





Lakey, E., Koppenhaver, D., **Garwood, J. D.**, & Smith, C. (2017-2022). *Interdisciplinary support for high-intensity needs in education: Project iSHINE*. Office of Special Education and Rehabilitation Services. U. S. Department of Education.

**Role:** Co-Investigator

**Funding:** \$1,079,804

**AWARDED INTERNAL: \$208,330**

**Garwood, J. D.** (2021-2022). *Social-emotional-behavioral health and inclusive education: Project RESILIENCY*. Office of Vice President for Research. University of Vermont

**Role:** Principal Investigator

**Funding:** \$150,000

**Garwood, J. D.** (2020-2021). *SWIVL robots to study teacher burnout*. Sustainability Research Capitalization Funding. University of Vermont

**Role:** Principal Investigator

**Funding:** \$4,580

**Garwood, J. D.** (2019-2020). *Taking action to reduce school shootings: Development of the Risk Assessment and Distress Recovery (RADR) Scale*. CESS Research Council & Jean S. Garvin Award Fund. University of Vermont

**Role:** Principal Investigator

**Funding:** \$4,750

**Garwood, J. D.** (2018-2019). *Civics for students with emotional and behavioral disabilities*. Office of Vice President for Research Express Funding. University of Vermont

**Role:** Principal Investigator

**Funding:** \$3,000

**Garwood, J. D.** (2018). *Self-regulated strategy development for adolescents with emotional and behavioral disabilities*. Office of Research. Appalachian State University.

**Role:** Principal Investigator

**Funding:** \$24,000

**Garwood, J. D.** (2016-2018). *Special educators' burning out or fading away*. College of Education. Appalachian State University.

**Role:** Principal Investigator

**Funding:** \$2,500

**Garwood, J. D.** (2017). *Research and development for IES grants*. Office of Research. Appalachian State University.

**Role:** Principal Investigator

**Funding:** \$1,000

**Garwood, J. D.** (2014-2015). *Classroom management for students with emotional and behavioral disorders*. Graduate School. University of North Carolina at Chapel Hill.

**Role:** Principal Investigator

**Funding:** \$16,000

**Garwood, J. D.** (2013-2014). Reading with an emotional or behavioral disorder. Walter M. and Ann Brown Fund for Reading Research. University of North Carolina at Chapel Hill.

**Role:** Principal Investigator

**Funding:** \$2,500

## **HONORS AND AWARDS**

2022

- and eligibility for emotional disturbance: A tale of 50 states. *Behavioral Disorders*, 49, 106-115.
- Garwood, J. D.** (2023). Special educator burnout and fidelity in implementing behavior support plans: A call to action. *Journal of Emotional Behavioral Disorders*, 31, 84-96.
- Poling, D., Van Loan, C. L., & **Garwood, J. D.** (2023). Relationships are the intervention: An interview with Michael Marlowe. *Intervention in School and Clinic*, 58, 378-382.
- Garwood, J. D.**, & Carrero, K. M. (2023). Lifting the voices of black students labeled with emotional disturbance: Calling all special education researchers. *Behavioral Disorders*, 48, 121-133.
- Garwood, J. D.**, Peltier, C., Ciullo, S., Wissinger, D., McKenna, J. W., Giangreco, M. F., & Kervick, C. (2023). The experiences of students with disabilities actually doing service learning: A systematic review. *Journal of Experiential Education*, 46, 5-31.
- Poling, D., Van Loan, C. L., **Garwood, J. D.**, Zhang, S., Riddle, D. (2022). Enhancing teacher-student relationship quality: A narrative review of school-based interventions. *Educational Research Review*, 37, 14-59.

**Garwood, J. D., & Gage, N.** (2021). Evidence for the technical adequacy of the risk assessment and distress recovery: Examining risks while avoiding profiling youth with mental health difficulties. *Journal of Psychoeducational Assessment, 39*(6), 694-711.

**Garwood, J. D., & \*Moore, T.** (2021). School connectedness insights for teachers educating youth with a severe emotional disturbance in residential treatment.











- McKenna, J. W., Mooney, P., Ryan, J., **Garwood, J. D.**, Ciullo, S., & Bettini, E. (2020, February). *Improving reading instruction for students with emotional and behavioral disorders: Challenges, considerations, and promising practices*. Paper presented at the annual conference of the Council for Exceptional Children (CEC). Portland, OR.
- Garwood, J. D.**, & McKenna, J. W. (2020, February). *Vocabulary interventions for students with emotional and behavioral disorders: State of the evidence*. Poster presented at the annual conference of the Council for Exceptional Children (CEC). Portland, OR.
- Garwood, J. D.** (2019, October). *An intellectual history of aggression and an exploration of contradictory messages about aggressive behaviors in schools*. Paper presented at the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.
- Mason, L. H., & **Garwood, J. D.** (2019, October). *Building writing fluency through quick writing*. Paper presented at the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.
- Zurawski, L., McKenna, J. W., Brigham, F. J., Koc, M., Lavin, C., & **Garwood, J. D.** (2019, April). *A systematic review of intervention studies for young children with EBD*. Paper presented at the annual conference of the American Educational Research Association (AERA). Toronto, ON.
- Garwood, J. D.** (2019, February). *Relationships as pedagogy to promote inclusion: Changing pre-service practitioners' dispositions toward students with emotional and behavioral disorders*. Poster presented at the annual conference of the Council for Exceptional Children (CEC). Indianapolis, IN.
- Garwood, J. D.**, Brunsting, N., & Ruble, L. *Supporting special education teachers' well-being: Current research and future directions*. A panel presentation at the annual conference of the Council of Exceptional Children (CEC). Indianapolis, IN.
- Garwood, J. D.**, Ciullo, S., & Mason, L. H. (2019, February). *Enhancing persuasive science writing with adolescents in residential treatment for complex trauma*. Poster presented at the annual conference of the Council for Exceptional Children (CEC). Indianapolis, IN.
- Roberts, G. J., Cho, E., **Garwood, J. D.**, Goble, G. H., & Robertson, T. (2019, February). *Reading instruction for students with behavior, hyperactivity, or attention difficulties: A meta-analysis*. Poster presented at the annual Pacific Coast Research Conference, Coronado, CA.
- Garwood, J. D.** (2018, October). *Students with antisocial behaviors learning social studies content: Where have all the interventions gone?* Paper presented at the annual conference of Teacher Educators of Children with Behavior Disorders (TECBD). Tempe, AZ.
- Lakey, E. R., **Garwood, J. D.**, Smith, C. C., Koppenhaver, D. A., & Cheek, A. E. (2018, July). *Interdisciplinary Support for High-Intensity Needs in Education*. [Poster session]. Presented at the U.S. Department of Education, Office of Special Education Programs (OSEP)
- Goble, G., Robertson, T., Roberts, G. J., **Garwood, J. D.**, & McKenna, J. (2018, July). *Reading interventions for students with problem behaviors or attention-deficit/hyperactivity: A synthesis of the literature*. Poster session presented at the Society for the Scientific Study of Reading. Brighton, United Kingdom.
- Garwood, J. D.** (2018, February). *Special education teachers' role stressors and behavior*

*management as predictors of burnout: A mixed-methods study.*



SPE 4495: Practicum in Special Education I (U)

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