

Curriculum Vita

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Personal Information

Name: Kevin S. Sutherland

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Licensure

Virginia – Emotional Disturbance and Learning Disabilities
Michigan – Emotional Impairment and Learning Disabilities

Education

2000	Ph. D., Special Education	Vanderbilt University Nashville, Tennessee
1994	M. Ed., Special Education	College of William and Mary Williamsburg, Virginia
1989	B. A., History	Wake Forest University Winston-Salem, North Carolina

Academic Appointments and Other Significant Work Experience

2006	<u>Associate Professor</u> , Graduate Faculty, School of Education, Virginia Commonwealth University, Richmond, Virginia.
2007-Present	<u>Research Faculty</u> , Clark-Hill Institute for Positive Youth Development, Department of Psychology, Virginia Commonwealth University, Richmond, Virginia.
2000-2006	<u>Assistant Professor, Graduate Faculty</u> , School of Education, Virginia Commonwealth University, Richmond, Virginia.
2006	<u>Visiting Professor</u> , Carl Von Ossietzky Universität, Oldenburg, Germany.
2006-2009	<u>Co-Investigator</u> , "Promoting Health of Youth with Disabilities through Violence Prevention Efforts," Centers for Disease Control and Prevention. Intervention Research Grants to Promote the Health of People with Disabilities (CDC Grant 1 R01 DD000110-01).
2004-2008	<u>Co-Principal Investigator</u> , "Reducing Severe Problem Behaviors in Schools", U. S. Department of Education, Office of Special Education and Rehabilitative Services. Research and Innovation Grant (OSEP Grant 324P040013).

- 2004-2008 Principal Investigator, “Utilizing Partnerships to Train and Retain Teachers of Students with Emotional Disturbance,” U.S. Department of Education, Office of Special Education and Rehabilitative Services. Masters Training Grant (OSEP Grant H 325 H 040048).
- 2004-Present Consultant, National Research Center on Rural Education Support, University of North Carolina at Chapel Hill (Principal Investigator, Dr. Thomas Farmer)
- 2003-Present Faculty, Virginia Leadership Excellence in Neurodevelopment Disabilities (VA-LEND) Project, Virginia Commonwealth University.
- 2001-2002 Core Faculty Member, Center for the Study and Prevention of Youth Violence, Virginia Commonwealth University.
- 2000-2004 Consultant, Project CLASS (Cooperative Learning and Social Skills; Principal Investigator, Dr. Joseph Wehby).
- 1999-2000 Student Investigator, “Peer-coaching and self-monitoring as interventions for increasing the rates of praise of teachers of students with emotional and behavioral disorders, and the relationship between teacher praise and students’ opportunities to respond”, U. S. Department of Education, Office of Special Education and Rehabilitative Services. Student Initiated Research. (OSEP Grant H324B990040).
- 1998-2000 University Supervisor of graduate-level student teachers at Vanderbilt University, Nashville, Tennessee.
- 1999 (Spring) Teaching Assistant of Introduction to Exceptionalities with Dr. Joseph Wehby at Vanderbilt University, Nashville, Tennessee.
- 1999-2000 Consultant to the Vanderbilt School-Based RECAP (Reaching Educators, Children, and Parents; Principal Investigator, Dr. Bahr Weiss).
- 1997-1999 Graduate Research Assistant to Dr. Joseph Wehby of Vanderbilt University in Nashville, Tennessee on the Behavioral Disorders and Transition Leadership Training Grant through the U.S. Department of Education.
- 1996-1997 Special Education Teacher Learning Disabilities – Grades 5-8 at Milan Middle School, Milan, Michigan.
- 1997 (Summer) Tutor for students with emotional and behavioral disorders, learning disabilities, and mental retardation in Milan, Michigan.
- 1994-1996 Special Education Teacher Emotional Disturbance – Self-contained classroom for Grades K-7 at Check School, Floyd County, Virginia.
- 1995-1996 Child Study Team Chairperson at Check School in Floyd County, Virginia.
- 1995-1996 Behavioral Specialist at Check School in Floyd County, Virginia.
- 1990-1993 Teacher-Counselor at Wright School in Durham, North Carolina, a residential treatment center for children with emotional and behavioral disorders.

Courses Taught

- Interactive Strategies in Teaching. EMOD 603 (Graduate Level). Virginia Commonwealth University.
- Using Behavior Assessment Data to Improve Academic Achievement and Classroom Behavior. (Seminar). Carl Von Ossietzky Universität, Oldenburg, Germany.
- Designing, Funding, and Conducting Research in Special Education. TEDU 708 (Graduate Level). Virginia Commonwealth University.
- Teaching Students with Emotional Disturbance. EMOD 501 (Graduate Level). Virginia Commonwealth University.
- Behavior Management of Students with Disabilities. TEDU 631 (Graduate Level). Virginia Commonwealth University.
- Internship: Emotional Disturbance. EMOD 700 (Graduate Level). Virginia Commonwealth University.

- Topic: Leadership in Developmental Disabilities. IDDS 691 (Graduate Level). Virginia Commonwealth University.
- Internship: Learning Disabilities. SELD 700 (Graduate Level). Virginia Commonwealth University.
- Practicum: Emotional Disturbance. TEDU 310. Virginia Commonwealth University.
- MC2: Mentoring Competent Colleagues Institute. Virginia Commonwealth University.
- Working with the Student Teacher. TEDU 501 (Graduate Level). Virginia Commonwealth University.
- Advanced Procedures in Classroom Management for Students with High Incidence Disabilities. SPED 3860 (Graduate Level). Vanderbilt University.

Guest Lectures

- 2007 Graduate Seminar (Oldenburg University, Oldenburg, Germany) – “Using data to improve developmental outcomes of students with emotional or behavioral disorders”
- 2007 Graduate Seminar (University of Cologne, Cologne, Germany) – “Special education in the United States”
- 2007 Doctoral Seminar (EDUS 795; Virginia Commonwealth University) - "Differential treatment and students with emotional or behavioral disorders: Using data to affect change"
- 2004 Doctoral Seminar (University of Florida) – developing a research program.
- 1999 Management Procedures for Academic and Social Behavior (SPED 3210 - Vanderbilt University) - effective teacher praise, the effects of effective teacher praise, and methods to monitor and increase rates of effective praise in classrooms for students with high-incidence disabilities.
- 1999 (Spring) Advanced Trends and Issues in Behavior Disorders (SPED 3810 - Vanderbilt University) - multiple gating assessment techniques for children at-risk for the development of emotional and behavioral disorders.
- 1998 (Spring) Accommodating Diversity in the Classroom (SPED 2870 – Vanderbilt University) – cooperative learning and components that maximize the effectiveness of this model for students with learning and behavior problems.

Advising

Masters (primary advisor for 35 students)

Doctoral (primary advisor for 3 students)

Dissertation Committees

Carol Schall (graduated, 2003)

Bill Fuller (graduated, 2003)

Norman Geller (graduated, 2005)

Tiffany Hinton (Psychology)

Jan Parrish (Education)

Christina Bartholomew (Special Education)

Thesis Committees

Holly Grant (English; graduated, 2004)

Layla Esposito (Psychology)

Geri Lotze (Psychology; graduated, 2006)

Membership in Organizations and Societies

1997-Present Council for Exceptional Children
Council for Children with Behavioral Disorders
2000-Present CEC, Division for Research
CEC, Division of Teacher Education
2006-Present American Educational Research Association

Editorial Activity

1999 - 2001 Ad hoc Reviewer, *Journal of Applied Behavior Analysis*
2000 - 2004 Ad hoc Reviewer, *Behavioral Disorders*
2001 - 2003 Consulting Editor, *Journal of Child and Family Studies*
2001 Ad hoc Reviewer, *Focus on Autism and Other Developmental Disabilities*
2003 - Present Consulting Editor, *Journal of Emotional and Behavioral Disorders*
2003 - Present Associate Editor, *Journal of Child and Family Studies*
2004 - 2007 Consulting Editor, *Behavioral Disorders*
2006 Ad hoc Reviewer, *Research in Developmental Disabilities*
2007-Present Associate Editor, *Behavioral Disorders*
2007 Ad hoc Reviewer, *Journal of Applied Behavior Analysis*

Community/Professional Service

2007-Present Consultant, Peter Paul Development Center, Richmond, VA.
2007 Proposal Reviewer, 2008 Council for Exceptional Children Convention (Council for Children with Behavior Disorders Division).
2007 Grant Reviewer, German-Israeli Foundation for Scientific Research and Development.
2006 Member, Program Committee, International Special Education Conference.
2006-Present Member, Professional Advisory Board, Learning Disabilities Association of Virginia.
2005 Member, Search Committee for Curriculum Specialist, Child Development Center, Virginia Commonwealth University.
2004 Consultant, Juvenile Court Drug Program, Richmond Department of Juvenile Justice Systems, Richmond, VA.
2004 Consultant, Exceptional Orchestra, Richmond, VA.
2003-2004 Co-Chair, Restraint and Seclusion Guidelines Committee, Virginia State Special Education Advisory Committee
2003 Grant Reviewer, Classroom Practitioner Support Program, Council for Children with Behavioral Disorders Foundation.
2003 Task Force, Safe and Drug Free Schools, Virginia Department of Education, and The Center for School-Community Collaboration, Virginia Commonwealth University
2003 Consultant, Fulton Complete Community School, Richmond, VA
2002 Reviewer, Paraprofessional Guide, Virginia State Department of Education.
2001- 2005 Executive Committee, Virginia State Special Education Advisory Committee
2001- Present Behavioral Consultant, School of Performing Arts for the Richmond Community (SPARC), Richmond, Virginia
2000-2001 Volunteer, Reid Elementary School, Richmond, Virginia.
1999 Behavioral Consultant, Mary Munford Elementary School, Richmond, Virginia.
1998-1999 Staff trainer for bachelor's level individuals placed as teaching assistants in self-

- contained classrooms for students with emotional and behavioral disorders in Metro Nashville, Tennessee public schools by the community mental health clinic at Vanderbilt University.
- 1998-1999 Volunteer in two self-contained classrooms for students with emotional and behavioral disorders at Johnson Middle School in Nashville, Tennessee.
- 1996 Consultant for foster families of children with emotional and behavioral disorders in Floyd and Montgomery Counties, Virginia.
- 1995 Coach of the sixth and seventh grade basketball team at Check School in Floyd County, Virginia.

Awards

- 2005 Distinguished Scholarship Award, Virginia Commonwealth University School of Education, Richmond, Virginia.
- 2000 Doctoral Scholarship – presented by the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.
- 1999 John Merck Scholar – provides support for up to two years for doctoral candidates in Psychology, Human Development, and Education at Peabody College doing research in emotional development or mental retardation.

Grant Activity

Peer-coaching and self-monitoring as interventions for increasing the rates of praise of teachers of students with emotional and behavioral disorders, and the relationship between teacher praise and students' opportunities to respond. U. S. Department of Education, Office of Special Education and Rehabilitative Services. Student Initiated Research. (OSEP Grant H324B990040; \$19,820).

Role: Student Investigator

Role in preparation: Co-Author

Maximizing the effectiveness of cooperative learning for students with emotional/behavioral disorders through the assessment and instruction of social skills deficits: Project CLASS. U.S. Department of Education, Office of Special Education and Rehabilitative Services. Directed Research Projects (\$540,000).

Role: Consultant

Role in preparation: Co-Author

The effect of increased rates of opportunities to respond to academic requests on the classroom behavior of students with emotional disturbance. Virginia Commonwealth University, School of Education. Faculty Minigrant (\$500).

Role: Principal Investigator

Role in preparation: Author

Teacher-to-Teacher: Clinical faculty mentoring pre-service and beginning teachers. Virginia Department of Education. (\$31,000).

Role: Co-Investigator (with J. Fox)

Role in preparation: Co-Author

On-line Special Education Instructional Modules. Great Cities Universities. (\$17, 000).

Role: Co-Investigator (with J. Fox)

Role in preparation: Co-Author

Elementary students at-risk for school failure. Metropolitan Education Research Consortium, Virginia Commonwealth University, Research Grant (\$4,000).

Role: Principal Investigator

Role in preparation: Author

Utilizing Partnerships to Train and Support Teachers of Students with Emotional Disturbance. U.S. Department of Education, Office of Special Education and Rehabilitative Services. Masters Training Grant (OSEP Grant H 325 H 040048; \$772,894).

Role: Principal Investigator

Role in preparation: Author

Reducing Severe Problem Behaviors in Schools. U. S. Department of Education, Office of Special Education and Rehabilitative Services. Research and Innovation – Evidence-Based Interventions (OSEP Grant 324P040013, \$4,296,580).

Role: Co-Principal Investigator (along with Wehby and Kennedy, Vanderbilt University; Symons and McComas, University of Minnesota; and Oswald, Virginia Commonwealth University)

Role in preparation: Co-Author

Promoting Health of Youth with Disabilities through Violence Prevention Efforts. Centers for Disease Control and Prevention. Intervention Research Grants to Promote the Health of People with Disabilities. (CDC Grant 1 R01 DD000110-01, \$975,000).

Role: Co-Investigator (along with Sullivan (PI), Farrell, and Meyer, Virginia Commonwealth University)

Role in preparation: Co-Author

Promoting Social, Emotional, and Behavioral Competence in Young High-Risk Children: A Preventative Classroom-based Early Intervention Model. Institute for Education Sciences. Serious Behavior Disorders Special Education Research. (submitted).

Role: Co-Principal Investigator (along with Conroy, Virginia Commonwealth University)

Role in preparation: Co-Author

University/School Committees

2007	<u>Chair</u> , Promotion and Tenure Peer Review Committee, School of Education, Virginia Commonwealth University.
2006-2007	<u>Member</u> , Third Year Review Committee, School of Education, Virginia Commonwealth University.
2006-2007	<u>Member</u> , Faculty Search Committee, Developmental Psychology, Department of Psychology, Virginia Commonwealth University.
2006	<u>Member</u> , Promotion and Tenure Committee, School of Education, Virginia Commonwealth University.
2006	<u>Co-Chair</u> , Faculty Awards Committee, School of Education, Virginia Commonwealth University.
2006	<u>Member</u> , Faculty Search Committee, Department of Special Education and Disability Policy.
2006	<u>Member</u> , Associate Dean for Research Search Committee, School of Education, Virginia Commonwealth University.
2005-2006	<u>Chair</u> , Collateral Faculty Search, Department of Special Education and Disability Policy.
2005-2006	<u>Co-President</u> , Faculty Organization Committee, School of Education, Virginia Commonwealth University.

- 2005-2006 Member, Faculty Search Committee, Developmental Psychology, Department of Psychology, Virginia Commonwealth University.
- 2005 Member, Promotion and Tenure Guidelines Ad Hoc Committee, School of Education, Virginia Commonwealth University.
- 2004-2005 Chair, Faculty Search Committee, Emotional Disturbance (Clinical Faculty), Department of Special Education and Disability Policy, School of Education, Virginia Commonwealth University.
- 2003-2005 Faculty Senate, Virginia Commonwealth University.
- 2004-2005 Co-Chair, Cultural Diversity Committee, School of Education, Virginia Commonwealth University.
- 2004 Member, Grade Appeal Committee, School of Education, Virginia Commonwealth University.
- 2003-2004 Chair, Faculty Search Committee, Emotional Disturbance, Department of Special Education and Disability Policy, School of Education, Virginia Commonwealth University.
- 2003-2004 Member, Cultural Diversity Committee, School of Education, Virginia Commonwealth University.
- 2003-2004 Secretary, Faculty Organization Committee, School of Education, Virginia Commonwealth University.
- 2003 Grant Reviewer, Community Service Grant Program, Center for School-Community Collaboration, Virginia Commonwealth University.
- 2003 Member, Faculty Evaluation Committee, School of Education, Virginia Commonwealth University.
- 2003 Grant Reviewer, Center for the Study and Prevention of Youth Violence, Virginia Commonwealth University
- 2002-2003 Co-Coordinator, Special Education Program, School of Education, Virginia Commonwealth University
- 2002-2003 Member, Graduate Survey Ad Hoc Committee, Division of Teacher Education, School of Education, Virginia Commonwealth University
- 2002-2003 Member, Professional Leave Committee, School of Education, Virginia Commonwealth University
- 2001-2002 Member, Academic Load Ad Hoc Committee, School of Education, Virginia Commonwealth University
- 2001 Chair, Grade Review Committee, School of Education, Virginia Commonwealth University
- 2001-2003 Co-Chairperson, Research Committee, School of Education, Virginia Commonwealth University.
- 2001-2002 Coordinator, Faculty Research Series, School of Education, Virginia Commonwealth University.
- 2001- 2002 Chairperson, Scholarship and Awards Committee, Division of Teacher Education, School of Education, Virginia Commonwealth University.
- 2000- 2001 Member, Search Committee for faculty position in the area of mental retardation, School of Education, Virginia Commonwealth University.
- 2000-2003 Member, Research Committee, School of Education, Virginia Commonwealth University.
- 2001-2004 Member, Ph. D. Admissions Committee, School of Education, Virginia Commonwealth University
- 1999 Student Representative on the search committee for a faculty position in the area of visual impairment at Peabody College of Vanderbilt University, Nashville, Tennessee.

Bibliography

Refereed

- Sutherland, K. S., Lewis-Palmer, T., Stichter, J. & Morgan, P. (in press). Examining the influence of teacher behavior and classroom context on the behavioral and academic outcomes for students with emotional or behavioral disorders. *Journal of Special Education*.
- Sutherland, K. S., & Snyder, A. (2007). The effects of peer tutoring and self-graphing on the reading fluency and classroom behavior of middle school students with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders, 15*, 103-118.
- Opp, G., Puhr, K., & Sutherland, K. S. (2006). Verweigert sich die Schule den Bildungsansprüchen verhaltensschwieriger Schülerinnen und Schülern? *Zeitschrift für Heilpädagogik, (57)*, 59-67.
- Sutherland, K. S., Denny, R. K., & Gunter, P. L. (2005). Teachers' of students with emotional and behavioral disorders reported professional development needs: Differences between fully-licensed and emergency-licensed teachers. *Preventing School Failure, 49*(2), 41-46.
- Sutherland, K. S., & Oswald, D. (2005). The relationship between teacher and student behavior in classrooms for students with emotional and behavioral disorders: Transactional processes. *Journal of Child and Family Studies, 14*, 1-14.
- Sutherland, K. S., & Singh, N. N. (2004). Learned helplessness and students with EBD: Deprivation in the classroom. *Behavioral Disorders, 29*, 169-181.
- Sutherland, K. S., & Morgan, P. (2003). Implications of transactional processes in classrooms for students with EBD. *Preventing School Failure, 48*, 32-37.
- Sutherland, K. S., McMaster, K. L., & Marshall, J. A. (2003). Maximizing the benefits of cooperative learning for students with learning and behavior problems. *Beyond Behavior, 13*(1), 12-16.
- Sutherland, K. S., Alder, N., & Gunter, P. L. (2003). The effect of varying rates of OTR on the classroom behavior of students with EBD. *Journal of Emotional and Behavioral Disorders, 11*, 239-248.
- Sutherland, K. S., Wehby, J. H., & Yoder, P. J. (2002). Examination of the relation between teacher praise and opportunities for students with EBD to respond to academic requests. *Journal of Emotional and Behavioral Disorders, 10*, 5-13.
- Sutherland, K. S., Copeland, S., & Wehby, J. H. (2001). Catch them while you can: Monitoring and increasing your use of effective praise. *Beyond Behavior, 11*(1), 46-49.
- Sutherland, K. S., & Wehby, J. H. (2001). Exploring the relation between increased opportunities to respond to academic requests and the academic and behavioral outcomes of students with EBD: A review. *Remedial and Special Education, 22*, 113-121.
- Sutherland, K. S., & Wehby, J. H. (2001) The effects of self-evaluation on teaching behaviors in classrooms for students with emotional and behavioral disorders. *Journal of Special Education, 35*, 161-171.
- Sutherland, K. S. (2000). Promoting positive interactions between teachers and students with emotional/behavioral disorders. *Preventing School Failure, 44*, 110-115.
- Sutherland, K. S., Wehby, J. H., & Copeland, S. R. (2000). Effect of varying rates of behavior specific praise on the on-task behavior of students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 8*, 2-8, 26.
- Sutherland, K. S., Wehby, J. H., & Gunter, P. L. (2000). The effectiveness of cooperative learning with students with emotional and behavioral disorders: A literature review. *Behavioral Disorders, 25*, 225-238.

Books/Chapters

- Sutherland, K. S., Carter, E., Farmer, T. W., Hoover, H., & Kostewicz, D. (in press). *Re-examination of effective classroom management with focus on learners with or at-risk for emotional/behavioral disorders*. Monograph published by the Division of the Council for Children with Behavior Disorders, Reston, VA.

- Sutherland, K. S., & Farmer, T. W. (in press). Classroom contexts and problem behavior. In G. D. Sideridis & T. A. Citro, T. A. *Best practices in learning disabilities: Bridging the gap between research and practice*. Boston, MA: LDW.
- Gunter, P. L., & Sutherland, K. S. (2005). Active student responding. In G. Sugai & R. Horner (Eds.), *Encyclopedia of Behavior Modification and Cognitive Behavior Therapy: Vol. 3. Educational Applications*. (pp. 1131-1132). Thousand Oaks, CA: Sage.
- Gunter, P. L., & Sutherland, K. S. (2005). Opportunity to respond. In G. Sugai & R. Horner (Eds.), *Encyclopedia of Behavior Modification and Cognitive Behavior Therapy: Vol. 3. Educational Applications*. (pp. 1403-1405). Thousand Oaks, CA: Sage.
- Osher, D., Cartledge, G., Oswald, D., Sutherland, K. S., Artiles, A. J., & Coutinho, M. (2004). Issues of cultural and linguistic competency and disproportionate representation. In R. B. Rutherford, M. M. Quinn, & S. Mathur (Eds.), *Handbook of Research in Behavioral Disorders* (pp. 54-77). New York: Guilford.
- Sutherland, K. S., Wehby, J. H., & Gunter, P. L. (2004). The effectiveness of cooperative learning with students with emotional and behavioral disorders: A literature review. In D. Mitchell (Ed.), *Special Education Needs and Inclusive Education: Major Themes in Education: Vol. 3. Assessment and Teaching Strategies* (pp. 144-164). New York: Routledge Farmer.
- Davis, C. A., Lane, K., Sutherland, K. S., Gunter, P. L., Denny, R., K., Pickens, P., & Wehby, J. H. (2003). *Differentiating Curriculum/Instruction on Behalf of Students with E/BD Within General Education Settings*. Monograph published by the Division of the Council for Children with Behavior Disorders, Reston, VA.

Non-Refereed Publications

- Sutherland, K. S. & Thoma, C. A. (in press). *Preventing school dropout by promoting increased engagement of students with disabilities*. In Schulze, G., & Wittrock, M. (Eds.), *Children at Risk in Family and School*. Oldenburg, Germany. University of Oldenburg.
- Sutherland, K. S., & Thoma, C. A. (in press). *Improving the learning context to promote school completion: Practice brief*. National Dropout Prevention Center for Students with Disabilities.
- Sutherland, K. S. (2006). *Investigating interactions between teachers and students with emotional/behavioral disorders*. In Schulze, G., Wittrock, M., & Lutgenau, B. (Eds.), *Children at Risk in Family and School*. Oldenburg, Germany: University of Oldenburg.
- Sutherland, K. S. & Jovanovich, D. (2004). *Investigating factors associated with low achievement early in school: A pilot study*. Metropolitan Educational Research Consortium, Virginia Commonwealth University, Richmond, VA.
- Sutherland, K. S. & Jovanovich, D. (2004). *Research-based practices as a protective factor for students at-risk for academic failure*. Metropolitan Educational Research Consortium, Virginia Commonwealth University, Richmond, VA.
- Sutherland, K. S. (March, 2002). Accommodating diversity in the classroom: Meeting the needs of all students. *Phi Delta Kappan Newsletter*.
- Sutherland, K. S. (2001). The effect of teacher behavior on the academic and behavioral outcomes of students with emotional disturbance. *The Declaration(I)*, 1, 21-31.
- Sutherland, K. S. (1998). *Training manual for teacher assistants: Working with students with emotional/behavioral disorders*. Vanderbilt University Community Mental Health Center: Author.

Relevant Papers, Posters, and Workshops Presented

- Sutherland, K. S. (September, 2007). *Preventing problem behavior*. Training provided to School of the Performing Arts in the Richmond Community (SPARC). Richmond, Virginia.
- Sutherland, K. S. (May, 2007). *Preventing school dropout through promoting increased engagement of students with disabilities*. Keynote address presented to the International Symposium on Children and Families At-Risk, Oldenburg University, Oldenburg, Germany.

- Sutherland, K. S. (May, 2007). *Using classroom-based intervention to improve developmental outcomes of students with emotional or behavioral disorders*. Paper presented to Faculty, Special Education Department, University of Cologne, Cologne, Germany.
- Sutherland, K. S., & Snyder, A. (April, 2007). *Instructional Behavior of Teachers of Students with Emotional or Behavioral Disorders*. Paper presented at the American Educational Research Association Conference, Chicago, IL.
- Snyder, A., & Sutherland, K. S. (March, 2007). *Instructional behavior of teachers of students with emotional or behavioral disorders*. Paper presented at the Metropolitan Educational Research Consortium Annual Conference, Richmond, VA.
- Sutherland, K. S. (August, 2006). *Proactive classroom management – beginning the school year*. Presentation to Fairfield Court Elementary School, Richmond Public Schools, Richmond, VA.
- Sutherland, K. S. (August, 2006). *Utilizing partnerships to recruit, train, and retain teachers of students with emotional disturbance*. Poster session. Office of Special Education Projects, Project Directors' Conference. Washington, DC.
- Snyder, A., & Sutherland, K. S. (March, 2006). *Effective strategies for classroom management*. Paper presented at the Metropolitan Educational Research Consortium Annual Conference, Richmond, VA.
- Sutherland, K. S. (October, 2005). *The relationship between teacher behavior and student engagement: Implications for decreasing classroom disruptions*. Paper presented to the 14th Annual Congress on Learning Disabilities, Burlington, MA.
- Sutherland, K. S. (October, 2005). *Teacher-student interactions and academic motivation of students with emotional or behavioral disorders*. Paper presented to the 14th Annual Congress on Learning Disabilities, Burlington, MA.
- Sutherland, K. S., & Gumpel, T. (September, 2005). *Differentiating subtypes: Bullies, victims, and bully-victims*. Paper presented to the International Conference on Behavior Disorders of Children and Youth, Dallas, TX.
- Sutherland, K. S. (April, 2005). *Problem-solving in classrooms for students with EBD*. Workshop presented to Richmond, Virginia Public Schools.
- Sutherland, K. S. (April, 2005). *Evidenced-based practices and special education*. Paper presented to the Council for Exceptional Children Annual Convention, Baltimore, MD.
- Sutherland, K. S. (April, 2005). *Investigating interactions between teachers and students with emotional/behavioral disorders*. Paper presented to the International Symposium on Children and Families At-Risk, Oldenburg University, Oldenburg, Germany.
- Sutherland, K. S. (February, 2005). *Factors associated with low achievement early in school: A pilot study*. Seminar presented to Members of the Metropolitan Educational Research Consortium, Virginia Commonwealth University, Richmond, VA.
- Sutherland, K. S. (December, 2004). *Problem-solving in classrooms for students with EBD*. Workshop presented to Richmond, Virginia Public Schools.
- Sutherland, K. S., Denny, R. K., & Gunter, P. L. (November, 2004). *Identifying and Preparing "Highly Qualified" Teachers for Students with EBD*. Paper presented at the 28th Annual Severe Behavior Disorders of Children and Youth Conference, Tempe, AZ.
- Sutherland, K. S., Osher, D., Artiles, A., & Zion, S. (November, 2004). *Disproportionality and Emotional/Behavioral Disorders: Disparities, School, and Classroom Effects*. Paper presented at the 28th Annual Severe Behavior Disorders of Children and Youth Conference, Tempe, AZ.
- Sutherland, K. S. (November, 2004). *Investigating factors associated with low achievement early in school: A pilot study*. Paper presented to the Leadership Council of the Metropolitan Educational Research Consortium, Virginia Commonwealth University, Richmond, VA.
- Sutherland, K. S. (October, 2004). *Improving Behavior: Tips for Success*. Presentation at the Learning Disabilities of Virginia Annual Conference, Richmond, VA.
- Sutherland, K. S. (September, 2004). *Responding to Disruptive Behavior*. Workshop presented to Richmond, Virginia Public Schools.

- Sutherland, K. S. (July, 2004). *Effective Classroom Strategies for Teachers of Students with Emotional Disturbance*. Workshop presented to Richmond, Virginia Public Schools.
- Sutherland, K. S. (March, 2004). *Development of online instructional modules*. Presentation at the Great Cities Universities Urban Educators Core Annual Meeting, Miami, FL.
- Sutherland, K. S. (March, 2004). *Results of the SSEAC subcommittee on restraint and seclusion survey*. Presentation to the State Council of Special Education Directors, State Department of Education, Richmond, VA.
- Sutherland, K.S. (February, 2004). *The effects of peer tutoring and self-graphing on active responding, disruptive behavior, and reading achievement of students with EBD*. Paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Sutherland, K. S. (October, 2003). *The relationship between teacher and students' behavior: Implications for instructional quality and student outcomes*. Paper presented at the International Conference on Children and Youth with Behavioral Disorders Conference, St. Louis, MO.
- Sutherland, K. S. (July, 2003). *Creating a positive home-school connection*. Panel discussion chaired at Corinth United Methodist Church, Richmond, VA.
- Sutherland, K. S. (April, 2003). *Strategies for children with attention problems*. Workshop presented to the Virginia Association of Children's Homes, Petersburg, VA.
- Sutherland, K. S. (November, 2002). *Collecting data on teacher and students' behavior in classrooms for students with EBD: Implications for investigating transactional processes*. Paper presented at the 26th Annual Severe Behavior Disorders of Children and Youth Conference, Tempe, AZ.
- Sutherland, K. S. (April, 2002). *Classroom instruction and management of students with learning and behavior problems*. Workshop presented to the Virginia Department of Corrections, Richmond, VA.
- Sutherland, K. S. (2002, February). *The role of the classroom in the development of problem behavior*. Paper presented to the Center for the Study and Prevention of Youth Violence, Virginia Commonwealth University, Richmond, Virginia.
- Sutherland, K. S., & Sutherland, C. G. (November, 2001). *Meeting the needs of children with problem behavior*. Workshop presented to the School of Performing Arts for the Richmond Community (SPARC), Richmond, VA.
- Sutherland, K. S., & Gunter, P. L. (November, 2001). *Teacher self-evaluation: Results of its effectiveness*. Paper presented at the 24th Annual Teacher Education Division of the Council for Exceptional Children Conference, St. Petersburg, FL.
- Sutherland, K. S. (October, 2001). *The effect of teacher behavior on students' with emotional/behavioral disorders academic and social behavior*. Paper presented at the Virginia Council for Exceptional Children Conference, Fredericksburg, VA.
- Sutherland, K. S., & Farmer, T. W. (October, 2001). *A general systems model of effective practices for students with emotional/behavioral disorders*. Paper presented at the International Conference on Behavior Disorders of Children and Youth, Atlanta, GA.
- Sutherland, K. S. (August, 2001). *Preventive approaches to managing classroom behavior*. Workshop presented to Richmond, Virginia Public Schools.
- Sutherland, K. S. (August, 2001). *Workshop in education: Introduction to behavior management in the regular classroom*. Workshop presented to Petersburg, Virginia Public Schools.
- Sutherland, K. S. (July, 2001). *Strategies for dealing with students with learning and behavior problems*. Workshop presented to Richmond, Virginia Public Schools.
- Wehby, J. H. & Sutherland, K. S. (May, 2001). *The effect of self-evaluation on teaching behaviors in classrooms for students with emotional and behavioral disorders*. Paper presented at the Association for Behavior Analysis Conference, New Orleans, LA.
- Sutherland, K.S., & Wehby, J. H. (April, 2001). *The effect of self-evaluation on teacher behaviors in classrooms for students with EBD*. Paper presented at the Council for Exceptional Children Convention, Kansas City, MO.

- Sutherland, K. S., & Wehby, J. H. (2001, February). An examination of the relationship between teacher praise and students' with emotional/behavioral disorders opportunities to respond to academic requests. Paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.
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