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Timothy A. Slocum, Ph.D

Contact Information

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Education

Institution	Degree and Date		Major
University of Washington	Ph.D.	1991	Education
University of Washington	M.Ed.	1987	Special Education
University of California at Santa Cruz	B.A	1981	Community Studies

Employment History

2014 – Present   Professor, Department of Special Education and Rehabilitation, Utah State University.

- Conduct and disseminate rigorous and impactful research.
- Teach courses, supervise and mentor students, and develop programs that advance the welfare of people with disabilities.
- Provide service to the profession, community, and university.

2015 – 2019   Department Head, Department of Special Education and Rehabilitation, Utah State University.

- Provide overall administrative and academic leadership to the Department.
- Ensure that the department provides high quality instructional, research and outreach programs that contribute to the success of the college and the university.
- Manage the administrative operations of the department to optimize flexibility, adaptability, efficiency and effectiveness.

- Promote the internal and external recognition of the instructional, research and outreach activities of the department.
- Foster the success of their college and the overall university.

2007 – 2015   Chair, Disability Disciplines Doctoral Program, Utah State University.

- Develop and administer the Disability Discipline Doctoral Program.
- Ensure a high-quality program that prepares graduates to take university faculty roles related to advancing the welfare of people with disabilities.
- Collaborate with Department Heads and Specialization Chairs to provide an interdisciplinary program that also includes strong disciplinary preparation.

1997 – 2014   Associate Professor, Department of Special Education and Rehabilitation, Utah State University.

- Conduct and disseminate rigorous and impactful research.
- Teach courses, supervise and mentor students, and develop programs that advance the welfare of people with disabilities.
- Provide service to the profession, community, and university.

1991 – 1997   Assistant Professor, Department of Special Education and Rehabilitation, Utah State University.

- Conduct and disseminate rigorous and impactful research.
- Teach courses, supervise and mentor students, and develop programs that advance the welfare of people with disabilities.
- Provide service to the profession, community, and university.

1989 – 1991   Recipient of Research Careers Development Fellowship. University of Washington.

1987 - 1989   Project Coordinator of OSERS Grant, "Improving Technology Software: Graphic Oriented Instruction", Special Education Area, College of Education, University of Washington.

1985 - 1987   Research Assistant to Dr. Joseph R. Jenkins, Special Education Area, College of Education, University of Washington.

1982 - 1985   Instructional Designer and Teacher, Morningside Learning Center, Seattle, WA.

1981 - 1982   Director of Research, Puget Sound Conversion Project, Seattle, WA.

1980 - 1981   Research Assistant to Dr. Paul Lubeck, Department of Sociology,
                     University of California at Santa Cruz.

Refereed Publications
* denotes students or former students

Slocum, T. A., Joslyn, P. R., Nichols, B., & Pinkelman, S. E. (2022). Revisiting an
        Analysis of Threats to Internal Validity in Multiple Baseline Designs.
        Perspectives on Behavior Science, *45*, 681–694. https://doi.org/10.1007/s40614-022-00351-0

Slocum, T. A., Pinkelman, S. E., Joslyn, P. R., & Nichols, B. (2022). Threats to Internal
        Validity in Multiple-Baseline Design Variations. *Perspectives on Behavior
        Science*, 45, 619–638. https://doi.org/10.1007/s40614-022-00326-1

Slocum, T.A., Rolf, K.R. (2021). Features of Direct Instruction: Content Analysis.
        Behavior Analysis Practice 14, 775–784. https://doi.org/10.1007/s40617-021-00617-0

Rolf, K.R., Slocum, T.A. (2021). Features of Direct Instruction: Interactive Lessons.
        Behavior Analysis Practice 14, 793–801. https://doi.org/10.1007/s40617-021-00613-4

Contreras, B.P., Hoffmann, A.N. & Slocum, T.A. (2021). Ethical Behavior Analysis:
        Evidence-Based Practice as a Framework for Ethical Decision Making. *Behavior
        Analysis Practice, 15,* 619–634. https://doi.org/10.1007/s40617-021-00658-5

Clay, C. J. *, Bloom, S. E., Slocum, T. A., Samaha, A. L. & Callard, C. H.* (2020).
        Language preference and reinforcing efficacy of praise in bilingual children with
        disabilities. *Journal of Applied Behavior Analysis, 53,* 536 – 544 .
        doi:10.1002/jaba.609

Wolter, J. A., Gibson, F. E.*, & Slocum, T. A. (2020). A dynamic measure of
        morphological awareness and first-grade literacy skill. *Language, Speech, and
        Hearing Services in Schools, 51*, 617-639. doi.org/10.1044/2020_LSHSS-19-00047

Smith, B.M., Ong, C.W., Barrett, T.S., Slocum, T.A., & Twohig, P.P. (2019).
        Longitudinal Effects of a 2-Year Meditation and Buddhism Program on Well-
        Being, Quality of Life, and Valued Living. *Mindfulness 10*, 2095–2109.
        https://doi.org/10.1007/s12671-019-01165-z.

Kunnavatana, S. S.*, Bloom, S. E, Samaha, A. L., Slocum, T. A., & Clay, C. J.* (2018) Manipulating parameters of reinforcement to reduce problem behavior without extinction. *Journal of Applied Behavior Analysis*. doi:10.1002/jaba.443

Gillam, S. L., Olszewski, S. *, Squires, K. *, Wolfe, K. *, Slocum, T. A., & Gillam, R. B. (2018). Improving narrative production in children with language disorders: An early-stage efficacy study of a narrative intervention program. *Language, Speech, and Hearing Services in Schools*. 49, 197 – 212. doi: 10.1044/2017_LSHSS-17-0047.

Boyle, M. A. *, Samaha, A. L., Slocum, T. A., Hoffmann, A. N. *, & Bloom, S. E. (2016). A human-operant investigation of preceding- and following-schedule behavioral contrast. *The Psychological Record, 66*, 381–394. doi:10.1007/s40732-016-0179-y

Mason, L. L. *, Rivera, C. J., Spencer, T. D. *, O'Keeffe, B. V. *, Petersen, D. B. *, & Slocum, T. A. (2016). A preliminary investigation of visual goal markers to prompt fluent oral reading. *Psychology in the Schools, 53*(1), 58-72.

Wolfe, K*, & Slocum, T. A. (2015). A comparison of two approaches to training novices to visually analyze AB graphs. *Journal of Applied Behavior Analysis*. doi: 10.1002/jaba.212

Spencer, T. D. *, Petersen, D. B. *, Slocum, T. A., & Allen, M. M. (2015). Large Group Narrative Intervention in Head Start Preschools: Implications for Response to Intervention. *Journal of Early Childhood Research, 13*, 196 – 217. DOI:10.1177/1476718X13515419

Slocum, T. A., Detrich, R., Wilczynski, S. M., Spencer, T. D.*, Lewis, T., & Wolfe, K.* (2014). The evidence-based practice of applied behavior analysis. *The Behavior Analyst*. 37, 41 – 56. DOI: 10.1007/s40614-014-0005-2

Wolfe, K. *, Slocum, T.A., & Kunnavatana, S.S.* (2014). Promoting Behavioral Variability in Individuals with Autism Spectrum Disorders: A Literature Review. *Focus on Autism and Other Developmental Disabilities, 29*. 180 - 190. DOI: 10.1177/1088357614525661

Groskreutz, N. C.*, Groskreutz, M. P.*, Bloom, S. E., & Slocum, T. A. (2014). Generalization of Negatively Reinforced Mands in Children with Autism. Journal of Applied Behavior Analysis, 47, 560 - 579. DOI: 10.1002/jaba.151

Detrich, R., Slocum, T. A. and Spencer, T. D. * (2013), Evidence-Based Education and Best Available Evidence: Decision-Making Under Conditions of Uncertainty, B.G

Cook, M. Tankersley, and T.J. Landrum, (Eds.) *Evidence-Based Practices (Advances in Learning and Behavioral Disabilities, Vol. 26)*, Emerald Group Publishing Limited, Bingley, pp. 21-44. https://doi.org/10.1108/S0735-004X(2013)0000026004

O'Keeffe, B. V. *, Slocum, T. A., & Magnusson, R. * (2013). The Effects of a Fluency Training Package on Paraprofessionals' Presentation of a Reading Intervention. *The Journal of Special Education, 47* (1), 14–27. https://doi.org/10.1177/0022466911404072

Slocum, T. A., Spencer, T. D. *, & Detrich, R. (2012). Best available evidence: Three complementary approaches. *Education and Treatment of Children, 35,*153 - 18 . DOI: 10.1353/etc.2012.0013

Slocum, T. A., Detrich, R., & Spencer, T. D. * (2012). Evaluating the validity of systematic reviews to identify empirically supported treatments. *Education and Treatment of Children, 35,* 201 - 233. DOI: 10.1353/etc.2012.0015

Spencer, T. D. *, Detrich, R., & Slocum, T. A. (2012). Evidence-based practice: A framework for making effective decisions. *Education and Treatment of Children, 35*, 127 - 151. DOI: 10.1353/etc.2012.0013

O'Keeffe, B. V. *, & Slocum, T. A., Burlingame, C., Snyder, K. *, & Buncock, K. (2012). Comparing results of systematic reviews: Parallel reviews of research on repeated reading. *Education and Treatment of Children, 35*, 333 – 366. DOI: 10.1353/etc.2012.0006.

Vasquez, E. *, & Slocum, T. A. (2012). Evaluation of synchronous online tutoring for students at-risk of reading failure. *Exceptional Children*, *78*, 221-235.

Vasquez, E. *, Lopez, A., Straub, C., Powell, S., McKinney, P., Walker, Z., & Gonzalez, T. T., Slocum, T., Mason, L.*, O'Keeffe, B.*, & Bedesem, (2011). Empirical Research on Ethnic Minority Students: 1995-2009. *Learning Disabilities Research & Practice, 26*, 84-93.

O'Keeffe, B. V*., Slocum, T. A., & Magnusson, R. * (2011). The Effects of a Fluency Training Package on Paraprofessionals' Presentation of a Reading Intervention. *Journal of Special Education.* DOI: 10.1177/0022466911404072 (Availble online at http://sed.sagepub.com/content/early/2011/04/05/0022466911404072).

Spencer, T. D. *, & Slocum, T. A. (2011). Maximizing conversational independence. *Evidence-Based Practice Briefs.* 6 (1), 1-8.

Hager, K. D., & Slocum, T. A. (2011). Using Alternate Assessment to Improve Educational Outcomes. *Rural Special Education Quarterly, 30*(1), 24–29. https://doi.org/10.1177/875687051103000105.

Slocum, T.A. & Marchand-Martella, N. (2011). Wesley Becker: A founding father. *Journal of Direct Instruction,* 1, 3 – 6.

Spencer, T. D., & Slocum, T. A. (2011). Maximizing conversational independence. *Evidence-Based Practice Breifs. 6* (1), 1-8.

Spencer, T. D. *, & Slocum, T. A. (2010). The effect of a narrative intervention on story retelling and personal story generation skills of preschoolers with risk factors and narrative language delays. *Journal of Early Intervention. 32*(3), 178-199.

Hager, K. D. *, & Slocum, T. A. (2008). Utah's alternate assessment: Evidence regarding six aspects of validity. *Education and Training in Developmental Disabilities*.

Hager, K. D. *, Slocum, T. A., & Detrich, R. (2006). NCLB, Contingencies, and Utah's Alternate Assessment. *Journal of Evidence Based Practices for Schools, 8.*

Hager, K. D. *, & Slocum, T. A. (2005). Using alternate assessment to improve educational outcomes. *The Rural Special Education Quarterly, 24,* 54-59*.*

Pindiprolu*, S.S., Lignugaris/Kraft, B., Rule, S., Peterson, S., & Slocum, T. (2005). Scoring rubric for assessing students' performance on functional behavior assessment cases. *Teacher Education and Special Education, 28*, 79 – 91.

Adams, G. L., Slocum, T. A., Railsback, G. L., Gallagher, S. A., McCright, S. A., Uchytil, R. A., Conlon, W. W., & Davis, J. T. (2004). A critical review of Randall Ryder's report of Direct Instruction reading in two Wisconsin school districts. *Journal of Direct Instruction, 4*, 111-127.

Slocum, T. A. (2004). Direct Instruction: The Big Ideas. In D. J. Moran & R. W. Malott (Eds.), *Evidence-Based Educational Methods* (pp. 81 – 94). Academic Press. https://doi.org/10.1016/B978-012506041-7/50007-3.

Slocum, T. A. (2003). From the editor: New Resources for Direct Instruction. *Journal of Direct Instruction, 3*, 1-2.

Slocum, T. A. (2003). Assessing the Effects of Direct Instruction. *Journal of Direct Instruction, 3*, 34-55.

Watkins, C, & Slocum, T. A. (2003). Elements of Direct Instruction. *Journal of Direct Instruction, 3*, 4-32.

Slocum, T. A. (2002). From the editor. *Journal of Direct Instruction, 2*, 1-2.

Slocum, T.A. & Marchand-Martella, N. (2001). Introducing the Journal of Direct Instruction. *Journal of Direct Instruction, 1*, 1-2.

Slocum, T.A. & Marchand-Martella, N. (2001). Wesley Becker: A founding father. *Journal of Direct Instruction,* 1, 3 – 6.

Hallenbeck, B.A. & Slocum, T.A. (2000). A took kit for collaboration: A review of "Educational Partnerships: Serving Students at Risk." *Journal of Educational and Psychological Consultation, 7*, 205-207.

Slocum, T.A. & Lignugaris/Kraft, B. (1999). The importance of student participation in Direct Instruction research. *Effective School Practices, 18* (2) 5- 7.

Gilberts, G. H. *, Slocum, T.A., & Jensen, E. (1996). School reform: Gunnison Valley Elementary School and ASAP. *Theories and Practices in Supervision and Curriculum, 8*, 37-39.

Slocum, T.A., Street, L., & Gilberts, G. * (1995). Review of research and theory on the relation between oral reading rate and reading comprehension. *Journal of Behavioral Education, 5*, 377-398.

O'Connor, R.E., Jenkins, J.R., & Slocum, T.A. (1995). Transfer among phonological tasks in kindergarten: Essential instructional content. *Journal of Educational Psychology, 87*, 202 - 217.

Slocum, T. A., & Butterfield, E. C. (1994). Bridging the schism between behavioral and cognitive analyses. *The Behavior Analyst, 17*, 59 - 73.

Slocum, T.A., O'Connor, R. E., & Jenkins, J. R. (1993). Transfer among phonological manipulation skills. *Journal of Educational Psychology, 85*, 618 - 630.

Desjardins, E.A., & Slocum, T.A. (1993). Integrating precision teaching and direct instruction. *Journal of Precision Teaching, 10*, 20 - 24.

O'Connor, R.E., Jenkins, J.R., Leicester, N., & Slocum, T.A. (1993). Teaching phonological awareness to young children with learning disabilities. *Exceptional Children, 59*, 532-546.

Jenkins, J.R., Matlock, B. & Slocum, T. A. (1989). Two approaches to vocabulary instruction: The teaching of individual word meanings and practice in deriving word meaning from context. *Reading Research Quarterly, 24*, 215 - 235.

Horton, S., Lovitt, T.C. & Slocum, T. A. (1989). Teaching geography to high school students with academic deficits: Effects of a computerized map tutorial. *Learning Disabilities Quarterly, 11*, 371 - 379.

Book

Carnine, D. W., Silbert, J., Kame'enui, E. J., Slocum, T. A., & Travers, P. A. (2017). *Direct Instruction Reading* (6th ed.). Boston, MA: Pearson

Marchand-Martella, N., Slocum, T. A., & Martella, R. (Eds.). (2004) *Introduction to Direct Instruction.* Boston, MA: Allyn-Bacon.

Book Chapters

Detrich, R., Slocum, T. A., & Spencer, T. D. (2013), Evidence-Based Education and Best Available Evidence: Decision-Making Under Conditions of Uncertainty, in Bryan G. Cook, Melody Tankersley, Timothy J. Landrum (ed.) *Evidence-Based Practices (Advances in Learning and Behavioral Disabilities, Volume 26*), Emerald Group Publishing Limited, pp.21-44

Watkins, C., Slocum, T. A., & Spencer, T. D. (2010). Direct Instruction: Relevance and Applications to Behavioral Autism Treatment. In E. Mayville (Ed.). *Behavioral Foundations of Education* (pp. 297 – 319). Cornwall-on-Hudson, NY: Sloan Publishing.

Slocum, T. A. (2004). Direct Instruction: The big ideas. In D. J. Moran & R. W. Malott (Eds.) *Empirically Supported Educational Methods.* San Diego, CA: Elsevier Academic Press.

Watkins, C., & Slocum, T. A. (2004). Elements of Direct Instruction. In N. Machand-Martell, T. Slocum, & R. Martella (Eds*.) Introduction to Direct Instruction.* Boston, MA: Allyn-Bacon.

Butterfield, E.C., Slocum, T. A. & Nelson, G.N. (1993). Cognitive and behavioral analyses of teaching and transfer: Are they different? In D. Detterman & R. Sternberg (Eds.) *Transfer on trial: Intelligence, cognition, and instruction.* Norwood, NJ: Ablex Pubs.

Butterfield, E.C., Slocum, T. A. & Nelson, G.N. (1992). Cognitive and behavioral analyses of transfer of learning are functionally equivalent. In J. Carlson (Ed.), *Cognition and educational practice.* Greenwich, CN: JAI Press.

Other Publications

Slocum, T. A. (2008). Sources of evidence-based education recommendations. *Association for Behavior Analysis International Newsletter, 31*, 3, 50 – 52.

Slocum, T. A., & Hager, K. D. (2005). *Technical manual for Utah's Alternate Assessment*. (Tech. Rep.). Logan, UT. Utah State University, Department of Special Education.

Hager, K. D., & Slocum, T. A. (2004). *Recommended second edition of Utah's Alternate Assessment*. (Tech. Rep.). Logan, UT: Utah State University, Department of Special Education.

Hager, K. D., & Slocum, T. A. (2003). *Recommended alternate assessment for the State of Utah*. (Tech. Rep.). Logan, UT: Utah State University, Department of Special Education.

Steering Committee of the Center for the School of the Future. (1998). Alternative Paths to Educational Change. *Forum*.

Slocum, T. A., & Hofmeister, A. (1996). Accelerated student achievement project. *CPD News, 19* (2), 1-3.

Slocum, T.A. (1995). *Accelerated Student Achievement Project* Unpublished manuscript, Utah State University

Slocum, T.A. (1992). USU special education department develops dual programs with secondary education and elementary education. *Utah Special Educator, 12*, 8.

Papers & Workshops Presented

Lund, E. M., Traub, M.R., & Slocum, T. A. (2018, May). Identifying and responding to psychological distress in behavior analysts in training: Strategies for professors and supervisors. Presentation at the 2018 Applied Behavior Analysis International Annual Convention: San Diego, CA.

Contraras, B. P., & Slocum, T. A. (2016, May). Errorless Teaching Procedures on Learning Outcomes for Individuals With Autism Spectrum Disorder: A Systematic Review. In J. Ninci (Chair), *Instructional Practices for Individuals With Autism Spectrum Disorder: Syntheses of the Literature*. Symposium

conducted at the meeting of the Association for Behavior Analysis International, Chicago, IL.

Slocum, T. A. (2016, May). What is the "Best Available Evidence" to Guide Clinical Practice?. In W. Fuqua (Chair), *Evidence-Based Practice for ABA Practitioners: Strategies, Ethical Obligations, and Challenges*. Symposium conducted at the meeting of the Association for Behavior Analysis International, Chicago, IL.

Slocum, T. A. (2015, November). Presidential Address. *Evidence-based practice of behavior analysis: Building on our foundations.* Paper presented at the International Precision Teaching Conference, St. Petersburg, FL.

Slocum, T. A. (2015, May). Discussant. In G. McCuller (Chair), *College students with Autism: The next educational frontier*. Symposium conducted at the meeting of the Association for Behavior Analysis International, San Antonio, TX.

Boyle, M. A., Samaha, A. L., Slocum, T. A., Hoffman, A. N., & Bloom, S. E. (2015, May). A human operant investigation of behavioral contrast. Paper presented at the meeting of the Association for Behavior Analysis International, San Antonio, TX.

Kunnavatana, S. S., Bloom, S. E. Samaha, A. L., Slocum, T. A., Clay, C. (2015, May). Manipulating parameters of reinforcement to reduce problem behavior without extinction. Paper presented at the meeting of the Association for Behavior Analysis International, San Antonio, TX.

Slocum, T. A. (2014, May). Invited Address. Evidence-based practice: A framework for professional problem solving. In R. Ross (Chair), What does evidence-based practice have to do with applied behavior analysis? Symposium conducted at the meeting of the Association for Behavior Analysis International, Chicago, IL.

Slocum, T. A. (2014, February). Invited Address. Evidence-based practice of behavior analysis: Guidelines for researchers and practitioners. Invited address presented at the meeting of the California Association for Behavior Analysis, San Francisco, CA.

Slocum, T. A. (2014, February). Discussant. In R. Detrich (Chair), Bridging the Education Culture Gap. Symposium conducted at the meeting of the California Association for Behavior Analysis, San Francisco, CA.

Slocum, T. A. (2013, June). Keynote Address. Evidence-based practice: A framework for making effective decisions. Keynote address at the Evidence-based practice in disability disciplines conference sponsored by Northern Arizona University Institute for Human Development, Flagstaff AZ.

Slocum, T. A. (2013, June). Understanding and evaluating the best available evidence: A tutorial. Invited workshop at the Evidence-based practice in disability disciplines conference sponsored by Northern Arizona University Institute for Human Development, Flagstaff AZ.

Slocum, T. A. (2013, May). Evidence-based practice of applied behavior analysis: The best available evidence. In R. Detrich (Chair), Evidence-based practice for applied behavior analysis: Necessary or redundant? Symposium conducted at the meeting of the Association for Behavior Analysis International, Minneapolis, MN.

Slocum, T. A. (2013, March). Evidence-based reading instruction. Invited workshop at the annual convention of the Association of Professional Behavior Analysts, Las Vegas, NV.

Slocum, T. A. (2013, March). Evidence-based practice and graduate training in applied behaivor analysis. Invited panel discussion contribution at the annual convention of the Association of Professional Behavior Analysts, Las Vegas, NV.

Detrich, R. & Slocum, T. A. (2012, March). Evidence-based Education, Best Available Evidence, and Decision-making Under Conditions of Uncertainty. Paper presented at the annual convention of the Association for Positive Behavior Support, San Diego, CA.

Detrich, R. & Slocum, T. A. (2012, October). Evidence-Based Practice: More than a List of Interventions. Paper presented at the annual meeting of the Council for Learning Disabilities, Austin, TX.

Slocum, T. A. (2012, May). Discussant. In G. Rooker (Chair), Indentifying empirically supported treatments for individuals diagnosed with intellectual and developmental disabilities. Symposium conducted at the meeting of the Association for Behavior Analysis International, Seattle, WA.

Slocum, T. A. (2012, May). Esquith's There are No Shortcuts: How a teacher of the year tests the limits. In S. M. Schneider (Chair), The genius in all of us: Building on Hart and Risley. Symposium conducted at the meeting of the Association for Behavior Analysis International, Seattle, WA.

Slocum, T. A. (2011, August). Evidence-Based Practice: Opportunities and Challenges for Behavior Analysts. In I. G. DeLeon (Chair) Fred S. Keller Behavioral Education Award and Award for Distinguished Contributions to Applied Behavioral Research. Invited addresses presented at the annual meeting of the American Psychological Association, Washington, D.C.

Slocum, T. A., & Desjardins, E. A. (2011, July). Building reading fluency in Direct Instruction progams. Workshop conducted at the annual conference of the Association for Direct Instruction, Eugene, OR.

Slocum, T. A. (2011, July). Research on Direct Instruction. Workshop conducted at the annual conference of the Association for Direct Instruction, Eugene, OR.

Slocum, T. A. (2011, May). Dicussant. In R. Detrich (Chair) Performance feedback: Using data to improve teacher performance. Symposium conducted at the meeting of the Association for Behavior Analysis International, Denver, CO.

Spencer, T. D., Peterson, D. B., & Slocum, T. A. (2011, Feb.). The Effect of a Large Group Narrative Intervention on Preschoolers' Language Skills. Paper presented at the meeting of the Association for Behavior Analysis International, Denver, CO.

Slocum, T. A. (2011, Feb.). Discussant. In R. Detrich (Chair), *Performance feedback: Using data to improve teacher performance.* Symposium conducted at the meeting of the California Association for Behavior Analysis, San Francisco, CA.

Groskreutz, M. P., Slocum, T. A., & Groskretuz, N. C. (2010, May). *A translational study examining behavioral momentum and context in children with autism*. Paper presented at the meeting of the Association for Behavior Analysis International, San Antonio, TX.

Groskreutz, N. C., & Slocum, T. A. (2010, May). Examining the role of treatment integrity for practitioners. In F. D. Digennnaro Reed (Chair), *Examination of Treatment Integrity on Client Outcomes.* Symposium conducted at the meeting of the Association for Behavior Analysis International, San Antonio, TX.

Kelso, G., & Slocum, T. A. (2010, May). *Responding in relational frame theory: Modality matters.* Paper presented at the meeting of the Association for Behavior Analysis International, San Antonio, TX.

Slocum, T. A. (2010, May). Discussant. In D. W. Test (Chair), *Evidence-based practice in practice.* Symposium conducted at the meeting of the Association for Behavior Analysis International, San Antonio, TX.

Slocum, T. A., & Spencer, T. D. (2010, May). A behavioral analysis of narrative language. In T. A. Slocum (Chair), *Storytelling: Analysis, assessment, and effects.* Symposium conducted at the meeting of the Association for Behavior Analysis International, San Antonio, TX.

Spencer, T. D., & Slocum, T. A. (2010, May). The effect of a narrative intervention on preschoolers' story retelling and personal story generation skills. In T. A. Slocum (Chair), *Storytelling: Analysis, assessment, and effects*. Symposium conducted at the meeting of the Association for Behavior Analysis International, San Antonio, TX.

Slocum, T. A. (2010, April). *Direct Instruction: An overview of principles and strategies*. Invited address at the meeting of the Four Corners Association for Behavior Analysis, Park City, UT.

Slocum, T. A. & Watkins, C. (2009, July). *Direct Instruction for students with Autism Spectrum Disorders.* Workshop conducted at the annual National Direct Instruction Conference and Institutes, Eugene, OR.

Wilcynski, S, Slocum, T. A., & Detrich, R. (2009, May). *Why we're heading for trouble: Evidence-based Practice and the Behavior Analyst*. Workshop conducted at the meeting of the Association for Behavior Analysis International, Phoenix, AZ.

Slocum, T. A. (2009, May). Evidence-based interventions: Validating specific interventions. In symposium *Evidence-based, Empirically Supported, Best Practice: What Does it All Mean?* Paper presented at the meeting of the Association for Behavior Analysis International, Phoenix, AZ.

Slocum, T. A. (2009, May). Discussant: *The Use of Single-Subject Research Designs in Identifying Evidence-Based Practices*. Paper presented at the meeting of the Association for Behavior Analysis International, Phoenix, AZ.

Kelso, G. & Slocum, T. A. (2009, May). *Evaluation of Procedures for Establishing Verbal Relations*. Paper presented at the meeting of the Association for Behavior Analysis International, Phoenix, AZ.

Slocum, T. A. (2009, March). *Evidence-based interventions: Validating specific interventions.* Paper presented at the meeting of the California Association for Behavior Analysis, San Francisco, CA.

Slocum, T. A. (2008, September). *Sources of evidence-based practice recommendations.* Invited address at Evidence-based practice, scientifically based instruction, and educational effectiveness conference. Sponsored by the Association for Behavior Analysis International. Reston, VA.

Slocum, T. A. & Wilczynski, S. (2008, May). *The unit of analysis in evidence-based practice*. Invited paper presented at the meeting the Association for Behavior Analysis International, Chicago, Il.

Slocum, T. A. (2008, May). *Invited Tutorial – Introduction to Direct Instruction for Behavior Analysts.* Paper presented at the meeting the Association for Behavior Analysis International, Chicago, Il.

Slocum, T. A. (2007, May). Discussant: Hierarchies of Evidence? Randomized Trials, Professional Judgment, and Single Subject Research. Paper presented at the meeting of the Association for Behavior Analysis, San Diego, CA.

Slocum, T. A. (2007, May). Language for Learning, Children with Autism, and Relational Frame Theory. Paper presented at the meeting of the Association for Behavior Analysis, San Diego, CA.

Slocum, T. A. (2007, Feburary). Hierarchies of Evidence? Randomized Trials, Professional Judgment, and Single Subject Research. Paper presented at the meeting of the California Association for Behavior Analysis, San Francisco, CA.

Slocum, T. A. (2006, May). Evidence-Based Practice and Special Education: An Analysis of Cultural Contingencies. Paper presented at the of the Association for Behavior Analysis, Atlanta, GA.

Slocum, T. A. (2006, May). Using Direct Instruction to Improve Educational Outcomes for Children. Paper presented at the meeting of the Association for Behavior Analysis, Atlanta, GA.

Slocum, T. A. (2006, Feburary). Evidence-Based Practice and Special Education: An Analysis of Cultural Contingencies. Paper presented at the meeting of the California Association for Behavior Analysis, San Francisco, CA.

Slocum, T. A., & Kubina, R. (2006). The Design of an Evaluation of the Competent Learner Model (CLM). Paper presented at the meeting of the California Association for Behavior Analysis, San Francisco, CA.

Slocum, T. A., & Hager, K. D. (2005, May). Behavioral Principles Involved in Large Scale Alternate Assessment. Paper presented at the meeting of the Association for Behavior Analysis, Chicago, IL.

Hager, K. D., & Slocum, T. A. (2005, May). Validity of an Alternate Assessment: Research Results. Paper presented at the meeting of the Association for Behavior Analysis, Chicago, IL.

Hager, K. D., Fiechtl, B., & Slocum, T. A. (2005, May). Utah's Alternate Assessment: *Design and Rationale*. Paper presented at the meeting of the Association for Behavior Analysis, Chicago, IL.

Slocum, T. A. (2005, May). *Current Practices for Promoting Maintenance*. Paper presented at the meeting of the Association for Behavior Analysis, Chicago, IL.

Slocum, T. A., & Hager, K. D. (2005, Feburary). *Current Practices for Promoting Maintenance: Analysis of ABA Textbooks*. Paper presented at the meeting of the California Association for Behavior Analysis, Laguna Beach, CA.

Hager, K. D., Slocum, T. A., & Salzberg, C. L. (2005, February). *Treatment of Maintenance in JABA studies.* Paper presented at the meeting of the California Association for Behavior Analysis, Laguna Beach, CA.

Slocum, T. A. (2004, May). *Direct Instruction: The Big Ideas*. Paper presented at the meeting of the Association for Behavior Analysis, Boston, MA.

Slocum, T. A., & Hager, K. D. (2003, November). *Alternate Assessment: A Model with Direct Measurement of Specific Tasks*. Paper presented at the annual topical conference of the Council for Educational Diagnostic Services. Albuquerque, NM.

Slocum, T. A. (2004, February*). Critical Aspects of Design of Direct Instruction*. Paper presented at the meeting of the California Association for Behavior Analysis, San Francisco, CA.

Slocum, T. A. (2003, August). *Direct Instruction: A Model for Educational Research, Application, and Continuous Improvement*. Invited keynote presentation at the 15th Annual Instructional Technology Institute. Logan, UT.

Slocum, T. A. (2003, August). *Puzzles in Education: To what end?* Paper presenting at the 23rd Annual International Puzzle Party, Chicago, IL.

Slocum, T. A. (2003, July). *Evaluating Direct Instruction Implementations*. Workshop at the annual conference of the Association of Direct Instruction, Eugene, OR.

Slocum, T. A. (2003, July). *Review of research on Direct Instruction*. Workshop at the meeting of the annual conference of the Association of Direct Instruction, Eugene, OR.

Forbush, D. & Slocum, T. A. (2003, May). *Reading skill and reading amount: Is there a relationship and what is the direction?* Paper presented at the meeting of the Association for Behavior Analysis, San Francisco, CA.

Hager, K. D. & Slocum, T. A. (2003, April). *Making alternate assessment matter.* Paper presented at the meeting of the Council for Exceptional Children, Seattle, WA.

French, K., Hinds, J., Stenhoff, D, & Slocum, T. (2003, March). *Comparative evaluation of alternative, distance and traditional teacher preparation programs.* Paper presented at the annual meeting of the American Council on Rural Special Education, Salt Lake City, UT.

Pindiprolu, S. S., Peterson, S.M., Rule, S., Lignugaris/Kraft, B., Slocum, T. A., & Rowland, C. (2002, May). *Teaching functional behavioral assessments to preservice teachers.* Paper presented at the meeting of the Association for Behavior Analysis, Totronto, ON.

Forbush, D. & Slocum, T. A. (2002, May). *Increasing reading volume of reluctant readers.* Paper presented at the meeting of the Association for Behavior Analysis, Toronto, ON.

Slocum, T. A., Hager, K. D., & Alexander, M. (2002, March). *Alternate assessment: Leave no child behind in statewide assessment.* Paper presented at the annual meeting of the American Council on Rural Special Education, Reno, NV.

Slocum, T. A. (2001, May). *Direct Instruction: Where we are and where we can go.* Paper presented at the meeting of the Association for Behavior Analysis, New Orleans, LA.

Slocum, T. A. (2001, May). *Direct Instruction in K-12 settings: Will we ever be loved?* Panel discussion chaired by R. Martella at the meeting of the Association for Behavior Analysis, New Orleans, LA.

Slocum, T. A. (2000, May). *The effectiveness of a schoolwide model of Direct Instruction implementation*. Paper presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.

Roggman, L. A., Newland, L. A., Slocum, T., Cook, G., & Boyce, L. (2000, April). *From 1 to 7: Predicting 2nd Grade Reading and Math from Infant Language and Cognitive Skills*. Poster presented at the Southwestern Society for Research in Human Development, Eureka Springs, AR.

Slocum, T. A. (1999, August). *Local Evaluation of Direct Instruction Effectiveness*. Workshop conducted at National Direct Instruction Conference, Eugene, OR.

Slocum, T. A. (1998, August). *Accelerated Student Achievement Project: Accomplishments and Challenges*. Paper presented at the meetings of the American Psychological Association, San Francisco, CA.

Slocum, T.A. (1998, May). Evaluation of Direct Instruction Programs. In G. Bruce (Chair), *Instructional Design*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, Orlando, FL.

Slocum, T. A. (1997, July). *Assessing Direct Instruction Implementations*. Workshop conducted at the Second Utah Direct Instruction Conference, Park City, UT.

Slocum, T. A. (1997, April). *Effectiveness of the Accelerated Student Achievement Project in accelerating student achievement*. In C. Hostetter (Chair), *Accelerated Student Achievement Project: An elementary school-wide reform model*. Symposium conducted at the annual meeting of the Council for Exceptional Children, Salt Lake City, UT.

O'Connor, R.E., Slocum, T., & Lisowski, L. (1997, March). Do low-skilled children learn blending more easily than segmenting? Evidence from four prereader studies. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Chicago, IL.

Slocum, T. (1997, Feb.). *Accelerated Student Achievement Project: Second Year Achievement Results.* Paper presented at the Pacific Coast Research Conference, La Jolla, CA.

Slocum, T., & Hallenbeck, B. A. (1996, May.). *Effectiveness of a school-wide Implementation of Direct Instruction*. Paper presented at the annual meeting of the Association for Behavior Analysis, San Francisco, CA.

Slocum, T. (1996, Feb.). *Accelerated Student Achievement Project: First Year Achievement Results.* Paper presented at the Pacific Coast Research Conference, La Jolla, CA.

Slocum, T. (1996, Feb.). Accelerated Student Achievement Project: First Year Implementation. Paper presented at the Pacific Coast Research Conference, La Jolla, CA.

Slocum, T. (1995, June). First Year Results of the Accelerated Student Achievement Project. Paper presented at the Eighteenth Annual Interventions Conference, Logan UT.

Slocum, T. (1994, May). Teaching preservice teachers to design and use Direct Instruction word attack formats. Paper presented at the annual meeting of the Association for Behavior Analysis, Atlanta, GA.

Slocum, T. (1994, Feb.). Item difficulty in auditory segmenting and blending. Paper presented at the Pacific Coast Research Conference, La Jolla, CA.

Slocum, T. & Merrell, K. (1993, Sept.). Eligibility assessment practices of Utah special education teacher: Current applications and future training needs. Paper presented at the annual meeting of Utah Council for Exceptional Children, Park City, UT.

Slocum, T. (1993, May). Fluent reading: A review of behavioral and cognitive literature on reading rate. Paper presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.

Slocum, T. (1993, Feb.). Phonological awareness and children with disabilities. Paper presented at the Pacific Coast Research Conference, Redondo Beach, CA.

Slocum, T. (1992, May). Instruction and the control of transfer in cognitive psychology and behavior analysis. Paper presented at the annual meeting of the Association for Behavior Analysis, San Francisco, CA.

Slocum, T. (1992, May). Phonemic manipulation: Conceptual and empirical analysis of an early reading skill. Paper presented at the annual meeting of the Association for Behavior Analysis, San Francisco, CA.

Slocum, T. (1991, May). Using Excel macros to produce standardized charts of rate-based data. Paper presented at the annual meeting of the Association for Behavior Analysis, Atlanta, GA.

Slocum, T. (1991, January). Proposal for an experimental analysis of structural relations among phonemic manipulation skills. Paper presented at Proseminar, University of Washington, Seattle, WA.

Slocum, T. (1990, December). Feasibility testing of the use of voice recognition technology to teach basic reading skills. Paper presented at Proseminar, University of Washington, Seattle, WA.

Slocum, T. (1990, May). Instructional design and computer-user interfaces. Paper presented at the annual meeting to the Association for Behavior Analysis, Nashville, TN.

Slocum, T. (1990, May). Dimensions of effectiveness of a CAI system. Paper presented at the annual meeting to the Association for Behavior Analysis, Nashville, TN.

Slocum, T. (1990, April). The relationship between cognitive psychology and behavior analysis as they relate to instructional practice. Paper presented at Proseminar, University of Washington, Seattle, WA.

Slocum, T. (1989, October). Crystalized and fluid intelligence as instructional outcomes: A reanalysis of the results of project follow through. Paper presented to the faculty of the College of Education at the annual research and inquiry presentations.

Slocum, T. (1988, May). Computerizing generic instructional formats. Paper presented at the annual meeting to the Association for Behavior Analysis, Philadelphia, PA.

Slocum, T. A. (1987). Instructional design and computer delivered instruction. Unpublished master's thesis, University of Washington, Seattle.

Slocum, T. (1987, March). Critical aspects of computer assisted instruction. Paper presented at the annual meeting of the Council for Exceptional Children: Washington, Seattle.

Slocum, T. (1987, March). User interface design for CAI. In L. Churchill (chair), Making computers usable. Symposium conducted at the University of Washington Computer Conference, Seattle.

Slocum, T. (1985, May). Using a rate-based model of teaching and learning I *instructional design*. Paper presented at the annual meeting to the Association for Behavior Analysis, Columbus, OH.

Slocum, T. (1985, April). *Instructional design for fluency*. Paper presented at the International Precision Teaching/Precision Learning Conference, Seattle.

Slocum, T. (1984, May). *Problems with direct instruction and precision teaching: An argument for science over technology*. Paper presented at the annual meeting of the Association for Behavior Analysis, Nashville, TN.

Butterfield, E.C., Nelson, G.N. & Slocum, T.A. (1990, April). *Transfer on trial: The defendants.* Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Computer Programs

Slocum, T.A. (1991). Excel macros for standard celeration charting. [Computer program]. Seattle, Wa: Experimental Education Unit, University of Washington.

Slocum, T.A., & Williams, T.C. (1990). WriteTrac. [Computer program]. Seattle, Wa: Experimental Education Unit, University of Washington.

Slocum, T.A. (1988). ISGraphic Authoring System. [Computer program]. Seattle, Wa: Experimental Education Unit, University of Washington.

Slocum, T.A. (1988). ISGraphic Tutorial Shell. [Computer program]. Seattle, Wa: Experimental Education Unit, University of Washington.

Slocum, T.A. (1988). ISGraphic Practice Game Shell. [Computer program]. Seattle,Wa Experimental Education Unit, University of Washington.

Slocum, T.A. (1988). ISEarthScience. [Computer program]. Seattle, Wa: Experimental Education Unit, University of Washington.

Funded Grants

Slocum, T. A. & Gillam, R. (2010). Interdisciplinary Doctoral Program to Promote Evidence-Based Language and Literacy Practices. Funded by U.S. Department of Education. Duration: Four years. Total funding: $799,996.

Slocum, T. A. & Salzberg, C. L. (2004). Preparing Leadership Personnel to Promote Research-Based Practices, Collaboration, and Success of Culturally and Linguistically Diverse Students with Disabilities. Funded by U.S. Department of Education. Duration: Four years. Total funding: $799,992.

Slocum, T. A. & Hager, K. D. (2004). Utah's Alternate Assessment Development, 2004-2005. Funded by Utah State Department of Education. One year. Total funding: $60,000

Slocum, T. A. (2003). Validity of Utah Alternate Assessment. Funded by Utah State Department of Education. One year. Total funding: $40,000

Slocum, T. A. (2002). Developing Valid Assessment Tasks for the Utah Alternate Assessment. Funded by Utah State Department of Education. One year. Total funding: $20,000

Slocum, T. A. (2002). Data Analysis for Utah Alternate Assessment. Funded by Utah State Department of Education. One year. Total funding: $20,000

Slocum, T. A. (2001). Developing the Utah Alternate Assessment. Funded by Utah State Department of Education. One year. Total funding: $20,000

Slocum, T. A. & Salzberg, C. L. (2000). Preparing leadership for enhanced use of information technology in special education teacher preparation. Funded by U.S. Department of Education. Duration: Four years. Total funding: $751,146.

Slocum, T.A. (1999). A leadership program to prepare teacher educators in special education. Funded by the U.S. Department of Education, OSEP leadership competition for four years: 2000-2004. $185,632/yr.

Slocum, T.A. (1996). Prevention of need for special education placement for students with mild disabilities through school-wide effective instruction. Funded by Utah State University. Duration: One Year. Level of funding: $15,000.

Slocum, T.A. (1996). English composition and mathematics outcomes for students in the Accelerated Student Achievement Project. Funded by Utah State Office of Education. Duration: One year. Level of funding: $10,000

Slocum, T.A. (1994). Evaluation of the Accelerated Student Achievement Project. Funded by Utah State Office of Education. Duration: Five Years. Level of funding: $28,000 per year. Total Funding: $140,000

Slocum, T.A., & Lignugaris-Kraft, B (1992). Infusing technology and collaboration into a field-based preparation program for teachers of students with mild/moderate disabilities. Funded by the U.S. Department of Education. Duration: Four years. Level of funding: $106,000 per year. Total Funding: $424,000

Slocum, T.A., Lignugaris-Kraft, B, & Young, R. (1991). Infusing technology into Special Education Preservice Training. Funded by the Utah State Educational Technology Initiative. Duration: One year. Level of Funding: $42,666.

White, O.R., & Slocum, T.A. (1987). Improving Technology Software: Graphic Oriented Instruction. Funded by the Office of Special Education and Rehabilitation. Duration: Two years. Level of Funding: $90,000 per year. Total Funding: $180,000.

Courses Taught

EDUC/PSYC 6600: Measurement, Design, and Analysis I.

EDUC/PSYC 6610: Measurement, Design, and Analysis II

SPED 5310: Teaching Reading and Language Arts to Students with Disabilities.

SPED 5330: Eligibility Assessment for student with Mild/Moderate Disabilities.

SPED 6720/7720: Advanced Topics in Behavior Analysis.

SPED 6700/7700: Single-Subject Research Methods and Designs.

SPED 7820: Seminar on Cultural and Linguistic Diversity and Disability

SPED 7820: Evidence-Based Language and Literacy Practices for Students with

      Mild/Moderate Disabilities

SPED 7820: Seminar on Verbal Behavior

TEAL 7810: Multidisciplinary Seminar on Language and Literacy

University Committees

Institutional Review Board 2000 – present

Graduate Council 2000 – 2005.

Arboretum Committee 2005 – 2010

Editorships and Reviews

Co-Editor: *Journal of Direct Instruction*, 2000 – 2002.

Member of Editorial Board:
- *Journal of Positive Behavior Suppo*rts, 2013 - present
- *Education and Treatment of Children*, 1995 - 2001.
- *The Behavior Analyst*, 1993 - 1994.

Reviewer for:
- *Journal of Applied Behavior Analysis*
- *American Educational Research Journal*
- *The Journal of Special Education*
- *Teacher Education in Special Education*
- *American Journal of Mental Retardation*
- *Journal of Educational Psychology*
- *Effective School Practices*

Leadership Positions

Chairperson, Utah Professional Development Network Advisory Board
      2014 - 2016

Board of Directors, Bear River Charter School
      2012 – present

President, Board of Directors, Association for Direct Instruction,
   2006 – 2010.

Director, Direct Instruction Research Consortium
   2005 – 2010.

Education Coordinator, Program Committee, Association for Behavior Analysis,
   2004 – 2007.

Chair, Direct Instruction Special Interest Group, Association for Behavior Analysis,
   1999 – 2006.

Program Coordinator, Evidence Based Practices Special Interest Group, Association for
   Behavior Analysis,
   2007 – present.

Board of Directors, Association for Direct Instruction,
   1998 – 2012.

Honors and Awards

College of Education Human Services Teacher of the Year. 2010 – 2011

Fred S. Keller Behavioral Education Award (2011), American Psychological Association,
Division 25.

Nominated for Reading First Review Panel, 2002.

Top Professor, Mortar Board Society, Utah State University, 1999.

Teacher of the Year, Department of Special Education and Rehabilitation, 1993, 1995,
   1997, 1998, 1999, 2000, 2001, 2010.

Service to Local Education

Wrote charter application for Bear River Charter School. June 2008. Charter granted by
   Utah State Board of Education in March 2009.

Startup grant. June 2009. Funded for $188,252.

First year implementation grant. August 2010. Funded for $ 225,000.