

Derek Kosty, Ph.D.
Curriculum Vitae

CONTACT INFORMATION

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Bend, OR 97707

SUMMARY OF EXPERTISE

- Research scientist with productive history of grant writing and dissemination.
- **Content areas:** early mathematics and literacy instruction, special education, emotional and behavioral disorders, etiology of internalizing and externalizing disorders.
- **Methodological expertise:** group design, single case design, measurement, multilevel and longitudinal data analysis, latent variable modeling, and economic evaluation.
- **Primary funding sources:** The Institute of Education Sciences, National Institutes of Health, and National Science Foundation.

EDUCATIONAL RECORD

- 2015 **Doctor of Philosophy**, University of Oregon, Department of Educational Methodology, Policy, and Leadership
- Dissertation: *Trajectories of cannabis use disorder: Risk and developmental factors, clinical characteristics, and outcomes*
 - Dissertation committee: Drs. Joseph Stevens (chair), Charles Martinez, Keith Zvoch, and Christopher Murray
- 2007 **Bachelor of Science**, University of Oregon, College of Arts and Sciences
- Double Major: Mathematics and Economics

EMPLOYMENT HISTORY

CURRENT POSITIONS

2018 – Present *Assistant Research Professor*, Prevention Science Institute and Center on Teaching and Learning, University of Oregon

2016 – Present *Associate Research Scientist*, Oregon Research Institute, Eugene, OR

PAST POSITIONS

2016 – 2018 *Senior Academic Research Analyst*, Fort Lewis College, Durango, CO

2015 – 2018 *Courtesy Research Associate*, College of Education, University of Oregon

2011 – 2016 *Senior Data Analyst*, Oregon Research Institute, Eugene, OR

2008 – 2011 *Data Analyst*, Oregon Research Institute, Eugene, OR

2007 – 2010 *Data Analyst*, Abacus Research, LLC, Eugene, OR

2007 – 2008 *Research Assistant*, Oregon Research Institute, Eugene, OR

2006 – 2007 *Instructor of Mathematics and Economics*, Services for Student-Athletes, University of Oregon

TEACHING AND STUDENT MENTORING EXPERIENCE*DISSERTATION COMMITTEES*

- 2024 – 2025 Jo Hermida, School Psychology, University of Oregon
- 2022 – 2023 Heather Leonard, Prevention Science, University of Oregon
- 2022 – 2023 Cayla Lussier, School Psychology, University of Oregon
- 2021 – 2022 Taylor Lesner, School Psychology, University of Oregon
- 2020 – 2021 David Fainstein, School Psychology, University of Oregon
- 2020 – 2021 Tasia Brafford, School Psychology, University of Oregon
- 2019 – 2020 Marah Sutherland, School Psychology, University of Oregon
- 2019 – 2020 AnnaCecilia McWhirter, School Psychology, University of Oregon

COURSES, SEMINARS, AND GUEST LECTURE SERIES

- 2021 *Research Methods in Prevention Science*
Guest lecture for Dr. Maria Schweer-Collins in the Prevention Science Program at University of Oregon. Topics included experimental research designs; intent to treat effect estimates in group design research; and statistical power considerations.
- 2020 *Research Methods in Prevention Science*
Guest lecture for Dr. Atika Khurana in the Department of Counseling Psychology and Human Services, University of Oregon. Topics included experimental research designs; intent to treat effect estimates in group design research; and statistical power considerations.
- 2018 – 2019 *Research Design and Data Analysis for Developing Evidence-Based Practices*
Guest lecture series for Dr. Christian Doabler in the Department of Special Education, University of Texas-Austin. Learning objectives included (1) familiarity with common educational research designs and their advantages and disadvantages; (2) basic understanding of data analysis and how it relates to research design; and (3) how to interpret overall study results and begin identifying evidenced-based practices.
- 2015 – 2016 *Applied Educational Research Methods: Regression, ANOVA, and the General Linear Model*
Doctoral seminar for project *Engaging New Leaders in Implementation Science Training* in the Department of Special Education and Clinical Services, University of Oregon. Topics included data management, statistical programming, and the application of the general and generalized linear model in educational research.
- 2013 *Analysis of Single Case Designs: Generalized Least Squares Regression*

- Guest lecture series for the Department of Special Education and Rehabilitation, Utah State University. Focused on the application of statistical and meta-analytic strategies for analyzing single-case research.
- 2013 *Tau-U: An Effect Size for Single Case Designs*
Guest lecture series for the Department of Special Education and Rehabilitation, Utah State University. Focused on the application of statistical and meta-analytic strategies for analyzing single-case research.
- 2012 *Multilevel Models for Evaluating Group Designs*
Guest lecture for the Department of Psychology, University of Nevada, Reno. Included advanced topics in multilevel modeling and hierarchical data structures including the analysis of clustered randomized trials, individual randomized group treatment trials, and partially nested designs.
- 2011 *Foundations in Disability (SPED 411)*
Supervised teaching with Dr. Christopher Murray for a Master's-level course in the Department of Special Education and Clinical Services, University of Oregon. A survey of information about exceptional children and youths. Topics included history, etiology, identification, classification, legislation, and alternate program delivery systems.

CONSULTATION ACTIVITIES

- 2020 Marshall Gause, Aufero, LLC, Ashburn, VA
- 2017 – 2020 Andy Garbacz, Department of Educational Psychology, University of Wisconsin Madison
- 2017 – 2018 Nancy Nelson & Christian Doabler, Center on Teaching and Learning, College of Education, University of Oregon
- 2017 – 2018 Angela Sauk, Montezuma-Cortez School District, Cortez, CO
- 2017 – 2018 Beth Stormshak & Laura Lee McIntyre, Department of Counseling Psychology and Human Services, University of Oregon
- 2015 – 2016 Kent McIntosh, Department of Special Education and Clinical Services, University of Oregon
- 2015 Hank Fien, Center on Teaching and Learning, University of Oregon
- 2015 Doris Luft Santos Baker, Center on Teaching and Learning, University of Oregon
- 2013 – 2015 Marshall Gause, Thought Cycle, LLC, Eugene, OR
- 2013 – 2014 Christopher Murray, Department of Special Education and Clinical Services, University of Oregon
- 2012 – 2014 Michael Coyne, Department of Educational Psychology, University of Connecticut

SCHOLARSHIP

Summary: A total of 90 published refereed journal articles, 1 book chapter, and 44 refereed conference presentations. Total citation count from Google Scholar is 3,006 (1,943 since 2020), with an h-index of 33 and an i10-index of 59.

REFEREED JOURNAL ARTICLES

ARTICLES SUBMITTED FOR PUBLICATION

3. Leonard, H., Khurana, A., & **Kosty, D.** *Early parenting effects on childhood delay of gratification and adolescent allostatic load.* Manuscript submitted for publication.
2. Pilger Suhr, M., Baker, S.K., **Kosty, D.**, Nelson, N., Santoro, L.E., & Fien, H. *Examining concurrent estimates of gains in reading: two curriculum-based measures and a broad measure of reading proficiency.* Manuscript submitted for publication.
1. Shangguan, Z., Ozernov-Palchik, O., Ohn-Bar, E., & **Kosty, D.** *Predicting grade 1 student reading performance with machine learning: feasibility and challenges.* Manuscript submitted for publication.

ARTICLES PUBLISHED OR IN PRESS

90. Lesner, T., Clarke, B. **Kosty, D.**, Rodriguez, G., Budd, E.L., & Doabler, C. (in press). Patterns and predictors of response to mathematics intervention. *Journal of Research on Educational Effectiveness.*
89. Turtura, J., Fainstein, D., **Kosty, D.**, Hermida, J., Clarke, B., Doabler, C.T., & Morgan, J. (in press). Implementing an evidence-based kindergarten mathematics intervention with remote professional development. *Implementation and Replication Studies in Mathematics Education.*
88. Tabor Gray, L., Shune, S., Perry, S., **Kosty, D.**, & Namasivayam-MacDonald, A. (in press). Dysphagia symptoms contribute to greater care partner burden in neurodegenerative disease. *American Journal of Speech-Language Pathology.*
87. Kelly, N.R., **Kosty, D.**, Bodovski, Y., Blackwell, C., Ganiban, J.M., Neiderhiser, J.M., Dabelea, D., Gilbert-Diamond, D., Aschner, J.L., Bastain, T.M., Breton, C.V., Bush, N.R., Calub, C.A., Camargo, C.A., Camerota, M., Croen, L.A., Elliott, A.J., Bosquet Enlow, M., Ferrara, A., ... Leve, L.D. (2025). Children's executive functioning and health behaviors across life stages and ecological contexts. *Journal of Behavioral Medicine*, 48(2), 230–250. <https://doi.org/10.1007/s10865-024-00543-w>
86. Mauricio, A.M., Cioffi, C.C., **Kosty, D.**, Sanders, S., McWeeney, S., Nachbar, S., Capron, C.G., & Tavalire, H.F. (in press). A mixed methods evaluation of a motivational enhancement intervention to increase SARS-CoV-2 testing among people experiencing homelessness and people who inject drugs. *Psychological Services.*

85. Lussier, C., Clarke, B., **Kosty**, D., Rodriguez, G., Scalise, K., Doabler, C. & Turtura, J. (in press). An examination of implementation fidelity within the context of a tier 2 mathematics intervention. *Journal of Learning Disabilities*.
84. Shune, S., Tabor Gray, L., Perry, S., **Kosty**, D., & Namasivayam-MacDonald, A. (2025). Validation of the caregiver analysis of reported experiences with swallowing disorders (CARES) screening tool for neurodegenerative disease. *American Journal of Speech-Language Pathology*, 34(2), 633–645. https://doi.org/10.1044/2024_AJSLP-24-00253
83. Shanley, L., Clarke, B., **Kosty**, D., Turtura, J., Cook, M., Sutherland, M., & Smolkowski, K. (2025). Examining mathematics intervention effects on domain general skills: Are mathematics gains associated with improved domain general skills? *Journal of Educational Psychology*. <https://doi.org/10.1037/edu0000937>
82. Nelson, G., Kong, E., Quinn, S., **Kosty**, D., Wilke, E. J., & Clarke, B. (2025). A scoping review of mathematics interventions: Moderation analyses of initial mathematics skills. *Learning Disabilities Research & Practice*, 40(1), 5–16. <https://doi.org/10.1177/09388982241292316>
81. Fainstein, D., Clarke, B., **Kosty**, D., Cycyk, L., Turtura, J., & Doabler, C. (2024). Pivoting training and coaching for an early numeracy intervention during COVID-19. *Prevention Science*. <https://doi.org/10.1007/s11121-024-01713-7>
80. Rychtarik, R. G., Danaher, B. G., McGillicuddy, N. B., Tyler, M. S., Barrick, C., Leong, F., & **Kosty**, D. (2024). Web-based coping skills training and coach support for women living with a partner with an alcohol use disorder: A randomized clinical trial. *Journal of Medical Internet Research*, 26(3), e56119-. <https://doi.org/10.2196/56119>
79. Gordon, R.E.F., **Kosty**, D., & Khurana, A. (2024). The mediating role of child delay of gratification in the link between early and prolonged poverty exposure and adolescent allostatic load, 163, 106990–106990. <https://doi.org/10.1016/j.psyneuen.2024.106990>
78. Nelson, G., **Kosty**, D., Turtura, J., Doabler, C.T., & Clarke, B. (2024). Evaluating a gated screening approach for identifying risk in kindergarten mathematics. *School Psychology*.
77. Khurana, A., Leonard, H., Michaelson, L., & **Kosty**, D. (2024). Transactional linkages between parenting behaviors and child executive functions and self-regulation from early childhood to adolescence. *Journal for Person-Oriented Research*, 10(1), 26–55.
76. Turtura, J., Sutherland, M., **Kosty**, D., Doabler, C. T., Lussier, C., & Clarke, B. (2024). Examining the relations between interventionists' use of classroom management and student mathematics gains within a Tier 2 kindergarten mathematics intervention. *Psychology in the Schools*, 61(6), 2508–2528.
75. Doabler, C. T., Clarke, B., Turtura, J. E., Sutherland, M., Gersib, J. A., Lesner, T., Cook, M., Kimmel, G. L., Smolkowski, K., & **Kosty**, D. (2024). Proficiency with number concepts

- and operations: Replicating the efficacy of a first-grade mathematics intervention. *Journal of learning disabilities*, 57(4), 224–241.
74. Sutherland, M., **Kosty**, D., Lesner, T., Hermida, J., Smolkowski, K., Doabler, C. T., & Clarke, B. (2024). Does variability within tier 2 mathematics intervention groups affect students' response to intervention? *Exceptional Children*, 90(3), 331–346.
73. Hardin, B., Graboyes, M., **Kosty**, D., & Cioffi, C. (2023). Vaccine decision making among people who inject drugs: Improving on the WHO's 3C model of vaccine hesitancy. *Preventive Medicine Reports*, 35, 102341. <https://doi.org/10.1016/j.pmedr.2023.102341>
72. Kelly, N.R., **Kosty**, D., Williamson, G., Guidinger, C., & Cotter, E. W. (2023). Social media and dating app use are differentially related to same- and next-day disordered eating pathology in young men with loss of control eating. *Eating Behaviors: an International Journal*, 49, 101735–101735.
71. Lesner, T., Clarke, B., **Kosty**, D., Nelson, N., Ketterlin-Geller, L., & Smolkowski, K. (2023). Exploring the relationship between initial mathematics skill and a sixth-grade fractions intervention. *Learning Disability Quarterly*, 46(4), 317–328.
70. McWhirter, A.C., McIntyre, L.L., **Kosty**, D.B., & Stormshak, E. (2023). Parenting styles, family characteristics, and teacher-reported behavioral outcomes in kindergarten. *Journal of Child and Family Studies*, 32(3), 678–690.
69. Brafford, T., Harn, B., Clarke, B., Doabler, C.T. **Kosty**, D., & Scalise, K. (2023). Implementation factors and their influence on student mathematics outcomes. *Learning Disabilities Research & Practice*, 38(1), 5–14.
68. Clarke, B., Doabler, C. T., Sutherland, M., **Kosty**, D., Turtura, J., & Smolkowski, K. (2023). Examining the impact of a first grade whole number intervention by group size. *Journal of Research on Educational Effectiveness*, 16(2), 326–349.
67. Sutherland, M., Lesner, T., **Kosty**, D., Lussier, C., Smolkowski, K., Turtura, J., & Clarke, B. (2023). Examining interactions across instructional tiers: Do features of Tier 1 predict student responsiveness to Tier 2 mathematics intervention? *Journal of Learning Disabilities*, 56(4), 243–256.
66. Farmer, R.F., Seeley, J.R., **Kosty**, D.B., & Gau, J.M. (2023). Deconstructing the heterogeneity of alcohol use disorder: Lifetime comorbid non-alcohol substance use disorder as a distinct behavioral phenotype? *Psychological Medicine*, 53, 4962–4976.
65. Clarke, B., Sutherland, M., Doabler, C.T., Lesner, T., Fainstein, D., Nolan, K., Landis, B., & **Kosty**, D. (2023). Developing and investigating the promise of early measurement screeners. *School Psychology Review*, 52(6), 696–708.
64. Sutherland, M., Clarke, B., **Kosty**, D. B., Baker, S. K., Doabler, C. T., Smolkowski, K., Fien, H., & Goode, J. (2022). Investigating the interaction between teacher mathematics

- content knowledge and curriculum on instructional behaviors and student achievement. *The Elementary School Journal*, 123(2), 292–317.
63. Cioffi, C., **Kosty**, D., Nachbar, S., Capron, C., Mauricio, A.M., & Tavalire, H. (2022). COVID-19 vaccine deliberation among people who inject drugs. *Drug and Alcohol Dependence Reports*, 3, 100046-10046. <https://doi.org/10.1016/j.dadr.2022.100046>
62. Smolkowski, K., Walker, H., Marquez, B., **Kosty**, D., Vincent, C., Black, C., Cil, G., & Strycker, L. A. (2022). Evaluation of a social skills program for early elementary students: We Have Skills. *Journal of Research on Educational Effectiveness*, 15(4), 717–747.
61. Cioffi, C., **Kosty**, D., Capron, C., Tavalire, H., Barnes, R., & Mauricio, A.M. (2022). Contingency management and SARS-CoV-2 testing among people who inject drugs. *Public Health Reports*, 137(3), 573-579.
60. Farmer, R.F., Gau, J.M., Seeley, J.R., & **Kosty**, D.B. (2022). Family-Based Predictors of Alcohol Use Disorder (AUD) Recurrence and new non-alcohol substance use disorder onset following initial AUD recovery. *Journal of Studies on Alcohol and Drugs*, 83, 239-247.
59. Clarke, Turtura, J., Lesner, T., Cook, M., Smolkowski, K., **Kosty**, D., & Doabler, C. T. (2022). A Conceptual Replication of a Kindergarten Math Intervention Within the Context of a Research-Based Core. *Exceptional Children*, 89(1), 42–59. <https://doi.org/10.1177/00144029221088938>
58. Doabler, C.T., Clarke, B., **Kosty**, D., Sutherland, M., Turtura, J.E., Firestone, A.R., Kimmel, G., Brott, P., Brafford, T.L., Nelson Fien, N.J., Smolkowski, K., & Jungjohann, K.J. (2022). Promoting understanding of measurement and statistical investigation among second-grade students at risk for mathematics difficulties. *Journal of Educational Psychology*, 114(3), 560-575.
57. Raulston, T.J., **Kosty**, D., & McIntyre, L.L. (2021). Mindful parenting, caregiver distress, and conduct problems in children with autism. *American Journal on Intellectual and Developmental Disabilities*, 126(5), 396-408.
56. Murray, C. M., **Kosty**, D., Doren, B., Gau, J., & Seeley, J. R. (2021). Patterns of early adult work and postsecondary participation among individuals with high incidence disabilities: A longitudinal person-centered analysis. *Developmental Psychology*, 57(4), 584-596.
55. Garbacz, A. A., Santiago, R. T., **Kosty**, D., Zahn, M., Stormshak, E. A., Smolkowski, K., & Seeley, J. R. (2021). Examining congruence in parent–teacher perceptions of middle school supports for students and families. *Psychology in the Schools*, 58, 1169-1184.
54. Doabler, C. T., Clarke, B., **Kosty**, D., Maddox, S. A., Smolkowski, K., Fien, H., Baker, S. K., & Kimmel, G. (2021). Kindergarteners at risk for severe mathematics difficulties:

Investigating tipping points of core mathematics instruction. *Journal of Learning Disabilities*, 54(2), 97-110.

53. Fien, H., Nelson, N., Smolkowski, K., Pilger, M., **Kosty**, D., Baker, S., Smith, J. L. (2021). A conceptual replication study of the enhanced core reading instruction MTSS-reading model. *Exceptional Children*, 87(3), 265-288.
 52. Barewal, R., Shune, S., Ball, J., & **Kosty**, D. (2021). A comparison of behavior of transitional-state foods under varying oral conditions. *Dysphagia*, 36(2), 316-324.
 51. Doabler, C. T., Clarke, B., **Kosty**, D., Turtura, J. E., Sutherland, M., Maddox, S. A., & Smolkowski, K. (2021). Using direct observation to document “practice-based evidence” of evidence-based mathematics instruction. *Journal of Learning Disabilities*, 54(1), 20-35.
 50. Doabler, C. T., Clarke, B., **Kosty**, D., Fien, H., Smolkowski, K., Liu, M. & Baker, S. K. (2021). Measuring the quantity and quality of explicit instructional interactions in an empirically validated tier 2 kindergarten mathematics intervention. *Learning Disability Quarterly*, 44(1), 50-62.
- Awarded the 2021-22 Must Read LDQ article from the Research Committee of the Council for Learning Disabilities.**
49. Clarke, Nelson, N. J., Geller, L. K., **Kosty**, D., Smolkowski, K., Lesner, T., Furjanic, D., & Fien, H. (2020). Investigating the Promise of a Tier 2 Sixth-Grade Fractions Intervention. *Learning Disability Quarterly*, 73194872097241–. <https://doi.org/10.1177/0731948720972411>
 48. Kelly, N.R., **Kosty**, D., Guerricabeitia, L., Guidinger, C., & Williamson, G. (2020). Evaluating components of existing theories for loss of control eating in a sample of racially/ethnically diverse men. *Body Image*, 35, 63-70.
 47. Gau, J.M., Farmer, R.F., Seeley, J.R., Klein, D, & **Kosty**, D.B. (2020). Are Parental Alcohol Use Disorder Histories Associated with Offspring Behavior Problems at Age 2? *Journal of Studies on Alcohol and Drugs*, 81, 511-519.
 46. Clarke, B., Doabler, C. T., Turtura, J. Smolkowski, K., **Kosty**, D., Sutherland, M., Kurtz Nelson, E., Fien, H., & Baker, S. K. (2020). Examining the efficacy of a kindergarten mathematics intervention by group size and initial skill: Implications for practice and policy. *Elementary School Journal*, 121(1), 125-153.
 45. **Kosty**, D.B., Farmer, R.F., Seeley, J.R., Merikangas, K.R., Klein, D.N, Gau, J.M., Duncan, S.C., & Lewinsohn, P.M. (2020). The number of parents with alcohol use disorder and risk to offspring through age 30. *Addictive Behaviors*, 102, 106196.
 44. Stormshak, E. A., McIntyre, L. L., Garbacz, S. A., & **Kosty**, D.B. (2020). Family-centered prevention to enhance parenting skills during the transition to elementary school: A randomized trial. *Journal of Family Psychology*, 34(1), 122-127.

43. Garbacz, S. A., McIntyre, L. L., Stormshak, E. A., & **Kosty, D.B.** (2020). The efficacy of the family check-up on children's emotional and behavior problems in early elementary school. *Journal of Emotional and Behavioral Disorders*, 28(2), 67-79.
42. Doabler, C. T., Clarke, B., **Kosty, D.**, Turtura, J. E., Firestone, A. R., Smolkowski, K., Jungjohann, K. J., Brafford, T. L., Nelson, N.J., Sutherland, M., Fien, H., & Maddox, S. (2019). The efficacy of a first-grade mathematics intervention focused on early concepts and problem-solving skills of measurement and data analysis. *Exceptional Children*, 86, 77-94.
41. Farmer, R.F., **Kosty, D.B.**, Seeley, J.R., Gau, J.M., & Klein, D. (2019). Family aggregation of substance use disorders: substance specific, non-specific, and intra-familial sources of risk. *Journal of Studies on Alcohol and Drugs*, 80, 462-471.
40. Garbacz, S. A., Stormshak, E. A., McIntyre, L. L., & **Kosty, D.B.** (2019). Examining family-school engagement in a randomized controlled trial of the family check-up. *School Psychology Quarterly*, 34, 433-443.
39. Seeley, J.R., Farmer, R.F., **Kosty, D.B.**, & Gau, J.M. (2019). Prevalence, incidence, recovery, and recurrence of alcohol use disorders from childhood to age 30. *Drug and Alcohol Dependence*, 194, 45-50.
38. Doabler, C. T., Clarke, B., **Kosty, D.**, Smolkowski, K., Kurtz-Nelson, E., Fien, H., & Baker, S. (2019). Building number sense among English learners: A multisite randomized controlled trial of a Tier 2 kindergarten mathematics intervention. *Early Childhood Research Quarterly*, 47, 432-444.
37. Clarke, B., Doabler, C. T., Turtura, J. Smolkowski, K., Kurtz Nelson, E., **Kosty, D.**, Fien, H., & Baker, S. K. (2019). Exploring the relationship between initial math skill and the impact of a kindergarten math intervention on student math outcomes. *Exceptional Children*, 85(2), 129-146.
36. Doabler, C. T., Clarke, B., **Kosty, D.**, Kurtz-Nelson, E., Fien, H., Smolkowski, K., & Baker, S. K. (2019). Examining the impact of group size on the treatment intensity of a tier 2 mathematics intervention within a systematic framework of replication. *Journal of Learning Disabilities*, 52(2), 168-180.
35. Farmer, R.F., Seeley, J.R., Gau, J.M., Klein, D., Merikangas, K., **Kosty, D.B.**, Duncan, S., & Lewinsohn, P.M. (2018). Clinical features associated with an increased risk for alcohol use disorders among family members. *Psychology of Addictive Behaviors*, 32, 628-638.
34. Clarke, B., Shanley, L., **Kosty, D.B.**, Strand Cary, M., Fien, H., Baker, S. K., & Smolkowski, K. (2018). Investigating the incremental validity of cognitive variables in early mathematics screening. *School Psychology Quarterly*, 33 (2), 264-271.

33. **Kosty, D.B.**, Seeley, J.R., Farmer, R.F., Stevens, J.J., & Lewinsohn, P.M. (2017). Trajectories of cannabis use disorder: Risk factors, clinical characteristics, and outcomes. *Addiction, 112*, 279-287.
32. Clarke, B., Doabler, C. T., **Kosty, D.**, Kurtz Nelson, E., Smolkowski, K., Fien, H., & Baker, S. K. (2017). Testing the efficacy of a kindergarten mathematics intervention by small group size. *AERA open, 3*(2), 1–16.
31. Farmer, R.F., Seeley, J.R., **Kosty, D.B.**, Gau, J.M., Duncan, S.C., Sher, K.J., & Lewinsohn, P.M. (2017). No reliable evidence that emotional disorders are proximal antecedents, concomitants, or short-term consequences of first episode alcohol use disorders in a representative community sample. *Journal of Studies on Alcohol and Drugs, 78*, 222-231.
30. Smith, J.L. M., Nelson-Walker, N., Smolkowski, K., Fien, H., Baker, S.K., & **Kosty, D.B.** (2016). Examining the efficacy of a multi-tiered intervention for at-risk readers in grade 1. *Elementary School Journal, 116*, 549-573.
29. Doabler, C.T., Clarke, B., Stoolmiller, M., **Kosty, D.B.**, Fien, F., Smolkowski, K., & Baker, S. K. (2016). Explicit instructional interactions: Exploring the black box of a Tier 2 mathematics intervention. *Remedial and Special Education, 32*, 98-110.
28. Clarke, B., Doabler, C.T., Smolkowski, K., Kurtz-Nelson, E., Baker, S., Fien, H. & **Kosty, D.B.** (2016). Testing the immediate and long-term efficacy of a Tier 2 kindergarten mathematics intervention. *Journal of Research on Educational Effectiveness, 9*, 607-634.
27. Doabler, C.T., Clarke, B., **Kosty, D.B.**, Baker, S., Smolkowski, K., & Fien, H. (2016). Effects of a core kindergarten mathematics curriculum on the mathematics achievement of English learners. *School Psychology Review, 45*, 343-361.
26. Doabler, C.T., Clarke, B., **Kosty, D.B.**, Kurtz-Nelson, E., Fien, H., Smolkowski, K., & Baker, S. K. (2016). Testing the efficacy of a tier-2 mathematics intervention: A conceptual replication study. *Exceptional Children, 83*, 92-110.
25. Farmer, R.F., Gau, J.M., Seeley, J.R., **Kosty, D.B.**, Sher, K.J., & Lewinsohn, P.M. (2016). Internalizing and externalizing disorders as predictors of alcohol use disorder onset during three developmental periods. *Drug and Alcohol Dependence, 164*, 38-46.
24. Fien, H., Doabler, C.T., Nelson-Walker, N., **Kosty, D.B.**, Clarke, B., & Baker, S.K. (2016). An Examination of the promise of the Numbershore Level 1 gaming intervention for improving student mathematics outcomes. *Journal of Research on Educational Effectiveness, 9*, 635-661.
23. Murray, C., **Kosty, D.B.**, & Hauser-McLean, K. (2016). Social support and attachment to teachers: relative importance and specificity among low-income children and youth of color. *Journal of Psychoeducational Assessment, 34*, 119-135.

22. **Kosty, D.B.**, Farmer, R.F., Seeley, J.R., Gau, J.M., Duncan, S.C., & Lewinsohn, P.M. (2015). Parental transmission of risk for cannabis use disorders to offspring. *Addiction, 110*(7), 1110-1117.
21. Doabler, C.T., Baker, S.K., **Kosty, D.B.**, Smolkowski, K., Clarke, B., Miller, S. J., & Fien, H. (2015). Examining the association between explicit mathematics instruction and student mathematics achievement. *Elementary School Journal, 115*, 303-333.
20. Doabler, C.T., Clarke, B., Fien, H., Baker, S., **Kosty, D.B.**, & Strand-Cary, M. (2015). The science behind curriculum development and evaluation: Taking a design science approach in the production of a tier 2 mathematics curriculum. *Learning Disability Quarterly, 38*(2), 97-111.
Awarded the 2014-15 Must Read LDQ article from the Research Committee of the Council for Learning Disabilities.
19. Duncan, S.C., Gau, J.M., Farmer, R.F., Seeley, J.R., **Kosty, D.B.**, & Lewinsohn, P.M. (2015). Comorbidity and temporal relations of alcohol and cannabis use disorders from youth through adulthood. *Drug and Alcohol Dependence, 149*, 80-86.
18. Farmer, R.F., **Kosty, D.B.**, Seeley, J.R., Duncan, S.C., Lynskey, M.T., Rohde, P., Klein, D.N., & Lewinsohn, P.M. (2015). Natural course of cannabis use disorders. *Psychological Medicine, 45*, 63-72.
17. Farmer, R.F., **Kosty, D.B.**, Seeley, J.R., Gau, J.M., Duncan, S.C., Walker, D.D., & Lewinsohn, P.M. (2015). Association of comorbid psychopathology with the duration of cannabis use disorders. *Psychology of Addictive Behaviors, 30*(1), 82-92.
16. Farmer, R.F., Seeley, J.R., **Kosty, D.B.**, Gau, J.M., Duncan, S.C., Lynskey, M.T., & Lewinsohn, P.M. (2015). Internalizing and externalizing psychopathology as predictors of cannabis use disorder onset during adolescence and early adulthood. *Psychology of Addictive Behaviors, 29*, 541-551.
15. Clarke, B., Doabler, C.T., Strand Cary, M., **Kosty, D.B.**, Baker, S., Fien, H., & Smolkowski, K. (2014). Preliminary evaluation of a tier 2 mathematics intervention for first-grade students: Using a theory of change to guide formative evaluation activities. *School Psychology Review, 43*(2), 160-178.
14. Doabler, C.T., Nelson-Walker, N., **Kosty, D.B.**, Fien, H., Baker, S.K., Smolkowski, K., & Clarke, B. (2014). Examining teachers' use of evidence-based practices during core mathematics instruction. *Assessment for Effective Intervention, 39*(2), 99-111.
13. Gorka, S.M., Shankman, S.A., Olino, T.M., Seeley, J.R., **Kosty, D.B.**, & Lewinsohn, P.M. (2014). Anxiety disorders and risk for alcohol use disorders: The moderating effect of parental support. *Drug and Alcohol Dependence, 140*, 191-197.

12. Murray, C., Lombardi, A., & **Kosty, D.B.** (2014). Profiling adjustment among postsecondary students with disabilities: A person-centered approach. *Journal of Diversity in Higher Education*, 7(1), 31-34.
11. Chronis-Tuscano, A., Clarke, T.L., O'Brien, K.A., Raggi, V.L., Diaz, Y., Mintz, A.D., Knight, L.A., Seymour, K.E., Rooney, M.E., **Kosty, D.B.**, Seeley, J.R., & Lewinsohn, P.M. (2013). Development and preliminary evaluation of an integrated treatment targeting parenting and depressive symptoms in mothers of children with attention-deficit/hyperactivity disorder. *Journal of Consulting and Clinical Psychology*, 81(5), 918-925.
10. Danaher, B.G., Milgrom, J., Seeley, J.R., Stuart, S., Schembri, C., Tyler, M., Ericksen, J., Whitney-Lester, W., Gemmill, A.W., **Kosty, D.B.**, & Lewinsohn, P.M. (2013). MomMoodBooster web-based intervention for postpartum depression: feasibility trial results. *Journal of Medical Internet Research*, 15(11): e242.
9. Farmer, R.F., **Kosty, D.B.**, Seeley, J.R., Olino, T.M., & Lewinsohn, P.M. (2013). Aggregation of lifetime Axis I psychiatric disorders through age 30: Incidence, predictors, and associated psychosocial outcomes. *Journal of Abnormal Psychology*, 122(2), 573-586.
8. Farmer, R., Seeley, J., **Kosty, D.B.**, Olino, T., & Lewinsohn, P. (2013). Hierarchical organization of axis I psychiatric disorder comorbidity through age 30. *Comprehensive Psychiatry*, 54(5), 523-532.
7. Klein, D.N., Glenn, C.R., **Kosty, D.B.**, Seeley, J.R., Rohde, P., & Lewinsohn, P.M. (2013). Predictors of first lifetime onset of major depressive disorder in young adulthood. *Journal of Abnormal Psychology*, 122(1), 1-6.
6. Nelson-Walker, N.J., Fien, H., **Kosty, D.B.**, Smolkowski, K., Smith, J.L. M., & Baker, S.K. (2013). Evaluating the effects of a systematic intervention on first grade teachers' explicit reading instruction. *Learning Disabilities Quarterly*, 36(4), 215-230.
Awarded the 2013-14 Must Read LDQ article from the Research Committee of the Council for Learning Disabilities.
5. Sheeber, L.B., Seeley, J.R., Feil, E.G., Davis, B., Sorensen, E., **Kosty, D.B.**, & Lewinsohn, P.M. (2012). Development and pilot evaluation of an internet-facilitated cognitive-behavioral intervention for maternal depression. *Journal of Consulting and Clinical Psychology*, 80(5), 739-749.
4. Seeley, J.R., **Kosty, D.B.**, Farmer, R.F., & Lewinsohn, P.M. (2011). The modeling of internalizing disorders on the basis of patterns of lifetime comorbidity: Associations with psychosocial functioning and psychiatric disorders among first-degree relatives. *Journal of Abnormal Psychology*, 120(2), 308-321.
3. Levin, W., Campbell, D.R., McGovern, K.B., Gau, J.M., **Kosty, D.B.**, Seeley, J.R., & Lewinsohn, P.M. (2010). A computer-assisted depression intervention in primary care. *Psychological Medicine*, 41, 1373-1383.

2. Smolkowski, K., Danaher, B.G., Seeley, J.R., **Kosty, D.B.**, & Severson, H.H. (2010). Modeling missing binary outcome data in a successful web-based smokeless tobacco cessation program. *Addiction*, 105(6), 1005-1015.
1. Farmer, R.F., Seeley, J.R., **Kosty, D.B.**, & Lewinsohn, P.M. (2009). Refinements in the hierarchical structure of externalizing psychiatric disorders: Patterns of lifetime liability from mid-adolescence through early adulthood. *Journal of Abnormal Psychology*, 118(4), 699-710.

BOOK CHAPTERS

1. Pistorello, J., Hayes, S.C., Seeley, J., Biglan, T., Long, D. M., Levin, M. E., **Kosty, D.B.**, Lillis, J., Villatte, J., MacLane, C., Vilardaga, R., Daflos, S., Hammonds, S., Locklear, A. & Hanna, E. (2016). ACT-based first year experience seminars. Chapter to appear in J. Block-Lerner & L. Cardaciotto (Eds.), *The mindfulness-informed educator: Building acceptance & psychological flexibility in higher education*. New York: Routledge.

REFEREED PRESENTATIONS

44. Clarke, B., Doabler, C., **Kosty, D.**, & Turtura, J. (2025, May). *Examining the Impact of Intervention Onset of an Early Numeracy Intervention Through a Systematic Replication Framework*. Paper presented at Society for Research in Child Development, Minneapolis, MN. United States.
43. Drake, K., **Kosty, D.**, Fong, J., Schmitt, S., Jimenez, B., Sutherland, M., & Nelson, G. (2025, May). *Validating a Home Mathematics Survey for Parents of Children with Disabilities*. [Poster Presentation]. Society for Research in Child Development, Minneapolis, MN. United States.
42. Kelly, N. R., **Kosty, D.**, & Cotter, E. W. (2025, May). *Appetizing food clues most consistently relate to men's same- and next-day loss of control eating*. Paper presented at the International Conference on Eating Disorders, San Antonio, TX.
41. Choo, S., An, J., Nelson, N., & **Kosty, D.** (2024). *Educational Game and Item Response Theory: What Are We Missing in Traditional Examination of Student Performance?* Paper presented at the Pacific Coast Research Conference, Coronado, CA.
40. Shangguan, Z., Huang, Z., Ohn-Bar, E., Ozernov-Palchik, O., **Kosty, D.**, Stoolmiller, M., & Fien, H. (2024). *Scalable Early Childhood Reading Performance Prediction*. Poster presented at the Conference on Neural Information Processing Systems, Vancouver, BC.
39. Pilger-Suhr, M., Nelson Fien, N.J., Markham Anderson, J., & **Kosty, D.**, & Turtura, J. (2024, April). *Exploring Teacher Characteristics and Contextual Factors in Early Reading Instruction to Improve Implementation*. Paper presented at the American Educational Research Associations, Philadelphia, PA.
38. Lesner, T., Clarke, B., **Kosty, D.**, & Turtura, J. (2024, February). *Examining patterns and predictors of response to mathematics intervention*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.

37. Kelly, N. R., **Kosty**, D., Williamson, G., Guidinger, C., & Cotter, E. W. (2023, June). *Daily social media and dating app use are differentially related to disordered eating pathology in high risk young men*. Paper presented at the International Conference on Eating Disorders, Washington, DC.
36. McWhirter, A., McIntyre, L.L., **Kosty**, D., & Stormshak, B. (2023, March). *Parenting styles, family characteristics, and teacher reported child behaviors in kindergarten*. Poster presented at the Society for Research in Child Development.
35. Choo, S., Nelson, N., & **Kosty**, D. (2023, March). *Examining the efficacy of an educational game for improving mathematics outcomes*. Paper presented at the Council for Exceptional Children. Louisville, KY.
34. Turtura, J., Doabler, C., **Kosty**, D., & Clarke, B. (2023, March). *Measuring the quality of classroom management in a kindergarten mathematics intervention*. Poster presented at the Council for Exceptional Children. Louisville, KY.
33. Sutherland, M., Lussier, C., Clarke, B., Taylor, L., **Kosty**, D., Turtura, J., & Doabler, C.T. (2023, February). *Investigating students' response to mathematics intervention: Does tier 1 matter?* Paper presented at the National Association for School Psychologists National Convention, Denver, CO.
32. Murray, C., Knowles, C. & **Kosty**, D. (2022, November). *High school predictors of adult engagement among individuals with disabilities: An ecological perspective*. Paper presented at the Association of University Centers on Disability. Washington, DC.
31. Lesner, T., Clarke, B., **Kosty**, D., Nelson, N., & Ketterlin Geller, L. (2022, February). *Does initial mathematics skill moderate response to a sixth-grade fractions intervention?* Paper presented at the Pacific Coast Research Conference.
30. Cook, M., Lussier, C., Clarke, B., Turtura, J., Smolkowski, K., **Kosty**, D. & Doabler, C. (2022, February). *Examining the efficacy of a kindergarten math intervention: a conceptual replication*. Paper presented at the Pacific Coast Research Conference.
29. Smolkowski, K., **Kosty**, D., Cil, G., Marquez, B., Black, C., & Walker, H. (2021, September). *We Have Skills impact evaluation*. In S. Jones (Chair), *Beyond average impacts: Insights from evaluations of school-based social and emotional learning interventions* [Symposium]. Paper presented at the Society for Research on Educational Effectiveness. Washington, DC.
28. Clarke, B., Doabler, C., Turtura, J., & **Kosty**, D. (2021, October). *The impact of a whole number intervention by group size*. Poster presented at the Conference on Learning Disabilities. Las Vegas, NV.
27. Doabler, C., & **Kosty**, D. (2021, June). *Measuring the quantity and quality of explicit instructional interactions in an empirically validated tier 2 kindergarten mathematics intervention*. Invited paper presented at the Learning Disabilities Quarterly Methods Exchange.
26. Nelson, N., Goodman, S., **Kosty**, D., Martin, K.S. (2020, January). *Closing the gap in early reading: An Examination of the Impact of a Multi-Tiered, Integrated, Reading and*

Behavior Intervention for Students with or at Risk for Literacy-Related Disabilities. Poster presented at the Institute of Education Sciences Annual Principal Investigators Meeting.

25. Kelly, N. R., **Kosty**, D.B., Guerricabeitia, L., Guidinger, C., & Williamson, G. (2019, November). *Evaluating existing theories for loss of control eating in young racially diverse men.* Poster presented at The Obesity Society, Las Vegas, NV.
24. Barewal, R. B., Shune, S., & **Kosty**, D.B. (2019, October). *Dissolution properties of transitional state foods in the adult oral environment: a challenge to our current understanding.* Poster to be presented at the Oregon Speech-Language and Hearing Association Annual Conference, Salem, OR.
23. Barewal, R. B., Shune, S., **Kosty**, D.B., & Ball, J. (2019, October). *Dissolution properties of transitional state foods in the adult oral environment: a challenge to our current understanding.* Poster to be presented at the Academy of Nutrition and Dietetics Food and Nutrition Conference and Expo, Philadelphia, PA.
22. Zahn, M. R., Garbacz, S. A., Santiago, R., & **Kosty**, D. (2019, August). *Parent-teacher congruent perceptions of school support for middle school students and their families.* Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
21. Garbacz, S. A., Stormshak, E. A., McIntyre, L. L., & **Kosty**, D. (2019, March). Family centered, school based prevention to support the reduction of problem behavior during early elementary school. In S. Dawson-McClure (Chair), *Family-centered, prevention and intervention for reducing behavior problems and promoting healthy development.* Symposium conducted at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
20. Garbacz, S. A., Stormshak, E. A., McIntyre, L. L., & **Kosty**, D. (2019, February). Family centered support to address behavioral challenges at school: The Family Check-Up. In S. A. Garbacz (Chair), *Promoting home-school collaboration and supporting children with intellectual and developmental disabilities.* Ignite symposium conducted at the 16th International Conference on Positive Behavior Support, Washington, D.C.
19. Fleming, C. M., Stormshak, E. A., McIntyre, L. L., Garbacz, S. A., & **Kosty**, D. B. (2019, January). *Family-centered prevention to enhance parenting skills during the transition to elementary school.* Poster presented at the 2019 Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
18. Yoon, H., Zvoch, K., Clarke, B., **Kosty**, D. B., Doabler, C. T., Shanley, L., Fien, H., & Smolkowski, K. (2018, October). *Multiple-cutoff regression discontinuity designs in program evaluation: A comparison of two estimation methods.* Paper presented at the Annual Meeting of American Evaluation Association. Cleveland, OH.
17. **Kosty**, D.B., Seeley, J.R., Farmer, R.F., & Lewinsohn, P.M. (2015, July). *Trajectories of cannabis use disorder: Risk and developmental factors, clinical characteristics, and outcomes.* Paper presented as part of a symposium titled: "Developmental trajectories of

- youth psychopathology: adverse and resilient young adult outcomes” at the International Society for Research on Child and Adolescent Psychopathology, Portland, OR.
16. Pistorello, J., Hayes, S.C., Seeley, J.R., & **Kosty, D.B.** (2015, July). *Psychological flexibility correlates with and predicts suicidality in college students*. Paper presented at the Association for Contextual Behavioral Science, Berlin, Germany.
 15. Baker, D. L., Santoro, L., Coyne, M., & **Kosty, D.B.** (2015, February). *Effect of quality of instruction on vocabulary outcomes for kindergarteners at risk for language disabilities*. Study presented at the Pacific Coast Research Conference, San Diego, CA.
 14. Nelson, N., Fien, H., **Kosty, D.B.**, Smolkowski, K., Smith, J.L.M., & Baker, S. (2014, October). *Evaluating the effects of a systematic intervention on first grade teachers' explicit reading instruction*. "Must Reads" award and invited paper presented at the 2014 Conference on Learning Disabilities, Philadelphia, PA.
 13. Doabler, C.T., Nelson-Walker, N.J., **Kosty, D.B.**, Baker, S., Smolkowski, K., & Fien, H. (2013, September). *Explicit instructional interactions: observed stability and predictive validity during early literacy and beginning mathematics instruction*. Paper presented at the Fall Conference of the Society for Research on Educational Effectiveness, Washington, DC.
 12. Chronis-Tuscano, A., Clarke, T.L., O'Brien, K.A., Seeley, J.R., **Kosty, D.B.**, & Lewinsohn, P.M. (2013, June). *Preliminary evaluation of an integrated treatment for depressed mothers of children with ADHD*. Study presented at the International Society for Research on Child and Adolescent Psychopathology, Leuven, Belgium.
 11. Doabler, C.T., Baker, S., **Kosty, D.B.**, & Nelson-Walker, N. J. (2013, April). *Exploring observed explicit teaching episodes during early reading and beginning mathematics instruction*. Study presented at the Council for Exceptional Children, San Antonio, TX.
 10. Nelson-Walker, N., Smith, J., Fien, H., Baker, S., Smolkowski, K., & **Kosty, D.B.** (2013, February). *Predictors of differential response to Enhanced Core Reading Instruction in 1st grade*. Poster presented at the 21st Annual Pacific Coast Research Conference, Coronado, CA.
 9. Doabler, C.T., Nelson-Walker, N., & **Kosty, D.B.** (2012, October). *Classroom observations: A pertinent measurement tactic in IES-funded efficacy trials*. Poster presented at the Council for Learning Disabilities, Austin, TX.
 8. Baker, D.L., & **Kosty, D.B.** (2012, February). *Effect of learning opportunities on the reading performance in Spanish of first grade English learners*. Study presented as part of a panel lead by D. L. Baker: "The relation between observations of student-teacher interactions and student performance" at the Pacific Coast Research Conference, San Diego, CA.
 7. Nelson-Walker, N.J., Fien, H., Smith, J., Smolkowski, K., **Kosty, D.B.**, & Baker, S. (2012, February). *Systemic intervention in early reading: Impacts for students and teachers*. Paper presented at the 2012 Convention of the National Association of School Psychologists, Philadelphia, PA.

6. Smith, J., Nelson-Walker, N., Fien, H., Baker, S., Smolkowski, K., & **Kosty, D.B.** (2012, February). *Enhanced core reading instruction in Grade 1*. Poster presented at the 20th Annual Pacific Coast Research Conference, Coronado, CA.
5. Fien, H., Smolkowski, K., Clarke, B., Baker, S., Doabler, C.T., **Kosty, D.B.**, & Strand-Cary, M. (2011, November). *Examining the student and teacher correlates of math achievement and moderators of treatment impact for a kindergarten mathematics curriculum implemented in whole classroom settings*. Poster presented at the Society for Research on Educational Effectiveness, Washington D.C.
4. Baker, S., Linan-Thompson, S., Baker, D., Rodriguez-Mielke, A., Smolkowski, K., Miciak, J., Burns, D., & **Kosty, D.B.** (2011, October). *Systematic and Explicit Teaching Routines to enhance bilingual reading instruction*. Paper presented at the 33rd Annual Conference on Learning Disabilities, Austin, TX.
3. Baker, D. L., Baker, S.K., Linan-Thompson, S., **Kosty, D.B.**, Smolkowski, K., Rodriguez-Mielke, A., Miciak, & J., Burns, D. (2010, July). *Reading intervention with Spanish-speaking students: Maximizing instructional effectiveness in Spanish in first grade – Preliminary results*. Poster presented at the Society for the Scientific Study of Reading, Berlin, Germany.
2. Doabler, C.T., Fien, H., Smolkowski, K., Baker, S., Clarke, B., **Kosty, D.B.**, & Strand-Cary, M. (2010, July). *Measuring instructional interactions in kindergarten*. Poster presented at the Society for the Scientific Study of Reading Conference, Berlin, Germany.
1. Doabler, C.T., Smolkowski, K., Fien, H., **Kosty, D.B.**, & Strand-Cary, M. (2010, March). *Instructional interactions of kindergarten mathematics: Validating a classroom observation instrument*. Poster presented at the Society for Research on Educational Effectiveness, Washington D.C.

PROFESSIONAL SERVICES AND ACTIVITIES

JOURNALS SERVED AS A REVIEWER (NUMBER OF MANUSCRIPTS REVIEWED)

Addictive Behaviors (5)
AERA Open (2)
Assessment for Effective Intervention (2)
Children and Youth Services Review (3)
Clinical Psychological Science (1)
Educational Assessment (1)
Elementary School Journal (14)
Emerging Adulthood (1)
Evaluation Review (2)
JAMA Psychiatry, previously *Archives of General Psychiatry* (2)
Journal of Abnormal Child Psychology (1)
Journal of Clinical Child and Adolescent Psychopathology (1)
Journal of Family Psychology (1)
Journal of Learning Disabilities (6)
Journal of Positive Behavior Interventions (12)

Prevention Science (2)

Psychology in the Schools (1)

ORGANIZATIONAL COMMITTEES SERVED

2023 – 2024	<i>Audit Committee</i> , Oregon Research Institute, elected member
2022 – 2024	<i>Finance Committee</i> , Oregon Research Institute, elected member and chair
2020 – Present	<i>Board of Directors</i> , Oregon Research Institute, elected member, treasurer, and chair
2018 – 2021	<i>Principal Investigator Council</i> , Center on Teaching and Learning, University of Oregon, member
2016 – Present	<i>Scientist Council</i> , Oregon Research Institute, member
2016 – 2017	<i>Strategic Planning Committee</i> , Fort Lewis College, member
2016 – 2017	<i>Assessment Advisory Group</i> , Fort Lewis College, member
2016	<i>Instructional Designer Search Committee</i> , Fort Lewis College, member
2014 – 2016	<i>Professional Development Committee</i> , Oregon Research Institute, elected member
2010 – 2016	<i>Library & Information Resource Committee</i> , Oregon Research Institute, elected chair
2008 – 2010	<i>Support of Research and Technology Committee</i> , Oregon Research Institute, elected member
2007 – 2016	<i>Science Support Council</i> , Oregon Research Institute, member

DATA SAFETY AND MONITORING

2023 – Present	Member, Data Safety and Monitoring Board, <i>Transforming adolescent mental health through accessible, scalable, technology-supported small-group instruction</i> , Van Ryzin, R01 MH133225.
2021 – 2024	Chair, Data Safety and Monitoring Board, <i>Dual Language Academic Vocabulary Building Technology to Improve Educational, Career, and Health Outcomes among Latinx Students</i> (Talk STEM Familia), Marquez & Vadasy, R44 MD013619.

PROFESSIONAL DEVELOPMENT

2024	<i>Center for Benefit-Cost Studies of Education's Economic Evaluation Training</i> by A. Brooks Bowdin, Clive Belfield, Rob Shand, and Viviana Rodriguez. A five-day training sponsored by the Institute of Education Sciences, Philadelphia, PA.
2010	<i>Using Modern Regression Discontinuity Analysis to Measure Effects of Educational Interventions</i> by Howard S. Bloom, a half-day workshop at the Third Annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.

2008 *Design and Analysis of Group-Randomized Trials* by David Murray, a two-day workshop at the Center on Early Adolescence 2008 Summer Institute on multilevel design and analytic issues in school and community research at Oregon Research Institute, Eugene, OR.

RESEARCH COLLABORATION AND SUPPORT

ONGOING RESEARCH COLLABORATION AND SUPPORT

R34DA061150 **Stormshak** **2025-2027**

A Digital Health Technology to Prevent Family Violence and Improve Child Mental Health

The project aims to understand how to embed the FCU Online into multi-tiered systems of support (MTSS) in schools; and includes a comparative effectiveness trial.

Role: Co-Investigator

R324A240173 **N. Nelson** **2024-2029**

A Multi-Site Randomized Controlled Trial to Assess the Efficacy of the NumberShire Level K Gaming Intervention

The primary purpose of this NCSEER Initial Efficacy project is to rigorously test the efficacy of the NumberShire Level K intervention, an evidence-based, interactive, gaming platform designed to improve mathematics achievement for kindergarten students with or at risk for mathematics learning disabilities.

Role: Co-Principal Investigator

R34DA061150 **Doty** **2024-2027**

Adaptation of Family Check-Up Online in the Latinx Community to Reduce Youth Substance Use

The goals of this study are to culturally adapt the online version of Family Check-Up for Latinx parents and to test the feasibility, acceptability, fidelity, and potential efficacy of the adapted intervention.

Role: Co-Investigator

R324A210098 **Cycyk** **2024-2028**

Development of a Technology-Supported Adaptive Intervention to Support Young Children with Communication Disorders and their Spanish-speaking Caregivers

The purpose of this project is to develop Language and Play Every Day en español Online (LAPE-e Online). LAPE-e Online is an innovative adaptive intervention that will use new technology to support Spanish-speaking Latinx caregivers.

Role: Co-Principal Investigator

2300233 (NSF) **G. Nelson** **2023-2027**

Developing an Early Mathematics Intervention for Children with Disabilities in the Home Learning Environment (HME)

The purpose of this 4 year, Level II Design and Development project (DRK-12 Learning Strand) is to develop and rigorously test the promise of a early math intervention designed to be implemented in the home learning environment for students with disabilities.

Role: Co-Principal Investigator

R324A230007 **Clarke** **2023-2028**

A Randomized Controlled Trial of a Tier 2 Sixth-Grade Mathematics Intervention (PAR Efficacy)

The purpose of this NCSER Initial Efficacy and Follow up research project is to conduct an efficacy study of the Promoting Algebra Readiness (PAR) intervention, a 93-lesson (Tier 2) math intervention. Preliminary evidence has shown PAR to be effective for increasing the math achievement of sixth grade students with math difficulties.

Role: Co-Principal Investigator

R324A210296 **N. Nelson** **2021–2025**

Development and Pilot Study of a Tier 3 First Grade Reading Intervention

The purpose of this project is to develop a rigorous supplemental reading intervention for first graders with reading difficulties. The development project includes a randomized controlled trial to test the effects of intervention on reading outcomes.

Role: Co-Principal Investigator

2101308 (NSF) **Clarke** **2021-2025**

Flexible and Comprehensive Approach to Whole Number Understanding (Flex)

The purpose of this Level II Discovery Research PreK-12 (DRK-12) Design and Development project is to develop a comprehensive kindergarten through second grade mathematics intervention system focused on whole number concepts.

Role: Co-Investigator

2010550 (NSF) **Doabler** **2020-2025**

Broadening Participation in Mathematics for English Learners with Mathematics Difficulties: A Multi-Site Impact Study

The purpose of this DRK-12 Impact Project is to test the efficacy of the Precision Mathematics First-Grade (PM-1) intervention on the mathematics outcomes of English learners with or at risk for math difficulties. PM-1 is designed to foster a robust understanding of the underlying concepts, problem-solving skills, and vocabulary of early measurement and data analysis.

Role: Co-Principal Investigator

R324R200005 **Clarke** **2020-2025**

Systematic Replication of a Tier 2 Kindergarten Mathematics Intervention

This project will replicate the efficacy of the ROOTS kindergarten supplemental mathematics intervention to improve mathematics achievement for struggling learners.

Role: Co-Principal Investigator

S423A200114 (ED OESE) **Benner** **2020-2023**

Social and Emotional Learning Study Groups+ for Educators of Students with Emotional and Behavioral Disorders

This project will give elementary educators the ability to deliver appropriate SEL instruction to all early elementary learners (grades K-3) including those with or at risk for EBD. The project will develop and evaluate the Social and Emotional Learning Study Group (SELSG+).

Role: Co-Investigator

R03HD10181**Khurana****2020-2022***Developmental Linkages between Parenting Behaviors and Child Externalizing Behaviors*

This secondary analysis project will (a) determine which parental inputs have an impact on child self-regulation, and if it varies across developmental stages, from early childhood to adolescence, and (b) elucidate the mechanisms by which parental inputs can impact self-regulation.

Role: Co-Investigator**R305A190478****Smolkowski****2019-2024***Evaluation of We Have Choices, an Upper-Elementary Self-Management Program (Choices)*

The purpose of this project is to evaluate the efficacy of the *We Have Choices!* (WHC) program, developed through an Institute of Education Sciences development grant. In a brief pilot study, the universal components of WHC improved teacher-reported student behavior and student self-reported self-management frequency and skill when compared to students who did not receive WHC. Teachers also reported higher teaching efficacy.

Role: Co-Investigator**COMPLETED RESEARCH COLLABORATION AND SUPPORT****R01 DA037628-05****Stormshak****2020–2022***Creating a Sustainable Infrastructure for SARS-COV-2 Testing at Syringe Exchange Programs*

The goal of this project is to Partner with HIV Alliance in Oregon to support implementation and sustainability of a COVID-19 testing program that includes a brief motivational enhancement intervention via their syringe services programs to increase reach, access, and uptake of COVID-19 testing among people who inject drugs.

Role: Co-Investigator**R01AA027543-01A1****Farmer & Seeley****2019-2020***Factors Associated with the Course and Outcomes of Alcohol Use Disorders in a Cohort Sample of Adolescents Followed into Early Adulthood*

In this secondary analysis project, we examined correlates of the comorbidity of alcohol use disorder (AUD) with substance use disorder (SUD) and other psychiatric disorders.

Role: Co-Investigator**R324L180014****N. Nelson, Goodman, Baker, & Kosty (MPI)****2018-2020***Evaluating a State-Level Initiative to Integrate Tiered Academic and Behavior Interventions (Project IT2)*

The purpose of this project is to evaluate Michigan Department of Education's (MDE's) Multi-Tiered Systems of Support initiative. Regression discontinuity analyses and administrative data were performed to estimate Tier 2 intervention impact on reading and behavior outcomes and document fidelity, quality, and intensity of implementation.

Role: Co-Principal Investigator**R324A160046****Clark (PD/PI)****2016 – 2020***A Randomized Control Trial of a Tier 2 First-Grade Mathematics Intervention (Fusion)*

The purpose of this project is twofold. The primary purpose is to test the efficacy of a fully developed, first grade mathematics intervention (Fusion) for students at-risk for mathematics learning disabilities (MLD). Preliminary studies indicate promising feasibility of use and student

impact data. A secondary purpose of the project will be to explore the relationship between instructional intensity, manipulated by group size, and student outcomes.

Role: Methodologist

R324 A160125 Fien (PD/PI) 2016 – 2020

Multisite Randomized Controlled Trial to Assess the Efficacy of the Numbershore Level 1 Gaming Intervention for Improving Math Outcomes for Students with or At Risk For Math Learning Disabilities

This project investigated the efficacy of the Numbershore Level 1 (NS1) gaming intervention for students with or at risk for mathematics learning disabilities. The project aims included tests of main effects, student-level moderation variables, and relationships between underlying processes and treatment group outcomes in our theory of change.

Role: Methodologist

1503161 (NSF) Clarke & Doabler (PD/PI) 2015 – 2019

Precision Mathematics: Using Interactive Gaming Technology to Build Student Proficiency in Foundational Concepts and Problem Solving Skills of Measurement and Data Analysis

A 4-year, design and development project to develop and rigorously test an interactive, game-based mobile application learning system, *Precision Mathematics*, designed to ensure 1st and 2nd grade students build a robust and lasting understanding of the underlying concepts and problem solving skills in the areas of measurement and data analysis.

Role: Co-Investigator

R305A150046 Wendt (PD/PI) 2015 – 2019

Efficacy testing of We Have Skills! A Multimedia Classroom Skills Program to Promote the Academic Success of Elementary Students

This project evaluated the We Have Skills! (WHS) program, developed through support of an IES development grant. WHS teaches seven teacher-preferred social and academic behaviors in early elementary school. The curriculum is designed as a universal prevention strategy, and offers more intensive, Tier 2, supports for those students with more challenging behaviors.

Role: Methodologist

R01 AA023842 Farmer & Seeley (MPI) 2016 – 2018

Family Transmission of Alcohol Use Disorder Risk (Family AUD)

We investigated several important features associated with familial transmission of AUDs with an existing multigenerational data set from the Oregon Adolescent Depression Project.

Role: Methodologist

H325D130067 McIntosh & Murray (MPI) 2014 – 2016

Engaging New Leaders in Implementation Science Training (ENLIST)

Project ENLIST provided new doctoral students at the University of Oregon with specialized training in research methods and implementation science, or the study of how research-based solutions can be implemented and sustained in schools under challenging, real world conditions.

Role: Methodologist and Graduate Student Instructor

R324A120304 Clark (PD/PI) 2012 – 2016

A Randomized Control Trial of a Tier 2 Kindergarten Mathematics Intervention (ROOTS)

The purpose of this project was twofold. The first was to test the efficacy of a fully developed, kindergarten mathematics intervention (ROOTS) for students at-risk for Mathematics Learning Disabilities (MLD). The second purpose of the project was to test the relationship between instructional intensity, manipulated by group size, and student outcomes.

Role: Methodologist

ED-IES-13_C-0045

Gause (PD/PI)

2013 – 2015

Numbershine II: Development of a Second Grade Game-Based Integrated Learning System to Target Whole Numbers, Operations in Base Ten, and Algebraic Thinking

This project aimed to develop an integrated mathematics learning and assessment gaming system to foster pre-algebraic thinking among 2nd grade students with or at risk for difficulties in mathematics.

Role: Methodologist

R01DA032659

Farmer & Seeley (MPI)

2012 – 2015

Natural Course of Cannabis Use Disorders from Childhood through Early Adulthood

The research had two goals: (1) To prevent the initiation of cannabis use and the development of cannabis use disorders (CUD) by identifying patterns of abuse and associated psychosocial risk factors, including family factors. (2) To evaluate the potential influence of other psychiatric disorders in the development of CUD.

Role: Methodologist

R01AA020968

Farmer & Seeley (MPI)

2012 – 2015

Natural Course and Developmental Trajectories of Alcohol Use Disorders

The research had two goals: (1) To increase knowledge of when problematic drinking is likely to occur, the proposed research will document the natural course and developmental trajectories of alcohol use disorders (AUD) from childhood through age 29. (2) To increase knowledge of why some people develop AUDs and others have difficulty recovering fully from initial AUD episodes.

Role: Methodologist

R01MH083740

Hayes & Pistorello (MPI)

2008 – 2015

Prevention of Suicidality in College Students: A Common Core Process

The aim of this study was to evaluate and assess the impact of an acceptance and mindfulness-based intervention to prevent suicidal behavior in a randomized controlled trial with at-risk college freshmen.

Role: Data Analyst

R324A12048

Doren (PD/PI)

2012 – 2014

Identifying Mediating and Moderating Mechanisms to Address Outcomes Associated with Poverty for Students with Disabilities; Secondary Analysis of Data from the NLTS2

The primary aim of this project was to examine cross-sectional and longitudinal models to identify mediating and moderating mechanisms for outcomes associated with poverty for students with disabilities.

Role: Data Analyst

R44MH073280 **Birney & Seeley (MPI)** **2010 – 2013**

Multimedia Internet-Based Program for Workers with Subthreshold Depression

The goal of this SBIR Phase II project was to develop and evaluate a Web-based cognitive-behavioral program for treating subthreshold depression in working adults.

Role: Data Analyst

R324A090104 **Baker (PD/PI)** **2009 – 2013**

Enhancing Core Reading Instruction in First Grade: Evaluating a Response to Intervention System that Incorporates Multiple Tiers of Instruction, Data-Based Decision Making, and Comprehensive Professional Development (ECRI)

The purpose of this project was to implement and evaluate an RTI system of enhanced reading instruction and assessment in first grade to improve reading achievement, prevent reading problems, and address the misidentification of students with specific learning disabilities (LD).

Role: Data Analyst

R305A080114 **Baker (PD/PI)** **2008 – 2012**

Early Learning in Mathematics: Efficacy Trials in Kindergarten Classrooms (ELM)

The focus of this project was to test the efficacy of Early Learning in Mathematics, a yearlong mathematics curriculum designed to be used with the full range of learners in kindergarten general education classrooms. Two studies were conducted in schools in Oregon and Texas to test the efficacy of Early Learning in Mathematics.

Role: Data Analyst

R305B07059 **Baker (PD/PI)** **2007 – 2011**

Enhancing Literacy Outcomes for English Learners through Systematic and Explicit Teaching Routines (SETR)

The purpose of this project was to test the efficacy of an instructional approach designed to increase the early literacy achievement of Spanish-speaking ELs in transitional bilingual programs. Specifically, we investigated whether enhancing core reading instruction with Systematic and Explicit Teaching Routines (SETR) improved Spanish and English literacy achievement of ELs in 1st and 2nd grade.

Role: Data Analyst

DATA ANALYSIS AND STATISTICAL SOFTWARE EXPERIENCE

ATLAS.ti, Excel, G*Power, HLM, Mplus, Optimal Design, R, SAS, SPSS, STATA, SUDAAN