

VITA

CHRISTINE L. COLE

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Education

- Ph.D. University of Wisconsin-Madison, 1982, Rehabilitation Psychology and Special Education
 Emphasis on psychological aspects of developmental and behavioral disabilities
- M.S. University of Wisconsin-Madison, 1977, Social Work
 Emphasis on clinical behavior therapy
- B.A. St. Olaf College, Northfield, Minnesota, 1975, Psychology

Present Positions

Professor and Program Coordinator, School Psychology Program, Lehigh University, Bethlehem, PA
 Executive Director, Community Choices, Bethlehem, PA

Professional License/Certification

License to Practice Psychology (Commonwealth of Pennsylvania and State of Wisconsin)
 School Psychology Certification (Commonwealth of Pennsylvania)

Professional Experience

Consultant, Ken-Crest, Plymouth Meeting, Pennsylvania, 2003-present
 Consultant, Holland Glen, Horsham, Pennsylvania, 1999-present
 Consultant, Philadelphia School District, Northeast Cluster, 1997-98
 Consultant, Program for Students with Emotional/Behavioral Disorders, Centennial School, Bethlehem, Pennsylvania, 1988-94
 Director of Psychological Services, Bethesda Lutheran Home, Watertown, Wisconsin, 1986-88
 Lecturer, Department of Rehabilitation Psychology and Special Education, University of Wisconsin-Madison, 1982-88
 Research Associate, Rehabilitation Research and Training Center, Waisman Center on Mental Retardation and Human Development, University of Wisconsin-Madison, 1982-88

Consultant, Psychological Services, Petersen Health Care of Wisconsin, Rhinelander, Wisconsin, 1987 and 1981-83

Consultant, Psychological Services, Southern Wisconsin Center for the Developmentally Disabled, Union Grove, Wisconsin, 1985-86

Consultant, Psychological Services, Bethesda Lutheran Home, Watertown, Wisconsin, 1980-81

Research Assistant, Rehabilitation Research and Training Center, Waisman Center on Mental Retardation and Human Development, University of Wisconsin-Madison, 1979-82

Program Manager, Intensive Training Unit for Individuals with Mental Retardation and Challenging Behaviors, Bethesda Lutheran Home, Watertown, Wisconsin, 1978-79

Membership in Professional Organizations

American Association on Mental Retardation (Psychology Division)

American Psychological Association (Divisions 16, 22, and 33)

Association for Advancement of Behavior Therapy

Association for Behavior Analysis

Council for Exceptional Children (Behavioral Disorders and Mental Retardation Divisions)

National Association of School Psychologists

The Association for Persons with Severe Handicaps

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-present)

Proven Practice (1998-present)

School Psychology Review (1992-95)

Guest Reviewer

American Journal on Mental Retardation

Journal of Applied Behavior Analysis

Research in Developmental Disabilities

School Psychology Review

The Journal of the Association for Persons with Severe Handicaps

Grant Reviewer

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

Grants

Cole, C. L. (1996-present). Principal Investigator, Community Choices. Lehigh County and Northampton County. (\$480,000 annually)

Cole, C. L. (1992-93). Evaluation of Nonaversive Interventions for Treatment of Children with Severe Behavior Disorders. Lehigh University, Faculty Research Grant. (\$985)

Shapiro, E. S., & Cole, C. L. (1992-96). Co-Principal 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)

Shapiro, E. S., & Cole, C. L. (1997-00). Co-Principal 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)

Shapiro, E. S., & Cole, C. L. (2001-2006). Co-Principal 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)

Grants Submitted

Kern, L., & Cole, C. L. (December, 1998). Training Special Educators and School Psychologists in a Collaborative Consultative Approach to Supporting Students with Emotional/Behavioral Disorders. U.S. Department of Education, Office of Special Education Programs. (submitted, not funded).

Shapiro, E. S., & Cole, C. L. (October, 2000). Training School Psychologists as Integration Consultants for Students with Low Incidence Disabilities. U.S. Department of Education, Office of Special Education Programs. (submitted, not funded)

Shapiro, E. S., & Cole, C. L. (October, 1999). Training School Psychologists as Integration Consultants for Students with Low Incidence Disabilities. U.S. Department of Education, Office of Special Education Programs. (submitted, not funded)

Publications

Book

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

Journal Articles

Ager, C., & Cole, C. L. (1991). A review of cognitive-behavioral interventions for children and adolescents with behavioral disorders. Behavioral Disorders, 16, 276-287.

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.

Beidleman, D. C., & Cole, C. L. (1991). Scholastic Aptitude Test gender gap. American Secondary Education, *19*(2), 2-5.

Cole, C. L. (1992). Self-management interventions in the schools. School Psychology Review, *21*, 188-192.

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.

Cole, C. L., & Bambara, L. M. (1992). Issues surrounding the use of self-management interventions in the schools. School Psychology Review, *21*, 193-201.

Cole, C. L., & Gardner, W. I. (1981). Teaching a client to self-manage appropriate work behavior. Community Services Forum, *1*(3), 5-7.

Cole, C. L., & Gardner, W. I. (1984). Self-management training. Psychiatric Aspects of Mental Retardation Reviews, *3*, 17-20.

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.

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.

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., & 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.

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.

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. (1981). Meeting the mental health needs of the mentally retarded. Community Services Forum, *1*(3), 1-3.

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., 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.
- 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.
- Gomez, K. M., & Cole, C. L. (1991). Attention Deficit Disorder: A review of treatment alternatives. Elementary School Guidance and Counseling, *26*, 106-114.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Muha, D. G., & Cole, C. L. (1991). Dropout prevention and group counseling: A review of the literature. The High School Journal, *74*, 76-80.
- 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.
- Shapiro, E. S., & Cole, C. L. (1999). Self-monitoring in assessing children's problems. Psychological Assessment, *11*, 448-457.
- 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.

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.

Book Chapters

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.

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.

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.

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: Guilford.

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.

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: Guilford.

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., & 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. (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. (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: Guilford.

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. (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. (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.

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.

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.

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.

Manuals and Monographs

Cole, C. L., & Gardner, W. I. (1982). Habilitation of the mentally retarded: A therapeutic behavioral approach [Training manual]. Rhinelander, WI: Petersen Health Care.

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., Pflugrad, D., Gardner, W. I., & Karan, O. C. (1985). The self-management training program: Teaching developmentally disabled individuals to manage their disruptive behavior [Training manual]. Champaign, IL: Research Press.

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 the Mentally Retarded.

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.

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.

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.

Videotape

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. Champaign, IL: Research Press.

Professional Presentations

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. (1983, May). Multicomponent self-management training. Paper presented at the annual meeting of the American Association on Mental Deficiency, Dallas, TX.

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. (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. (1986, March). The self-management training program. Workshop presented at the Peoria Association for Retarded Citizens Spring Conference, Peoria, IL.

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, December). Coping skills training approaches. Paper presented at the Wisconsin Division of Care and Treatment Facilities Conference, Stevens Point, WI.

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. (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. (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. (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. (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. (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.

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., 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., & 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.

Cole, C. L., & Koger, F. (1998, December). Self-determination: Translating concepts into support. Paper presented at the annual meeting of The Association for Persons with Severe Handicaps, Seattle, WA.

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.

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., 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., 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., 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., & Skibitsky, T. (1999, December). Facilitating the inclusion of students with low incidence disabilities. Paper presented at the annual meeting of The Association for Persons with Severe Handicaps, 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 The Association for Persons with Severe Handicaps, Chicago, IL.

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., & 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.

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.

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.

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.

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.

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.

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.