

Debra Kamps
Abbreviated Vita June 2010

BUSINESS ADDRESS: Juniper Gardens Children's Project
University of Kansas
444 Minnesota Avenue, 3rd floor
Kansas City, KS 66101
dkamps@ku.edu

EDUCATION EXPERIENCE

B.A., University of Missouri at Kansas City, Psychology, 1974
M.S., University of Kansas, Special Education, Emotional Disturbance, 1975
Ph.D., University of Kansas, Special Education, Emotional Disturbance, 1983

EDITORIAL APPOINTMENTS

Associate Editor, *Journal of Positive Behavior Interventions, Behavioral Disorders*
Past Associate Editor, *Journal of Behavioral Education, Education and Treatment of Children*
Review Board (current or past), *Behavior Analysis in Practice, Focus on Autistic Behavior, Journal of Emotional/Behavioral Disorders, Journal of Applied Behavior Analysis*
Guest Reviewer, *Research in Developmental Disabilities, Exceptional Children, Behavioral Disorders, Journal of Autism and Developmental Disabilities*

RESEARCH AND TRAINING GRANTS AWARDED

Principal Investigator, *Post-Doctoral Special Education Research Training in Urban Communities: A Research to Practice Model*. Institute of Education Sciences: CFDA 84.324 Post Doctoral Research Training Programs, (Kamps & Wills), 2010-2014, \$164,000 yearly.

Principal Investigator, *Peer Networks Project: Improving Social-Communication, Literacy, and Adaptive Behaviors for Young Children with ASD*. Institute of Education Sciences: CFDA 84.324 Autism-Special Education Research Grants Program, (Kamps, Thiemann, Heitzman-Powell, & Schwartz), 2009-2013, \$749,000 yearly.

Principal Investigator, *Class-wide Function-Based Intervention Teams: A Research to Practice Agenda for functional Behavior Assessment for Students with and At Risk for SBD*. Institute of Education Sciences: CFDA 84.324 Serious Behavior Disorders-Special Education Research Grants Program, (Kamps, Wills, & Greenwood), 2007-2010, \$749,000 yearly.

Co-Principal Investigator, *Secondary and Tertiary level Intervention in School-wide Positive Behavior Support Systems: Experimental Studies in Research to Practice*. Office of Special Education and Rehabilitative Services, U. S. Department of Education, Research in Serious Emotional Disturbance, (Wills, H., Kamps, D., & Greenwood, C.) 2005-2010. \$146,000 yearly.

Principal Investigator, *Center for Early Intervention in Reading and Behavior to Improve the*

Performance of Young Children. Office of Special Education and Rehabilitative Services, U. S. Department of Education, (Kamps, D., Greenwood, C., Abbott, M., and Arreaga-Mayer, C.), 2001-2006, \$1,249,900 yearly.

Principal Investigator, *Multi-Content ClassWide Peer Tutoring and Self-management Interventions: Research Improving Teaching Practice and Literacy Outcomes for Middle School Students with Disabilities in Urban Poverty and Suburban Schools*, Office of Special Education and Rehabilitative Services, U. S. Department of Education, Research in Serious Emotional Disturbance, (Kamps, D., Utley, C., & Greenwood), 1999-2002, \$146,000 yearly.

Principal Investigator, *Use of Multiple Gating and Prescriptive Assessment procedures to Improve Early Childhood Services and Accurate Identification of Young Children with Disabilities*, Office of Special Education and Rehabilitative Services, U. S. Department of Education, Research in Serious Emotional Disturbance, (Kamps, D.), 1999-2002, \$146,000 yearly.

Principal Investigator, *Proactive Home-School Programming for the Prevention of Serious Emotional Disturbance in Children with Behavior Problems*, Office of Special Education and Rehabilitative Services, U. S. Department of Education, Research in Serious Emotional Disturbance, (Kamps, D.), 1995-1999, \$142,000 per year.

Principal Investigator, *A Longitudinal Study of Generalization and Maintenance in Integrated Settings for Students with Autism*, Office of Special Education and Rehabilitative Services, U. S. Department of Education, (Kamps, D.), 1993-1998, \$130,000 per year.

Principal Investigator, *An Ecobehavioral Approach for Assessment and Prevention of Behavior Disorders for Young Children and Their Families*. Office of Special Education and Rehabilitative Services, U. S. Department of Education, (Kamps, D.), 1992-1995, \$129,000 per year.

Principal Investigator, *Academic and Social Interventions to Promote Mainstreaming and Integration for Students with Autism in Public School Settings*. Office of Special Education and Rehabilitative Services, Field Initiated Research (Kamps, D., & Carta, J.), 1990-1993, \$102,000 year.

Principal Investigator, *An Ecobehavioral Approach to the Validation of Effective Education and Treatment Programs for Autistic and Developmental Disabled Students*. Office of Special Education and Rehabilitative Services, Field Initiated Research (Whorton, D., Carta, Greenwood, C. R., & Delquadri, J), 1987-1990, \$357,527.

Project Director, *Classroom Instruction Programs with Autistic Children: Group Structures and Tutoring Models*. OSEP, Field Initiated Research (Thibadeau, S. F., Lipsker, L. E., Whorton, D. M., Hall, R. V., & Delquadri, J.), 1983-1986, \$242,971.

SELECTED PUBLICATIONS (from a list of 54)

- Kamps, D., Thiemann-Bourque, K., & Heitzman-Powell, L. (in press). Peer Networks to Support Social Competence and Learning for Students with Autism. In Kennedy, C. (Ed), *Context, intervention and disability: Essays in honor of Thomas G. Haring*, Invited Chapter.
- Kamps, D., Wills, H., Heitzman-Powell, L., Laylin, J., Szoke, C., Hobohm, T., & Culey, A. (in press). Class-Wide Function-based Intervention Teams: Effects of Group Contingency Programs in Urban Classrooms. *Journal of Positive Behavior Interventions*.
- Parker, D., & Kamps, D. (in press). Teaching Children with Autism to Use a Task Analysis to Acquire Functional Skills in Multiple Settings. *Focus on Autism and Developmental Disorders*.
- Wills, H. P., Kamps, D., Hansen, B. D., Conklin, C., Bellinger, S., Neaderhiser, J. & Nsubuga, B. (in press for Summer 2010). The Class-wide Function-based Intervention Team (CW-FIT) Program. *Preventing School Failure*.
- Abbott, M., Wills, H., Greenwood, C., Heitzman-Powell, L., Kamps, D., & Selig, J. (2010). What Are the Combined Effects of Grade Retention and Targeted Small Group Intervention on Students' Literacy Outcomes? *Reading and Writing Quarterly*, 25(1), 4-25.
- Kamps, D. (2010). Improving Social Competence: Guidelines for Social Skills Instruction and Generalization Strategies. In *Handbook on Prevention of Behavior Problems* (Algozzine & Smith, S., eds.). Corwin Press.
- Wills, H. P., Kamps, D., Abbott, M., Bannister, H. & Hansen, B. (2010). Classroom observations and effects of reading interventions for students at risk for emotional and behavioral disorders. *Behavioral Disorders* 35(2), 103-119.
- Skinner, J., Veerkamp, M., Kamps, D., & Andra, P. (2009). Teacher and Peer Participation in Functional Analysis and Intervention for a First Grade Student with Attention Deficit Hyperactivity Disorder. *Education and Treatment of Children*.
- Franzen, K., & Kamps, D. (2008). Effects of school-wide positive behavior support strategies on an urban school playground. *Journal of Positive Behavioral Interventions*, 150-161.
- Abbott, M., Wills, H., Kamps, D., Greenwood, C., Dawson-Bannister, H., Kaufman, J., Veerkamps, M., & Fillingin, D. (2008). The Process of Implementing a Reading and Behavior Three-Tier Model: A Case Study in a Midwest Elementary School (pp.215-265). In *Elementary School-Wide Prevention Models: Real Models and Real Lessons Learned*, (Greenwood, Kratowill, Clemens, & Horner, Eds.). Guilford Press.
- Kamps, D., Greenwood, C., Arreaga-Mayer, C., Veerkamp, M., Utley, C., Tapia, Y., Bowman-Perrott, L., & Bannister, H. (2008). The efficacy of ClassWide Peer Tutoring in middle schools. *Education and Treatment of Children*, 31, 1-34.
- Kamps, M., Greenwood, C., Wills, H., Veerkamp, M., & Kaufman, J. (2008). Effects of Small Group Reading Instruction for Students Most At Risk in Kindergarten: Two Year Results for Secondary and Tertiary Level Intervention. *Journal of Learning Disabilities*, 41, 101-114.

- Thorne, S., & Kamps, D. (2008). The effects of a group contingency intervention on academic engagement and problem behavior of at-risk students. *Behavior Analysis in Practice*, 1, 12-18.
- Thiemann, K., & Kamps, D. (2007). Promoting Social Communication Competence of Children with Autism in Integrated Environments. R. Simpson and B. Smith Myles (eds.), p. 267-298. *Educating Children and youth with autism*.
- Greenwood, C. R., Kamps, D., Terry, B., & Linebarger, D. (2007). Primary Intervention: A means of preventing special education? In D. Haager, J. Klingner, & S. Vaughn (Eds.), pp. 73-103. *Evidence-Based Reading Practices for Response to Intervention*. New York: Brookes.
- Kamps, D., Abbott, M., Greenwood, C., Arreaga-Mayer, C., Wills, H., Longstaff, J., Culpepper, M., & Walton, C. (2007). Use of evidence-based small group reading instruction for English Language Learners in elementary grades: Secondary tier intervention. *Learning Disabilities Quarterly*, 30, 153-168.
- Veerkamp, M. B., Kamps, D., & Cooper, L. (2007). The effects of classwide peer tutoring on the reading achievement of urban middle school students. *Education and Treatment of Children*, 30, 21-51.
- Kamps, D., Wendland, M., & Culpepper, M. (2006). Functional assessment as a tool for designing interventions for students with behavioral risks in general education classrooms. *Behavioral Disorders*, 31(2), 128-143
- Lien-Thorne, S. & Kamps, D., (2005). Replication study of the *First Step to Success* early intervention program. *Behavioral Disorders*, 31 (1), 19-33.
- Kamps, D., & Greenwood, C. (2005). Formulating secondary level reading interventions. *Journal of Learning Disabilities*, 38 (6), 500-509.
- Veerkamp, M. & Kamps, D. (2005). Cross Age Tutoring. *Encyclopedia of Behavior Modification and Cognitive Behavior Therapy*, R. Horner and G. Sugai, eds.
- Kamps, D., Wills, H., Greenwood, C., Thorne, S., Lazo, J., Crockett, J., McGonigle, J., & Swaggart, B. (2003). Curriculum influences on growth in early reading fluency for students with academic and behavioral risks: A descriptive study. *Journal of Emotional and Behavioral Disorders*, 11, 211-224. Special issue on academic interventions for students with EBD, Guest Editor, Dr. Joseph Wehby.
- Kamps, D., Royer, J., Dugan, E., Kravits, T., Gonzalez-Lopez, A., Garcia, J., Carnazzo, K., Morrison, L., & Garrison-Kane, L. (2002). Peer training to facilitate social interaction for students with autism. *Exceptional Children*, 68, 173-187.
- Morrison, L., Kamps, D., Garcia, J., & Parker, D. (2001). Peer mediation and monitoring strategies to improve initiations and social skills for students with autism. *Journal of Positive Behavior Interventions*, 3, 237-250.

- Kravits, T., Kamps, D., Carnazzo, K., & Potucek, J. (2002). Increasing communication skills for an elementary-aged student with autism using the Picture Exchange Communication System. *Journal of Autism and Developmental Disabilities, 32*, 225-230.
- Kamps, D., Kravits, T., & Ross, M. (2002). Social communicative strategies for school-aged children. In H. Goldstein, L. Kaczmarek, K. English (eds.), pp. 239-277. *Promoting social communication in children: Children with developmental disabilities from birth to adolescence*. Baltimore, MD: Brookes.
- Kamps, D., Gonzalez Lopez, A., & Golden, C. (2002). In H. Goldstein, L. Kaczmarek, K. English (eds.), pp. 279-306. *Promoting social communication: Children with developmental disabilities from birth to adolescence*. Baltimore, MD: Brookes.
- Kamps, D. (2002). Preventing problems by improving behavior. In R. Algozzine & P. Kay (Eds.). *What Works: How schools can prevent behavior problems*. Thousand Oaks, CA: Corwin Press.
- Kamps, D., & Kay, P. (2002). Preventing problems through social skills instruction. In R. Algozzine & P. Kay (Eds.). *What Works: How schools can prevent behavior problems*. Thousand Oaks, CA: Corwin Press.
- Kamps, D., Tankersley, M., & Ellis, C. (2000). Social skills interventions for young at-risk students: A 2-year follow-up study. *Behavioral Disorders, 25*, 310-324.
- Mancina, C., Tankersley, M., Kamps, D., Kravits, T., & Parrett, J. (2000). Reduction of inappropriate vocalizations for a child with autism using a self-management treatment program. *Journal of Autism and Developmental Disorders, 30*, 6, 599-606.
- Kamps, D., Kravits, T., Rauch, J., & Kamps, J. (2000). Prevention programs and the moderating effects of variation in treatment and classroom structure on the related behaviors of ED and high risk students. *Journal of Emotional and Behavioral Disorders, 8*, 141-154. *Invited submission to the special issue on violence prevention*.
- Babyak, A., Luze, G., & Kamps, D. (2000). The good student game: Behavior management for diverse classrooms. *Intervention in School and Clinic, 35*, 216-223.
- Kamps, D., Dugan, E., Potucek, J., & Collins, A. (1999). Effects of cross aged peer tutoring networks among students with autism and general education students. *Journal of Behavioral Education, 9*, 97-115.
- Kamps, D., Kravits, T., Stolze, J., & Swaggart, B. (1999). Prevention strategies for students at risk and identified as serious emotionally disturbed in urban, elementary school settings. *Journal of Emotional and Behavioral Disorders, 7*, 178-188.
- Greene, L., Kamps, D., Wyble, J., & Ellis, C. (1999). Home-Based Consultation for Parents of Young Children with Behavioral Problems. *Child & Family Behavior Therapy, 21*, 19-45.
- Kamps, D., Gonzalez-Lopez, A., Potucek, J., Kravits, T., Kemmerer, K., & Garrison-Harrell, L. (1998). What do the peers think? Social validity of integrated programs. *Education and Treatment of Children, 21*, 107-134.

- Kamps, D. (1997). The behavior analyst's role in facilitating intervention in general education settings. *Journal of Behavioral Education, 7*, 81-89.
- Garrison-Harrell, L., Kamps, D., & Kravits, T. (1997). The effects of peer networks on social-communicative behaviors for students with autism. *Focus on Autism and Other Developmental Disabilities, 12*, 241-254.
- Kamps, D., Potucek, J., Gonzalez-Lopez, A., Kravits, T., & Kemmerer, K. (1997). The use of peer networks across multiple settings to improve interaction for students with autism. *Journal of Behavioral Education, 7*, 335-357.
- Kamps, D., & Tankersley, M. (1996). Prevention of behavior and conduct disorders: Trends and research issues. *Behavioral Disorders, 22*, 41-48.
- Tankersley, M., Kamps, D., Mancina, C., & Weidinger, D. (1996). Social interventions for Head Start children with behavioral risks: Implementation and outcomes. *Journal of Emotional and Behavioral Disorders, 4*, 171-181.
- Greenwood, C. R., Walker, D., Kamps, D., Arreaga-Mayer, C., & Carta, J. (1996). Post doctoral education. *Teacher Education and Special Education, 18*, 205-217.
- Kamps, D., Ellis, C., Mancina, C., Wyble, J., Greene, L., & Harvey, D. (1995). Case studies Using functional analysis for young children with behavior risks. *Education and Treatment of Children, 18*, 243-260.
- Dugan, E., Kamps, D., Leonard, B., Watkins, N., Rheinberger, A., Stackhaus, J. (1995). Effects of cooperative learning groups to facilitate integration of students with autism in a fourth grade social studies class. *Journal of Applied Behavior Analysis, 28*, 175-188.
- Kamps, D., Leonard, B., Potucek, J., & Garrison-Harrell, L. (1995). Cooperative learning groups:
An integration strategy to improve academic and social performance for students with autism and regular classroom peers. *Behavioral Disorders, 21*, 88-108.
- Kamps, D. M., Dugan, E. P., Leonard, & B. R. (1994). Enhanced small group instruction using choral responding and student interaction for children with autism and developmental disabilities. *American Journal on Mental Retardation, 99*, 60-73.
- Kamps, D., Barbetta, P., Leonard, B., & Delquadri, J. (1994). Classwide peer tutoring: An integration strategy to improve reading skills and promote interactions among students with autism and regular education peers. *Journal of Applied Behavior Analysis, 27*, 49-60.
- Greenwood, C. R., Carta, J. J., Hart, B., Kamps, D., Terry, B., Arreaga-Mayer, C., Atwater, J., Walker, D., Risley, T., & Delquadri, J. (1992). Out of the laboratory and into the community: Twenty-six years of applied behavior analysis at the Juniper Gardens Children's Project. *American Psychologist, 47*, 1464-1474.

- Kamps, D., Walker, D., McGrath, J., & Rotholz, D. (1992). Academic and environmental effects of small group arrangements in classrooms for students with autism and other developmental disabilities. *Journal of Autism and Developmental Disabilities*, 22, 277-293.
- Kamps, D., Leonard, B., Vernon, S., Dugan, E., Delquadri, J., Gershon, B., Wade, L., & Folk, L. (1992). Teaching social skills to students with autism to increase peer interactions in an integrated first grade classroom. *Journal of Applied Behavior Analysis*, 25, 281-288.
- Kamps, D. M., Leonard, B. R., Dugan, E. P., Boland, B., & Greenwood, C. R. (1991). The use of ecobehavioral assessment to identify naturally occurring effective procedures in classrooms serving students with autism and other developmental disabilities. *Journal of Behavioral Education*, 1, 367-397.
- Kamps, D., Walker, D., Dugan, E., Leonard, B. R., Thibadeau, S., Marshall, K., Grossnickle, L., & Boland, B. (1991). Small group teaching procedures: Programming for increasing opportunities to respond and student performance. *Focus on Autistic Behaviors*, 6, 1-18.
- Kamps, D., Greenwood, C. R., & Leonard, B. (1991). Ecobehavioral assessment in classrooms serving children with autism and developmental disabilities. In R. Prinz (Ed.), *Advances in behavior assessment of children and families*, 5, 203-237.
- Simpson, R., Myles, B., Sasso, G., & Kamps, D. (1991). *Social skills for students with autism*. Reston, VA: Council for Exceptional Children.

SELECTED RECENT PRESENTATIONS (from a list of 105)

- Kamps, D., Wills, H. & Greenwood, C. (June, 2010). Years 1-3 Effects: *Class-wide Function-Based Intervention Teams: A Research to Practice Agenda for functional Behavior Assessment for Students with and At Risk for SBD*. Institute for Education Sciences 5th Annual Research Conference, Washington, D.C.
- Kamps, D., & Thiemann-Bourque, K. (April, 2010). *Peer Network Small Group Interventions for Children with Autism*. Workshop presentation, Council for Exceptional Children Conference, Nashville, TN.
- Kamps, D., Wills, H. & Greenwood, C. (June, 2009). Years 1 & 2 Effects: *Class-wide Function-Based Intervention Teams: A Research to Practice Agenda for functional Behavior Assessment for Students with and At Risk for SBD*. Institute for Education Sciences 4th Annual Research Conference, Washington, D.C.
- Heitzman-Powell, L., Koertner, J., Buzhardt, J., Kamps, D., et al. (May, 2009). *Online and Applied System for Intervention Skills (OASIS): State-wide Training for Autism Waiver Service Providers*. 35th Annual Convention of the Asso. for Behavior Analysis, Phoenix, AZ.
- Ellerbeck, K, Reese, M., & Kamps, D. (April, 2008). *Autism: How do You Look for It and What Do You Do When You Find It?* Panel presentation, Autism Spectrum Disorders: Beyond the Diagnosis Conference, Johnson County Community College, Kansas City, KS.
- Kamps, D., Wills, H., & Newcomer, L. (2009). *Student and Classroom Level Interventions to Support School-wide PBS*. Panel presentation, 6th International Conference on Positive Behavior Support, Jacksonville, FL.

- Kamps, D., Wills, H., & Greenwood, C. (2009). *Class-wide Function-Based Intervention Teams: A Research to Practice Agenda for Functional Behavior Assessment for Students with and At Risk for SBD- Years 1-2*. Poster presentation, 4th Annual Institute Education Conference, Wash, D.C.
- Kamps, D., Wills, H. & Greenwood, C. (June, 2008). Year 1 Effects: *Class-wide Function-Based Intervention Teams: A Research to Practice Agenda for functional Behavior Assessment for Students with and At Risk for SBD*. Institute for Education Sciences Third Annual Research Conference, Washington, D.C.
- Kamps, D. (April, 2008) *Kansas Center for Autism Research and Training “K-CART” : A Vision for State and National Impact*. Keynote Speaker, Friends of the Life Span Institute Annual Banquet, Lawrence, KS.
- Kamps, D. (May, 2008). *Kansas Center for Autism Research and Training “K-CART”* KU Department of Special Education 50TH Year Anniversary Professional Day, Lawrence, KS.
- Kamps, D. (Feb 2007). *Current Trends in the Education of Children and Youth with EBD*, panel, Tim Lewis, Chair. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Kamps, D., Maas, S., Petry, K., Schmidt, K. (Feb 2007). *Effects of the Class-Wide Function-Based Intervention Team “CW-FIT” Group Contingency Program*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Kamps, D., Greenwood, C., Abbott, M., Wills, H., Veerkamp, M., Stopulos, J., Arreaga-Mayer, C., Bannister, H., & Kaufman, J. (Feb 2007). *Three-Tiered School-wide Intervention: Effects of Small Group Reading for Students with ELL*. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Kamps, D., Greenwood, C., Abbott, M., Wills, H., Veerkamp, M., Shumate, E. (Feb 2007). *School-Wide Intervention to Improve Reading and Behavioral Skills*. Pacific Coast Research Conference, San Diego, CA.
- Kamps, D., Wills, H., & Greenwood, C. (July, 2006). *School-wide Intervention to Improve Reading and Behavior Skills*. Panel Office of Special Education Programs 20th Annual Research Conference, Washington, DC.
- Kamps, D. (May, 2006). *Classroom Interventions within the Context of School-Wide Positive Behavior Support*. Symposium Chair. 32nd Annual Convention of the Association for Behavior Analysis, Atlanta, GA.
- Heitzman-Powell, L., Schmidt, A., & Kamps, D. (May, 2006). *Effects of the Class-wide Function Based Intervention Team “CW-FIT”* . 32nd Annual Convention of the Association for Behavior Analysis, Atlanta, GA.
- Oxaal, I., Kamps, D., & Harn, B. (April, 2006). *U. S. Office of Special Education Programs Spotlight Session: Creating High Quality Primary and Secondary Reading Programs in*

K-3. Council for Exceptional Children, Salt Lake City, UT.

Thiemann, K., & Kamps, D. (April, 2006). *Peer-mediated and Text-based Communication Interventions for Elementary Students with Autism Spectrum Disorders*. Autism Spectrum Disorders School Support Program Provincial Conference, Niagara Falls, ON.

Kamps, D., & Greenwood, C. (February, 2006). *Strength of Treatment as a Mediator of Three Tiered Reading Intervention Effects*. Office of Special Education Programs Reading and Behavior Centers Data Camp, Washington, D.C.

Kamps, D., & Greenwood, C. (September, 2005). *Response to Intervention (RTI) Analysis: the Kansas Center for Early Intervention in Reading and Behavior*. Response to Intervention Conference, Center for Learning Disabilities, Kansas City, MO.

Kamps, D. (May, 2005). Discussant for Symposium: *New Developments in Peer Tutoring*. Paper presented for Lisa Bowman: *ClassWide PeerTutoring as an Intervention for Middle and High School Students with E/BD in Alternative Education Classrooms*. 31st Annual Convention of the Association for Behavior Analysis, Chicago, IL.

Kamps, D. (May, 2005). Chair for Symposium: *Interventions and Functional Analysis Procedures for Elementary School Children with Emotional and Behavioral Risks*. 31st Annual Convention of the Association for Behavior Analysis, Chicago, IL.

Veerkamp, M., Wills, H., Stopulos, J., Kamps, D., Arreaga-Mayer, C., and Abbott, M. (May, 2005). *Small Group Reading: Effects on Student Active Engagement, Responding, Progress, and Teacher Praise Rates*. 30th Annual Convention of the Association for Behavior Analysis, Chicago, IL.

Kamps, D. (July, 2005). *Early Interventions for Reading and Behavior*. Symposium presented at the OSEP Annual Project Director's Meeting, Washington, D.C.