

CHARLES R. GREENWOOD, Ph.D.

Director and Senior Scientist, Juniper Gardens Children's Project, Institute for Life Span Studies, University of Kansas

A. EDUCATION AND TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Utah, Salt Lake City, UT	BS	1969	Psychology
University of Utah, Salt Lake City, UT	MS	1971	School Psychology
University of Utah, Salt Lake City, UT	Ph.D.	1972	Educational Psych

B. POSITION AND HONORS

- 1972-77 Principal Investigator, Center at Oregon for Research in the Behavioral Education of the Handicapped, University of Oregon, Eugene.
- 1977-78 Research Affiliate, Oregon Research Institute, Eugene.
- 1978-89 Research Director, Juniper Gardens Children's Project, University of Kansas.
- 1989-present Full Professor (1989-present), Department of Applied Behavioral Science, University of Kansas
- 1989-present Senior Scientist, Schiefelbusch Institute for Life Span Studies, University of KS
- 1991-present Director, Juniper Gardens Children's Project, Schiefelbusch Institute for Life Span Studies, University of Kansas
- 2001-present CoDirector, Biobehavioral Measurement Core, Kansas Intellectual and Developmental Disabilities Research Center

OTHER EXPERIENCES AND AWARDS

- 1992 Fellow, American Psychological Association, Division 25
- 1996 Recipient of the Annual Research Award, Council for Exceptional Children, Juniper Gardens Children's Project, Charles R. Greenwood, Director,
- 2001 Fred S. Keller Award for Outstanding Contribution to the Field of Education, Division 25, American Psychological Association
- 1997-2007 Statistical Advisor, *Topics in Early Childhood Special Education*
- 2002-present Member, OSEP, USDE Standing Proposal Review Panel
- 2004-present Board Member, Children's Campus of Kansas City, Inc.
- 2005-present Advisory Board, *School Psychology Review*
- 2005 Chair, NCSER, IES Combined Special Education Proposal Review Panel.
- 2007-2009 Member/Chair, NCSER, IES Early Childhood Standing Review Panel
- 2009 Higuchi Research Achievement Award in Applied Science, University of Kansas.
- 2012 Fellow, American Psychological Association, Division 33

B. Selected Peer-Reviewed Publications

- Carta, J. J., Greenwood, C. R., Walker, D., Kaminski, R., Good, R., McConnell, S. R., & McEvoy, M. (2005). Individual growth and development indicators (IGDIs): Assessment that guides intervention for young children. *Young Exceptional Children, 4*, 15-27.
- Kamps, D., & Greenwood, C. R. (2005). Formulating secondary-level reading interventions. *Journal of Learning Disabilities, 38*(6), 500-509.

- Buzhardt, J., Greenwood, C. R., Abbott, M., & Tapia, Y. (2006). Research on scaling up of effective instructional intervention practice: The need for a formative measure of the rate of implementation. *Educational Technology Research and Development*, 54(5), 467-492.
- Greenwood, C. R., Carta, J. J., Walker, D., & Hughes, K. (2006). Preliminary investigations of the application of the Early Communication Indicator (ECI) for infants and toddlers. *Journal of Early Intervention*, 28(3), 178-196.
- Greenwood, C. R., Walker, D., Carta, J. J., & Higgins, S. (2006). Developing a general outcome measure of growth in the cognitive abilities of 1 to 4 years old: The Early Problem Solving Indicator. *School Psychology Review*, 35(4), 535-551.
- Greenwood, C. R., Walker, D., Hornback, M., Nelson, C., Hebbeler, K., & Spiker, D. (2007). Kansas Early Childhood Special Education Accountability System: Initial findings using the ECO Child Outcome Summary Form (COSF). *Topics Early Childhood Special Education*, 27(1), 2-18.
- Kamps, D., Abbott, M., Greenwood, C. R., Arreaga-Mayer, C., Wills, H., Longstaff, J., Culpepper, M., & Walton, C. (2007). Use of evidence-based, small group reading instruction in high risk English language learners in primary elementary grades: Second tier intervention. *Learning Disabilities Quarterly*, 30(3).
- Missal, K., N., Carta, J. J., McConnell, S., Walker, D., & Greenwood, C. R. (2007). Using individual growth and development indicators to measure early language and literacy. *Infants and Young Children*, 4, 15-28.
- Kamps, D., Abbott, M., Greenwood, C. R., Wills, H., Veerkamp, M., & Kaufman, J. (2008). Effects of small-group reading instruction and curriculum differences for students most at risk in kindergarten: Two-year results for secondary and tertiary-level interventions. *Journal of Learning Disabilities*, 41(2), 101-114.
- Kamps, M., Greenwood, C., Wills, H., Veerkamp, M., & Kaufman, J. (2008). Effects of Small Group Reading Instruction and Curriculum Differences for Students Most At Risk in Kindergarten: Two Year Results for Secondary and Tertiary Level Intervention. *Journal of Learning Disabilities*, 41, 101-114.
- Kamps, D. M., Arreaga-Mayer, C., Veerkamp, M. B, Tapia, Y., Bowman, L., Bannister, H., Greenwood, C. R., & Utley, C. (2008). ClassWide Peer Tutoring intervention in urban middle schools: Replications and findings across 3 years. *Education and Treatment of Children*, 32(2), 119-152.
- Walker, D., Carta, J. J., Greenwood, C., & Buzhardt, J. (2008). Individual Growth and Development Indicators: Their use in progress monitoring and intervention decision making in early education. *Exceptionality*, 16(1), 33-47.
- Greenwood, C. R. (2009). Work scope of the Center for Response to Intervention in Early Childhood (CRTIEC). In M. R. Coleman, F. P. Roth, & T. West (Authors), *Roadmap to Pre-K RTI. National Center for Learning Disabilities*, online at <http://www.nclld.org/>.
- Abbott, M., Wills, H., Greenwood, C. R., Heitzman-Powell, L., Kamps, D., & Selig, J. (2010). The combined effects of grade retention and targeted small group intervention on students' literacy outcomes. *Reading and Writing Quarterly*, 26(1), 4 - 25.
- Linebarger, D. L., Piotrowski, J. T., & Greenwood, C. R. (2009). Onscreen print: The role of closed captions as a supplemental literacy tool *Journal of Research in Reading*. 33(2), Online <http://www3.interscience.wiley.com/journal/122683730/abstract?CRETRY=1&SRETRY=0>
- Buzhardt, J., & Walker, D. (2010). Web-based support for decision making using IGDIs. In J. J. Carta, C. R. Greenwood, D. Walker & J. Buzhardt (Eds.), *Using IGDIs: Monitoring*

- progress and improving intervention results for infants and young children* (pp. 127-144). Baltimore: Brookes.
- Buzhardt, J., Greenwood, C. R., Walker, D., Carta, J. J., Terry, B., & Garrett, M. (2010). Web-based tools to support the use of data-based early intervention decision making. *Topics in Early Childhood Special Education, 29*(4), 201-214.
- Watson, S., Gable, R., & Greenwood, C. R. (2010). Combining ecobehavioral assessment, functional assessment, and response to intervention to promote more effective classroom instruction. *Remedial and Special Education, 20*(10), 1-11.
- Greenwood, C. R., Walker, D., & Buzhardt, J. (2010). The Early Communication Indicator (ECI) for Infants and Toddlers: Early Head Start Growth Norms from Two States. *Journal of Early Intervention, 32*(5), 310-334.
- Kim, J. M., & Greenwood, C. R. (2010). Using ecobehavioral classroom observation assessment data in the decision making process for individuals with and without disabilities in inclusive settings. *Korean Journal of Special Education, 45*(2), 251-277.
- Greenwood, C. R., Thiemann-Bourque, K., Walker, D., Buzhardt, J., & Gilkerson, J. (2011). Assessing children's home language environments using automatic speech recognition technology. *Communication Disorders Quarterly, 32*(2), 83-92.
- Buzhardt, J., Greenwood, C. R., Walker, D., Anderson, R., Howard, W. J., & Carta, J. J. (2011). Effects of web-based support on Early Head Start home visitors' use of evidence-based intervention decision making and growth in children's expressive communication. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 13*(3), 124-146.
- Greenwood, C. R., Buzhardt, J., Walker, D., Howard, W. J., & Anderson, R. (In press). Program-level influences on the measurement of early communication for infants and toddlers in Early Head Start. *Journal of Early Intervention*.
- Greenwood, C. R. (in press). The ecology of school-based RTI intervention services. *Journal of Education and Psychology Consultation*.
- Greenwood, C. R., Bradfield, T., Kaminski, R., Linas, M., Carta, J. J., & Nylander, D. (2011). The Response to Intervention (RTI) approach in early childhood. *Focus on Exceptional Children, 43*(9), 1-22.
- Greenwood, C. R., & Kim, J. M. (2012). Response to intervention (RTI) services: An ecobehavioral perspective. *Journal of Education and Psychology Consultation, 22*, 1-27.
- Presentations/Poster Presentations (Recent)**
- Greenwood, C. R., Anderson, R., Little, T. D, Walker, D., & Buzhardt, J. (2009, June). *Dynamic Relations in the Early Communication Skills Growth Trajectories of Infants and Toddlers (R324A070085)*. Poster presentation at the IES Research Directors Conference, Washington, DC.
- Greenwood, C. R. (2011). *Developing infant and toddler benchmark goals and cut-points for risk using developmental trajectories*. Presentation at the 2011 meeting of the Pacific Coast Research Conference, San Diego
- Kaminski, R., Greenwood, C. R., & McConnell, S. R. (2011, May). *Response to intervention in early childhood: Promises and challenges*. Presentation at the 2011 meeting of the International Association of Early Intervention, New York, NY.
- Chapters/Books (Selected)**
- Greenwood, C. R., Carta, J. J., Baggett, K., Buzhardt, J., Walker, D., & Terry, B. (2008). Best practices integrating progress monitoring and response-to-intervention concepts into early childhood systems for infants and toddlers. In A. Thomas, J. Grimes & J. Gruba (Eds.), *Best*

practices in school psychology V. Washington DC: National Association of School Psychology, Washington, DC.

Greenwood, C. R., Kratchwill, T. & Clements, M. (Eds.) (2008). *School-wide prevention models: Lessons learned in real elementary schools*. New York: Guilford.

Carta, J. J., Greenwood, Walker, D., & Buzhardt, J. (2010). *Using IGDIs: Monitoring progress and improving intervention results for infants and young children*. Baltimore, MD: Brookes.

C. Research Support

Completed Research Support (Recent Selected)

OSEP, USDE - *Effects of Progress Monitoring Supported by National Web-based Technology on the Intervention Results of Infants and Toddlers with/without Disabilities Ages*. The aim is to test the hypothesis that systematic use of progress monitoring to identify when a child is not responding to an intervention and to guide early intervention will accelerate outcomes with infants and toddlers. Role: Principal Investigator, Effort = 15%

R324A07181 Kamps (PI) 07-01-07 to 06-30-11

NCSER, IES, USDE – *Class-wide Function-Based Intervention Teams: A Research to Practice Agenda for functional Behavior Assessment for Students with and At Risk for SBD*. The aim is to test the efficacy of the CW:FIT intervention in a randomized control trial design. Role: Co-PI

Ongoing Research Support

R324A07085 Greenwood (PI) 03-01-07 to 02-28-12

NCSER, IES, USDE – *Infancy to Preschool Early Literacy Connection: Validation Studies of the Early Communication Indicator of Growth and Development*. The aim is to advance the technical standards and decision-making utility of a progress monitoring measure of early communication for infants and toddlers, the Early Communication Indicator (ECI). Role: Principal Investigator, Effort = 25%

R324C080011 Greenwood & Carta (CoPIs) 07-01-2008 to 06-30-2012

NCSER, IES, USDE – Center for Response to Intervention in Early Childhood (CRTIEC). The aim of this research and development center is to advance knowledge of effective Tier 2 and Tier 3 interventions for language and early literacy skills and progress monitoring measurement as key components in a response to intervention approach to preschool instruction. Role: CoPI, Effort = 35%.

24-1714-0037-002 Sheridan (PI) 06-01-08 to 5-31-12

NCSER, IES, USDE – *Development of a Three-Tiered Model of Early Intervention to Address Language and Literacy Needs of Children at Risk*. The aim is to develop a 3-tier model for preschool language and literacy prevention. Role: Investigator, Effort = 1%

H327A110052 Greenwood (PI) 10-01-11 to 09-30-14

OSEP, USDE – Abbott, M., & Greenwood, C. R. (2011-2014). *The effects of coaching intervention combined with data-based decision making on improvement in Tier 1 instruction and students' early literacy outcomes*. The aim is to test the efficacy of a coaching intervention combined with data-based decision making on improvement in Tier 1 instruction and students early literacy outcomes. Role: PI, Effort = 15%

Pending Research Support

Buzhardt, J., Greenwood, C. R., & Walker, D. (2011 pending). The effects of an online data-based language intervention decision-making system for professionals serving at-risk infants and toddlers. NCSER, IES, USDE. Washington, DC, \$3,000,000, Co-PI.