

VITA

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BIRTHDATE: October 30, 1959; Denver, CO

MARITAL STATUS: Married (2 children, 2 grandchildren)

EDUCATION

- 1981 B.S., (Cum Laude) Colorado State University, Psychology
1983 M.S., Colorado State University, Combined School/Experimental Psychology (Thesis: *Temporal mediation of response-response relationships*)
1985 Ph.D., (APA Accredited Program) University of Nebraska-Lincoln, School Psychology (Dissertation: *Functional equivalence and concurrent schedule responding: Toward an understanding of response covariation in preschool-age children*)

AWARDS AND HONORS

- 1990 Lightner Witmer Award for Research, Division 16, American Psychological Association
1995 Outstanding Teacher of the Year Award, University College, Syracuse University
1995-2003 Member, Board of Directors, Society for the Experimental Analysis of Behavior
1996-Pres Fellow, Division 16, American Psychological Association
1997 Distinguished Alumnus, 90th Anniversary Celebration, Teachers College, University of Nebraska
2000-2001 Vice President, Board of Directors, Society for the Experimental Analysis of Behavior
2000-Pres Member, Society for the Study of School Psychology
2002 Editorial Appreciation Award, *School Psychology Review*
2003-Pres Member, Professional Advisory Board, The May Institute

2006	Excellence in Graduate Education Faculty Recognition Award
2007	Catalyst Scholar for the School Psychology Research Collaboration Conference
2007	Faculty Advisor of the Year Award, College of Arts and Sciences
2013-17	Member, Scientific Advisory Panel, <i>School Psychology Review</i>
2016	Consultant, Single-Case Design Module, National Consortium for Leadership in Intensive Interventions, Office of Special Education Programs, U.S. Department of Education
2018-Pres	Fellow, Association for Behavior Analysis International

PROFESSIONAL EXPERIENCE

1979-81	Research Coordinator, Colorado State University
1981	Program Evaluator, Jefferson County Public School District, Colorado
1983	Research Consultant, Cherry Creek Public School District, Colorado
1984	Graduate Research Assistant, University of Nebraska-Lincoln
1985	Pre-doctoral Intern, New Orleans Public Schools
1986	School Psychologist, New Orleans Public Schools
1986-91	Assistant Professor, Department of Psychology and School of Education, Syracuse University
1991-97	Associate Professor, Department of Psychology, Syracuse University
1998-07	Director of Training, School Psychology Program, Syracuse University
2001-11	Coordinator and University Contact Person, The Annual Eric F. Gardner Conference and Fund
2007-08	Associate Chair, Department of Psychology, Syracuse University
2009	Chair, Department of Psychology, Syracuse University
1997-Pres	Professor, Department of Psychology, Syracuse University
2008-Pres	Faculty Visitor, Syracuse University Project Advance (SUPA)
2008-Pres	Adjunct Professor, Exercise Science Department, Syracuse University

EDITORIAL EXPERIENCE

Editor	2009-2012	<i>Journal of Behavioral Education</i>
Associate Editor	1993-96 1991-94	<i>Journal of Applied Behavior Analysis</i> <i>School Psychology Quarterly</i>
Guest Associate Editor	2015-17 1992-08 1995 1988	<i>Journal of Behavioral Education</i> <i>Journal of Applied Behavior Analysis</i> <i>Journal of Behavioral Education</i> <i>School Psychology Review</i>
Editorial Board	1998-10	<i>Journal of Applied Behavior Analysis</i>

1986-08 *School Psychology Review*
 1998-02 *School Psychology Quarterly*
 2006-08 *Journal of School Psychology*
 2000-08,
 2013-Pres *Journal of Behavioral Education*

Ad Hoc Reviewer Buros Institute of Mental Measurements, Longman Publishing, Academic Press, *Journal of School Psychology*, *Journal of Behavioral Education*, *Journal of Applied Behavior Analysis*, *Journal of Special Education*, *Aggressive Behavior*, *American Journal on Mental Retardation*, *Behavior Research Methods, Instruments, and Computers*, *Journal of Educational and Psychological Consultation*, *School Psychology Quarterly*, *Behavior Modification*, *Journal of the Experimental Analysis of Behavior*, *Behavior Research Methods*, *Perspectives on Behavior Science (formerly the Behavior Analyst)*

PUBLICATIONS

Articles in Refereed Journals

1. Witt, J.C., Hannafin, M.J., & Martens, B.K. (1983). Home-based reinforcement: Behavioral covariation between academic performance and inappropriate behavior. *Journal of School Psychology*, 21, 337-348.
2. Witt, J.C., & Martens, B.K. (1983). Assessing the acceptability of behavioral interventions used in classrooms. *Psychology in the Schools*, 20, 510-517.
3. Witt, J.C., Elliott, S.N., & Martens, B.K. (1984). Acceptability of behavioral interventions used in classrooms: The influence of amount of teacher time, severity of behavior problem, and type of intervention. *Behavior Disorders*, 9, 95-104.
4. Witt, J.C., Martens, B.K., & Elliott, S.N. (1984). Factors affecting teachers' judgments of the acceptability of behavioral interventions: Time involvement, behavior problem severity, and type of intervention. *Behavior Therapy*, 15, 204-209. (Reprinted in *Behavioral Disorder*, 43, 262-268).
5. Witt, J.C., & Martens, B.K. (1984). Adaptive behavior: Tests and assessment issues. *School Psychology Review*, 13, 478-484.
6. Martens, B.K., & Witt, J.C. (1984). Assessment and prediction in an ecological system: Application of the general linear model to the response class concept. *Journal of Behavioral Assessment*, 6, 197-206.
7. Martens, B.K., Witt, J.C., Elliott, S.N., & Darveaux, D.X. (1985). Teacher judgments concerning the acceptability of school-based interventions. *Professional Psychology: Research and Practice*, 16, 191-198.
8. Martens, B.K., Peterson, R.L., Witt, J.C., & Cirone, S. (1986). Teacher perceptions of school based interventions. *Exceptional Children*, 53, 213-223.

9. Martens, B.K., & Keller, H.R. (1987). Training school psychologists in the scientific tradition. *School Psychology Review*, 16, 329-337.
10. Witt, J.C., & Martens, B.K. (1988). Problems with problem-solving consultation: A re-analysis of assumptions, methods, and goals. *School Psychology Review*, 17, 211-226.
11. Martens, B.K., Muir, K.A., & Meller, P.J. (1988). Rewards common to the classroom setting: A comparison of regular and self-contained room student ratings. *Behavioral Disorders*, 13, 169-174.
12. Martens, B.K., & Witt, J.C. (1988). Expanding the scope of behavioral consultation: A systems approach to classroom behavior change. *Professional School Psychology*, 3, 271-281.
13. Martens, B.K. (1988). Advances in classroom management. *School Psychology Review*, 17, 209-210.
14. Martens, B.K., Lewandowski, L.J., & Houk, J.L. (1989). The effects of entry information on the consultation process. *School Psychology Review*, 18, 225-234.
15. Martens, B.K., & Houk, J.L. (1989). The application of Herrnstein's law of effect to disruptive and on-task behavior of a retarded adolescent girl. *Journal of the Experimental Analysis of Behavior*, 51, 17-27.
16. Martens, B.K., & Meller, P.J. (1989). Influence of child and classroom characteristics on acceptability of interventions. *Journal of School Psychology*, 27, 237-245.
17. Martens, B.K., Lewandowski, L.J., & Houk, J.L. (1989). Correlational analysis of verbal interactions during the consultative interview and consultees' subsequent perceptions. *Professional Psychology: Research and Practice*, 20, 334-339.
18. Martens, B.K. (1990). A context analysis of contingent teacher attention. *Behavior Modification*, 14, 138-156.
19. Lewandowski, L.J., & Martens, B.K. (1990). Selecting and evaluating standardized reading tests. *Journal of Reading*, 33, 384-388.
20. Martens, B.K., Halperin, S., Rummel, J.E., & Kilpatrick, D. (1990). Matching theory applied to contingent teacher attention. *Behavioral Assessment*, 12, 139-155.
21. Meller, P.J., Martens, B.K., & Hurwitz, S. (1990). Variables influencing perceptions of liability: A case for treatment acceptability assessment. *School Psychology Quarterly*, 5, 237-255.
22. Martens, B.K., Deery, K.S., & Gherardi, J.P. (1991). An experimental analysis of reflected affect versus reflected content in consultative interactions. *Journal of Educational and Psychological Consultation*, 2, 117-132.
23. Martens, B.K., Lochner, D.G., & Kelly, S.Q. (1992). The effects of variable-interval reinforcement on academic engagement: A demonstration of matching theory. *Journal of Applied Behavior Analysis*, 25, 143-151.
24. Martens, B.K., Erchul, W.P., & Witt, J.C. (1992). Quantifying verbal interactions in school-based consultation: A comparison of four coding schemes. *School Psychology Review*, 21, 109-124.
25. Martens, B.K. (1992). Contingency and choice: The implications of matching theory for classroom instruction. *Journal of Behavioral Education*, 2, 121-137.
26. Martens, B.K. (1992). The difference between a good theory and a good treatment is a

- matter of degree. *School Psychology Quarterly*, 7, 104-107.
27. Martens, B.K. & Kelly, S.Q. (1993). A behavioral analysis of effective teaching. *School Psychology Quarterly*, 8, 10-26.
 28. Martens, B.K. (1993). Social labeling, precision of measurement, and problem solving: Key issues in the assessment of children's emotional problems. *School Psychology Review*, 22, 308-312.
 29. Aldrich, S.F., & Martens, B.K. (1993). The effects of behavioral problem analysis versus instructional environment information on teachers' perceptions. *School Psychology Quarterly*, 8, 110-124.
 30. Martens, B.K. (1993). A case against magical thinking in school-based intervention. *Journal of Educational and Psychological Consultation*, 4, 185-189.
 31. Kratochwill, T.R., & Martens, B.K. (1994). Applied behavior analysis and school psychology. *Journal of Applied Behavior Analysis*, 27, 3-5.
 32. Daly, E.J., & Martens, B.K. (1994). A comparison of three interventions for increasing oral reading performance: Application of the Instructional Hierarchy. *Journal of Applied Behavior Analysis*, 27, 459-469.
 33. Peterson, F.M., & Martens, B.K. (1995). A comparison of behavioral interventions reported in treatment studies and programs for adults with developmental disabilities. *Research in Developmental Disabilities*, 16, 27-41.
 34. Martens, B.K., Steele, E.S., Massie, D.R., & Diskin, M.T. (1995). Curriculum bias in standardized tests of reading decoding. *Journal of School Psychology*, 33, 287-296.
 35. Martens, B.K., Kelly, S.Q., & Diskin, M.T. (1996). The effects of two sequential-request strategies on teachers' acceptability and use of a classroom intervention. *Journal of Educational and Psychological Consultation*, 7, 211-221.
 36. Daly, E.J., Martens, B.K., Kilmer, A., & Massie, D.R. (1996). The effects of instructional match and content overlap on generalized reading performance. *Journal of Applied Behavior Analysis*, 29, 507-518.
 37. Martens, B.K., Hiralall, A.S., & Bradley, T.A. (1997). A note to teacher: Improving student behavior through goal setting and feedback. *School Psychology Quarterly*, 12, 33-41.
 38. Martens, B.K. & Hiralall, A.S. (1997). Scripted sequences of teacher interaction: A versatile, low-impact procedure for increasing appropriate behavior in a nursery school. *Behavior Modification*, 21, 308-323.
 39. Daly, E.J., Wright, J.A., Kelly, S.Q., & Martens, B.K. (1997). Measures of early academic skills: Reliability and validity with a first grade sample. *School Psychology Quarterly*, 12, 268-280.
 40. Martens, B.K., Bradley, T.A., & Eckert, T.L. (1997). Effects of reinforcement history and instructions on the persistence of student engagement. *Journal of Applied Behavior Analysis*, 30, 569-572.
 41. Daly, E.J., Witt, J.C., Martens, B.K., & Dool, E.J. (1997). A model for conducting a functional analysis of academic performance problems. *School Psychology Review*, 26, 554-574.
 42. Daly, E.J., Martens, B.K., Dool, E.J., & Hintze, J.M. (1998). Using brief functional

- analysis to select interventions for oral reading. *Journal of Behavioral Education*, 8, 203-218.
43. Hiralall, A.S., & Martens, B.K. (1998). Teaching classroom management skills to preschool staff: The effects of scripted instructional sequences on teacher and student behavior. *School Psychology Quarterly*, 13, 94-115.
 44. Daly, E.J., Martens, B.K., Hamler, K., Dool, E.J., & Eckert, T.L. (1999). A brief experimental analysis for identifying instructional components needed to improve oral reading fluency. *Journal of Applied Behavior Analysis*, 32, 83-94.
 45. Martens, B.K., Eckert, T.L., Bradley, T.A., & Ardoin, S.P. (1999). Identifying effective treatments from a brief experimental analysis: Using single-case design elements to aid decision making. *School Psychology Quarterly*, 14, 163-181.
 46. Ardoin, S.P., Martens, B.K., & Wolfe, L.A. (1999). Using high-probability request sequences with fading to increase student compliance during transitions. *Journal of Applied Behavior Analysis*, 32, 339-351. (Reprinted in Neef, N.A., Iwata, B.A., Horner, R.H., Lerman, D., Martens, B.K., & Sainato, D.S. (Eds.). (2004). *Behavior analysis in education (2nd Ed.): From the Journal of Applied Behavior Analysis Reprint Series (Vol. 3, pp. 259-270)*. Lawrence, KS: Society for the Experimental Analysis of Behavior.)
 47. Martens, B.K., & Daly, E.J. (1999). Discovering the alphabetic principle: A lost opportunity for educational reform. *Journal of Behavioral Education*, 9, 33-41.
 48. McDougal, J.L., Clonan, S.M., & Martens, B.K. (2000). Using organizational change procedures to promote the acceptability of prereferral intervention services: The school-based intervention team project. *School Psychology Quarterly*, 15, 149-171.
 49. Martens, B.K., & Eckert, T.L. (2000). The essential role of data in psychological theory. *Journal of School Psychology*, 38, 369-376.
 50. Ardoin, S.P., & Martens, B.K. (2000). Testing the ability of children with ADHD to accurately report the effects of medication on their behavior. *Journal of Applied Behavior Analysis*, 33, 593-610.
 51. Berkowitz, M.J., & Martens, B.K. (2001). Assessing teachers' and students' preferences for school-based reinforcers: Agreement across methods and different effort requirements. *Journal of Developmental and Physical Disabilities*, 13, 373-387.
 52. Chafouleas, S.M., & Martens, B.K. (2002). Accuracy-based phonological awareness tasks: Are they reliable, efficient, and sensitive to growth? *School Psychology Quarterly*, 17, 128-147.
 53. VanAuken, T.L., Chafouleas, S.M., Bradley, T.A., & Martens, B.K. (2002). Using brief experimental analysis to select oral reading interventions: An investigation of treatment utility. *Journal of Behavioral Education*, 11, 163-179.
 54. Martens, B.K., & Ardoin, S.P. (2002). Training school psychologists in behavior support consultation. *Child and Family Behavior Therapy*, 24, 147-163. (Reprinted in Luiselli, J.K., & Diament, C. (2002). *Behavior psychology in the schools: Innovations in evaluation, support, and consultation (pp. 147-163)*. New York: Haworth Press.)
 55. Eckert, T.L., Ardoin, S.P., Daly, E.J., & Martens, B.K. (2002). Improving oral reading fluency: A brief experimental analysis of combining an antecedent intervention with consequences. *Journal of Applied Behavior Analysis*, 35, 271-281.

56. Martens, B.K., Ardoin, S.P., Hilt, A., Lannie, A.L., Panahon, C.J., & Wolfe, L. (2002). Sensitivity of children's behavior to probabilistic reward: Effects of a decreasing-ratio lottery system on math performance. *Journal of Applied Behavior Analysis, 35*, 403-406.
57. Martens, B.K., Hilt, A.M., Needham, L.R., Sutterer, J.R., Panahon, C.J., & Lannie, A.L. (2003). Carryover effects of free reinforcement on children's work completion. *Behavior Modification, 27*, 560-577.
58. Ardoin, S.P., Martens, B.K., Wolfe, L.A., Hilt, A., & Rosenthal, B. (2004). A method for conditioning reinforcer preferences in students with moderate mental retardation. *Journal of Developmental and Physical Disabilities, 16*, 33-51.
59. Martens, B.K., & Witt, J.C. (2004). Competence, persistence, and success: The positive psychology of behavioral skill instruction. *Psychology in the Schools, 41*, 19-30.
60. Ardoin, S.P., & Martens, B.K. (2004). Training children to make accurate self-evaluations: Effects on behavior and the quality of self-ratings. *Journal of Behavioral Education, 13*, 1-23.
61. Chafouleas, S.M., Martens, B.K., Dobson, R.J., Weinstein, K.S., & Gardner, K.B. (2004). Fluent reading as the improvement of stimulus control: Additive effects of performance-based interventions to repeated reading on students' reading and error rates. *Journal of Behavioral Education, 13*, 67-81.
62. Lannie, A.L., & Martens, B.K. (2004). Effects of task difficulty and type of contingency on students' allocation of responding to math worksheets. *Journal of Applied Behavior Analysis, 37*, 53-65.
63. Bonfiglio, C.M., Daly, E.J., Martens, B.K., Lan-Hsiang, R.L., & Corsaut, S. (2004). An experimental analysis of reading interventions: Generalization across instructional strategies, time, and passages. *Journal of Applied Behavior Analysis, 37*, 111-114.
64. DiGennaro, F.D., Martens, B.K., & McIntyre, L.L. (2005). Increasing treatment integrity through negative reinforcement: Effects on teacher and student behavior. *School Psychology Review, 34*, 220-231.
65. Montarello, S., & Martens, B.K. (2005). Effects of interspersed brief problems on students' endurance at completing math work. *Journal of Behavioral Education, 14*, 249-266.
66. Eckert, T.L., Martens, B.K., & DiGennaro, F.D. (2005). Describing antecedent-behavior-consequence relations using conditional probabilities and the general operant contingency space: A preliminary investigation. *School Psychology Review, 34*, 520-528.
67. Begeny, J.C., & Martens, B.K. (2006). Assisting low-performing readers with a group-based reading fluency intervention. *School Psychology Review, 35*, 91-107.
68. Reed, D.D., Critchfield, T.S., & Martens, B.K. (2006). The generalized matching law in elite sport competition: Football play calling as operant choice. *Journal of Applied Behavior Analysis, 39*, 281-297.
69. Begeny, J.C., & Martens, B.K. (2006). Assessing pre-service teachers' training in empirically-validated behavioral instruction practices. *School Psychology Quarterly, 21*, 262-285.
70. Martens, B.K., Eckert, T.L., Begeny, J.C., Lewandowski, L.J., DiGennaro, F., Montarello, S., Arbolino, L., Reed, D.D., & Fiese, B.H. (2007). Effects of a fluency-building program

- on the reading performance of low-achieving second and third grade students. *Journal of Behavioral Education*, 16, 39-54.
71. Martens, B.K., & Eckert, T.L. (2007). The instructional hierarchy as a model of stimulus control over student and teacher behavior: We're close but are we close enough? *Journal of Behavioral Education*, 16, 83-91.
72. Begeny, J.C., & Martens, B.K. (2007). Inclusionary education in Italy: A literature review and call for more empirical research. *Remedial and Special Education*, 28, 80-94.
73. DiGennaro, F.D., Martens, B.K., & Kleinmann, A.E. (2007). A comparison of performance feedback procedures on teachers' implementation integrity and students' inappropriate behavior in special education classrooms. *Journal of Applied Behavior Analysis*, 40, 447-461.
74. Daly, E.J., Martens, B.K., Barnett, D., Witt, J.C., & Olson, S.C. (2007). Varying intervention delivery in response-to-intervention: Confronting and resolving challenges with measurement, instruction, and intensity. *School Psychology Review*, 36, 562-581.
75. Martens, B.K., DiGennaro, F.D., Reed, D.D., Szczech, F.M., & Rosenthal, B.D. (2008). Contingency space analysis: An alternative method for identifying contingent relations from observational data. *Journal of Applied Behavior Analysis*, 41, 69-81.
76. Reed, D.D., & Martens, B.K. (2008). Sensitivity and bias under conditions of equal and unequal academic task difficulty. *Journal of Applied Behavior Analysis*, 41, 39-52.
77. Reed, D.R., & Martens, B.K. (2008). Treatment of chronic breath-holding in an adult with severe mental retardation: A clinical case study. *International Journal of Behavioral Consultation and Therapy*, 4, 251-258.
78. Lannie, A.L., & Martens, B.K. (2008). Targeting performance dimensions in sequence according to the Instructional Hierarchy: Effects on children's math work within a self-monitoring program. *Journal of Behavioral Education*, 17, 356-375.
79. Martens, B.K., & Gertz, L.E. (2009). Brief experimental analysis: A decision tool for bridging the gap between research and practice. *Journal of Behavioral Education*, 18, 92-99.
80. Silber, J.M., & Martens, B.K. (2010). Programming for the generalization of oral reading fluency: Repeated readings of entire text versus multiple exemplars. *Journal of Behavioral Education*, 19, 30-46.
81. Martens, B.K., Gertz, L.E., Werder, C.S., & Rymanowski, J.L. (2010). Agreement between descriptive and experimental analyses of behavior under naturalistic test conditions. *Journal of Behavioral Education*, 19, 205-221.
82. Reed, D.R., & Martens, B.K. (2011). Temporal discounting predicts student responsiveness to exchange delays in a classroom token system. *Journal of Applied Behavior Analysis*, 44, 1-18.
83. Martens, B.K., Werder, C.S., Hier, B.O., & Koenig, E.A. (2013). Fluency training in phoneme blending: A preliminary study of generalized effects. *Journal of Behavioral Education*, 22, 16-36.
84. Panahon, C.J., & Martens, B.K. (2013). A comparison of noncontingent plus contingent reinforcement to contingent reinforcement alone on students' academic performance. *Journal of Behavioral Education*, 22, 37-49.

85. Martens, B.K., Gertz, L.E., Werder, C.S., Rymanowski, J.L., & Shankar, K.H. (2014). Measures of association in contingency space analysis. *Journal of Mathematical Psychology*, *59*, 114-119.
86. Martens, B.K., Lambert, T.L., Sullivan, W.E., Magnuson, J.D., Morley, A.J., Sallade, S.J., & Baxter, E.L. (2016). Choice in transition: Replication and extension to preschool children in a naturalistic setting. *Journal of the Experimental Analysis of Behavior*, *105*, 307-321.
87. Mullane, M.P., Martens, B.K., Baxter, E.L., & VerSteeg, D. (2017). Children's preference for mixed- versus fixed-ratio schedules of reinforcement: A translational study of risky choice. *Journal of the Experimental Analysis of Behavior*, *107*, 161-175.
88. Sullivan, W.E., Martens, B.K., Morley, A.J., & Long, S.J. (2017). Reducing transition latency and transition-related problem behavior in children by altering the motivating operations for task disengagement. *Psychology in the Schools*, *54*, 404-420.
89. Martens, B.K. (2018). The student should help the teacher: A view from 30 years as an ABA trainer. *Behavior Analysis in Practice*, *11*, 184-186.
90. Martens, B.K., Baxter, E.L., McComas, J.J., Sallade, S.J., Kester, J.S., Caamano, M., Dimian, A., Simacek, J., & Pennington, B. (in press). Agreement between structured descriptive assessments and functional analyses conducted over a telehealth system. *Behavior Analysis: Research and Practice*.

Manuscripts in Progress

- Martens, B.K., Young, N.D., Mullane, M.P., Baxter, E.L., Sallade, S.J., Kellen, D., Long, S.J., Sullivan, W.E., Morley, A.J., & Underberg, J., (submitted). Effects of word overlap on generalized gains from a repeated readings intervention. *Journal of School Psychology*.
- Martens, B.K. (in progress). From global matching to local preference pulses: Basic and translational research into the dynamics of choice. Invited article. *Behavioural Processes*.
- Sullivan, W.E., Martens, B.K., DeRosa, N.M., & Roane, H.S. (in progress). Linking descriptive assessment to functional analysis and treatment of transition-related problem behavior.
- Lambert, T.L., & Martens, B.K. (in progress). Identifying effective ways to increase teachers' implementation integrity using a brief experimental analysis.
- Lewandowski, L.J., Reid, T.J., Martens, B.K., & Potts, H.E. (in progress). The efficacy of a private room test accommodation for college students with attention-deficit/hyperactivity disorder.
- Mullane, M.P. & Martens, B.K. (in progress). Effects of variable reinforcement delays on children's use of mands: An application of risky choice to functional communication training.
- Martens, B.K., Baxter, E.L., & Kester, J.S. (in progress). School-based interventions for children's academic performance problems. Invited article. *Pediatric Clinics of North America*.

Books, Book Chapters, and Reviews

1. Witt, J.C., & Martens, B.K. (1983). *Study guide to accompany Munsinger's abnormal psychology*. New York: MacMillan.
2. Martens, B.K., & Meller, P.J. (1986). Review of the Behavior Manager. *Computers in Human Behavior*, 2, 163-166.
3. Witt, J.C., Cavell, T.A., Heffer, R.W., Carey, M.P., & Martens, B.K. (1988). Child Self-report: Interviewing techniques and rating scales. In E.S. Shapiro & T.R. Kratochwill (Eds.), *Behavioral assessment in schools: Conceptual foundations and practical applications* (pp. 384-454). New York: Guilford.
4. Martens, B.K., & Witt, J.C. (1988). On the ecological validity of behavior modification. In J.C. Witt, S.N. Elliott, & F.M. Gresham (Eds.), *Handbook of behavior therapy in education* (pp. 325-341). New York: Plenum.
5. Martens, B.K., & Witt, J.C. (1988). Ecological behavior analysis. In M. Hersen, R.M. Eisler, & P.M. Miller (Eds.), *Progress in behavior modification, Vol. XXII* (pp. 115-140). Beverly Hills, CA: Sage.
6. Martens, B.K. (1989). Review of the Personal Problems Checklist for Adolescents. In J.C. Conoley and J.J. Kramer (Eds.), *The tenth mental Measurements yearbook* (pp. 621-622). Lincoln, NE: University of Nebraska Press. (Reprinted in the Buros Institute Database (1988). Accession number AN-10120173, (Search Label MMYD), BRS Information Technologies.)
7. Martens, B.K. (1989). Review of the Eby Elementary Identification Instrument. In J.C. Conoley and J.J. Kramer (Eds.), *The tenth mental measurements yearbook* (pp. 277-278). Lincoln, NE: University of Nebraska Press. (Reprinted in the Buros Institute Database (1988). Accession number AN-10030135 (Search Label MMYD), BRS Information Technologies.)
8. Martens, B.K., & Houk, J.L. (1989). Review of Assessing the Abilities and Instructional Needs of Students. *Journal of Psychoeducational Assessment*, 7, 83-86.
9. Martens, B.K., & Meller, P.J. (1990). The application of behavioral principles to educational settings. In T.B. Gutkin & C.R. Reynolds (Eds.), *The handbook of school psychology* (2nd ed., pp. 612-634). New York: John Wiley & Sons.
10. Martens, B.K. (1992). Review of the Conners' Rating Scales. In J.C. Conoley and J.J. Kramer (Eds.), *The mental measurements yearbook* (pp. 233-234). Lincoln, NE: University of Nebraska Press. (Reprinted in the Mental Measurements Yearbook Database (1991). Accession number AN-11190813 (Search Label MMYD), BRS Information Technologies.)
11. Martens, B.K. (1992). Review of the Learning Behaviors Scale, Research Edition. In J.C. Conoley and J.J. Kramer (Eds.), *The mental measurements yearbook* (pp. 452-454). Lincoln, NE: University of Nebraska Press. (Reprinted in the Mental Measurements Yearbook Database (1991). Accession number AN-11020707 (Search Label MMYD), BRS Information Technologies.)
12. Martens, B.K. (1993). A behavioral approach to consultation. In J.E. Zins, T.R. Kratochwill, and S.N. Elliott (Eds.), *Handbook of consultation services for children: Applications in educational and clinical settings* (pp. 65-86). San Francisco, CA: Jossey-Bass.

13. Erchul, W.P., & Martens, B.K. (1997). *School consultation: Conceptual and empirical bases of practice*. New York: Plenum.
14. Martens, B.K., Witt, J.C., Daly E.J., & Vollmer, T. (1999). Behavior analysis: Theory and practice in educational settings. In C.R. Reynolds & T.B. Gutkin, (Eds.), *Handbook of school psychology* (3rd ed., pp. 638-663). New York: John Wiley & Sons.
15. Goldstein, A.P., & Martens, B.K. (2000). *Lasting change: Methods for enhancing generalization of gain*. Champaign, IL: Research Press.
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PAPER PRESENTATIONS

- Witt, J.C., Wacker, D.P., & Martens, B.K. (1981). *Extra stimulus prompting for auditory discriminations with retarded children*. Paper presented at the Rocky Mountain Psychological Association Convention, Denver, CO.
- Martens, B.K. (1983). *Ecological assessment of classroom behavior change*. Paper presented at the Nebraska Psychological Association Convention, Omaha, NE.
- Witt, J.C., Martens, B.K., & Elliott, S.N. (1984). *Factors influencing teacher resistance to the use of classroom interventions*. Paper presented at the National Association of School Psychologists Convention, Philadelphia, PA.
- Martens, B.K. (1984). *Children's and teachers' acceptability of behavioral interventions in the classroom*. Paper presented at the National Adolescent Conference on Programming for the Needs of Adolescents with Behavior Disorders, Pensacola, FL.
- Peterson, R.L., Martens, B.K., & Cirone, S. (1985). *Teacher perceptions of school based interventions: Ratings of intervention effectiveness, ease of use, and frequency of use*. Paper presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Turco, T., & Martens, B.K. (1986). *Student, teacher, and parent ratings of intervention acceptability, effectiveness, and ease of use*. Paper presented at the National Association of School Psychologists Convention, Hollywood, FL.
- Martens, B.K., & Meller, P.J. (1987). *Changing behavior indirectly: Children's choice of richer schedules of reward*. Paper presented at the National Association of School Psychologists Convention, New Orleans, LA.
- Martens, B.K., & Meller, P.J. (1987). *The influence of child and classroom characteristics on intervention acceptability*. Paper presented at the American Psychological Association Convention, New York, NY.
- Martens, B.K., & Houk, J.L. (1988). *The application of Herrnstein's law of effect as a description of classroom behavior*. Paper presented at the National Association of School Psychologists Convention, Chicago, IL.
- Houk, J.L., Martens, B.K., & Lewandowski, L.J. (1989). *The effects of entry information on the consultation process*. Paper presented at the National Association of School Psychologists Convention, Boston, MA.
- Martens, B.K. (1989). *A context analysis of contingent teacher attention*. Paper presented at the National Association of School Psychologists Convention, Boston, MA.
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- Daly, E.J., Martens, B.K., Hamler, K., & Dool, E.J. (1998). Stacking instructional components to conduct a functional analysis of reading. In B.K. Martens (Chair), *Functional approaches to instructional intervention.* Symposium conducted at the Association for Behavior Analysis Convention, Orlando, FL.
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- Eckert, T.L., Ardoin, S.P., Daly, E.J., Martens, B.K., & Wolfe, L. (1999). *Improving oral reading: An examination of the efficacy of combining skill-based and performance-based interventions.* Paper presented at the National Association of School Psychologists Convention, Las Vegas, NV.
- Bradley, T.A., & Martens, B.K. (1999). *Using functional analysis of reading data in consultation: An application.* Paper presented at the National Association of School Psychologists Convention, Las Vegas, NV.
- Ardoin, S.P., Martens, B.K., & Wolfe, L.A. (1999). *Using high probability command sequences with fading to increase student compliance during transitions.* Paper presented at the Association for Behavior Analysis Convention, Chicago, IL.
- Ardoin, S.P., & Martens, B.K. (1999). *The ability of children with ADHD to discriminate differences in their behavior.* Paper presented at the Association for Behavior Analysis Convention, Chicago, IL.
- Bradley, T.A., & Martens, B.K. (1999). *Using performance feedback and social support to increase treatment integrity of a reading intervention: A comparison of two strategies.* Paper presented at the Association for Behavior Analysis Convention, Chicago, IL.
- Hilt, A., Wolfe, L.A., Martens, B.K., Ardoin, S.P., & Rosenthal, B.D. (2000). *Choosing rewards or choosing work: Assessing students' reinforcer preferences.* Paper presented at the National Association of School Psychologists Convention, New Orleans, LA.
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- Berkowitz, M.J., & Martens, B.K. (2001). *Students' preferences for school-based reinforcers: Agreement across methods and different effort requirements*. Paper presented at the Association for Behavior Analysis Convention, New Orleans, LA.
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- Begeny, J.C., & Martens, B.K. (2003). *An assessment of teachers' college training in behavioral instruction practices*. Paper presented at the Association for Behavior Analysis Convention, San Francisco, CA.
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- Montarello, S.A., & Martens, B.K. (2005). Effects of interspersed brief problems on students' endurance at completing math work. In B.K. Martens (Chair), *Evaluating the generalized effects of academic interventions*. Symposium conducted at the National Association of School Psychologists Convention, Atlanta, GA.
- DiGennaro, F.D., Martens, B.K., & McIntyre, L.L. (2005). *An implementation a day keeps the consultant away*. Paper presented at the National Association of School Psychologists Convention, Atlanta, GA.
- Begeny, J., & Martens, B.K. (2005). *Assisting low-performing readers with a flexible grouping intervention*. Paper presented at the National Association of School Psychologists Convention, Atlanta, GA.
- Ellzey, C., Martens, B.K., & Brzuszkiewicz, L.K. (2005). *Use of a classroom-wide intervention to increase on-task behavior*. Paper presented at the Association for Behavior Analysis Convention, Chicago, IL.
- Martens, B.K., & Reed, D.D. (2005). *An examination of performance gains and trainings to criterion at different levels of oral reading fluency*. Paper presented at the Association for Behavior Analysis Convention, Chicago, IL.
- DiGennaro, F.D., Reed, E.D., Ellzey, C., Blachman, B., Eckert, T., Lewandowski, L.J., Martens, B.K., & McIntyre, L.L. (2005). *The school psychology program at Syracuse University: Focus on research-based practice*. Expo poster presented at the Association for Behavior Analysis Convention, Chicago, IL.
- Reed, D.D., Critchfield, T.S., Martens, B.K., & Bullett, E.S. (2005). *The matching law and professional football: Aggregate and individual analyses*. Poster presented at the 8th annual meeting of the Maryland Association for Behavior Analysis, Baltimore, MD.
- DiGennaro, F.D., Martens, B.K., & Eckert, T.L. (2005). *An alternative approach to increasing the accuracy of functional assessment methods within school settings: Describing behavior-consequence relations using conditional probabilities*. Poster presented at the

- 8th annual meeting of the Maryland Association for Behavior Analysis, Baltimore, MD.
- Reed, D.D., Critchfield, T.S., Martens, B.K., Logue, J., & Martin, J. (2005). *Operant choice in elite sport competition: The matching law and play calling in professional football*. Poster presented at the 2005 meeting of the Mid-American Association for Behavior Analysis.
- Reed, D. D., Critchfield, T. S., Martens, B. K., & Bullett, E. S. (2006). *The matching law and professional football: Aggregate and individual analyses*. Poster presented at the 32nd annual convention of the Association for Behavior Analysis, Atlanta, GA.
- Silber, J.M., Ardoin, S.P., & Martens, B.K. (2006). *Oral reading fluency gains under typical instruction and after targeted intervention*. Poster presented at the 32nd annual convention of the Association for Behavior Analysis, Atlanta, GA.
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- Inglis, C.C., & Martens, B.K. (2006). Effects of depleting reinforcement supplies on item choice and rate of problem completion. In B.K. Martens (Chair), *Innovative approaches for examining behavioral function in school settings*. Symposium conducted at the 32nd annual convention of the Association for Behavior Analysis, Atlanta, GA.
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- Begeny, J., DiGennaro, F., Montarello, S., Arbolino, L., Martens, B., Eckert, T., Lewandowski, L., & Fiese, B. (2006). *Relationships between commonly used reading measures and suggestions for reducing the amount of time needed to screen for reading difficulties*. Poster presented at the International Society for the Study of Behavioral Development biennial conference. Melbourne, Australia.
- Silber, J. M., & Martens, B. K. (2007). *Word list versus phrase list training on passage reading*. Poster presented at the Annual Convention of the National Association of School Psychologists, New York, NY.
- DiGennaro-Reed, F.D., & Martens, B.K. (2008). Considerations of treatment acceptability in examining intervention effectiveness. In C. St Peter Pipkin (Chair), *Measuring social validity during behavioral research and consultation*. Symposium conducted at the 34th annual convention of the Association for Behavior Analysis, Chicago, IL.
- Martens, B.K., & Reed, D.D. (2008). Schedule vs. stimulus control over biased responding to difficult academic tasks. In I.G. DeLeon (Chair), *Translational research on economic, choice, and cost variables across multiple applied contexts*. Symposium conducted at the 34th annual convention of the Association for Behavior Analysis, Chicago, IL.
- Reed, D.D., & Martens, B.K. (2008). Sensitivity and bias under conditions of asymmetrical effort requirements in academic tasks. In I.G. DeLeon (Chair), *An examination of variables that influence participant preferences among varying reinforcement arrangements*.

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- Reed, D.D., Martens, B.K., Axelrod, L., & McClenney, L. (2008). Temporal discounting predicts student responsiveness to exchange delays in a classwide token economy. In H.S. Roane (Chair), *Current research in applied behavioral economics*. Symposium conducted at the 34th annual convention of the Association for Behavior Analysis, Chicago, IL.
- Martens, B.K., Gertz, L.E., Werder, C.S., & Rheinheimer, J.L. (2009). *Effects of stimulus control on functional analysis outcomes*. Poster presented at the 35th annual convention of the Association for Behavior Analysis, Phoenix, AZ.
- Werder, C.S., Martens, B.K., Spenceley, L.M., Koehler, J.L., & Gertz, L. (2010). *Effects of supplemental phonics training on children's oral reading fluency*. Poster presented at the National Association of School Psychologists Convention, Chicago, IL.
- Martens, B.K., Werder, C.S., Hier, B.O., & Koenig, E.A. (2011). *Generalized effects of fluent decoding on word lists and passages*. Poster presented at the National Association of School Psychologists Convention, San Francisco, CA.
- Gertz, L.E., Martens, B.K., Koenig, E.A., & Hier, B.O. (2011). *Promoting generalized reading fluency: Training to generalize versus repeated readings*. Poster presented at the National Association of School Psychologists Convention, San Francisco, CA.
- Lambert, T.L., Martens, B.K., McCardell, R.M., Peng, J.S., Barber, K.B., & Sullivan, W.E. (2012). *An experimental analysis of matching using schedule parameters from the natural environment*. Poster presented at the 38th annual convention of the Association for Behavior Analysis International, Seattle, WA.
- Lambert, T.L., Martens, B.K., & Robinson, M.J. (2013). *Matching versus maximizing: A translational study of choice behavior in an inclusive preschool setting*. Poster presented at the 39th annual convention of the Association for Behavior Analysis International, Minneapolis, MN.
- Morley, A.J., Martens, B.K., Underberg, J.E., & Long, S.J. (2014). *Increasing moderate-to-vigorous physical activity in preschool children*. Poster presented at the 40th annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Sullivan, W.E., Martens, B.K., Underberg, J.E., Long, S.J., & Mulane, M.P. (2014). *Evaluation of an abolishing operation manipulation during activity transitions*. Poster presented at the 40th annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Lambert, T.L., Martens, B.K., & Halstad, M. (2015). *Identifying effective ways to increase teachers' implementation integrity through brief experimental analysis*. Poster presented at the 41st annual convention of the Association for Behavior Analysis International, San Antonio, TX.
- Martens, B.K., Mullane, M.P., Sallade, S.J., Long, S.J., Sullivan, W.E., & Morley, A.J. (2016). *Gains in oral reading fluency across different word overlap conditions*. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Sullivan, W.E., Martens, B.K., Morley, A.J., & Long, S.J. (2016). *Facilitating transitions by briefly interrupting preferred activities*. Poster presented at the annual convention of the

- National Association of School Psychologists, New Orleans, LA.
- Lewandowski, L.J., Reid, T.J., & Martens, B.K. (2017). *The efficacy of a private room test accommodation for college students with attention-deficit/hyperactivity disorder*. Poster presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
- Martens, B.K., Lambert Delp, T.L., Sullivan, W.E., Magnuson, J.E., Morley, A.J., Sallade, S.J., & Baxter, E.L. (2017). Choice in transition: Replication and extension to preschool children in a naturalistic setting. In J.J. McComas (Chair), *Quantitative models: What use are they for applied behavior analysts?* Symposium conducted at the 43rd annual convention of the Association for Behavior Analysis International, Denver, CO.
- Morley, A.J., & Martens, B.K. (2017). The effects of gross-motor fluency training on physical activity levels in young children. In C.M. Van Camp (Chair), *Recent research in assessing and increasing physical activity*. Symposium conducted at the 43rd annual convention of the Association for Behavior Analysis International, Denver, CO.
- Sullivan, W.E., Martens, B.K., DeRosa, N.M., & Roane, H.S. (2017). Descriptive assessment of transition-related problem behavior. In R. Coddling (Chair), *Predictive validity of brief functional assessment methods*. Symposium conducted at the 43rd annual convention of the Association for Behavior Analysis International, Denver, CO.
- Mullane, M.P., Martens, B.K., Baxter, E.L., & VerSteege, D. (2017). Children's preference for mixed-versus fixed-ratio reinforcement schedules: A translational study of risky choice. In B.K. Martens (Chair), *Increasing children's math work completion by offering a choice of interventions and reinforcement contingencies*. Symposium conducted at the 43rd annual convention of the Association for Behavior Analysis International, Denver, CO.
- Young, N.D., Martens, B.K., Mullane, M.P., Long, S.J., Sallade, S.J., Sullivan, W.E., Morley, A.J., & Underberg, J.E. (2017). Direct and generalized effects of a reading fluency intervention across different word overlap conditions. In D. Hulac (Chair), *Generalized effects of repeated-readings interventions*. Symposium conducted at the 43rd annual convention of the Association for Behavior Analysis International, Denver, CO.
- Mullane, M.P., Martens, B.K., Sallade, S.J., & Baxter, E.L. (2018). *Mixed versus fixed delays to reinforcement: An application of risky choice to functional communication training*. Poster presented at the 44th annual convention of the Association for Behavior Analysis International, San Diego, CA.

INVITED TALKS AND WORKSHOPS

- Martens, B.K. (1990). *Curriculum based measurement: An approach to educational decision making*. Invited keynote address at the New Jersey Statewide Conference for Learning Consultants, New Brunswick, NJ.
- Martens, B.K. (1990). *A behavioral analysis of effective classroom management*. Invited address for the colloquium series in the Graduate School of Applied and Professional Psychology, Rutgers University, Piscataway, NJ.
- Martens, B.K. (1991). *A behavior analytic approach to effective classroom*

- management*. Invited address at the American Psychological Association Convention, San Francisco, CA.
- Martens, B.K. (1993). *Behavior as choice: Matching theory applied to classroom instruction*. Invited address for the colloquium series in the Department of Psychology, North Carolina State University, Raleigh, NC.
- Martens, B.K. (1995). *Prereferral intervention: Explicit teaching practices and advanced consultation methods*. Invited workshop at the Syracuse City School District Summer Academy for School Psychologists, Cazenovia, NY.
- Martens, B.K. (1996). *Helping teachers design effective school-based interventions*. Invited workshop at the Syracuse City School District Summer Academy for School Psychologists, Syracuse, NY.
- Martens, B.K. (1997). *Viewing student problems from a functional perspective*. Invited address at the Learning Disabilities Association of Central New York Convention, Syracuse, NY.
- Martens, B.K. (1997). *Strengthening the case liaison role through functional assessment and teacher support*. Invited workshop at the Syracuse City School District Summer Academy for School Psychologists, Syracuse, NY.
- Martens, B.K., Eckert, T.L., Bradley, T.A., & Ardoin, S.P. (1998). *Identifying effective treatments from a brief experimental analysis: Using single-case design elements to aid decision making*. Invited address at the Berkshire Conference on Behavior Analysis and Therapy, Amherst, MA.
- Martens, B.K. (1999). *Motivating the lazy student: Learning takes effort, learning is good*. Invited workshop at the Syracuse City School District Academy for School Psychologists, Syracuse, NY.
- Martens, B.K. (1999). *School-based behavioral intervention for children with ADHD*. Invited panel discussion at the New York State Speech - Language - Hearing Association Convention, Syracuse, NY.
- Martens, B.K., Hilt, A., & Rentas, J. (2000). *Designing effective classroom interventions*. Invited workshop at the Pupil Appraisal Summer Institute, Baton Rouge, LA.
- Martens, B.K. (2000). *Designing effective classroom interventions*. Invited workshop at the Syracuse City School District Summer Academy for School Psychologists, Syracuse, NY.
- Martens, B.K. (2000). *Correct practice makes perfect: Educational reform for the new millenium*. Invited keynote address for Division 25 at the American Psychological Association Convention, Washington, DC.
- Martens, B.K. (2003). *Lessons from research: The effective tools of behavioral skill instruction*. Invited keynote address for Division 16 at the American Psychological Association Convention, Toronto, Ontario, Canada.
- Martens, B.K. (2003). *Building fluency in basic academic skills: Lessons from Research*. Invited presentation for the Distinguished Scientist Lecture Series, Department of Behavioral Psychology, Kennedy Krieger Institute, The Johns Hopkins University School of Medicine.
- Martens, B.K. (2003/2004). *Are you providing enough intervention to make a*

- difference?* Invited workshop for the Syracuse City School District SBIT Veteran Training, Syracuse, NY.
- Martens, B.K. (2004). *Reinforcement strategies for the acquisition of positive academic performance*. Invited workshop in the Continuing Professional Education Series, The May Institute, Norwood, MA.
- Martens, B.K. (2004). *SBIT means service delivery*. Invited presentation for the Syracuse City School District End-of-Year SBIT Meeting, Syracuse, NY.
- Martens, B.K. (2004). *RTI: Challenges and prospects*. Invited presentation for the Syracuse City School District End-of-Year School Psychologists Meeting, Syracuse, NY.
- Martens, B.K. (2004). *Promoting the generalization of academic skills through fluency building*. Invited presentation for the 25th annual meeting of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Carr, J.E., Carlson, J.I., Martens, B.K., & Taylor, B.A. (2004). *ABA and special education: Interactions in training and implementation*. Invited panel discussion for the 25th annual meeting of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Martens, B.K. (2004). *Improving academic skills through fluency building: Behavioral principles of productive practice time*. Invited presentation for the Maryland Association for Behavior Analysis, Baltimore, MD.
- Martens, B.K. (2004). *Helping teachers with plan implementation*. Invited workshop for the Syracuse City School District SBIT Veteran Training, Syracuse, NY.
- Martens, B.K. (2006). *Putting "It" [RTI] into best practice*. Invited panel discussion for the New York Association of School Psychologists Conference, Syracuse, NY.
- Martens, B.K. (2007). *Five tips for mentoring*. Invited breakfast panel discussion for the School Psychology Research Collaboration Conference, New York, NY.
- Martens, B.K. (2008). *Contingency space analysis: A procedure for identifying contingent relations from observational data*. Invited presentation for the New York State Association for Behavior Analysis, Albany, NY.
- Martens, B.K. (2009). *Promoting the generalization of academic skills through fluency building*. Invited presentation for the California Association for Behavior Analysis, San Francisco, CA.
- Martens, B.K. (2009). *Identifying contingent relations from observational data using contingency space analysis*. Invited workshop for the California Association for Behavior Analysis, San Francisco, CA.
- Martens, B.K. (2009). *Contingency space analysis: A procedure for identifying contingent relations from observational data*. Invited presentation for the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Martens, B.K. (2010). *Contingency space analysis: A procedure for identifying contingent relations from observational data*. Invited presentation at the University of Minnesota, Minneapolis, MN.
- Martens, B.K. (2010). *Contingency space analysis: A procedure for identifying contingent relations from observational data*. Invited workshop for Bilinguals, Inc., Long Island,

NY.

- Martens, B.K. (2012). *Schedule control by whom? A matching analysis of behavior in transition*. Invited talk for the annual meeting of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Martens, B.K. (2013). *Functional assessment of children with emotional/behavioral disorders*. Invited workshop for the Division of School Psychology of the Hellenic Psychological Society, Athens, Greece.
- Martens, B.K. (2014). *Clinical and statistical applications of contingency space analysis*. Invited presentation for the Practice Area of the Association for Behavior Analysis International Convention, Chicago, IL.
- Martens, B.K. (2015). *Programming for generalized oral reading fluency in a response-to-intervention model*. Invited presentation for the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Martens, B.K. (2018). *Modeling the dynamics of choice with the generalized matching equation*. Invited presentation for the Society for the Quantitative Analysis of Behavior, San Diego, CA.
- Martens, B.K. (2018). *Preference for variable reinforcement delays: A tutorial on risky choice*. Invited presentation for the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.

SESSION CHAIR AND DISCUSSANT

- Martens, B.K. (1988). Discussant. In S. Epps (Chair), *Systematic behavioral observation in educational decision-making*. Symposium conducted at the National Association of School Psychologists Convention, Chicago, IL.
- Martens, B.K. (1989). Discussant. In J.L. Kramer (Chair), *Consultant / teacher / parent / child: A new look at old problems*. Symposium conducted at the National Association of School Psychologists Convention, Boston, MA.
- Martens, B.K. (1990). Discussant. In D.H. Tingstrom (Chair), *The future of treatment acceptability research: Is the analogue really dead?* Symposium conducted at the National Association of School Psychologists Convention, San Francisco, CA.
- Martens, B.K. (1991). Chair. *The education of ladybugs and killerbees: Early personality and schooling*. Presidential invited address (Division 16) at the American Psychological Association Convention, San Francisco, CA.
- Martens, B.K. (1992). Discussant. In F.M. Gresham (Chair), *Internal, external, and ecological validity in school-based consultation*. Symposium conducted at the American Psychological Association Convention, Washington, DC.
- Martens, B.K. (1992). Chair. *What basic research in behavioral analysis can offer clinical psychology*. Invited address at the American Psychological Association Convention, Washington, DC.
- Martens, B.K. (1993). Chair. *Behavioral approaches to effective teaching and instruction*. Symposium conducted at the National Association of School Psychologists Convention, Washington, DC.

- Martens, B.K. (1993). Chair. *Breaking the log jam: Getting behavioral analysis into the schools*. Invited address at the American Psychological Association Convention, Toronto, Ontario, Canada.
- Martens, B.K. (1993). Chair. *Assessment-related technologies*. Poster session at the American Psychological Association Convention, Toronto, Ontario, Canada.
- Martens, B.K. (1994). Chair. *Comprehensive school services: Research into practice*. Poster session at the American Psychological Association Convention, Los Angeles, CA.
- Martens, B.K. (1994). Chair. *School violence interventions: Best and worst practices*. Invited address at the American Psychological Association Convention, Los Angeles, CA.
- Martens, B.K. (1995). Discussant. In C.H. Skinner (Chair), *Changes in data based decisions based on precise measures and graphing of instructional time*. Symposium conducted at the Association for Behavior Analysis Convention, Washington, DC.
- Martens, B.K. (1997). Chair. *Making desired behavior more persistent: Applying basic research principles in educational settings*. Symposium conducted at the Association for Behavior Analysis Convention, Chicago, IL.
- Martens, B.K. (1998). Chair. *Functional approaches to instructional intervention*. Symposium conducted at the Association for Behavior Analysis Convention, Orlando, FL.
- Martens, B.K. (1998). Discussant. In T.S. Watson (Chair), *Applying recent innovations in school behavioral research*. Symposium conducted at the Association for Behavior Analysis Convention, Orlando, FL.
- Martens, B.K. (2001). Chair. *Experimental analyses of reinforcer dimensions in school settings*. Symposium conducted at the Association for Behavior Analysis Convention, New Orleans, LA.
- Martens, B.K. (2001). Chair. *Experimental analyses of academic responding*. Symposium conducted at the Association for Behavior Analysis Convention, New Orleans, LA.
- Martens, B.K. (2002). Discussant. In D. Lee (Chair), *Increasing academic workload using behavioral momentum and task interspersal procedures: Implications for classroom teachers*. Symposium conducted at the Association for Behavior Analysis Convention, Toronto, Canada.
- Martens, B.K. (2003). Discussant. In J.W. Moore (Chair), *Issues regarding the delivery of behavior analytic services in school settings*. Symposium conducted at the Association for Behavior Analysis Convention, San Francisco, CA.
- Martens, B.K. (2003) Chair. *Increasing math performance using reinforcement-based interventions: Three key factors that make rewards more rewarding*. Symposium conducted at the Association for Behavior Analysis Convention, San Francisco, CA.
- Martens, B.K. (2005). Chair. *Evaluating the generalized effects of academic interventions*. Symposium conducted at the National Association of School Psychologists Convention, Atlanta, GA.
- Martens, B.K. (2005). Discussant. In K. Jones (Chair), *Problem-solving accelerators: Innovations in intervention-based service delivery*. Symposium conducted at the National Association of School Psychologists Convention, Atlanta, GA.

- Martens, B.K. (2006). Chair. *Innovative approaches for examining behavioral function in school settings*. Symposium conducted at the 32nd Annual Convention of the Association for Behavior Analysis, Atlanta, GA.
- Martens, B.K. (2009). *Journal of Behavioral Education editorial board meeting*. Business meeting conducted at the 35th Annual Convention of the Association for Behavior Analysis, Phoenix, AZ.
- Martens, B.K. (2009). Discussant. In M. Burns (Chair), *Recent developments in brief experimental analysis of academic performance*. Symposium conducted at the 35th Annual Convention of the Association for Behavior Analysis, Phoenix, AZ.
- Martens, B.K. (2017). Chair. *Increasing children's math work completion by offering a choice of interventions and reinforcement contingencies*. Symposium conducted at the 43rd annual convention of the Association for Behavior Analysis International, Denver, CO.

PROFESSIONAL SERVICE

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|----------|--|
| 2016-17 | Consultant, Single-case Experimental Design, Career Development Award Grant Application, National Institutes of Health (NIH) |
| 2014 | Ad hoc reviewer, National Science Foundation (NSF) |
| 1999 | Chair, Fellows Committee, Division 16, American Psychological Association |
| 1996, 98 | Member, Fellows Committee, Division 16, American Psychological Association |
| 1994 | Chair, Convention Program Committee, Division 16, American Psychological Association |
| 1993 | Co-Chair, Convention Program Committee, Division 16, American Psychological Association |
| 1993, 91 | Member, Lightner Witmer Award Selection Committee, Division 16, American Psychological Association |
| 1992 | Co-Chair, Lightner Witmer Award Selection Committee, Division 16, American Psychological Association |
| 1991, 87 | Member, Convention Program Committee, Division 16, American Psychological Association |

UNIVERSITY SERVICE

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|-----------------------|---------|---|
| University Committees | 2018-19 | Chair, Promotion and Tenure Committee, College of Arts and Sciences |
| | 2014-15 | Promotion and Tenure Committee, College of Arts and Sciences |
| | 2010-12 | Syracuse University Scholars Selection Committee |
| | 2005-07 | NCATE Assessment Council, Unit for Preparing School Professionals |
| | 2004 | Communications Manager Search Committee, |

College of Arts and Sciences
 2001-02 Assessment Committee, College of Arts and Sciences
 2000-03 Student Standards Committee, College of Arts and Sciences (Chair)
 1998 Human Services Subcommittee, University Fellowship Competition
 1996-00 Student Standards Committee, College of Arts and Sciences
 1997 Assessment Pilot Project Task Force

Psychology Department
 Committees

2018-Pres Member, Strategic Planning Committee
 2018 Member, School Psychology Search Committee
 2017-18 Member, Research Committee
 2016-19 Chair, Executive Committee
 2016-17 Member, Undergraduate Committee
 2015 Member, CBB Search Committee
 2013-14 Member, School Psychology Search Committee
 2013-14 Chair, B.S. Degree Review Committee
 2012 Promotion Committee (P. Vanable)
 2011-12 Member, DCT Search Committee
 2010-11 Member, School Search Committee
 2010-11 Co-Ombudsperson
 2010-12 Executive Committee
 2008, 12 Fellowship Committee
 2007-08 Interim Space Committee
 2007-08 Assessment Committee
 2006 Committee to Review the BS Requirements
 2006 Promotion Committee (M. Sliwinski)
 2003-06 Colloquium Committee
 2002 Assessment Committee
 2001-02 School/Child Clinical Search Committee (Chair)
 2001 Promotion and Tenure Committee (Chair; T. Eckert)
 2000-01 Curriculum Review Group
 2000-01 Undergraduate Committee
 2000 Promotion Committee (B. Fiese)
 1999-01 Chair's Cabinet
 1997-98 Vision Committee
 1997-98 Clinic Director Search Committee
 1996-97 Experimental Psychology Search Committee
 1994-96 School Psychology Search Committee
 1992-93 Executive Committee
 1993 Promotion and Tenure Committee (K. Carey)

	1991-92	Decision-Making Committee
	1991	School Psychology Search Committee
	1989	Research Committee
School of Education Committees	1989-91	Ganders Distinguished Lecture Series
	1989-91	Research Committee
	1990-91	Instructional Task Force
	1991	Focus on Teaching Workshop Team
	1990	Graduate School All University Doctoral Prize Committee
	1986-89	Core Oversight Committee
Program Service	1998-2007	Director of Training, School Psychology Program
	1988-98	Admissions Coordinator, School Psychology Program

FUNDED GRANTS

Martens, B.K., & Lewandowski, L.J. (1987). *Effects of role clarification on the consultation process*. Senate Committee on Research, Syracuse University. Status and amount: funded, \$6,900.00.

Martens, B.K., Lewandowski, L.J., Eckert, T.L., Fiese, B., & Blachman, B. (2002). *A community research initiative to improve reading skills in low-achieving students: Integrating school, family, and technology approaches*. College of Arts and Sciences, Syracuse University. Status and amount: funded, \$50,000.00.

*DOCTORAL DISSERTATIONS CHAIRED (*academic position)*

1. Seth F. Aldrich "The effects of behavioral versus instructional environment consultation information on teachers' perceptions"
- *2. Edward J. Daly III "The application of the instructional hierarchy to developing interventions in reading"
3. Helen I. Jackson "Performance feedback and generalization programming in writing instruction"
4. Lynn M. Roberts "Facilitated communication: Investigating validity using a multiple choice game"
5. Andrea S. Hiralall "Training teachers to use managerial scripts: A method for improving children's classroom behavior"
- *6. Sandra J. Chafouleas "Using phonological awareness measures to monitor early literacy growth: An examination of efficiency and sensitivity"
- *7. Sheila M. Clonan "School-based intervention teams: An assessment of variables predictive of successful interventions"
8. Tracy A. Bradley "Increasing integrity of classroom interventions: A comparison of performance feedback and social support"
- *9. Scott P. Ardoin "Using self-evaluation to assess the effects of school-based

- interventions”
10. Merrill J. Berkowitz "Assessing students' preferences for positive and negative reinforcement contingent on academic work completion”
- *11. Alexandra M. Hilt “An approach to assessment in the classroom: A concurrent-operants functional analysis”
- *12. John C. Begeny “Assisting low-performing readers with a flexible grouping intervention aimed to increase students' oral reading fluency”
- *13. Carlos J. Panahon “Effects of noncontingent reinforcement on academic performance: An investigation of the roles of extinction and satiation”
- *14. Amanda L. Lannie “Increasing the effectiveness of self-monitoring programs: A sequenced approach with performance feedback to monitor on-task behavior and math performance”
- *15. Florence D. DiGennaro “Examining the relationship between treatment integrity and student outcomes: A comparison of performance feedback, goal setting, and negative reinforcement procedures with teachers”
16. Staci A. Montarello “Effects of interspersal, momentum, and tangible reinforcement on the mathematics problem completion rates and on-task behavior of students with emotional disturbance”
17. Frances M. Szczech “Effects of a multifaceted staff management program on the engagement of adults with developmental disabilities in community-based settings”
- *18. Derek D. Reed “Children's responsiveness to immediate and delayed classroom contingencies: An application and extension of temporal discounting”
19. Jennifer M. Silber “Programming for the generalization of oral reading fluency: Multiple exemplar instruction”
20. Lynne E. Gertz “The effects of two interventions on the generalization of oral reading fluency: Training to generalize versus repeated readings”
21. Candace Werder “Teaching children to fluently decode nonsense words in lists: Generalized effects to oral reading fluency of connected text”
- *22. Tonya Lambert “Identifying effective ways to increase teachers' implementation integrity through brief experimental analysis”
- *23. Will Sullivan “Descriptive assessment of transition-related problem behavior”
24. Allison Womack “The effects of gross-motor fluency training on physical activity levels in young children”
25. Michael Mullane “Effects of variable reinforcement delays on children's use of mands: An application of risky choice to functional communication training”

COURSES TAUGHT

Undergraduate Applied Behavior Analysis with Children and Youth
 Introduction to Research Methodology
 Abnormal Psychology
 Foundations of Human Behavior

Statistical Methods
Beginning and Intermediate Taijiquan

Graduate

Psychological Measurement
Introductory Seminar in School Psychology
Direct Academic Assessment
Consultation Processes
Principles of Behavior Analysis
Behavioral Assessment
Psychoeducational Clinic Practicum
Behavior Therapy Practicum
School Psychology Practicum
Consultation Practicum

PROFESSIONAL AFFILIATIONS

National Association of School Psychologists
American Psychological Association (Divisions 16 and 25)
Association for Behavior Analysis
Council of Directors of School Psychology Programs
Council of Directors of Graduate Programs in Behavior Analysis