

Margaret M. Flores, Ph.D., BCBA-D

EDUCATIONAL BACKGROUND

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| 2004 | Ph.D. | Georgia State University | Special Education |
| 1997 | M.Ed. | Georgia State University | Special Education |
| 1994 | B.A. | Auburn University | Psychology |

PROFESSIONAL EXPERIENCE

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| 2016-present | Professor, Auburn University, Department of Special Education, Rehabilitation & Counseling |
| 2011-2016 | Associate Professor, Auburn University, Department of Special Education, Rehabilitation & Counseling |
| 2008-2011 | Assistant Professor; Auburn University, Department of Special Education, Rehabilitation, & Counseling |
| 2004-2008 | Assistant professor; University of Texas at San Antonio, Department of Interdisciplinary Learning and Teaching |
| 2001-2004 | Clinical Instructor; Georgia State University, Department of Educational Psychology and Special Education; Learning and Behavior Disabilities Program |
| 1997-2001 | Special Education Teacher, Snellville Middle, Snellville, Georgia |
| 1995-1996 | Mental Health Assistant, Charter-Laurel Heights, Atlanta, Georgia |
| 1994-1995 | Counselor, Three Springs Outdoor Therapy Program, Trenton, Alabama |

PROFESSIONAL ACTIVITIES AND HONORS

Auburn University Alumni Endowed Professorship (2023)
Leischuck Undergraduate Teaching Award (2021) College of Education, Auburn University
Outstanding Faculty Award for Research (2018) College of Education, Auburn University
Early Career Research Award (2008) College of Education, University of Texas at San Antonio

INSTRUCTION

Courses Taught (Auburn University)

RSED 3000 Diversity and Exceptionality
RSED 3010 Introduction to Special Education
RSED 4010 Behavior Management
RSED 5060/6060 Severe Disabilities
RSED 5120/6120 Curriculum in Elementary Special Education
RSED 5150/6150 Literacy Methods in Special Education
RSED 5160/6160 Framework for Collaboration
RSED 5180 Literacy and Instructional Classroom Management
RSED 7320 Advanced Behavior Management
RSED 7400 Curriculum and Theory in Specialization: Learning Strategies
RSED 7400 Curriculum and Theory in Specialization: Autism Spectrum Disorders
RSED 7410 Program Implementation for Students with Autism Spectrum Disorders

RSED 7420 Research and Theory in Special Education
RSED 7430 Research into Practice in Special Education
RSED 7460 Positive Behavioral Supports
RSED 8010 Single Case Design
RSED 8230 Examining Disability Databases
RSED 8070 Professional Seminar: Teaching and Supervision in Higher Education
RSED 8040 Disabilities and Assistive Technology

GRANTS/CONTRACTS (funded)

External

National Center for Technology Innovation, *Touching lives and creating abilities: Social and communication skills with the iPad*, 2010 (\$20,000). Co-principal investigator with Renner, S.

U.S. Department of Education, Office of Special Education Programs Combined Personnel Preparation, *Training Personnel to Teach Children with Autism*, 2008-2012 (\$800,000.00). Project Director.

Greater Texas Foundation, Teacher Skill Enhancement and New Teacher Preparation, *Teacher Academy Induction Learning Community*, 2008-2009 (\$350,000.00). Co-principal investigator with Flores, B. B., & Clark, E. R.

Association for Applied Sport Psychology, *Coaches' Perceived Ability to Recognize and React to Athletes with ADHD*, 2008-2009 (\$2,140.000). Co-principal investigator with Vargas-Tonsing, T.M. & Beyer, R.

U.S. Department of Education Office of Innovation and Improvement, Transition to Teaching, *Special education accelerated teacher education program*, 2007-2012 (\$2,000,000.00). Co-principal investigator with Flores, B. B., & Pate, E.

U.S. Department of Education Office of Innovation and Improvement, Transition to Teaching. *Middle level accelerated teacher education program*, 2006-2011 (\$1,500,000.00). Co-principal investigator with Flores, B. B., & Pate, E.

IRIS Center for Faculty Enhancement. *IRIS center implementation site*, 2004-2006 (\$11,000). Co-principal investigator with Hernandez, A.

San Antonio Area Foundation. *Professional development for teachers, paraprofessionals, & service providers on topics in special education*. 2005-2006, (\$9,300). Co-principal investigator with Ganz, J. B., & Kaylor, M.

Internal

Auburn University College of Education Seed Grant. *Effectiveness of CRA-SIM interventions for multiplication with regrouping and problem solving*, 2014, (\$4,450.00). Principal investigator

Auburn University Competitive Outreach Scholarship Grant. *Mathematics for all: Making the common core standards accessible*, 2014-2015, (\$18,074.00) Co-Investigators: Hinton, V.M., Burton, M A., Smith, M.

University of Texas at San Antonio College of Education and Human Development Mini-grant. *Effects of moderate physical activity on reading activities and on-task behavior*, 2008-2009, (\$1,900.00)
Co-principal investigator with Beyer, R.

University of Texas at San Antonio College of Education and Human Development Mini-

grant. *Volunteer coaches' attitudes and efficacy beliefs for working with athletes with disabilities*. 2007-2008, (\$1,600.00)
 Co-principal investigator with Vargas-Tonsing, T.
 Academy for Teacher Excellence. *Volunteer coaches' attitudes towards working with athletes with disabilities from culturally and linguistically diverse backgrounds*. 2007-2008, (\$4,200). Co-principal investigator with Vargas-Tonsing, T.
 Academy for Teacher Excellence. *Systematic mathematics instruction and the performance of students from culturally and linguistically diverse backgrounds*. 2005-2006, (\$4,200). Principal investigator

RECENT GRANTS/CONTRACTS (not funded)

External

Office for Special Education Programs, University Faculty Preparation Absolute Priority 1 (2022; partnership with GSU) *Training Researchers to be Accomplished Notable Scholars Focused On Research on Mathematical Literacy (TRANSFORMAL)* (not funded) (\$2,486,000.00) Co-principal Investigator.
 National Center for Special Education Research, Research to Accelerate Pandemic Recovery (2021). *Systematic Mathematics and Additive Reasoning with Technology (SMART) programs* (not funded) (\$2,000,000.00), subcontract (\$677,000.00), co-principal Investigator.
 Office for Special Education Programs, Leadership Preparation Absolute Priority 2 Preparation of Special Education and Early Intervention Administrators (2021). *Leaders in Education and Advocacy for Individuals with Disabilities (LEAD)* (not funded) (\$1,245,648.00), Principal Investigator.
 Office for Special Education Programs, University Faculty Preparation Absolute Priority 1 (2021; partnership with GSU) *Training Researchers to be Accomplished Notable Scholars Focused on Rigorous Methodologies (TRANSFORM)* (not funded) (\$2,000,000.00), subcontract (\$1,471,749.00), co-Principal Investigator.
 Institute for Education Science Special Education Research Grant program (2021) *Strategic Multiplicative and Additive Reasoning with Technology (SMART)* (not funded) (\$2,000,000.00), subcontract (\$531,873.00), co-principal Investigator.
 Institute for Education Science Special Education Research Grant program (2020) *Strategic Multiplicative and Additive Reasoning with Technology (SMART)* (not funded) (\$2,000,000.00), subcontract (\$531,873.00), co-principal Investigator.
 Office for Special Education Programs, Combined Personnel Preparation (2019). *Early Childhood Teachers with Expertise in Applied Behavior Analysis* (not funded) (\$1,250,000.00), Principal Investigator.

PUBLICATIONS

Books

Textbooks

Houchins, D.E., Flores, M. M., Colarusso, R. P., O'Rourke, C. M., & Leontovich, M. A. (Eds). (2023). *Special education for all teachers*. Kendall Hunt.
 Flores, M. M., Burton, M., & Hinton, V. M. (2018). *Making Mathematics Standards Accessible to Students with Diverse Learning Needs Using the Concrete-*

- representational-abstract Sequence*. Plural Publishing.
- Flores, M. M., Vargas, T. M., & Beyer, R. (2016). *Effective Coaching for All Athletes within Youth Recreational Sports*. FIT Publishing.

Instructional Manuals

- Flores, M. M., & Kaffar, B. J. (2019). *Addition within 20*. University of Kansas Center for Research on Learning.
- Flores, M. M., & Kaffar, B. J. (2018) *Teaching multiplication with regrouping: Standard Algorithm*. University of Kansas Center for Research on Learning.
- Flores, M. M., & Kaffar, B. J. (2018) *Teaching multiplication with regrouping: Partial products*. University of Kansas Center for Research on Learning.
- Alberto, A., Troutman, A., Chiak, D., & Flores, M. M. (2005). *Graphing for classrooms and publications: Displaying student progress*. Prentice Hall.

Book Chapters

- Flores, M. M., Houchins, D. E., & Schweck, B. (2023) Teaching every student: A mandate for today. In Houchins, D.E., Flores, M. M., Colarusso, R. P., O'Rourke, C. M., & Leontovich, M. A. (Eds). (2023). *Special education for all teachers*. Kendall Hunt.
- Flores, M. M., Myers, J., & Houchins, D. E. (2023) Multi-tiered systems of support. Houchins, D.E., Flores, M. M., Colarusso, R. P., O'Rourke, C. M., & Leontovich, M. A. (Eds). (2023). *Special education for all teachers*. Kendall Hunt.
- Flores, M. M., & Houchins (2023). Students with disabilities related to learning and behavior. Houchins, D.E., Flores, M. M., Colarusso, R. P., O'Rourke, C. M., & Leontovich, M. A. (Eds). (2023). *Special education for all teachers*. Kendall Hunt.
- Flores, M. M., & Houchins, D. E. (2023). Supporting academic instruction of students with high incidence disabilities. Houchins, D.E., Flores, M. M., Colarusso, R. P., O'Rourke, C. M., & Leontovich, M. A. (Eds). (2023). *Special education for all teachers*. Kendall Hunt.
- Hill, D., A., Flores, M. M., & Crowe, B. (2023). Supporting students with communication needs. In Houchins, D.E., Flores, M. M., Colarusso, R. P., O'Rourke, C. M., & Leontovich, M. A. (Eds). (2023). *Special education for all teachers*. Kendall Hunt.
- Strozier, S. D., Flores, M. M., Hinton, V., Shippen, M., & Taylor, S. (2014). Interdisciplinary collaboration in teacher preparation to support students with exceptionalities, In Obiakor, F. E., Rieger, A, & Rotatori, A. (Eds.). *Critical issues in preparing effective early childhood special education teachers for the twenty-first century classroom: Interdisciplinary perspectives*. Charlotte, NC: Information Age Publishing.
- Houchins, D. E., Shippen, M. E., & Flores, M. M. (2010). Math assessment and instruction for students at-risk. In R. Colarusso, & C. O'Rourke (Eds.), *Special education for all teachers*. Dubuke, IA: Kendall/Hunt.
- Sailors, M., & Flores, M. M. (2010). *Observational research. in reading disabilities research*. In Allington, R., & McGill-Franzen, A. (Eds.). *Handbook of research in reading disabilities*, New York: Routledge.
- Houchins, D. E., Shippen, M. E., & Flores, M. M. (2006). Math assessment and instruction for students at-risk. In R. Colarusso, & C. O'Rourke (Eds.), *Special education for all teachers*. Dubuke, IA: Kendall/Hunt.

Houchins, D. E., Shippen, M. E., & Flores, M. M. (2004). Math assessment and instruction for students at-risk. In R. Colarusso, & C. O'Rourke (Eds.), *Special education for all teachers*. Dubuke, IA: Kendall/Hunt.

Journal Articles (peer reviewed)

- Hinton, V., Flores, M. M., Woods-Groves, S. (in press). CRA-I as supplemental instruction to teach addition. *Journal of Education for Students Placed at Risk*. <http://doi.org/10.1080/10824669.2024.2321458>
- Flores, M. M., & Hinton, V. M., & Schweck, K. B. (2024) Teaching rational number concepts to fifth-grade students who struggle with mathematics. *Remedial and Special Education*. 292-304. <https://doi.org/10.1177/07419325231217315>
- Hinton, V. M., & Flores, M. M. (2024). Teaching partial products multiplication algorithm to students who struggle using CRA-I. *Psychology in the Schools*. 3339-3358. <https://doi.org/10.1002/pits.23219>
- Flores, M. M., Hinton, V. M., Shadoan, L., & Monroe, C. (2024). Teaching number concepts and their application using the concrete-representational-abstract integrated sequence. *Learning Disabilities Research and Practice*, 39(3), 132-145. <https://doi.org/10.1177/09388982241245464>
- Flores, M. M., & Hinton, V. M., & Schweck, K. B. (2024) Using CRA-I to teach fraction and decimal concepts to students with learning disabilities. *Learning Disability Quarterly*, 47(1), 44-58. <https://doi.org/10.1177/07319487231176545>
- Flores, M. M., Hinton, V. M., Shadoan, L., & Monroe, C. (2023) Teaching rational number concepts and skill to students receiving tier two interventions. *Journal of Educational Research*, 116(4), 206-215. <https://doi.org/10.1080/00220671.2023.22480046>
- Hott, B. L., & Flores, M. M. (2023). Introduction to *Learning Disability Quarterly* special series on single-case research design. *Learning Disability Quarterly*. doi: 10.1177/07319487211040493
- Hott, B. L., Flores, M. M., Morano, S, Randolph, K. M., & Peltier, C. (2023). Reviewing manuscripts reporting findings from single case research design studies. *Learning Disability Quarterly*. doi: 10.1177/07319487221089616
- Peltier, C., Flores, M. M., & Strickland, T. (2023). Practical use of single-case designs when testing mathematics interventions for students with learning disabilities. *Learning Disability Quarterly*. doi: 10.1177/07319487211010318
- Milton, J. H., Flores, M. M., Hinton, V. M., Dunn, C., & Darch, C. (2023). Using the concrete-representational-abstract sequence to teach conceptual understanding of place value, rounding, and expanded notation. *Learning Disabilities Research and Practice*, 38(1), 15-25. doi: 10.1111/ldrp.12299
- Vargas, T. M., Beyer, R., Bittner, M., & Flores, M. M. (2023). Recreational leaders' perceptions of athletes' behaviors and proposed reluctant pedagogical strategies. *Palaestra*, 37(1), 1-7.
- Flores, M. M., & Hinton, V. M., & Blanton, E. N. (2023) Remote teaching of multidigit multiplication for students with learning disabilities. *Learning Disability Quarterly*, 46(4)17-31. doi: 10.1177/07319487221103838
- Flores, M. M. (2022). Using concrete-representational-abstract integrated sequence to teach geometry to students who struggle. *Journal of Korean Society of Mathematical*

- Education*, 25(3), 229-246. doi:10.7468/jksmed.2022.25.3.229
- Flores, M. M., & Hinton, V. M. (2022). The effects of a CRA-I intervention on students' number sense and understanding of addition. *Remedial and Special Education*, 43(3), 183-194. doi:1177/07419325211038009.
- Flores, M. M., Morano, S., Meyer, J. M., & Hinton, V. (2022). Teaching fraction magnitude to elementary students. *Journal of Education for Children Placed at Risk* 27(2), 127-146. doi: 10.1080/10824669.2021.2009346
- Flores, M. M., & Hinton, V. M. (2022). Use of the concrete-representational-abstract sequence to improve mathematical outcomes for elementary students with EBD. *Beyond Behavior*, 31(1), 16-28. doi: 10.1177/10742956211072421
- Hinton, V. M., & Flores, M. M. (2022). CRA-I as tier two instruction to teach addition. *Rural Special Education Quarterly*, 41(3), 169-178. doi: 10.1177/87568705221075756
- Wright, H. M. B, Flores, M. M., Dunn, C., Shippen, M. E., & Darch, C. (2022). Teaching letter sound correspondence to preschool students with developmental and intellectual disabilities. *Education and Treatment in Autism and Developmental Disabilities*, 57(2), 204-215.
- Flores, M. M., & Milton, J. H. (2020). Teaching the partial products algorithm using the concrete-representational-abstract sequence. *Exceptionality*, 28(2), 142-160. doi: 10.1080/09362835.2020.1772070
- Flores, M. M., Hinton, V. M., & Meyer, J. M. (2020) Teaching fraction concepts using the concrete-representational-abstract sequence. *Remedial and Special Education*, 41(3), 165-175. doi: 10.1177/0741932518795477
- Massey, C. C., Shippen, M. E., & Flores, M. M. (2020). Increasing college entrance vocabulary for secondary students with high-incidence disabilities. *Georgia Educational Researcher*, 17(1), 90-122.
- Morano, S., Flores, M. M., Hinton, V. M., & Meyer, J. M. (2020) A comparison of concrete-representational-abstract -integrated fraction interventions for students with disabilities. *Exceptionality*, 28(2), 77-91. doi: 10.1080/09362835.2020.1727328
- Flores, M. M., Moore, A.J., & Meyer, J. M. (2020) Teaching the partial products algorithm with the concrete representational abstract sequence and the strategic instruction model. *Psychology in the Schools*, 57(6), 946-958. doi: 10.1002/pits.22335
- Flores, M. M., & Hinton, V. M. (2019). Improvement in elementary students' multiplication skills and understanding through the combination of the concrete-representational-abstract sequence and strategic instruction. *Education and Treatment of Children*, 42(1), 73-100. doi:10.1353/etc.2019.0004
- Flores, M. M., Kaffar, B. J., & Hinton, V. M. (2019). A comparison of CRA-SIM and direct instruction to teach multiplication with regrouping. *International Journal of Research in Learning Disabilities*, 4, 27-40. Retrieved from <http://www.iarld.com/home/the-journal-thalamus>
- Hinton, V. M., & Flores, M. M. (2019). The effects of the concrete-representational-abstract sequence for students at-risk for mathematics failure. *Journal of Behavioral Education*, 28(4), 493-516. doi: 10.1007/s10864-018-09316-3

- Vargas, T. M., Flores, M. M., & Beyer, R. (2019). Parents' perceptions of coaching behaviors toward their child with a hidden disability in recreational youth sports. *The Physical Educator*, 76, 661-675. doi:10.18666/TPE-2019-V76-I3-8814
- Milton, J. H., Flores, M. M., Moore, A. J., Taylor, J. J., & Burton, M. E. (2019). Using the concrete-representational-abstract sequence to teach conceptual understanding of basic multiplication and division. *Learning Disability Quarterly*, 42(1), 32-45.
- Flores, M. M., Hinton, V. M., & Taylor, J. J. (2018). CRA fraction intervention for fifth grade students receiving tier two interventions. *Preventing School Failure*, 62(3), 198-213. doi: 10.1080/1045988X.2017.1414027
- Gibbs, A., Hinton, V. M., & Flores, M. M. (2018). A case study using CRA to teach students with disabilities to counting using flexible numbers: Applying skip counting to multiplication. *Preventing School Failure*, 62, 49-57. doi: 10.1080/1045988X.2017.1342218
- Head, C. N., Flores, M. M., & Shippen, M. E. (2018). Effects of direct instruction on reading comprehension for individual with autism or developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 53, 176-191.
- Green, K., Shippen, M., & Flores, M. (2017). An examination of writing skills of incarcerated male youth. *Reading and Writing Quarterly*, 34, 18-28. doi: 10.1080/10573569.2017.1318427
- Flores, M. M., Hinton, V. M. & Burton, M. E. (2016). Teaching problem solving to students receiving tiered interventions using the concrete-representational-abstract sequence and schema-based instruction. *Preventing School Failure*, 60(4), 345-355. doi: 10.1080/1045988X.2016.1164117
- Flores, M. M., Schweck, K. B., & Hinton, V. M. (2016). Teaching language skills to pre-school students with developmental delays and autism spectrum disorder in a rural setting using Language for Learning. *Rural Special Education Quarterly*, 35(1), 3-12. doi: 10.1177/875687051603500102
- Vargas, T. M., Flores, M. M., & Beyer, R. (2015). Coaches' perceptions and proposed solutions for challenging behaviors: Implication for athletes with hidden disabilities. *International Journal of Sports Science and Coaching*, 10, 783-796.
- Hinton, V. M., & Flores, M. M. (2015). A case study in using explicit instruction to teach young children counting skills. *Investigations in Mathematics Learning*, 8(2), 36-53.
- Flores, M. M., & Ganz, J. B. (2014). A comparison of the effects of discrete trial teaching on the language development of students with autism spectrum disorders and developmental disabilities. *Exceptionality*, 22, 191-204. doi: 10.1080/09362835.2013.865533
- Flores, M. M., Hinton, V. M., Strozier, S. D., & Terry, S. L. (2014). Using the concrete—representational-abstract sequence and the strategic instruction model to teach computation to students with autism spectrum disorders and developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 49, 547-554.
- Flores, M. M., Hinton, V. M., & Schweck, K. B. (2014). Teaching multiplication with regrouping to students with learning disabilities. *Learning Disabilities Research & Practice*, 29(4), 171-183. doi: 10.1111/ldrp.12043

- Flores, M. M., Hinton, V. M., & Strozier, S. D. (2014). Teaching subtraction and multiplication with regrouping using the concrete-representational-abstract sequence and strategic instruction model. *Learning Disabilities Research and Practice, 29*, 75-88. doi: 10.1111/ldrp.12032
- Flores, M. M., & Franklin, T. M. (2014). Teaching multiplication with regrouping using the concrete-representational-abstract sequence and the strategic instruction model. *Journal of American Academic of Special Education Professionals, 6*, 133-148.
- Flores, M. M., Thornton, J., Franklin, T. M., Hinton, V. M., & Strozier, S. D. (2014). Elementary general and special education teachers' mathematics skills and efficacy. *Journal of Research in Education, 24*(1), 69-82.
- Flores, M. M., Hill, D. L., Edwards, M. A., Faciane, L. B., Tapley, S. C., & Dowling, S. J. (2014). The Apple iPad as assistive technology for story-based interventions. *Journal of Special Education Technology, 29*(2), 27-38. doi:10.1177/016264341402900203
- Ganz, J. B., Boles, M. B., Goodwyn, F. D., & Flores, M. M. (2014). Efficacy of handheld electronic visual supports to enhance vocabulary in children with ASD. *Focus on Autism and Other Developmental Disabilities, 29*(1) 3-12. doi: 10.1177/1088357613504991
- Hill, D., Flores, M. M., & Kearley (2014). Maximizing ESY services: Teaching pre-service teachers to assess communication skills and implement picture exchange with students autism disorders and developmental disabilities. *Teacher Education and special Education, 37*, 241-252. doi: 10.1177/0888406414527117
- Hill, D., & Flores, M. M. (2014) Comparing the Picture Exchange Communication System and the iPad™ for communication of students with autism spectrum disorder and developmental delay. *Tech Trends, 58*(3), 45-53.
- Hinton, V., Flores, M. & Simmons, K. (2014). Beliefs of efficacy and elementary teachers' computational skills. *Georgia Educational Researcher, 11*(1), 54-70. Retrieved from: <http://digitalcommons.georgiasouthern.edu/gerjournal/vol11/iss1/2>
- Hinton, V. M., Strozier, S. D., & Flores, M. M. (2014). Building mathematical fluency for students with disabilities or students at-risk for mathematics failure. *International Journal of Education in Mathematics Science and Technology, 2*(4), 257-265.
- Hinton, V. M., Flores, M. M., & Shippen, M. E. (2013). Response to intervention and math instruction. *Journal of Education in Mathematics, Science, and Technology, 1*, 190-201.
- Hill, D., & Flores, M. (2013). Modeling positive behavior interventions and supports for pre-service teachers. *Journal of Positive Behavior Interventions, 16*, 93-101. doi: 10.1177/1098300713478665
- Flores, M. M., Beyer, R., & Vargas, T. M. (2013) Making youth sports accessible to all athletes through coaching based on universal design for learning. *The Journal of youth Sports, 7*(1), 11-18.
- Flores, M. M., Nelson, C., Hinton, V., Franklin, T. M., Strozier, S. D., Terry, L., & Franklin, S. (2013). Teaching reading comprehension and language skills to students with autism spectrum disorders and developmental disabilities using Direct Instruction. *Education and Training in Autism and Developmental Disabilities, 48*, 41-48.

- Flores, M. M., & Beyer, R., & Vargas, T. M. (2012) Attitudes toward preparing youth sport coaches to work with athletes with hidden disabilities. *Palaestra*, 26(1), 5-6.
- Flores, M. M., Musgrove, K., Renner, S., Hinton, V., Strozier, S., Franklin, S., & Hill, D. (2012). A comparison of communication using the Apple iPad™ and a picture-based system. *Augmentative and Alternative Communication*, 28(2), 74-84. 10.3109/07434618.2011.644579
- Miller, C.A., Darch, C. B., Flores, M.M. Shippen M.E., & Hinton, V. (2012) Main idea identification with students with mild intellectual disabilities and specific learning disabilities: A comparison of explicit and basal instructional approaches. *Journal of Direct Instruction*, 12(2), 111-136.
- Vargas, T. M., Flores, M. M., & Beyer, R. (2012) Coaching athletes with hidden disabilities: Recommendations and strategies for coaching education. *Strategies: A Journal for Physical and Sport Educators*, 25(3), 32-33.
- Nelson, C., Hill, D., & Flores, M. M. (2012). The effects of video self-modeling and social story intervention on stereotypical spitting behavior of a young girl with autism. *Journal of Special Education and Rehabilitation*, 13(3), 85-98. doi: 10.2478/v10215-011-1.
- Shippen, M. E., Crites, S.A., Flores, M. M., Patterson, D., Ramsey, M., Houchins, D.E., & Jolivet, K. (2011). Classroom structure and teacher efficacy and in serving students with disabilities. *International Journal of Special Education*, 26(3), 36-44.
- Flores, M. M., Beyer, R., & Vargas, T. M. (2011). Interacting with your child's youth sports coach: How you can communicate your child's needs. *Attention*, 18(3), 24-27.
- Ganz, J. B., Flores, M. M., & Lashley, E. (2011). Effects of a treatment package on imitated and spontaneous verbal requests in children with autism. *Education and Training in Autism and Developmental Disabilities*, 46(4), 596-606.
- Patterson, D., Shippen, M.E., Flores, M.M., Strozier, S.D. & Taylor, S.L. (2011). *Culturally relevant teaching: Connecting affirmative beliefs with practical classroom skills*. In McCray, McHatton, & Beverly Knowledge, Skills, and Dispositions for Culturally Competent and Interculturally Sensitive Leaders in Education. *Monograph for Teacher Education Division of the Council for Exceptional Children. (data based)*
- Flores, M. M., Patterson, D., Shippen, M. E., Hinton, V., & Franklin, T M. (2010). Special education and general education teachers' knowledge and perceived teaching competence in mathematics. *Issues in Undergraduate Mathematics Preparation of School Teachers, I*, 1-10.
- Ganz, J. B., & Flores, M. M. (2010). Supporting the play of preschoolers with autism spectrum disorders: Implementation of visual scripts. *Young Exceptional Children*, 13(2), 58-70.
- Flores, M. M. (2010). The effects of strategic instruction and the concrete-representational-abstract sequence on students' subtraction with regrouping. *Remedial and Special Education*, 31, 195-207. doi: 10.1177/0741932508327467
- Ganz, J. B., & Flores, M. M. (2010). Implementing visual cues for preschoolers with autism spectrum disorders and peers during inclusive play groups. *Young Children*, 65, 78-83.
- Flores, M. M. (2009). Using the concrete-representational-abstract sequence to teach subtraction with regrouping to student with mathematics difficulties. *Preventing of*

- School Failure*, 53(3), 145-152. doi: 10.3200/PSFL.53.3.145-152
- Beyer, R., Flores, M. M., & Vargas-Tonsing, T. M. (2009). Strategies and methods for coaching athletes with invisible disabilities in youth sports activities. *The Journal of Youth Sports*, 4(2), 10-15.
- Ganz, J. B., Flores, M. M. (2009). The effectiveness of Direct Instruction for teaching language to children with autism spectrum disorders: Identifying materials. *Journal of Autism and Developmental Disorders*, 39(1), 75-83. doi: 10.1007/s10803-008-0602-6
- Flores, M. M., & Ganz, J. B. (2009). The effects of Direct Instruction on the reading comprehension of students with autism and developmental disabilities. *Education and Training in Developmental Disabilities*, 44(1), 39-53 .
- Bilica, K., & Flores, M. M. (2009). Teaching science in diverse middle school classrooms. *Science Scope*, 32(6), 36-41.
- Beyer, R., Flores, M.M., & Vargas-Tonsing, T.M. (2008). Volunteer youth sport coaches' attitudes towards athletes with ADHD. *International Journal of Sport Sciences and Coaching*, 3(4), 554-563.
- Flores, M. M. (2008) Universal design in elementary and middle school: Designing classrooms and instructional practices to ensure success for all students. *Childhood Education*, 84, 224-229.
- Ganz, J. B., & Flores, M. M. (2008). The effects of the use of visual strategies in play groups for children with autism spectrum disorders and their peers. *Journal of Autism and Developmental Disorders*, 38, 926-940. doi: 10.1007/s10803-007-0463-4
- Vargas-Tonsing, T.M., Flores, M.M., & Beyer, R. (2008). Volunteer Youth Sport Coaches' Efficacy Beliefs for Working with Athletes with ADHD. *Journal of Coaching Education*, 1(2), 1-16.
- Ganz, J. B., Bourgeois, B. C., Flores, M. M., & Campos, B. A. (2008). Implementing visually cued imitation training with children with autism spectrum disorders and developmental delays. *Journal of Positive Behavior Interventions*, 10, 56-66. doi: 10.1177/1098300707311388
- Kaylor, M. & Flores, M. M. (2007). Increasing academic motivation and success in high school athletes from culturally and linguistically diverse backgrounds. *Journal of Advanced Academics*, 19, 66-89.
- Flores, M. M., & Ganz, J. B. (2007). The effectiveness of Direct Instruction for teaching reading comprehension to students with developmental disabilities: Statement inference, using facts and analogies. *Focus on Autism and Other Developmental Disabilities*, 22(4), 244-251.
- Flores, M. M. & Kaylor, M. (2007). The effects of a Direct Instruction program on the fraction performance of middle school students at risk for school failure. *Journal of Instructional Psychology* 34(2), 84-94.
- Calhoon, M. B., Wall, R., Flores, M. M., & Houchins, D. E. (2007). Computational fluency performance profile of high school students with mathematics disabilities. *Remedial and Special Education*, 28, 304-315.
- Bradford, S., Alberto, A., Shippen, M., Houchins, D., & Flores, M. (2006). Teaching reading decoding through Direct Instruction to middle school students with moderate intellectual disabilities. *Education and Training in Developmental Disabilities*, 41, 333-343.

- Flores, M. M., Houchins, D. E., & Shippen, M.E. (2006). The effects of constant time delay and strategic instruction on students with learning disabilities' maintenance and generalization. *International Journal of Special Education*, 21(3), 45-57.
- Flores, M. M., & Kaylor, M. (2006). No Child Left Behind and the field of special education. *Focus on Teacher Education*, 6(4), 1-3.
- Ganz, J.B., Cook, K.E., Corbin-Newsome, J., Bourgeois, B., & Flores, M. M. (2005). Variations on the use of a pictorial alternative communication system with a child with autism and developmental delays. *TEACHING Exceptional Children Plus*, 1(6) Article 3.
- Flores, M. M., Shippen, M. E., Alberto, A., & Crowe, L. (2004). Teaching reading decoding to elementary students with moderate intellectual disabilities. *Journal of Direct Instruction*, 4(2), 173-188.

PRESENTATIONS

Invited National & International Presentations

- Flores, M. M. (2015). Using and extending the Strategic Math Series to teach rigorous elementary mathematics standards. Lawrence, KS: International Strategic Instruction Model Conference.
- Kaffar, B. J., & Flores, M. M. (2015). Pairing the Strategic Math Series with mathematics standards. Las Vegas, NV: Strategic Instruction Model Conference.

National & International Presentations

- Hinton, V. M., Flores, M. M., Sanchez, V. M., & Lee, J. (2024). Teaching rational number concepts. Charlotte, NC: International Council for Learning Disabilities Conference (peer reviewed)
- Flores, M. M., Hinton, V. M., & Podemski, M. O. (2024). Using the concrete-representational-abstract-integrated sequence to teach place value concepts. Charlotte, NC: International Council for Learning Disabilities Conference (peer reviewed)
- Flores, M. M. (2024). Using the concrete-representational-abstract integrated sequence to teach regrouping and number concepts. SanAntonio, TX: Council for Exceptional Children International Conference (peer reviewed).
- Flores, M. M., & Kaffar, B. J. (2023). Overview of the strategic math series. Lawrence KS: Center for Research on Learning Conference.
- Flores, M. M., Monroe, C. (2023). Teaching rational numbers with he concrete-representation-abstract integrated sequence. Denver, CO: International Council for Learning Disabilities Conference (peer reviewed)
- Hott, B., Flores, M. M., Berkley, S., & Peltier, C. (2022). *Single case research design: Lessons learned from the LDQ SCRD Special Services*. Richmond VA: International Council for Learning Disabilities Conference (peer reviewed)
- Moore, A., & Flores, M. M. (2021) *Using the CRA sequence to teach multiplication from elementary to high school*. Las Vega NV: International Council for Learning Disabilities (peer reviewed).

- Flores, M. M., & Schweck, K. B. (2021). *Additive Reasoning intervention for second grade students served in MTSS*. Las Vega NV: International Council for Learning Disabilities (peer reviewed).
- Flores, M. M., Hinton, V. M., & Blanton, E. N. (2021). *The effects of CRA-I intervention on students' number sense and understanding of addition*. Virtual: Council for Exceptional Children International Conference (peer reviewed).
- Flores, M. M., & Carter, S. (2021). *The effects of the concrete-representational-abstract integrated sequence on student's fluency and multiplicative reasoning*. Virtual: Council for Exceptional Children International Conference (peer reviewed).
- Flores, M. M. (2020). *Teaching critical fraction concepts to elementary students*. Portland, OR: Council for Learning Exceptional Children Conference (peer reviewed).
- Flores, M. M., & Morano, S. (2019). *Teaching elementary students foundational fraction concepts*. Indianapolis, IN: Council for Learning Exceptional Children Conference.
- Flores, M. M., & Kaffar, B. J. (2019). *Addition with 20: CRA integrated*. Lawrence, KS: Center for Research on Learning Conference.
- Flores, M. M., & Kaffar, B. J. (2019). *Deep dive into strategic math regrouping manuals*. Lawrence, KS: Center for Research on Learning Conference.
- Flores, M. M., & Hinton, V. M. (2019). *Computation intervention for second grade students at-risk for mathematics failure*. San Antonio, TX: Council for Learning Disabilities Conference (peer reviewed).
- Flores, M. M. (2019). *Teaching fractions to students who struggle in mathematics*. Atlanta, GA: Learning Disabilities Association Conference (peer reviewed).
- Flores, M. M. (2018) *Teaching multi-digit multiplication to elementary students who struggle: Teaching partial product algorithm using concrete-representational-abstract sequence*. Portland, OR: International Council for Learning Disabilities Conference (peer reviewed).
- Flores, M. M., Hinton, V. M., & Taylor, J. J. (2018) *Teaching fraction concepts to elementary students using concrete-representational-abstract sequence*. Tampa, FL: Council for Exceptional Children International Conference (peer reviewed).
- Flores, M. M., Hinton, V. M., & Schweck, K. B. (2018) *Addressing varied deficits with CRA/CSA interventions for students receiving tiered interventions*. Tampa, FL: Council for Exceptional Children International Conference (peer reviewed).
- Morano, S., & Flores, M. M. (2018). *Comparing CRA and CRA-I instruction for students with LD*. Portland, OR: International Council for Learning Disabilities Conference (peer reviewed).
- Flores, M. M., Hinton, V. M., Milton, J. H., Moore, A. J., Kaffar, B. J., & Mancl, D. (2017). *Teaching problem solving using strategic instruction, concrete-representational-abstract sequence and schema-based instruction*. Boston, MA: Council for Exceptional Children International Conference (peer reviewed).
- Flores, M. M., Milton, J. H., & Moore, A. J. (2017) *Increasing understanding and fluency in multiplication and division with CRA*. Baltimore, MD: International Council for Learning Disabilities Conference (peer reviewed).
- Kaffar, B. J., Vanderwarn, M., & Flores, M. M. (2017). *Implementing evidence-based strategies for multi-digit computation and word problem situations*. Baltimore, MD: International Council for Learning Disabilities Conference (peer reviewed).

- Flores, M. M., & Hinton, V. M. (2017). *CRA Interventions Addressing Deficits in Numbers, Operations, and Fraction Concepts*. Baltimore, MD: International Council for Learning Disabilities Conference (peer reviewed).
- Flores, M. M., Milton, J. H., Kaffar, B. J., & Vanderwarn, M. *Implementing Strategic Math Series to Address Current Mathematics Standards*. Lawrence, Kansas: KUCRL Learning Conference.
- Flores, M. M., & Kaffar, B. J. (2017). *Introduction to a new intervention for teaching multiplication with regrouping* Lawrence, Kansas: KUCRL Learning Conference.
- Kaffar, B. J., Vanderwarn, M., Flores, M. M. (2017). *Implementing the strategies for regrouping to address mathematics standards*. Lawrence, Kansas: KUCRL Learning Conference.
- Flores, M. M., Hinton, V. M., Milton, J. H., Moore, A. J., Kaffar, B. J., & Mancl, D. (2017). *Teaching problem solving using strategic instruction, concrete-representational-abstract sequence and schema-based instruction*. Boston, MA: Council for Exceptional Children International Conference (peer reviewed).
- Flores, M. M., & Kaffar, B. J. (2016). *Teaching multiplication with regrouping using concrete-representational-abstract sequence and strategy*. San Antonio, TX: International Council for Learning Disabilities Conference (peer reviewed).
- Flores, M. M., Hinton, V. M., & Schweck, K. B. (2016). *Teaching problem solving using schema instruction and concrete-representational-abstract sequence*. San Antonio, TX: International Council for Learning Disabilities Conference (peer reviewed).
- Flores, M. M., & Meyer, J. (2015) *Aggregating CRA research involving single case designs*. Las Vegas, NV: International Council for Learning Disabilities Conference (peer reviewed).
- Flores, M. M., Schweck, K. B., & Kaffar, B. J., & (2015). *Comparison of the concrete-representational-abstract sequence and direct instruction to teach multiplication with regrouping*. Las Vegas, NV: International Council for Learning Disabilities Conference (peer reviewed).
- Flores, M. M. (2015). *Preparing teachers to implement differentiated instruction using the Common Core*. San Diego, CA: Council for Exceptional Children International Conference (peer reviewed).
- Flores, M. M., Kaffar, B. J., & Schweck, K. B. (2015). *Teaching multiplication with regrouping using CRA: Building conceptual understanding and procedural knowledge*. San Diego, CA: Council for Exceptional Children International Conference.
- Flores, M. M. (2015). *The need for inclusive practices in sports for young athletes with high incidence disabilities*. San Diego, CA: Council for Exceptional Children International Conference.
- Flores, M. M., & Burton, M. A. (2014) *Collaborative professional development for effective differentiated mathematics instruction*. Philadelphia PA: Council for Learning Disabilities International Conference (peer reviewed).
- Flores, M. M., Hinton, V. M., & Schweck, K. B. (2014). *Teaching multiplication with regrouping to students with disabilities using CRA and SIM*. Philadelphia PA: Council for Exceptional Children International Conference (peer reviewed).
- Flores, M. M., Kaffar, B., Vanderwarn, M. A., & Hinton, V. M. (2013) *Using concrete-*

- representational-abstract sequence and strategy instruction to teach complex computation*. Austin TX: Council for Learning Disabilities International Conference (peer reviewed).
- Kaffar, B., Vanderwarn, M. A., Flores, M. M. (2013). *Evidence-based practices for multi-digit computation with regrouping and word problems*. Austin TX: Council for Learning Disabilities International Conference (peer reviewed).
- Flores, M. M., & Kearley, R.F. (2013). *The effects of visual scripts on unprompted responses using the Apple iPad and paper formats*. Las Vegas, NV: Professional Association of Applied Behavior Analysts Annual National Conference (peer reviewed).
- Flores, M. M., Hinton, V. M., & Strozier, S. (2013). *Teaching regrouping using CRA and SIM*. San Antonio, TX: Council for Exceptional Children International Conference (peer reviewed).
- Flores, M. M. & Hill, D. A. (2012). *Comparing the iPad and PECS to teach communication skills to students with autism spectrum disorders and developmental disabilities*. Seattle WA: Association for Behavior Analysis International Annual Conference (peer reviewed).
- Flores, M. M. (2011). *The effects of Direct Instruction on the language and comprehension of students with autism spectrum disorders and developmental disabilities*. Denver, CO: Applied Behavior Analysis International Annual Convention (peer reviewed).
- Beyer, R., Flores, M. M., & Vargas, T.M. (2011). *Enjoyment and fun for all: Keys to successfully including the child with hidden disabilities*. Long Beach, CA: National Adapted Physical Education Conference.
- Shippen, M. E., Patterson, D., Flores, M. M., Strozier, S. D., & Taylor, S. (2011) *Culturally relevant teaching: Connecting beliefs with classroom skills*. Honolulu, HI: International Conference on Education
- Flores, M. M. (2010). *Special education and general education teachers' knowledge and teaching efficacy in mathematics*. Myrtle Beach, S.C.: Presented at the International Council for Learning Disabilities Conference (peer reviewed).
- Flores, M. M. Beyer, R., & Vargas, T. M. (2010). *Collaborating with your child's coach: Successful participation in recreational sports*. Atlanta, GA: Presented at the Children and Adults with Attention/Deficit Hyperactivity Disorder National Conference (peer reviewed).
- Vargas, T. M., Beyer, R., & Flores, M. M. (2010). *Coaches' perceptions of athletes' challenging behaviors and proposed coaching strategies*. Providence, RI: American Association of Sports Psychologists National Conference.
- Flores, M. M. (2010). *Special education and general education teachers' knowledge and teaching efficacy in mathematics*. St. Louis MO: Teacher Education Division of Council for Exceptional Children National Conference (peer reviewed).
- Flores, M. M., Patterson, D., Shippen, M. E., Franklin, T. M., & Hinton, V. (2010). *Special education and general education teachers' mathematics knowledge and perceived teaching ability*. Nashville, TN: Presented at the Council for Exceptional Children International Conference (peer reviewed).

- Flores, M. M., Patterson, D., Shippen, M. E., Franklin, T. M., & Hinton, V. (2009). *Special education and general education teachers' knowledge and perceived teaching competence in mathematics*. Charlotte, NC: Presented at the Teacher Education Division of the Council for Exceptional Children 32nd Annual National Conference. (peer reviewed).
- Shippen, M. E., Patterson, D., & Flores, M. M. (2009). *Culturally relevant teaching: Measuring pre-service and in-service teacher's skills and perceptions*. Charlotte, NC: Presented at the Teacher Education Division of the Council for Exceptional Children 32nd Annual National Conference, (peer reviewed).
- Flores, M. M., Beyer, R., & Vargas-Tonsing, T. M. (2009). *Team sports: Program administrators' attitudes toward training youth sport coaches to work effectively with athletes with ADHD*. Cleveland, OH: Presented at the Children and Adults with Attention Deficit/Hyperactivity Disorder 21st International Conference on ADHD. (peer reviewed).
- Flores, M. M. (2009). Teaching regrouping using the concrete-representational-abstract (CRA) sequence. Dallas, TX: Presented at the Council for Learning Disabilities 31st International Conference on Learning Disabilities. (peer reviewed).
- Ganz, J. B., & Flores, M. M. (2009). *Impact of visual strategies in integrated playgroups for children with autism spectrum disorders*. Phoenix, AZ: Presented at the Association for Applied Behavior Analysis International Convention. (peer reviewed).
- Ganz, J. B., & Flores, M. M. (2009). *Direct Instruction for teaching language to children with autism spectrum disorder*. Phoenix, AZ: Presented at the Association for Applied Behavior Analysis International Annual Convention. (peer reviewed).
- Flores, M. M. (2009). *Teaching subtraction with regrouping to students with learning disabilities and identified as at-risk*. Seattle, WA: Presented at the Council for Exceptional Children International Convention. (peer reviewed).
- Beyer, R., Flores, M.M., & Vargas-Tonsing, T.M. (2008). *Coaches' cultural backgrounds and attitudes towards the Spanish Language*. St. Louis, MO: Presented at the Association for Applied Sport Psychology National Conference. (peer reviewed).
- Vargas-Tonsing, T.M., Flores, M.M., & Beyer, R. (2008). *Volunteer youth sport coaches' efficacy beliefs for working with athletes with ADHD*. St. Louis, MO: Presented at the Association for Applied Sport Psychology National Conference. (peer reviewed).
- Vargas-Tonsing, T. M., Beyer, R., & Flores, M. M. (2008). *Coaches attitudes toward working with young athletes with disabilities*. Park City, UT: Presented at the National Association for Coaching Education National Conference (peer reviewed).
- Ganz, J. B., & Flores, M. M. (2008). *Direct Instruction for teaching language to children with autism spectrum disorders*. Boston, MA: Presented at the Council for Exceptional Children International Convention (peer reviewed).
- Vargas-Tonsing, T. M., & Flores, M. M. (2007). *Coaches efficacy beliefs for working with young athletes with disabilities*. Indianapolis, IN: Presented at the National Association for Coaching Education National Conference (peer reviewed).
- Flores, M. M., Kaylor, M., & Ganz, J. B. (2007). *Increasing academic motivation in athletes from culturally and linguistically diverse backgrounds with and without*

- disabilities*. Louisville, KY: Presented at the Council for Exceptional Children International Convention (peer reviewed).
- Ganz, J. B., Kaylor, M., & Flores, M. M. (2006). *Written and pictorial scripts to teach conversation skills to children with autism*. Salt Lake City, UT: Presented at the Council for Exceptional Children International Convention (peer reviewed).
- Flores, M. (2005). *Comparison of two methods of teaching multiplication to students with learning disabilities*. Baltimore, MD: Presented at the Council for Exceptional Children International Convention (peer reviewed).
- Kaylor, M., Ganz, J. B., & Flores, M. (2005). *Special education teacher preparation: An apprenticeship approach to learning efficacious interventions for culturally and linguistically diverse learners*. Baltimore, MD: Presented at the Council for Exceptional Children International Convention (peer reviewed).

State & Regional Presentations

- Ganz, J. B., Flores, M. M., & Kaylor, M. (2007). *Effects of the use of visual strategies in integrated playgroups for children with Autism Spectrum Disorder*. San Antonio, TX: Southwest Educational Research Association Annual Conference (peer reviewed).
- Kaylor, M., & Flores, M. M. (2006). *Increasing academic motivation for students from culturally and linguistically diverse backgrounds*. Houston, TX: Presented at the Texas Council for Exceptional Children State Conference (peer reviewed).
- Ganz, J. B., Kaylor, M., & Flores, M. M. (2006). *Simple social scripts to improve communication skills in individuals with Autism Spectrum Disorder*. Houston, TX: Presented at the Council for Exceptional Children State Conference (peer reviewed).
- Flores, M. & Collins, D. (2001). *Collaboration between general and special education teachers through Critical Friends Groups*. Athens, GA: Presented at the Georgia Council for Exceptional Children State Conference (peer reviewed)

OUTREACH

Instructional Activities

- Flores, M. M., & Smith, K. (2010). Lee County Schools, Smiths Station, Alabama. *Supporting students with aspergers syndrome*.
- Flores, M. M., & Strozier, S. (2009). Lee County Schools, Smiths Station, Alabama. *Supporting students with asperger syndrome: Instructional and behavioral strategies*.
- Vargas-Tonsing, T. M., Beyer, R., & Flores, M. M. (2009). University of Texas at San Antonio, San Antonio, TX. *Fostering youth success through excellence in coaching integrity of character, inclusiveness, and respect for all*.
- Beyer, R., Flores, M. M., & Vargas-Tonsing, T. M. (2008). Texas Recreation and Parks Society, Austin, TX. *Methods for successfully including athletes with learning and behavioral challenges*.
- Beyer, R., Flores, M. M., & Vargas-Tonsing, T. M. (2008). Go Girls Go, San Antonio,

- TX. *Including Athletes with Diverse Needs*.
- Flores, M., & Thornton, J. (2008). Elm Creek Elementary, Southwest ISD, San Antonio, TX. *Differentiating mathematics centers within K-2 classrooms to accommodate students with diverse learning needs*.
- Thornton, J., & Flores, M. M. (2007). Elm Creek Elementary, Southwest ISD, San Antonio, Texas. *Phonemic awareness and grapho-phonemic awareness*.
- Flores, M. M. (2006). San Antonio ISD Texas Essential Knowledge and Skills Labs, San Antonio, Texas. *Providing students with disabilities access to the general education curriculum*.
- Flores, M. M. (2005). San Antonio ISD Texas Essential Knowledge and Skills Labs, San Antonio, Texas. *Providing students with disabilities access to the general education curriculum*.
- Flores, M. M., & Kaylor, M. (2005). Kennedy High School, Edgewood ISD, San Antonio, Texas. *Planning instruction for diverse classrooms*.
- Flores, M. M. (2003). Atlanta Metro Area Staff Development, Atlanta, Georgia. *Teaching reading to students with moderate intellectual disabilities*.
- Beyer, R., Flores, M. M., & Vargas-Tonsing, T. M. Methods for successfully including athletes with learning and behavioral challenges. Austin, TX: Presented to the Texas Recreation and Parks Society.

Contracts, grants, and gifts (also see grants and contracts)

- Association for Applied Sport Psychology, *Coaches' Perceived Ability to Recognize and React to Athletes with ADHD, 2008-2009* (2,140.000). Co-principal investigator with Vargas-Tonsing, T.M. & Beyer, R.
- University of Texas at San Antonio College of Education and Human Development Mini-grant. *Effects of moderate physical activity on reading activities and on-task behavior, 2008-2009*, (\$1,900.00) Co-principal investigator with Beyer, R.
- University of Texas at San Antonio College of Education and Human Development Mini-grant. *Volunteer coaches' attitudes and efficacy beliefs for working with athletes with disabilities. 2007-2008*, (\$1,600.00) Co-principal investigator with Vargas-Tonsing, T.
- Academy for Teacher Excellence. *Volunteer coaches' attitudes towards working with athletes with disabilities from culturally and linguistically diverse backgrounds. 2007-2008*, (\$4,200). Co-principal investigator with Vargas-Tonsing, T.
- Flores, M. M. (2006). San Antonio Area Foundation Professional Development, San Antonio, Texas. *Teaching content to students with diverse learning needs*.

SERVICE

PROFESSIONAL SERVICE

Service to Community and State

- Board Member** Exceptional Outreach Organization (2015-2021)
- Board Member** East Alabama Regional Inservice Center (2009-2017)
- Member** Alabama Autism Task Force (2009)

National Level Service to Profession

President Council for Learning Disabilities (2023-present)
President-elect Council for Learning Disabilities (2022-present)
Vice President Council for Learning Disabilities (2021-2022)
Chair Committee for Research Council for Learning Disabilities (2019-2021)
Editorial Board Member *Learning Disability Quarterly* (2020-present)
Editorial Board Member *Intervention in School and Clinic* (2020-present)
Editorial Board Member *Remedial and Special Education* (2020-present)
Panel Member Learning and Cognition Institute for Education Science (2020-2022)
Principal Mathematics and Science Panel Member Institute for Education Science (2016-2019)
Mathematics and Science Panel Member Institute for Education Science, (2015)
National Hidden Disabilities Task Force National Association for Sport and Physical Education (2012)

Review for Journals

Guest Reviewer *Journal for Research in Childhood Education* (2013)
Guest Reviewer *Journal of Autism and Developmental Disabilities* (2013-pres)
Guest Reviewer *Journal of Teacher Education & Special Education* (2011-pres)
Guest Reviewer *Journal of Teacher Education* (2010 – present)
Guest Reviewer *The Teacher Educator* (2010-present)
Guest Reviewer *Bilingual Research Journal* (2007)

Review for Journals Based on Expertise in Language, Reading, and Students with ASD

Guest Reviewer *Journal of Autism & Developmental Disabilities* (2013-present)
Guest Reviewer *Education and Treatment of Children* (2012-present)
Guest Reviewer *Journal of Special Education* (2013)
Guest Reviewer *Exceptional Children* (2014-present)

Review for Journals Based on Expertise in Mathematics Intervention

Guest Reviewer *Learning Disabilities Research and Practice* (2013 – present)
Guest Reviewer *Journal of Teacher Education* (2010 – present)
Guest Reviewer *The Teacher Educator* (2010-present)
Guest Reviewer *Remedial and Special Education* (2008-2020)

Review of Proposals for International Conferences

Council for Exceptional Children International Conference (2015-present)
Council for Exceptional Children International conference (2008-2021)
Council for Exceptional Children International Conference (2007)
American Educational Research Association Annual Conference (2007)

UNIVERSITY SERVICE

University Level Service

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| 2016-2022 | University Faculty Dismissal Committee (committee chair) |
| 2014-2015 | University Fraternities & Sororities Committee (dissolved 10/7/15) |

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| 2010 | University Task for Greek Life Judicial Review |
| 2009- 2012 | University Fraternities and Sororities Committee |

College Level Service

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| 2022-present | Promotion and Tenure Task Force |
| 2022-present | College Representative QEP Advisory Council |
| 2018-2023 | Diversity Committee |
| 2015-2018 | edTPA Committee |

Department Level Service

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|--------------|--|
| 2020-present | Special Education Program Coordinator |
| 2020-present | Special Education Equity Working Group |
| 2016-present | Coordinator Graduate Certificate in Interventions for Students with ASD and DD |
| 2016-2019 | Coordinator Graduate Certificate in Inclusive Elementary Practices |
| 2015-present | Special Education Doctoral Program Coordinator |
| 2008-2010 | SERC Instructional/Administrative Policy/Procedure Committee |