

Jessica R. Toste, PhD

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Education

Doctor of Philosophy, McGill University, Montreal QC 2011
Educational Psychology | Major: Applied Human Development

Master of Arts, McGill University, Montreal QC 2007
Educational Psychology | Major: Special Populations of Learners

Bachelor of Education, McGill University, Montreal QC 2005
Kindergarten and Elementary Education

Professional Experience

Associate Professor, The University of Texas at Austin 2020 - present
Department of Special Education

Assistant Professor, The University of Texas at Austin 2013 - 2020
Department of Special Education

Fellow, Reading Institute of The Meadows Center for Preventing Educational Risk 2013 - present
College of Education, The University of Texas at Austin

Postdoctoral Research Fellow, Vanderbilt University 2011 - 2013
Department of Special Education, Peabody College

Research Affiliate, Vanderbilt University 2011 - 2013
Vanderbilt Kennedy Center for Research on Human Development

Adjunct Professor, McGill University 2011 - 2015
Department of Educational & Counselling Psychology

Fulbright Scholar & Visiting Researcher, Florida State University 2008 - 2009
Florida Center for Reading Research

Research Lab Director, McGill University 2004 - 2011
Department of Educational & Counselling Psychology

Research Funding

Title: *The Self-Determined Learning Model of Instruction for Reading (SDLMI-R): Improving Outcomes of Upper Elementary Students with or At-Risk for Reading Disability*

Agency: U.S. Department of Education, Institute of Education Sciences
National Center for Special Education Research (R324A210204)

Role: Principal Investigator (PI); 29% FTE Years 1-2 and 21% FTE Years 3-4

Duration: 2021-2025

Total award: \$1,961,246

Title: *Collaborative Teacher Expertise in Evidence-Based Decision Making for Reading Intervention: Development of the EXPERT Training Program*
Agency: U.S. Department of Education, Institute of Education Sciences
National Center for Special Education Research (R324A190126)
Role: Principal Investigator (PI); 29% FTE Years 1-3 and 17% FTE Year 4
Duration: 2019-2023
Total award: \$1,400,000

Title: *Cohesive Integration of Behavior Support Within a Process of Data-Based Intervention Intensification*
Agency: U.S. Department of Education, Institute of Education Sciences; Research Networks Focused on Critical Problems of Policy and Practice in Special Education (R324N180018)
Role: Co-Investigator (Co-I); 8% FTE Years 1-2
PI: Nathan Clemens, The University of Texas at Austin
Duration: 2018-2023
Total award: \$4,000,000

Submitted

Title: *Applying Decision Science to Data-Based Instruction: An Integrative Blueprint for Improving Performance of Students with Reading Disabilities*
Agency: U.S. Department of Education, Institute of Education Sciences
National Center for Education Research (RFA 84.305T21)
Role: Principal Investigator (PI); 42% FTE Year 1 and 29% FTE Years 2-3
Duration: 2021-2024
Total award: \$3,000,000

Title: *Leaders in Advancing Data Decisions for Educational Responsiveness (LADDER): Enhancing Expertise in Data-Based Decision-Making for Academic Intervention*
Agency: U.S. Department of Education, Office of Special Education Programs
Preparation of Leadership Personnel (CFDA 84.325D)
Role: Project Director (PD); 15.83% FTE
Duration: 2021-2026
Total award: \$3,000,016

Completed

Title: *Enhancing Teacher-Student Relationships for Students with Learning Difficulties/Behavioural Disorders*
Agency: Ministère de l'Éducation, du Loisir et du Sport du Québec (MELS)
Program to Support Research and Development in Special Education
Role: Co-Principal Investigator (Co-PI)
PI: Elana Bloom, Lester B. Pearson School Board and McGill University
Duration: 2009-2011
Total award: \$51,381

Internal Funding Sources

2021 The University of Texas at Austin, Office of the Vice President for Research, Associate Professor Experimental Flash Funding. Investigators: Toste, J. R., Jabbar, H., & Pounders, K.
GoKAR! Educational Program: Teaching anti-racism to preschoolers at home (\$100,000)

2020 The University of Texas at Austin, Office of the Vice President for Research, Research and Creative Grant. *Understanding pathways to resilience and self-determination for secondary students with disabilities amidst the COVID-19 pandemic* (\$10,000)

2019 The University of Texas at Austin, Academic Enrichment Fund. *Invited lecture of use of CBM data for education decision making by Dr. Christine Espin, Leiden University* (\$2,000)

2019	The University of Texas at Austin, Summer Research Assignment. <i>Teachers' data-based decision making processes: Intensifying interventions for students with and at-risk for RD</i> (\$17,776)
2018-2020	The University of Texas at Austin, Provost's Teaching Fellow. <i>STAMP of success in doctoral education: Student training, advising, and mentorship practices</i> (\$7,500)
2015-2016	The University of Texas at Austin, Dean's Fellowship (two course releases and \$3,000)
2015-2016	The University of Texas at Austin College of Education, Small Research Grant. <i>Improving self-efficacy and engagement of academically at-risk fifth graders</i> (\$8,000)
2015	The University of Texas at Austin, Big XII Faculty Fellowship (\$1,300)
2013-2014	The University of Texas at Austin, Office of the Vice President for Research, Research Grant. <i>Multisyllabic word reading intervention in the upper-elementary grades: Can motivation training improve the performance of struggling readers?</i> (\$6,000)
2014	The University of Texas at Austin, Summer Research Assignment. <i>Designing novel interventions to support upper-elementary students' multisyllabic word reading</i> (\$16,666)
2014	The University of Texas at Austin, Big XII Faculty Fellowship (\$1,100)

Awards and Distinctions

<i>Academy of Distinguished Teachers</i> (nominated) The University of Texas at Austin	February 2020
<i>Outstanding Graduate Student Teaching Award</i> (nominated) The University of Texas at Austin	Spring 2019
<i>Alcalde Magazine, The University of Texas at Austin</i> Texas 10, Nominated by alumni as "inspiring professors"	Spring 2017
<i>G. M. Dunlop Distinguished Contribution Award, Doctoral Dissertation</i> Canadian Association of Educational Psychology	Spring 2012
<i>Pat Clifford Award for Early Career Research in Education</i> Canadian Education Association	Spring 2011
<i>EGSS Doctoral Award for Research and Professional Excellence</i> Education Graduate Students' Society, McGill University	Spring 2011
<i>Governor General's Gold Medal</i> McGill University, Recognition of most outstanding graduate receiving PhD degree	Spring 2011
<i>McGill Alumni Association Graduate Award, Convocation Prize</i> McGill University	Spring 2011
<i>Fellowship in Teaching and Learning</i> Faculty of Education, McGill University (\$6,000; Held)	2010 - 2011
<i>Delta Upsilon Scholarship</i> Faculty of Graduate and Postdoctoral Studies, McGill University (\$5,000; Held)	2010 - 2011

<i>Herschel and Christine Victor Fellowship in Education</i> Faculty of Education, McGill University (\$10,000; Held)	2008 - 2009
<i>Governor General's Gold Medal</i> McGill University, Top graduate in social sciences and humanities	Spring 2008
<i>McGill Alumni Association Graduate Award, Convocation Prize</i> McGill University	Spring 2008
<i>G. M. Dunlop Award for Outstanding Master's Thesis</i> Canadian Association of Educational Psychology	Spring 2008
<i>Max Stern Recruitment Fellowship</i> Faculty of Graduate Studies and Research, McGill University (\$7,000; Held)	September 2007
<i>Doreen Kronick Scholarship</i> Learning Disabilities Association of Canada	October 2006
<i>Stansfield Award for School-Based Classroom Research</i> Faculty of Education, McGill University	May 2006
<i>Fédération étudiante universitaire du Québec (Finalist)</i> Salon national de la recherche universitaire, Concours de vulgarisation scientifique	March 2006
<i>Chantal Malard Memorial Prize</i> Department of Integrated Studies in Education, McGill University	May 2005

Research Fellowships

<i>Social Sciences and Humanities Research Council</i> Postdoctoral Research Fellowship (\$38,000/year; Held)	2011 - 2013
<i>Fonds Québécois de la Recherche sur la Société et la Culture</i> Bourses de recherche postdoctorale (\$32,000/year; Awarded)	2011 - 2013
<i>Canada-U.S. Fulbright Fellowship</i> Student Research Award (US \$15,000; Held)	2008 - 2009
<i>Social Sciences and Humanities Research Council</i> CGS Doctoral Research Fellowship (\$35,000/year; Held)	2007 - 2010
<i>Fonds Québécois de la Recherche sur la Société et la Culture</i> Bourses de doctorat en recherche (\$20,000/year; Awarded)	2007 - 2010
<i>Fonds Québécois de la Recherche sur la Société et la Culture</i> Bourses de maîtrise en recherche (\$15,000; Held)	2006 - 2007
<i>Social Sciences and Humanities Research Council</i> Canada Graduate Scholarship—Master's (\$17,500; Held)	2005 - 2006
<i>Fonds Recherche Santé Québec</i> Undergraduate Summer Research Award (\$6,000; Held)	2004

Publications

Note: Student authorship noted with an asterisk (*) for publications since 2014. Total of 63 peer-reviewed journal articles, 13 book chapters, and 4 non-refereed journal publications.

Peer-Reviewed Journal Articles

- Clemens, N., Hsiao, Y.-Y., Lee, K., *Martinez-Lincoln, A., *Moore, C., **Toste, J. R.**, & Simmons, L. (2021). The differential importance of component skills on reading comprehension test performance among struggling adolescent. *Journal of Learning Disabilities*, 54(3), 155-169.
- *Didion, L. A., & **Toste, J. R.** (2021; forthcoming). Data Mountain: Self-monitoring, goal setting, and positive attributions to enhance the oral reading fluency of elementary students with or at-risk for reading disabilities. *Journal of Learning Disabilities*.
- *Didion, L., & **Toste, J. R.** (2021). Climb Data Mountain: How components of self-determination can support oral reading fluency practice. *TEACHING Exceptional Children*. Advance online publication: doi.org/10.1177/00400599211027282
- *Didion, L. A., **Toste, J. R.**, *Benz, S., & Shogren, K. A. (2021). How are self-determination components taught to improve reading outcomes for elementary students with or at-risk for learning disabilities? *Learning Disability Quarterly*. Advance online publication: doi.org/10.1177/0731948721989328
- *Filderman, M. J., & **Toste, J. R.** (2021; forthcoming). effects of varying levels of data use to intensify a multisyllabic word reading intervention for upper elementary students with or at-risk for reading disability. *Journal of Learning Disabilities*.
- Fuchs, D., Cho, E., **Toste, J. R.**, Fuchs, L. S., Gilbert, J., McMaster, K. L., Svenson, E., & Thompson, A. (2021). A quasi-experimental evaluation of two versions of first-grade PALS: One with and one without repeated reading. *Exceptional Children*, 87(2), 141-162.
- Toste, J. R.**, Raley, S. K., Toews, S. G., Shogren, K. A., & *Coelho, G. (2021). “Eye opening and chaotic”: Resilience and self-determination of secondary students with disabilities amidst the COVID-19 pandemic. *Journal of Education for Students Placed At Risk*, 26(2), 157-183.
- *Didion, L. A., **Toste, J. R.**, & *Benz, S. A. (2020). Self-determination to increase oral reading fluency performance: Pilot and replication single-case design studies. *Learning Disabilities Research & Practice*, 35(4), 218-231.
- *Didion, L. A., **Toste, J. R.**, & *Filderman, M. J. (2020). Teacher professional development and reading achievement of K-12 students: A meta-analytic review of the effects. *Journal of Research on Educational Effectiveness*, 13(1), 29-66.
- *Didion, L. A., **Toste, J. R.**, & Wehby, J. H. (2020). Response cards to increase engagement and active participation for middle school students with emotional/behavioral disorders. *Remedial and Special Education* 41(2), 111-123.
- *Filderman, M. J., **Toste, J. R.**, & Cooc, N. (2020). Does training predict second grade teachers’ use of student data for decision making in reading and math? *Assessment for Effective Intervention*. Advance online publication: doi.org/10.1177/1534508420902523
- Toste, J. R.**, *Didion, L., Peng, P., *Filderman, M. J., & *McClelland, A. M. (2020). A meta-analytic review of the relations between motivation and reading achievement for K-12 students. *Review of Educational Research*, 90(3), 420-456.
- Afia, K., Dion, E., Dupéré, V., Archambault, I., & **Toste, J. R.** (2019). Parenting practices during middle adolescence and high school dropout. *Journal of Adolescence*, 76, 55-64.
- Cho, E., **Toste, J. R.**, *Lee, M., *Ju, U. (2019). Motivational predictors of struggling readers’ reading comprehension: The effects of mindset, achievement goals, and engagement. *Reading and Writing*, 32(5), 1219-1242.
- *Filderman, M. J., *Austin, C. R., & **Toste, J. R.** (2019). Making sense of data-based decision making for struggling readers in the secondary grades. *Intervention in School and Clinic*, 55(1), 3-12.
- Knowles, C. L., Murray, C., Gau, J., & **Toste, J. R.** (2019). Teacher-student working alliance among students with emotional and behavioral disorders. *Journal of Psychoeducational Assessment*. Advance online publication. doi: 10.1177/0734282919874268
- Lemons, C. J., & **Toste, J. R.** (2019). Professional development and coaching: Addressing the “last mile” problem in educational research. *Assessment for Effective Intervention*, 44(4), 300-304.

- Toste, J. R., *Capin, P., *Williams, K. J., Cho, E., & Vaughn, S.** (2019). Replication of an experimental study investigating the efficacy of a multisyllabic word reading intervention with and without motivational beliefs training for struggling readers. *Journal of Learning Disabilities, 52*(1), 45-58.
- Toste, J. R., Vaughn, S., Martinez, L. R., & Bustillos-SoRelle, D.** (2019). Content-area reading comprehension and teachers' use of instructional time: Effects on middle school students' social studies knowledge. *Reading and Writing, 32*(7), 1705-1722.
- Cho, E., *Lee, M., & **Toste, J. R.** (2018). Perceived competence as a protective mechanism against performance-avoidance goals for struggling readers: Path analysis of contextual antecedents and reading outcomes. *Learning and Individual Differences, 65*, 135-147.
- *Filderman, M. J., & **Toste, J. R.** (2018). Decisions, decisions, decisions: Using data to make instructional decisions for struggling readers. *TEACHING Exceptional Children, 50*(3), 130-140.
- *Filderman, M. J., **Toste, J. R., *Didion, L. A., Peng, P., & Clemens, N. H.** (2018). Data-based decision making in reading interventions: A synthesis and meta-analysis of the effects for struggling readers. *The Journal of Special Education, 52*(3), 174-187.
- *House, L., **Toste, J. R., & *Austin, C. R.** (2018). An overlooked population: Systematic review of transition programs for youth with disabilities in correctional facilities. *Journal of Correctional Education, 69*, 3-32.
- Sparapani, N., Connor, C. M., McLean, L., Wood, T., **Toste, J. R., & Day, S.** (2018). Direct and reciprocal effects among social skills, semantic knowledge, and reading comprehension in first grade. *Contemporary Educational Psychology, 53*, 159-167.
- Michaud, M., Dion, E., Barrette, A., Dupere, V., & **Toste, J. R.** (2017). Does knowing what a word means influence how easily its decoding is learned? *Reading & Writing Quarterly, 33*, 82-96.
- Toste, J. R., *Capin, P., Vaughn, S., *Roberts, G. G., & Kearns, D. M.** (2017). Multisyllabic word reading instruction with and without motivational beliefs training for struggling readers in the upper elementary grades: A pilot investigation. *The Elementary School Journal, 117*(4), 593-615.
- Toste, J. R., & Ciullo, S.** (2017). Reading and writing instruction in the upper elementary grades. *Intervention in School and Clinic, 52*(5), 259-261.
- Toste, J. R., *Williams, K. J., & *Capin, P.** (2017). Reading big words: Instructional practices to promote multisyllabic word reading fluency. *Intervention in School and Clinic, 52*(5), 270-278.
- Wehmeyer, M. L., Shogren, K. A., **Toste, J. R., & *Mahal, S.** (2017). Self-determined learning to motivate struggling learners in reading and writing. *Intervention in School and Clinic, 52*(5), 295-303.
- McLean, L., Sparapani, N., **Toste, J. R., & Connor, C. M.** (2016). Classroom quality as a predictor of first graders' time in non-instructional activities and literacy achievement. *Journal of School Psychology, 56*, 45-58.
- *Emery, A. A., **Toste, J. R., & Heath, N. L.** (2015). The balance of intrinsic need satisfaction across contexts as a predictor of depressive symptoms in children and adolescents. *Motivation and Emotion, 39*, 753-765.
- *Hanania, J., Heath, N. L., *Emery, A. A., **Toste, J. R., & Daoud, F. A.** (2015). Non-suicidal self-injury among adolescents in Amman, Jordan. *Archives of Suicide Research, 19*(2), 260-274.
- Rogers, M., *Belanger-Lejars, V., **Toste, J. R., & Heath, N. L.** (2015). Mismatched: An investigation of ADHD and the teacher-student relationship. *Emotional and Behavioural Difficulties, 20*(4), 333-348.
- Toste, J. R., Heath, N. L., Connor, C. M., & Peng, P.** (2015). Reconceptualizing teacher-student relationships: Applicability of the working alliance within classroom contexts. *The Elementary School Journal, 116*, 30-48.
- Miller, A. C., Davis, N., Gilbert, J. K., Cho, S-J., **Toste, J. R., Street, J., & Cutting, L. E.** (2014). Novel approaches to examine passage, student, and question effects on reading comprehension. *Learning Disabilities Research & Practice, 29*(1), 25-35.
- Toste, J. R., Bloom, E. L., & Heath, N. L.** (2014). The differential role of classroom working alliance in predicting school-related outcomes for students with and without high-incidence disabilities. *The Journal of Special Education, 48*(2), 135-148.
- Toste, J. R., Compton, D. L., Fuchs, D., Fuchs, L. S., Gilbert, J. K., Cho, E., Barquero, L. A., & Bouton, B. D.** (2014). Understanding unresponsiveness to Tier 2 reading intervention: Exploring the classification and profiles of adequate and inadequate responders. *Learning Disability Quarterly, 37*(4), 192-203.
- Duggan, J. M., **Toste, J. R., & Heath, N. L.** (2013). The contribution of emotional regulation difficulties and body image to engagement in NSSI. *Psychiatry Research, 206*(2-3), 256-264.
- Sornberger, M. J., Smith, N. G., **Toste, J. R., & Heath, N. L.** (2013). Non-suicidal self-injury, coping strategies, and sexual orientation. *Journal of Clinical Psychology, 69*(6), 571-583.

- Noble, R. N., Sornberger, M. J., **Toste, J. R.**, Heath, N. L., & McLouth, R. (2012). Safety first: The role of trust and school safety in non-suicidal self-injury. *McGill Journal of Education*, 46(3), 423-441.
- Sornberger, M. J., Heath, N. L., **Toste, J. R.**, & McLouth, R. (2012). Non-suicidal self-injury and gender: Patterns of prevalence, methods, and locations among adolescents. *Suicide and Life-Threatening Behavior*, 42(3), 266-278.
- Toste, J. R.** (2012). Reconceptualizing teacher-student relationships to foster school success: Working alliance within classroom contexts. *Education Canada*, 52(3), 20-23.
- Connor, C. M., Morrison, F. J., Schatschneider, C., **Toste, J. R.**, Lundblom, E., Crowe, E. E., & Fishman, B. (2011). Effective classroom instruction: Implications of child characteristics by reading instruction interactions on first graders' word reading achievement. *Journal of Research on Educational Effectiveness*, 4(3), 173-207.
- Duggan, J. M., Heath, N. L., **Toste, J. R.**, & Ross, S. (2011). School counsellors' understanding of non-suicidal self-injury: Experiences and international variability. *Canadian Journal of Counselling and Psychotherapy*, 45(4), 327-348.
- Heath, N. L., Roberts, E., & **Toste, J. R.** (2011). Perceptions of academic performance: Positive illusions in adolescents with and without learning disabilities. *Journal of Learning Disabilities*, 46(5), 402-412.
- Heath, N. L., **Toste, J. R.**, Sornberger, M., & Wagner, C. (2011). Teachers' perceptions of non-suicidal self-injury in the schools. *School Mental Health*, 3(1), 35-43.
- Noble, R. N., Heath, N. L., & **Toste, J. R.** (2011). Positive illusions in adolescents: The relationship between academic self-enhancement and depressive symptomatology. *Child Psychiatry and Human Development*, 42, 650-665.
- Bloom, E. L., **Toste, J. R.**, & Heath, N. L. (2010). Le rôle du psychologue scolaire dans la consolidation de l'alliance de travail entre les enseignants et les élèves en difficulté d'apprentissage [The role of the school psychologist in fostering classroom working alliance for students with learning disabilities]. *Psychologie Québec*, 27(6), 32-35.
- Connor C. M., Kaya, S., Luck, M., **Toste, J. R.**, Canto, A., Rice, D., Tani, N., & Underwood, P. S. (2010). Content-area literacy: Individualizing student instruction in second grade science. *The Reading Teacher*, 63(6), 474-485.
- Foorman, B. R., Petscher, Y., Lefsky, E., & **Toste, J. R.** (2010). Reading First in Florida: Five years of improvement. *Journal of Literacy Research*, 42, 71-93.
- Heath, N. L., Baxter, A. L., **Toste, J. R.**, & McLouth, R. (2010). Adolescents' willingness to access school-based support for non-suicidal self-injury. *Canadian Journal of School Psychology*, 25(3), 260-276.
- Toste, J. R.**, & Heath, N. L. (2010). School response to non-suicidal self-injury. *The Prevention Researcher*, 17(1), 14-17.
- Toste, J. R.**, Heath, N. L., & Dallaire, L. (2010). Perceptions of classroom working alliance and student performance. *Alberta Journal of Educational Research*, 56(4), 371-387.
- Heath, N. L., Ross, S., **Toste, J. R.**, Charlebois, A., & Nedecheva, T. (2009). Retrospective analysis of social factors and non-suicidal self-injury among young adults. *Canadian Journal of Behavioural Science*, 41(3), 180-186.
- Popliger, M., **Toste, J. R.**, & Heath, N. L. (2009). Perceived social support and domain-specific adjustment of children with emotional and behavioral difficulties. *Emotional and Behavioural Difficulties*, 14(3), 195-213.
- Ross, S., Heath, N. L., & **Toste, J. R.** (2009). Non-suicidal self-injury and eating pathology in high school students. *American Journal of Orthopsychiatry*, 79(1), 83-92.
- Heath, N. L., **Toste, J. R.**, Nedecheva, T., & Charlebois, A. (2008). An examination of nonsuicidal self-injury among college students. *Journal of Mental Health Counseling*, 30(2), 137-156.
- Bloom, E. L., Karagiannakis, A., **Toste, J. R.**, Heath, N. L., & Konstantinopoulos, E. (2007). Severity of academic achievement and social skills deficits. *Canadian Journal of Education*, 30(3), 911-930.
- Heath, N. L., **Toste, J. R.**, & Roberts, E. (2007). Learning disabilities research: Ten years in review. *Thalamus: Journal of the International Academy for Research in Learning Disabilities*, 25(1), 9-17.
- Toste, J. R.** (2007). Developments in reading research: Processes and instructional approaches. *Thalamus: Journal of the International Academy for Research in Learning Disabilities*, 25(1), 18-27.
- Heath, N. L., **Toste, J. R.**, & Beettam, E. (2006). "I am not well-equipped": High school teachers' perceptions of self-injury. *Canadian Journal of School Psychology*, 21(1), 73-92.

- Heath, N. L., **Toste, J. R.**, & Holly, S. (2006). Depression in the schools: A hidden piece in the E/BD puzzle? *Exceptionality Education Canada*, 16(3), 129-148.
- Heath, N. L., **Toste, J. R.**, & Missiuna, C. (2005). An exploration of the relationship between motor impairment and emotional/behavioural difficulties amongst children suspected of having DCD. *Israeli Journal of Occupational Therapy*, 14(4), 153-171.

Manuscripts Submitted for Publication

- *Filderman, M. J., **Toste, J. R.**, & *Didion, L. (revise and resubmit). Data literacy training for K-12 teachers: A meta-analysis of the effects on teacher outcomes.
- Toste, J. R.**, & Espin, C. (under review). Using decision science to inform teachers' data-based decision-making and improve instruction for students with reading disabilities.
- Toste, J. R.**, McLean, L., Peng, P., *Didion, L. A., *Filderman, M. J., Sparapani, N., & Connor, C. M. (under review). Do teacher perceptions of students' academic and behavioral skills influence time spent in small-group reading instruction?
- *Umar, Z., **Toste, J. R.**, & *Filderman, M. J. (under review). A synthesis of early literacy intervention research conducted in Africa for students in kindergarten through third grade.

Manuscripts in Final Preparation

- Toste, J. R.**, & Clemens, N. (under revision). Initial trial of a program to support teachers' data-based instruction for upper elementary students with reading disabilities: Collaboration, coaching, and self-monitoring.
- Toste, J. R.**, Clemens, N., *Filderman, M., *Rodrigo, S., & *Moore, C. (in preparation). An experimental study of the unique effects of spelling instruction on word reading skills for upper elementary students with dyslexia.
- Toste, J. R.**, Filderman, M. J., Clemens, N. H., & Fry, E. (in preparation). Data decisions of pre-service teachers: investigation of teachers' instructional decisions based on sequential progress data.
- Toste, J. R.**, Kearns, D. M., *Capin, P., *Filderman, M. J., & *Williams, K. J. (in preparation). Reading morphologically complex words: Word, syllable, phoneme, and child-level characteristics that are important to struggling readers' phoneme accuracy.
- Toste, J. R.**, Shogren, K. & Raley, S.* (in preparation). What can we learn from motivation theory? The potential of self-determined learning to intensify reading interventions.

Book Chapters

- Shogren, K. A., Zimmerman, K., & **Toste, J. R.** (2021). Self-determination. In J. McLeskey, F. Spooner, B. Algozzine, & N. L. Waldron (Eds.), *Handbook of Effective Inclusive Elementary Schools: Research and Practice*. Routledge.
- Wehmeyer, M. L., Shogren K. A., & **Toste J. R.** (2018). Self-determination theory. *Oxford Bibliographies in Psychology*. New York, NY: Oxford University Press. doi: 10.1093/OBO/9780199828340-0218
- Toste, J. R.** (2018). Resilience, learning disorders and—. In E. Braaten (Ed.), *The SAGE Encyclopedia of Intellectual and Developmental Disorders* (pp. 1378-1379). Thousand Oaks, CA: SAGE Publications, Inc.
- Shogren, K. A., **Toste, J. R.**, *Mahal, S., & Wehmeyer, M. L. (2017). Intrinsic motivation. In K. Shogren, M. Wehmeyer, & N. Singh (Eds.), *Handbook of Positive Psychology and Intellectual and Developmental Disabilities* (pp. 285-296). New York, NY: Oxford University Press.
- Heath, N. L., **Toste, J. R.**, Moore, T., & Symons, F. J. (2016). Self-harm. In T. K. McInerney, H. M. Adam, D. E. Campbell, T. G. DeWitt, J. M. Foy, & D. M. Kamat (Eds.), *American Academy of Pediatrics Textbook of Pediatric Care, 2nd Edition*. Elk Grove Village, IL: American Academy of Pediatrics.
- Heath, N. L., **Toste, J. R.**, Moore, T., & Symons, F. J. (2015). Self-harm. In H. M. Adam & J. M. Foy (Eds.), *Signs and Symptoms in Pediatrics* (pp. 799-809). Elk Grove Village, IL: American Academy of Pediatrics.
- Heath, N. L., **Toste, J. R.**, & MacPhee, S.-D. (2014). Prevention of non-suicidal self-injury. In M. Nock (Ed.), *Oxford Handbook of Suicide and Self-Injury* (pp. 397-408). New York, NY: Oxford University Press, Inc.
- Toste, J. R.**, Fuchs, D., & Fuchs, L. (2013). Supporting struggling readers in high school: A peer-mediated approach. In R. T. Boon & V. G. Spencer (Eds.), *Adolescent Literacy: Strategies for Content Comprehension in Inclusive Classrooms* (pp. 79-92). Baltimore, MD: Paul H. Brookes Company, Inc.

- Miller, A., **Toste, J. R.**, Fuchs, D., & Fuchs, L. (2012). Timely support for struggling learners: Response to intervention. In D. R. Reutzell & C. Thomas (Eds.), *The Handbook of Research-Based Practice in Early Childhood Education* (pp. 161-174). New York, NY: Guilford Press.
- Ungar, M., **Toste, J. R.**, & Heath, N. L. (2010). Self-efficacy and resilience measures. In E. Mpofu & T. Oakland (Eds.), *Rehabilitation and Health Assessment: Applying ICF Guidelines* (pp. 473-492). New York, NY: Springer Publishing Company.
- Lieberman, R., **Toste, J. R.**, & Heath, N. L. (2009). Nonsuicidal self-injury in the schools: Prevention and intervention. In M. K. Nixon & N. L. Heath (Eds.), *Self-Injury in Youth: The Essential Guide to Assessment and Intervention* (pp. 195-215). New York, NY: Routledge Press.
- Toste, J. R.**, Holly, S., & Schaub, K. (2009). Resource guide for working with youth. In M. K. Nixon & N. L. Heath (Eds.), *Self-Injury in Youth: The Essential Guide to Assessment and Intervention* (pp. 309-316). New York, NY: Routledge Press.
- Heath, N. L., **Toste, J. R.**, & Zinck, L. (2008). Understanding adolescent self-injury from a resilience perspective: A model for international interpretation. In L. Liebenberg & M. Ungar (Eds.), *Resilience in Action: Working with Youth Across Cultures and Contexts* (pp. 39-60). Toronto, ON: University of Toronto Press.

Non-Peer Reviewed Articles & Reports

- Toste, J. R.**, Filderman, M. J., & Clemens, N. (2020). *Current practice alert: Data-data individualization*. Unpublished research report. Division for Learning Disabilities, Council for Exceptional Children: Washington, DC.
- Toste, J. R.** (2016). *DLD Times: Effect size in educational research*. Unpublished report. Division for Learning Disabilities, Council for Exceptional Children: Washington, DC.

Unpublished Manuscripts

- Toste, J. R. (2011). *Reconceptualizing teacher-student relationship: Validation and investigation of the working alliance with classroom contexts*. Unpublished doctoral dissertation, McGill University, Montreal, Quebec.
- Toste, J. R. (2007). *Classroom working alliance: Teacher-student relationship and students' school outcomes*. Unpublished master's thesis. McGill University, Montreal, Quebec.

Invited Academic Lectures

- Toste, J. R.** (2021, May). *Data-based decision making: Individualizing and intensifying reading interventions*. Invited speaker at the British Columbia Association of School Psychologists conference, Surrey, BC.
- Toste, J. R.** (2020, November). *Curriculum-based measurement in reading within an RTI framework*. Workshop presented to Ottawa Catholic School Board, Special Education and Student Success Departments.
- Toste, J. R.** (2020, May). *Data-based decision making: Individualizing and intensifying reading interventions*. Invited speaker at the British Columbia Association of School Psychologists conference, Surrey, BC. (Conference canceled)
- Toste, J. R.** (2019, July). *Andrew F. and the rights of students with disabilities: Considerations for transition planning*. Keynote speaker at the annual conference of the Texas Association of Vocational Adjustment Coordinators, Austin, TX.
- Toste, J. R.** (2018, May). *Intensifying interventions for struggling readers through data-based decision making*. Keynote speaker at the McGill University Summer Institute for School Psychology, Montreal, QC.
- Toste, J. R.** (2016, October). *Reading instruction and teacher preparation: Meeting the needs of students with dyslexia*. Invited speaker at Central Texas Dyslexia Conference, Austin Independent School District.
- Toste, J. R.** (2015, April). *Caring and collaborative classrooms: Fostering working alliance to support student success*. Course presented at the Rehab Seminars, Special Education Conference, San Antonio, TX.
- Toste, J. R.** (2015, April). *BIG WORDS: Multisyllabic word reading interventions in the upper-elementary grades*. Course presented at the Rehab Seminars, Special Education Conference, San Antonio, TX.
- Toste, J. R.** (2012, October). *Supporting student success: Enhancing the effectiveness of reading interventions*. Invited workshop presented at the Tennessee Council for Exceptional Children Conference, Nashville, TN.
- Toste, J. R.**, & Steacy, L. (2012, June). *What's that word?: Effective components of word-level reading interventions*. Invited workshop presented at the Early Childhood Summit, Nashville, TN.
- Toste, J. R.** (2012, May). *Literacy success: The role of relationship, community, and student identity*. Keynote

speaker at the London Child & Youth Network Family Literacy Conference, London, ON.

Toste, J. R. (2011, October). *Reconceptualizing teacher-student relationships to foster school success: Working alliance within classroom contexts*. Invited speaker at the Canadian Education Association's National Advisory Council annual meeting, Montreal, QC.

Conferences

Note: Over 165 presentations at national and international research conferences.

Submitted

- Al Otaiba, S., **Toste, J. R.**, et al. (2022, January). *Tips for new authors and reviewers: a panel of associate editors for the Journal of Learning Disabilities*. [Panel session.] Council for Exceptional Children (CEC) Convention 2022, Orlando, FL.
- Espin, C., **Toste, J. R.**, Stewart, J., Al Otaiba, S., & Lembke, E. (2022, January). *Understanding and improving teachers' data-based decision-making within DBI*. [Paper presentation.] Council for Exceptional Children (CEC) Convention 2022, Orlando, FL.
- Toste, J. R.**, Feuer, B., & Fry, E. (2022, January). *Analysis of disability representation in social justice elementary curriculum materials* [Paper presentation]. Council for Exceptional Children (CEC) Convention 2022, Orlando, FL.
- Fry, E., & **Toste, J. R.** (2021, November). *Special and general education teachers' perceptions of barriers to data-based decision-making for students with reading disabilities* [Poster presentation]. Teacher Education Division of Council for Exceptional Children (TED) Conference 2021, Fort Worth, TX.
- Toste, J. R.**, Filderman, M. J., & Espin, C. *Data teams in special education teacher preparation programs: Building capacity for DBI to support students with or at-risk for reading disability*. [Paper presentation]. Teacher Education Division of Council for Exceptional Children (TED) Conference 2021, Fort Worth, TX.

Accepted

- Toste, J. R.**, Shogren, K., & Raley, S. (2021, October). *Self-determined learners: How can motivation theories inform academic interventions?* [Roundtable presentation] Council for Learning Disabilities (CLD) Annual Conference 2021, Las Vegas, NV.

Presented

- Espin, C., & **Toste, J. R.** (2021, March). *Use of progress monitoring data to improve instruction: Why is it so difficult?* Main stage presentation at the annual convention of the Council for Exceptional Children, CEC, Baltimore, MD.
- Filderman, M. J., & **Toste, J. R.** (2021, March). *Data-based individualization of a multisyllabic word reading intervention for upper elementary students*. Paper session presented at the annual convention of the Council for Exceptional Children, CEC, Baltimore, MD.
- Toste, J. R.**, Clemens, N., & Stone, J. (2020, March). *Development of the EXPERT training program: How do we enhance collaborative teacher expertise in data-based decision making for reading intervention?* Conference session at the annual meeting of the Society for Research on Educational Effectiveness, SREE, Washington, DC. (Conference canceled)
- Didion, L., & **Toste, J. R.** (2020, February). *Self-determination integrated within interventions for elementary students with learning disabilities: A meta-analysis*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Filderman, M. J., & **Toste, J. R.** (2020, February). *Using student data to improve response to a multisyllabic word reading intervention: The effects of varying levels of data use*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Toste, J. R.** (Chair), Al Otaiba, S., & Didion, L. (2020, February). *Targeting motivational processes to intensify reading interventions: Promise and pitfalls*. Panel session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Boucher, A., Clemens, N., & **Toste, J. R.** (2020, February). *What the research says about word reading interventions for struggling readers in the upper elementary grades*. Paper session presented at the annual convention of the Council for Exceptional Children, CEC, Portland, OR.

- Didion, L. A., & **Toste, J. R.** (2020, February). *Data Mountain: A self-determination program to improve the oral reading fluency of struggling readers in the elementary grades*. Paper session presented at the annual convention of the Council for Exceptional Children, CEC, Portland, OR.
- Filderman, M. J., & **Toste, J. R.** (2020, February). *Using student data to improve response to a multisyllabic word reading intervention*. Poster session presented at the annual meeting of the Council for Exceptional Children's Division for Learning Disabilities, CEC-DLD, Portland, OR.
- McClelland, A. M., & **Toste, J. R.** (2020, February). *Classroom working alliance for students with disabilities: Differences between special education and general education teachers and association with student engagement*. Poster session presented at the annual convention of the Council for Exceptional Children, CEC, Portland, OR.
- Toste, J. R.**, & Lemons, C. J. (2020, February). *Phonics bootcamp: Scientific principles and practices to guide phonics-based instruction in K-5*. Paper session presented at the annual convention of the Council for Exceptional Children, CEC, Portland, OR.
- Umar, Z. A., **Toste, J. R.**, & Filderman, M. J. (2020, February). *Early literacy interventions in Africa: What do we know about their implementation and effectiveness?* Poster session presented at the annual convention of the Council for Exceptional Children, CEC, Portland, OR.
- Coelho, G. A., **Toste, J. R.**, & Filderman, M. J. (2019, October). *Elementary teachers' perceptions of the utility of multiple sources of student assessment data*. In J. R. Toste (Chair), *Understanding teacher adoption of data-based decision making practices*. Panel session presented at the annual meeting of the Council for Learning Disabilities, CLD, San Antonio, TX.
- Filderman, M. J., **Toste, J. R.**, Didion, L. A., & Peng, P. (2019, October). *Teachers' data literacy skills: a meta-analysis of training effects*. In J. R. Toste (Chair), *Understanding teacher adoption of data-based decision making practices*. Panel session presented at the annual meeting of the Council for Learning Disabilities, CLD, San Antonio, TX.
- Filderman, M. J., **Toste, J. R.**, & Cooc, N. (2019, October). *Does training predict second grade teachers' use of student data for decision making in reading and math?* Poster session presented at the annual meeting of the Council for Learning Disabilities, CLD, San Antonio, TX.
- Toste, J. R.**, Clemens, N., & Filderman, M. J. (2019, October). *Investigation of teachers' instructional decisions based on sequential progress monitoring data*. In J. R. Toste (Chair), *Understanding teacher adoption of data-based decision making practices*. Panel session presented at the annual meeting of the Council for Learning Disabilities, CLD, San Antonio, TX.
- Umar, Z. A., **Toste, J. R.**, & Filderman, M. J. (2019, October). *Early literacy interventions in Africa: A systematic review of the evidence*. Poster session presented at the annual meeting of the Council for Learning Disabilities, CLD, San Antonio, TX.
- Toste, J. R.** (2019, June). *Mentorship model to support doctoral student development, goal setting, and problem solving*. Workshop presented at the Big XII Teaching and Learning Conference, Austin, TX.
- Didion, L. A. & **Toste, J. R.** (2019, February). *Data Mountain: Self-monitoring, goal setting, and motivation training to improve the oral reading fluency of struggling readers in the elementary grades*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Filderman, M. J., **Toste, J. R.**, & Didion, L.A. (2019, February). *Teacher training in data literacy: A meta-analysis of the effects on teacher outcomes*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Toste, J. R.**, Clemens, N., & Filderman, M. J. (2019, February). *Teachers' instructional decisions based on sequential progress monitoring data*. In J. R. Toste (Chair), *Understanding teachers' data-based decision making (or lack thereof)*. Panel session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Didion, L. A., & **Toste, J. R.** (2019, January). *Self-monitoring to improve elementary students' reading fluency: A comparison between researcher- and teacher-implemented interventions*. Paper session presented at the annual convention of the Council for Exceptional Children, CEC, Indianapolis, IN.
- Toste, J. R.**, Clemens, N., Lembke, E., & McMaster, K. (2019, January). *What we know (and don't know) about effective data-based individualization for students with learning disabilities*. Panel session presented at the annual convention of the Council for Exceptional Children, CEC, Indianapolis, IN.

- Toste, J. R.**, Clemens, N., Rodrigo, S., Moore, C., & Filderman, M. (2019, January). *Spell2Read: A pilot study investigating spelling strategies to support word reading for students with dyslexia*. Paper session presented at the annual convention of the Council for Exceptional Children, CEC, Indianapolis, IN.
- Didion, L. A., **Toste, J. R.**, & Filderman, M. J. (2018, July). *The impact of teacher professional development on the reading performance of K-12 students: A meta-analysis*. Poster session presented at the Office of Special Education Programs IDEAs That Work Conference, Washington, DC.
- Cho, E., Lee, M., & **Toste, J. R.** (2018, April). *Self-efficacy as a protective mechanism against performance-avoidance goals: Contextual antecedents and reading outcomes*. Poster session presented at the annual meeting of American Educational Research Association, New York City, NY.
- Didion, L. A., **Toste, J. R.**, & Benz, S. A. (2018, February). *Motivation training enhances effects of self-monitoring of reading fluency: Data Mountain's potential*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- House, L., **Toste, J. R.**, & Kumm, S. (2018, February). *Transition programs and their effects on transition-related outcomes for students with high-incidence disabilities*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Filderman, M., **Toste, J. R.**, Didion, L. A., & Peng, P. (2018, February). *Reading interventions that use data-based decision making: A meta-analytic review of the effects for K-12 students*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- McClelland, A. M., **Toste, J. R.**, & Stewart, A. A. (2018, February). *Teacher-student relationships and the association with school-related outcomes*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, San Diego, CA.
- Toste, J. R.**, & Clemens, N. (2018, February). *Academic survival skills*. Workshop for doctoral students presented at the annual Pacific Coast Research Conference, PCRC, San Diego, CA.
- Toste, J. R.**, Didion, L. A., Filderman, M. J., & Al Otaiba S. (2018, February). REWARDS for reading: Feasibility of integrating reading intervention with self-determination training for fourth grade struggling readers. Poster session presented at the annual Pacific Coast Research Conference, PCRC, San Diego, CA.
- Didion, L. A., **Toste, J. R.**, & Benz, S. A. (2018, February). *Data mountain: Self-monitoring and motivation training to improve third graders' reading fluency*. Paper session presented at the annual convention of the Council for Exceptional Children, CEC, Tampa, FL.
- Filderman, M., **Toste, J. R.**, & Didion, L. A. (2018, February). *Data-based decision making: A meta-analytic review of the effects on reading*. Paper session accepted presented at the annual convention of the Council for Exceptional Children, CEC, Tampa, FL.
- McClelland, A. M., House, L., & **Toste, J. R.** (2018, February). *Postsecondary transition: Experiences and perceptions of college students with learning disabilities*. Poster session presented at the annual convention of the Council for Exceptional Children, CEC, Tampa, FL.
- Toste, J. R.**, Connor, C. M., Peng, P., & Didion, L. A. (2017, April). *Teacher perceptions of students' academic competence and problem behaviors: Does awareness of student difficulties influence instructional time?* Paper session presented at the annual meeting of the American Educational Research Association, AERA, San Antonio, TX.
- Didion, L. A., Wehby, J. H., & **Toste, J. R.** (2017, April). *Use of response cards with middle school students with emotional and behavioral disorders*. Poster session presented at the annual convention of the Council for Exceptional Children, CEC, Boston, MA.
- House, L., & **Toste, J. R.** (2017, April). *A synthesis of transition programs for youth with disabilities in juvenile detention facilities*. Poster session presented at the annual convention of the Council for Exceptional Children, CEC, Boston, MA.
- Toste, J. R.**, Didion, L. A., & McClelland, A. M. (2017, April). *Motivational beliefs training: Supporting the reading achievement of upper elementary students*. Paper session presented at the annual convention of the Council for Exceptional Children, CEC, Boston, MA.
- Didion, L.A., Benz, S. A., & **Toste, J. R.** (2017, February). *Data Mountain: Self-monitoring and motivation training to improve third graders' reading fluency*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- McClelland, A. M., House, L., & **Toste, J. R.** (2017, February). *Postsecondary transition: Experiences and perceptions of college students with learning disabilities*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.

- Toste, J. R.,** Peng, P., Didion, L. A., & McClelland, A. M. (2017, February). *A meta-analytic review of the relations between motivation and reading achievement*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Didion, L. A., Benz, S., & **Toste, J. R.** (2016, October). *Self-determination interventions and academic success for students with learning disabilities*. Poster session accepted for presentation at the annual meeting of the Council for Learning Disabilities, CLD, San Antonio, TX.
- McClelland, A. M., **Toste, J. R.,** & Austin, C. R. (2016, October). *Inclusive classroom climate: Perceptions of students with high-incidence disabilities*. Poster session accepted for presentation at the annual meeting of the Council for Learning Disabilities, CLD, San Antonio, TX.
- Miller, V., **Toste, J. R.,** Swanson, E., Stevens, E., A., & Scammacca, N. (2016, October). *Effects of social-emotional interventions for students with LD: A meta-analytic review*. Poster session accepted for presentation at the annual meeting of the Council for Learning Disabilities, CLD, San Antonio, TX.
- Toste, J. R.,** Collins, A. A., & Cho, E. (2016, October). *Expanding perspectives on the role of motivation in reading performance*. Panel presented at the annual meeting of the Council for Learning Disabilities, CLD, San Antonio, TX.
- Williams, K. J., **Toste, J. R.,** Cho, E., Rogers, M., & McClelland, A. M. (2016, July). *The contribution of teacher-student working alliance and motivation to elementary students' reading performance*. Poster session presented at the Society for the Scientific Study of Reading, SSSR, Porto, Portugal.
- Didion, L. A., **Toste, J. R.,** & Benz, S. (2016, June). *Academic and self-determination interventions for elementary students with learning disabilities: A synthesis*. Poster session presented at the annual meeting International Academy for Research in Learning Disabilities, IARLD, Austin, TX.
- McClelland, A. M., **Toste, J. R.,** & Austin, C. R. (2016, June). *Classroom climate in inclusive settings: Perceptions of students with learning disabilities or emotional/behavior disorders*. Roundtable session presented at the International Academy for Research in Learning Disabilities, IARLD, Austin, TX.
- Toste, J. R.,** Collins, A. A., & Cho, E. (2016, June). *Motivation: Understanding how psychological processes influence reading performance*. Symposium presented at the annual meeting International Academy for Research in Learning Disabilities, IARLD, Austin, TX.
- Al Otaiba, S., Lemons, C. J., & **Toste, J. R.** (2016, June). *Improving professional development to enhance outcomes for students with or at-risk for learning disabilities: Data-based individualization*. Symposium presented at meeting of International Academy for Research in Learning Disabilities, IARLD, Austin, TX.
- Toste, J. R.,** Williams, K., Capin, P., & Vaughn, S. (2016, April). *Enhancing the word reading skills of upper elementary students*. Paper session presented at the annual convention of the Council for Exceptional Children, CEC, St. Louis, MO.
- Williams, K., **Toste, J. R.,** Capin, P., & Vaughn, S. (2016, April). *Multisyllabic word reading and motivational beliefs: Efficacy of a Tier 2 intervention to support struggling readers*. Poster session presented at the annual convention of the Council for Exceptional Children, CEC, St. Louis, MO.
- Rogers, M., Heath, N. L., **Toste, J. R.,** & Belanger, V. (2016, February). *Mismatched: An examination of ADHD and the teacher-student alliance*. Poster session presented at the National Association of School Psychologists convention, NASP, New Orleans, LA.
- Cho, E., & **Toste, J. R.** (2016, February). *Classroom goal structure, student motivation, and reading achievement of upper elementary struggling readers*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Toste, J. R.,** Capin, P., Williams, K., & Vaughn, S. (2016, February). *The potential for motivation-enhanced interventions to support struggling readers*. In J. Toste & A. Barth (Chairs), *Social-emotional processes as mechanisms for intensifying reading interventions*. Paper session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Ciullo, S., **Toste, J. R.,** Kearns, D. M., & McKenna, J. (2015, October). *Transition to the tenure-track: Perspectives on success from early career scholars*. Poster session presented at the annual meeting of the Council for Learning Disabilities, CLD, Las Vegas, NV.
- Toste, J. R.,** Collins, A., Kearns, D. M., & Hebert, M. (2015, October). *Assessment of word-level and text-level reading processes: Interpretations of data to support interventions for students with reading difficulties*. Panel session presented at the annual meeting of the Council for Learning Disabilities, CLD, Las Vegas, NV.

- Toste, J. R.**, Capin, P., Williams, K., Vaughn, S. R., & Stillman, S. (2015, July). *Targeted multisyllable word reading and motivational beliefs training: Replication of the M2 intervention*. Paper session accepted for presentation at the annual meeting of Society for the Scientific Study of Reading, SSSR, Big Island, HI.
- Al Ghanem, R., Kearns, D. M., & **Toste, J. R.** (2015, July). *Orthographic learning for morphologically complex words*. Poster session accepted for presentation at the annual meeting of Society for the Scientific Study of Reading, SSSR, Big Island, HI.
- Compton, D. L., **Toste, J. R.**, Fuchs, D., Fuchs, L. S., Gilbert, J. K., & Cho, E. (2015, March). *Understanding unresponsiveness to tier-2 reading intervention: Exploring the classification and profiles of adequate and inadequate responders in first grade*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, SREE, Washington, DC
- Fuchs, D., Peng, P., Elleman, A., Kearns, D., Fuchs, L., Compton, D., Patton, S., Steacy, L., **Toste, J. R.**, & Miller, A. (2015, March). *Exploring the value of working memory training when combined with skills-based instruction in reading comprehension for young at-risk students*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, SREE, Washington, DC.
- Toste, J. R.**, Capin, P., Williams, K., Vaughn, S., Roberts, G. J., & Kearns, D. (2015, February). *Enhancing elementary students' word reading skills through targeted multisyllable word reading and motivational beliefs training*. Paper presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Fuchs, D., Peng, P., Elleman, A., Kearns, D., Fuchs, L., Compton, D., Patton, S., Steacy, L., **Toste, J. R.**, & Miller, A. (2014, July). *Exploring the value of working memory training when combined with skills-based instruction in reading comprehension*. Paper session presented at the annual meeting of Society for the Scientific Study of Reading, SSSR, Santa Fe, NM.
- Toste, J. R.**, Vaughn, S., Capin, P., Roberts, G. J., & Kearns, D. (2014, July). *Multisyllabic word reading and motivational beliefs: Integrated intervention approach to improve elementary students' reading performance*. Poster session presented at the annual meeting of Society for the Scientific Study of Reading, SSSR, Santa Fe, NM.
- Toste, J. R.**, Compton, D. L., Fuchs, D., Fuchs, L. S., Gilbert, J. K., Cho, E., Barquero, L. A., & Bouton, B. D. (2014, April). *What does responsiveness look like? Classification and profiles of adequate and inadequate responders to reading intervention*. Paper session presented at the annual meeting of the American Educational Research Association, AERA, Philadelphia, PA.
- Fuchs, D., Elleman, A., Kearns, D., Fuchs, L.S., Peng, P., Compton, D., Patton, S., **Toste, J. R.**, & Miller, A. (2014, February). *Reading comprehension instruction for first-grade struggling readers: Findings from the fourth year of a program of research*. In D. Fuchs (Chair), *Reading comprehension: Possible determinants and a program to strengthen it*. Paper session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Toste, J. R.**, Fuchs, D., Peng, P., Fuchs, L. S., Compton, D. L., Patton, S., Elleman, A., Kearns, D., & Peterson, D. (2014, February). *Modeling the longitudinal effects of students' reading skills on teacher perceptions of reading achievement*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Toste, J. R.**, Compton, D. L., Gilbert, J., Fuchs, D., & Fuchs, L. S. (2013, October). *Tier 2 reading interventions: Exploring the classification and profiles of adequate and inadequate responders*. Interactive paper session presented at the annual meeting of the Council for Learning Disabilities, CLD, Austin, TX.
- Dowell, A., **Toste, J. R.**, & Heath, N. L. (2013, June). *School stress and depressive symptomatology: How are they related during the period of transition to high school?* Poster session presented at the annual meeting of the Canadian Psychological Association, CPA, Quebec City, QC.
- Fuchs, D., Kearns, D., Elleman, A., Peng, P., Fuchs, L., Miller, A., Compton, D., Patton, S., Zhang, W., Yen, L., **Toste, J. R.**, & Steacy, L. (2013, February). *First grade reading comprehension study*. Plenary session presented at the annual Pacific Coast Research Conference, PCRC, San Diego, CA.
- Toste, J. R.**, Fuchs, D., Peng, P., Fuchs, L. S., & Compton, D. L. (2013, February). *Quality of relationship as a regulator of response to intervention for struggling readers in the first grade*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, San Diego, CA.
- Heath, N. L., **Toste, J. R.**, Baxter, A., Duggan, J., Emms, A., Gholamrezaei, M., Noble, R., & Sornberger, M. (2012, July). *Non-suicidal self-injury in the schools: Best practice*. Workshop presented at the annual International School Psychology Association conference, ISPA, Montreal, QC.

- Toste, J. R.**, Fuchs, D., McMaster, K. L., Fuchs, L. S., Svenson, E., & Thompson, A. (2012, July). *A peer-mediated approach to fluency-building in first grade*. Poster session presented at the annual meeting of the Society for the Scientific Study of Reading, SSSR, Montreal, QC.
- Emery, A. A., **Toste, J. R.**, Heath, N. L., & Joly, M. (2012, June). *New insights: A developmental approach to self-determination theory*. Poster session presented at the annual meeting of the Canadian Psychological Association, CPA, Halifax, NS.
- Pereira, L. C., Noble, R. N., **Toste, J. R.**, Christie, M., & Heath, N. L. (2012, June). *Stress during the transition to high school: Understanding the influence of students' sense of mastery and emotional reactivity*. Poster session presented at the annual meeting of the Canadian Psychological Association, CPA, Halifax, NS.
- Toste, J. R.**, Compton, D. L., Gilbert, J. K., Fuchs, D., & Fuchs, L. S. (2012, February). *Understanding unresponsiveness: Exploring the classification and profiles of adequate and inadequate responders to reading intervention*. Poster session presented at Vanderbilt Kennedy Center Science Day, Nashville, TN.
- Emms, A. A., **Toste, J. R.**, & Heath, N. L. (2011, November). *The balance of intrinsic need satisfaction across contexts as a predictor of depressive symptoms in children and adolescents*. Poster session presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Toronto, ON.
- Dodd, E. K., Lescheid, A., Heath, O., Duggan, J. M., **Toste, J. R.**, & Heath, N. L. (2011, June). *Non-suicidal self-injury and disordered eating behaviour: A comparison of coping strategies among female undergraduate students*. Poster session presented at the annual meeting of the International Society for the Study of Self-Injury, ISSS, New York, NY.
- Hanania, J., Emms, A. A., Noble, R. N., **Toste, J. R.**, & Heath, N. L. (2011, June). *Prevalence of non-suicidal self-injury among adolescents in Amman, Jordan*. Poster session presented at the annual meeting of the International Society for the Study of Self-Injury, ISSS, New York, NY.
- Sornberger, M. J., **Toste, J. R.**, Heath, N. L., & McLouth, R. (2011, June). *NSSI and gender: An analysis of prevalence, methods, and locations among adolescents and young adults*. Poster session presented at the annual meeting of the International Society for the Study of Self-Injury, ISSS, New York, NY.
- Toste, J. R.**, Christie, M., & Heath, N. L. (2011, June). *How I Deal with Stress (HIDS): Evidence for the use of an NSSI screening questionnaire among young adults*. Poster session presented at the annual meeting of the International Society for the Study of Self-Injury, ISSS, New York, NY.
- Christie, M., Duggan, J. M., **Toste, J. R.**, & Heath, N. L. (2011, June). *Personal resiliency factors that predict self-perceptions of physical appearance*. Poster session presented at the Sixth SELF Biennial International Conference, Quebec City, QC.
- Noble, R. N., Heath, N. L., & **Toste, J. R.** (2011, June). *Adolescence in a positive light: Expression of positive illusions in academic domains*. Poster session presented at the Sixth SELF Biennial International Conference, Quebec City, QC.
- Toste, J. R.**, & Connor, C. M. (2011, June). *Third graders response to individualized reading instruction: Mediating effects of sense of mastery and classroom working alliance*. Paper presented at the Sixth SELF Biennial International Conference, Quebec City, QC.
- Duggan, J. M., Sornberger, M. J., **Toste, J. R.**, & Heath, N. L. (2011, June). *Examining the influence of body regard on indices of non-suicidal self-injury severity*. Poster session presented at the annual meeting of the Canadian Psychological Association, CPA, Toronto, ON.
- MacPhee, S.-D., Heath, N. L., **Toste, J. R.**, & Klonsky, E. D. (2011, June). *First episode of non-suicidal self-injury: Descriptors and indicators related to future occurrence*. Poster session presented at the annual meeting of the Canadian Psychological Association, CPA, Toronto, ON.
- Bloom, E. L., **Toste, J. R.**, & Heath, N. L. (2011, February). *The power of relationships for student success: Fostering classroom alliance*. Paper presented at the National Association of School Psychologists convention, NASP, San Francisco, CA.
- MacPhee, S.-D., Duggan, J. M., **Toste, J. R.**, & Heath, N. L. (2010, October). *Severity of non-suicidal self-injury: Differences between age of onset in adolescence versus early adulthood*. Paper presented at the New England Psychological Association annual meeting, NEPA, Burlington, VT.
- MacPhee, S.-D., **Toste, J. R.**, Klonsky, E. D., & Heath, N. L. (2010, June). *Young adults' retrospective reports of first episode of non-suicidal self-injury*. Poster session presented at the annual meeting of the International Society for the Study of Self-Injury, ISSS, Chicago, IL.

- Duggan, J. M., Ormond, E. A., Sornberger, M. J., **Toste, J. R.**, & Heath, N. L. (2010, June). *Examining the role of body perception in non-suicidal self-injury*. Poster session presented at the annual meeting of the Canadian Psychological Association, CPA, Winnipeg, MB.
- MacPhee, S.-D., Christie, M., Sornberger, M. J., **Toste, J. R.**, & Heath, N. L. (2010, June). *Comparison of self-perceptions in children and adolescents with and without ADHD*. Poster session presented at the annual meeting of the Canadian Psychological Association, CPA, Winnipeg, MB.
- Baxter, A., Duggan, J., Heath, N. L., & **Toste, J. R.** (2010, May). *Youth internet activities and self-injury: Wake-up call for school professionals*. In J. R. Toste & N. L. Heath (Chair), *Non-suicidal self-injury: Implications for the school setting*. Symposium presented at the Canadian Federation for the Humanities and Social Sciences Congress – Canadian Society for the Study of Education, CSSE, Montreal, QC.
- Noble, R. N., Sornberger, M. J., **Toste, J. R.**, Heath, N. L., & McLouth, R. (2010, May). *The relationship between non-suicidal self-injury and perceived school safety*. In J. R. Toste & N. L. Heath (Chair), *Non-suicidal self-injury: Implications for the school setting*. Symposium presented at the Canadian Federation for the Humanities and Social Sciences Congress – Canadian Society for the Study of Education, CSSE, Montreal, QC.
- Toste, J. R.**, MacPhee, S.-D., & Heath, N. L. (2010, May). *Transfer of knowledge related to non-suicidal self-injury within the school setting*. In J. R. Toste & N. L. Heath (Chair), *Non-suicidal self-injury: Implications for the school setting*. Symposium presented at the Canadian Federation for the Humanities and Social Sciences Congress – Canadian Society for the Study of Education, CSSE, Montreal, QC.
- Toste, J. R.**, Bloch, P., & Learning Associates of Montreal (2010, May). *Preventing reading failure: Early assessment and intervention*. Paper accepted for presentation at the Canadian Federation for the Humanities and Social Sciences Congress – Canadian Society for the Study of Education, CSSE, Montreal, QC.
- Duggan, J., Baxter, A., Heath, N. L., & **Toste, J. R.** (2010, March). *WWW and NSSI: What information is being accessed by youth online?* In J. R. Toste & N. L. Heath (Chairs), *Non-suicidal self-injury: On the cutting edge of school mental health issues*. Symposium presented at the annual Education Graduate Students' Society conference, Montreal, QC.
- MacPhee, S.-D., Roberts, E., **Toste, J. R.**, & Heath, N. L. (2010, March). *Support for youth non-suicidal self-injury: Recommendations for school professionals*. In J. R. Toste & N. L. Heath (Chairs), *Non-suicidal self-injury: On the cutting edge of school mental health issues*. Symposium presented at the annual Education Graduate Students' Society conference, Montreal, QC.
- Sornberger, M., Noble, R., **Toste, J. R.**, Heath, N. L., & McLouth, R. (2010, March). *The importance of school safety for youth who engage in non-suicidal self-injury*. In J. R. Toste & N. L. Heath (Chairs), *Non-suicidal self-injury: On the cutting edge of school mental health issues*. Symposium presented at the annual Education Graduate Students' Society conference, Montreal, QC.
- Sornberger, M., **Toste, J. R.**, & Heath, N. L. (2010, March). *Non-suicidal self-injury, coping strategies, and sexual orientation*. Poster session presented at the National Association of School Psychologists convention, NASP, Chicago, IL.
- Noble, R., **Toste, J. R.**, & Heath, N. L. (2009, November). *Positive illusions across domains: A comparison between children and adolescents*. Poster session presented at the annual meeting of the Association of Behavioral and Cognitive Therapies, ABCT, New York, NY.
- Sornberger, M. J., **Toste, J. R.**, Heath, N. L., & Grouzet, F. (2009, November). *College students' coping behaviors: A multidimensional representation of non-suicidal self-injury*. Poster session presented at the annual meeting of the Association of Behavioral and Cognitive Therapies, ABCT, New York, NY.
- Sornberger, M. J., **Toste, J. R.**, Heath, N. L., & Ross, S. (2009, August). *Comparing American and Canadian school counselors' responses to non-suicidal self-injury*. Poster session presented at the annual meeting of the American Psychological Association, APA, Toronto, ON.
- Toste, J. R.**, Heath, N. L., Sornberger, M., & McLouth, R. (2009, August). *Analysis of gender differences in non-suicidal self-injury among adolescents*. In J. Green & M. Addis (Chairs), *Non-suicidal self-injury in college and high school-aged males*. Symposium presented at the annual meeting of the American Psychological Association, APA, Toronto, ON.
- Noble, R., Holly, S., **Toste, J. R.**, & Heath, N. L. (2009, June). *Examination of self-control and non-suicidal self-injury among college students*. Poster session presented at the annual meeting of the International Society for the Study of Self-Injury, ISSS, Stony Brook, NY.

- Toste, J. R.,** Heath, N. L., & Ross, S. (2009, June). *Non-suicidal self-injury and eating pathology among high school students*. In J. Muehlenkamp (Chair), *Body wars: The intersection between self-injury and eating disorders*. Symposium presented at the annual meeting of the International Society for the Study of Self-Injury, ISSS, Stony Brook, NY.
- Toste, J. R.,** Heath, N. L., Sornberger, M., & McLouth, R. (2009, June). *Self-injury with and without suicidal ideation: Analysis of characteristics that differentiate groups of adolescents*. Poster session presented at the annual meeting of the International Society for the Study of Self-Injury, ISSS, Stony Brook, NY.
- Baxter, A., **Toste, J. R.,** Noble, R., McLouth, R., & Heath, N. L. (2009, June). *Age of onset of non-suicidal self-injury: Indicator of severity?* Poster session presented at the annual meeting of the Canadian Psychological Association, CPA, Montreal, QC.
- Schaub, K., Ross, S., Heath, N. L., **Toste, J. R.,** & Holly, S. (2009, June). *Eating pathology and adolescent non-suicidal self-injury*. Poster session presented at the annual meeting of the Canadian Psychological Association, CPA, Montreal, QC.
- Toste, J. R.,** Sornberger, M. J., & Heath, N. L. (2009, June). *How classroom working alliance contributes to the school satisfaction for students with and without learning disabilities*. Poster session presented at the annual meeting of the Canadian Psychological Association, CPA, Montreal, QC.
- Toste, J. R.,** & Heath, N. L. (2009, May). *Classroom working alliance and factors related to students' school success*. Paper presented at the Canadian Federation for the Humanities and Social Sciences Congress – Canadian Society for the Study of Education, CSSE, Ottawa, ON.
- Sornberger, M. J., **Toste, J. R.,** & Heath, N. L. (2009, March). *Gender differences and similarities in adolescent non-suicidal self-injury*. Paper presented at the annual Education Graduate Students' Society conference, Montreal, QC.
- Holly, S., Heath, N. L., Schaub, K., & **Toste, J. R.** (2009, February). *Assessment of non-suicidal self-injury in youth: A hierarchical step approach*. Paper presented at the National Association of School Psychologists convention, NASP, Boston, MA.
- Roberts, E., Heath, N. L., **Toste, J. R.,** & Baxter, A. (2009, February). *Self-perceptions of competence in adolescents with and without learning disabilities*. Poster session presented at the National Association of School Psychologists convention, NASP, Boston, MA.
- Foorman, B. R., Petscher, Y., & **Toste, J. R.** (2009, February). *State evaluations of Reading First: Lessons learned*. Paper presented at the Pacific Coast Research Conference, PCRC, Coronado, CA.
- Heath, N. L., **Toste, J. R.,** Lieberman, R., & McLouth, R. (2008, November). *Prevention and intervention for non-suicidal self-injury in the schools*. In N. Lofthouse (Chair), *Toward evidence-based treatment of non-suicidal self-injury among adolescents*. Clinical roundtable presented at the annual meeting of the Association of Behavioral and Cognitive Therapies, ABCT, Orlando, FL.
- Baxter, A., Noble, R., **Toste, J. R.,** Heath, N. L., & McLouth, R. (2008, October). *Adolescent non-suicidal self-injury: Help-seeking in school settings*. Paper presented at the New England Psychological Association annual meeting, NEPA, Springfield, MA.
- Baxter, A., **Toste, J. R.,** Heath, N. L., & McLouth, R. (2008, June). *Non-suicidal self-injury and help-seeking behavior among high school students*. Poster session presented at the annual meeting of the International Society for the Study of Self-Injury, ISSS, Cambridge, MA.
- Toste, J. R.,** Heath, N. L., Baxter, A., & McLouth, R. (2008, June). *Factors associated with risk for non-suicidal self-injury in adolescents*. Poster session presented at the annual meeting of the International Society for the Study of Self-Injury, ISSS, Cambridge, MA.
- Heath, N. L., **Toste, J. R.,** Roberts, E., & Baxter, A. (2008, June). *Positive illusions in adolescents with learning disabilities*. Interactive poster session presented at the annual meeting International Academy for Research in Learning Disabilities, IARLD, Toronto, ON.
- Heath, N. L., **Toste, J. R.,** Swanson, L., Martinussen, R., Barnes, M., & Wade-Woolley, L. (2008, June). *Combining response-to-intervention and norm-referenced approaches to learning disability identification: Yay or Nay?* Invited roundtable presented at the annual meeting of the International Academy for Research in Learning Disabilities, IARLD, Toronto, ON.
- Roberts, E., Noble, R., **Toste, J. R.,** Schaub, K. M., & Heath, N. L. (2008, June). *Observing positive working alliance in tutorial interventions for adolescents with learning disabilities*. Poster session presented at the annual meeting of the Canadian Psychological Association, CPA, Halifax, NS.

- Toste, J. R., & Heath, N. L.** (2008, June). *Classroom working alliance as a predictor of students' school outcomes*. Paper presented at the Canadian Psychological Association, CPA, Halifax, NS.
- Toste, J. R., & Salter, D.** (2008, March). *Teacher acceptance and implementation of inclusive school practices: Is the tail wagging the dog?* Roundtable session presented at the annual American Educational Research Association's Disability Studies in Education conference, AERA-DSE, New York, NY.
- Salter, D., & **Toste, J. R.** (2008, March). *"It sounds good in theory, but...": Issues in pre-service teacher acceptance and implementation of inclusive school practices*. Roundtable session presented at the annual Education Graduate Students' Society conference, Montreal, QC.
- Toste, J. R., Heath, N. L., & Roberts, E.** (2008, March). *Self-perceptions of academic competence: A comparison of the positive illusory bias in children and adolescents*. Poster session presented at the Society for Research on Adolescence biennial meeting, SRA, Chicago, IL.
- Roberts, E., **Toste, J. R., Heath, N. L., & McLouth, R.** (2008, February). *An investigation of non-suicidal self-injury in high schools*. Poster session presented at the National Association of School Psychologists convention, NASP, New Orleans, LA.
- Toste, J. R., & Heath, N. L.** (2008, February). *Fostering resilient classrooms: How classroom alliance relates to school satisfaction*. Paper presented at the National Association of School Psychologists convention, NASP, New Orleans, LA.
- Roberts, E., **Toste, J. R., & Heath, N. L.** (2007, November). *Classroom techniques for students with mathematics learning disabilities*. Workshop presented at the Quebec Provincial Association of Teachers annual Convention, QPAT, Montreal, QC.
- Holly, S., Heath, N. L., **Toste, J. R., & Schaub, K.** (2007, November). *Test of the functional model of self-injury in a college sample*. Poster session presented at the annual meeting of the Association of Behavioral and Cognitive Therapies, ABCT, Philadelphia, PA.
- Schaub, K., Heath, N. L., **Toste, J. R., Holly, S., & Roberts, E.** (2007, November). *Self-injury in young adults: An investigation of associated risk factors*. Poster session presented at the annual meeting of the Association of Behavioral and Cognitive Therapies, ABCT, Philadelphia, PA.
- Heath, N. L., **Toste, J. R., & Beettam, E.** (2007, November). *School counsellors' experiences with self-injury in the schools*. In M. K. Nixon (Chair), *An integrated approach to research on non-suicidal self-injury in youth in Canada*. Paper presented at the Canadian Academy for Child and Adolescent Psychiatry annual conference, Montreal, QC.
- Toste, J. R., Roberts, E., & Heath, N. L.** (2007, October). *Positive illusions and depressive symptomatology in children and adolescents: Do inflated academic self-perceptions serve a self-protective role?* Paper presented at New England Psychological Association annual meeting, NEPA, Danbury, CT.
- Grouzet, F., Heath, N. L., & **Toste, J. R.** (2007, June). *Basic psychological needs of self-injurers: Evidence for a "self-injury-as-coping" hypothesis*. Poster session presented at the annual meeting of Canadian Psychological Association, CPA, Ottawa, ON.
- Heath, N. L., & **Toste, J. R.** (2007, June). *Developing a network: Issues surrounding prevention, intervention, and research of non-suicidal self-injury*. Conversation session presented at the annual meeting of the Canadian Psychological Association, CPA, Ottawa, ON.
- Holly, S., Heath, N. L., **Toste, J. R., & Schaub, K.** (2007, June). *Effects of social influence on the initiation of self-injury: A retrospective examination of university students' experiences*. Poster session presented at the annual meeting of Canadian Psychological Association, CPA, Ottawa, ON.
- Karagiannakis, A., **Toste, J. R., & Heath, N. L.** (2007, June). *Oral language functioning of children with externalizing and internalizing behavioural difficulties*. Poster session presented at the annual meeting of Canadian Psychological Association, CPA, Ottawa, ON.
- Schaub, K., Heath, N. L., **Toste, J. R., & Holly, S.** (2007, June). *Understanding the factors associated with self-injury and suicidal ideation in young adults*. Poster session presented at the annual meeting of Canadian Psychological Association, CPA, Ottawa, ON.
- Toste, J. R., Popliger, M., Roberts, E., & Heath, N. L.** (2007, June). *Teacher relationship and the academic self-concept of children with emotional and behavioural difficulties*. Poster session presented at the annual meeting of Canadian Psychological Association, CPA, Ottawa, ON.
- Holly, S., Schaub, K., Heath, N. L., & **Toste, J. R.** (2007, May). *Self-injury in young adults: Do risk factors differ as a function of suicidal ideation?* Poster session presented at the annual meeting of the Association for Psychological Science, APS, Washington, DC.

- Toste, J. R.**, Miodrag, N., & Heath, N. L. (2007, May). *Pre-service teachers' response to disability and education*. Paper presented at the YAI National Institute for People with Disabilities, Annual International Conference on Developmental and Learning Disabilities, New York, NY.
- Heath, N. L., **Toste, J. R.**, & Naeem, A. (2007, March). *International perspectives on learning disabilities: Research and practice*. Paper presented at the Learning Disabilities Association of Quebec annual conference, LDAQ, Montreal, QC.
- Naeem, A., **Toste, J. R.**, Roberts, E., & Heath, N. L. (2007, March). *Research in the field of learning disabilities: Past trends and future promise*. Poster session presented at the annual Education Graduate Student Society conference, Montreal, QC.
- Roberts, E., **Toste, J. R.**, & Heath, N. L. (2007, March). *Inaccurate evaluation of competence: "The good, the bad, and the ugly" of the positive illusory bias*. Paper presented at the annual Education Graduate Student Society conference, Montreal, QC.
- Toste, J. R.**, Zinck, L., & Heath, N. L. (2007, March). *The risk and resilience paradigm: Implications for schools*. Paper presented at the annual Education Graduate Student Society conference, Montreal, QC.
- Heath, N. L., **Toste, J. R.**, Nedecheva, T., & Holly, S. (2006, November). *Retrospective examination of risk factors for self-injurious behavior*. Poster session presented at the Association of Behavioral and Cognitive Therapies annual meeting, ABCT, Chicago, IL.
- Toste, J. R.**, Heath, N. L., Petrakos, H., Karagiannakis, A., Finn, C., McLean-Heywood, D., & Rousseau, C. (2006, November). *Provision of school services for students with exceptionalities*. Poster session presented at the Quebec Council for Children with Behavioral Disorders biennial conference, Quebec City, QC.
- Toste, J. R.**, Naeem, A., Miodrag, N., & Heath, N. L. (2006, November). *Relationship-building as a tool for school success*. Poster session presented at the Quebec Council for Children with Behavioral Disorders biennial conference, Quebec City, QC.
- Toste, J. R.**, Grouzet, F., Heath, N. L., & Naeem, A. (2006, October). *A multidimensional exploration of self-injury as a coping strategy*. Paper presented at the New England Psychological Association annual meeting, NEPA, Manchester, NH.
- Schaub, K., Holly, S., **Toste, J. R.**, & Heath, N. L. (2006, October). *Addictive properties of self-injurious behaviour in young adults*. Poster session presented at the New England Psychological Association annual meeting, NEPA, Manchester, NH.
- Toste, J. R.**, Wagner, C., Heath, N. L., & Schaub, K. (2006, August). *Intervention in the schools: Teacher perceptions of adolescent self-injury*. Poster session presented at the annual meeting of the American Psychological Association, APA, New Orleans, LA.
- Bloom, E., Heath, N. L., & **Toste, J. R.** (2006, August). *Accuracy of emotion regulation by adolescents with learning disability subtypes*. Poster session presented at the annual meeting of the American Psychological Association, APA, New Orleans, LA.
- Karagiannakis, A., Sladeczek, I., **Toste, J. R.**, & Rice, J. (2006, August). *Classwide peer tutoring: Social status of children with behavior problems*. Poster session presented at the annual meeting of the American Psychological Association, APA, New Orleans, LA.
- Beettam, E., **Toste, J. R.**, Bloom, E., DeStefano, J., & Heath, N. L. (2006, June). *Counsellors in the schools: Experiences with adolescent self-injury*. Poster session presented at the annual meeting of the Canadian Psychological Association, CPA, Calgary, AB.
- Toste, J. R.**, Heath, N. L., & Dallaire, L. (2006, May). *How the classroom alliance relates to student performance*. Paper presented at the Canadian Federation for the Humanities and Social Sciences Congress – Canadian Society for the Study of Education, CSSE, Toronto, ON.
- Beettam, E., Wagner, C., Bloom, E., **Toste, J. R.**, & Heath, N. L. (2006, May). *School professionals' attitudes toward self-injury*. In N. L. Heath (Chair), *Self-injury in the schools*. Paper presented at the Canadian Federation for the Humanities and Social Sciences Congress – Canadian Society for the Study of Education, CSSE, Toronto, ON.
- Toste, J. R.**, Nedecheva, T., Holly, S., & Heath, N. L. (2006, May). *Retrospective examination of risk factors for self-injurious behaviours*. In N. L. Heath (Chair), *Self-injury in the schools*. Paper presented at the Canadian Federation for the Humanities and Social Sciences Congress – Canadian Society for the Study of Education, CSSE, Toronto, ON.
- Zinck, L. C., **Toste, J. R.**, Schaub, K., & Heath, N. L. (2006, May). *Self-injury from a resilience perspective: Guiding international interpretation*. In N. L. Heath (Chair), *Self-injury in the schools*. Paper presented at

the Canadian Federation for the Humanities and Social Sciences Congress – Canadian Society for the Study of Education, CSSE, Toronto, ON.

- Toste, J. R., & Heath, N. L.** (2006, May). *La valeur prédiction de l'alliance en salle de classe*. Poster session presented at the annual congress of the Association francophone pour le savoir, ACFAS, Montreal, QC.
- Toste, J. R., & Heath, N. L.** (2006, May). *Success through alliance-building: The role of relationship in working with students with LD*. Workshop presented at the Ontario College Counsellors (OCC) and The College Committee on Disability Issues (CCDI) 35th Annual Conference, Toronto, ON.
- Toste, J. R., & Heath, N. L.** (2006, March). *Personal interactions of adolescents with learning disabilities: Developing a working alliance with educators*. Paper presented at the Learning Disabilities Association of Quebec annual conference, LDAQ, Montreal, QC.
- Heath, N. L., **Toste, J. R.**, & *Beettam, E., Bloom, E., Glen, T., Holly, S., Karagiannakis, A., Miodrag, N., Naeem, A., Nedecheva, T., Schaub, K., Wagner, C., Zinck, L. (2006, March). *Mechanisms of resilience and adaptive functioning in youth at-risk*. Poster colloquium presented at the annual Education Graduate Student Society conference, Montreal, QC.
- Toste, J. R., & Heath, N. L.** (2006, March). *Academic resilience in students with learning disabilities: The predictive value of the classroom working alliance*. Finalist presentation at the Quebec University Research Forum of the Fédération étudiante universitaire du Québec, FEUQ, Sherbrooke, QC.
- Toste, J. R., Bloom, E. L., & Heath, N. L.** (2005, November). *The classroom alliance: Research to practice*. Workshop presented at the Quebec Provincial Association of Teachers annual convention, QPAT, Mtl.
- Beettam, E., **Toste, J. R., & Heath, N. L.** (2005, October). *A new understanding of adolescent self-injury*. Paper presented at the New England Psychological Association annual meeting, NEPA, New Haven, CT.
- Heath, N. L., **Toste, J. R., & Bloom, E. L.** (2005, June). *Exploring cross-cultural perspectives of self-injury as a theory of resilience*. Round table session at International Pathways to Resilience conference, Halifax, NS.
- Beettam, E., **Toste, J. R., Pogliger, M., Wagner, C., & Heath, N. L.** (2005, June). *Attitudes towards self-injury*. Poster session presented at Canadian Psychological Association convention, CPA, Montreal, QC.
- Toste, J. R., Heath, N. L., & Missiuna, C.** (2005, May). *Perceived competence and behaviour in children with DCD and emotional/behavioural difficulties*. Poster session presented at the 6th International Conference on Children with Developmental Coordination Disorder, DCD-VI, Trieste, Italy.
- Toste, J. R., Heath, N. L., & Dallaire, L.** (2005, April). *The working relationship as a predictor of student performance*. Poster presented at the International Conference on Teacher Research, ICTR, Montreal, QC.
- Toste, J. R., Heath, N. L., & Missiuna, C.** (2004, November). *Children with emotional and behavioural difficulties: The role of motor skills*. Poster session presented at the annual Education Graduate Student Society conference, EGSS, Montreal, QC.
- Toste, J. R.** (2003, November). *Developing self-management in students with behavioural difficulties*. Paper presented at the annual Education Graduate Student Society conference, EGSS, Montreal, QC.

Knowledge Dissemination

- Interview (2020, July). A few parents have sued over special education during COVID-19. Will more follow? Interviewed for *EducationWeek* article.
- Invited panelist (2020, November). LGBTQ+ advocacy in special education. Webinar hosted by *GLSEN*.
- Invited panelist (2020, August). Racial equity, accountability, and leadership of social work practice during COVID: Impact on education. Webinar hosted by *National Association of Social Workers*.
- Toste, J. R.** (2020, April). Helping your kid with... reading skills practice through games. [Video file.] Retrieved from <https://www.meadowscenter.org/library/resource/helping-your-kid-with>
- Interview (2019, June). Community member interview for *MAYA Consulting "Gallery Walk"* newsletter.
- Interview (2019, May). *Glean Education Research to Practice* podcast.
- Toste, J. R.** (2017, September). Featured guest on *Ladies Who Lovebomb* podcast, via *iTunes*.
- Toste, J. R.** (2017, February). GLSEN: Protecting our LGBTQ youth. Interview with *OUTTAKE VOICES*, and cross-posted on *The Huffington Post* and *iTunes*.
- Toste, J. R., & Palmertree, B.** (2016, June). Three ways to turn schools into safe learning environments for LBGTQ students in post-Orlando America. Editorial published in *The Hechinger Report*.
- Toste, J. R., & Palmertree, B.** (2016, June). Safe learning environments for LGBTQ students in a post-Orlando America. Editorial published in *The Huffington Post*.

- Toste, J. R., & Beck, B.** (2016, May). Seven ways educators can foster safe schools for transgender students. Editorial published in *Pacific Standard*.
- Toste, J. R.** (2016, April). How does the magic happen? Preparing America's teachers to meet the needs of students with dyslexia. Editorial published in *The Huffington Post Education*.
- Toste, J. R.** (2015, November). The illusion of inclusion: How we are failing students with learning disabilities. Editorial published in *The Huffington Post Education*.
- Toste, J. R.** (2015, October). This is the day to address bullying of LGBT youth. Published in *Women's e-News*.

University Teaching

Department of Special Education, The University of Texas at Austin

- Reading Assessment & Development with Diverse Populations 2013-2018
- Reading Methods 2016-2020
- Reading Assessment & Development 2014, 2015
- Instructional Adaptations I 2015
- Law & Disabilities 2015, 2017-2020
- Trends & Issues in Learning Disabilities/Behavior Disorders 2015, 2017-2019, 2021
- Seminar in Behavior Disorders (School-Based Mental Health) Summer 2017, 2018

Department of Special Education, Peabody College at Vanderbilt University

Course Instructor / Adjunct Faculty

- Instructional Principles & Procedures in Reading for Students with Disabilities 2011, 2012

McGill University, Department of Integrated Studies in Education

Sessional Instructor / Course Lecturer

- Applications of Educational Psychology Across Classrooms (graduate-level) 2012, 2013

Teaching Assistant

- Integrating the Curriculum 2005, 2006, 2007
- Teaching Elementary Social Studies 2006

McGill University, Department of Educational & Counselling Psychology

Sessional Instructor / Course Lecturer

- Field Work: Exceptional Students (graduate-level) 2010, 2011
- Clinical Practicum in Special Education (graduate-level) 2010, 2011
- Instruction in Inclusive Schools 2007, 2008, 2009
- Students with Learning Difficulties 2010, 2011
- Educational Research and Development for Practitioners (co-instructor) 2007

Teaching and Clinical Experience

The Learning Associates of Montreal

Summer Reading Program, Senior Teacher and Reading Specialist

2006 - 2011

- Teach small groups of first to sixth grade students with reading disabilities; intensive three-week program
- Supervise novice teachers receiving specialized training in reading instruction

Learning Disabilities Specialist

2005 - 2011

- Provide individualized instruction to elementary-aged students with a wide range of learning difficulties
- Develop and implement strategic instructional programs
- Maintain detailed reports of strategies and learning materials, as well as assessments of student progress
- Conduct educational assessments with students referred for remedial services

Summer Reading Program, Teacher

2004 - 2005

- Teach small groups of first to sixth grade students with reading disabilities
- Receive specialized training in reading instruction using a structured phonetic approach

Mackay Center School
Special Education Teacher 2004 - 2005

- Reverse-integrated school; develop and implement multi-leveled curriculum
- Develop and implement individualized curriculum for students with intellectual and physical disabilities

St-Gabriel Elementary School
Classroom Teacher 2003 - 2005

- Kindergarten teacher at inner-city school with high at-risk population
- Develop and implement curriculum in an inclusive classroom setting

Graduate Supervision and Advising

Advisor / Dissertation Committee Chair

Elizabeth Brown, 2021-present
Erica Fry, 2020-present
Zainab Umar, 2017-present
Amanda McClelland, 2015-2020

- Defended dissertation August 2020

Marissa Filderman, 2016-2020

- Defended dissertation April 2020; currently Assistant Professor at University of Alabama

Lisa Didion, 2015-2019

- Defended dissertation April 2019; currently Assistant Professor at University of Iowa

Lexy House, 2015-2019 (incomplete)

Dissertation Committees

Zheng Zhang, expected 2022 (Chair: P. Peng)
Steven Maddox, expected 2022 (Chair: C. Doabler)
Clinton Moore, expected 2021 (Chair: N. Clemens)
Johny Daniel, 2020 (Chair: S. Vaughn)
Amanda Martinez-Lincoln, 2019 (Chair: N. Clemens)
Man Yang, 2018 (Chair: N. Cooc)
Philip Capin, 2018 (Chair: S. Vaughn)
Megan Carroll, 2018 (Chair: D. Bryant)
Kelly Williams, 2017 (Chair: S. Vaughn)
Garrett Roberts, 2016 (Chair: S. Vaughn)
Colby Hall, 2016 (Chair: S. Vaughn)
Maria Sciuchetti, 2015 (Chair: A. Flower)
Eun Young Kang, 2015 (Chair: S. Vaughn)
Elisabeth McCulley, 2015 (Chair: S. Vaughn)

Research Mentoring Committees

Katherine O'Donnell, 2021 (Chair: N. Clemens)
Yeji Kim, 2021 (Chair: N. Cooc)
Steven Maddox, 2020 (Chair: C. Doabler)
Jordan Dille, 2020 (Chair: S. Vaughn)
Clinton Moore, 2020 (Chair: N. Clemens)
Zainab Umar, 2020 (Chair: J. Toste)
Ashley Bagwell, 2018 (Chair: T. Falcomata)
Paul Steinle, 2018 (Chair: S. Vaughn)
Marissa Filderman, 2018 (Chair: J. Toste)
Amanda McClelland, 2018 (Chair: J. Toste)
Lisa Didion, 2017 (Chair: J. Toste)
Lexy House, 2017 (Chair: J. Toste)

Philip Capin, 2016 (Chair: S. Vaughn)
Elizabeth Stevens, 2016 (Chair: S. Vaughn)
Kelly Williams, 2016 (Chair: S. Vaughn)
Megan Carroll, 2016 (Chair: D. Bryant)
Meaghan Latifi, 2016 (Chair: N. Zuna)
Soo-jin Chung, 2015 (Chair: S. Linan-Thompson)
Garrett Roberts, 2014 (Chair: S. Vaughn)
Colby Hall, 2014 (Chair: S. Vaughn)
Julie Martinez, 2014 (Chair: S. Linan-Thompson)
Fangjuan Hou, 2013 (Chair: D. Bryant)
Eun Young Kang, 2013 (Chair: S. Vaughn)

Master's Thesis Advisor

Anna Philpott, 2016, High Incidence Disabilities
Chung Eun (Emily) Lee, 2015, High Incidence Disabilities

Plan II Honors Thesis Advisor

Issac James, 2021, Government
Gabriela Coelho, 2018, Special Education

Bridging Disciplines Undergraduate Program Mentor

Noa Porten, 2018, Government

National Service

Associate Editor

2021 - ongoing Associate Editor, Journal of Learning Disabilities
2017 - 2020 Associate Editor, Assessment for Effective Intervention

Editorial Review Board

2019 - ongoing Editorial Board, Elementary School Journal
2017 - ongoing Editorial Board, Journal of Learning Disabilities
2016 - ongoing Editorial Board, Intervention in School and Clinic
2016 - ongoing Editorial Board, Assessment for Effective Intervention

Grant Peer Review

2018 - ongoing Principal Member, Grant Review Panel (RWLD), Institute of Education Sciences

Journal Peer Review

2014 - 2020 Principal Reviewer, Journal of Educational Psychology
2019 Ad hoc reviewer for Research in Developmental Disabilities
2017 Ad hoc reviewer for Learning & Individual Differences
2017 - 2020 Ad hoc reviewer for Review of Educational Research
2017 - 2019 Ad hoc reviewer for Exceptional Children
2017, 2018 Ad hoc reviewer for Learning Disability Quarterly
2016 - 2020 Ad hoc reviewer for Reading & Writing Quarterly: Overcoming Learning Difficulties
2015 - 2020 Ad hoc reviewer for Remedial and Special Education
2015 - 2020 Ad hoc reviewer for the Journal of Research on Educational Effectiveness
2015, 2016, 2018 Ad hoc reviewer for Learning Disabilities Research & Practice
2015, 2016 Ad hoc reviewer for Exceptionality: A Special Education Journal
2014, 2015 Ad hoc reviewer for Assessment for Effective Intervention
2014, 2015 Ad hoc reviewer for Educational Researcher
2014 Ad hoc reviewer for Educational Psychology: International Journal of Experimental EdPsych
2013 - 2020 Ad hoc reviewer for The Elementary School Journal

2013, 2015, 2018 Ad hoc reviewer for American Educational Research Journal
 2013, 2018 Ad hoc reviewer for Reading and Writing: An Interdisciplinary Journal
 2012 - 2020 Ad hoc reviewer for Journal of Learning Disabilities

Additional Peer Review

2021 Special education graduate course review, University of Kansas
 2020 Textbook review, Pearson
 2018 Reviewer of online course “Intensifying Intervention,” Glean Education
 2014, 2018 External Reviewer, Master’s Thesis, McGill University Graduate & Postdoctoral Studies
 2014 - 2016 Proposal Reviewer, Society for the Scientific Study of Reading (SSSR) Annual Meeting
 2013 - ongoing Proposal Reviewer, Council for Exceptional Children (CEC) Annual Convention & Expo
 2013 Book proposal review, Elsevier

State Leadership

2019 - 2020 Texas Commission of Education’s Special Education Allotment Advisory Committee (appointed)
 2018 Blue Ribbon Selection Panel, Texas Education Agency

Committee Leadership

2021 - going Vice President, Division for Learning Disabilities; Council for Exceptional Children
 2020 - ongoing Board of Directors; Council for Learning Disabilities (CLD)
 2020 - ongoing Co-Chair, Research Committee; Council for Learning Disabilities (CLD)
 2020 - ongoing Co-Chair, Knowledge & Utilization Committee; Division for Research, CEC
 2017 - 2018 Chair, Program Committee; Pacific Coast Research Conference (PCRC)
 2016 - 2017 Chair, Admissions Committee; National Center for Leadership in Intensive Intervention (NCLII)

Committee Membership

2020 - ongoing Publications Committee, Society for the Scientific Studies of Reading (SSSR)
 2020 - ongoing Communications and Outreach Committee; POWER – Providing Opportunities for Women in Education Research
 2019 - ongoing Professional Development, Standards, Ethics Committee; Division for Learning Disabilities, CEC
 2015 - 2016 Leadership Development Committee; Council for Learning Disabilities (CLD)
 2015 Curriculum Team Lead; National Center for Leadership in Intensive Intervention (NCLII)
 2015 - ongoing Research Committee; Division for Learning Disabilities, Council for Exceptional Children (CEC)
 2015 - 2017 Program Committee; Pacific Coast Research Conference (PCRC)
 2015 - ongoing Evaluation Committee; National Center for Leadership in Intensive Intervention (NCLII)
 2015 - 2016 Admissions Committee; National Center for Leadership in Intensive Intervention (NCLII)

University Service

Department

09-2019 - ongoing Co-Coordinator, Post-Baccalaureate SPED Teacher Certification Program
 09/2018 - ongoing Member, Undergraduate Program Committee
 05/2018 - 08/2019 Member, Program Promotion & Marketing Committee
 09/2017 - 03/2018 Member, Special Education Search Committee
 09/2016 - 05/2017 Member, Doctoral Review Committee
 2014 - 2016 Member, Student Travel Awards Committee

College

2020 - 2021 External Member, Language & Literacy Studies Search Committee
 2020 - ongoing Charles Butt Scholars Committee (Standing Committee)
 2019 - ongoing Early Career Fellowship Task Force
 2016 - 2019 Liaison, College of Education Office of Communications
 2016 - 2017 Member, Review Committee for the Office of Educational Research Support

06/2014 - 2016 Member, Information Technology (IT) Committee, College of Education

University

2021 - 2023 Member (Elected), Faculty Council
2020 - 2023 Member (Elected), Graduate Assembly
2019 - ongoing Texas Center for Disability Studies, Strategic Health Alliance Leadership Board
2019 - ongoing Meadows Center for Preventing Educational Risk, Board of Directors
04/2019 - ongoing Graduate Student Mentorship Committee
11/2018 - ongoing Graduate Professional Development Task Force
04/2018 - ongoing Provost's Teaching Fellow
10/2015 - 07/2016 Public Voices Fellow, The OpEd Project
09/2015 - 05/2017 Member (Elected), Faculty Council
2014, 2015 Member, Outstanding Dissertation Award Review Committee

University System

2020 - ongoing ElevateTXEd Ambassador

Memberships in Professional Societies

American Educational Research Association (AERA)
Council for Exceptional Children (CEC)
Council for Learning Disabilities (CLD)
International Academy for Research in Learning Disabilities (IARLD)
Society for the Scientific Study of Reading (SSSR)

Qualifications and Training

Advanced Certificate in Effective College Teaching (2020-2021)
Association of College and University Educators (ACUE)
Selected cohort of 30 UT faculty to complete 25-week course on "Effective Online Teaching Practices"
What Works Clearinghouse Certified Reviewer Training (August 2012)
Institute of Education Sciences (IES), Mathematica Policy Research
Hierarchical Linear Modeling Training, Drs. Steve Raudenbush and Tony Bryk (September 2011)
Scientific Software International (SSI)
Structural Equation Modeling Training, Dr. Rex Kline (February 2010)
Québec Inter-University Centre for Social Statistics
Permanent Teaching License—Elementary Education (2005)
Ministère de l'Éducation, du Loisir et du Sport du Québec

Community Service

UT-University Charter Schools

Member, Advisory Board

2017 - present

- UT-UCS is a university charter school within the Division of Diversity and Community Engagement at The University of Texas at Austin; the system is currently comprised of over two dozen campuses serving approximately 3,000 students per year in kindergarten through grade twelve

Disability Rights Texas

Chair, Board of Directors

2019 - present

Member, Board of Directors

2016 - present

- DRTx is the federally designated legal protection and advocacy agency (P&A) for people with disabilities in Texas; this organization focuses on ensuring that the rights of people with disabilities are being met
- Served as Vice-Chair from 2018-2019 and elected Board Chair as of October 2019

- Direct search process for DRTx Executive Director (2021), including development of request for proposals and selection of executive search firm

Court Appointed Special Advocates of Travis County

Child Advocate and Guardian ad litem 2016 - 2018

- Volunteer advocate and guardian ad litem for child(ren) under the guardianship of the Department of Child Protective Services; advocate for children in courts, schools, and the community
- CASA exists to promote and protect the best interest of children who have been abused and neglected

Gay, Lesbian, and Straight Education Network (GLSEN)

Trainer of Trainers Facilitator 2020 - present

Member, National Board of Directors 2017 - present

Co-Chair, National Advisory Council 2013 - present

- Serve as organizing chair of this national leadership council that provides recommendations to GLSEN
- Communicate with committee chairs and council members

Gay, Lesbian, and Straight Education Network (GLSEN), Austin Chapter

Member, Board of Directors 2020 - present

Chapter Founder and Chairperson 2015 - 2020

- Serve as local representative of GLSEN in advancing the organization's mission to foster safe schools for all regardless of sexual orientation and gender identity/expression
- Responsible for leadership development, volunteer recruitment, community outreach, and strategic planning

Gay, Lesbian, and Straight Education Network (GLSEN), Middle Tennessee Chapter

Board Member and Student Leadership Coordinator 2011 - 2013

- Serve as local representative of GLSEN in advancing the organization's mission to foster safe schools for all regardless of sexual orientation and gender identity/expression; engage in strategic planning for the Chapter
- Coordinate Middle Tennessee high school GSA (Gay-Straight Alliance) networking conference
- Attend national training events: Safe Schools Advocacy Summit in Washington, DC (March 2012 and 2013), Camp GLSEN in Briarcliff Manor, NY (July 2012)

Nashville Volunteer Advocates

Special Education Advocate 2011 - 2013

- Collaborate with families of students with special needs; facilitate communication with school personnel and ensure that students' rights are being acknowledged in decisions related to service delivery

Updated August 1, 2021