

Denise A. Soares, Ph.D.

Assistant Dean, Director of Graduate Studies
Interim Director of the National Center for School-University Partnerships
Professor of Special Education
Honors College Faculty
Department of Teacher Education | School of Education
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EDUCATION

Ph.D.	Texas A&M University	2011~ Dissertation: Effect Size and Moderators of Effects for Token Economy Interventions	Education Psychology Concentration: Special Education
M.Ed.	University of Houston	2003	Administration and Supervision
B.S.	Texas State University	1989	Elementary Education Concentration: Special Education

PROFESSIONAL EXPERIENCE

Academic Positions

2023 - present	Professor of Special Education & Honors College Faculty Department of Teacher Education, University of Mississippi, Oxford
2019	Tenure Awarded
2017 – 2023	Associate Professor of Special Education & Honors College Faculty Department of Teacher Education, University of Mississippi, Oxford
2013 – 2017	Assistant Professor of Special Education & Honors College Faculty Department of Teacher Education, University of Mississippi, Oxford
2011 – 2013	Adjunct Professor Texas A & M University, College Station, Texas
2012 – 2013	Supervisor, Student Teachers Texas A & M University, College Station, Texas

2009 – 2011 **Lecturer**, Texas A & M University, College Station, Texas. Taught undergraduate courses in Special Education.

Administrative Experience

2023 – Present **Assistant Dean, Director of Graduate Studies**
Interim Director, National Center for School-University Partnerships
School of Education, University of Mississippi, Oxford.

2021 – 2023 **Assistant Dean, Director of Graduate Studies**
School of Education, University of Mississippi, Oxford.

2020 – 2021 **Director of Graduate Studies**
School of Education, University of Mississippi, Oxford.

2015 – 2020 **Assistant Chair of Teacher Education**
Department of Teacher Education, University of Mississippi, Oxford.

2013 – 2021 **Special Education Undergraduate and Graduate Program Coordinator**
Department of Teacher Education, University of Mississippi, Oxford.

2011 – 2013 **Associate Research Scientist**, Project WORLD (Words of Oral Reading and Language Development), Institute of Education Sciences Goal 3 Efficacy Grant (\$2.8 million dollars). Texas A & M University, College Station, Texas.

2007 – 2011 **Program Coordinator: D2K: Data to Knowledge Grant**, a partnership between Texas A & M University and Texas Education Agency (\$750,000 annual research expenditures for a multi-year \$3.5 million dollars). Texas A & M University, College Station, Texas, Principal Investigator, Kimberly J. Vannest.

Public Education

2007 – 2007 **Assistant Principal**, Cypress Fairbanks ISD, Cypress Woods High School, Houston, Texas

2003 – 2007 **MAPSS Facilitator** (Mastering Academic/Behavior Problem Solving Skills), Adaptive Behavior Teacher, Special Education, Cypress Fairbanks ISD, Cypress Falls High School.

2001– 2003 **Adaptive Behavior Teacher**, Special Education, Mayde Creek Elementary School, Katy ISD – Houston, Texas.

2000 – 2001 **Director of Special Education**, Special Education Administration, Southwest Charter High School, Houston, Texas.

- 1996 – 2000 **Assistant Director of Education**, Special Education Administration,
Casa Pacifica Non-Public School, Camarillo, California.
- 1989 – 1991 **Teacher**, General and Special Education, Broward County School District,
Fort Lauderdale, Florida.

TEACHING

University of Mississippi

- EDSP 327 – Classroom and Behavior Management
- EDSP 403 – Instr. Strategies for Students with Severe Disabilities
- EDSP 407 – Survey of Special Education Students
- EDSP 410 – Instructional Strategies for Students with Mild Disabilities
- EDSP 653 – Practicum
- EDSP 676 – Education and Psychology of Students with Behavior Disorders
- EDSP 678 – Positive Behavior Support
- EDSP 680 – Applied Behavior Analysis for Classroom Teachers
- EDSP 701 – Directed Studies in College Teaching
- EDSP 702 – Directed Studies in Collaborative Research
- EDSP 727 – Internship in Special Education
- EDCI 603 – Measurement and Evaluation for the Classroom Teacher
- EDBA 603 – Single Case Experimental Design
- EDBA 605 - Applied Behavior Analysis Methods & Interventions

Texas A & M University

- SPED 617 – Adolescent Literacy for Students with Diverse Inst. Needs
- SEFB 442 – Teaching Students with Emotional Behavior Disorders
- EPFB 210 – Special Education and the Family
- SEFB 454 – Student Teaching Supervisor
- SEFB 414 – Methods and Issues in Low-Incidence Disabilities
- SEFB 310 – Instructional Strategies for Students with Disabilities
- SEFB 471 – Classroom Management and Behavioral Interventions

Program and Course Development

- 2023 **The Bridge Program** – Developed a program to assist students with Autism with the transition from high school to college and provide students with the social-emotional tools they need to be successful.
- 2019–2020 Program Development – Ph.D. in Education – Developed curriculum and author of graduate competency courses.
- Program Development – M.Ed. in Applied Behavior Analysis – Developed a 30-credit hour program that is an approved Verified Course Sequence.
- 2018-2019 New Course Development

- EDSP 601 Exceptional Students in the Secondary Classroom – Course developed for the Master of Arts in Teaching
- 2017-2018 Program Development – M.Ed. for Teacher Education with 6 specializations (Align with current standards)
- New Undergraduate Course Development
- METP 101, 102, 201, and 202 redeveloped to align with Mississippi Excellence in Teaching Program goals.
 - METP 301 & 302 – developed to align with Mississippi Excellence in Teaching Program goals.
- 2016–2017 Video Production – National Board Certification – Meeting the Needs of All Learners
- 2015-2016 Program Development – redesign of the BAE in Special Education (Align with current standards and reading state requirements)
- 2014-2015 Program Development – Emotional Disability Certificate Program (requested from the Mississippi Department of Education)
- 2013-2014 New Course Development
- EDSP 628 Transition Education Services for Individuals with Disabilities
 - EDSP 674 Seminar in Special Education
 - EDSP 676 Education and Psychology of Individuals with Behavior Problems
 - EDSP 678 Positive Behavior Support
 - EDSP 680 Applied Behavior Analysis and Management
 - EDSP 701 Competency in Higher Education Teaching
 - EDSP 702 Competency in Collaborative Research
 - EDSP 703 Competency in Collaborative Writing

PUBLICATIONS

ORCHID ID: <https://orcid.org/0000-0001-5362-1407>

*denotes a Student

Journal Articles

Soares, D.A., Harrison, J.R., Peltier, C.J. & *Press, K. (accepted). Academic and Behavioral Strategies with Evidence of Effectiveness in Inclusive Settings for Students with EBD: A Systematic Review and Meta-Analysis. *Behavior Disorders*.

- *Maxcy, L.E., Platt, S.A., & Soares, D.A. (2023 accepted) Modifying Student Behavior Through the Use of Technology-Based Self-Monitoring Interventions. (*ReThinking Behavior*)
- Harrison, J.R., Soares, D.A., & *Waldrop, M.C. (2023). Students with ADHD: Teacher wisdom and evidence-based strategies. *ATTENTION Magazine*.
- Soares, D.A., Harrison, J.R., Melloy, K., *Baran, A., & Mohlmann, M. (2022). Responding to the Complexities of Inclusion for Students with EBD: Recommendations for Educators. *NASSP Bulletin*, 106(2) 77-108. <https://doi.org/10.1177/01926365221097434>
- Harrison, J.R., Evans, S.W., Zatz, J., Mehat, P., Syed, M., Soares, D.A, Custer, B., Swistack, N. & Griffith, M. (2022). Comparison of Four Classroom-Based Strategies for Middle School Students with ADHD: A Pilot Randomized Controlled Trial. *Journal of Attention Disorder*. <https://doi.org/10.1177/10870547221081108>
- Pollard-Durodola, S.D., Gonzalez, J. E., Saenz, L., Soares, D., Davis, H.S., Resendez, N., & Zhu, L. (2021). The Social Validity of Content Enriched Shared Book Reading Vocabulary Instruction and Prechool DLL's Language Outcomes. *Early Education and Development*, 1-23. doi.org/10.1080/10409289.2021.1946761
- Harrison, J.R., Soares, D.A., *Rudzinski, S., & *Johnson, R. (2019). Attention Deficit Hyperactivity Disorders and Classroom-Based Interventions: Evidence-Based Status, Effectiveness and Moderators of Effects in Single Case Design Research. *Review of Educational Research*, 89(4), 569-611. doi.org/10.3102/0034654319857038.
- Harrison, J.R. & Soares, D.A. (2018). A Systematic Scoping Review of Inclusion in General Education Settings: Youth with Emotional and Behavioral Challenges. *International Journal on Inclusive Education*, doi: 10.1080/13603116.2018.1444107
- Soares, D.A., Monroe, A. & McClelland, S.S. (2017). Preparing a profession: Development and design of a merged program. *Creative Education*, 8(8), 1329-1338. Doi: 10.4236/ce.2017.88094.
- Gonzalez, J. E., Acosta, S., Davis, H., Pollard-Durodola, S., Soares, D., Saenz, L., Resendez, N. & Zhu, L. (2017). Latino Maternal Literacy Beliefs and Practices Mediating Socioeconomic Status and Maternal Education Effects in Predicting Child Receptive Vocabulary. *Early Education and Development*, 28(1) 78-95.
- Soares, D.A., Harrison, J.R., Vannest, K.J. & McClelland, S.S. (2016). Effect size for token economy use in contemporary classroom settings: A meta-analysis and moderator analysis of single case research. *School Psychology Review*, 45(4), 379-399.
- Davis, H. S., Gonzalez, J. E., Pollard-Durodola, S., Saenz, L. M., Soares, D. A., Resendez, N., Zhu, L., Hagan-Burke, S. (2016). Home literacy beliefs and practices among low-income Latino families. *Early Child Development and Care*, 186, 1152-1172. ISSN: 0300-4430
- Hagan-Burke, S., Soares, D. A., Gonzalez, J. E., Zhu, L., Davis, H. S., Kwok, O., Pollard-Durodola, S. D., Saenz, L. M., Resendez, N. M. (2016). Associations between problem behaviors and

vocabulary skills among Hispanic dual-language learners in pre-K. *Topics in Early Childhood Special Education*, 36, 91 – 102.

Gonzalez, J. E., Pollard-Durodola, S., Saenz, L., Soares, D.A., Resendez, N., & Zhu, L. (2016). Spanish and English early literacy profiles of preschool Latino English language learners. *Early Education and Development*, 27(4) 513-531.

Pollard-Durodola, S., Gonzalez, J.E., Saenz, L., Soares, D.A., Resendez, N., Kwok, Oiman, Davis H.S. & Zhu, L. (2015). The Effects of Content-Related Shared Book Reading on the Language Development of preschool dual language learners. *Early Childhood Research Quarterly* (3) 106-121. Advance Online Publication. Doi: 10.1016/j.ecresq.2015.12.004

Vannest, K.J., Parker, R.I., Davis, J.L., Soares, D.A. & Smith, S.L. (2012). The thiel-sen slope for high-stakes decisions from progress monitoring. *Behavioral Disorders* 37 (4), 271-280.

Vannest, K.J., Soares, D.A., Smith, S.L. & Williams, L.E. (2012). Progress monitoring in science. *Teaching Exceptional Children* 44(6) 67 -72.

Vannest, K.J., Hagan-Burke, S., Parker, R.I., & Soares, D.A. (2011). Special education teacher time use in four types of programs. *Journal of Educational Research*, 104 (4), 219 – 230, doi: 10.1080/00220671003709898

Vannest, K.J., Burke, M.D., Payne, T.E., Davis, C.R., & Soares, D.A. (2011). Electronic progress monitoring of IEP goals and objectives. *Teaching Exceptional Children*, 43(5) 40-51.

Vannest, K.J., Soares, D.A., Harrison, J.R., Brown, L. & Parker, R.I. (2010) Changing Teacher Time. *Preventing School Failure*, 54(2), 86 – 98. DOI: 10.1080/10459880903217739.

Vannest, K.J., Soares, D.A., & Harrison, J.R. (2009). Changing teacher time use through goal setting, performance feedback and self-monitoring. *Preventing School Failure*, 18 (3), 33-39.

Soares, D.A., & Vannest, K.J., & Harrison, J.R. (2009). Computer aided self-monitoring to increase academic production and reduce self-injurious behavior in a child with autism. *Behavioral Interventions*, 24, 171-183.

Manuscripts in Review

*Maxcy, L.E., Soares, D.A., & Harrison, J.R. (2023 under review). A single case design: Using technology based self-monitoring intervention for a student with EBD. (*Assessment for Effective Interventions*).

Harrison, J.R., Evans, S.W., Syed, M. Caine, M., Soares, D.A., Bussanich, G., Owens, J.S., and Bunford, N. (under review). Educational Accommodations for Students with Behavioral Challenges: An Updated Systematic Review. *Review of Educational Research*.

Manuscripts in Progress

- Soares, D.A., Harrison, J.R., & Prior, L. (In Progress). Physical Activity and Student with ADHD: A Meta & Moderator Analysis.
- Soares, D.A. & Crook, K. (in progress). Applied Behavior Analysis Teaching Strategies for the Classroom.
- Pollard-Durodola, S.D., Gonzalez, J. E., Saenz, L., Soares, D.A., & Davis, H. (In progress). English Word Acquisition Patterns for Spanish-speaking DLLs During Content-Rich Shared Book Reading Instruction. Manuscript in preparation and to be submitted to International Journal of Bilingual Education and Bilingualism.

Books

- Harrison, J.R., Soares, D.A., & Evans, S. (2023). Classroom-Based Interventions for Adolescents with ADHD: Bursting Backpacks and Absent Assignments. Taylor & Francis Publishing.
- Mott, M.S., Soares, D.A. & McClelland, S.S. (2018; 1st Edition). Informed Teaching: Using Data to Improve Educational Performance. San Diego, CA: University Readers, an imprint of Cognella, Inc.
- Mott, M.S., Soares, D.A. & McClelland, S.S. (2017; Preliminary Edition). Informed Teaching: Using Data to Improve Educational Performance. San Diego, CA: University Readers, an imprint of Cognella, Inc.
- Soares, D.A., Cegelka, W.J., & Payne, J.S. (2016). The token economy playbook: The ultimate guide to promoting superior performance and personal growth. San Diego, CA: University Readers, an imprint of Cognella, Inc. ISBN: 978-1-63487-653-7

Invited Book Chapters

- Soares, D. A., Deschaine, M. E., Roberson, W. B., Rock, D. Harrington, M., & Harvey, B. (2023). District-university partnerships for continuous improvement: How can UM help? In L.M. Gomez, M. Biag, D.G. Imig, S. Tozer, & R. Hitz (Eds) Improving America's schools together: How district-university partnerships and continuous improvement can transform education (pp. 174-92). Lanham, MD: Rowman & Littlefield.
- Soares, D.A., *Oliver, A, Harrison, J.R., & Vannest, K.J. (2022). Chapter 8 Project-Based Learning in Inclusive Settings: Students with and at-risk of Disabilities in S. Slough and M. Capraro (Eds.) STEM Project Based Learning – Engineering for a New Era. (3rd edition). Sage.
- Soares, D.A., Harrison, J.R., & *Puente, L.E. (2020). Chapter 3 Token Economies in Coolong-Chaffin, Hawkins, & Axelrod (Eds.) School-Based Behavioral Intervention Case Studies: Effective Problem Solving for School Psychologist. Routledge Press. ISBN-13: 978-0367260705

- Soares, D.A., George, K.C. & Vannest, K.J. (2017). Chapter 12 Screening and progress monitoring in secondary schools in J. Harrison, S. Evans, and B. Schultz (Eds.) *School Mental Health Services for Adolescents*. Oxford Press.
- Soares, D.A. & Vannest, K.J. (2012). Chapter 10 Project Based Learning: Teaching for Exceptional and Diverse Learners in S. Slough and M. Capraro (Eds.) *Handbook for Problem Based Learning: An Integrated Science, Technology, Engineering and mathematics (STEM) approach* (2nd edition). Sage.
- Soares, D.A. & Vannest, K.J. (2009). Chapter 10 Project Based Learning: Teaching for Exceptional and Diverse Learners in S. Slough and M. Capraro (Eds.) In R. M. Capraro & S. W. Slough (Eds.), *Project based learning: An integrated science technology engineering and mathematics (STEM) approach* (pp. 1-6). Rotterdam, The Netherlands: Sense.

Monographs, Manuals, and Proceedings

- Soares, D.A. (2016). Teacher Growth Rubric. Mississippi Educator & Administrator Professional Growth System.
- Soares, D.A. (2014) R2P: An Examination of Intervention Research with Secondary Students with EBD in Light of Common Core State Standards for Mathematics. *Behavior Today*. 29 (1).
- Soares, D.A. (2014). R2P: Research to Practice: An Examination of Intervention Research with Secondary Students with EBD, *Behavior Today*. 29 (2), 1.
- Soares, D.A. (2014). Token Economy. In C. R. Reynolds, K. J. Vannest, & E. Fletcher-Janzen (Eds.), *Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (4th edition). Hoboken, NJ: John Wiley and Sons* (January, 2014)
- Vannest, K. J., Parker, R. I., Adiguzel, T., Smith, S. L., & Soares, D. A. (2009). Teacher Time Use (TTU)[©]: A web-based system for measuring and changing teacher time use. (Version 1.0) [Web-based application]. College Station, TX: Texas A&M University. Retrieved August 31, 2009. Available from <http://ttu.tamu.edu/>
- Soares, D.A. & Vannest, K.J. (December, 2007). Cognitive Behavior Modification. In N. Salkind (Ed.) *Encyclopedia of Educational Psychology*. Thousand Oaks, CA: Sage Publications.

PEER-REVIEWED CONFERENCE PRESENTATIONS

*Denotes work with students.

- Roberson, B., Rock, D., & Soares, D.A. (Mar. 2024). Educational Transformation: Lessons from the National Center's Breakthrough Collaboratives. Carnegie Summit 2024. San Diego, CA.

- Soares, D.A. & Harrison, J.H. (Nov. 2023). Effects of Teaching Self-Monitoring to Students with Behavioral Disorders. Presentation accepted at Teaching Exceptional Children with Behavior Disorders Conference. Tempe, AZ.
- Soares, D.A. & Harrison, J.H. (Nov. 2023). Behavioral Strategies for Students with Behavioral Disorders. Presentation accepted at Teaching Exceptional Children with Behavior Disorders Conference. Tempe, AZ.
- Soares, D.A. & Harrison, J.H. (Nov. 2022). Computer Assisted Instruction for Adolescents with ADHD. Presentation accepted at Teaching Exceptional Children with Behavior Disorders Conference. Tempe, AZ.
- Harrison, J.H, Soares, D.A., & Peltier, C.J. (Jan. 2022). Access to the General Education Curriculum: Strategies to Support Students with EBD. Presentation at Council for Exceptional Children. Orlando, FL.
- Soares, D.A., Harrison, J.H., & Prior, L.F. (Nov. 2020). Moving and Grooving: Improving Outcomes for Students with Behavior Disorders through Physical Activity. Presentation at Teaching Exceptional Children with Behavior Disorders. Online.
- Soares, D.A. & Harrison, J.H. (Feb. 2020). ADHD: Classroom-Based Interventions for General and Special Education Settings. Presentation at Council for Exceptional Children. Seattle, WA.
- Soares, D.A. & Harrison, J.H. (Oct. 2019). ADHD: Classroom-Based Interventions for the Inclusion Setting. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.
- Harrison, J.H. & Soares, D.A. (Oct. 2018). Emotional and Behavioral Disorders: Academic and Behavioral Strategies with Evidence of Effectives in Inclusive Settings. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.
- *Maxcy, L.E. & Soares, D.A. (Oct. 2018). Self-Monitoring for Students with EBD in the General Education Setting. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.
- Soares, D.A. & Harrison, J.H. (Feb. 2018). Students with Emotional and Behavioral Disorders in General Education Settings. Presentation at Council for Exceptional Children. Tampa, Fl.
- *Maxcy, L.E. & Soares, D.A. (Oct. 2017). Perceptions of Regular Classroom Teachers Working with Students with Behavioral Challenges. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.
- *Platt, S.A., *Maxcy, L.E. & Soares, D.A. (Oct. 2017). Should We Give Them iPads?: A Review of the Emerging Literature on the Use of iPads with Students with Behavior Disorders. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.

- Soares, D.A., Monroe, A., & McClelland, S.S. (Jan. 2017). Preparing a profession: Development and design of a merged program. Presentation at Hawaii International Conference on Education. Honolulu, HI.
- Pollard-Durodola, S.D., Gonzalez, J. E., Saenz, L., Soares, D., Resendez, N., Davis, H., & Zhu, L. (November, 2016). *Preschool Teachers' Typical Vocabulary Instruction and DLLs' Language Outcomes*. Paper proposal accepted as part of the symposium *Approaches to Dual Language Instruction Implemented at the Classroom, Program and National Level* submitted by David Dickinson, for the Literacy Research Association, Nashville.
- Soares, D.A. & Harrison, J.H. (Oct. 2016). Access to the General Education Curriculum: Strategies to Support Students with EBD. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.
- Soares, D.A. & Harrison, J.H. (Apr. 2016). Inclusive Practices with Youth with Emotional/Behavioral Disorders: A Systematic Scoping Review. Presentation at Council for Exceptional Children Conference. St. Louis, MO.
- Soares, D.A. & Hagan-Burke, S. (Oct. 2015). Correspondence among Parent and Teacher Behavior Ratings in Dual Language Learner Preschoolers. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.
- Soares, D.A. & Harrison, J.H. (Oct. 2015). Emotional/Behavioral Disorders, Access to the General Education Curriculum and Inclusive Practices. Presentation at Teacher Educator for Children with Behavior Disorders Conference. Tempe, AZ.
- Simpson, J.F. & Soares, D.A. (Sept. 2015). Exploring the Use of Dynamic Lighting to Influence Student Behavior. Council for Children with Behavioral Disorders Conference. Atlanta, GA.
- Bowman-Perrott, L., Vannest, K.J., Gage, N., Soares, D.A., & Ninci, J. (Oct. 2014). Single-Case Research and Meta-Analysis: A How-to Panel. Panel Presentation at The 38th Annual TECBD Conference. Tempe, AZ.
- Soares, D.A. (2014, Oct.) Secondary Reinforcement Systems in School Settings: The evidence from Single Case Research. Presentation at The 38th Annual TECBD Conference. Tempe, AZ.
- Harrison, J.R., & Soares, D.A. (2014, Oct.). Interventions and accommodations. Presentation at The 38th Annual TECBD Conference. Tempe, AZ.
- Hagan-Burke, Soares, D.A., & Davis, H.S. (2014, Oct.). Associations between Problem Behaviors and Language Skills among Hispanic Dual-Language Learners in Pre-K. Presentation at The 38th Annual TECBD Conference. Tempe, AZ.
- Frame, L., Gonzalez, J.E., Zhu, L., Davis, H.S., Pollard-Durodola, S., Saenz, L., Soares, D., Resendez, N. (August, 2014) *Fidelity outcomes of Shared Book Reading Instruction*. Poster presented at American Psychological Association Annual Convention (APA), Washington, D.C.

- Gonzalez, J.E., Pollard-Durodola, S., Saenz, L., Soares, D., Davis, H.S., Zhu, L., Resendez, N. (July, 2014) *Latent class of Latino English language learner preschool children's Spanish and English emergent literacy skills*. Society for Scientific Study of Reading in Sante Fe, NM.
- Hagan-Burke, S., Soares, D., Davis, H.S., Gonzalez, J.E., Zhu, L., & Kwok, O., Durodola, S., Saenz, L. (2014, February). Relations Among Problem Behaviors and Early Literacy Skills in At-risk Pre-K children in Dual Language Classrooms. Poster Presentation at the Twenty-Second Annual Pacific Coast Research Conference. Coronado, CA.
- Pollard-Durodola, S., Gonzalez, J.E., Saenz, L., & Soares, D.A. (Dec., 2013). Analysis of pre-school teachers' scaffolding decisions while providing feedback during a content rich shared book reading interventions with ELL's, Presentation presented at the annual Literacy Research Association conference, Dallas, TX.
- Vannest, K.J. & Soares, D.A. (September, 2013). Academic Interventions for Students with Behavior Disorders. Presentation at the annual Council for Children with Behavior Disorders, Chicago, IL.
- Soares, D.A., Hagan-Burke, S., Gonzalez, J.E., Zhu, L., Davis, H., Pollard-Durodola, S.D., Saenz, L.M. & Resendez, N. (July, 2013). Examining relations between vocabulary outcomes and problem behaviors in young dual language learners. Poster presented at the annual National Association of School Psychologists, Hawaii.
- Davis, H., Gonzalez, J.E. Zhu, L., Soares, D.A., Pollard-Durodola, S.D., Saenz, L.M., & Lagauna, B. (July, 2013). Using Latent Class Analysis to Explore Variations in Latino Preschool Children Home Literacy Environments. Poster presented at the annual National Association of School Psychologists, Hawaii.
- Carvalho, C., McCormick, A. S., Gonzalez, J. E., Pollard-Durodola, S. D., Saenz, L., Soares, D. A., & Resendez, N. (July, 2013). Spanish as a precursor of English vocabulary growth in preschoolers. Presentation presented at the annual International School Psychology Association, Portugal.
- Pollard-Durodola, S. D., Gonzalez, J. E., Saenz, L. M., Kwok, O., Soares, D.A., Zhu, L., & Davis, H. (July, 2013). Measures of Classroom Quality, Language, Literacy, and Social Skills in Dual Language Learners in Preschool Settings. Presentation presented at the annual Society for the Scientific Study of Reading, Hong Kong.
- Carvalho, C., McCormick, A. S., Gonzalez, J. E., Pollard-Durodola, S. D., Saenz, L., Soares, D. A., & Resendez, N. (February, 2013). Spanish as facilitator of English vocabulary development in Hispanic preschoolers. Presentation presented at the annual National Association of School Psychologists, Seattle, WA.
- Drake, A., Gonzalez, J. E., Pollard-Durodola, S. D., Saenz, L., Soares, D. A., & Resendez, N. (February, 2013). Dual language learners' vocabulary development: Influences of the home literacy environment (HLE). Poster presented at the annual National Association of School Psychologists, Seattle.

- Pollard-Durodola, S. D., Gonzalez, J. E., Saenz, L., Taylor, A., Soares, D.A., & Carvalho, C. (November, 2012). The role of preschool teacher instructional support on the conceptual and vocabulary knowledge growth of English language learners. Paper presented as part of the symposium, Content-rich Vocabulary Instruction in Early Childhood, submitted by Susan Neumann to the Literacy Research Association conference, San Diego, CA.
- Pollard-Durodola, S., Gonzalez, J.E. Saenz, L., Taylor, A., Soares, D.A., & Carvalho, C. (November, 2012). The role of preschool teacher instructional support on the conceptual and vocabulary knowledge growth of English language learners. Presentation presented at the annual Literacy Research Association Conference, San Diego, CA.
- Soares, D.A., Resendez, N. Carvalho, C. Gonzalea, J.E., & Pollard-Durodola, S. (October, 2012). Words of oral reading and language development: A theory of change model. Poster presented at the annual International Conference on Learning Disabilities, Austin.
- Vannest, K.J., Soares, D.A., Davis, J.L., Goodwyn, F. Davis, H., & Hatton, H. (April, 2012) Evidence for Evidence-Based Practices and Strategies. Presentation presented at the annual Council for Exceptional Children, Division Showcase, Council for Behavioral Disorders, Denver.
- Vannest, K.J., Soares, D.A., Davis, J.L., Goodwyn, F. Davis, H., & Hatton, H. (September, 2011) What is the state of the evidence for evidence-based practices? Presentation presented at the annual Council of Behavioral Disorders, New Orleans, Louisiana.
- Soares, D.A. (2011). Token Economy Systems and their Effects in Educational Settings. American Psychological Association, Division V, Washington D.C.
- Soares, D.A. & Harrison, J.R. (2010). Self-Monitoring to Increase On-Task Behavior. Applied Behavior Analysis International Convention, San Antonio, TX.
- Soares, D.A., Vannest, K.J., & Smith, S. (2010). Improve your Time Use and Improve Student Learning and Behavior. Council for Exceptional Children, Nashville, TN.
- Vannest, K.J., Harrison, J.R., & Soares, D.A. (2009). Interventions for Behavior at Tier 2 & Tier 3. Texas Council for Exception Children, Dallas, TX.
- Smith, S., Soares, D.A., & Vannest, K.J. (2009). Teacher Time Use: Strategies to Monitor and Maximize Instructional Time. Texas Council for Exception Children, Irving, TX.
- Harrison, J.R. & Soares, D.A. (2009). The impact of disciplinary removals from the LRE on annual yearly progress. Council for Exception Children, Seattle, WA.
- Harrison, J.R. & Soares, D.A. (2008). Discipline referral analysis and impact on TAKS scores: Implications for pre-service instruction in classroom management. Teacher Education Division Council for Exception Children, Dallas, TX.

- Harrison, J.R. & Soares, D.A. (2008). Teaching pre-service teachers to interpret evidence for evidence-based practice: An illustration from the ADHD literature. Poster Session at Teacher Education Division Council for Exception Children, Dallas, TX.
- Vannest, K.J. & Soares, D.A. (2008). Teacher's Time Use: Does Paperwork, Discipline, or Consulting Interfere with your Instruction? Texas Council for Exceptional Children, Irving, Texas.
- Vannest, K.J., Burke, M., Soares, D.A. & Davis, C. (2008). Progress Monitoring Behavior Electronically for Classroom Rules, School Rules or BIP's. Texas Council for Exceptional Children, Irving, Texas.
- Vannest, K.J., Brown, L., Ramsey, L. & Soares, D.A. (2008). Teacher Time Use Across Settings. Council for Exceptional Children, Boston, Massachusetts.
- Burke, M. Vannest, K.J., & Soares, D.A. (2008). The use of e-DBRC (electronic Daily Behavior Report Cards) for tier two and tier three interventions within a school-wide model. Association for Positive Behavior Support, Chicago, Illinois.
- Soares, D.A. & Harrison, J.R. (2007). Presentation: Learner Characteristics and types of behaviors exhibited by students with EBD. CCBD International Conference, Irving, Texas.
- Soares, D.A., Rockstroh, L., & Wimberely, L. (2007). Presentation: Making Connections: Families of Student with Disabilities and School Involvement. Texas A & M University.

Invited Presentations

- Soares, D.A. (2024, January). School Counselors and Behavior Specialist: Behavior and Intervention Strategies for Students with Disabilities. Oxford School District.
- Soares, D.A. (2022, June). Disability Issues on the College Campus: Current challenges faced on college and university campuses with regard to disability and accommodation. Mississippi Education Law Conference, University of Mississippi.
- Soares, D.A. (2021, May). The Individualized Education Plan for Preschool Educators. Willie Price Preschool, University of Mississippi.
- Soares, D.A. (2020, September). Key Points in Special Education for School Administrators. Principal Corp, University of Mississippi.
- Soares, D.A. (2019, September). School Leadership for Students At-Risk or with Disabilities. Principal Corp, University of Mississippi.
- Soares, D.A. (2018, September). School Leadership for Students with Disabilities. Principal Corp, University of Mississippi.

- Soares, D.A. (2017, September). Behavior: School-wide Positive Behavior Supports and Individual Behavior Problems. Principal Corp, University of Mississippi.
- Soares, D.A. (2016, December). Response to intervention: A guide for educators [video file].
- Soares, D.A. Behavior: School-wide Positive Behavior Supports and Individual Behavior Problems. Principal Corp, University of Mississippi, September, 2016.
- Soares, D.A. Behavior: School-wide Positive Behavior Supports and Individual Behavior Problems. Principal Corp, University of Mississippi, October, 2014.
- Soares, D.A. Special Education: Former Student Panel Discussion. Texas A & M University, Graduate Special Education Class, October, 2014.
- Soares, D.A. RTI: Response to Intervention. University of Mississippi, Graduate Education Class, September, 2014.
- Soares, D.A. Teacher Time Use: Does Discipline, Paperwork or Consulting Interfere with Instruction? Texas A & M University, Graduate Special Education Class, November, 2010.
- Soares, D.A. Successful Strategies for Teaching in Special Education. Texas A & M University, Special Education Field Based Class, November, 2007.

Workshops

- Soares, D.A. (2022). Positive Behavior Interventions and Supports. Pontotoc Elementary School, Pontotoc, Mississippi, August 2, 2022.
- Soares, D.A. and Puente, L.E. (2020). Restorative Practices: Foundations, Trauma, Social Emotional Skills and Classroom Interventions. Texas Behavior Institute, Education Service Center, Beaumont, Texas, June 10-11.
- Soares, D.A. (2018). Positive Behavior Supports and Token Economy. Education Service Center, Huntsville, Texas, July 11-12.
- Soares, D.A. (2017). Positive Behavior Supports and Token Economy. Education Service Center, Huntsville, Texas, July 27-28.
- Soares, D.A. (2010). Visual Representations of Data. Texas A & M University, College Station Texas, April 29, 2010.

Local School Districts

- Soares, D.A. (Sept. 2016). Project CAPSS: Conquering Academic/Behavior Problem Solving Skills. Lafayette County School District, Oxford, MS.
- Soares, D.A. (Oct. 2014). Behavior 101: How to be a Proactive in Discipline. Lafayette County School District, Oxford, MS.

- Soares, D.A. (2006, 2005, 2004). Data-based Decisions: Increasing Teacher Decision Making about programming for EBD students. Cypress Fairbanks Independent School District, Houston, Texas.
- Soares, D.A. (2005). Classroom Strategies for success in special education. Cypress Fairbanks Independent School District, Houston, Texas.
- Soares, D.A. (2005). Collaboration between School and Home: Making a Token Economy System for reporting Behaviors. Cypress Fairbanks Independent School District, Houston, Texas.
- Soares, D.A. (2003). Texas Behavior Support Initiative Trainer for Katy Independent School District.
- Soares, D.A. (1997). Behavioral Intervention Case Manager Trainer – In compliance with CA code for Hughes Bills. Casa Pacifica Non-Public School, Camarillo, California.
- Soares, D.A. (1997). Professional Assault Response Training – De-escalation techniques with physically aggressive children. Casa Pacifica Non-Public School, Camarillo, California.

GRANTS AND CONTRACTS

Current Projects – Funded

- March, 2024. Organization for Autism Research – The Bridge Program: Social Support Program for College Students with Autism.
Submitted LOI for \$47,500.
Role: Principal Investigator and Co-Author
- March, 2024. Hearin Foundation – Student Scholarships. The University of Mississippi, School of Education, Special Education Applied Behavior Analysis Program.
Funded: \$150,000.
Role: Principal Investigator and Co-Author
- November, 2023. Parker Lifeshare Foundation. Special Education Program: Applied Behavior Analysis.
Funded: \$12,000.
Role: Principal Investigator and Co-Author
- July, 2023. Office of National Drug Control Policy – Executive Office of the President. William Magee Institute for Student Wellbeing Subaward: Student Connectedness.
Funded: \$997,853.00
Role: Principal Investigator and Co-Author
- November, 2021. Parker Lifeshare Foundation. Special Education Program: Applied Behavior Analysis.
Funded: \$442,000.

Role: Co-Author

September, 2018. Parker Lifeshare Foundation. Development of an Applied Behavior Analysis Program.
Funded \$470,000.
Role: Co-Author

January, 2015. Collaboration for Effective Educator Development, Accountability, and Reform in Mississippi. Awarded by the University of Florida's CEEDAR Center.
Funded \$400,000.

Role: Co-author in collaboration with Mississippi Department of Education, William Carey University, Mississippi State University, and University of Mississippi.

Completed Projects

2024 Achieving Equity Grant – The Bridge Program: Social Support Program for College Students with Autism. Submitted LOI for \$9,000. Unfunded.
Role: Principal Investigator and Co-Author

2017 Open Educational Resources Awarded by the University of Mississippi.
Funded \$4,000.00.
Role: Author and Co-Collaborator with Dr. Diane Lowry and Dr. Sara Platt.

2014 Behavioral correlates of teacher-child relationships: A critical ingredient to pre-school success. Internal research grant awarded by the University of Mississippi School of Education.
Funded \$4,000.
Role: Author and Principal Investigator

2012 Project WORLD Database Design and Consulting. Research grant awarded by Texas A&M University's Center on Disability and Development.
Funded: \$3,875.
Role: Author and Coordinator.

2005 – 2008. *D2K: Data to Knowledge. Academic and Behavior Progress Monitoring.* Collaborator – 50% FTE. Texas Education Agency and Texas A & M University. Kimberly J. Vannest, Principal Investigator.
Funded: \$1.2 million.
Role: Project Coordinator

2002 – 2003. *Bilingual Parent Center: Meeting the Needs of Hispanic and Bilingual Parents.* Investment Capital Fund Grant. Kathy Attaway, Principal Investigator. Grant Funding \$50,000.
Role: Co-Author and Co-Principal Investigator

2002 - 2003. *Technology for the Classroom.* Independent School District Capital Fund Grant. Grant Funding \$2,000.
Role: Author and Principal Investigator

SERVICE

Memberships:

2003 – present	Association of Professional Educators
2007 – present	Council for Exceptional Children
2007 – present	Division for Emotional and Behavioral Health
2008 – present	Teacher Educators for Children with Behavior Disorders
2014 – present	American Association of Colleges for Teacher Education
2014 – present	The Carnegie Project on the Education Doctorate
2016 – present	American Association of University Professors

National:

2012 – 2013	Guest Reviewer, <i>Early Childhood Research Quarterly</i>
2012 – present	Reviewer, <i>Corvin, a Sage Company</i>
2017 – present	Reviewer, <i>Journal of Behavior Education</i>
2019 – present	CAEP Accreditation Annual Report Reviewer
2020	Book Reviewer, <i>Plural Publishing</i>
2021 – present	Editorial Board, <i>Journal of Contemporary Research in Education</i>
2021 – present	Reviewer, <i>International Journal of Inclusion</i>

State:

2014 – 2016	Special Education Task Force, <i>Mississippi Department of Education</i>
2014 – 2021	Special Education Advisory Panel, <i>Mississippi Department of Education</i>

University:

2023	Chancellors Commission on the Status of Women
2019	SOE ADA Representative
2019 – present	Graduate Council
2017	Teacher Education Committee, Chair, Faculty Search (SPED)
2017 – present	The Improvement Leadership Education and Development (iLEAD) network collaboration with Oxford School District
2016 – present	Mississippi Excellence in Teaching Program, Advisory Panel, University of Mississippi
2016	Leadership and Counselor Ed Committee, Faculty Search (EDRS)
2016	Teacher Education Committee, Faculty Search (Admin Sec)
2015	Teacher Education Committee, Faculty Search (SPED)
2014 – present	Faculty & Training Development Committee, University of Mississippi

2014 – present	Chancellor’s Standing Committee on Accessibility, University of Mississippi
2014 – present	Undergraduate Program Revision, University of Mississippi
2014	Research Revision Committee, University of Mississippi
2013 – present	Scholarship Review Committee, University of Mississippi
2013 – present	Curriculum and Policy Committee, University of Mississippi
2013 – present	Teacher Education Committee, University of Mississippi
2013 – present	Graduate Program Committee, University of Mississippi
2013	Pre-Tenure Review Committee, University of Mississippi
2013	Department Chair Search Committee, University of Mississippi
2010	Search Committee, student representative, Texas A & M

Community Outreach:

2022	Soares, D.A. (2022). Positive Behavior Interventions and Supports. Pontotoc Elementary School, Pontotoc, Mississippi, August 2, 2022.
2016 – 2018	Project CAPSS (Conquering Academic/Behavioral Problem-Solving Skills). Designed, implemented and trained all teachers and administrators on Project CAPSS for Lafayette Upper Elementary School. Project CAPSS is a intervention classroom to assist children in crises so they can remain in their Inclusion Classrooms.
2014 – 2018	Lafayette County School District, Professional Development for administrators and teachers on At-Risk Behavior
2012	Navasota Junior High, presented professional development to teachers and administrators and consulted on Positive Behavior Supports

PROFESSIONAL DEVELOPMENT AND TRAININGS

2024	National Center for School-University Partnerships (NCSUP) Convening (January, June)
2023	National Center for School-University Partnerships (NCSUP) Launch (September)
2022	Improvement Leadership and Education (iLEAD) Town Hall (January, June, November) Carnegie Foundation for the Advancement of Teaching Zoom The University of Mississippi and Oxford School District
2021	Improvement Leadership and Education (iLEAD) Convening and Writing Retreats (March, June, August, and October)

Carnegie Foundation for the Advancement of Teaching
Zoom
The University of Mississippi and Oxford School District

- 2020 **Improvement Leadership and Education (iLEAD) Convening** (February)
Carnegie Foundation for the Advancement of Teaching
New York, NY
The University of Mississippi and Oxford School District
- 2019 **Improvement Leadership and Education (iLEAD) Convening** (February)
Carnegie Foundation for the Advancement of Teaching
San Diego, CA
The University of Mississippi and Oxford School District
- 2018 **Improvement Leadership and Education (iLEAD) Convening** (January)
Carnegie Foundation for the Advancement of Teaching
San Diego, CA
The University of Mississippi and Oxford School District
- 2018 **Improvement Leadership and Education (iLEAD) Convening** (January)
Carnegie Foundation for the Advancement of Teaching
Chicago, IL
The University of Mississippi and Oxford School District
- 2017 **Improvement Leadership and Education (iLEAD) Convening** (October)
Carnegie Foundation for the Advancement of Teaching
San Francisco, CA
The University of Mississippi and Oxford School District
- 2016 **The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Convening** (June)
Reston, VA
The University of Mississippi and Mississippi Department of Education
- 2015 **The Carnegie Project on the Education Doctorate Convening** (October)
Boca Raton, FL
- 2015 **Child Advocacy Studies Training (CAST)** (October)
Gunderson Training Center
Jackson, MS
- 2015 **e-Learning Teaching Certificate**
University of Mississippi

AWARDS AND HONORS

- 2023 ***SEC Academic Leadership Fellow***
SEC Academic Consortium Academic Leadership Development Program

Southeastern Conference

- 2018 ***Outstanding Service Award of the Year***
University of Mississippi
School of Education
- 2017 ***The Honor Society of Phi Kappa Phi***
University of Mississippi Chapter
- 2016 ***Outstanding Scholar Award of the Year***
University of Mississippi
School of Education
- 2013 Greek Affairs Faculty Appreciation Dinner
University of Mississippi
- 2010 T-Camp Namesake
Texas A & M University
Associated Student Body
- 2010 Student Fellowship
Texas A & M University
Education Research Center