

David James Royer

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UNIVERSITY ADDRESS

University of Louisville
College of Education and Human Development
Department of Special Education, Early Childhood, and Prevention Science
1905 S First St.
Louisville, KY 40292-0001

CURRENT APPOINTMENT

Associate Professor
University of Louisville
CEHD, Department of SECP

AREAS OF SPECIALIZATION

- Comprehensive, integrated, three-tiered (Ci3T) model of prevention: Prevent learning and behavior disorders, and respond respectfully when challenging behavior does occur
- Evidence-based practices: Design, implement, and monitor in complex systems to contribute to the knowledge base for determining EBPs via systematic literature reviews
- Student-directed individualized education programs (IEPs): Iteratively develop and test *My IEP: A Student-Directed Individualized Education Program Model* curriculum

EDUCATION

2017	Ph.D.	University of Kansas Special Education Concentrations: research, emotional/behavioral disorders, three-tiered models of prevention Dissertation: <i>Examining the utility of the Schoolwide Expectations Survey for Specific Settings (SESSS): A data-informed approach to developing expectation matrices</i> Advisor: Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2
2011	M.S.	California State University, Long Beach Special Education Thesis: <i>The Foldable IEP: A student-directed individualized education program model</i> Advisor: Cara Richards-Tutor, Ph.D.
2010	Credential	California State University, Long Beach

		Education specialist, level 2
2006	Credential	Chapman University English single subject teaching credential Education specialist, level 1
2001	B.A.	Chapman University Music Magna Cum Laude, Gray Key, Department Honors, Presidential Scholar, Talent Scholar, Honors at Entrance

PROFESSIONAL EXPERIENCE

Higher Education

2024-present	Associate professor. College of Education and Human Development, Department of Special Education, Early Childhood, and Prevention Science University of Louisville
2021-2024	Assistant professor. College of Education and Human Development, Department of Special Education, Early Childhood, and Prevention Science University of Louisville
2017-2021	Assistant professor. College of Education, Department of Special Education University of Hawai‘i at Mānoa
2016-2019	Online instructor. School of Education, Department of Special Education University of Kansas
2015-2017	<i>Partnerships and Collaborations Focused on Problems of Practice or Policy: A Lawrence Public Schools, University of Kansas, and Arizona State University Alliance.</i> Funded by Institute of Education Sciences (IES) Award No. R305H150018; Researcher-Practitioner Partnerships in Education Research; New or Existing Partnership Research Assistant, University of Kansas
2014-2015	<i>Designing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention in Lawrence Public School District’s Secondary Schools: Building A Multi-Tiered System of Supports with an Integrated Focus</i> Co-coordinator, University of Kansas <i>Implementing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: Getting Started</i> Research Assistant, University of Kansas

- 2013-2014 *Designing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention in Kansas: Building Multi-Tiered Systems Support with an Integrated Focus*
Research Assistant, University of Kansas
- Shoring Up Classroom Management Within Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention: Practical Strategies That Work – A Book Study*
Co-coordinator, University of Kansas
- 2012-2013 Lecturer, School of Education
California State University, Long Beach
- Fall 2000 Co-instructor, Freshmen Seminar
Chapman University

Public Education Employment

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|-----------|---|---|
| 2012-2013 | Long Beach USD
Long Beach Polytechnic High School
Long Beach, Calif. | Resource specialist program (RSP)
Teacher
Grades: 9-10 |
| 2012-2013 | Long Beach USD
Poly Academy of Achievers and Leaders
Long Beach, Calif. | Resource specialist program
Teacher and consultation teacher
Grades: 11-12 |
| 2012 | Long Beach USD
Woodrow Wilson High School
Long Beach, Calif. | Resource specialist program
Consultation teacher
Grades: 9-12 |
| 2006 | Long Beach USD
Robert A. Millikan High School
Long Beach, Calif. | General education summer school
English and reading teacher
Grades: 9 |
| 2005-2012 | Long Beach USD
David Starr Jordan High School
Long Beach, Calif. | RSP, Lindamood-Bell reading, and
general education English teacher
Grades: 9-10 |

HONORS, AWARDS, AND AFFILIATIONS

Honors

- 2024, April One of the top five outstanding reviewers from the 87 serving on the *Teacher Education and Special Education (TESE)* board of reviewers in 2023.
- 2022-2023 and Student Champion, University of Louisville, Office of the Executive Vice President and University Provost. Student nominated faculty member who went

2021-2022 above and beyond their duties to provide exceptional or critical support to students during the academic year.

2017 Council for Exceptional Children's Division for Research Doctoral Student Scholar (CEC DR-DSS): One of 10 scholars selected through an internationally competitive review process to be a member of the ninth cohort

2015 Delta Tau Delta International Fraternity award of distinction: Western Plains Division special recognition for excellence in alumni service

Awards

2020, November *Excellence in Teaching Award for 2020-2021*, nominated by students and one of three College of Education finalists put forward to the university Office of Faculty Development and Academic Support Honors and Awards Committee for final recommendations to the Provost

2019, October *Excellence in Teaching Award for 2019-2020*, nominated by students but not yet eligible as three years of teaching required

2017, May Judy Tate Outstanding Doctoral Student Award
School of Education, Dept. of Special Education, University of Kansas

2016-2017 University Graduate Fellowship
School of Education, Dept. of Special Education, University of Kansas

2015-2016 Richard & Carol Whelan Scholarship
School of Education, University of Kansas

Professional Society Memberships

2017 – present Association for Behavior Analysis International (ABAI)

2017 – 2021 Hawai'i Association for Behavior Analysis (HABA)

2015 – present Association for Positive Behavior Support (APBS)

2005 – present Council for Exceptional Children (CEC)

- Division for Research (CEC-DR)
- Division for Emotional and Behavioral Health (DEBH), previously known as Council for Children with Behavioral Disorders (CCBD)

Additional Certifications

Behavior Analyst Certification Board, Inc. Authorized Continuing Education (ACE) Provider.
Provider no. IP-22-0181 Date of issue: March 18, 2022

Behavior Analyst Certification Board, Inc. Board Certified Behavior Analyst (BCBA).
Certification no. 1-19-39173 Date of issue: November 18, 2019

Prevention Research Institute. *PRIME for Life: On Campus Talking About Alcohol*. Lifetime certification. Lexington, KY. Date of issue: August 2001

RESEARCH GRANTS AND OTHER EXTERNAL FUNDING

Project BURST: Preparing Special Education Scholars through Breadth of University Research, Service, and Teaching (2024-2028; unfunded)

\$1,250,000; U.S. Department of Education, Office of Special Education & Rehabilitative Services, Office of Special Education Programs

Role: Principal investigator

Role in preparation: Author

Purpose: To provide a Breadth of University Research, Service, and Teaching experiences that will prepare a diverse cohort of doctoral level special education leadership personnel through a focus on intensive mentorship and internships with faculty researchers and teacher educators.

Reading Instruction in Secondary Education (Project RISE): Building the Evidence Base for Two Reading Intervention Curricula (2024-2026; unfunded)

\$374,875; Spencer Foundation Large Research Grant on Education

Role: Principal investigator

Role in preparation: Author

Purpose: To train secondary teachers to implement *Seeing Stars* and *Visualizing and Verbalizing*, two explicit reading curricula, for middle and high school students from typically marginalized backgrounds. Group comparison study results will add to the evidence base for the curricula to aid in their evidence-based practice status determination.

Teacher Self-Efficacy and Burnout: New Normative Sampling Pilot (2023-2024; unfunded)

\$8,000; Jon Rieger Seed Grant, University of Louisville

Role: Principal investigator

Role in preparation: Author

Purpose: This seed grant will survey local Kentucky districts surrounding Louisville to produce pilot data for use in larger study external grant applications where the ultimate aim is a new nationally representative sample of teacher levels of classroom self-efficacy and burnout.

Building Capacity to Design and Implement Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention in Hilo-Waiakea (2022-2025)

\$121,365; Hawai'i Department of Education

Role: Principal investigator

Role in preparation: Author

Purpose: To deliver six professional learning sessions to three cohorts of schools' Ci3T leadership teams, supporting their Ci3T blueprints design, empowering district leaders to lead other cohorts of Ci3T leadership teams through a Ci3T training series, and to deliver five implementation support sessions to Ci3T leadership teams who previously completed training.

Project EMPOWER Kentucky: Identifying and Supporting K-12 Students Within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs (2022-2023)

\$2,600; College of Education and Human Development, University of Louisville

Role: Principal investigator

Role in preparation: Author

Purpose: To empower Kentucky educators to manage challenging behavior through a series of six 2-hr in-person sessions on topics of behavior screening, low-intensity teacher-delivered strategies, data-informed decision making, preventing and managing the acting-out behavior cycle, internalizing behavior patterns, and student-directed individualized education programs.

Kentucky Department of Education Multi-Tiered System of Supports Video Modules (MTSS TAC Video Pt. 2; Spring 2022)

\$74,319; Kentucky Department of Education

Role: Co-investigator

Role in preparation: Invited collaborator

Purpose: To write scripts and film four video modules for KyMTSS technical assistance. Topics were MTSS as an Integrated Framework, Selection of Evidence-Based Practices, Tier 2 and Tier 3 Processes, and Effective MTSS at the Secondary (Middle and High School) Level.

Project KUALIMA: Identifying and Supporting K-12 Students Within the Context of Three-Tiered Models of Prevention (Project KUALIMA; 2021-2022)

\$6,411; College of Education and Human Development, Research and Professional Development Grant, University of Louisville

Role: Principal investigator

Role in preparation: Author

Purpose: To empower educators to manage challenging behavior through a series of five 2-hr asynchronous sessions with independent activities following each session submitted for detailed feedback. Session topics include behavior screening, low-intensity teacher-delivered strategies, data-informed decision making, preventing and managing the acting-out behavior cycle, and internalizing behavior patterns.

Project PRISM: Priming Research-based Instructional Strategies into Math: Supporting Math Instruction and Student Math Outcomes (2021-2024; unfunded)

\$54,756; Hawai'i Department of Education

Role: Principal investigator

Role in preparation: Author

Purpose: Provide a series of professional learning sessions to math special educators who will learn to integrate seven low-intensity instructional strategies into mathematics instruction, increasing student math engaged time and lowering disruptive behavior.

Enhancing Ci3T: Building Professional Capacity for High-Fidelity Implementation to Support Students' Educational Outcomes (Project ENHANCE; 2019-2024)

\$3,999,320; \$215,000 (subaward); Institute of Education Sciences, Research Networks Focused on Critical Problems of Policy and Practice in Special Education: Multi-Tiered System of Supports, CFDA Number: 84.324N

Role: co-Principal investigator

Role in preparation: Contributor

Purpose: To unpackage key components of comprehensive, integrated three-tiered (Ci3T) models of prevention through a series of investigations including a randomized control trial of traditional Ci3T efficacy and iterative development of professional learning structures for moving integrated systems to scale (leadership skills and structures to support Ci3T, capacity of Ci3T leadership teams to support implementation, and facilitating installation of systematic screening for behavior).

Ci3T and My IEP Scholarly Productivity (Summer 2020)

\$10,000; University of Hawai‘i at Mānoa College of Education, Department of Special Education

Role: Principal investigator

Role in preparation: Author

Purpose: To clean all 2019-2020 Ci3T training and implementation data, preparing it for analysis in Statistical Analysis Software (SAS) and repository; to co-facilitate the summer Ci3T Train the Trainers three-day professional learning series; to support local Ci3T schools by designing their Ci3T implementation materials and printing large vinyl posters and banners; to write and submit Ci3T journal articles; to conduct a systematic literature review of student-led IEPs.

Project CENTRAL 2: Supporting Ci3T Trainers, Coaches, and School Leadership Teams' Design, Implementation, and Monitoring of a Ci3T Model of Prevention (2019-2020)

\$17,269; Hawai‘i State Department of Education

Role: Principal investigator

Role in preparation: Author

Purpose: To develop and deliver professional learning and consultation/coaching to school faculty and staff and leadership teams in Central O‘ahu district to increase knowledge, confidence, and perceived usefulness of concepts and strategies related to comprehensive, integrated, three-tiered (Ci3T) models of prevention.

Project My IEP: Using Student-Directed IEPs to Increase Self-Determination – An Early Career Development and Research Plan (2019-2023; unfunded)

\$500,000; IES CFDA 84.324B: Research Training Programs in Special Education—Early Career Development and Mentoring, Goal 2 Development and Innovation.

Role: Principal investigator

Role in preparation: Author

Purpose: To develop a curriculum, training, and brochure to support students with disabilities to lead their individualized education program (IEP) meeting, including applicable transition plan, exploring the relation between student-led IEPs and self-determination / self-advocacy at each school level and across student ability.

Ci3T Focus Groups (Summer 2019)

\$1,000; University of Hawai‘i at Mānoa Office of the Vice Chancellor for Research

Role: Principal investigator

Role in preparation: Author

Purpose: To conduct two focus groups investigating perceived and actual enablers and barriers to schools designing, implementing, and monitoring Ci3T models of prevention in Hawai'i.

A Singularly Ci3T Summer: Inquiry, Analysis, and Training of Trainers (Summer 2019)

\$10,000; University of Hawai'i at Mānoa College of Education, Department of Special Education
\$7,500; Hawai'i State Department of Education

Role: Principal investigator

Role in preparation: Author

Purpose: To investigate perceived and actual enablers and barriers to schools designing, implementing, and monitoring Ci3T models of prevention in Hawai'i; clean and prepare for analysis all Ci3T training and implementation data collected during 2018-2019; attend Ci3T Training of Trainers three-day professional learning series in Lawrence, Kansas and replicate in Hawai'i with supporting funds from Hawai'i State Department of Education.

Project CENTRAL: Professional Learning Supporting Preparation for Ci3T Models of Prevention in Central O'ahu District, Hawai'i (2018-2019)

\$24,218; Hawai'i State Department of Education

Role: Principal investigator

Role in preparation: Author

Purpose: To develop and deliver professional learning and follow-up consultation to school faculty and staff in Central O'ahu District, Hawai'i in order to increase educator knowledge, confidence, and perceived usefulness of concepts and strategies related to classroom management; low-intensity teacher-delivered strategies; positive behavioral interventions and supports; and comprehensive, integrated, three-tiered (Ci3T) models of prevention.

Project My IEP, Ci3T, SCRD (Summer 2018)

\$10,000; University of Hawai'i at Mānoa College of Education, Department of Special Education

Role: Principal investigator

Role in preparation: Author

Purpose: To research the existing literature base on student-led IEPs; improve the My IEP curriculum based on stakeholder feedback; attend comprehensive, integrated, three-tiered (Ci3T) models of prevention data cleaning summer workshop; co-present at Ci3T Trainer of Trainers summer professional learning series; attend Institute of Education Sciences summer research training institute on single-case intervention design and analysis.

Project EMPOWER Hawai'i: Identifying and Supporting K-12 Students Within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs (2017-2018)

\$6,111; University of Hawai'i at Mānoa College of Education.

Role: Principal investigator

Role in preparation: Author

Purpose: To offer a free-access professional learning series to the island of Oahu's preK-12 educators and parents interested in building their knowledge, skill sets, and confidence in supporting students with challenging behaviors. Topics included proactive, systematic methods of looking for students who might require additional assistance to experience success in school, systematic screening tools, how to use screening data to inform tiered intervention efforts, low-

intensity strategies to support students whose behavior impedes academic and social success, self-management strategies, and student-directed IEPs.

PUBLICATIONS

Books and Chapters ($n = 4$)

- Lane, K. L., Common, E. A., Royer, D. J., & Oakes, W. P. (2022). Conducting systematic reviews of the literature: Guidance for quality appraisals. In M. Tankersley, B. G. Cook, & T. J. Landrum (Eds.), *Advances in learning and behavioral disabilities* (Vol. 32, pp. 109-130). Emerald. <https://doi.org/10.1108/S0735-004X20220000032007>
- Oakes, W. P., Lane, K. L., Royer, D. J., Menzies, H. M., & Brunsting, N. C. (2022). Well-being of educators working in tiered systems. In C. J. Lemons, S. R. Powell, K. L. Lane, & T. C. Aceves (Eds.), *Handbook of special education research, Volume II: Research based practices and intervention innovations* (pp. 43-55). Routledge. <https://doi.org/10.4324/9781003156888>
- Lane, K. L., Royer, D. J., & Oakes, W. P. (2020). A developing knowledge base and call for further inquiry. In R. T. Boon, M. D. Burke, and L. Bowman-Perrot (Eds.), *Literacy instruction for students with emotional and behavioral disorders (EBD): Research-based interventions for the classroom* (pp. 1-16). Information Age Publishing.
- Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (2019). *Building and installing comprehensive, integrated, three-tiered (Ci3T) models of prevention: A practical guide to supporting school success* (v1.3). KOI Education.

Encyclopedia Entries, Reflections, Commentaries, and Newsletter Articles ($n = 4$)

- Royer, D. J. (April, 2022). Recreational reinforcement: Bro, do you even praise specific? *Behavior Today*, 39(2) [online newsletter]. Retrieved from: <https://debh.exceptionalchildren.org/blog/behavior-today-392>
- Common, E. A., Ennis, R. P., Farrell, E. F., Lane/Schell, C., Oakes, W. P., Murphy, K., Royer, D. J., & Sallese, M. R. (March, 2022). Recreational reinforcement: Wordle: New game, who dis? *Behavior Today*, 39(1) [online newsletter]. Retrieved from: <https://t.co/v9RFYyByp6>
- Ninci, J. M., & Royer, D. J. (November, 2018). Recreational reinforcement: Balancing brains and brawn through bouldering. *Behavior Today*, 34(2) [online newsletter]. Retrieved from: http://rapidlandingpages.com/behaviortoday34_2
- Lane, K. L. & Royer, D. J. (2018). Single-case research. In B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 1525-1528). Thousand Oaks, CA: SAGE Publications. <https://doi.org/10.4135/9781506326139.n633>

Web-based Resources: Research to Practice ($n = 11$)

- Royer, D. J., Sarasin, E. M., Oakes, W. P., Briesch, A. M., Lane, K. L., & Common, E. A. (2023, July). *Strengthening reading skills with Tier 3 interventions* [multimedia module]. Ci3T Research Team. <https://doi.org/10.17161/ci3t.32674>
- Ma, Z., Sherod, R. L., Lane, K. L., Oakes, W. P., Briesch, A. M., Chafouleas, S. M., Iovino, E. A., Common, E. A., Buckman, M. M., Abdulkerim, N., & Royer, D. J. (2023). *Lessons learned from district- and school-site leaders conducting systematic screening* [research report]. Center on Positive Behavioral Interventions and Supports. <https://www.pbis.org>
- Buckman, M. M., Royer, D. J., Oakes, W. P., Lane, K. L., Common, E. A., Chafouleas, S. M., & Briesch, A. M. (2020, December). The Tier 2 process: Using data to connect students to validated supports. *Enhancing Ci3T Module 6: Responding respectfully to challenging behavior* [multimedia module]. Ci3T Research Team. <https://doi.org/10.17161/ci3t.90510>
- Buckman, M. M., Oakes, W. P., Lane, K. L., Briesch, A. M., Royer, D. J., Common, E. A., & Chafouleas, S. M. (2020, November). *Enhancing Ci3T Module 7: Creating positive, productive, safe learning environments* [multimedia module]. Ci3T Research Team. <https://doi.org/10.17161/ci3t.42209>
- Lane, K. L., Oakes, W. P., Menzies, H. M., Buckman, M. M., & Royer, D. J. (2020, September). Systematic screening for behavior: Considerations and commitment to continued inquiry. Practice brief available at <https://www.ci3t.org/screening>
- Sanders, S., Royer, D. J., Kumm, S. A., & Jolivette, K. (2019). Facility-wide PBIS implementation: Possible barriers and potential solutions for six salient topics as viewed by roundtable participants and facilitators. OSEP TAC PBIS Forum 18 practice brief available at <https://www.pbis.org/blueprintguidestools/briefs>
- Jolivette, K., Kumm, S. A., Sanders, S., Royer, D. J., & Sprague, J. R. (2019). Facility-wide PBIS: Common questions from the Forum and field. OSEP TAC PBIS Forum 18 practice brief available at <https://www.pbis.org/blueprintguidestools/briefs>
- Common, E. A., Lane, K. L., Johl, L. E., Oakes, W. P., & Royer, D. J. (2016). *FABI planning form and behavior intervention plan*. A comprehensive, integrated, three-tiered model of prevention professional learning video module. Web-based resource available at <http://www.ci3t.org/fabi>
- Common, E. A., Lane, K. L., Johl, L. E., Oakes, W. P., & Royer, D. J. (2016). *Phase change decision making*. A comprehensive, integrated, three-tiered model of prevention professional learning video module. Web-based resource available at <http://www.ci3t.org/fabi>
- Royer, D. J., Lane, K. L., Ennis, R. P., Menzies, H. M., & Oakes, W. P. (2015). *Low-intensity strategies: A look at behavior-specific praise*. A comprehensive, integrated, three-tiered

model of prevention professional learning module. Web-based resource available at <http://www.ci3t.org/pl>

Royer, D. J., Lane, K. L., Cantwell, E. D., Ennis, R. P., Oakes, W. P., & Menzies, H. M., (2015). *Low-intensity strategies: A look at precorrection*. A comprehensive, integrated, three-tiered model of prevention professional learning module. Web-based resource available at <http://www.ci3t.org/pl>

Royer, D. J., Lane, K. L., Oakes, W. P., Menzies, H. M., & Ennis, R. P. (2015). *Low-intensity strategies: A look at instructional feedback*. A comprehensive, integrated, three-tiered model of prevention professional learning module. Web-based resource available at <http://www.ci3t.org/pl>

Articles in Referred Journals ($n = 39$)

Pelton, K. S. L., Lane, K. L., Oakes, W. P., Buckman, M. M., Royer, D. J., Sherod, R. L. (in press). Mapping the research base for universal behavior screeners. *Review of Educational Research*, xx(x), 1-xx. <https://doi.org/>

Hogg, J. A., Royer, D. J., Newton, N. A., & Priddy, A. R. (2024). Effect of behavior-specific praise on student on-task behavior in career and technical education. *Frontiers in Education*, 9, 1-12. <https://doi.org/10.3389/feduc.2024.1441739>

Royer, D. J., Lane, K. S., Lane, K. L., & Oakes, W. P. (2024). Examining use of the schoolwide expectations survey for specific settings to build expectation matrices: A pilot study. *Journal of Positive Behavior Interventions*, xx(x), 1-14. <https://doi.org/10.1177/10983007241276777>

Newton, N. A., Royer, D. J., Hogg, J. A., & Priddy, A. R. (2024). Behavior-specific praise: Enhancing on-task behavior in a rural elementary school. *Frontiers in Education*, 9, 1-16. <https://doi.org/10.3389/feduc.2024.1445523>

Royer, D. J., & Ennis, R. P. (2024). Student-delivered behavior-specific praise: A systematic literature review and meta-analysis. *Frontiers in Education*, 9, 1-27. <https://doi.org/10.3389/feduc.2024.1444394>

Buckman, M. M., Lane, K. L., Royer, D. J., Common, E. A., Oakes, W. P., Briesch, A. M., Chafouleas, S. M., Sherod, R. L., Pérez, P., Iovino, E., Allen, G. E., Artola Bonanno, A., Lane, N. A. (2024). Enhancing Ci3T professional learning: Initial lessons learned from Ci3T implementers. *Education and Treatment of Children*, x(xx), 1-21. <https://doi.org/10.1007/s43494-024-00127-y>

Pelton, K. S. L., Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, N. A., Allen, G. E., McCoach, D. B., Royer, D. J., & Common, E. A. (2024). Reexamining the relation between social validity and treatment integrity in Ci3T models. *Assessment for Effective Intervention*, 49(3), 159-170. <https://doi.org/10.1177/15345084241239302>

- Buckman, M. M., Oakes, W. P., Lane, K. L., Royer, D. J., Common, E. A., Briesch, A. M., & Allen, G. E. (2024). Data-informed professional learning and instruction in integrated tiered systems. *Intervention in School and Clinic*, xx(x), 1-14. <https://doi.org/10.1177/10534512241253606>
- Brunsting, N. C., Stark, K., Bettini, E., Lane, K. L., Royer, D. J., Common, E. A., & Rock, M. L. (2024). Self-efficacy, burnout, and intent to leave for teachers of students with emotional and behavioral disorders. *Behavioral Disorders*, 49(2), 75-90. <https://doi.org/10.1177/01987429231201566>
- Pérez, P., Gil, H., Artola, A., Royer, D. J., & Lane, K. L. (2023). Behavior-specific praise: Empowering teachers and families to support students in varied learning contexts. *Preventing School Failure: Alternative Education for Children and Youth*, 67(2), 83-90. <https://doi.org/10.1080/1045988X.2023.2181303>
- Brunsting, N. C., Bettini, E., Rock, M., Common, E. A., Royer, D. J., Lane, K. L., Xie, F., Chen, A., & Zeng, F. (2023). Working conditions and burnout of special educators of students with EBD: Longitudinal outcomes. *Teacher Education and Special Education*, 46(1), 44-64. <https://doi.org/10.1177/08884064221076159>
- Pérez-Clark, P., Royer, D. J., Austin, K. S., & Lane, K. L. (2023). A systematic review of Second Step social skills program in middle schools. *Remedial and Special Education*, 44(5), 395-408. <https://doi.org/10.1177/07419325221131913>
- Royer, D. J., Oakes, W. P., Briesch, A. M., Chafouleas, S. M., Lane, K. L., Buckman, M. M., Sherod, R. L., & Common, E. A. (2022). Ci3T leadership team members' perceived facilitators and barriers to implementation. *Journal of School Leadership*, 32(6), 612-635. <https://doi.org/10.1177/10526846221095753>
- Ennis, R. P., Royer, D. J., & Hosp, J. L. (2022). Using systematic screening to identify students with academic and behavioral challenges for strategy instruction. *Preventing School Failure: Alternative Education for Children and Youth*, 66(4), 312-319. <https://doi.org/10.1080/1045988X.2022.2076643>
- Briesch, A. M., Chafouleas, S. M., Iovino, E. A., Abdulkarim, N., Sherod, R. L., Oakes, W. P., Lane, K. L., Common, E. A., Royer, D. J., & Buckman, M. M. (2022). Exploring directions for professional learning to enhance behavior screening within a comprehensive, integrated, three-tiered model of prevention. *Journal of Positive Behavior Interventions*, 24(4), 278-288. <https://doi.org/10.1177/10983007211050424>
- Royer, D. J., Lane, K. L., Oakes, W. P., Jenkins, A. B., Cantwell, E. D., Common, E. A., & Lane, K. S. (2022). Examining the Schoolwide Expectations Survey for Specific Settings (SESSS): Descriptive properties. *Journal of Positive Behavior Interventions*, 24(4), 289-300. <https://doi.org/10.1177/10983007211026684>

- Briesch, A. M., Lane, K. L., Common, E. A., Oakes, W. P., Buckman, M., Chafouleas, S. M., Iovino, E. A., Sherod, R. L., Abdulkerim, N., & Royer, D. J., (2022). Exploring views and professional learning needs of comprehensive, integrated, three-tiered (Ci3T) leadership teams related to universal behavior screening implementation. *Education and Treatment of Children, 45*(3), 245–262. <https://doi.org/10.1007/s43494-022-00080-8>
- Menzies, H. M., Oakes, W. P., Lane, K. L., Royer, D. J., & Buckman, M. M. (2022). Understanding teachers' adoption of a comprehensive reform program. *Leadership and Policy in Schools, 22*(4), 1066-1081. <https://doi.org/10.1080/15700763.2022.2081213>
- Brunsting, N. C., Bettini, E., Rock, M. L., Royer, D. J., Common, E. A., Lane, K. L., Xie, F., Chen, A., & Zeng, F. (2022). Burnout of special educators serving students with emotional-behavioral disorders: A longitudinal study. *Remedial and Special Education, 43*(3), 160-171. <https://doi.org/10.1177/07419325211030562>
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- Royer, D. J., Lane, K. L., Cantwell, E. D., & Messenger, M. L. (2017). A systematic review of the evidence base for instructional choice in K-12 settings. *Behavioral Disorders*, 42(3), 89-107. <https://doi.org/10.1177/0198742916688655>
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Manuscripts in Review (n = 2)

- Royer, D. J., Priddy, A. R., Hogg, J. A., & Newton, N. A. (2025). Using behavior-specific praise in a high school setting. *Manuscript in review*.
- Royer, D. J., Austin, K. S., Pérez, P., & Lane, K. L. (2025). A systematic review of Second Step social emotional learning in elementary schools. *Manuscript in review*.

Manuscripts in Preparation (n = 12)

- Long, A. M., Royer, D. J., Allday, A., & Courtade, G. (2025). An analysis of middle school MAP reading and SRSS-IE behavior screening data. *Manuscript in preparation*.

- Royer, D. J., Brown, K. L., Oakes, W. P., & Lane, K. L. (2025). Perceived enablers and barriers to building and installing comprehensive, integrated, three-tiered (Ci3T) model of prevention in Hawai‘i. *Manuscript in preparation.*
- Buckman, M. M., Lane, K. L., Oakes, W. P., Lane, N. A., Royer, D. J., Common, E. A., Allen, G. E., Cantwell, E. D., & Lane, K. S. (2025). Examination of the factor structure of two Ci3T treatment integrity measures. *Manuscript in preparation.*
- Royer, D. J., Long, A. M., & Collins, L. W. (2025). *Seeing Stars* summer school K-12 reading intervention. *Manuscript in preparation.*
- Long, A. M., Royer, D. J., & Collins, L. W. (2025). Increasing reading achievement for middle school students with or at risk of emotional behavior disorders using *Seeing Stars*. *Manuscript in preparation.*
- Long, A. M., Royer, D. J., & Collins, L. W. (2025). A systematic literature review of Lindamood-Bell reading curricula: *Seeing Stars* and *Visualizing and Verbalizing*. *Manuscript in preparation.*
- Royer, D. J., Pérez, P., Austin, K. S., & Lane, K. L. (2025). Second Step social skills curricula: Mapping the knowledge base. *Manuscript in preparation.*
- Royer, D. J., Common, E. A., Lane, K. L., & Oakes, W. P. (2025). A systematic review of the development and use of schoolwide expectations within positive behavioral interventions and supports (PBIS) frameworks. *Manuscript in preparation.*
- Royer, D. J., & Brown, K. L. (2025). Student-led individualized education programs: A systematic review of the literature. *Manuscript in preparation.*
- Royer, D. J., & Brown, K. L. (2025). Educator perceptions of *My IEP* usability and feasibility. *Manuscript in preparation.*
- Allen, G. E., Lane, K. L., Oakes, W. P., Buckman, M. M., Lane, K. S., Lane, N. A., Bernard, A. M., Royer, D. J., Common, E. A., & Cantwell, E. D. (2025). Social validity of Tier 1 practices in high schools. *Manuscript in preparation.*
- Common, E. A., Brusting, N. C., Carrero, K., Lane, K. L., Buckman, M. M., Germer, K., Lane, K. S., Royer, D. J. (2025). Studying certified behavior analysts’ sense of burnout and self-efficacy. *Manuscript in preparation.*

Other ($n = 3$)

- Royer, D. J., Lane, K. L., & Common, E. A. (2017). *Group comparison and single-case research design quality indicator matrix using Council for Exceptional Children 2014 standards: Standards overview and walk-through guide*. <https://www.ci3t.org/practice>

Lane, K. L., Common, E. A., Royer, D. J., & Muller, K. (2014, 2019). *Group comparison and single-case research design quality indicator matrix using Council for Exceptional Children 2014 standards*. <https://www.ci3t.org/practice>

Royer, D. J. (2000, September). EMG, Inc.: How Rob Turner's perseverance paid off. *Sonoma Business*, 25(9), 59-60.

CONFERENCE PRESENTATIONS

International ($n = 37$)

Pérez, P., Royer, D. J., Buckman, M. M., & Lane, K. L. (2024, March 13-16). *Behavior-specific praise: Contextual considerations for implementation* [Poster session]. Council for Expectational Children (CEC) Convention and Expo, San Antonio, TX.

Pérez, P., Royer, D. J., & Austin, K. (2024, March 13-16). *Measuring outcomes of social emotional learning: What practitioners need to know* [Conference presentation]. Council for Expectational Children (CEC) Convention and Expo, San Antonio, TX.

Allen, G. E., Oakes, W. P., Royer, D. J., Buckman, M. M., & Lane, K. L. (2024, March 13-16). *Low-intensity behavior strategies to increase engagement and minimize learning disruptions* [Poster session]. Council for Expectational Children (CEC) Convention and Expo, San Antonio, TX.

Royer, D. J. & Long, A. M. (2023, March 1-4). *Seeing Stars® in Hawaii: Improving reading decoding during summer school* [Poster session]. Council for Exceptional Children (CEC) Convention and Expo, Louisville, KY.

Royer, D. J., Pérez, P., Austin, K. S., Lane, K. L., & Brunsting, N. C. (2023, March 1-4). *Second Step® social-emotional learning programs: Research reviews and implications for practice* [Poster session]. Council for Exceptional Children (CEC) Convention and Expo, Louisville, KY.

Long, A. M. & Royer, D. J. (2023, March 1-4). *Implementing a reading intervention for middle school students with EBD* [Poster session]. Council for Exceptional Children (CEC) Convention and Expo, Louisville, KY.

Lane, K. S., Lane, K. L., Oakes, W. P., Buckman, M. M., Royer, D. J., & Sherod, R. L. (2023, March 1-4). *Systematic review of the psychometric properties of behavior screeners administered universally: Preliminary findings* [Poster session]. Council for Exceptional Children (CEC) Convention and Expo, Louisville, KY.

Pérez-Clark, P., Austin, K. S., Royer, D. J., Allen, G. E., Buckman, M. M., Common, E. A., Lane, K. L. (2022, February). *Systematic review tools and procedures showcase: Synthesizing and evaluating primary prevention practices*. A virtual presentation for the 2022 Council for Expectational Children (CEC) Convention and Expo, Orlando, FL.

- Buckman, M. M., Lane, K. L., Oakes, W. P., Sherod, R. L., & Royer, D. J. (2022, January). *Enhancing Ci3T: Designing professional learning to support implementation of an integrated multi-tiered system of support*. A presentation at the 2022 Council for Exceptional Children (CEC) Convention and Expo, Orlando, FL.
- Royer, D. J. & Brown, K. L. (2021, March). *Student-directed individualized education programs: A systematic review of the literature*. A poster presented at the 2021 Council for Exceptional Children (CEC) Convention and Expo Learning Interactive Virtual Event (LIVE).
- Oakes, W. P., Royer, D. J., Briesch, A. M., Chafouleas, S. M., Lane, K. L., & Common, E. A. (2021, March). *Leadership skills to support high-fidelity Ci3T implementations: Project ENHANCE year 1 findings*. A presentation at the 2021 Council for Exceptional Children (CEC) Convention and Expo Learning Interactive Virtual Event (LIVE).
- Liang, V. Y., Lau, J. S., Royer, D. J., & Bristol, R. M. (2021, March). *Innovative professional learning: Empowering educators to support all students within three-tiered models of prevention*. A poster presented virtually at the Pacific Rim International Conference on Disability and Diversity 36th annual conference, Honolulu, HI.
- Oakes, W. P., Royer, D. J., & Buckman, M. M. (2020, February). *Elementary educators' efficacy in implementing comprehensive, integrated, three-tiered models of prevention*. A presentation at the 2020 Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Royer, D. J., Brunsting, N. C., Oakes, W. P., Lane, K. L., Buckman, M. M., Common, E. A. (2020, February). *Secondary teachers' sense of efficacy and burnout after two years of implementing Ci3T*. A presentation at the 2020 Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Royer, D. J., & Brown, K. L. (2020, February). *Ci3T in Hawai'i: Building a tiered model of prevention in a new locale*. A presentation at the 2020 Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Brunsting, N. C., Bettini, E., Common, E. A., Rock, M., & Royer, D. J. (2020, February). *Social support, self-efficacy, and burnout of special educators of students with EBD*. A presentation at the 2020 Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Common, E. A., Oakes, W. P., Royer, D. J., Buckman, M. M., Allen, G. E., Perez-Clark, P., & Lane, K. L. (2020, February). *Examining social validity within comprehensive, integrated, three-tiered (Ci3T) models: Illustrations and relations garnered across a university-district partnership*. A poster presented at the 2020 Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.

- Buckman, M. M., Common, E. A., Royer, D. J., Lane, K. L., & Brunsting, N. C. (2020, February). *Treatment integrity of primary prevention efforts in tiered models: A review of the literature*. A poster presented at the 2020 Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.
- Royer, D. J., & Brown, K. L. (2019, March). *Social validity of My IEP: A student-directed individualized education program model*. A poster presentation at the Pacific Rim International Conference on Disability and Diversity 34th annual conference, Honolulu, HI.
- Royer, D. J., Ulloa, P. R., & Platter, D. T. (2019, January). *Functional assessment-based interventions (FABI): Improving academic, behavioral, and social outcomes for two elementary students*. A poster presentation at the 20th International Conference on Autism, Intellectual Disability, and Developmental Disabilities (Council for Exceptional Children Division on Autism and Developmental Disabilities; DADD), Lahaina, Maui, HI.
- Royer, D. J., Lane, K. L., Oakes, W. P., Buckman, M. M., & Allen, G. E. (2019, February). *Precorrection, active supervision, and instructional feedback: Low-intensity strategies to support behavior for school success*. A poster presentation at the 2019 Council for Exceptional Children (CEC) Convention and Expo, Indianapolis, IN.
- Common, E. A., Lane, K. L., & Royer, D. J. (2019, February). *Research to inform practice: Applications in systematic reviews, quality appraisals, and quantitative syntheses*. A presentation at the 2019 Council for Exceptional Children (CEC) Convention and Expo, Indianapolis, IN.
- Buckman, M. M., Common, E. A., Royer, D. J., Allen, G. E., Leko, M. M., Oakes, W. P. & Lane, K. L. (2019, January). *Exploring Tier 2 solutions to address students' social-emotional learning: A feasibility study*. A presentation at the 2019 Council for Exceptional Children (CEC) Convention and Expo, Indianapolis, IN.
- Royer, D. J., Oakes, W. P., Lane, K. L., & Menzies, H. M. (2018, March). *Teachers' sense of efficacy and burnout after two years of implementing Ci3T: A work in progress*. A poster presented at the 2018 Association for Positive Behavior Support (APBS) 15th International Conference on Positive Behavior Support, San Diego, CA.
- Common, E. A., Lane, K. L., Royer, D. J., & Oakes, W. P. (2018, March). *Examining Tier 2 efforts for addressing students' social-emotional needs: A feasibility study*. A poster presented at the 2018 Association for Positive Behavior Support (APBS) 15th International Conference on Positive Behavior Support, San Diego, CA.
- Royer, D. J., Ennis, R. P., Oakes, W. P., & Lane, K. L. (2018, February). *Behavior-specific praise*. A presentation in the *Low-intensity strategies to support behavior for school success* strand at the 2018 Council for Exceptional Children (CEC) Convention and Expo, Tampa, FL.

- Royer, D. J., Lane, K. L., & Oakes, W. P. (2018, February). *Schoolwide Expectations Survey for Specific Settings (SESSS): Psychometric properties and practical applications*. A poster presented at the 2018 Council for Exceptional Children (CEC) Convention and Expo, Tampa, FL.
- Royer, D. J. (2017, October). *My IEP: A student-directed individualized education program model*. A presentation at Pacific Rim International Conference on Disability and Diversity 33rd annual conference, Honolulu, HI.
- Royer, D. J. (2017, October). *The Schoolwide Expectations Survey for Specific Settings (SESSS): Designing comprehensive, integrated, three-tiered models at K-12*. A poster presented at Pacific Rim International Conference on Disability and Diversity 33rd annual conference, Honolulu, HI.
- Ennis, R. P., Royer, D. J., Lane, K. L., & Dunlap, K. D. (2017, April). *A review of behavior-specific praise in PK-12 settings: Applying CEC's quality indicators for EBPs*. A poster presented at the 2017 Council for Exceptional Children (CEC) Convention and Expo, Boston, MA.
- Cantwell, E. D., Royer, D. J., Common, E. A., & Love, H. R. (2017, April). *Three-tiered models of prevention: Monitoring Tier 1 treatment integrity and social validity*. A poster presented at the 2017 Council for Exceptional Children Convention and Expo, Boston, MA.
- Lane, K. L., Oakes, W. P., Ennis, R. P., Royer, D. J., & Common, E. A. (2017, April). *Practical strategies to support student success in school: Keeping students engaged*. A demonstration presented at the 2017 Council for Exceptional Children Convention and Expo, Boston, MA.
- Royer, D. J. (2016, August). *Chapter success starts with new members: Five strategies for effective education*. A presentation at the 2016 Delta Tau Delta International Fraternity Karnea biennial conference, Orlando, FL.
- Royer, D. J. (2016, August). *Behavior-specific praise*. Part of DELT Talks, a TED-talk style presentation at the 2016 Delta Tau Delta International Fraternity Karnea biennial conference, Orlando, FL.
- Cantwell, E. D., Lane, K. L., Royer, D. J., Oakes, W. P., & Common, E. A. (2015, September). *Cultivating classroom management and instructional strategies within Ci3T models of prevention: A book study*. A poster presented at the 2015 Council for Children with Behavioral Disorders (CCBD) international conference, Atlanta, GA.
- Messenger, M. L., Lane, K. L., Oakes, W. P., Ennis, R. P., Royer, D. J., Common, E. A., & Cantwell, E. D. (2015, September). *The effects of instructional choice for elementary*

students in inclusive settings. A poster presented at the 2015 Council for Children with Behavioral Disorders (CCBD) international conference, Atlanta, GA.

Royer, D. J., Oakes, W. P., Lane, K. L., Cantwell, E. D., & Common, E. A. (2015, September). *Schoolwide Expectations Survey for Specific Settings: Designing comprehensive, integrated, three-tiered models at secondary schools*. A poster presented at the 2015 Council for Children with Behavioral Disorders (CCBD) international conference, Atlanta, GA.

National (n = 46)

Royer, D. J. & Ennis, R. P. (2024, November 21-23). *Tootling or positive peer reporting: Which is an evidence-based practice?* [Conference presentation]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

Oakes, W. P., Lane, K. L., Royer, D. J., & Common, E. A. (2024, November 21-23). *Ci3T: Advancing professional learning efforts to support the design, installation, and evaluation of complex, integrated systems* [Conference panel discussion]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

Sarasin, E. M., Pérez, P., Sherod, R. L., Royer, D. J., Common, E. A., Allen, G. E., Bernard, A. M., Oakes, W. P., Lane, K. L., Pelton, K. S. L., Brandon, C. L. (2024, November 21-23). *Project ENHANCE: Enhanced Ci3T professional learning series and delivery: Access and impressions* [Conference presentation]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

Sherod, R. L., Brunsting, N. C., Allen, G. E., Royer, D. J., Common, E. A., Oakes, W. P., & Lane, K. L. (2024, November 21-23). *Implementing Ci3T in the post-pandemic era: How are teachers faring?* [Conference presentation]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

Common, E. A., Carrero, K. M., Farrell, E., Landrum, T. J., Lane, K. L., & Royer, D. J. (2024, November 21-23). *The harm we may cause and how not to: Ethical navigation in helping professions* [Conference panel discussion]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

Jolivet, K., Royer, D. J., & McKeown, D. (2023, November 16-18). *Being the best you: Recognizing and addressing imposter syndrome for early career scholars* [Conference roundtable, invited]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

Buckman, M. M., Pérez, P., Sherod, R. L., Royer, D. J., Common, E. A., Allen, G. E., Sarasin, E. M., Bernard, A. M., Schonour, S. J. D., Oakes, W. P., & Lane, K. L. (2023, November 16-18). *Enhanced Ci3T implementation series and delivery: Educator views of professional learning resources* [Conference presentation]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

- Sherod, R. L., Buckman, M. M., Allen, G. E., Royer, D. J., Common, E. A., Williams, S. N., Oakes, W. P., & Lane, K. L. (2023, November 16-18). Implementing Ci3T in the post-pandemic era: How are teachers faring? [Conference presentation]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.
- Buckman, M. M., Royer, D. J., & Common, E. A. (2023, November 16-18). *Ci3T: Advancing professional learning efforts to support the design, installation, and evaluation of complex, integrated systems* [Conference presentation]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.
- Hester, O. R., Pitzel, A. A., Jolivet, K., Sanders, S., & Royer, D. J. (2023, March 23). *Not enough: Youth transition planning in alternative education settings* [Conference presentation]. Badar-Kauffman Conference, Kent, OH.
- Royer, D. J., Long, A. M. (2022, November). *Ethics and research in applied settings: Middle school reading intervention outcomes* [Conference presentation]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.
- Brunsting, N. C., Royer, D. J., Common, E. A., & Lane, K. L. (2022, November). *Lessons learned regarding teacher burnout and efficacy: How are teachers faring?* [Conference presentation]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.
- Buckman, M. M., Sherod, R. L., Royer, D. J., Common, E. A., Allen, G. E., Austin, K. S., Pérez-Clark, P., Oakes, W. P., Briesch, A. M., Chafouleas, S. M., Brunsting, N. C., Lane, K. L. (2022, November). *Project ENHANCE: Enhanced Ci3T professional learning series and delivery: Supporting initial and experienced implementers* [Conference presentation]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.
- Lane, K. S., Royer, D. J., Oakes, W. P., & Lane, K. L. (2022, October). *Building data-informed expectation matrices: An application study of the Schoolwide Expectations Survey for Specific Settings*. A poster presentation at the 2022 National PBIS Leadership Forum, Chicago, IL.
- Buckman, M. M., Royer, D. J., Common, E. A., Allen, G. E., Austin, K. S., Pérez-Clark, P., Oakes, W. P., & Lane, K. L. (2021, November). *Enhancing Ci3T using on-demand professional learning resources: Preliminary lessons learned*. A presentation at Teacher Educators for Children with Behavior Disorders (TECBD) annual conference, Tempe, AZ.
- Allen, G. E., Buckman, M. M., Pérez-Clark, P., Austin, K. S., Common, E. A., Royer, D. J., Oakes, W. P., Brunsting, N. C., & Lane, K. L. (2021, November). *What does the evidence suggest at Tier 1? Sharing results from systematic reviews of treatment integrity, social validity, and social emotional well-being*. A presentation at Teacher Educators for Children with Behavior Disorders (TECBD) annual conference, Tempe, AZ.

- Jolivet, K., Sanders, S., Garwood, J., & Royer, D. J. (2020, December). *When plan A does not work, remember there are 26 letters in the alphabet: Navigating your research hopes and dreams with reality*. An online mentorship strand presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Allen, G. E., Austin, K. S., Brunsting, N. C., Buckman, M. M., Common, E. A., Jones, J. S., Lane, K. S., Lane, N. A., Perez-Clark, P., Royer, D. J., & Sherod, R. L. (2020, November). *Using Ci3T Structures in the Covid-19 Era: 10/10 Topics*. An online presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Buckman, M. M., Royer, D. J., Common, E. A., Brunsting, N. C., Lane, K. S., Perez-Clark, P., Oakes, W. P., & Lane, K. L. (2019, October). *Treatment integrity of primary prevention efforts: Lessons learned from a systematic review of the literature*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Buckman, M. M., Common, E. A., Lane, K. L., Oakes, W. P., Royer, D. J., Lane, K. S., & Allen, G. E. (2019, October). *Ci3T tools to facilitate data-informed decision making*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Royer, D. J., Brown, K. L., Lane, K. L., & Oakes, W. P. (2019, October). *Ci3T in Hawai'i: Building a tiered model of prevention in a new locale*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Brunsting, N. C., Royer, D. J., Oakes, W. P., Lane, K. L., Menzies, H. M., Buckman, M. M., Common, E. A., & Allen, G. E. (2019, October). *Ci3T models of prevention: Middle and high school teacher efficacy and burnout*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Chafouleas, S., Briesch, A., Royer, D. J., Common, E. A., Buckman, M. M., & Sherod, R. (2019, October). *Enhancing Ci3T: Building professional capacity for high fidelity implementation to support students' educational outcomes*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Allen, G. E., Buckman, M. M., Common, E. A., Royer, D. J., Oakes, W. P., Brunsting, N. C., Lane, K. S., & Lane, K. L. (2019, October). *Examining social validity in tiered systems of support: A systematic review*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Menzies, H. M., Common, E. A., Royer, D. J., Buckman, M. M., & Allen, G. E. (2018, October). *An update on the SRSS-IE: Lessons learned from the*

- field*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Oakes, W. P., Lane, K. L., Menzies, H. M., Royer, D. J., Common, E. A., Buckman, M. M., & Brunsting, N. C. (2018, October). *Ci3T models of prevention: Teachers' self-efficacy*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Buckman, M. M., Lane, K. L., Oakes, W. P., Allen, G. E., Common, E. A., Royer, D. J., Brunsting, N. C., & Lane, K. S. (2018, October). *Assessing treatment integrity of primary (Tier 1) practices in schools implementing Ci3T models of prevention*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., Allen, G. E., Buckman, M. M., & Brunsting, N. C. (2018, October). *Professional learning: Empowering Ci3T leadership teams*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Royer, D. J., Lane, K. L., Oakes, W. P., Common, E. A., & Lane, K. S. (2018, October). *The Schoolwide Expectations Survey for Specific Settings (SESSS): An update on lessons learned*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Common, E. A., Buckman, M. M., Lane, K. L., Royer, D. J., Oakes, W. P., & Allen, G. E. (2018, October). *Exploring Tier 2 efforts in addressing students' social-emotional needs: A social skills feasibility study*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., Buckman, M. M., & Allen, G. A. (2018, October). *Supporting school success! Feasibility strategies for supporting engagement*. A workshop presented at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Royer, D. J., Lane, K. L., Lane, K. S., & Kramer, S. (2018, October). *Using the Schoolwide Expectations Survey for Specific Settings (SESSS) to Build Behavior Expectation Matrices*. A poster presented at the 2018 National PBIS Leadership Forum, Chicago, IL.
- Lane, K. L., Oakes, W. P., & Royer, D. J. (2017, October). *Ci3T: Building capacity*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Royer, D. J., Lane, K. L., Oakes, W. P., Jenkins, A. B., & Common, E. A. (2017, October). *Examining the Schoolwide Expectations Survey for Specific Settings (SESSS): Descriptive properties and practical applications*. A paper presented at Teacher

- Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Lane, K. L., Common, E. A., Buckman, M., Royer, D. J., & Oakes, W. P. (2017, October). *Exploring Tier 2 efforts in addressing students' social-emotional needs: A social skills feasibility study*. A paper presented at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., Buckman, M., & Allen, G. (2017, October). *A look at the relationship between challenging behaviors and academic performance: How do students progress in Ci3T models of prevention?* A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Oakes, W. P., Lane, K. L., Royer, D. J., & Crittenden, M. (2017, October). *An update on the SRSS-IE: Lessons learned from the field*. A paper presented at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Royer, D. J., Lane, K. L., DeWitt, W., & Brungardt, M. E. (2017, September). *Implementing a comprehensive, integrated, three-tiered (Ci3T) model of prevention at the high school level: Teaching schoolwide expectations and social skills*. A poster presented at the 2017 National PBIS Leadership Forum, Chicago, IL.
- Ennis, R. P., Royer, D. J., Lane, K. L., & Oakes, W. P., (2016, October). *A look at precorrection: A summary of the literature and steps for success*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) annual conference, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Cantwell, E. D., Royer, D. J., Common, E. A., & Johl, L. E. (2016, October). *Ci3T ... Moving forward with district partners*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) 40th annual conference, Tempe, AZ.
- Royer, D. J., Dunlap, K. D., Ennis, R. P., & Lane, K. L. (2016, October). *A look at behavior-specific praise (BSP): A summary of the literature and steps for success*. A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) 40th annual conference, Tempe, AZ.
- Oakes, W. P., Lane, K. L., & Royer, D. J. (2015, October). *Comprehensive, integrated, three-tiered (Ci3T) models of prevention: What is new in measurement?* A presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) 39th annual conference, Tempe, AZ.
- Royer, D. J., Lane, K. L., Cantwell, E. D., & Messenger, M. L. (2015, October). *Systematic review of instructional choice interventions supporting student performance in traditional school-based settings: A field test of CEC 2014 quality indicators*. A paper

presented at Teacher Educators for Children with Behavioral Disorders (TECBD) 39th annual conference, Tempe, AZ.

Lane, K. L., Oakes, W. P., Ennis, R. P., Messenger, M. L., Royer, D. J., Common, E. A., & Swogger, E. D. (2014, October). *Instructional choice to support academic engagement during writing instruction*. A paper presented at Teacher Educators for Children with Behavioral Disorders (TECBD) 38th annual conference, Tempe, AZ.

Oakes, W. P., Lane, K. L., Royer, D. J., Common, E. A., & Swogger, E. D. (2014, October). *Shoring up classroom management within Ci3T models of prevention: Practical strategies that work*. A paper presented at Teacher Educators for Children with Behavioral Disorders (TECBD) 38th annual conference, Tempe, AZ.

Royer, D. J. (2012, April). *The foldable IEP: A student-directed individualized education program model*. A presentation at Council for Exception Children (CEC) national conference. Denver, CO.

Regional ($n = 19$)

Royer, D. J., Lane, K. S., Lane, K. L., & Oakes, W. P. (2024, February 29-March 2). *Using the SESSS to build expectations matrices* [Poster session]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.

Lane, K. L., Allen, G. E., Pérez, P., Royer, D. J., Common, E. A., & Sarasin, E. M. (2024, February 29-March 2). *Keeping students engaged: Practical strategies for teachers and families* [Conference presentation]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.

Sarasin, E. M., Lane, K. L., Buckman, M. M., Royer, D. J., Common, E. A., Pérez, P., & Bernard, A. M. (2024, February 29-March 2). *Project ENHANCE: Designing effective professional learning modules to support implementation of comprehensive, integrated, three-tiered (Ci3T) models of prevention* [Poster session]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.

Buckman, M. M., Lane, K. L., Oakes, W. P., Pérez-Clark, P., Austin, K. S., Sherod, R. L., Royer, D. J., & Common, E. A. (2022, February). *Enhancing Ci3T: Designing professional learning to support implementation of an integrated multi-tiered system of supports*. A presentation at the 40th annual Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.

Royer, D. J., Lane, K. L., Dunlap, K. D., & Ennis, R. P. (2017, February). *Systematic review of teacher-delivered behavior-specific praise in K-12 settings*. A poster presented at the 35th annual Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.

- Lane, K. L., Common, E. A., & Royer, D. J. (2017, February). *Supporting behavior for school success: Three simple strategies to support academic engagement*. A half-day workshop presentation at the 35th annual Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Royer, D. J. (2017, February). *Lens of understanding: A new perspective on conflict and communication*. A presentation at Delta Tau Delta International Fraternity Western Plains Division Conference, Wichita, KS.
- Royer, D. J., Lane, K. L., Cantwell, E. D., Messenger, M. L. (2016, February). *Systematic review of instructional choice interventions supporting student performance in school-based settings: A field test of CEC 2014 quality indicators*. A poster presented at the 34th annual Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Cantwell, E. D., Lane, K. L., Royer, D. J., Common, E. A., Johl, L. E., & Quell, A. E. (2016, February). *Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Monitoring treatment integrity*. A poster presented at the 34th annual Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Royer, D. J. (2016, February). *Strategic planning*. A presentation at Delta Tau Delta International Fraternity Western Plains Division Conference, Springfield, MO.
- Royer, D. J. (2016, February). *Maximizing the new member education process*. A presentation at Delta Tau Delta International Fraternity Western Plains Division Conference, Springfield, MO.
- Oakes, W. P., Lane, K. L., & Royer, D. J. (2015, February). *Building comprehensive, integrated, three-tiered (Ci3T) models to address students' academic, behavioral, and social needs*. A poster presented at the 33rd annual Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Royer, D. J., Swogger, E. D., Oakes, W. P., Quell, A. E., & Lane, K. L. (2015, February). *EMPOWERing teachers with low-intensity supports to improve students' academic engagement: Increasing opportunities to respond and instructional feedback*. A presentation at the 33rd annual Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Swogger, E. D., Lane, K. L., Oakes, W. P., & Royer, D. J. (2015, February). *Project EMPOWER: A professional development series to introduce comprehensive, integrated, three-tiered models of prevention*. A poster presented at the 33rd annual Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.
- Royer, D. J. (2015, February). *Chapter planning*. Facilitator for three sessions at Delta Tau Delta International Fraternity Western Plains Division Conference, Dallas, TX

- Royer, D. J. (2015, February). *Holding members academically accountable*. A presentation at Delta Tau Delta International Fraternity Western Plains Division Conference, Dallas, TX.
- Royer, D. J. (2015, February). *Promoting academic success: Fraternal learning communities*. A presentation at Delta Tau Delta International Fraternity Western Plains Division Conference, Dallas, TX.
- Lane, K. L., Oakes, W. P., Swogger, E. D., Royer, D. J., & Common, E. A. (2015, January). *Identifying and supporting PK-12 students within the context of three-tiered models of prevention to meet students' multiple needs: A collaborative effort*. A presentation at University of Kansas School of Education Faculty Research Conference, Lawrence, KS.
- Royer, D. J. (2003, November). *ImageNow document imaging system and Datatel Colleague: A paperless office solution*. Southeast Datatel Users' Group (SEDUG) annual convention. Myrtle Beach, SC.

State ($n = 14$)

- Royer, D. J., Newton, N. A., Priddy, A. A., & Hogg, J. A. (2024, November 16). *Behavior-specific praise intervention studies in three districts: Lessons learned* [Poster session]. 2024 Kentucky Association for Behavior Analysis Annual Conference, Louisville, KY.
- Royer, D. J. (2024, July 14-16). *Systematic behavior screening in MTSS: The Student Risk Screening Scale – Internalizing & Externalizing (SRSS-IE)* [Conference presentation]. Kentucky Council for Children with Behavior Disorders (KY CCBD) 2024 Behavior Institute, Lexington, KY.
- Royer, D. J. (2024, July 14-16). *Managing the cycle of acting-out behavior in the classroom* [Conference presentation]. Kentucky Council for Children with Behavior Disorders (KY CCBD) 2024 Behavior Institute, Lexington, KY.
- Priddy, A. R., Royer, D. J., Newton, N. A., & Hogg, J. A. (2024, July 14-16). *Using behavior-specific praise in a high school setting* [Poster session]. Kentucky Council for Children with Behavior Disorders (KY CCBD) 2024 Behavior Institute, Lexington, KY.
- Hogg, J. A., Royer, D. J., Newton, N. A., & Priddy, A. R. (2024, July 14-16). *Effects of behavior-specific praise on student on-task behavior in career and technical education* [Poster session]. Kentucky Council for Children with Behavior Disorders (KY CCBD) 2024 Behavior Institute, Lexington, KY.
- Newton, N. A., Royer, D. J., Hogg, J. A., & Priddy, A. R. (2024, July 14-16). *Behavior-specific praise: A strategy for all* [Poster session]. Kentucky Council for Children with Behavior Disorders (KY CCBD) 2024 Behavior Institute, Lexington, KY.

- Royer, D. J. (2022, June). *De-escalating & managing the cycle of acting-out behavior in the classroom*. A presentation at the Kentucky Council for Children with Behavior Disorders (KY CCBD) 2022 Behavior Institute, Louisville, KY.
- Lane, K. L. & Royer, D. J. (2022, June). *Meeting students' academic, behavioral, and social and emotional needs in comprehensive, integrated, three-tiered (Ci3T) model of prevention: The importance of systematic screening in integrated tiered systems*. A presentation at the Kentucky Council for Children with Behavior Disorders (KY CCBD) 2022 Behavior Institute, Louisville, KY.
- Royer, D. J., Pérez-Clark, P., Common, E. A., & Buckman, M. M. (2022, June). *Building a comprehensive, integrated, three-tiered (Ci3T) model of prevention to address students' multiple academic, behavioral, and social needs in an integrated fashion*. A poster presented at the Kentucky Council for Children with Behavior Disorders (KY CCBD) 2022 Behavior Institute, Louisville, KY.
- Royer, D. J. & Long, A. M. (2022, June). *My IEP: Teachers' views of a student-directed individualized education program model to develop self-determination and self-advocacy*. A poster presented at the Kentucky Council for Children with Behavior Disorders (KY CCBD) 2022 Behavior Institute, Louisville, KY.
- Long, A. M. & Royer, D. J. (2022, June). *Seeing stars: Increasing reading achievement for middle school students with or at risk for EBD*. A poster presented at the Kentucky Council for Children with Behavior Disorders (KY CCBD) 2022 Behavior Institute, Louisville, KY.
- Pérez-Clark, P., Buckman, M. M., Allen, G. E., Royer, D. J., & Lane, K. L. (2022, April). *Data-informed decision making to ensure contextual fit of Tier 1, 2, and 3 efforts for staff and students*. A poster presented at Kansas Association for Behavior Analysis (KansABA) annual conference, Overland Park, KS.
- Royer, D. J., & Bireley, K. E. (2015, March). *Supporting the full inclusion of students with emotional and behavioral disorders (EBD) in general education classroom settings: A review of the literature*. A presentation at University of Kansas Professionals for Disability (KUPD) 11th annual conference, Lawrence, KS.
- Royer, D. J. (2014, March). *Instructional choice: Choice-making interventions that promote on-task and other appropriate behaviors*. A poster presented at University of Kansas Professionals for Disability (KUPD) 10th annual conference, Lawrence, KS.

Local ($n = 17$)

- Royer, D. J. (2024, July 15-17). *Where did that come from? De-escalating and managing the cycle of acting-out behavior in the classroom*. A presentation at the Greater Louisville Education Cooperative and Jefferson County Public Schools 2024 Diverse Learner Institute, Louisville, KY.

- Royer, D. J. (2024, July 15-17). *Low-intensity strategies to support academic engagement and prevent challenging behavior: Instructional choice, opportunities to respond, and behavior-specific praise*. A presentation at the Greater Louisville Education Cooperative and Jefferson County Public Schools 2024 Diverse Learner Institute, Louisville, KY.
- Royer, D. J. (2023, July 24). *Low-Intensity Strategies for Classroom Management*. An all-day multi-session keynote address at the Greater Louisville Education Cooperative's Diverse Learner Institute for Jefferson county Public Schools, Louisville, KY.
- Royer, D. J. (2017, July). *Two Strategies to Support Academic Engagement: Behavior-Specific Praise and Opportunities to Respond*. A professional learning session presented at the Strengthening Outcomes for all Students in Regular Settings (SOARS) Summer Institute in Lawrence, KS.
- Lane, K. L., Royer, D. J., Oakes, W. P., & Cantwell, E. D. (2017, January). *Simple, low-intensity strategies to increase engagement and minimize disruption*. A professional learning session presented at KU Adams Alumni Center, Lawrence, KS.
- Lane, K. L., Royer, D. J., & Oakes, W. P. (2015, December). *Moving forward: Expanding your Tier 2 library with instructional choice, instructional feedback, and behavior contracts*. A professional learning session presented at Lawrence Public Schools, Lawrence, KS.
- Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, October). *Moving forward with comprehensive, integrated, three-tiered (Ci3T) models of prevention in Lawrence Public Schools: Why PBIS?* Three presentations to district middle and high school paraprofessionals at Lawrence Public Schools professional development summit, Lawrence, KS.
- Common, E. A., Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, October). *Tier 3 strategies: A look at functional assessment-based interventions*. A professional learning session presented at Prairie Park Elementary School, Lawrence, KS.
- Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, August). *Low-intensity strategies: A look at pre-correction and behavior specific praise*. A professional learning session presented at McKinley Elementary School, Abilene, KS.
- Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, April). *Low-intensity strategies: Increasing opportunities to respond and using instructional choice to support instruction*. A professional learning session presented at Council Grove High School, Council Grove, KS.
- Common, E. A., Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, April). *Low-intensity strategies: Increasing opportunities to respond and using self-monitoring to support instruction*. A professional learning session presented at McKinley Elementary School, Abilene, KS.

Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, March). *Higher-intensity strategies: Using self-monitoring to support instruction*. A professional learning session presented at Jayhawk Towers, Topeka, KS.

Lane, K. L., Royer, D. J., & Oakes, W. P. (2015, January). *Low intensity strategies: Using instructional choice and instructional feedback to support instruction*. A professional learning session presented at Alvamar Country Club, Lawrence, KS.

Lane, K. L., Royer, D. J., & Oakes, W. P. (2015, January). *Supporting behavior for school success: A look at behavior-specific praise*. A professional learning session presented at Eudora Schools, Eudora, KS.

Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, January). *Supporting behavior for school success: A look at instructional choice*. A professional learning session presented at Eudora Schools, Eudora, KS.

Lane, K. L., Royer, D. J., & Oakes, W. P. (2015, January). *Supporting behavior for school success: A look at increasing opportunities to respond*. A professional learning session presented at Eudora Schools, Eudora, KS.

Royer, D. J., Lane, K. L., & Oakes, W. P. (2015, January). *Using self-monitoring strategies to improve academic performance*. A professional learning session presented at Eudora Schools, Eudora, KS.

TEACHING

University of Louisville

Note. UofL's online Course Evaluation System used a 5-point Likert-type scale with various anchors, reporting mean without standard deviation:

#01 This instructor's teaching was 1 (*poor*) to 5 (*excellent*)

#02 My overall impression of this course was 1 (*poor*) to 5 (*excellent*)

#03 How much did you learn from this course 1 (*very little*) to 5 (*very much*)

#04 In this class, standards for student performance were 1 (*very low*) to 5 (*very high*)

#05 Instructor's class presentations [composite of 7 questions] 1 (*strongly disagree*) to 5 (*strongly agree*)

#06 Course goals, tests, and grading [composite of 5 questions] 1 (*strongly disagree*) to 5 (*strongly agree*)

Spring 2024

EDSP 669: Single Subject Research Design (online)

Evaluations ($N = 15$, 100%)

#01 $M = 4.47$

#02 $M = 4.00$

#03 $M = 4.33$

#04 $M = 4.80$

#05 $M = 4.66$

#06 $M = 4.39$

EDSP 652: Academic and Behavior Response to Intervention (online asynchronous)

Evaluations ($N = 2$, 100%)

#01 $M = 3.50$

#02 $M = 3.50$

#03 $M = 4.50$

#04 $M = 4.50$

#05 $M = 4.29$

#06 $M = 4.40$

Fall 2023

EDSP 516: Assessment Procedures for Students with Learning and Behavior Disorders (in-person)

Evaluations ($N = 7$, 77.78%)

#01 $M = 4.71$

#02 $M = 4.86$

#03 $M = 4.86$

#04 $M = 4.57$

#05 $M = 4.86$

#06 $M = 4.91$

EDSP 647: Teaching Mathematics to Students with Disabilities (online asynchronous with monthly online synchronous meetings)

Evaluations ($N = 14$, 87.50%)

#01 $M = 4.21$

#02 $M = 3.93$

#03 $M = 4.21$

#04 $M = 4.57$

#05 $M = 4.61$

#06 $M = 4.67$

Spring 2023

EDSP 669: Single Subject Research Design (online)

Evaluations ($N = 22$, 95.65%)

#01 $M = 3.95$

#02 $M = 3.57$

#03 $M = 3.90$

#04 $M = 4.90$

#05 $M = 4.24$

#06 $M = 4.36$

EDSP 652: Academic and Behavior Response to Intervention (online asynchronous)

Evaluations ($N = 4$, 66.67%)

#01 $M = 4.25$

#02 $M = 4.00$

#03 $M = 4.25$

#04 $M = 4.75$

#05 $M = 4.64$

#06 $M = 4.75$

Fall 2022

EDSP 516: Assessment Procedures for Students with Learning and Behavior Disorders (in-person)

Evaluations ($N = 10$, 100%)

#01 $M = 4.20$

#02 $M = 3.80$

#03 $M = 4.22$

#04 $M = 4.50$

#05 $M = 4.34$

#06 $M = 4.68$

Summer 2022

EDSP 647: Teaching Mathematics to Students with Disabilities (online asynchronous)

Evaluations ($N = 8$, 44.44%)

#01 $M = 3.63$

#02 $M = 3.25$

#03 $M = 3.14$

#04 $M = 4.25$

#05 $M = 3.93$

#06 $M = 4.03$

Spring 2022

EDSP 669: Single Subject Research Design (online)

Evaluations ($N = 11$, 100%)

#01 $M = 3.55$

#02 $M = 3.36$

#03 $M = 4.09$

#04 $M = 4.82$

#05 $M = 4.05$

#06 $M = 4.24$

EDSP 652: Academic and Behavior Response to Intervention (online asynchronous)

Evaluations ($N = 2$, 50.00%)

#01 $M = 4.00$

#02 $M = 3.50$

#03 $M = 4.50$

#04 $M = 5.00$

#05 $M = 4.14$

#06 $M = 4.30$

Fall 2021

EDSP 516: Assessment Procedures for Students with Learning and Behavior Disorders
(undergraduates in-person, graduates online)

UG Evaluations ($N = 11$, 91.67%) GR Evaluations ($N = 9$, 90.00%)

#01 $M = 4.00$	#01 $M = 3.78$
#02 $M = 3.55$	#02 $M = 3.44$
#03 $M = 4.00$	#03 $M = 3.89$
#04 $M = 4.09$	#04 $M = 4.56$
#05 $M = 4.49$	#05 $M = 3.98$
#06 $M = 4.82$	#06 $M = 4.18$

Master's Degree and *PhD Student Advising

2021-2022	2022-2023	2023-2024	2024-2025
*Abbi Long	*Abbi Long	*Abbi Long	

Doctoral Student Committee Membership (*Chair)

2022-2023	2023-2024
*Abbi Long	*Abbi Long

University of Hawai'i at Mānoa

Note. UHM's online Course Evaluation System used a Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*):

- #06 – The instructor treated students with respect.
- #09 – The instructor both sets high standards and helps students achieve them.
- #10 – The instructor was available for consultation.
- #12 – The instructor's feedback was useful.
- #13 – The instructor is enthusiastic about the course material.
- #14 – The instructor was easy to talk with and available for consultation.
- #15 – The instructor tells students when they have done especially well.

Spring 2021

SPED 621: Language Arts Strategies: Students with Mild/Moderate Disabilities (hybrid online)
Evaluations ($N = 15$, 100%)

#06 $M = 3.67$; $SD = 1.23$
#09 $M = 4.00$; $SD = 1.04$
#10 $M = 4.07$; $SD = 1.03$
#12 $M = 3.93$; $SD = 1.10$
#13 $M = 4.60$; $SD = 1.06$
#14 $M = 3.33$; $SD = 1.18$
#15 $M = 4.07$; $SD = 1.10$

Fall 2020

SPED 611: Methods and Strategies for Students with Mild/Moderate Disabilities (online)

Evaluations ($N = 14$, 85.71%)

#06 $M = 4.50$; $SD = 1.00$

#09 $M = 4.58$; $SD = 0.67$

#10 $M = 4.25$; $SD = 0.87$

#12 $M = 4.50$; $SD = 0.80$

#13 $M = 4.58$; $SD = 0.67$

#14 $M = 4.08$; $SD = 1.16$

#15 $M = 4.67$; $SD = 0.49$

SPED 641d: Foundations in Exceptionalities (online)

Evaluations ($N = 9$, 100%)

#06 $M = 4.78$; $SD = 0.44$

#09 $M = 4.89$; $SD = 0.33$

#10 $M = 4.89$; $SD = 0.33$

#12 $M = 4.89$; $SD = 0.33$

#13 $M = 4.89$; $SD = 0.33$

#14 $M = 4.78$; $SD = 0.44$

#15 $M = 4.89$; $SD = 0.33$

Spring 2020

SPED 642: Seminar on Applied Research/Special Education (hybrid online)

Evaluations ($N = 24$, 96.00%)

#06 $M = 4.96$; $SD = 0.21$

#09 $M = 4.75$; $SD = 0.61$

#10 $M = 4.75$; $SD = 0.61$

#12 $M = 4.79$; $SD = 0.51$

#13 $M = 5.00$; $SD = 0.00$

#14 $M = 4.83$; $SD = 0.48$

#15 $M = 4.75$; $SD = 0.53$

Fall 2019

SPED 630: Positive Behavior Supports (hybrid online; two sections)

Evaluations ($N = 32$, 100%)

#06 $M = 4.59$; $SD = 0.61$

#09 $M = 4.38$; $SD = 0.91$

#10 $M = 4.55$; $SD = 0.62$

#12 $M = 4.25$; $SD = 1.08$

#13 $M = 4.78$; $SD = 0.49$

#14 $M = 4.47$; $SD = 0.76$

#15 $M = 4.53$; $SD = 0.67$

Spring 2019

SPED 621: Language Arts Strategies: Students with Mild/Moderate Disabilities (hybrid online)

Evaluations ($N = 6$, 100%)

#06 $M = 5.00$; $SD = 0.00$

#09 $M = 5.00$; $SD = 0.00$

#10 $M = 5.00$; $SD = 0.00$

#12 $M = 4.83$; $SD = 0.41$

#13 $M = 5.00$; $SD = 0.00$

#14 $M = 5.00$; $SD = 0.00$

#15 $M = 5.00$; $SD = 0.00$

Fall 2018

SPED 603: Principles of Behavior (hybrid online)

Evaluations ($N = 14$, 93.33%)

#06 $M = 4.50$; $SD = 0.65$

#09 $M = 4.71$; $SD = 0.61$

#10 $M = 4.57$; $SD = 0.65$

#12 $M = 4.57$; $SD = 0.65$

#13 $M = 4.93$; $SD = 0.27$

#14 $M = 4.21$; $SD = 0.80$

#15 $M = 4.93$; $SD = 0.27$

SPED 630: Positive Behavior Supports (hybrid online)

Evaluations ($N = 24$, 96.00%)

#06 $M = 4.57$; $SD = 0.79$

#09 $M = 4.33$; $SD = 0.96$

#10 $M = 4.58$; $SD = 0.65$

#12 $M = 4.42$; $SD = 1.02$

#13 $M = 4.75$; $SD = 0.44$

#14 $M = 4.43$; $SD = 0.95$

#15 $M = 4.50$; $SD = 0.98$

SPED 760: Grant Development and Procurement

Evaluations ($N = 9$, 100%)

#06 $M = 3.89$; $SD = 1.27$

#09 $M = 3.56$; $SD = 1.01$

#10 $M = 4.33$; $SD = 0.50$

#12 $M = 3.88$; $SD = 0.64$

#13 $M = 4.22$; $SD = 0.44$

#14 $M = 4.22$; $SD = 0.44$

#15 $M = 4.00$; $SD = 0.87$

Note. Prior to fall 2018 UH's online "Course and Faculty Evaluation" used a Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*):

#07 – The instructor presented concepts clearly and effectively.

#11 – The instructor provided specific meaningful feedback.

#12 – The instructor was accessible to students.

#17 – The instructor's feedback was useful.

#18 – The instructor is enthusiastic about the course material.

#19 – The instructor was easy to talk with and available for consultation.

#20 – The instructor tells students when they have done especially well.

Summer 2018

SPED 641B: Seminar in Issues in Special Education – Topic: Current Issues and Trends (online)
Evaluations ($N = 18$, 94.74%)

#07 $M = 4.67$; $SD = 0.84$

#11 $M = 4.78$; $SD = 0.73$

#12 $M = 4.82$; $SD = 0.39$

#17 $M = 4.72$; $SD = 0.75$

#18 $M = 4.78$; $SD = 0.55$

#19 $M = 4.72$; $SD = 0.57$

#20 $M = 4.76$; $SD = 0.56$

Spring 2018

SPED 621: Language Arts Strategies: Students with Mild/Moderate Disabilities (hybrid online)
Evaluations ($N = 5$, 71.43%)

#07 $M = 4.60$; $SD = 0.55$

#11 $M = 4.60$; $SD = 0.55$

#12 $M = 4.60$; $SD = 0.55$

#17 $M = 4.50$; $SD = 0.58$

#18 $M = 4.60$; $SD = 0.55$

#19 $M = 4.60$; $SD = 0.55$

#20 $M = 4.60$; $SD = 0.55$

SPED 626: Field Experiences in Special Education
Independent study: Paula Ulloa

Fall 2017

SPED 603: Principles of Behavior (hybrid online)
Evaluations ($N = 22$, 100%)

#07 $M = 4.55$; $SD = 0.91$

#11 $M = 4.64$; $SD = 0.73$

#12 $M = 4.77$; $SD = 0.43$

#17 $M = 4.67$; $SD = 0.66$

#18 $M = 4.80$; $SD = 0.52$

#19 $M = 4.67$; $SD = 0.66$

#20 $M = 4.75$; $SD = 0.55$

SPED 526: Field Experiences in Special Education—Post Baccalaureate
SPED 528: Internship in Special Education—Post Baccalaureate Programs

Master's Degree and *PhD Student Advising

2017-2018	2018-2019	2019-2020	2020-2021
Peter Van	Kristina Brown	Kristina Brown	*Roxanne Bristol
Tuyl	Sharlene Curry	Sharlene Curry	Sharlene Curry
	Katherine DeKemper	Katherine DeKemper	Thomas Davies

Kristina DeWitt	Kristina DeWitt	Katherine DeKemper
Aya Frank	Saint-Marie Gough	Kristina DeWitt
Saint-Marie Gough	Sarah Hyde	Mary Beth Jones
Sarah Hyde	Mary Beth Jones	Amelia Kyewich
Mary Beth Jones	Tracy Kaichi	Allan Mamaclay
Tracy Kaichi	Amelia Kyewich	Rebecca Medeiros
Amelia Kyewich	Allan Mamaclay	Pamela Moniz-Pena
Allan Mamaclay	Rebecca Medeiros	Kirk Nakaki
Katie McDougall	Pamela Moniz-Pena	Tuere Williams
Rebecca Medeiros	Caitlin Mueller	
Pamela Moniz-Pena	Kirk Nakaki	
Caitlin Mueller	Susan Rupp	
Kirk Nakaki	Stephen Ventimilia	
Susan Rupp	Tuere Williams	
Peter Van Tuyl	Jason Wisdom	
Stephen Ventimilia		
Tuere Williams		
Jason Wisdom		

Doctoral Student Committee Membership

2018-2019	2019-2021	2020-2021
Jenna Caparoso	Kaitlin Hill	Tierney Barcarse

University of Kansas

Note. KU's online "Student Survey of Teaching" used a Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*):

#5 – Teaching was clear, understandable, and engaging.

#6 – Encouraging, supportive, and involved in my learning the course material.

#7 – Available, responsive, and helpful.

#8 – Demonstrated respect for students and their points of view.

Fall 2017

SPED 743: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management (online)

Evaluations ($N = 16$, 61.5%)

#5 $M = 3.31$; $SD = 1.62$

#6 $M = 3.88$; $SD = 1.54$

#7 $M = 4.06$; $SD = 1.24$

#8 $M = 4.13$; $SD = 1.02$

Spring 2017

SPED 743: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management (online)

Evaluations ($N = 13$, 65%)

#5 $M = 4.00$; $SD = 1.08$

#6 $M = 4.23$; $SD = 0.83$

#7 $M = 4.46$; $SD = 0.88$

#8 $M = 4.23$; $SD = 1.01$

Fall 2016

SPED 743: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management (online)

Evaluations ($N = 11$, 50%)

#5 $M = 3.18$; $SD = 1.17$

#6 $M = 4.27$; $SD = 0.79$

#7 $M = 4.45$; $SD = 0.69$

#8 $M = 4.36$; $SD = 0.67$

Summer 2016

SPED 743: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management (online)

Evaluations ($N = 21$, 84%)

#5 $M = 4.29$; $SD = 1.06$

#6 $M = 4.67$; $SD = 0.91$

#7 $M = 4.76$; $SD = 0.89$

#8 $M = 4.67$; $SD = 0.91$

Spring 2015

SPED 743: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management (teaching assistant)

California State University, Long Beach

Note. New questions were developed for the “Student Perceptions of Teaching” questionnaire starting fall 2012 using a Likert-type scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*):

#1 – Class time was used efficiently.

#2 – Concepts were presented in a manner that helped me learn.

#5 – The instructor was effective at teaching the subject matter in this course.

Fall 2012

EDP 560: Behavioral Analysis and Positive Behavioral Interventions

Evaluations ($N = 19$)

#1 $M = 5.59$; $SD = 0.71$

#2 $M = 5.88$; $SD = 0.33$

#5 $M = 5.82$; $SD = 0.53$

Note. Prior to fall 2012, the “Student Perceptions of Teaching” questionnaire used a Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*):

- #5 – The instructor was well prepared for class.
- #6 – The instructor was effective in presenting subject content and materials in the class.
- #8 – Rate the overall teaching effectiveness of this instructor in this course.

Spring 2012

EDSP 355B: Collaborative Models of Inclusive Education: Partnerships and Strategies for Teaching All Students in Secondary Schools

Evaluations ($N = 26$)

#5 $M = 4.76$; $SD = 0.43$

#6 $M = 4.57$; $SD = 0.57$

#8 $M = 4.73$; $SD = 0.45$

EDSP 546C: Practicum in Special Education: Masters

Evaluations: ($N = 11$)

#5 $M = 4.90$; $SD = 0.30$

#6 $M = 4.72$; $SD = 0.46$

#8 $M = 4.80$; $SD = 0.42$

SERVICE**International**

Witte, A. & Sheridan, S. (2024, June 12-14). *Teachers and parents as partners: Promoting emotional and behavioral health through technology* [Conference presentation discussant]. Kent State International Summit on Learning and Behavioral Health, Florence, Italy.

Ryan, J., Randall, K., & Walters, E. (2024, June 12-14). *Supporting the social and emotional needs of students with intellectual disabilities in post-secondary education programs* [Conference presentation discussant]. Kent State International Summit on Learning and Behavioral Health, Florence, Italy.

Division for Emotional and Behavioral Health and Division of International Special Education and Services. (2023, September 30). *International perspectives: Knowledge and strategies to support mental health of students in school-based settings around the globe*. International webinar panel on Zoom featuring G.A. Rangel-Rodriguez, M. Haris, D.J. Royer, & T.J. Landrum, moderated by N. Bhana.

National

2024 – 2025 Member, CEC *Finance and Audit Standing Committee*

Common, E. A., Royer, D. J., & Buckman, M. M. (2024, August 9). *Systematic reviews for EPIC research: Conducting and evaluating systematic reviews*. Presentation to Project EPIC doctoral students at University of Kansas and Arizona State University (online).

2024, June	Co-Presenter, <i>Ci3T Train the Trainers Three-Day Professional Learning Series</i> . Presented virtually.
2023, June	
2022, June	
2021, June	
2020, June	
2021 – present	Treasurer, CEC <i>Division for Emotional and Behavior Health</i> (DEBH)
2023, June	Co-Presenter and coach, <i>Ci3T Implementers Forum</i> . Presented virtually.
2022, June	
2021, June	
2020, June	
2019, June	Co-Presenter, <i>Ci3T Train the Trainers Three-Day Professional Learning Series</i> . Lawrence, KS.
2018, June	Co-Presenter, <i>Ci3T Trainer of Trainers Three-Day Professional Learning Series</i> . Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (June 19-21, 2018). Ci3T Trainer of Trainers Workshop (Ci3T TOT). Lawrence, KS.
2018, January	Guest presenter, <i>Productive Scholars Writing Group</i>
2017 – 2021	Treasurer, <i>Council for Children with Behavioral Disorders</i> (CCBD)
2017, June	Co-Presenter, <i>Ci3T Trainer of Trainers Three-Day Professional Learning Series</i> . Lane, K. L., Oakes, W. P., Cantwell, E. D., & Royer, D. J. (June 20-22, 2017). Ci3T Trainer of Trainers Workshop (Ci3T TOT). Lawrence, KS.
2016 – 2017	Co-presenter, <i>Moving Forward with Ci3T Model of Prevention: Project SUPPORT & SUCCEED</i> year-long professional learning series, Lawrence, KS.
2015, Nov.	Delta Tau Delta International Fraternity <i>Programming Summit</i> invited contributor to determine future direction of all educational and leadership programming

Journals

2023 – 2024	Guest editor special issue on behavior-specific praise, <i>Frontiers in Education</i>
2023, spring	Guest associate editor for TECBD special issue, <i>Education and Treatment of Children</i>
2022 – present	Guest reviewer, <i>Psychology in the Schools</i>
2022 – present	Guest reviewer, <i>Journal of Behavioral Education</i>

- 2021 – present Editorial board member, *Education and Treatment of Children*
- 2020 – present Editorial board member, *Remedial and Special Education*
- 2019 – present Guest reviewer, *Perspectives on Behavior Science*
- 2019 – present Guest reviewer, *Journal of Child and Family Studies*
- 2019 – present Guest reviewer and editorial board member, *Teacher Education and Special Education*
- 2019 – present Guest reviewer, *Exceptionality*
- 2017 – present Guest reviewer and editorial board member, *Behavioral Disorders*
- 2015 – present Guest reviewer, *Education and Treatment of Children*
- 2015 – present Guest reviewer, *Journal of Positive Behavior Interventions*
- 2013 – present Guest reviewer, *Remedial and Special Education*

Conferences

- 2022, March Badar-Kauffman Conference session moderator
- 2020, June Council for Exceptional Children (CEC) 2021 Special Education Convention & Expo proposal reviewer
- 2019, April Council for Exceptional Children (CEC) 2020 Special Education Convention & Expo proposal reviewer
- 2018, Aug. Association for Positive Behavior Support (APBS) 2018 international conference proposal reviewer
- 2018, May Council for Exceptional Children (CEC) 2019 Special Education Convention & Expo proposal reviewer
- 2017, Sept. National PBIS Leadership Forum conference volunteer
- 2017, Oct. Teacher Educators for Children with Behavior Disorders (TECBD) conference volunteer
- 2017, Oct. Pacific Rim International Conference on Disability and Diversity (PacRim) conference volunteer and keynote introducer

2016, Oct.	Teacher Educators for Children with Behavior Disorders (TECBD) conference volunteer
2015, Oct.	Teacher Educators for Children with Behavior Disorders (TECBD) conference volunteer
2015, Sept.	Council for Children with Behavioral Disorders (CCBD) conference volunteer
2015	Council for Children with Behavioral Disorders (CCBD) conference proposal reviewer
2014, Oct.	Teacher Educators for Children with Behavior Disorders (TECBD) conference volunteer

Regional and Community

- 2024, Sept 26 *Ci3T resources for supporting teachers to meet students' multiple academic, behavioral, and social needs.* Morning and afternoon virtual presentations to Jefferson County Public Schools' exceptional childhood education program leads and department chairs, Louisville, KY.
- Lane, K. L., & Royer, D. J. (2022, September). *Systematic screening in integrated tiered systems: The hows and whys.* A virtual presentation for Jessamine County Schools, Jessamine, KY.
- 2022-2023 *Project EMPOWER Kentucky: Identifying and Supporting K-12 Students Within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs.* A six-part series of 2-hour professional learning presentations in-person to Kentucky educators in Louisville, KY.
- 2020-2021 *Ci3T Implementation Support Professional Learning Series.* A five-part online series of 2-hour professional learning presentation to middle and high school leadership teams in Southwest Vermont Supervisory Union, Bennington, VT.
- 2020-2021 *Project KUALIMA: Identifying and Supporting K-12 Students Within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs.* A five-part online series of 2-hour free-access professional learning sessions, Honolulu, HI.
- Royer, D. J., Buckman, M. M., & Oakes, W. P. (2020, March). *Supporting student success across the tiers.* A Ci3T implementation support professional learning series presentation to school leadership teams in Southwest Vermont Supervisory Union, Bennington, VT.
- Royer, D. J. & Brown, K. L. (2019, December). *Systematic behavior screening within a three-tiered model of prevention.* Three professional learning presentations to cohorts of 14

school leadership teams at Pearl Country Club, Aiea; Kea‘au High School, Hilo; and Windward Community College, Kaneohe, HI.

Sumida, L., Morimoto, L., & Royer, D. J. (2019, October). *Students lead the way! Exploring student-directed IEPs*. Two professional learning presentations at the Radford Complex Summit, Radford High School, Honolulu, HI.

2019-2020 *Project KUALIMA: Identifying and Supporting K-12 Students Within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs*. A five-part series of 2-hour free-access professional learning sessions at Hawai‘i State Department of Education Office of Student Support Services, Honolulu, HI.

2019, July *Ci3T Hawai‘i Train the Trainers Three-Day Professional Learning Series*. Royer, D. J., Lane, K. L., Oakes, W. P., & Brown, K. L. (July 9-11, 2019). Hawai‘i state Department of Education Office of Student Support Services, Honolulu, HI.

Sumida, L., Morimoto, L., & Royer, D. J. (2018, August). *Students lead the way! Exploring student-led IEPs and developing self-determination*. A full-day professional learning presentation at Aliamanu Middle School, Honolulu, HI.

2018-2019 *Project KUALIMA: Identifying and Supporting K-12 Students Within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs*. A five-part series of 2-hour free-access professional learning sessions at Leeward Community College, Pearl City, HI.

Royer, D. J., & Sheehey, P. H. (2018, May). *Self-determination and self-advocacy: School and family collaboration*. A presentation to New Horizons: A Support Group for Teachers, Punahou Families, and Children with Learning Differences at Punahou School, Honolulu, HI.

2017-2018 *Project KUALIMA: Identifying and Supporting K-12 Students Within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs*. A five-part series of 2-hour free-access professional learning sessions at Kapi‘olani Community College, Honolulu, HI.

Lane, K. L., Buckman, M. M., Cantwell, E. D., Royer, D. J. (2017, November). *Ci3T implementation technology support day 2: Reporting treatment integrity and social validity data*. A professional learning session presented at Joseph R. Pearson Hall, Lawrence, KS

Lane, K. L., Cantwell, E. D., Royer, D. J., Buckman, M. M. (2017, October). *Ci3T implementation technology support day 1: Collecting treatment integrity and social validity data*. A professional learning session presented at Joseph R. Pearson Hall, Lawrence, KS

2015, Feb.	Midwest Symposium for Leadership in Behavior Disorders (MSLBD) symposium volunteer
2014, Feb.	Midwest Symposium for Leadership in Behavior Disorders (MSLBD) symposium volunteer
2013-2014	Project EMPOWER volunteer. <i>Identifying and supporting K-12 students within the context of three-tiered models of prevention to meet students' multiple needs: A collaborative effort.</i> A series of six professional learning sessions offered to local educators and greater community. Lawrence, KS.
2013-2017	Delta Tau Delta International Fraternity, Gamma Tau chapter advisor, University of Kansas; Iota Epsilon chapter founding father, Chapman University.

University

2019-2021	<i>Hawai'i State Special Education Advisory Council</i> University of Hawai'i representative
2019-2021	<i>Undergraduate Research Opportunities Program</i> committee member

College

2024-2025	<i>Committee on Committees</i> , chair
2024-present	<i>Master of Education, Learning and Behavioral Disorders</i> program coordinator
2024-present	<i>Master of Arts in Teaching, Learning and Behavioral Disorders</i> program coordinator
2023, Spring	<i>College of Education and Human Development Teaching Reading Task Force</i> member / department representative
2022, Fall	<i>Elementary, Middle, and Secondary Teacher Education Department Literacy Education Open Rank Search Committee</i> member / external representative
2022, Fall	<i>College of Education and Human Development Recruiter of Undergraduates Search Committee</i> member / department representative
2022-present	<i>Graduate Teaching Assistant Excellence in Teaching Award Committee</i> member
2022-present	<i>Committee on Committees</i> member
2020, March	<i>Exceptional Students and Elementary Education Program</i> interviewer of applicants

- 2019, Jan. *Exceptional Students and Elementary Education Program* interviewer of applicants
- 2018, Nov. *College of Education New Faculty Mentoring Program* speaker
- 2018, April *Student-Faculty Research Night* featured speaker

Department

- 2023, Sumr *Learning and Behavior Disorders Clinical Faculty Search Committee* member
- 2021-present *Special Education, Early Childhood, and Prevention Science Department Personnel Committee* member (chair fall 2024)
- 2021-present *Learning and Behavior Disorders Committee* member
- 2020, May *Graduate Assistants Special Education Department Search Committee* chair
- 2019-2020 *Special Education Department Personnel Committee* member
- 2019-2020 *Limited Term Faculty preK-6 Severe Disabilities/Autism Search Committee* member (post-baccalaureate and blended early childhood programs)
- 2018-2020 *BCBA Committee* member
- 2018-2019 *Severe/Autism-BCBA Search Committee* member
- 2017-2018 *Limited Term Faculty Severe Disabilities/Autism Search Committee* member
- 2017-2018 *Severe/Autism-BCBA Search Committee* member
- 2017-2021 *Master of Education Committee* member

Royer, D. J. (2024, October). *The journey to a defined line of inquiry*. Guest speaker for EDSP 711 doctoral seminar. University of Louisville, Kentucky.

Royer, D. J. (2024, September). *Reliability and validity: How do we know an assessment is psychometrically sound?* Guest lecturer for EDSP 516. University of Louisville, Kentucky.

Royer, D. J. (2023, February 8). *Conducting and evaluating systematic literature reviews*. Presentation to master's degree and doctoral students in the College of Education and Human Development. University of Louisville, Kentucky.

Royer, D. J. (2022, November). *Assessment in tiered models of prevention*. Guest lecturer for EDTP 355. University of Louisville, Kentucky.

- Royer, D. J. (2021, September). *Problem behavior and positive behavioral interventions and supports (PBIS)*. Guest lecturer for doctoral program seminar EDPS 66400. Purdue University, Indiana (online).
- Royer, D. J. (2020, October). *Student-directed individualized education programs: Supporting self-advocacy and self-determination*. Guest lecturer for ESEE 321. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2020, March). *Multi-tiered system supports and student-led IEP: Everything you wanted to know and were brave enough to ask*. Guest lecturer for ESEE 311. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2020, January). *Defining yourself as a scholar*. Guest presenter for doctoral program seminar. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2019, October). *Student-directed individualized education programs: Self-determination and self-advocacy in action*. Guest lecturer for ESEE 321. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2018, April). *Self-determination: Causal agency theory, self-management, and the Self-Determination Inventory Student Report*. Guest lecturer for SPED 614. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2018, April). *Systems and systematic screening*. Guest lecturer for SPED 671. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2018, April). *Instruction³: Instruction in inclusive settings, peer-mediated instruction, social skills group instruction*. Guest lecturer for SPED 614. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2018, April). *Becoming a productive scholar: Defining your lines of inquiry and establishing research structures to support your scholarship*. Guest presenter for doctoral program seminar. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2017, August). *Behavioral principals, measurement systems, single-case research designs, and visual analysis*. Guest lecturer for SPED 630. University of Hawai‘i at Mānoa, Honolulu.
- Royer, D. J. (2017, April). *Single-case research: Combination and other designs*. Guest lecturer presenting on less published single-case research designs to SPED 990. University of Kansas, Lawrence.
- Royer, D. J. (2017, April). *Preparing for life after the program: Year by year*. A brown bag talk for KU Professionals for Inclusion & Social Justice. University of Kansas, Lawrence.

- 2014-2015 *Knowledge and Mobilization Committee* doctoral student representative. Focused on raising awareness of faculty research through award nominations (local, regional, and national), social media, presentations, professional learning offerings, and journal access.
- Royer, D. J. (2015, October). *Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Building a multi-tiered system of supports with an integrated focus*. Guest lecturer presenting an overview of Ci3T to SPED 326. University of Kansas, Lawrence.
- Royer, D. J. (2015, March). *Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Building a multi-tiered system of supports with an integrated focus*. Guest lecturer presenting an overview of Ci3T to SPED 326. University of Kansas, Lawrence.
- Royer, D. J. (2014, October). *Comprehensive, integrated, three-tiered (Ci3T) models of prevention: Building a multi-tiered system of supports with an integrated focus*. Guest lecturer presenting an overview of Ci3T to SPED 326. University of Kansas, Lawrence.
- Royer, D. J. (2013, January). *My IEP: A student-directed individualized education program model*. Guest lecturer, presenting to future education specialists. California State University, Long Beach.
- Royer, D. J. (2011, May). *Special education service delivery options*. Presentation to all school of education faculty who prepare and instruct general education teacher candidates. California State University, Long Beach.

Mentorship

- 2023-present Jenny Hogg, Nicholas Newton, and Amber Priddy, University of Louisville. Supported doctoral students through three behavior-specific praise intervention studies
- 2022-2024 Abbigail Marie Long, University of Louisville. Supported doctoral student through reading intervention studies, department requirements, and dissertation.
- 2020-present Jessica Lau, University of Hawai‘i at Mānoa. Supported undergraduate student through basics of research procedures and volunteering with Project KUALIMA, then through her master’s degree studies and continued work with KUALIMA.
- 2020-2023 Paloma Pérez, University of Kansas. Supported doctoral student through systematic literature review, general research activities, and dissertation.
- 2020-2021 Vanessa Liang, University of Hawai‘i at Mānoa. Supported undergraduate student through basics of research procedures and volunteering with Project KUALIMA.
- 2016-2022 Mark Matthew Buckman, University of Kansas. Supported doctoral student through course planning, department requirements, and research activities.

- 2013-2015 Emily Dawn Cantwell, University of Kansas. Supported master's degree candidate through thesis: implementation of middle school book study project, thesis writing, revising, and submitting.
- 2013-2014 Kellie Elizabeth Bireley, University of Kansas. Supported master's degree candidate through thesis writing, revising, and submitting process.

Public School

- 2010-2011 David Starr Jordan High School, Schedule Committee, Chair
- 2006-2008 David Starr Jordan High School, Special Education Department Chair

REFERENCES

Available upon request.