

Vita
Claudia Gottschall Vincent

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Education

- 2007 M.S., University of Oregon (Psychology)
- 1993 Ph.D., University of Oregon (English)
- 1986 M.A., University of Wurzburg, Germany (English, French)

Professional Experience

- 2016-present Research Associate, Center on Equity Promotion, University of Oregon
- 2014-present Senior Research Assistant, Center on Equity Promotion, University of Oregon
- 2013-present Senior Research Assistant, Institute on Violence and Destructive Behavior, University of Oregon
- 2012-2017 Research Associate with Principal Investigator Status, IRIS Educational Media, Eugene, Oregon
- 2010-2012 Research Assistant and Data Analyst, Institute on Violence and Destructive Behavior, University of Oregon
- 2008-2012 Research Assistant, Educational and Community Supports, University of Oregon
- 2000-2008 Administrative Assistant, Educational and Community Supports, University of Oregon
- 1997-2000 Academic Secretary, Department of Special Education and Community Resources, University of Oregon
- 1993-1997 Instructor of English, Department of English, Foreign Language and Speech, Lane Community College, Eugene, Oregon
- 1992-1995 Instructor of English and German, Humanities Department, Umpqua Community College, Roseburg, Oregon

Award:

- May 2019 College of Education's Excellence in Research/Outreach, Mid-Career Award

Data Analysis Experience

Data Analyst. Positive Behavior Support and the Prevention of Adolescent Problems. Funded by NIH/NIDA (Jeff Sprague, co-PI, Grant # R01 DA019037). Descriptive and inferential analyses of fidelity data; factor analyses of fidelity measures. Production of publication focused on psychometric analyses of fidelity measures.

Data Analyst. Safe Schools Healthy Students. Contract funded by Linn-Benton Educational Services District (Jeff Sprague, PI, Agreement # 17064). Aggregate student survey data on key outcome measures and generate descriptive statistics for inclusion in reports to schools.

Data Analyst. North County Prevention and Early Intervention Services Evaluation (Jeff Sprague, PI, Agreement # 16645). Aggregate parent involvement and satisfaction data and prepare for inclusion in report to funder.

Data Analyst. California Department of Education contract to provide technical assistance to reduce racial disproportionality in special education (John English, PI, Technical Assistance and Consultation Services (TACS)). Descriptive and inferential analyses of 3 years of data on special education identification, placement, academic performance and disciplinary exclusion across racial/ethnic groups. Assist with follow-up survey development and data analysis. Develop report to California Department of Education.

Evaluation Experience

Evaluator. Los Angeles Unified School District Discipline Foundation Policy: Evaluation of the Relationship between SW-PBIS Implementation and Outcomes (Jeff Sprague, PI). Correlational analyses of implementation measures and student academic and behavioral outcomes. Production of evaluation report

Evaluator. Risk Assessment Tool (Jeff Sprague, PI, Contract with Lane County Corrections Department). Inter-rater reliability and predictive validity analyses of 2.5 years of data collected with the Risk Assessment Tool. Production of evaluation report. Presentation of outcomes to the judges and staff of Lane County Courts and Sheriff's Office.

Co-Evaluator. Adolescent Family Life Demonstration Project (Rose Fuller, PI, Northwest Family Services). Funded by the Office of Adolescent Pregnancy Programs (OAPP), Grant 1 AHPA 006058-01-00 to Northwest Family Services, Portland, Oregon.

Evaluator's Workshop. *Translating from the Theoretical to the Real World: It Gets Muddy Out There.* Office of Adolescent Pregnancy Programs. March 16-17, 2010, Raleigh, North Carolina.

Professional Development Workshops, Consultation, and Technical Assistance Experience

Girvan, E., Vincent, C.G., English, J., & McCabe, T. (May 2015). *School-wide positive and restorative discipline (SWPRD): An introductory workshop.* Presentation to Fern Ridge Middle School, Elmira, OR.

Vincent, C.G. & McCabe, T. (February 2015). *School-wide positive and restorative discipline (SWPRD): An introductory workshop*. Presentation to Region 4 Educational Services Center, Houston, TX.

Vincent, C.G. (October 2014). *Implementing We Have Choices!*. Training at Alice Birney Elementary School, San Diego, CA.

Sprague, J.R. & Vincent, C.G. (October 2014). *Towards greater disciplinary equity: Blending SWPBIS and Restorative Discipline*. Presentation to the Northwest PBIS Network Leadership Team, Albany, OR.

Sprague, J.R. & Vincent, C.G. (May 2012). *Discipline and academic outcomes for students from different racial/ethnic backgrounds: A comparison between Oregon and Springfield Public Schools*. Presentation to Springfield School District Leadership Team, Springfield, OR.

Sprague, J.R. & Vincent, C.G. (January 2012). *Real and perceived disproportionate treatment related to discipline and race in our schools*. Presentation to Springfield School District Diversity and Equity Cadre. Springfield, Oregon.

Tobin, T.J., Vincent, C.G., Risken, C., Jepson, C. Moffitt, A., & Montoya, A. (November 2011). *Positive behavior management: Workshop for AmeriCorps and Northwest Youth Corps*. Training delivered to Northwest Youth Corp Outdoor School, Eugene, OR.

Vincent, C.G., & Tobin, T.J. (July 2011). *The relationship between implementation of School-wide Positive Behavior Interventions and Supports and disciplinary exclusions of students from various ethnic backgrounds with and without disabilities*. Technical Assistance to East Baton Rouge School District, Louisiana. With the Corrective Action Plan team led by Dr. Robert March from Successful Schools, Boulder, Colorado.

Tobin, T.J. & Vincent, C.G. (June 2011). *National data on discipline, academic achievement, and examples of successful behavior support strategies*. Technical Assistance to East Baton Rouge School District, Louisiana. With the Corrective Action Plan team led by Dr. Robert March from Successful Schools, Boulder, Colorado.

Tobin, T.J. & Vincent, C.G. (September 2009). *Positive behavior support workshop for the Oregon Youth Development project of Northwest Family Services*. Training delivered to youth group leaders at Northwest Family Services, Portland, OR.

Grant Management/Coordination

Administrative Assistant (2003-2008). Technical Assistance Center for Positive Behavioral Interventions and Supports. Funded by the Office for Special Education Programs, U.S. Department of Education. H 326S980003. Project Period: 2003-2008. PIs: Robert Horner & George Sugai.

Project Director (2012-2014): Implementing Positive Behavior Supports in Juvenile Corrections Settings. Funded by the Institute of Education Sciences, U.S. Department of Education, R324A100286. Project Period: 2010-2014. PI: Jeffrey R. Sprague.

Principal Investigator. (2012-2015). *Reducing Inappropriate Identification of Culturally and Linguistically Diverse Students for Special Education*. Fairway Faculty and Outreach Fund, College of Education, University of Oregon.

Project Manager. (2013-2014). *Positive and Restorative Investment in Discipline Reform in Education (PRIDE): Integrating Restorative Discipline (RD) and School-wide Positive Behavior Interventions and Supports (SWPBIS) to Reduce Inequitable Discipline and Improve School and Life Outcomes for Students from Non-White Backgrounds*. Office for Research, Innovation, and Graduate Education Incubating Interdisciplinary Initiatives (I3) Award, University of Oregon. PIs: Jeffrey Sprague, John English, Erik Girvan.

Project Manager. (2013-2014). *Integrating school-wide positive behavior interventions and supports (SWPBIS and restorative discipline (RD))*. Research to Practice Collaborative, Subcontract with Indiana University. PIs: Jeffrey Sprague, John English, Erik Girvan.

Co-PI. (2014-2017). The Role of Native Language and Culture in Decreasing Discipline Problems and Increasing Academic Achievement for American Indian/Alaska Native Students. Goal 1: Exploration, Institute of Education Sciences, Award # R305A140162.

Co-PI (2013-2015). PrePARAPro: Training for Bilingual Latino Paraprofessionals. National Institutes of Health. SBIR, Phase 1. Award # 1R43MD008145-01.

PI (2016-2020). Project SOARS: Student Ownership, Accountability, and Responsibility for School Safety. National Institute of Justice/Department of Justice. Award # 2015-MU-MU-K003.

Guest Course Lectures

Vincent, C.G., Blasher, D., & Svanks, R. (August 31, 2016). Project SOARS: Student Ownership, Accountability, and Responsibility for School Safety. Presentation for Educational Leadership Course EDLD 610: Emerging Issues in Equity, Department of Educational Methodology, Policy, and Leadership. Instructor: Dr. Heather McClure.

Vincent, C.G. & McCabe, T. (February 25, 2015). *Promoting equitable discipline outcomes: School-wide positive and restorative discipline (SWPRD)*. Presentation for Leadership in Equity Course, Department of Educational Methodology, Policy, and Leadership. Instructor: Dr. Heather McClure.

Vincent, C.G. (April 12, 2014). *Equity and Achievement: Disciplinary (in)equity*. Presentation for Equity and Achievement Course, Department of Educational Methodology, Policy, and Leadership. Instructor: Dr. Heather McClure.

Vincent, C.G. (May 16, 2013). *School-wide positive behavior interventions and support and disciplinary equity*. Presentation for Maymester, Texas A & M University. Instructor: Dr. Mack Burke.

Vincent, C.G., & Tobin, T.J. (November 14, 2011). *Schools as agents of society and culture*. Presentation for Child and Adolescent Development Course, Department of Special Education, University of Oregon. Instructor Dr. Jeffrey Sprague.

Vincent, C.G., & Vincent, W.E. (November 11, 2009). *Restraint and seclusion*. Presentation for Introduction to Behavior Disorders, Department of Special Education, University of Oregon. Instructor: Dr. Tary Tobin

Vincent, C.G. (November 5, 2002). *Grant Proposal Preparation and Submission Procedures*. Presentation for Grant Writing Seminar, Department of Special Education, University of Oregon, Instructor: Dr. Richard Albin.

Publications and Products

Book Chapters

Vincent, C., English, J., Girvan, E., Sprague, J. & McCabe, T. (2016). Integrating School-wide Positive Behavior Interventions and Supports (SWPBIS) and Restorative Discipline (RD). In Skiba, R., Mediratta, K., & Rausch, M.K. (Eds.). *Inequality in school discipline: Research and practice to reduce disparities*. (pp. 115-134). New York: Palgrave MacMillan.

Marquez, B., & Vincent, C.G., & Walker, H.M. (2015). Screening and monitoring skills and behaviors essential for academic success. In Scarlett, G. (Ed). *Encyclopedia for Classroom Management*. (pp. 715-716). Thousand Oaks, CA: Sage

Vincent, C.G., Sprague, J.R., CHiXapkaid, Tobin, T., & Gau, J. (2015). Effectiveness of school-wide positive behavior interventions and supports in reducing racially inequitable disciplinary exclusions. In Losen, D. (Ed.) *Closing the school discipline gap: Equitable remedies for excessive exclusion*. (pp. 207-221). New York, NY: Teachers College Press.

Cartledge, G., Lo, Y., Vincent, C., & Robinson-Ervin, P. (2014). Culturally responsive classroom management. In E.T. Emmer & E.J. Sabornie (Eds). *Handbook of classroom management* (2nd ed.) (pp. 411-430). New York, NY: Routledge

Marquez, B., Yeaton, P., & Vincent, C. (2013). *Delivering quick, efficient, and accurate behavioral universal screening and progress monitoring assessments using web-based, electronic technology*. In Walker, H.M. & Gresham, F. (Eds.), *Handbook of evidence-*

based practices for emotional and behavioral disorders. (pp. 192-210) New York: Guilford.

Vincent, C.G. (2007). Consultation and referral. (pp 163-194). In J.A. Burrow-Sanchez & L.S. Hawken (Eds.) *Helping students overcome substance abuse: Effective practices for prevention and intervention.* New York: Guilford.

Vincent, C.G. & Todd, A.W. (2005). Behavioral intervention planning. (pp. 1200-1204). In G. Sugai & R.H. Horner (Eds.). *Encyclopedia of behavior modification and cognitive behavior therapy: Educational Applications (Volume III).* Thousand Oaks, CA: Sage.

Peer-reviewed Journal Articles (* = invited manuscripts)

Vincent, C.G., McClure, H., Marquez, B., Svanks, R., Reiley, D. (in review). What the COVID-19 pandemic taught us about teaching: School personnel's perspectives on academic instruction during comprehensive distance learning. *Education Administration Quarterly.*

Vincent, C.G., McClure, H., Marquez, B., & Goodrich, D. (in review). Designing professional development in restorative practices: Assessing high school personnel's, students', and parents' perceptions of discipline practices. *National Association of Secondary School Principals Bulletin.*

Vincent, C.G., English, J., Girvan, E., Van Ryzin, M., Svanks, R., Springer, S., & Ivey, A. (in print). Introducing restorative practices into high schools' multi-tiered systems of support: Successes and challenges. *Contemporary Justice Review: Issues, in Criminal, Social, and Restorative Justice.*

McClure, H., Marquez, B., Svanks, R., Vincent, C.G., & Reiley, D. (in review). Care and connect: Teacher-student engagement strategies from new adopters of restorative practices during COVID-19. *Journal of Teacher Education.*

Espelage, D.L., Valido, A., Robinson, L., Ingram, K.M., El Sheikh, A., Woolweaver, A., Koritz, L., Vincent, C.G., Marquez, B., Walker, H.M., Svanks, R., Marmolejosa, R.R., Medina, C., Meltsner, Z., Yalamanchi, K., & Pennefather, J. (under review). Snitching vs. reporting: A qualitative analysis of barriers and facilitators to addressing safety concerns among high school students. *Journal of Youth and Adolescence.*

Vincent, C.G., Walker, H., Espelage, D., Murray, C., Svanks, R., Pennefather, J., Valido, A., & Marquez, B. (in review). Initial field test of the SOARS (Student Ownership, Accountability, and Responsibility for School Safety) framework for high schools. *Education Administration Quarterly*

Espelage, D., Robinson, L., Woolweaver, A., Valido, A., Davis, A., Hunt, K., Marmoleios, E., Medina, Z., Yalamanchi, K., Vincent, C., Marquez, B., Walker, H., Svanks, R., & Pennefather, J. (in print). Implementation of tiplines and reporting apps for school safety:

- A qualitative analysis of parent and school personnel perspectives. *Journal of School Violence*.
- Jacob, M., Sabzalian, L., Jansen, J., Tobin, T., Vincent, C.G., & LaChance, K. (2018). The Gift of Education: How Indigenous knowledge can transform the future of public education. *International Journal of Multicultural Education*, 20(1), 157-185.
- Tobin, T.J., Jacob, M., Vincent, C.G., & Underriner, J., Gion, C., Martinez, C., & Gonzales, K. (in review). *Guidelines for teaching Native American students: Recent developments in the literature*. Submitted for publication.
- Vincent, C.G., Tobin, T., & Van Ryzin, M. (2017). Implementing instructional practices to improve American Indian and Alaska Native students' reading outcomes: An exploration of patterns across teacher, classroom, and school characteristics. *Journal of Teacher Education*, 68(5), 435-450.
- Van Ryzin, M.J., & Vincent, C.G. (2017). Use of Native Language and Culture (NLC) in elementary and middle school instruction as a predictor of mathematics achievement. *Journal of American Indian Education* 56(2), 3-33.
- Van Ryzin, M. J., Vincent, C.G., & Hoover, J. (2016). Initial exploration of a construct representing Native language and culture (NLC) in elementary and middle school instruction. *Journal of American Indian Education*, 55(1), 74-101.
- Marquez, B., Vincent, C.G., Marquez, J., Pennefather, J., Smolkowski, K. & Sprague, J. (2016). Opportunities and challenges in training elementary school teachers in classroom management. *Journal of Technology and Teacher Education*, 24(1), 87-109.
- Walker, H., Marquez, B., Yeaton, P., Pennefather, J., Forness, S., & Vincent, C. (2015). Teacher judgment in assessing students' social behavior within a response-to-intervention framework: Utilizing what teachers know. *Education and Treatment of Children*, 38, 363-382.
- Marquez, B., Marquez, J., Vincent, C.G., Pennefather, J., Sprague, J., Smolkowski, K., & Yeaton, P. (2014). The iterative development and initial evaluation of *We Have Skills!*, an innovative approach to teaching social skills to elementary students. *Education and Treatment of Children*, 37, 137-161.
- Swain-Bradway, J., Loman, S., & Vincent, C.G. (2014). Systematically addressing discipline disproportionality through the application of a school-wide framework. *Multiple Voices*, 14(1), 3-17
- Sprague, J.R., Vincent, C.G., Tobin, T.J. & CHiXapkaid. (2013). Preventing disciplinary exclusions of students from American Indian/Alaska Native backgrounds. *Family Court Review* 51(3), 452-459.

- Sprague, J. R., Scheuermann, B., Wang, E., Nelson, C. M., Jolivet, K., & Vincent, C. (2013). Adopting and adapting PBIS for secure juvenile justice settings: Lessons learned. *Education and Treatment of Children, 36*, 121–134.
- Vincent, C., Sprague, J.R. & Tobin, J. (2012). Exclusionary discipline practices across students' racial/ethnic backgrounds and disability status: Findings from the Pacific Northwest. Special Issue of Severe Behavior Disorders of Children and Youth. *Education and Treatment of Children 35* (4), 585-601.
- Sprague, J.R., Vincent, C.G., Tobin, T.J. & CHiXapkaid. (2012). *Preventing disciplinary exclusions of students from American Indian/Alaska Native backgrounds*. National Leadership Summit on School-Justice Partnerships Monograph.
- * Vincent, C.G., Sprague, J.R., & Tobin, T.J. (March 2012). Empirical study of patterns in disciplinary exclusions of students with learning disabilities by grade, ethnicity, race, and gender in a response to intervention framework. Special Issue of *Insight on Learning Disabilities: From Prevailing Theories to Validated Practices 9*(1), 69-91.
- Tobin, T. J., Vincent, C. G., Horner, R. H., Rossetto Dickey, C., & May, S. A. (2012). Fidelity measures to improve implementation of behavioural support. *International Journal of Positive Behavioural Support, 2*(2), 12-19.
- Vincent, C.G., Tobin, T.J. Hawken, L., & Frank, J. (2012). Disciplinary referrals and access to secondary interventions: Patterns across students across African-American, Hispanic-American, and White backgrounds. *Education and Treatment of Children, 35*, 431-458.
- *Vincent, C.G., Swain-Bradway, J., Tobin, T.J., & May, S. (2011). Disciplinary referrals for culturally and linguistically diverse students with and without disabilities: Patterns resulting from school-wide positive behavior support. Special issue of *Exceptionality 19*, 175-190.
- Vincent, C.G., Randall, C., Cartledge, G., Tobin, T.J., & Swain-Bradway, J. (2011). Towards a conceptual integration of cultural responsiveness and school-wide positive behavior support. *Journal of Positive Behavior Interventions, 13*, 219-229.
- Tobin, T.J. & Vincent, C.G. (2011). Strategies for preventing disproportionate exclusions of African-American students. *Preventing School Failure, 55*, 192-201.
- Vincent, C.G. & Tobin, T.J. (2011). An examination of the relationship between implementation of school-wide positive behavior support (SWPBS) and exclusion of students from various ethnic backgrounds with and without disabilities. *Journal of Emotional and Behavioral Disorders, 19*, 217-232.
- McIntosh, K., MacKay, L., Hume, A., Doolittle, J., Horner, R., Vincent, C.G., & Ervin, R. (2011). Development and validation of a measure to assess factors related to

sustainability of school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 13, 208-218.

Vincent, C.G., Spaulding, S.A., & Tobin, T.J. (2009). A re-examination of the psychometric properties of the School-wide Evaluation Tool (SET). *Journal of Positive Behavior Interventions*, 12, 161-179

Hawken, L. S., Vincent, C. G., & Schumann, J. (2008). Response to intervention for social behavior: Challenges and opportunities. *Journal of Emotional and Behavioral Disorders* 16(4), 213-225. DOI:10.1177/1063426608316018.

Doolittle, J.H., Horner, R.H., Bradley, R., Sugai, G., & Vincent, C.G. (2007). Importance of student social behavior in the mission statements, personnel preparation standards, and innovation efforts of state departments of education. *Journal of Special Education* 40(4), 239-245.

Jones, C., Caravaca, L., Cizek, S., Horner, R.H., & Vincent, C.G. (2006). Culturally responsive schoolwide positive behavior support: A case study in one school with a high proportion of Native American students. *Multiple Voices* 9(1), 108-119.

Horner, R.H., Sugai, G., & Vincent, C.G. (Spring 2005). School-wide Positive Behavior Support: Investing in Schools to Achieve Academic and Social Success. *IMPACT: Feature Issue on Fostering Success in School and Beyond for Students with Emotional and Behavioral Disorders*. Minneapolis: Institute on Community Integration, University of Minnesota.

Irvin, L.K., Tobin, T.J., Sprague, J.R., Sugai, G., & Vincent, C.G. (2004) Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral interventions. *Journal of Positive Behavior Interventions* 6(3), 131-147.

Vincent, C.G., Horner, R.H., & Sugai, G. (July 2002). Ensuring effective social skills instruction. ERIC Clearinghouse on Disabilities and Gifted Education. OSEP Digest E 626

Web-based Publications

Vincent, C.G., Xue, L., Tobin, T.J., & Fuller, R. (unpublished manuscript). *A psychometric evaluation of the core baseline questionnaire used in the Oregon Youth Development project*. Available at <http://pages.uoregon.edu/ttobin/OAPPpsy.pdf>

Freeman, R. Perrin, N., Irvin, L., Vincent, C., Newcomer, L., Moore, M., Anderson, S., Miller, D., Kimbrough, P., Little, A., Deegan, M., Rennells, K., & Farr Bond, K. (2010). *Positive behavior support across the lifespan: Expanding the concept of statewide planning for large scale organizational cultural change* (PBS-Kansas Monograph No. 1). Lawrence, KS: University of Kansas, Schiefelbusch Institute for Lifespan Studies.

Vincent, C.G. (2010). How many states reference SWPBS in their restraint-seclusion policy? Evaluation Brief.

University of Oregon PBIS Workgroup (2010). Monthly variation in ODR per 100 students per day. PBIS Newsletter, 5(1).

University of Oregon PBIS Workgroup (2010). Growth in the cumulative number of ODRs in elementary school settings. PBIS Newsletter, 5(2).

University of Oregon PBIS Workgroup (2010). Changes in percentage of elementary students at various risk levels. PBIS Newsletter, 5(3).

Vincent, C.G., Cartledge, G., May, S., & Tobin, T.J. (2009). Do elementary schools that document reductions in overall office discipline referrals document reductions across all student races and ethnicities. Evaluation Brief.

Vincent, C.G., Horner, R., & May, S. (2009). What are the patterns of office discipline referrals across grade levels? Evaluation Brief.

Vincent, C.G. (2008). Do schools using SWIS take advantage of the “school ethnicity report?” Evaluation Brief.

Spaulding, S., Horner, R., May, S. & Vincent, C.G. (2008). Implementation of School-wide PBIS across the United States. Evaluation Brief

Boerman, T., Sugai, G., & Vincent, C.G. (2002). *Statewide behavioral initiatives: Status and Recommendations*. OSEP Center on Positive Behavioral Interventions and Supports. University of Oregon: Eugene.

Evaluation Reports

Sprague, J.R., & Vincent, C.G. (2011). LAUSD discipline foundation policy: Evaluation of the relationship between SW-PBIS Implementation and Outcomes. Submitted to Los Angeles Unified School District

Sprague, J.R., & Vincent, C.G. (2011). Risk Assessment Tool (RAT) validation study. Submitted to Lane County Department of Corrections.

Presentations (* = invited presentations)

National and International Conferences

Vincent, C.G., Girvan, E., Nese, R., & Duong, M. (January, 9 2020: *Integrating restorative practices into multi-tiered systems of support to promote equitable behavioral outcomes*. IES PI Conference Breakout session. Washington, D.C.

- *Vincent, C.G. (June 12, 2019). *Potential Contributors to Discipline Disparities*. Congressional Briefing on Exclusionary Discipline at the Intersections of Disability Identity, Race, and Gender sponsored by the American Psychological Association. Washington, D.C.
- *Vincent, C.G., & Espelage, D. (November 2018). *Initial testing of a student-centered and technology-driven school safety framework in authentic high school settings: Aligning student communication preferences with teacher practices and district policies*. American Society of Criminology Meeting, Atlanta, GA.
- *Vincent, C.G., Espelage, D., Carlton, M. (November 2017). *School Safety Approaches to Prevent, Identify and Respond to Threatening or Concerning Student Behavior*. American Society of Criminology Meeting, Philadelphia, PA.
- Vincent, C. & Marquez, B. (May 8, 2017). *Project SOARS: Motivating students to report safety threats and building schools' capacity to de-escalate student-reported threats*. National Institute of Justice Comprehensive School Safety Initiative Conference, Alexandria, VA.
- Vincent, C. & Marquez, B. (May 9, 2017). *Project SOARS: Promoting high school students' capacity and willingness to share information about potential threats to their own and others' physical and emotional safety*. National Institute of Justice Comprehensive School Safety Initiative Conference, Alexandria, VA.
- Vincent, C.G., McClure, H., Underriner, J. & Van Ryzin, M. (October 6, 2016). *Implementing instructional practices to improve American Indian and Alaska Native students' academic outcomes: An exploration of patterns emerging from the National Indian Education Study*. P Annual Convention of the National Indian Education Association. Reno, NV.
- Vincent, C.G., Tobin, T., Viles, J., & Underriner, J. (October 15, 2015). *Improving outcomes for Native American students: Challenges and Opportunities*. Research Forum Presentation at the Annual Convention of the National Indian Education Association. Portland, OR,
- *Vincent, C.G., Girvan, E., McClure, H., Sprague, J., English, J., & McCabe, T. (June 24 and 25, 2015). *Integrating restorative discipline with school-wide positive behavior interventions and supports: Reasons and key concepts*. Annual Texas Behavior Support Conference, Houston, TX.
- *Vincent, C.G., Girvan, E., McClure, H., Sprague, J., English, J., & McCabe, T. (June 24 and 25, 2015). *School-wide positive and restorative discipline (SWPRD): Preventive and proactive practices (Tier 1)*. Annual Texas Behavior Support Conference, Houston, TX.
- Vincent, C.G., CHiXapkaid, Tobin, T.J., Van Ryzin, M., Hoover, J. & Sprague, J. (March 12, 2015). *Improving behavioral and academic outcomes for Native American students: Challenges and opportunities*. Annual Conference of the Association for Positive Behavior Support, Boston, MA.

- Marquez, J., Vincent, C.G., & Marquez, B. (March 12, 2015). *Promoting self-management through teaching upper elementary students how to make choices*. Annual Conference of the Association for Positive Behavior Support, Boston, MA.
- Marquez, J., Vincent, C.G., & Marquez, B. (March 12, 2015). *Promoting positive school outcomes for Latino English language learners*. Annual Conference of the Association for Positive Behavior Support, Boston, MA.
- *Vincent, C.G. (December 2014). *Blending SWPBIS and restorative discipline: Towards greater disciplinary equity*. Disproportionality Summit, Region 4, Houston, TX.
- Sprague, J., Vincent, C., English, I., & Girvan, E. (April 2014). *Decreasing disciplinary inequities through school-wide positive restorative discipline*. Annual Convention of the Council for Exceptional Children. Philadelphia, PA.
- Vincent, C., Sprague, J., English, I., & Girvan, E. (March 2014). *Blending school-wide positive behavior support with restorative discipline to reduce disciplinary inequities*. Annual Conference of the Association for Positive Behavior Support, Chicago, IL.
- Martinez, C., Eddy, M., Sprague, J., & Vincent, C. (March 2014). *Providing positive behavior support to students and families in Central America*. Annual Conference of the Association for Positive Behavior Support, Chicago, IL
- *Vincent, C.G. & Sprague, J.S. (October 2013). *PBIS: Equity in Discipline (?)* Presentation at the National Forum for Implementers of School-wide Positive Behavior Support, Chicago, IL.
- Sprague, J.R. & Vincent, C.G. (May 2013). *The Impact of School-wide Positive Behavior Interventions and Supports Implementation on Middle School Students' Sense of Safety, Positive Peer Relationships, Positive Teacher Relationships, and Positive and Healthy Behaviors*. Annual Meeting of the Society for Prevention Research San Francisco, CA.
- *Cartledge, G., Vincent, C.G., Lo, Y.-y., & Robinson, P. (April 2013). *Culturally responsive social skill interventions for racially and ethnically diverse students*. Presentation at the Annual Convention of the Council for Exceptional Children. San Antonio, TX.
- Vincent, C.G., Sprague, J., Marquez, B., Marquez, J., Yeaton, P., & Pannefather, J. (March 2013). *We Have Skills! An evidence-based PBIS approach at the elementary classroom level*. Annual Conference of the Association for Positive Behavior Support, San Diego, CA.
- Vincent, C.G., Sprague, J., & Tobin, T. (March 2013). *Disciplinary exclusions across student race, disability, and behavior support implementation in Oregon*. Annual Conference of the Association for Positive Behavior Support, San Diego, CA.

- Sprague, J.R., & Vincent, C.G. (March 2013). *Randomized control trial of PBIS implementation in middle schools: Findings and recommendations*. Annual Conference of the Association for Positive Behavior Support, San Diego, CA.
- *Vincent, C.G., CHiXapkaid, Sprague, J.R., & Tobin, T.J. (January, 2013). *Towards reducing disciplinary exclusions of American Indian/Alaska Native students*. Conference on Race and Gender Disparities in Discipline, Washington, DC.
- *Vincent, C.G., Sprague, J.R., & Gau, J. (January, 2013). *The effectiveness of school-wide positive behavior support in reducing disciplinary exclusions of students from non-White backgrounds in middle schools*. Conference on Race and Gender Disparities in Discipline, Washington, DC.
- Sprague, J.R. & Vincent, C.G. (December 2012). *School-wide positive behavioral interventions and supports*. Conference on Violence Prevention sponsored by the Gesellschaft für international Zusammenarbeit, La Antigua, Guatemala.
- Vincent, C.G., & Sprague, J.R. (October, 2012). *Integrating Check-in/Check-out and level incentive systems in secure juvenile facilities and functional behavior assessment and behavior support plans in juvenile justice correction facilities*. 36th Annual Teacher Educators for Children with Behavioral Disorders. Tempe, AZ
- Vincent, C.G., Sprague, J.R., Tobin, T.J. & CHiXapkaid. (March 2012). *Preventing disciplinary exclusions of students from American Indian/Alaska Native backgrounds*. Leadership Summit on School-Justice Partnerships, New York City, NY.
- Vincent, C.G., Sprague, J.R. & Tobin, T.J. (March 2012). *Improving outcomes for students from diverse backgrounds in general and special education*. Annual Conference of the Association for Positive Behavior Support, Atlanta, GA.
- Sprague, J.R., Vincent, C.G., Tobin, T.J. & CHiXapkaid. (March 2012). *Preventing disciplinary exclusions of students from American Indian/Alaska Native backgrounds*. National Leadership Summit on School-Justice Partnerships: Keeping Kids in School and Out of Court. New York City, NY.
- *Tobin, T.J. & Vincent, C.G. (March 2012, Postponed due to lack of funding). *Defeating Disproportionality with Data-based Decisions, Shared Ideas, and Action Plans*. Leadership for Equity & Excellence Forum. University of Arizona, Phoenix, AZ.
- Calderhead, W., Umstead, E., Tobin, T., Vincent, C., & Nelson, M. (October 2011). *Exclusionary discipline practices and the school to prison pipeline: Findings in Oregon, Kentucky, and Texas*. 35th Annual Teacher Educators for Children with Behavioral Disorders. Tempe, AZ.

- Vincent, C.G. & Tobin, T.J. (2011, May 29). *Racial Disproportionality in Disciplinary Referrals and Behavior Support Access for Students at Various Risk Levels*. Paper accepted at the Annual Convention of the Association for Behavior Analysis International. Denver, CO.
- Vincent, C.G. & Tobin, T.J. (2011, March 11). *Minority Students and Support Intensity: Discipline Data by Race and Referral Frequency*. Paper accepted at the Association for Positive Behavior Support's Eighth International Conference on Positive Behavior Support. Denver, CO.
- Tobin, T.J. & Vincent, C.G. (2010, April 23). *Culturally competent schoolwide positive behavior support: Preventing racially disproportionate disciplinary exclusions*. Poster presented at the Annual Convention of the Council for Exceptional Children. Nashville, TN.
- Tobin, T. J., & Vincent, C. G. (2010, March 26). *Culturally competent school wide positive behavior support: From theory to evaluation data*. Paper presented at the Association for Positive Behavior Support's Seventh International Conference on Positive Behavior Support. St. Louis, MO.
- Tobin, T.J., Randall, C., & Vincent, C.G. (2009, October 8). *Culturally responsive implementation of school-wide positive behavior support*. Poster presented at the National Positive Behavior Intervention and Support Leadership Forum, Chicago, IL.
- Tobin, T.J. & Vincent, C.G. (2009, May 27). *Strategies for preventing disproportionate suspensions of students from minority backgrounds*. Poster presented at the Society for Prevention Research 17th Annual Meeting, Washington, DC.
- Tobin, T. J., & Vincent, C. G. (2009, March 27). *What PBS surveys tell us about reducing disproportionate suspension of minority students*. Paper presented at the Association for Positive Behavior Support's Sixth International Conference on Positive Behavior Support. Jacksonville, FL.
- Vincent, C.G. & Spaulding S.A. (2008, October 30). *State and district evaluation tools*. Presentation at the National Forum for Implementers of School-wide Positive Behavior Support, Chicago, IL.
- Spaulding, S.A., Vincent, C.G., & Horner, R.H. (2008, March 27). *Summary of psychometric properties of measures in school-wide positive behavior support*. Poster presented at the Association of Positive Behavior Support Fifth International Conference, Chicago, IL.
- Guardino, D., & Vincent, C.G. (2006, March 24). *School-wide positive behavior support's impact on student perceptions of school culture*. Poster presented at the Association of Positive Behavior Support Fourth International Conference, Reno, NV.

Regional Conferences

- English, J., & Vincent, C.G. (2019, June 25). *Positive and Restorative Investment in Discipline in Education (PRIDE): Lessons from Year Two*. NW Justice Forum, Portland, OR.
- Vincent, C.G.. & English, J (2019, April 25). *Introducing restorative practices into high schools*. Oregon Response to Instruction and Intervention Annual Conference, Eugene, OR.
- Vincent, C.G. & English, J. (2019, March 1). *Blending restorative practices with PBIS in high schools*. Presentation at the Northwest Positive Behavior Support (NWPBIS) Conference, Portland, OR.
- Vincent, C.G., & Svanks, R. (2019, February 28). *Promoting student advocacy for school safety*. Presentation at the Northwest Positive Behavior Support (NWPBIS) Conference, Portland, OR.
- Tobin, T. J., Chaparro, E., & Vincent, C. G. (2016, February 25). *Exploring ideas for improving school outcomes for Native Americans*. Presentation at the Northwest Positive Behavior Support (NWPBIS) Conference, Portland, OR.
- Tobin, T. J., Tobin, J. C., & Vincent, C. G. (2016, February 26). *Circling up for culturally responsive teaching and positive, restorative discipline*. Presentation at the Northwest Positive Behavior Support (NWPBIS) Conference, Portland, OR.
- Marquez, J., Bateman, L., & Vincent, C.G. (2016, February 24). *Social skills instruction for elementary students*. Workshop presentation at the Northwest Positive Behavior Support Conference, Portland, OR.
- Vincent, C.G., & Marquez, J. (2016, February 26). *We Have Skills! Social skills instruction for elementary students*. Presentation at the Northwest Positive Behavior Support Conference, Portland, OR.
- Vincent, C. G. & Marquez, B. (2015, November 9). *Classroom management in action: A data-driven training approach to improve classroom climate and student performance*. Presentation at the Northwest Positive Behavior Support (NWPBIS) Conference, Seattle, WA.
- Vincent, C. G. Marquez, J., & Marquez, B. (2015, November 9). *We Have Skills! And We Have Choices! Student curricula on a continuum of behavioral skills ranging from basic social skills to self-management (Grades K-6)*. Presentation at the Northwest Positive Behavior Support (NWPBIS) Conference, Seattle, WA.
- Tobin, T. J., Chaparro, E., & Vincent, C. G. (2015, November 9). *Exploring ideas for improving school outcomes for Native Americans*. Presentation at the Northwest Positive Behavior Support (NWPBIS) Conference, Seattle, WA.

- Tobin, T. J., Tobin, J. C., & Vincent, C. G. (2015, November 10). *Circling up for culturally responsive teaching and positive, restorative discipline*. Presentation at the Northwest Positive Behavior Support (NWPBIS) Conference, Seattle, WA.
- Vincent, C.G. & CHiXapkaid. (March 6, 2015). *Toward improving outcomes for Native American students: Challenges and opportunities*. Presentation at the Northwest Positive Behavior Support Conference, Eugene, OR.
- Vincent, C.G. & McCabe, T. (March 2015). *Blending school-wide positive behavior interventions and supports with restorative discipline*. Presentation at the Northwest Positive Behavior Support Conference, Eugene, OR.
- Marquez, J. & Vincent, C.G. (March 2015). *We Have Choices! Self-management instruction for upper elementary students*. Presentation at the Northwest Positive Behavior Support Conference, Eugene, OR.
- Tobin, T. & Vincent, C.G. (March 2015). *Understanding and measuring cultural concepts*. Presentation at the Northwest Positive Behavior Support Conference, Eugene, OR.
- Vincent, C.G., & Marquez, B. (November 2014). *Promoting positive school outcomes for Latino English language learners*. Presentation at the Northwest Positive Behavior Support Conference, Seattle, WA.
- Vincent, C.G., & Marquez, B. (November 2014). *Begin with social skills instruction and move towards self-management in grades K-6*. Presentation at the Northwest Positive Behavior Support Conference, Seattle, WA.
- Lasher, B., Vincent, C.G., English, J., McCabe, T., & Sprague, J.R. (March, 2014). *Integrating restorative discipline with behavior support: Lessons from the field*. Presentation at the Northwest Positive Behavior Support Conference, Portland, OR.
- Vincent, C.G., English, J. & Sprague, J.R.(March, 2014). *SWPBIS and disciplinary inequity: Present and future*. Presentation at the Northwest Positive Behavior Support Conference, Portland, OR.
- *Vincent, C.G. & Sprague, J.R. (June, 2013). *Do students from all racial backgrounds benefit equally from SWPBIS? Changes in perceptions of school safety, risk behaviors, and pro-social behaviors post SWPBIS implementation across students from different racial/ethnic backgrounds*. Closing the Opportunity Gap: Addressing Social, Emotional, and Behavioral Needs in Youth through Schools, Community, Mental Health, and Juvenile Justice. Tacoma, WA.
- Vincent, C.G. & Sprague, J.R. (February 2013). *Universal screening and progress monitoring with the IRIS Progress Monitoring Tool (irisPMT™): Assessing teacher fluency with classroom management and students' responsiveness to behavior support*. Presentation at the Northwest Positive Behavior Support Conference, Eugene, OR.

- Vincent, C.G. & Sprague, J.R. (March 2013). *Working towards equitable educational outcomes: Trends in disciplinary and academic outcomes for American Indian/Alaska Native students in Oregon*. Presentation at the Northwest Positive Behavior Support Conference, Eugene, OR.
- Sprague, J.R. & Vincent, C.G. (March 2013). *How does SWPBS implementation affect middle school students' sense of safety, peer and teacher relationships, and protective behaviors?*. Presentation at the Northwest Positive Behavior Support Conference, Eugene, OR.
- *Tobin, T.J. & Vincent, C.G. (2012, November 5). *Practical ways to help students who are "different."* The Third Annual Washington PBIS Conference, Bellevue, WA.
- Sprague, J.R., Marquez, B., Yeaton, P., Marquez, J., Pennefather, J., & Vincent, C.G. (2012, November 5). *Elementary Social Behavior Assessment: Integrating universal screening and progress monitoring to measure behavioral response to intervention*. The Third Annual Washington PBIS Conference, Bellevue, WA.
- Vincent, C.G., CHiXapkaid, Sprague, J.R. & Tobin, T.J. (April 2012). *Expanding the research paradigm to work towards preventing disciplinary exclusions of American Indian/Alaska Native students*. 37th Annual Oregon Indian Education Association Conference, Grand Ronde, OR.
- *Vincent, C.G., Sprague, J.R. & Tobin, T.J. (March 2012). *Use of suspension and expulsions with students from non-White backgrounds: Patterns across Oregon*. Presentation at the Northwest Positive Behavior Support Conference, Portland, OR.
- *Tobin, T.J. & Vincent, C.G. (2011, May 21). *How can the SWPBS framework promote racially proportionate behavioral outcomes?* Paper accepted at the Washington PBIS Conference, Bellevue, WA.
- Tobin, T. J., Vincent, C. G., & Bankston, C. (2011, March 17). *Lessons learned from the Oregon Youth Development Project*. Northwest Family Service's "Mind of a Healthy Family Conference." Portland, OR: University of Portland.
- Tobin, T. J., Vincent, C. G., & Baker, C. (2011, March 17). *Building "Lasting Relationships" as Part of the Healthy Marriage Initiative in Oregon*. Northwest Family Service's "Mind of a Healthy Family Conference." Portland, OR: University of Portland.
- Vincent, C.G. & Tobin, T.J. (2011, March 1). *Is access to behavior support equally available to students across ethnic/racial groups?* Presentation at the Northwest Positive Behavior Support Conference, Eugene, OR.

Vincent, C.G. & Tobin, T.J. (2010, June 21). *School-wide positive behavior support and cultural responsiveness*. Presentation at the 35th Annual Conference of the Oregon Indian Education Association. Eugene, OR.

Tobin, T.J. & Vincent, C.G. (2010, March 8). *Integrating cultural responsiveness and school-wide positive behavior support*. Presentation at the Oregon Statewide Positive Behavior Support Conference, Corvallis, OR.

Vincent, C.G. & Spaulding, S.A. (2009, March 3). *Evaluation as an integral part of school-wide positive behavior support: Tools of the trade*. Presentation at the Oregon Statewide Positive Behavior Support Conference, Eugene, OR.

Guardino, D. & Vincent, C.G. (2006, March 14). *School-wide positive behavior support's impact on student perceptions of school culture: Issues to Consider*. Presentation at the Oregon Positive Behavior Support Conference, Corvallis OR.

Funded Grants

Vincent, C.G. (PI), Girvan, E., English, J., Tobin, T., Martinez, C., & McClure, H. (2017-2020). Positive and Restorative Investment in Discipline Reform in Education (PRIDE). Goal 2: Development and Innovation. Institute of Education Sciences, Award #R305A170631. \$1,398,070.

Role: Principal Investigator

Vincent, C.G. (PI), Walker, H.M., Marquez, B. & Espelage, D. (Co-PIs). (2016-2020). Project SOARS: Student Ownership, Accountability, and Responsibility for School Safety. National Institute of Justice/Department of Justice. Award # 2015-MU-MU-K003 \$5,622,172.

Role: Principal Investigator

Vincent, C.G. (PI) & Walker, H. (2017-2020). Evaluation of We Have Skills, a multimedia classroom level social skills program for elementary students. Goal 3: Efficacy. Institute of Education Sciences, Award R305A150046 awarded to IRIS Media. Subaward to University of Oregon. \$191,000.

Role: Principal Investigator

Martinez, C. (PI), Underriner, J., McClure, H., Tobin, T.J. Van Ryzin, M. & Vincent, C.G. (2014-2017) The Role of Native Language and Culture in Decreasing Discipline Problems and Increasing Academic Achievement for American Indian/Alaska Native Students. Goal 1: Exploration, Institute of Education Sciences, Award # R305A140162. \$ 1,222,706.

Role: Co-Investigator

Marquez, B., & Vincent, C.G. (Co-PIs) (2013-2015). PrePARAPro: Training for Bilingual Latino Paraprofessionals. National Institutes of Health. SBIR, Phase 1. Award # 1R43MD008145-01. \$149,972.

Role: Co-Principal Investigator

Sprague, J.R. (PI), English, J., Girvan, E. & Vincent, C.G. (2013-2014). *Integrating school-wide positive behavior interventions and supports (SWPBIS and restorative discipline (RD))*. Research to Practice Collaborative, Open Society Foundation. \$25,000.

Role: Lead Author and Project Director

Sprague, J.R. (PI), English, J., Girvan, E. & Vincent, C.G. (2013-2014). *Positive and Restorative Investment in Discipline Reform in Education (PRIDE): Integrating Restorative Discipline (RD) and School-wide Positive Behavior Interventions and Supports (SWPBIS) to Reduce Inequitable Discipline and Improve School and Life Outcomes for Students from Non-White Backgrounds*. Office for Research, Innovation, and Graduate Education Incubating Interdisciplinary Initiatives (I3) Award, University of Oregon. \$48,499.

Role: Lead Author

Vincent, C.G. (2012-2015). *Reducing Inappropriate Identification of Culturally and Linguistically Diverse Students for Special Education*. Fairway Faculty and Outreach Fund, College of Education, University of Oregon. \$24,756.

Role: Principal Investigator

Service

2020-2021	Research Advisory Board Member, University of Oregon
2017-2022	IES Social and Behavioral Education Research Scientific Peer Review Panel
May 2019	IES Low Cost Short Duration Evaluations of Education Interventions Review Panel
2019	Dissertation Committee for Kara Nystrom Boulahanis, School Psychology Doctoral Student
2017-2021	Dissertation Committee for Kelly LaChance, EMPL Doctoral Student
Oct 2017	NIH Ad hoc reviewer, Health, Behavior, and Context Subcommittee
2016	Guest Reviewer, <i>Exceptionality</i>
2016	Guest Reviewer, <i>Educational Research and Evaluation</i>
2016	Final project Committee Member for Sequoia Hill, School of Law, University of Oregon. Defended May 16, 2016.
2015	Master's Thesis Committee Member for Elizabeth Rubin, School of Law, University of Oregon. Defended May 18, 2015.
2015-2019	Editorial Review Board, <i>The Elementary School Journal</i>
2013-2016	Member of the School Discipline Advisory Committee of the Oregon Department of Education
2013	Hiring committee for Postdoctoral position in the Center for Equity Promotion, University of Oregon
2013	Hiring committee for Graduate Teaching Fellow position in the Center for Equity Promotion, University of Oregon
2013-present	Guest Reviewer, <i>Prevention Science</i>

- 2013-present Guest Reviewer, *Education and Treatment of Children*
- 2012-2014 Guest Reviewer, *The Elementary School Journal*
- 2012-present Guest Reviewer, *The High School Journal*
- 2013-present Guest Reviewer, *Journal of Positive Behavior Interventions*
- 2012-present Member of National Advisory Board for Kansas Mental Health Positive Behavior Support Project
- 2011-2013 Treasurer for the Oregon Chapter of the Council for Children with Behavioral Disorders
- 2006-2009 Conference Planning Committee, Association for Positive Behavior Support
- 2008 Hiring committee for Research Associate position at Educational and Community Supports, University of Oregon
- 2008 Hiring committee for Instructional Technology position at Educational and Community Supports, University of Oregon
- 2000-present Aikido Volunteer instructor, Shodan level (1st degree Black belt) for City of Eugene Recreation Department: Aikido for Adults, Aikido/Self-Defense for Parents and Children