

CURRICULUM VITAE
S. ANDREW GARBACZ

ADDRESS

Department of Educational Psychology
School of Education
University of Wisconsin–Madison
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FORMAL EDUCATION

PhD Psychological Studies in Education (School Psychology), University of
Nebraska–Lincoln, Lincoln, Nebraska (2010), APA Accredited and NASP
Approved, Dissertation Title: *A Multidimensional Examination of New
Zealand Family Involvement in Education*
Chair: Susan M. Sheridan (2010)
MA Educational Psychology, University of Nebraska–Lincoln,
Lincoln, Nebraska (2004)
BA Psychology, University of Nebraska–Lincoln, Lincoln, Nebraska (2002)

POSITIONS HELD

2019–Present Associate Professor with tenure, Department of Educational Psychology,
University of Wisconsin–Madison, Madison, Wisconsin
(APA Accredited and NASP Approved)
2019–Present Co-Director, School Psychology Program, Department of Educational
Psychology, University of Wisconsin–Madison, Madison, Wisconsin
(APA Accredited and NASP Approved)
2019–Present Co-Director, School Mental Health Collaborative
2018–Present Principal Member, Institute of Education Sciences Social and Behavioral
Education Research Scientific Review Panel (4-year term)
2018–Present Director, Prevention, Intervention, and Enhancement Graduate Training
Program, Department of Educational Psychology, University of
Wisconsin–Madison, Madison, Wisconsin
2018–Present Co-Founder and Co-Director, Rural Education Research and
Implementation Center, Wisconsin Center for Education Research,
University of Wisconsin–Madison, Madison, Wisconsin
2017–Present Co-Founder and Co-Chair, Family-School-Community Alliance
2016–2019 Assistant Professor, Department of Educational Psychology, University of
Wisconsin–Madison, Madison, Wisconsin
(APA Accredited and NASP Approved)
2016–Present Affiliated Research Scientist, Prevention Science Institute, University of
Oregon, Eugene, Oregon

- 2014–2015 Co-Director, School Psychology Program, Department of Special Education and Clinical Sciences, University of Oregon, Eugene, Oregon (APA Accredited and NASP Approved)
- 2012–2016 Assistant Professor, School Psychology Program, Department of Special Education and Clinical Sciences, University of Oregon, Eugene, Oregon (APA Accredited and NASP Approved)
- 2014–2016 Affiliated Faculty, Prevention Science, Department of Counseling Psychology and Human Services, Eugene, Oregon
- 2012–2016 Research Scientist, Child and Family Center, Prevention Science Institute, University of Oregon, Eugene, Oregon
- 2011–2012 Postdoctoral Fellowship, Munroe-Meyer Institute, University of Nebraska Medical Center, Omaha, Nebraska
- 2010–2011 Postdoctoral Fellowship, Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska–Lincoln, Lincoln, Nebraska
- 2009–2010 Predoctoral Intern in Professional Psychology, The Devereux Foundation, Center for Effective Schools, King of Prussia, Pennsylvania (APPIC and APA Accredited Predoctoral Internship)
- 2005–2009 Research Manager, Institute of Education Sciences, *Evaluation of the Efficacy of Conjoint Behavioral Consultation for Addressing Disruptive Behaviors of Children At-Risk for Academic Failure*. Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska–Lincoln, Lincoln, Nebraska
- 2004–2006 Project Director for Research, *School Psychology Leadership Specialization in Family-Centered Interdisciplinary Collaboration*. University of Nebraska–Lincoln, Lincoln, Nebraska

AWARDS AND HONORS

- 2019-2020 Invited Participant, School Mental Health Research Summit, National Center for School Mental Health
- 2019 Teaching Academy Fellow, University of Wisconsin–Madison
- 2018 Morgridge Fellow in Community Engaged Scholarship
- 2018 Family, School, and Community Partnering Recognition Award, Family, School, and Community Partnering Group, National Association of School Psychologists
- 2016 Lightner Witmer Award, American Psychological Association, Division 16
- 2015 University of Oregon College of Education Early Career Teaching Award
- 2014 University of Oregon Faculty Star
- 2014 Early Career Research Award Recipient, Society for the Study of School Psychology
- 2013 *Journal of School Psychology* Article of the Year (co-author)
- 2013 *Journal of School Psychology* Reviewer of the Year
- 2013 *Journal of School Psychology* Editor's Appreciation Award
- 2013 Early Career Scholar, Sixth Biennial School Psychology Research Collaboration Conference, co-sponsored by the Society for the Study of School Psychology
- 2012 *School Psychology Review* Article of the Year (co-author)

- 2009 Outstanding Student Scholarship, Division 16 of the American Psychological Association
- 2008 Graduate Student of the Year Nominee, University of Nebraska–Lincoln, Educational Psychology Department
- 2008 Fellowship Award Recipient, University of Nebraska–Lincoln

RESEARCH AND PUBLICATIONS

* indicates peer-reviewed publication. underline indicates student.

Publications in Journals

1. * Garbacz, S. A., Moore, K. A., Mauricio, A. M., & Stormshak, E. A. (in press). Promoting family-centered support assessment and intervention to enhance school climate. *Journal of Educational and Psychological Consultation*.
2. * Nixon, J. M., Halverson, E., Stoiber, A., & Garbacz, S. A. (in press). “I played a song with the help of a magic banana”: Assessing short-term making events. *Information and Learning Sciences*.
3. Santiago, R. T., McIntyre, L. L., & Garbacz, S. A. (in press). Dimensions of family-school partnerships for Autistic children: Context and congruence. *School Psychology*.
4. Sheridan, S. M., & Garbacz, S. A. (in press). Centering families: Advancing a new vision for school psychology. *School Psychology Review*.
5. * Garbacz, S. A., Hall, G., Young, K., Lee, Y., Youngblom, R. K., & Houlihan, D. D. (2021). Validation study of the family involvement questionnaire-elementary version with families in Belize. *Assessment for Effective Intervention*, 46(3), 238–243. <https://doi.org/10.1177/1534508419862857>
6. * Garbacz, S. A., Santiago, R. T., Kosty, D., Zahn, M., Stormshak, E. A., Smolkowski, K., & Seeley, J. R. (2021). Examining congruence in parent–teacher perceptions of middle school supports for students and families. *Psychology in the Schools*, 58(6), 1169–1184. <https://doi.org/10.1002/pits.22495>
7. * Stormshak, E. A., DeGarmo, D., Garbacz, S. A., McIntyre, L. L., & Caruthers, A. (2021). Using motivational interviewing to improve parenting skills and prevent problem behavior during the transition to kindergarten. *Prevention Science*, 22, 747–757. <https://doi.org/10.1007/s11121-020-01102-w>
8. * Biglan, A., Elfner, K., Garbacz, S. A., Komro, K., Prinz, R. J., Weist, M. D., Wilson, D. K., & Zarling, A. (2020). A strategic plan for strengthening America’s families: A brief from the Coalition of Behavioral Science Organizations. *Clinical Child and Family Psychology Review*, 23, 153–175. doi: 10.1007/s10567-020-00318-0
9. * DeRish, R. M., Kratochwill, T. R., & Garbacz, S. A. (2020). The efficacy of problem-solving consultation for homeschooled students with behavior concerns. *School Psychology*, 35, 28–40. doi: 10.1037/spq0000339
10. * Garbacz, S. A., Beattie, T., Novotnak, T., Kurtz-Nelson, E., Zahn, M., Yim-Dockery, H., Cohenour, J., & Jordan, P. (2020). Examining the efficacy of conjoint behavioral consultation for middle school students with externalizing behavior problems. *Behavioral Disorders*, 46(1), 3–17. doi: 10.1177/0198742919888844

11. * Garbacz, S. A., Bolt, D. M., Seeley, J. R., Stormshak, E. A., & Smolkowski, K. (2020). Examining school proactive outreach to families in public middle schools. *School Psychology Review, 49*(4), 493–509. doi: 10.1080/2372966X.2020.1787081
12. * Garbacz, S. A., McIntyre, L. L., Stormshak, E. A., & Kosty, D. B. (2020). The efficacy of the family check-up on children's emotional and behavior problems in early elementary school. *Journal of Emotional and Behavioral Disorders, 28*, 67–79. doi: 10.1177/1063426618806258
13. * Garbacz, S. A., Minch, D. R., Jordan, P., Young, K., & Weist, M. D. (2020). Moving towards meaningful and significant family partnerships in education. *Adolescent Psychiatry, 13*(2), 110–122. doi: 10.2174/2210676610666200324113209
14. * Stormshak, E. A., McIntyre, L. L., Garbacz, S. A., & Kosty, D. (2020). Family-centered prevention to enhance parenting skills during the transition to elementary school: A randomized trial. *Journal of Family Psychology, 34*, 122–127. doi: 10.1037/fam0000570
15. * Garbacz, S. A. (2019). Enhancing family engagement in schoolwide positive behavioral interventions and supports. *Intervention in School and Clinic, 54*, 195–203. doi: 10.1177/1053451218782428
16. * Garbacz, S. A., Beattie, T., Masser, J., & DeGarmo, D. (2019). Initial validation of an elementary version of the positive family support strengths and needs assessment. *Assessment for Effective Intervention, 43*, 73–80. doi: 10.1177/1534508418793514
17. * Garbacz, S. A., Stormshak, E. A., McIntyre, L. L., & Kosty, D. (2019). Examining family-school engagement in a randomized controlled trial of the family check-up. *School Psychology, 34*, 433–443. doi: 10.1037/spq0000284
18. * Taylor, C. N., Allen, A., Kilgus, S. P., von der Embse, N. P., & Garbacz, S. A. (2019). Development and validation of a parent version of the social, academic, and emotional behavior risk screener (SAEBRS-P) in an elementary sample. *Behavioral Disorders, 44*, 205–214. doi: 10.1177/0198798561
19. * Garbacz, S. A., Hirano, K. A., McIntosh, K., Eagle, J. W., Minch, D., & Vatland, C. (2018). Family engagement in schoolwide positive behavioral interventions and supports: Barriers and facilitators to implementation. *School Psychology Quarterly, 33*, 448–459. doi: 10.1037/spq0000216
20. * Garbacz, S. A., McIntosh, K., Vatland, C., Minch, D., & Eagle, J. W. (2018). Identifying and examining school approaches to family engagement within schoolwide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions, 20*, 127–137. doi: 10.1177/1098300717752318
21. * Garbacz, S. A., Zerr, A. A., Dishion, T. J., Seeley, J. R., & Stormshak, E. A. (2018). Parent involvement in middle school: Longitudinal influences on student outcomes. *Journal of Early Adolescence, 38*, 629–660. doi: 10.1177/0272431616687670
22. * Haq, S., Machalicek, W., Garbacz, S. A., & Drew, C. (2018). Employing a fixed-lean multiple schedule in the treatment of challenging behavior for children with autism spectrum disorder. *Behavior Modification, 42*, 610–633. doi: 10.1177/0145445517743206
23. * Hirano, K. A., Shanley, L., Garbacz, S. A., Rowe, D. A., Lindstrom, L., & Leve, L. D. (2018). Validating a model of motivational factors impacting involvement for parents of transition-age youth with disabilities. *Remedial and Special Education, 39*, 15–26. doi: 10.1177/0741932517715913

24. * Garbacz, S. A., Herman, K. C., Thompson, A. M., & Reinke, W. M. (2017). Family engagement in education and intervention: Implementation and evaluation to maximize family, school, and student outcomes. *Journal of School Psychology, 62*, 1–10. doi: 10.1016/j.jsp.2017.04.002
25. * Garbacz, S. A., Watkins, N., Diaz, Y., Barnabas, E. R., Schwartz, B. S., & Eiraldi, R. B. (2017). Using conjoint behavioral consultation to implement evidence-based practices for students in low-income urban schools. *Preventing School Failure: Alternative Education for Children and Youth, 61*, 198–210. doi: 10.1080/1045988x.2016.1261078
26. * Smolkowski, K., Seeley, J. R., Gau, J. M., Dishion, T. J., Stormshak, E. A., Moore, K. J., Falkenstein, C. A., Fosco, G. M., & Garbacz, S. A. (2017). Effectiveness evaluation of the positive family support intervention: A three-tiered public health delivery model for middle schools. *Journal of School Psychology, 62*, 103–125. doi: 10.1016/j.jsp.2017.03.004
27. * Garbacz, S. A., Cariveau, T., & Barrett, E. (2016). Examining the treatment validation consultation model. *Journal of Educational & Psychological Consultation, 26*, 200–211. doi: 10.1080/10474412.2015.1108201
28. * Garbacz, S. A., McIntosh, K., Eagle, J. W., Dowd-Eagle, S. E., Ruppert, T., & Hirano, K. (2016). Family engagement within school-wide positive behavioral interventions and supports. *Preventing School Failure: Alternative Education for Children and Youth, 60*, 60–69. doi: 10.1080/1045988x.2014.976809
29. * Garbacz, S. A., & McIntyre, L. L. (2016). Conjoint behavioral consultation for children with autism spectrum disorder. *School Psychology Quarterly, 31*, 450–466. doi: 10.1037/spq0000114
30. * Garbacz, S. A., McIntyre, L. L., & Santiago, R. T. (2016). Family involvement and parent-teacher relationships in students with autism spectrum disorder. *School Psychology Quarterly, 31*, 478–490. doi: 10.1037/spq0000157
31. * Hirano, K. A., Garbacz, S. A., Shanley, L., & Rowe, D. A. (2016). Parent involvement in secondary special education and transition: An exploratory psychometric study. *Journal of Child and Family Studies, 25*, 3537–3553. doi: 10.1007/s10826-016-0516-4
32. * Moore, K. J., Garbacz, S. A., Dishion, T. J., Gau, J. M., Brown, K. L., Stormshak, E. A., & Seeley, J. R. (2016). Proactive parent engagement in public schools: Using a brief strengths and needs assessment in a multiple-gating risk management strategy. *Journal of Positive Behavior Interventions, 18*, 230–240. doi: 10.1177/1098300716632590
33. * Santiago, R. T., Garbacz, S. A., Beattie, T., & Moore, C. L. (2016). Parent-teacher relationships in elementary school: An examination of parent-teacher trust. *Psychology in the Schools, 53*, 1003–1017. doi: 10.1002/pits.21971
34. * Garbacz, S. A., Lannie, A. L., Jeffrey-Pearsall, J. L., & Truckenmiller, A. J. (2015). Strategies for effective classroom coaching. *Preventing School Failure: Alternative Education for Children and Youth, 59*, 263–273. doi: 10.1080/1045988x.2014.942835
35. * Garbacz, S. A., McDowall, P., Schaugency, E., Sheridan, S. M., & Welch, G. W. (2015). A multidimensional examination of parent involvement across child and parent characteristics. *The Elementary School Journal, 115*, 384–406. doi: 10.1086/680325
36. * Garbacz, S. A., Sheridan, S. M., Koziol, N. A., Kwon, K., & Holmes, S. R. (2015). Congruence in parent-teacher communication: Implications for the efficacy of CBC for students with behavioral concerns. *School Psychology Review, 44*, 148–166. doi: 10.17105/spr-14-0035.1

37. * Burt, J. D., Garbacz, S. A., Kupzyk, K. A., Frerichs, L. & Gathje, R. (2014). Examining the utility of behavioral health integration in well-child visits: Implications for rural settings. *Families, Systems, & Health, 32*, 20–30. doi: 10.1037/a0035121
38. * Sheridan, S. M., Ryoo, J., Garbacz, S. A., Kunz, G. M., & Chumney, F. (2013). The efficacy of conjoint behavioral consultation on parents and children in the home setting: Results of a randomized controlled trial. *Journal of School Psychology, 51*, 717–733. doi: 10.1016/j.jsp.2013.09.003
39. * Sheridan, S. M., Bovaird, J. A., Glover, T. A., Garbacz, S. A., Witte, A. L., & Kwon, K. (2012). A randomized trial examining the effects of conjoint behavioral consultation and the mediating role of the parent-teacher relationship. *School Psychology Review, 41*, 23–46. doi: 10.1037/t15079-000
40. * Garbacz, S. A., & Sheridan, S. M. (2011). A multidimensional examination of New Zealand family involvement in education. *School Psychology International, 32*, 600–615. doi: 10.1177/0143034311403034
41. * Semke, C. A., Garbacz, S. A., Sheridan, S. M., Kwon, K., & Woods, K. (2010). Family involvement for children with disruptive behaviors: The role of parenting stress and motivational beliefs. *Journal of School Psychology, 48*, 293–312. doi: 10.1016/j.jsp.2010.04.001
42. * Sheridan, S. M., Swanger-Gagné, M., Welch, G. W., Kwon, K., & Garbacz, S. A. (2009). Fidelity measurement in consultation: Psychometric issues and preliminary examination. *School Psychology Review, 38*, 476–495.
43. * Swanger-Gagné, M. S., Garbacz, S. A., & Sheridan, S. M. (2009). Intervention implementation integrity within conjoint behavioral consultation: Strategies for working with families at risk. *School Mental Health, 1*, 131–142. doi: 10.1007/s12310-009-9012-y
44. * Garbacz, S. A., Woods, K. E., Swanger-Gagné, M. S., Taylor, A. M., Black, K. A., & Sheridan, S. M. (2008). Conjoint behavioral consultation: The effectiveness of a partnership-centered approach. *School Psychology Quarterly, 23*, 313–326. doi: 10.1037/1045-3830.23.3.313
45. * Daly, E. J., III, Garbacz, S. A., Olson, S. C., Persampieri, M., & Ni, H. (2006). Improving oral reading fluency by influencing students' choice of instructional procedures: An experimental analysis with two students with behavioral disorders. *Behavioral Interventions, 2*, 13–30. doi: 10.1002/bin.208

Chapters in Books

46. * Garbacz, S. A., Minch, D. R., Lawlor, K. L., & Flack, C. (in press). Advancing research to improve family-school collaboration in school mental health. In S. W. Evans, J. S. Owens, C. P. Bradshaw & M. D. Weist (Eds.), *Handbook of school mental health: Innovations in science and practice* (3rd ed.). Springer.
47. * Minch, D. R., Garbacz, S. A., Kern L., & Baton, E. (in press). Assessing and Evaluating Family School Collaboration in Schools. In S. W. Evans, J. S. Owens, C. P. Bradshaw & M. D. Weist (Eds.), *Handbook of school mental health: Innovations in science and practice* (3rd ed.). Springer.
48. * Witte, A. L., Garbacz, S. A., & Sheridan, S. M. (in press). Preparing mental health workforce to engage in partnership approaches to address children's needs. In S. W. Evans, J. S. Owens, C. P. Bradshaw & M. D. Weist (Eds.), *Handbook of school mental health: Innovations in science and practice* (3rd ed.). Springer.

49. * Floyd, R. G., Arora, P. G., Garbacz, S. A., & January, S.-A. (2021). Reviewing manuscripts submitted to peer-reviewed journals. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of university and professional careers in school psychology* (pp. 351–380). New York, NY: Routledge.
50. * Garbacz, S. A., & Raffaele Mendez, L. M. (2021). Building family-school partnerships to support positive parenting and promote health families. In P. J. Lazarus, S. Suldo, & E. A. Doll (Eds.), *Fostering the emotional wellbeing of children* (pp. 224–242). New York, NY: Oxford University Press.
51. * Garbacz, S. A., Vatland, C., Kern, L., Minch, D., Novotnak, T., von der Embse, N., & Weist, M. (2021). Family-school partnerships within tiered systems of support to increase access, improve equity, and promote positive outcomes for all children and families. In C. Clauss-Ehlers, A. B. Sood, & M. D. Weist (Eds.), *Social justice for children and young people: International perspectives* (pp. 194–210). Cambridge, UK: Cambridge University Press.
52. * Garbacz, S. A., Kelly, K. K., & Albers, C. A., (2020). Theoretical foundations of school psychology research and practice. In K. K. Kelly, S. A. Garbacz, & C. A. Albers (Eds.), *Theories of school psychology: Critical perspectives* (pp. 22–48). New York, NY: Routledge.
53. * Holmes, S. R., Smith, T. E., & Garbacz, S. A. (2020), Theories and frameworks that underlie family-school partnerships. In K. K. Kelly, S. A. Garbacz, & C. A. Albers (Eds.), *Theories of school psychology: Critical perspectives* (273–294). New York, NY: Routledge.
54. * Kelly, K. K., & Garbacz, S. A. (2020). Using theory to understand, guide, and address multifaceted issues in school psychological practice. In K. K. Kelly, S. A. Garbacz, & C. A. Albers (Eds.), *Theories of school psychology* (pp. 295–310): *Critical perspectives*. New York, NY: Routledge.
55. * Garbacz, S. A., & Kratochwill, T. R. (2020). Single-case experimental designs. In D. S. Dunn (Ed.), *Oxford Bibliographies in Psychology*. New York, NY: Oxford University Press. doi: 10.1093/OBO/9780199828840-0265
56. * Garbacz, S. A. & McKenney, E. L. W. (2020). Conjoint behavioral consultation and home consultation approaches: Working with families. In E. L. W. McKenney (Ed.), *School-based consultation and students with Autism Spectrum Disorder* (pp. 120–146). New York, NY: Routledge.
57. * Dishion, T. J., Garbacz, S. A., Seeley, J., Kim, H., Stormshak, E. A., Moore, K., Gau, J., Fosco, G., & Falkenstein, C. (2020). Translational research on evidence-based parenting support within public schools: Strategies, challenges and potential solutions. In S. A. Garbacz (Ed.), *Establishing family-school partnerships in school psychology: Critical skills* (pp. 223–244). New York, NY: Routledge.
58. * VanDerHeyden, A. M., Briesch, A. M., Roach, A., Sullivan, A., Hoffman, J., Garbacz, S. A., Sanetti, L. M. H., & Coddington, R. S. (2019). Future issues and controversies that will shape school psychology. In M. K. Burns (Ed.) *Introduction to school psychology: Controversies and current practice* (pp. 494–522). New York, NY: Oxford University Press.
59. * Stormshak, E. A., & Garbacz, S. A. (2018). Family-based treatment of aggression. In T. Malti, & K. H. Rubin (Eds.), *Handbook of child and adolescent aggression: Emergence, development, and intervention* (pp. 340–359). New York, NY: The Guilford Press.

60. * Garbacz, S. A., Witte, A. L., & Houck, S. (2017). Family engagement foundations: Supporting children and families. In M. D. Weist, S. A. Garbacz, K. L. Lane, & D. Kincaid (Eds.), *Aligning and integrating family engagement in positive behavioral interventions and supports (PBIS): Concepts and strategies for families and schools in key contexts* (pp. 9–30). Center for Positive Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, OR: University of Oregon.
61. Weist, M. D., Garbacz, S. A., Lane, K. L., & Kincaid, D. (2017). Enhancing progress for meaningful family engagement in all aspects of positive behavioral interventions and supports (PBIS) and multi-tiered systems of support. In M. D. Weist, S. A. Garbacz, K. L. Lane, & D. Kincaid (Eds.), *Aligning and integrating family engagement in positive behavioral interventions and supports (PBIS): Concepts and strategies for families and schools in key contexts* (pp. 1–8). Center for Positive Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, OR: University of Oregon.
62. * Eagle, J. W., Dowd-Eagle, S. E., & Garbacz, S. A. (2016). The role of family and cross-setting supports to reduce impairment and promote success. In S. Goldstein, & J. Naglieri (Eds.), *Handbook of impairment* (2nd ed.; pp. 17–44). New York, NY: Springer.
63. * McIntyre, L. L., & Garbacz, S. A. (2016). Early childhood special education in the context of school psychology. In E. Barton, B. Reichow, B. Boyd, & S. Odom (Eds.), *Handbook of early childhood special education* (pp. 441–453). New York, NY: Springer.
64. * Garbacz, S. A., Swanger-Gagné, M. S., & Sheridan, S. M. (2015). The role of school-family partnership programs for promoting student social and emotional learning. In J. Durlak, T. Gullotta, C. Domitrovich, P. Goren, & R. Weissberg (Eds.), *The handbook of social and emotional learning: Research and practice* (pp. 244–259). New York, NY: The Guildford Press.
65. * McIntyre, L. L., & Garbacz, S. A. (2014). Best practices in systems-level organization and support for effective family-school partnerships. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Systems-level services* (pp. 455–465). Bethesda, MD: National Association of School Psychologists.
66. * Doll, B., & Garbacz, S. A. (2007). Legal foundations for inclusion. In A. Bursztyrn (Ed.), *The Praeger handbook of special education* (pp. 41–43). Westport, CT: Praeger Publishers.
67. * Warnes, E., Sheridan, S. M., & Garbacz, S. A. (2007). Building social skills in children and adolescents. In S. Goldstein & R. Brooks (Eds.), *Understanding and managing children's classroom behavior* (2nd ed., pp. 383–407). Hoboken, NJ: Wiley & Sons.

Books

68. Garbacz, S. A., Minch, D., & Weist, M. D. (under contract). *Family-school collaboration in multi-tiered systems of support*. New York, NY: Guilford.
69. Kelly, K. K., Garbacz, S. A., & Albers, C. A. (Eds.) (2020). *Theories of school psychology: Critical perspectives*. New York, NY: Routledge.
70. Garbacz, S. A. (Ed.) (2020). *Establishing family-school partnerships in school psychology: critical skills*. New York, NY: Routledge.
71. Weist, M. D., Garbacz, S. A., Lane, K. L., & Kincaid, D. (Eds.) (2017). *Aligning and integrating family engagement in positive behavioral interventions and supports (PBIS): Concepts and strategies for families and schools in key contexts*. Center for Positive

Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, OR: University of Oregon.

Newsletter and Magazine Articles

72. * Weist, M. D., Mellin, E., Garbacz, S. A., & Anderson-Butcher, D. (2019). Reducing the use of language that stigmatizes students. *Communiqué* 47, 22–23.
73. Hieneman, M., Garbacz, S. A., & Breen, K. (2018). Improving student behavior by getting on the same page. *Parenting Special Needs Magazine* (July/August). pp. 20–22.
74. * Garbacz, S. A., Brown, T., & Fefer, S. (2016). School, family, and community partnering interest group announces award. *Communiqué*, 45, 33.
75. * Garbacz, S. A., Fefer, S., & Brown, T. (2015). Updates from the school, family, and community partnering interest group. *Communiqué*, 44, 38.
76. * Sheridan, S. M., Garbacz, S. A., Rohlk, A. M., & Woods, K. E. (2006). Futures task force on family-school partnerships: The time really is now. *Communiqué*, 34, 12–13.

Brief Reports

77. Minch, D. R., Garbacz, S. A., & Weist, M. D. (2020). Advancing family-school collaboration in positive behavior interventions and supports through the family-school-community alliance. Eugene, OR: Center on PBIS, University of Oregon. Retrieved from www.pbis.org.
78. Garbacz, S. A., & Weist, M. D. (2019). Family-school collaboration in PBIS: Creating a school atmosphere to promote collaboration. Eugene, OR: Center on PBIS, University of Oregon. Retrieved from www.pbis.org.
79. Garbacz, S. A., Rose, J. J., Weist, M. D., & McIntosh, K. (2018). Defining and promoting family engagement in schoolwide positive behavioral interventions and supports. Eugene, OR: Center on PBIS, University of Oregon. Retrieved from www.pbis.org.
80. Sheridan, S. M., Kim, E. M., Coutts, M. J., Sjuts, T. M., Holmes, S. R., Ransom, K. A., & Garbacz, S. A. (2012). Clarifying parent involvement and family-school partnership intervention research: A preliminary synthesis. *CYFS Working Paper No. 2012-4*. Lincoln, NE: Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska–Lincoln.

Measures

- Garbacz, S. A., McIntosh, K., & Eagle, J. W. (2014). *Family-school practices survey–school teams*. Eugene, OR: Educational and Community Supports, University of Oregon.
- Glover, T. A., Sheridan, S. M., Garbacz, S. A., & Witte, A. L. (2005). *Behavior severity, behavior frequency, and need for intervention screening tool*. Lincoln, NE: Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska–Lincoln.
- Stormshak, E. A., Caruthers, A., Garbacz, S. A., & McIntyre, L. L. (2014). *Family Check-Up consumer satisfaction survey*. Eugene, OR: Prevention Science Institute, University of Oregon.
- Stormshak, E. A., McIntyre, L. L., Garbacz, S. A., & Caruthers, A. (2015). *Early elementary school parent consultant log*. Eugene, OR: Prevention Science Institute, University of Oregon.

Training Materials

- Sheridan, S. M., Burt, J. D., Rohlk, A. M., Black, K. A., Garbacz, S. A., Swanger, M. S., & Woods, K. E. (2006, March). *Overview of family-school partnerships*. Unpublished Training Module, The Multisite Conference of the Future of School Psychology Family-School Partnership Task Force.
- Sheridan, S. M., Garbacz, S. A., Black, K. A., Burt, J. D., Rohlk, A. M., Swanger, M. S., & Woods, K. E. (2006, March). *Process variables*. Unpublished Training Module, The Multisite Conference of the Future of School Psychology Family-School Partnership Task Force.
- Sheridan, S. M., Swanger, M. S., Woods, K. E., Black, K. A., Burt, J. D., Garbacz, S. A., & Rohlk, A. M. (2006, March). *Behavioral consultation*. Unpublished Training Module, The Multisite Conference of the Future of School Psychology Family-School Partnership Task Force.

RESEARCH SUPPORT

- 2021-2026 Principal Investigator. *Systematic Efficacy Replication Study of Conjoint Behavioral Consultation in Elementary Schools* (R324R210013). Funding source: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education. Total award: \$4,000,000.
- 2021-2026 Co-Principal Investigator (PI: S. Sheridan). *Efficacy of Virtual Professional Development in Rural Schools to Enhance Teacher-Parent Partnerships for Students with Behavioral Challenges* (R324A210166; PI: S. Sheridan). Funding Source: National Center for Special Education Research, Institute of Education Sciences, U. S. Department of Education. Total award: \$3,800,000.
- 2021-2022 Co-Investigator (PI: D. Ehrenthal) on *Connecting Behavioral Science to COVID-19 Vaccine Demand Network*, Centers for Disease Control and Prevention, \$500,000.
- 2021-2022 Principal Investigator (with Co-PI: K. Eklund and Co-PI: S. Kilgus) on *Optimizing the Capacity of Public Schools to Promote Youth Mental Health*. Institute for Clinical and Translational Research, Community-Academic Partnership (ICTR-CAP), Stakeholder and Patient Engaged Research Pilot Awards Program, University of Wisconsin–Madison, \$99,991.
- 2021-2022 Principal Investigator (with Co-PI: A. Mauricio, Co-I: K. Moore, and Co-I: E. A. Stormshak) on *Family-Centered Ecological Assessment and Intervention to Address Student Threats of Violence and Promote Social, Emotional, and Behavioral Competence*. Office of the Vice Chancellor for Research and Graduate Education 2020 Fall Research Competition, University of Wisconsin–Madison, \$51,344.
- 2020-2021 Principal Investigator (with Co-PI: S. Kilgus) on *Improving Equitable Social, Emotional, and Behavioral Outcomes by Aligning and Integrating Mental Health Systems and Family-School-Community Collaboration in MTSS*, Madison Education Partnership, \$10,000.
- 2019-2023 Co-Investigator (with PI: S. Kilgus, Co-PI: T. Lewis, Co-PI: K. Eklund, and Co-I: B. Mitchell) and on *Building an Integrated Intervention for Students At-Risk for Internalizing Problems: The Resilience Education Program (REP)*, Institute of Education Sciences, U.S. Department of Education, #R324A190129; \$1,382,223

- 2019-2023 Co-Principal Investigator (with PI: C.A. Albers and Co-PI: T.R. Kratochwill) on *Preparing School Psychologists to be the Next Generation of Leaders in School Evidence-Based Prevention Practices for Students with Disabilities*, Office of Special Education and Rehabilitative Services, U.S. Department of Education, #H325D180096; \$1,249,286.
- 2018-2023 *National Technical Assistance Center on Positive Behavioral Interventions and Supports*, Office of Special Education and Rehabilitative Services, U.S. Department of Education. Family-School-Community Alliance Allocation = \$25,000, My Role: Co-Chair of the Alliance (with Co-Chairs: D. Minch, M. Weist). Center Co-Directors: Kent McIntosh, Brandi Simonsen, Tim Lewis, Heather George, with advisors, including George Sugai and Rob Horner.
- 2018-2023 Co-Investigator (with PI: E.A. Stormshak and Co-PI: L.L. McIntyre) on *Family-Centered Intervention in Schools to Reduce Social and Behavior Problems from Early Elementary School to Adolescence*; Institute of Education Sciences, U.S. Department of Education, #R324A180037; \$3,299,983.
- 2018-2022 Co-Director (Co-Director: C.A. Albers), *Rural Education Research and Implementation Center*, Wisconsin Center for Education Research, University of Wisconsin–Madison, \$1,212,400.
- 2018-2020 Co-Principal Investigator (with PI: C.A. Albers, Co-PI: B. Doren, Co-I: M. Leko, Co-I: A. Ruppap). *FOCUS Partnerships: Enhancing Mental and Behavioral Health for Children and Youth in Rural Wisconsin Communities*, Grand Challenges Transform Competition, School of Education, University of Wisconsin–Madison, \$249,826.
- 2018-2020 Principal Investigator on *Embedding Family-School Partnerships in Schoolwide Systems to Improve Student Attendance and Behavior*, Office of the Vice Chancellor for Research and Graduate Education 2017 Fall Research Competition, University of Wisconsin–Madison, \$47,000.
- 2018-2019 Principal Investigator (with Co-PI: B. Carl and Co-PI: C. Albers) on *Building Partnerships to Promote Mental Health for Children*, Wisconsin Idea Endowment, University of Wisconsin–Madison, \$4,000.
- 2018 Principal Investigator (with Devon Minch and Mark Weist) on *Family-School-Community Alliance*, Wisconsin Center for Education Research, University of Wisconsin–Madison, \$6,000.
- 2017–2018 Co-Director (Co-Director: C.A. Albers) on *Formative Development of a Rural Education Research and Implementation Center*, Wisconsin Center for Education Research, University of Wisconsin–Madison, \$288,398.
- 2017 Principal Investigator (with Mark Weist) on *Community for Family Engagement in Education*, Wisconsin Center for Education Research, University of Wisconsin–Madison, \$6,000.
- 2016-2021 Principal Investigator on *Conjoint Behavioral Consultation for Middle School Students with are at Risk for Serious Emotional Disturbance: A Career Development and Research Plan*, Institute of Education Sciences, U.S. Department of Education; #R324A160043; \$400,000. With a \$50,000 supplement in 2020.

- 2014-2018 Co-Investigator (with PI: E.A. Stormshak and Co-I: L.L. McIntyre) on *Testing the Efficacy of an Ecological Approach to Family Intervention and Treatment During Early Elementary School to Prevent Problem Behavior and Improve Academic Outcomes*; Institute of Education Sciences, U.S. Department of Education, #R305A140189; \$3,480,267.
- 2014-2016 Principal Investigator on *Evaluation of the Efficacy of Conjoint Behavioral Consultation for Middle School Students with Disruptive Behaviors*, Society for the Study of School Psychology, \$19,996.
- 2013-2014 Principal Investigator (with Co-PI: L.L. McIntyre) on *Investigating Family-School Partnerships to Serve the Needs of Students with Autism*, Hope Baney Fund, \$11,972.
- 2005-2009 Co-Investigator (with PI: S.M. Sheridan) on *School Psychology Futures: Family-School Partnership Project*; School Psychology Leadership Roundtable; \$10,200.

PRESENTATIONS

Note: underline indicates student author, @ indicates community collaborator

Invited Presentations

1. Garbacz, S. A., Weist, M. D., & Hoskins, J. (2020, October). *Using PBIS during the COVID-19 outbreak to facilitate home-school support for mental health and academics*. Invited presentation at the 2020 Virtual Positive Behavioral Interventions and Supports National Leadership Forum (previously scheduled in Chicago, IL).
2. Garbacz, S. A., & Minch, D. (Co-Chairs) (2020, May). *Advancing systems and practices to enhance family-school collaboration and promote social-emotional-behavior competencies*. Symposium conducted at the 17th International [virtual] Conference on Positive Behavior Support (previously scheduled in Miami, FL)
3. Garbacz, S. A., @Sabel, C., & @Tegge, K. (2019, October). *Classroom approaches to build family-school partnerships and enhance student academic performance and social behavior: Using academic parent-teacher teams*. Invited presentation at the 2019 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
4. Garbacz, S. A., & Moore, K. (2019, October). *Family-centered prevention support in tier 2 intervention*. Invited presentation at the 2019 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
5. Minch, D., Garbacz, S. A., & Weist, M. (2019, October). *Implementing and assessing family-school partnerships in PBIS*. Invited presentation at the 2019 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
6. Minch, D., Garbacz, S. A., & Weist, M. D. (2019, October). *Advancing family-school partnerships in PBIS through the family-school-community alliance: Roundtable/Dialogue/Q&A*. Invited dialogue at the 2019 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
7. Garbacz, S. A. (2019, April). *Developing teachers and parents as partners to improve social behavior competencies for middle school students*. Invited presentation at the 2019 Southeastern School Behavioral Health Conference, Myrtle Beach, FL.
8. Garbacz, S. A., Stormshak, E. A., & McIntyre, L. L. (2019, April). *Improving family-school engagement and reducing emotional and behavior concerns for children in early elementary school*. Invited presentation at the 2019 Southeastern School Behavioral Health Conference, Myrtle Beach, FL.

9. Garbacz, S. A. (Chair) (2019, February). *Promoting home-school collaboration to create positive academic and behavior outcomes for children*. Symposium conducted at the 16th International Conference on Positive Behavior Support, Washington, D.C.
10. Garbacz, S. A., & @Davis, A. (2018, October). *Building and strengthening family-school partnerships in PBIS: How are the children?* Invited keynote presentation for the 2018 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
11. Garbacz, S. A., @Sabel, C., & @Tegge, K. (2018, October). *Classroom approaches to creating parent-teacher connections and building family-school partnerships*. Invited presentation at the 2018 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
12. Garbacz, S. A., & Weist, M. D. (2018, October). *Strengthening family-school-community connections in PBIS to improve valued outcomes: Roundtable/Dialogue/Q&A*. Invited dialogue at the 2018 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
13. Garbacz, S. A. (2018, August). *Addressing barriers and leveraging facilitators to promote family-school partnerships in PBIS*. Invited presentation for the Wisconsin RTI Center/PBIS Network PBIS Leadership Conference, Wisconsin Dells, WI.
14. Garbacz, S. A. (2018, August). *Family-school partnership assessments in PBIS to facilitate implementation and maximize family engagement*. Invited presentation for the Wisconsin RTI Center/PBIS Network PBIS Leadership Conference, Wisconsin Dells, WI.
15. Garbacz, S. A., & Witte, A. L. (2018, June). *Tiered approaches to strengthen family-school partnerships in PBIS*. Invited presentation for the Nebraska Leadership Development Institute, Lincoln, NE.
16. Garbacz, S. A. (2018, June). *Schoolwide approaches to strengthen family-school partnerships in PBIS*. Invited presentation for the Nebraska Leadership Development Institute, Lincoln, NE.
17. Garbacz, S. A., & @Holmes, C. (2018, May). *Promoting school mental health to enhance outcomes for children, families, and schools*. Invited presentation to the Cooperative Educational Service Agency (CESA) Statewide Conference 2018: Promising Research & Practices for Challenging Times, Madison, WI.
18. Garbacz, S. A., & Albers, C. A. (2018, April). *Building and strengthening partnerships across Wisconsin to enhance rural education through development of a rural education research center*. Invited presentation to the Wisconsin State Superintendent's Advisory Council on Rural Schools, Libraries, and Communities, Clinton, WI.
19. Weist, M. D., Garbacz, S. A., & Minch, D. (2018, February). *Developing the family-school-community alliance (FSCA)*. Invited panel presentation at the 2018 Council for Exceptional Children Convention, Tampa, FL.
20. Albers, C. A., & Garbacz, S. A. (2017, October). *Expanding the reach of the Wisconsin Idea*. Invited presentation at the 2017 Wisconsin Rural Schools Alliance Conference, Wisconsin Dells, WI.
21. Garbacz, S. A. (2017, October). *Implementing and sustaining family-school partnerships to prevent and address children's social behavior concerns*. Invited presentation at the 2017 Wisconsin School Psychologists Association Fall Conference, Oconomowoc, WI.

22. Garbacz, S. A., & @Grenke, J. (2017, September). *Engaging families in school and classroom PBIS systems and practices*. Invited presentation at the 2017 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
23. Garbacz, S. A., & Weist, M. D. (2017, September). *Enhancing family engagement in PBIS: Roundtable/Dialogue/Q&A*. Invited dialogue at the 2017 Positive Behavioral Interventions and Supports National Leadership Forum, Chicago, IL.
24. Eber, L., Garbacz, S. A., & @Garvey, S. (2017, August). *Family engagement opportunities within an interconnected system framework of PBIS and Mental Health*. Invited presentation for the Wisconsin RTI Center/PBIS Network PBIS Leadership Conference, Wisconsin Dells, WI.
25. Garbacz, S. A. (2017, August). *Integrating and implementing family engagement within schoolwide positive behavioral interventions and supports*. Invited presentation for the Wisconsin RTI Center/PBIS Network PBIS Leadership Conference, Wisconsin Dells, WI.
26. Garbacz, S. A., @Grenke, J., @Seaman, D., @Summ, S., @Resch, A., & @Blake, A. (2017, August). *Using assessments to improve family partnerships*. Invited presentation for the Wisconsin RTI Center/PBIS Network PBIS Leadership Conference, Wisconsin Dells, WI.
27. Garbacz, S. A. (2017, May). *Creating and sustaining systems to improve access to mental healthcare and promote positive outcomes for children and adolescents*. Invited presentation for the Southeastern Wisconsin Schools Alliance, Brookfield, WI.
28. Garbacz, S. A. (2017, March). *Implementing and examining family-school partnerships in schoolwide positive behavioral interventions and supports*. Invited paper presented at the 2017 International Conference on Positive Behavior Support, Denver, CO.
29. Garbacz, S. A., Castillo, J., & Bowman-Perrot, L. (2017, February) *Publishing in school psychology journals: Advice for new authors*. Panel presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
30. Garbacz, S. A. (2016, November). *Supporting children and adolescents by creating engaged connections across homes, schools, and communities*. Invited general session presentation at the 2016 Wisconsin Rural Schools Alliance Conference, Stevens Point, WI.
31. Garbacz, S. A., & @Megert, B. (2015, October). *Engaging families in schools using school-wide positive behavioral interventions and supports*. Invited paper presented at the 2015 Positive Behavior Support National Implementers' Forum, Chicago, IL.
32. Garbacz, S. A. (2015, October). *Tiered family engagement in positive behavior support systems*. Invited paper presented at the Oregon School Psychologists Association 2015 Fall Conference, Eugene, OR.

Peer-Reviewed Conference Presentations

33. Minch, D., Garbacz, S. A., Kern, L., & Baton, E. (2021, March). *Developing PBIS tip sheets for families: A discussion on development and dissemination*. Paper presented at the virtual convention of the International Conference on Positive Behavior Support.
34. Garbacz, S. A., Lawlor, K., & Jordan, P. (2021, March). *Enhancing family-school collaboration in positive behavioral interventions and supports*. Paper presented at the virtual convention of the International Conference on Positive Behavior Support.
35. Garbacz, S. A., Nash, W., Hall, G., Stormshak, E. A., & McIntyre, L. L. (2021, February). *Promoting family-centered positive behavior support at the transition to*

- kindergarten*. Paper presented at the virtual convention of the National Association of School Psychologists (previously scheduled for Salt Lake City, UT).
36. Lawlor, K. L., Cruz, S., Flack, C., Drastal, K., Duffy, M., Jordan, P., & Garbacz, S. A. (2021, February). *Embedding family engagement within positive behavioral interventions and supports*. Paper presented at the virtual convention of the National Association of School Psychologists (previously scheduled for Salt Lake City, UT).
 37. Garbacz, S. A., Stormshak, E. A., & McIntyre, L. L. (2020, November). Using motivational interviewing to improve parenting skills and prevent problem behavior during the transition to kindergarten. In J. Owens (Chair), *Leveraging motivational interviewing to facilitate home-school connections*. Symposium conducted at the annual virtual meeting on Advancing School Mental Health (previously scheduled in Baltimore, MD).
 38. Minch, D., Garbacz, S. A., & Weist, M. D. (2020, November). *Family-school collaboration in PBIS and school mental health: Tools to advance implementation*. Paper presenting at the annual virtual meeting on Advancing School Mental Health (previously scheduled in Baltimore, MD).
 39. Willenbrink, J., Eklund, K., Kilgus, S. P., Garbacz, S. A., Barber, A., & Dubose, K. (2020, November). *A Tier 2 intervention for children at-risk for internalizing problems*. Paper presented at the annual meeting on Advancing School Mental Health (previously scheduled for Baltimore, MD).
 40. Lawlor, K. L., Jordan, P., & Garbacz, S. A. (2020, August). *Integrating family-school collaboration in school-wide PBIS*. Poster presented at the annual Virtual meeting of the American Psychological Association (previously scheduled in Washington, DC).
 41. Stormshak, E. A., McIntyre, L. L., Garbacz, S. A., DeGarmo, D., & Caruthers, A. (2020, August). *Examining the family check-up during early elementary school*. Poster presented at the annual Virtual meeting of the American Psychological Association (previously scheduled in Washington, DC).
 42. Minch, D., Garbacz, S. A., & Cook, S. (2020, May). *Promoting evidence-based family-school-community collaboration within PBIS: The family-school-community alliance in action*. Paper presented at the 17th International Virtual Conference on Positive Behavior Support (previously scheduled in Miami, FL).
 43. Garbacz, S. A., Minch, D., Eagle, J., & Weist, M. (2020, February). *Advancing family-school-community collaboration to promote youth mental health*. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
 44. Garbacz, S. A., Stormshak, E. A., DeGarmo, D., McIntyre, L. L., & Caruthers, A. (2020, February). Family-centered, school-based prevention to improve parenting and reduce problem behavior during early elementary school. In C. Bradshaw (Chair), *Optimizing parent engagement in school-based programming: Thinking outside the box*. Symposium conducted at the annual convention of the National Association of School Psychologists, Baltimore, MD.
 45. Jordan, P., Lawlor, K., & Garbacz, S. A. (2020, February). *Promoting family engagement within PBIS*. Practitioner conversation series held at the annual convention of the National Association of School Psychologists, Baltimore, MD.
 46. Novotnak, T., & Garbacz, S. A. (2020, February). *Embedding motivational interviewing in a randomized controlled trial of teachers and parents as partners during middle*

- school*. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
47. Young, K., Godfrey, E., Twombly, T., Porter, J., Collins, B., Latham, A., Wadington, M., Lawlor, K., Li, H., Davis, E., Maggin, D., Albers, C., & Garbacz, S. A. (2020, February). *Rural mental and behavioral health: Preliminary results from a meta-analysis*. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
 48. Zhu, Q., Wang, C., Jiang, X. (Chair), La Salle, T., & Garbacz, S. A. (Discussant) (2020, February). *Examining mechanisms underlying the influence of parental involvement during adolescence*. Symposium presented at the annual convention of the National Association of School psychologists, Baltimore, MD.
 49. Garbacz, S. A. (Chair) (2020, January). *Improving family engagement in education research*. Panel roundtable discussion conducted at the 2020 Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
 50. Resnik, F., Stormshak, E. A., Garbacz, S. A., & McIntyre, L. L. (2020, January). *Family-centered prevention to enhance parenting skills during early elementary school*. Poster presented at the 2020 Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
 51. Garbacz, S. A., Albers, C. A., Carl, B. R., Bartley, C., Im, S., & Doren, B. (2019, November). *Aligning and integrating family, school, and community systems to promote mental health in rural communities*. Poster presented at the annual conference on Advancing School Mental Health, Austin, TX.
 52. Garbacz, S. A., Minch, D. R., & Weist, M. D. (2019, November). *Enhancing family-school collaboration to promote youth mental health*. Paper presented at the annual conference on Advancing School Mental Health, Austin, TX.
 53. Hall, G. J., Glad, B., & Garbacz, S. A. (2019, August). *Modeling executive functioning and relationships to competencies across elementary school*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
 54. Im, S., Garbacz, S. A., Doren, B., & Albers, C. A. (2019, August). *Formative development of a school-based approach to mental health promotion in rural communities*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
 55. Leverett, P. M., & D'Costa, S., Quintana, S. M. (Chair), & Garbacz, S. A. (Discussant) (2019, August). *Collaborative mental health care for children—Perspectives and practices for school-clinic partnerships*. Symposium presented at the annual meeting of the American Psychological Association, Chicago, IL.
 56. Novotnak, T., Garbacz, S. A., Young, K., & Glad, B. (2019, August). *Embedding motivational interviewing in teachers and parents as partners for middle school*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
 57. Zahn, M. R., Garbacz, S. A., Santiago, R., & Kosty, D. (2019, August). *Parent-teacher congruent perceptions of school support for middle school students and their families*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
 58. Garbacz, S. A., Stormshak, E. A., McIntyre, L. L., & Kosty, D. (2019, March). Family centered, school based prevention to support the reduction of problem behavior during early elementary school. In S. Dawson-McClure (Chair), *Family-centered, prevention*

- and intervention for reducing behavior problems and promoting healthy development.* Symposium conducted at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
59. Albers, C. A., Benson, N., Demaray, M., Garbacz, S. A., Jenkins, L., Keller-Margulis, M., Kilgus, S. P., Pendergast, L., Sanetti, L., & von der Embse, N. (authors equally contributed and listed alphabetically) (2019, March). *Demystifying publishing: Insight from Journal of School Psychology (JSP) editors.* Symposium presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
 60. Garbacz, S. A., Markham, M., Zahn, M., Novotnak, T., Young, K., Jordan, P., Lawlor, K., & Campbell, S. (2019, February). *Examining teachers and parents as partners during middle school.* Paper presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
 61. Young, K., Lawlor, K., Im, S., Wadington, M., Markham, M., Hall, G. J., Sullivan, M., Albers, C. A., & Garbacz, S. A. (2019, February). *A systematic review of interventions in rural education.* Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
 62. Garbacz, S. A., Stormshak, E. A., McIntyre, L. L., & Kosty, D. (2019, February). Family-centered support to address behavioral challenges at school: The Family Check-Up. In S. A. Garbacz (Chair), *Promoting home-school collaboration and supporting children with intellectual and developmental disabilities.* Ignite symposium conducted at the 16th International Conference on Positive Behavior Support, Washington, D.C.
 63. Fleming, C. M., Stormshak, E. A., McIntyre, L. L., Garbacz, S. A., & Kosty, D. B. (2019, January). *Family-centered prevention to enhance parenting skills during the transition to elementary school.* Poster presented at the 2019 Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
 64. Garbacz, S. A. (2019, January). *Formative development of conjoint behavioral consultation for middle school students with or at risk for serious emotional disturbance.* Poster presented at the 2019 Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
 65. Garbacz, S. A., Young, K., Im, S., Novotnak, T., Albers, C. A., & Seelig, J. (2018, October). *Examining barriers and facilitators to implementing integrated school mental health in rural communities.* Poster presented at the annual conference on Advancing School Mental Health, Las Vegas, NV.
 66. @ Niehaus, B., Tiala, S., Albers, C. A., & Garbacz, S. A. (2018, October). *Maximizing investment in your community's future.* Presentation at the 2018 Wisconsin Rural Schools Alliance Conference, Wisconsin Dells, WI.
 67. Hall, G., Jordan, P., Zahn, M., & Garbacz, S. A. (2018, August). *Examining positive family support for students with behavior risk.* Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
 68. Jordan, P., Hall, G., Garbacz, S. A., & Gonzalez, J. (2018, August). *Examining positive family support for Latinx students.* Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
 69. Stormshak, E. A., Garbacz, S. A., & McIntyre, L. L. (2018, May). *Family-centered prevention during the transition to elementary school to reduce behavioral and academic risk.* In E. A. Stormshak (Chair), *Research and policy partnerships that promote family-centered support in early childhood to prevent academic and behavior problems.*

- Symposium to be presented at the annual meeting of the Society for Prevention Research, Washington, D.C.
70. Garbacz, S. A., Markham, M. A., Novotnak, T., Jordan, P., Campbell, S., Zahn, M., & Young, K. (2018, February). *Formative research on conjoint behavioral consultation for middle school*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
 71. Garbacz, S. A., Hall, G. J., Young, K., Lee, Y., & Houlihan, D. (2018, February). *Examining family educational involvement in Belize*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
 72. Garbacz, S. A., McIntyre, L. L., & Stormshak, E. A. (2018, January). *A randomized controlled trial examining the efficacy of the family check-up in early elementary school: Child outcomes and the moderating role of elevated baseline needs*. Poster presented at the 2018 Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
 73. Garbacz, S. A., Dishion, T. J., Smolkowski, K., Seeley, J. R., Stormshak, E. A., Moore, K. A., Falkenstein, C. A., & Brown, K. L. (2017, August). *Positive family support: Embedding evidence-based interventions into public middle schools with PBIS*. In J. Ogg (Chair), *Scaling-up family interventions in schools and primary care settings*. Symposium presented at the annual meeting of the American Psychological Association, Washington, D.C.
 74. Garbacz, S. A., McIntyre, L. L., Sutherland, M., & Santiago, R. T. (2017, August). *Examining family educational involvement and parent-teacher relationships in families of children with autism spectrum disorder*. In G. Azad (Chair), *Family-school partnerships for children with ASD: Characteristics, outcomes, and training needs*. Symposium presented at the annual meeting of the American Psychological Association, Washington, D.C.
 75. Young, K., Markham, M. A., Novotnak, T., Zahn, M., Hall, G., Campbell, S., Garbacz, S. A., & Seeley, J. R. (2017, August). *Examining differential implementation of positive family support*. Poster presented at the annual meeting of the American Psychological Association, Washington, D.C.
 76. @Grenke, J., @Seaman, D., @Summ, S., & Garbacz, S. A. (2017, June). *Partnering with families in a culturally responsive multi-level system of support*. Paper presented at the annual quality educators convention, Madison, WI.
 77. Garbacz, S. A., Stormshak, E. A., & McIntyre, L. L. (2017, April). *Testing the efficacy of the family check-up in early elementary school*. Poster presented at the 2017 Society for Research in Child Development Biennial Meeting, Austin, TX.
 78. Sutherland, M., Santiago, R., Garbacz, S. A., & McIntyre, L. L. (2017, March). *Predictors of parent involvement and parent-teacher relationships in families of children with autism spectrum disorder*. Poster presented at the annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disorders, San Antonio, TX.
 79. Garbacz, S. A., & @Grenke, J. (2017, March). *How to build capacity and sustain family engagement through a systemic structure*. Paper presented at the 2017 International Conference on Positive Behavior Support, Denver, CO.
 80. Beattie, T., Masser, J., Nolan, K., Garbacz, S. A., Gau, J., & Seeley, J. R. (2017, February). *Examining parent academic monitoring to support middle school student*

- academics*. Poster presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
81. Brandel, D., Garbacz, S. A., Gau, J., & Seeley, J. R. (2017, February). *Examining school climate and deviant peer group affiliations in middle schools on student aspirations and future outlook*. Poster presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
 82. Garbacz, S. A., Stormshak, E. A., & McIntyre, L. L. (2017, February). Preliminary evaluation of the family check-up on children's early literacy, social and emotional behavior, and conduct problems. In A. Truckenmiller (Chair), *Arteries of academic achievement: Do certain malleable skills underlie multiple outcomes?* Panel presented at the annual Pacific Coast Research Conference, Coronado Bay, CA.
 83. Garbacz, S. A., Stormshak, E. A., McIntyre, L. L., & Kim, J.-S. (2016, December). *Efficacy of the family check-up on children's emotional and behavior problems in early elementary school*. Poster presented at the 2016 Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.
 84. Hirano, K. A., Garbacz, S. A., Shanley, L., Lindstrom, L., Rowe, D., & Leve, L. (2016, October). *Parent involvement in secondary special education and transition: A psychometric study*. Poster presented at the annual meeting of the Division on Career Development and Transition, Myrtle Beach, SC.
 85. Dishion, T. J., Seeley, J., Stormshak, E. A., Moore, K., Falkenstein, C., Garbacz, S. A., & Smolkowski, K. (2016, June). *Scaling up positive family support in public middle schools: Outcomes, implementation, challenges and potential solutions*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
 86. Allen, A. N., Taylor, C. N., Kilgus, S. P., von der Embse, N., & Garbacz, S. A. (2016, February). *Development and validation of the SAEBRS-parent rating scale*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
 87. Brandel, D., & Garbacz, S. A. (2016, February). Ready to lead? LGBTQ issues for pre-service K-12 teachers. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
 88. Garbacz, S. A., Boulahanis, K., Cohenour, J., Hirano, K., Rush, K., Kornelis, J., ... Minch, D. (2016, February). *Family engagement within schools implementing school-wide positive behavioral interventions and supports (PBIS): Current practices, barriers, and implications*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
 89. Masser, J., Santiago, R. T., Beattie, T., McWilliams, A., Annalora, D., Hupp-Dukes, R., & Garbacz, S. A. (2016, February). *Family trust of schools: The impact of resources and support*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
 90. Garbacz, S. A., Seeley, J. R., Dishion, T. J., Stormshak, E. A., Smolkowski, K., Moore, K. J., & Falkenstein, C. (2015, December). *Translational research of an ecological family-centered model in middle schools*. Poster presented at the 2015 Institute of Education Sciences Principal Investigators Meeting, Washington, DC.
 91. Hirano, K. A., Garbacz, S. A., Shanley, L., & Rowe, D. A. (2015, November). *An examination of parent involvement in secondary special education and transition*. Poster

- presented at the annual meeting of the Division on Career Development and Transition, Portland, OR.
92. Dent, A. L., Garbacz, S. A., Sheridan, S. M., Copek, R., Bash, K. L., Beattie, T., Kammer, J. S., Moore, C., & Suarez Pedraza, S. (2015, August). *Single case design research on conjoint behavioral consultation: Preliminary findings from a new meta-analytic approach*. Poster presented at the annual meeting of the American Psychological Association, Toronto, ON.
 93. Garbacz, S. A., Kammer, J. K., Cohenour, J., Kurtz-Nelson, E., Beattie, T., Horan-Spatz, M., ... Tuso, J. (2015, August). *Conjoint behavioral consultation for middle school students with disruptive behavior*. Poster presented at the annual meeting of the American Psychological Association, Toronto, ON.
 94. Garbacz, S. A., & McIntyre, L. L. (2015, August). Using family-school partnerships to support children with autism spectrum disorder. In J. Blacher (Chair), *Literacy, behavior and program outcomes*. Symposium conducted at the annual meeting of the American Psychological Association, Toronto, ON.
 95. Eagle, J. W., Garbacz, S. A., McIntosh, K., Minch, D., & Vatland, C. (2015, March). *Assessing family engagement practices in school-wide PBIS: What are schools doing?* Poster presented at the annual meeting of the international conference on Positive Behavior Support, Boston, MA.
 96. Moore, K. J., & Garbacz, S. A. (2015, March). *Student strengths and needs assessment: The pragmatic and empirical utility of using parents as the first gate in a multiple gating (tiered) screening process*. Paper presented at the 2015 NorthWest PBIS Spring Conference, Eugene, OR.
 97. Garbacz, S. A., Seeley, J. R., Dishion, T. J., Stromshak, E. A., Smolkowski, K., Moore, K. J., Falkenstein, C. A., Gau, J., & Kim, H. J. (2015, February). Promoting positive family support in middle schools. In S. A. Garbacz (Chair), *Family engagement across tiered mental health service delivery in schools*. Symposium conducted at the annual meeting of the National Association of School Psychologists, Orlando, FL.
 98. Garbacz, S. A., Zerr, A. A., Kornelis, J., Kammer, J., Brandel, D., Masser, J., Rush, K., Dishion, T. J., Seeley, J. R., & Stormshak, E. A. (2015, February). *Longitudinal influences of family involvement in middle school on student academic and behavior outcomes*. Paper presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.
 99. Santiago, R. T., Beattie, T., Moore, C., Suarez-Pedraza, S., Rich, L., Brandel, D., Kammer, J., & Garbacz, S. A. (2015, February). *Parent-teacher relationships in elementary school: An examination of parent-teacher trust*. Poster presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.
 100. Hirano, K. A., Garbacz, S. A., Shanley, L., & Rowe, D. A. (2014, November). *Parent involvement in secondary special education and transition: An exploratory psychometric study*. Poster presented at the annual meeting of the Division on Career Development and Transition, Cleveland, OH.
 101. Garbacz, S. A., Rosencrans, M., Rich, L., Moore, C., Kornelis, J., Kurtz-Nelson, E., & McIntyre, L. L. (2014, August). *Conjoint behavioral consultation for students with autism spectrum disorder: Consultee outcomes*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.

102. Garbacz, S. A., Santiago, R. T., Kammer, J. S., Rush, K., Suarez-Pedraza, S., Moore, C., Yamashita, M., Beattie, T., & McIntyre, L. L. (2014, August). *Conjoint behavioral consultation to enhance outcomes for students with autism spectrum disorder*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
103. Garbacz, S. A., Stormshak, E. A., Seeley, J., Dishion, T. J., Smolkowski, K., Moore, K., Brown, K., & Falkenstein, C. (2014, May). Promoting positive family support in middle schools. In E. Stormshak (Chair), *Implementing large scale interventions in schools: Promoting parent engagement and school support for family-centered interventions*. Symposium conducted at the annual meeting of the Society for Prevention Research, Washington, DC.
104. Garbacz, S. A., McIntosh, K., Eagle, J. W., Dowd-Eagle, S. E., Hirano, K., & Ruppert, T. (2014, April). *Family engagement within School-wide PBIS*. Paper presented at the 2014 Central Oregon PBIS Conference, Redmond, OR.
105. Brown, K. L., Gau, J. M., Moore, K. J., Garbacz, S. A., Stormshak, E. A., Dishion, T. J., Seeley, J. R., & Falkenstein, C. A. (2014, March). *Future career expectations of self-perceived low-income middle school students*. Poster presented at the 2014 University of Oregon Graduate Student Research Forum, Eugene, OR.
106. Garbacz, S. A., Eagle, J. W., Hirano, K., Ruppert, T., McIntosh, K., & Dowd-Eagle, S. (2014, March). *A model for moving from parent engagement to family-school partnerships within SW-PBIS*. Poster presented at the annual meeting of the international conference on Positive Behavior Support, Chicago, IL.
107. Garbacz, S. A., Zerr, A. A., Rush, K., Yamashita, M., Moore, K. J., Dishion, T. J., Seeley, J. R., & Stormshak, E. A. (2014, February). *Parent involvement in middle school: Longitudinal influences on student outcomes*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
108. Lannie, A. L., Jeffrey-Pearsall, J., & Garbacz, S. A. (2014, February). *Supporting teachers in classrooms: Coaching, consultation, or just best practice*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
109. Brown, K. L., Moore, K. J., Garbacz, S. A., Gau, J. M., Stormshak, E. A., Dishion, T. J., Seeley, J. R., & Falkenstein, C. (2013, August). *Effectiveness of an ecological model for increasing parental involvement in middle school: Positive family support*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.
110. Brown, K. L., Moore, K. J., Garbacz, S. A., Gau, J. M., Stormshak, E. A., Dishion, T. J., & Seeley, J. R. (2013, May). *Positive family support: An ecological model for increasing parental involvement in middle school*. Poster presented at the 2013 University of Oregon Graduate Student Research Forum, Eugene, OR.
111. Garbacz, S. A., Lannie, A., Truckenmiller, A., Jeffrey-Pearsall, J., Chase, E., Kurtz-Nelson, E., Zemantic, P., Yamashita, M., & Rush, K. (2013, March). *Best Practices for Coaching Teachers: Process, Strategies, and Recommendations*. Paper presented at the annual meeting of the international conference on Positive Behavior Support, San Diego, CA.
112. Garbacz, S. A., Burt, J. D., Gathje, R., & Frerichs, L. (2012, April). *Integrated behavioral health in well-child visits: The impact on adherence to American Academy of*

- Pediatrics guideless*. Poster presented at the annual Munroe-Meyer Institute Poster Session, Omaha, NE.
113. Garbacz, S. A., Struthers, P., Schaughency, E., Sheridan, S. M., & Welch, G. W. (2011, August). *The Multiple Dimensions of Parental Involvement: The Role of Child Year in School and Parent Education for a New Zealand Sample*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
 114. Sheridan, S. M., Moorman Kim, E., Coutts, M. J., Sjuts, T. M., Holmes, S. R., Ransom, K. A., & Garbacz, S. A. (2011, August). *Clarifying Parent Involvement and Family-School Partnership Intervention Research: A Preliminary Synthesis*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
 115. Sheridan, S. M., Bovaird, J. A., Garbacz, S. A., Coutts, M. J., & Holmes, S. R. (2011, February). *Results from a Randomized Trial Investigating Conjoint Behavioral Consultation: Observations of Students at Home*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
 116. Garbacz, S. A., Sheridan, S. M., & Schaughency, E. A. (2010, March). *A Multidimensional Examination of Family Involvement in New Zealand*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
 117. Sheridan, S. M., Glover, T. A., Kwon, K., Garbacz, S. A., Kunz, G., Witte, A., & Semke, C. (2010, March). *Efficacy of conjoint behavioral consultation: Child, parent, and teacher outcomes*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
 118. Kwon, K., Sheridan, S. M., Woods, K. E., Garbacz, S. A., & Semke, C. A. (2010, March). *Discrepancies in Rations of Children's Behaviors: The Role of Children's Identified Disabilities*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
 119. Garbacz, S. A., Sheridan, S. M., Woods, K. E., & Blevins, C. A. (2009, August). *Home-school continuity and child behavior outcomes in conjoint behavioral consultation*. Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.
 120. Kwon, K., Sheridan, S. M., Garbacz, S. A., Kupzyk, K. A., Glover, T. A., Blevins, C. A., Gill-Hraban, K. A., Mullaney, L. C., & Woods, K. E. (2009, August). *Conjoint behavioral consultation: Intervention outcomes and mediation of parent-teacher relationships*. Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.
 121. Bovaird, J. A., Sheridan, S. M., Glover, T., & Garbacz, S. A. (2009, June). Fixed vs. sequential experimental designs: Implications for cluster randomized trials in education. Poster presented at the annual research conference of the Institute of Education Sciences, U.S. Department of Education, Washington, DC.
 122. Sheridan, S. M., Glover, T. A., Bovaird, J. A., Garbacz, S. A., & Kwon, K. (June, 2009). *Conjoint behavioral consultation effects on student behaviors and family-school outcomes*. Poster presented at the Institute of Education Sciences (IES) Conference, Washington, DC.
 123. Sheridan, S. M., Glover, T. A., Kwon, K., & Garbacz, S. A. (2009, March). *Conjoint behavioral consultation: Preliminary findings of child outcomes and the mediating effect of parent-teacher relationships*. Paper presented at the annual conference of the Society for Research on Education Effectiveness, Arlington, VA.

124. Garbacz, S. A., Sheridan, S. M., Swanger-Gagné, M. A., & Witte, A. L. (2009, February). *Intervention implementation integrity within conjoint behavioral consultation: Strategies to maximize outcomes*. Paper presented at the annual meeting of the National Association of School Psychologists, Boston, MA.
125. Blevins, C. A., Sheridan, S. M., Garbacz, S. A., Kupzyk, K. A., Swanger-Gagné, M. A., & Magee, K. L. (2008, August). *Do family-school connections buffer the effect of family stress?* Poster presented at the annual conference of the American Psychological Association, Boston, MA.
126. Bovaird, J. A., Sheridan, S. M., Glover, T. A., Garbacz, S. A., & Toland, M. D. (2008, June). *Synthesizing single-case research: Comparing meta-analysis approaches for repeated behavioral observations on students clustered within classrooms*. Poster presented at the annual research conference of the Institute of Educational Sciences, U.S. Department of Education, Washington, DC.
127. Sheridan, S. M., Glover, T. A., Bovaird, J. A., Garbacz, S. A., Swanger-Gagné, M. S., Witte, A. L., Kupzyk, K. A., & Kunz, G. M. (2008, June). *Conjoint behavioral consultation in the early grades: Preliminary effects for parents and teachers*. Poster presented at the annual research conference of the Institute of Educational Sciences, U.S. Department of Education, Washington, DC.
128. Garbacz, S. A., & Sheridan, S.M. (2008, Spring). *International perspectives of family-school partnerships: An examination across three countries*. Poster presented at the annual meeting of the Nebraska Psychological Association, Student Poster Session, Lincoln, NE.
129. Garbacz, S. A., & Sheridan, S. M. (2008, February). *International perspectives of family-school partnerships: An examination across three countries*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
130. Sheridan, S. M., Woods, K., Magee, K., Mullaney, L., Garbacz, S. A., & Swanger-Gagné, M. S. (2007, October). *Family-school partnerships and the school psychologist: Tools for implementing evidence based models*. Presentation at the annual meeting of the Nebraska School Psychologists Association, Lincoln, NE.
131. Swanger-Gagné, M. S., Garbacz, S. A., Gill-Hraban, K. A., Sheridan, S. M., Witte, A., & Kunz, G. (2007, October). *Group-based conjoint behavioral consultation: Responsive support for students' needs*. Workshop presented at the annual meeting of the Nebraska School Psychologists Association, Lincoln, NE.
132. Swanger-Gagné, M. S., Garbacz, S. A., Toland, M. D., Sheridan, S. M., Witte, A. L., Glover, T. A., et al. (2007, August). Treatment implementation integrity of interventions facilitated by conjoint behavioral consultation. In S. Sheridan (Chair), Treatment fidelity research: Advances in operationalizing and measuring the construct. Symposium conducted at the annual meeting of the American Psychological Association, San Francisco, CA.
133. Sheridan, S. M., Glover, T. A., Bovaird, J. A., Garbacz, S. A., Swanger-Gagné, M. S., Witte, A. L. (2007, June). *Influencing and understanding change in parent-teacher relationships through consultation-based interventions*. Poster presented at the annual research conference of the Institute of Educational Sciences, U.S. Department of Education, Washington, DC.
134. Garbacz, S. A., Swanger-Gagné, M. S., Witte, A. L., Gill-Hraban, K. A., & Glover, T. (March, 2007). *Data collection in consultation: Ensuring simple, meaningful, and*

- efficient techniques*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, New York City, NY.
135. Swanger-Gagné, M. S., Garbacz, S. A., Witte, A. L., Kunz, G. M., Gill-Hraban, K. A., & Sheridan, S. M. (March, 2007). *Group-based conjoint behavioral consultation: Responsive support for students' needs*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, New York City, NY.
 136. Sheridan, S. M., Glover, T. A., Witte, A. L., Garbacz, S. A., Swanger, M. S., Johnsen, L. A., Black, K. A., & Meints, C. A. (2006, August). CBC through a new lens: Exploring individual outcomes in groups. Poster presented at the annual conference for the American Psychological Association, New Orleans, LA.
 137. Sheridan, S. M., Glover, T. A., Garbacz, S. A., Swanger, M. S., Witte, A., & Johnsen, L. (2006, June). *Conjoint behavioral consultation in the early grades*. Poster presented at the annual research conference of the Institute of Educational Sciences, U.S. Department of Education, Washington, DC.
 138. Garbacz, S. A., Rohlk, A. M., Swanger, M. S., Woods, K. E., Black, K. A., & Sheridan, S. M. (2006, March). *Conjoint behavioral consultation: The effectiveness of a partnership orientation*. Paper presented at the annual conference for the National Association of School Psychologists: Anaheim, CA.
 139. Burt, J. D., Garbacz, S. A., Sheridan, S. M., Black, K. A., & Olson, S. C. (2005, August). *Relationships between consultation training and practice: Serving families and schools*. Poster presented at the Annual Convention of the American Psychological Association, Washington, D.C.
 140. Sheridan, S. M., Clarke, B., Burt, J., Rohlk, A. M., Wood, K., Garbacz, S. A., Swanger, M. S., & Olson, S. (2005, August) *Where are they now? Generalization of Parent and teacher problem-solving*. Poster presented at the annual conference for the American Psychological Association: Washington D.C.
 141. Sheridan, S. M., Marti, D. C., Clarke, B. L., Burt, J. D., Black, K. A., Rohlk, A. M., Woods, K. E., Garbacz, S. A., Swanger, M. S., Olson, S. C., Magee, K. (2005, March). *Is Conjoint Behavioral Consultation partnership centered? An exploratory analysis*. Paper presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
 142. Garbacz, S. A., Daly, E. J., III, Olson, S. C., Persampieri, M., & Ni, H. (2004, March). An experimental investigation of the effects of providing choice of type of instruction on the reading fluency of middle school students with behavioral disorders. In E. J. Daly, III (Chair), *Improving reading by influencing students' choices*. Symposium conducted at the annual national convention of the National Association of School Psychologists, Dallas, TX.
 143. Olson, S. C., Garbacz, S. A., & Ni, H. (2003, April). *An experimental investigation of the effects of providing choice of type of instruction on the reading fluency of middle school students with behavioral disorders*. Paper presented as a poster at the annual University of Nebraska-Lincoln Student Research Conference, Lincoln, NE.

Webinars

144. Garbacz (2021, January). *Building strong collaboraitons with culturally and linguistically minoritized families during COVID-19*. Webinar conducted for the Colorado Department of Education.

145. Garbacz, S. A., & Minch, D. (2020, May). *Family-School-Community Alliance*. Webinar conducted for the Navigating Excellence – Parent Center Assistance and Collaboration Team.
146. Minch, D., & Garbacz, S. A. (2020, May). *Family-school collaboration in MTSS*. Webinar conducted for the Washington State MTSS district leaders.
147. Breen, K., Garbacz, S. A., Hieneman, M., Snellgrove, C., Cortez, J. Gonzalez, L., McGough, K., & King, C. (2019, October). *Better together: Family-school collaboration in PBS*. Sponsored by the Association for Positive Behavior Support.
148. Garbacz, S. A. (2016, November). *Conceptual and empirical foundations for family engagement*. Webinar conducted for the Wisconsin RTI Center/PBIS Network.
149. Garbacz, S. A. (2014, November). *Family engagement within tiered behavior support frameworks*. Webinar conducted for the National Association of School Psychologists School, Family, and Community Partnering Interest Group.

TEACHING

University of Wisconsin–Madison, Madison, Wisconsin

Courses

Independent Reading in Systems of Consultation (Summer 2018)

Independent Reading in Family Engagement (Spring 2018)

Nonrequired Practicum (Fall 2016, Spring 2017, Summer 2017, Fall 2017, Spring 2018, Summer 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021)

Seminar in Prevention, Intervention, and Enhancement Science (Fall 2019, Spring 2020, Fall 2020, Spring 2021)

Seminar in Evidence-Based Prevention Practices with C. A. Albers and T. R. Kratochwill (Fall 2019, Spring 2020, Summer 2020, Fall 2020, Spring 2021)

Systems of Consultation (Spring 2017, Spring 2018, Spring 2020, Spring 2021)

Guest Lectures

Prevention Science (November 2016, October 2017, October 2019, October 2020)

Research and Measurement Seminar in School Psychology (November 2017, November 2018, October 2019, October 2020)

Research Seminars

Research in School Mental Health (Fall 2019, Spring 2020, Fall 2020, Spring 2021)

Research in Mental Health Promotion (Fall 2018, Spring 2019, Fall 2020, Spring 2021)

Research in School-Family Partnerships (Fall 2016, Spring 2017, Fall 2017, Spring 2018, Summer 2018)

Rural Education Research (Each term since Summer 2017–Present)

University of Oregon; Eugene, Oregon

Courses

Advanced Consultation (Winter 2013, Winter 2014, Fall 2014, Winter 2015, Spring 2015, Fall 2015, Winter 2016)

Advanced Practicum (Winter 2015, Spring 2015)

Community Agency Practicum (Summer 2013, Summer 2014)

Intellectual Assessment (Spring 2015)

Introduction to Consultation (Spring 2014, Spring 2016)

Principles and Practices in School Psychology (Fall 2012, Fall 2013, Fall 2014, Fall 2015)
Research in School-Family Partnerships (Quarterly beginning Fall 2012)

Guest Lectures

Preparation of Leadership Personnel, Secondary Special Education & Transition (February 2014)
Behavioral Assessment (March 2016)

University of Nebraska–Lincoln, Lincoln, Nebraska

Courses

Instructor, School-Based Practicum in School Psychology (Fall 2008, Spring 2009;
Supervisor: Beth Doll)
Co-Instructor, School-Based Practicum in School Psychology (Fall 2007, Spring 2008;
Supervisor: Beth Doll)
Co-Instructor, Practicum in School Psychology Consultation: Conjoint Behavioral
Consultation (Fall 2006, Spring 2007; Supervisors: Emily Warnes and Susan Sheridan)

Guest Lectures

Guest Lecturer, Practicum in School Psychology Consultation: Conjoint Behavioral Consultation
(April 2011, 1 class session)
Guest Lecturer, Academic and Behavioral Assessment (February 2007–April 2007;
Supervisor: Merilee McCurdy)
Guest Lecturer and Graduate Assistant, Intellectual, Academic, and Behavioral Assessment (Fall
2003, Spring 2004; Supervisor: Merilee McCurdy)

University of Otago, Dunedin, New Zealand

Guest Lecture

Child Assessment (July 2008; Supervisor)

Utah State University, Logan, Utah

Guest Lecture via Video Conference

Instructional Consultation (November 2014)

SERVICE

Professional Activities

Society Memberships

American Psychological Association
American Psychological Association, Division 16 (School Psychology)
Association for Positive Behavior Support
National Association of School Psychologists
Wisconsin School Psychologists Association

National Leadership, Committees, and Service

External Reviewer for Tenure Cases (2020–Present)
Principal Member, Institute of Education Sciences Social and Behavioral Education Research
Scientific Review Panel (2018–Present, 4-year term)
Member, Institute of Education Sciences Social and Behavioral Education Research Scientific
Review Panel (FY 2018)
Member, Spencer Foundation Grant Review Committee (Fall 2020, Spring 2021, Fall 2021)

Member, Collaborative on Strengthening Nurturance in Families, Coalition of Behavioral Science Organizations with Tony Biglan, Karen Childs, Heather George, Tim Knostrer, and Mark Weist (2018–Present)

Chair, Revision of the National Association of School Psychologists School-Family Partnering Position Statement (2018-2019)

Chair, Lightner Witmer Award Committee, Division 16, American Psychological Association (2018)

Co-Chair and Co-Founder, Family-School-Community Alliance (2017–Present)

Member, Lightner Witmer Award Committee, Division 16, American Psychological Association (2017)

Co-Chair and Co-Founder, School, Family, and Community Partnering Interest Group, National Association of School Psychologists (2013–2017)

Member, Revision of the National Association of School Psychologists Effective Parenting Position Statement (2013)

Member, Revision of the National Association of School Psychologists Home-School Collaboration Position Statement (2012)

President, National Student Affiliates in School Psychology (2005–2007)

President-Elect, National Student Affiliates in School Psychology (2004–2005)

Student Member, Futures Conference in School Psychology Workgroup (2004-2006)

Student Delegate, Enhanced Family-School Partnerships and Parental Involvement Action Committee (2004–2007)

State and Regional Committees

Madison Metropolitan School District External Research Committee (2018–Present)

Wisconsin Response to Intervention Center / Schoolwide Positive Behavioral Interventions and Supports Network Family Engagement (2016–Present)

Wisconsin State Leadership Team for Schoolwide Positive Behavioral Interventions and Supports (2016–Present)

Wisconsin Department of Public Instruction State Management Team (2016–2018)

External Consultations

Northeast Positive Behavioral Interventions and Supports Network (2018–2019)

Verona Area School District, Verona, Wisconsin (2016)

Pleasant Hill School District, Pleasant Hill, Oregon (2015-2016)

Eugene School District 4J, Eugene, Oregon (08/2014)

Editorial and Reviewing Activities

Guest Co-Editor

School Psychology Quarterly (2018–2019)

Journal of School Psychology (2015–2017)

Senior Associate Editor

Journal of School Psychology (2020–Present)

Associate Editor

Journal of School Psychology (2014–2020)

Guest Action Editor

Journal of School Psychology (2013)

Editorial Board Member

Behavioral Disorders (2018–Present)
Journal of Educational & Psychological Consultation (2015–Present)
Journal of School Psychology (2013–2014)
School Psychology (Quarterly) (2016, 2018–Present)
School Psychology Review (2015–2020)

Ad Hoc Reviewer

Child and Adolescent Mental Health (2015, 2016)
Journal of Applied School Psychology (2011)
Journal of Educational & Psychological Consultation (2010)
Journal of School Psychology (2012)
Pediatrics (2011)
School Psychology Quarterly (2013–2015, 2011)
School Psychology Review (2007, 2020)

Book Proposal Reviews

Routledge (2012, 2017, 2020)

International Dissertation or Thesis Committees and Examinations

Thesis Examination Examiner, Michelle Rose, *Parent Involvement and Positive Behaviour for Learning in two Australian Schools*, Western Sydney University (2018)

Committees at the University of Wisconsin–Madison

University Committees

Faculty Senate (2017–2018, 2020–Present)
Faculty Senate Alternate (2016–2017)
Health Care Advisory (2021–Present)
Student Panels (2020–2021)

School Committees

Faculty and Staff Awards (2020)
Education Graduate Research Scholars (2017–2019)

Department Committees

Chair, Tenure and Promotion Committee (2019)
Director, Prevention, Intervention, and Enhancement Program (2018–Present)
Diversity and Inclusion Association (formerly Diversity Committee) (2016–Present)
Faculty/Staff Honors Committee (2016–2018)
School Psychology Open Rank Tenure Track Faculty Search Committee (2017–2018)

Program Area Committees

Co-Director, School Psychology program area (2019–Present)
Chair, Program Planning and Evaluation Committee (2020–Present)
Co-Chair, Program Planning and Evaluation Committee (2019–2020)
Program Development Committee (2016–2017)
Chair, Recruitment, Retention, and Outreach Subcommittee (2017–2019)

Wisconsin Center for Education Research

Wisconsin Ideas in Education Series Committee (2017–Present)

Advising and Mentorship

Postdoctoral

Rachel Santiago, Ph.D.

Dissertation Chair (Complete)

Phoebe Jordan (School Psychology, Chair), “Interventionist Characteristics Related to Treatment Integrity in Conjoint Behavioral Consultation” (2019)

Ryann Morrison (School Psychology, Chair), “Transitioning Youth from Juvenile Justice Centers to School: The Reentry Process” (2019)

Rachel DeRoos (School Psychology, Chair), “The Efficacy of Problem-Solving Consultation for Homeschooled Students with Learning-Related Behavior Concerns” (2018)

Dissertation and Thesis Committee Member (Complete)

Claire Berezowitz (2019)

Garret Hall (2019)

Sara Jeglum (2019)

Patrice Leverett (2018)

Brandon Lonnerstater (2020)

Andrea Lupus (2019)

Maria Malachowski (2018)

Mitchell Markham (2020)

Tanya Novotnak (2021)

Lisa Moore (2021)

Chelsea Olson (2018)

Katie Ostrander (2018)

Michael Sullivan (2020)

Leroy Williams (2021)

Kaitlyn Young (2020)

Committees at the University of Oregon

College of Education Committees

Scholarship Committee (2015–2016, 2014–2015, 2013–2014)

Teacher Standards and Practices Commission Program Coordinators Committee (10/2015–12/2015, 2012–2014)

Department Committees

Leona Tyler Visiting Professorship Endowment Fund Committee (2015–2016)

Search Committee, School Psychology (1) Open Rank Position in Diversity and School Psychology, and (2) Open-Rank Position in an open area of scholarly emphasis (2014–2015)

Ad Hoc Committee for Special Education and Clinical Sciences and College of Education Internal Governance Policies (2014)

Search Committee, School Psychology Visiting Lecturer (2014)

Search Committee, School Psychology Lecturer/Practicum Coordinator (2013)

Program Committees

Chair, Recruitment and Outreach Subcommittee (2015–2016)

Faculty Advisor for the University of Oregon National Association of School Psychologists
Student Leader/Team (2013–2016)

Co-Director of Training (Co-Director: L. L. McIntyre, 2014–2015)

Prepared materials and coordinated resubmission of the University of Oregon's Master's
Program in School Psychology program approval materials to the National Association of
School Psychologists. Subsequently, the Master's Program received full approval by the
National Association of School Psychologists. (2013 and 2014)

Advising and Mentorship

Dissertation Chair or Co-Chair

Shaji Haq (Co-Chair), "Using Competing Stimuli to Minimize Resurgence of Challenging
Behavior during Fixed-Lean Schedules of Reinforcement Following Functional
Communication Training" (2016)

Nicole Kaye (Chair), "Function-based Behavior Support Planning Competencies: A National
Survey of School Psychologists" (2015)

Dissertation Committee Member

Rachel Santiago (2018)

Kara Hirano (2016)

Jenni Chain (2014)

Kenya Makhiawala (2013)

Michael Schwartz (2013)

Supervised College Teaching Mentor

Jake Mahon, Introduction to Consultation (SPSY 630, Spring 2016)

Caitlin Rasplica, Intellectual Assessment (SPSY 672, Spring 2015)

Michael Schwartz, Advanced Consultation (SPSY 610, Winter 2015)

Tom Cariveau, Principles and Practices in School Psychology (SPSY 661, Fall 2014)

Michael Schwartz, Introduction to Consultation (SPSY 610, Spring 2014)

Tiffany Beattie, Principles and Practices in School Psychology (SPSY 661, Fall 2013)

Michael Parry, Advanced Consultation (SPSY 610, Winter 2013)

Kenya Makhiawala, Principles and Practices in School Psychology (SPSY 661, Fall 2012)

Committees at the University of Nebraska–Lincoln

Department Committees

Student Member, Quantitative and Psychometric Methods Faculty Search Committee
(2008–2009)

Program Committees

School Psychology Student Association Representative (2003–2004)

LICENSES AND CERTIFICATIONS

National

Nationally Certified School Psychologist (Certification #40639)

Nebraska

Licensed Psychologist (License #865)

School Psychologist Certification (Certificate #2016006647)

Oregon

Preliminary School Psychologist License (License #10439252)

Licensed Psychologist (License #2259)

Wisconsin

Licensed Psychologist (License #3413–57)

Pupil Services–Provisional License, School Psychologist (License #3001024832)