

CHRISTINE L. COLE

School Psychology Program
Lehigh University
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EDUCATION

- Ph.D. University of Wisconsin-Madison, 1982, Rehabilitation Psychology and Special Education
Emphasis on psychological assessment and intervention for developmental and behavior disorders
- M.S. University of Wisconsin-Madison, 1977, Social Work
Emphasis on clinical behavior therapy
- B.A. St. Olaf College, Northfield, MN, 1975, Psychology

FACULTY POSITION

- Professor, School Psychology Program, Lehigh University, Bethlehem, PA, 2001-present
- Associate Professor, School Psychology Program, Lehigh University, Bethlehem, PA 1994-2001
- Assistant Professor, School Psychology Program, Lehigh University, Bethlehem, PA 1988-1994

PROFESSIONAL LICENSE/CERTIFICATION

- License to Practice Psychology, Commonwealth of Pennsylvania
- School Psychology Certification, Commonwealth of Pennsylvania

PROFESSIONAL EXPERIENCE

- Director, School Psychology Program, Lehigh University, Bethlehem, PA, 2004-2010
- Psychology Consultant, Ken-Crest, Plymouth Meeting, PA, 2003-2010
- Psychology Consultant, Holland Glen, Horsham, PA, 1999-2008
- Psychology Consultant, Philadelphia School District, Northeast Cluster, 1997-1998
- Psychology Consultant, Centennial School, Bethlehem, PA, 1988-1994
- Director of Psychological Services, Bethesda Lutheran Home, Watertown, WI, 1986-1988
- Consultant, Psychological Services, Southern Wisconsin Center for Developmental Disabilities, Union Grove, WI, 1985-1986

Lecturer, Department of Rehabilitation Psychology and Special Education, University of Wisconsin-Madison, 1982-1988

Research Associate, Rehabilitation Research and Training Center, Waisman Center on Autism and Developmental Disabilities, University of Wisconsin-Madison, 1982-1988

Psychology Consultant, Petersen Health Care, Rhinelander, WI, 1981-1983 & 1987

Research Assistant, Rehabilitation Research and Training Center, Waisman Center on Mental Retardation and Human Development, University of Wisconsin-Madison, 1979-1982

Program Manager, Intensive Training Unit for Individuals with Intellectual Disabilities and Challenging Behavior, Bethesda Lutheran Home, Watertown, WI, 1978-1979

UNIVERSITY COURSES TAUGHT

SCHP/SPED 402 Applied Behavior Analysis (hybrid online)
 SCHP 404 Historical & Contemporary Issues in School Psychology
 SCHP 406 Research Methods and Design
 SCHP 408 Dissertation Proposal Seminar
 SCHP 423 Behavioral Assessment
 SCHP 426 Advanced School and Family Interventions
 SCHP 429 Seminar in Autism
 SCHP 429 Seminar in Low Incidence Disabilities
 SCHP 433 Practicum in Behavioral Assessment
 SCHP 436 Specialized Practicum in School Psychology: Supervision
 SCHP 442 Doctoral Practicum Supervision
 SCHP 443 Certification Internship Supervision
 SCHP 444 Doctoral Internship Supervision
 SCHP 496 Doctoral Seminar: Antecedent Intervention Strategies
 SCHP 496 Doctoral Seminar: Autism Spectrum Disorders
 SCHP 496 Doctoral Seminar: Self-management Interventions
 CPSY/ SCHP 484 History & Systems of Psychology (hybrid online)
 EDUC 383 Supervised Research in Applied Psychology
 EDUC 403 Research
 EDUC 461 Single Subject Research Design (hybrid online)

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Psychological Association
 National Association of School Psychologists

AWARDS

1998-2000 Endowed Professorship, Lehigh University
 1984 Friends of the Waisman Center Research Award

EDITORIAL ACTIVITIES

Mini-Series Guest Editor (1992), Self-management interventions, *School Psychology Review*, 21, 188-270.

Editorial Board Member

Journal of Behavioral Education (2001-2005)

Proven Practice (1998-2005)

School Psychology Review (1992-95)

Guest Reviewer

Journal of Behavioral Education

American Journal on Mental Retardation

Research in Developmental Disabilities

School Psychology Quarterly

School Psychology Review

The Journal of the Association for Persons with Severe Handicaps

Grant Reviewer

Field Initiated Research Grant Review (March 2002). Office of Special Education and Rehabilitation Services (OSERS), Office of Special Education Programs (OSEP), U.S. Department of Education.

GRANTS

Wood, B., Cole, C. L., & Doehring, P. (2015-2016). Co-investigators, *BCBA Online Course Development Proposal*. Lehigh University, Provost Grant. (\$12,180)

Bambara, L. M., & Cole, C. L. (2011-2013). Co-investigator, *Peer-mediated Social Skills Training for High School Students with Autism Spectrum Disorders*. Autism Speaks. (\$120,000)

Bambara, L. M., & Cole, C. L. (2008-2010). Co-investigator, *Autism Services, Research, and Training Center* (with University of Pennsylvania and Drexel University). (\$475,000)

Bambara, L. M., & Cole, C. L. (2006-2013). Co-investigator, *Lehigh Transition and Assessment Services*. Lehigh County and Northampton County. (\$600,000 annually)

Cole, C. L. (2006-2012). Principal Investigator, *Training School Psychologists as Inclusion Specialists for Students with Autism Spectrum Disorders*. U.S. Department of Education, Office of Special Education Programs. (\$655,800 over 5 years, with 1 continuation year)

Shapiro, E. S., & Cole, C. L. (2001-2006). Co-investigators, *Training School Psychologists as Integration Consultants for Students with Low Incidence Disabilities*. U.S. Department of Education, Office of Special Education Programs. (\$1,500,000 over 5 years)

Shapiro, E. S., & Cole, C. L. (1997-2000). Co-investigators, *Training School Psychologists in Assessment, Intervention, and Integration of Students with Low Incidence Disabilities*. U.S. Department of Education, Office of Special Education Programs. (\$380,000 over 3 years)

Cole, C. L. (1996-2013). Principal Investigator, *Community Choices*. Lehigh County and Northampton County. (\$580,000 annually)

Shapiro, E. S., & Cole, C. L. (1992-1996). Co-investigators, *Training School Psychologists in Assessment and Intervention for Students with Severe Handicaps*. U.S. Department of Education, Office of Special Education Programs. (\$425,755 over 4 years)

Cole, C. L. (1992-1993). Principal Investigator, *Evaluation of Nonaversive Interventions for Treatment of Children with Severe Behavior Disorders*. Lehigh University, Faculty Research Grant. (\$985)

PUBLICATIONS

Book

Shapiro, E. S., & Cole, C. L. (1994). *Self-management interventions for classroom behavior change*. New York: Guilford.

Peer-reviewed Journal Articles

Cole, C. L., Bambara, L. M., Chovanes, J., Telesford, A., Thomas, A., & Bilgili, I. (in preparation). Improving peer-focused conversation in adolescents with high-functioning autism.

Zakszeski, B., Flatley, K., Telesford, A., & Cole, C.L. (in review). *Behavioral self-management in early education: A component- and meta-analytic review*.

Bambara, L. M., Thomas, A., Chovanes, J., & Cole, C. L. (2018). Peer-mediated intervention: Enhancing the social conversational skills of adolescents with Autism Spectrum Disorder. *Teaching Exceptional Children*. doi.org/10.1177/0040059918775057

Bambara, L. M., Cole, C. L., Chovanes, J., Telesford, A., Thomas, A., Tsai, S., Ayad, E., & Bilgili, I. (2018). Improving the assertive conversational skills of adolescents with Autism Spectrum Disorders in a natural context. *Research in Autism Spectrum Disorders, 48*, 1-16.

Bambara, L. M., Cole, C. L., Kunsch, C., Tsai, S., & Ayad, E. (2016). A peer-mediated intervention to improve the conversational skills of high school students with autism spectrum disorder. *Research in Autism Spectrum Disorders, 27*, 29-43.

Bambara, L. M., Chovanes, J., Thomas, A., & Cole, C. L. (2016). Effective peer-mediated strategies for improving the conversational skills of adolescents with autism. *Perspectives of the ASHA Special Interests Groups, 1(1)*, 29-36.

McCurdy, E. E., & Cole, C. L. (2013). Use of a peer support intervention for promoting academic engagement of students with autism in general education settings. *Journal of Autism and Developmental Disorders*, DOI 10.1007/s10803-013-1941-5.

Cole, C.L., & Shapiro, E. S. (2005). Perceptions of trainers and practitioners regarding assessment and intervention for students with low incidence disabilities. *Psychology in the Schools, 42*, 677-689.

Lionetti, T. M., & Cole, C. L. (2004). A comparison of the effects of two rates of listening while reading on oral reading fluency and reading comprehension. *Education and Treatment of Children, 27*, 114-129.

Cole, C. L., & Skibitksy, T. R. (2002). Effects of within-activity choices on the challenging behavior of children with severe developmental disabilities. *Journal of Positive Behavioral Interventions, 4*, 29-37.

Lopez, A., & Cole, C. L. (1999). Effects of a parent-implemented intervention on the academic readiness skills of five Puerto Rican kindergarten students in an urban school. *School Psychology Review, 28*, 439-447.

- Shapiro, E. S., & Cole, C. L. (1999). Self-monitoring in assessing children's problems. *Psychological Assessment, 11*, 448-457.
- Bambara, L. M., Cole, C. L., & Koger, F. (1998). Translating self-determination concepts into support for adults with severe disabilities. *The Journal of the Association for Persons with Severe Handicaps, 25*, 27-37.
- Jitendra, A. K., Cole, C. L., Hoppes, M. K., & Wilson, B. (1998). Effects of a direct instruction main idea summarization program and self-monitoring on reading comprehension of middle school students with learning disabilities. *Reading & Writing Quarterly, 14*, 379-396.
- Miller, D. N., & Cole, C. L. (1998). Effects of social skills training on an adolescent with comorbid conduct disorder and depression. *Child & Family Behavior Therapy, 20*, 35-53.
- Cole, C. L., Davenport, T. A., Bambara, L. M., & Ager, C. L. (1997). Effects of choice and task preference on the work performance of students with behavior problems. *Behavioral Disorders, 22*, 65-74.
- Skinner, C. H., Cooper, L., & Cole, C. L. (1997). An examination of rapid and slow rate oral presentation previewing interventions on reading performance. *Journal of Applied Behavior Analysis, 30*, 331-333.
- Cole, C. L. (1996). Bringing together video technology, research, and practice: A review of *Practical Guide to Using Video in the Behavioral Sciences* by Dowrick and associates. *Journal of Applied Behavior Analysis, 29*, 591-592.
- McQuillan, K., DuPaul, G. J., Shapiro, E. S., & Cole, C. L. (1996). Classroom performance of students with Serious Emotional Disturbance: A comparative study of evaluation methods for behavior management. *Journal of Emotional and Behavioral Disorders, 4*, 162-170.
- Lam, A., Cole, C. L., Shapiro, E. S., & Bambara, L. M. (1994). Relative effects of self-monitoring on-task behavior, academic accuracy, and disruptive behavior in students with behavior disorders. *School Psychology Review, 23*, 44-58.
- Cole, C. L. (1992). Theme editor's comments: Self-management interventions in the schools. *School Psychology Review, 21*, 188-192.
- Cole, C. L., & Bambara, L. M. (1992). Issues surrounding the use of self-management interventions in the schools. *School Psychology Review, 21*, 193-201.
- Nientimp, E. G., & Cole, C. L. (1992). Teaching socially valid social interaction responses to students with severe disabilities in an integrated school setting. *Journal of School Psychology, 30*, 343-354.
- Skinner, C. H., Shapiro, E. S., Turco, T. L., Cole, C. L., & Brown, D. K. (1992). A comparison of self- and peer-delivered immediate corrective feedback on multiplication performance. *Journal of School Psychology, 30*, 101-116.
- Ager, C., & Cole, C. L. (1991). A review of cognitive-behavioral interventions for children and adolescents with behavioral disorders. *Behavioral Disorders, 16*, 276-287.
- Beidleman, D. C., & Cole, C. L. (1991). Scholastic Aptitude Test gender gap. *American Secondary Education, 19*(2), 2-5.
- Gomez, K. M., & Cole, C. L. (1991). Attention Deficit Disorder: A review of treatment alternatives. *Elementary School Guidance and Counseling, 26*, 106-114.

- Muha, D. G., & Cole, C. L. (1991). Dropout prevention and group counseling: A review of the literature. *The High School Journal*, 74, 76-80.
- Cole, C. L., & Gardner, W. I. (1990). Effects of staff- and self-assessment procedures on disruptive behavior in a vocational setting: A case study. *Vocational Evaluation and Work Adjustment Bulletin*, 23(2), 41-46.
- Friend, C. L., & Cole, C. L. (1990). Learner control in computer-based instruction: A current literature review. *Educational Technology*, 30(11), 47-49.
- Gardner, W. I., & Cole, C. L. (1987). Behavior treatment, behavior management, and behavior control: Needed distinctions. *Behavioral Residential Treatment*, 2, 37-53.
- Gardner, W. I., & Cole, C. L. (1987). Managing aggressive behavior: A behavioral diagnostic approach. *Psychiatric Aspects of Mental Retardation Reviews*, 6, 21-26.
- Gardner, W. I., Cole, C. L., Davidson, D. P., & Karan, O. C. (1986). Reducing aggression in individuals with developmental disabilities: An expanded stimulus control, assessment, and intervention model. *Education and Training of the Mentally Retarded*, 21, 3-12.
- Cole, C. L., Gardner, W. I., & Karan, O. C. (1985). Self-management training of mentally retarded adults presenting severe conduct difficulties. *Applied Research in Mental Retardation*, 6, 337-347.
- Cole, C. L., & Gardner, W. I. (1984). Self-management training. *Psychiatric Aspects of Mental Retardation Reviews*, 3, 17-20.
- Gardner, W. I., Clees, T. J., & Cole, C. L. (1983). Self-management of disruptive verbal ruminations by a mentally retarded adult. *Applied Research in Mental Retardation*, 4, 41-58.
- Gardner, W. I., Cole, C. L., Berry, D. L., & Nowinski, J. M. (1983). Reduction of disruptive behaviors in mentally retarded adults: A self-management approach. *Behavior Modification*, 7, 76-96.
- Cole, C. L., & Gardner, W. I. (1981). Teaching a client to self-manage appropriate work behavior. *Community Services Forum*, 1(3), 5-7.
- Gardner, W. I., & Cole, C. L. (1981). Meeting the mental health needs of the mentally retarded. *Community Services Forum*, 1(3), 1-3.
- Invited Book Chapters and Conference Proceedings**
- Cole, C. L. (2015). *Peer-mediated intervention for social communication difficulties in adolescents with Autism: Literature review and research recommendations*. Proceedings of the 2015 International Conference on Education, Psychology, and Society, Venice, Italy.
- Cole, C. L., & Kunsch, C. A. (2013). Self-monitoring. In B. D. McLeod, A. Jensen-Doss, & T. H. Ollendick (Eds.), *Diagnostic and behavioral assessment in children and adolescents: A clinical guide* (pp. 196-218). New York: The Guilford Press.
- Cole, C. L., & Bambara, L. M. (2000). Self-monitoring: Theory and practice. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Behavioral Assessment in Schools (2nd ed)* (pp. 202-232). New York: The Guilford Press.
- Cole, C. L., Marder, T., & McCann, L. (2000). Self-monitoring. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Conducting school-based assessments of child and adolescent behaviors* (pp. 121-149). New York: The Guilford Press.

- Cole, C. L., & Arndt, K. A. (1998). Autism. In L. Phelps (Ed.), *Health-related disorders in children and adolescents* (pp. 82-92). Washington, DC: American Psychological Association.
- Bambara, L. M., & Cole, C. L. (1997). Permanent antecedent prompts. In M. Agran (Ed.), *Student directed learning: Teaching self-determination skills* (pp. 111-143). Pacific Grove, CA: Brookes/Cole.
- Gardner, W. I., Graeber, J. L., & Cole, C. L. (1996). Behavior therapies: A multimodal diagnostic and intervention model. In J. W. Jacobson & J. A. Mulick (Eds.), *Manual of diagnosis and professional practice in mental retardation* (pp. 355-369). Washington, DC: American Psychological Association.
- Cole, C. L., & Gardner, W. I. (1993). Psychotherapy with developmentally delayed children. In T. R. Kratochwill & R. J. Morris (Eds.), *Handbook of psychotherapy with children and adolescents* (pp. 426-471). Boston: Allyn and Bacon.
- Gardner, W. I., & Cole, C. L. (1993). Aggression and related conduct disorders: Definition, assessment, and treatment. In J. L. Matson & R. P. Barrett (Eds.), *Psychopathology in the mentally retarded* (2nd ed., pp. 213-252). Boston: Allyn and Bacon.
- Shapiro, E. S., & Cole, C. L. (1993). Self-monitoring. In T. H. Ollendick & M. Hersen (Eds.), *Handbook of child and adolescent assessment* (pp. 124-139). Boston: Allyn and Bacon.
- Gardner, W. I., & Cole, C. L. (1990). Aggression and related conduct difficulties. In J. L. Matson (Ed.), *Handbook of behavior modification with the mentally retarded* (pp. 225-251). New York: Plenum.
- Gardner, W. I., & Cole, C. L. (1989). Self-management approaches. In E. Cipani (Ed.), *Treatment of severe behavior disorders: Behavior analysis approaches* (pp. 19-35). Washington, D.C.: American Association on Mental Retardation.
- Gardner, W. I., & Cole, C. L. (1988). Conduct disorders: Psychological therapies. In J. L. Matson (Ed.), *Treating childhood and adolescent psychopathology* (pp. 163-194). New York: Plenum.
- Gardner, W. I., & Cole, C. L. (1988). Self-monitoring procedures. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Behavioral assessment in schools* (pp. 206-246). New York: The Guilford Press.
- Cole, C. L. (1987). Self-management. In C. R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education* (pp. 1404-1405). New York: Wiley.
- Cole, C. L. (1987). Skinner's functional learning model. In C. R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education* (p. 1443). New York: John Wiley.
- Cole, C. L. (1987). Stimulus deprivation. In C. R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education* (pp. 1507-1508). New York: John Wiley.
- Cole, C. L. (1987). Stimulus satiation. In C. R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education* (p. 1508). New York: John Wiley.
- Gardner, W. I., & Cole, C. L. (1987). Conduct problems. In J. L. Matson & C. L. Frame (Eds.), *Handbook of assessment in child psychopathology* (pp. 251-270). New York: Plenum.
- Gardner, W. I., & Cole, C. L. (1985). Acting-out disorders. In M. Hersen (Ed.), *Practice of inpatient behavior therapy: A clinical guide* (pp. 203-230). New York: Grune & Stratton.

- Gardner, W. I., & Cole, C. L. (1984). Aggression and related conduct problems in the mentally retarded: A multicomponent behavioral model. In S. E. Breuning, J. L. Matson, & R. P. Barrett (Eds.), *Advances in mental retardation and developmental disabilities* (Vol. 2, pp. 41-84). Greenwich, CT: JAI.
- Gardner, W. I., & Cole, C. L. (1984). Use of behavior therapy with the mentally retarded in community settings. In F. J. Menolascino & J. A. Stark (Eds.), *Handbook of mental illness in the mentally retarded* (pp. 97-153). New York: Plenum.
- Gardner, W. I., Karan, O. C., & Cole, C. L. (1984). Assessment of setting events influencing functional capacities of mentally retarded adults with behavior difficulties. In A. S. Halpern & M. J. Fuhrer (Eds.), *Functional assessment in rehabilitation* (pp. 171-185). Baltimore: Brookes.

Video, Manuals, and Monographs

- Gardner, W. I., & Cole, C. L. (1987). *Behavioral treatment of persons with developmental disabilities* [Training manual and slide package]. Madison, WI: Rehabilitation Research and Training Center in Community Integration of MR.
- Karan, O. C., Gardner, W. I., & Cole, C. L. (Eds.). (1987). *Meeting the community integration challenges of individuals with developmental disabilities presenting behavioral and emotional disorders* [Monograph]. Madison, WI: Rehabilitation Research and Training Center.
- Cole, C. L., Pflugrad, D., Gardner, W. I., & Karan, O. C. (1985). *The self-management training program: Teaching developmentally disabled individuals to manage their disruptive behavior* [Video and training manual]. Champaign, IL: Research Press.
- Cole, C. L., Gardner, W. I., & Karan, O. C. (1983). *Self-management training of mentally retarded adults with chronic conduct difficulties* [Training manual]. Madison, WI: Rehabilitation Research and Training Center.
- Cole, C. L., & Gardner, W. I. (1982). *Habilitation of the mentally retarded: A therapeutic behavioral approach* [Training manual]. Rhinelander, WI: Petersen Health Care.
- Gardner, W. I., Cole, C. L., & Nowinski, J. M. (1981). *Influencing prosocial behavior in the developmentally disabled: A behavior management approach* [Training manual]. Watertown, WI: Bethesda Lutheran Home.
- Gardner, W. I., Cole, C. L., & Hessel, M. M. (1980). *Use of behavior management with the developmentally disabled* [Training manual and slide package]. Madison, WI: Rehabilitation Research and Training.

INVITED AND REFEREED PRESENTATIONS

- Bambara, L. M., Cole, C. L., & Thomas, A. (2018, November). *Conversational skills interventions for high school students with ASD in natural social settings*. Paper to be presented at the ASHA Annual Convention, Boston, MA.
- Cole, C. L., & Bambara, L. M. (2018, June). *Enhancing social conversation of adolescents with Autism: Use of a classification model to design interventions*. Paper to be presented at the 8th International Conference on Teaching, Education & Learning, Rome, Italy.
- Cole, C. L., Bambara, L. M., & Telesford, A. (2018, February). *Social conversation of adolescents with Autism: Assessment-driven individualized intervention*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

- Cole, C. L., & Bambara, L. M. (2017, November). *Increasing social conversation skills of adolescents with autism using peer-mediated intervention strategies*. Paper presented at the Association for Behavior Analysis International conference, Paris, France.
- Bambara, L. M., Chovanes, J., Cole, C., & Thomas, A. (2017, April). *Improving social conversation of adolescents with autism: The role of peers in peer-mediated intervention*. Paper presented at the annual Council for Exceptional Children Convention and Expo, Boston, MA.
- Zakszeski, B. N., Flatley, K., Cole, C. L., & Telesford, A. (2017, March). *Self-management of behavior in the early childhood classroom: Component- and meta-analytic findings*. Poster presented at the 14th International Conference on Positive Behavior Support, Denver, CO.
- Harrington, J., & Cole, C. L. (2017, February). *Giving students a chance: Identifying what works in gay-straight alliances*. Poster presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- Zakszeski, B. N., Flatley, K., Cole, C. L., & Telesford, A. (2017, February). *Self-management in early childhood: Intervention components, outcomes, and trends*. Paper presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- Bambara, L. M., & Cole, C. L. (2016, November). *Teaching the art of social conversation to adolescents with Autism through peer mediation*. Paper presented at the annual American Speech-Language-Hearing Association Conference, Philadelphia, PA.
- Bambara, L. M., Cole, C. L., Chovanes, J., Thomas, A., & Tsai, S. (2016, April). *Effective peer strategies for enhancing the conversational skills of adolescents with autism*. Paper presented at the annual Council for Exceptional Children Convention and Expo, St. Louis, MO.
- Cole, C. L., Telesford, A., & Phipps, K. (2016, February). *What are you saying? Social-communication interventions for adolescents with ASD*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Phipps, K. M., & Cole, C. L. (2016, February). *Speaking out: Students' with ASDs Perceptions of inclusion*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Bambara, L. M., & Cole, C. L. (2016, January). *Improving the conversational skills of high school students through peer mediation*. Poster presented at the Association for Behavior Analysis International Conference, New Orleans, LA.
- Cole, C. L. (2015, April). *Peer-mediated intervention for social communication difficulties in adolescents with Autism: Literature review and research recommendations*. Paper presented at the International Conference on Education, Psychology, and Society, Venice, Italy.
- Kunsch, C. A., Cole, C. L., Ayad, E., & Lubar, A. (2015, February). *Teaching peers to support conversation with high school students with ASD*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.
- Bambara, L. M., Cole, C. L., Kunsch, C. A., Tsai, S., & Drogan, R. (2014, December). *Teaching peers to support the conversations with high school students with ASD*. Paper presented at TASH Annual Conference, Washington, DC.

- Bambara, L., M., Kunsch, C. A., Cole, C. L., Tsai, S., & Ayad, E. (2014, April). *Improving the social communication skills of high school students with autism: A review of research and strategies for implementation*. Paper presented at 2014 Council for Exceptional Children Convention and Expo, Philadelphia, PA.
- Bambara, L. M., Cole, C. L., Kunsch, C. A., Tsai, S., & Ayad, E. (2014, March). *Helping high school students with autism become active conversationalists through peer mediation*. Paper presented at the Association for Positive Behavior Support International Conference, Chicago, IL.
- Ayad, E., Cole, C. L., Bambara, L. M., & Kunsch, C. A. (2014, February). *Peer-mediated social communication skills intervention for high school students with Autism: Examining peer behavior*. Poster presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Cole, C. L., Bambara, L. M., Kunsch, C. A., Ayad, E., & Lubar, A. (2014, February). *Use of peer mediation strategies to improve social communication skills in adolescents with Autism*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
- McCurdy, E. E., & Cole, C. L. (2014, February). *Including students with Autism: A peer support intervention*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Bambara, L., M., Cole, C. L., Kunsch, C. A., Tsai, S., & Ayad, E. (2013, December). *Peer intervention to improve the conversational skills of high schoolers with Autism*. Paper presented at the annual meeting of TASH, Chicago, IL.
- Bambara, L. M., Cole, C., Kunsch, C. A., Drogan, R., & Tsai, S. (2013, March). *Supporting the conversational skills of high school students with Autism through peer mediation*. International Conference on Positive Behavior Support, San Diego, CA.
- Bambara, L. M., Cole, C. L., Drogan, R., & Tsai, S. (2012, December). *Teaching peers to support the conversational skills of high school students with Autism*. Paper presented at the annual meeting of TASH, Long Beach, CA.
- McCurdy, E. E., & Cole, C. L. (2012, February). *Using peer supporters to decrease off-task behavior in inclusive settings*. Poster presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Cole, C. L., & Seymour, K. J. (2011, February). *Training school psychologists as inclusion facilitators for students with ASD*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Bambara, L., M., Cole, C. L., & Hughes, C. (2010, May). *Future directions for adolescents and adults with ASD*. Paper presented at the annual meeting of the American Association of Intellectual and Developmental Disabilities, Providence, RI.
- Burgess, C., Cole, C. L., Kunsch, C. A., McCurdy, E. E., & Bambara, L. M. (2009, December). *Community inclusion of adults with Autism: What do we know from research?* Paper presented at the annual meeting of TASH, Pittsburgh, PA.
- Gischlar, K., & Cole, C. L. (2009, February). *Autism Spectrum Disorders: The impact of diagnosis on the family*. Paper presented at the National Association of School Psychologists, Boston, MA.
- Cole, C. L., Kunsch, C. A., & Levinson, T. (2005, August). *Effects of self-management interventions for classroom problems: A meta-analysis*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.

- Marder, T. J., Cole, C. L., McIntyre, S., & Kravic, E. (2003, May). *Choice as a treatment for escape maintained behavior*. Poster presented at the annual meeting of the Association for Behavior Analysis, San Francisco, CA.
- Miller, D. N., Kern, L., Cole, C. L., & Hickman, W. (April, 2003). *Positive Behavior Support: A Comprehensive Approach for Addressing Students' Challenging Behaviors*. Poster presented at the annual meeting of the National Association of School Psychologists, Toronto, ON.
- Levinson, T., & Cole, C. L. (2002, February). *What's the student's view? Including the student directly in the functional behavioral assessment (FBA) process*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Sawka, K., Cole, C. L., & Levinson, T. (2001, March). *Self-management and students with behavior disorders: An innovative classwide approach*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.
- Cole, C. L., McCann, L., Skibitsky, T., Durnan, S., & Vereb, R. (2000, March). *Training school psychologists to facilitate inclusion of students with disabilities*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Cole, C. L., & Skibitsky, T. (2000, March). *Effects of within-activity choices on the challenging behavior of students with disabilities*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Cole, C. L., & Skibitsky, T. (1999, December). *Facilitating the inclusion of students with low incidence disabilities*. Paper presented at the annual meeting of TASH, Chicago, IL.
- Cole, C. L., & Skibitsky, T. (1999, December). *Use of within-activity choices to reduce children's challenging behavior*. Poster presented at the annual meeting of TASH Chicago, IL.
- Marder, T. J., & Cole, C. L. (1999, May). *Determining the antecedent effects of choice making on escape-maintained behavior*. Poster presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.
- Renouf, K. L., & Cole, C. L. (1999, April). *The effects of self-monitoring academic productivity on the performance of students at risk for Attention Deficit Hyperactivity Disorder*. Poster presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV.
- Cole, C. L., & Koger, F. (1998, December). *Self-determination: Translating concepts into support*. Paper presented at the annual meeting of TASH, Seattle, WA.
- Cole, C. L., Neifer, K., & Pitts, R. (1998, April). *Antecedent assessment and intervention strategies for preventing challenging behavior in the classroom*. Paper presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.
- Cole, C. L., McCann, L., & Pitts, R. (1997, October). *Antecedent Assessment and Intervention Strategies for Students with Challenging Behavior*. Paper presented at the annual Penn State School Psychology conference, State College, PA.
- Cole, C. L. (1997, April). *Self-management strategies for facilitating integration of students with severe disabilities*. Paper presented at the annual meeting of the National Association of School Psychologists, Anaheim, CA.

- Hoppes, M. K., Jitendra, A. K., Wilson, B., & Cole, C. L. (1997, April). *Enhancing reading comprehension: The role of a summarization strategy and self-monitoring*. Poster presented at the annual convention of the Council for Exceptional Children, Salt Lake City, UT.
- Cole, C. L. (1996, March). *Developing easy-to-use self-managed strategies for students with emotional and behavioral challenges*. Paper presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Cole, C. L., Banks, C., Calhoun, D., Harke, B., Hoff, K., Shoemaker, A., & Zona, C. (1994, April). *Assessment and intervention for students with severe disabilities*. Paper presented at the annual meeting of the Association of School Psychologists of Pennsylvania, Harrisburg, PA.
- Cole, C. L., & Martin, J. E. (1994, March). *Student empowerment: Strategies to enhance choice making and self-determination in students with disabilities*. Paper presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Brady, T. N., & Cole, C. L. (1993, April). *A comparison of previewing procedures on the oral reading fluency of children with learning disabilities*. Poster presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Cole, C. L., Arndt, K., & Loeb, L. (1993, April). *Current best practices in assessment and intervention for students with severe handicaps*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Cole, C. L., & Davenport T. A. (1993, April). *Effects of choice and preference on on-task performance of students with behavior disorders*. Poster presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Lam, A. L., & Cole, C. L. (1992, August). *Relative effects of self-monitoring on-task, academic accuracy, and disruptive behavior*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Cole, C. L., & Tromans, D. (1991, March). *Self-management vs. teacher-management: Who's the best boss?* Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.
- Shapiro, E. S., & Cole, C. L. (1991, March). *Self-management interventions for classroom behavioral change*. Workshop presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.
- Cole, C. L. (1990, May). *Who's controlling whom?: The case for self-management with adults with mental retardation*. Paper presented at the annual meeting of the American Association on Mental Retardation, Atlanta, GA.
- Cole, C. L., Roberts, M., & Tromans, D. (1990, April). *Generalization of the reactive effects of self-monitoring academic tasks*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Cole, C. L. (1989, March). *Reducing classroom aggression: An expanded stimulus control assessment and intervention model*. Paper presented at the annual meeting of the National Association of School Psychologists, Boston, MA.
- Cole, C. L. (1987, June). *Use of self-management with developmentally disabled individuals: A critical review*. Paper presented at the International Research Conference on the Mental Health Aspects of Mental Retardation, Evanston, IL.

- Cole, C. L. (1987, May). *Assessment and treatment of aggression and related conduct disorders: A coping skills approach*. Paper presented at the Annual Meeting of the American Association on Mental Retardation, Los Angeles, CA.
- Cole, C. L. (1986, December). *Coping skills training approaches*. Paper presented at the Wisconsin Division of Care and Treatment Facilities Conference, Stevens Point, WI.
- Cole, C. L. (1986, October). *Self-management training*. Workshop presented at the Illinois Association of Rehabilitation Facilities Annual Meeting, St. Charles, IL.
- Cole, C. L. (1986, March). *The self-management training program*. Workshop presented at the Peoria Association for Retarded Citizens Spring Conference, Peoria, IL.
- Cole, C. L. (1985, May). *Teaching mentally retarded students with severe behavior problems: A new perspective*. Keynote address and workshops presented at the meeting of the Virginia Department of Education, Lynchburg and Williamsburg, VA.
- Cole, C. L. (1984, June). *Self-management training of disruptive developmentally disabled adults*. Workshop presented at the Fourth Annual Upper Peninsula Mental Health Conference, Copper Harbor, MI.
- Cole, C. L. (1983, May). *Multicomponent self-management training*. Paper presented at the annual meeting of the American Association on Mental Deficiency, Dallas, TX.