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Curry School of Education  
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## Education

- Ph.D. (1976), University of Oregon, Special Education
- M.S. (1974), University of Oregon, Special Education
- B.A. (1971), California State University at Los Angeles, English

## Experience

### **Academic**

- Curry School of Education, University of Virginia, 1978-present.
- College of Education, Northern Illinois University, 1976-1978.

### **Other Related**

- Executive Director, Division for Learning Disabilities of the Council for Exceptional Children, 2007-.
- Chief Technology Officer, Curry School of Education, University of Virginia, 2000-2005.
- Director, Virginia site of national Center for Improvement of Early Reading Achievement (CIERA), 1998-1999.
- Co-Director, Virginia Behavior Disorders Project, University of Virginia, 1987-2006.
- Co-Director, Multiple Endorsement Masters Program, University of Virginia, 1983-1989.
- Director, Classroom Intervention Program, Learning Disabilities Research Institute, University of Virginia, 1979-1983.
- Education Director, Project ExCEL, Northern Illinois University, 1977-1978.
- Graduate Teaching Fellow, Department of Special Education, University of Oregon, 1974-1976.
- Clinical Assistant, Family Intervention Center, Oregon Research Institute, 1974-1975.
- Teacher, Pasadena Children's Training Society, Altadena, California, 1972-1973.
- Teacher, Escalon School for Atypical Children, Altadena, California, 1971-1972.
- Teaching Parent, Camarillo State Hospital, 1970.

## Publications

### **Journal Articles**

#### **1975**

Lloyd, J. (1975). The pedagogical orientation: An argument for improving instruction. *Journal of Learning Disabilities, 8*, 74-78.

#### **1977**

Epstein, M. H., Cullinan, D., & Lloyd, J. (1977). Reliability of the Matching Familiar Figures Test with learning-disabled children. *Perceptual and Motor Skills, 45*, 56-60.

#### **1978**

Rototori, A., Cullinan, D., Epstein, M. H., & Lloyd, J. (1978). Cognitive tempo in educable mentally retarded children. *Journal of Psychology, 99*, 135-137.

## 1979

Hallahan, D. P., Lloyd, J., Kosiewicz, M. M., Kauffman, J. M., & Graves, A. W. (1979). Self-monitoring of attention as a treatment for a learning disabled boy's off-task behavior. *Learning Disability Quarterly*, 2(3), 24-32.

## 1980

Cullinan, D., Epstein, M. H., Lloyd, J., & Noel, M. (1980). Development of cognitive tempo of learning disabled and normal children. *Learning Disability Quarterly*, 3(2), 46-53.

Epstein, M. H., Cullinan, D., Lessen, E. I., & Lloyd, J. (1980). Understanding children with learning disabilities. *Child Welfare*, 49(1), 2-14.

Lloyd, J. (1980). Academic instruction and cognitive-behavior modification: The need for attack strategy training. *Exceptional Education Quarterly*, 1(1), 53-63.

Lloyd, J. (1980). Special education. *Academic American Encyclopedia*. Princeton, NJ: Areté.

Lloyd, J., Cullinan, D., Heins, E. D., & Epstein, M. H. (1980). Direct instruction: Effects on oral and written language comprehension. *Learning Disability Quarterly*, 3(4), 70-77.

## 1981

Cullinan, D., Epstein, M. H., & Lloyd, J. (1981). School behavior problems of learning disabled and normal girls and boys. *Learning Disability Quarterly*, 4, 163-169.

Cullinan, D., Lloyd, J., & Epstein, M. H. (1981). Strategy training: A structured approach to arithmetic instruction. *Exceptional Education Quarterly*, 2(1), 41-49.

Hallahan, D. P., Marshall, K. J., & Lloyd, J. W. (1981). Self-recording during group instruction: Effects on attention to task. *Learning Disability Quarterly*, 4, 407-415.

Kosiewicz, M. M., Hallahan, D. P., & Lloyd, J. (1981). The effects of an LD student's treatment choice on handwriting performance. *Learning Disability Quarterly*, 4, 281-286.

Lloyd, J., Saltzman, N. J., & Kauffman, J. M. (1981). Predictable generalization in academic learning as a result of preskills and strategy training. *Learning Disability Quarterly*, 4, 203-216.

## 1982

Hallahan, D. P., Lloyd, J. W., Kneedler, R. D., & Marshall, K. J. (1982). A comparison of the effects of self-versus teacher-assessment of on-task behavior. *Behavior Therapy*, 13, 715-723.

Kosiewicz, M. M., Hallahan, D. P., Lloyd, J., & Graves, A. W. (1982). The effects of self-instruction and self-correction procedures on handwriting performance. *Learning Disability Quarterly*, 5, 71-78.

Lloyd, J. W., Kneedler, R. D., & Cameron, N. A. (1982). Effects of verbal self-guidance on word reading accuracy. *Reading Improvement*, 19, 84-89.

Lloyd, J. W., Hallahan, D. P., Kosiewicz, M. M., & Kneedler, R. D. (1982). Reactive effects of self-assessment and self-recording on attention to task and academic productivity. *Learning Disability Quarterly*, 5, 216-227.

Lloyd, J. W., Kauffman, J. M., & Weygant, A. (1982). Effects of response cost on thumbsucking and related behaviors. *Educational Psychology*, 2, 167-173.

Lloyd, J. W., Kosiewicz, M. M., & Hallahan, D. P. (1982). Reading comprehension: Cognitive training contributions. *School Psychology Review*, 11, 216-227. [Reprinted under the same title in 1983 in *Resources Bulletin*, 28(Sept.), 1-5].

## 1983

Hallahan, D. P., Hall, R. J., Ianna, S. O., Kneedler, R. D., Lloyd, J. W., Loper, A. B., & Reeve, R. (1983). Summary of research findings at the University of Virginia Learning Disabilities Research Institute. *Exceptional Education Quarterly*, 4(1), 95-114.

#### 1984

- Lloyd, J. W. (1984). How shall we individualize instruction—or should we? *Remedial and Special Education, 5*(1), 7-15.
- Rooney, K. J., Hallahan, D. P., & Lloyd, J. W. (1984). Self-recording of attention by learning-disabled students in the regular classroom. *Journal of Learning Disabilities, 17*, 360-364.

#### 1986

- Epstein, M. H., Cullinan, D., & Lloyd, J. W. (1986). Behavior-problem patterns among the learning disabled: III—Replication across age and sex. *Learning Disability Quarterly, 9*, 43-54.
- Heins, E. D., Lloyd, J. W., & Hallahan, D. P. (1986). Cued and non-cued self-recording of attention to task. *Behavior Modification, 10*, 235-254.
- Lloyd, J. W., & Loper, A. B. (1986). Measurement and evaluation of task-related learning behaviors: Attention to task and metacognition. *School Psychology Review, 15*, 336-345.
- Sapona, R. H., Lloyd, J. W., & Wissick, C. A. (1986). Microcomputer use in resource rooms with learning-disabled children. *Computers in the Schools, 2*(4), 51-59.

#### 1987

- Blandford, B. J., & Lloyd, J. W. (1987). Effects of a self-instructional procedure on handwriting. *Journal of Learning Disabilities, 20*, 342-346.
- Hallahan, D. P., & Lloyd, J. W. (1987). A reply to Snider. *Learning Disability Quarterly, 10*, 153-156.
- Lloyd, J. W. (1987). The art and science of research on teaching. *Remedial and Special Education, 8*(1), 44-46.
- Zirpoli, T. J., & Lloyd, J. W. (1987). Understanding and managing self-injurious behavior. *Remedial and Special Education, 8*(5), 46-57.

#### 1988

- Hallahan, D. P., Keller, C. E., McKinney, J. D., Lloyd, J. W., & Bryan, T. (1988). Efficacy research and the ALEM. *Journal of Learning Disabilities, 21*, 29-35.
- Lloyd, J. W., Crowley, E. P., Kohler, F. W., & Strain, P. S. (1988). Redefining the applied research agenda: Cooperative learning, prereferral, teacher consultation, and peer-mediated interventions. *Journal of Learning Disabilities, 21*, 43-52.
- McNergney, R., Lloyd, J., Mintz, S., & Moore, J. R. (1988). Training for pedagogical decision making. *Journal of Teacher Education, 39*(5), 37-43.

#### 1989

- Bull, G., Harris, J., Lloyd, J., & Short, J. (1989). The electronic academical village. *Journal of Teacher Education, 40*, 27-31.
- Kauffman, J. M., Lloyd, J. W., & McGee, K. A. (1989). Adaptive and maladaptive behavior: Teachers' attitudes and their technical assistance needs. *Journal of Special Education, 23*, 185-200.
- Lloyd, J. W., & Keller, C. E. (1989). Effective mathematics instruction. *Focus on Exceptional Children, 21*(7), 1-10. [Reprinted (1993) under the same title, in E. L. Meyen, G. A. Vergason, & R. J. Whelan (Eds.), *Educating students with mild disabilities*. Denver: Love.]
- Lloyd, J. W., Bateman, D. F., Landrum, T. J., & Hallahan, D. P. (1989). Self-recording of attention versus productivity. *Journal of Applied Behavior Analysis, 22*, 315-323. [Reprinted (1991) under the title of Automonitoraggio dell'attenzione e della produttività. *Insegnare all'Handicappato, 5*, 135-145.]

#### 1990

- Cohn, P. J., Rotella, R. J., & Lloyd, J. W. (1990). Effects of a cognitive-behavioral intervention on preshot routine and performance in golf. *Sport Psychologist, 4*, 33-47.

## 1991

- Cullinan, D., Epstein, M. H., & Lloyd, J. W. (1991). Evaluation of conceptual models of behavior disorders. *Behavioral Disorders, 16*, 148-157.
- Kauffman, J. M., Lloyd, J. W., Cook, L., Cullinan, D., Epstein, M. H., Forness, S. R., Hallahan, D. P., Nelson, C. M., Polsgrove, L., Sabornie, E. J., Strain, P. S., & Walker, H. M. (1991). Problems and promises in special education and related services for children and youth with emotional or behavioral disorders. *Behavioral Disorders, 16*, 299-313.
- Kauffman, J. M., Wong, K. L. H., Lloyd, J. W., Hung, L., & Pullen, P. L. (1991). What puts pupils at risk? Analysis of classroom teachers' judgments of pupils' behavior. *Remedial and Special Education, 12*(5), 7-16.
- Lloyd, J. W., & Kauffman, J. M. (1991). Reflections on "Why Do Teachers Refer Pupils? An Analysis of Referral Records." *Exceptionality, 2*, 157-160.
- Lloyd, J. W., Kauffman, J. M., Landrum, T. J., & Roe, D. L. (1991). Why do teachers refer pupils for special education? An analysis of referral records. *Exceptionality 2*, 115-126.
- Wong, K. L. H., Kauffman, J. M., & Lloyd, J. W. (1991). Choices for integration: Selecting teachers for mainstreamed students with emotional or behavioral disorders. *Intervention in Classroom and Clinic, 27*(2), 108-115.

## 1992

- Epstein, M. H., Kauffman, J. M., Lloyd, J. W., Cook, L., Cullinan, D., Forness, S. R., Hallahan, D. P., Nelson, C. M., Polsgrove, L., Sabornie, E. J., Strain, P. S., & Walker, H. M. (1992). Improving services for students with serious emotional disturbance: Recommended strategies for the 1990s. *NASSP Bulletin, 76*(549), 46-51.
- Landrum, T. J., & Lloyd, J. W. (1992). Generalization in social behavior research with children and youth who have emotional or behavioral disorders. *Behavior Modification, 16*, 591-616.
- Wissick, C. A., Lloyd, J. W., & Kinzie, M. B. (1992). The effects of community training using a videodisc-based simulation. *Journal of Special Education Technology, 11*, 207-222.

## 1993

- Hallenbeck, B. A., Kauffman, J. M., & Lloyd, J. W. (1993). When, how, and why educational placement decisions are made: Two case studies. *Journal of Emotional and Behavioral Disorders, 1*, 109-117.
- Hughes, C., & Lloyd, J. W. (1993). An analysis of self-management. *Journal of Behavioral Education, 3*, 405-425.
- Lloyd, J. W. (1993). Learning disabilities. *Grolier's Academic American Encyclopedia*. Danbury, CT: Grolier.
- Lloyd, J. W. (1993). Special education. *Grolier's Academic American Encyclopedia*. Danbury, CT: Grolier.
- Marshall, K. J., Lloyd, J. W., & Hallahan, D. P. (1993). Effects of training to increase self-monitoring accuracy. *Journal of Behavioral Education, 3*, 445-459.
- Wong, K. L. H., Kauffman, J. M., & Lloyd, J. W. (1993). A rejoinder: Choices for integration. *Intervention in Classroom and Clinic*.

## 1994

- Talbott, E., Lloyd, J. W., & Tankersley, M. (1994). Effects of reading comprehension interventions for students with learning disabilities. *Learning Disability Quarterly, 17*, 223-232.

## 1995

- Kauffman, J. M., Lloyd, J. W., Baker, J., & Riedel, T. M. (1995). Inclusion of all students with emotional or behavioral disorders? Let's think again. *Phi Delta Kappan, 76*, 542-546.
- Martin, K. F., Lloyd, J. W., Kauffman, J. M., & Coyne, M. (1995). Teachers' perceptions of educational placement decisions for pupils with emotional or behavioral disorders. *Behavioral Disorders, 20*, 106-117.

## 1996

- Lloyd, J. W. (1996). Reading education. *Grolier's Academic American Encyclopedia*. Danbury, CT: Grolier.

- Lloyd, J. W., Eberhardt, M. J., & Drake, G. P., Jr. (1996). Group- versus individual-reinforcement contingencies within the context of group study conditions. *Journal of Applied Behavior Analysis, 29*, 189-200.
- Lloyd, J. W., & Heubusch, J. D. (1996). Issues of social validation in research on serving individuals with emotional or behavioral disorders. *Behavioral Disorders, 22*, 8-14.

### 1997

- Forness, S. R., Kavale, K. A., Blum, I. M., & Lloyd, J. W. (1997). What works in special education and related services: Using meta-analysis to guide practice. *Teaching Exceptional Children, 29*(6), 4-9.
- Lloyd, J. W., Weintraub, F. W., & Safer, N. D. (1997). Building consensus about including research in practice and practice in research. *Exceptional Children, 63*, 535-538.
- Mattacola, C. G., & Lloyd, J. W. (1997). Effects of a 6-week strength and proprioception training program on measures of dynamic balance: A single-subject design. *Journal of Athletic Training, 32*, 127-135.
- Talbott, E., & Lloyd, J. W. (1997). Raters' views of the problems and competence of adolescent girls. *Exceptionality, 7*, 229-243.

### 1998

- Heubusch, J. D., & Lloyd, J. W. (1998). Effects of correction procedures on oral reading. *Journal of Behavioral Education, 8*, 63-79.
- Kauffman, J. M., Hallahan, D. P., & Lloyd, J. W. (1998). Politics, science, and the future of learning disabilities: A response to Kavale and Forness. *Learning Disability Quarterly, 21*, 276-280.
- Kneedler, R. D., Wissick, C. A., & Lloyd, J. W. (1998). Notes from a field study of self-recording in a 5th-grade classroom. *Effective School Practices, 17*(2).
- Lloyd, J. W., Forness, S. R., & Kavale, K. A. (1998). Some methods are more effective. *Intervention in School and Clinic, 33*(1), 195-200.
- Smith, S. J., Martin, K. F., & Lloyd, J. W. (1998). Preparing prospective teachers on the web. *Teaching Exceptional Children, 30*(5), 60-64.

### 2000

- Gersten, R., Baker, S., & Lloyd, J. (2000). Designing high-quality research in special education: Group experimental design. *Journal of Special Education, 34*, 2-18.

### 2001

- Lloyd, J. W. (2001). Special education (revision). *Grolier's Encyclopedia*. Danbury, CT: Grolier.
- Weiss, M. P., Lloyd, J. W., & Haynes, N. (2001). Detention home teachers in Virginia: Who are they and what is their job like? *Journal of Correctional Education, 52*, 99-104.

### 2002

- Weiss, M. P., & Lloyd, J. W. (2002). Congruence between roles and actions of secondary special educators in co-taught and special education settings. *Journal of Special Education, 36*, 58-68.

### 2003

- Weiss, M. P., & Lloyd, J. W. (2003). Conditions for co-teaching: Lessons from a case study. *Teacher Education & Special Education, 26*, 27-41.

### 2005

- Lloyd, J. W., & Hallahan, D. P. (2005). Going forward: How the field of learning disabilities has and will contribute to education. *Learning Disability Quarterly, 28*, 133-136.
- Pullen, P. C., Lane, H. B., Lloyd, J. W., Nowak, R., & Ryals, J. (2005). Promoting acquisition of reading: Small-group instruction incorporating the use of manipulative letters. *Education & Treatment of Children, 28*, 63-76.

## 2006

Edgemon, E. A., Jablonski, B. R., & Lloyd, J. W. (2006). Large-scale assessments: A teacher's guide to making decisions about accommodations. *Teaching Exceptional Children, 38*(3), 6-11.

## 2007

Lloyd, J. W., Keller, C., & Hung, L-Y. (2007). International understanding of learning disabilities. *Learning Disabilities Research & Practice, 22*, 159-160.

Willingham, D. T., & Lloyd, J. W. (2007). How educational theories can use neuroscientific data. *Mind, Brain, & Education, 1*, 140-149.

## 2008

Griffith, C. A., Lloyd, J. W., Lane, K. L., & Tankersley, M. (in press). Retention of students during k-8 grades predicts their reading achievement and progress during secondary schooling. *Reading & Writing Quarterly*.

## Chapters

### 1979

Lloyd, J. (1979). Ascertaining the reading skills of atypical learners. In D. A. Sabatino & T. L. Miller (Eds.), *Describing learner characteristics of handicapped children and youth* (pp. 293-332). New York: Grune & Stratton.

### 1980

Lloyd, J., Hallahan, D. P., & Kauffman, J. M. (1980). Learning disabilities: A review of selected topics. In L. Mann & D. A. Sabatino (Eds.), *Fourth review of special education* (pp. 35-60). New York: Grune & Stratton.

Repp, A. C., & Lloyd, J. (1980). Evaluating educational changes with single-subject designs. In J. Gottlieb (Ed.), *Educating mentally retarded persons in the mainstream* (pp. 73-105). Baltimore: University Park Press.

### 1981

Lloyd, J., Epstein, M. H., & Cullinan, D. (1981). Direct teaching for learning disabilities. In J. Gottlieb & S. S. Strichart (Eds.), *Developmental theory and research in learning disabilities* (pp. 278-309). Baltimore: University Park Press.

Rose, T. L., Epstein, M. H., Cullinan, D., & Lloyd, J. (1981). Academic programming for behaviorally disordered adolescents: An approach to remediation. In G. Brown, R. McDowell, & J. Smith (Eds.), *Educating adolescents with behavior disorders* (pp. 213-237). Columbus, OH: Charles Merrill.

### 1983

Hallahan, D. P., Lloyd, J. W., Kauffman, J. M., & Loper, A. (1983). Behavior therapy methods for academic problems. In R. Morris & T. Kratochwill (Eds.), *Practice of child therapy: A textbook of methods* (pp. 113-141). New York: Pergamon Press.

Hallahan, D. P., Kneedler, R. D., & Lloyd, J. W. (1983). The theory and application of cognitive behavior modification. In J. D. McKinney & L. Feagans (Eds.), *Current topics in learning disabilities* (Vol. 1, pp. 207-244). New York: Ablex.

### 1985

Lloyd, J. W., Cameron, N. A., & Lloyd, P. A. (1985). Assessment of reading skills. In A. Rototori & R. Fox (Eds.), *Assessment for regular and special education teachers: A case study approach* (pp. 109-140). Austin, TX: Pro-ED.

### 1986

Lloyd, J. W., & deBettencourt, L. J. (1986). Prevention of achievement deficits. In B. Edelman & L. Michelson (Eds.), *Handbook of prevention* (pp. 117-132). New York: Plenum.

### 1987

Lloyd, J. W., Kauffman, J. M., & Gansneder, B. (1987). Differential teacher response to the labels emotional disturbance and behavior disorders. In R. Rutherford, C. M. Nelson, & S. Forness (Eds.), *Severe behavior disorders of children and youth* (pp. 41-52). San Diego: College Hill.

### 1988

Lloyd, J. W. (1988). Direct academic interventions in learning disabilities. In M. C. Wang, M. C. Reynolds, & H. J. Walberg (Eds.), *The handbook of special education: Research and practice* (Vol. 2; pp. 345-366). Oxford, England: Pergamon Press.

### 1989

Keller, C. E., & Lloyd, J. W. (1989). Cognitive training: Implications for arithmetic instruction. In J. Hughes & R. J. Hall (Eds.), *Cognitive-behavioral psychology in the schools* (pp. 280-304). New York: Guilford Press.

### 1990

Lloyd, J. W., Kauffman, J. M., & Kupersmidt, J. B. (1990). Integration of students with behavior disorders in regular education environments. In K. D. Gadow (Ed.), *Advances in learning and behavioral disabilities* (Vol. 6; pp. 225-264). Greenwich, CT: JAI.

Lloyd, J. W., & Landrum, T. J. (1990). Self-recording of attending to task: Treatment components and generalization of effects. In T. E. Scruggs & B. Y. L. Wong (Eds.), *Intervention research in learning disabilities* (pp. 235-262). New York: Springer-Verlag.

Singh, N. N., Lloyd, J. W., & Kendall, K. (1990). Nonaversive and aversive interventions: Issues. In A. C. Repp & N. N. Singh (Eds.), *Perspectives on the use of nonaversive and aversive interventions for persons with developmental disabilities* (pp. 3-16). Sycamore, IL: Sycamore.

### 1991

Lloyd, J. W., & Blandford, B. J. (1991). Assessment for instructional planning. In H. L. Swanson (Ed.), *Handbook on the assessment of learning disabilities: Theory, research, and practice* (pp. 45-58). Austin, TX: Pro-ed.

Lloyd, J. W., & Gambatese, C. (1991). Reforming the relationship between regular and special education: Background and issues. In J. W. Lloyd, N. N. Singh, & A. C. Repp (Eds.), *The regular education initiative: Alternative perspectives on concepts, issues, and models* (pp. 3-13). Sycamore, IL: Sycamore.

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Lloyd, J. W., Landrum, T. J., & Hallahan, D. P. (1991). Self-monitoring applications for classroom interventions. In G. Stoner, M. R. Shinn, & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in regular class settings* (pp. 201-213). Stratford, CT: National Association of School Psychologists.

### 1992

Arlen, N. L., Gable, R. A., Kauffman, J. M., & Lloyd, J. W. (1992). Meeting the challenge of students with conduct disorders. In R. B. Rutherford, Jr., & S. R. Mathur (Eds.), *Severe behavior disorders of children and youth* (Volume 15; pp. 18-26). Reston, VA: Council for Children with Behavior Disorders.

Kauffman, J. M., & Lloyd, J. W. (1992). Restrictive placement of students with emotional or behavioral disorders: What we know and what we need to know. In R. B. Rutherford, Jr., & S. R. Mathur (Eds.), *Severe behavior disorders of children and youth* (Volume 15; 35-43). Reston, VA: Council for Children with Behavior Disorders.

Lloyd, J. W. (1992). A commentary on learning disabilities. In N. N. Singh & I. L. Beale (Eds.), *Learning disabilities: Nature, theory, and treatment* (pp. 569-585). New York: Springer-Verlag.

Lloyd, J. W., & Repp, A. C. (1992). Treatment methods for exceptional children and youth. In M. C. Alkin (Ed.), *Encyclopedia of educational research* (6th ed., pp. 1430-1435). New York: Macmillan.

### 1993

Lloyd, J. W., Talbott, E., Tankersley, M., & Trent, S. C. (1993). Using cognitive-behavioral techniques to improve the classroom performance of students with mild mental retardation. In R. A. Gable & S. F. Warren (Eds.), *Advances in mental retardation and developmental disabilities* (Vol. 5; pp. 99-116). London: Jessica Kingsley.

### 1994

Lloyd, J. W., Tankersley, M., & Talbott, E. (1994). Using single-subject research methods to study learning disabilities. In S. Vaughn & C. Bos (Eds.), *Research issues in learning disabilities: Theory, methodology, assessment, and ethics* (pp. 163-177) New York: Springer-Verlag.

### 1995

Kauffman, J. M., & Lloyd, J. W. (1995). A sense of place: The importance of placement issues in contemporary special education. In J. M. Kauffman, J. W. Lloyd, T. A. Astuto, & D. P. Hallahan (Eds.), *Issues in the educational placement of pupils with emotional or behavioral disorders* (pp. 3-19). Hillsdale, NJ: Erlbaum.

Lloyd, J. W., Frymier, K. L., & Kauffman, J. M. (1995). Teachers' participation in decisions about placement of students. In J. M. Kauffman, J. W. Lloyd, T. A. Astuto, & D. P. Hallahan (Eds.), *Issues in the educational placement of pupils with emotional or behavioral disorders* (pp. 169-181). Hillsdale, NJ: Erlbaum.

Lloyd, J. W., & Kauffman, J. M. (1995). Demands of less restrictive placements on classroom teachers. In J. M. Kauffman, J. W. Lloyd, T. A. Astuto, & D. P. Hallahan (Eds.), *Issues in the educational placement of pupils with emotional or behavioral disorders* (pp. 163-177). Hillsdale, NJ: Erlbaum.

Kauffman, J. M., Lloyd, J. W., Astuto, T. A., & Hallahan, D. P. (1995). Forging a sense of place for special education in the twenty-first century. In J. M. Kauffman, J. W. Lloyd, T. A. Astuto, & D. P. Hallahan (Eds.), *Issues in the educational placement of pupils with emotional or behavioral disorders* (pp. 379-385). Hillsdale, NJ: Erlbaum.

### 1998

Lloyd, J. W., Kauffman, J. M., Hallahan, D. P., & Keller, C. E. (1998). Academic interventions. In R. Morris & T. Kratochwill (Eds.), *Practice of child therapy* (3rd. ed., pp. 167-198). New York: Pergamon.

### 1999

Lloyd, J. W., Steinberg, D. R., & Wilhelm-Chapin, M. (1999). Research on the transition to kindergarten. In R. C. Pianta & M. J. Cox (Eds.), *The transition to kindergarten*. Baltimore, MD: Paul H. Brookes.

### 2001

Weiss, M. P., & Lloyd, J. W. (2001). Structure and effective teaching. In D. P. Hallahan & B. K. Keogh (Eds.), *Research and global perspectives in learning disabilities: Essays in honor of William M. Cruickshank* (pp. 131-145). Mahwah, NJ: Erlbaum.

### 2002

Lloyd, J. W. (2002). There's more to identifying learning disability than discrepancy. In R. Bradley, L. Danielson, & D. P. Hallahan (Eds.), *Identification of learning disabilities: Research to practice* (pp. 427-435). Mahwah, NJ: Erlbaum.

### 2006

Lloyd, J. W. Pullen, P. L., Tankersley, M., & Lloyd, P. A. (2006). Critical dimensions of experimental studies and research syntheses that help define effective practices. In B. G. Cook & B. R. Schirmer (Eds.), *What is special about special education: Examining the role of evidence-based practices* (pp. 136-153). Austin, TX: Pro-Ed.

Edgemon, E. A., Jablonski, B. R., Wiley, A. L., & Lloyd, J. W. (2006). Conducting integrative reviews of special education research: Overview and case study. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Applications of research methodology: Advances in learning and behavioral disabilities* (vol. 19; pp. 237-256). Oxford, UK: Elsevier.

## 2007

- Pullen, P. C., Lloyd, P. A., & Lloyd, J. W. (2007). Academic problems. In R. Morris & T. Kratochwill (Eds.), *Practice of child therapy* (4th. ed.; pp. 187-206). Mahwah, NJ: Erlbaum.
- Lloyd, J. W., & Hallahan, D. P. (2007). Advocacy and reform in special education. In J. B. Crockett, M. M. Gerber, & T. J. Landrum (Eds.), *Achieving the radical reform of special education: Essays in honor of James M. Kauffman* (pp. 347-362). Mahwah, NJ: Erlbaum

## Books

- Cullinan, D., Epstein, M. H., & Lloyd, J. W. (1983). *Behavior disorders of children and adolescents*. Englewood Cliffs, NJ: Prentice-Hall.
- Hallahan, D. P., Lloyd, J. W., Kauffman, J. M., Weiss, M. P., & Martinez, E. A. (2005). *Learning disabilities: Foundations, characteristics, and effective teaching* (3rd ed.). Needham Heights, MA: Allyn & Bacon. (Revised edition of Hallahan, D. P., Kauffman, J. M., & Lloyd, J. W. (1999). *Introduction to learning disabilities* (2nd ed.). Needham Heights, MA: Allyn & Bacon. (previous 2nd ed. published 1985 by Prentice-Hall).
- Kauffman, J. M., Lloyd, J. W., Astuto, T. A., & Hallahan, D. P. (Eds.). (1995). *Issues in the educational placement of pupils with emotional or behavioral disorders*. Hillsdale, NJ: Erlbaum.
- Lloyd, J. W., Kameenui, E. J., & Chard, D. (Eds.). (1997). *Issues in educating students with disabilities*. Hillsdale, NJ: Erlbaum.
- Lloyd, J. W., Singh, N. N., & Repp, A. C. (Eds.). (1991). *The regular education initiative: Alternative perspectives on concepts, issues, and models*. Sycamore IL: Sycamore.

## Reviews

- Landrum, T. J., & Lloyd, J. W. (1991). Introduction to behavior analysis in special education (F. R. Rusch, T. Rose, & C. R. Greenwood). *Journal of Behavioral Education, 1*, 145-149.
- Lloyd, J. W. (1977). Your Child Can Succeed (Siegfried Engelmann). *Journal of Learning Disabilities, 10*, 655-657.
- Lloyd, J. W. (1984). Educating the Learning Disabled (E. Siegel & R. Gold). *Education and Treatment of Children, 7*, 87-89.
- Lloyd, J. W. (1985). Nelson Reading Skills Test. In J. V. Mitchell, Jr. (Ed.), *Ninth mental measurements yearbook* (pp. 1039-1041). Lincoln, NB: University of Nebraska Buros Institute of Mental Measurements. (Also available by accession number AN-09112232, Buros Institute Database, [Search Label MMYD] Bibliographic Retrieval Services, Inc. [BRS].)
- Lloyd, J. W. (1985). Roswell-Chall Diagnostic Reading Test of Word Analysis Skills—Revised. In J. V. Mitchell, Jr. (Ed.), *Ninth mental measurements yearbook* (pp. 1300-1301). Lincoln, NB: University of Nebraska Buros Institute of Mental Measurements. (Also available by accession number AN-09112235, Buros Institute Database, [Search Label MMYD] Bibliographic Retrieval Services, Inc. [BRS].)
- Lloyd, J. W. (1992). Clarence and Mrs. Zajac. *Beyond Behavior, 3*(2), 24-25.
- Lloyd, J. W., & Lloyd, P. A. (1993). Higher Order Thinking: Designing Curriculum for Mainstreamed Students (D. Carmine & E. J. Kameenui). *Journal of Behavioral Education, 3*, 97-100.

## Editorials

- Lloyd, J., Sabatino, D., Miller, T., & Miller, S. (1977). Proposed federal guidelines: Some open questions. *Journal of Learning Disabilities, 11*, 655-657.
- Lloyd, J. W. (1992). How do we know? *Journal of Behavioral Education, 2*, 333-335.

## Limited-Circulation Publications

- Engelmann, S., Bateman, B., & Lloyd, J. W. (2007). *Educational logic and illogic*. Eugene, OR: Association for Direct Instruction.
- Frymier, K. F., Hallenbeck, B. A., Kauffman, J. M., & Lloyd, J. W. (1995). *Research and Professional Literature on the Educational Placement of Students with Emotional or Behavior Disorders*. Charlottesville, VA: University of Virginia Behavior Disorders Project.

- Hallahan, D. P., Lloyd, J. W., & Stoller, L. (1981). *Self-monitoring: A manual for teachers*. Charlottesville, VA: University of Virginia Learning Disabilities Research Institute.
- Lloyd, J. W. (2006). Research provides guidance about instruction—If we're honest. *VCASE Newsletter*, 12(2), 4-5.
- Lloyd, J. W., & deBettencourt, L. J. (1981). *Academic strategy training: A manual for teachers*. Charlottesville, VA: University of Virginia Learning Disabilities Research Institute.
- Lloyd, J. W., Keller, C. E., Kauffman, J. M., & Hallahan, D. P. (1988). *What will the regular education initiative require of general education teachers* (Prepared for Office of Special Education Programs, U.S. Department of Education). Charlottesville, VA: University of Virginia Curry School of Education.

## Professional Service

### Editorial Activities

#### Editor:

- Special Education and Disability (Mahwah, NJ: Lawrence Erlbaum and Associates) (1995-present)
- TeachingLD.org (2002-present)

#### Founder and Editor:

- spedtalk@virginia.edu (electronic discussion group; 1993-2000);
- sepract@virginia.edu (electronic discussion group; 1994-2000);

#### World-wide web resources:

- Behavior modification—<http://BehaviorMod.info/> (2007-present)
- EBD Blog—<http://EBDBlog.com/> (2005-present)
- LD Blog—<http://LDBlog.com/> (2005-present)
- office of special education—<http://special.edschool.virginia.edu/> (1995-present).
- Spedpro—<http://Spedpro.org/> (2005-present)
- Teach Effectively!—<http://TeachEffectively.com/> (2005-present)

#### Guest Editor:

- Hallahan, D. P., Kauffman, J. M., Lloyd, J. W., & McKinney, J. D. (1988). Questions about the Regular Education Initiative. *Journal of Learning Disabilities*, 21(1).
- Hughes, C., & Lloyd, J. W. (1993-1994). Self-management. *Journal of Behavioral Education*, 3(4) and 4(1 and 4)
- Lloyd, J. W., & Kameenui, E. J. (1994). Academic instruction. *Learning Disability Quarterly*, 17(3), 166-168.
- Lloyd, J. W., Keller, C., & Hung, L. (2007). International perspectives on learning disabilities. *Learning Disabilities Research & Practice*, 22(3).
- Lloyd, J., & Carnine, D. (Eds.). (1981). Structured instruction: Effective teaching of essential skills. *Exceptional Education Quarterly*, 2(1).
- Peters, E., & Lloyd, J. W. (1986-87). Special focus: Effective instruction. *Teaching Exceptional Children*, 19(1-3).

#### Associate Editor:

- Journal of Behavioral Education* (1989-1995); *Journal of Child and Family Studies* (1991-1995); *Journal of Direct Instruction* (2007- ); *Learning Disability Quarterly* (1989-1995).

#### Consulting Editor or Editorial Board Member:

- Analysis and Intervention in Developmental Disabilities* (1982-1983); *Exceptional Education Quarterly* (1983-1984); *Exceptionality* (1989-); *Journal of Direct Instruction* (2001-2007); *Journal of Emotional and Behavioral Disorders* (1993-1997); *Journal of School Psychology* (1998-2001); *Journal of Special Education Technology* (1980-1982; 1986-1987); *Learning Disabilities Research* (1985-1995); *Learning Disability Quarterly* (1980-1989; 2001-2004); *Learning and Individual*

*Differences* (1988-1993); *Learning Disabilities Research & Practice* (2006-); *Professional School Psychology* (1984-1989); *Remedial and Special Education* (1984-1989; 1991-1993).

#### **Guest Reviewer:**

American Educational Research Association, Division C, Section 6 proposals (1985); American Educational Research Association, Special Education SIG (1989; 1990; 1994); *American Educational Research Journal* (1994; 1996; 2000); *Analysis and Intervention in Developmental Disabilities* (1981); *Applied Research in Mental Retardation* (1983; 1985); *Behavior Therapy* (1986); *Exceptional Children* (1987; 1988; 1989; 2006); *Exceptional Education Quarterly* (1981; 1982); *Journal of Applied Behavior Analysis* (1984); *Journal of Child and Adolescent Psychotherapy* (1988); *Journal of Learning Disabilities* (1976; 1990; 1991); *Journal of Special Education* (1989; 1991; 1997); *Journal of Teacher Education* (1989; 1990; 1991; 1992); *Law and Human Behavior* (1991); *Learning Disability Quarterly* (1998; 2005); *Perceptual and Motor Skills* (1997); *Research in Developmental Disabilities* (1991; 1992); *Review of Educational Research* (1983); *School Psychology Quarterly* (2000); *Topics in Language and Learning Disabilities* (1982).

#### **Organizational Memberships and Service**

American Educational Research Association; Association for Behavior Analysis\*; Association for the Advancement of Behavior Therapy; Association for Direct Instruction\*; Association for Special Education Technology; Association for Supervision and Curriculum Development; Cambridge Center for Behavioral Studies\*; Council for Basic Education; Council for Exceptional Children\* [Division for Early Childhood\*; Division for Learning Disabilities\* (Publications Committee, 1994-1996; vice president, 2003-2004, president-elect, 2004-2005; president, 2005-2006); Council for Children with Behavioral Disorders\*; Division for Technology and Media\*; Division for Research\* (Publications Chair, 1991-1994; vice president, 1994-1995, president-elect, 1995-1996; president, 1996-1997; past president, 1997-1998)]; Council for Learning Disabilities (Program Committee, 1993)\*; International Reading Association; National Council of Teachers of Mathematics; Reading Reform Foundation; Society for Research on Educational Effectiveness\*; Society for the Scientific Study of Reading\*. (Asterisk indicates current membership.)

#### **National, Regional, and State Conference Papers**

##### **1975**

Direct Intervention in the Schools of Socially Aggressive Children. Association for Children with Learning Problems, Chilliwack, British Columbia, Canada, November 1975.

##### **1977**

Reading and the Mentally Retarded: Look! Look! See Who Could Be Going to Court! New Orleans: National Convention of the American Association for Mental Deficiency, June.

Reducing Behavior through DRI Schedules: Two Changes for the Price of One. New Orleans: National Convention of the American Association for Mental Deficiency, June—With D. Cullinan.

Reducing Behavior with DRO Schedules: Conditions for Success. New Orleans: National Convention of the American Association for Mental Deficiency, June—With A. Repp.

Training Teachers for Learner Disabling. Milwaukee: State Convention of the Wisconsin Association for Children with Learning Disabilities, October.

Teaching Children with Learning Disabilities in the 1970s (Banquet address). Sioux Falls: State Convention of the South Dakota Association for Children with Learning Disabilities, October.

**1978**

Programming for Dysteachia. Oshkosh, WS: Annual State Conference on Educational Management of Exceptional Children, February, 1978.

Applied Behavior Analysis of Learning Disabilities: Studies of Assessment, Communication, Mathematics (Chair). Kansas City, MO: National Convention of the Association of Children with Learning Disabilities, March.

Effects of Various Probe Procedures on Estimates of Academic Abilities. Kansas City, MO: National Convention of the Association for Children with Learning Disabilities, March—With M. H. Epstein and D. Cullinan.

Effects of Self-verbalization on the Accuracy of Multiplication Performance of Learning Disabled Students. Kansas City, MO: National Convention of the Association for Children with Learning Disabilities, March—With D. Cullinan, senior author, and M. H. Epstein.

Effects of the Frostig-Horne Training Program on Handwriting Performance of Learning Disabled Students. Kansas City, MO: National Convention of the Association for Children with Learning Disabilities, March—With M. H. Epstein, senior author, and D. Cullinan.

**1979**

Using Attack-Strategy Training for Teaching Academic Skills. Louisville, KY: National Conference of the Division for Children with Learning Disabilities of the Council for Exceptional Children, October.

**1980**

Comparisons of Self-assessment and Self-recording as Procedures for Improving Attention to Task. Milwaukee: National Convention of the Association for Children with Learning Disabilities, March.

The Classroom Intervention Component of the University of Virginia Learning Disabilities Research Institute. Washington, DC: National Convention of the National Association of School Psychologists, April.

Self-assessment versus Self-recording: Two Analyses of Effects on Attention to Task. New York: National Convention of the Association for the Advancement of Behavior Therapy, November.

**1981**

Elementary Learning Disabilities: Self-management and Systematic Instruction. Eugene, OR: Annual Oregon Conference, February.

Methods for Improving Attention and Achievement through Self-instruction (Keynote Address). Milwaukee: State Convention of the Wisconsin Council for Learning Disabilities, October.

Teaching Cognitive Strategies to Improve Attention and Achievement. Milwaukee: State Convention of the Wisconsin Education Association, October.

**1984**

The University of Virginia Learning Disabilities Research Institute: The Next Step. St. Paul, MN: Learning Disabilities. The next step, May—With D. P. Hallahan.

**1985**

Does Terminology Affect Identification? Anaheim, CA: International Convention of the Council for Exceptional Children, April.

**1987**

Using Videodisc in Teaching Fractions. Charlottesville, VA: First Annual Curry School Conference on Technology in Education, March.

Behavior Disorders in the Schools. Richmond, VA: State Conference on At-Risk Children, September.

The Research Basis for the Regular Education Initiative. Crystal City, VA: National meeting of the Teacher Education Division of the Council for Exceptional Children, November.

The University of Virginia Behavior Disorders Project. Tempe, AZ: Annual meeting of Teacher Educators of Children with Behavior Disorders, November—With J. M. Kauffman.

### **1988**

Instructional Problems in Cognitive and Metacognitive Training. Las Vegas: Annual meeting of the Association for Children and Adults with Learning Disabilities, February.

Facilitating Integration of Preadolescent and Adolescent SED Students: The Virginia Behavior Disorders Project. Washington, DC: Annual Conference of the Council for Exceptional Children, March.

Instruction Based on Theory: Direct Instruction. Charlottesville, VA: Virginia State Department of Education, March.

Status and Prospects for Learning Disabilities. Cedar Rapids, IA: Iowa State Department of Special Education Conference, March.

Technical Bases of the Regular Education Initiative. Virginia Beach, VA: Annual meeting of the Virginia Council for Administrators of Special Education.

Learner Enabling Instruction. College Park, MD: Maryland State Department of Education Division of Special Education.

A Systemic Approach to Integrating SED Adolescents and Preadolescents into General Education. Chicago, IL: National Adolescent Conference, September—With J. M. Kauffman.

Self-Recording with Learning Disabled Students. West Lafayette, IN: Division of Learning Disabilities Symposium on Intervention Research, November.

Integration into Regular Education Classes: Teachers' Beliefs Regarding Behavior and Suggested Intervention Strategies. Tempe, AZ: Severe Behavior Disorders of Children and Youth, November—With J. M. Kauffman.

Integration into Regular Education Classes: Three Views of What Behaviors Pupils Need in Order to Succeed. Tempe, AZ: Severe Behavior Disorders of Children and Youth, November—With J. M. Kauffman.

### **1989**

Integrating Children with Learning Disabilities into Regular Education (Chair). San Francisco: American Educational Research Association, April.

Subtypes of Beginning Teachers. San Francisco: American Educational Research Association, April—With J. D. McKinney, senior author.

Research Issues in Self-Management. Washington, DC: Office of Special Education Programs Research Project Directors' Meeting, July.

Promoting Self-Control in the Classroom. Charlotte, NC: National Topical Conference, Council for Exceptional Children and Council for Children with Behavior Disorders, September—With F. James, T. J. Landrum, & C. A. Wissick.

Controlling the Dynamos: SLD Youth Can Learn Self-Control. Newport News, VA: Annual meeting of the Learning Disabilities Association of Virginia, October.

Integration of Seriously Emotionally Disturbed Preadolescents into General Education. Tempe, AZ: Thirteenth annual Conference on Severe Behavior Disorders of Children and Youth, November—With J. M. Kauffman.

### **1990**

Teaching Self-Control to Atypical Learners. Williamsburg, VA: Council for Learning Disabilities Spring Regional Conference, March.

The Impact of Homelessness on Families and Children. Richmond, VA: Conference on Human Development, March—With B. Cohen, P. Gerber, M. Khanna, & N. Singh.

Teaching Self-Control Skills in Special and Regular Education Settings. Toronto, Canada: Council for Exceptional Children 68th Annual Convention, April—With T. Landrum.

What Do Teachers Demand and Proscribe? An Analysis of Teachers' Behavioral Demand, Prohibitions and Technical Assistance Needs. Boston, MA: American Educational Research Association Annual Conference, April—With J. Kauffman.

A Systematic Model of Services for Pupils with Behavior Disorders. Toronto, Canada: Council for Exceptional Children 68th Annual Convention, April.

Perspectives on Teaching Self-Management (Chair). Toronto, Canada: Council for Exceptional Children 68th Annual Convention, April—With D. Hallahan, M. Montague, & F. Rusch.

Design and Implementation of a Self-Control Intervention for Early Adolescence. Tempe, AZ: Conference on Severe Behavior Disorders of Children and Youth, November—With T. Landrum.

Teachers' Views of Risk, Peer Competency, and Interventions. Tempe, AZ: Conference on Severe Behavior Disorders of Children and Youth, November—With J. Kauffman & T. Landrum.

### **1991**

Facilitating Inquiry with Practical Applications. Washington, DC: Holmes Group National Meeting, January.

Affective Variables and School Adjustment of Students With Learning and Behavioral Disorders (Discussant). Chicago, IL: American Educational Research Association, April.

A Follow-up Study of Children and Youth Who Exit from Virginia Treatment Center for Children to Regular Education. Atlanta, GA: Council for Exceptional Children, April—With J. Goodship, S. Wiley, & N. N. Singh.

Procedural Reliability. Washington, DC: Office of Special Education Programs Research Project Directors' Meeting, July.

Peer Relations and Interventions (Chair). Virginia Beach, VA: Multiple Perspectives on Children and Adolescents with Serious Emotional Disturbance, October.

Transition from High School to Work. Virginia Beach, VA: Multiple Perspectives on Children and Adolescents with Serious Emotional Disturbance, October—With C. Hughes.

A Follow-up Study of Children and Youth Discharged from an Inpatient Hospital to Regular Education. Virginia Beach, VA: Multiple Perspectives on Children and Adolescents with Serious Emotional Disturbance, October—With J. Goodship, senior author, and S. Wiley.

Placement for Pupils with Emotional or Behavioral Disorders: What We Know and What We Need to Know. Tempe, AZ: Conference on Severe Behavior Disorders of Children and Youth, November—With J. M. Kauffman, senior author.

### **1992**

Placement of Pupils with Emotional or Behavioral Disorders: Issues in Practice and Research. Richmond, VA: Virginia State Federation Council for Exceptional Children, February—With J. Kauffman, senior author.

Strategies for Teaching Generalized Self-Management Skills. Baltimore: International Council for Exceptional Children, April—With C. Hughes.

Classification of Internalizing Behavioral Subtypes. Tempe, AZ: Conference on Severe Behavior Disorders of Children and Youth, November—With M. Tankersley, senior author, and E. Talbott.

How Teachers and Administrators View Placement Decisions. Tempe, AZ: Conference on Severe Behavior Disorders of Children and Youth, November—With J. M. Kauffman, senior author, and R. Simpson.

### **1993**

Practices and Issues in Observing Students in Regular Education Settings (Chair). Redondo Beach, CA: Pacific Coast Research Conference, February—With J. Carta, C. Greenwood, and K. Karsh.

What Placement Means for Students with Emotional or Behavioral Disorders: Interviews Regarding Educational Placements. San Antonio, TX: International Council for Exceptional Children, April—With J. Kauffman, chair, B. Hallenbeck, and D. Hallahan.

A Naturalistic Study of the Integration of Students with Disabilities in an Elementary School (Chair and Discussant). Atlanta, GA: American Educational Research Association, April.

How Do We Know? Eugene, OR: Association for Direct Instruction, Keynote address, July.

Can Research Tell Teachers Anything? (Chair and presenter). Baltimore: Council for Learning Disabilities, October—With E. Polloway, S. Cohen, & M. Rosenberg

Teacher Ratings of Preadolescent Girls with Internalizing or Externalizing Disorders. Virginia Beach Conference: Children and Adolescents with Emotional or Behavioral Disorders, October—With M. Tankersley.

Classroom Behavior of Adolescent Girls with Learning and Behavior Problems. Virginia Beach Conference: Children and Adolescents with Emotional or Behavioral Disorders, Virginia Beach, October—With E. Talbott.

Co-morbid behavior problems of children with externalizing behavior. Tempe, AZ: Conference of Teacher Educators of Children with Behavior Disorders, November—With M. Tankersley.

Teachers' views about Decisions about Pupils' Educational Placements. Tempe, AZ: Conference of Teacher Educators of Children with Behavior Disorders, November—With K. L. Frymier & J. M. Kauffman

#### **1994**

Classroom Standards for Students with Disabilities: Findings from a Decade of Research. La Jolla, CA: Pacific Coast Research Conference, February—With R. Gersten, J. M. Kauffman, & J. Shay-Schumm.

#### **1995**

Developing Stronger Group—contrast Research in Special Education. Washington, DC: Office of Special Education Programs Research Project Directors' Meeting, July.

#### **1996**

Effects of a surgical tubing exercise program on the strength of the shoulder rotator muscles: A single—subject design. Annual meeting of the National Association of Athletic Trainers, Orlando, FL., July.

Refining Group-Contrast Research Methods in Special Education. Washington, DC: Office of Special Education Programs Research Project Directors' Meeting, July.

Using the Worldwide Web in Teacher Education. Washington, DC: Annual meeting of CEC Teacher Education Division, November—With S. Smith & K. Martin.

Effective Practices in Reading Instruction. Annual meeting of Learning Disabilities Association of Virginia, Arlington, VA, November—With M. Boylin, D. Ramer, J. D. Heubusch, & M. P. Weiss.

#### **1997**

Getting a Research Career Started: An Informal Discussion with Tanis Bryan and Charlie Greenwood. Salt Lake City: Council for Exceptional Children, April—moderator for T. H. Bryan, C. L. Thomas, & C. R. Greenwood.

Effective School-Based Interventions for ADHD. Virginia Beach: Virginia Beach Conference on Behavior Disorders, September—With M. Weiss & D. Ramer.

One Important Idea: Access to Effective Services. Harrisburg, PA: Keynote address for Pennsylvania Federation of the Council for Exceptional Children, November.

Characteristics of Teachers in Detention Facilities. Scottsdale, AZ: Teacher Educators of Children with Behavior Disorders, November—With M. Weiss, & J. M. Kauffman.

#### **1998**

Exploring the Relation between Learning and Emotional/Behavioral Disorders: Pushing the Instructional Envelope. La Jolla, CA: Pacific Coast Research Conference, February—With D. Chard (first author), E. Talbott, & T. Scott.

Effective Educational Practices: What Works. Woodland Heights, NJ: Keynote address for New Jersey Association of Learning Consultants, March.

Infusing the Internet into Teacher Education: Developing Teacher Education Resources on the Web. Minneapolis, MN: Annual meeting of the Council for Exceptional Children, April—With S. Smith (first author) & K. Martin.

Teacher Education: Where Research and Practice Meet. Los Angeles: Colloquium Address, California State University, Los Angeles, May.

Cognitive Access: Improving Immediate and Longer-term Outcomes. Virginia Beach: Keynote address to the 8th Annual Virginia Beach Conference, September.

The Past, the Present, and the Future of Research in the Field: Panel Presentations by Leading Researchers of the 1980s Institutes for Research in Learning Disabilities. Albuquerque: Annual meeting of the Council for Learning Disabilities, November--panel member with T. Bryan & D. Deshler.

### **1999**

Pre-school Teachers' Prediction of Kindergarten Reading Behavior. National Reading Conference, December 1999, Orlando, FL. Paper presentation.

### **2000**

What Works in Special Education and Why, Council for Exceptional Children, April, 2000, Vancouver, BC.

The Top Ten Problems for Learning Disabilities in the Next Millennium. Luncheon talk for regional meeting of Council for Learning Disabilities, February, 2000, Richmond, VA.

### **2002**

Early literacy intervention: Identifying effective intervention components (Paige C. Pullen, Holly B. Lane, and John Wills Lloyd). Society for the Scientific Study of Reading, June 2002, Chicago.

### **2003**

Characteristics of Research that Provide Explicit Direction for Practice. Council for Exceptional Children International conference, April 2003.

### **2004**

Using Research in Identifying Effective Instructional Practices. Bridging the Gap Between Research and Practice, Division for Learning Disabilities national conference, November, 2004, Orlando, FL.

### **2005**

A Practitioner's Guide to Locating Trustworthy Evidence. Bridging the Gap Between Research and Practice, Division for Learning Disabilities national conference, November 2005, Charleston, SC.

What a mega-analysis tells us about special education. Virginia Council of Administrators of Special Education, October 2005, Charlottesville, VA.

What we know and don't know about RtI. Virginia Council of Administrators of Special Education, October 2005, Charlottesville, VA.

What 1000 studies tell us about special education. Virginia Council for Exceptional Children, October 2005, Charlottesville, VA.

### **2006**

Evidence-Based Effective Education. National Research Council, February 2006, Taipei, Taiwan.

Parents are the future of LD. Taiwan Parents Association for Learning Disabilities, February 2006, Taipei, Taiwan.

Whence and Whither LD? Taiwan Academy for Learning Disabilities, March 2006, Kaohsiung, Taiwan.

Conducting Evidence-Based Research about Teaching Effectiveness. National Taitung Teachers University, March 2006, Taitung, Taiwan.

Evidence-Based Teaching: Basing Teaching on Research. East China Normal University, March 2006, Shanghai, China.

Identificação dos Alunos com Dificuldades de Aprendizagem Específicas (Identification of Students with Specific Learning Disabilities). May 2006, Braga, Portugal.

## **2007**

Effects of Independent and Guided Practice in Passage Reading on Fluency of Reading Previously Read and Novel Material (P. C. Pullen was first author). Pacific Coast Research Conference, February 2007, San Diego.

Evidence-based Should Mean Having Evidence of Effectiveness. Virginia Academy of Special Education, April 2007, Virginia Beach, VA.

After RtI: Who Still Needs Help when Interventions have Failed? Council for Exceptional Children, Discussant for invited session by R. O'Connor and J. Klingner. April 2007, Louisville, KY.

RtI Meets the Road: Unaddressed Issues in Implementation. Council for Exceptional Children, organizer and host for a series of six invited sessions. April 2007, Louisville, KY.

How can brain imaging help education research? D. T. Willingham (lead) & J. Lloyd. American Educational Research Association, Chicago, April 2007.

The Importance of Evidence-based Intervention for Students with Special Needs. Korean Association for Special Education, June 2007, Changwon, Korea.

Evidence-based Intervention is Especially Important for Students with Special Needs. Korean Association for Learning Disabilities, June 2007, Busan, Korea.

Evidence-based Intervention is Especially Important for Students with Special Needs. Dankook University Graduate School, June 2007, Seoul, Korea.

## **2008**

Panelist. Division for Learning Disabilities Showcase at the international meeting of the Council for Exceptional Children, Boston, MA, April 2008

Monitoring progress of policies using progress-monitoring data: How do we know whether RtI is Actually Working? Virginia Academy of Special Education, Virginia Beach, VA.

## **Honors and Awards**

- Parents and Friends of Mentally Ill Children (Honorary Life Member), 1971
- Association for Direct Instruction, Excellence in Research Award (Research), 1993.
- Curry School Memorial Faculty Award, 1993.
- Fulbright Senior Scholar, 2006-2011.