

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Wehby, Joseph H.	POSITION TITLE Associate Professor		
eRA COMMONS USER NAME JOSEPH.WEHBY			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Memphis State University	BS	1982	Special Education
Peabody College of Vanderbilt University	M.Ed	1987	Special Education
Vanderbilt University	PhD	1990	Education and Human Development

A. Positions and Honors

Positions

1982-1984 Teacher, Mid-South Hospital, Memphis, TN
 1984-1986 Research Assistant, Peabody College of Vanderbilt University
 1986-1990 Research Fellow, Vanderbilt University
 1991-1997 Research Assistant Professor, Peabody College of Vanderbilt University
 1998-1999 Senior Lecturer
 1999-2004 Assistant Professor, Peabody College of Vanderbilt University
 2004- pres Associate Professor, Peabody College of Vanderbilt University

Honors

1998 The Everett W. Hill Teaching Award in Special Education, Peabody College at Vanderbilt University
 2000, 2001 Outstanding Educator, Peabody Roundtable

B. Peer reviewed publications

McEvoy, M.A., Nordquist, V.M., Twardosz, S., Heckaman, K., Wehby, J.H., & Denny, R.K. (1987). Promoting autistic children's peer interaction in an integrated early childhood setting using affection activities. *Journal of Applied Behavior Analysis, 21*, 193-200.

Brady, M.P., McEvoy, M.A., Wehby, J., & Ellis, D. (1987). Using peers as trainers to increase an autistic child's social interactions. *The Exceptional Child, 34*, 213-219.

McEvoy, M.A., Shores, R.E., Wehby, J.H., Johnson, S.M., & Fox, J.J. (1990). Special education teachers' implementation of procedures to promote social action among children in integrated settings. *Education & Training in Mental Retardation, 3*, 267-276.

Shores, R.E., Jack, S.L., Gunter, P.L., Ellis, D.N., DeBriere, T.J., & Wehby, J.H. (1993) Classroom interactions of children with behavior disorders. *Journal of Emotional and Behavioral Disorders 1*, 27-39.

Wehby, J.H., Dodge, K.A., Valente, E. & Conduct Problems Research Group (1993). School behavior of first grade children identified as at risk for development of conduct problems. *Behavioral Disorders 19*, pp. 67-78.

Wehby, J.H. (1994). Issues in the assessment of aggressive behavior. *Preventing School Failure, 38*, 24-28.

- Tapp, J.T., Wehby, J.H., & Ellis, D.N. (1995). A multiple option observation system for experimental studies: MOOSES. *Behavior Research Methods, Instruments and Computers*, 27, 25-31.
- Wehby, J.H., Symons, F. & Shores, R.E. (1995). A descriptive analysis of aggressive behavior in classrooms for students with emotional and behavioral disorders. *Behavioral Disorders*, 20, 87-105.
- Wehby, J.H., & Symons, F.J. (1996). Revisiting conceptual issues in the measurement of aggressive behavior. *Behavioral Disorders*, 22, 29-35.
- Wehby, J.H., Symons, F.J., & Hollo, A. (1997). Promote appropriate assessment. *Journal of Emotional and Behavior Disorders*, 5, 45-54.
- Symons, F.J., McDonald, L.M., & Wehby, J.H. (1998). Functional assessment and teacher collected data. *Education and Treatment of Children*, 21, 135-159.
- Wehby, J.H., Symons, F.M., Canale, J., & Go, F. (1998). Teaching practices in classrooms for students with emotional and behavioral disorders: Discrepancies between recommendations and observations. *Behavioral Disorders*, 24, 52-57.
- Jolivet, K., Lassman, K.A., & Wehby, J.H. (1998). Functional assessment of academic instruction for a student with emotional and behavioral disorders: A case study. *Preventing School Failure*, 43, 19-23.
- Symons, F.M., Koppekin, A., & Wehby, J.H. (1999). Treatment of self-injurious behavior and quality of life for persons with mental retardation. *Mental Retardation*, 37, 297-307.
- Lassman, K.A., Jolivet, K., & Wehby, J.H. (1999). Collaborative behavioral contracting: A communication model for reintegrating students with serious emotional disturbance. *Teaching Exceptional Children*, 31, 12-18.
- Jolivet, K., Wehby, J.H., & Church, L.A. (1999). Academic strategy identification for students with emotional and behavioral disorders. *Behavioral Disorders*, 24, 220-221.
- Shores, R.E. & Wehby, J.H. (1999). Analyzing social behavior of children with emotional and behavioral disorders in classrooms. *Journal of Emotional and Behavioral Disorders*, 7, 194-199.
- Sutherland, K.S., Wehby, J.H., & Copeland, S. (2000). Effects of varying rates of behavior specific praise on the on-task behavior of students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 8, 1-8.
- Van Acker, R. & Wehby, J.H. (2000). Exploring the social contexts influencing student success or failure. *Preventing School Failure*, 44, 93-96.
- Wehby, J.H., & Hollahan, S.M. (2000). Effects of high probability requests on the latency in initiating academic tasks. *Journal of Applied Behavior Analysis*, 33, 259-262
- Sutherland, K.S., Wehby, J.H., & Gunter, P.L. (2000). The effectiveness of cooperative learning with students with emotional and behavioral disorders: A literature review. *Behavioral Disorders*, 25, 225-238.
- Jolivet, K., Wehby, J.H., Canale, J., & Massey, N.G. (2001). Effects of choice making opportunities on the behavior of students with emotional and behavior disorders. *Behavioral Disorders*, 26, 131-145.
- Sutherland, K. S., & Wehby, J. H. (2001). Exploring the relation between increased opportunities to respond to academic requests and the academic and behavioral outcomes of students with EBD: A review. *Remedial and Special Education*, 22, 113-121.
- Sutherland, K. S., Wehby, J. H., & Copeland, S. (2001). Catch them while you can: Monitoring and increasing your rate of praise. *Beyond Behavior*, 11, 46-49.
- Sutherland, K. S., & Wehby, J. H. (2001) The effects of self-evaluation on teaching behaviors in classrooms for students with emotional and behavioral disorders. *Journal of Special Education*, 35, 161-171.
- Falk, K.B. & Wehby, J.H. (2001). The effects of peer-assisted learning strategies on the beginning reading skills of young children with emotional/behavioral disorders. *Behavioral Disorders*, 26, 344-359.
- Sutherland, K.S., Wehby, J.H., & Yoder, P.J. (2002). Examination of the relation between teacher praise and students' with emotional/behavioral disorders opportunities to respond to academic requests. *Journal of Emotional and Behavioral Disorders*, 10, 5-14.
- Lane, K.L. & Wehby, J.H. (2002). Addressing antisocial behavior in schools: A call for action. *Academic Exchange Quarterly*, 6, 4-9.
- Lane, K.L., Wehby, J.H., Menzies, H. M., Gregg, R.M., Doukas, G.L., & Munton, S.M. (2002). Early literacy instruction for first-grade students at-risk for antisocial behavior. *Education and Treatment of Children*, 25, 438-458.
- Carter, E.W. & Wehby, J.H. (2003). Job performance of adolescents with emotional and behavioral disorders. *Exceptional Children*, 69, 449-465.

- Lane, K.L., Wehby, J., Menzies, H., Doukas, G., Munton, S., & Gregg, R. (2003) Social skills training for students at-risk for antisocial behavior: The effects of small group instruction. *Behavioral Disorders, 28*, 229-248.
- Barton-Arwood, S., Wehby, J.H., Gunter, P.L., & Lane, K.L. (2003). Functional behavior assessment rating scales: Intra-rater reliability with students with emotional and behavioral disorders. *Behavioral Disorders, 28*, 386-400.
- Wehby, J.H., Lane, K.L., & Falk, K.B. (2003). Academic instruction for students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 11*, 194-197.
- Wehby, J.H., Falk, K.F., Barton-Arwood, S., Lane, K.L., & Cooley, C. (2003). The impact of comprehensive reading instruction on academic and social behavior of students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 11*, 225-238.
- Hughes, C., Wehby, J.H., Carter, E.W., Plank, D., Wilson, L., Johnson, S., & Barton-Arwood, S. (2004). Summer activities of youth with high incidence disabilities from high poverty backgrounds. *Career Development for Exceptional Individuals, 27*, 27-42.
- Wehby, J.H., Tally, B.B., & Falk, K.B. (2004). Identifying the relation between the function of problem behavior and teacher instructional behavior. *Assessment for Effective Instruction, 30*, pp. 41-51.
- Strong, A., Wehby, J.H., Falk, K.B., & Lane, K.L. (2004). The impact of a structured reading curriculum and repeated reading on the achievement of junior high students with emotional and behavioral disorders. *School Psychology Review, 33*, pp. 561-581.
- Miller, M. J., Lane, K. L., & Wehby, J. H. (2005). Social skills instruction for students with high incidence disabilities: An effective, efficient approach for addressing acquisition deficits. *Preventing School Failure, 49*, 27-40.
- Lane, K. L., Wehby, J. H. & Barton-Arwood, S. (2005). Students with and at-risk for emotional and behavioral disorders: Meeting their social and academic needs. *Preventing School Failure, 49*, pp. 6-9.
- Wehby, J.H., Lane, K.L., & Falk, K.B. (2005). An inclusive approach to improving the literacy skills of students with and at-risk for emotional and behavioral disorders. *Behavioral Disorders, 30*, pp. 155-168.
- Barton-Arwood, S., Wehby, J.H., & Falk, K.B. (2005). Reading instruction for elementary-age students with emotional and behavioral disorders: Academic and behavioral outcomes. *Exceptional Children, 72*, pp. 7-27.
- Carter, E.W., Wehby, J.H., Hughes, C., Johnson, S.M., Barton-Arwood, S., Lunsford, L., & Plank, D. (2005). Preparing adolescents with high incidence disabilities for high stakes testing with strategy instruction. *Preventing School Failure, 49*, 55-62.
- Lane, K.L., Wehby, J.H., Little, M.A., & Cooley, C. (2005). Students educated in self-contained classrooms and self-contained schools: Part II – How do they progress over time? *Behavioral Disorders, 30*, 363-374.
- Lane, K.L., Wehby, J.H., Little, M.A., & Cooley, C. (2005). Academic, social, and behavioral profiles of students educated in self-contained classrooms and self-contained schools: Part I – Are they more alike than different. *Behavioral Disorders, 30*, 349-362.
- Lane, K.L., Wehby, J.H., & Cooley, C. (2006). Teacher expectations of students' classroom behavior across the grade span: Which social skills are necessary for success? *Exceptional Children*
- Lane, K. L., Weisenbach, J. L., Little, M.A., Phillips, A., & Wehby, J. (2006). Illustrations of function-based interventions implemented by general education teachers: Building capacity at the school site. *Education and Treatment of Children, 29*, 549-671
- Lane, K. L., Weisenbach, J. L., Little, M. A., Phillips, A., & Wehby, J. (2006). Illustrations of function-based interventions implemented by general education teachers: Building capacity at the school site. *Education and Treatment of Children, 29*, 549-671.
- Lane, K. L., Wehby, J., Robertson, E. J., & Rogers, L. (2007). How do different types of high school students respond to positive behavior support programs? Characteristics and responsiveness of teacher-identified students. *Journal of Emotional and Behavioral Disorders, 15*, 3-20.
- Lane, K. L., Weisenbach, J. L., Phillips, A., & Wehby, J. (2007). Designing, implementing, and evaluating function-based interventions using a systematic, feasible approach. *Behavioral Disorders, 32*, 122-139.
- Lane, K. L., Robertson, E. J., Mofield, E., Wehby, J. H., & Parks, R. J. (in press). Preparing students for college entrance exams: Findings of a secondary intervention conducted within a three-tiered model of support. *Remedial and Special Education.*

Lane, K. L., Barton-Arwood, S., Nelson, J. R., & Wehby, J. H. (in press). Academic performance of students with emotional and behavioral disorders served in a self-contained setting. *Journal of Behavioral Education*.

C. Research Support

Ongoing Research Support

CFDA 84.029D 2007-2011
US Department of Education
Leadership Training in Emotional Disturbance
Role: Principal Investigator

CFDA 84.324P 2004-2008
US Department of Education, Institute of Educational Sciences (IES)
Reducing Problem Behavior in Schools
Role: Principal Investigator

Completed Research Support

CFDA 84.324C 2003-2006
U.S. Department of Education, Office of Special Education and Rehabilitative Service *Project Prevent: Screening and Intervening to Prevent the Development of Learning and Behavior Problems.*
Role: Co-Principal Investigator

CFDA 84.324D 2002-2005
U.S. Department of Education, Office of Special Education and Rehabilitative Services, Directed Research Project
Project PBS: A Three-Tiered Prevention Model to Better Serve All Students.
Role: Co-Principal Investigator

CFDA 84.029D 2002-2006
U.S. Department of Education, Office of Special Education and Rehabilitative Services, Preparation of Leadership Personnel
Leadership Training in Emotional Disturbance: Focus on Academic Instruction
Role: Principal Investigator

Peabody Violence Prevention Project 2001-2005
A gift from Barbara and Doyle Rogers through the Jack C. Massey Family Foundation
Role: Principal Investigator

CFDA 84.324D 2001-2005
U.S. Department of Education, Office of Special Education and Rehabilitative Services, Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities CFDA 84324D (\$800,000).
Academic Excellence for Children with Emotional Disturbance.
Role: Principal Investigator