ad hoc Committee (2005-2006)
 Consultant to the Lincoln Public Schools “Response to Intervention” pilot project team (2003-2006)
 Workshop presented to the Lincoln Public Schools school psychologists and special education teachers on academic interventions (10/27/03)
 Cincinnati Public Schools Title I Capacity Building Planning Team (1995-98) Trainer for the Dayton Public School school psychologists (1997)
 Instructional Consultant to Northern Kentucky Head Start (1995-96)
 Consultant to the Cincinnati Public Schools school psychologists (1995-96) Consultant and Trainer:
 Northwest Ohio Special Education Regional Resource Center (1999)
 Ohio Department of Education Division of Special Education (1998)
 West Central Ohio Special Education Regional Resource Center (1995- 1998)
 South East Ohio Special Education Regional Resource Center (1996-98)
 Hopewell Special Education Regional Resource Center (1 997)
 North Central Ohio Special Education Regional Resource Center (1996) South West Ohio Special Education Regional Resource Center (1996)

DISSERTATION

Daly, E. J., III. (1992). *The application of the instructional hierarchy to developing interventions in reading*. Unpublished doctoral dissertation, Syracuse University, Syracuse, NY.

BOOKS AND CHAPTERS

1. Martens, B. K., Daly, E. J., III, Begeny, J. C., & Sullivan, W. E. (2021). Behavioral approaches to education. In W. Fisher, C. Piazza, & H. Roane (Eds.), *Handbook of applied behavior analysis* (2nd ed., pp. 445-462). New York: Guilford.
2. Daly, E. J., III, Kane, E. J., Scanlan, L., & Detrick, J. H. (2021). School psychology. In A. Maragakis, C. Drossel, & T. Waltz (Eds.), *Applications of behavior analysis to healthcare and beyond* (pp. 113-134). New York: Springer Publishing Company.
https://doi.org/10.1007/978-3-030-57969-2_5
3. Daly, E. J., III, Holtz, J., Young, N. D., Albano, A., & Sommerhalder, M. (2019). Using self-report in psychological assessments of sexually violent predator evaluations. In W. T. O'Donohue & D. S. Bromberg (Eds.), *Sexually violent predators: A clinical science handbook* (pp. 141-151). New York: Springer Publishing Company.
https://doi.org/10.1007/978-3-030-04696-5_9
4. Martens, B. K., Daly, E. J., III, & Ardoin, S. P. (2015). Applications of applied behavior analysis to school-based intervention. In J. Ringdahl, T. Falcomata, and H. Roane (Eds.),

- Clinical and organizational applications of applied behavior analysis* (pp. 125–150). San Diego, CA: Elsevier Academic Press.
5. Daly, E. J., III, Neugebauer, S. R., Chafouleas, S. M., & Skinner, C. H. (2015). *Interventions for reading problems: Designing and evaluating effective strategies* (2nd ed.) New York, NY: Guilford Press.
 6. Daly, E. J., III, O'Connor, M. A., & Young, N. D. (2014). Best practices in oral reading fluency interventions. In A. Thomas & P. Harrison (Eds.), *Best practices in school psychology VI* (pp. 115–128). Washington, DC: The National Association of School Psychologists.
 7. Daly, E. J., III, O'Connor, M. A., Daro, P. M., Strong, W., & Sommerhalder, M. (2014). Academic intervention. In D. S. Bromberg & W. T. O'Donohue (Eds.), *Toolkit for working with juvenile sex offenders* (pp. 355–394). San Diego, CA: Elsevier Academic Press.
 8. Daly, E. J., III & Kupzyk, S. (2012). Teaching reading. In G. J. Madden (Ed.), *The APA handbook of behavior analysis* (pp. 405–423). Washington, DC: The American Psychological Association.
 9. Martens, B. K., Daly, E. J., III, Begeny, J. C., & VanDerHeyden, A. (2011). Behavioral approaches to education. In W. Fisher, C. Piazza, & H. Roane (Eds.), *Handbook of applied behavior analysis* (pp. 385–401). New York, NY: Guilford.
 10. Gimpel, G. A., Ervin, R., Daly, E. J., III, & Merrell, K. W. (Eds.). (2010). *The practical handbook of school psychology: Effective practices for the 21st century*. New York, NY: Guilford Publications.
 11. Daly, E. J., III, Hofstadter, K. L., Martinez, R. S., & Andersen, M. (2010). Selecting academic interventions. In G. A. Gimpel, R. Ervin, E. J. Daly III, & K. W. Merrell (Eds.), *The practical handbook of school psychology: Effective practices for the 21st century* (pp. 115–132). New York, NY: Guilford Publications.
 12. Daly, E. J., III, Barnett, D., Kupzyk, S., Hofstadter, K. L., & Barkley, E. (2010). Summarizing, evaluating, and drawing inferences from intervention data. In G. A. Gimpel, R. Ervin, E. J. Daly III, & K. W. Merrell (Eds.), *The practical handbook of school psychology: Effective practices for the 21st century* (pp. 497–512). New York, NY: Guilford Publications.
 13. Daly, E. J., III, Martens, B. K., Skinner, C. H., & Noell, G. H. (2009). Contributions of applied behavior analysis. In T. B. Gutkin & C. R. Reynolds (Eds.), *The handbook of school psychology* (4th ed., pp. 84–106). New York, NY: John Wiley & Sons.
 14. Daly, E. J., III. (2008). Behaviorism. In E. M. Anderman (Ed.), *Psychology of classroom learning: An encyclopedia*. Detroit, MI: Macmillan.
 15. Jones, K. M., Wickstrom, K. F., & Daly, E. J., III (2008). Best practices in the brief assessment of academic problems. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 489–501). Washington, DC: The National Association of School Psychologists.
 16. Olson, S. C., Daly, E. J., III, Andersen, M., Turner, A., & LeClair, C. (2007). Assessing student response to interventions. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *The handbook of response to intervention: The science and practice of assessment and intervention* (pp. 117–129). New York, NY: Springer Science Inc.
 17. Daly, E. J., III, Chafouleas, S. M., & Skinner, C. H. (2005). *Interventions for reading problems: Designing and evaluating effective strategies*. New York, NY: Guilford Press.
 18. Daly, E. J., III, & McCurdy, M. (2005). Applied behavior analysis. In S. W. Lee (Ed.), *Encyclopedia of school psychology* (pp. 23–27). Thousand Oaks, CA: Sage Publications.

19. Skinner, C. H., & Daly, E. J., III. (2004). Under- and over-achievement. In T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia for school psychology* (pp. 361–364). Dordrecht, The Netherlands: Kluwer Academic/Human Sciences Press.
20. Poling, A., & Daly, E. J., III. (2002). Positive reinforcement. In M. Hersen & W. Sledge (Eds.), *Encyclopedia of psychotherapy* (pp. 367–372). New York, NY: Academic Press.
21. Daly, E. J., III, Duhon, G. J., & Witt, J. C. (2002). Proactive approaches for identifying and treating children at-risk for academic failure. In F. M. Gresham, K. L. Lane, & T. E. O'Shaughnessy (Eds.), *Interventions for students with or at-risk for emotional and behavioral disorders* (pp. 18–32). Needham Heights, MA: Allyn & Bacon.
22. Daly, E. J., III, & Murdoch, A. (2000). Direct observation in the assessment of academic skill problems. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Behavioral assessment in schools: Theory, research, and clinical foundations* (2nd ed., pp. 46–77). New York, NY: Guilford Publications.
23. Witt, J. C., Daly, E. J., III, & Noell, G. H. (2000). *Functional assessments: A step-by-step guide to solving academic and behavior problems*. Longmont, CO: Sopris West.
24. Martens, B. K., Witt, J. C., Daly, E. J., III, & Vollmer, T. R. (1999). Behavior analysis: Theory and practice in educational settings. In C. R. Reynolds & T. B. Gutkin (Eds.), *The handbook of school psychology* (3rd ed., pp. 638–663). New York, NY: John Wiley & Sons.
25. Witt, J. C., Elliott, S. N., Daly, E. J., III, Gresham, F. M., & Kramer, J. J. (1998). *Assessment of special needs and at-risk students* (2nd ed.) Madison, WI: Brown and Benchmark Publishers.

ARTICLES IN REFEREED JOURNALS

1. Daly III, E. J., Dietrich, R., & Maag, J. W. (tentatively accepted). Professional competence through the lens of clinical Decision-Making: Just how competent are we? *Perspectives on Behavioral Science*.
2. Maag, J. W. & Daly III, E. J. (2024). Turning the tables: Using students' motivation to escape work to increase productivity and accuracy. *Beyond Behavior*, 33 (3), 120-129. DOI: 10.1177/10742956241259628
3. Matthews, T. L., Daly, E. J., III, Kunz, G. M., Lugo, A. M., McArdle, P., Menousek, K., Kupzyk, K. (2022). Addressing the need for training more school psychologists to serve toddlers and preschoolers with Autism Spectrum Disorders. *Contemporary School Psychology*. <https://doi.org/10.1007/s40688-022-00434-4>
4. Holtz, J. W., & Daly III, E. J. (2021). An evaluation of the effects of an instructional and motivational treatment package on writing revisions. Manuscript submitted for publication. *Contemporary School Psychology*, 25, 243-259. <https://doi.org/10.1007/s40688-019-00247-y>
5. Daly, E. J., III., Hoff, N., Kane, E. J., Hawkins, J., Kruger, A. M., Bricko, N., Heifner, A., & Scanlan, L. (2020). Functional assessment of the academic environment 30-plus years later. *Contemporary School Psychology*, 24, 1-15. <https://doi.org/10.1007/s40688-019-00251-2>

6. O'Connor, M., & Daly, E. J., III. (2018). Selecting effective intervention strategies for escape-maintained academic-performance problems: Consider giving 'em a break! *Journal of School Psychology, 66*, 41-53.
7. Kupzyk, S., & Daly, E. J., III. (2017). Teachers engaging parents as tutors to improve oral reading fluency. *Contemporary School Psychology, 21*, 140-151. DOI: 10.1007/s40688-016-0113-y
8. Daly, E. J., III, Hess, P. M., Sommerhalder, M. S., Strong, W., Johnsen, M., O'Connor, M. A., & Young, N. D. (2016). Examination of a regressive prompt-delay procedure for improving sight-word reading. *Journal of Behavioral Education, 25*, 275-289. DOI: 10.1007/s10864-016-9245-4
9. Young, N. D., & Daly, E. J., III. (2016). Effects of performance criteria during reading interventions on generalized oral reading fluency. *Behavioral Interventions*, DOI: 10.1002/bin.1441
10. Kruger, A. M., Strong, W., Daly, E. J., III, O'Connor, M., Sommerhalder, M. S., Holtz, J., Bricko, N., Kane, E. J., Hoff, N., & Heifner, A. (2016). Setting the stage for academic success through antecedent intervention. *Psychology in the Schools, 53*, 24–38. <http://doi.org/10.1002/pits.21886>
11. Young, N. D., & Daly, E. J., III. (2016). An evaluation of prompting and reinforcement for training visual analysis skills. *Journal of Behavioral Education, 25*, 95-119. <http://doi.org/10.1007/s10864-015-9234-z>
12. Hofstadter-Duke, K. L., & Daly, E. J., III. (2015). Identifying controlling variables for math computation fluency through experimental analysis: The interaction of stimulus control and reinforcing consequences. *Behavior Modification, 39*, 342–364. doi:10.1170/01454455/4559928
13. Andersen, M. N., & Daly, E. J., III. (2013). An experimental examination of the impact of choice on treatment integrity. *Journal of Educational and Psychological Consultation, 23*, 231–263. doi:10.1080/10474412.2013.845493
14. Andersen, M. N., Daly, E. J., III, & Young, N. D. (2013). Examination of a one-trial brief experimental analysis to identify reading fluency interventions. *Psychology in the Schools, 50*, 403–414. doi:10.1002/pits.21682
15. Daly, E. J., III, & Kupzyk, S. (2012). An investigation of parent-delivered reading interventions. *Journal of Behavioral Education, 21*, 295–314. doi:10.1007/s10864-012-9149-x
16. Kupzyk, S., Daly, E. J., III, & Andersen, M. N. (2012). Preparing teachers to train parents in the use of evidence-based strategies for reading fluency. *Contemporary School*

Psychology, 16, 129–140.

17. Kupzyk, S., Daly, E. J., III, Ihlo, T., & Young, N. D. (2012). Modifying instruction within tiers in multi-tiered intervention programs. *Psychology in the Schools*, 49, 219–230.
18. Daly, E. J., III, Schulte, A. C., Fenning, P., & Doll, B. (2011). The competencies initiative in American professional psychology: Implications for school psychology preparation. *Psychology in the Schools*, 48, 872–886.
19. Kupzyk, S., Daly, E. J., III, & Andersen, M. N. (2011). A comparison of two flashcard methods for improving sight-word reading. *Journal of Applied Behavior Analysis*, 44, 781–792.
20. Hofstadter, K. L., & Daly, E. J., III. (2011). Improving oral reading fluency using a peer-mediated reading intervention. *Journal of Applied Behavior Analysis*, 44, 641–646.
21. Skinner, C. H., & Daly, E. J., III. (2010). Improving generalization of academic skills: Commentary on the special series *Journal of Behavioral Education*, 19, 106–115.
22. Andersen, M. N., Hofstadter, K. L., Kupzyk, S., Daly, E. J., III, Bleck, A. A., Collaro, A. L., Jones, K. E., Clure, L. F., & Blevins, C. A. (2010). A guiding framework for integrating the consultation process and behavior analytic practice in schools: The treatment validation consultation model. *Journal of Behavioral Assessment and Intervention in Children*, 1, 53–84. <http://dx.doi.org/10.1037/h0100360>
23. Schulte, A. C., & Daly, E. J., III. (2009). Operationalizing and evaluating professional competencies in psychology: Out with the old, in with the new? *Teaching and Education in Professional Psychology*, 3, S54–S58. doi:10.1037/a0017155
24. Daly, E. J., III, Kupzyk, S., Bossard, M., Street, J., & Dymacek, R. (2009). Taking RtI ‘to scale.’ Developing and implementing a quality RtI process. *Journal of Evidence-Based Practices for Schools*, 9, 102–126.
25. Daly, E. J., III, Wells, J. N., Swanger-Gagne, M., Carr, J. E., Kunz, G. M., & Taylor, A. M. (2009). Evaluation of the Multiple-Stimulus Without Replacement stimulus preference assessment method using activities as stimulus events. *Journal of Applied Behavior Analysis*, 42, 563–574.
26. Daly, E. J., III, Johnson, S., & LeClair, C. (2009). An experimental analysis of phoneme blending and segmenting skills. *Journal of Behavioral Education*, 18, 5–19.
27. Daly, E. J., III, Martens, B. K., Barnett, D., Witt, J. C., & Olson, S. C. (2007). Varying intervention delivery in response-to-intervention: Confronting and resolving challenges with measurement, instruction, and intensity. *School Psychology Review*, 36, 562–581.

28. Gortmaker, V. J., Daly, E. J., III, McCurdy, M., Persampieri, M. J., & Hergenrader, M. (2007). Improving reading outcomes for children with learning disabilities: Using brief experimental analysis to develop parent tutoring interventions. *Journal of Applied Behavior Analysis, 40*, 203–222.
29. McCurdy, M., Daly, E. J., III, Gortmaker, V., Bonfiglio, C. M., & Persampieri, M. (2007). Use of brief instructional trials to identify small group reading strategies: A two experiment study. *Journal of Behavioral Education, 16*, 7–26.
30. Ardoin, S. P., & Daly, E. J., III. (2007). Introduction to the special series: Close encounters of the instructional kind—how the instructional hierarchy is shaping instructional research 30 years later. *Journal of Behavioral Education, 16*, 1–6.
31. Begeny, J. C., Daly, E. J., III, & Valleley, R. J. (2006). Improving oral reading fluency through response opportunities: A comparison of phrase drill error correction with repeated readings. *Journal of Behavioral Education, 15*, 229–235.
32. Bonfiglio, C. M., Daly, E. J., III, Persampieri, M., & Andersen, M. (2006). An experimental analysis of the effects of reading interventions in a small group reading instruction context. *Journal of Behavioral Education, 15*, 92–108.
33. Daly, E. J., III, Bonfiglio, C. M., Mattson, T., Persampieri, M., & Foreman-Yates, K. (2006). Refining the experimental analysis of academic skill deficits, Part II: An investigation of the use of brief experimental analysis for identifying reading fluency interventions. *Journal of Applied Behavior Analysis, 39*, 323–331.
34. Daly, E. J., III, Andersen, M., Gortmaker, V., & Turner, A. (2006). Using experimental analysis to identify reading fluency interventions: Connecting the dots. *The Behavior Analyst Today, 7*, 133–150. Available on-line: <http://www.behavior-analyst-today.com/VOL-7/BAT-7-1.PDF>
35. Persampieri, M., Gortmaker, V., Daly, E. J., III, Sheridan, S. M., & McCurdy, M. (2006). Promoting parent use of empirically supported reading interventions: Two experimental investigations of child outcomes. *Behavioral Interventions, 21*, 31–57.
36. Daly, E. J., III, Garbacz, S. A., Olson, S. C., Persampieri, M., & Ni, H. (2006). Improving oral reading fluency by influencing students' choice of instructional procedures: An experimental analysis with two students with behavioral disorders. *Behavioral Interventions, 21*, 13–30.
37. Daly, E. J., III, Bonfiglio, C. M., Mattson, T., Persampieri, M., & Yates, K. (2005). Refining the experimental analysis of academic skill deficits, Part I: An investigation of variables affecting generalized oral reading performance. *Journal of Applied Behavior Analysis, 38*, 485–498.

38. Daly, E. J., III, Persampieri, M., McCurdy, M., & Gortmaker, V. (2005). Generating reading interventions through experimental analysis of academic skills: Demonstration and empirical evaluation. *School Psychology Review*, 34, 395–414.
39. Daly, E. J., III, Chafouleas, S. M., Persampieri, M., Bonfiglio, C. M., & LaFleur, K. (2004). Teaching phoneme segmenting and blending as critical early literacy skills: An experimental analysis of minimal textual repertoires. *Journal of Behavioral Education*, 13, 165–178.
40. Barnett, D. W., Daly, E. J., III, Jones, K., & Lentz, F. E., Jr. (2004). Measuring intervention effort and needed support? A review of single case design tactics as aids for empirically derived service delivery decisions. *Journal of Special Education*, 38, 66–79.
41. Bonfiglio, C. M., Daly, E. J., III, Martens, B. K., Lin, L. R., & Corsaut, S. (2004). An experimental analysis of reading interventions: Generalization across instructional strategies, passages, and time. *Journal of Applied Behavior Analysis*, 37, 111–114.
42. Bonfiglio, C. M., Daly, E. J., III, Ervin, R. A., & Ward, P. (2002). Facilitating teacher inquiry through behavioral consultation and functional assessment in a special education classroom. *Inquiry: Critical Thinking Across the Disciplines*, 21, 31–39.
43. Daly, E. J., III, & McCurdy, M. (2002). Getting it right so they can get it right. *School Psychology Review*, 31, 453–458.
44. Eckert, T. L., Ardoin, S. P., Daly, E. J., III, & Martens, B. K. (2002). Improving oral reading fluency: An examination of the efficacy of combining skill-based and performance-based interventions. *Journal of Applied Behavior Analysis*, 35, 271–281.
45. Daly, E. J., III, Murdoch, A., Lillenstein, L., Webber, L., & Lentz, F. E. (2002). An examination of methods for testing treatments: Conducting experimental analyses of the effects of instructional components on oral reading fluency. *Education and Treatment of Children*, 25, 288–316.
46. Daly, E. J., III, Shroder, J., & Robinson, A. (2001/2006). Testing treatments for oral reading fluency problems: Two case studies. *Journal of Evidence-Based Practices for Schools*, 7, 4–26 (reprinted from *Proven Practice: Prevention and Remediation Solutions for Schools*, 4, 2–10).
47. Hintze, J. M., Owen, S. V., Shapiro, E. S., & Daly, E. J., III. (2000). Generalizability of oral reading fluency measures: Application of G theory to curriculum-based measurement. *School Psychology Quarterly*, 15, 52–68.
48. Daly, E. J., III, Hintze, J. M., & Hamler, K. R. (2000). Improving practice by taking steps toward technological improvements in academic intervention in the new millennium. *Psychology in the Schools*, 37, 61–72.
49. Barnett, D. W., Daly, E. J., III, Hampshire, E. M., Hines, N. R., Maples, K. A., Ostrom, J. K., & Van Buren, A. E. (1999). Meeting performance-based training demands:

Accountability in an intervention-based practicum. *School Psychology Quarterly*, 14, 357–379.

50. Martens, B. K., & Daly, E. J., III. (1999). Discovering the alphabetic principle: A lost opportunity for educational reform. *Journal of Behavioral Education*, 9, 35–44.
51. Daly, E. J., III, Martens, B. K., Hamler, K., R., Dool, E. J., & Eckert, T. L. (1999) A brief experimental analysis for identifying instructional components needed to improve oral reading fluency. *Journal of Applied Behavior Analysis*, 32, 83–94.
52. Daly, E. J., III, Martens, B. K., Dool, E. J., & Hintze, J. M. (1998). Using instructional interventions to conduct a brief functional analysis of oral reading. *Journal of Behavioral Education*, 8, 203–218.
53. Daly, E. J., III, Witt, J. C., Martens, B. K., & Dool, E. J. (1997). A model for conducting a functional analysis of academic performance problems. *School Psychology Review*, 26, 554–574.
54. Daly, E. J., III, Wright, J., Kelly, S., & Martens, B. K. (1997). Measures of early academic skills: Reliability and validity with a first grade sample. *School Psychology Quarterly*, 12, 268–280.
55. Daly, E. J., III, Lentz, F. E., & Boyer, J. (1996). The instructional hierarchy: A conceptual model for understanding the effective components of reading interventions. *School Psychology Quarterly*, 11, 369–386.
56. Lentz, F. E., & Daly, E. J., III. (1996). Is the behavior of academic change agents controlled metaphysically? An analysis of the behavior of those who change behavior. *School Psychology Quarterly*, 11, 337–352.
57. Daly, E. J., III, Martens, B. K., Kilmer, A., & Massie, D. (1996). The effects of instructional match and content overlap on generalized reading performance. *Journal of Applied Behavior Analysis*, 29, 507–518.
58. Daly, E. J., III, & Martens, B. K. (1994). A comparison of three interventions for increasing oral reading performance: Application of the instructional hierarchy. *Journal of Applied Behavior Analysis*, 27, 459–469.

TEST REVIEW

Daly, E. J., III, & Persampieri, M. (2003). Review of the Assessment of Practices in Early Elementary Classrooms. In B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *The fifteenth mental measurements yearbook* (pp. 74–76). Lincoln, NE: The Buros Institute of Mental Measurements of the University of Nebraska–Lincoln.

PRESENTATIONS AND SYMPOSIA

Daly, E. J., III. (2021, November). *Functional assessment consultation support in schools*. Paper presentation at the annual convention of the Colorado Association for Behavior Analysis, Denver, CO.

- Daly, E. J., III. (2021, May). *Professional competency: You may have it now, but can you keep it?* Invited paper presented at the annual convention of the Association for Behavior Analysis International, Virtual Conference.
- Daly, E. J., III. (2021, May). *Functional assessment consultation support in schools*. Workshop presented at the annual convention of the Association for Behavior Analysis International, Virtual Conference.
- Daly, E. J., III. (2019, November). *Single-case experimental designs*. Invited paper presented at the Nebraska Academy for Methodology, Analytics and Psychometrics, Lincoln, NE.
- Daly, E. J., III. (2019, May). *Training behavior analysts for school-based consultation*. Invited paper presented at the annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Daly, E. J., III. (2019, May). *Functional assessment consultation support in schools*. Workshop presented at the annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Daly, E. J., III. (2018, November). *School-based consultation: Principles and Practices*. Invited paper presented at the annual convention of the Nebraska Association for Behavior Analysis. Omaha, NE.
- Daly, E. J., III. (2018, April). *Monitoring progress in basic academic skills, Myths and realities in the identification/diagnosis of learning and behavior problems, and Identifying simple and low-cost strategies to supplement the curriculum when the child is not progressing*. Invited papers presented at the annual convention of the Nebraska Christian Home Educators Association.
- Daly, E. J., III. (2018, April). *Functional assessment consultation support in schools*. Invited workshop, presented at annual convention of the Association for Professional Behavior Analysis convention, St. Louis, MO.
- Daly, E. J., III. (2018, March). *Functional assessment consultation support in schools*. Invited workshop, presented online at annual convention of the Washington State Association of School Psychologists' Spring Lecture Series.
- Daly, E. J., III. (2018, February). *Functional assessment consultation support in schools*. Invited workshop, presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Daly, E. J., III. (Symposium chair). (2017, May). *Arranging classroom contingencies to maximize student engagement and task completion while minimizing escape-motivated behavior*. Symposium presented at the annual international conference for the Association for Behavior Analysis International, Denver, CO.
- Kruger, A., & Daly, E. J., III. (2017, May). Taylor Swift or Billy Ray Cyrus? A paired-assessment method with music. In R. Codding (Chair), *Predictive Validity of Functional*

Assessment Methods. Symposium presented at the annual international conference for the Association for Behavior Analysis International, Denver, CO.

- Hoff, N., Bricko, N. C., Speer, N., Dietrich, C. R., Parikh, P., & Daly, E. J., III (2017). *An evaluation of a reinforcer-validation procedure for increasing writing in a second-grade student*. Poster presented at the 43rd annual convention for the Association for Behavior Analysis International, Denver, Co.
- Sommerhalder, M. S., & Daly, E. J., III. (2017, February). *The effects of teaching a high-school student to choose and use individualized math interventions on math computation fluency*. Poster presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
- Daly, E. J., III. (2016, October). *Functional assessment consultation support in schools*. Invited workshop, presented at the Berkshire Association for Behavior Analysis and Therapy.
- Daly, E. J., III. (2016, May). Discussant. In P. Romani (Chair), *Analyses of antecedent variables related to improved academic and social behavior*. Symposium presented at the annual international conference for the Association for Behavior Analysis International, Chicago, IL.
- Kruger, A., Kane, E., Bricko, N. C., Daly III, E. J., Hoff, N., Strong, W., Sommerhalder, M., & Holtz, J. (2016, May). *Setting the stage for academic success through antecedent intervention*. Paper presented at the annual international conference for the Association for Behavior Analysis International, Chicago, IL.
- O'Connor, M. A., Daly, E. J., III, Hess, P. L., Johnsen, M., Strong, W. L., Sommerhalder, M. S., Hoff, N., & Kruger, A. (2015, May). *A comparison of choice and differential reinforcement on students' computation fluency*. Poster presented at the annual international conference for the Association for Behavior Analysis International, San Antonio, TX.
- Daly, E. J., III. (Symposium chair). (2014, May). *Evaluating the professional judgment of behavior analysts: How do we do?* Symposium presented at the annual international conference for the Association for Behavior Analysis International, Chicago, IL.
- Daly, E. J., III. (2014, May). Discussant. In A. M. Betz (Chair), *Further evaluation of teaching procedures used with children with autism*. Symposium presented at the annual international conference for the Association for Behavior Analysis International, Chicago, IL.
- O'Connor, M. A. Daly, E. J., III, Daro, P. L., Johnsen, M., Strong, W. L., & Sommerhalder, M. S. (2014, May). *The application of functional analysis procedures to students' academic responding*. Poster presented at the annual international conference for the Association for Behavior Analysis International, Chicago, IL.
- Sommerhalder, M. S., Daly, E. J., III, Johnsen, M., Strong, W. L., Daro, P. L., & O'Connor, M. A. (2014, May). *A comparison of regressive and progressive prompt-delay procedures*

- for teaching sight words*. Poster presented at the annual international conference for the Association for Behavior Analysis International, Chicago, IL.
- Daly, E. J., III. (2013, May). Symposium discussant. In S. Snidarich (Chair), *Matching academic intervention to results of experimental analysis: Principles, theories, and procedures*. Symposium presented at the annual international conference for the Association for Behavior Analysis International, Minneapolis, MN.
- Daly, E. J., III. (2013, May). *Which academic intervention do I choose?* Invited paper, presented at the annual international conference for the Association for Behavior Analysis International, Minneapolis, MN.
- Andersen, M., Daly, E. J., III, & Young, N. D. (2013, May). *An examination of the impact of choice on treatment integrity*. Paper presented at the annual convention of the Association for the Association for Behavior Analysis International, Minneapolis, MN.
- Daro, P. M, Daly, E. J., III, O'Connor, M. A., Capadano, K., & Johnsen, M. (2013, May). *An examination of the effects of a regressive prompt delay procedure on sight word acquisition*. Paper presented at the annual convention of the Association for the Association for Behavior Analysis International, Minneapolis, MN.
- O'Connor, M. A., Daly, E. J., III, Daro, P. M., Young, N. D., Johnsen, M., & Capadano, K. (2013, May). *A comparison of preference versus indiscriminable contingencies for increasing math computation rate in two second-grade students*. Paper presented at the annual convention of the Association for the Association for Behavior Analysis International, Minneapolis, MN.
- Daly, E. J., III. (2013, March). *What's influencing your judgment?* Invited paper, presented at the annual conference for the Heartland Association for Behavior Analysis, Omaha, NE.
- Young, N. D., & Daly, E. J., III. (2013, February). *Developing academic interventions for individual students*. Paper presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
- Young, N. D., & Daly, E. J., III. (2012, March). *Which academic intervention should I choose?* Invited paper, presented at the annual conference for the Heartland Association for Behavior Analysis, Omaha, NE.
- Daly, E. J., III. (2012). *Validating treatments through school-based consultation*. Invited paper, presented at the University of Tennessee, Knoxville, TN.
- Kupzyk, S., & Daly, E. J., III. (2012). *Teachers engaging parents as tutors to improve oral reading fluency*. Poster presented at the annual convention of the Association for the Association for Behavior Analysis International, Seattle, WA.

- Daly, E. J., III. (2011, October). *Validating treatments through school-based consultation*. Invited workshop, presented at the Berkshire Association for Behavior Analysis and Therapy.
- Young, N. D., Daly, E. J., III, Daro, P. M., & O'Connor, M. A. (2011, March). *An experimental investigation of the effects of setting different proficiency criteria during reading instruction on generalized oral reading fluency*. Poster presented at the Heartland Association for Behavior Analysis Conference, Omaha, NE.
- Young, N. D., Daly, E. J., III, O'Connor, M. A., & Daro, P. M. (2011). *Going beyond visual inspection: Methods and tools for analysis of single-case design data*. Poster presented at the Heartland Association for Behavior Analysis Conference, Omaha, NE.
- Daro, P. M., O'Connor, M., Young, N., Andersen, M. & Daly, E. J., III. (2011). *Strategies for summarizing outcomes across cases: Just how effective are you?* Poster presented at the annual convention of the Association for Behavior Analysis International, Denver, CO.
- Kupzyk, S., & Daly, E. J., III. (2010). *Preparing teachers to train parents in the use of evidence-based tutoring strategies for reading fluency*. Poster presented at the annual international convention of the Association for Behavior Analysis, San Antonio, TX.
- Young, N. D., Daly, E. J., III, Kupzyk, S., & Andersen, M. N. (2010). *Effects of performance criteria on oral reading fluency generalization*. Poster presented at the annual convention of the American Psychological Association, San Diego, CA.
- Andersen, M. N., Daly, E. J., III, Kupzyk, S., & Hofstadter, K. (2009). *Stimulus control of word reading: An investigation of combined effects of isolated training and modeling*. Paper presented at the annual international convention of the Association for Behavior Analysis, Phoenix, AZ.
- Daly, E. J., III. (2008). *Validating treatments through school-based consultation*. Invited paper, presented at the annual conference for the Heartland Association for Behavior Analysis, Omaha, NE.
- Daly, E. J., III. (Chair). (2008). *Three experimental studies of interventions for strengthening stimulus control in reading fluency and math computation*. Symposium presented at the annual international convention of the Association for Behavior Analysis, Chicago, IL.
- Kupzyk, S., Andersen, M. N., Turner, A., & Daly, E. J., III. (2008). Bringing word reading under stimulus control: An experimental comparison of two flashcard methods. In E. J. Daly III (Chair), *Three experimental studies of interventions for strengthening stimulus control in reading fluency and math computation*. Symposium presented at the annual international convention of the Association for Behavior Analysis, Chicago, IL.

- Daly, E. J., III. (2008). *Functional academic intervention*. Invited workshop presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Daly, E. J., III., Andersen, M. N., Kupzyk, S., Hofstadter, K., & Turner, A. (2008). *Validating treatments through school-based consultation*. Mini-skills workshop presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Daly, E. J., III. (2007). *Functional academic intervention*. Invited presentation to that fall convention of the Nebraska School Psychology Association, Lincoln, NE.
- Daly, E. J., III, LeClair, C., Springer, S., & Sorman, A. (2007). An experimental investigation of methods for identifying responsiveness to instruction with phoneme blending and segmenting skills. In A. VanDerHeyden (Chair), *Innovations in measurement within RTI*. Symposium presented at the annual convention of the National Association of School Psychologists, New York, NY.
- Andersen, M., Rhoads, E., & Daly, E. J., III. (2007). *Using one-trial brief experimental analysis to develop reading interventions*. Poster presented at the annual convention of the National Association of School Psychologists, New York, NY.
- Daly, E. J., III. (2006). *RTI: Implications for training and related professional/legal issues*. Invited presentation at the annual mid-winter meeting of the Council of Directors of School Psychology Programs, Deerfield Beach, FL.
- Daly, E. J., III, & Skinner, C. (2005). *Interventions for reading problems*. Invited workshop at the Annual National Education Conference for Teachers, Kingston, Jamaica.
- Daly, E. J., III. (Chair). (2005). *Obtaining generalized outcomes for reading fluency interventions*. Symposium presented at the annual international convention of the Association for Behavior Analysis, Chicago, IL.
- Persampieri, M., Daly, E. J., III, Gortmaker, V., McCurdy, M., & Bonfiglio, C. (2005). Application of brief experimental analysis to group instructional formats: Two experimental investigations. In E. J. Daly III (Chair), *Obtaining generalized outcomes for reading fluency interventions*. Symposium presented at the annual international convention of the Association for Behavior Analysis, Chicago, IL.
- Persampieri, M., Daly, E. J., III, Gortmaker, V., & McCurdy, M. (2005). *Generating reading interventions through experimental analysis of academic skills: Demonstration and evaluation of long-term outcomes*. Poster presented at the annual international convention of the Association for Behavior Analysis, Chicago, IL.
- Bossard, M., Zabel, M., & Daly, E. J., III. (2005). Response to intervention in Lincoln Public schools. In K. Jones (Chair), *Response to Intervention: A review of three demonstration*

- models*. Symposium presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
- Daly, E. J., III., Andersen, M., Turner, A., & Persampieri, M. (2005). *The RTI tool kit*. Paper presented at the semi-annual convention of the Nebraska School Psychologists' Association, Omaha, NE.
- Daly, E. J., III. (Chair). (2004). *Improving reading by influencing students' choices*. Symposium presented at the annual convention of the National Association of School Psychologists, Dallas, TX.
- Garbacz, S. A., Daly, E. J., III, Olson, S., Ni, H., & Persampieri, M. (2004). Improving reading by influencing students' choices. In E. J. Daly III (Chair), *Improving reading by influencing students' choices*. Symposium presented at the annual convention of the National Association of School Psychologists, Dallas, TX.
- Persampieri, M., & Daly, E. J., III. (2004). "Mommy, will you tutor me?" Improving parent tutoring outcomes through treatment validation and creating motivating conditions for the tutee. In E. J. Daly III (Chair), *Improving reading by influencing students' choices*. Symposium presented at the annual convention of the National Association of School Psychologists, Dallas, TX.
- Daly, E. J., III. (Chair). (2004). *Taking account of critical variables in the reading intervention process*. Symposium presented at the annual convention of the National Association of School Psychologists, Dallas, TX.
- Bonfiglio, C. M., & Daly, E. J., III. (2004). An investigation of the effects of instructional and motivational variables on generalized reading performance. In E. J. Daly III (Chair), *Taking account of critical variables in the reading intervention process*. Symposium presented at the annual convention of the National Association of School Psychologists, Dallas, TX.
- Hauger, T., Daly, E. J., III, & Yates, K. (2004). Strengthening functional assessments of reading performance to achieve generalized improvements in a brief format. In E. J. Daly III (Chair), *Taking account of critical variables in the reading intervention process*. Symposium presented at the annual convention of the National Association of School Psychologists, Dallas, TX.
- Daly, E. J., III. (Chair). (2003). *Methods for tackling reading problems in the areas of alphabets, reading fluency, and reading comprehension: A report of three experimental investigations*. Symposium presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Persampieri, M. J., Daly, E. J., III, Chafouleas, S., Lafleur, K., & Bonfiglio, C. M. (2003). Identifying behavioral mechanisms for blending and segmenting skills. In E. J. Daly III (Chair), *Methods for tackling reading problems in the areas of alphabets, reading*

fluency, and reading comprehension: A report of three experimental investigations. Symposium presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Bonfiglio, C. M., Daly, E. J., III, & Persampieri, M. (2003). Conducting experimental analyses of the effects of reading interventions in a small group format. In E. J. Daly III (Chair), *Methods for tackling reading problems in the areas of alphabetics, reading fluency, and reading comprehension: A report of three experimental investigations.* Symposium presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Daly, E. J., III. (Chair). (2002). *Refining methods for selecting interventions for reading fluency problems: A report of three interventions.* Symposium presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Daly, E. J., III, & Fountaine, K. (2001). An investigation of the effects of instructional and motivational variables on generalized reading performance. In B. K. Martens (Chair), *Experimental analyses of academic responding.* Symposium presented at the annual international convention of the Association for Behavior Analysis, New Orleans, LA.

Daly, E. J., III, & Noell, G. H. (2001). *An integrated functional assessment model for academic performance and behavior.* Paper presented at the annual convention of the National Association of School Psychologists, Washington, DC.

Santee, S., Daly, E. J., III, Fountaine, K., Farris, H., & Corsaut, S. (2000). *Summarizing child outcomes for direct instruction and precision teaching methods in an after-school tutoring clinic.* Poster presented at the annual international convention of the Association for Behavior Analysis, Washington, DC.

Daly, E. J., III, Freeman, R., Nichols, A., & Kobayashi, M. (2000). *An investigation of the sensitivity and generality of reading rate.* Poster presented at the annual international convention of the Association for Behavior Analysis, Washington, DC.

Daly, E. J., III, & Barnett, D. W. (2000). *Meeting performance-based demands for practicum training: Three years of data.* Paper presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.

Daly, E. J., III, & Hintze, J. M. (1999). *Designing and evaluating interventions for academic performance problems.* Workshop presented at the annual convention of the National Association of School Psychologists, Las Vegas, NV.

Daly, E. J., III. (1999). Symposium discussant. In G. J. Duhon (Chair), *Functional assessment of academic performance and adaptive behavior in children.* Symposium presented at the annual convention of the National Association of School Psychologists, Las Vegas, NV.

Daly, E. J., III, Calla-Murdoch, A., & Hamler, K. R. (1999). *Functional assessment of oral reading problems: Procedures for identifying instructional components needed to*

- improve oral reading fluency*. Poster presented at the annual convention of the National Association of School Psychologists, Las Vegas, NV.
- Daly, E. J., III, Martens, B. K., Hamler, K., & Dool, E. J. (1998). Stacking instructional components to conduct a functional analysis of reading. In B. K. Martens (Chair), *Functional approaches to instructional intervention*. Symposium presented at the annual international convention of the Association for Behavior Analysis, Orlando, FL.
- Hintze, J. M., & Daly, E. J., III. (1998). Essential elements of effective academic interventions. In B. K. Martens (Chair), *Functional approaches to instructional intervention*. Symposium presented at the annual international convention of the Association for Behavior Analysis, Orlando, FL.
- Eckert, T., Ardoin, S., Daly, E. J., III, & Martens, B. K. (1998). Improving oral reading fluency: An examination of the effects of combining contingency-based and performance feedback interventions with reading skill interventions. In B. K. Martens (Chair), *Functional approaches to instructional intervention*. Symposium presented at the annual international convention of the Association for Behavior Analysis, Orlando, FL.
- Daly, E. J., III, Barnett, D. W., Hampshire, E., Ostrom, J., Maples, K., Rovak-Hind, N., Van Buren, A. (1998). *Using behavior analysis to meet performance-based demands for school psychology practicum training*. Poster presented at the annual international convention of the Association for Behavior Analysis, Orlando, FL.
- Barnett, D. W., Daly, E. J., III, Nelson, K., Doherty, Maples, K., Sand-Niehaus, J., Ostrom, J., Van Buren, A., Hampshire, E., Jiminez, P., & Scheidel, H. (1998). *Summing up: A year of intervention-based practicum training at the University of Cincinnati*. Paper presented at the semi-annual conference of the Ohio School Psychologists Association, Columbus, OH.
- Daly, E. J., III. (1998). *Conducting brief experimental analyses of the effects of reading interventions on oral reading fluency*. Paper presented at the annual conference of the Experimental Analysis of Behavior Group, London, England.
- Daly, E. J., III, Dool, E. J., Martens, B. K., Hintze, J. M., & Quatman, J. (1997). *A functional analysis of oral reading fluency*. Poster delivered at the annual international convention of the Association for Behavior Analysis, Chicago, IL.
- Daly, E. J., III. (Chair). (1997). *Academic Intervention: Contemporary issues related to designing interventions, promoting implementation, and assessing outcomes*. Symposium presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.
- Hintze, J. M., & Daly, E. J., III. (1997). *Challenging- versus instructional-level material and progress monitoring in reading: A comparison of CBM approaches*. Paper delivered at the annual convention of the National Association of School Psychologists, Anaheim, CA.

- Daly, E. J., III. (1996). Symposium discussant. In C. H. Skinner (Chair), *Influencing students' academic choice behaviors and perceptions of academic assignments by interspersing time efficient tasks*. Symposium presented at the annual convention of the National Association of School Psychologists Convention, Atlanta, GA.
- Daly, E. J., III, & Martens, B. K. (1996). *An experimental analysis of the effects of curriculum content validity and instructional match on passage reading*. Poster presented at the annual convention of the Association for Behavior Analysis, San Francisco, CA.
- Daly, E. J., III, & Wright, J. (1994). *Using curriculum-based measurement techniques in the classroom*. Paper presented at the annual convention of the New York State Association of Compensatory Educators, State University of New York - Cortland, Cortland, NY.
- Daly, E. J., III. (1994). *Managing challenging behaviors in community residences*. Paper presented at the annual convention of the New York State Association of Community and Residential Agencies, State University of New York - Oswego, Oswego, NY.
- Daly, E. J., III. (1993). Developing academic interventions through use of the instructional hierarchy. In B. K. Martens (Chair), *Behavioral approaches to effective teaching and instruction*. Symposium presented at the annual convention of the National Association of School Psychologists, Washington, DC.
- Daly, E. J., III, Wright, J., & Aldrich, S. (1991). *Formative evaluation, instructional interventions, and progress monitoring: A new role for school psychologists*. Paper presented at the annual convention of the New York Association of School Psychologists, Syracuse, NY.

GRANTS

- Matthews, T. M., & Daly, E. J., III (Principal Investigators) (2017-2020) *School Psychology Specialization for Toddlers w/ASD*. U.S. Dept of Education. Status and amount: funded \$249,946.00.
- Bricko, N. Daly, E. J., III, & Kunz, G. M. (2017). *Adding the parent coefficient for algebraic success*. Woods Foundation. Status and amount: not funded, \$5,026.
- Daly, E. J., III, Maag, J. W., Peterson, R. L., & Kunz, G. M. (2017). *Training special educators and school psychologists to deliver functional assessment consultative support in schools*. U.S. Department of Education. Status and amount: not funded, \$1,248,901.
- Daly, E. J., III, Maag, J. W., Peterson, R. L., & Kunz, G. M. (2015). *Training special education and school psychology leaders to deliver functional assessment consultative support in schools*. U.S. Department of Education. Status and amount: not funded, \$1,242,662.
- Daly, E. J., III, Ihlo, T., & Kunz, G. M. (2014). *Training school psychologists to provide functional assessment support to response-to-intervention schools for tier-2 and tier-3 interventions*. U.S. Department of Education. Status and amount: not funded, \$1,249,915.

- Daly, E. J., III, Ihlo, T., & Kunz, G. M. (2013). *Training school psychologists to provide functional assessment support to response-to-intervention schools for tier-2 and tier-3 interventions*. U.S. Department of Education. Status and amount: not funded, \$1,249,740.
- Daly, E. J., III, McCurdy, M., Ihlo, T., & Kunz, G. M. (2013). *Training school psychologists to provide functional assessment support to response-to-intervention schools for tier-2 and tier-3 interventions*. U.S. Department of Education. Status and amount: not funded, \$1,249,915.
- McCurdy, M., Daly, E. J., III, Ihlo, T., & Kunz, G. M. (2012). *School psychology specialization in response-to-intervention and systems change*. U.S. Department of Education. Status and amount: not funded, \$1,249,970.
- Daly, E. J., III, McCurdy, M., Ihlo, T., & Kunz, G. M. (2010). *School psychology leadership specialization in response-to-intervention research and systems change*. U.S. Department of Education. Status and amount: not funded, \$1,188,136.
- McCurdy, M., Daly, E. J., III, Ihlo, T., & Kunz, G. M. (2008). *Training school psychologists in response-to-intervention implementation and systems change*. U.S. Department of Education. Status and amount: funded, \$798,705.
- Daly, E. J., III, McCurdy, M., Ihlo, T., & Kunz, G. M. (2008). *School psychology leadership specialization in response-to-intervention research and systems change*. U.S. Department of Education. Status and amount: not funded, \$799,990.
- Glover, T. A., Kelly-Vance, L., Daly, E. J., III, & McCurdy, M. (2006). *Proposal to establish a state-wide response-to-intervention consortium for training and evaluation*. Nebraska Department of Education. Status and amount: funded, \$1,232,553.
- Daly, E. J., III, McCurdy, M., Glover, T. A., & Kelly-Vance, L. (2006). *Proposal to create training materials for response-to-intervention in the state of Nebraska, phase I*. Nebraska Department of Education. Status and amount: funded, \$9,652.
- Daly, E. J., III, Martens, B. K., Barnett, D., & Glover, T. (2005). *An experimental investigation of the efficacy of intervention models on children's reading performance in a response-to-intervention process*. Institute of Education Sciences. Status and amount: not funded, \$3,184,274.
- Daly, E. J., III, & Bossard, M.. (2005). *Response to intervention*. Nebraska Department of Education. Status and amount: funded, \$35,000.
- Daly, E. J., III, McCurdy, M., Sheridan, S. M., & Kunz, G. M. (2004). *School psychology leadership specialization in response-to-intervention research and systems change*. U. S. Department of Education. Status and amount: funded, \$800,000.00.
- Bossard, M., & Daly, E. J., III. (2004). *Response to intervention*. Nebraska Department of Education. Status and amount: funded, \$35,000.

- McCurdy, M., Daly, E. J., III, Gortmaker, V. J., Persampieri, M. J. (2004). *Turning loss into gains: Providing professional summer support to parents in the remediation of their children's academic problems through a university-based clinic*. Woods Foundation. Status and amount: not funded, \$37,279.00
- Daly, E. J., III. (2003). *Validating and refining functional assessment methods for reading problems*. University of Nebraska-Lincoln Layman Award. Status and amount: funded, \$9,732.00
- Gortmaker, V. J. (Student Investigator), Sheridan, S. M., & Daly, E. J., III. (Principal Investigators). *Progress and prevail: Individualized parent tutoring strategies for children with reading disabilities*. U. S. Department of Education. Status and amount: not funded, \$19,483.00
- Daly, E. J., III, McCurdy, M., & Sheridan, S. M. (2003). *Training school psychologists to deliver empirically validated practices to students with high-incidence disabilities through consultative, strategic intervention design*. U.S. Department of Education. Status and amount: not funded, \$800,000.00.
- Trainin, G., Wilson, K., Latta, M., Erickson, J. Daly, E. J., III, Isernhagen, J., & Johnson, J. (2003). *No teacher left behind: Assessing the impact of professional development on first-grade reading in multiple contexts*. U.S. Department of Education. Status and amount: not funded, \$1,327,873.
- Ehrhardt, K., Daly, E. J., III, Poling, A., & Ervin, R. (2000). *Improving outcomes for students with high-incidence disabilities through accountable and reflective school psychology practice*. U.S. Department of Education. Status and amount: funded, \$530,141.00.
- Graden, J. L., Barnett, D. W., Allen, S. J., Daly, E. J., III, & Lentz, F. E. (1998). *An evaluation study of intervention-based multifactorial evaluation (IBMFE)*. Ohio Department of Education, Division of Special Education. Status and amount: funded, \$99,986.00.
- Wright, J., Daly, E. J., III, & Kelly, S. (1992). *New York Telephone tutoring manual*. Metropolitan Development Association Good Idea Grant, Syracuse, New York. Status and amount: funded, \$4,000.00.

TEACHING EXPERIENCE

- 2002-present Introduction to Applied Behavior Analysis, Single-Case Experimental Designs, Roles and Functions of School Psychologists, Systems of Consultation in School Psychology, Doctoral Seminar
- 1999-2002 Advanced Assessment of Learners with Disabilities/Psychoeducational Assessment, Corrective and Remedial Teaching, Research Methods in Applied Behavior Analysis, Practicum, Cognitive Assessment, Behavior Analysis in Education (Undergraduate psychology practicum)

- 1995-9 Externship, School Psychology Practicum, Critical Examination of Professional Practice, Academic Assessment, Human Learning
- 1993-5 Tests and Measurements, Syracuse University, School of Education
- 1994 Adolescent Psychology in School Settings, Syracuse University, School of Education
- 1992 Curriculum-Based Measurement, Syracuse City School District
- 1989 Introduction to Psychology, Department of Psychology, Syracuse University

PROFESSIONAL AFFILIATIONS

Association for Behavior Analysis International
Association of Professional Behavior Analysts
Heartland Association for Behavior Analysis
National Association of School Psychologists
Nebraska Association for Behavior Analysis