

KATHLEEN ARTMAN MEEKER

Personal Information

Current Position	Professor of Special Education Director, Haring Center for Inclusive Education University of Washington College of Education Box 353600 Seattle, Washington 98195-3600 (206) 685-7562
Email Address	kameeker@uw.edu

Areas of Specialization

Effective and efficient professional development systems for early childhood professionals across childcare, Head Start, and public preschool programs

Tiered supports to help practitioners understand, identify, and use evidence-based practices in early childhood education and special education

Practical and affirming strategies for promoting young children's social-emotional development in center-based programs

Licensure and Certifications

Washington Residency Teaching Certificate, Early Childhood Special Education and English Language Arts Endorsements

Ohio Five-Year Teaching License, Early Childhood Intervention Specialist PS-3

Board Certified Behavior Analyst (BCBA 1-10-7703)

Education

Ph.D.	Vanderbilt University, Nashville, Tennessee Major: Early Childhood Special Education Minor: Applied Behavior Analysis Doctoral Advisor: Dr. Mary Louise Hemmeter Dissertation Title: Effects of Distance Coaching on Teachers' Use of a Tiered Model of Intervention and Relationships with Child Behavior and Social Skills
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M.Ed.	The Ohio State University, Columbus, Ohio Major: Early Childhood Special Education
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B.S. The Ohio State University, Columbus, Ohio
 Major: Special Education
 Minor: German
 Summa cum laude

Professional Experience

2024-present	Director, Haring Center, University of Washington, Seattle, Washington
2024-present	Professor with Tenure, College of Education, University of Washington, Seattle, Washington
2018-2024	Associate Professor with Tenure, College of Education, University of Washington, Seattle, Washington
2021-2023	Certificated Substitute Teacher, Seattle Public Schools, Seattle, Washington
2016-2024	Director of Research, Haring Center, University of Washington, Seattle, Washington
2013- 2018	Assistant Professor, College of Education, University of Washington, Seattle, Washington
2011-2013	Senior Research Associate, College of Education and Human Ecology, Ohio State University, Columbus, Ohio
2011-2012	Consultant, Office of Head Start National Center on Quality Teaching and Learning, Vanderbilt University, Nashville, Tennessee
2010-2011	Postdoctoral Research Scientist, College of Education and Human Ecology, Ohio State University, Columbus, Ohio
2008- 2010	Instructional Coach, Center for the Social Emotional Foundations of Early Learning, Vanderbilt University, Nashville, Tennessee
2006- 2010	Research Assistant, Vanderbilt University, Nashville, Tennessee
2004-2006	Early Childhood Intervention Specialist, Beverly Gardens Elementary School, Riverside, Ohio
2003-2004	Fulbright Teaching Assistant, Bundesrealgymnasium Hamerling, Linz, Austria
2000-2002	Teaching Assistant, Ohio State University Childcare Center, Columbus, Ohio

Peer-Reviewed Publications (* indicates graduate student collaborator)

- Wahman, C. L., Byun, S., Lieny, J., Cascarilla-White, A., Houston, K., Moustaka, M., & **Artman-Meeker, K.** (2024). Teachers' implementation of social and emotional practices during remote instruction. *Topics in Early Childhood Special Education*.
<https://doi.org/10.1177/02711214241302807>
- Artman-Meeker, K.**, Fettig, A., Cunningham, J., *Chang, H., *Choi, G., & *Harbin, S. (2023). Iterative design and pilot implementation of a tiered coaching model to support social-emotional teaching practices. *Topics in Early Childhood Special Education*, 42(2), 124-136. <https://doi.org/10.1177/02711214211050122>
- Cunningham, J.E., Chow, J.C., **Artman-Meeker, K.**, *Taylor, A.L., Hemmeter, M.L., & Kaiser, A.P. (2023). A conceptual model for a blended intervention approach to support early language and social-emotional development in toddler classrooms. *Infants and Young Children*, 36(1), 53-73.
- *Kelly, E., *Harbin, S., Spaulding, S., Roberts, C., & **Artman-Meeker, K.** (2022). A qualitative examination of family and educator perspectives on early childhood behavior supports. *Topics in Early Childhood Special Education*.<https://doi.org/10.1177/0271121420986868>
- Fettig, A., **Artman-Meeker, K.**, Jeon, L., & *Chang, H.C (2022). Promoting a person-centered approach to strengthening early childhood practices that support social-emotional development. *Early Education and Development*.
<https://doi.org/10.1080/10409289.2020.1857215>
- Wackerle-Hollman, A., Spencer, T.D., **Artman-Meeker, K.**, Kelley, E., Durán, L., & Foster, M. (2021). Multi-tiered system of supports in early childhood: Identifying gaps, considerations for application, and solutions. *Early Childhood Research Quarterly*.
<https://doi.org/10.1016/j.ecresq.2021.03.010>
- *Alfes, C., Missall, K., & **Artman-Meeker, K.** (2021). Shared-book reading effects on number naming in preschoolers at-risk for numeracy delays. *Infants & Young Children*, 34 (2), 122-140.
- Missall K., **Artman-Meeker K.**, Roberts C., *Ludeman S. (2020). Implementing multitiered systems of support in preschool: Begin with universal screening. *Young Exceptional Children*. July 2020. doi:10.1177/1096250620931807
- Rosenberg, N., **Artman-Meeker, K.**, *Kelly, E., & *Yang, X. (2020). The effects of a bug-in-ear coaching package on implementation of incidental teaching by paraprofessionals in a K-12 school. *Journal of Behavioral Education*, 29, 409-432.
- *Yang, X., **Artman-Meeker, K.**, & Roberts, C. (2018). Grandparents of children with intellectual and developmental disabilities: Navigating roles and relationships. *Intellectual and Developmental Disabilities*, 56, 354-373.
- Artman-Meeker, K.**, Rosenberg, N., *Badgett, N., *Penney, A., & *Yang, X. (2017). The effects of bug in ear coaching on pre-service behavior analysts' use of functional communication training. *Behavior Analysis in Practice*. Online first edition doi:10.1007/s40617-016-0166-4
- McLeod, R., **Artman-Meeker, K.**, & Hardy, J. (2017). Preparing yourself for coaching: Partnering for success. *Young Children*, 72(3), 75-81.
- Fettig, A., & **Artman-Meeker, K.** (2016). Group coaching on preschool teachers' implementation of Pyramid Model strategies: A program description. *Topics in Early Childhood Special Education*, 36, 147-158.

- Artman-Meeker, K.** & Kinder, K. (2016). The shoe store: Meaningful learning in an inclusive preschool classroom. *Social Studies and the Young Learner*, 28, 17-20.
- Artman-Meeker, K.,** *Yang, X., & *Grant, T. (2016). By the book: Using literature to discuss disability with children and teens. *Teaching Exceptional Children*, 48, 151-158.
- Artman-Meeker, K.,** Fetting, A.,*Penney, A., Barton, E., & *Zeng, S. (2015). Applying an evidence-based coaching model to the early childhood professional development literature. *Topics in Early Childhood Special Education*, 35, 183-196.
- Hemmeter, M. L., Ostrosky, M. M., **Artman-Meeker, K. M.,** & Kinder, K. A. (2014). Moving right along: Planning transitions to prevent challenging behaviors. *Teaching Young Children*, 7.
- Artman-Meeker, K. M.,** Hemmeter, M. L., & Snyder, P. (2014). Effects of distance coaching on teachers' use of Pyramid model practices: A pilot study. *Infants & Young Children*, 27, 325-344.
- Artman-Meeker, K.,** & Hemmeter, M. L. (2013). Effects of training and feedback on teachers' use of classroom preventive practices. *Topics in Early Childhood Special Education*, 33, 112-123.
- Ledford, J. R., Wolery, M., **Artman-Meeker, K.,** & Wehby, J. (2012). The effects of graphing a second observer's data on judgments of functional relations in A-B-A-B graphs. *Journal of Behavioral Education*, 21, 350-365.
- Snyder, P., Hemmeter, M. L., **Artman-Meeker, K.,** Kinder, K., Pasia, C., & McLaughlin, T. (2012). Early childhood professional development: Categorical framework and systematic review of the literature. *Infants & Young Children*, 25, 188-212.
- Artman, K. M.,** Wolery, M., & Yoder, P. (2012). Embracing our visual inspection tradition: Graphing interobserver agreement data. *Remedial and Special Education*, 33, 71-77.
- Hemmeter, M. L., Snyder, P., Kinder, K., & **Artman, K.** (2011). Impact of performance feedback delivered via electronic mail on preschool teachers' use of descriptive praise. *Early Childhood Research Quarterly*, 26, 96-109.
- Barton, E. E., Kinder, K., Casey, A., & **Artman, K. M.** (2011). Finding your feedback fit: Strategies for designing and delivering performance feedback systems. *Young Exceptional Children*, 14, 29-46.
- Ostrosky, M. M., Hemmeter, M. L., **Artman, K. M.,** & Kinder, K. A. (2008). Moving right along: Planning transitions to prevent challenging behavior. *Young Children*, 63, 18-25.

Chapters & Monographs

- Fetting, A., Bigelow, K., **Artman-Meeker, K.,** & Ostrosky, M. (2025). Supporting active engagement: The role of the environment, adult-child interactions, and peer interactions. In A. Hunter & M. Hemmeter (Eds.) *Unpacking the Pyramid Model: A Practical Guide for Infant Toddler Teachers*. Baltimore, MD: Brookes Publishing.
- Artman-Meeker, K.,** Kinder, K. A., & Hemmeter, M. L. (2022). Collaborative coaching partnerships. In P. Snyder, M. Hemmeter, & L. Fox (Eds.) *Essentials of Practice-based Coaching*. Baltimore, MD: Brookes Publishing.
- Bishop, C., McLeod, R., **Artman-Meeker, K.,** & Hemmeter, M. L. (2022). Technology in coaching. In P. Snyder, M. Hemmeter, & L. Fox (Eds.) *Essentials of Practice-based Coaching*. Baltimore, MD: Brookes Publishing.

- Artman-Meeker, K. M.,** Hunter, A., & Yates, T. (2021). Creating connections with children. In L. Fox, M. Hemmeter, & M. Ostrosky (Eds.) *Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers*. Baltimore, MD: Brookes Publishing.
- Artman-Meeker, K. M.,** Barton, E., Hemmeter, M. L., & Strain, P. (2021). Problem-solving problem behavior. In L. Fox, M. Hemmeter, & M. Ostrosky (Eds.) *Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers*. Baltimore, MD: Brookes Publishing.
- Artman-Meeker, K. M.,** MacLaren, E., Hemmeter, M. L., & Grisham-Brown, J. (2017). Promoting social-emotional development. In J. Grisham-Brown, & M. L. Hemmeter (Eds.), *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Brookes Publishing.
- Artman-Meeker, K. M. &** Hemmeter, M. L. (2014). Functional assessment of challenging behaviors. In M. E. McLean, M. L. Hemmeter, & P. A. Snyder (Eds.), *Essential elements for assessing infants and preschoolers with special needs*. Boston, MA: Pearson Publishing Co.
- Schnitz, A. G., Hardy, J., **Artman-Meeker, K., &** Hemmeter, M. L. (2013). Helping teachers implement the Pyramid Model using practice-based coaching. In M. Ostrosky, & S. Sandall (Eds.), *Young Exceptional Children Monograph #15*. Los Angeles, CA: Division for Early Childhood.

Fellowships, Honors, and Awards

2023	Award of Distinction, Rainier Valley Leadership Academy, Seattle, Washington
2017	Nominee, Contributions to Lifelong Learning Award, University of Washington
2011	Student Research Award: Quantitative Methodologies, Council for Exceptional Children Division for Research
2009	J. David Sexton Doctoral Student Award, Division for Early Childhood
2003	Fulbright Teaching Assistantship, Linz, Austria
2002	University Graduate Fellowship, Master of Education, Ohio State University, Columbus, Ohio

Grants and External Funding (Cumulative \$14,242,537)

2023-2028	PI, <i>EarlyEdU for Inclusion: Language Cohorts</i> , Office of Special Education Programs, Associate Degree Preservice Program Improvement Grants to Support Personnel Working with Young Children with Disabilities H325N230001 (\$791,830)
2022-2027	PI, <i>Early Intervention Collaborative Doctoral Training: Preparing Leaders to Unify Social, Behavioral and Communication Interventions for Toddlers</i> H325D220014 (\$2,311,688)

2020-2024	PI, <i>Project Building Coaching Capacity</i> , Office of Special Education Programs Model Demonstration H326M200005 (\$1,600,000)
2020-2024	Investigator, <i>Toddler Talk</i> , Institute of Education Sciences R324A200193. Co-PI on subcontract to University of Washington (\$566,325)
2019-2023	PI, <i>Early EdU for Inclusion</i> , Office of Special Education Programs: Associate Degree Preservice Program Improvement Grants to Support Personnel Working with Young Children with Disabilities Program H325N180003 (\$600,000)
2019-2020	PI, <i>QCC Tasks 2 and 7B: California Coaching Certification System and Higher Education</i> . PI in subcontract to University of Washington from WestEd (\$553,231)
2018-2022	Co-PI, <i>Development of a Web-Based Integrated Behavior Support and Teacher Coaching System for Early Childhood Settings (iBESTT-EC)</i> , Institute of Education Sciences R324A180061 (\$1,400,000)
2017-2020	Co-PI, <i>Development of a Tiered Coaching Model to Support the Professional Development of Inclusive Early Childhood Educators</i> , Institute of Education Sciences R324A170149 (\$1,366,813)
2015-2020	PI, <i>Family-Centered Personnel Preparation in a Blended Early Childhood and Early Childhood Special Education Program</i> , Office of Special Education Programs: Personnel Preparation in Special Education, Early Intervention, and Related Services (\$1,249,997)
2016-2017	PI, <i>Identification of Teacher Profiles to Support the Behavior of Young Children</i> , Royalty Research Fund, University of Washington (\$39,998)
2013-2014	Co-Investigator, <i>Department of Defense Virtual Lab School Project (Cynthia Buettner, PI)</i> , U.S. National Institute of Food and Agriculture, Ohio State University. PI in subcontract to University of Washington (\$86,126)
2012-2013	Collaborator, <i>National Center on Quality Teaching and Learning</i> , U.S. Office of Head Start. PI on subcontract to Ohio State University (\$38,549)
2010-2014	Co-Investigator, <i>Department of Defense Virtual Lab School Project (Cynthia Buettner and David Andrews, PI)</i> , U.S. National Institute of Food and Agriculture, Ohio State University (\$3,617,980)
2008-2009	Student Investigator, <i>Dissertation Grant</i> , Center for Assessment and Intervention, Vanderbilt University (\$20,000)

Select National and International Presentations in Past Five Years (Peer-Reviewed)

- Shannon, D., Knoche, L., **Artman-Meeker, K.**, Snyder, P., & Davis, C. (September 2024). Enhancing Use of Evidence-Based Coaching Frameworks to Support Positive Children's Outcomes. Presentation at the Division for Early Childhood International Conference on Young Children with Disabilities and Their Families 2024. New Orleans, LA.
- Artman-Meeker, K.**, Baumingham, J., Harbin, S., *Crumpler, R., *Core, S., Hemmeter, M.L., & Kaiser, A. (September 2024). Toddler Talk: Exploring Teachers' Perspectives on Toddlers' Language and Social-Emotional Development. Poster at the Division for Early Childhood International Conference on Young Children with Disabilities and Their Families 2024. New Orleans, LA.
- Artman-Meeker, K.**, & Baumingham, J. (April 2024). Bringing the Pyramid Model to Higher Education. Presentation at the National Training Institute on Challenging Behavior. Tampa, FL.
- Shannon, D., Hemmeter, M.L., Golden, A., & **Artman-Meeker, K.** (2024, February). Innovations in Coaching: Research and Practice. Panel at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Kaiser, A.P., Hemmeter, M. L., *Owens, T., *Core, S., & *Shabirah Nurkhasanah, D., & **Artman-Meeker, K.** (2024, February). Toddler Talk: A Qualitative Analysis. Poster at the Conference on Research Innovations in Early Intervention.
- Basler, S., Golden, A., & **Artman-Meeker, K.** (April, 2023). Making coaching work for you: Flexible delivery formats. Presentation at the National Training Institute on Challenging Behavior. Tampa, FL.
- Artman-Meeker, K.**, Davis, C., Fetting, A., *Chang, T., & *Daniels, S. (September 2022). Building coaching capacity through a tiered approach: Lessons learned. Presentation at the Division for Early Childhood International Conference on Young Children with Special Needs and Their Families 2022. Chicago, IL.
- Artman-Meeker, K.**, Sandall, S., Cunningham, J.E., & Shirdon, N. (February 2022). Applying a cascading logic model to evaluation of community college programs. Poster presented at the Conference on Research Innovations in Early Interventions, San Diego, CA.
- Spaulding, S., **Artman-Meeker, K.**, Davis, C., *McManus, M., *Bravo, A., & Kelly, E. (2022, February). The Family Notebook: Supporting early childhood family-educator partnerships through team-based behavior supports. Poster presentation at the Biennial Conference on Research Innovations in Early Intervention. San Diego
- *Bravo, A., **Artman-Meeker, K.**, Davis, C., & *McManus, M. (2022, April). Coaching tools to facilitate universal and individualized behavior support implementation. Invited presentation at the Association for Positive Behavior Support 19th International Conference. San Diego, CA.
- Cunningham, J.E., **Artman-Meeker, K.**, & Shirdon, N. (January 2022). Increasing the number and quality of inclusive early learning field placements. Presented at the Council for Exceptional Children Convention, Orlando, FL.
- Cunningham, J.E., **Artman-Meeker, K.**, Kaiser, A.P., Hemmeter, M.L., *Taylor, A.G., *Rodgers, M.E., *Bailey, K. (October 2021). ToddlerTalk: Tier 1 support for language and social emotional skills. Presented at the Division for Early Childhood International Conference Virtual

- Shirdon, N., Sandall, S., Williams, D., Guzman, R., Eide, L., Saradeth, A., Cunningham, J.E., & **Artman-Meeker, K.**, (October 2021). Inclusion in childcare programs: What are the levers for change? Presented at the Division for Early Childhood International Conference Virtual
- Fettig, A., **Artman-Meeker, K.**, & Cunningham, J.E. (October 2021). One size doesn't fit all: Using the tiered coaching model for educators. Presented at the Division for Early Childhood International Conference Virtual.
- Gaylor, E., Hemmeter, M. L., Kiersten, K., Fox, L., & **Artman-Meeker, K.**, Fettig, A. (2021, April). Supporting Early Childhood Educators to use Effective Practices to Promote Social-Emotional Skills: Innovative Coaching Models. A panel presented at the Biennial meeting of the Society for Research in Child Development, Virtual Conference.
- *Bravo, A., *Kelly, E., & **Artman-Meeker, K.**, (2021, April). Positive behavior intervention guides for early learning sessions. A presentation at the annual conference of the Association for Positive Behavior Interventions and Supports, Virtual Conference.
- Artman-Meeker, K.**, Spaulding, S. A., Davis, C. A., *Kelly, E. M., & Sierschynski, J. (2021, March). Importance voices: Designing a family collaboration tool to enhance family-school partnerships. Presentation at the Association for Positive Behavior Support 18th International Virtual Conference.
- Fettig, A., **Artman-Meeker, K.**, Cunningham, J., *Choi, G., *Chang, H.C., *Harbin, S., & *Horbanczuk, S. (2021, January). Implementing the tiered coaching model to support Pyramid Model practices. A presentation at the annual conference of the CEC Division for Early Childhood, Virtual Conference.
- Eile, J.M., Catlett, C., Dinnebeil, L., Lim, C., West, T., **Artman-Meeker, K.**, Shirdon, N., Chopra, R., Hall, L., & Bruder, M.B. (2021, January). Producing change in higher education: Tools and practices. A panel at the annual conference of the CEC Division for Early Childhood, Virtual Conference.
- Sandall, S., Cunningham, J., **Artman-Meeker, K.**, & Shirdon, N. (2020, November). Including inclusion in early childhood associate degree programs. A poster presented at the National Research Conference on Early Childhood, Virtual Conference.
- Artman-Meeker, K.**, Barton, E., Fettig, A., & Meadan, H. (2020, February). Implementing the Pyramid across settings: What, where, and how. A panel at the semi-annual Conference on Research Innovations in Early Intervention, San Diego, CA.
- Artman-Meeker, K.**, Spencer, T., Wackerle-Hollman, A., & Duran, L. (2020, January). Integrated or specialized interventions, assessments, and professional development: Is there tension between research and practice? A panel at the annual Principal Investigator meeting of the Institute for Education Sciences, Washington, DC.
- Spaulding, S., **Artman-Meeker, K.**, *Kelly, E., Davis, C., Sierchynski, J., Roberts, C., & *Harbin, S. (2020, January). An integrated behavior support and teacher coaching web-based technology for early childhood settings. A poster at the annual Principal Investigator meeting of the Institute for Education Sciences, Washington, DC.

Invited Talks & Webinars in Past Five Years

- Fettig, A., & Artman-Meeker, K. (2024, March). Building Inclusive Early Childhood Classrooms. Invited series of workshops for the Belize Ministry of Education.

Artman-Meeker, K. (2023, March). Building Coaching Capacity through a Tiered Coaching Model: Lessons Learned Supporting Preschool Teachers' Social-Emotional Practices. Invited webinar for Zhejiang Normal University, China.

Artman-Meeker, K. (2022, October & 2023, January). Promoting Children's Social-Emotional Development. Invited professional development series in Sunnyvale, CA.

Artman-Meeker, K. (2021, July & November). Coaching in Northwest Regional ESD. Invited PD series for all certificated and paraprofessional staff.

Artman-Meeker, K. (2021, March). Pandemic Parenting: Caring for children with complex needs. An invited speaker in the University of Washington WholeU webinar series.

Artman-Meeker, K. (2020, June and October). PBC Virtual Coach Training. Oregon Department of Education.

Press & Media Outreach

WA needs more early childhood educators. But the pay is a problem (2025, Jan 4). Seattle Times: <https://www.seattletimes.com/education-lab/wa-needs-more-early-childhood-educators-but-the-pay-is-a-problem/>

(Re)Discovering the Power of Play (2024, October 25). UW College of Education: Advancing Educational Justice Magazine. <https://education.uw.edu/news/feature/rediscovering-power-play>

Caring for the Caregivers (2020, February). UW College of Education EduTalks 2020: Tipping Points. <https://youtu.be/hjgfvNge6YA>

Forget 'Sit-n-Get': Three Approaches are Transforming Professional Development (2019, May 15). Education Dive <https://www.educationdive.com/news/forget-sit-and-get-3-approaches-are-transforming-professional-developmen/553418/>

With Bug-in-Ear Coaching, Teachers Get Feedback on the Fly (2019, Feb 26). Education Week. <https://www.edweek.org/ew/articles/2019/02/27/with-bug-in-ear-coaching-teachers-get-feedback-on.html>

OpEd: End Discriminatory Discipline to Keep Kids in School and Learning (2018, September 4). Seattle Times. <https://www.seattletimes.com/opinion/end-discriminatory-discipline-to-keep-kids-in-school-and-learning/>

High Tech Meets High Touch (2018, September): Research that Matters <https://education.uw.edu/research-that-matters/2018/high-tech-high-touch>

Revolutionizing Teacher Learning (with FaceTime and Earbuds) (2016). UW College of Education EduTalks 2016.

Authorship of Online Content & Course Development

Virtual Lab School: Invited Peer Reviewer Training & Curriculum Specialist Content (2022)

Virtual Lab School: Preventing and Responding to Challenging Behavior (2019)

Virtual Lab School: Supporting Multi-lingual Development for all Childcare Personnel (2018)

Early EdU: Practice Based Coaching Online Course (2018)

Early EdU: Family Engagement (2017)

Virtual Lab School: Child Abuse Identification and Reporting for all Military Childcare Personnel (2013)

Virtual Lab School: Child Abuse Prevention for all Military Childcare Personnel (2013)

Virtual Lab School: Training & Curriculum Specialists (all courses 2013)

National Service

2024-2025	Panelist, Panel 1C: IES Preschool Practice Guide for Students with Disabilities or Developmental Delays
2021-present	Associate Editor, <i>Young Exceptional Children</i>
2022-present	Editorial Board, <i>Early Childhood Research Quarterly</i>
2019-present	Editorial Board, <i>Infants and Young Children</i>
2012-present	Editorial Board, <i>Topics in Early Childhood Special Education</i>
2011-present	Editorial Board, <i>Journal of Early Intervention</i>
2019	Reviewer, Spencer Foundation, Lyle Spencer Research Awards to Transform Education
2019	Member, Journal of Early Intervention Editor Search Committee, Council for Exceptional Children Division for Early Childhood
2017	Expert Advisor, Study of Coaching Practices in Early Care and Education Settings (SCOPE), <i>Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families</i> .
2014-present	Ad hoc Reviewer, <i>Behavior Analysis in Practice</i> , <i>Child and Youth Care Forum</i> , <i>Review of Educational Research</i> , <i>Journal of Teacher Education</i> , <i>Journal of Behavioral Education</i> , <i>Remedial and Special Education</i>
2016-2017	Co-Chair, Position Statement on Challenging Behavior Work Group, <i>CEC Division for Early Childhood</i>
2016-2019	Chair, Publications and Products Committee, <i>CEC Division for Early Childhood</i>
2014-2015	Reviewer, IRIS Center Case Study on Early Childhood Positive Behavior Support

University, College, & Community Service

2024-2025	Chair, Budget, Finance, and Planning Committee, UW College of Education
2023-2025	Member, Royalty Research Fund Review Committee, UW
2023	Chair, RVELC Community Liaison Search Committee, UW College of Education
2023-present	Logistics Chair, Pacific Northwest Pyramid and Early Learning Summit Planning Committee
2021-present	Development Team, Rainier Valley Leadership Academy
2018-2023	Convener, Rainier Valley Early Learning Campus Design Team, UW College of Education