VITA

DAVID E. FORBUSH

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EDUCATION:

2002 Ph.D. Special Education & Rehabilitation, Utah State University, Logan, Utah.

2001-2002 Postdoctoral Fellowship, Utah State University, Logan, Utah.

2007 School Administrative/Supervisory Endorsement, Utah State University, Logan, Utah.

1995 Master of Science. School Psychology, Utah State University, Logan, Utah.

1990 Bachelor of Science. Psychology, Utah State University, Logan, Utah.

1988 Associates Degree. General Education, Ricks College, Rexburg, Idaho.

CERTIFICATIONS:

2014 Certificate. Gamification, University of Pennsylvania, Wharton, Pennsylvania. Massive open online course (MOOC) focused on the emerging practice of gamification, or extracting elements from games and employing them in other contexts to solve problems in business, education and other social institutions.

PROFESSIONAL WORK EXPERIENCE:

Associate Director: October 2019–Present. Center for the School of the Future, Utah State University, Logan, Utah.

- Develop and lead charter school authorizing processes
- Develop and supervise USU-Behavior Systems and Training
- Develop and supervise Behavior Bootcamp Conference (currently 4th annual)
- Engage and support CSF partners
- Engage and support CSF fellows
- Develop and oversee CSF website
- Develop and oversee CSF social media

Education Specialist: October 2019–2021. Center for Technical Assistance for Excellence in Special Education, Utah State University, Logan, Utah.

- Delegate and support to the National Resource Center for Paraeducators
- Develop and deliver state-based and national professional development trainings
- Engage state and district clients
- Provide conceptualization and writing supports to TAESE colleagues
- Develop coherent and comprehensive guidance manuals for state clients
- Develop entrepreneurial proposals
- Serve as State of Kentucky contact

Director: April 2014–September 2019. Utah Professional Development Network, Utah State University, Logan, Utah.

- Organize and coordinate the Utah professional development and technical assistance system. Center for Technical Assistance for Excellence in Special Education.

- Hire and supervise personnel
- Grant and budget management (2.3 million annually – 11.2 million over 5 years)
- Direct day to day professional development planning and activities Professional development
- 1000+ field requested PD events delivered in Utah
- 10,000+ peopled reached through UPDN services

Associate Director: July 2013–2019. Center for Technical Assistance for Excellence in Special Education, Utah State University, Logan, Utah.

- Event planning leadership
- Marketing leadership
- Contract development and management
- Professional development
- Technical assistance

Director of Special Education: June 2007–June 2013. Cache County School District, Logan, Utah.

- Instructional leadership for approximately 2,100 students with disabilities
- Oversight of 130+ professional staff (teachers, school psychologists, SLPs, etc.)
- Oversight of 250+ classified staff
- Budget development and management ($11.500,000 annually)
- Policy development, implementation, and management
- Training and supervision

Adjunct Assistant Professor: June 2007–Present. Utah State University – Department of Special Education and Rehabilitation, Logan, Utah.

- Graduate student committee member
- Teach SPED 6060: Administrative Supervisory Course – Issues in Special Education Law
- Teach SPED 5310: Teaching Reading and Language to Students with Disabilities

Assistant Professor: August 2003–2007. Utah State University – Department of Special Education and Rehabilitation, Logan, Utah.

- Coordinate distance master's program
- Teach departmental undergraduate and graduate courses
- Teach administrative advisory certification courses
- Coordinate reading practicum
- Train and supervise reading practicum supervisors
- Supervise practicum students and student teachers
- Member of undergraduate and graduate committees
- Advise graduate students and chair committees

Master's Program Coordinator: August 2003–June 2007. Department of Special Education and Rehabilitation, Utah State University, Logan, Utah.

- Develop and maintain program website
- Recruit candidates for the master's program
- Chair master's program admittance committees
- Develop writing aides to assist students' completion of final products
- Develop program reports; establish annual improvement goals
- Program evaluation and development of program initiatives
- Procurement of student program evaluations
- Develop program policy in partnership with graduate committee
- Develop, maintain, and disseminate program information materials

Project Co-Director: January 2004–December 2006. Project Need to Read was a collaborative project between Utah State University and the University of Toledo. Project Need to Read was funded as a Steppingstones of Technology project to evaluate the affects of computer-based reading programs on students experiencing reading difficulties. Department of Special Education and Rehabilitation, Utah State University, Logan, Utah.

- Utah site project coordinator
- Development of research protocol and tools
- Identify and secure computer-based reading programs
- Collaborate with local school district personnel and Boys and Girls Club of Cache Valley to secure student participation
- Develop observation tools and computer-based reading program evaluation tool
- Management of project personnel
- Development of a project website and hard copy program information
- Development of DIBELS, Funnix and Headsprout training materials
- Budget development and management

Center Director: August 2003–2007. Center for Academic Interventions, Utah State University, Logan, Utah.

- Hire, train, and supervise college-age reading tutors
- Design instruction, data collection, and reporting procedures
- Design face-to-face and online tutoring protocol and evaluation systems
- Assist parents during placement of their student in the center
- Administer reading assessments to students
- Advertise and promote the availability of services available at the center
- With tutors, organize and conduct reading-related research
- Develop grants to fund evaluation of center-related research
- Bill for services and general oversight of administrative issues

Clinical Instructor: July 2002–2003. Department of Special Education and Rehabilitation, Utah State University, Logan, Utah.

- Provide student-teacher supervision to mild/moderate students.
- Provide practicum supervision to pre-service mild/moderate students.
- Teach undergraduate and graduate level classes (on-campus & distance education classes)

Postdoctoral Fellow: July 2001–July 2002. Department of Special Education & Rehabilitation, Utah State University, Logan Utah.

- Teach undergraduate and graduate level classes (on-campus & distance education classes).
- Provide student teacher supervision to mild/moderate student teachers.
- Provide practicum supervision to pre-service mild/moderate students.
- Coordinate the expansion of Utah State University's mild/moderate program to rural communities in South Eastern

Senior Research Scientist & Project Coordinator: July 2001–December 2003. Project Impact*NET, Utah State University, Logan, Utah.

- Coordinate Project-Impact*Net, a training intervention funded as a project of national significance. Grant #H325N000048 U.S. Department of Education, Office of Special Education and Rehabilitation Services
- Identify sites across the U.S. interested in receiving Project-Impact*Net training for teachers and paraeducators.
- Collaborate with site personnel in establishing a contractual agreement to receive training from Project Impact*NET.
- Coordinate a multidisciplinary team focused on technology formation and delivery of courses offered live over the internet.
- Co-develop and deliver workshop training to teachers and paraeducators using a live audio/video internet system.
- Adapt a 10-week course for delivery in a distance education format.
- Develop training materials for Project Impact*NET site facilitators.
- Organize and conduct weekly project meetings and monthly site coordinator meetings.
- Using project technology, deliver a distance team building course to teachers and paraeducators at four sites across the U.S.

Title-1 Coordinator: October 1997–2001. Preston School District**,** Preston, Idaho.

- Consult with building principals and district personnel on Title-1 programs.
- Coordinate state mandated K-4 reading intervention for deficient readers.
- Coordinate educational programs to meet the needs of Title-1 students.

- Oversee program compliance with state and federal rules and regulations.
- Provide training to teachers and to paraeducators.
- Plan and direct summer educational programs.
- Coordinate district program reviews.
- Manage Title-1 budgets.

Director of Special Education: August 1996–2001. Preston School District**,** Preston, Idaho.

- Supervise and coordinate district special education personnel and programs.
- Organize district wide training for special educators and paraprofessionals.
- Manage budgets that fund special education programs.
- Consult with principals in providing appropriate special education services.
- Evaluate special education professionals and paraeducators.
- Hire special education personnel and related services personnel.
- Oversee program compliance to state and federal rules and regulations.
- Consult with smaller neighboring school districts.

School Psychologist: August 1994–2001. Preston School District, Preston, Idaho.

- Conduct psychoeducational, social-emotional, and developmental assessments.
- Consult with teachers, school administration, and parents regarding psychological, social-emotional, and educational treatment plans for students.
- Evaluate treatment plans for positive student outcomes.
- Conduct brief counseling interventions with students and families.
- Develop educational programs for students at risk for school failure.
- Multidisciplinary team member
- Conduct pro-social skill building groups for students.

Title-1 Coordinator: October 1997–2001. Preston School District**,** Preston, Idaho.

- Consult with building principals and district personnel on Title-1 programs.
- Coordinate state mandated K-4 reading intervention for deficient readers.
- Coordinate educational programs to meet the needs of Title-1 students.
- Oversee program compliance with state and federal rules and regulations.
- Provide training to teachers and paraeducators.
- Plan and direct summer educational programs.
- Coordinate district program reviews.
- Manage Title-1 budgets.

Assessment Specialist: Summer 1992–Fall 1994. Family Intervention Program: Center for Persons with Disabilities, Utah State University, Logan Utah.

- Assess children ages 1-3 for developmental delays.
- Participate in early intervention program eligibility.
- Prepare eligibility reports for parents, doctors, and district preschools.
- Case coordinator and classroom assistant.
- Track developmental progress of over 100 children.
- Provide behavioral consultation to parents.

Life Skills Educator: January–June 1992. Fern Haven Inc. (residential center for children with emotional or intellectual disabilities), Logan, Utah.

- Provide programming to children with autism. Participants were taught to tie shoes, search for and locate radio stations, dispose of household trash, express needs using a picture communication strategy, brush teeth, etc.

Research Assistant: Fall 1989–Spring 1990. Gerald Adams, Department of Family Life, Utah State University, Logan, Utah.

- Code tape-recorded family interactions. Score family interactions for various levels of ego identity status.

Research Assistant: Fall 1989–Spring 1990. Jay R. Skidmore, Department of Psychology, Utah State University, Logan, Utah.

- Administer and score psychophysiological protocol related to a study exploring the relationship between cardiovascular heart disease and the type A personality construct.

UNIVERSITY TEACHING AND SUPERVISION EXPERIENCE:

- SPED 4000 Introduction to Exceptional Children – on campus course
- SPED 5310/5510 Teaching Reading and Language – on campus course
- SPED 5330 Eligibility Assessment – on campus and distance education course
- SPED 5410 Practicum supervision: Direct instruction reading & language arts for students with mild/moderate disabilities – on campus course
- SPED 5410 Practicum Coordinator: Direct instruction reading & language arts for students with mild/moderate disabilities – on campus course
- SPED 5060 Consulting with Parents and Teachers – distance education course
- SPED 6280 Instructional Leadership for At-Risk Students – on campus and distance education course
- SPED 5320 Teaching Content and Transition – on campus and distance education course
- SPED 6060 Legal Issues in Special Education – on campus and distance education iterations of this course (synchronous & asynchronous)
- SPED 6790 Effective Classroom Teams – distance education course
- Student teaching supervisor for mild/moderate pre-service teachers from Idaho State University (1999) and Utah State University
- Reading and math practicum supervisor for mild/moderate pre-service teachers at Utah State University
- Practicum supervisor for school psychology and school counseling students from Utah State University and Idaho State University
- Internship supervisor for school psychology interns from Utah State University and the University of Idaho

PROFESSIONAL PUBLICATIONS:

Refereed:

- Pindiprolu, S.S. & Forbush, D. (in press). Effects of computer-assisted reading interventions on literacy skills of at-risk students during a summer break. *Journal of Educational Technology Systems*.

- Dole, J., Reutzel, D., Chamberlain, K., Fawson, P. & Forbush, D. (in review). Exploring a redesign of an elementary school's workforce: A mixed methods study.

- Pindiprolu, S.S. & Forbush, D. (2021). Comparative effects of computer-based reading programs on the early literacy skills of at-risk students. *Journal of Educational Technology Systems*, https://doi.org/10.1177/00472395211040048

- Harris, S.K., Lignugaris/Kraft, B., & Forbush, D.E. (2016). The effects of morphemic vocabulary instruction on a prefix vocabulary test and a sentence comprehension test for middle school students with learning disabilities. *Education and Treatment of Children*, 39(3).

- Vasquez, E., Forbush, D., Mason, L., Lockwood, A., & Gleed, L. (2011). Delivery and evaluation of synchronous online reading tutoring to students at-risk of reading failure. Rural Special Education Quarterly (30)3

- Pindiprolu, S.S. & Forbush, D. (2009). Evaluating the promise of computer-based reading interventions with students with reading difficulties. I-manager's Journal on School Educational Technology 4(3), 41-49.

- Pindiprolu, S.S. & Forbush, D. (2009). Computer-based reading programs: A preliminary investigation of two parent implemented programs with students at-risk for reading failure. The Journal of the International Association of Special Education 10 (1), 71-81.

- Forbush, D., Pindiprolu, S.S., Lockwood, A., & Gleed, L. (2008). mCLASS PDA DIBELS assessment software. Journal of Special Education Technology 23(1), 63-65.

- Glomb, N., Forbush, D., Fishbaugh, M., LeFevre, A., Woodward, R., & Taylor, M. (2008). Education in the empty quarter: How have we fared? Rural Special Education Quarterly 27(3), 23-25.

- Forbush, D., Stenhoff., D., Vasquez, E., Furzland, M., Alexander, M. & Stein, J.

(2007). Evaluation of an online tool to facilitate distant assessment of pres-service special education teachers' delivery of Woodcock-Johnson Tests of Academic Achievement. <u>Journal of Teacher Education and Special Education</u> 30(3), 142-154.

- Alexander, M., Lignugaris-Kraft, B., & Forbush, D. (2007). The effects of an online math methods course and practicum supervision on preservice teachers' instructional planning and their pupils' mathematics performance. <u>Journal of Teacher Education and Special Education</u> 30(4), 199-216.

- Pindiprolu, S.S., Forbush D., & Marks L. (2005). Meeting the federal mandates: research on effective reading instructional practices and implications for classroom teachers. <u>Tennessee Reading Teacher</u> 34(1), 31-34.

- Forbush, D., & Morgan, B. (2004). Instructional team training: Delivering live, internet courses to teachers and paraprofessionals in Utah, Idaho, and Pennsylvania. <u>Rural Special Education Quarterly</u> 23(2), 9-17.

- Morgan, R.L., Forbush, D.E., & Nelson, J. (2004). Live, interactive paraprofessional training using Internet technology: Description and evaluation. <u>Journal of Special Education Technology</u> 19(3), 25-33.

- Morgan, B., Forbush, D., Nelson, J., & Christensen, T. (2003). Special education teachers and paraprofessional training using live, internet-based courses delivered to four distant sites. <u>The Teacher Educator</u> 4(2), 115-130.

- Forbush, D. & Waddoups, J. (2002). Meeting student needs through paraprofessional training in rural Idaho. <u>Impact: Feature Issue on Paraeducators Supporting Students with Disabilities and At-Risk</u> 15(2).

- Morgan, J., Ashbaker, B.Y., & Forbush, D. (2000). Special helpers: "Paraeducators" share the tasks in the special education classroom. <u>American School Board Journal</u>, September 2000.

- Morgan, J., Ashbaker, B.Y., & Forbush, D. (1998). Strengthening the teaching team: Teachers and paraprofessionals learning together. <u>British Journal of Learning Support</u> 13, 115-117.

- Merrell, K.M., Forbush, D., Jentzsch, C., Nelson, S., Odell, C., Pratt, S., & Smith, M. (1994). Special education, school psychology, and community mental health practice in rural settings: Common problems and overlapping solutions for training. <u>Rural Special Education Quarterly</u> 4(13), 28-36.

Non-refereed:

- Dole, J., Newey, R., Fawson, P., Reutzel, R., & Forbush, D. (2022). Improving teacher preparation pathways: A policy and research brief. Center for the School of the Future, January, 2024.

- Dole, J., Reutzel, R., Fawson, P. & Forbush, D. (2022). Science of reading: A policy and research brief. Center for the School of the Future, March, 2023.

- Dole, J., Reutzel, R., Fawson, P. & Forbush, D. (2022). Personalized competency-based learning: A policy and research brief. Center for the School of the Future, October, 2022.

- Forbush, D. (2022). Coaching up EBPs by Cultivating PICS and avoiding NICS. Charterology, Publication 10 – Issue 1 – 2022-2023.

- Forbush, D. (2021). USU Charter School Authorizing – We're Bullish about Student Learning. Charterology, Publication 10 – Issue 1 – 2021-2022.

- Forbush, D. (2021). Paraeducators—A Powerful, but often overlooked Influence on student learning. TAESE Connections – Winter.

- Forbush, D. (2018). Coaching up EBPs by cultivating PICS and avoiding NICS. TAESE Connections: Issue 4 – Summer.

- Forbush, D. (2017). Leveraging results with professional development. TAESE Connections: Issue 3 – Winter.

- Forbush, D. (2015). Leveraging outcomes for students with disabilities through LEA directors. TAESE Connections: Issue 2 – Summer.

- Forbush, D. & Oswald, L. (2013). Instructional leadership: A courageous journey. The Utah Special Educator: Fall Issue.

- Forbush, D. (2013). Leveraging outcomes for students with disabilities through LEA directors. New SEA Director Manual – Center for Technical Assistance for Excellence in Special Education.

- Forbush, D. & Cook, S. (2013). The students know best! Will we let them teach us? The Utah Special Educator: Spring Issue.

- Forbush, D. & Cook, S. (2012). Induction competencies: Verifying evidence-based practices in Cache County School District. The Utah Special Educator: Fall Issue.

- Forbush, D. (2011). A big question: What practices in education produce sufficient juice for the squeeze? The Utah Special Educator: Fall Issue.

- Forbush, D., Hughes, J., & Milbank, C. (2010). Collecting instructional fidelity data – Where do we begin and how? The Utah Special Educator: Spring Issue.

- Forbush, D., Milbank, C. & Hughes, J. (2009). Maximizing student outcomes: What does instructional fidelity have to do with it? The Utah Special Educator: Fall Issue.

- Forbush, D., Hughes, J., & Milbank, C. (2010). Collecting instructional fidelity data – Where do we begin and how? The Utah Special Educator: Spring Issue.

- Fishbaugh, M., Berkely, T., Collins, B., Miller, K., Sebastian, J., Zacharakis, J., Canty, J., Glomb, N., & Forbush, D. (2007). The changing face of rural in the nine nations of North America. In R. Menlove (Ed.), 2007 conference proceedings of the American Council on Rural Special Education (??): Logan, UT: Author.

- Rule, S., Blair, M., Horrocks, E., Morgan, R., Salzberg, C., Bartlett, C., Forbush, D., & Done, K. (2008). Project PEER: Postsecondary education for individuals with intellectual disabilities on a rural college campus. Proceedings of the 28th Annual American Council of Rural Special Education (ACRES) Conference, Billings, MT: Montana State University, American Council on Rural Special Education, 114-122.

- Forbush, D. (2007). Shaping teacher-scholars – USU distance special education master's program. The Utah Special Educator.

- Gleed, L. & Forbush, D. (April 2006). Vocabulary: four of a five-part series exploring critical elements of reading. Top of Utah Families, 6-7.

- Parker, J. & Forbush, D. (March 2006). Fluency: third of a five-part series exploring critical elements of reading. Top of Utah Families, 6-7

- Lemmon, K. & Forbush, D. (February 2006). Phonics: second of a five-part series exploring critical elements of reading. Top of Utah Families, 6-7.

- Loveland, J. & Forbush, D. (December/January 2005). Phonemic awareness: first of a five-part series exploring critical elements of reading. Top of Utah Families, 6-7

- Forbush, D., Pindiprolu S.S., & Marks L. (2005). Project need to read Utah Special Educator Article – Project Need to Read. The Utah Special Educator.

- Forbush, D., Pindiprolu, S.S., Butterfield, T., & Moesser, M. (June 2005). Project need to read: Evaluation of of computer-based reading programs paired with home and school instruction. Top of Utah Families, 14.

- Forbush, D. (March 2005). Reluctant readers: What's a parent to do? Cache

Valley Parents Magazine, 12-13.

- Forbush, D. (April 2004) Center for Academic Interventions: Reading Intervention. Cache Valley Parents Magazine, 12-13.

- Forbush, D., Menlove, R., & Myers, A. (2004). Are you ready for a master's degree? Do the math! Utah State University + distance program + special education = distance master's in special education. The Utah Special Educator 24(5), 26-37.

- Forbush, D. & Morgan, B. (2003). Uniting rural, urban and suburban America! Live internet-based paraeducator and teacher training in Idaho, Utah, Delaware and Pennsylvania. In R. Menlove (Ed.), 2003 conference proceedings of the American Council on Rural Special Education (231-234): Logan, UT: Author

- Forbush, D. & Morgan, R.L. (2003). Uniting rural, urban and suburban America! Live internet-based paraeducator and teacher training in Idaho, Utah, Delaware and Pennsylvania. ERIC Clearinghouse on Disabilities and Gifted Education. Level 1 acceptance – reproduction in hard copy and microfiche.

- Forbush, D. & Morgan, B. (November 2002). Paraprofessionals - An invaluable and indispensable resource. The Utah Special Educator.

- Forbush, D., Harris, M., Waddoups, J., & Carlson, R. (2001). Research from Idaho school shows: Math renaissance improves student achievement and attitudes toward math compared to comparison math programs. Advantage Learning Independent Research Report.

- Forbush, D. (1994). My child's anger. Parent News Quarterly. Center for Persons with Disabilities, Utah State University.

BOOK CHAPTER;

Forbush, D., & Morgan, R.L. (2006). Project IMPACT*NET: An online in-service training model for teachers and paraeducators. In Ludlow, B., Collins, B., and R. Menlove (Eds.), *Online Instruction for Distance Delivery: Preparing Special Educators in and for Rural Areas.*

BOOK REVIEWS:

Special education: An explanation for educators and the public, by James Kaufman and Dan Hallahan. Solicited book review (2003).

GUIDANCE DOCUMENTS:

- Forbush, D. (2021). Enhancing all students' learning with positive behavior supports – a guide for all educators. Produced on request of, and in partnership with New Mexico Public Education Department staff.

- Forbush, D. (2019). Multi-layered system of supports (MLSS) guidance manual. Produced on request of, and in partnership with New Mexico Public Education Department staff.

AUDIO RECORDINGS:

- Forbush, D. (2021) Parenting Resiliency Tip: Getting children to clean up. Utah Public Radio https://www.upr.org/post/uprs-project-resilience-parenting-tips

- Forbush, D. (2021) Parenting Resiliency Tip: Creating more positive interactions with your children. Utah Public Radio https://www.upr.org/post/uprs-project-resilience-parenting-tips

- Forbush, D. (2021) Parenting Resiliency Tip: Giving clear instructions. Utah Public Radio https://www.upr.org/post/uprs-project-resilience-parenting-tips

- Forbush, D. (2021) Parenting Resiliency Tip: Reading as a life skill. Utah Public Radio https://www.upr.org/post/uprs-project-resilience-parenting-tips

- Forbush, D. (2021) Parenting Resiliency Tip: Helping your child's teacher maximize their learning. Utah Public Radio https://www.upr.org/post/uprs-project-resilience-parenting-tips

PROFESSIONAL PRESENTATIONS:

- Forbush, D. (2024). The Goldilocks principle and use of desirable difficulty to optimize student learning. National Resource Center for Paraeducators national conference, Logan, Utah.

- Forbush, D. Reutzel, R., Manning, C., Gershkovich, S. & Marino, R. (2023). Success Academy – USU Center for the School of the Future Connection, Utah Association of Public Charter Schools Conference. Layton, Utah.

- Dole, J., Reutzel, R., Fawson, Forbush, D. & Throndsen, J. (2022). Translating research on the science of reading into policy and practice: reading reform efforts in the U.S., Australian Association for Research in Education Conference, Adelaide, Australia.

- Forbush, D. (2022). Dispelling the myths of unreachable, unteachable and uncaring students. National Resource Center for Paraeducators, Logan, Utah.

- Forbush, D. & L. (2022). That's right! You are a learning architect! 5th Annual Behavior Boot Camp. Utah State University – The Center for the School of the Future, Logan, Utah.

- Manning, C. & Forbush, D. (2022). Yes! Teaching can obstruct learning! Does yours? Utah Association of Public Charter Schools Conference. Layton, Utah.

- Forbush, D. (2022). Schools need expert problem solvers. I want that job! Utah Association of Public Charter Schools Conference. Layton, Utah.

- Forbush, D. (2021). Implementing behavior intervention plans with fidelity. Utah Paraeducator Behavior Summit, Utah State University, Logan, Utah.

- Forbush, D. (2021). Assessing and addressing environmental variables which impact student behavior. Utah Paraeducator Behavior Summit, Utah State University, Logan, Utah.

- Forbush, D. (2021). Assessing behavior implementation plans demands, implementation capacity and implementation gaps. Utah Paraeducator Behavior Summit, Utah State University, Logan, Utah.

- Forbush, D. (2021). Ensuring salient behavior intervention plan elements are present in BIP. Utah Paraeducator Behavior Summit, Utah State University, Logan, Utah.

- Forbush, D. (2021). Schools need expert problem solvers. I want that job! 4th Annual Behavior Boot Camp. Utah State University – The Center for the School of the Future, Logan, Utah.

- Forbush, D. (2021). Do schools learn? Does ours? What can we do if our school doesn't learn? Logan, Utah.

- Forbush, D. (2021). Engineering classroom ecologies that support student behavior and learning. Utah Association for Public Charter Schools Conference. Layton, Utah.

- Buchannan, L & Forbush, D. (2019). Using positive behavior supports to exponentially extend students' motivations to learn. Utah Council for Exceptional Children, Murray, Utah.

- Forbush, D. & Buchannan, L. (2018). Using positive behavior supports and gaming principles to exponentially extend students' motivations to learn. Utah Systems Conference, Salt Lake City, Utah.

- Forbush, D. (2018). The struggle is real: The development and use of technologies to support transfer of evidence-based practices from PD to small,

and rural based settings. Key – Note – ACRES 37th National Conference, Salt Lake City, Utah.

- Forbush, D. & Peterson, R. (2017). Leveraging Hattie's "Big Hitter" literacy instructional practices to improve student outcomes! <u>Utah Multi-Tiered Systems of Support Conference</u>. Provo, Utah.

- Forbush, D. (2017). Designing and Implementing an Evidence-Supported State-Wide Professional Development System for Educators. <u>Applied Behavior Analysis International Conference</u>. Denver, Colorado.

- Jeon, J. & Forbush, D., Taylor, D., Voorhies, L. & Pearl-Weese, S. (2016). Improving Virtual Instruction Through Evidence-Based Virtual PD. <u>National Association for State Directors of Special Education Conference</u>. Milwaukee, Wisconsin.

- Forbush, D., Jeon, J., Stubbs, J. & Healey, D. (2016). High Quality PD in Practice and Implications for Closing Student Skill Gaps. <u>National Association for State Directors of Special Education Conference</u>. Milwaukee, Wisconsin.

- Forbush, D. & Jeon, J. (2016). Blueprinting for Outcome-Based Professional Development. <u>Utah Rural Schools Conference</u>. Cedar City, Utah.

- Forbush, D. & Jeon, J. (2016). An Introduction to Video-Based Instructional Coaching. Key – Note – <u>New Mexico Results Driven Accountability Conference</u>. Albuquerque, New Mexico.

- Forbush, D. & Jeon, J. (2016). Leveraging Enhanced Student Outcomes with Effective Instructional Coaching – Special Invitation – Half Day Training - <u>New Mexico Results Driven Accountability Conference</u>. Albuquerque, New Mexico.

- Jeon, J. & Forbush, D. (2016). Immersive instructional coaching: digital coaching in a 360-degree world. <u>Utah Multi-Tiered Systems of Support Conference</u>. Layton, Utah.

- Forbush, D., Jeon, J. (2016). Outcome-based professional development – increasing acquisition and use of evidence-based practices with PD learning cycles. <u>Utah Multi-Tiered Systems of Support Conference</u>. Layton, Utah.

- Forbush, D. (2016). What is effective instruction? <u>Utah Special Education Advisory Panel.</u> Salt Lake City, Utah.

- Forbush, D. (2016). Outcomes require action! Getting your transition plan going. Key – Note - <u>Utah Transition Institute.</u> Layton, Utah.

- Forbush, D. & Bowe, M. (2015). Utah instructional leaders get schooled on evidence-based practices and implementation science. <u>Office of Special Education Programs – Leadership Conference.</u> Washington D.C.

- Bowe, M. & Forbush, D. (2015). Video-based coaching to strengthen instruction. <u>Office of Special Education Programs – Leadership Conference.</u> Washington D.C.

- Forbush, D. (2015). Video-based coaching – a UDL implementation support. <u>Harvard Universal Design for Learning.</u> Cambridge, Massachusetts.

- Forbush, D., Jeon, J. & Bowe, M. (2015). Blueprinting for outcome-based professional development. <u>Utah Multi-Tiered Systems of Support Conference</u>. Layton, Utah.

- Forbush, D. (2015). Implementation science supports for instructional leaders. <u>Wing Institute Summit.</u> Berkeley, California.

- Forbush, D. (2015). Implementation Science! What is it, and what does it have to do with transition? Key – Note - <u>Utah Transition Institute.</u> Layton, Utah.

- Forbush, D. & Fratto, K. (2014). Implementation Engineering – A proactive response to implementation dilution. <u>Utah Multi-Tiered Systems of Support Conference</u>. Layton, Utah.

- Forbush, D. (2013). Digital instructional rounds: teachers strengthening teachers! <u>Applied Behavior Analysis International Conference</u>. Chicago, Illinois.

- Forbush, D. & Cook, S. (2013). Data whisperers needed: taming data, instructional decisions and student outcomes! <u>Utah Multi-Tered Systems of Support Conference</u>. Layton, Utah.

- Forbush, D. (2013). Finding a new niche: implementation engineering. <u>Technical Assistance for Excellence in Special Education</u>. Logan, Utah.

- Forbush, D. (2013). Digital instructional rounds: teachers strengthening teachers. <u>Wing Institute Summit.</u> Berkeley, California.

- Forbush, D. (2013). What exactly is specially designed instruction? <u>Utah Lead Meeting</u>. St. George, Utah.

- Robinson, J., Forbush, D., & Miggin. D. (2012). Practical suggestions for implementing a collaborative rural student mental health program. <u>18th Annual Conference for Advancing School Mental Health</u>. Salt Lake City, Utah.

- Forbush, D., Cook, S., Hutchings, J., Stone, S., & Williams, S. (2012). Cache county school district special education induction competency model. <u>Utah Professional Development Center Consortium</u>. Salt Lake City, Utah.

- Robinson, J., Forbush, D., & Miggin, D. (2011). A rural Utah student mental health project: an insider's view to the planning, implementation and associated effects on students, educators and families. <u>16th Annual Conference for Advancing School Mental Health</u>. Charlotte, North Carolina.

- Pindiprolu, S.S. & Forbush, D. (2011). An assessment tool to evaluate instructional design components of computer-based reading programs. <u>OSEP Project Directors' Conference</u>. Washington, D.C.

- Forbush, D., Belnap, M., & Morgan, B. (2010). Project PEER: The postsecondary education, employment and research project at Utah State. <u>Utah School Board</u>. Salt Lake City, Utah.

- Forbush, D. & Converse, N. (2010). Observation processes: enhancing student outcomes by coupling observation tools and coaching. <u>Utah Directors of Special Education Retreat</u>. Daniel's Summit, Utah.

- Forbush, D. (2010). Emotional disabilities: a special education perspective. Cache. Mental Health Student Support Team Training, <u>Cache County School District</u>. Logan, Utah.

- Forbush, D. (2010). RTI – Mental Health Applications. Mental Health Student Support Team Training, <u>Cache County School District</u>. Logan, Utah.

- Forbush, D. (2009). Maximizing student outcomes: what does instructional fidelity have to do with it? <u>Utah Professional Development Center – Consortium</u>. Draper, Utah.

- Pindiprolu, S.S., Forbush, D., & Welsch, R. (2009). An evaluation tool to assess the instructional design features of computer based reading programs. 31st <u>International Conference on Learning Disabilities</u>. Dallas, Texas.

- Forbush, D., Milbank, C. (2009). Assessing instructional fidelity in a response to intervention model. <u>Effective Practices Conference</u>. Logan, Utah.

- Forbush, D., Allen, K., & Broughton, C. (2009). Effective production and management of special education budgets. <u>Utah Directors of Special Education Annual Meeting</u>. St. George, Utah.

- Forbush, D., Milbank, C., & Hughes, J. (2009). Assessing instructional fidelity in a response to intervention model. <u>46th Annual International Learning</u>

Disabilities Conference. Salt Lake City, Utah.

- Rule, S., Bartlett, C., Done, K., Forbush, D., & Salzberg, C. (2008). Project PEER: post secondary education for individuals with intellectual disabilities on a rural college, 28th Annual American Council on Rural Special Education Conference. Charleston, West Virginia.

- Forbush, D. (2008). ACRES State of Organization Address, 28th Annual American Council on Rural Special Education Conference. Charleston, West Virginia.

- Forbush, D. (2008). Podcasting: a method for addressing professional development needs in a rural school district, 28th Annual American Council on Rural Special Education Conference. Charleston, West Virginia.

- Pindiprolu, S.S., Welsch, R., & Forbush, D. (2007). Computer-based interventions for facilitating early literacy skills of students with reading difficulties. Paper presented at the Council for Exceptional Children Annual Conference in Louisville, KY.

- Vasquez, D., Forbush, D., Stenhoff, D., Lockwood., & Gleed, L. (2007). An evaluation of the effectiveness, efficiency, and feasibility of live on-line tutoring for remediating students' skill deficits. 33rd Annual Association for Behavior Analysis Conference. San Diego, California.

- Forbush, D. (2007). Increasing achievement of students at-risk and students with disabilities. Logan River Academy. Logan, Utah.

- Forbush, D., Lockwood, A., & Gleed, L. (2007). Visual goal and progress stimuli and their affects on students' reading fluency growth rates. 33rd Annual Association for Behavior Analysis Conference. San Diego, California.

- Forbush, D., Vasquez, E., Salzberg, C., Lockwood, A., & Gleed, L. (2007). Delivery and evaluation of live audio/video internet-based reading tutoring. 27th Annual American Council on Rural Special Education Conference. Billings, Montana.

- Forbush, D., Gleed, L., & Lockwood, A. (May 2007). Visual goal and progress stimuli and their affects on students' reading and fluency rates. Poster Presented at the 5th Annual Utah Conference on Effective Practices in Special Education and Rehabilitation: Interventions Across the Life Span. Logan, UT.

- Forbush, D., Vasquez, E., Mason, L., & Magnusson, R. (2007). Assessing tutees reading skills at a distance via a live audio/video internet-based system. 27th Annual American Council on Rural Special Education Conference. Billings, Montana.

- Fishbaugh, M., Zacharakis, J., Glomb, N., Forbush, D., Canty, J., & Sebastian, J. (2007). The changing face of rural in the nine nations of North America. 27th Annual American Council on Rural Special Education Conference. Billings, Montana.

- Forbush, D. & Salzberg, C. (2006). Supporting graduate students at a distance using a multi-faceted online mentoring system. 29th Annual Convention of the Teacher Education Division of the Council for Exceptional Children. San Diego, CA.

- Stenhoff, D. & Forbush, D. (2006). Assessing undergraduates' delivery of an achievement test with an internet-based tool. 29th Annual Convention of the Teacher Education Division of the Council for Exceptional Children. San Diego, CA.

- Forbush, D. & Pindiprolu, S.S. (2006). An analysis of the effects of computer-based reading interventions on skill acquisition. 29th Annual Convention of the Teacher Education Division of the Council for Exceptional Children. San Diego, CA.

- Pindiprolu, S.S., Welsch, R., Forbush, D., & Rost, C. (2006). Effectiveness of teacher implemented computer-based reading programs with at-risk students.

28th Annual Council for Learning Disabilities. McLean, Virginia.

- Forbush, D., Chenoweth, K., Snowden, A., Harvey, T., & Adderley, B. (2006). Schools achieving against the odds. Effective Practices Conference. Logan, Utah.

- Slocum, T., Forbush, D., & Desjardin, A. (2006). Building reading fluency. Effective Practices Conference. Logan, Utah.

- Forbush, D. (2006). Reading volume and reading skill: Is there a relationship? 5th Annual Uinta Basin Research Conference. Vernal, Utah.

- Pindiprolu, S.S. & Forbush, D. (2006). Meeting the federal mandates: feasibility and effectiveness of parent implemented computer-based reading programs. 32nd Annual Association for Behavior Analysis Conference. Atlanta, Georgia.

- Forbush, D. & Wengreen, K. (2006). Completing theses at a distance: Navigating troubled water using online writing support tools. 26th Annual American Council on Rural Special Education Conference. Lexington, Kentucky.

- Smith, G. & Forbush, D. (2006). 100% proficient by 2014: Special education students current and projected performance on AYP measures. 26th Annual American Council on Rural Special Education Conference. Lexington, Kentucky.

- Stenhoff, D & Forbush, D. (2006). Using an online tool for distance assessment of pre-service teachers' delivery of an achievement test. 26th Annual American Council on Rural Special Education Conference. Lexington, Kentucky.

- Forbush, D & Pindiprolu, S.S. (2006). Supplemental instruction in a rural setting: Outcomes of parent implemented computer-based reading programs. 26th Annual American Council on Rural Special Education Conference. Lexington, Kentucky.

- Forbush, D. & Pindiprolu, S.S. (2005). Attaining AYP: Supplementing instruction using parent implemented computer-based reading programs. 28th Annual Convention of the Teacher Education Division of the Council for Exceptional Children. Portland, Maine.

- Forbush, D., Cutts, C., & Stenhoff, D. (2005). Arizona special education students' attainment of AYP: Will they make it? 28th Annual Convention of the Teacher Education Division of the Council for Exceptional Children. Portland, Maine.

- Cutts, C. & Forbush D. (2005). State of Arizona special education students' attainment of adequate yearly progress as defined by the "No Child Left Behind" Act. Effective Practices Conference. Logan, Utah.

- Reed, A. & Forbush, D. (2005). Visual goal and progress stimuli and the affects on students reading fluency growth rates. Effective Practices Conference. Logan, Utah.

- Reed, A. & Forbush, D. (2005). Visual goal and progress stimuli and the affects on students reading fluency growth rates. 31st Annual Association for Behavior Analysis Conference. Chicago, Illinois.

- Forbush, D. (2005). I need a chair that's there! Use of an online advising system to facilitate mentoring relationships between distance-based graduate students and campus-based committee chairs. 25th Annual American Council on Rural Special Education Conference. Tulsa, Oklahoma.

- Forbush, D. (2005). Student teaching? Effectively accommodating and adapting to students' disabilities. Annual Secondary Education Pre-Student Teaching Workshop – Department of Secondary Education, Utah State University.

- Forbush, D., Butterfield, T., Moesser, M. (2005). Project Need to Read: An evaluation of computer-based reading software and its affects upon students' reading skills. Presentation elementary education principals – Cache County

School District.

- Forbush, D. & Butterfield, T. (2005). Project Need to Read: An evaluation of computer-based reading software and its affects upon students' reading skills. <u>Presentation to Cache Valley Boys and Girls Club Personnel</u> – Cache County Utah.

- Alexander, M., Lignugaris-Kraft, B., & Forbush, D. (2004). Issues in special education personnel preparation: recruitment, online instruction, and graduate student advising at a distance. <u>27th Annual Convention of the Teacher Education Division of the Council for Exceptional Children</u>. Albuquerque, New Mexico.

- Forbush, D. & Stenhoff, D. (2004). Systematic use of multiple book preference assessments to increase student reading engagement. <u>30th Annual Association for Behavior Analysis Conference</u>. Boston, Massachusetts.

- Forbush, D. (2004). Don't you have to read to get good? Increasing reluctant readers' reading engagement. <u>Effective Practices Conference</u>. Salt Lake City, Utah.

- Forbush, D. (2004). How many words must children see and say? Exploring the relationship between reading volume and reading skill. <u>24th Annual American Council on Rural Special Education Conference</u>. Orlando, Florida.

- Menlove, R. & Forbush, D. (2003). Web based support for undergraduate and graduate distance learners. Utah State University – <u>Continuing Education Annual Professional Training Conference</u>. Logan, Utah

- Forbush, D. & Morgan, B. (2003). Building and maintaining instructional teams that can make billboard's top 10! <u>9th Annual Utah Paraeducator Conference</u>. Salt Lake City, Utah.

- Alexander, M., Lignugaris-Kraft, B., and Forbush, D. (2003). Evaluation of an online math methods course: Teacher performance and pupil outcomes. <u>26th Annual Convention of the Teacher Education Division of the Council for Exceptional Children</u>. Biloxi, Mississippi.

- Forbush, D. & Slocum, T. (2003). Reading skill and reading volume: Is there a relationship and what is the direction? <u>29th Annual Association for Behavior Analysis Conference</u>. San Francisco, California.

- Morgan, B. & Forbush, D. (2003) Live on the Internet! Paraeducator Training to Participants in Delaware, Pennsylvania, Idaho & Utah. <u>22nd Annual National Conference for Paraprofessionals</u>. Los Angeles, California.

- Forbush, D. & Morgan, B. (2003). Uniting rural, urban and suburban America! Live internet-based paraeducator and teacher training in Idaho, Utah, Delaware and Pennsylvania. <u>23rd Annual American Council on Rural Special Education Conference</u>. Salt Lake City, Utah.

- Slocum, T. & Forbush, D. (2002). Increasing reading volume of reluctant readers. <u>28th Annual Association for Behavior Analysis Conference</u>. Toronto, Canada.

- Morgan, B. & Forbush, D. (2002). The world is getting smaller: delivering live interactive courses to paraeducators in Utah, Idaho, Delaware & Pennsylvania. <u>Utah Paraeducator Conference</u>. Ogden, Utah.

- Forbush, D. & Avis, D. (2002). The cow is in the corn! Think prevention before intervention. <u>Project Impact*NET.</u> Logan, Utah.

- Forbush, D. & Avis, D. (2002) Accelerating student learning: Effective instruction for inefficient learners. <u>Project Impact*NET</u>. Logan, Utah.

- Morgan, B. & Forbush, D. (2001). Creating an impact: providing live audio/video training to paraeducators and teachers over the internet. <u>7th Annual Utah Paraeducator Conference</u>. Provo, Utah.

- Forbush, D. (2001). The power of fluency: Reading fluency as a measure of

reading health. <u>Presentation to Downey School District Personnel</u>. Downey, Idaho.

- Forbush, D. & Larsen, L. (2000). Want your students to behave in class? It's as easy as turning a light on! Teaching students to self-manage their classroom behavior with a clocklight program. <u>23rd Annual Interventions for At-Risk Children and Youth Conference</u>. Utah State University, Logan, Utah.

- Forbush, D. (1998). Training and certification for paraeducators: State and national trends and issues. <u>Quality Education Conference</u>. Pocatello, Idaho.

- Forbush, D. & Rawlings, C. (1998). IDEA (individuals with disabilities act) What parents need to know about their children's rights. <u>Idaho Parents Unlimited conference</u>. Preston, Idaho.

- Forbush, D., Ritter, T., & Carrie, B. (1997). The effectiveness of the clocklight program in increasing compliance to classroom rules and work completion. <u>National Association of School Psychologists Conference</u>. Anaheim, CA.

- Forbush, D. & Waddoups, J. (1997). Principals as social skills trainers. <u>Quality Education Conference</u>. Pocatello, Idaho.

- Forbush, D. (1997). Eating the donut from the inside out: Teaching academic and behavioral self management strategies to children and youth. <u>Quality Education Conference</u>. Pocatello, Idaho.

- Forbush, D. (1996). Effective strategies for working with students with behavioral excesses. <u>Quality Educational Conference</u>. Pocatello, Idaho.

- Young, K.R., West, R.P., Forbush, D.E., & Larsen, L.A. (1996). Prevention plus in the elementary school: school wide applications. <u>Behavioral and Educational Strategies for Teachers. Teachers Retreat and Council for Children with Behavioral Disorders Annual Conference</u>. Provo, UT.

- Pratt, S. & Forbush, D. (1994). The effectiveness of group-based psychosocial interventions for childhood depression. <u>National Association of School Psychologists Conference</u>. Seattle, WA.

- Forbush, D. (1990). Working with fathers and getting them involved in the treatment of children with disabilities. <u>Presented to the faculty of Ski-Hi Institute at Utah Sate University</u>. Logan Utah.

- Skidmore, J., Curtis, S., Curtis, J., & Forbush, D. (1990). Cardiovascular reactivity and the Framingham type-A scale: But which version? <u>National Association for Advancement of Behavior Therapy Conference</u>. San Francisco, CA.

PROFESSIONAL TRAINING:

- Forbush, D. (2020). Instructional and Behavioral Strategies Plus. Tate Topa Tribal School, Fort Totten, North Dakota.

- Forbush, D. & Likins, M. (2020). Effective communications, ethics and training. South Dakota Department of Education Virtual Paraeducator Conference.

- Forbush, D. (2020). Instructional coaching – is the juice worth the squeeze? South Dakota State Department of Education.

- Forbush, D. (2020). The role of the classroom teacher in providing effective accommodations for students with disabilities. Turtle Mountain Tribal School, North Dakota.

- Forbush, D., Detrich, R. Harris, K. & Manning. C. (2020). Getting at the why of student behavior. Utah State University – The Center for Schools of the Future, Logan, Utah.

- Forbush, D. (2020). Effective implementation of a response to intervention system. Tuba City Tribal School, Tuba City, Arizona.

- Forbush, D. & Jeon, J. (2017). Blueprinting for outcome-based professional development – a conceptual and applied approach. Utah Professional Development Network – Cedar City. Utah.

- Forbush, D. & Jeon, J. (2016). Blueprinting for outcome-based professional development. Utah Professional Development Network – Salt Lake City. Utah.

- Forbush, D. & Jeon, J. (2015). Blueprinting for outcome-based professional development. Utah Professional Development Network – Salt Lake City. Utah.

PODCAST-BASED TRAINING:

- Forbush, D. (2008). Podcasting: A method for addressing professional development needs in a rural school district. 28th Annual American Council on Rural Special Education Conference. Charleston, West Virginia.

- Forbush, D. (2007). Foundations of special education. Cache County School District. Logan, Utah.

- Forbush, D. (2007). Podcasts – you can produce them! Utah State meeting of Directors of Special Education. Logan, Utah.

- Forbush, D. & Payant, J. (2007). The role of the special educator in IEP meetings. Cache County School District. Logan, Utah.

EDITORIAL APPOINTMENTS:

- Rural Special Education Quarterly (RSEQ) Editorial Board Member –2007 to present.
- Journal of Early Intervention – appointed reviewer 2014 to present.
- Journal of Positive Behavior Interventions – appointed reviewer 2014 to present.
- Guest Reviewer – TESE (2006-2009).

PROGRAM DEVELOPMENT:

- Larsen, L., Forbush, D., & Young, K.R. (1997). Legacy: A Relationship Building Adventure. Coauthored a parent and child relationship enhancement course under a federal personnel preparation leadership grant. The implementation of the course included 10 families who participated in nine sessions. The sessions were based on a game format that encouraged parents and children to interact with one another in a manner that increased positive communication, cohesiveness between parent and child, and highlighted the positive aspects of their relationship.

CURRICULUM DEVELOPMENT:

- Morgan, B., Forbush, D., & Avis, D. (2001). Enhancing the Skills of Paraeducators (2nd Ed.). Logan: TRISPED. This curriculum is composed of 5 instructional units and supportive video exercises. The focus of the five units is educating students with disabilities, the role of the paraeducators in the educational workforce, strengthening communication skills, strengthening desirable student behavior, and strengthening students' skills with effective instruction.

ONLINE TOOL DEVELOPMENT:

- Forbush, D., Vasquez, E., & Lockwood. A. (2007). Online reading tutoring system
- Forbush, D. & Salzberg. (2006). Online tutorial of USU master's program online advising program evaluation
- Forbush, & Stein (2006). American Council on Rural Special Education "Research Proposal of the Year" review tool
- Forbush D., Wengreen K., & Wentz, T. (2005). Online thesis and creative project writing guide

- Forbush, D., Wengreen, K., Frederickson, C., & Wentz, T. (2004). Utah State University Department of Special Education and Rehabilitation Counseling – online distance master's advising system
- Forbush, D. & Stein, J. (2004). SPED 5330 online WJIII assessment tool
- Forbush, D., Wengreen, K., & Wentz, T. (2004). Master's online thesis & creative projects library
- Forbush, D. & Stein, J. (2004). American Council on Rural Special Education online scholarship review tool
- Forbush, D. & Stein, J. (2004). American Council on Rural Special Education online "Special Educator of the Year" review tool
- Forbush, D. & Stein, J. (2003). American Council on Rural Special Education online scholarship review tool
- Forbush, D. & Stein, J. (2003). American Council on Rural Special Education "Exemplary Program" review tool

PROGRAM ADMINISTRATIVE TOOL/PROCESS DEVELOPMENT:

- Jeon, J. & Forbush, D. (2014). Utah Professional Development Network Need Assistance System.
- Buchanan, L., Jeon, J. & Forbush, D. (2015) Contact Log Learning portal
- Cache SPED "Instructional Rounds" performance enhancement process (2013)
- Cache SPED staff induction and competency process (2011)
- Cache staff allocation process (2010)
- Cache paraeducator hiring process (2009)
- Online master's student orientation workshop (2005)
- Master's program student evaluation tool (2004)
- Master's student admittance projection system (2003)
- Master's student application review system (2003)

GRANTS DEVELOPED:

- Forbush, D. & Likins, M. (2021). Utah Paraeducator Behavior Summit – U-PBS. Utah State University - Center for Persons with Disabilities – Interagency Outreach Training Initiative – Amount requested and awarded ($70,000).

- Forbush, D. (2020). Differentiating Student Learning. Collaborative priority research – Utah State Board of Education – Amount requested and awarded ($9,950).

- Forbush, D. & Copenhaver, J. (2014). State of Utah - MP14014 Utah Technical Assistance and Professional Development System. – Amount requested and awarded ($11,154,205). Five-year contract at ($2,230,841) annually.

- Lockwood, A. & Forbush, D. (2007). Pilot - Project Reach to Teach: Evaluation of Live Video/Audio Online Tutoring to Students in Rural and Inner-City Homes and Schools. Amount requested and awarded ($998.00) – Undergraduate student-initiated grant.

- Forbush, D., Stenhoff, D., & Vasquez (2008). Project Reach to Teach: Evaluation of Live Video/Audio Online Tutoring to Students in Rural and Inner City Homes and Schools. OSEP – Technology and Media Services for Individuals with Disabilities. Amount requested ($399,352) – No award received.

- Forbush, D. & Pindiprolu, S.S. (2005). Evaluation of Parent Implemented Computer-Based Reading Programs – National Center for Technology Intervention. Amount requested ($15,000) – No award received.

- Forbush, D. (2004). Matching Readers to Books: Customizing the Fit Using Paired Stimulus Preference Assessment. Utah State University – New Faculty Grant. Amount requested ($15,000) – Amount granted ($11,270).

- Pindiprolu, S.S., Forbush, D., & Marks, L. (2004). Project Need to Read: Evaluation of Computer-Based Reading Programs Paired with Home and School Instruction – OSERS Stepping Stones Grant. Amount requested ($400,000) – Amount granted ($400,000).

- Waddoups, J. & Forbush, D. (2001). Creating a County Wide Reading Initiative

for Preschool Age Children. Idaho Community Foundation Grant. Amount requested ($25,000) – Amount granted ($5,000).

- Menlove, R., Lignugaris-Kraft, B., & Forbush, D. (2000). Development and Evaluation of a Program to Prepare Native American and Multicultural Mild/Moderate Special Education Teachers in Local Communities Via Distance Education. U.S. Department of Education/Office of Special Education and Rehabilitative Services request for a pupil personnel preparation proposal. Amount requested ($776,000) – No award received.

- Forbush, D. (2000). Reading Buddies: Motivating "Reluctant Readers" to Dramatically Increase Reading Engagement. Albertsons Corporation Grant. Amount requested ($3,795) – No award received.

GRANT & MANUSCRIPT REVIEWER:

- Teacher Education and Special Education (2007). Formal invitation by editor to sit as a guest reviewer.

- Journal of Teacher Education and Special Education (2006). Reviewed a manuscript exploring the affects of response cards and guided notes on college age students' response opportunities and academic performance – Guest Reviewer.

- CSPD Grant Reviewer (2003). Reviewed Comprehensive System of Personnel Development (CSPD) grants for the Utah Office of Education.

CONSULTATION:

- Canyon Grove Academy - – Behavior support, consultation and training + system performance engineering (2022).
- Fast Forward Charter School – Behavior support, consultation and training + system performance engineering (2022).
- Slate Canyon Youth Center – Behavior support, consultation and training + system performance engineering (2021).
- Utah School for the Deaf and Blind – Behavior support, consultation and training + system performance engineering (2021).
- Beehive Academy for Science and Technology – Behavior support, consultation and training (2020).
- Logan River Academy – Professional staff development for insertion of content enhancers to increase students with disabilities access to science, history, and biology related course content (2006–2008).
- Oakwood Elementary School in Preston, Idaho was identified as a "failing school" under the No Child Left Behind Act. I consulted with the staff members in the school to develop a remedial plan to increase student achievement (2003).

OTHER PROFESSIONAL EXPERIENCES:

- Utah Paraeducator Consortium member (2001–2008).
- Instructor – Achievement Plus Educational Services. Reading tutor (2001–2003).
- Organized an assessment to evaluate Preston School District's special educators' knowledge of changes to IDEA rules and regulations (1998–2001).
- Initiated an "Inclusion Committee" in Preston School District and chaired the committee for three years (1998–2001).
- Coordinated and supervised the Idaho Reading Indicator (IRI) intervention program for Preston School District grades three and four (2000).

- Assisted in the implementation of a math intervention for adjudicated youth served by Franklin County Juvenile Services (2000).
- Constant consultative caseload with teachers, administrators, and parents (1994–2001).
- Coordinated Preston School District's evaluation of Accelerated Math (1999–2001).
- Organized positive behavioral support teams in four buildings in the Preston School District; coordinated ongoing training for the teams (1999).
- Formed paraeducator standards committee in Preston School District (1999).
- Member of the State of Idaho Department of Education's steering committee for the certification and training of paraeducators (1999).
- Conducted Precision Teaching seminar for teachers and paraeducators in Preston School District; assisted in the maintenance of Precision Teaching programming following the completion of the training (1998).
- Co-organizer for the 1st Paraeducator Conference stand at the Quality Education Conference at Idaho State University (1998).
- Applied and received state funding to train an adaptive technology team in Preston School District; team member during 1997 and 1998 school years.
- Social skills training groups (grades 3-6), Oakwood Elementary, Preston, Idaho (1994–1998).
- Taught 8-week parenting class sponsored by the Preston School District: "My Kid Just Won't Behave" (1995).
- Member of a multi-disciplinary assessment team, Center for Persons with Disabilities, Utah State University (1994).
- Assisted in organizing and conducting two ten-week social skills training groups for children 8 to 12 years of age, Center for Persons with Disabilities, Utah State University (Winter and Spring 1994).
- Counseling and psychological interventions include: school refusal, childhood encopresis & enuresis, obsessive compulsive disorder, elective mutism, childhood anxiety disorders, childhood depression, attention deficit disorder with and without hyperactivity, social anxiety, chronic lying, stealing, social skills deficits, behavioral disorders, self-management deficits, cognitive strategy deficits, anger management deficits, situation perception deficits, preoperative anxiety, adaptive skills training, compliance training, grieving, preparation for and adjustment to loss, parent skills training, impulse deficits, masturbation, thumb sucking, smoking cessation, self-mutilation, marriage and family interventions, learning disabilities, suicidal ideation and threat, alternative communication, need for assistive technology, grade retention, relationship enhancement, physical and sexual abuse, and academic failure.

HONORS:

- Stevan J. Kukic Special Education Administrator of the Year Award – Council for Exceptional Children – Utah Chapter (2013)
- Extra Mile Award Recognition – Cache County School District (2009)
- Nominated by a student to Who's Who of American Teachers (2006)
- Selected to participate in the CEC Division for Early Career Researchers Workshop (2006)
- Nominated by the Department of Special Education as Undergraduate Mentor of the Year for College of Education and Human Services (2006)
- Nominated by Preston School District as Special Education Director of the Year for the state of Idaho (1998)

MEMBERSHIPS:

- Association for Behavior Analysis
- Council for Exceptional Children – Division for Learning Disabilities
- Council for Exceptional Children – Division of Teacher Education

- Council for Exceptional Children – Division of Technology and Media
- American Council for Rural Special Education

LEADERSHIP:

- Advisory Board Member - Utah Social Emotional Learning and Workforce Collaborative (2020-present)
- Primary Research Partner – Utah Leading through Effective, Actionable, and Dynamic Education (ULEAD) (2019-present)
- Advisory Board Member – Utah Leading through Effective, Actionable, and Dynamic Education (ULEAD) (2019-present)
- Advisory Board Member – Special Education Eligibility Evaluator (SpEdEE) endorsement development team (2017-2019).
- Utah Multi-Tiered System of Support SIT team member (2014-2019)
- Extended School Year (ESY) Guidelines Writing Team – Utah State Office of Education (2013)
- Advisory Board Member – Utah State Office of Education Mental Health Team (2011)
- Advisory Council Member – USU Graduate Studies Program in Auditory Learning and Spoken Language (2011)
- Advisory Council Member – Bridgerland American Sign Language training program (2011)
- Utah Professional Development Center – Advisory Board (2010)
- Founding member of the Cache County Mental Health Committee and associated policies, practices, and development of building-based mental health teams (2010)
- Utah State Office of Education – RTI Eligibility Guideline Development – Committee Member (2007–08)
- USU PEER Advisory Board Member (2007)
- Two undergraduate students who worked as my research assistants and academic interventionists were selected as USU College of Education undergraduate "Scholars of the Year," (2005 – Jessica Loveland, 2010 – April Lockwood)
- Graduate chair of student (Lori Spell) who received the USU Department of Special Education "Creative Project of the Year" award (2009)
- Graduate chair of student (Heather Shepherd) who received the USU Department of Special Education "Creative Project of the Year" award (2008)
- Co-Chair 2009 Conference Planning Committee – American Council for Rural Special Education (2008)
- Past Chair – American Council for Rural Special Education (2008)
- Past Chair – American Council for Rural Special Education (2007)
- Chair Elect – American Council for Rural Special Education (2006)
- Selected to participate in the CEC Division for Early Career Researchers Workshop – Twenty of thirty-two applicants accepted (2006)
- Re-elected to Board of Directors for the American Council on Rural Special Education (2006)
- Appointed to the Effective Practices Conference Planning Committee – Reading Strand Chair (2005-present)
- Appointed to the Faculty Senate (2004): Utah State University – College of Education and Human Services
- Departmental portfolio review committee member – assessment subcommittee – (2004-present)
- Appointed to the Department of Special Education Review Committee for evaluation of Doctoral Student Qualifying exams (2004 and 2005)
- Appointed to Utah Special Education Advisory Panel (USEAP) (2004)
- Appointed to the American Council on Rural Special Education – Legislative ad hoc committee (2004)

- Appointed Chair of Scholarship and Exemplary Programs Committee – American Council on Rural Special Education (2003)
- Elected to Board of Directors for the American Council on Rural Special Education (2003)