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VITA

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Education

B.A., St. Olaf College, Biology

Ph.D., University of Minnesota  
Major: Educational Psychology  
Minor: Psychology  
Emphasis: learning and instruction

Work experience

Instructor, Aviation Physiology, 1st Lt. U.S.A.F.

Biology Teacher, Bloomington, Minnesota

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|-----------|---|
| 1966-1969 | Assistant Associate Professor of Education, University of Delaware - Taught undergraduate and graduate courses in Educational Psychology  |
| 1969-1971 | Visiting Professor, Department of Special Education, University of Minnesota - Develop training opportunities in applied behavior analysis for the Special Education Department                               |
| 1971-1977 | Associate Professor (Non-Regular Appointment), University of Minnesota, Department of Psychoeducational Studies, Special Education Programs - Coordinator, Special Education Resource Teacher Training (SERT) |
| 1975-     | Licensed Consulting Psychologist, State of Minnesota  |
| 1976-1980 | Appointed Associate Professor with tenure to teach and conduct research in applied behavior analysis for the Department of  |

Psychoeducational Studies and in the Psychological Foundations of Education

- 1980 Full Professor
- 1984-91 Coordinator, Learning Disabilities Licensure Program
- 1988-91 Head, Special Education Program
- 1997-2000 Coordinator, Special Education Component, Foundations of Education Bachelor of Science Program

### Publications

#### Articles

Semantic generalization of a voluntary response: Effects of responding and training and rate of presentation. Journal of Verbal Learning and Verbal Behavior, 1967, 6, 300-302 (with J.R. Jenkins).

Differential memory for picture and word stimuli. Journal of Educational Psychology, 1967, 58, 303-307 (with J.R. Jenkins and D.C. Neale).

Influence of an advanced organizer of the verbal learning and retention of educable mental retardates. Research report sponsored by U.S.O.E. under Grant # 1-6-07122-1570, 1967, (with J.T. Neisworth and R.M. Smith).

Effects of words and pictures a stimuli on learning language equivalents. Journal of Educational Psychology, 1968, 59(3), 202-206.

On the critical components of instructional objectives. Psychology in the Schools, 1968, 5(4), 296-302 (with J.R. Jenkins).

On the "behaviorality of behavioral objectives. Psychology in the Schools, 1969, 6(1), 18-24 (with J.R. Jenkins).

The associative similarity of words and pictures. AV Communication Review, 1969, 16(3), 280-286 (with P.E. Johnson and J.R. Jenkins).

Children's recognition and recall of picture and word stimuli. AV Communication Review, 1969, 17(3), 265-271 (with J.R. Jenkins and W.B. Stack).

Influence of student behavior on teacher's self evaluation. Journal of Educational Psychology, 1969, 60(6), 439-442 (with J.R. Jenkins).

- A model for instructional objectives: Responsibilities and advantages. Educational Technology Magazine, 1970, 10, 11-16 (with J.R. Jenkins).
- Transfer variables and sequence effects in subject matter learning. Journal of Educational Psychology, 1971, 62,(5), 365-370 (with J.R. Jenkins and J. Marsey).
- Influence of knowledge and type of objectives on subject-matter learning. Journal of Educational Psychology, 1971, 62, 67-70 (with J.R. Jenkins).
- Assessing knowledge of concepts and principles. Journal of Educational Measurements, 1971, 8, 95-101 (with J.R. Jenkins).
- Data-based instruction: A system for improving learning and preventing reading failure. Manitoba Journal of Educational Research, Spring, 1974 (with P. Mirkin).
- Resource teacher perceptions of difficulties confronted in a first year resource program. Newsletter-CCBD (Council for Children with Behavior Disorder), 1975, 12, 7-11 (with R. McCauley).
- The effectiveness of resource programming. Journal of Special Education, 1978, 12(1), 17-28 (with P.T. Sindelar).
- Learning disabled and emotionally disturbed: Will the labels affect teacher planning? Psychology in the Schools, 1979, 16, 395-401 (with R. Boucher).
- An experimental analysis of the nature of reversal errors in children with severe learning disabilities. Learning Disability Quarterly, 1979, 2(3), 40-45 (with B. Chiang).
- Measuring pupil progress toward the least restrictive environment. Learning Disability Quarterly, 1979, 2(4), 81-92 (with J.R. Jenkins and P. Mirkin).
- A direct observation approach to measuring classroom behavior. Exceptional Children, 1980, 46(5), 396-399.
- Data-based IEP development: An approach to substantive compliance. Teaching Exceptional Children, 1980, 12(3), 92-97 (with P. Mirkin).
- Current status of research on the development of a formative evaluation system for learning disability programs. In W.C. Cruickshank (Ed.), Bridges to tomorrow: The best of ACLD, Syracuse, NY: Syracuse University Press, 1980 (with P. Mirkin, B. Chiang, L. Lowry, G. Tindal, D. Marston and K. Kuehnle).
- Relationships among simple measures of reading, spelling, and written expression and performance on standardized achievement tests. The Forum, 1980, 6(4), 16-22 (with P. Mirkin).

Simple measures in reading, spelling, written discourse, and social studies. In Kromer, K.A. & Latini, N.J. (Eds.). Translating Research into Practice: Increasing the Effectiveness of Learning Disabilities Programs, Volume X, 1980-81 Leadership Series in Special Education, 10th Annual Invitational Conference, Minneapolis, MN: Minneapolis Public Schools, November 24-25, 1980 c 1981.

Valid measurement procedures for continuous evaluation of written expression. Exceptional Children, 1982, 48(4), 368-371 (with D. Marston and P. Mirkin).

Frequency of measurement and data utilization strategies as factors in standardized behavioral assessment of academic skill. Journal of Behavioral Assessment, 1982, 4(4), 361-370 (with P. Mirkin, G. Tindal, and K. Kuehnle).

Reliability and validity of curriculum-based informal reading inventories. Reading Research Quarterly, 1982, 18, 16-26 (with L. Fuchs and D. Fuchs).

Identifying valid measures of reading. Exceptional Children, 1982, 49(1), 36-45 (with P. Mirkin and B. Chiang).

Oral reading fluency: A simple datum for scaling reading disability. Topics in Learning and Learning Disabilities, 1983, 2(4), 53-59 (with D. Marston, M. Shinn, and G. Tindal).

Generalizations from five years of research on assessment and decision making. Exceptional Education Quarterly, 1983, 4(3), 75-93 (with J. Ysseldyke, M. Thurlow, J. Graden, C. Wesson and B. Algozzine).

Improving the reliability of curriculum-based measures of academic skills for psychoeducational decision making. Diagnostique, 1983, 8(3), 135-149 (with L. Fuchs and D. Marston).

Data-based program modification: A continuous evaluation system with computer software to facilitate implementation. Journal of Special Education Technology, 1983, 6(2), 50-57 (with L. Fuchs and P. Mirkin).

Sampling passages and student behavior for IRIs: A reply to Dufflemeyer. Reading Research Quarterly, 1984, 19(2), 248-249 (with L. Fuchs and D. Fuchs).

Unicorn's horn or straw man? A response to Johnston and Allington. Reading Research Quarterly, 1984, 19(3) (with L. Fuchs and D. Fuchs).

Direct and frequent measurement of student performance: If it's good for us, why don't we do it? Learning Disability Quarterly, 1984, 7(1), 45-48 (with C. Wesson and R. King).

The effects of frequent curriculum-based measurement and evaluation on pedagogy, student achievement, and student awareness of learning. American Educational Research Journal, 1984, 21(2), 449-460 (with L. Fuchs and P. Mirkin).

- Eligibility for learning disability services: A direct and repeated measurement approach. Exceptional Children, 1984, 50(6), 554-555.
- How to write effective data-based IEPs. Teaching Exceptional Children, 1984, 16(2), 99-104 (with P. Mirkin and C. Wesson).
- Review of single subject research in special education and single-case research designs: Methods for clinical and applied settings. Exceptional Children, 1984, 51(1), 81 (with R. Skiba).
- The effects of technically adequate instructional data on achievement. Remedial and Special Education, 1984, 5(5), 17-22 (with C. Wesson, R. Skiba, B. Sevcik, and R. King).
- Curriculum-based measurement: An alternative to traditional screening, referral, and identification. Journal of Special Education, 1984, 18(2), 109-117 (with D. Marston and P. Mirkin).
- Inaccuracy among readability formulas: Implications for the measurement of reading proficiency and selection of instructional material. Diagnostique, 1984, 9(2), 86-95 (with D. Fuchs and L. Fuchs).
- Methodological issues in curriculum-based reading assessment. Diagnostique, 1984, 9(4), 191-207 (with L. Fuchs and G. Tindal).
- Performance instability: An identifying characteristic of learning disabled children? Learning Disability Quarterly, 1985, 8(1), 19-26 (with D. Fuchs and L. Fuchs).
- Empirical validation of criterion-referenced tests. Journal of Educational Research, 1985, 78(4), 203-209 (with G. Tindal, L. Fuchs, D. Fuchs, M. Shinn, and G. Germann).
- Importance of goal ambitiousness and goal mastery to student achievement. Exceptional Children, 1985, 52(1), 63-71 (with L. Fuchs and D. Fuchs).
- Curriculum-based measurement: The emerging alternative. Exceptional Children, 1985, 52(3), 219-232.
- Performance instability of learning disabled, emotionally handicapped, and nonhandicapped children. Learning Disability Quarterly, 1986, 9(1), 84-88 (with D. Fuchs, L. Fuchs, and G. Tindal).
- Direct and frequent curriculum based measurement: An alternative for educational decision making. Special Services in the Schools, 1986, 2(2-3), 5-28. (with D. Marston and G. Tindal).

- Formative evaluation of individual student programs: A new role for school psychologists. School Psychology Review, 1986, 15(3), 358-374.
- A comparison of differences between students labeled learning disabled and low achieving on measures of classroom performance. Journal of Learning Disabilities, 1986, 19(2), 545-552. (with M. R. Shinn, J. Ysseldyke and G. Tindal).
- Measuring pupil progress: A comparison of standardized achievement tests and curriculum-based measures. Diagnostique, 1986, 11(2), 77-90. (with D. Marston and L. Fuchs).
- Characteristics of time-series data collected through curriculum-based reading measurement. Diagnostique, 1986, 12(1), 3-15. (with R. J. Skiba, D. Marston, and C. Wesson).
- Facilitating the efficiency of on-going curriculum-based measurement. Teacher Education and Special Education, 1987, 9(4), 166-172. (with C. Wesson, L. Fuchs, G. Tindal, and P. Mirkin).
- Developing curriculum-based measurement systems for data-based special education problem solving. Focus on Exceptional Children, 1987 (April), 19(8), 1-16. (with L. Fuchs).
- Curriculum-based measurement: An introduction. Teaching Exceptional Children, 1987, 20, 41.
- Experimental teaching: Changing beliefs about effective instructional practices. Journal of Special Education, 1988, 11(3), 123-131. (with A. Casey, D.E. Marston, and R. Skiba).
- A causal analysis of the relationships among ongoing curriculum-based measurement and evaluation, the structure of instruction, and student achievement. Journal of Special Education, 1988, 22(3), 330-343. (with C.L. Wesson, P.K. Mirkin, G. Maruyama, R. Skiba, R.P. King, and B. Sevcik).
- Wesson, C. & Deno, S. L. (1989) An analysis of long-term instructional plans in reading for elementary resource room students. Remedial and Special Education 10(1), 21-28.
- Notes on the raging controversy over identifying kids for LD services (with an apology to my mother). Minnesota School Psychologists Newsletter, 1988 Summer.
- Influence of trend estimation and subject familiarity on practitioners' judgments of intervention effectiveness. The Journal of Special Education, 1989, 22(4), 433-446. (with R. Skiba, D. Marston, and A. Casey).

The effects of modeling and prompting feedback strategies on sight word reading of students labeled learning disabled. Education and Treatment of Children, 1989 Fall, 12(3), 219-231. (with C.A. Espin)

Effects of slope estimation and subject familiarity on practitioners' judgements of intervention effectiveness. Journal of Special Education, Accepted for publication, pending revision (with R. Skiba, D. Marston, and A. Casey).

Individual differences and individual difference: The essential difference of special education. Journal of Special Education, 1990 Summer, 24(2), 160-173.

All charting of student performance is not precision teaching: A reply to Koorlan and Nelson. Exceptional Children, 1990 September, 57(1), 73-75). (with Douglas Marston)

Educating students with mild disabilities in general education classrooms: Minnesota alternatives. 1990, Exceptional Children, 57(2), 150-161. (with G. Maruyama, C. Espin, & C. Cohen)

Terminology and behavior reduction: The case against "punishment." Exceptional Children, 1991 February, 57(4), 298-312. (with R. Skiba)

Fuchs, L.S., & Deno, S.L. (1991). Paradigmatic distinctions between instructionally relevant measurement models. Exceptional Children, 57, 488-501.

The School Characteristics Survey: An "effective school" based means of assessing learning environments. The Study of Learning Environments (Vol. 5). (with G. Maruyama, C. Cohen, & C. Espin)

Effects of curriculum within curriculum-based measurement. Exceptional Children, 1992, 58(2), 232-241. (with L. Fuchs)

Barriers to implementing curriculum-based measurement. Diagnostique, 1992 Fall, 18(1), 99. (Yell, Deno, & Marston)

The nature and development of curriculum-based measurement. Preventing School Failure, (1993), 36(2),

Content-specific and general reading disabilities of secondary-level students: Identification and educational relevance. Journal of Special Education, (1993), 27(3), 321-327. (Espin & Deno)

Espin, C.A. & Deno, S. L. (1993) Performance in reading from content area text as an indicator of achievement. Remedial and Special Education, 14(6), 47-58.

The effects of faculty-led content specific seminars on student teacher effectiveness. Action in Teacher Education, (1994), 26(1), 20-28. (with M. Schelske)

- Must instructionally useful performance assessment be based in the curriculum ?  
Exceptional Children, (1994), 61(1), 15-24. (with L. Fuchs)
- Much ado about something (though we're not sure it's our article): A reply to Howell and Evans. Exceptional Children, (1995), 61(4). (with L. Fuchs)
- Special education in restructured schools: Findings from three multi-year studies.  
Kappan, (1995), 76(7), 531-535. (with N. Zigmond, J. Jenkins, L. Fuchs, J. Baker, L. Jenkins & M. Couthino)
- When children fail to achieve satisfactorily: A reply to McClesky and Waldron. Kappan. 77(4). 303-306. (with N. Zigmond, J. Jenkins, D. Fuchs, L. Fuchs)
- Comparison of reading approaches for students with mild disabilities. (1995) Exceptional Children. 62(1). 20-37. (with D. Marston, K. Diment, D. Kim, D. Rogers)
- Commentary: Facing the reality of inclusion for students with mild disabilities. (1996)  
Journal of Special Education. (30)3. 345-357. (with A. Foegen & S. Robinson)
- Markell, Mark. & Deno, Stanley (1997) Effects of increased oral reading: Generalization across reading tasks. Journal of Special Education. 31(2), 233-250
- Individualized Educational Plans in resource and inclusive Setting  
 How "Individualized" are they? (1998) Journal of Special Education., 32(3), 164-74.  
 (with C. Espin, D. & Albayrak-Kaymak)
- Deno, S. L. (2000) Academic progress as incompatible behavior: Curriculum-Based Measurement as Intervention. Beyond Behavior
- Shin, J., Deno, S. L., Robinson, S. L., & Marston, D. (2000).  
 Predicting classroom achievement from active responding on a computer-based classwide instructional system. Remedial and Special Education. , 21(1), 53-60.
- Espin, C., & Deno, S. L. (2000) Introduction to the special issue of  
Learning Disabilities Research and Practice: Views from researchers and practitioners. Learning Disabilities Research and Practice 15(2), 67-68
- Shin, J., Deno, S. L., & Espin, C. (2000). Technical adequacy of maze probes for Curriculum-Based Measurement of reading growth. The Journal of Special Education. 34(3), 164-172.
- Deno, S. L., Fuchs, L. S., Marston, D.B & Shin, J., (2001). Using curriculum-based measurement to establish growth standards for students with learning disabilities. School Psychology Review, 30, 4 (pp 507-524).
- Shin, J., Deno, S. L., & Espin, C. (2000). Technical adequacy of maze probes for Curriculum-Based Measurement of reading growth. The Journal of Special

- Education 34(3), 140-153.
- Espin, C., Skare, S., Shin, J., Deno, S. L. Robinson, S., & Brenner, B. (2000) Identifying indicators of written expression proficiency for middle school students. Remedial and Special Education, 34(3) 140-153.
- Foegen, A. & Deno, S. L. (2001) Identifying growth indicators for low-achieving students in middle school mathematics. Journal of Special Education, 35(1) 4-16.
- Rogers, D.C., Deno, S. L., and Markell, M. (In press). The systematic teaching and recording tactic (S.T.A.R.T.): A generic reading strategy. Intervention
- Deno, S. L., Fuchs, L. S., Marston, D.B & Shin, J., (2001). Using curriculum-based measurement to establish growth standards for students with learning disabilities. School Psychology Review, 30,4 pp 507-524.
- Deno, S. L. (2002) Using Curriculum-based Measurement (CBM) to predict success on benchmark tests. The Chronicle 9(1) Minnesota Council for Learning Disabilities
- Deno, S. L. (2003) "Developments in Curriculum-based Measurement" Journal of Special Education 37(3). pp-184-192.
- Deno, S. L. (2003) "Curriculum-based Measures: Development and perspectives" Assessment for Effective Intervention (3&4) 3-11
- Lembke, E., Deno, S. L. & Hall, K. (2003) Identifying an indicator of growth in early writing proficiency for elementary school students. Assessment 28 (3&4) 23-35
- Jenkins, J., Fuchs, L.S., van den Broek, P., Espin, C., & Deno, S.L., (2003). Sources of individual differences in reading comprehension and reading fluency. Journal of Educational Psychology, 95, 719-729.
- Jenkins, J., Fuchs, L.S., van den Broek, P., Espin, C., & Deno, S.L., (2003). Accuracy and fluency in list and context reading of skilled and RD groups: Absolute and relative performance levels. Learning Disabilities Research and Practice 18(4)237-245.
- Shin, J., Espin, C. A., Deno, S. L. & McConnell, S. (2004) Use of hierarchical linear modeling and Curriculum-based Measurement for assessing growth and instructional factors for students with learning disabilities. Asia Pacific Education Review 5, (4) 136-148)
- Wiley, H. I. & Deno, S. L. (In press) Oral Reading and Maze Measures as Predictors of success for Limited English Proficient Students on a State Standards Assessment. Remedial and Special Education.

Graves, A.W., Plasncia-Peinado, J., Deno, S. L. & Johnson, J. R. (In press) Formatively evaluating the progress of First-Grade English learners. Remedial and Special Education

### Book chapters

The Seward-University Project: A cooperative effort to improve school services and university training. In Instructional Alternatives for Special Education. A publication of the Leadership Training Institute/Special Education, sponsored by BEPDA, U.S.O.E., February, 1973.

Behavioral approaches to observation: Common problems and some suggestions. In Observation of Pupils and Teachers in Mainstream and Special Education Settings: Alternative Strategies, R.A. Weinberg and F.H. Wood (Eds.), A publication of Leadership Training Institute/Special Education, University of Minnesota, 1975.

Brad and Ms. E.: A consulting problem with student behavior changes at the focus. In Psychological Consultation: Helping Teachers Meet Special Needs, Clyde A. Parker (Ed.). A publication of Leadership Training Institute/Special Education, University of Minnesota, 1975.

Contingency Management in (special) education: Confusion and clarifications. In Conflict in the Classroom (3rd ed.), N. Long, W. Morse, & R. Newman (Eds.). Wadsworth, 1976.

Educational programming for retarded individuals. In Behavior Modification of the Mentally Retarded (2nd ed.), T. Thompson & J. Grabowski (Eds.), Oxford, 1975 (with A. Gutmann and W. Fullmer).

Procedures for developing and monitoring progress on IEP goals. Published by Institute for Research on Learning Disabilities, 1981 (with P. Mirkin, L. Fuchs, G. Tindal, D. Marston, and K. Kuehnle).

The Pine County model for special education delivery: A data-based system model. In T. Kratochwill (Ed.) Advances in School Psychology, Vol. 4, Hillsdale, NJ, Lawrence Erlbaum Associates, Inc., 1984 (with G. Tindal, C. Wesson, G. Germann and P. Mirkin).

Characteristics of learners with mental retardation. In P.J. Schloss, C.H. Hughes & M.A. Smith (Eds.), Educating the mentally retarded: A community transition perspective. San Diego, CA: College-Hill Press, 1988 (with C.A. Espin).

- Curriculum-based measurement and special education services: A fundamental and direct relationship. In M. Shinn (Ed.), Curriculum-based measurement (School Psychology Practitioner Series, ed.). New York Press, 1989.
- Evaluation strategies for preventing and remediating basic skill deficits. In G. Stoner, M. Shinn, & H. Walker (Eds.), Interventions for achievement and behavior problems. Washington, DC: National Association of School Psychologists, 1991.
- Curriculum-based measurement: The emerging alternative. In J. Kramer (Ed.), Curriculum-based assessment: Examining old problems, evaluating new solutions. Hillsdale, NJ: Lawrence Erlbaum, 1991.
- Curriculum-based assessment. In International Encyclopedia of Education, (2nd Ed.) (1994) Osford: Pergammon Press (w/C. Espin)
- School psychologist as problem solver. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology, 471-484. (1995). National Association of School Psychologists, Washington, D.C.
- "*Whether*" thou goest: Perspectives on progress monitoring. (1997) In E. Kameenuii, J. Lloyd, & D. Chard (Eds.) Issues in educating students with disabilities. Lawrence Erlbaum Associates, Ind
- Deno, S. L. (2002) Problem-solving as best practice. In A. Thomas & J. Grimes (Eds.), Best practices in School Psychology IV, National Association of School Psychologists, Washington, D.C 77-99.
- Deno, S. L., Espin, C. & Fuchs, L. (2002) Evaluation strategies for preventing and remediating basic skill deficits. In G. Stoner, M. Shinn, & H. Walker (Eds.), Interventions for achievement and behavior problems. Washington, DC: National Association of School
- Deno, S. L. (2005) Problem-solving assessment with Curriculum-based Measurement (CBM). In Rachel Chidsey-Brown (Ed.) Problem-Solving Based Assessment for Educational Intervention Guilford Press: New York
- Deno, S.L. (2005) Curriculum-based assessment. In George Sugai & Rob Hoerner (Eds.). Encyclopedia of behavior modification. Sage Publications: Londo
- Deno, S. L. (2005) Curriculum-Based Measurement: Development and Extensions. In B.Cook & Shirmer (Eds.) What's Special About Special Education. PR)-ED, Inc. Austin,TX.
- Deno, S. L. & Marston, D. E. (In press) Curriculum-based Measurement of oral reading growth: An approach to measuring "fluency?" In Jay Samuels & Alan Dershwitz (Eds) Fluency International Reading Association: Newark, DE

## Books

Neisworth, J., Deno, S. L. & Jenkins, J. (1975) Student Motivation and Classroom Management. Behaviordelia, Kalamazoo, MI.

Deno, S. L. & Mirkin, P. K. (1977) Data-Based Program Modification: A Manual. Council for Exceptional Children. Reston, VA

Maruyama, G. & Deno, S. L. (1992) Research in educational settings. Newbury Park, CA: Sage Publications

Deno, Stanley L., Ph.D. - Vita - Page Thirteen

## Software/Videotape

Data based program modification system A microcomputer program for use by teachers to monitor and evaluate progress on IEP goals using Curriculum-based Measurement (c 1981 Data-Based Associates)

Curriculum-based measurement: Concept, history, development, and future. In Problem Solving Assessment Series (Tape A), a videotape produced by the Iowa Department of Education. (1989).

Measuring Student Progress. Videotape for CBM training in conjunction with Formative Evaluation Project (1991) (with D. Marston)

Change in Performance on Standard Curriculum Tasks as Indicators of Learning. Videotape produced for Extended School Year Project funded by the Minnesota Department of Education (1993)

EdCheckup (2005) A web-base program for monitoring student progress in reading, writing and math. <http://www.edcheckup.com/>

## Funded Projects

Evaluating pre-planned curriculum objectives. Sponsored by Research for Better Schools, Inc., 1976 (with J.R. Jenkins).

Influence of an advanced organizer of the verbal learning and retention of educable mental retardates. Sponsored by U.S.O.E. under Grant # 1-6-06122-1570 (with J.T. Neisworth and R.M. Smith), 1967.

Testing for subject matter concepts: An empirical investigation of the relationships among various item forms. Sponsored by the University of Delaware Faculty Research Fund, 1968.

Director, "Development and evaluation of a model teacher education program in special education". Sponsored by U.S.O.E. (BEH) Grant # OE-09-332189-4533 (032), 1970.

Director, "Development of a university field station: Contingency management resource center". Sponsored by U.S.O.E. (BEH) Grant # OE-09-332189-4533 (032), 1972-1974.

Training Specialist, "Mainstreaming project". Sponsored by U.S.O.E. (EPDA) Project, Minneapolis Public Schools, 1974.

Director, "Observing, recording and charting language, communication and self-care behaviors". In connection with Developmental Disabilities Grant # 7373-138-M2030, Training personnel to serve developmentally disabled children, July, 1974.

Training Consultant, "Systematic Instructional Management Strategies (SIMS): A child service demonstration center for children with learning disabilities". Sponsored by U.S.O.E. (BEH) Title VIB grant with Minneapolis Public Schools, 1975.

Local Special Education Consultant, "Implementing education alternatives: A teacher center approach". Sponsored by Minneapolis University Teacher Corps Project, Cycle X, 1975.

Assistant Director, "Developmental education". Sponsored research under BEH Grant # G007-500-517, 1975.

Principal Investigator for research component of the SIMS Center under a sub-contract with the Minneapolis Public Schools, 1977-1978.

Co-Principal Investigator for research program entitled: "Development of Formative Evaluation Procedures for Teaching Children with Learning Disabilities". Conducted as a part of the Institute for Research on Learning Disabilities, 1977-1983.

Principal Investigator for research project entitled: "Experimental Teaching: An Approach to Improving Student Achievement, Changing Teacher Beliefs, and Identifying Effective Practices." Sponsored research under OSERS Grant # G008400649, 1984-1986.

Principal Investigator for research project entitled: "CBM Data Analysis." Sponsored by Minnesota State Department of Education, 1986-1987.

Principal Investigator for research project entitled: "Educating Learning Disabled and Mildly Handicapped Students in General Education Classrooms: Minnesota

Alternatives." Sponsored research under USDOE/OSERS Grant # 00873025588, 1987-1990 (Total award approximately \$465,000).

Co-Principal Investigator for research project entitled: "Formative Evaluation: A Model for Translating Intervention Research into Practice." Sponsored research under USDOE/OSERS Grant # G00873020988, 1987-1991 (Total award approximately \$610,000 split with Minneapolis Public Schools).

Principal Investigator for "Discourse and Saturn School Technology Support Project." Sponsored by St. Paul Public Schools. 7/1/90-6/30/91. \$54,838.

Principal Investigator for research project entitled: "Adapting Technology for Group Based Learning." Sponsored by Interactive Communication Systems, Inc. (USDE Prime) 9/17/90-3/16/91 (Total award \$16,848).

Co-Principal Investigator for research project entitled: "National Center on Educational Outcomes for Children and Youth with Disabilities". (1990) (a 5-year, \$2.3 million award from the U.S. Dept. of Education to establish a national research center on the improvement of state and national educational outcomes for students with educational and other disabilities. (with Profs. Robert Bruininks and James Ysseldyke).

Principal Investigator for "Discourse and Saturn School Technology Support Project." Sponsored by St. Paul Public Schools. 7/1/91-6/30/92. \$45,988.

Principal Investigator for research project entitled: "Discourse Training, Consultation, and Support Project." Funded by Interactive Communication Systems, Inc. 7/1/91-6/30/92 (Total award \$35,750).

Co-Principal Investigator for research project entitled: "A Longitudinal Study of Curriculum-Based Measurement." Sponsored by Center for Applied Research and Educational Improvement, University of Minnesota (7/1/91-6/30/92) \$1,500.

Co-Principal Investigator,; "A Longitudinal Study of Curriculum-Based Measurement." Sponsored by Center for Applied Research and Educational Improvement, University of Minnesota (7/1/91-6/30/92) \$2,000

Co-Principal Investigator, "Planning, Reviewing, and Ongoing Assessment among Classroom Teachers (PROACT)." Sponsored research under USDOE/OSERS, 11/1/91-10/31/92. (\$25,497 -subcontract from Peabody College of Vanderbilt University)

Principal Investigator, "Discourse Education System: Training/Consultation and Support Project." \$36,716 with St. Paul Schools, 7/1/94-6/30/95.

Co-Principal Investigator, "Computer-enhanced inclusion: A model fro computer-based instructional management in mainstream classrooms. Funded by USDOE/OSERS at approximately \$357,000 (10/1/93-4/30/97).

Diversity Grant: "Prereferral Interventions for African-American Students"  
\$11,000 Minnesota Dept. CFL. (With S. Rose & Daria Courtney)

### Monographs and Research Reports

Evaluating preplanned curriculum objectives. Sponsored by Research for Better Schools, Inc., 1967 (with J.R. Jenkins).

Testing for subject matter concepts: An empirical investigation of the relationships among various item forms. Research report sponsored by the University of Delaware Faculty Research Fund, 1968.

Behavioral perspectives on the assessment of children with learning disabilities. Institute for Research on Learning Disabilities, Monograph #2, 1978 (with P. Mirkin and M. Shinn).

A direct observation approach to measuring classroom behavior. Institute for Research on Learning Disabilities, Research Report #6, April, 1979.

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Formative evaluation in the classroom: An approach to improving instruction, Institute for Research on Learning Disabilities, Research Report #10, August, 1979 (with P. Mirkin).

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### Conference Presentations

Deno, S. L. (2003) A school-wide model for progress monitoring and predicting success on high-stakes outcomes. Presentation at annual conference of the Council for Exceptional Children, Seattle, WA

### Awards

National Defense Education Act Fellow in Research on the Teaching-Learning Process, University of Minnesota (1962-65)

Fulbright Scholar in Taiwan (1982-63)

Excellence in Teacher Education Award from the Teacher Education Division of the Council for Exceptional Children (1991)

Outstanding Service Award from Council for Learning Disabilities (2001)

### Advisory Boards

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### Membership in Professional Organizations

American Educational Research Association

American Psychological Association

National Society for the Study of Education

Delaware Psychological Association

Phi Delta Kappa

Council for Exceptional Children  
Minnesota Association for the Advancement of Behavior Therapy

Other Professional Activities

Member, Evaluation Panel, U.S.O.E., BEH (DTP)

Conference on Bloc Function

Field reader, Bureau of Education for the Handicapped (U.S.O.E., HEW)

Field reader, Minnesota State Department of Education (Special Education Section),

Title VI Proposals

Associate Editor, Exceptional Children

Visiting Scholar, University of Calgary

Field Reader, Developmental Disabilities, State of Minnesota

Reviewer, Reading Research Quarterly

Associate Editor, Exceptional Education

Guest Reviewer, Journal of Behavioral Assessment

Regional Consultant, National Technical Assistance Project for Child Service Demonstration Centers, Title VIG, BEH.

Reviewer, American Educational Research Journal

Reviewer, Behavior Therapy Journal

Reviewer, Cognitive Therapy and Research Journal

Guest Reviewer, Computers in Human Behavior

Editorial Consultant, Journal of School Psychology

Consulting Editor, Journal of Special Education

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