# Abbreviated Curriculum Vitae Suzanne Woods-Groves, Ph.D.

**EDUCATIONAL BACKGROUND**

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| 2007 | Ph.D. | Special Education | Auburn University |
| 2007 | M.Ed. | Psychometry | Auburn University |
| 1999 | M.Ed. | Special Education-Emotional Disturbance | Auburn University |
| 1997 | B.S. | Special Education-Early Childhood | Auburn University |

**LICENSURES AND CERTIFICATIONS**

Alabama Class A School Psychometrist, Grades P-12, Alabama State Department of Education. (August 2007–August 2012).

Alabama Class B Certificate in Special Education (Early Childhood), Grades P-3,Alabama State Department of Education. (August 2007–August 2012).

Alabama Class B Certificate in Special Education (Emotional Conflict), Grades P-12, Alabama State Department of Education. (August 2007–August 2012).

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| **PROFESSIONAL EXPERIENCE** | |
| **2020- Present** | **Tenured Associate Professor of Special Education,** Department of Special Education, Rehabilitation, & Counseling, **Auburn University** |
| **2018-2020** | **Assistant Professor of Special Education,** Department of Special Education, Rehabilitation, & Counseling, **Auburn University** |
| **2014-2018** | **Tenured Associate Professor of Special Education**, Department of Teaching and Learning, **University of Iowa** |
| **2019-present** | **Graduate Program Officer**, Department of Special Education, Rehabilitation, & Counseling, **Auburn University** |
| **2019-present** | **Early Childhood Special Education Program Coordinator,** Department of Special Education, Rehabilitation, & Counseling, **Auburn University** |
| **2019-present** | **Graduate Faculty Member,** Department of Special Education, Rehabilitation, & Counseling, **Auburn University** |
| **2016-2018** | **Special Education Program Coordinator**, Department of Teaching and Learning, Universityof Iowa |
| **2008-2014** | **Assistant Professor of Special Education**, Department of Teaching and Learning, University of Iowa |
| **2007-2008** | **Adjunct Faculty,** Department of Rehabilitation and Special Education, Auburn University |

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| **PROFESSIONAL EXPERIENCE** | |
| **2006** | **Project Manager,** for a Program Planning Grant for Innovative Secondary teacher- Education Programs for Department of Rehabilitation and Special Education, Auburn University |
| **2003-2007** | **Graduate Teaching Assistant**, Department of Rehabilitation and Special Education, Auburn University. |
| **2006** | **Teacher Intern Supervisor,** supervised Undergraduate Early Childhood Special Education Internships, Department of Rehabilitation and Special Education, Auburn University |
| **2004-2007** | **Behavioral Consultant**, Chambers County School District, AL. developed behavior strategies for individuals with disabilities preschool to eleventh grade |
| **2000-2004** | **Special Education Teacher,** Huguley Elementary, Chambers County, AL. Served students with low-incidence disabilities preschool to fifth grade. |
| **1999-2000** | **Special Education Teacher** at Five Points Elementary, Chambers County, AL. Served students with disabilities preschool to eighth grade with low and high incidence disabilities. |

# PROFESSIONAL ACTIVITIES AND HONORS (select)

**Selected for 10-Day Quasi-Experimental Training Workshop**, Sponsored by the Institute of Education Sciences, Evanston, Illinois (July 31- August 11th, 2017)

**2018 Council for Children with Behavioral Disorders (CCBD) Paper of the Year Award** (Bruhn, Woods-Groves, Fernando, Choi, & Troughton, 2017). 2018 Council for Children with Behavioral Disorders (CCBD), National. (2018).Paper: Bruhn, A. L., Woods-Groves, S., Fernando, J., Choi, T., & Troughton, L. (2017). Evaluating technology-based self- monitoring as a tier 2 intervention across middle school settings. *Behavioral Disorders*, *42*(3), 119-131.

**Career Development Award,** Office of the Executive Vice President & Provost University of Iowa, University (2018).

**Recognized as top faculty,** University of Iowa Graduating Class, Department (2015)

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**Outstanding Graduate Student Award** in the Department of Rehabilitation and Special Education, Auburn University (2007).

**International Advocate** University of Iowa International Student and Scholar Services to University of Iowa staff & faculty who have been exemplary in supporting international students and scholars, promoting intercultural awareness on campus, and bridging connections (2017-2018).

# GANTS/CONTRACTS

## FUNDED External Grants

**Funded Personnel Preparation Grants at University of Iowa**

Woods-Groves, Suzanne (Principal Investigator) & Bruhn, Allison Leigh (Co-Principal Investigator), (2017-2018) Special Education Learners Applying Research in Schools Doctoral Training Grant. Sponsored by Office of Special Education Programs $ 1,235,887.00 (Funded 2014-2019) Authors: Hosp, John & Therrien, William.

## Role: Principal Investigator (2017-August 2018) Co-Principal Investigator (2015-2017)

Hosp, John (Principal Investigator), Hua, Youjia (Co-Principal Investigator), & Woods-Groves, Suzanne (Co-Principal Investigator). (2014-2015) -Special Education Learners for Iowa (SELIA): Training the Next Generation to Serve High Needs Children with Disabilities Doctoral Training Grant. Sponsored by Office of Special Education Programs,

$1,183,678.00 (Funded 2011-2015). Authors: Therrien, William. & Hosp, John

## Role: Co-Principal Investigator (2014-2015)

**FUNDED External Research Grants at University of Iowa**

Woods-Groves, Suzanne (Principal Investigator), & Bruhn, Allison Leigh (Co-Investigator), Appraising 21st Century Skills of K-12 Learners to Identify and Support Students, Sponsored by Roy J. Carver Charitable Trust, Private, $89,399.00. (Funded October 2015– August 2016). Author: Woods-Groves, Suzanne

## Role: Principal Investigator Author

**FUNDED INTERNAL GRANTS**

**Research Grants Submitted at Auburn University**

Woods-Groves, Suzanne (Principle Investigator). Motivating Elementary Students with 21st Centur Interest-Based Comprehension and Expository Writing (I-CEW)—Phase 1. Office of the Vice President for Research & Economic Development (OVPRED), Intramural Grants Program. (April 2020-2022, $50,000.**Funded**

## Role: Principal Investigator

## Author

**Previous Research Grants Submitted at University of Iowa**

Woods-Groves, Suzanne (Principle Investigator). “Further Validation of the HBRS: Brief.” Hazel Prehm Research Assistant Program to fund a .25 Graduate Research Assistant for the summer semester. Department of Teaching and Learning, College of Education, University of Iowa (June-July 2016). **Funded**

## Role: Principal Investigator Author

Woods-Groves, Suzanne, (Principle Investigator) "An investigation of the efficacy of strategic writing instruction and motivation with secondary learners", Sponsored by College of Education Faculty Research Fund, University of Iowa, The University of Iowa,

$1,000.00. (August 2015–May 2016) **Funded Role: Principal Investigator**

## Author

Woods-Groves, Suzanne (Principle Investigator). “Validation of the HBRS: Brief.” Hazel Prehm Research Assistant Program to fund a .25 Graduate Research Assistant for the summer semester. Department of Teaching and Learning, College of Education, University of Iowa (June-July 2015). **Funded**

## Role: Principal Investigator Author

Woods-Groves, Suzanne (Principal Investigator), "Further Validation of Elementary and Secondary Teachers’ Ratings for the HBRS: Brief," Sponsored by Iowa Measurement Research Foundation, the University of Iowa, $30,800.00. (August 2014–May 2015) **Funded**

## Role: Principal Investigator Author

Woods-Groves, Suzanne (Principal Investigator), "An examination of the concurrent and predictive validity of the Human Behavior Rating Scale: Brief form," Sponsored by College of Education Research Fund, The University of Iowa, $1,000.00. (October 2013– June 2014) **Funded**

## Role: Principal Investigator Author

Woods-Groves, Suzanne (Principal Investigator), "An Investigation of the Validity of the Human Behavior Rating Scale: Brief," Sponsored by Iowa Measurement Research Foundation, The University of Iowa, $35,480.00. (August 2013–May 2014). **Funded**

## Role: Principal Investigator Author

**Previous Research Grants Submitted at University of Iowa**

Woods-Groves, Suzanne (Principal Investigator), "An Examination of the Psychometric Properties of the Human Behavior Rating Scale: Brief Form," Sponsored by College of Education Research Fund, The University of Iowa, $1,000.00. (December 2012–June 2013). **Funded**

## Role: Principal Investigator Author

Woods-Groves, Suzanne (Principal Investigator), "An Investigation of the concurrent validity of the Human Behavior Rating Scale: Brief Form.," Sponsored by College of Education Research Fund, The University of Iowa, $1,000.00. (December 2011–June 2012)**.Funded Role: Principal Investigator**

## Author

Woods-Groves, Suzanne (Principal Investigator), "An Investigation of the Human Behavior Rating Scale," Sponsored by Social Science Funding Program, Office of the Vice President for Research, The University of Iowa, $13,506.00. (May 2010–June 2011). **Funded**

## Role: Principal Investigator Author

Woods-Groves, Suzanne (Principal Investigator), "Investigation of the Psychometric Properties of the Human Behavior Rating Scale," Sponsored by Summer Old Gold Fellowship, The University of Iowa, $6,000.00. (July 2009–May 2010). **Funded**

## Role: Principal Investigator Author

**PUBLICATIONS**

**BOOK CHAPTERS**

**Woods-Groves, S.,** & Harper, D. C. (2012). Global mental functions: Temperament and personality (B126, ICF-CY). In A. Manjamer (Eds.), *Measures for Children with Developmental Disabilities: An ICF-CY Approach* (pp. 75-88). London, UK: MacKeith Press.

**Woods-Groves, S**., & Harper, D. C. (2012). Specific mental functions: Perceptual (B156). In A. Manjamer (Eds.), *Measures for Children with Developmental Disabilities: An ICF-CY Approach* (pp. 117-128). London, UK: MacKeith Press.

## REFEREED JOURNAL ARTICLES (*N* = 30)

**Woods-Groves, S.,** Hughes, C. A., Rodgers, D. B.\*, Balint-Langel, K., Alqahtani, S. S., Neil, K. M., & Hinzman, M.\* (2020). Efficacy of a computer-based editing strategy with postsecondary students with intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities,55*(2), 142-157*.*

Balint-Langel, K., **Woods-Groves, S.,** Rodgers, D., Rila, A., & Riden, B. (2020). Using a computer-based strategy to teach self-advocacy skills to middle school students with disabilities. Journal of Special Education Technology, 35(4), 249-261.doi: 10.1177/016264341864847.

**Woods-Groves, S**., Choi, T., Bruhn, A. L., & Fernando, J. (2019). Examining teachers’ perceptions of K-11 students’ 21st century skills and student performance. *Psychology in the Schools, 56*(9), 1434-1454.*.* doi:10.1002/pits.22291.

Hua, Y., **Woods-Groves, S**., & Yuan, C. (2019). Literacy interventions for young adults with intellectual and developmental disabilities in inclusive postsecondary education settings: A review of a program of research. *Journal of Inclusive Postsecondary Education, 1*(1), 1-20. doi:10.1302/jipe.2019.2456

REFEREED JOURNAL ARTICLES

**Woods-Groves, S.,** Alqahtani, S. S., Balint-Langel, K., & Kern, A. (2018). Electronic essay writing with postsecondary students with intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, *53*(3), 311-324.

**Woods-Groves, S**., Hua, Y., Ford, J. W., & Neil, K. M. (2017). Efficacy of an electronic editing strategy with college students with intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities, 54*(4), 422-436.

Hendrickson, J. M., **Woods-Groves, S.,** Rodgers, D. B.**\***, & Datchuk, S. (2017). Perceptions of students with autism and their parents: The college experience. *Education and Treatment of Children, 40*(4), 571-596. doi:10.1353/etc.2017.0025

**Woods-Groves, S.,** & Choi, T. (2017). The relationship of teacher's ratings of kindergarteners' 21st century skills and student performance. *Psychology in the Schools, 54*(9), 1034- 1048. doi:10.1002/pits.22052

Bruhn, A. L., **Woods-Groves, S.,** Fernando, J.,**\*** Choi, T.**\***, & Troughton, L.**\*** (2017).

Evaluating technology -based self-monitoring as a tier 2 intervention across middle school settings. *Behavioral Disorders, 42*(3), 119-131. doi:10.1177/0198742917691534

**Woods-Groves, S.,** Hua, Y., Therrien, W. J., Kaldenberg, E. R.**\***, Kihura, R. W.**\***, & Hendrickson, J. M. (2015). An investigation of the efficacy of an editing strategy with postsecondary individuals with developmental disabilities. *Education and Training in Autism and Developmental Disabilities, 50*(1), 95-108.

Hua, Y., **Woods-Groves, S.,** Kaldenberg, E. R.**\***, Lucas, K.**\***, & Therrien, W. J. (2015). Effects of the TIP strategy on problem solving skills of young adults with intellectual disability. *Education and Training in Autism and Developmental Disabilities, 50*(1), 31-42.

**Woods-Groves, S.** (2015). The Human Behavior Rating Scale Brief: A tool to measure 21st century skills of K-12 learners. *Psychological Reports, 116*(3), 769-796. doi: 10.2466/03.11.PR0.116k29w0

Bruhn, A. L., **Woods-Groves, S.,** & Huddle, S.**\*** (2014). A preliminary investigation of emotional and behavioral screening practices in K-12 schools. *Education and Treatment of Children, 37*, 611-634. doi: 10.1353/etc.2014.0039

Hua, Y., **Woods-Groves, S**., Ford, J. W.**\***, & Nobles, K. (2014). Effects of paraphrasing strategy on expository reading comprehension of young adults with intellectual disability. *Education and Training in Autism and Developmental Disabilities, 49*(3), 429-439.

REFEREED JOURNAL ARTICLES

**Woods-Groves, S**., Hua, Y., Therrien, W. J., Kaldenberg, E. R.**\***, Hendrickson, J. M., Lucas,K. G.**\***, & McAninch, M. J.**\*** (2014). An investigation of strategic writing instruction for post-secondary students with developmental disabilities. *Education and Training in Autism and Developmental Disabilities, 49*(2), 248-262.

Hendrickson, J. M., Carson, R. R., **Woods-Groves, S**., Mendenhall, J., & Scheidecker, B. (2013). UI REACH: A Postsecondary Program Serving Students with Autism and Intellectual Disabilities. *Education and Treatment of Children, 36*(4), 169-194. doi: 10.1353/etc.2013.0039

**Woods-Groves, S.,** Therrien, W. J., Hua, Y., & Hendrickson, J. M. (2013). Essay writing strategy for students enrolled in a post-secondary program for individuals with developmental disabilities. *Remedial and Special Education, 34*(3), 131-141. doi: 10.1177/0741932512440182

Hua, Y., **Woods-Groves, S**., Kaldenberg, E.**\***, & Scheidecker, B. (2013). Effects of Vocabulary Instruction Using Constant Time Delay on Expository Reading of Young Adults with Intellectual Disabilities. *Focus on Autism and Other Developmental Disabilities*. doi: 10.1177/1088357613477473

**Woods-Groves, S.,** & Hendrickson, J. M. (2012). The role of assessment in informing our decision-making processes. *Assessment for Effective Intervention, 38*(1), 3-5. doi: 10.1177/1534508412456200

**Woods-Groves, S.,** Therrien, W. J., Hua, Y., Hendrickson, J. M., Shaw, J. W., & Hughes, C. A. (2012). Effectiveness of an essay writing strategy for post-secondary students with developmental disabilities. *Education and Training in Autism and Developmental Disabilities, 47*(2), 210-222.

Hua, Y., Hendrickson, J. M., Therrien, W. J., **Woods-Groves, S.,** Ries, P., & Shaw, J. W. (2012). Effects of combined reading and question generation on reading fluency and comprehension of three young adults with autism and intellectual disability. *Focus on Autism and Other Developmental Disabilities, 27*(3), 135-146. doi: 10.1177/1088357612448421

Therrien, W. J., Kirk, J., & **Woods-Groves, S.** (2012). Comparison of a reading fluency intervention with and without passage repetition on reading achievement. *Remedial and Special Education, 35*(5), 309-319. doi:10.1177/0741932511410360

Hua, Y., Therrien, W. J., Hendrickson, J. M., **Woods-Groves, S.,** Ries, P., & Shaw, J. W. (2012). Effects of combined repeated reading and question generation intervention on young adults with cognitive disabilities. *Education and Training in Autism and Developmental Disabilities, 47*(1), 3-13.

REFEREED JOURNAL ARTICLES

Woods-Groves, S., Eaves, R. C., & Williams, Jr., T. O. (2011). Exploratory factor analysis of the Human Behavior Rating Scale: A rural population. *Psychological Reports,* 109(3), 785-802. doi:10.2466/03.09.10.20.PR0.109.6.785-802

**Woods-Groves, S**., Eaves, R. C., & Williams, Jr., T. O. (2009). The internal consistency of the Human Behavior Rating Scale. *Psychological Reports, 105*, 835-848. doi: 10.2466/PR0.105.3.835-848

**Woods-Groves, S.,** Eaves, R. C., & Williams, Jr., T. O. (2007). Content validity of the Visual Similes Test II. *Psychological Reports, 100*, 47-56. doi:10.2466/PRO.100.1.47-56

Williams, Jr., T. O., Fall, A. M., Eaves, R. C., Darch, C., & **Woods-Groves, S**. (2007). Factor analysis of the KeyMath Revised Normative Update Form A. *Assessment for Effective Intervention, 32*, 2, 113-120

Williams, Jr., T. O., Eaves, R. C., **Woods-Groves, S.,** & Mariano, G. (2007). Stability of scores for the Slosson Full-Range Intelligence Test. *Psychological Reports, 101*, 135-140. doi: 10.2466/PRO.101.1.135-140

Eaves, R. C., **Woods-Groves, S.,** & Williams, Jr., T. O. (2006). Reliability and validity of the Pervasive Developmental Disorders Rating Scale and the Gilliam Autism Rating Scale. *Education and Training in Developmental Disabilities, 41*, 300-309.

Williams, Jr., T. O., Fall, A. M., Eaves, R. C., & **Woods-Groves, S.** (2006). The reliability of scores for the Draw-A-Person Intellectual Ability Test for Children, Adolescents, and Adults. *Journal of Psychoeducational Assessment, 24*, 1-8.

## Encyclopedia Entries

Eaves, R. C., **Woods-Groves, S**., & Williams, Jr., T. O. (2010). *Psychometric Experiments (Galton) [Brain, 2, 149-162]; Encyclopedia of Research Design; Neil J*. Salkind.

Thousand Oaks, CA: Sage Publications, Inc.

Eaves, R.C., & **Woods-Groves, S.** (2007). In N. J. Salkind (Eds.), *Criterion validity* (vol. 1, pp.200-202).Thousand Oaks, CA; Sage Publications, Inc: Encyclopedia of Measurement and Statistics.

Eaves, R. C., & **Woods-Groves, S**. (2007). In N. J. Salkind (Eds.), *Criterion-referenced test* (vol. 1, pp.195-199). Thousand Oaks, CA; Sage Publications, Inc: Encyclopedia of Measurement and Statistics.

## Invited Publications (\* denotes graduate student)

Hinzman, M. L.\*, Hua Y, & **Woods-Groves. S.** (2017). Improving Reading Comprehension using a Paraphrasing Strategy for Young Adults with Intellectual Disability. Think College Fast Facts, Issue No. 15. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion

# CONFERENCE PRESENTATIONS

## Peer Reviewed/Refereed National & International Presentations (*N =* 48)

Woods-Groves, S., Balint-Langel, K., Rodgers, D., Hendrickson, J., Song, H. (2020). Postsecondary instructional strategies with students with Autism Spectrum Disorders. Lecture presented at the 47th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, Arizona. (November, 2020).

Langel, K. B., & Woods-Groves, S. *You’ve got the power (and the skills)… to self-advocate!* Multi-presentation at the National Council for Exceptional Children Special Education Convention & Expo, Council for Exceptional Children, Portland, Oregon. (January 2020).

Woods-Groves, S., Choi, T., Balint Langel, K., & Hua, Y. *The relationship of fifth-grade teachers' judgement of students' 21st century skills with students' academic and behavioral performance.* Lecture presented at the 46th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, Arizona. (October 2019).

Woods-Groves, S., Choi, T., & Balint Langel, K. *Reflection on findings from investigations of teachers' evaluation of elementary and secondary students' motivational, affective, and cognitive classroom behaviors and student performance.* Lecture presented at the 46th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, Arizona. (October 2019).

Langel, K.B., & Woods-Groves, S. *Evaluating the effects of the Self-Advocacy Strategy on student participation in education meetings for middle school students with disabilities.* Multi-presentation at the National Council for Exceptional Children Special Education Convention & Expo, Council for Exceptional Children, Indianapolis, IN. (January 2019).

Woods-Groves, S., Choi, T., & Langel, K. B. *An examination of elementary and secondary team-based decision making processes.* Lecture presented at the 45th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, Arizona. (October 2018).

Woods-Groves, S., Bruhn, A. L., Choi, T., & Fernando, J. *A comparison of K-12 teachers’ perceptions of student motivation, affect, and academic behaviors and students’ performance.* Lecture presented at the 45th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, Arizona. (October 2018).

Woods-Groves, S., Choi, T., Bruhn, A., & Fernando, J., *Examining teachers’ perceptions of K- 11 students’ college readiness skills and student performance.* Poster presented at the Council for Exceptional Children Special Education Convention & Expo, Council for Exceptional Children, Tampa, Florida. (February 2018).

Woods-Groves, S., Balint-Langel, K., & Rodgers, D. B., *Strategy instruction in editing and revising with college students with developmental disabilities.* Lecture presented at the National Council for Exceptional Children Special Education Convention & Expo, Council for Exceptional Children, Tampa, Florida. (February 2018).

Woods-Groves, S., *An editing learning strategy for college students with intellectual and developmental disabilities.* Poster presented at the 18th International Conference on Autism, Intellectual Disability, & Developmental Disabilities, Council for Exceptional Children Division on Autism & Developmental Disabilities, Clearwater, Florida, United States. (January 18, 2017).

Hendrickson, J., Woods-Groves, S., Rogers, D., & Datchuk, S., *Families and students with Autism: Comparing their views on the transition to college.* Lecture presented at the Annual Conference of Teacher Educators of Children with Behavioral Disorders, Annual Conference of Teacher Educators of Children with Behavioral Disorders, Tempe, Arizona United States. (October 21, 2016).

Woods-Groves, S., Bruhn, A. L., Choi, T., & Fernando, J. F. A., *An examination of 21st Century decision making in educational settings.* Lecture presented at the Annual Conference of Teacher Educators of Children with Behavioral Disorders, Arizona State University and the Association of Teacher Educators of Children with Behavioral Disorders, Tempe, Arizona United States. (October 20, 2016).

Woods-Groves, S., Choi, T., & Hua, Y., *Elementary teachers’ perceptions of Students’ 21st century skills and academic and behavioral performance.* Lecture presented at the Annual Conference of Teacher Educators of Children with Behavioral Disorders, Arizona State University and the Association of Teacher Educators of Children with Behavioral Disorders, Tempe, Arizona United States. (October 20, 2016).

Choi, K. M., Hong, D. S., Hwang, J., Hua, Y., & Woods-Groves, S., *When knowing basic skills and procedures is not enough.* Poster presented at the Annual Meeting of American Educational Research Association, Washington, District of Columbia. (April 2016).

Woods-Groves, S., & Rogers, D. B., *College students with intellectual and developmental disabilities employ a technology-based editing strategy.* Lecture presented at the National Council for Exceptional Children Special Education Convention & Expo, Council for Exceptional Children, St. Louis, Missouri. (April 14, 2016).

Woods-Groves, S., *Appraising 21st century skills: K-12 students at-risk for academic and behavior problems.* Poster presented at the National Council for Exceptional Children Special Education Convention & Expo, Council for Exceptional Children, St. Louis, Missouri. (April 14, 2016).

Fernando, J., Choi, T., Troughton, L., Bruhn, A. L., & Woods-Groves, S., *Self-monitoring intervention App: Single subject research design (Multiple baseline design).* Poster presented at the Division for Learning Disabilities Student Poster Session National Council for Exceptional Children Convention & Expo, Council for Exceptional Children, St. Louis, Missouri. (April 14, 2016).

Woods-Groves, S., Hua, Y., & Ries, P., *Strategic instruction in written expression with post- secondary learners with developmental disabilities.* Poster presented at the 17th International Conference on Autism, Intellectual Disability & Developmental Disabilities Research Informed Practice, Council for Exceptional Children Division on Autism & Developmental Disabilities, Waikiki Beach, Hawaii. (January 21, 2016).

Hendrickson, J. M., Woods-Groves, S., & Kaldenberg, E., *Families of students with ASD and intellectual disability evaluate their college-based program.* Poster presented at the National Council for Exceptional Children Convention & Expo, Council for Exceptional Children, San Diego, CA. (April 12, 2015).

Woods-Groves, S., Hua, Y., & Ferko, D. J., *Postsecondary students with developmental disabilities employ an editing strategy.* Poster presented at the National Council for Exceptional Children Convention & Expo, Council for Exceptional Children, San Diego, CA. (April 12, 2015).

Woods-Groves, S., *Persistence, curiosity, and the identification of students who are at-risk for EBD.* Lecture presented at the 38th Annual Conference of Teacher Educators of Children with Behavioral Disorders, Arizona State University and the Association of Teacher Educators of Children with Behavioral Disorders, Tempe, AZ. (October 24, 2014).

Hendrickson, J. M., Woods-Groves, S., Rogers, D., & Stroik, K., *Family perceptions: The transition of students with ASD to a full-time college program.* Lecture presented at the 38th Annual Conference of Teacher Educators of Children with Behavioral Disorders, Arizona State University and the Association of Teacher Educators of Children with Behavioral Disorders, Tempe, AZ. (October 23, 2014).

Woods-Groves, S., & Ferko, D. J., *An investigation of an editing strategy with postsecondary students with developmental disabilities.* Symposium presented at the 40th Annual Convention of the Association for Behavioral Analysis International, Association for Behavioral Analysis, Chicago, IL. (May 26, 2014).

Woods-Groves, S., *The role of persistence, curiosity, affect, and cognition in identifying behavior problems .*Lecture presented at the National Council for Exceptional Children Conference, Philadelphia, Pennsylvania. (April 2014).

Bruhn, A. L., Woods-Groves, S., & Huddle, S., *A preliminary investigation of emotional and behavioral screening practices in K-12 schools.* Lecture presented at the Annual Conference of Teacher Educators of Children with Behavioral Disorders., Tempe, Arizona. (October 2013).

Woods-Groves, S., *The efficacy of an essay writing strategy for post-secondary students with developmental disabilities.* Symposium presented at the 39th Annual Convention of the Association for Behavioral Analysis International, Association for Behavioral Analysis, Minneapolis, MN. (May 2013).

Bruhn, A. L., Woods-Groves, S., & Huddle, S., *Systematic emotional and behavioral screening: A nationwide survey of current practices.* Poster presented at the Council for Exceptional Children, San Antonio, TX. (April 2013).

Woods-Groves, S., Kaldenberg, E., & Hendrickson, J. M., *Strategy-based essay writing instruction for postsecondary students with developmental disabilities.* Lecture presented at the National Council for Exceptional Children Conference, San Antonio, TX. (April 2013).

Woods-Groves, S., Lucas, K., Scheidecker, B., & Hua, Y., *Cognitive strategy instruction for functional mathematical skill: Effects for young adults with intellectual disabilities.* Lecture presented at the 38th Annual Convention Association for Behavior Analysis International, Association for Behavior Analysis International, Seattle, WA. (May 27, 2012).

Woods-Groves, S., & Hendrickson, J. M., *Students with intellectual and developmental disabilities (IDD) evaluate their college-based program.* Lecture presented at the National Council for Exceptional Children Conference, Denver, CO. (April 2012).

Woods-Groves, S., & Hendrickson, J. M., *Students with intellectual and developmental disabilities perceptions of their post-secondary college-based program.* Lecture at the Council for Educational Diagnostic Services, Kansas City, MO. (October 2011).

Woods-Groves, S., *Universal screening for positive behavior support programs via the Human Behavior Rating Scale.* Lecture presented at the Council for Educational Diagnostic Services, Kansas City, MO. (October 2011).

Hendrickson, J. M., Woods-Groves, S., & Scheidecker, B., *College-age students with autism: Their perceptions of an inclusive postsecondary certificate program.* Lecture presented at the 35th Annual Conference of Teacher Educators of Children with Behavioral Disorders., Arizona State University, Tempe, AZ. (October 28, 2011).

Woods-Groves, S., Eaves, R. C., & Williams, Jr., T. O., *An investigation of the content validity of the Visual Similes Test III.* Poster presented at the National Council for Exceptional Children Conference, National Harbor, MD. (April 2011).

Woods-Groves, S., Eaves, R. C., & Williams, Jr., T. O., *An investigation of the psychometric properties of the Human Behavior Rating Scale.* Lecture presented at the National Council for Exceptional Children Conference, National Harbor, MD. (April 2011).

Woods-Groves, S., Hendrickson, J. M., & Therrien, W. J., *Teaching postsecondary students with developmental disabilities to effectively write essays.* Lecture presented at the National Council for Exceptional Children Conference, National Harbor, MD. (April 2011).

Woods-Groves, S., & Hua, Y., *The content validity of the Visual Similes Test III.* Lecture presented at the 34th Annual Conference of Teacher Educators of Children with Behavioral Disorders, Tempe, AZ (October 2010).

Hendrickson, J. M., & Woods-Groves, S., *An investigation of the validity of the College Adjustment Program Evaluation rating scale.* Lecture presented at the 34th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ. (October 2010).

Woods-Groves, S., *Psychometric properties of the Human Behavior Rating Scale.* Lecture presented at the 34th Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ. (October 2010).

Hua, Y., Hendrickson, J. M., & Woods-Groves, S., *The effects of RAAC on reading of students with autism.* Paper presented at the 34th Annual TECBD Conference On Severe Behavior Disorders of Children and Youth, Phoenix, AZ. (October 2010).

Woods-Groves, S., *An examination of the construct validity of the Human Behavior Rating Scale.* Lecture presented at the Council for Educational Diagnostic Services, San Antonio, TX. (October 2010).

Hendrickson, J. M., & Woods-Groves, S., *An examination of the psychometric properties of the College Adjustment Program Evaluation rating scale.* Paper presented at the Council for Educational Diagnostic Services, San Antonio, TX. (October 2010).

Woods-Groves, S., Therrien, W. J., Shaw, J., & Hendrickson, J. M., *Target writing instruction: Teaching students with developmental disabilities to effectively write essays.* Lecture presented at the National Council for Exceptional Children Convention, Nashville, TN. (April 2010).

Woods-Groves, S., Eaves, R. C., & Williams, Jr., T. O., *The reliability and validity of the Human Behavior Rating Scale.* Poster presented at the National Council for Exceptional Children Convention, Nashville, TN. (April 2010).

Woods-Groves, S., *An Examination of the internal consistency and construct validity of the Human Behavior Rating Scale.* Lecture presented at the 33rd Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, AZ. (October 2009).

Therrien, W. J., Banda, D., Woods-Groves, S., Gormley, S., & Southern, T., *Using meta- analyses to guide practice in EBD. Presentation at the Teacher Educators of Students with Severe Behavioral Disorders.* Paper, Tempe, AZ. (October 2009).

Therrien, W. J., Banda, D., & Woods-Groves, S., *How can results from meta-analyses guide practice? A review of the EBD research base.* Lecture presented at the National Council for Exceptional Children Convention, Seattle, WA. (April 2009).

Woods-Groves, S., *The Human Behavior Rating Scale.* Lecture presented at the International Child & Adolescent Conference XIVL Decoding RTI-PBIS-EBD to Improve Literacy and Social Outcomes for Children and Youth, Minneapolis, MN. (November 2008).

## Peer Reviewed/Refereed State-Level Presentations

Woods-Groves, S. College students with intellectual and developmental disabilities use 21st Century editing strategies. Lecture presented at the 29th Annual Alabama Transition Conference, Auburn University, Auburn Transition Leadership Institute, Auburn, Al. (March 3, 2020).

Woods-Groves, S., *Strategic writing instruction for postsecondary students with developmental disabilities.* Lecture presented at the 25th Annual Alabama Transition Conference, Auburn University, Auburn Transition Leadership Institute, Auburn, Al. (March 2, 2015).

Woods-Groves, S., *Postsecondary students with developmental disabilities employ an editing strategy.* Lecture presented at the 24th Annual Alabama Transition Conference, Auburn University, Auburn, Alabama. (March 2014).

Woods-Groves, S., *Writing instruction with post-secondary students with developmental disabilities.* Lecture presented at the 23rd Annual Alabama Transition Conference, Auburn University, Auburn, AL. (March 2013).

Erath, A., Sellers, J., Woods-Groves, S., & Duncan, C., *From picture schedule to palm pilots.*

Lecture presented at the 15th Annual Alabama Transition Conference, Auburn, AL. (March 2005).