

## TARY JEANNE TOBIN

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### PROFESSIONAL PREPARATION

- Ph.D.** University of Oregon, Special Education, 1996  
Dissertation Committee: Drs. George M. Sugai, Hill M. Walker, Robert H. Horner,  
John B. Reid, Timothy J. Lewis, and Jean Stockard
- M.Ed.** University of Oregon, Special Education, 1990
- B.S.** University of Oregon, Curriculum and Instruction, 1970

### PROFESSIONAL EXPERIENCE

#### **Research Associate at the University of Oregon, College of Education, Department of Special Education and Community Resources, 1997-present.**

Associated with Educational and Community Supports (ECS), under the direction of Dr. Robert Horner. Currently studying (a) culturally responsive interventions designed to promote learning for all students and to reduce racially disproportionate disciplinary exclusions; (b) the development of systems that can support educators in the provision of positive behavioral support at classroom, school, district, and state levels for students in both general and special education; and (c) patterns found in extensive data bases of online surveys and school discipline records.

Research assistant with the Technical Assistance Center on Positive Behavioral Interventions and Supports (III), Grant No. H326S03002 from the U.S. Department of Education, co-directed by Drs. George Sugai and Rob Horner, 2008-2014.

Serving as the external evaluator for two different *Healthy Marriage Initiative* educational programs provided in high schools and in community organizations:

- (1) U.S. Department of Health & Human Services, Administration for Children and Families, Grant No. 90FE0091, awarded to the Longview Wellness Center in Longview, Texas: *VOW, Marriage Education*, directed by Tonya Waite, 2006-2011.
- (2) U.S. Department of Health & Human Services, Administration for Children and Families, Grant No. 90AE0160, awarded to Northwest Family Services in Portland, Oregon, *Healthy Relationship and Marriage Education*, directed by Rose Fuller, 2006-2011. These demonstration projects are designed to promote healthy relationships by improving communication skills, conflict resolution, abuse prevention, budgeting and financial skills, and attitudes toward marriage.

Serving as the external evaluator for *The LIFE Project: Learning to Improve Functional Fitness in Eugene*. Serving as the external evaluator for a U.S. Department of Education, Office of Safe and Drug-Free Schools, Carol M. White Physical Education Program (PEP) Grant (No.

Q215F090921) awarded to the Eugene 4J School District, 2009 to 2012, and directed by Rachel Farkas. The project promotes health by developing habits of physical exercise and good nutrition.

***Other Consulting, Evaluation, and Research Activities:***

Educational consultant working with Successful Schools, Inc., in providing services in Baton Rouge, LA, to principals and other school staff regarding school discipline and their corrective action plan, summer, 2011.

Participated in and successfully completed a training program on the National Indian Education Survey (NIES) and the National Assessment of Educational Progress (NAEP) databases, presented June 28-30, 2011, in Arlington, VA, by the Institute for Educational Sciences (IES) and the National Center on Educational Statistics (NCES) of the U.S. Department of Education.

Served as the external evaluator for the *Oregon Youth Development Project*, a multi-site, randomized control trial involving 14 middle schools in Oregon. This *Adolescent Family Life Demonstration Project* under the U.S. Department of Health and Human Services, Grant No. 1 APHPA 006058-01-00, was awarded to Northwest Family Services and directed by Rose Fuller, 2008-2011. Eighth grade students participated through their public school health classes in a youth development intervention to prevent risky, unhealthy, and problem behaviors. Parents of students in the experimental group were provided with support and services that parents of students in the control group did not receive.

Served as the external evaluator for the *Eugene School District Mentoring Project*, U.S. Department of Education, Office of Safe and Drug-Free Schools, Grant No. Q184B070528, awarded to Eugene School District 4J, 2007-2011. The project provided a school-based mentoring program to improve outcomes for students at risk of educational failure or delinquency. It was completed under the direction of Eliza Drummond.

Served as a Research Associate for Oregon Behavior Center's study of the effects of a three tiered approach to school-wide positive behavior support on academic and behavioral outcomes over time for young students in elementary school, the "Tracking Study" part of the K-3 Behavior and Reading Prevention Initiative. Funded by the U.S. Department of Education, Office of Special Education Programs, Award #H324X010015 to the University of Oregon, 2003 – 2007.

Worked with Brigid Flannery and George Sugai on a grant from the Office of Special Education Programs, U.S. Department of Education (H324D020031) to study Positive Behavior Support in high schools (2002-2006).

Affiliated with Functional Behavioral Assessment research directed by Dr. Deanne Crone of the University of Oregon's School Psychology Department (1999-2002).

Worked with the Institute on Violence and Destructive Behavior (IVDB), under the direction of Dr. Hill Walker and Dr. Jeffrey Sprague. Assisted with planning and initial implementation of the violence prevention and alternative education research project conducted in Oregon by IVDB with the Hamilton Fish National Consortium research. (1997-1999). Co-evaluator, with Dr. Jeffrey

Sprague, for the initial, formative evaluation of the Community Youth Investment Project in for the Deschutes County Department of Community Justice, Juvenile Division; May, 1998-December, 1998.

## **FUNDED GRANT ACTIVITIES**

***Northwest Youth Empowerment Demonstration Grant Program.*** (Grant No. 1 YEPMP060015-01-00). Youth Empowerment Demonstration, Office of Minority Health, U.S. Department of Health and Human Services, \$744,496. 2006-2009. Principal Investigator. This demonstration project involves after-school and summer programs for Latino youth in three urban middle schools. It was designed to provide opportunities to learn positive lifestyles and to enhance capacity to make healthy life choices.

***Comprehensive Pre-Service Training in Positive Behavior Supports: Meeting the Needs of Students with High-Incidence Disabilities.*** (Grant H325H030070). Personnel Preparation Grant, Office of Special Education Programs, U.S. Department of Education. \$800,000. 2003-2007. Principal Investigator (with Emma Martin, Ph.D.). This project trained pre-service teachers for both general and special education to support all students who present behavior challenges.

***Project FIVE: Functional Interventions in Versatile Environments: Classroom, School-Wide, and District.*** (Grant No. H324C020051). Field Initiated Grant, Office of Special Education Programs, U.S. Department of Education. \$539,987. 2002-2006. Project Co-Director (with Teri Lewis-Palmer, Ph.D.). This research examined how school environments may be versatile or “turned around” for students at-risk for school failure when teachers and other school staff implement function-based supports and develop systems to facilitate (a) early identification, (b) function-based assessments, (c) teamwork in planning behavioral support, and (d) data-based decision-making.

***Using Teamwork to Plan Systematic and Functional Environments for Students with Emotional and Behavioral Disorders*** (Grant No. HO23N80024). Initial Career Award, Office of Special Education and Rehabilitation, U.S. Department of Education. \$218,036. 1998-2001. Project Director. This research involved a study of the relationships among (a) school-wide discipline, (b) training teachers to use functional assessments, (c) other types of positive interventions intended to reduce problem behaviors of individual elementary school students, and (d) long term outcomes for individual students as indicated in school records.

***Project CREDENTIALS: Current Research on Educational Endeavors To Increase At-Risk Learner's Success.*** Office of Professional Technical Education, Oregon Department of Education. Competition Title: *Research Concerning Effective Interventions with At-Risk Students.* \$20,000. 1999-2000. Project Co-Director (with George Sugai, Ph.D).

## **TEACHER**

**University of Oregon, College of Education Courses for Graduates and Undergraduates:**  
*Introduction to Behavior Disorders* (SPED 432/532, Fall, 2002 to 2010)  
*Education of Students with Behavior Disorders* (SPED 434/534, Spring 2003 to 2010)

*Latino Youth Empowerment* (SPED 605, Read Latin Yth Empower & SPED 198, Wrk Latino Empowerment, Summer 2007, University of Oregon Portland Center)

*School-Wide Discipline* (SPED 433/533, Winter, 2002, 2003)

*Behavior and Classroom Management* (SPED 426/526, Summer, 2002, 2003; Winter, 2003 to 2005)

*Functional Behavioral Assessment: On-line!* [Wrk: *Project FIVE*] (SPED 408/508, Summer, 2001 to 2003, Fall, 2003; Winter, 2002 to 2004).

Special Education Teacher, Springfield School District 19, Springfield, Oregon, 1991: District tutor for elementary and secondary students who were homebound with Individual Education Plans (IEPs) and identified as Other Health Impaired or Seriously Emotionally Disturbed and English-as-a-Second-Language Teacher for bilingual kindergarten children.

Elementary and Junior High School Teacher: St. Mary's School (now O'Hara), 715 West 18th Avenue, Eugene, Oregon, 1962-1968; St. Paul's School, 475 Satre Street, Eugene, Oregon, 1969-1970, 1972-1974.

## **PUBLICATIONS**

### ***Book Chapters***

- Nelson, C. M., Sprague, J. R., Jolivette, K., Smith, C., & Tobin, T. (2009). Positive behavior support in alternative education, community-based mental health, and juvenile justice settings. In W. Sailor, G., Dunlap, Sugai, & R. Horner (Eds.), *Handbook of positive behavior support* (pp.461-492), a volume in the *Issues in Clinical Child Psychology* series. New York: Springer.
- Tobin, T. J., Rossetto Dickey, C., Horner, R. H., & Sugai, G. (2008). Comprehensive implementation of the three-tiered prevention approach to schoolwide behavior support: An Oregon case study. In C. R. Greenwood, T. R. Kratochwill, & M. Clements (Eds.), *Schoolwide prevention models: Lessons learned in elementary schools* (pp. 87-114). New York: Guilford.
- Tobin, T. J., & Sprague, J. R. (2002). Alternative educational programs: Accommodating tertiary level, at-risk students. In M. R. Shinn, G. Stoner, & H. M. Walker (Eds.), *Interventions for academic and behavior problems: Preventive and remedial approaches* (pp. 961-993). Silver Spring, MD: National Association of School Psychologists.
- Tobin, T., & Sprague, J. (2000). Alternative education programs for at-risk youth: Issues, best practices, and recommendations. In H. Walker & M. Epstein (Eds.), *Making schools safer and violence free: Critical issues, solutions, and recommended practices* (pp. 150-159). Austin, TX: Pro-Ed.

### ***Published and In Press Journal Articles***

- Tobin, T. J., & Vincent, C. G. (2011). Strategies for preventing disproportionate exclusions of African American students. *Preventing School Failure*, 55, 192-201.
- Vincent, C. G., Randall, C., Cartledge, G., Tobin, T. J., & Swain-Bradway, J. (2011, March 1). Towards integrating cultural responsiveness and school-wide positive behavior support. *Journal of Positive Behavior Interventions: Online First*. Retrieved from <http://pbi.sagepub.com/content/early/recent> Doi: 10.1177/1098300711399765
- Vincent, C. G., Swain-Bradway, J., Tobin, T. J., & May, S. (2011). *Disciplinary referrals for culturally and linguistically diverse students with and without disabilities: Patterns resulting*

- from school-wide positive behavior support. Invited manuscript. *Exceptionality*, 19, special issue, 3, 175-190. doi: 10.1080/09362835.2011.579936
- Skiba, R. J., Horner, R. H., Chung, C., Rausch, M. K., May, S. L., & Tobin, T. J. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review*, 40(1), 85-107.
- Vincent, C. G., & Tobin, T. J. (2010). The relationship between implementation of school-wide positive behavior support (SWPBS) and disciplinary exclusion of students from various ethnic backgrounds with and without disabilities. *Journal of Emotional and Behavioral Disorders*. doi: 10.1177/1063426610377329  
Retrieved from <http://ebx.sagepub.com/content/early/2010/10/26/1063426610377329>
- Vincent, C. G., Spaulding, S. A., & Tobin, T. J. (2010). A reexamination of the psychometric properties of the *School-Wide Evaluation Tool (SET)*. *Journal of Positive Behavior Interventions*, 12, 161-179. doi:10.1177/1098300709332345
- Tobin, T. J. (2008). Will functional interventions in versatile environments reduce dangerous behaviors? *Journal of Behavior Analysis of Offender and Victim Treatment and Prevention*, 1, 171-186.
- Spaulding, S. A., Irvin, L. K., Horner, R. H., May, S. L., Emeldi, M., Tobin, T. J., & Sugai, G. (2010). Schoolwide social-behavioral climate, student problem behavior, and related administrative decisions: Empirical patterns from 1,510 schools nationwide. *Journal of Positive Behavior Interventions*, 12, 69-85. doi:10.1177/1098300709332345
- McIntosh, K., Borgmeier, C. J., Anderson, C. M., Horner, R. H., Rodriguez, B. J., & Tobin, T. J. (2008). Technical adequacy of the functional assessment checklist - Teachers and Staff (FACTS) FBA interview measure. *Journal of Positive Behavior Interventions*, 10, 33-45.
- Tobin, T. J., & Sugai, G. (2005). Preventing problem behaviors: Primary, secondary, and tertiary level prevention interventions for young children. *Journal of Early Intensive Behavior Intervention*, 2(3), 115-124.
- Irvin, L. K., Tobin, T. J., Sprague, J. R., Sugai, G., & Vincent, C. G. (2004). Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral interventions. *Journal of Positive Behavior Interventions*, 6(3), 131-147.
- Martin, E. J., Tobin, T. J., & Sugai, G. (2002). Current information on dropout prevention: Ideas from practitioners and literature. *Preventing School Failure*, 47(1), 10-17.
- Tobin, T. J., Lewis-Palmer, T., & Sugai, G. (2002). School-wide and individualized effective behavior support: An explanation and an example. *Behavior Analyst Today*, 3(1), 51-75.
- Condon, K. A., & Tobin, T. J. (2001). Using electronic and other new ways to help students improve their behavior. *Teaching Exceptional Children*, 34(1), 44-51.
- Tobin, T., & Sprague, J. (2000, Fall). Alternative education strategies: Reducing violence in school and community programs. *Journal of Emotional and Behavioral Disorders*, 8(3), 177-186.
- Tobin, T., Sugai, G., & Colvin, G. (2000, May). Using discipline referrals to make decisions. *NASSP Bulletin*, 84(616), 106-117.
- Tobin, T. J., & Sugai, G. M. (1999a). Discipline problems, placements, and outcomes for students with serious emotional disturbance. *Behavioral Disorders*, 24(2), 109-121.
- Tobin, T. J., & Sugai, G. M. (1999b). Using sixth-grade school records to predict violence, chronic discipline problems, and high school outcomes. *Journal of Emotional and Behavioral Disorders*, 7(1), 40-53.

- Colvin, G., Tobin, T., Beard, K., Hagan, S., Sprague, J. (1998). The school bully: assessing the problem, developing interventions, and future research directions. *Journal of Behavioral Education*, 8(3), 293-319.
- Tobin, T., Sugai, G., & Colvin, G. (1996). Patterns in middle school discipline records. *Journal of Emotional and Behavioral Disorders*, 4(2), 82-94.
- Tobin, T., & Irvin, L. K. (1996). The Olweus Bully/Victim Questionnaire: Evidence and consequences regarding use in the United States. *Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems*, 5(1), 29-33.
- Tobin, T. (1994). Recent developments in functional assessment: Implications for school counselors and psychologists. *Diagnostique*, 19(2-3), 5-28.
- Tobin T., & Sugai, G. (1993). Intervention aversiveness: Educators' perceptions of the need for restrictions on aversive interventions. *Behavioral Disorders*, 18(2), 110-117.

### ***Encyclopedia Items***

- Tobin, T. J. (2005). Archival records. In G. Sugai & R. Horner (Vol. Eds.) & M. Hersen (Series Ed.), *Encyclopedia of behavior modification and cognitive behavior therapy*, Vol. 3. *Educational Applications* (pp. 1143-1147). Thousand Oaks, CA: Sage.
- Tobin, T. J. (2005). Operant conditioning. In G. Sugai & R. Horner (Vol. Eds.) & M. Hersen (Series Ed.), *Encyclopedia of behavior modification and cognitive behavior therapy*, Vol. 3. *Educational Applications* (pp. 1401-1403). Thousand Oaks, CA: Sage.
- Martin, E. J., & Tobin, T. J. (2005). Time out. In G. Sugai & R. Horner (Vol. Eds.) & M. Hersen (Series Ed.), *Encyclopedia of behavior modification and cognitive behavior therapy*, Vol. 3. *Educational Applications* (pp. 1582-1585). Thousand Oaks, CA: Sage.
- Tobin, T. J. (2004). Alternative education. In T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 15-17). New York: Kluwer Academic / Plenum Publishers.
- Sugai, G., Tobin, T. J., & Martin, E. (2004). Antisocial behavior. In T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 25-27). New York: Kluwer Academic / Plenum Publishers.

### ***Doctoral Dissertation and Master's Thesis***

- Tobin, T. J. (1996). *The relationship of middle school discipline referrals to continuing behavior problems and high school outcomes*. Unpublished doctoral dissertation. Eugene, University of Oregon. (Abstract published in *Dissertation Abstracts International*, 57(11A), 4619. (University Microfilms No. AAG9714511).
- Tobin, T. J. (1990). *Educators' perceptions of the need for restrictions on aversive interventions*. Unpublished master's thesis, Eugene, University of Oregon. (Abstract published in *Master's Abstracts International*, 29(02), 203. (University Microfilms No. AAG1342340).

### ***Other Publications and Permanent Products***

- Tobin, T. J. (2011). ESTEEM and FACTS: Creative ways to teach healthy lifestyles to youth from diverse backgrounds. *Creative Education*, 2(3). doi:10.4236/ce.2011.23027.
- Tobin, T. J. (2010, February). *Reference list for using data for decision-making*, Version 2.0. University of Oregon, College of Education, Educational and Community Supports, Eugene.

- Todd, A. W., Horner, R. H., & Tobin, T. J. (2010, January). Referral form definitions, Version 4.3. SWIS™ Documentation Project. Retrieved from <http://www.swis.org/index.php?page=resources;rid=10121>
- Vincent, C.G., Cartledge, G., May, S., & Tobin, T.J. (2009). Do elementary schools that document reductions in overall office discipline referrals document reductions across all student races and ethnicities? Evaluation Brief. Retrieved from [http://pbis.org/evaluation/evaluation\\_briefs/default.aspx](http://pbis.org/evaluation/evaluation_briefs/default.aspx)
- Von Ravensberg, H., & Tobin, T. (2008, June 25). IDEA 2004: Final regulations and the reauthorized functional behavioral assessment. *Social Science Research Network*, Working Paper Series. Retrieved from [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1151394](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1151394)
- Tobin, T. J. (2007). *Systems of individual support: The Functional Interventions in Versatile Environments Project's pilot study of evaluation tools*. University of Oregon, College of Education, Educational and Community Supports, Eugene. Retrieved from <http://uoregon.edu/~ttobin/measure2.pdf>
- Tobin, T. J. (2007). *Questions and answers for Indicator 4, suspensions and expulsions greater than 10 days of children with disabilities, for APR analysis cluster discussion*. Report on State Performance Plans prepared for the federal Office of Special Education Programs. Eugene, Oregon: Technical Assistance Center on Positive Behavior Support.
- Tobin, T. J. (2006). *Use of the Team Implementation Checklist in regular and alternative high schools*. University of Oregon, College of Education, Educational and Community Supports, Eugene. Retrieved from [http://uoregon.edu/~ttobin/alt\\_tic.pdf](http://uoregon.edu/~ttobin/alt_tic.pdf)
- Tobin, T. J., (2006). *Positive Behavior Support systems: Value added from use of the School Wide Information System*. University of Oregon, College of Education, Educational and Community Supports, Eugene. Retrieved from <http://uoregon.edu/~ttobin/positive2.pdf>
- Tobin, T. J., Sugai, G., & Myer, D. (2006). *Indicator 4: Suspension and expulsion: Findings and recommendations for improvement strategies*. Report on State Performance Plans prepared for the federal Office of Special Education Programs. Eugene, Oregon: Technical Assistance Center on Positive Behavior Support.
- Sugai, G., & Tobin, T. (2005). *Sugai-Tobin archival review-- revised (STAR-R)*. University of Oregon, College of Education, Eugene. Retrieved from <http://uoregon.edu/~ttobin/STARRtx.pdf>
- Tobin, T. J. (2005). *Parents' guide to functional assessment (Third edition)*. University of Oregon, College of Education, Educational and Community Supports, Eugene. Retrieved from <http://uoregon.edu/~ttobin/Tobin-par-3.pdf> as "Parents' Guide, 3rd Edition"
- Tobin, T., & Martin, E. (2001). *Can discipline referrals be reduced by functional behavioral assessments?* East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED 346 082). Retrieved from <http://uoregon.edu/~ttobin/POSTERhan.htm> as "Seven Out of Eight."
- Tobin, T. J., & von Ravensberg, H. (2001). *Parents' guide to functional assessment*. University of Oregon, College of Education, Educational and Community Supports, Eugene.
- Tobin, T., & Sprague, J. (1999). Alternative education programs for at-risk youth: Issues, best practice, and recommendations. *Oregon School Study Council (OSSC) Bulletin*, 42(4).
- Tobin, T., & Sprague, J. (1999). *Initial implementation of the Deschutes County Community Youth Investment Project (CYIP): A formative evaluation and description*. University of Oregon, Institute on Violence and Destructive Behavior, Eugene.

- Sugai, G., & Tobin, T. (1999). *Sugai-Tobin archival review (STAR): User's guide and technical manual*. University of Oregon, College of Education, Behavioral Research and Teaching, Eugene.
- Tobin, T., & Sugai, G. (1996). Understanding behavior problems. In A. Deffenbaugh, G. Matis, & C. M. Neudeck (Eds.), *The Oregon Conference monograph, 1996* (pp. 103-116). University of Oregon, Eugene.
- Tobin, T., & Deffenbaugh, A. (Eds.). (1995). *Topics in behavior disorders (Volume 6): Issues, controversies, and trends*. University of Oregon, Behavior Disorders Program, Eugene.
- Tobin, T. (1995). The use of functional assessment in research on the effects of attention from a peer tutor. In G. Tindal, G. Sugai, & A. Deffenbaugh (Eds.), *The Oregon Conference monograph, 1995* (pp. 97-101). University of Oregon, Eugene.
- Tobin, T. (1994). *Behavior challenges: A teacher's guide to functional assessment*. University of Oregon, Behavior Disorders Program, Eugene.
- Tobin, T., & Golly, A. (1993). PRAISE: A practical and realistic approach to intervention selection and evaluation. In J. Marr, G. Sugai, & G. Tindal (Eds.), *The Oregon Conference monograph, 1993* (pp. 55-59). University of Oregon, Eugene.
- Tobin, T., & Sugai, G. (1993). *Perceptions of aversiveness and the need for restrictions*. University of Oregon, Behavior Disorders Program, Eugene.
- Scott, T., & Tobin, T. (1993). Procedures for and examples of direct and systematic assessment of school-wide and classroom environments. In J. Marr, G. Sugai, & G. Tindal (Eds.), *The Oregon Conference monograph, 1993* (pp. 73-84). University of Oregon, Eugene.
- Kim, Y. M., & Tobin, T. (1993). Early intervention needs of drug-exposed children. In J. Marr, G. Sugai, & G. Tindal (Eds.), *The Oregon Conference monograph, 1993* (pp. 197-206). University of Oregon, Eugene.
- Tobin, T. (1992). Educating students with behavioral disorders: Best practices. In G. Sugai (Ed.), *Topics in behavior disorders: Vol. 1. Issues, controversies, and trends* (pp. 35-48). University of Oregon, Behavior Disorders Program, Eugene.
- Tobin, T. (1992). Teaching conflict management as a social skill: Examples and guidelines. In G. Sugai & J. Marr (Eds.), *Topics in behavior disorders: Vol. 2. Social skills instruction* (pp. 51-60). University of Oregon, Behavior Disorders Program, Eugene.
- Lewis, T., Soberman, L., Black, J., & Tobin, T. (1990). Student research in behavioral disorders and behavior management: Four proposals for research. In G. Tindal (Ed.), *The Oregon Conference monograph, 1990* (pp. 236-242). University of Oregon, Eugene.

## **PROFESSIONAL PRESENTATIONS**

### ***National and International Conferences:***

- Vincent, C. G. & Tobin, T. J. (2011, May 29). *Racial disproportionality in disciplinary referrals and behavior support access for students at various risk levels*. Paper presented at the Annual Convention of the Association for Behavior Analysis International. Denver, CO.
- Vincent, C. G., & Tobin, T. J. (2011, March 12). *Minority students and support intensity: Discipline and intervention data*. Paper presented at the Association for Positive Behavior Support's Eighth International Conference on Positive Behavior Support. Denver, Colorado.
- Tobin, T. J., & Vincent, C. G. (2010, April 23). *Culturally competent school-wide positive behavior support: Preventing racially disproportionate disciplinary exclusions*. Poster presented at the

- Council for Exceptional Children's Annual Conference, Nashville, Tennessee.
- Tobin, T. J., & Vincent, C. G. (2010, March 26). *Culturally competent school-wide positive behavior support: From theory to evaluation data*. Paper presented at the Association for Positive Behavior Support's Seventh International Conference on Positive Behavior Support. St. Louis, MO.
- Tobin, T., Fuller, R., & Bankston, C. (2009, December 1). *Oregon youth development project: The parent factor*. Poster presented at the Office of Adolescent Pregnancy Programs and National Adolescent Family Life Prevention Grantee Annual Conference, Arlington, VA.
- Tobin, T., Johnson, J., & Fuller, R. (2009, August 11). *Lasting relationships: Using evaluation to build your program*. Paper presented at the Office of Family Assistance's Annual Meeting of Healthy Marriage and Responsible Fatherhood Grantees, Washington, D.C.
- Tobin, T., Romero, C., Magana, S., Fontal, I., Takish, A., Cohoon, W., Torres, Y., Pelayo-Martinez, C., Fuller, R., & Preciado, J. (2009, June 24). *Involving Latino youth and families in out-of-school time youth empowerment programs*. Paper presented at the Building on Family Strengths: Research and Services in Support of Children and their Families Conference. Portland, OR: Research and Training Center, Graduate School of Social Work, Portland State University.
- Tobin, T. J., & Vincent, C. G. (2009, May 27). *Strategies for preventing disproportionate suspensions of students from minority backgrounds*. Poster presented at the Society for Prevention Research 17th Annual Meeting, Washington, D.C.
- Tobin, T. J., & Vincent, C. G. (2009, March 27). *What PBS surveys tell us about reducing disproportionate suspension of minority students*. Paper presented at the Association for Positive Behavior Support's Sixth International Conference on Positive Behavior Support. Jacksonville, FL.
- Tobin, T. J., & Fuller, R. (2008, December 8). *Oregon Youth Development Project*. Poster presented at the U.S. Department of Health and Human Services' Adolescent and Family Life Annual Prevention and Care Grantees' Conference, Vienna, VA.
- Tobin, T. J., & Rossetto Dickey, C. (2008, March 27). *Implementation of the three-tiered prevention approach to school-wide behavior support*. Paper presented at the Association for Positive Behavior Support's Fifth International Conference on Positive Behavior Support, Chicago, IL.
- Tobin, T. J., & Sánchez, F. J. (2007). *Community programs for Latino families and school programs for all students: Effects on attitudes and skills that support abstinence*. Paper presented at the 2<sup>nd</sup> Annual Abstinence Education Evaluation Conference hosted by the Office of Population Affairs and co-sponsored by the Administration for Children and Families, Baltimore. Retrieved August 8, 2009, from <http://www.ent-s-t.com/ESTOPA/presentations/Tobin.pdf>
- Martin, E., & Tobin, T. (2006, November 9). *Comprehensive Positive Behavior Supports (CPBS) Pre-Service Training Program*. Paper presented at the annual conference of the Teacher Education Division of the Council for Exceptional Children, San Diego, CA. Retrieved from <http://pages.uoregon.edu/ttobin/TED.pdf>
- Tobin, T. & Flannery, B. (2006, August 1). *What do school records reveal about events leading up to expulsion from school?* Poster Presentation. Office of Special Education Projects: Research Directors' Conference, Washington, D.C. Retrieved from <http://pages.uoregon.edu/ttobin/flannerytobin.pdf>
- Tobin, T. (2006, April 8). *A systemic approach to including key individuals in the function-based*

- support process*. Paper presented at the Council for Exceptional Children's Annual Convention and Expo, Salt Lake City, Utah. Retrieved from <http://pages.uoregon.edu/ttobin/A%202%20Systematic%20Approach.pdf>
- Tobin, T., & Martin, E. (2006, April 7). *Comprehensive training in positive behavior supports: preparing and mentoring new teachers*. Poster presented at the Council for Exceptional Children's Annual Convention and Expo, Salt Lake City, Utah.
- Tobin, T. (2006, March 25). *Positive behavior support in high schools: Use of team implementation checklists*. Paper presented at the Association for Positive Behavior Support's Third International Conference on Positive Behavior Support, Reno, NV. Retrieved from <http://pages.uoregon.edu/ttobin/Regular%20and%20Alternative.pdf>
- Tobin, T., (2006, February 9). *Oregon Behavior Research Center Tracking Sample Study: Year 3 Data Analysis*. Paper presented at the Data Retreat Conference sponsored by the Coordination, Consultation, and Evaluation Center of the University of Wisconsin and the U.S. Office of Special Education Programs, Washington, D.C.
- Fuller, R., & Tobin, T. (2006, January 25). *Youth solutions interventions in schools and communities: Brief socio-dramas and intensive courses*. Poster presented at the Office of Adolescent Pregnancy Program Prevention Grantee Conference, San Francisco, CA.
- Fuller, R. & Tobin, T. (2005, November 3). *Northwest Family Services' Youth Solutions: A comparison of brief and intensive abstinence education interventions*. Poster presented at the Abstinence Education Evaluation Conference hosted by the Office of Population Affairs and co-sponsored by the Administration for Children and Families, Baltimore.
- Sugai, G., Tobin, T., Barrett, S., & Martin, E. (2005, July). *Positive behavioral interventions and supports: Going to scale and preparing teachers who are experts*. Office of Special Education Research Directors' Conference, Washington, D.C.
- Tobin, T., Martin, E. & Lewis-Palmer, T. (2005, April). *Individual student systems of positive behavior support in classrooms, schools, and districts*. Paper presented at the Annual Council of Exceptional Children Conference and Expo, Baltimore, MD. Retrieved from <http://pages.uoregon.edu/ttobin/cec05.pdf>
- Tobin, T. J., Martin, E., & Garrett, U. (2005, March). *Research at the tip of the triangle from K to 12*. Paper presented at the Second International Conference on Positive Behavior Support, Tampa, Florida.
- Tobin, T. J., Fuller, R., & Sánchez, F. (2004, September). *Outreach and intervention strategies reaching Latino parents: Northwest Family Services' Latino outreach*. Paper presented at the Office of Adolescent Pregnancy Program Prevention Grantee Conference, Dallas, TX.
- Tobin, T. J., & Irvin, L. K. (2003, May 27). *Office discipline referrals as a useful metric: Implications, uses, and limitations*. Paper presented in a panel session at the Association for Behavior Analysis Annual Conference. San Francisco, California.
- Tobin, T. J., Sprague, J. R., Irvin, L. K. (2003, April 11). *Using office discipline referral data to make valid decisions*. Panel session presented at the Council for Exceptional Children Annual Convention, Seattle, WA.
- Horner, R., Tobin, T., & Gresham, F. (2002, July 11). *Extrinsic rewards panel*. (Invited Presenter). Panel session, Office of Special Education Research Directors' Conference, Arlington, Virginia.
- Tobin, T. (2002, May 31). *Individualized positive support and web-based technology used to prevent school failure*. Poster session, 10<sup>th</sup> Annual Meeting of the Society for Prevention Research,

Seattle, WA.

- Tobin, T. (2002, May 30). *Using a web-based data collection program to prevent school failure*. Paper presented at the 10<sup>th</sup> Annual Meeting of the Society for Prevention Research, Seattle, WA.
- Tobin, T. J. & Martin, E. J. (2001, April). *Can discipline referrals be reduced by functional behavioral assessments?* Poster session presented at the Council for Exceptional Children Annual Convention, Kansas City, MO.
- Tobin, T. J. & Martin, E. J. (2001, April). *Positive support: Processes and components of individualized interventions*. Paper presented at the Council for Exceptional Children Annual Convention, Kansas City, MO.
- Tobin, T., & Fuller, R. (November 6, 2000). *Sexuality and abstinence education needs of youth with behavior disorders*. Paper presented at The International Adolescent Conference X, Portland, Oregon.
- Tobin, T., & Sprague, J. (November 3, 2000). *What makes an alternative education program a success?* Paper presented at The International Adolescent Conference X, Portland, Oregon.
- Tobin, T., & Martin, E. (November 3, 2000). *Positive behavior support competes with office discipline referrals for teachers' attention*. Poster session presented at The International Adolescent Conference X, Portland, Oregon.
- Tobin, T., & Martin, E. (November 2, 2000). *Action planning for developing resilience in school*. Paper presented at The International Adolescent Conference X, Portland, Oregon.
- Tobin, T. (1999, July). *Individual and schoolwide effective behavior support*. Poster Presentation. Office of Special Education Projects: Research to Practice; Research Directors' Conference, Washington, D.C.
- Rusby, J., Tobin, T., Gunn, B., & Morvant, M. (1999, June). *Working with schools to promote school-wide change*. Paper presented at the Society of Prevention Research Conference and 7<sup>th</sup> Annual Meeting, New Orleans, Louisiana.

***Local, Regional, and State Conferences and Other Presentations:***

- Vincent, C. G., & Tobin, T. J. (2011, July 27 and 28). *The relationship between implementation of school-wide positive behavior support and disciplinary exclusion of students from various ethnic backgrounds with and without disabilities*. Paper presented at the 4<sup>th</sup> Annual East Baton Rouge Exceptional Student Services (ESS) EXPO. Baton Rouge, LA.
- Tobin, T. J. & Vincent, C. G. (2011, May 21). *How can the SWPBS framework promote racially proportionate behavioral outcomes?* Paper presented at the Washington Positive Behavior Interventions and Supports Conference, Bellevue, WA.
- Tobin, T. J., Vincent, C. G., & Bankston, C. (2011, March 17). *Lessons learned from the Oregon Youth Development Project*. Northwest Family Service's "Mind of a Healthy Family Conference." Portland, OR: University of Portland.
- Tobin, T. J., Vincent, C. G., & Baker, C. (2011, March 17). *Building "Lasting Relationships" as Part of the Healthy Marriage Initiative in Oregon*. Northwest Family Service's "Mind of a Healthy Family Conference." Portland, OR: University of Portland.
- Vincent, C. G., & Tobin, T. J. (2011, March 1). *Access to behavior support across students from different racial / ethnic backgrounds*. Paper presented at the 9th Annual Conference of the Northwest Positive Behavior Intervention and Supports (PBIS) Network, Eugene, OR.

- Retrieved from <http://www.pbisnetwork.org/wp-content/uploads/2011/02/Behavior-Support-Across-Ethnic-Groups-C.-Vincent-2.8.pdf>
- Tobin, T. J., & Vincent, C. G. (2010, March 8). *Integrating cultural responsiveness and school-wide positive behavior support*. Paper presented at the 8th Annual Conference of the Northwest Positive Behavior Intervention and Supports (PBIS) Network, Corvallis, OR.
- Tobin, T. (2009, February 18). *Behavior problems, school discipline, and positive behavior interventions and supports*. Guest lecture, Disability Law Seminar, LAW 600/610. Eugene: University of Oregon Law School.
- Tobin, T. (2008, May 6). *Functional analysis: Applications, research, and issues in educational settings*. Guest lecture, Advanced Applied Behavior Analysis Seminar, Eugene: College of Education, University of Oregon.
- Tobin, T., Preciado, J., Romero, C., & Soto, E. (2007, May 11). *Using out-of-school time to empower Latino youth*. Paper presented at the Oregon State Department's Closing the Achievement Gap. Portland, OR.
- Tobin, T., (2006, February 9). *Tracking sample progress: Year 3*. Report presented to the Bethel School District. Eugene, OR.
- Martin, E., Tobin, T., Taylor, A., & von Ravensberg, H. (2005, February 23). *Strategies for effective communication between special educators and parents*. The Oregon Conference, Eugene, OR.
- Tobin, T. J. & von Ravensberg, H. (2004, May). *Parents and teachers working together to provide positive behavior support*. Building on Family Strengths: Research and Services in Support of Children and their Families. Portland, OR.
- Tobin, T. J. (2004, April). *The success story of Northwest Family Services*. (Invited Presenter). Paper presented at the Institute for Youth Development's Grants Education Conference, Eugene, OR.
- Tobin, T. J., & von Ravensberg, H. (2004, February). *Home and school relationships: Working with parents to design and implement effective, positive, behavioral interventions*. The Oregon Conference. Eugene, OR.
- Tobin, T. J. (2002, October). *Dropout prevention strategies*. (Invited Presenter). Paper presented at the Oregon Governor's Summit on the Over-representation of Minorities in the Juvenile Justice System, Salem, OR.
- Brazeau, K., Hopson, T., Tobin, T., Baez, J., Leggert, T., Flores, M., Crebs, M., Dimond, C. (2002, October). *Town hall: Enhancing partnerships with the educational community*. (Invited Presenter). Panel session, Oregon Governor's Summit on the Over-representation of Minorities in the Juvenile Justice System, Salem, OR.
- Tobin, T. J. & Martin, E. J. (2001, June). *Latest developments in functional behavioral assessment and positive support*. (Invited Presenter). Half day workshop presented at the 24<sup>th</sup> Annual Conference on Interventions for At-Risk Children and Youth, Utah State University, Department of Special Education and Rehabilitation, Center for the School of the Future, Logan, UT. Retrieved from <http://uoregon.edu/~ttobin> as "Introduction to Individualized Support."
- Tobin, T. & von Ravensberg, H. (February 20, 2001). *Parents' guide to functional assessment and community support*. Paper presented at the Danebo Parent-Teacher Organization Meeting, Eugene.
- Martin, E., & Tobin, T. (2002, February 15). *Three challenging aspects of using functional behavioral assessment*. Paper presented at the Oregon Conference, Eugene.

- Tobin, T., Tobin, R., & Zibelman, M. (2001, October 13). *Behavior management, self-management, and problem-solving – while in transition!* Paper and skits presented at the 5<sup>th</sup> statewide conference on “Avoiding Future Shock: After High School . . . What’s Next?” This conference was organized by the Coalition in Oregon for Parent Education (COPE). Salem, OR.
- Tobin, T. & von Ravensberg, H. (March 1, 2001). *The effects of positive individualized supports on discipline referrals.* Paper presented at the Oregon Conference, Eugene.
- Levandowski, J., Bergstrom, W., Bergstrom, C., Hawken, L., & Tobin, T. (June 22, 2000). *Function-Based individual behavior support in schools.* An all-day workshop at the Summer Institute of the University of Oregon, *Building Effective Schools Together: B.E.S.T. Practices*, directed by Jeffrey Sprague and sponsored by the Institute on Violence and Destructive Behavior and the Oregon Department of Education.
- Tobin, T., & Martin, E. (2000, March). *Project CREDENTIALS: Effective interventions with at-risk youth.* Paper presented at the “Youth Skill Building: Connections for the Future Conference,” sponsored by the Oregon Department of Education and the Oregon Department of Community Colleges and Workforce Development, Portland.
- Tobin, T., & Martin, E. (2000, February). *Project CREDENTIALS: Decreasing dropout.* Paper presented at the Oregon Conference, Eugene.
- Tobin, T. (1999, October). *Preventing school violence.* Paper presented at the University of Oregon Teacher Inservice Day in Knight Library, Eugene.
- Tobin, T. (1999, June). *Discipline referrals and decisions.* Paper presented at the “Change the Focus: Success in Schools through Positive Behavior Supports” Conference, Post Falls, Idaho.
- Tobin, T. (1999, June). *Selecting the right functional assessment tool.* Paper presented at the “Change the Focus: Success in Schools through Positive Behavior Supports” Conference, Post Falls, Idaho.
- March, R., Sprague, J., Tobin, T., Molaski, C., & Richards, R. (1999, February). *Creating safer schools: Use of an alternative school-based program for chronically disruptive youth.* Paper presented at the Oregon Conference, Eugene.
- Tobin, T. (1999, February). *Northwest Family Services’ Youth Solutions: FACTS and Promises.* Paper presented at the Oregon Conference, Eugene.
- Tobin, T. (1998, February). *How discipline problems relate to placements and high school outcomes for students identified as “Seriously Emotionally Disturbed.”* Paper presented at the Oregon Conference, Eugene.
- Tobin, T. (1997, February). *Middle school discipline problems and high school outcomes.* Paper presented at the Oregon Conference, Eugene.
- Nordman-Reese, J., Peterson, A., Burke, M., Rebar, M., Golly, A., & Tobin, T. (1997, February). *It worked in my classroom!* Panel presentation at the Oregon Conference, Eugene.
- Sprague, J., Tobin, T., Beard, K., Hagan, S., & Colvin, G. (1997, February). *Breaking the cycle of violence: Intervening with the precursors.* Paper presented at the Oregon Conference, Eugene.
- Tobin, T. (1996, February). *Understanding behavior problems: Hands-On functional assessment practice.* Paper presented at the Oregon Conference, Eugene.
- Tobin, T. (1995, November). *An introduction to functional assessment of children's challenging behavior.* Paper presented at the Oregon Department of Education Conference, Portland.
- Tobin, T. (1995, February). *The use of functional assessment in research on the effects of attention from a peer tutor.* Paper presented at the Oregon Conference, Eugene.

- Tobin, T., Golly, A., & Organ, L. (1993, February). *PRAISE: A practical and realistic approach to intervention selection and evaluation*. Paper presented at the Oregon Conference, Eugene.
- Scott, T. M., & Tobin, T. (1993, February). *Procedures for and examples of direct and systematic assessment of school-wide and classroom environments*. Paper presented at the Oregon Conference, Eugene.
- Kim, Y. M., & Tobin, T. (1993, February). *Early intervention needs of drug-exposed children*. Paper presented at the Oregon Conference, Eugene.
- Tobin, T. (1990, February). *Reducing inappropriate behavior: Choosing the least aversive option*. Paper presented at the Oregon Conference, Eugene.

***Volunteer Service to Professional Organizations:***

Council for Children with Behavioral Disorders (CEC) (Regional Coordinator, 1998-2000. Oregon Council for Children with Behavior Disorders, Executive Committee Member, 1994-1998, State Sub-division President, 1996-1997, 2008-2009, Secretary, 1995-1996).

***Other Professional Activities:***

Consultant working with a team lead by Dr. Robert March of Successful Schools, Inc., to assist educators in the East Baton Rouge Parish with positive behavior management and disciplinary concerns related to their Corrective Action Plan, June 22 and 23, July 27 and 28, 2011.

Consultant and evaluator for “*Stop and Think*,” a program for middle and high school students, sponsored by the Lane County Pregnancy Support Center and funded by a grant from the federal Bureau of Maternal and Child Health Bureau, 2003 to 2007.

Professional development workshops presented for *Intensive Behavior Intervention Specialists* and school counselors, sponsored by the Department of Counseling, Kasiska College of Health Professionals of Idaho State University: *Function-based support in home, school, and community*. Coeur d’Alene, ID (2005, June 17-18); Pocatello, ID (2005, June 24-25)

Professional development workshop organized and presented for staff of O’Hara Catholic School. Eugene, OR. (1999, August). *Creating a Safe School: Ideas to Prevent Bullying*.

Workshops and consultation provided with Dr. Geoff Colvin for Success Academy in tracking, graphing, reporting, and using office discipline referral data. Eugene, OR. *Using the Incident Recording and Graphing System*. (1998, Summer and Autumn).

***Reviewing:***

Reviewer for *Health Education Research*, 2010.

Reviewer for *Preventing School Failure*, 2009.

Reviewer for the *International Journal of Education Policy and Leadership*, 2009.

Editorial Review Board Member: *The Journal of Behavior Analysis of Offender and Victim Treatment and Prevention*, 2008.

Guest Reviewer for *Child Maltreatment: The Journal of the American Professional Society on the Abuse of Children*, 2006.

Book Reviewer for *Solutions Tree*, 2007.

Guest Reviewer for *Journal of Positive Behavior Interventions*, 2004.

Guest Reviewer for the Forum in *Behavioral Disorders*, 2003

***Professional Affiliations:***

American Educational Research Association

Association for Behavior Analysis International  
Association for Positive Behavior Interventions  
Association for Supervision & Curriculum Development  
Council for Exceptional Children  
Council for Children with Behavior Disorders  
The Federation of Families for Children's Mental Health  
Oregon Family Support Network  
Society for Prevention Research