

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

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College of Education and Social Services  
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### **EDUCATION**

- 2015      Ph.D. in Education (Special Education and Literacy)  
University of North Carolina at Chapel Hill: School of Education
- 2010      M.Ed. in Secondary Education (English 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

### **CERTIFICATIONS**

- 2013-Present   English Education, Grades 7-12 Teaching License (New York)  
2012-Present   Special Education, Grades K-12 Teaching License (Tennessee)  
2011-Present   GOTAGS Classroom Management Professional Development Workshop  
Facilitator, Ready to Teach LLC

### **FACULTY APPOINTMENTS**

- Assistant Professor of Special Education  
University of Vermont | 2018-present  
College of Education and Social Services  
Burlington, VT 05405
- Assistant Professor of Special Education  
Appalachian State University | 2016-2018  
College of Education  
Boone, NC

## PROFESSIONAL EXPERIENCE

### Post-Doctoral Research Scientist

University of North Carolina at Chapel Hill | 2015-2016  
 Frank Porter Graham Child Development Institute  
 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

## HONORS AND AWARDS

- |         |   |
|---------|---|
| 2019    | Research Article of the Year Award<br>American Council on Rural Special Education   |
| 2018    | Early Career Publication Award<br>Council for Exceptional Children – Division for Research  |
| 2018    | Outstanding Early Career Award in Teacher Preparation<br>NC Council for Exceptional Children – Teacher Education Division   |
| 2016-17 | Outstanding Teaching Award<br>Nominated at Appalachian State University   |
| 2015    | Excellence in Mentorship<br>UNC-Chapel Hill   |
| 2013-14 | Dolores Zohrab Liebman Fellowship Representative<br>UNC-Chapel Hill   |
| 2009-10 | Laverne W. Noyes Scholarship Recipient<br>Peabody College of Vanderbilt University  |
| 2004    | Alpha Chi National Collegiate Honor Society<br>Sigma Tau Delta International English Honor Society<br>Alpha Phi Sigma National Criminal Justice Honor Society<br>State University of New York (SUNY) College at Brockport |

**FUNDING FOR RESEARCH**Total Funds Awarded: **\$1,637,586**

<b>Years</b>	<b>Project Title</b>	<b>Role</b>	<b>Funding Agency</b>	<b>Amount</b>
2020-2024	Exploring special educator burnout, and in turn, the impact of burnout on special educators' treatment integrity in behavior support plans: Project Burn and Turn.	Principal Investigator	U.S. Department of Education – Institute of Education Sciences	\$499,452
2020-2021	Swivl Robots to Study Teacher Burnout	Principal Investigator	UVM - Sustainability Research Capitalization Funding	\$4,580
2019-2020	Taking Action to Reduce School Shootings: Development of the Risk Assessment and Distress Recovery (RADR) Scale	Principal Investigator	UVM – CESS Research Council & Jean S. Garvin Award	\$4,750
2017-2020	Interdisciplinary support of high-intensity needs in education: Project iShine	Co-Investigator (with Lakey, Smith, & Koppenhaver)	U.S. Department of Education – Office of Special Education Programs	\$1,079,804
2018-2019	Civics for students with emotional and behavioral disabilities	Principal Investigator	UVM – OVPR EXPRESS	\$3,000
2018	Self-regulated strategy development for adolescents with emotional and behavioral disabilities	Principal Investigator	Appalachian State University – Office of Research	\$24,000
2016-2018	Special educators' burning out or fading away	Principal Investigator	Appalachian State University – College of Education	\$2,500
2017	Research and development for IES grants	Principal Investigator	Appalachian State University Office of Research	\$1,000
2014-2015	Classroom management for students with emotional and behavioral disorders	Principal Investigator	University of North Carolina at Chapel Hill – Graduate School	\$16,000
2013-2014	Reading with an emotional or behavioral disorder	Principal Investigator	Walter M. and Ann Brown Fund for Reading Research	\$2,500

**PUBLISHED/ACCEPTED PEER-REVIEWED JOURNAL ARTICLES (N = 43)**

(\*indicates work with a student)

- Garwood, J. D.**, & Gage, N. (accepted). Evidence for the technical adequacy of the RADR: Examining risks while avoiding profiling youth with mental health difficulties. *Journal of Psychoeducational Assessment*.
- McKenna, J. W., Brigham, F., **Garwood, J. D.**, Zurawski, L., Koc, M., Lavin, C., & Werunga, R. (accepted). 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*.
- McKenna, J. W., Newton, X., Brigham, F., & **Garwood, J. D.** (accepted). Inclusive instruction for students with emotional disturbance: An investigation of classroom practice. *Journal of Emotional and Behavioral Disorders*.
- Peltier, C., McKenna, J. W., Sinclair, T., **Garwood, J. D.**, & Vannest, K. (in press). Ordinate scaling and axis proportions of single-case graphs in two prominent EBD journals from 2010 to 2019. *Behavioral Disorders*.
- McKenna, J. W., **Garwood, J. D.**, & Solis, M. (in press). Reading instruction for students with and at risk for emotional and behavioral disorders: A synthesis of observation research. *Journal of Behavioral Education*.
- Garwood, J. D.**, Peltier, C., Sinclair, T., Eisel, H., McKenna, J. W., & Vannest, K. J. (in press). A quantitative synthesis of intervention research published in flagship EBD journals: 2010-2019. *Behavioral Disorders*.
- Garwood, J. D.** (in press). The absence of civics interventions for students with disabilities: A mixed-methods investigation. *Exceptionality*.
- McKenna, J. W., **Garwood, J. D.**, & Parenti, M. (in press). Inclusive instruction for students with emotional/behavioral disorders: Service in the absence of intervention research. *Intervention in School and Clinic*.
- 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.
- 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 ( $N = 5$ )

Cheek, A. E., Harris, B. A., Koppenhaver, D. A., **Garwood, J. D.**, & Laws, B. R. (pending revisions). Technology-supported shared reading in a rural classroom serving children with severe intellectual disabilities and complex communication needs. *Rural Special Education Quarterly*.

**Garwood, J. D.**, & Adamson, R. (pending revisions). Historical perspectives on aggression and an exploration of its origins in youth with emotional disturbance. *Preventing School Failure*.

Poling, D., Van Loan, C. L., **Garwood, J. D.**, Zhang, S., Riddle, D. (under review). A review of school-based teacher-student relationship intervention approaches. *Educational Research Review*.

Peltier, C., **Garwood, J. D.**, McKenna, J. W., Peltier, T., & Sendra, J. (under review). Using the SRSD framework for argumentative writing: A look across content areas. *Learning Disabilities Research & Practice*.

Peltier, C., Morin, K., **Garwood, J. D.**, Hott, B., McKenna, J., & Vannest, K., (under review). Evaluating systematic reviews and meta-analyses in the field of learning disabilities. *Learning Disability Quarterly*.

### BOOKS ( $N = 1$ )

Harris, A. H., & **Garwood, J. D.** (2021). *Reclaim your challenging classroom: Relationship based behavior management*. Thousand Oaks, CA: Corwin Press.

### BOOK CHAPTERS ( $N = 3$ )

**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.

### BOOK REVIEWS ( $N = 1$ )

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



## 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 = 40)

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

Jolivet, 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). *SRS 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)**

EDLP 491: Doctoral Dissertation Research (D)

EDLP 397B: Independent Quantitative Research (D)

EDSP 318: Behavior Analysis in Special Education (M)

EDSP 310: Curriculum and Technology in Special Education – Literacy (M)

EDSP 201: Foundations of Special Education (M)

EDSP 117: Classroom Management for Student and Teacher Success (U)

EDSP 005: Issues Affecting Persons with Disabilities (U)

EDHE 200: Preventing and Responding to School Shootings (U/M)

#### **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	127
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	15
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</b>
Darren McIntyre	EdD, Educational Leadership and Policy Studies	University of Vermont	Advisor and Chair	2019 - present
Katherine Lee	EdD, Educational Leadership and Policy Studies	University of Vermont	Advisor and Chair	2018 - present
Maria Horton	EdD, Educational Leadership and Policy Studies	University of Vermont	Committee Member	2018 - present
Megan Walters	EdD, Educational Leadership	Appalachian State University	Committee Member	2016-2019

**NATIONAL SERVICE**

Executive Board: Secretary, <i>Council for Children with Behavior Disorders</i>	2019-Present
Historian/Archivist, <i>Council for Children with Behavior Disorders</i>	2019-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
Guest Reviewer, <i>Remedial and Special Education</i>	2019-Present
Guest Reviewer, <i>Teacher Education and Special Education</i>	2019-Present
Field Reviewer for <i>Exceptional Children</i>	2017-Present
Editorial Board Member, <i>Journal of Emotional and Behavioral Disorders</i>	2015-Present
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
<b>UNIVERSITY SERVICE</b>	
<b><i>University of Vermont</i></b>	
Academic Integrity Council	2019-Present
UVM Quantitative Research Methods Series Developer	2021
<b><i>Appalachian State University</i></b>	
Advisory Board – ASU Nationally Competitive Scholarship Program	2017-2018
Advisory Board – NC Lab School Program	2017-2018
<b><i>University of North Carolina at Chapel Hill</i></b>	
Six Invited Lectures to UNC Undergraduate and Graduate Students	2013-2016
Graduate Student Panel Member, UNC School of Education Symposium	2012
<b>COLLEGE/DEPARTMENT SERVICE</b>	
<b><i>@ University of Vermont</i></b>	
Member of the CESS Research Council	2019-Present
Comprehensive Exam Reviewer for Ed.D. Program	2019-Present
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: EDHE 200	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><i>@ Appalachian State University</i></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><i>@ University of North Carolina at Chapel Hill</i></b>	
Student host for Professor of Special Education Search Committee	2015
Doctoral Student Mentor, School of Education	2012-2015
<b>SERVICE TO THE COMMUNITY</b>	
Webinar to Vermont Principal’s Association	2020
Volunteer Firefighter in the Richmond Fire Department, Richmond, VT	2019
Behavior Support Consultant to Children’s Hope Alliance, Banner Elk, NC	2017-2018
Behavior Support Consultant to Watauga High School, Boone, NC	2016-2018
Hospitality House Volunteer, Boone, NC	2016-2018
Child Mentor at The Susan Gray School, Nashville, TN	2010
<b>CURRENT PROFESSIONAL AFFILIATIONS</b>	
American Council on Rural Special Education (ACRES)	
American Educational Research Association (AERA)	

*Division K: Teaching and Teacher Education*  
Council for Exceptional Children (CEC)  
*Council for Children with Behavior Disorders (CCBD)*  
*Division of International Special Education and Services (DISES)*  
*Division of Research (DR)*  
*Teacher Education Division (TED)*