**GRANT EDMUND ALLEN, Ph.D.**

**Curriculum Vitae**

Assistant Professor, University of Wisconsin-Stout

Teaching, Learning, and Leadership Department

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Menomonie, WI 54571

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# EDUCATION

2021 Ph.D. University of Kansas, Lawrence, KS

Special Education

Dissertation: Social Validity of Tier 1 Practices in High Schools

Advisor & Chair: Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L1

2013 M.S. Ed. Fort Hays State University, Hays, KS

Major: Adaptive Special Education

2011 B.S. St. Cloud State University, St. Cloud, MN

Major: Social Science Education

2009 B.A. St. Cloud State University, St. Cloud, MN

Major: History

# PROFESSIONAL EXPERIENCE

2021-Present Assistant Professor of Special Education, University of Wisconsin-Stout

2020-Present Research Personnel, University of Kansas

PI: Kathleen Lane, Co-PI: Wendy Oakes. *Project SCREEN: Validation of a Free-Access Screening Tool for K-12 Educators to Screen Students for Internalizing and Externalizing Behavior Patterns*

2020-Present Research Personnel, University of Kansas,

PI: Kathleen Lynne Lane and Wendy Peia Oakes, Mark Buckman. *Student Risk Screening Scale for Early Childhood – Next Steps*

2019-Present Research Personnel, University of Kansas

PI: Kathleen Lane, Wendy Oakes, Sandra Chafouleas, Amy Briesch, David Royer, Eric Common. *Enhancing Ci3T: Building Professional Capacity for High Fidelity Implementation to Support Students’ Educational Outcomes (Project ENHANCE)*

2019-2020 Interviewer, University of Kansas

KU Transition to Postsecondary Education (TPE) Program.

2018-2019 Research Personnel, University of Kansas

PI: Kathleen Lynne Lane, Wendy Oakes, Mark Buckman. *Implementing Ci3T Models 3: Partnering to Build Capacity*

2016-2019 Project Coordinator, Research Personnel, University of Kansas

PI: Kathleen Lynne Lane, Wendy Oakes; *Moving Forward with Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention:*

*Project SUPPORT and SUCCEED*

2017-Present Research Personnel, University of Kansas

PI: Kathleen Lynne Lane, Wendy Oakes; *Project Support, Succeed, & Sustain: Building, Implementing, and Sustaining Comprehensive, Integrated Three-Tiered (Ci3T) Models of Prevention*

2016-2017 Research Personnel, University of Kansas

PI: Kathleen Lynne Lane; *Project EXSEL (Exploring Solutions to Address Students’ Social and Emotional Learning Needs to Facilitate School Success)*

2011-2016 Teacher, USD 457, Garden City, KS

Regular Education Teacher (2011-2012), Special Education Teacher (2012-2016), District Co-Teaching Coach (2013-2016)

# PUBLICATIONS

## Refereed Articles **(N =6)**

Oakes, W. P., Lane, K. L., Royer, D. J., Buckman, M. M., Common, E. A., **Allen, G. E.**, & Cantwell, E. D. (In press). Supporting the installation of comprehensive, integrated, three-tiered (Ci3T) models of prevention: Educator perspectives. *Frontiers in Education*.

Buckman, M. M., Lane, K. L., Common, E. A., Royer, D. J., Oakes, W. P., **Allen, G. E.**, Lane, K. S., & Brunsting, N. (2021). Treatment integrity of primary (tier 1) prevention efforts in tiered systems: Mapping the literature. *Education and Treatment of Children*.

Lane, K. L., Oakes, W. P., **Allen, G. E.**, Lane, N. A., Jenkins, A. B., Lane, K. S., Messenger, M. L., Buckman, M. M., Fleming, K. K., & Swinburne Romine, R. E. S. (2020). Improving educators’ knowledge, confidence, and usefulness of a Comprehensive, Integrated, Three-tiered (Ci3T) model of prevention: Outcomes of professional learning. *Education and Treatment of Children, 43*(3), 279-293. <https://doi.org/10.1007/s43494-020-00021-3>

**Allen, G. E.**, Common, E. A., Germer, K. A., Lane, K. L., Buckman, M. M., Oakes, W. P., & Menzies, H. M. (2020). A systematic review of the evidence base for active supervision in PK-12 settings. *Behavioral Disorders, 45*(3), 167-182. <https://doi.org/10.1177/0198742919837646>

Common, E. A., Buckman, M. M., Lane, K. L., Leko, M., Royer, D. J., Oakes, W. P., & **Allen, G. E.** (2019). Exploring solutions to address students’ social competencies to facilitate school success: A usability and feasibility study. *Education and Treatment of Children*, *42*(4), 489-514. <https://doi.org/10.1353/etc.2019.0023>.

Lane, K. L., Oakes, W. P., Cantwell, E. D., Common, E. A., Royer, D. J., Leko, M., Schatschneider, C., Menzies, H. M., Buckman, M. M., & **Allen, G. E.** (2018). Predictive validity of Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE) scores in elementary schools. *Journal of Emotional and Behavioral Disorders*, *27*(2), 1-14. <https://doi.org/10.1177/1063426618795443>

## Manuscripts Under Review (**N = 1**)

Austin, K. S., **Allen, G. E.,** Brunsting, N. C., Common, E. A., & Lane, K. L. (2022). Active supervision: Empowering teachers and families to support students in varied learning contexts [Manuscript submitted for publication].

## Book Chapters (**N =1)**

Lane, K. L., Common, E. A., Buckman, M. M., & **Allen, G. E.** (2022). Essential features of intensive, individualized (Tier 3) interventions. In M. Tankersley, B. G., Cook, and T. J. Landrum (Eds). *Advances in Learning and Behavioral Disabilities (Volume 32)*. Emerald Insight.

## Web-based Resources (**N = 12**)

**Allen, G. E.**, Buckman, M. M., Oakes, W. P., & Lane, K. L. (2020, October). *Using treatment integrity and social validity data in Ci3T Models.* Ci3T Strategic Leadership Team. [www.ci3t.org](http://www.ci3t.org)

**Allen, G. E.**, Lane, K. S., Austin, K. S., Pérez-Clark, P., Lane, K. L., Oakes, W. P., & Menzies, H. M. (2020, August). *Active supervision: A step-by-step guide for virtual learning environments.* Ci3T Strategic Leadership Team. [www.ci3t.org](http://www.ci3t.org)

Austin, K. S., Lane, K. S., Pérez-Clark, P., **Allen, G. E.**, Lane, K. L., Oakes, W. P., & Menzies, H. M. (2020, August). *Opportunities to respond: A step-by-step guide for virtual learning environments*. Ci3T Strategic Leadership Team. [www.ci3t.org](http://www.ci3t.org)

Austin, K. S., Lane, K. S., Pérez-Clark, P., **Allen, G. E.**, Oakes, W. P., Lane, K. L., Menzies, H. M. (2020, August). *Precorrection: A step-by-step guide for virtual learning*. Ci3T Strategic Leadership Team. [www.ci3t.org](http://www.ci3t.org)

Lane, K. S., Austin, K. S., Pérez-Clark, P., **Allen, G. E.**, Oakes, W. P., Lane, K. L., & Menzies, H. M. (2020, August). *Instructional choice: A step-by-step guide for virtual learning environments*. Ci3T Strategic Leadership Team. [www.ci3t.org](http://www.ci3t.org)

Pérez-Clark, P., Lane, K. S., Austin, K. S., Allen, G. E., Oakes, W. P., Lane, K. L., & Menzies, H. M. (2020, August). *Behavior-specific praise: A step-by-step guide for virtual learning environments*. Ci3T Strategic Leadership Team. [www.ci3t.org](http://www.ci3t.org)

Pérez-Clark, P., Lane, K. S., Austin, K. S., Allen, G. E., Oakes, W. P., Lane, K. L., & Menzies, H. M. (2020, August). *Instructional feedback: A step-by-step guide to virtual learning environments*. Ci3T Strategic Leadership Team. [www.ci3t.org](http://www.ci3t.org)

Lane, K. L., Oakes, W. P., & **Allen, G. E.** (2020, March). *Using choice at home: A step-by-step guide for families.*Ci3T Strategic Leadership Team. <http://www.ci3t.org>

Lane, K. L., Oakes, W. P., & **Allen, G. E.** (2020, March*). Using precorrection at home: A step-by-step guide for families.* Ci3T Strategic Leadership Team. <http://www.ci3t.org>

Lane, K. L., Oakes, W. P., & **Allen, G. E.** (2020, March). *Using active supervision at home: A step-by-step guide for families.* Ci3T Strategic Leadership Team. <http://www.ci3t.org>

Lane, K. L., Pérez-Clark, P., Sherod, R. L., Oakes, W. P. & **Allen, G. E.** (2020, March). Using behavior specific praise at home: A step-by-step guide for families. Ci3T Strategic Leadership Team. [http://www.ci3t.org](http://www.ci3t.org/)

Sherod, R. L., Wheat, K., Pérez-Clark, P., **Allen, G. E.**, Oakes, W. P., & Lane, K. L. (2020, March). *Setting up for success at home: Using Ci3T structures to facilitate positive, productive continuous learning opportunities during the COVID-19 crisis - A closer look: Set and teach expectations.* Ci3T Strategic Leadership Teams. <http://www.ci3t.org>

# PRESENTATIONS (N =24)

Pérez-Clark, P., Austin, K.S., Royer, D. J., **Allen, G. E.**, Buckman, M. M., Common, E. A., Lane, K. L. (2022, February 1-4). Systematic review tools and procedures showcase: Synthesizing and evaluating primary prevention practices. [Virtual conference session]. Council for Expectational Children (CEC) Convention and Expo. Orlando, FL.

Buckman, M. M., Lane, K. S., **Allen, G. E.**, Lane, K. L., & Oakes, W. P. (2022, January 17). *Initial implementation of Comprehensive, Integrated, Three-Tiered Models in K-12 schools* [Poster session]. Council for Expectational Children (CEC) Convention and Expo. Orlando, FL.

Buckman, M. M., Royer D. J., Common E. A., **Allen G. E.**, Austin K. S., Pérez-Clark, P., Oakes W. P., & Lane, K. L. (2021, November 19). *Enhancing Ci3T using on-demand professional learning resources: Preliminary lessons learned* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>

Pérez-Clark P. P., Austin K. S., Schonour S. J., **Allen G. E.**, Buckman M. M., Oakes W. P., & Lane K. L. (2021, November 19). *Low-Intensity Supports: Resources for In-person, Remote, and Hybrid Environments* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>

**Allen G. E.**, Buckman M. M., Pérez-Clark P., Austin K. S., Common E. A., Royer D. J., Oakes W. P., Brunsting, N. C., & Lane, K. L. (2021, November 19). *What does the evidence suggest at Tier 1? Sharing results from systematic reviews of treatment integrity, social validity, and social emotional well-being* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). Tempe, AZ. <https://education.asu.edu/annual-tecbd-conference>

Lane, K. L., **Allen, G. E.**, & Buckman, M. M. (2021, July 19-22). *Using Your Ci3T Structures to Facilitate Instruction in the COVID Era* [Poster session]. Office of Special Education Programs (OSEP) Leadership and Project Director’s Conference. <https://osepideasthatwork.org/osep-meeting/2021-leadership-and-project-directors-conference>

Lane, K. L., Oakes, W. P., **Allen, G. E.**, Austin, K. S., Brunsting N. C., Buckman, M. M., Common, E. A., Jones, J. S., Lane, K. S., Lane, N. A., Pérez-Clark, P., Royer, D. J., & Sherod, R. L. (2020, November 3). *Using Ci3T structures in the Covid-19 era: 10/10 topics* [Conference session]. Teacher Educators for Children with Behavior Disorders (TECBD). <https://education.asu.edu/annual-tecbd-conference>

Buckman, M. M., Royer, D. J., Common, E. A., **Allen, G. E.**, Lane, K. S., Oakes, W. P., & Lane, K. L. (2020, February 27-29). *Treatment integrity of primary prevention efforts in tiered models: A review of the literature* [Poster presentation]. Midwest Symposium for Leadership in Behavior Disorders (MSLBD), Kansas City, MO.

Common, E. A., Oakes, W. P., Royer, D. J., Buckman, M. M., **Allen, G. E.**, Pérez-Clark, P., Lane, K. L. (2020, February 5-8). *Examining Social Validity Within Ci3T Models: Illustrations and Relations Garnered Across a University-District Partnership* [Poster presentation]. Council for Exceptional Children (CEC) Convention and Expo, Portland, OR.

**Allen, G. E.**, Buckman, M. M., Common, E. A., Royer, D. J., Oakes, W. P., Brunsting, N. C., Lane, K. S., & Lane, K. L. (2019, October). *Examining social validity in tiered systems of support: A systematic review*. A presentation at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

Brunsting, N. C., Royer, D. J., Oakes, W. P., Lane, K. L., Menzies, H. M., Buckman, M. M., Common, E. A., & **Allen, G. E**. (2019, October)*. Ci3T Models of Prevention: Middle and high school teacher efficacy and burnout*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

Buckman, M. M., Common, E. A., Lane, K. L., Oakes, W. P., Royer, D. J., Lane, K. S., **Allen, G. E.** (2019, October). *Ci3T tools to facilitate data-informed decision making*. A presentation at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.

Buckman, M. M., Common, E. A., Royer, D. J., **Allen, G. E**., Leko, M. M., Oakes, W. P., & Lane, K. L. (2019, January). *Exploring tier 2 solutions to address students’ social-emotional learning: A feasibility study*. A paper presented at the 2019 Council for Exceptional Children (CEC) Convention and Expo, Indianapolis, IN.

Royer, D. J., Lane, K. L., Oakes, W. P., Buckman, M. M., & **Allen, G. E**. (2019, February). *Precorrection, active supervision, and instructional feedback: Low-intensity strategies to support behavior for school success*. A poster presentation at the 2019 Council for Exceptional Children (CEC) Convention and Expo, Indianapolis, IN.

**Allen, G. E.,** Common, E. A., Lane, K. L., & Buckman, M. M. (2018, October). *Active supervision: A feasible, effective strategy.*A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

Buckman, M. M., Lane, K. L., Oakes, W. P., **Allen, G. E.**, Common, E. A., Royer, D. J., Brunsting, N., & Lane, K. S. (2018, October). *Assessing treatment integrity of primary (Tier 1) practices in schools implementing Ci3T models of prevention.*A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

Common, E. A., Buckman, M. M., Lane, K. L., Royer, D. J., Oakes, W. P., & **Allen, G. E.** (2018, October). *Exploring Tier 2 efforts in addressing students’ social-emotional needs: A social skills feasibility study.*A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., **Allen, G, E.**, Buckman, M. M., & Brunsting, N. (2018, October). *Professional learning: Empowering Ci3T leadership teams.*A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., Buckman, M. M., & **Allen, G. E**. (2018, October). *Supporting student success! Feasibility strategies for supporting engagement.*A workshop presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

**Allen, G. E.**, Buckman, M. M., Common, E. A., Lane, K. L. (2018, February) Training schools to build Comprehensive, Integrated, Three-tiered (Ci3T) models of prevention: A look across time. A poster presentation at Midwest Symposium for Leadership in Behavior Disorders (MSLBD) annual conference, Kansas City, MO.

Buckman, M. M., Common, E. A., **Allen, G. E.**, Lane, K. L. (2018, February). Exploring solutions to address students’ social-emotional learning: A Tier 2 feasibility study. A poster presentation at Midwest Symposium for Leadership in Behavior Disorders (MSLBD) annual conference, Kansas City, MO. (Awarded MSLBD Outstanding Poster Presentation Award).

Lane, K. L., Buckman, M. M., Common, E. A., **Allen, G. E.** (2018, February). Integrating social skills across the tiers: Illustrations from comprehensive, integrated, three-tiered (Ci3T) models of prevention. A presentation at Midwest Symposium for Leadership in Behavior Disorders (MSLBD) annual conference, Kansas City, MO.

Lane, K. L., Common, E. A., Buckman, M. M., Royer, D. J., Oakes, W. P., & **Allen, G. E.** (2017, October). *Exploring tier 2 efforts in addressing students’ social-emotional needs: A social skills feasibility study*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., Buckman, M. M., & **Allen, G. E.** (2017, October). *A look at the relationship between challenging behaviors and academic performance: How do students progress in Ci3T models of prevention?* A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

# SERVICE

## National

2022-Present Advisory Board Member, Project ENGAGE (IES Funded Research Grant, 84.324X)

2020-Present Guest Manuscript Reviewer, Teaching Exceptional Children

2020-Present Guest Manuscript Reviewer, Behavioral Disorders

2020-Present Guest Manuscript Reviewer, Journal of Positive Behavior Interventions

2019-Present Guest Manuscript Reviewer, Remedial and Special Education

2016-Present Guest Manuscript Reviewer, Education and Treatment of Children

2016-Present Ci3T Train the Trainers, Lawrence, KS (Annual summer training program; presenter, logistical support, coaching)

## Regional & Community

2020, January Lane, K. L., Oakes, W. P., & **Allen, G. E.** *Low-intensity strategies: Using behavior specific praise to support instruction*. Professional development provided to Auburn-Washburn public schools, Topeka, KS.

2019, December Lane, K. L., Oakes, W. P., & **Allen, G. E.** *Low-intensity strategies: Using behavior specific praise to support instruction*. Professional development provided to Washington Community Schools, Washington, IA.

2019, January Allen, G. E., Royer, D. J., Lane, K. L., Ennis, R. P., Menzies, H. M., & Oakes, W. P. (2019, January). Low-intensity strategies: A look at behavior specific praise. Professional development provided to Lawrence Public Schools, Lawrence, KS.

2018, September Lane, K. L., Oakes, W. P., Buckman, M., & **Allen, G. E**. *Ci3T treatment integrity preparation training: Day 1*. A presentation at the University of Kansas Adams Alumni Center, Lawrence, KS.

2018, August Lane, K. L., Oakes, W. P., & **Allen, G. E.** *Low-intensity strategies: Using behavior specific praise to support instruction*. Professional development provided to Turner public schools, Kansas City, KS.

2018, May Lane, K. L., Oakes, W. P., & **Allen, G. E.** *Low-intensity strategies: Using behavior specific praise to support instruction*. Professional development provided to Auburn-Washburn public schools, Topeka, KS.

2018, January Lane, K. L., Oakes, W. P., **Allen, G. E.,** Buckman, M. M., Common, E. A., & Simmons, B. A. *Project EMPOWER session 3, simple, low-intensity strategies to increase engagement and minimize disruption*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.

2018, January Lane, K. L., Oakes, W. P., & **Allen, G. E**. *Low intensity strategies: A look at active supervision*. Professional development provided to Lawrence public schools, Lawrence, KS.

2018, January Lane, K. L., Oakes, W. P., & **Allen, G. E**. *Low intensity strategies: A look at precorrection*. Professional development provided to Topeka public schools, Topeka, KS.

2017, November Lane, K. L., Oakes, W. P., Buckman, M., & **Allen, G. E**. *Ci3T implementation technology training: Day 2*. A presentation at the University of Kansas, Lawrence, KS.

2017, October Lane, K. L., Oakes, W. P., Buckman, M., & **Allen, G. E**. *Ci3T implementation technology training: Day 1*. A presentation at the University of Kansas, Lawrence, KS.

2017, September Lane, K. L., Oakes, W. P., & **Allen, G. E**. *Project EMPOWER session 1, moving forward with Ci3T: Setting up for success*. A presentation at the University of Kansas Alumni Center, Lawrence, KS.

2017-Present Project coordinator, Presenter, Ci3T Trainers and Coaches Conference Calls. This project offers a series of monthly conference calls open to anyone interested in learning more about building, implementing, and evaluating comprehensive, integrated, three (Ci3T) models of prevention.

2016-Present Project EMPOWER. Project coordinator (2017-2018), research personnel (2016-Present), and presenter. A series of professional learning sessions offered to educators and greater community. Lawrence, KS.

## University

2021-Present Membership on Governance Committee. Teaching, Learning, and Leadership Department, University of Wisconsin-Stout, Menomonie, WI

2021-Present Membership on student doctoral committee. Career and Technical Leadership Program, University of Wisconsin-Stout, Menomonie, WI

2019, August **Allen, G. E.**, & Zhang, L. *Building Your Academic Identity*. A presentation at The Oread Hotel, Lawrence, KS.

2018, August Bross, L., & **Allen, G. E.** *Building Your Academic Identity*. A presentation at The Oread Hotel, Lawrence, KS.

# UNIVERSITY TEACHING EXPERIENCE

## University of Wisconsin-Stout

2022, Spring SPED 326: Pre-student Teaching-Cognitive Disabilities

2022, Spring SPED 326: Pre-student Teaching-Cognitive Disabilities (Online)

2022, Spring SPED 430: Inclusion for Students with Disabilities

2022, Spring SPED 430: Inclusion for Students with Disabilities (Online)

2022, Spring SPED 440: Diagnosis and Remediation of Learning Disabilities

2022, Spring SPED 440: Diagnosis and Remediation of Learning Disabilities (Online)

2021, Fall SPED 100: Introduction to Special Education

2021, Fall SPED 100: Introduction to Special Education (Online)

2021, Fall SPED 324: Transition Special Education

2021, Fall SPED 324: Transition Special Education (Online)

2021, Fall SPED 328: Assessment for IEP

## University of Kansas

2019, Spring Teaching Assistant, SPED 843: Advanced Methods & Assessment: Strategies for Students with Significant Behavior, Social, & Emotional Needs

2018, Summer Teaching Assistant, SPED 843: Advanced Methods & Assessment: Strategies for Students with Significant Behavior, Social, & Emotional Needs

## Newman University

2016, Spring Adjunct Professor, Teaching Science and Social Studies

2015, Fall Adjunct Professor, Philosophy of Education

## Guest Lecture

2022, Spring SPECED 326: Individualized Diagnostic Assessment of those with Disabilities, Dr. Courtney Wilt, University of Wisconsin-Whitewater