

## CURRICULUM VITA NANCY E. MARCHAND-MARTELLA

Professor, College of Education University of Colorado  
 Former Special Advisor to the Chancellor on Faculty Success Initiatives Colorado Springs  
 Former Provost and Executive Vice Chancellor for Academic Affairs

### EDUCATION

Ph.D. 1991 Special Education, Utah State University, Logan, Utah  
 M.S. 1987 Behavior Analysis and Therapy, Southern Illinois University, Carbondale, Illinois  
 B.A. 1985 Psychology, Purdue University, West Lafayette, Indiana

### PROFESSIONAL EMPLOYMENT AND EXPERIENCE

#### Higher Education Administration

- **University of Colorado Colorado Springs (UCCS), Provost and Executive Vice Chancellor for Academic Affairs (July 2022-June 2024); Special Advisor to the Chancellor on Faculty Success Initiatives (June 2024-August 2025); Full Professor, College of Education (July 2022-present)**

#### *University Overview*

UCCS is a public research institution located in Colorado Springs. It is one of four campuses that make up the University of Colorado system. As of Fall 2023, UCCS enrolled 10,678 degree-seeking students (8867 undergraduates and 1811 graduate students). Approximately 25% are first generation college students and 25% are military affiliated; roughly one-third are students from historically underrepresented groups. UCCS is classified as an R2: high research activity doctoral institution. It has six colleges and a graduate school along with various support units across campus. UCCS offers 55 undergraduate degrees along with a myriad of graduate programs (24 masters, 8 doctoral) including 44 online certificate and degree programs. The university has approximately 800 faculty and 880 staff. The Provost and Executive Vice Chancellor for Academic Affairs oversees the university's academic enterprise (total budget approximately \$83 million) and supervises the deans, vice provosts, and academic staff.

#### *Responsibilities as Special Advisor*

- Developed faculty success initiatives
  - Helped with campus-wide Pivot software selection
  - Advocated for initiatives to increase faculty grant writing and scholarship
- Worked with EAB to develop market insights and where to invest resources for UCCS
- Participated in CU system-wide, Lewis-Burke Associates (government relations firm) meetings and advocate for funding initiatives at the campus level

***Responsibilities as Provost and Executive Vice Chancellor***

***Budget Model Redesign Taskforce***

- Chaired chancellor-assigned budget redesign taskforce including 8 members from across campus representing staff, faculty, and administrators
- Designed incremental/RCM hybrid budget model with three budget pools (incremental, campus performance, and unit performance)
- Presented model to various constituents for feedback purposes including “red team” exercises and conducted an all-campus town hall on the model
- Developed website and feedback link for transparency purposes

***Research***

- Helped facilitate increases in campus-wide research funding from \$14.6 million to \$15.8 million (an 8% increase) in my first year and 19.6% (total \$18.9 million) from my first to my second year (an increase of 29.5% overall); increased new sponsored programs awards, submission of unique proposals, and hundreds of journal articles, books, chapters, and peer-reviewed presentations published; helped promote engagement in student research, with the Center for Student Research increasing its member count to 371 students and 81 faculty mentors and the Undergraduate Research Academy (URA) accepting 24 new members
- Promoted research and sponsored program professional development and community building activities for the campus, including research writing retreats, grant writing bootcamps (one general, the other on NSF career awards); awarded almost \$90,000 in seed grants; onboarded a new institutional grant writer to support research efforts on campus, and provided vision and leadership to grow the Center for Student Research; generated a compliance plan for HIPPA; created a new Responsible Conduct of Research mini-conference; and set the vision in the year-long design and implementation of the new Cayuse and Pivot software to modernize our routing processes and grant submissions in OSP
- Broadened participation in grant-submission and funding awards across campus with intentional efforts using evidence-based intervention (e.g., grant writing bootcamps, Rising Star Grants, mentoring programs) with a major accomplishment of enhancing and expanding who participates in sponsored programs; this year across disciplines, 61.2% of women-identified faculty submitted proposals while 78% of men-identified faculty submitted a grant; this represented a large increase in grant activity for the campus compared to last year when just 41% of women faculty and 47% of men faculty submitted a grant; results also showed that women were highly successful, with 27% of women-identified faculty receiving a grant and 18.6% of men-identified faculty receiving a grant; again, these proportions of grant-success were an increase from last year when 10.8% of women and 8.9% of men were awarded a grant; for minoritized faculty 66.7% submitted a grant which was a nearly a 4% increase from last year; faculty of color were also more successful in grant getting compared to last year with 17.2% of faculty receiving a grant compared to last year’s 11.1% which was a 55% increase

***Leadership Development***

- Spearheaded a pilot program for faculty and staff leadership in Fall 2023; the success of the program led to a Higher Learning Commission proposal for an expanded leadership development Quality Initiative (Leadership Development Academy) (LDA) to begin Fall 2024; following the Quality Initiative period, UCCS hopes to extend and expand the program into a long-term, continuing initiative; the LDA will include and assess six key elements:

- a year-long leadership training program for a cohort of staff, especially new/aspiring/incoming UCCS unit directors and other team/committee leads, repeated in 2024/25 and 2025/26
- a year-long leadership training program for a cohort of faculty, especially new/aspiring/incoming UCCS department chairs, directors and other team/committee leads, repeated in 2024/25 and 2025/26
- a series of leadership development workshops for graduate students
- a series of campus-wide events, workshops, panels, and activities on leadership-related topics
- targeted retreats, workshops, and coaching for advanced-level leaders including assistant/associate deans, deans, assistant/associate vice-chancellors, vice-chancellors, and the chancellor and
- the development of new online leadership and management training resources (and the integration of existing online resources) specific to UCCS but available online to all CU employees and organized into a series of microcredentials

### ***Provost Office Reorganization***

- Reorganized Provost's Office to ensure proper supervision and work productivity of programs/centers/institutes at the university
- Hired and trained a chief strategist for the Provost's Office along with an executive assistant and HR specialist
- Built up the graduate school, moving the dean from a part-time position to one who devoted 100% effort to graduate school activities

### ***Online Program Reorganization***

- Moved UCCS Online to academic affairs with some online personnel such as navigators and marketers and the executive director kept in enrollment management to ensure a strong recruitment focus
- Centralized instructional design support from UCCS Online to the campus-wide Faculty Resource Center to maximize impact and provide an academic focus
- Decentralized operations, sending funding to all colleges, the graduate school, and the libraries to incentivize faculty or hire online support personnel or instructors to cover courses for faculty building new programs, certificates, and microcredentials
- Developed scholarships for online programs offered through the graduate school and enrollment management
- Refocused supervision to empower deans, associate deans, chairs, and faculty to be key players in direction and offerings
- Hired two faculty to shepherd a new microcredential task force and offered funding to incentivize faculty to participate through extended studies and Coursera

### ***Policies and Procedures***

- Updated various policies and procedures (e.g., research security, retention/promotion/tenure, multi-year contracts for instructional faculty, chair guidelines) in academic affairs; began work on professional rights and responsibilities, campus faculty grievance, differentiated workload, and the scholarship of engagement (Boyer model) among other policies and procedures
- Worked carefully with faculty assembly and staff association for shared governance purposes to ensure maximum success

***Initiatives/Other Accomplishments***

- Developed a new process for budget cutting scenarios, working carefully with the deans and other academic unit directors along with both vice provosts for transparency and a shared perspective on strategic hiring
- Participated in the development of the active-duty tuition assistance grant that provides funding to bridge the gap between tuition and tuition assistance offered for active duty service members
- Worked with academic affairs staff and faculty after our tragic 2-16-24 double homicide on campus to promote mental health offerings, changes in drop deadlines, and other initiatives that supported those who were impacted by this incident
- Provided faculty revitalization grants (\$550K) to those faculty who were negatively impacted by COVID 19
- Awarded rising star grants to attract new faculty to UCCS with a particular emphasis on those conducting research in inclusive practices
- Presented to CU University Affairs Committee and Regents—Technical Communication and Information Design and Women and Ethnic Studies to earn departmental status, online program initiatives, research enterprise, and microcredentials/certificate programs
- Awarded \$40K grant from the Colorado Department of Higher Education for the Colorado Re-engaged Initiative (CORE) to establish an Associate of General Studies degree for students who completed 70 or more credit hours at UCCS but dropped out; 68 students received their AGS in Spring 2024, with several participating in the spring commencement
- Developed proactive faculty success strategies for retention, promotion, and tenure of faculty with focus on effective pedagogy and research skills
- Revised new faculty orientation based on participant feedback
- Changed academic calendar to mirror fall and spring semesters with a fall break during Thanksgiving week
- Conducted searches and hired Faculty Relations Manager, Dean of the College of Business, Interim Dean of the College of Engineering and Applied Science, Dean of the College of Engineering and Applied Science, Interim Dean of the College of Public Service, Interim Dean of the College of Education, Dean of the Graduate School, Executive Assistant, Chief Strategist, HR professional, and Director of Institutional Research (IR)
- Worked with HR to increase lecturer pay, IRC pay, and chair stipends
- Changed IRC (instructional level) faculty titles to be more inclusive—moving all from instructors to teaching faculty
- Updated the faculty annual review process and provided feedback to units on their annual review criteria and the posting of the criteria to the provost’s website along with new timeline for reviews and developed a new shared governance process for initial review by Faculty Assembly
- Revised all academic campus awards to include a rubric for selecting winners and revised the service award to be equivalent in awarded stipend to the research and teaching awards
- Supervised a reorganization of the research office including an overhauled grant submission process at the request of the chancellor and implemented Cayuse, a sponsored programs software that allows those submitting grants to upload documents, route for approval, track routing progress, keep records and automatically notify the research office when forms are complete
- Established a required plagiarism check of all graduate theses and dissertations, working carefully with the graduate school dean and college deans
- Participated in weekly system-wide provost meetings to tackle challenges occurring across campuses in the CU system

➤ **Purdue University, Suzi and Dale Gallagher Dean of the College of Education (COE) (July 2018-June 2022)**

***College of Education Overview***

The COE is comprised of 17 programs within two departments (Curriculum and Instruction; Educational Studies) and a vibrant academic services division that manages university-wide teacher licensure, clinical placements, and advising. The COE has seven undergraduate majors; 20 master's programs, one Ed.S. program, and 17 doctoral programs are offered. The COE is the hub of teacher education at Purdue, partnering with five other colleges (Science, Liberal Arts, Health and Human Sciences, Polytechnic Institute, Agriculture) to offer programs leading to eight additional undergraduate majors in teacher preparation. The COE includes 80 faculty (64 tenured/tenure track and 16 clinical), 1,521 students (629 undergraduates and 892 graduate students within the College) and 335 undergraduate students in teacher preparation programs beyond the College, and 81 staff members. The COE also includes five Centers (Ackerman Center for Democratic Citizenship, Evaluation and Learning Research Center, Serious Gaming Center, Center for Advancing the Teaching and Learning of STEM, Gifted Education Research and Resource Institute) along with the Purdue Counseling and Guidance Center and Teaching Resource Center. The COE budget is approximately \$28 million. Recently, the COE was listed as the top choice for teacher education in Indiana (<https://www.education.purdue.edu/number-1-best-college-for-education-in-indiana/>)

***Innovation Initiative/College Reform (2018-2022)***

- Spearheaded a college-wide innovative initiative process for all undergraduate teacher education licensure programs at Purdue and advocated for additional resources to ensure programmatic success
  - <https://www.purdue.edu/newsroom/releases/2021/Q3/in-an-evolving-world,-purdues-college-of-education-innovating-new-paths-to-success-for-k-12-teachers.html>
  - More than doubled field experience hours, including a field experience every semester that culminates in a year-long student teaching residency experience
  - Added a community-based learning experience to ensure awareness of family/community issues
  - Developed pathways to additional licensure and/or specialized preparation for special populations of learners (high ability, English learner, special education)
  - Ensured every student in teacher preparation graduated with a blended/online educator license
  - Developed an induction and mentoring program for 2 years post graduation

***Strategic Planning (2020-2021)***

- Participated in a Purdue Deans' working group on innovative excellence post COVID-19 and problem- solved changes to instructional delivery and academic calendars, organizational efficiency, research, and engagement and partnerships
- Developed a college strategic plan for 2021-2026 focused on inclusive excellence and sustainability in education with three main goals (and corresponding action steps and success metrics): (1) implement teacher education innovation as a means of improving sustainable practices in education that impact the world around us; (2) increase student enrollment and retention with recruiting emphasis on historically underrepresented groups; and (3) promote positive climate practices that value and showcase work in support of inclusive excellence

***COVID Pandemic Planning (2020-2021)***

- Supported the transition to remote learning, offering hybrid/hyflex/online training and instructional technology workshops
  - Created funding opportunities for staff and faculty related to COVID-19 issues
  - Held virtual town halls and forums to maintain communication with staff, faculty, and students
  - Developed “checking in” sessions to boost morale
  - Promoted a healthy transition from working remotely to being a residential campus once again
  - Readied the COE for in-person instruction (physical distancing, personal protective equipment, and cleaning supply needs)

***Online Programs (2018-2022)***

- Hired a program manager to oversee all online programs
- Helped propel the COE to third in the total number of online students at Purdue, behind engineering and business
- Initiated 13 new graduate programs and certificates (with four focused on interdisciplinary efforts with other colleges) adding to the 7 offerings already in place in the COE
- Generated yearly gross revenue of \$5.4, \$5.2, \$5.9, and \$5.7 million for years 2018, 2019, 2020, and 2021, respectively; up from \$4.7 million in 2017 before starting as dean
- Developed professional development online portal offering modules and support in career and technical training, autism, digital badges, teaching English Language learners, understanding grief in children and adolescents, and e-learning
- Revised our incentive-based budget model with faculty/staff input to ensure consistency and transparency
- Received the following rankings from U.S. News & World Report (2021):
  - Top 50 Best Education Schools (tied)
  - Top 13% (#42) for Best Online Graduate Education Programs
  - #5 Best Online Master’s in Instructional Media Programs (MSEd Learning Design and Technology) #19 Best Educational Administration and Supervision program (previously unranked)
  - #11 Best Online Master’s in Special Education
  - #10 Best Online Master’s in Curriculum and Instruction Programs

***National and State Accreditation (2019-2022)***

- Granted national accreditation at the initial licensure level by the Council for the Accreditation of Educator Preparation (CAEP)
- Granted continuing state accreditation by the Indiana State Board of Education

***Policies and Procedures (2019-2022)***

- Revised the COE by-laws
- Revised the COE promotion and tenure guidelines
- Created an online, professional, and hybrid programs handbook for the COE
- Revised the COE organizational structure
- Revised awards for equity (faculty and staff)

***College Initiatives (2018-2022)***

- Established new leadership team structures including an administrative council and an expanded administrative council
- Initiated undergraduate first-generation college student activities including support systems and advising
- Developed a “grow your own” mentoring program for faculty who aspire to be department head and expanded faculty mentors for all faculty within the COE
- Developed dual credit, “grow your own,” and other innovative high school partnership programs such 1-2-1 and 3-2-1 programs
- Established a monthly COE newsletter
- Appointed a faculty diversity fellow to coordinate leadership activities related to diversity, equity, and inclusion in concert with the Director of Diversity Initiatives and Committee on Equity and Diversity
- Partnered with the Polytechnic Institute and the Executive Vice President for Research’s Office to offer seed grants focused on research endeavors with the Polytechnic High Schools in Indiana
- Elected to the Board of Directors of the Purdue Polytechnic High Schools, establishing a solid relationship between the two Colleges (COE and Polytechnic Institute)
- Offered mental health sessions by our counseling faculty and graduate students focused on staff, faculty, and student well-being

***External Funding and Development (2018-2022)***

- Assisted in securing \$1.6 million (the largest grant award in the state) from the Indiana Governor’s Emergency Education Relief Fund (CARES Relief Act) entitled, “Becoming an online teacher even when I didn’t sign up for it”
- Secured \$9.6 million, \$8.9 million, and \$10.6 million in external funding for the 2018-2019, 2019-2020, and 2020-2021 academic years, respectively, with the last year setting a college record
- Submitted a record 140 external applications and 54 internal applications from 2019-2021
- Started seed grant funding of up to \$25,000 for proposals that would allow faculty and staff to be more competitive for larger-scale funding opportunities (initiatives focused on collaboration with other colleges; diversity, equity, and inclusion; post-COVID 19 preparation)
- Related to development and fundraising, \$1,384,500, \$1,152,000, \$2,107,477, and \$1,300,000 were raised in 2018, 2019, 2020, and 2021, respectively. The 4-year giving average prior to 2018 was \$433,018. The 3-year giving average from 2018-2020 has more than tripled at \$1,485,994.

***Diversity, Equity, and Inclusion (2020-2022)***

- Developed initiatives related to diversity, equity, and inclusion:
  - Named a diversity fellow in the college to lead diversity, equity, and inclusion efforts for each of the past 2 years
  - Reading programs with leadership team members (e.g., *How to be Antiracist*, *White Fragility*)
  - College retreat to review progress on racial justice
  - Review of COE organizational structures and processes to create and sustain equitable processes
  - Regular meetings and dialog circles with faculty, staff, and students from underrepresented groups
  - Programmatic review of courses to ensure equitable practices across program areas
  - Webinars/workshops to promote deep discussions and change
  - Establishment of grants for graduate students to ensure student voice

***College/University/National/International Committees (2018-2022)***

- College
  - Deans Advocacy Council Member
  - College of Education Administrative Leadership Team Chair
  - College of Education Expanded Administrative Team Chair
  - Teacher Education Council Chair
  - Executive Teacher Education Council Chair
- University/Campus-Wide
  - Future of Work Project Team (develop new workplace strategies that meet the needs of our evolving workforce)
  - Board of Trustee’s Equity Task Force Member
  - Area Committee Member for Promotion and Tenure for the Libraries and School of Information Studies
  - Campus-Wide Innovation Committee Member related to COVID-19 and Beyond
  - Search Committee Chair, Vice Provost for Teaching Learning position
  - Academic Deans Council Member
  - Leading Ethically Committee Member
  - Faculty Cluster Hiring Committee
  - Pandemic Response Team Member, Purdue Polytechnic High Schools
- National
  - Legacy Advisory Committee Member, College Football Playoffs Foundation
  - Big 10 Deans Council of Colleges and Schools of Education Member
- International
  - Worldwide Commission to Educate All Kids (Post Pandemic) Member
  - University of Iceland, Psychology Doctoral Committee

***University Trainings Attended***

- LGBTQ+ safe zone training
- Mediation training
- Verbal de-escalation training

***Media Releases (2019-2022)***

- Deans for Impact Fellow, media releases on transformative education and innovation:  
 Blog: <https://deansforimpact.org/our-work/impact-academy-2021/>  
 Impact Academy landing page: <https://deansforimpact.org/purdue-impact-academy/>
- Big 10 Deans’ statements on diversity, equity, and inclusion:  
<https://www.youtube.com/watch?v=Mr1QDKuMUX8>
- Online learning and student behavior. *Purdue University News*:  
<https://www.purdue.edu/newsroom/releases/2020/Q3/online-student-behavior-a-focus-for-teachers,-parents-this-fall.html>
- Focused teacher attention on student learning issues can help start the school year off right. *Purdue University News*: <https://www.purdue.edu/newsroom/releases/2019/Q3/focused-teacher-attention-on-student-learning-issues-can-help-start-the-school-year-off-right.html>



- Open jobs, emergency licenses, small candidate pools: Plight of area teacher shortages. *Journal and Courier*, Lafayette, IN. Interviewed for article on teacher shortage. <https://www.jconline.com/story/news/2019/08/10/indiana-public-school-teacher-shortage/1931436001/>

➤ **University of Oklahoma, Department Chair (2016-2018) and Hardman Endowed Chair of Education (2018), Department of Educational Psychology, College of Education**

***Department Overview***

The Department of Educational Psychology includes multiple undergraduate and graduate program areas including special education, applied behavior analysis, counseling psychology, mental health and school counseling, instructional technology, American Sign Language, and educational psychology. Twenty-five faculty (over 95% tenured/tenure-track) and numerous adjunct and graduate student instructors offered instruction in the department. Approximately 400 students (200 undergraduates and 200 graduates) were in the department.

***Initiatives/Accomplishments as Department Chair***

- Co-developed a new undergraduate sign language sequence of courses for the College and University (fulfilled the University world languages requirement)
- Assisted in undergraduate program growth initiatives (revised special education major, special education minor, and service courses to education majors)
- Provided oversight for two research centers
- Served as Graduate School liaison for departmental issues involving graduate students
- Served on various departmental, college, and university committees
- Oversaw graduate and undergraduate programs and accreditation/certification requirements
- Managed departmental budget
- Served as a tutor and learning specialist trainer for the NCAA Athlete Academic Support Services Program
- Provided faculty mentorship
- Assisted in departmental strategic planning
- Offered Canvas Learning Management System training/movement to blended/online learning
- Assisted in graduate program growth initiatives (coordinate programmatic/marketing reviews for low number graduate programs/concentrations)
- Worked closely with legislators regarding educational issues including dyslexia and literacy bills

***Departmental/College/University Committees***

- College Representative to the University Academic Program Review Committee
- Cross-Campus, Cross-Disciplinary Early Childhood Initiative
- University-Wide New Faculty Orientation Panel Member: Effective Teaching Practices
- Faculty Sponsor, American Sign Language Club
- Departmental Personnel Committee
- Special Education Program Committee
- Staff/Faculty/Administrator Hiring Committees
- Various Chair and Assumed Associate Dean Committees

***Interim Associate Dean (2017)***

- Assumed Associate Dean Responsibilities
- Conducted college-wide graduate student orientation
- Conducted college-wide new faculty orientation
- Served on the University-wide academic program review committee

- **Eastern Washington University, Graduate Program Director, Departments of Applied Psychology/Counseling, Educational, and Developmental Psychology, and Education, College of Education (1998-2012)**

***Initiatives/Accomplishments as Graduate Program Director***

- Provided leadership to 9 faculty and field supervisors
- Coordinated all field placements for graduate students (practica and student teaching internships)
- Scheduled all courses
- Supervised adjuncts
- Handled graduate student issues

- **Eastern Washington University, Assistant Vice Provost, Running Start Programs (1999-2002)**

***Responsibilities***

- Coordinated 16 high school implementation where junior and senior level high school students received Running Start college credits at Eastern Washington University
- Funded initiatives through state-level grants
- Managed budget
- Supervised project personnel
- Conducted research and outreach presentations
- Conducted tutor training workshops

**Administrative Professional Development**

- Fellow, Deans for Impact Academy Fellowship Program (2019-2020)
- Pennsylvania State Academic Leadership Academy (2017-2018)
- Effective leadership communication series offered by Vice Provost for Faculty Development, University of Oklahoma (2016)

**Higher Education Faculty Member**

- **Eastern Washington University, Faculty Member (Assistant Professor [1995-1997], Associate Professor [1997-2000], Professor [2000-2016]), Departments of Applied Psychology/Counseling, Educational, and Developmental Psychology (1995-2010) and Education (2010-2016), College of Education**

***Responsibilities***

- Taught 36 quarter credit hours (9 classes) of undergraduate and graduate courses per academic year
- Conducted research in effective instruction and classroom management

- Provided departmental, college, university, and professional service
- Developed graduate program in special education
- Revised undergraduate special education major and minor
- Served on various committees including:
  - Departmental Personnel Committee
  - College Personnel Committee
  - Disability Support Services Committee
  - Special Education Program Committee
  - Institutional Review Board (IRB) Committee
  - Summer Faculty Grant Review Committee
  - Staff/Faculty/Administrator Hiring Committees

➤ **Washington State University, Adjunct Appointment (1998-2016)**

*Responsibilities*

- Received graduate faculty status
- Served on doctoral committees as needed

➤ **University of Montana, Faculty Member (Associate Professor of Special Education), Department of Curriculum and Instruction, College of Education (1993-1995)**

*Responsibilities*

- Taught 18 semester hours (6 classes) of undergraduate courses per academic year
- Conducted research in effective instruction and classroom management
- Provided departmental, college, university, and professional service
- Served on the departmental special education committee

➤ **Drake University, Faculty Member (Visiting Assistant Professor), Department of Psychology, College of Arts and Sciences, and Field Coordinator in Special Education, Special Education Program, School of Education (1992-1993)**

*Responsibilities*

- Taught 18 semester hours (6 classes) of undergraduate courses per academic year
- Conducted research in effective instruction and classroom management
- Provided departmental service
- Identified field placements
- Supervised students in a master's degree program in collaborative teaching
- Evaluated program effectiveness

➤ **University of Hawaii at Manoa, Adjunct Faculty Member, Department of Special Education, College of Education (1992)**

*Responsibilities*

- Taught summer course on assessment

➤ **Gonzaga University, Faculty Member (Assistant Professor), Department of Special Education, School of Education (1991-1992)**

***Responsibilities***

- Taught 18 semester hours (6 classes) of undergraduate courses per academic year
- Conducted research in effective instruction and classroom management
- Provided departmental, college, university, and professional service

**Other Related Experience**

- Behavioral Programming Specialist, The May Center for Child Development, Chatham, MA (1987-1988)
- Child Developmental Specialist, The May Center for Child Development, Chatham, MA (1987)
- Behavioral Specialist, Center for Comprehensive Services/Evaluation and Developmental Center, Carbondale, IL (1985-1987)
- Group Home Associate, Wabash Center, Lafayette, IN (1985)

**Certification/Licensure**

- Board Certified Behavior Analyst-Doctoral (BCBA-D) (BACB # 1-13-13036)
- Licensed Board Certified Behavior Analyst, State of Oklahoma (License #1-13-13036) (2016-2018)

**Awards and Recognitions**

- 2015 SIIA CODiE Award Finalist, Best PK-12 Personalized Learning System, *SRA FLEX Literacy*
- 2015 SIIA CODiE Award Finalist, Best Classroom Management Solution, *SRA FLEX Literacy*
- Most Popular Papers (Based on the average number of full-text downloads per day since the paper was posted). October 2012 for Marchand-Martella, N. E., Ruby, S., & Martella, R. C. (2007). A three-tier strategic model of intensifying reading instruction. *TEACHING Exceptional Children Plus*, 3, Article 2, available from <http://escholarship.bc.edu/cgi/preview.cgi?article=1313&context=education/tecplus> (Reprinted in 2012, Spring, *Direct Instruction News*, 19-23.)
- *A 1-Semester Within-Program Assessment Evaluation of Mastering Math Facts and Word Problems Made Easy in a Middle School Resource Room*. (2007). Special education research project selected as winner of the Wes Becker Outstanding Research Award, Association for Direct Instruction, Eugene, OR.
- *Assessing the Comparative Effects of the Reading Success Level B Program with Fifth-Grade Students at a Title I Elementary School*. (2006). School psychology thesis selected as winner of the Wes Becker Outstanding Research Award, Association for Direct Instruction, Eugene, OR.
- *Nominated for the College of Education and Human Development Dean's Merit Award*. (1999). Eastern Washington University, Cheney, WA.
- *Excellence in Education Award for University Instruction*. (1998). Association for Direct Instruction, Eugene, OR.
- *PTI/PacificCorp Faculty Achievement Award: College of Education and Human Development Outstanding Teacher Award*. (1998). Eastern Washington University, Cheney, WA.
- *Most Influential Professor in the College of Education and Human Development* as nominated by honors students. (1996). Eastern Washington University, Cheney, WA.

- *Distinguished Guest Faculty Member*, Ohio State University, 1996.
- *Lorenz-Baker Award Recipient for Most Outstanding Master’s Student in Rehabilitation*, 1987, Southern Illinois University at Carbondale.
- *Lorenz-Baker Award Recipient for Most Outstanding Master’s Student in Rehabilitation*, 1986, Southern Illinois University at Carbondale.
- *John M. Hadley Award Recipient for Most Outstanding Senior in Psychology*, 1985, Purdue University, West Lafayette, Indiana.
- *School of Humanities, Social Sciences and Education Award Recipient for Most Outstanding Senior in Psychology*, 1985, Purdue University, West Lafayette, Indiana.

## SCHOLARSHIP

### Grant and Project Participation

#### ***Funded***

1. Academic Affairs at UCCS. (2023-2024). *Colorado reengage initiative (CORE) start up*. (Funded for \$40,000). Colorado Department of Higher Education.
2. Michigan Department of Education. (2016-2019). *Promoting adolescent reading success*. Provide expert consultation to the training and program components. Model Demonstration Projects to Improve Adolescent Literacy for Students with Disabilities in Middle and High Schools, Grades 6-12 (CFDA 84.326M). (Funded for \$1.6 million). Provided technical assistance and training for project written and submitted by the Michigan Department of Education. U.S. Department of Education.
3. Marchand-Martella, N. E., & Martella, R. C. (2013-2014). *SRA FLEX Literacy learner verification study*. (Funded for \$50,000). McGraw-Hill.
4. Washington State Office of Superintendent of Public Instruction and Northwest Regional Educational Laboratory. (2010-2012). *Striving Readers Grant*. Provided technical assistance on grant development and train grant participants on *Read to Achieve*. (Grant funded for \$4.4 million). U.S. Department of Education.
5. Marchand-Martella, N. E., & Martella, R. C. (2010-2011). *FLEX Literacy*. (Funded for \$374,400). McGraw-Hill.
6. Marchand-Martella, N. E., & Martella, R. C. (2007-2009). *Read to Achieve*. (Funded for \$115,000). McGraw-Hill.
7. Martella, R. C., & Marchand-Martella, N. E. (2006-2007). *Implementing school-wide reading and behavior support systems*. (Funded for \$45,524). Superintendent of Public Instruction, State of Washington.
8. Marchand-Martella, N. E., & Martella, R. C. (2006). *Reading Mastery Florida adoption revision*. (Funded for \$117,120). McGraw-Hill.

9. Martella, R. C., & Marchand-Martella, N. E. (2005-2006). *Implementing scientifically-based reading programs and school-wide support systems*. (Funded for \$87,000). Superintendent of Public Instruction, State of Washington.
10. Martella, R. C., & Marchand-Martella, N. E. (2004-2005). *Implementing scientifically-based reading programs and school-wide support systems*. (Funded for \$87,000). Superintendent of Public Instruction, State of Washington.
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18. Martella, R. C., & Marchand-Martella, N. E. (2000-2003). *ESL program evaluation*. (Funded for \$19,000). Joint grant with Whitworth College and Spokane School District 81. U.S. Department of Education.
19. Marchand-Martella, N. E., & Martella, R. C. (1997-2002). *Running start in the high schools: Project PALS (Peer Assisted Learning System)*. (Funded for \$660,000). Funded through statewide high schools running start project. State of Washington.
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21. Marchand-Martella, N. E., & Martella, R. C. (1999). *Using Corrective Reading in high school settings*. (Funded for \$5,000). Eastern Washington University Foundation.
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23. Martella, R. C., Marchand-Martella, N. E., & Cleanthous, C. (1998). *Center for student risk prevention program evaluation*. (Funded for \$7,000). Educational Service District 101, State of Washington.
24. Marchand-Martella, N. E., & Martella, R. C. (1998). *Corrective Reading at East Valley High School*. (Funded for \$2,800). Eastern Washington University Foundation Grant.
25. Marchand-Martella, N. E., & Martella, R. C. (1997-1998). *Project PALS (Peer Assisted Learning System): Promoting the literacy of high school students who are at risk for school failure*. (Funded for \$70,536). State of Washington Higher Education Coordinating Board Grant.
26. Marchand-Martella, N. E. (1997). *Project Connect: Linking assessment to instruction to enhance mathematics achievement*. (1997). (Funded for \$5,000). Northwest Institute for Advanced Study Research Seed Grant.
27. Marchand-Martella, N. E. (1997). *Project Running Start*. (Funded for \$4,725). Northwest Institute for Advanced Study Research Seed Grant.
28. Nelson, J. R., Martella, R. C., & Marchand-Martella, N. E. (1996-1999). *A component analysis of school-based programs for violent and disruptive behavior*. (Funded for \$604,000). U.S. Department of Education (OERI) Grant.
29. Marchand-Martella, N. E. (1994). *Using the KWL procedure to enhance social studies skills of elementary children*. (1994). (Funded for \$2,500). Faculty Research Grant. University of Montana.
30. Martella, R. C., & Marchand-Martella, N. E., (1993). *Request and justification for a behavioral specialist at Drake University's Head Start Program*. (Funded for \$44,000). Iowa State Grant--The Meredith Corporation.
31. Marchand-Martella, N. E. (1993). *Teaching safety skills to preschoolers enrolled in Head Start*. (Funded for \$5,000). Faculty Research Grant. Drake University.
32. Marchand-Martella, N. E. (1993). *Bulimia and the university environment: An examination of environmental factors*. (Funded for \$5,000). Faculty Research Grant. Drake University.
33. Marchand-Martella, N. E. (1993). *An analysis of campus living arrangements associated with the incidence of bulimia of college-aged women*. (Funded for \$1,500). Faculty-Sponsored Undergraduate Student Grant. Drake University.

34. Agran, M., Martella, R. C. & Marchand-Martella, N. E. (1989). *Evaluating a safety education program for persons with developmental disabilities and/or closed head injuries in supported employment*. (Funded for \$47,938). The National Institute on Disability and Rehabilitation Research-Innovation Grant.
35. Marchand-Martella, N. E. (1989). *The acquisition, maintenance, and generalization of first-aid skills by students with mild to severe handicaps in regular public school settings*. (Funded for \$11,967). Student Field-Initiated Grant—U.S. Department of Education, Office of Special Education and Rehabilitative Services Research in Education of the Handicapped Program.

## Publications

### *Refereed Journal Articles*

1. Martella, A. M., Yatecilla, J. K., Park, H., Marchand-Martella, N. E., & Martella, R. C. (2021). Investigating the active learning research landscape through a bibliometric analysis of an influential meta-analysis on active learning. *SN Social Sciences*.
2. Sulu, M. D, Martella, R. C. Toper, O., Marchand-Martella, N. E., & Kiyak, U. E. (2021). Explicit and systematic Scripted instructional programs for students with autism spectrum disorder: An updated and extended review. *Review Journal of Autism and Developmental Disorders*.
3. Martella, A. M., Yatecilla, J. K., Martella, R. C., Marchand-Martella, N. E., Ozen, Z., Karatas, T., Park, H. H., Simpson, A., & Karpicke, J. D. (2021). Quotation accuracy matters: An examination of how an influential meta-analysis on active learning has been cited. *Review of Educational Research, 91*(2), 272-308.
4. Martella, R. C., Nelson, J. R., Marchand-Martella, N. E., Sinclair, T. E. (2019). The quality of single-case evaluation studies of curricular programs for students with disabilities. *International Journal of Special Education, 34*(1), 1-16.
5. Flaum-Horvath, S., Marchand-Martella, N. E., Martella R. C., & Kauppi, C. (2017). Examining the effects of SRA FLEX Literacy on measures of Lexile® and oral reading fluency with at-risk middle school readers. *Journal of At-Risk Issues, 20*(1), 1-9.
6. Benner, G., Marchand-Martella, N.E., Martella, R. C., & Cleanthous, C. (2015). Improving middle school reading comprehension. *The WERA Educational Journal, 7*(2), 57-59.
7. Flaum-Horvath, S., Marchand-Martella, N. E., Martella, R. C., & Cleanthous, C. (2015). An evaluation of the SRA FLEX Literacy program: A pre-publication version shows promise. *The WERA Educational Journal, 7*(2), 50-56.
8. Martella, R. C., & Marchand-Martella, N. E. (2015). Improving classroom behavior through effective instruction: An illustrative program example using SRA FLEX Literacy. *Education & Treatment of Children, 38*, 241-272.



9. Marchand-Martella, N.E., Martella, R. C., Martella, A. M., & Cleanthous, C. (2015). What does the research say about teaching students to think like scientists and historians: Developing content-area literacy skills aligned to the common core. *The WERA Educational Journal*, 7(2), 42-49.
10. Marchand-Martella, N. E., Martella, R. C., & Lambert, M. C. (2015). Targeted management tips to enhance the effectiveness of tier 2, guided reading instruction. *Intervention in School and Clinic*, 50, 169-172.
11. Plavnick, J., Marchand-Martella, N. E., Martella, R. C., Thompson, J., & Wood, A. (2015). A review of explicit and systematic instructional programs for students with autism spectrum disorder. *Review Journal of Autism and Developmental Disorders*, 2(1), 55-66. doi: 10.1007/s40489-014-0036-3
12. Marchand-Martella, N. E. (2014). A review of “Response to intervention and precision teaching: Creating synergy in the classroom.” *Education & Treatment of Children*, 37, 181-185.
13. Marchand-Martella, N. E., & Martella, R. C. (2013, September). Achieve balance through scaffolded instruction. *The Pennsylvania Administrator*, 37-38.
14. Marchand-Martella, N. E., Martella, R. C., Modderman, S. L., Petersen, H. M., & Pan, S. (2013). Key areas of effective adolescent literacy programs. *Education & Treatment of Children*, 36, 161-184.
15. Isakson, L., Marchand-Martella, N. E., & Martella, R. C. (2011). Assessing the effects of the *McGraw-Hill Phonemic Awareness* program with preschool children with developmental delays: A case study. *Education & Treatment of Children*, 34, 1-15.
16. Smith, C. A., Marchand-Martella, N. E., & Martella, R. C. (2011). Assessing the effects of the *Rocket Math* program with a primary elementary school student at risk for school failure: A case study. *Education & Treatment of Children*, 34, 247-258.
17. Martella, R. C., Marchand-Martella, N. E., Woods, B., Thompson, S., Crockett, C., Northrup, E., Benner, G. J., & Ralston, N. C. (2010). Positive behavior support: Analysis of consistency between office discipline referrals and teacher recordings of disruptive classroom behaviors. *Behavioral Development Bulletin: Special Section on Early and Intensive Behavioral Intervention in Children*, 10, 25-33.
18. Piper, L., Marchand-Martella, N. E., & Martella, R. C. (2010). Use of explicit instruction and double dosing to teach ratios, proportions, and percentages to at-risk middle school students. *Journal of At-Risk Issues*, 15(2), 9-17.
19. Peterson, J. L., Marchand-Martella, N. E., & Martella, R. C. (2008). Assessing the effects of *Corrective Reading Decoding B1* with a high school student with intellectual and developmental disabilities: A case study. *Journal of Direct Instruction*, 8, 41-52.
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21. Benson, K. A., Marchand-Martella, N. E., Martella, R. C., & Kolts, R. (2007). Assessing the effects of the *Reading Success Level B* program with fifth-grade students at a Title I elementary school. *Journal of Direct Instruction*, 7, 29-44.
22. Endress, S. A., Weston, H., Marchand-Martella, N. E., Martella, R. C., & Simmons, J. (2007). Examining the effects of *Phono-Graphix* on the remediation of reading skills of students with disabilities: A program evaluation. *Education & Treatment of Children*, 30, 1-20.
23. Marchand-Martella, N. E., Ruby, S., & Martella, R. C. (2007). A three-tier strategic model of intensifying reading instruction. *TEACHING Exceptional Children Plus*, 3, Article 2, available from <http://escholarship.bc.edu/cgi/preview.cgi?article=1313&context=education/tecplus> (Reprinted in 2012, Spring, *Direct Instruction News*, 19-23.)
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25. Stewart, R., Benner, G., Martella, R. C., & Marchand-Martella, N. E. (2007). Three-tier models of reading and behavior: A research review. *Journal of Positive Behavior Interventions*, 9, 239-253.
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28. Ausdemore, K. B., Martella, R. C., & Marchand-Martella, N. E. (2005, September). School-wide positive behavioral support: A continuum of proactive strategies for all students. *New Horizons for Learning* (online journal). Invited submission.
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30. Kinder, D., Kubina, R., & Marchand-Martella, N. E. (2005). Special education and Direct Instruction: An effective combination. *Journal of Direct Instruction*, 5, 1-36.
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44. Slocum, T. A., & Marchand-Martella, N. E. (2001). Introducing the *Journal of Direct Instruction*. *Journal of Direct Instruction, 1*, 1-2.
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94. Marchand-Martella, N. E., Windham, C. T., Wyse, B., & Martella, R. C. (1991). Teaching food skills to individuals with mental retardation: A review and recommendations for incorporating nutritious and healthful foods. *Journal of Nutrition Education, 23*, 116-119.
95. Marchand-Martella, N. E., & Martella, R. C. (1990). The acquisition, maintenance, and generalization of first aid skills by youths with handicaps. *Behavioral Residential Treatment, 5*, 221-237.
96. Foxx, R. M., Martella, R. C., & Marchand-Martella, N. E. (1989). The acquisition, maintenance, and generalization of problem solving skills by closed head injured adults. *Behavior Therapy, 20*, 61-76.
97. Foxx, R. M., Marchand-Martella, N. E., Martella, R. C., Braunling-McMorrow, D., & McMorrow, M. (1988). Teaching a problem solving strategy to closed head injured adults. *Behavioral Residential Treatment, 3*, 193-210.

98. Marchand, N. E., & McDermott, W. (1986, December). "MouseCalls": A story-telling approach to teaching health care to young children. *Journal of School Health*, 56, 453-454.

### **Curriculum**

1. Marchand-Martella, N. E., Martella, R. C., Fisher, D., McTighe, J., Kosanovich, M., Johnson-Glenberg, M., & Morrell, E. (2016). *SRA FLEX Literacy*. Grades 3-5. Digital, Print, and Project Experiences. Volumes A, B, and C. Columbus, OH: McGraw-Hill.
2. Marchand-Martella, N. E., Martella, R. C., Fisher, D., McTighe, J., Kosanovich, M., Johnson-Glenberg, M., & Morrell, E. (2016). *SRA FLEX Literacy*. Grades 6-12. Digital, Print, and Project Experiences. Volumes A, B, and C. Columbus, OH: McGraw-Hill.
3. Marchand-Martella, N. E., Martella, R. C., Fisher, D., McTighe, J., Kosanovich, M., Johnson-Glenberg, M., & Morrell, E. (2016). *CCSS SRA FLEX Literacy*. Grades 3-5. Digital, Print, and Project Experiences. Volumes A, B, and C. Columbus, OH: McGraw-Hill.
4. Marchand-Martella, N. E., Martella, R. C., Fisher, D., McTighe, J., Kosanovich, M., Johnson-Glenberg, M., & Morrell, E. (2016). *CCSS SRA FLEX Literacy*. Grades 6-12. Digital, Print, and Project Experiences. Volumes A, B, and C. Columbus, OH: McGraw-Hill.
5. Marchand-Martella, N. E., Martella, R. C., Fisher, D., McTighe, J., Kosanovich, M., Johnson-Glenberg, M., & Morrell, E. (2016). *California SRA FLEX Literacy*. Grades 3-5. Digital, Print, and Project Experiences. Volumes A, B, and C. Columbus, OH: McGraw-Hill.
6. Marchand-Martella, N. E., Martella, R. C., Fisher, D., McTighe, J., Kosanovich, M., Johnson-Glenberg, M., & Morrell, E. (2016). *California SRA FLEX Literacy*. Grades 6-12. Digital, Print, and Project Experiences. Volumes A, B, and C. Columbus, OH: McGraw-Hill.
7. Marchand-Martella, N. E., Martella, R. C., Fisher, D., McTighe, J., Kosanovich, M., Johnson-Glenberg, M., & Morrell, E. (2014). *SRA FLEX Literacy*. Grades 3-5. Digital, Print, and Project Experiences. Volumes A, B, and C. Columbus, OH: McGraw-Hill.
8. Marchand-Martella, N. E., Martella, R. C., Fisher, D., McTighe, J., Kosanovich, M., Johnson-Glenberg, M., & Morrell, E. (2014). *SRA FLEX Literacy*. Grades 6-12. Digital, Print, and Project Experiences. Volumes A, B, and C. Columbus, OH: McGraw-Hill.
9. Marchand-Martella, N.E., & Martella, R. C. (2010). *Read to Achieve: Comprehending Content-Area Text*. Columbus, OH: Science Research Associates/McGraw-Hill.
10. Marchand-Martella, N.E., & Martella, R. C. (2010). *Read to Achieve: Comprehending Narrative Text*. Columbus, OH: Science Research Associates/McGraw-Hill.

**Featured in news story in the *Cheney Free Press*, March 7, 2009: “EWU professors develop program to help students read and understand” by John McCallum, Editor.**



11. Marchand-Martella, N. E., Martella, R. C., Przychodzin-Havis, A., Hornor, S., & Warner, L. (2013). *Core Lesson Connections: Reading Mastery Signature Edition, Levels K-5*. Columbus, OH: Science Research Associates/ McGraw-Hill.
12. Marchand-Martella, N. E., Martella, R. C., Przychodzin-Havis, A., Hornor, S., & Warner, L. (2008). *Lesson Connections: Reading Mastery Signature Edition, Levels K-5*. Columbus, OH: Science Research Associates/ McGraw-Hill.
13. Nelson, J. R., & Marchand-Martella, N. E. (2005). *Multiple Meaning Vocabulary: Levels 1-2*. Longmont, CO: Sopris West.

### **Books**

1. Martella, R. C., Nelson, J. R., Morgan, R. L., & Marchand-Martella, N. E. (2013). *Understanding and interpreting educational research*. Guilford Press.
2. Martella, R. C., Nelson, J. R., Marchand-Martella, N. E., & O'Reilly, M. (2012). *Comprehensive behavior management: Individualized, classroom, and schoolwide approaches* (2<sup>nd</sup> ed.). Sage.
3. Marchand-Martella, N. E., Slocum, T., & Martella, R. C. (Eds.). (2004). *Introduction to Direct Instruction*. Allyn and Bacon.
4. Martella, R. C., Nelson, J. R., & Marchand-Martella, N. E. (2003). *Managing behaviors in the schools: A school-wide, classroom, and individualized social learning approach*. Allyn and Bacon.
5. Martella, R. C., Marchand-Martella, N. E., & Cleanthous, C. (2001). *ADHD: A comprehensive approach*. Kendall/Hunt.
6. Martella, R. C., Nelson, R., & Marchand-Martella, N. E. (1999). *Research methods: Learning to become a critical research consumer*. Allyn and Bacon.
7. Agran, M., Marchand-Martella, N. E., & Martella, R. C. (Eds.). (1994). *Promoting health and safety: Skills for independent living*. Paul H. Brookes.

### **Chapters/Contributions**

1. Marchand-Martella, N. E., & Martella, R. C. (2013). Explicit instruction. In W. L. Heward, *Exceptional children: An introduction to special education* (10th ed.) (pp. 166-168). Pearson.
2. Marchand-Martella, N. E., & Martella, R. C. (2009). Explicit instruction. In W. L. Heward, *Exceptional children: An introduction to special education* (9th ed.) (pp. 196-198). Merrill/Prentice-Hall.
3. Marchand-Martella, N. E., & Martella, R. C. (2006). Explicit instruction. In W. L. Heward, *Exceptional children: An introduction to special education* (8th ed.). Merrill/Prentice-Hall.

4. Nelson, J. R., Gonzalez, J., Martella, R. C., & Marchand-Martella, N. (2005). Effective school-wide discipline. In M. Epstein, K. Kutash, & A. Duchnowski (Eds.), *Outcomes for children and youth with behavioral and emotional disorders and their families: Programs and evaluation of best practices*. PRO-ED.
5. Marchand-Martella, N. E., Blakely, M., & Schaefer, E. (2004). Aspects of schoolwide implementations. In N. Marchand-Martella, T. Slocum, & R. Martella, R. C. (Eds.), *Introduction to Direct Instruction* (pp. 304-334), Allyn and Bacon.
6. Nelson, J. R., Crabtree, M., Marchand-Martella, N. E., & Martella, R. C. (1999). Teaching good behavior in the whole school. In F. Schultz (Ed.), *Annual editions: Education 99/00*, (26th ed., pp. 116-121). Sluice Dock, Guilford, CT: Dushkin/McGraw-Hill. (Reprinted from *Teaching Exceptional Children*, 30(4), 4-9.
7. Marchand-Martella, N. E. (1994). First-aid skills. In M. Agran, N.E. Marchand-Martella, & R.C. Martella (Eds.), *Promoting health and safety: Skills for independent living* (pp. 85-101). Paul H. Brookes.
8. Martella, R. C., Marchand-Martella, N. E., & Agran, M. (1994). Using behavioral instruction to teach health and safety skills. In M. Agran, N. E. Marchand-Martella, & R. C. Martella (Eds.) (pp. 1-9), *Promoting health and safety: Skills for independent living*. Paul H. Brookes.

### **Manuals**

1. Sain, R., Martella, R. C., Nelson, J. R., Morgan, R. L., & Marchand-Martella, N. E. (2013). *Instructor's resource manual for Understanding and interpreting educational research*. Guilford Press
2. Martella, R. C., Marchand-Martella, N. E., Nelson, J. R., O'Reilly, M., & Wilson, C. (2011). *Instructor's resource manual for Comprehensive behavior management: Individualized, classroom, and schoolwide approaches* (2<sup>nd</sup> ed.). Sage.
3. Slocum, T., Stenhoff, D., Marchand-Martella, N.E., & Martella, R.C. (Eds.). (2004). *Instructor's resource manual for Introduction to Direct Instruction*. Allyn and Bacon.
4. Martella, R. C., Marchand-Martella, N. E., Nelson, J. R., & Lavigne, S. (2003). *Instructor's resource manual for Managing behaviors in the schools: A school-wide, classroom, and individualized social learning approach*. Allyn and Bacon.
5. Marchand-Martella, N. E., Martella, R. C., & Waldron-Soler, K. (2000). *Implementation manual for Project PALS (Peer Assisted Learning System): Delivering Corrective Reading through peer-delivered instruction*. Association for Direct Instruction.
6. Martella, R. C., Nelson, J. R., & Marchand-Martella, N. E. (1999). *Instructor's resource manual for "Research methods: Learning to become a critical research consumer."* Allyn and Bacon.

### ***Educational Software***

*(Note: Currently, 94 colleges/universities and 3 educational service districts across 50 states and the District of Columbia recognize and approve the most recent editions of these classes for continuing education credits.)*

1. Marchand-Martella, N. E., & Martella, R. C. (2020). *Reading fundamentals: Laying the foundation for effective reading instruction* (5<sup>th</sup> ed.). Spokane, WA: Virtual Education Software.
2. Marchand-Martella, N. E., Benner, G., & Martella, R. C. (2020). *Reading fundamentals: Elements of effective reading instruction* (5<sup>th</sup> ed.). Spokane, WA: Virtual Education Software.
3. Martella, R. C., & Marchand-Martella, N. E. (2020). *Reading fundamentals: The underpinnings of scientifically-based research in reading* (5<sup>th</sup> ed.). Spokane, WA: Virtual Education Software.
4. Martella, R. C., Marchand-Martella, N. E., & Mason, B. (2019). *Attention Deficit Disorder: Information and interventions for effective teaching* (6<sup>th</sup> ed.). Spokane, WA: Virtual Education Software.
5. Marchand-Martella, N. E., & Martella, R. C. (2017). *Reading fundamentals: Laying the foundation for effective reading instruction* (6<sup>th</sup> ed.). Spokane, WA: Virtual Education Software.
6. Marchand-Martella, N. E., Benner, G., & Martella, R. C. (2017). *Reading fundamentals: Elements of effective reading instruction* (4<sup>th</sup> ed.). Spokane, WA: Virtual Education Software.
7. Martella, R. C., & Marchand-Martella, N. E. (2017). *Reading fundamentals: The underpinnings of scientifically-based research in reading* (4<sup>th</sup> ed.). Spokane, WA: Virtual Education Software.
8. Martella, R. C., Marchand-Martella, N. E., & Cleanthous, C. (2017). *Attention-Deficit/Hyperactivity Disorder: Information and interventions for effective teaching* (5<sup>th</sup> ed.). Spokane, WA: Virtual Education Software.
9. Marchand-Martella, N. E., & Martella, R. C. (2014). *Reading fundamentals: Laying the foundation for effective reading instruction* (3<sup>rd</sup> ed.). Spokane, WA: Virtual Education Software.
10. Marchand-Martella, N. E., Benner, G., & Martella, R. C. (2014). *Reading fundamentals: Elements of effective reading instruction* (3<sup>rd</sup> ed.). Spokane, WA: Virtual Education Software.
11. Martella, R. C., & Marchand-Martella, N. E. (2014). *Reading fundamentals: The underpinnings of scientifically-based research in reading* (3<sup>rd</sup> ed.). Spokane, WA: Virtual Education Software.
12. Martella, R. C., Marchand-Martella, N. E., & Cleanthous, C. (2014). *Attention Deficit Disorder: Information and interventions for effective teaching* (4<sup>th</sup> ed.). Spokane, WA: Virtual Education Software.
13. Marchand-Martella, N. E., & Martella, R. C. (2010). *Reading fundamentals: Laying the foundation for effective reading instruction* (2<sup>nd</sup> ed.). Spokane, WA: Virtual Education Software.

14. Marchand-Martella, N. E., Benner, G., & Martella, R. C. (2010). *Reading fundamentals: Elements of effective reading instruction* (2<sup>nd</sup> ed.). Spokane, WA: Virtual Education Software.
15. Martella, R. C., & Marchand-Martella, N. E. (2010). *Reading fundamentals: The underpinnings of scientifically-based research in reading* (2<sup>nd</sup> ed.). Spokane, WA: Virtual Education Software.
16. Martella, R. C., Marchand-Martella, N. E., & Cleanthous, C. (2010). *Attention Deficit Disorder: Information and interventions for effective teaching* (3<sup>rd</sup> ed.). Spokane, WA: Virtual Education Software.
17. Martella, R. C., Marchand-Martella, N. E., & Cleanthous, C. (2007). *Attention Deficit Disorder: Information and interventions for effective teaching* (2<sup>nd</sup> ed.). Spokane, WA: Virtual Education Software.
18. Marchand-Martella, N. E., & Martella, R. C. (2003). *Reading fundamentals: Laying the foundation for effective reading instruction*. Spokane, WA: Virtual Education Software.
19. Marchand-Martella, N. E., Benner, G., & Martella, R. C. (2003). *Reading fundamentals: Elements of effective reading instruction*. Spokane, WA: Virtual Education Software.
20. Martella, R. C., & Marchand-Martella, N. E. (2003). *Reading fundamentals: The underpinnings of scientifically-based research in reading*. Spokane, WA: Virtual Education Software.
21. Martella, R. C., Marchand-Martella, N. E., & Cleanthous, C. (2002). *Attention Deficit Disorder: Information and interventions for effective teaching*. Spokane, WA: Virtual Education Software.

### ***Monographs and Research Brochures***

1. Marchand-Martella, N. E., Martella, R. C., & Martella, A. M. (2017). *Wordly Wise® (4<sup>th</sup> ed.). Research-based vocabulary instruction: A focus on online instruction*. Educators Publishing Service (EPS).
2. Marchand-Martella, N. E., Martella, R. C., & Martella, A. M. (2017). *Wordly Wise i3000®. Research-based vocabulary instruction: A focus on print-based instruction*. Educators Publishing Service (EPS).
3. Marchand-Martella, N. E., & Martella, R. C. (2014). *Text complexity, close reading, and disciplinary literacy: Best practices for adolescent learners*. McGraw-Hill School Intervention Group.
4. Marchand-Martella, N. E., Klingner, J. K., & Martella, R. C. (2013). *Effective reading intervention practices for English Language Learners*. McGraw-Hill School Intervention Group.
5. Marchand-Martella, N. E., & Martella, R. C. (2013). *Promoting better classroom behavior through SRA FLEX Literacy*. McGraw-Hill School Intervention Group.
6. Marchand-Martella, N. E., & Martella, R. C. (2013). *Common core state standards and FLEX Literacy: Moving from novice to expert in 21<sup>st</sup> century English language arts skills*. McGraw-Hill School Intervention Group.

7. Marchand-Martella, N. E., & Martella, R. C. (2013). *Best practices in secondary- and tertiary-level reading interventions for English Language Learners*. McGraw-Hill School Intervention Group.
8. Marchand-Martella, N. E., & Martella, R. C. (2013). *Explicit reading instruction: Important features and findings*. McGraw-Hill School Intervention Group.
9. Marchand-Martella, N. E., & Martella, R. C. (2013). *Important features of effective adolescent literacy instruction*. McGraw-Hill School Intervention Group.
10. Marchand-Martella, N. E., & Martella, R. C. (2013). *Meeting the needs of students in special education*. McGraw-Hill School Intervention Group.
11. Marchand-Martella, N. E., Martella, R. C., & Nickle, K. (2010). *The research base supporting Corrective Reading*. McGraw-Hill/School Intervention Group.
12. Marshall, A., Marchand-Martella, N. E., & Martella, R. C. (2009). *The research base for Reading Mastery: Direct Instruction reading*. SRA/McGraw-Hill.
13. Waldron-Soler, K. M., Martella, R. C., & Marchand-Martella, N. E. (2006). *The research base and validation of SRA's Direct Instruction Language programs*. SRA/McGraw-Hill.
14. Marchand-Martella, N. E., McGlocklin, L., Hornor, S., Leonard, B., & Przychodzin-Havis, A. (2005). *Reading intervention curriculum analysis report grades 4-12*. SRA/McGraw-Hill.
15. Marchand-Martella, N. E., Martella, R. C., & Przychodzin-Havis, A. (2005). *The research base and validation of SRA's Corrective Reading program*. SRA/McGraw-Hill.
16. Marchand-Martella, N. E., Kinder, D., & Kubina, R. (2005). *Special education and Direct Instruction: An effective combination*. SRA/McGraw-Hill.
17. Marchand-Martella, N. E., McGlocklin, L., Hornor, S., Leonard, B., & Przychodzin-Havis, A. (2004). *Reading intervention curriculum analysis report grades K-2*. SRA/McGraw-Hill.
18. Carnine, D., Marchand-Martella, N. E., Hofmeister, A., & Farkas, G. (2002). *Elements of effective reading tutoring programs*. U.S. Department of Education.
19. Schieffer, C., Marchand-Martella, N. E., Martella, R. C., & Simonsen, F. (2002). *The research base for Reading Mastery: Direct Instruction reading*. SRA/McGraw-Hill.
20. Simonsen, F., Gunter, L., & Marchand-Martella, N. E. (2001). *Spelling research: Research on teaching children to spell*. SRA/McGraw-Hill.

### ***Nonrefereed Publications/Invited Blogs***

1. Biles, T., Suk, A., Marchand-Martella, N. E., & Martella, R. C. (2017). Balancing the equation: Increasing graduation rates through algebra. *McGraw-Hill Education*. [Invited blog].

2. Pulos, J. M., Johnson, M. C., Marchand-Martella, N. E., & Martella, R. C. (2017). Addressing struggling adolescent learners: Achieving success using three levels of text. *McGraw-Hill Education*. [Invited blog].
3. Marchand-Martella, N. E. (2017). Three proven intervention and remediation strategies for effective instruction: Explicit instruction—The key to effective differentiated instruction. *District Administration*.
4. Marchand-Martella, N. E., & Martella, R. C. (2016). 2016 New Year's resolution: Expand our efforts in digital literacy. *McGraw-Hill Education Inspired Ideas*, 1-4. [Invited article]
5. Martella, R. C., & Marchand-Martella, N. E. (2015, Summer). Motivate your students through *positive* reinforcement rather than *negative* reinforcement. *The Michigan Psych Report*, 42(4), 1-6. [Invited article]
6. Martella, R. C., & Marchand-Martella, N. E. (2015, May). Four critical behavior management considerations when choosing a curricular program. *Inspired Ideas*.
7. Marchand-Martella, N. E., Martella, R. C., & Martella, A. M. (2014, Winter). Explicit instruction: The key to effective differentiated instruction. *The Michigan Psych Report*, 42(2), 1-4. [Invited article]
8. Guglielmino, P., & Marchand-Martella, N. E. (2005). Northport School District. Three-tier reading intervention plan to prevent and remediate reading disabilities. OSPI-sponsored submission; *New Horizons in Learning*.
9. Seaburg, J., & Marchand-Martella, N. E. (2005). Nine Mile Falls School District: Improving the reading skills of students with special needs in K-2 classrooms with a double dose in reading (Project DDR). OSPI-sponsored submission; *New Horizons in Learning*.
10. Martella, R. C., & Marchand-Martella, N. E. (2005). A description of the *Language for Writing* program. *DI News*, 5(2), 32-35.
11. Marchand-Martella, N. E., & Martella, R. C. (2001). From bumpy roads to smooth sailing: An educational journey. *Direct Instruction News*, 1, 4-6.
12. Marchand-Martella, N. E., Martella, R. C., Nelson, J.R., Ebey, T. L., & Stenhoff, D. M. (1997). Teaching parents, children about phonemic awareness. *Washington Learning*, 4(5), 7.
13. Marchand-Martella, N. E., & Martella, R. C. (1996). Position statement on full inclusion. *TBA News: Teaching Behavior Analysis*, 4(3), 2.
14. Marchand-Martella, N. E., & Martella, R. C. (1995). Certification standards in special education. *TBA News: Teaching Behavior Analysis*, 3(2), 14.
15. Martella, R. C., & Marchand-Martella, N. E. (1995). Outcome-based education. *TBA News: Teaching Behavior Analysis*, 3(4), 4.

16. Marchand-Martella, N. E., Martella, R. C., & Lignugaris/Kraft, B. (1994). Observation of Direct Instruction teaching behaviors: Determining a representative sample of time for supervision [Abstract]. *Effective School Practices*, 13(4), 22.
17. Neal, C., Marchand-Martella, N. E., & Kashubeck, S. (1993). *An analysis of environmental variables for bulimia across university residences for college-aged women*. Drake University Undergraduate Student Research Program: Project Reports.
18. Fiechtl, B., Christensen, A., Marchand-Martella, N. E., Martella, R. C., & Christensen, B. (1991). Teaching preschoolers with disabilities to obtain adult assistance when injured. *Proceedings of the Association for Behavior Analysis: International 17th Annual Convention*.
19. Marchand-Martella, N. E., Agran, M., Martella, R. C., Meshew, C., Young, K. R., Hall, A. M., & Christensen, B. R. (1990, June). Teaching first-aid skills to students with mild to severe handicaps. *Exceptional News*, 13(4), 1-2.
20. Marchand-Martella, N. E., Martella, R. C., & Marchand, A. G. (1989). *Mouse Calls: A story-telling approach to teaching first-aid skills to children with handicaps*. Logan, UT: Outreach, Development, and Dissemination Division of Utah State University.

### Presentations

#### ***Keynote/Invited Addresses/Lecture Series***

1. Marchand-Martella, N.E. (2024, May). *A behavioral view of instruction: It's just not for behavior analysts anymore*. Invited B.F. Skinner Lecture Series presentation provided at the 50<sup>th</sup> Annual Association for Behavior Analysis International Convention, Philadelphia, PA.
2. Obenchain, K., Barce, J., & Marchand-Martella, N. E. (2020, December). *Innovation initiative: Transformative education for learning through meaningful change and lasting impact at Purdue University*. Presentation provided for the National Association of State Boards of Education Virtual Office Hours.
3. Martella, R. C., & Marchand-Martella, N. E. (2020, October). *Multi-tiered system of supports (MTSS): Changing from old thinking to new thinking in education*. Paper presented at the 30<sup>th</sup> National Special Education Congress, Bursa Uludağ University, Nilüfer/Bursa, Turkey.
4. Marchand-Martella, N. E. (2019, July). *A call to DI educational leaders: When it comes to effective instruction, remember to teach like Kevin Bacon!* Keynote address provided at McGraw-Hill Summer DI Leadership Conference, Orlando, FL.
5. Marchand-Martella, N. E. (2019, June). *When it comes to effective instruction, remember to teach like Kevin Bacon!* Keynote address provided at North Dakota Multi-Tier System of Supports Conference, Southeast Education Cooperative, Fargo, ND.
6. Marchand-Martella, N. E. (2019, March). *Teach like Kevin Bacon: What research-based instruction looks like*. Keynote address presented at the MTSS and Meeting the Needs of Diverse Students: Trauma-Informed Evidence-Based Practice Conference, Columbus, OH.

7. Marchand-Martella, N. E. (2018, November). *When it comes to effective instruction, remember to teach like Kevin Bacon*. Keynote address presented at the Nevada Association for Positive Behavior Support 2018 Conference and MTSS Lecture Series, Reno, NV.
8. Marchand-Martella, N. E. (2018, September). *When it comes to best practices in effective instruction, remember to be like Kevin Bacon*. Keynote address presented at the 9th Annual European Association for Behavior Analysis Conference, Würzburg, Germany.
9. Marchand-Martella, N. E. (2018, May). *When it comes to best practices in literacy instruction, remember to be like Kevin Bacon*. Keynote address presented at the Doubling Down on MTSS and RTI Success: Lessons Learned in Getting to the Next Level of Research-Based Practices Conference, Naperville, IL.
10. Marchand-Martella, N. E., & Martella, R. C. (2018, April). *A behavioral approach to effective instruction: A two-part presentation. Part I: Less is more: The four big ideas of effective instruction. Part II: Navigating behavior management in today's classroom*. Keynote address presented at the Southwest West Central Service Cooperative, Marshall, MN.
11. Marchand-Martella, N. E. (2018, April). *Strategies for effective instruction: A two-part presentation. Part I: When it comes to effective instruction, remember to be like Kevin Bacon. Part II: Less is more: The four big ideas of effective instruction*. Keynote address presented at the Southwest West Central Service Cooperative, Marshall, MN.
12. Marchand-Martella, N. E. (2018, April). *Strategies for effective instruction: A two-part presentation. Part I: When it comes to effective instruction, remember to be like Kevin Bacon. Part II: Less is more: The four big ideas of effective instruction*. Keynote address presented at the Southwest West Central Service Cooperative, Brookings, SD.
13. Marchand-Martella, N. E. & Shinn, M. R. (2018, April). *Powerful MTSS implementation begins with core language arts instruction*. Keynote address presented at the Trauma-Informed MTSS/RTI: Practical and Evidence-Based Practices Institute, New Orleans, LA.
14. Marchand-Martella, N. E. (2017, November). *Teach like Kevin Bacon: What research-based instruction looks like!* Keynote address presented at the Ensuring Practical and Scientifically Sound MTSS/RTI Institute, Oklahoma City, OK.
15. Marchand-Martella, N.E., & Martella, R.C. (2017, October). *When it comes to providing instruction, remember to be like Kevin Bacon*. Keynote address presented at the Fall Oklahoma School Psychology Association Conference, Oklahoma City, OK.
16. Marchand-Martella, N. E. (2017, October). *When it comes to best practices in literacy instruction, remember to be like Kevin Bacon!* Keynote address presented at the Ensuring Practical and Scientifically Sound MTSS/RTI, Tacoma, WA.
17. Marchand-Martella, N. E. (2017, September). *1, 2, 3, 4...Effective instruction and a whole lot more!* Invited address presented at the Decoding Dyslexia/Oklahoma State Department of Education Science of Reading: How to Develop Competent Readers Conference, Norman, OK.



18. Marchand-Martella, N. E. (2017, March). *Special education forum*. House of Representatives, State Capitol, Oklahoma City, OK.
19. Marchand-Martella, N. E. (2017, January). *Special education forum*. House of Representatives, State Capitol, Oklahoma City, OK.
20. Marchand-Martella, N. E. (2017, January). *When it comes to best practices in literacy instruction, remember to be like Kevin Bacon*. Keynote address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, Houston, TX.
21. Marchand-Martella, N. E. (2016, November). *When it comes to best practices in literacy instruction, remember to be like Kevin Bacon*. Keynote address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, Chattanooga, TN.
22. Marchand-Martella, N. E. (2016, April). *When it comes to best practices in literacy instruction, remember to be like Kevin Bacon*. Keynote address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, New Orleans, LA.
23. Marchand-Martella, N. E. (2015, October). *Less is more: The four big ideas of effective classroom instruction*. Address presented at the BC Association for Behavior Analysis, Vancouver, British Columbia.
24. Marchand-Martella, N. E. (2015, June). *"I'm college bound!" Promoting literacy success in grades 3 and beyond*. Invited address presented at the McGraw-Hill Education Literacy Leadership Symposium, Monterey, CA.
25. Marchand-Martella, N. E., & Martella, R. C. (2015, April). *Strengthening the literacy intervention curriculum for struggling K-12 students: A focus on adolescent literacy*. Invited address presented to CEC participants. McGraw-Hill School Intervention Group, San Diego, CA.
26. Marchand-Martella, N. E. (2015, March). *Less is more: The four big ideas of effective classroom instruction*. Invited address presented at the Association of Professional Behavior Analysts Convention, Seattle, WA.
27. Marchand-Martella, N. E. (2015, February). *Best practices in adolescent literacy interventions*. Invited presentation at the Empowering Leadership in Innovation and Literacy California Leadership Symposium, Huntington Beach, CA.
28. Marchand-Martella, N. E. (2014, June). *Best practices in adolescent literacy instruction aligned to the Common Core*. Leadership session presented at the McGraw-Hill School Intervention Group Literacy Summit, Carefree, AZ.
29. Marchand-Martella, N. E., & Martella, R. C. (2014, March). *What's hot for 2014*. Invited address presented to ASCD participants. McGraw-Hill School Intervention Group, Los Angeles, CA.

30. Marchand-Martella, N. E. (2013, November). *Best practices in adolescent literacy instruction aligned to the Common Core*. Leadership session presented for Massachusetts and Rhode Island Literacy Leaders at the McGraw-Hill School Intervention Group Summit, Worcester, MA.
31. Marchand-Martella, N. E. (2013, October). *Effective reading strategies and programs for adolescent learners* (Session 1). Master session presented at the 7<sup>th</sup> Annual Special Education Leadership Conference, Department of Education, Columbus, OH.
32. Marchand-Martella, N. E. (2013, October). *Effective reading strategies and programs for adolescent learners* (Session 2). Master session presented at the 7<sup>th</sup> Annual Special Education Leadership Conference, Department of Education, Columbus, OH.
33. Marchand-Martella, N. E., & Martella, R. C. (2013, January). *It's all about the kids!* Invited address presented at the 2013 McGraw-Hill National Sales Meeting, Las Vegas, NV.
34. Marchand-Martella, N. E. (2012, October). *Effective reading strategies and programs for adolescent learners*. Keynote address presented at the Michigan Association for School Psychologists Annual Conference, Bay City, MI.
35. Marchand-Martella, N. E. (2012, June). *It's all about the kids: Efficient learning through Direct Instruction Part I*. Keynote address presented at the 2012 Inland Northwest Direct Instruction Summer Institute, Spokane Valley, WA.
36. Marchand-Martella, N. E. (2012, June). *It's all about the kids: Efficient learning through Direct Instruction Part II*. Invited address presented for Philadelphia Public Schools and McGraw-Hill, Philadelphia, PA.
37. Marchand-Martella, N. E. (2010, April). *Overview, Read to Achieve*. Meet the author and program overview presented at the State of Washington OSPI Striving Readers Grant Kickoff Celebration, Tacoma, WA.
38. Marchand-Martella, N. E. (2006, June). *Why tutoring?* Keynote address presented at the Governor's Institute on Tutoring, Monroeville, PA.
39. Marchand-Martella, N. E. (2005, October). *We CANNOT fail OUR students. They cannot afford it! Neither can we!* Keynote address presented at the Berks County Intermediate Unit, Boyertown, PA.
40. Marchand-Martella, N. E. (2005, February). *Direct instruction: To be or not be? That is the question*. Keynote address presented at the Pennsylvania State Reading Conference, Hershey, PA.
41. Marchand-Martella, N. E. (2003, July). *The downs and ups of being a college professor in Direct Instruction*. Keynote address presented at the Association for Direct Instruction Summer Institute, Colorado Springs, CO.
42. Marchand-Martella, N. E. (1999, August). *Saving Student Ryan: Preventing further casualties of the reading wars*. Key address delivered at the Wisconsin Association for Direct Instruction, Madison, WI.

***International/National Conferences***

1. Sulu, M. D., Martella, R. C., & Marchand-Martella, N. E. (2022, January). *Explicit and systematic scripted instructional programs for students with autism spectrum disorder: A review and replication study*. Paper to be presented at the Council for Exceptional Children 2022 Convention and Expo, Orlando, FL.
2. Sulu, M. D., Martella, R. C., Topper, O., Marchand-Martella, N. E., & Kiyak, U. E. (2020, October). *Effects of direct instruction on academic skills of students with autism spectrum disorders*. Paper presented at the 30<sup>th</sup> National Special Education Congress, Bursa Uludağ University, Nilüfer/Bursa, Turkey.
3. Martella, A. M., Yatecilla, J., Martella, R. C., Marchand-Martella, N. E., Karatas, T., Ozen, Z., Park, H., & Simpson, A. (2020, May). *Going back to the source: A critical, in-depth context citation analysis of the Freeman et al. (2014) meta-analysis on active learning*. Paper presented at the Association for Psychological Science 32<sup>nd</sup> Annual Convention, Chicago, IL.
4. Martella, A. M., Yatecilla, J., Martella, R. C., Marchand-Martella, N. E., Karatas, T., Ozen, Z., Park, H., & Simpson, A. (2020, May). *Active learning investigations citing Freeman et al. (2014): A critical analysis of citation accuracy and reporting*. Paper presented at the Association for Behavior Analysis International Forty-Sixth Annual Convention, Washington, DC.
5. Sinclair, T. E. (Chair), Martella, R. C., Marchand-Martella, N. E., & Carr, R. N. (2019, May). *Putting applied behavior analysis to work in schools: Multi-tiered systems of support*. Symposium presented at the Association for Behavior Analysis International Forty-Fifth Annual Convention, Chicago, IL.
6. Mason, R., Rispoli, M., Martella, R. C., & Marchand-Martella, N. E. (2019, May). *Programs in Applied Behavior Analysis at Purdue University*. Poster presented at the Association for Behavior Analysis International Forty-fifth Annual Convention, Chicago, IL.
7. Johnson, K. (Chair) & Marchand-Martella, N. E. (Discussant) (2018, May). *Teaching and assessing mathematics, writing, and problem solving with typical and near-typical learners*. Symposium presented at the Association for Behavior Analysis International Forty-Fourth Annual Convention, San Diego, CA.
8. Martella, R. C., Marchand-Martella, N. E., & Nelson, J. R. (2018, May). *Validating academic curricular programs: Are single-case designs appropriate?* Paper presented at the Association for Behavior Analysis International Forty-Fourth Annual Convention, San Diego, CA.
9. Pulos, J. M., Marchand-Martella, N. E., & Johnson, M. C. (2017, May). *Assessing the effects of Corrective Reading Decoding Level A with a fourth-grade student with a specific learning disability*. Paper presented at the Association for Behavior Analysis International Forty-Third Annual Convention, Denver, CO.
10. Marchand-Martella, N. E., Martella, R. C., & Martella, A. M. (2017, May). *The elements of effective instruction*. Paper presented at the Association for Behavior Analysis International Forty-Third Annual Convention, Denver, CO.

11. Marchand-Martella, N. E., Martella, R. C., Cleanthous, C., & Benner, G. (2016, January). *Improving middle school reading comprehension using Read to Achieve*. Paper presented at the 14<sup>th</sup> Annual Hawaii International Conference on Education, Honolulu, HI.
12. Marchand-Martella, N. E., Martella, R. C., Cleanthous, C., & Benner, G. (2015, May). *Improving middle school reading comprehension using Read to Achieve*. Paper presented at the Association for Behavior Analysis International Forty-First Annual Convention, San Antonio, TX.
13. Marchand-Martella, N. E., & Martella, R. C. (2014, November). *The big ideas of effective small group instruction*. Paper presented at the Teacher Education Division of the Council for Exceptional Children Conference, Indianapolis, IN.
14. Plavnick, J., Marchand-Martella, N. E., Martella, R. C., Thompson, J., Wood, L., & Kamps, D. (2014, May). *Explicit academic instructional programs and students with ASD: A review of the literature*. Paper presented at the Association for Behavior Analysis International Fortieth Annual Convention, Chicago, IL.
15. Marchand-Martella, N. E., & Martella, R. C. (2014, April). *The big ideas of effective small group instruction for student teachers*. National Field Experience Conference, Greeley, CO.
16. Marchand-Martella, N. E., & Martella, R. C. (2014, January). *Key areas of effective adolescent literacy programs*. Paper presented at the 12<sup>th</sup> Annual Hawaii International Conference on Education, Honolulu, HI.
17. Marchand-Martella, N. E., Martella, R. C., & Martella, D. M. (2013, May). *Making tier 2, small group guided reading instruction more explicit*. Paper presented at the Association for Behavior Analysis International Thirty-Ninth Annual Convention, Minneapolis, MN.
18. Marchand-Martella, N. E., Martella, R. C., & Martella, A. M. (2013, April). *SRA FLEX Literacy*. Program overview presented at the Council for Exceptional Children Eighty-Ninth Annual Convention, San Antonio, TX.
19. Marchand-Martella, N. E., Martella, R. C., & Martella, A. M. (2012, May). *Effective reading strategies for adolescent learners*. Workshop presented at the Association for Behavior Analysis International Thirty-Eighth Annual Convention, Seattle, WA.
20. Marchand-Martella, N. E., Martella, R. C., & Martella, A. M. (2012, April). *Critical elements of adolescent learners*. Paper presented at the Council for Exceptional Children Eighty-Eighth Annual Convention, Denver, CO.
21. Marchand-Martella, N. E., & Martella, R. C. (2011, May). *Adolescent literacy instruction and Read to Achieve: Comprehending content area and narrative text*. Workshop/presentation presented at the Association for Behavior Analysis International Thirty-Seventh Annual Convention, Denver, CO.
22. Marchand-Martella, N. E., & Martella, R. C. (2009, November). *Key aspects of an effective adolescent literacy program*. Paper presented at the International Dyslexia Association Annual Convention, Orlando, FL.

23. Marchand-Martella, N. E., & Martella, R. C. (2009, April). *Read to Achieve: Improving adolescent comprehension in content-area and narrative text*. Paper presented at the Council for Exceptional Children Eighty-Fifth Annual Convention, Seattle, WA.
24. Marchand-Martella, N. E., Martella, R. C., & Peterson, J. (2009, April). *Assessing the effects of a phonics-based reading program*. Paper presented at the Council for Exceptional Children Eighty-Fifth Annual Convention, Seattle, WA.
25. Marchand-Martella, N. E., Martella, R. C., & Peterson, J. (2008, May). *Assessing the effects of Corrective Reading Decoding Level B1*. Paper presented at the Association for Behavior Analysis Thirty-Fourth Annual Convention, Chicago, IL.
26. Martella, R. C., Marchand-Martella, N. E., & Benner, G. (2007, May). *An examination of three-tiered reading and behavioral systems for students with or without behavioral disorders*. Paper presented at the Association for Behavior Analysis Thirty-Third Annual Convention, San Diego, CA.
27. Marchand-Martella, N. E., Reed, J., Martella, R. C., & Kolts, R. L. (2005, January). *Assessing the effects of the Reading Success program*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
28. Martella, R. C., & Marchand-Martella, N. E. (2005, January). *School-wide behavior management planning*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
29. Marchand-Martella, N. E. (2004, May). *Help for struggling readers in grades 3-12: Implementing a Corrective Reading tutorial program*. Paper presented at the International Reading Association National Convention, Reno, NV.
30. Marchand-Martella, N. E. (2004, April). *Help for struggling adolescent readers: Implementation of a Corrective Reading tutorial program*. Paper presented at the International Council for Exceptional Children Annual Convention, New Orleans, LA.
31. Marchand-Martella, N. E., & Martella, R. C. (2004, January). *Using Corrective Reading with struggling adolescent readers*. Paper presented at the International Hawaii Conference on Education, Honolulu, HI.
32. Martella, R. C., & Marchand-Martella, N. E. (2004, January). *Conducting functional behavioral and academic assessments*. Paper presented at the International Hawaii Conference on Education, Honolulu, HI.
33. Marchand-Martella, N. E., & Martella, R. C. (2003, January). *Using Corrective Reading with struggling adolescent readers*. Paper presented at the International Hawaii Conference on Education, Honolulu, HI.
34. Martella, R. C., & Marchand-Martella, N. E. (2003, January). *Conducting functional behavioral and academic assessments*. Paper presented at the International Hawaii Conference on Education, Honolulu, HI.

35. LaVigne, S., Martella, R. C., Simonsen, F., & Marchand-Martella, N. E. (2002, May). *Using self-recording as an alternative behavior within the context of a functional behavioral assessment*. Paper presented at the Association for Behavior Analysis Twenty-Eighth Annual Convention, Toronto, Canada.
36. Weisburg, P., Slocum, T., Waldron-Soler, K., Marchand-Martella, N. E., & Martella, R. C. (2002, May). *Extending the use of Direct Instruction*. Paper presented at the Association for Behavior Analysis Twenty-Eighth Annual Convention, Toronto, Canada.
37. Martella, R. C., Marchand-Martella, N. E., Slocum, T., Waldron-Soler, K., & LaVigne, S. (2001, May). *Direct Instruction: Why aren't we loved?* Paper presented at the Association for Behavior Analysis Twenty-Seventh Annual Convention, New Orleans, LA.
38. Tarver, S., Snider, V., Marchand-Martella, N. E., & Martella, R. C. (2000). *Workshop: Direct Instruction*. Workshop presented at the Association for Behavior Analysis Twenty-Sixth Annual Convention, Washington, DC.
39. Herzog, N., Marchand-Martella, N. E., Martella, R. C., & Ebey, T. (2000, May). *Assessing the alignment between the Reading Mastery Program and the Qualitative Reading Inventory-II*. Paper presented at the Association for Behavior Analysis Twenty-Sixth Annual Convention, Washington, DC.
40. Marchand-Martella, N. E., Martella, R. C., & Ebey, T. (2000, May). *Year 3 of a Corrective Reading program implemented by high school peer tutors*. Paper presented at the Association for Behavior Analysis Twenty-Sixth Annual Convention, Washington, DC.
41. Van Doren, B., & Marchand-Martella, N. E. (2000, May). *Assessing the efficacy of the Teach Your Child to Read in 100 Easy Lessons program*. Paper presented at the Association for Behavior Analysis Twenty-Sixth Annual Convention, Washington, DC.
42. Bettis, D. F., McGlocklin, L., Horner, S., Drouin, D., Williams, J., Cook, B., Marchand-Martella, N. E., & Martella, R. C. (1999, May). *Assessing the effects of the Spelling Mastery program with first through sixth grade students*. Paper presented at the Association for Behavior Analysis Twenty-Fifth Annual Convention, Chicago, IL.
43. Marchand-Martella, N. E., Martella, R. C., Bettis, D. F., Ellis, S., Orlob, M., & Riddle, C. (1999, May). *Effects of a peer-delivered corrective reading program with repeated reading on the reading performance of at-risk secondary students: An examination across four high schools*. Paper presented at the Association for Behavior Analysis Twenty-Fifth Annual Convention, Chicago, IL.
44. Marchand-Martella, N. E., Martella, R. C., Denny, M., Reilly, J. R., Reilly, J. F., & Cleanthous, C. C. (1999, May). *Using parent-delivered graduated guidance to teach functional living skills to a child with Cri Du Chat Syndrome*. Paper presented at the Association for Behavior Analysis Twenty-Fifth Annual Convention, Chicago, IL.

45. Martella, R. C., Dalton, T., & Marchand-Martella, N. E. (1999, May). *The effects of a self-management program in reducing off-task behavior of middle school students with disabilities with corresponding teacher ratings of student performance*. Paper presented at the Association for Behavior Analysis Twenty-Fifth Annual Convention, Chicago, IL.
46. Martella, R. C., Price, A. T., Marchand-Martella, N. E., & Cleanthous, C. C. (1999, May). *A comparison of immediate feedback delivered via an FM headset versus delayed feedback on the inappropriate verbalizations of a student with ADHD*. Paper presented at the Association for Behavior Analysis Twenty-Fifth Annual Convention, Chicago, IL.
47. Waldron-Soler, K., Martella, R. C., Marchand-Martella, N. E., & Ebey, T. (1999, May). *Effects of choice making as a reinforcer on task responding in children with and without developmental disabilities*. Paper presented at the Association for Behavior Analysis Twenty-Fifth Annual Convention, Chicago, IL.
48. Waterbury, L., Mott, C., Marchand-Martella, N. E., Martella, R. C., & Nelson, J. R. (1999, May). *Assessing the effects of the sound partners reading program with at-risk first through third grade students*. Paper presented at the Association for Behavior Analysis Twenty-Fifth Annual Convention, Chicago, IL.
49. Marchand-Martella, N. E., Martella, R. C., Denny, M., Reilly, J. R., Reilly, J. F., & Cleanthous, C. C. (1999, February). *Using parent-delivered graduated guidance to teach functional living skills to a child with Cri Du Chat Syndrome*. Paper presented at the 6th Annual International Conference on Mental Retardation and Other Developmental Disabilities, Council for Exceptional Children, Division of Mental Retardation and Other Developmental Disabilities (CEC-MRDD), Maui, HI.
50. Martella, R. C., Dalton, T., & Marchand-Martella, N. E. (1999, February). *The effects of a self-management program in reducing off-task behavior of middle school students with disabilities with corresponding teacher ratings of student performance*. Paper presented at the 15th Pacific Rim Conference on Disabilities, Center on Disability Studies Hawai'i University Affiliated Program (UAP), University of Hawai'i, Honolulu, HI.
51. Martella, R. C., Dalton, T., & Marchand-Martella, N. E. (1999, February). *The effects of a self-management program in reducing off-task behavior of middle school students with disabilities with corresponding teacher ratings of student performance*. Paper presented at the 6th Annual International Conference on Mental Retardation and Other Developmental Disabilities, Council for Exceptional Children, Division of Mental Retardation and Other Developmental Disabilities (CEC-MRDD), Maui, HI.
52. Ebey, T., Marchand-Martella, N. E., & Martella, R. C. (1998, May). *Teaching children to read using parents as early reading instructors: A preliminary investigation*. Paper presented at the Association for Behavior Analysis Twenty-Fourth Annual Convention, Orlando, FL.
53. Marchand-Martella, N. E., & Martella, R. C. (1998, May). *School-wide enhancements of special education for children: Using high school students as same-age tutors using the corrective reading program*. Paper presented at the Association for Behavior Analysis Twenty-Fourth Annual Convention, Orlando, FL.

54. Martella, R. C., Marchand-Martella, N. E., Young, K. R., Slocum, T., Heward, W. L., & Bass, R. F. (1997, May). *Teaching behavior analysis: A snapshot of behavioral programs in special education across the country*. Paper presented at the Association for Behavior Analysis Twenty-Third Annual Convention, Chicago, IL.
55. Nelson, J. R., & Marchand-Martella, N. E. (1997, May). *A comparative analysis of the effects of direct instruction, cooperative learning, and independent learning practices on the classroom behavior of students with behavioral disorders*. Paper presented at the Association for Behavior Analysis Twenty-Third Annual Convention, Chicago, IL.
56. Huber, G., Marchand-Martella, N. E., Martella, R. C., & Wood, W. S. (1996, May). *Assessing the long-term maintenance of abduction prevention skills by disadvantaged preschoolers*. Paper - presented at the Association for Behavior Analysis Twenty-Second Annual Convention, San Francisco, CA.
57. Martella, R. C. [chair], Marchand-Martella, N. E. [discussant], Williams, R. L., Miller, T. L., Hallenback, B. A., Morgan, R., & Lignugaris/Kraft, B. (1996, May). *Teaching behavior analysis: Designing effective coursework in teacher preparation programs*. Paper presented at the Association for Behavior Analysis Twenty-Second Annual Convention, San Francisco, CA.
58. Marchand-Martella, N. E. [Chair], Martella, R. C. [discussant], Williams, R. L., Williams, B. F., Daly, P. M., & Bass, R. (1995, May). *Teaching behavior analysis: Programmatic issues in education*. Paper presented at the Association for Behavior Analysis Twenty-First Annual Convention, Washington, DC.
59. Huber, G., Neal, C., Wood, W. S., Marchand-Martella, N. E., & Martella, R. C. (1994, May). *Teaching safety skills to preschoolers in a university Head Start program*. Paper presented at the Association for Behavior Analysis Twentieth Annual Convention, Atlanta, GA.
60. Marchand-Martella, N. E. (1994, May). *Research on safety instruction with individuals with disabilities: Generalization and observational learning effects*. Invited discussion paper presented at the Association for Behavior Analysis Twentieth Annual Convention, Atlanta, GA.
61. Marchand-Martella, N. E., & Lignugaris/Kraft, B. (1993, May). *Reliability of a Direct Instruction practicum observation instrument using cooperating teachers and student teachers as supervisors*. Paper presented at the Association for Behavior Analysis Nineteenth Annual Convention, Chicago, IL.
62. Marchand-Martella, N. E., Martella, R. C., & Lignugaris/Kraft, B. (1993, May). *A comparison of observation durations using a direct instruction observation instrument*. Paper presented at the Association for Behavior Analysis Nineteenth Annual Convention, Chicago, IL.
63. Marchand-Martella, N. E. (1992, May). *Teaching first-aid skills to persons with disabilities*. Invited discussion paper presented at the Association for Behavior Analysis Eighteenth Annual Convention, San Francisco, CA.



64. Marchand-Martella, N. E., & Lignugaris/Kraft, B. (1992, May). *The evaluation of a Direct Instruction observation instrument for preservice teachers using student teachers, university staff, and cooperating teachers as supervisors*. Invited symposium paper presented at the Association for Behavior Analysis Eighteenth Annual Convention, San Francisco, CA.
65. Marchand-Martella, N. E., & Martella, R. C. (1992, May). *Using peers with intellectual disabilities as first-aid instructors for students with moderate disabilities*. Paper presented at the Association for Behavior Analysis Eighteenth Annual Convention, San Francisco, CA.
66. Martella, R. C., Marchand-Martella, N. E., & Agran, A. (1992, May). *Problem solving to prevent accidents in supported employment*. Paper presented at the Association for Behavior Analysis Eighteenth Annual Convention, San Francisco, CA.
67. Martella, R. C., Marchand-Martella, N. E., & Agran, A. (1992, May). *Using a problem-solving strategy to prevent work-related accidents due to unsafe worker behavior*. Paper presented at the Association for Behavior Analysis Eighteenth Annual Convention, San Francisco, CA.
68. Fiechtl, B., Christensen, A. M., Marchand-Martella, N. E., Martella, R. C., & Christensen, B. (1991, May). *Teaching preschoolers with disabilities to obtain assistance when injured*. Paper presented at the Association for Behavior Analysis Seventeenth Annual Convention, Atlanta, GA.
69. Gassman, G. W., Lignugaris/Kraft, B., & Marchand-Martella, N. E. (1991, May). *The integration of peer and cooperating teacher supervisors for special education preservice teachers*. Paper presented at the Association for Behavior Analysis Seventeenth Annual Convention, Atlanta, GA.
70. Marchand-Martella, N. E., Lignugaris/Kraft, B., & Pettigrew, T. (1991, May). *The development and evaluation of a Direct Instruction teaching observation measure for preservice teachers*. Paper presented at the Association for Behavior Analysis Seventeenth Annual Convention, Atlanta, GA.
71. Marchand-Martella, N. E., Martella, R. C., Christensen, A. M., Christensen, B., & Agran, A. (1991, May). *Using peer tutors with mild handicaps to aid in the acquisition, generalization, and maintenance of first-aid skills by students with severe handicaps*. Paper presented at the Association for Behavior Analysis Seventeenth Annual Convention, Atlanta, GA.
72. Martella, R. C., Marchand-Martella, N. E., Allen, S. M., Alsop, S., & Agran, M. (1991, May). *Using a problem-solving paradigm to teach work-related safety skills to persons with mental retardation*. Paper presented at the Association for Behavior Analysis Seventeenth Annual Convention, Atlanta, GA.
73. Agran, M., Martella, R. C., & Marchand-Martella, N. E. (1990, December). *Teaching job-related safety skills to individuals with severe disabilities*. Paper presented at The Association for Persons with Severe Handicaps Annual Conference, Chicago, IL.
74. Marchand-Martella, N. E., Agran, M., Martella, R. C., & Young, K. R. (1990, December). *The acquisition, generalization, and maintenance of first-aid skills*. Paper presented at The Association for Persons with Severe Handicaps Annual Conference, Chicago, IL.

75. Martella, R. C., Agran, M., & Marchand-Martella, N. E. (1990, December). *An investigation and descriptive analysis of unsafe work behaviors*. Paper presented at The Association for Persons with Severe Handicaps Annual Conference, Chicago, IL.
76. Agran, M., Marchand-Martella, N. E., Martella, R. C., Spooner, F., Stem, B., Test, D., & Young, K. R. (1990, May). *Teaching first-aid skills to individuals with handicaps*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.
77. Agran, M., Martin, J. E., Martella, R. C., & Marchand-Martella, N. E. (1990, May). *Consumer-directed supported employment for persons with developmental disabilities and/or chronic mental illness*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.
78. Leonard, I. J., Martella, R. C., Marchand-Martella, N. E., McCollum, C., & Cheney, D. (1990, May). *Assessing the effects of a self-monitoring program via a changing criterion/multiple baseline design: Reducing the inappropriate verbalizations of an adolescent with severe handicaps*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.
79. Marchand-Martella, N. E., Martella, R. C., Agran, M., & Young, K. R. (1990, May). *Teaching first-aid skills to students without handicaps: Collecting validation data on latency and duration of first-aid treatment of injuries*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.
80. Marchand-Martella, N. E., Martella, R. C., Agran, M., Young, K. R., Meshew, C., & Hall, A. M. (1990, May). *The acquisition, generalization, and maintenance of first-aid skills by children with mild mental retardation*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.
81. Martella, R. C., Marchand-Martella, N. E., Agran, M., & Pyfer, T. (1990, May). *Teaching an adaptability-oriented, problem-solving strategy in a job-support group for persons with developmental disabilities or chronic mental illness*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.
82. Marchand-Martella, N. E., Martella, R. C., & Young, K. R. (1989, December). *Peer tutor training: Using positive programming to improve classroom behavior in an adolescent with severe handicaps*. Paper presented at The Association for Persons with Severe Handicaps Annual Conference, San Francisco, CA.
83. Martella, R. C., Marchand-Martella, N. E., & Macfarlane, C. A. (1989, December). *Paraprofessional training: Using functional analysis and positive programming to improve classroom behavior in an adolescent with severe handicaps*. Paper presented at The Association for Persons with Severe Handicaps Annual Conference, San Francisco, CA.
84. Young, K. R., Macfarlane, C. A., Martella, R. C., Marchand-Martella, N. E., & Long, C. (1989, December). *Helping students with severe behavior problems succeed in public school settings: Computer-assisted program management*. Paper presented at The Association for Persons with Severe Handicaps Annual Conference, San Francisco, CA.

85. Macfarlane, C. A., Martella, R. C., Marchand-Martella, N. E., Young, K. R., Roundy, K. J., & Long, C. Y. (1989, May). *Paraprofessional training: Using functional analysis and positive programming to improve classroom behavior in an adolescent with severe handicaps*. Paper presented at the Association for Behavior Analysis Fifteenth Annual Convention, Milwaukee, WI.
86. Agran, M., Marchand-Martella, N. E., & Martella, R. C. (1989, May). *Teaching problem-solving skills through the use of self-instructional or verbal rehearsal strategies*. Paper presented at the Association for Behavior Analysis Fifteenth Annual Convention, Milwaukee, WI.
87. Martella, R. C., Marchand-Martella, N. E., Macfarlane, C. A., & Young, K. R. (1989, May). *Peer tutor training: Using positive programming to improve classroom behavior in a handicapped adolescent*. Paper presented at the Association for Behavior Analysis Fifteenth Annual Convention, Milwaukee, WI.
88. Marchand-Martella, N. E., Martella, R. C., Pattavina, S., & Bergstrom, T. (1989, May). *Long-term maintenance and generalization of first-aid skills by handicapped youths*. Paper presented at the Association for Behavior Analysis Fifteenth Annual Convention, Milwaukee, WI.
89. Bergstrom, T., Pattavina, S., Tuttle, J., Martella, R. C., & Marchand-Martella, N. E. (1988, May). *Teaching three functional community skills to a handicapped adolescent*. Paper presented at the Association for Behavior Analysis Fourteenth Annual Convention, Philadelphia, PA.
90. Marchand-Martella, N. E., & Martella, R. C. (1988, May). *Teaching first-aid skills to handicapped youths*. Paper presented at the Association for Behavior Analysis Fourteenth Annual Convention, Philadelphia, PA.
91. Martella, R. C., Marchand-Martella, N. E., & Foxx, R. M. (1988, May). *The acquisition, maintenance, and generalization of problem solving skills by closed head injured adults*. Paper - presented at the Association for Behavior Analysis Fourteenth Annual Convention, Philadelphia, PA.
92. Marchand-Martella, N. E., Martella, R. C., Foxx, R. M., Braunling-McMorrow, D., & McMorrow, M. (1987, October). *Teaching a problem solving strategy to closed head injured adults*. Paper presented at the Braintree Head Injury Conference, Braintree, MA.
93. Marchand-Martella, N. E., Martella, R. C., Foxx, R. M., Braunling-McMorrow, D., & McMorrow, M. (1987, May). *Teaching a problem solving strategy to closed head injured adults*. Paper presented at the Association for Behavior Analysis Thirteenth Annual Convention, Nashville, TN.

### **Webinars**

1. Marchand-Martella, N. E. (2018, April). *Secondary literacy intervention: Five strategies for success*. Webinar presented for SRA/McGraw-Hill.
2. Marchand-Martella, N. E. (2016, October). *Three proven intervention and remediation strategies for effective instruction: Explicit instruction—The key to effective differentiated instruction*. Webinar presented for SRA/McGraw-Hill.

3. Marchand-Martella, N. E. (2016, March). *Effective strategies and programs for adolescent learners*. Webinar presented for SRA/McGraw-Hill.
4. Marchand-Martella, N. E. (2015, October). *A review of explicit and systematic scripted instructional programs for students with autism spectrum disorder: A look at Direct Instruction programs*. Webinar presented for SRA/McGraw-Hill.
5. Marchand-Martella, N. E. (2015, October). *"I'm college bound!" Promoting college and career readiness skills*. Webinar presented for SRA/McGraw-Hill.
6. Marchand-Martella, N. E., & Martella, R. C. (2014, October). *Strengthening the literacy intervention curriculum for struggling K-12 students*. Webinar presented for SRA/McGraw-Hill.
7. Martella, R. C. & Marchand-Martella, N. E. (2013, December). *Current trends in reading: Highlighting SRA FLEX Literacy*. Webinar presented for District Administration Showcase.
8. Martella, R. C. & Marchand-Martella, N. E. (2013, November). *Grade-level expectations based on Lexiles*. Webinar presented for SRA/McGraw-Hill.
9. Martella, R. C. & Marchand-Martella, N. E. (2013, November). *Grade-level expectations based on Lexiles*. Webinar presented for SRA/McGraw-Hill.
10. Martella, R. C. & Marchand-Martella, N. E. (2013, October). *Promoting better classroom behavior through effective instruction*. Webinar presented for SRA/McGraw-Hill.
11. Martella, R. C. & Marchand-Martella, N. E. (2013, July). *SRA FLEX Literacy data and research base*. Webinar presented for SRA/McGraw-Hill.
12. Marchand-Martella, N. E., & Martella, R. C. (2012, October). *The elements of effective adolescent literacy instruction*. Webinar presented for SRA/McGraw-Hill.
13. Marchand-Martella, N. E., & Martella, R. C. (2012, October). *Meeting the common core state standards in middle school using Read to Achieve*. Webinar presented for SRA/McGraw-Hill.
14. Marchand-Martella, N. E., & Martella, R. C. (2012, October). *Beyond the book: Preparing students for college and career readiness*. Webinar presented for SRA/McGraw-Hill.
15. Marchand-Martella, N. E., & Martella, R. C. (2012, August). *Explicit instruction and social constructivism: Are they really that different?* Webinar presented for SRA/McGraw-Hill.
16. Marchand-Martella, N. E., & Martella, R. C. (2011, October). *Explicit instruction*. Webinar presented for SRA/McGraw-Hill.
17. Marchand-Martella, N. E., & Martella, R. C. (2010, December). *Read to Achieve*. Webinar presented for SRA/McGraw-Hill.
18. Marchand-Martella, N. E., & Martella, R. C. (2009, February). *Building adolescent literacy into an RtI model*. Webinar presented for SRA/McGraw-Hill.

19. Marchand-Martella, N. E., & Martella, R. C. (2009, February). *What you should know about adolescent literacy*. Webinar presented for SRA/McGraw-Hill.

### ***Regional/State Conferences/Summits/Institutes***

1. Marchand-Martella, N. E. (2021, June). *Teach like Kevin Bacon: What research-based instruction looks like*. Invited address presented at the Springfield City School District, Springfield City, OH.
2. Marchand-Martella, N. E. (2019, June). *The four big ideas of effective classroom instruction*. Invited address presented at the Wabash Valley Education Center Summer Institute, West Lafayette, IN.
3. Marchand-Martella, N. E. (2019, June). *Elementary literacy*. Invited presentation provided at North Dakota Multi-Tier System of Supports Conference, Southeast Education Cooperative, Fargo, ND.
4. Marchand-Martella, N. E. (2019, June). *Secondary literacy*. Invited presentation provided at North Dakota Multi-Tier System of Supports Conference, Southeast Education Cooperative, Fargo, ND.
5. Marchand-Martella, N. E., & Shinn, M. (2019, March). *MTSS implementation and powerful, appropriately intensive, and research-based tier 1 language arts*. Invited address presented at the MTSS and Meeting the Needs of Diverse Students: Trauma-Informed Evidence-Based Practice Conference, Columbus, OH.
6. Marchand-Martella, N. E. (2019, March). *K-12 research-based literacy practices*. Invited address presented at the MTSS and Meeting the Needs of Diverse Students: Trauma-Informed Evidence-Based Practice Conference, Columbus, OH.
7. Marchand-Martella, N. E., & Shinn, M. (2018, November). *MTSS implementation begins with powerful, appropriately intensive, and research-based tier 1 language arts instruction*. MTSS and Meeting the Needs of Diverse Students: Trauma-Informed Evidence-Based Practices for One and All! Conference, Naperville, IL.
8. Marchand-Martella, N. E. (2018, November). *K-12 research-based literacy practices*. Invited address at the MTSS and Meeting the Needs of Diverse Students: Trauma-Informed Evidence-Based Practices for One and All! Conference, Naperville, IL.
9. Marchand-Martella, N. E. & Shinn, M. R. (2018, May). *Powerful MTSS implementation begins with core language arts instruction aligned to the needs of students*. Keynote address presented at the Doubling Down on MTSS and RTI Success: Lessons Learned in Getting to the Next Level of Research-Based Practices Conference, Naperville, IL.
10. Marchand-Martella, N. E. (2018, May). *K-12 research-based literacy practices*. Address presented at the Doubling Down on MTSS and RTI Success: Lessons Learned in Getting to the Next Level of Research-Based Practices, Naperville, IL.

11. Marchand-Martella, N. E. (2018, May). *Strategic doing: Interactive session to enhance your K-12 language arts practices*. Address presented at the Doubling Down on MTSS and RTI Success: Lessons Learned in Getting to the Next Level of Research-Based Practices, Naperville, IL.
12. Marchand-Martella, N. E. (2018, April). *Effective instruction*. Invited address presented at the Payne Education Center Symposium, Oklahoma City, OK.
13. Marchand-Martella, N. E. (2018, April). *K-12 research-based literacy practices*. Address presented at the Trauma-Informed MTSS/RTI: Practical and Evidence-Based Practices Institute, New Orleans, LA.
14. Marchand-Martella, N. E. (2017, November). *Elementary literacy practices*. Address presented at the Ensuring Practical and Scientifically Sound MTSS/RTI Institute, Oklahoma City, OK.
15. Marchand-Martella, N. E. (2017, November). *Secondary literacy practices*. Address presented at the Ensuring Practical and Scientifically Sound MTSS/RTI Institute, Oklahoma City, OK.
16. Marchand-Martella, N. E., & Martella, R.C. (2017, November). *Less is more: The four big ideas of effective classroom instruction*. Address presented at the Ensuring Practical and Scientifically Sound MTSS/RTI Institute, Oklahoma City, OK.
17. Marchand-Martella, N.E., & Martella, R.C. (2017, November). *Multi-tiered behavior support: A primer (Session 1)*. Invited address presented at the Early Childhood Conference of Oklahoma, State Department of Education, Oklahoma City, OK.
18. Marchand-Martella, N.E., & Martella, R.C. (2017, November). *Multi-tiered behavior support: A primer (Session 2)*. Invited address presented at the Early Childhood Conference of Oklahoma, State Department of Education, Oklahoma City, OK.
19. Marchand-Martella, N.E., & Martella, R.C. (2017, November). *Multi-tiered behavior support: A primer (Session 3)*. Invited address presented at the Early Childhood Conference of Oklahoma, State Department of Education, Oklahoma City, OK.
20. Marchand-Martella, N.E., & Martella, R.C. (2017, November). *Multi-tiered behavior support: A primer (Session 4)*. Invited address presented at the Early Childhood Conference of Oklahoma, State Department of Education, Oklahoma City, OK.
21. Marchand-Martella, N.E., & Martella, R.C. (2017, October). *The big ideas of effective instruction within an MTSS framework*. Invited address presented at the Fall Oklahoma School Psychology Association Conference, Oklahoma City, OK.
22. Martella, R.C., & Marchand-Martella, N.E. (2017, October). *Providing behavior support for all students: Navigating behavior management in today's classrooms*. Invited address presented at the Fall Oklahoma School Psychology Association Conference, Oklahoma City, OK.
23. Marchand-Martella, N. E. (2017, October). *Elementary literacy practices*. Address presented at the Ensuring Practical and Scientifically Sound MTSS/RTI Institute, Tacoma, WA.

24. Marchand-Martella, N. E. (2017, October). *Secondary literacy practices*. Address presented at the Ensuring Practical and Scientifically Sound MTSS/RTI Institute, Tacoma, WA.
25. Marchand-Martella, N. E. (2017, September). *Effective reading instruction across tiers 6-12*. Address presented at the Ensuring Quality MTSS/RTI Implementation, Lincoln, NE.
26. Marchand-Martella, N. E. (2017, September). *Effective reading instruction across tiers K-5*. Address presented at the Ensuring Quality MTSS/RTI Implementation Institute, Lincoln, NE.
27. Marchand-Martella, N. E. (2017, August). *Teach like Kevin Bacon: What research-based instruction looks like*. Address presented at the Ensuring Quality MTSS/RTI Implementation Institute, Lincoln, NE.
28. Marchand-Martella, N. E., & Martella, R. C. (2017, April). *Less is more: The four big ideas of effective classroom instruction*. Address presented at the Advanced Institute Expanding MTSS/RTI and Ensuring Results, New Orleans, LA.
29. Marchand-Martella, N. E. (2017, April). *Elementary literacy practices*. Address presented at the Advanced Institute Expanding MTSS/RTI and Ensuring Results, New Orleans, LA.
30. Marchand-Martella, N. E. (2017, April). *Secondary literacy practices*. Address presented at the Advanced Institute Expanding MTSS/RTI and Ensuring Results, New Orleans, LA.
31. Marchand-Martella, N. E. (2017, January). *Elementary literacy strategies and programs for successful MTSS implementations*. Address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, Houston, TX.
32. Marchand-Martella, N. E. (2017, January). *Secondary literacy strategies and programs for successful MTSS implementations*. Address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, Houston, TX.
33. Marchand-Martella, N. E. (2016, November). *Elementary literacy strategies and programs for successful MTSS implementations*. Address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, Chattanooga, TN.
34. Marchand-Martella, N. E. (2016, November). *Secondary literacy strategies and programs for successful MTSS implementations*. Address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, Chattanooga, TN.
35. Marchand-Martella, N. E. (2016, November). *Less is more: The four big ideas of effective classroom instruction*. Address presented at the Oklahoma Statewide Autism Conference, Oklahoma City, OK.
36. Marchand-Martella, N.E. (2016, September). *Less is more: The four big ideas of effective classroom instruction*. Address presented at the National Institute for Effective Instruction, Columbus, OH.

37. Marchand-Martella, N. E. (2016, April). *Elementary literacy strategies and programs for successful MTSS implementations*. Address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, New Orleans, LA.
38. Marchand-Martella, N. E. (2016, April). *Secondary literacy strategies and programs for successful MTSS implementations*. Address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, New Orleans, LA.
39. Marchand-Martella, N. E. (2013, May). *Effective reading strategies and programs for adolescent learners*. Invited presentation delivered at the San Diego International Dyslexia Association 4<sup>th</sup> Annual Conference, San Diego, CA.
40. Marchand-Martella, N. E. (2011, August). *Best practices in adolescent literacy-Part I*. Invited presentation delivered at the Macomb Intermediate School District and McGraw-Hill Education Group RTI Summit, Clinton Township, MI.
41. Marchand-Martella, N. E. (2011, August). *Best practices in adolescent literacy-Part II*. Invited presentation delivered at the Macomb Intermediate School District and McGraw-Hill Education Group RTI Summit, Clinton Township, MI.
42. Marchand-Martella, N. E. (2011, August). *Read to Achieve: Teaching content area and advanced narrative skills and strategies to adolescent learners*. Invited presentations delivered at the McGraw-Hill Education Group RTI Summit, Detroit, MI.
43. Marchand-Martella, N. E. (2011, April). *"I don't understand what I read;" Vocabulary and comprehension strategies for students in grades 3-5*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Atlanta, GA.
44. Marchand-Martella, N. E. (2011, April). *Critical elements of adolescent literacy instruction: Grades 6-12*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Atlanta, GA.
45. Marchand-Martella, N. E. (2011, April). *Critical elements of adolescent literacy instruction: Grades 6-12 (Session 1)*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, San Francisco, CA.
46. Marchand-Martella, N. E. (2011, April). *"I don't understand what I read;" Vocabulary and comprehension strategies for students in grades 3-5*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, San Francisco, CA.
47. Marchand-Martella, N. E. (2011, April). *Critical elements of adolescent literacy instruction: Grades 6-12 (Session 2)*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, San Francisco, CA.



48. Marchand-Martella, N. E. (2011, February). *Read to Achieve: Teaching content area and advanced narrative skills and strategies to adolescent learners*. Nebraska State Reading Association Thirty-Eighth Annual Conference. Kearney, NE.
49. Marchand-Martella, N. E. (2010, October). "I don't understand what I read:" *Content-area and advanced narrative text strategies for adolescent readers* (Session 1). Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Chicago, IL.
50. Marchand-Martella, N. E. (2010, October). "I don't understand what I read:" *Content-area and advanced narrative text strategies for adolescent readers* (Session 2). Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Chicago, IL.
51. Marchand-Martella, N. E. (2010, May). *Elements of effective adolescent literacy instruction* (Session 1). Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Chicago, IL.
52. Marchand-Martella, N. E. (2010, May). *Elements of effective adolescent literacy instruction* (Session 2). Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Chicago, IL.
53. Marchand-Martella, N. E. (2010, April). *Elements of effective adolescent literacy instruction* (Session 1). Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Orlando, FL.
54. Marchand-Martella, N. E. (2010, April). *Elements of effective adolescent literacy instruction* (Session 2). Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Orlando, FL.
55. Marchand-Martella, N. E. (2010, April). *Elements of effective adolescent literacy instruction* (Session 1). Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Dallas, TX.
56. Marchand-Martella, N. E. (2010, April). *Elements of effective adolescent literacy instruction* (Session 2). Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Dallas, TX.
57. Marchand-Martella, N. E. (2009, July). *Best practices in adolescent literacy instruction*. Paper delivered at the Texas Council of Administrators of Special Education (TCASE) Summer Camp Conference, Fort Worth, TX.
58. Marchand-Martella, N. E. (2006, October). *Research-based reading interventions*. Paper delivered at the Washington State Association for School Psychologists (WSASP) Conference, Spokane, WA.
59. Martella, R. C., Crawford, D., Cooke, B., & Marchand-Martella, N. E., (2004, January). *Improving the math skills of students with special needs in upper elementary and middle school settings with Project AIM: Achievement In Mathematics*. Paper presented at the Eleventh Annual Office of Superintendent of Public Instruction's January Conference, Spokane, WA.

60. Marchand-Martella, N. E. (2002, April). *Project PALS*. Invited presentation at the Washington State Literacy Summit/Governor's Office Conference, Seattle, WA.
61. Marchand-Martella, N. E. (2002, March). *Managing Corrective Reading implementations in upper elementary through high school settings*. Invited presentation at the Northwest Spring Direct Instruction Conference, Spokane, WA.
62. Reilly, J., Marchand-Martella, N. E., Martella, R. C., Denny, M., Reilly, J., & Cleanthous, C. C. (1998). *Using parent-delivered graduated guidance to teach functional living skills to a child with Cri Du Chat Syndrome*. Paper presented at the Northwest Association for Behavior Analysis, Spokane, WA.
63. Ebey, T. L., Marchand-Martella, N. E., Martella, R. C., & Nelson, J. R. (1998, October). *Teaching children to read using parents as early reading instructors: A preliminary investigation*. Paper presented at the Northwest Association for Behavior Analysis, Spokane, WA.
64. Marchand-Martella, N. E. (1998, October). *Effects of a peer-delivered Corrective Reading program with repeated reading on the reading performance of at-risk high school students*. Invited presentation at the Northwest Association for Behavior Analysis, Spokane, WA.
65. Marchand-Martella, N. E. (1998, October). *Promoting phonemic awareness through the "Teach your Child to Read in 100 Easy Lessons" program*. Invited presentation at the Northwest Association for Behavior Analysis, Spokane, WA.
66. Marchand-Martella, N. E., McAuliffe, L., Ebey, T., Roedder, L., Stenhoff, D., Messinger, J., & Schriber, S. (1996, December). *Teaching parents to provide early reading instruction to their children*. Paper presented at the Spokane Association for Direct Instruction, Spokane, WA.
67. Huber, G., Marchand-Martella, N. E., Martella, R. C., & Wood, W.S. (1995, October). *Assessing the long-term maintenance of abduction prevention skills by disadvantaged preschoolers*. Paper presented at the Northwest Association for Behavior Analysis Conference, Eugene, OR.
68. Johnson, A., Nelson, J. R., & Marchand-Martella, N. E. (1995, October). *A comparative analysis of the effects of direct instruction, cooperative learning, and independent learning practices on the classroom behavior of students with behavioral disorders*. Northwest Association for Behavior Analysis Conference, Eugene, OR.
69. Courson-Krause, P. S., Marchand-Martella, N. E., & Martella, R. C. (1994, October). *Reducing negative comments through self-monitoring and contingency contracting*. Paper presented at the Northwest Association for Behavior Analysis Sixth Annual Convention, Seattle, WA.
70. Marchand-Martella, N. E., & Martella, R. C. (1994, May). *Inclusion of students with disabilities through self-monitoring training*. Paper presented at the 1994 Montana Council for Exceptional Children Conference, Missoula, MT.

71. Marchand-Martella, N. E., & Lignugaris/Kraft, B. (1993, October). *Reliability of a Direct Instruction practicum observation instrument using cooperating teachers and student teachers as supervisors*. Paper presented at the Northwest Association for Behavior Analysis Fifth Annual Convention, Spokane, WA.
72. Marchand-Martella, N. E., & Martella, R. C. (1993, October). *A Direct Instruction observation instrument for supervisors*. Invited address presented at the Northwest Association for Behavior Analysis Fifth Annual Convention, Spokane, WA.
73. Marchand-Martella, N. E., Martella, R. C., & Lignugaris/Kraft, B. (1993, October). *A comparison of observation durations using a direct instruction observation instrument*. Paper presented at the Northwest Association for Behavior Analysis Annual Convention, Spokane, WA.
74. Siekawitch, S., Marchand-Martella, N. E., Martella, R. C., & Grigsby, D. (1993, October). *Using self-monitoring and modeling with feedback to teach first-aid skills to a young child*. Paper presented at the Northwest Association for Behavior Analysis Fifth Annual Convention, Spokane, WA.
75. Agran, M., Martella, R. C., & Marchand-Martella, N. E. (1991, June). *Teaching work-related safety skills to individuals in supported employment*. Paper presented at the Current Practices in Educating Students with Severe or Profound Handicaps Conference, Logan, Utah.
76. Christensen, A. M., Marchand-Martella, N. E., Martella, R. C., & Christensen, B. (1991, April). *Teaching preschoolers with disabilities to obtain adult assistance when injured*. Paper presented at the Sigma Xi Scientific Research Poster Award, Utah State University, Logan, UT.
77. Marchand-Martella, N. E. (1991, June). *Direct Instruction techniques and supervisory practices for teachers of students with disabilities*. Paper presented at the Current Practices in Educating Students with Severe or Profound Handicaps Conference, Logan, Utah.
78. Marchand-Martella, N. E., & Martella, R. C. (1990, June). *Teaching first aid and safety skills to students with severe disabilities*. Paper presented at the Current Practices in Educating Students with Severe or Profound Handicaps Conference, Logan, Utah.
79. Marchand-Martella, N. E., & Martella, R. C. (1990, April). *Long-term maintenance and generalization of first-aid skills by handicapped youths*. Paper presented at the SIGMA XI Scientific Research Poster Competition, Utah State University, Logan, Utah.
80. Martella, R. C., & Marchand-Martella, N. E. (1990, September). *Using peer tutors to aid in the acquisition, generalization, and maintenance of first-aid skills by students with handicaps*. Paper presented at the Utah Federation Council for Exceptional Children Conference, Park City, Utah.
81. Macfarlane, C. A., Marchand-Martella, N. E., Martella, R. C., & Roundy, K. J. (1989, June). *Paraprofessional and peer tutor training: Using functional analysis and positive programming to improve classroom behavior in an adolescent with severe handicaps*. Paper presented at the Thirteenth Annual Conference on Intervention Procedures for Exceptional Children, Logan, Utah.

***International Workshops***

1. Marchand-Martella, N. E., & Martella, R. C. (2019, September). *When it comes to effective instruction, remember to teach like Kevin Bacon*. Presented for the University of Iceland and Urridarholtsskoli, Arnarskoli, and Setbergsskoli Schools, Gardabaer, Iceland.
2. Marchand-Martella, N. E., & Martella, R. C. (2019, September). *The four big ideas of effective instruction*. Presented for the University of Iceland and Urridarholtsskoli, Arnarskoli, and Setbergsskoli Schools, Gardabaer, Iceland.
3. Marchand-Martella, N. E., & Martella, R. C. (2019, September). *K-12 research-based literacy practices*. Presented for the University of Iceland and Urridarholtsskoli, Arnarskoli, and Setbergsskoli Schools, Gardabaer, Iceland.
4. Martella, R. C., Marchand-Martella, N. E., Caniglia, C. (2019, September). *Behavior management overview*. Presented for the University of Iceland and Urridarholtsskoli, Arnarskoli, and Setbergsskoli Schools, Gardabaer, Iceland.
5. Marchand-Martella, N. E., & Martella, R. C. (2015, August). Explicit instruction. Invited address presented for the University of Iceland and Iceland Ministry of Education, Reykjavik, Iceland.
6. Marchand-Martella, N. E., & Martella, R. C. (2015, August). Less is more: The big ideas of effective classroom instruction. Invited address presented for the University of Iceland, Reykjavik, Iceland.
7. Marchand-Martella, N. E., & Martella, R. C. (2015, August). Academics: A focus on explicit instructional strategies. Invited address presented for the University of Iceland, Reykjavik, Iceland.
8. Martella, R. C., & Marchand-Martella, N. E. (2015, August). Comprehensive behavior management. Invited address presented for the University of Iceland, Reykjavik, Iceland.
9. Marchand-Martella, N. E., & Martella, R. C. (2015, August). MTSS Planning. Invited address presented for the University of Iceland, Reykjavik, Iceland.
10. Marchand-Martella, N. E., & Martella, R. C. (2015, August). Supervision of instruction. Invited address presented for the University of Iceland, Reykjavik, Iceland.

***Out of State Workshops/Inservices***

1. Marchand-Martella, N. E. (2022, January). *Research-based effective core reading instruction*. [virtual]. Washington AIMS: Administrators Improving Multi-Tiered Systems of Support. (CFDA 84.325 Grant). Reading Competency Invited Presenter. Seattle, WA.
2. Marchand-Martella, N. E. (2022, January). *Research-based effective core math instruction*. [virtual]. Washington AIMS: Administrators Improving Multi-Tiered Systems of Support. (CFDA 84.325 Grant). Math Competency Invited Presenter. Seattle, WA.

3. Marchand-Martella, N. E. (2021, February). *Research-based effective core reading instruction*. [virtual]. Washington AIMS: Administrators Improving Multi-Tiered Systems of Support. (CFDA 84.325 Grant). Reading Competency Invited Presenter. Seattle, WA.
4. Marchand-Martella, N. E. (2021, February). *Research-based effective core math instruction*. [virtual]. Washington AIMS: Administrators Improving Multi-Tiered Systems of Support. (CFDA 84.325 Grant). Math Competency Invited Presenter. Seattle, WA.
5. Marchand-Martella, N. E. (2019, July). *The four big ideas of effective instruction*. McGraw-Hill Summer DI Leadership Conference, Orlando, FL.
6. Marchand-Martella, N. E. (2018, November). *The four big ideas of effective instruction*. Nevada Association for Positive Behavior Support 2018 Conference and MTSS Lecture Series, Reno, NV.
7. Marchand-Martella, N. E., & Martella, R. C. (2018, January). *Teaching expectations: What we know about effective instruction for academics can be used to improve behavior*. Michigan's Integrated Behavior and Learning Support Initiative, Kalamazoo, MI.
8. Marchand-Martella, N. E. (2017, October). *Direct instruction*. Texas Education Service Center Region 8, Pittsburg, TX.
9. Shinn, M. R., & Marchand-Martella, N. E. (2017, June). *Proactive design of appropriately intensive K-12 reading and language arts in an MTSS model*. McGraw-Hill Achievement Institute, Orlando, FL.
10. Marchand-Martella, N. E. (2017, June). *The elements of effective instruction*. McGraw-Hill Achievement Institute, Orlando, FL.
11. Marchand-Martella, N. E. (2017, January). *When it comes to effective instruction, remember to be like Kevin Bacon*. Michigan's Integrated Behavior and Learning Support Initiative, Kalamazoo, MI.
12. Marchand-Martella, N. E. (2017, January). *Less is more: The four big ideas of effective instruction*. Michigan's Integrated Behavior and Learning Support Initiative, Kalamazoo, MI.
13. Marchand-Martella, N. E. (2016, December). *Secondary literacy strategies: Enhancing performance on high stakes assessments*. Cleveland Metropolitan School District Administrators, Orlando, FL.
14. Marchand-Martella, N. E. (2016, November). *Read to Achieve*. Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi). Kalamazoo, MI.
15. Marchand-Martella, N. E. (2016, November). *Read to Achieve and the ELA CCSS for grades 6 and above*. Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi). Kalamazoo, MI.
16. Marchand-Martella, N. E. (2016, October). *The elements of effective instruction*. Cleveland Metropolitan School District, Cleveland, OH.

17. Marchand-Martella, N. E. (2015, October). *The basics of content area literacy for middle school and high school students*. Michigan's Integrated Behavior and Learning Support Initiative, Grand Rapids, MI.
18. Marchand-Martella, N. E. (2015, October). *Beyond the basics of content area literacy: A focus on college readiness skills for middle school and high school students*. Michigan's Integrated Behavior and Learning Support Initiative, Grand Rapids, MI.
19. Marchand-Martella, N. E. (2015, September). *Tier 1 secondary content area literacy (teacher training)*. Michigan's Integrated Behavior and Learning Support Initiative, East Lansing, MI.
20. Marchand-Martella, N. E. (2015, September). *Tier 1 secondary content area literacy (facilitator training)*. Michigan's Integrated Behavior and Learning Support Initiative, East Lansing, MI.
21. Marchand-Martella, N. E. (2015, February). *Tier 1 secondary content area literacy (facilitator training)*. Michigan's Integrated Behavior and Learning Support Initiative, Houghton, MI.
22. Marchand-Martella, N. E. (2015, February). *Tier 1 secondary content area literacy (teacher training)*. Michigan's Integrated Behavior and Learning Support Initiative, Houghton, MI.
23. Marchand-Martella, N. E. (2014, November). *Tier 1 secondary content area literacy (facilitator training)*. Michigan's Integrated Behavior and Learning Support Initiative, Lansing, MI.
24. Marchand-Martella, N. E. (2014, November). *Tier 1 secondary content area literacy (teacher training)*. Michigan's Integrated Behavior and Learning Support Initiative, Lansing, MI.
25. Marchand-Martella, N. E., & Martella, R. C. (2014, October). *Best practices in secondary/tertiary level reading intervention for English learners (ELs)*. McGraw-Hill Education, Marco Island, FL.
26. Marchand-Martella, N. E., & Martella, R. C. (2014, October). *Current trends in reading highlighting SRA FLEX Literacy*. McGraw-Hill Education, Marco Island, FL.
27. Marchand-Martella, N. E., & Martella, R. C. (2014, October). *Text complexity*. McGraw-Hill Education, Marco Island, FL.
28. Marchand-Martella, N. E., & Martella, R. C. (2014, October). *What's hot in reading for 2015*. McGraw-Hill Education, Marco Island, FL.
29. Martella, R. C. & Marchand-Martella, N. E. (2014, October). *Behavior management: An important component of instructional design within SRA FLEX Literacy*. McGraw-Hill Education, Marco Island, FL.
30. Martella, R. C. & Marchand-Martella, N. E. (2014, October). *Grade-level expectations based on Lexiles*. McGraw-Hill Education, Marco Island, FL.
31. Martella, R. C., & Marchand-Martella, R. C. (2014, October). *SRA FLEX Literacy data and research base*. McGraw-Hill Education, Marco Island, FL.

32. Marchand-Martella, N. E. (2014, August). *Tier 1 secondary content area literacy*. Michigan's Integrated Behavior and Learning Support Initiative, [online].
33. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *Best practices in secondary/tertiary level reading intervention for English learners (ELs)*. McGraw-Hill Education, Houston, TX.
34. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *Current trends in reading highlighting SRA FLEX Literacy*. McGraw-Hill Education, Houston, TX.
35. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *Text complexity*. McGraw-Hill Education, Houston, TX.
36. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *What's hot in reading for 2014: The CCSS*. McGraw-Hill Education, Houston, TX.
37. Martella, R. C. & Marchand-Martella, N. E. (2014, June). *Behavior management: An important component of instructional design within SRA FLEX Literacy*. McGraw-Hill Education, Houston, TX.
38. Martella, R. C. & Marchand-Martella, N. E. (2014, June). *Grade-level expectations based on Lexiles*. McGraw-Hill Education, Houston, TX.
39. Martella, R. C., & Marchand-Martella, R. C. (2014, June). *SRA FLEX Literacy data and research base*. McGraw-Hill Education, Houston, TX.
40. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *Best practices in secondary/tertiary level reading intervention for English learners (ELs)*. McGraw-Hill Education, Atlanta, GA.
41. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *Current trends in reading highlighting SRA FLEX Literacy*. McGraw-Hill Education, Atlanta, GA.
42. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *Text complexity*. McGraw-Hill Education, Atlanta, GA.
43. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *What's hot in reading for 2014: The CCSS*. McGraw-Hill Education, Atlanta, GA.
44. Martella, R. C. & Marchand-Martella, N. E. (2014, June). *Behavior management: An important component of instructional design within SRA FLEX Literacy*. McGraw-Hill Education, Atlanta, GA.
45. Martella, R. C. & Marchand-Martella, N. E. (2014, June). *Grade-level expectations based on Lexiles*. McGraw-Hill Education, Atlanta, GA.
46. Martella, R. C., & Marchand-Martella, R. C. (2014, June). *SRA FLEX Literacy data and research base*. McGraw-Hill Education, Atlanta, GA.

47. Martella, R. C., & Marchand-Martella, N. E. (2013, March). *Principles of behavior*. Invited workshop delivered for Philadelphia Public Schools, Learning Academy for Emotional Support Teachers and Emotional Support Classroom Assistants, Office of Specialized Services, Philadelphia, PA.
48. Martella, R. C., & Marchand-Martella, N. E. (2013, March). *Understanding, prioritizing, and operationalizing behaviors*. Invited workshop delivered for Philadelphia Public Schools, Learning Academy for Emotional Support Teachers and Emotional Support Classroom Assistants, Office of Specialized Services, Philadelphia, PA.
49. Martella, R. C., & Marchand-Martella, N. E. (2013, March). *Developing the FBA, measureable goals and objectives; intervention strategies to promote positive behavior programs* (repeated). Invited workshop delivered for Philadelphia Public Schools, Learning Academy for Emotional Support Teachers and Emotional Support Classroom Assistants, Office of Specialized Services, Philadelphia, PA.
50. Martella, R. C., & Marchand-Martella, N. E. (2013, March). *Constructing the PBSP case study*. Invited workshop delivered for Philadelphia Public Schools, Learning Academy for Emotional Support Teachers and Emotional Support Classroom Assistants, Office of Specialized Services, Philadelphia, PA.
51. Marchand-Martella, N. E., Martella, R.C., & Brougher, L. (2012, October). *Sneak a peak at the future of reading intervention: FLEX Literacy*. Invited presentations delivered at the Michigan Association for School Psychologists Annual Conference, Bay City, MI
52. Marchand-Martella, N. E. (2011, August). *Critical aspects of secondary literacy and overview of Read to Achieve*. Workshop presented for Kalamazoo Regional Educational Service Agency and McGraw-Hill School Intervention Group. Kalamazoo, MI.
53. Marchand-Martella, N. E. (2011, May). *Elements of effective adolescent literacy instruction*. Workshop presented for SRA/McGraw-Hill. Monterey, CA.
54. Marchand-Martella, N. E. (2011, March). *Elements of effective adolescent literacy instruction*. Workshop presented for SRA/McGraw-Hill. Temecula, CA.
55. Marchand-Martella, N. E. (2010, March). *Elements of effective adolescent literacy instruction*. East Portland Community Center and McGraw-Hill, Portland, OR.
56. Marchand-Martella, N. E. (2008, October). *Explicit instruction in reading: A three-tier approach*. Workshop presented at the 12<sup>th</sup> Annual Eastern Pennsylvania Special Education Administrators Conference, Hershey, PA.
57. Marchand-Martella, N. E. (2008, October). *Explicit instruction in math: A three-tier approach*. Workshop presented at the 12<sup>th</sup> Annual Eastern Pennsylvania Special Education Administrators Conference. Hershey, PA.
58. Marchand-Martella, N. E. (2008, July). *Explicit instruction for struggling students: The key to an effective RTI model*. Workshop presented at the 2008 MEGA Conference, Mobile, AL.



59. Marchand-Martella, N. E. (2007, November). *Instruction that works*. Workshop presented for Colorado Academy School District 20, Colorado Springs, CO.
60. Marchand-Martella, N. E. (2007, October). *Explicit instruction for struggling students: The key to an effective RTI model*. Workshop presented at the Colonial Intermediate Unit 20, Easton, PA.
61. Marchand-Martella, N. E. (2007, July). *Research-based reading strategies and intervention programs*. Workshop presented at the 2007 MEGA Conference, Mobile, AL.
62. Marchand-Martella, N. E. (2007, June). *Foundations of reading and math instruction*. Workshop presented for Pennsylvania Training & Technical Assistance Network (PaTTAN), Harrisburg, PA.
63. Marchand-Martella, N. E. (2007, June). *Skills for instruction*. Workshop presented for Pennsylvania Training & Technical Assistance Network (PaTTAN), Harrisburg, PA.
64. Marchand-Martella, N. E. (2007, June). *Skills for assessment and use of data*. Workshop presented for Pennsylvania Training & Technical Assistance Network (PaTTAN), Harrisburg, PA.
65. Marchand-Martella, N. E. (2007, June). *Skills for tutoring*. Workshop presented for Pennsylvania Training & Technical Assistance Network (PaTTAN), Harrisburg, PA.
66. Marchand-Martella, N. E. (2006, October). *Foundations of reading and math instruction*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program and Wireless Neighborhoods, Pittsburgh, PA.
67. Marchand-Martella, N. E. (2006, October). *Skills for instruction*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program and Wireless Neighborhoods, Pittsburgh, PA.
68. Marchand-Martella, N. E. (2006, October). *Skills for assessment and use of data*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program and Wireless Neighborhoods, Pittsburgh, PA.
69. Marchand-Martella, N. E. (2006, October). *Skills for tutoring*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program and Wireless Neighborhoods, Pittsburgh, PA.
70. Marchand-Martella, N. E. (2006, October). *Literacy and corrective reading strategies*. Workshop presented at the 10<sup>th</sup> Annual Eastern Pennsylvania Special Education Administrators' Conference, Hershey, PA.
71. Marchand-Martella, N. E., & Martella, R. C. (2006, September). *Instruction that works*. Workshop presented at the 24<sup>th</sup> Annual Brain Injury Association of Colorado Conference, Vail, CO.
72. Marchand-Martella, N. E. (2006, August). *Foundations of reading and math instruction*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program, Pittsburgh, PA.
73. Marchand-Martella, N. E. (2006, August). *Skills for instruction*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program, Pittsburgh, PA.

74. Marchand-Martella, N. E. (2006, August). *Skills for assessment and use of data*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program, Pittsburgh, PA.
75. Marchand-Martella, N. E. (2006, August). *Skills for tutoring*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program, Pittsburgh, PA.
76. Marchand-Martella, N. E. (2006, July). *Please show me how to do it: Using explicit instruction to improve vocabulary and comprehension skills*. Workshop presented at the 2006 MEGA Conference, Mobile, AL.
77. Marchand-Martella, N. E. (2006, June). *Foundations of reading and math instruction*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Monroeville, PA.
78. Marchand-Martella, N. E. (2006, June). *Skills for instruction*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Monroeville, PA.
79. Marchand-Martella, N. E. (2006, June). *Skills for assessment and use of data*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Monroeville, PA.
80. Marchand-Martella, N. E. (2006, June). *Skills for tutoring*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Monroeville, PA.
81. Marchand-Martella, N. E. (2006, May). *Foundations of reading and math instruction*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Harrisburg, PA.
82. Marchand-Martella, N. E. (2006, May). *Skills for instruction*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Harrisburg, PA.
83. Marchand-Martella, N. E. (2006, May). *Skills for assessment and use of data*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Harrisburg, PA.
84. Marchand-Martella, N. E. (2006, May). *Skills for tutoring*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Harrisburg, PA.
85. Marchand-Martella, N. E. (2005, October). *Inclusion: Students can learn in the LRE!* Workshop presented at the Berks County Intermediate Unit, Boyertown, PA.
86. Marchand-Martella, N. E. (2005, July). *Aspects of effective instruction: Using Direct Instruction programs*. Berks County Intermediate Unit, Reading, PA.
87. Marchand-Martella, N. E. (2005, July). *Reading instruction for pre-K to 3 and struggling adolescent readers*. Workshop delivered at the Berks County Intermediate Unit, Reading, PA.
88. Marchand-Martella, N. E. (2005, July). *Effective instruction in reading and mathematics: Skill mastery through explicit instruction*. Workshop delivered at the Berks County Intermediate Unit, Reading, PA.

89. Marchand-Martella, N. E. (2005, July). *Please show me how to do it: Using explicit instruction to improve reading performance*. Workshop delivered at the 2005 MEGA Conference, Mobile, AL.
90. Marchand-Martella, N. E. (2004, August). *Research-based reading programs for special education students*. Workshop delivered at the Montana Reading Institute, Bozeman, MT; sponsored by Sopris West.
91. Marchand-Martella, N. E. (2004, August). *Dispelling the myths and misconceptions about Direct Instruction: Research-validated reading programs*. Workshop delivered at the Berks County Intermediate Unit, Reading, PA.
92. Marchand-Martella, N. E. (2004, July). *Tutoring that works*. Workshop delivered at the 29<sup>th</sup> Annual National Direct Instruction Conference and Institutes of Eugene. Eugene, OR.
93. Marchand-Martella, N. E. (2004, July). *Teaching a Direct Instruction university course*. Workshop delivered at the 29<sup>th</sup> Annual National Direct Instruction Conference and Institutes of Eugene. Eugene, OR.
94. Marchand-Martella, N. E. (2004, June). *An overview of programs for struggling readers in grades 4-12*. Workshop delivered at the Pennsylvania State University, Continuing and Distance Education Conferences and Institutes, State College, PA.
95. Marchand-Martella, N. E. (2004, June). *Effective reading to learn strategies*. Workshop delivered at the Pennsylvania State University, Continuing and Distance Education Conferences and Institutes, State College, PA.
96. Marchand-Martella, N. E. (2003, August). *Corrective Reading*. Hermiston School District #8R, Hermiston, OR.
97. Marchand-Martella, N. E. (2003, July). *Peer tutoring that works*. Workshop delivered at the 28<sup>th</sup> Annual National Direct Instruction Conference and Institutes of Eugene. Eugene, OR.
98. Marchand-Martella, N. E. (2003, June). *Corrective Reading for struggling readers*. Workshop delivered at PaTTAN, Pennsylvania Department of Education Summer Institute, State College, PA.
99. Marchand-Martella, N. E. (2002, December). *Corrective Reading*. Elliott Elementary School, Lincoln, NE.
100. Marchand-Martella, N. E. (2002, July). *Peer tutoring that works*. Workshop delivered at the 28<sup>th</sup> Annual National Direct Instruction Conference and Institutes of Eugene. Eugene, OR.
101. Marchand-Martella, N. E. (2002, March). *Using Corrective Reading for struggling readers*. Midwestern Intermediate Unit IV. A Regional Educational Agency Serving Butler, Lawrence, and Mercer Counties, Grove City, PA.
102. Marchand-Martella, N. E. (2001, July). *Peer-delivered instruction*. Workshop delivered at the 27<sup>th</sup> Annual National Direct Instruction Conference and Institutes of Eugene. Eugene, OR.

103. Marchand-Martella, N. E. (2001, May). *Cross-age peer tutoring*. Stanislaus County Office of Education, Modesto, CA.
104. Marchand-Martella, N. E. (2001, April). *Corrective Reading: A Direct Instruction program for struggling readers*. PaTTAN, Harrisburg, PA.
105. Marchand-Martella, N. E. (2001, April). *Follow-up to using Corrective Reading for struggling adolescent readers*. Central Instructional Support Center, Harrisburg, PA.
106. Marchand-Martella, N. E. (2001, February). *Establishing a tutorial-based reading program in high school settings*. The Stanislaus County Office of Education, Stanislaus, CA.
107. Marchand-Martella, N. E. (2000, November). *Using Corrective Reading for struggling adolescent readers*. Central Instructional Support Center, Harrisburg, PA.
108. Marchand-Martella, N. E. (2000, November). *Corrective Reading*. Central Instructional Support Center, Harrisburg, PA.
109. Marchand-Martella, N. E. (2000, July). *Effective strategies for remediating reading problems in secondary learners*. The Third Annual Leadership Academy of the Pennsylvania Department of Education, Harrisburg, PA.
110. Marchand-Martella, N. E. (2000, July). *PALS-Peer Tutoring*. The 26<sup>th</sup> Annual National Direct Instruction Conference and Institutes, Eugene, OR.
111. Marchand-Martella, N. E. (2000, January). *Effective strategies for remediating reading problems in secondary learners*. Central Instructional Support Center, Harrisburg, PA.
112. Marchand-Martella, N. E. (1999, December). *Using Corrective Reading and peer tutoring to remediate reading deficits*. Wisconsin Education Association of Student Support Programs (WEASSP) 4<sup>th</sup> Annual Sharing Conference, Lake Geneva, WI.
113. Marchand-Martella, N. E. (1999, August). *Direct Instruction coaching*. Fort Worth Independent School District, Fort Worth, TX.
114. Marchand-Martella, N. E. (1999, August). *Establishing early reading skills using the "Teach Your Child to Read in 100 Easy Lessons" program*. Wisconsin Association for Direct Instruction, Madison, WI.
115. Marchand-Martella, N. E. (1999, August). *Incorporating a peer-delivered "Corrective Reading" program in secondary school settings*. Wisconsin Association for Direct Instruction, Madison, WI.
116. Marchand-Martella, N. E. (1999, June). *Instructional methods for preschool-aged children*. Castleton Kids Learning/Education Center, Indianapolis, IN.
117. Marchand-Martella, N. E. (1999, June). *Using peers as "Corrective reading" instructors in high school settings*. 22<sup>nd</sup> Annual Interventions Conference, Utah State University, Logan, UT.

118. Marchand-Martella, N. E. (1999, June). *An overview of the "Teach your children to read in 100 easy lessons" program*. 22nd Annual Interventions Conference, Utah State University, Logan, UT.
119. Marchand-Martella, N. E. (1999, February). *Corrective Reading Decoding B-1, B-2, and C*. Fort Worth Independent School District, Fort Worth, TX.
120. Marchand-Martella, N. E. (1998, November). *Corrective Reading Decoding B-1 and C*. Fort Worth Independent School District, Fort Worth, TX.
121. Marchand-Martella, N. E. (1998, March). *Direct Instruction seminar*. Plum Borough School District, Pivik Elementary School In-Service Day, Plum, PA.

### ***Local Talks/State Workshops/Inservices***

1. Marchand-Martella, N. E. (2018, October). When it comes to explicit instruction, teach like Kevin Bacon! Presentation delivered to the College of Education Graduate Student Association, Purdue University, West Lafayette, IN.
2. Marchand-Martella, N. E. (2019, June). *MTSS. What it is and what it isn't*. Presentation provided to the "Road" Scholars Group, Purdue University, West Lafayette, IN.
3. Marchand-Martella, N. E. (2019, May). *Put Memorial back into Memorial Day*. Invited address, Thorntown American Legion, Thorntown, IN.
4. Marchand-Martella, N. E. (2019, March). *My journey: From Western Boone to Purdue University and back again*. Academic Excellent Night, Western Boone Jr. Sr. High School, Thorntown, IN.
5. Marchand-Martella, N. E. (2018, March). *Introduction to motivation*. Invited workshop, NCAA Athlete Academic Support Services Program, University of Oklahoma, Norman, OK.
6. Marchand-Martella, N. E. (2018, March). *Effective tutoring*. Invited workshop, NCAA Athlete Academic Support Services Program, University of Oklahoma, Norman, OK.
7. Marchand-Martella, N. E. (2018, March). *Effective tutoring*. Invited workshop, NCAA Athlete Academic Support Services Program, University of Oklahoma, Norman, OK.
8. Marchand-Martella, N. E. (2018, February). *The four big ideas of effective classroom instruction: Grades PreK-4*. Invited workshop, Woodward Public Schools, Woodward, OK.
9. Marchand-Martella, N. E. (2018, February). *The four big ideas of effective classroom instruction: Grades 5-12*. Invited workshop, Woodward Public Schools, Woodward, OK.
10. Marchand-Martella, N. E. (2018, February). *Teach like Kevin Bacon: What research-based instruction looks like*. Invited workshop, Byng Public Schools, Ada, OK.
11. Marchand-Martella, N. E. (2018, February). *The four big ideas of effective classroom instruction*. Invited workshop, Byng Public Schools, Ada, OK.

12. Marchand-Martella, N. E., & Martella, R. C. (2018, February). *Multi-tiered behavior support*. Invited workshop, Blanchard Public Schools, Blanchard, OK.
13. Marchand-Martella, N. E. (2017, November). *Effective tutoring*. Invited workshop, NCAA Athlete Academic Support Services Program, University of Oklahoma, Norman, OK.
14. Marchand-Martella, N. E. (2017, November). *Effective tutoring*. Invited workshop, NCAA Athlete Academic Support Services Program, University of Oklahoma, Norman, OK.
15. Marchand-Martella, N. E. (2017, June). *Less is more: The four big ideas of effective instruction*. Invited workshop, Norman Public Schools, Norman, OK.
16. Marchand-Martella, N. E. (2016, May). *Arcadia parent night: Summer strategies and tips*. Arcadia Intermediate School, Deer Park, WA.
17. Marchand-Martella, N. E. (2016, February). *Arcadia parent night: Strategies and tips*. Arcadia Intermediate School, Deer Park, WA.
18. Marchand-Martella, N. E. (2016, January). *Parents as teachers: Best practices in promoting literacy*. Deer Park Elementary School, Deer Park, WA.
19. Marchand-Martella, N. E. (2015, October). *Corrective Reading and WonderWorks intervention*. Arcadia Elementary School, Deer Park, WA.
20. Marchand-Martella, N. E. (2015, September). *The big ideas of effective small group instruction*. Deer Park Elementary School, Deer Park, WA.
21. Marchand-Martella, N. E. (2015, April). *Tier 1 content area literacy strategies part I*. Nine Mile Falls School District, Nine Mile Falls, WA.
22. Marchand-Martella, N. E. (2015, April). *Tier 1 content area literacy strategies part 2*. Nine Mile Falls School District, Nine Mile Falls, WA.
23. Marchand-Martella, N. E. (2015, February). *The big ideas of effective instruction*. Deer Park Elementary School, Deer Park, WA.
24. Marchand-Martella, N. E. (2014, October). *The big ideas of effective instruction*. Deer Park Elementary School, Deer Park, WA.
25. Marchand-Martella, N. E., & Martella, R. C. (2014, April). *Best practices in secondary/tertiary level reading intervention for English learners (ELs)*. McGraw-Hill Education, Spokane, WA.
26. Marchand-Martella, N. E., & Martella, R. C. (2014, April). *Current trends in reading highlighting SRA FLEX Literacy*. McGraw-Hill Education, Spokane, WA.
27. Marchand-Martella, N. E., & Martella, R. C. (2014, April). *Text complexity*. McGraw-Hill Education, Spokane, WA.

28. Marchand-Martella, N. E., & Martella, R. C. (2014, April). *What's hot in reading for 2014: The CCSS*. McGraw-Hill Education, Spokane, WA.
29. Martella, R. C. & Marchand-Martella, N. E. (2014, April). *Behavior management: An important component of instructional design within SRA FLEX Literacy*. McGraw-Hill Education, Spokane, WA.
30. Martella, R. C. & Marchand-Martella, N. E. (2014, April). *Grade-level expectations based on Lexiles*. McGraw-Hill Education, Spokane, WA.
31. Martella, R. C., & Marchand-Martella, R. C. (2014, April). *SRA FLEX Literacy data and research base*. McGraw-Hill Education, Spokane, WA.
32. Marchand-Martella, N. E. (2014, April). *Parents as teachers: Best practices in promoting literacy*. Deer Park Elementary School, Deer Park, WA.
33. Marchand-Martella, N. E. (2014, January). *Parents as teachers: Best practices in promoting literacy*. East Farms Elementary School, Spokane Valley, WA.
34. Marchand-Martella, N. E. (2013, October). *The big ideas of Teach Your Child to Read in 100 Easy Lessons*. Deer Park School District, Deer Park, WA.
35. Marchand-Martella, N. E. (2013, October). *Evidence-based explicit instruction in special education: Reading, math, and written language*. Deer Park School District, Deer Park, WA.
36. Marchand-Martella, N. E. (2013, February). *Beginning reading instruction and alignment with tier 2 and tier 3 interventions*. Deer Park School District, Deer Park, WA.
37. Marchand-Martella, N. E. (2012, September). *Effective tier 2 reading strategies for small groups*. Deer Park School District, Deer Park, WA.
38. Marchand-Martella, N. E. (2012, June). *Direct Instruction reading: Using DI and RTI in tiered interventions*. University of Washington-Tacoma and Puget Sound ESD, Renton, WA.
39. Marchand-Martella, N. E. (2011, November). *Elements of effective adolescent literacy instruction and RTI*. East Valley School District, Spokane Valley, WA.
40. Marchand-Martella, N. E. (2011, September). *Best practices in grades 1 and 2 reading instruction*. White River School District, Buckley, WA.
41. Marchand-Martella, N. E. (2011, September). *Best practices in kindergarten reading instruction*. White River School District, Buckley, WA.
42. Marchand-Martella, N. E. (2011, August). *Best practices K-2 reading instruction*. White River School District, Buckley, WA.
43. Marchand-Martella, N. E. (2011, August). *Best practices 3-5 reading instruction*. White River School District, Buckley, WA.

44. Marchand-Martella, N. E. (2011, August). *Read to Achieve: Comprehending Narrative Text*. Bellevue School District, Bellevue, WA.
45. Marchand-Martella, N. E. (2011, April). *Best practices in vocabulary and comprehension instruction for students in grades K-5*. White River School District, Buckley, WA.
46. Marchand-Martella, N. E. (2011, August). *Read to Achieve: Booster training*. Program refresher presented at the University of Washington-Tacoma, Tacoma, WA.
47. Marchand-Martella, N. E. (2010, December). *Read to Achieve: Booster training*. Program refresher presented at the University of Washington-Tacoma, Tacoma, WA.
48. Marchand-Martella, N. E. (2010, August). *Read to Achieve: Comprehending content-area text*. Program training presented at the State of Washington OSPI Striving Readers Grant Training Seminar, Des Moines WA.
49. Marchand-Martella, N. E. (2010, August). *Read to Achieve: Comprehending narrative text*. Program training presented at the State of Washington OSPI Striving Readers Grant Program Training Seminar, Des Moines WA.
50. Marchand-Martella, N. E. (2010, October). *Best practices in elementary-based reading instruction*. White River School District, Buckley, WA.
51. Marchand-Martella, N. E. (2010, October). *Best practices in vocabulary and comprehension instruction for students in grades K-6*. White River School District, Buckley, WA.
52. Marchand-Martella, N. E. (2010, September). *Best practices in vocabulary and comprehension instruction for students in grades K-12*. White River School District, Buckley, WA.
53. Marchand-Martella, N. E. (2010, August). *Elements of effective adolescent literacy instruction*. North Thurston School District, Lacey, WA.
54. Marchand-Martella, N. E. (2010, August). *Read to Achieve*. North Thurston School District, Lacey, WA.
55. Marchand-Martella, N. E. (2010, February). *Elements of effective adolescent literacy instruction*. Bates Center-Vancouver Public Schools and McGraw-Hill, Vancouver, WA.
56. Marchand-Martella, N. E. (2009, November). *Elements of effective adolescent literacy instruction*. Puget Sound ESD and McGraw-Hill, Renton, WA.
57. Marchand-Martella, N. E. (2006, March). *Effective reading strategies and programs for intermediate grades*. Follow-up to Literacy Summit Conference, ESD 101, Spokane, WA.
58. Marchand-Martella, N. E. (2006, January). *Explicit instruction: Promoting efficient learning in grades K-6*. Eatonville School District, Eatonville, WA.



59. Marchand-Martella, N. E. (2006, January). *Explicit instruction: Promoting efficient learning in grades 7-12*. Eatonville School District, Eatonville, WA.
60. Marchand-Martella, N. E. (2006, January). *Enhancing vocabulary development in middle and high school*. Chewelah School District, Chewelah WA.
61. Marchand-Martella, N. E. (2005, December). *Three-tier reading model*. Spokane School District 81, Spokane, WA.
62. Marchand-Martella, N. E. (2005, October). *Elements of effective instruction*. Walla Walla School District, Walla Walla, WA.
63. Marchand-Martella, N. E. (2005, September). *Corrective Reading*. Grand Coulee School District, Grand Coulee, WA.
64. Marchand-Martella, N. E. (2005, September). *Corrective Reading*. Clover Park School District, Lakewood, WA.
65. Marchand-Martella, N. E. (2005, September). *Enhancing vocabulary development in grades 7-8*. Literacy Summit 2005, OSPI/HECB/Sopris West/University of Washington, Tacoma, WA.
66. Marchand-Martella, N. E. (2005, September). *Enhancing vocabulary development in grades 9-12*. Literacy Summit 2005, OSPI/HECB/Sopris West/University of Washington, Tacoma, WA.
67. Marchand-Martella, N. E. (2005, September). *Enhancing vocabulary skills in grades 4-6*. Literacy Summit 2005, OSPI/HECB/Sopris West/University of Washington, Tacoma, WA.
68. Marchand-Martella, N. E. (2005, August). *Corrective Reading*. Omak School District, Omak, WA.
69. Marchand-Martella, N. E. (2005, June). *Please SHOW me how to do it: Using explicit instruction to improve student performance*. Office of Superintendent of Public Instruction, Wenatchee, WA.
70. Marchand-Martella, N. E. (2005, June). *Corrective Reading*. Grand Coulee Dam School District, Grand Coulee, WA.
71. Marchand-Martella, N. E. (2005, June). *Corrective Reading*. Soap Lake Dam School District, Soap Lake, WA.
72. Marchand-Martella, N. E. (2005, June). *Corrective Reading*. Okanogan School District, Okanogan, WA.
73. Marchand-Martella, N. E. (2005, August). *Please SHOW me how to do it: Using explicit instruction to improve student performance*. Office of Superintendent of Public Instruction, Tacoma, WA.
74. Marchand-Martella, N. E. (2005, August). *Please SHOW me how to do it: Using explicit instruction to improve student performance*. Office of Superintendent of Public Instruction, Vancouver, WA.

75. Marchand-Martella, N. E. (2005, August). *Please SHOW me how to do it: Using explicit instruction to improve student performance*. Office of Superintendent of Public Instruction, Spokane, WA.
76. Marchand-Martella, N. E. (2005, May). *Tutoring struggling readers*. Adolescent Literacy Conference. Sponsored by University of Washington-Tacoma and Puget Sound ESD, Tacoma, WA.
77. Marchand-Martella, N. E. (2005, April). *Tutoring struggling readers using the Corrective Reading program*. Evergreen Elementary, Mead School District, Spokane, WA.
78. Marchand-Martella, N. E. (2005, March). *Direct Instruction programs*. Bureau of Indian Affairs Conference, Spokane, WA.
79. Marchand-Martella, N. E. (2005, January). *Corrective Reading Decoding program*. Tacoma School District/University of Washington-Tacoma, Tacoma, WA.
80. Marchand-Martella, N. E. (2004, June). *Help! I don't understand what I read: Effective reading to learn strategies*. Office of Superintendent of Public Instruction, Spokane, WA.
81. Marchand-Martella, N. E. (2004, August). *Help! I don't understand what I read: Effective reading to learn strategies*. Office of Superintendent of Public Instruction, Yakima, WA.
82. Marchand-Martella, N. E. (2004, August). *Help! I don't understand what I read: Effective reading to learn strategies*. Office of Superintendent of Public Instruction, Bellevue, WA.
83. Marchand-Martella, N. E. (2004, March). *Corrective Reading tutoring*. Adolescent Literacy Conference. Sponsored by Sopris West, University of Washington-Tacoma, and ESD 114, Tacoma, WA.
84. Marchand-Martella, N. E. (2004, January). *Corrective Reading*. Tacoma School District/University of Washington-Tacoma, Tacoma, WA.
85. Marchand-Martella, N. E. (2003, September). *Corrective Reading*. Tacoma School District/University of Washington-Tacoma, Tacoma, WA.
86. Marchand-Martella, N. E. (2003, August). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading decoding programs*. Office of Superintendent of Public Instruction, Olympia, WA.
87. Marchand-Martella, N. E. (2003, August). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading comprehension programs*. Office of Superintendent of Public Instruction, Olympia, WA.
88. Marchand-Martella, N. E. (2003, August). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading decoding programs*. Office of Superintendent of Public Instruction, Yakima, WA.

89. Marchand-Martella, N. E. (2003, August). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading comprehension programs*. Office of Superintendent of Public Instruction, Yakima, WA.
90. Marchand-Martella, N. E. (2003, July). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading decoding programs*. Office of Superintendent of Public Instruction, Everett, WA.
91. Marchand-Martella, N. E. (2003, July). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading comprehension programs*. Office of Superintendent of Public Instruction, Everett, WA.
92. Marchand-Martella, N. E. (2003, June). *Corrective Reading*. Tacoma School District/University of Washington-Tacoma, Tacoma, WA.
93. Marchand-Martella, N. E. (2003, June). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading decoding programs*. Office of Superintendent of Public Instruction, Spokane, WA.
94. Marchand-Martella, N. E. (2003, June). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading comprehension programs*. Office of Superintendent of Public Instruction, Spokane, WA.
95. Marchand-Martella, N. E. (2003, March). *Corrective Reading*. Spokane School District 81. Spokane, WA.
96. Marchand-Martella, N. E. (2002, August). *Corrective Reading*. Auburn School District. Auburn, WA.
97. Marchand-Martella, N. E. (2002, August). *Evidence-based reading instruction for middle and high school students*. Office of Superintendent of Public Instruction, Vancouver, WA.
98. Marchand-Martella, N. E. (2002, August). *Evidence-based reading instruction for middle and high school students*. Office of Superintendent of Public Instruction, Puyallup, WA.
99. Marchand-Martella, N. E. (2002, June). *Evidence-based reading instruction for middle and high school students*. Office of Superintendent of Public Instruction, Kennewick, WA.
100. Marchand-Martella, N. E. (2002, June). *Evidence-based reading instruction for middle and high school students*. Office of Superintendent of Public Instruction, Spokane, WA.
101. Marchand-Martella, N. E. (2002, March). *Assessment and instructional methods for exceptional students*. Division of Developmental Disabilities, State of Washington.
102. Marchand-Martella, N. E. (2002, January). *Corrective Reading*. Sultan High School, Sultan, WA.

103. Marchand-Martella, N. E. (2001, August). *Implementation of a peer-delivered Corrective Reading program*. Office of Superintendent of Public Instruction/Association of Washington School Principals, Puyallup, WA.
104. Marchand-Martella, N. E. (2001, August). *Implementation of a peer-delivered Corrective Reading program*. Office of Superintendent of Public Instruction/Association of Washington School Principals, Shoreline, WA.
105. Marchand-Martella, N. E. (2001, July). *Implementation of a peer-delivered Corrective Reading program*. Office of Superintendent of Public Instruction/Association of Washington School Principals, Tumwater, WA.
106. Marchand-Martella, N. E. (2001, June). *Implementation of a peer-delivered Corrective Reading program*. Office of Superintendent of Public Instruction/Association of Washington School Principals, Spokane, WA.
107. Marchand-Martella, N. E. (2001, May). *Corrective Reading*. Yakima Valley Community College. Yakima, WA.
108. Marchand-Martella, N. E. (2000, August). *Corrective Reading*. Tacoma Community House. Tacoma, WA.
109. Marchand-Martella, N. E. (2000, August). *Corrective Reading*. Adams Elementary School, Spokane, WA.
110. Marchand-Martella, N. E., Martella, R. C., & Cleanthous, C. (2000, June). *ADHD: A comprehensive approach*. Western Washington University, Klahowya Secondary School, Silverdale, WA.
111. Marchand-Martella, N. E. (2000, May). *Project PALS: Developing a peer-delivered Corrective Reading program*. Second Annual Adolescent Literacy Conference, University of Washington, Tacoma/ESD 114.
112. Martella, R. C., & Marchand-Martella, N. E. (1999, November). *Positive behavioral support methods*. Evergreen Elementary School, Mead District, Spokane, WA.
113. Marchand-Martella, N. E. (1999, May). *Incorporating a peer-delivered "Corrective Reading" program in secondary school settings*. Tacoma Conference on Adolescent Reading, Tacoma, WA.
114. Marchand-Martella, N. E. (1998, January-December). *Corrective reading tutoring program in the high school*. Twelve separate presentations to 12 high schools. Represented districts: Central Valley, Cheney, Deer Park, East Valley, Mead, Spokane, Newport, West Valley; Spokane, WA.
115. Marchand-Martella, N. E., & Riley, M. (1998, May). *Advanced correction techniques in Direct Instruction*. Educational Service District #101, Spokane, WA.
116. Marchand-Martella, N. E. (1998, April). *Parents as teachers: Using Direct Instruction to teach children how to read*. Educational Service District #101, Spokane, WA.

117. Marchand-Martella, N. E., & Martella, R. C. (1997, September). *Child management strategies*. Spokane Falls Community College Head Start, Spokane, WA.
118. Hine, C., Marchand-Martella, N. E., Christensen, K., & Keller, K. (1997, July). *Diverse learning strategies*. Educational Service District 101, Spokane, WA.
119. Martella, R. C., Marchand-Martella, N. E., Nelson, J. R., & Marchand, S. M. (1997, March). *Your child's behavior is telling you something*. Title 1/LAP Parent Conference, Spokane, WA.
120. Martella, R. C., Marchand-Martella, N. E., & Nelson, R. (1996, March). *Your child's behavior is telling you something*. Title 1/LAP Parent Conference, Spokane, WA.
121. Marchand-Martella, N. E., & Martella, R. C. (1996, January). *Your child's/student's behavior is telling you something*. Fourteenth Annual I.D.E.A.S. Conference, Spokane, WA.
122. Marchand-Martella, N. E. (1994, November). *SOS! Behavior management help for parents*. Third Annual Parents as Teachers First Conference, Missoula, MT.
123. Marchand-Martella, N. E., & Martella, R. C. (1993, February). *Determining the antecedents and consequences of behavior through descriptive analyses to remediate behavior problems in the classroom*. Karen Acres Elementary School, Des Moines, IA.

## TEACHING

### ***Courses Taught***

- *Advanced Classroom Management*
- *Assessment*
- *Assistive Technology and Related Services*
- *Collaborative Teaching Seminar and Practicum*
- *Capstone/Professionalism*
- *Complex Human Behavior*
- *Corrective Reading Tutoring/Mentoring: Running Start*
- *Differentiating Instruction for Students with Diverse Needs*
- *Direct Instruction Reading/Math*
- *Direct and Precise Instruction*
- *Exploring Teaching Through Field Experiences*
- *Introduction to Inclusive Education*
- *Introduction to Instruction of Students with Severe Disabilities*
- *Introduction to Psychology*
- *Introduction to Special Education/Foundations of Special Education*
- *Issues in Educating Persons with Severe Disabilities*
- *Journal Reading in Special Education*
- *Language/Literacy/Communication Strategies*
- *Literacy Development, Instruction, and Interventions K-Grade 3*
- *Psychology of Learning Disabilities*
- *Psychology of Exceptionality*

- *Special Education Methods and Instructional Programs*
- *Topics in Learning Disabilities*
- *Teaching English Language Arts to Students with Disabilities*
- *Teaching Exceptional Students I (Explicit Instruction)*
- *Teaching Exceptional Students II (Academic Remediation in ELA)*
- *Teaching Exceptional Students III (Academic Remediation in Math and Content Areas)*

## SERVICE

### Professional Service

#### ***National Leadership Position***

- Higher Education Consortium for Special Education (HECSE), Member-at-Large (2018).

#### ***External Reviewer for Tenure/Promotion***

- East Carolina University
- Eastern Washington University
- Georgia State University
- Indiana University, South Bend
- University of Kentucky
- University of North Carolina, Charlotte
- University of Washington-Tacoma
- University of Wisconsin-Madison
- University of Wyoming
- Washington State University

#### ***Editorial Review Boards/Guest Reviews***

- Guest Reviewer, *European Journal of Behavior Analysis* (2026)
- Editorial Board Member, *Education & Treatment of Children* (2004-present)
- Guest Reviewer, *International Journal of STEM Education* (2020)
- Guest Reviewer, *Journal of Applied Behavior Analysis* (1997-2012)
- Editorial Board Member, *Journal of Direct Instruction* (2009-2012)
- Editorial Board Member, *Behavior Analysis in Practice* (2007-2010)
- Co-Editor, *Journal of Direct Instruction* (2008-2009)
- Guest Reviewer, *Journal of Educational Psychology* (2008)
- Textbook Reviewer, Sage Publishing (2008)
- Editor, *Journal of Direct Instruction* (2005-2008)
- Editorial Board Member, *Journal of Behavioral Education* (1994-2008)
- Textbook Reviewer, McGraw-Hill (2007)
- Textbook Reviewer, Thomson/Wadsworth (2007)
- Co-Editor, *Journal of Direct Instruction* (2000-2005)
- Associate Editor, *Education & Treatment of Children* (2000-2004)
- Editorial Board Member, *Teaching Exceptional Children* (1991-2001)
- Editorial Board Member, *Education & Treatment of Children* (1993-2000)
- Editorial Board Member, *Effective School Practices* (1997-2000)

- Guest Co-Editor, Special Issue on Student Research in Direct Instruction, *Effective School Practices* (2000)
- Guest Reviewer, *Topics in Early Childhood Special Education* (1998)
- Guest Reviewer, *Focus on Autism and Other Developmental Disabilities* (1997)
- Guest Editor, Special Issue on Supervision in Direct Instruction, *Effective School Practices* (1997)
- Guest Editor, Special Issue on Safety Skills Instruction and Research, *Education & Treatment of Children* (1996)
- Textbook Reviewer, *Longman* (1996)
- Guest Reviewer, *Research in Developmental Disabilities* (1990)

### ***Expert Panels/Consultation/Advisory Boards/Special Projects***

- *Administrative mentor*. (2026, January to present). Serve as mentor to Dr. Monica Yoo, Associate Dean, College of Education, University of Colorado, Colorado Springs.
- *Special project assistant, chancellor's office*. (2025, August to present). Conduct projects of mutual interest for College of Education (Year 1 = credit for prior learning for the College of Education), University of Colorado, Colorado Springs.
- *Resource Expert, The Hunt Institute*. (2025, July). Serve as literacy resource institute for the Path Forward Summit on Preparing New Teachers with the Science of Reading in Minneapolis, MN.
- *Board of Directors, Purdue Polytechnic High Schools*. (2019-2022). Serve as member of multiple high school board.
- *Advisory consultant, Oklahoma State Senate/House of Representatives*. (2017-2018). Provide feedback and direction on legislation involving students at risk for school failure and those receiving special education services in Oklahoma public schools. Senator Rob Standridge and Representative Bobby Cleveland.
- *Advisory board member, Oklahoma State Personnel Development Grant/State Improvement Grant*. (2017-2018). Provide leadership to U.S. Department of Education funded initiative on MTSS implementations in Oklahoma.
- *AP faculty advisor, Oklahoma high schools*. (2017-2018). Assist AP high school students with research projects related to students with disabilities and effective instruction.
- *IDEA Part B Task Force, Oklahoma State Department of Education*. (2017-2018). Revise special education handbook; advise state on multi-tiered system of supports.
- *Dyslexia Task Force, Oklahoma State Department of Education*. (2017-2018). Set policy on academic programming for students with dyslexia.
- *Autism Task Force, Oklahoma State Department of Education*. (2017-2018). Set policy on academic programming for students with autism.
- *Board member, Oklahoma Licensed Behavior Analyst Board, Department of Human Services, Developmental Disabilities Services Division*. (2016-2018). Review and set policy related to licensure.
- *Member, Higher Education Consortium on Special Education (HECSE)* (2016-2018). Serve as representative for the State of Oklahoma; discuss special education legislation in Washington DC.
- *Lead educational consultant, SRA/McGraw-Hill*. (1998-present). Review and revise reading program materials for various state adoptions; assist on various curriculum-related projects.
- *Lead educational consultant, Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)*. (2011-2017). Provide consultation and training in effective instructional and culturally responsive teaching practices for MiBLSi.

- *External evaluator, Michigan Department of Education.* (2015-2016). Review *School-wide Evaluation Tool for Reading (SWET-R)* for Michigan's Integrated Behavior & Learning Support Initiative (MiBLSi).
- *Educational consultant, Deer Park School District, Deer Park, Washington.* (2012-2016). Consult on Response to Intervention (RTI) grant awarded to the district by ESD 101; train paraprofessionals on effective Tier 2 intervention strategies; observe and provide feedback on Tier 1 core reading instruction in general education; facilitate professional learning communities.
- *University of Colorado Parent Advisory Board Member (CUPA).* (2012-2016). Facilitate CUPA programs, work with university to make the college experience better for students, promote CUPA membership, and help educate others about the Parent Fund.
- *Expert evaluator, post exam review, Behavior Analyst Certification Board.* (2014). Review test items for BCBA and BCaBA certification exam for appropriateness and modify and write test items.
- *Educational consultant/author.* (2012-2014). Provide consultation on a six-site field test of *FLEX Literacy* including Houston, TX, Cartersville, GA, Baxter, TN, Fort Myers, FL, Jefferson City, TN, and Kent, WA.
- *External evaluator, Michigan Department of Education.* (2013). Review *School-wide Evaluation Tool for Reading (SWET-R)* for Michigan's Integrated Behavior & Learning Support Initiative (MiBLSi).
- *Educational consultant, Philadelphia Public Schools, Philadelphia, Pennsylvania.* (2012-2013). Provide workshops and consultation on effective, culturally responsive instructional practices.
- *Educational consultant, White River School District, Buckley, Washington.* (2011-2012). Provided training and consultation on general and special education teaching practices as part of an RTI initiative.
- *Lead consultant, Striving Readers Grant, Washington State Office of Superintendent of Public Instruction (OSPI) and Northwest Regional Educational Laboratory.* (2010-2012). Provide technical assistance on grant development and train grant participants on *Read to Achieve*. (Grant funded for \$4.4 million)
- *Panel member, State of Washington Second Grade Oral Reading Assessment Review Team.* (2011). Provide feedback on technical adequacy and assessment of second grade reading skills for OSPI as per Washington State Law RCW.28A.300.310.
- *Reviewer and higher education representative, OSPI.* (2010). Provide feedback on Reading Systems Improvement Framework.
- *Reviewer and consultant, Washington Improvement and Implementation Network (WIIN), OSPI.* (2010). Provide feedback on facilitator guides for professional development modules on "Adolescent Literacy: Lessons from Current Research," "Increasing Rigor through Elementary Reading Research," and "Creating Systems: Washington's K-12 Reading Model."
- *Reviewer, Reading Department of Washington State OSPI.* (2008). Review eligibility criteria for second-grade reading screening instruments.
- *National Consultant, Sopris West.* (2004-2008). Review curricular programs and provided instructional training.
- *National Consultant, Voyager Expanded Learning.* (2004-2008). Review curricular programs.
- *Panel member, Content Advisory Committee, Washington Professional Educator Standards Board.* (2007). Develop test materials in reading instruction for Washington Educator Skills Tests-Endorsements (WEST-E).
- *Panel member, Washington State OSPI K-12 Reading Advisory Panel.* (2007). Provide feedback on work completed by OSPI in the area of reading.



- *Reading First Adoption Committee Facilitator, Alabama Department of Education.* (2007). Coordinate review and report writing efforts for statewide adoption of reading textbooks.
- *Curriculum evaluator, Voyager Expanded Learning.* (2006). Review Passport Levels A-G for Florida 2007 curriculum adoption.
- *Basic tutoring credentialing program developer.* (2006-2007). Develop tutor credential program and train tutors across Pennsylvania [emphasis in Pittsburgh and Philadelphia] in the following skill areas: Foundations of Reading and Math Instruction, Skills for Instruction, Skills for Assessment and Use of Data, and Skills for Tutoring—Governor’s Institute on Tutoring as part of NCLB requirements.
- *Grant reviewer, Washington Reading First, OSPI.* (2006). Read and score grant applications submitted for Washington’s Reading First review.
- *Lead trainer, Project BERS: Building Essential Reading Skills* (University of Washington-Tacoma). (2005-2006). Train and coach teachers on the use of *Corrective Reading*; assist project staff with program evaluation efforts.
- *Panel member, Washington State K-12 Reading Advisory Panel, OSPI.* (2006). Provide feedback on work completed by OSPI in reading.
- *Lead consultant, Alabama Reading First Committee.* (2005). Supervise the review process, resolve any issues among the panel members, communicate with publishers when necessary, and develop a report documenting the review process.
- *Advisory board member, Higher Education/OSPI Reading Partnership.* (2004-2005). Guide the Higher Education/OSPI Reading Partnership in meeting the goal of integrating scientifically-based reading research, Reading First, Washington State GLEs, and Washington K-12 Reading Plan into preservice courses.
- *State review committee member, Supplemental and Intervention Reading Materials-- Reading and Literacy Section, Division of School Standards, Accountability, and Assistance, Office of Student and School Performance, Louisiana Department of Education.* (2004-2005). Serve as chair on review of vocabulary/comprehension programs; evaluate reading supplements and interventions for grades K-3.
- *Educational consultant, University of Kansas.* (2004). Develop a web-based information site for Special Connections Project funded by the U.S. Department of Education, Projects of National Significance (CFDA #84.325N).
- *Panel member, Reading First, State of North Carolina.* (2004). Evaluate K-3 core reading programs for North Carolina adoption list (one of four reviewers).
- *Panel member, Reading First, Washington, OSPI.* (2004). Evaluate supplemental/intervention reading programs for Grades 4-12 for Washington State adoption list.
- *Member, Disability Support Services Advisory Board, Eastern Washington University.* (2003-2004). Reviewed and set policy for student support services.
- *Board Member, Association for Direct Instruction.* (1999-2004). Assist in policy development.
- *Panel member, Reading First, Washington, OSPI.* (2002-2003). Evaluate K-3 core, supplemental/intervention, and Spanish reading programs for Washington State adoption list; present research findings of adopted programs to participating schools.
- *Evaluator, School District of South Orange/Maplewood, New Jersey School.* (2003). Evaluate adopted reading programs as they aligned with recommendations of the National Reading Panel.
- *Mental Health Consultant, Spokane Falls Community College Head Start, Spokane, WA.* (1997-1998). Provide observations and feedback for preschool programs.
- *Educational/Behavioral Consultant, Head Start, Des Moines, IA.* (1993). Provide observations and feedback for preschool programs.