

Daniel M. Maggin

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Department of Special Education
College of Education
University of Illinois at Chicago
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Education

- 2009 — 2011 Center for Behavioral Education and Research
Postdoctoral Research Fellow
Neag School of Education
University of Connecticut
Institute for Education Sciences Funded Preparation Grant
- 2005 – 2009 Ph.D. **Vanderbilt University**, Nashville, TN
Doctorate of Philosophy in Special Education
Focus: Behavior Disorders
*Dissertation Title: A comparison of teacher and student
responsiveness for male children at high and low risk for
externalizing behavior problems*
- 2003-2005 M.S. **Bank Street College of Education**, New York, NY
Master of Science in Childhood Special Education
Master of Science in Childhood General Education
- 1998-2002 B.A. **Lafayette College**, Easton, PA
Bachelor of Arts in Religious Studies

Professional Experience

- 2016 – Present Associate Professor
University of Illinois at Chicago
College of Education, Department of Special Education
- 2011 – 2016 Assistant Professor
University of Illinois at Chicago
College of Education, Department of Special Education
- 2005 — 2009 Vanderbilt Behavior Research Center
Graduate Research Fellow
Institute for Education Sciences Funded Research Grant
- 2003 — 2005 Public School 94M, New York, NY
Classroom Teacher

2002 — 2003 Clear View School, Briar Cliff Manor, NY
Assistant Teacher / Paraprofessional

Refereed Journal Articles

- Waitoller, F. R. & **Maggin, D. M.** (2018). Can charter schools address racial inequities evidence in access to the general education classroom? A longitudinal study in Chicago Public Schools. *Remedial and Special Education*.
- Braun, G., Kumm, S., Brown, C., Tejero Hughes, M., & **Maggin, D. M.** (2018). Living in Tier 2: Educator's perceptions of MTSS in urban schools. *International Journal of Inclusive Education*.
- Reichow, B., Barton, E. E., & Maggin, D. M. (2018). Development and applications of the single-case design risk of bias tool for evaluating single-case design research study reports. *Research in Developmental Disabilities*, 79, 53 – 64. doi: 10.1016/j.ridd.2018.05.008
- Maggin, D. M.** & Johnson, A. H. (2018). Meta-analysis of the FRIENDS program: A response to Barrett et al. *Education and Treatment of Children*.
- Buren, M. K., **Maggin, D. M.**, & Brown, C. (2018). Meta-synthesis on the experiences of families from nondominant communities and special education collaboration. *Exceptionality*.
- Moore, T. C., **Maggin, D. M.**, Thompson, K. M., Gordon, J. R., Daniels, S., & Lang, L. E. (2018). Evidence review for teacher praise to improve student's classroom behavior. *Journal of Positive Behavior Interventions*. doi: 1098300718766657
- Maggin, D. M.**, & Bruhn, A. L. (2018). Evidence-based assessment and single-case research: A commentary for the special issue. *Assessment for Effective Intervention*, 43, 71 – 78. doi: 10.1177/1534508417738722.
- Barton, E. E., Pustejovsky, J., **Maggin, D. M.**, & Reichow, B. (2017). Technology aided instruction: A systematic review. *Remedial and Special Education*, 38, 371-386.
- Maggin, D. M.**, Pustejovsky, J., & Johnson, A. H. (2017). A meta-analysis of school-based group contingency interventions for students with challenging behavior: An update. *Remedial and Special Education*, 38, 353-370.
- Maggin, D. M.**, Lane, K. L., & Pustejovsky, J. (2017). Introduction to the special issue on single-case meta-analysis. *Remedial and Special Education*, 38, 323-330.
- Waitoller, F. R., **Maggin, D. M.**, & Trzaska, A. (2017). A Longitudinal comparison of enrollment patterns of students receiving special education in urban neighborhood and

- charter schools. *Journal of Disability Policy Studies*, 28, 3–12. doi: 10.1177/1044207317694846.
- Maggin, D. M.**, Talbott, E., Van Acker, E. Y., & Kumm, S. (2017). Quality indicators for systematic reviews in behavioral disorders. *Behavioral Disorders*, 42, 52–64. doi: 10.1177/0198742916688653.
- Talbott, E., **Maggin, D. M.**, & Van Acker, E. Y., & Kumm, S. (2017). Quality indicators for systematic reviews and meta-analyses in special education. *Exceptionality*, 26, 245–265. doi: 10.1080/09362835.2017.1283625
- Kilgus, S. P., Eklund, K., Maggin, D. M., Taylor, C. N., & Allen, A. N. (2017). The Student Risk Screening Scale: A Reliability and Validity Generalization Meta-Analysis. *Journal of Emotional and Behavioral Disorders*. doi: 1063426617710207.
- Maggin, D. M.**, & Cook, B. G. (2017). Behavioral Disorders: Looking toward the future with an Eye on the past. *Behavioral Disorders*, 42, 1-4.
- Moeyaert, M., **Maggin, D. M.**, & Verkuilen, J. (2016). Reliability, validity, and usability of data extraction programs for single-case research designs. *Behavior Modification*, 40, 874-900.
- Maggin, D. M.**, & Wehby, J. H. (2016). Intensive academic interventions for students with emotional and behavioral disorders: An experimental framework. *Journal of Emotional and Behavioral Disorders*, 24, 127-137.
- Maggin, D. M.**, Wehby, J. H., Farmer, T. W., & Brooks, D. S. (2016). Intensive interventions for students with emotional and behavioral disorders: Issues, theory, & future directions. *Journal of Emotional and Behavioral Disorders*, 24, 138-147.
- Talbott, E., Mayrowetz, D., **Maggin, D. M.**, & Tozer, S. E. (2016). A distributed model of special education leadership for individualized education program (IEP) teams. *Journal of Special Education Leadership*, 29, 12-27.
- Maggin, D. M. (2015). Considering Generality in the Systematic Review and Meta-Analysis of Single-Case Research: A Response to Hitchcock et al. *Journal of Behavioral Education*, 24, 470-482.
- Maggin, D. M.**, Zurheide, J. L., Pickett, K., & Baille, S. J. (2015). A systematic review of the Check In / Check Out intervention program. *Journal of Positive Behavior Interventions*, 17, 197 – 208.
- Maggin, D. M.**, & Johnson, A. H. (2015). A systematic investigation of core implementation components for a research-based anxiety prevention program. *Preventing School Failure*, 59, 73-82.

- Fallon, L. M., Collier-Meek, M., **Maggin, D. M.**, Sanetti, L. M., & Johnson, A. H. (2015). Performance feedback as an evidence-based practice. *Exceptional Children, 81*, 227-246.
- Moore, T. C., Wehby, J. H., Hollo, A., Robertson, R. E., & **Maggin, D. M.** (2014). Teacher report of student health and its influence on students' school performance. *Journal of Positive Behavior Interventions, 16*, 112-122.
- Johnson, L.D., Wehby, J. H., Symons, F. J., Moore, T. C., **Maggin, D. M.**, & Sutherland, K. S. (2014). An analysis of preference relative to teacher implementation intervention. *Journal of Special Education, 48*, 214-224.
- Maggin, D. M.**, & Odom, S. L. (2014). Evaluating single-case research data for systematic review: A commentary for the special issue. *Journal of School Psychology, 52*, 237-241.
- Maggin, D. M.**, & Johnson, A. H. (2014). A meta-analytic evaluation of the FRIENDS program for preventing anxiety in student populations. *Education and Treatment of Children, 37*, 277-306.
- Maggin, D. M.**, Briesch, A. M., Chafouleas, S. M., Ferguson, T. D., & Clark, C. (2014). A comparison of rubrics for identifying empirically supported practices with single-case research. *Journal of Behavioral Education, 23*, 287-311.
- **Kilgus, S. P., Methe, S. A., **Maggin, D. M.**, & Tomasula, J. L. (2014). Curriculum-based measurement of oral reading (R-CBM): A diagnostic test accuracy meta-analysis of evidence supporting use in universal screening. *Journal of School Psychology, 52*, 377-405.
- Collier-Meek, M. A., Fallon, L. M., Sanetti, L. M. H., & **Maggin, D. M.** (2013). Focus on implementation: Strategies for problem-solving teams to assess and promote treatment fidelity. *Teaching Exceptional Children, 45*, 52-59.
- Maggin, D. M.**, Chafouleas, S. M., Berggren, M., & Sugai, G. (2013). A systematic appraisal of peer review guidelines in special education journals. *Exceptionality, 21*, 87-102.
- Maggin, D. M.**, Briesch, A. M., & Chafouleas, S. M. (2013). An application of the What Works Clearinghouse standards for evaluating single-subject research: synthesis of the self-management literature-base. *Remedial and Special Education, 34*, 44-58.
- Maggin, D. M.**, & Chafouleas, S. M. (2013). An introduction to the special series on issues and advances for synthesizing single-subject research. *Remedial and Special Education, 34*, 3-8.
- Maggin, D. M.**, Fallon, L. M., Hagermoser Sanetti, L. M., & Ruberto, L. M. (2013). Training paraeducators to implement a positive classroom management protocol: Direct and collateral effects. *Behavioral Disorders, 38*, 18-37.

- ***Maggin, D. M.**, Johnson, A. H., Chafouleas, S. M., Ruberto, L. M., & Berggren, M. (2012). A systematic evidence review of school-based group contingency interventions for students with challenging behavior. *Journal of School Psychology, 50*, 625-654.
- Chafouleas, S. M., Sanetti, L.M.H., Kilgus, S. P., & **Maggin, D. M.** (2012). Evaluating sensitivity to behavioral change across consultation cases using Direct Behavior Rating Single-Item Scales (DBR-SIS). *Exceptional Children, 78*, 491-505.
- Wehby, J. H., **Maggin, D. M.**, Moore Partin, T. C., & Robertson, R. (2012). The Impact of working alliance, social validity, and teacher burnout on implementation fidelity of the Good Behavior Game. *School Mental Health, 4*, 22-33.
- Maggin, D. M.**, Chafouleas, S. M., Mosely, K. M., & Johnson, A. J. (2011). A systematic evaluation of token economies as a classroom management tool for students with challenging behavior. *Journal of School Psychology, 49*, 529-544.
- Maggin, D. M.**, Swaminathan, H., Rogers, J., O'Keeffe, B. V., Sugai, G., & Horner, R. H. (2011). A generalized least squares regression approach for computing effect sizes in single-case research: Application examples. *Journal of School Psychology, 49*, 301-320.
- Maggin, D. M.**, O'Keeffe, B. V., & Johnson, A. J. (2011). A quantitative synthesis of single-subject meta-analyses in special education, 1985 – 2009. *Exceptionality, 19*, 109-135.
- Maggin, D. M.**, Wehby, J. H., Moore Partin, T. C., Robertson, R., & Oliver, R. M. (2011). A comparison of instructional, curricular, and assessment differences of self-contained and general education placements for children with behavioral problems. *Behavioral Disorders, 36*, 191-211.
- Maggin, D. M.**, Robertson, R. Oliver, R. M., Hollo, A., & Moore Partin, T. C. (2010). Integrating research, policy, and practice to bring science to the classroom: New leaders' perspectives on the field of emotional and behavioral disorders. *Behavioral Disorders, 35*, 308-324.
- Moore Partin, T. C., Robertson, R., **Maggin, D. M.**, Oliver, R. M., & Wehby, J. H. (2010). Using teacher praise and opportunities to respond to promote appropriate student behavior. *Preventing School Behavior, 54*, 172-178.
- Maggin, D. M.**, Wehby, J. H., Moore Partin, T. C., Robertson, R., & Oliver, R. M. (2009). Supervising paraeducators in classrooms for children with emotional and behavioral disorders. *Beyond Behavior, 18*, 2 – 9.

* Runner up for article of the year in the *Journal of School Psychology*

** Awarded article of the year in the *Journal of School Psychology*

In Press

Under Review

Brown, C., **Maggin, D. M.** & Buren, M. (Under review). Systematic review of cultural adaptations for social, emotional, and behavioral interventions. *Education and Treatment of Children*.

In Preparation

Maggin, D. M., Talbott, E., Van Acker, E., & Kumm, S. (In preparation). Application of quality indicators to special education research reviews.

Book Chapters and Monographs

Maggin, D. M., & Mills, C. (2013). *Interconnecting school and mental health data to improve student outcomes*. National Center for Positive Behavioral Intervention Support monograph on the interconnected school and mental health framework. Eugene, OR: *University of Oregon Press*.

Riley-Tillman, C. T., & **Maggin, D. M.** (2016). *Single-case design for response to intervention*. In S. Jimerson, M. K. Burns, & A. VanDerHeyden (Eds.). *Handbook of Response to Intervention*. New York: Guildford Press.

Technical Reports and Published Protocols

Maggin, D. M., & Servilli, C. (2014). Evidence profile for psychosocial and parent skills training interventions for behavioral disorders evidence profile. *World Health Organization's Mental Health Gap Project*.

Maggin, D. M., & Servilli, C. (2014) Evidence profile for psychosocial and parent skills training interventions for emotional disorders evidence profile. *World Health Organization's Mental Health Gap Project*.

Reichow, B., Lemons, C. J., **Maggin, D. M.**, & Hill, D. R. (2014). Beginning reading interventions for children and adolescents with intellectual disability. *Cochrane Database of Systematic Reviews*. Available online at <http://onlinelibrary.wiley.com/doi/10.1002/14651858.CD011359/abstract>

Waitoller, F. R., Radinsky, J., Trzaska, A., & **Maggin, D. M.** (2014). *A longitudinal comparison of enrollment patterns of students receiving special education in urban neighborhood and charter schools*. Collaborative for Equity and Justice in Education, University of Illinois at Chicago. Available online at <http://ceje.uic.edu/report-on-cps-enrollment-patterns-of-special-education-students>.

Peer Reviewed Presentations

- Brown, C., & Maggin, D. M. (2018, March). *Educators perspectives on culturally adapting classroom behavior plans*. Poster presented at the Association for Positive Behaviors Supports Conference. San Diego, CA.
- Brown, C., & Maggin, D. M. (2018, March). *Review of culturally adapted pro-social school-based interventions for underrepresented students*. Poster presented at the Association for Positive Behaviors Supports Conference. San Diego, CA.
- Buren, M., & **Maggin, D. M.** (2018). Meta-synthesis on families from nondominant cultural backgrounds and their experiences with special education collaboration in schools. Paper presented at the Council for Exceptional Children Conference, Tampa, FL.
- Bruhn, A, Zaheer, I., McDaniel, S., **Maggin, D. M.**, & Bradshaw, C. (2018). Progress and priorities for research to improve outcomes for students with EBD. Paper presented at the Council for Exceptional Children Conference, Tampa, FL.
- Brown, C., **Maggin, D. M.**, & Lopez-Reyna, N. (2018). Educator's perspectives on culturally adapting classroom behavior plans. Paper presented at the Council for Exceptional Children Conference, Tampa, FL.
- Cook, B., **Maggin, D. M.**, Therrian, W., & Mooney, P. (2018). *Conducting high quality reviews for professional journals*. Paper presented at the Council for Exceptional Children Conference, Tampa, FL.
- [^]Kumm, S., Majeika, C., Gesel, S., **Maggin, D. M.**, & Talbott, E. (2018). *A meta-analytic review of targeted school-based mental health interventions for internalizing disorders*. Poster presented at the Council for Exceptional Children Conference, Tampa, FL.
- [^]Brown, C., **Maggin, D. M.**, & Buren, M. (2018). *A meta-analytic review of culturally adapted prosocial school-based interventions*. Poster presented at the Council for Exceptional Children Conference, Tampa, FL.
- [^]Braun, G., Kumm, S., Walte, S., Brown, C., Tejero Hughes, M., & **Maggin, D. M.** (2017, November). *Educators' Perceptions of MTSS in Urban Schools*. Paper presented at Teacher Education Division of the Council for Exceptional Children Conference. Savannah, GA.
- Maggin, D. M.**, Hughes, M. T., Kumm, S., & Scaletta, M. (2017, November). *Every teacher a leader: Enhancing special education leadership*. Illinois Alliance of Administrators of Special Education. Tinley Park, Il.
- [^]Emerling, C., & **Maggin, D. M.** (2017, November). *Making evidence-based assistive technology decisions*. Illinois Council for Exceptional Children. Naperville, Il.

- ^Brown, C., & Maggin, D. M. (2017, November). Review of culturally adapted, pro-social, school-based interventions. Poster presented at the Association for Positive Behavior Interventions Supports Annual Conference. San Diego, CA.
- Maggin, D. M.**, Cook, B., & Ryan J. *Publishing in CCBD journals*. (April, 2016). Paper presented at the Council for Exceptional Children Convention and Expo. Boston, MA.
- ^Maddolozzo, R., Perchess, M., & **Maggin, D. M.** (October, 2016). *A comparative analysis of the transition curriculum and the taxonomy of transition*. Paper presented at the Division on Career Development and Transition (DCDT) Conference. Myrtle Beach, SC,
- ^Athamanah, L. S., Walte, S., Cushing, L. S., **Maggin, D. M.**, & Posey, K. (October, 2016). *A meta-analysis of single-case research since IDEA 1990*. Poster presented at the Division on Career Development and Transition (DCDT) Conference. Myrtle Beach, SC,
- ^Buren, M., and **Maggin, D. M.** (October, 2016). *Forging partnerships with ALL families: A review of CLD families' perspectives and barriers to collaboration in schools*. Poster presented at the Division on Career Development and Transition (DCDT) Conference. Myrtle Beach, SC.
- Reichow, B., Barton, E. E., & **Maggin, D. M.** (2016, September). *Risk of bias assessment for RCTs, with special considerations for NRS, and development of SCD criteria*. Paper presented at the Campbell Collaboration's What Works Global Summit, London, UK.
- Maggin, D. M.** (2015, October). *Making evidence count: Using single-case research to improve practice*. Paper to be presented at the Teacher Educators for Children with Behaviors Disorders Conference, Tempe, AZ.
- Maggin, D. M.** (2015, October). *Developing intensive academic interventions for students with emotional and behavioral disorders*. Paper to be presented at the Teacher Educators for Children with Behaviors Disorders Conference, Tempe, AZ.
- Swain-Bradway, J., **Maggin, D. M.**, & Johnson, E. (2015, October). *Integrating restorative justice practices: Measuring fidelity*. Paper to be presented at the National Positive Behavior Leadership Forum, Rosemont, IL.
- Swain-Bradway, J., & **Maggin D. M.** (2015, October). *Integrating restorative practice within PBIS Systems*. Paper to be presented at the National Positive Behavior Leadership Forum, Rosemont, IL.
- Waitoller, F. R., **Maggin, D. M.**, & Radinsky, J. L. (2015, April). *Comparison of enrollment patterns of students receiving special education urban neighborhood and charter schools*. Paper presented at the American Educational Research Association, Chicago, IL.
- Chan, G., **Maggin, D. M.**, Teeple, R., & Wehby, J. H. (2015, April). *How can we make intensive intervention happen? Considerations for knowledge development,*

- implementation, and policy.* Paper presented at the Council for Exceptional Children, San Diego, CA.
- Riley-Tillman, C. T., & **Maggin, D. M.** (2014, February). *Single case design—focus on experimental control, visual Analysis, and appropriate Statistical Analysis.* Paper presented at the National Association School Psychologists Convention. Washington, DC.
- Fallon, L. M., Collier-Meek, M., Johnson, A. H., & **Maggin, D. M.** (2014, February) *Performance feedback as an evidence-based practice: A review of research.* Poster presented at the National Association School Psychologists Convention. Washington, DC.
- Maggin, D. M.**, & Perales, K. L. (2013, Chicago). *Integrating school mental health and positive behavior intervention supports: Using data.* Paper presented at the Positive Behavior Intervention Support equity in education conference. Chicago, IL.
- Maggin, D. M.**, & Reichow, B. (2013, May). *Issues and advances in the meta-analysis of single-case research: The case of three meta-analyses.* Paper presented at the Campbell Collaboration Colloquium, Chicago IL.
- Maggin, D. M.**, Kilgus, S. M., & Methe, S. (2013, May). *Diagnostic test accuracy meta-analysis of curriculum-based reading measures.* Paper presented at the Campbell Collaboration Colloquium, Chicago IL.
- Johnson, A. J., Berggren, M. L., Chafouleas, S. M., **Maggin, D. M.**, & Ruberto, L. (2013, May). *An evaluation of the evidence base for self-modeling interventions using What Works Clearinghouse standards.* Poster presented at the Students Affiliated in School Psychology Conference, Boston, MA.
- Maggin, D. M.** (2013, March). *Analysis and meta-analysis of single-case design: Discussant.* Paper presented at the Society for Research in Educational Effectiveness, Washington, DC.
- Berggren, M. L., Johnson, A. H., Ruberto L. M., Chafouleas, S. M., & **Maggin, D. M.** (2013, February). *Review of evidence for self-modeling interventions in school settings.* Paper presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Maggin, D. M.** (2012, November). *Strategies for preparing and supervising paraeducators.* Paper presented at the Illinois Council for Exceptional Children Conference, Lisle, IL.
- Reichow, B., **Maggin, D. M.**, & Barton, E. (2012, May). *Publication Bias in Single-Subject Research.* Poster presented at the Campbell Collaboration Colloquium, Copenhagen Denmark.

- Maggin, D. M.** (2012, April). *A meta-analytic evaluation of the FRIENDS program for reducing internalizing behavior problems*. Poster presented at the Council for Exceptional Children Convention and Expo, Denver, CO.
- Maggin, D. M.** (2012, April). *Training paraeducators to implement classroom management procedures*. Poster presented at the Council for Exceptional Children Convention and Expo, Denver, CO.
- Maggin, D. M., Johnson, A. H., Chafouleas, S. M., & Ruberto, L. M.** (2012, February). *A systematic, evidence-based review of token economy interventions*. Paper presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Maggin, D. M. & Johnson, A. H.** (2012, February). *Issues and advances in the meta-analysis of single-case research*. Paper presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Johnson, A. H., **Maggin, D. M.**, Ruberto, L. M., & Chafouleas, S. M. (2012, February). *A systematic, evidence-based review of group-contingency interventions*. Paper presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Maggin, D. M., Fallon, L. M., Hagermoser Sanetti, L., & Ruberto, L. M.** (2012, February). *Training paraeducators to manage student behavior: Direct and collateral effects*. Poster presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Maggin, D. M.** (2012, February). *The What Works Clearinghouse guidelines for evaluating single-subject research: Implications for research and practice*. Poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Maggin, D. M.** (2012, February). *Training paraeducators in classroom management procedures*. Poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Maggin, D. M.** (2011, December). *Working effectively with paraeducators*. Paper presented at the Council for Children with Behavior Disorders' Wisconsin subdivision Annual Conference. Green Bay, WI.
- Maggin, D. M.** (2011, December). *Evidence-based behavior management strategies: The repackaging of old techniques to improve fidelity*. Paper presented at the Council for Children with Behavior Disorders' Wisconsin subdivision Annual Conference. Green Bay, WI.
- Maggin, D. M.** (2011, September). *A training module for paraeducators: The use of single-subject*. Paper presented at the University of Illinois' College of Education Research Day. Chicago, IL.

- Maggin, D. M.**, Fallon, L. M., Hagermoser Sanetti, L., & Ruberto, L. M. (2011, May). *Training paraeducators to implement a positive classroom management protocol: Direct and collateral effects*. Poster presented at the Center for Behavioral Education Research Student Research Symposium. Storrs, CT.
- Sugai, G., & **Maggin, D. M.** (2011, April). *SWPBS: Reducing effectiveness of bullying behavior*. Paper presented at the 2011 Council for Exceptional Children Convention and Expo, National Park, MD.
- Maggin, D. M.**, Vannest, K. J., & Davis, J. L. (2011, April). *A generalized least squares method for computing effect sizes for single-case research designs*. Paper presented at the 2011 Council for Exceptional Children Convention and Expo, National Park, MD.
- Maggin, D. M.**, Wehby, J. H., & Johnson, A. H. (2011, February). *A randomized control trial investigating the role of teacher preference on implementation fidelity of the Good Behavior Game*. Poster presented at the 2011 National Association of School Psychologists Convention, San Francisco, CA.
- Maggin, D. M.**, Wehby, J. H., & Johnson, A. H. (2011, February). *The impact of working alliance, social validity, and teacher burnout on implementation fidelity*. Poster presented at the 2011 National Association of School Psychologists Convention, San Francisco, CA.
- Maggin, D. M.**, Briesch, A. M., & Chafouleas, S. M. (2010, June). *The use of multilevel modeling to estimate effect sizes in single-subject research*. Poster presented at the 2010 Institute of Education Sciences Research Conference, National Harbor, MD.
- O’Keeffe, B. V., **Maggin, D. M.**, Rogers, H. J., Swaminathan, H., Sugai, G., & Horner, R. H. (2010, June). *Generalized least squares regression to compute effect sizes in single-case research: Application examples*. Poster presented at the 2010 Institute of Education Sciences Research Conference, National Harbor, MD.
- Maggin, D. M.** & O’Keefe, B. (2010, April). *Training and supervising paraeducators in classrooms for children with moderate disabilities*. Poster presented at the 2010 Council for Exceptional Children Convention and Expos, Nashville, TN.
- Maggin, D. M.**, Wehby, J. H., Johnson, L., & Symons, F. J. (2010, March). *The impact of teacher preference on procedural fidelity of the good behavior game*. Poster presented at the 2010 Society for Research in Educational Effectiveness, Washington, DC.
- Maggin, D. M.**, Wehby, J. H., & Moore Partin, T. (2010, February). Factors impacting teacher implementation of the good behavior game. Poster presented at the 17th Annual Pacific Coast Research Conference, Coronado, CA.

- Maggin, D. M.** & Wehby, J. H. (2009, April). *A Sequential Analysis of Teacher Responsiveness to Students With and Without Disruptive Behavior Problems*. Poster presented at the 2009 Society for Research in Child Development Biennial Meeting, Denver, CO.
- Barber, B., **Maggin, D. M.**, & Wehby, J. H. (2009, April). *The Classroom Atmosphere Rating Scale Revised*. Paper presented at the American Educational Research Association Annual Meeting. San Diego, CA.
- Maggin, D. M.** & Wehby, J. H. *Paraeducators in classrooms for children with EBD: roles, responsibilities, and helpfulness*. (2009, April). Poster presented at the Council for Exceptional Children Convention and Expo, Seattle, WA.
- Moore Partin, T. C., Wehby, J. H., **Maggin, D. M.**, & Oliver, R. M. (2009, April). Developing supportive classrooms for students who exhibit problem behaviors: Influence of fidelity and dosage on treatment effects. Poster presented at 2009 Council for Exceptional Children Convention and Expo, Seattle, WA.
- Wehby, J. H., **Maggin, D. M.**, Partin, T. C., & Robertson, R. (2008, July). *Effects of small group tutoring with students identified as having emotional/behavioral disorders*. Paper presented at the Society for Scientific Study of Reading, Asheville, NC.
- Maggin, D. M.** & Wehby, J. H. (2008, June). *Student, teacher, and instructional differences between special and general education classrooms*. Poster presented at the 3rd annual Institute for Educational Sciences Conference, Washington, DC.
- Maggin, D. M.**, Oliver, R. M., Robertson, R., Partin, T. C., & Wehby, J. H. (2008, May). *Teacher preparation, knowledge, and execution of effective classroom management principles: implications for behavioral consultation*. Paper presented at Association for Behavior Analysis International Convention, Chicago, IL.
- Maggin, D. M.** & Wehby, J. H. (2008, April). *Paraprofessional roles in classrooms for students with EBD*. Poster presented at the Council for Exceptional Children Convention and Expo, Boston, MA.
- Robertson, R., **Maggin, D. M.**, & Partin, T. C., Wehby, J. (2008, April). *Effects of a teacher-focused school-based intervention on the classroom placement of students with EBD*. Paper presented at the Council for Exceptional Children Convention and Expo, Boston, MA.
- Maggin, D. M.**, Wehby, J., Partin, T. C., & Robertson, R. (2008, February). *Paraprofessionals in classrooms for students with EBD*. Paper presented at the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.
- Wehby, J., **Maggin, D. M.**, Partin, T. C., & Robertson, R. (2007, April). *Comprehensive program for preventing severe behavior problems in schools*. Paper presented at Council for Exceptional Children Convention and Expo. Louisville, KY.

Wehby, J., **Maggin, D. M.**, Partin, T. C., & Robertson, R. (2007, February). *Improving classrooms for students with emotional and behavioral disorders*. Paper presented at Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.

Funded External Grants

Project SEBA: Developing a Solution Focused Model for Emotional and Behavioral Assessment to Support Intervention

FY 2017 – 2022

Source: Institute for Education Sciences

Role: Co-Investigator (PI: Stephen Kilgus)

Duration: 5 years

Amount: \$1,432,678

Assistive Technology Leaders in Special Education (ATLiS)

FY 2016-2021

Source: Office of Special Education Programs

Role: Principal Investigator (Co P.I.: Marie Tejero Hughes)

Duration: 5 years

Amount: \$1,234,456

Special Education Leaders for Urban Centers of Tomorrow (SELECT)

FY 2016-2021

Source: Office of Special Education Programs

Role: Principal Investigator (Co P.I.: Marie Tejero Hughes)

Duration: 5 years

Amount: \$1,234,456

Preparing Leaders in Urban Special Education (PLUS)

FY 2015 – 2020

Source: Office of Special Education Programs

Role: Principal Investigator (Co P.I.: Marie Tejero Hughes)

Duration: 5 years

Amount: \$1,241,456

National Center for Leadership in Intensive Interventions (Subcontract)

FY 2015 – 2019

Source: Office of Special Education Programs

PI: Vanderbilt (Joseph Wehby & Chris Lemons)

Role: UIC Principal Investigator (Co P.I.: Marie Tejero Hughes)

Duration: 5 years

Subcontract Amount: \$849,000

Preparing Urban Leaders in Secondary Special Education: Project PULSSE

FY 2014 – 2017

Source: Office of Special Education Programs
 Role: Co-Principal Investigator (PI: Lisa Cushing & Michelle Parker-Katz)
 Duration: 5 years
 Amount: \$1,232,892

Service to the Profession

Editorial Activity

2015 – Present	School Psychology Review <i>Editorial Board Member</i>
2015 – Present	Teaching Exceptional Children <i>Editorial Board Member</i>
2014 – Present	Journal of Positive Behavioral Interventions <i>Editorial Board Member</i> <i>Associate Editor (2014 – Present)</i>
2014 – Present	Intervention in School and Clinic <i>Editorial Board Member</i>
2012 – Present	Behavioral Disorders <i>Editorial Board Member</i> <i>Associate Editor (2014 – Present)</i>
2011 – Present	Journal of School Psychology <i>Editorial Board Member</i>
2011 – Present	Remedial and Special Education <i>Editorial Board Member (2011 – Present)</i> <i>Associate Editor (2013 – Present)</i>
2008 – 2011	<i>Council for Exceptional Children Annual Convention</i> Abstract Peer Review
<i>Ad Hoc Reviewer</i>	Assessment for Effective Intervention; Behavioral Disorders; Autism Research and Practice; Developmental Neurorehabilitation; Educational Policy; Exceptional Children; Education and Treatment of Children; Journal of Autism and Developmental Disorders; Journal of Learning Disabilities; Journal of Emotional and Behavioral Disorders; Journal of Special Education

Technical Review

2012 - Present	National Center for Intensive Interventions <i>Technical Review Committee</i> <i>Evidence-Based Behavioral Interventions</i>
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- 2012 - Present **National Center for Intensive Interventions**
Technical Review Committee
Behavioral Progress Monitoring Tools
- 2012 **Institute for Education Sciences Grant Review Panel**
Reading, Writing, and Language Development
Ad hoc reviewer
- 2011 - 2013 **Council for Exceptional Children Division of Research**
Newsletter Editor

Memberships

- Council for Children with Behavioral Disorders (CCBD)
 Council for Exceptional Children (CEC)
 Council for Exceptional Children Research Division (CEC-DR)
 Council for Exceptional Children Teacher Education Division (CEC-TED)

Service to the UIC College of Education

Committees

- 2015 Department of Special Education
Committee on the Redesign of the Master's Program
- 2014 College of Education
Human Development Faculty Search Committee
- 2014 – Present Director of Graduate Studies (DGS), Ph.D. program (Alternate)
Managed the activities of DGS and
Ph.D. coordinator while DGS was on sabbatical.
- 2013 – Present Educational Programs and Policies Committee. University of Illinois at
 Chicago, College of Education

Other Grant Activity

- FY2016 Submission *Person Centered Transition Teams*
 Status: Approved (Not funded)
 Source: Coleman Foundation
 Role: Co-Principal Investigator (Co-PI: Lisa Cushing)
 Duration: 3 years
 Amount: \$630,000
- FY2016 Submission *Project SEBA: Developing a Solution Focused Model for Emotional and*
Behavioral Assessment to Support Intervention
 Status: Unfunded (Paneled; 3rd submission)

Source: Institute for Education Sciences
 Role: Co-Investigator (PI: Stephen Kilgus)
 Duration: 5 years
 Amount: \$1,432,678

FY2015 Submission *Person Centered Collaborative Transition Teams (PACT)*
 Status: Unfunded
 Source: Institute for Education Sciences
 Role: Principal Investigator (Co-PI: Lisa Cushing)
 Duration: 5 years
 Amount: \$1,486,836

FY2013 Submission *The Development of a Practice-Based Evidence Professional Development Model*
 Status: Unfunded (Paneled)
 Source: Institute for Education Sciences
 Role: Co-Principal Investigator (Co P.I.: Chris Riley-Tillman)
 Duration: 4 years
 Amount: \$1,480,789
 FTE: .30

FY2012 Submission *Statistical Analysis and Effect Size Estimation in Single-Subject Designs.*
 Source: Institute for Education Sciences
 Role: Consultant (P.I.: H. Swaminathan)
 Duration: 2-years
 Amount: \$834,673
 FTE: .75

Unfunded *Identifying Classroom Management Strategies with Empirical Evidence (Project ICEE).*
 Source: Institute for Education Sciences
 Role: Principal Investigator
 Amount: \$642,805
 Duration: 2-years
 FTE: .81

2006-2008 *The Development of a Decision Aid to Assist Teachers Identify and Implement Evidence-Based Classroom Management Strategies*
 Source: Wing Institute
 Role: Principle Investigator
 Duration: 2-Years
 Amount: \$5,000
 FTE: N/A (Student Initiated Grant)

Teaching Experience

2016 *ED 564: Special Education Professional Seminar*

- University of Illinois at Chicago
- 2015 *ED 504: Urban Context and Educational Research*. Doctoral level course. University of Illinois at Chicago
- 2014 – Present *SPED 448. Capacity Building in Special Education*. Master's seminar. University of Illinois at Chicago.
- 2011 – Present *SPED 472: Academic and Prosocial Interventions I*. Master's course. University of Illinois at Chicago.
- 2011 – Present *SPED 514: Principles of ABA and Experimental Analysis of Behavior*. Master's online course. University of Illinois at Chicago.
- 2011 – Present *SPED 517: Analysis of Behavior in Applied Contexts*. Master's online course. University of Illinois at Chicago.
- 2011 – Present *SPED 573: Understanding Research in Special Education*. Master's online course. University of Illinois at Chicago.

Webinar Presentations

Maggin, D. M. (Council for Exceptional Children) (2013, November). *Using systematic reviews and meta-analyses to inform practice*. Presented November, 22nd 2013.

Maggin, D. M. (National Center for Intensive Interventions) (2013, April). *Monitoring student progress for behavioral interventions*. <http://www.intensiveintervention.org/resources/webinars>. Presented April, 18th 2013.

Dissertation Committees

Kathy Barbasz, *Special Education*
 Christerallyn Brown (Chair), *Special Education*
 Debby Pietrowski (Co-Chair), *Special Education*
 Peggy Powers, *Special Education, August 2012*
 Erica LaForte, *Educational Psychology, February 2014*
 Robert Maddalozzo (Chair), *Special Education*
 Jaime Zurheide, *Special Education*