

## **Justin David Garwood, Ph.D.**

University of Vermont  
College of Education and Social Services  
304 Mann Hall  
Burlington, VT 05405  
E-mail: justin.garwood@uvm.edu  
phone: 802-656-2712

---

### **EDUCATION**

- 2015          Ph.D. in Special Education  
University of North Carolina at Chapel Hill: School of Education
- 2010          M.Ed. in Secondary Education  
Vanderbilt University: Peabody College of Education
- 2004          B.S. in English  
State University of New York (SUNY) College at Brockport
- 2004          B.S. in Criminal Justice  
State University of New York (SUNY) College at Brockport

### **FACULTY APPOINTMENTS**

#### Professor of Special Education

University of Vermont | 2024-present  
College of Education and Social Services  
Burlington, VT 05405

#### Associate Professor of Special Education

University of Vermont | 2021-2024  
College of Education and Social Services  
Burlington, VT 05405

#### Assistant Professor of Special Education

University of Vermont | 2018-2021  
College of Education and Social Services  
Burlington, VT 05405

#### Assistant Professor of Special Education

Appalachian State University | 2016-2018  
College of Education  
Boone, NC

## HONORS AND AWARDS

- 2025 *Martin J. Kaufman Distinguished Early Career Research Award*  
Council for Exceptional Children – Division for Research
- 2024 *Prelock Online Teaching Award for Excellence in Synchronous Remote Teaching*  
University of Vermont
- 2024 *Outstanding Contributions on Editorial Board*  
SAGE: Exceptional Children
- 2022 *Joseph A. Abruscato Award for Excellence in Research and Scholarship*  
University of Vermont – College of Education and Social Services
- 2019 *Research Article of the Year Award*  
American Council on Rural Special Education
- 2018 *Early Career Publication Award*  
Council for Exceptional Children – Division for Research
- 2018 *Outstanding Early Career Award in Teacher Preparation*  
NC Council for Exceptional Children – Teacher Education Division
- 2016-17 *Outstanding Teaching Award*  
Appalachian State University
- 2015 *Excellence in Mentorship*  
UNC-Chapel Hill
- 2013-14 *Dolores Zohrab Liebman Fellowship Representative*  
UNC-Chapel Hill
- 2009-10 *Laverne W. Noyes Scholarship Recipient*  
Peabody College of Vanderbilt University
- 2004 *Alpha Chi National Collegiate Honor Society*  
*Sigma Tau Delta International English Honor Society*  
*Alpha Phi Sigma National Criminal Justice Honor Society*  
State University of New York (SUNY) College at Brockport

## CERTIFICATIONS

English Education, Grades 7-12 Teaching License (New York)  
Special Education, Grades K-12 Teaching License (Tennessee)

## PAST PROFESSIONAL EXPERIENCE

Post-Doctoral Research Scientist

Frank Porter Graham Child Development Institute | 2015-2016  
Chapel Hill, NC

Research Assistant

University of North Carolina at Chapel Hill | 2011-2015  
Frank Porter Graham Child Development Institute  
Chapel Hill, NC

Teaching Assistant

University of North Carolina at Chapel Hill | 2012-2014

School of Education

Chapel Hill, NC

Classroom Teacher (Multiple Positions)

Saranac Lake Central School District | 2005-2006; 2009; 2010-2011

Petrova Elementary School, Saranac Lake Middle and High School

Saranac Lake, NY

**AWARDED FEDERAL GRANTS: \$2,825,102**

**Garwood, J. D. & Haines, S.** (2022-2027). *Recruiting specialized and interdisciplinary leaders in the education of children and youth with/at risk for EBD: Project RESILIENCY*. Office of Special Education Programs. U.S. Department of Education.

**Role:** Principal Investigator

**Funding:** \$1,245,846

**Garwood, J. D.** (2020-2025). *Exploring special educator burnout, and in turn, the impact of burnout on special educators' treatment integrity in behavior support plans: Project Burn and Turn*. Institute of Education Sciences. U.S. Department of Education.

**Role:** Principal Investigator

**Funding:** \$499,502

Lakey, E., Koppenhaver, D., **Garwood, J. D.**, & Smith, C. (2017-2022). *Interdisciplinary support for high-intensity needs in education: Project iSHINE*. Office of Special Education and Rehabilitation Services. U. S. Department of Education.

**Role:** Co-Investigator

**Funding:** \$1,079,804

**AWARDED INTERNAL: \$232,456**

**Garwood, J. D.** (2025-2026). *Project CLEAR: Classroom Educators' Approaches to Responding to Substance Use among Students with Emotional and Behavioral Disorders*. Osher Center for Integrative Health. University of Vermont

**Role:** Principal Investigator

**Funding:** \$24,126

**Garwood, J. D.** (2021-2022). *Social-emotional-behavioral health and inclusive education: Project RESILIENCY*. Office of Vice President for Research. University of Vermont

**Role:** Principal Investigator

**Funding:** \$150,000

**Garwood, J. D.** (2020-2021). *SWIVL robots to study teacher burnout*. Sustainability Research Capitalization Funding. University of Vermont

**Role:** Principal Investigator

**Funding:** \$4,580

**Garwood, J. D.** (2019-2020). *Taking action to reduce school shootings: Development of the Risk Assessment and Distress Recovery (RADR) Scale*. CESS Research Council & Jean S. Garvin Award Fund. University of Vermont

**Role:** Principal Investigator

**Funding:** \$4,750

**Garwood, J. D.** (2018-2019). *Civics for students with emotional and behavioral disabilities*. Office of Vice President for Research Express Funding. University of Vermont

**Role:** Principal Investigator

**Funding:** \$3,000

**Garwood, J. D.** (2018). *Self-regulated strategy development for adolescents with emotional and behavioral disabilities*. Office of Research. Appalachian State University.

**Role:** Principal Investigator

**Funding:** \$24,000

**Garwood, J. D.** (2016-2018). *Special educators' burning out or fading away*. College of Education. Appalachian State University.

**Role:** Principal Investigator

**Funding:** \$2,500

**Garwood, J. D.** (2017). *Research and development for IES grants*. Office of Research. Appalachian State University.

**Role:** Principal Investigator

**Funding:** \$1,000

**Garwood, J. D.** (2014-2015). *Classroom management for students with emotional and behavioral disorders*. Graduate School. University of North Carolina at Chapel Hill.

**Role:** Principal Investigator

**Funding:** \$16,000

**Garwood, J. D.** (2013-2014). *Reading with an emotional or behavioral disorder*. Walter M. and Ann Brown Fund for Reading Research. University of North Carolina at Chapel Hill.

**Role:** Principal Investigator

**Funding:** \$2,500

## **PUBLISHED/ACCEPTED PEER-REVIEWED JOURNAL ARTICLES (N = 66)**

(\*indicates work with a graduate student)

\*Jones, B. & **Garwood, J. D.** (accepted). Reconceptualizing preservice support for SETs leading students with EBD. *Beyond Behavior*.

**Garwood, J. D.**, Stark, K. R., \*Jones, B., & \*Thompson, N. (accepted). Special education teacher burnout and the implementation of behavior intervention plans. *Exceptional Children*.

Brunsting, N. C., Morin, L., Gomez, L., \*Jones, B., Bettini, E., Cumming, M. M., **Garwood, J. D.**, & Ruble, L. A. (in press). Burnout and occupational wellbeing of special education teachers: Recent research synthesized. *Review of Educational Research*.

\*Lee, K. S., & **Garwood, J. D.** (2025). Burnout of special educators working in alternative settings: A phenomenological case study. *Preventing School Failure*, 69, 320-329.

- Garwood, J. D.** (2025). Universal character education to support inclusion of students with emotional and behavioral challenges. *International Journal of Emerging Trends in Social Sciences*, 18, 42-47.
- Garwood, J. D.**, Brunsting, N. C., & McKenna, J. W. (2024). Is full inclusion lessening self contained teachers' feeling of personal accomplishment. *Cogent Education*, 11, 1-11.
- Landrum, T., Kern, L., Mathur, S., **Garwood, J. D.**, Katsiyannis, A., Ennis, R., Bruhn, A., & Division for Emotional and Behavioral Health – CEC. (2024). School shootings: Current status and recommendations for research and practice. *Behavioral Disorders*, 49, 116-127.
- McKenna, J. W., Solis, M., **Garwood, J. D.**, & Parenti, M. (2024). Characteristics of individualized education programs for students with learning disabilities: A systematic review. *Learning Disabilities Quarterly*, 47, 194-207.
- Garwood, J. D.** (2024). Change in teacher-student relationship quality during a tier-one character education intervention. *Advances in Social Science Research Journal*, 11, 235-245.
- Sallese, M. R., **Garwood, J. D.**, Vannest, K., Kolbe, T., & Carlson, A. (2024). Definitions of and eligibility for emotional disturbance: A tale of 50 states. *Behavioral Disorders*, 49, 106-115.
- Garwood, J. D.** (2023). Special educator burnout and fidelity in implementing behavior support plans: A call to action. *Journal of Emotional Behavioral Disorders*, 31, 84-96.
- Poling, D., Van Loan, C. L., & **Garwood, J. D.** (2023). Relationships are the intervention: An interview with Michael Marlowe. *Intervention in School and Clinic*, 58, 378-382.
- Garwood, J. D.** (2023). Character education to address elementary students' emotional and behavioral development: A quasi-experimental study. *International Journal of Education*, 15, 68-79.
- Garwood, J. D.**, & Carrero, K. M. (2023). Lifting the voices of black students labeled with emotional disturbance: Calling all special education researchers. *Behavioral Disorders*, 48, 121-133.
- Garwood, J. D.**, Peltier, C., Ciullo, S., Wissinger, D., McKenna, J. W., Giangreco, M. F., & Kervick, C. (2023). The experiences of students with disabilities actually doing service learning: A systematic review. *Journal of Experiential Education*, 46, 5-31.
- Poling, D., Van Loan, C. L., **Garwood, J. D.**, Zhang, S., Riddle, D. (2022). Enhancing teacher-student relationship quality: A narrative review of school-based interventions. *Educational Research Review*, 37, 14-59.
- Sanders, S., & **Garwood, J. D.** (2022). Assessment of effective strategy instruction in reading comprehension. *Preventing School Failure*, 66, 320-326.
- Cheek, A. E., \*Harris, B. A., Koppenhaver, D. A., **Garwood, J. D.**, & Laws, B. R. (2022). Technology-supported shared reading in a rural classroom serving children with severe intellectual disabilities and complex communication needs. *Rural Special Education Quarterly*, 41, 140-152.
- Garwood, J. D.** (2022). Positivity in action: Character education through The Positivity Project. *International Journal of Emerging Trends in Social Sciences*, 13, 46-52.
- Peltier, C., McKenna, J. W., \*Sinclair, T., **Garwood, J. D.**, & Vannest, K. (2022). Ordinate scaling and axis proportions of single-case graphs in two prominent EBD journals from 2010 to 2019. *Behavioral Disorders*, 47, 134-148.
- Garwood, J. D.** (2022). Character education to improve students' sense of relatedness:

- Preliminary findings from The Positivity Project. *International Journal of Education*, 14, 119-136.
- McKenna, J. W., Newton, X., Brigham, F., & **Garwood, J. D.** (2022). Inclusive instruction for students with emotional disturbance: An investigation of classroom practice. *Journal of Emotional and Behavioral Disorders*, 30, 29-43.
- Garwood, J. D.**, & Adamson, R. (2022). Youth identified with emotional disturbance who exhibit aggression: Perspectives on origins and options for intervention. *Preventing School Failure*, 66, 33-41.
- McKenna, J. W., **Garwood, J. D.**, & Solis, M. (2022). Reading instruction for students with and at risk for emotional and behavioral disorders: A synthesis of observation research. *Journal of Behavioral Education*, 31, 1-27.
- Garwood, J. D.** (2021). The absence of civics interventions for students with disabilities: A mixed-methods investigation. *Exceptionality*, 29, 280-293.
- Garwood, J. D.**, Peltier, C., \*Sinclair, T., \*Eisel, H., McKenna, J. W., & Vannest, K. J. (2021). A quantitative synthesis of intervention research published in flagship EBD journals: 2010-2019. *Behavioral Disorders*, 47, 14-27.
- Peltier, C., **Garwood, J. D.**, McKenna, J. W., Peltier, T., & \*Sendra, J. (2021). Using the SRSD instructional approach for argumentative writing: A look across the content areas. *Learning Disabilities Research & Practice*, 36, 224-234.
- Garwood, J. D.**, & Gage, N. (2021). Evidence for the technical adequacy of the risk assessment and distress recovery: Examining risks while avoiding profiling youth with mental health difficulties. *Journal of Psychoeducational Assessment*, 39(6), 694-711.
- Garwood, J. D.**, & \*Moore, T. (2021). School connectedness insights for teachers educating youth with a severe emotional disturbance in residential treatment. *Residential Treatment for Children & Youth*, 38, 153-165.
- McKenna, J. W., Brigham, F., **Garwood, J. D.**, Zurawski, L., Koc, M., Lavin, C., & Werunga, R. (2021). A systematic review of intervention studies for young children with emotional and behavioral disorders: Identifying the research base. *Journal of Research in Special Educational Needs*, 21, 210-145.
- McKenna, J. W., **Garwood, J. D.**, & Parenti, M. (2021). Inclusive instruction for students with emotional/behavioral disorders: Service in the absence of intervention research. *Intervention in School and Clinic*, 56, 316-321.
- Garwood, J. D.**, McKenna, J., Roberts, G. J., Ciullo, S., & Shin, M. (2021). Social studies content knowledge interventions for students with emotional and behavioral disorders: A meta-analysis. *Behavior Modification*, 45, 147-176.
- Garwood, J. D.**, Ciullo, S., Wissinger, D., & McKenna, J. W. (2021). Civics education for students with emotional and behavioral disorders and learning disabilities. *Intervention in School and Clinic*, 56, 250-254.
- Garwood, J. D.**, & Harris, A. H. (2020). Screencast-delivered professional development targeting teachers' self-efficacy and beginning-of-the-year classroom management practices. *Australasian Journal of Special and Inclusive Education*, 44, 60-72.
- King-Sears, M., & **Garwood, J. D.** (2020). DÉCOR to measure fidelity of implementation for behavior interventions. *The Clearing House*, 93, 225-232.
- Garwood, J. D.** (2020). Reader self-perceptions of secondary students with and at risk for emotional and behavioral disorders. *Journal of Special Education*, 53, 206-215.
- Garwood, J. D.**, & McKenna, J. W. (2020). Vocabulary interventions for students with

- emotional and behavioral disorders: A literature review and a call to action. *Education and Treatment of Children*, 43, 187-199.
- McKenna, J. W., **Garwood, J. D.**, & Werunga, R. (2020). Reading instruction for secondary grade students with emotional and behavioral disorders: A focus on comprehension. *Beyond Behavior*, 29, 18-30.
- Garwood, J. D.**, McKenna, J. W., & Ciullo, S. (2020). Reading instruction with embedded behavioral supports for children with emotional and behavioral disorders. *Beyond Behavior*, 29, 6-17.
- Roberts, G. J., Cho, E., **Garwood, J. D.**, Goble, G. H., Robertson, T., & Hodges, A. (2020). Reading interventions for students with reading and behavioral difficulties: A meta-analysis and evaluation of co-occurring difficulties. *Educational Psychology Review*, 32, 17-47.
- Van Loan, C. L., & **Garwood, J. D.** (2020). Measuring relationships between adolescents with emotional and behavioral disorders and their teachers: A psychometric report. *Assessment for Effective Intervention*, 45, 144-150.
- Van Loan, C. L., & **Garwood, J. D.** (2020). Facilitating high-quality relationships for students with emotional and behavioral disorders in crisis. *Intervention in School and Clinic*, 55, 253-256.
- Garwood, J. D.**, & Van Loan, C. L. (2019). Pre-service educators' dispositions toward inclusive practices for students with emotional and behavioural disorders. *International Journal of Inclusive Education*, 23, 1332-1347.
- Garwood, J. D.**, Werts, M. G., Mason, L. H., \*Harris, B., \*Austin, M. B., Ciullo, S., Magner, K. M., Koppenhaver, D. A., & Shin, M. (2019). Improving persuasive science writing for secondary students with emotional and behavioral disorders educated in residential treatment facilities. *Behavioral Disorders*, 44, 227-240.
- Jordan, R., **Garwood, J. D.**, & Trathen, W. (2019). Assessing general education and special education majors' self-efficacy for teaching reading. *Learning Disabilities Research and Practice*, 34, 185-193.
- Garwood, J. D.**, & Ampuja, A. A. (2019). Inclusion of students with learning, emotional, and behavioral disabilities through strength-based approaches. *Intervention in School and Clinic*, 55, 46-51.
- Van Loan, C. L., **Garwood, J. D.**, Smith, S. W., & Daunic, A. P. (2019). Take CHARGE! A randomized controlled trial of a social problem-solving curriculum to support students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 27, 143-153.
- Garwood, J. D.**, & Brunsting, N. C. (2019). Does self-regulated strategy development work for all students with and at risk for emotional and behavioral disorders? A meta-review. *Special Education Research, Policy and Practice*, 3, 162-181.
- Garwood, J. D.**, & Van Loan, C. L. (2019). Using social stories with students with social, emotional, and behavioral disorders: The promise and the perils. *Exceptionality*, 27, 133-148.
- Garwood, J. D.** (2018). Literacy interventions for secondary students formally identified with emotional and behavioral disorders: Trends and gaps in the research. *Journal of Behavioral Education*, 27, 23-52.
- Garwood, J. D.**, Werts, M. G., Varghese, C., & \*Gosey, L. (2018). Mixed-methods analysis of

rural special educators' role stressors, behavior management, and burnout. *Rural Special Education Quarterly*, 37, 30-43.

ACRES RESEARCH ARTICLE OF THE YEAR

Vernon-Feagans, L., Bratsch-Hines, M., Varghese, C., Cutrer, E. A., & **Garwood, J. D.** (2018). Improving struggling readers' early literacy skills through a tier 2 professional development program for rural classroom teachers: The Targeted Reading Intervention. *The Elementary School Journal*, 118, 525-548.

**Garwood, J. D.**, Van Loan, C. L., & Werts, M. G. (2018). Mindset of paraprofessionals serving students with emotional and behavioral disorders. *Intervention in School and Clinic*, 53, 206-211.

Mason, L. H., Cramer, A. M., **Garwood, J. D.**, Varghese, C., Hamm, J., & Murray, A. (2017). Efficacy of self-regulated strategy development instruction for developing writers with and without disabilities in rural schools: A randomized controlled trial. *Rural Special Education Quarterly*, 36, 168-179.

**Garwood, J. D.**, Vernon-Feagans, L., & the Family Life Project Key Investigators. (2017). Classroom management affects literacy development of students with emotional and behavioral disorders. *Exceptional Children*, 83, 123-142.

CEC EARLY CAREER PUBLICATION AWARD

Bratsch-Hines, M. E., Vernon-Feagans, L., Varghese, C., & **Garwood, J. D.** (2017). Child skills and teacher qualifications: Associations with elementary classroom teachers' reading instruction for struggling readers. *Learning Disabilities Research & Practice*, 32, 270-283.

Marlowe, M. J., **Garwood, J. D.**, & Van Loan, C. L. (2017). Psychoeducational approaches for pre-service teachers regarding emotional and behavioral disorders and the relationship-driven classroom. *International Journal of Special Education*, 32, 858-876.

**Garwood, J. D.**, Varghese, C., & Vernon-Feagans, L. (2017). Internalizing behaviors and hyperactivity/inattention: Consequences for young struggling readers, and especially boys. *Journal of Early Intervention*, 39, 218-235.

**Garwood, J. D.**, Ciullo, S., & Brunsting, N. (2017). Supporting students with emotional and behavioral disorders' comprehension and reading fluency. *TEACHING Exceptional Children*, 49, 391-401.

**Garwood, J. D.** (2017). Multimodal exercise as intervention for school-aged children and youth with emotional and behavioral disorders. *Journal of Yoga and Physiotherapy*, 2(4), 1-3.

**Garwood, J. D.**, Harris, A. H., & Tomick, J. K. (2017). Starting at the beginning: An intuitive choice for classroom management. *Teacher Education and Practice*, 30, 77-97.

Varghese, C., **Garwood, J. D.**, Bratsch-Hines, M., & Vernon-Feagans, L. (2016). Exploring magnitude of change in teacher efficacy and implications for students' early literacy growth. *Teaching and Teacher Education*, 55, 228-239.

Tichnor-Wagner, A., **Garwood, J. D.**, Bratsch-Hines, M. E., & Vernon-Feagans, L. (2016). Home literacy environments and foundational literacy skills for struggling and non-struggling readers in rural early elementary schools. *Learning Disabilities Research and Practice*, 31, 6-21.

Able, H., Sreckovic, M. A., Schultz, T., **Garwood, J. D.**, & Sherman, J. (2015). Views from the trenches: Teacher and student supports needed for full inclusion of students with ASD. *Teacher Education and Special Education*, 38, 44-57.

**Garwood, J. D.**, Brunsting, N. C., & Fox, L. C. (2014). Improving reading comprehension and

fluency outcomes for adolescents with emotional-behavioral disorders: Recent research synthesized. *Remedial and Special Education*, 35, 181-194.

### PEER-REVIEWED JOURNAL ARTICLES UNDER REVIEW ( $N = 5$ )

- Ruble, L., Cormier, C. J., McGrew, J., **Garwood, J. D.**, Ogle, L., & Dueber, D. M. (under review). Teacher intrapersonal and school organizational health predictors of special education teacher burnout. *Exceptionality*.
- \*West Geary, E., & **Garwood, J. D.** (under review). Teachers supporting teachers: Reconceptualizing the “IEP at a glance”. *Intervention in School and Clinic*.
- \*Collette, B., & **Garwood, J. D.** (under review). Co-writing social narratives with middle school students with emotional behavioral disorders. *Intervention in School and Clinic*.
- Swindlehurst, K. A, Stark, K., **Garwood, J. D.**, Haines, S., Kervick, C., Looby, W., Meyer, L., Strolin-Goltzman, J. (under review) High performance in challenging times: Using collaborative strategies to achieve individual and group goals in higher education. *Journal of Case Learning and Exceptional Learners*.
- \*Thompson, N. H., & **Garwood, J. D.** (under review). Substance use among students with emotional and behavioral disorders: A systematic review. *Journal of Special Education*.

### BOOKS ( $N = 2$ )

- Van Loan, C. L. & **Garwood, J. D.** (2026). *Tough but worth it: What we can do to include students experiencing emotional and behavioral struggles*. Solution Tree Press.
- Harris, A. H., & **Garwood, J. D.** (2021). *Reclaim your challenging classroom: Relationship-based behavior management*. Corwin Press.

### HANDBOOK CHAPTERS ( $N = 5$ )

- Ciullo, S., & **Garwood, J. D.** (2024). Integrating effective special education practices with best practices in social studies In D. Minarik and T. Lintner (Eds.), *Creating and inclusive social studies classroom for exceptional learners* (pp. 17-44). Information Age.
- Brunsting, N. C., Cumming, M. M., **Garwood, J. D.**, & Uquiza, N. (2024). Special educators’ wellbeing, burnout, and engagement. In E. McCray, E. Bettini, M. Brownnell, J. McLeskey, & P. Sindelar (2nd Ed., pp. 296-318), *Handbook of Research on Special Education Teacher Preparation*. Routledge.
- Garwood, J. D.**, Mason, L. H., & Lavin, C. (2020). Self-regulated strategy development. In R. T. Boon, M. Burke, & L. Bowman-Perrott (Eds.), *Literacy instruction for students with emotional and behavioral disorders (EBD): Research-based interventions for classroom practice* (pp. 137-156). Charlotte, NC: Information Age Publishing.
- Harris, A. H., & **Garwood, J. D.** (2015). Beginning the school year. In W. G. Scarlett (Ed.), *The SAGE Encyclopedia of Classroom Management* (pp. 88-92). Thousand Oaks, CA: SAGE.
- Harris, A. H., Shapiro, B. R., & **Garwood, J. D.** (2015). Space: Elementary and secondary classrooms. In W. G. Scarlett (Ed.), *The SAGE Encyclopedia of Classroom Management* (pp. 567-570). Thousand Oaks, CA: SAGE.

### OTHER INVITED PUBLICATIONS ( $N = 3$ )

- Garwood, J. D.** (2022). Family matters: How to support teachers of students with EBD.

*Behavior Today*, 39(4). <https://debh.exceptionalchildren.org/blog/behavior-today-newsletter-394>

**Garwood, J. D.** (2022). Why are our young people trying to burn down the school? *Behavior Today*, 39(3). <https://debh.exceptionalchildren.org/blog/behavior-today-newsletter-393>

**Garwood, J. D.** (2013). A review of teaching about disabilities through children's literature. *Educational Studies*, 49, 285-289.

#### **MEDIA (N = 1)**

Vermont Public Radio. [\*Burnout's mental and physical tolls, and some potential cures.\*](#)

#### **PROGRAM EVALUATION REPORTS (N = 2)**

Peisner-Feinberg, E. S., **Garwood, J. D.**, & Mokrova, I. L. (2016). *Children's pre-k experiences and outcomes in the North Carolina Pre-Kindergarten Program: 2014–2015 statewide evaluation*. Chapel Hill, NC: The University of North Carolina, Frank Porter Graham Child Development Institute.

Peisner-Feinberg, E. S., **Garwood, J. D.**, & Mokrova, I. L. (2016). *Georgia's Pre-K Program 2014-2015 evaluation: Longitudinal study findings through kindergarten*. Chapel Hill, NC: The University of North Carolina, Frank Porter Graham Child Development Institute.

#### **REFEREED CONFERENCE PRESENTATIONS (N = 55)**

Jones, B., & **Garwood, J. D.** (2025, March). *Special educator burnout: Its predictors, consequences, and impact on students*. Poster presented at the annual conference of the Council for Exceptional Children. Baltimore, MD.

Swindlehurst, K., Hurley J., **Garwood, J. D.**, Haines, S. J., Kervick, C., Looby, W., Meyer, L., & Stark, K. (2025, March). *Swimming close together: Becoming a Stage Four team and addressing the big fish*. Paper presented at the New England Educational Research Organization (NEERO). Portsmouth, NH.

**Garwood, J. D.**, & Jones, B. (2024, November). *Burning out, fading away, or both: A zero-sum analysis*. Paper presented at the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.

Jones, B., **Garwood, J. D.**, Brunsting, N. C., & Cumming, M. (2024, November). *Burnout and wellbeing of special education teachers: An updated review of the literature*. Paper presented at the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.

West Geary, E., Jones, B., **Garwood, J. D.**, & Haines, S. (2024, November). *The voices of students with emotional disturbance: A systematic review*. Paper presented at the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.

**Garwood, J. D.**, & Jones, B. (2024, March). *Full inclusion and self-contained teachers' sense of personal accomplishment*. Poster presented at the annual conference of the Council for Exceptional Children (CEC). San Antonio, TX.

**Garwood, J. D.** (2023, March). *Lifting the voices of black students with emotional disturbance*. Multi-presentation at the annual conference of the Council for Exceptional Children (CEC). Louisville, KY.

**Garwood, J. D.** (2023, January). *Inclusive strategies for youth with behavior problems and ways*

- to avoid burning out*. Masterclass Presentation delivered to Vermont Association for Behavior Analysis. Burlington, VT.
- Garwood, J. D.**, & Carrero, K. (2022, November). *What do(n't) we ask/know about Black students labeled with emotional disturbance?* Paper presented at the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.
- Vannest, K. J., Sallese, M. R., & **Garwood, J. D.** (2022, September). *Meta-analysis of single case experimental designs: Why, when, how*. Presentation delivered to the Association for Behavior Analysis International. Dublin, Ireland.
- Garwood, J. D.** (2022, June). *Relationship-based pedagogy to support inclusion of youth with emotional and behavioural difficulties* Keynote speech delivered to the Successful Learning Conference. Sydney, Australia.
- Garwood, J. D.** (2022, June). *Special educator burnout, inclusive instruction, and youth with mental health challenges: That's Jenga!* Masterclass Presentation delivered to the Successful Learning Conference. Sydney, Australia.
- Garwood, J. D.** (2022, January). *Empirically and theoretically, burnout reduces special educators' fidelity of implementation in behavior support plans*. Poster presentation at the annual conference of the Council for Exceptional Children (CEC). Online.
- Garwood J. D.** (2021, November). *Relationship-based pedagogy in service of youth with emotional and behavioral difficulties*. Paper presented at the annual conference for Learning and the Brain. Boston, MA. \*invited
- Sallese, M. R., **Garwood, J. D.**, Kolbe, T., & Vannest, K. (2021, November). *Definitions and eligibility for emotional disturbance: A tale of 50 states*. Paper presented at the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.
- Poling, D., Van Loan, C. L., **Garwood, J. D.**, & Riddle, D. (2021, March). *Building teacher-student relationships: Research-based approaches, practices, and strategies*. Paper presentation at the annual conference of the Council for Exceptional Children (CEC). Online.
- Garwood, J. D.** (2021, February). *What are interventionists doing with students with emotional and behavioral disorders?* Poster presentation at the Pacific Coast Research Conference (PCRC). Coronado, CA
- Jolivette, K., Sanders, S., & **Garwood, J. D.**, & Royer, D. (2020, December). *When plan "A" does not work, remember there are 26 letters in the alphabet: Navigating your research hopes and dreams with reality*. Panel conducted virtually for the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.
- Garwood, J. D.** (2020, November). *On our RADR: Risk assessment and distress recovery to prevent school shootings*. Paper presented virtually at the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.
- Sanders, S., & **Garwood, J. D.** (2020, November). *The role of self-regulation during instruction for teachers/staff and students/youth in residential and juvenile justice facilities*. Paper presented virtually at the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.
- Garwood, J. D.** (2020, February). *Understanding and improving the civics and citizenship knowledge of high school students with disabilities*. Poster presented at the annual conference of the Council for Exceptional Children (CEC). Portland, OR.

- McKenna, J. W., Mooney, P., Ryan, J., **Garwood, J. D.**, Ciullo, S., & Bettini, E. (2020, February). *Improving reading instruction for students with emotional and behavioral disorders: Challenges, considerations, and promising practices*. Paper presented at the annual conference of the Council for Exceptional Children (CEC). Portland, OR.
- Garwood, J. D.**, & McKenna, J. W. (2020, February). *Vocabulary interventions for students with emotional and behavioral disorders: State of the evidence*. Poster presented at the annual conference of the Council for Exceptional Children (CEC). Portland, OR.
- Garwood, J. D.** (2019, October). *An intellectual history of aggression and an exploration of contradictory messages about aggressive behaviors in schools*. Paper presented at the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.
- Mason, L. H., & **Garwood, J. D.** (2019, October). *Building writing fluency through quick writing*. Paper presented at the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.
- Zurawski, L., McKenna, J. W., Brigham, F. J., Koc, M., Lavin, C., & **Garwood, J. D.** (2019, April). *A systematic review of intervention studies for young children with EBD*. Paper presented at the annual conference of the American Educational Research Association (AERA). Toronto, ON.
- Garwood, J. D.** (2019, February). *Relationships as pedagogy to promote inclusion: Changing pre-service practitioners' dispositions toward students with emotional and behavioral disorders*. Poster presented at the annual conference of the Council for Exceptional Children (CEC). Indianapolis, IN.
- Bettini, E., Ansley, B., Cumming, M., O'Brien, K., **Garwood, J. D.**, Brunsting, N., & Ruble, L. *Supporting special education teachers' well-being: Current research and future directions*. A panel presentation at the annual conference of the Council of Exceptional Children (CEC). Indianapolis, IN.
- Garwood, J. D.**, Ciullo, S., & Mason, L. H. (2019, February). *Enhancing persuasive science writing with adolescents in residential treatment for complex trauma*. Poster presented at the annual conference of the Council for Exceptional Children (CEC). Indianapolis, IN.
- Roberts, G. J., Cho, E., **Garwood, J. D.**, Goble, G. H., & Robertson, T. (2019, February). *Reading instruction for students with behavior, hyperactivity, or attention difficulties: A meta-analysis*. Poster presented at the annual Pacific Coast Research Conference, Coronado, CA.
- Garwood, J. D.** (2018, October). *Students with antisocial behaviors learning social studies content: Where have all the interventions gone?* Paper presented at the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.
- Lakey, E. R., **Garwood, J. D.**, Smith, C. C., Koppenhaver, D. A., & Cheek, A. E. (2018, July). *Interdisciplinary Support for High-Intensity Needs in Education*. [Poster session]. Presented at the U.S. Department of Education, Office of Special Education Programs (OSEP) Project Directors' Conference, Washington, DC.
- Goble, G., Robertson, T., Roberts, G. J., **Garwood, J. D.**, & McKenna, J. (2018, July). *Reading interventions for students with problem behaviors or attention-deficit/hyperactivity: A synthesis of the literature*. Poster session presented at the Society for the Scientific Study of Reading. Brighton, United Kingdom.
- Garwood, J. D.** (2018, February). *Special education teachers' role stressors and behavior*

- management as predictors of burnout: A mixed-methods study.* Paper presented at the annual conference of the Council for Exceptional Children (CEC). Tampa, FL.
- Garwood, J. D.** (2017, October). *Reading and writing interventions for students identified with an emotional disturbance: Status of the research.* Paper proposed to the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.
- Van Loan, C. L., & **Garwood, J. D.** (2017, October). *Relationship-based approaches to working with students with emotional and behavioral disorders: An alternative viewpoint.* Paper proposed to the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.
- Ampuja, A. A. & **Garwood, J. D.** (2017, October). *Teaching students with learning, emotional, and behavioral disabilities to use self-talk.* Poster proposed to the International Conference on Learning Disabilities (CLD). Baltimore, MD.
- Garwood, J. D.** (2017, September). *Best practices in western publishing.* Webinar delivered to International Research and Exchanges Board (IREX).
- Mason, L. H., Mong Cramer, A., **Garwood, J. D.**, Varghese, C., Hamm, J., & Murray, A. (2017, February). *SRSD instruction in rural classrooms: A randomized controlled study.* Paper presented to the Writing Research across Borders conference. Bogota, Colombia.
- Garwood, J. D.**, & Van Loan, C. L. (2016, October). *Social stories for students with EBD: Why didn't we think of that?* Paper presented at the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.
- Garwood, J. D.** (2016, October). *The social maladjustment exclusionary clause and the use of social stories for students with emotional and behavioral disorders.* Paper presented at the 4<sup>th</sup> annual NCCEC Northwest Region Mini Drive-In Conference. Boone, NC.
- Garwood, J. D.**, & Vernon-Feagans, L. (2016, April). *The who, how, and what: Differences in the co-occurrence of literacy struggles and behavior problems by child gender and reading ability.* Poster accepted by the Council for Exceptional Children (CEC). St. Louis, MO.
- Garwood, J. D.**, Varghese, C., Bratsch-Hines, M., & Vernon-Feagans, L. (2016, January). *Teacher's growth in classroom management efficacy and children's early literacy development: Avenues of inquiry.* Paper accepted by the North Carolina Council for Exceptional Children (NCCEC). Pinehurst, NC.
- Mason, L. H., **Garwood, J. D.**, & Varghese, C. (2015, April). *Professional development for SRSD writing instruction in rural schools.* Paper presented to the Council for Exceptional Children (CEC). San Diego, CA.
- Garwood, J. D.** (2015, April). *Classroom management for rural students with behavior problems: Implications for reading achievement and engagement.* Poster accepted by the Council for Exceptional Children (CEC). San Diego, CA.
- Mason, L. H., Mong Cramer, A., **Garwood, J. D.**, & Varghese, C. (2015, April). *Persuasive writing in rural middle schools: A randomized controlled study.* Paper presented to the American Educational Research Association (AERA). Chicago, IL.
- Miller, M. J., Brunsting, N. C., & **Garwood, J. D.** (2014, February). *Improving the reading comprehension and fluency of adolescents with emotional and behavioral disorders.* Seventh Biennial School of Education Research Symposium. Symposium conducted by University of North Carolina Graduate Student Association, Chapel Hill, NC.
- Bratsch-Hines, M. E., **Garwood, J. D.**, Varghese, C., & Vernon-Feagans, L. (2013,

- December). *Measuring the match between teacher literacy instruction and child literacy skills: The importance of individualized instruction*. Symposium conducted at the meeting of the Literacy Research Association (LRA), Dallas, TX.
- Darrow, C. L., DeMarco, A., **Garwood, J. D.**, Tichnor-Wagner, A., & Vernon-Feagans, L. (2013, April). *Challenges of conducting educational research in low-wealth, rural communities*. Paper presented to the Society for Research on Child Development (SRCD). Seattle, WA.
- Brunsting, N., **Garwood, J. D.**, & Lane, K. L. (2013, February). *Reading interventions for adolescents with emotional disturbance in socially restrictive settings recommended for tier-2 intervention*. Poster presented at the Midwest Symposium for Leadership in Behavior Disorders (MSLBD). Kansas City, MO.
- Sreckovic, M., **Garwood, J. D.**, Able, H., & Schultz, T. (2013, January). *Supporting the social skills needs of students with high functioning autism: Educators' perspectives and implications for parents*. Paper presented at the North Carolina Council for Exceptional Children (NCCEC). Pinehurst, NC.
- Tichnor-Wagner, A., **Garwood, J. D.**, Vernon-Feagans, L., & Bratsch-Hines, M. (2012, November). *Reading in rural homes: Connecting literacy practices, socioeconomic contexts, and reading performance*. Paper presented at the meeting of the Literacy Research Association (LRA), San Diego, CA.
- Garwood, J. D.** (2013, January). *Reading or recidivism: The state of literacy instruction for adolescents with EBD in juvenile corrections*. Poster accepted by the Southeastern Association of Educational Studies (SEAES), Chapel Hill, NC.
- Darrow, C. L., Vernon-Feagans, L., Cavanaugh, C., Tichnor, A., & **Garwood, J. D.** (2012, February). *Teachers' reports and standardized assessments: Do teachers accurately assess the language and literacy skills of at-risk children?* Poster presented at the Pacific Coast Research Conference (PCRC). Coronado, CA.
- Vernon-Feagans, L., Darrow, C. L., Hedrick, A., **Garwood, J. D.**, & Tichnor, A. (2012, February). *Face-to-face versus webcam coaching to help classroom teachers provide effective instruction for struggling readers*. Poster presented at the Pacific Coast Research Conference (PCRC). Coronado, CA.

### **COURSES TAUGHT (U = undergraduate, M = master, D = doctoral)**

#### **University of Vermont (2018 – Present)**

- EDRM 6210: Quantitative Research 1 (D)
- EDSP 7990: Statistical Analysis Lab (D)
- EDSP 7491: Doctoral Dissertation (D)
- EDSP 7250: Psychoeducational Education and Single-Case Design (D)
- EDSP 6993: Independent Study (D)
- EDSP 6180: Behavior Analysis in Special Education (M)
- EDSP 6140: Curriculum and Technology in Special Education – Literacy (M)
- EDSP 5200: Preventing and Responding to School Shootings (M)
- EDSP 5130: Severe Disabilities (M)
- EDSP 5100: Foundations of Special Education (M)
- EDSP 2170: Classroom Management for Student and Teacher Success (U)
- EDSP 1050: Issues Affecting Persons with Disabilities (U)

**Appalachian State University (2016 – 2018)**

SPE 5610: Advanced Studies in Classroom Management (M)

SPE 4496: Practicum in Special Education II (U)

SPE 4495: Practicum in Special Education I (U)

SPE 3540: Classroom Management to Promote Student Engagement and Learning (U)

SPE 3374: Assessment and Identification of Students with Disabilities (U)

SPE 3360: Psycho-educational Strategies for Learners with Special Needs (U)

SPE 3300: Creating Inclusive Learning Communities (U)

**The University of North Carolina at Chapel Hill (2013 – 2015)**

EDUC 861: Seminar in Special Education: Learning, Emotion, and Behavior (D)

EDUC 664: Families and Teams in Childhood Intervention: Interdisciplinary Perspectives (M)

EDUC 516: Introduction to the Education of Exceptional Learners (U)

EDUC 130: Navigating the Research University (U)

**ADVISING****Undergraduate**

<b>Degree</b>	<b>Institution</b>	<b>Year</b>	<b>N</b>
Minor, Special Education	University of Vermont	2018-present	229
BA, Special Education	Appalachian State University	2017-2018	19
		2016-2018	14

**Masters**

<b>Degree</b>	<b>Institution</b>	<b>Year</b>	<b>N</b>
MEd, Special Education	University of Vermont	2018-present	51
MA, Special Education	Appalachian State University	2017-2018	12
		2016-2017	10

**Doctoral**

<b>Name</b>	<b>Degree</b>	<b>Institution</b>	<b>Role</b>	<b>Year of Degree</b>
Nathan Thompson	PhD, Social-Emotional-Behavioral Health and Inclusive Education	University of Vermont	Primary Advisor	2024-Present
Brian Jones	PhD, Social-Emotional-Behavioral Health and Inclusive Education	University of Vermont	Primary Advisor	2023-Present
Emily McCanney	EdD, Educational Leadership and Administration	East Carolina University	Committee Member	2024-Present
Darren McIntyre	EdD, Educational Leadership and Policy Studies	University of Vermont	Primary Advisor	2021-Present

Allison Krasner	PhD, Clinical Psychology	University of Vermont	Committee Member	2024
Katherine Lee	EdD, Educational Leadership and Policy Studies	University of Vermont	Primary Advisor	2023
Megan Walters	EdD, Educational Leadership	Appalachian State University	Committee Member	2019

### INTERNATIONAL SERVICE

Executive Board: Secretary, <i>Council for Children with Behavior Disorders</i>	2019-2021
Historian/Archivist, <i>Council for Children with Behavior Disorders</i>	2019-2021

### NATIONAL SERVICE

Editorial Board Member, <i>Exceptional Children</i>	2023-Present
Institute of Education Sciences, Panelist Reviewer	2023-Present
Consulting Editor, <i>Rural Special Education Quarterly</i>	2019-Present
Editorial Board Member, <i>Behavioral Disorders</i>	2019-Present
Editorial Board Member, <i>Intervention in School and Clinic</i>	2019-Present
Field Reviewer for <i>Exceptional Children</i>	2017-2023
Editorial Board Member, <i>Journal of Emotional and Behavioral Disorders</i>	2015-Present
NCSER Special Education Teacher Workforce TWG, Expert Panelist	2023-2024
National Science Foundation, Panelist Reviewer	2022-2023
Editorial Board Member, <i>Learning Disabilities Research and Practice</i>	2015-2021
Guest Reviewer for <i>Life Span and Disability</i>	2020
Expert testimony on Disproportionality to U.S. Office of Civil Rights	2019
Guest Reviewer for <i>Sage Open</i>	2018-2019
Invited Guest Editor, <i>Learning Disabilities Research and Practice</i>	2018
Guest Reviewer for <i>Assessment for Effective Intervention</i>	2016-2017
Guest Reviewer for <i>Review of Research in Education</i>	2015-2016
Guest Reviewer for <i>Learning Disabilities Research and Practice</i>	2014-2015
Guest Reviewer for <i>Journal of Emotional and Behavioral Disorders</i>	2013-2014
Guest Reviewer for <i>The High School Journal</i>	2011-2012

### UNIVERSITY SERVICE

#### *University of Vermont*

Academic Integrity Council Member	2019-Present
UVM Commencement Ceremony CESS Marshall	2022
<b><i>Appalachian State University</i></b>	
Advisory Board – ASU Nationally Competitive Scholarship Program	2017-2018
Advisory Board – NC Lab School Program	2017-2018

### COLLEGE/DEPARTMENT SERVICE

#### **@ *University of Vermont***

CESS Enrollment Management Steering Committee	2024-Present
Jean S. Garvin Fellowship Research Committee Member	2023-Present
PhD in SHIE Program Co-Coordinator	2022-Present
EDLP Doctoral Steering Committee Member	2021-2024

CESS Research Council Member	2019-2024
Search Committee Co-Chair for EDSP Faculty Member	2022-2023
Search Committee Co-Chair for EDLP Faculty Member	2021-2022
CESS Strategic Plan Working Group Member	2021-2022
Comprehensive Exam Reviewer for Ed.D. Program	2019-2021
Search Committee Member for DLDS Faculty Member	2019-2020
Admitted Student Visit Day, Special Education Representative	2018-2020
Created a new elective course for the College: EDSP 218	2018-2019
Created a new core course for the Master's in Special Education: EDSP 310	2018-2019
Created a new core course for the Minor in Special Education: EDSP 117	2018-2019
<b>@ Appalachian State University</b>	
Doctoral Program Policy Committee	2017-2018
Assessment Faculty Fellow	2016-2018
Advising to 64 Undergraduate and Graduate Students	2016-2018
Departmental Procedures Committee	2016-2018
Special Education Program Orientation for First-Year Students	2017
Search Committee for Permanent Department Chair of RESE	2017
Created revised doctorate concentration in Literacy and Exceptionalities	2017
<b>@ University of North Carolina at Chapel Hill</b>	
Student host for Professor of Special Education Search Committee	2015
Doctoral Student Mentor, School of Education	2012-2015

#### **CURRENT PROFESSIONAL AFFILIATIONS**

American Council on Rural Special Education (ACRES)

Council for Exceptional Children (CEC)

*Division for Emotional and Behavioral Health (DEBH)*

*Division of International Special Education and Services (DISES)*

*Division of Research (DR)*

*Teacher Education Division (TED)*