

Amanda M. VanDerHeyden

EDUCATION

Ph.D., Louisiana State University, 2001. Psychology.

Specialization in School Psychology and Applied Behavior Analysis.

Major Professor, Joe Witt, Ph.D.

M.A., Louisiana State University, 1998. Psychology.

Specialization in School Psychology and Applied Behavior Analysis.

Major Professor, Joe Witt, Ph.D.

B.A., Tulane University, 1995. Psychology.

CURRENT POSITION

Education Research and Consulting, Inc., President. Fairhope, AL

PREVIOUS APPOINTMENTS

University of California at Santa Barbara, School Psychology Program, Santa Barbara, CA

Assistant Professor, July 2005- March 2007.

Louisiana State University Health Sciences Center, Early Intervention Institute, New Orleans, LA

Adjunct Assistant Professor, July 2002- June 2005.

Assistant Professor, July 2001-July 2002.

HONORS

- Article of the Year for *Journal of School Psychology*, 2007
- Invited to serve as advisor to the National Center for Learning Disabilities on Response to Intervention, 2006
- Co-chair of 2006 RTI Research Summit in Salt Lake City (Burns, Hosp, & VanDerHeyden)
- Invited to coordinate the production of an annotated bibliography focusing on Response to Intervention published by the National Association of State Directors of Special Education.
- Lightner-Witmer Division 16 American Psychological Association Early Career Award Winner in 2006.
- Honorable Mention Article of the Year, *Journal of School Psychology*, 2006
- One of 6 individuals in the U.S. invited to prepare a training on Response to Intervention for the California State Department of Education that was webcast around the state to school district leaders and decision-makers. Webcasts were distributed to all state departments of education and are available for free on the web.
- Co-Chair 2005 and Chair in 2007 for the School Psychology Research Collaboration Conference sponsored by the Society for the Study of School Psychology
- Consultant to statewide task force on Response to Intervention as a Service Delivery Model in Arizona
- Schoolwide problem-solving/Response to Intervention model (STEEP) featured on "Education News Parents Can Use" national broadcast (PBS and The Learning Channel) sponsored by the US Department of Education, May 2003
- Invited as an Early Career Scholar to participate in the School Psychology Research Collaboration Conference at NASP, 2003

LEADERSHIP AND SERVICE TO THE FIELD

- Vice President, Social and Ethical Responsibility and Ethnic Minority Affairs. Division 16, APA. 2009-2012.
- Week-long online learning event on mathematics for National Comprehensive Center for Teacher Quality, Vanderbilt University.
- Week-long online learning event for NASP as featured author in Best Practices, 2008
- Reviewer *Best Practices in School Psychology, Volume V; Helping Children at Home and School*
- Lightner Witmer Award Committee Chair, American Psychological Association, Division 16, 2008
- Chair, Writing Committee for NASP policy statements on Early Childhood Care and Education, 2007-2008
- Paul Henkin Travel Award Committee, National Association of School Psychologists, 2007
- Lightner Witmer Award Committee, American Psychological Association, Division 16, 2007
- American Psychological Association, Division 16, program reviewer, 2005

ASSOCIATE EDITOR*Assessment for Effective Intervention***GUEST EDITOR***Assessment for Effective Intervention*, Special issue on Response to Intervention, volume 35 (4) Fall 2006
School Psychology Review, Special issue on Early Childhood/Early Intervention, volume 32 (4) Fall 2006**EDITORIAL BOARD MEMBER***Journal of Early Intervention**School Psychology Review**Journal of School Psychology (Guest AE)**School Psychology Quarterly**Topics in Early Childhood Special Education**Journal of Learning Disabilities***AD HOC REVIEWER***Journal of Applied Behavior Analysis**Education and Treatment of Children**Response to intervention: Policy considerations and implementation* (2005). National Association of State Directors of Special Education.*Journal of Learning Disabilities**Journal of Developmental Psychology***PUBLICATIONS**

1. Griffiths, A. J., **VanDerHeyden, A. M.**, Skokut, M., & Liles, E. (2009). Progress monitoring oral reading fluency within the context of RTI. *School Psychology Quarterly*, 24, 13-23.
2. **VanDerHeyden, A. M.**, & Snyder, P. (2009). Training adaptive skills within the context of multi-tiered intervention systems: Application of the instructional hierarchy. *Early Childhood Services*, 3, 143-155.
3. **VanDerHeyden, A. M.**, & Burns, M. K. (2009). Performance indicators in math: Implications for brief experimental analysis of academic performance. *Journal of Behavioral Education*, 18, 71-91.
4. **VanDerHeyden, A. M.**, & Burns, M. K. (2008). Examination of the utility of various measures of mathematics proficiency. *Assessment for Effective Intervention*, 33, 215-224.
5. Gilbertson, D., Witt, J. C., Singletary, L., & **VanDerHeyden, A. M.** (2008). Improving teacher use of interventions: Effects of response dependent performance feedback on teacher implementation of a peer tutoring intervention. *Journal of Behavioral Education*, 16, 311-326.
6. **VanDerHeyden, A. M.**, Snyder, P., Broussard, C., & Ramsdell, K. (2008). Measuring response to early literacy intervention with preschoolers at risk. *Topics in Early Childhood Special Education*, 27, 232-249.
7. Barnett, D. A., **VanDerHeyden, A. M.**, & Witt, J. C. (2007). Achieving science-based practice through response to intervention: What it might look like in preschools. *Journal of Educational and Psychological Consultation*, 17, 31-54.
8. **VanDerHeyden, A. M.**, Witt, J. C., & Gilbertson, D. A (2007). Multi-Year Evaluation of the Effects of a Response to Intervention (RTI) Model on Identification of Children for Special Education. *Journal of School Psychology*, 45, 225-256. <http://dx.doi.org/10.1016/j.jsp.2006.11.004>. Article of the year 2007.
9. **VanDerHeyden, A. M.**, & Snyder, P. (2006). Integrating frameworks from early childhood intervention and school psychology to accelerate growth for all young children. *School Psychology Review*, 35, 519-534.
10. Burns, M. K., & **VanDerHeyden, A. M.** (2006). Special series: Using response to intervention as a diagnostic tool for learning disabilities. *Assessment for Effective Intervention*, 32, 3-5.

11. Griffiths, A. J., **VanDerHeyden, A. M.**, Parsons, L., & Burns, M. (2006). Practical applications of response to intervention research. *Assessment for Effective Intervention, 32*, 50-57.
12. Broussard, C., **VanDerHeyden, A. M.**, Fabre, M., Stanley, J., & Ordoynne, S. (2006). The effect of performance contingencies on correct responding on measures of early literacy. *Journal of Evidence-Based Practices for Schools, 7*.
13. **VanDerHeyden, A. M.**, Broussard, C. & Cooley, A. (2006). Further development of measures of early math performance for preschoolers. *Journal of School Psychology, 44*, 533-553. Honorable mention for article of the year in 2006.
14. Burns, M. K., **VanDerHeyden, A. M.**, & Jiban, C. (2006). Assessing the instructional level for mathematics: A comparison of methods. *School Psychology Review, 35*, 401-418.
15. Gansle, K. A., **VanDerHeyden, A. M.**, Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The reliability and criterion validity of the 6 Trait writing measures for elementary students. *School Psychology Review*.
16. Gansle, K. A., Gilbertson, D. M., & **VanDerHeyden, A. M.** (2006). Elementary school teachers' perceptions of the utility of curriculum-based and other measures of written expression. *Practical Assessment, Research, and Evaluation, 11*, 1-12.
17. **VanDerHeyden, A. M.**, Witt, J. C., & Barnett, D. A. (2005). The emergence and possible futures of response to intervention. *Journal of Psychoeducational Assessment, 23*, 339-361.
18. **VanDerHeyden, A. M.** (2005). Intervention-driven assessment practices in early childhood/early intervention: Measuring what is possible instead of what is present. *Journal of Early Intervention, 28*, 28-33.
19. **VanDerHeyden, A. M.**, & Jimerson, S. R. (2005). Using response to intervention to enhance outcomes for children. *The California School Psychologist, 10*, 21-32.
20. **VanDerHeyden, A. M.**, Snyder, P., Smith, A., Sevin, B., & Longwell, J. (2005). Effects of complete learning trials on child engagement. *Topics in Early Childhood Special Education, 25*, 81-94.
21. **VanDerHeyden, A. M.** & Witt, J. C. (2005). Quantifying the context of assessment: Capturing the effect of base rates on teacher referral and a problem-solving model of identification. *School Psychology Review, 34*, 161-183.
22. **VanDerHeyden, A. M.**, & Burns, M. K. (2005). Using curriculum-based assessment and curriculum-based measurement to guide elementary mathematics instruction: Effect on individual and group accountability scores. *Assessment for Effective Intervention, 30*, 15-31.
23. **VanDerHeyden, A. M.**, Broussard, C., Fabre, M., Stanley, J., Legendre, J., & Creppel, R. (2004). Development and validation of curriculum-based measures of math performance for four-year old children. *Journal of Early Intervention, 27*, 27-41.
24. Witt, J. C., **VanDerHeyden, A. M.**, Gilbertson, D. (2004). Troubleshooting behavioral interventions: A systematic process for finding and eliminating problems. *School Psychology Review, 33*, 363-381.
25. Gansle, K. A., Noell, G. H., **VanDerHeyden, A. M.**, Naquin, G. M., Hoffpauir, L. D., & Whitmarsh, E. L. (2003). An examination of the criterion validity and sensitivity of alternate curriculum-based measures of writing skill. *Psychology in the Schools, 41*, 291-300.
26. **VanDerHeyden, A. M.**, Witt, J. C., & Naquin, G. (2003). Development and validation of a process for screening referrals to special education. *School Psychology Review, 32*, 204-227.
27. Noell, G. H., Whitmarsh, E. L., **VanDerHeyden, A. M.**, Gatti, S. L., & Slider, N. J. (2003). Sequencing

instructional tasks: A comparison of contingent and non-contingent interspersal of preferred academic tasks. *Behavior Modification*, 27, 191-216.

28. Gansle, K. A., Noell, G. H., **VanDerHeyden, A. M.**, Naquin, G. M., & Slider, N. J. (2002). Moving beyond total words written: The reliability, criterion validity, and time cost of alternate measures for curriculum-based measurement in writing. *School Psychology Review*, 31, 477-497
29. **VanDerHeyden, A.M.**, Snyder, P., DiCarlo, C. F., Stricklin, S. B., & Vagianos, L. A. (2002). Comparison of within-stimulus and extra-stimulus prompts to establish desired play behaviors in an inclusive early intervention program. *Behavior Analyst Today*, 3, 189-198.
30. **VanDerHeyden, A. M.**, Witt, J. C., & Gatti, S. L. (2001). Descriptive assessment method to reduce overall disruptive behavior in a preschool classroom. *School Psychology Review*, 30, 548-567.
31. Noell, G. H., **VanDerHeyden, A. M.**, Gatti, S. L., & Whitmarsh, E. L. (2001). Functional assessment of the effects of escape and attention on students' compliance during instruction. *School Psychology Quarterly*, 16, 253-269.
32. **VanDerHeyden, A. M.**, Witt, J. C., Naquin, G., Noell, G. (2001). The reliability and validity of curriculum-based measurement readiness probes for kindergarten students. *School Psychology Review*, 30, 363-382.
33. **VanDerHeyden, A. M.**, & Witt, J. C. (2000). Proven practices for reducing aggressive and noncompliant behaviors exhibited by young children at home and at school. *Journal of the Louisiana State Medical Society*, 152, 485-496.
34. Noell, G. H., Roane, H. S., **VanDerHeyden, A. M.**, Whitmarsh, E. L., & Gatti, S. L. (2000). Programming for communication in the classroom following an assessment of skill and performance deficits. *School Psychology Review*, 29, 429-442.
35. Witt, J. C., **VanDerHeyden, A. M.**, & Penton, C. (1999). Prevention of common mental health problems among adolescents. *Journal of the Louisiana State Medical Society*, 151, 631-638.

BOOK CHAPTERS

36. Witt, J. C., **VanDerHeyden, A. M.**, & Gilbertson, D. M. (2004). Instruction and Classroom Management: Prevention and Intervention Research. In R. B. Rutherford, M. M. Quinn, & S. R. Mathur (Eds.) *Handbook of Research in Emotional and Behavioral Disorders* (pp. 426-445). NY: Guilford Press.
37. **VanDerHeyden, A. M.**, & Burns, M. K. (2005). Effective Instruction for At-Risk Minority Populations. In C. L. Frisby & C. R. Reynolds (Eds.) *The Comprehensive Handbook of Multicultural School Psychology* (pp. 483-513). NJ: Wiley.
38. Noell, G. H., Gilbertson, D. M., **VanDerHeyden, A. M.**, & Witt, J. C. (2005). Eco-Behavioral Assessment and Intervention for Culturally Diverse At-Risk Students. In C. L. Frisby & C. R. Reynolds (Eds.) *The Comprehensive Handbook of Multicultural School Psychology* (pp. 904-927). NJ: Wiley.
39. **VanDerHeyden, A. M.**, & Witt, J. C. (2006). Prompting. *Encyclopedia of Behavior Modification and Cognitive Behavior Therapy*. G. Sugai & R. L. Horner (Eds.). Sage.
40. Gilbertson, D. M., **VanDerHeyden, A. M.**, Witt, J. C. (2006). Problem-Solving Consultation Model. *Encyclopedia of Behavior Modification and Cognitive Behavior Therapy*. G. Sugai & R. L. Horner (Eds.). Sage.
41. Martens, B. K., Daly, E. J., III, Begeny, J. C., & **VanDerHeyden, A.** (in press). Behavioral approaches to education. In W. Fisher, C. Piazza, & H. Roane (Eds.), *Handbook of applied behavior analysis*. New York: Guilford.
42. **VanDerHeyden, A. M.**, & Witt, J. C. (2008). Section commentary on effective consultation. In W. P. Erchul & S. M. Sheridan (Eds.) *Handbook of Research in School Consultation* (pp. 115-124). New York:

Lawrence Erlbaum.

43. Witt, J. C., & **VanDerHeyden, A. M.** (2007). System to enhance educational progress (STEEP): Using Science to Improve Achievement. 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. 343-353). New York: Springer.
44. Jimerson, S., Burns, M., & **VanDerHeyden, A. M.** (2007). Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention* (pp. 3-9). New York: Springer.
45. **VanDerHeyden, A. M.**, & Witt, J. C. (2008). Best practices in can't do/won't do assessment. In A. Thomas & J. Grimes (Eds.). *Best Practices in School Psychology, 5th Edition, Volume 2* (pp. 131-140). Bethesda, MD: National Association of School Psychologists.
46. Burns, M. K., **VanDerHeyden, A. M.**, Boice, C. H. (2008). Best practices in delivering intensive academic interventions. In A. Thomas & J. Grimes (Eds.). *Best Practices in School Psychology, 5th Edition, Volume 4* (pp. 1151-1162). Bethesda, MD: National Association of School Psychologists.
47. **VanDerHeyden, A. M.** (2008). Instructional paradigm to accelerate learning for all students. In N. Salkind (Ed.), *Encyclopedia of Educational Psychology* (pp. 592-597). Sage.
48. **VanDerHeyden, A. M.** (2010). Analysis of universal academic data to plan, implement, and evaluate schoolwide improvement. In G. G. Peacock, R. A. Ervin, E. J. Daly, & K. W. Merrell (Eds.) *The practical handbook of school psychology: Effective practices for the 21st century* (pp. 33-47). New York: Guilford Press.
49. **VanDerHeyden, A. M.**, & Witt, J. C. (2008). Chapter 5: Selecting and implementing interventions. *What do I do when...The answer book on RTI*. Palm Beach Gardens, FL: LRP publications.
50. **VanDerHeyden, A. M.** (2008). Chapter 7: Implementation in preschool settings. *What do I do when...The answer book on RTI*. Palm Beach Gardens, FL: LRP publications.

ARTICLE REPRINTS

51. Witt, J. C., **VanDerHeyden, A. M.**, Gilbertson, D. (2004). Troubleshooting behavioral interventions: A systematic process for finding and eliminating problems. *School Psychology Review*, 33, 363-381. Reprinted in R. Detrich, R. Keyworth, & J. States (Eds.) *Advances in Evidence-Based Education: A Roadmap to Evidence-Based Education* (343-371). Oakland, CA: The Wing Institute.

EDITED HANDBOOKS and AUTHORED BOOKS

VanDerHeyden, A. M., & Burns, M. K. (in press). *Essentials of Response to Intervention*. San Francisco, CA: Wiley.

Jimerson, S., Burns, M., & **VanDerHeyden, A. M.** (2007). *Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention*. New York, NY: Springer. (456 pp.)

INVITED CONTRIBUTIONS TO PROFESSIONAL ASSOCIATION AND AGENCY NEWSLETTERS

VanDerHeyden, A. M. (2006). RTI myths: What the data and experience say about what happens when you implement RTI. National Association of School Psychologists, *Communique*, 34, 18-21.

VanDerHeyden, A. M., & Albers, C. A. (2006). The school psychology research collaboration conference increases collaborative research among early career scholars. *Communique*, 34, 10-11.

Clark, E., Elias, M., Harrison, P., Kamphaus, R., Noell, G., Jimerson, S., & **VanDerHeyden, A.** (2006). At least five important activities to complete early in one's career: Advice shared at the school psychology research collaboration conference. American Psychological Association Division 16, *The School Psychologist*, 60, 11-16.

Jimerson, S. R., & **VanDerHeyden, A. M.** (2004). 2003 school psychology research collaboration conference: The importance of research in the future of school psychology. National Association of School Psychologists, *Communique*, 32 (5), 36.

VanDerHeyden, A. M. (2004). Screening to enhance equitable placement (STEEP): A district model for RTI. *MPRCC Today: Responsiveness to Intervention*, 6 (3), 9-11.

PUBLISHED MEASURES

VanDerHeyden, A. M. (2008). *Kindergarten Early Numeracy and Literacy Assessments*. Miami, FL: iSTEEP.

VanDerHeyden, A. M. (2008). *Preschool Early Numeracy Measures*. Miami, FL: iSTEEP.

ONLINE RESOURCES AND LEARNING EVENTS

VanDerHeyden, A. M. (2009). Week-long online learning event for National Comprehensive Center for Teacher Quality, Vanderbilt University.

<http://www.tqsource.org/forum/index.php/board,18.0.html>

VanDerHeyden, A. M. (2009). Scientifically-Based Mathematics Instruction at Tier 1.

<http://www.tqsource.org/publications/RTI%20Evidenced-Based%20Math%20Interventions%205-14-2009.pdf>

VanDerHeyden, A. M. (2008). Week-long online learning event for National Association of School Psychologists on Can't Do/Won't Do Assessment.

<http://www.nasponline.org/communities/default.aspx?g=topics&f=61>

VanDerHeyden, A. M. (2008). Best Practices in School Psychology, online resource center contribution for Can't Do/Won't Do Assessment.

http://www.nasponline.org/profdevel/cpdmodules/BP5_chapter7.aspx

VanDerHeyden (2008). Implementing RTI in Mathematics. Online learning event. National Center for Learning Disabilities.

<http://ncldtalks.org/content/interview/detail/1982/>

VanDerHeyden (2007). RTI and Mathematics Instruction. National Center for Learning Disabilities.

<http://www.rtinetwork.org/Learn/Why/ar/RTIandMath/1>

SELECTED PRESENTATIONS and TRAININGS AT PROFESSIONAL MEETINGS

VanDerHeyden, A. M. & Burns, M. K. (2009). RtI for Mathematics. All-day workshop at the Midwest Educational Leadership Consortium. Rochester, MN.

VanDerHeyden, A. M. (2009). RtI in Preschool and Kindergarten. Use of RtI to Advance System Outcomes. Breakout and Keynote given to Wyoming Department of Education. Lander, Wyoming.

Burns, M. K. & **VanDerHeyden, A. M.** (2009, May). Functionally meaningful indicators of math competence for experimental analyses of math skills. In M. K. Burns & J. J. McComas (Co-Chairs) Recent developments in brief experimental analysis of academic performance. Symposium presented at the Association for Behavior Analysis Annual Convention, Phoenix, AZ.

VanDerHeyden, A. M. (2009). Invited 2-day workshop on mathematics and RTI sponsored by the Illinois Department of Education in Peoria and Champagne.

VanDerHeyden, A. M. (2008). Invited keynote at the annual meeting of the Illinois Council for Exceptional Children. Chicago, IL.

VanDerHeyden, A. M. (2008). Invited keynote at the annual meeting of the Texas Elementary Principals and Superintendents Association. Houston, TX.

VanDerHeyden, A. M. (2008). Invited keynote at the annual joint meeting of the Kansas Association of School Psychologists and Council for Exceptional Children. Junction City, KS.

- VanDerHeyden, A. M.** (2008). Invited keynote at the annual meeting of the Association for Behavior Analysis International education conference. Washington, DC.
- Wendorf, J., **VanDerHeyden, A. M.**, McCardle, P., & Long, R. (2008). Invited panel at the annual meeting of the International Reading Association annual meeting. Atlanta, GA.
- VanDerHeyden, A. M.** (2008). Response to intervention. Using data to enhance outcomes for all students. Invited keynote, Wyoming statewide RTI implementation team, Wyoming Department of Education. Casper, WY.
- VanDerHeyden, A. M.** (2008). Response to intervention: From system change to real life implementation. Half-day workshop sponsored by National CEU. Boston, MA.
- VanDerHeyden, A. M.**, & Gilbertson, D. (2008). Class-wide intervention within a RTI framework. Full-day workshop, National Association of School Psychologists. New Orleans, LA.
- VanDerHeyden, A. M.** (2007). RTI as a vehicle for system change. Invited Keynote, Arizona statewide RTI implementation team, Arizona Department of Education. Phoenix, AZ.
- VanDerHeyden, A. M.** (2007). Response to Intervention. Invited keynote, North Dakota Council of Educational Leaders. Bismarck, ND.
- VanDerHeyden, A. M.** (2007). Response to intervention. Invited Keynote at the annual meeting of the Association of School Psychologists of Pennsylvania. State College, PA.
- VanDerHeyden, A. M.** (2006). Use of RTI to Enhance System Outcomes. Keynote speaker selected by the Montana Association of School Psychologists to conduct their 2.5-Day workshop in Billings, MT.
- VanDerHeyden, A. M.** (2006). What is RTI? California Department of Education sponsored training on RTI. <http://www4.scoe.net/rti/programs.cfm?menuChoice=3>
- VanDerHeyden, A. M.**, Jimerson, S., Burns, M., & Blom-Hoffman, J. (2006). Balancing early career and family. ½ day workshop presented at the National Association of School Psychologists.
- Burns, M., **VanDerHeyden, A.**, & Ysseldyke, J. Use of RTI to Enhance System Outcomes (2006). Paper presented at the 2006 annual convention of the National Association of School Psychologists.
- Glover, T. Vaughn S., Shinn, M., **VanDerHeyden, A.**, Diperna, J. Use of RTI in Mathematics Assessment (2006). Paper presented at the 2006 annual convention of the National Association of School Psychologists.
- VanDerHeyden, A. M.** (2005). Using a Problem-Solving Model of Identification and Response to Intervention (STEEP) to Reduce Referrals to Special Education and Improve Child Outcomes School-wide. Workshop training at the National Association of School Psychologists Summer Institute in Las Vegas, Nevada.
- Jones, K., **VanDerHeyden, A. M.**, & Burns, M. K. (2005). Problem-solving accelerators. Symposium presentation at the 2005 annual convention of the National Association of School Psychologists.
- Methe, S., Clarke, B., & **VanDerHeyden, A. M.** (2005). Early math assessment: Emerging research and prevention-oriented practices. Symposium presentation at the 2005 annual convention of the National Association of School Psychologists.
- VanDerHeyden, A. M.** (2004). Using STEEP to Improve School-wide Achievement. Paper presented at the 2004 annual convention of the Teacher Educators for Children with Behavioral Disorders.
- Gilbertson, D., & **VanDerHeyden, A. M.** (2004). Curriculum-Based Approach to Enhance Equitable Placement of ELL/Bilingual Students. Paper presented at the 2004 annual convention of the National Association of School Psychologists.

Witt, J. C., **VanDerHeyden, A. M.**, Ardoin, S. (2004). STEEP: Screening to Enhance Equitable Placement. Workshop presented at the 2004 annual convention of the National Association of School Psychologists.

VanDerHeyden, A., Snyder, P., Sevin, B. (2004, February). Effects of Complete Learning Trials on Child Engagement. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

VanDerHeyden, A.M., Connell, J., Witt, J., Koenig, J., Broussard, C., Stanley, J., Fabre, M., Legendre, J., & Creppell, R. (2003). Using Dynamic Indicators of Early Academic Skills for Early Identification and Intervention. Symposium presented at the 2003 annual convention of the National Association of School Psychologists.

VanDerHeyden, A. M., Snyder, P., Sevin, B., & Smith, A. (2002). Quantifying Learning Trials in Early Intervention Programs. Paper presented at the 2002 annual convention of the Council for Exceptional Children's Division of Early Childhood.

VanDerHeyden, A. M., Snyder, P., DiCarlo, C., Stricklin, S., & Vagianos, L. (2002). Comparison of Within- and Extra-Stimulus Prompts to Establish Play Behaviors in an Early Intervention Program. Paper presented at the 2002 annual convention of the Association for Behavior Analysis.

VanDerHeyden, A. M., & Witt, J. C. (2002). Problem Validation Screening. Paper presented at the 2002 annual convention of the National Association of School Psychologists.

VanDerHeyden, A. M., Snyder, P., DiCarlo, C., Stricklin, S., & Vagianos, L. (2001). Use of Within-Stimulus and Extra-Stimulus Prompts to Increase Desired Play Behaviors. Paper presented at the 2001 annual convention of the Council for Exceptional Children's Division of Early Childhood.

VanDerHeyden, A. M., & Snyder, P. (2001). Functional assessment with young children. Invited keynote presentation at the 22nd annual convention of the Louisiana School Psychological Association.

Whitmarsh, E., Noell, G., **VanDerHeyden, A. M.**, Gatti, S., & Slider, N. (2001). Sequencing instructional tasks: A comparison of contingent and noncontingent interspersal of preferred academic tasks. Paper presented at the 2001 annual convention of the Association for Behavior Analysis.

VanDerHeyden, A. M., & Witt, J. C. (2000). Pre-referral Assessment Model. Paper presented at the 2000 annual convention of the Louisiana Educational Diagnostician Association.

Adler, Y. Witt, J. C., Naquin, G. M., Thomas, P. & **VanDerHeyden, A. M.** (2000). Invited presentation at the regional conference of the Office of Civil Rights.

VanDerHeyden, A. M., Witt, J. C., & Gatti, S. L. (1999). Whole-class descriptive analysis. Poster presented at the 1999 annual convention of the Association for Behavior Analysis.

Noell, G. H., **VanDerHeyden, A. M.**, & Whitmarsh, E. L. (1999). Functional analysis of an adaptive behavior. Paper presented at the 1999 annual convention of the National Association of School Psychology.

PROFESSIONAL ASSOCIATIONS

Association for Behavior Analysis, 1997-2003

National Association of School Psychologists, 2000- present

Council for Exceptional Children, Division of Early Childhood, 2000- present.

Council for Exceptional Children, Division of Research 2004- present.

American Psychological Association, 2004- present. Division 16, 2005- present.