

Curriculum Vitae

Corey Peltier, Ph.D. 
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Educational History

2014–2017 **Texas A&M University – College Station, TX**
Ph.D. Educational Psychology
Concentration: *Special Education*
Advanced Research Methods Certificate, College of Education and Human Development
Title: *Verifying and looking into data: Validity of mathematics curriculum based measures*
Advisor: Kimberly J. Vannest, Ph.D.

2012–2014 **University of Maryland – College Park**
M.Ed. Special Education
Advisor: Paula Maccini

2008–2012 **University of Maryland – College Park**
B.S. Elementary Education

Research Interests

- Mathematics instruction and assessment
- Single-case research designs
- Systematic review and meta-analysis

Professional Employment

2023–Present Associate Professor, University of Oklahoma – Norman, OK
2018–2023 Assistant Professor, University of Oklahoma – Norman, OK
2014–2017 Graduate Assistant, Texas A&M University – College Station, TX
2016–2017 Consultant, Vernon Parish School District – Leesville, LA
2012–2014 General Educator, Anne Arundel County– Annapolis, MD

Teaching Certifications

2013 Maryland: Special Education (K through 12th)
2012 Maryland: Elementary Education (1st through 6th) Middle School Mathematics (4th through 9th)

Certifications

2022 2022 Meta-Analysis Training Institute, Chicago, IL
2019 2019 Summer Research Institute in Single-Case Research Design and Analysis, Madison, WI
2017 WWC Group Design Standards Training, Institute of Education Sciences, Washington, DC

Scholarly Publications and Presentations

Peer-Reviewed Publications (k = 66)

[†]denotes student participating on research project

Advanced online publications

66. [†]Atwood, J. D., [†]Purser, J. F., **Peltier, C.**, & Hott, B. L. (in press). Effects of delayed online performance feedback on bip implementation fidelity. *Behavioral Disorders*. Manuscript in press.
65. Riden, B. S., Pulos, J. M., **Peltier, C.**, Dowdy, A., [†]Wisnieski, N. A., [†]Bell, M. E., [†]Brandenberger, A. P., [†]Britton, J. E., & [†]Morris, E. R. (2025). A meta-analysis of self-determination interventions for students with emotional and behavioral disorders. *Behavioral Disorders*. Advanced online publication. <https://doi.org/10.1177/01987429251400222>
64. **Peltier, C.**, Pulos, J. M., & Riden, B. S. (2025). Special issue on registered reports of systematic reviews and meta-analyses. *Behavioral Disorders*. Advanced online publication. <https://doi.org/10.1177/01987429251400215>
63. [†]Bussanich, G., Harrison, J. R., **Peltier, C.**, [†]Patel, A., [†]Mehta, P., & [†]Patel, K. (2025). School-based social skills interventions for youth with ADHD: A systematic review and meta-analysis. *Journal of Attention Disorders*. <https://doi.org/10.1177/10870547251364578>
62. Brown, C. L., Turner, R. C., **Peltier, C.**, Lo, W., Christ, D. D., & Smarinsky, E. C. (2025). Analysis of treatment effect indices used in counseling single case research. *Measurement and Evaluation in Counseling and Development*. Advanced online publication. <https://doi.org/10.1080/07481756.2025.2531834>

Publications Assigned to an Issue

61. Soares, D., Harrison, J., & **Peltier, C.** (2025). Academic and behavioral strategies in inclusive settings for students with EBD: A single-case design systematic review and meta-analysis. *Behavioral Disorders*, 51(1), 39-57. <https://doi.org/10.1177/01987429241261382>
60. Nannemann, A. C., Morano, S., & **Peltier, C.** (2025). Special education teacher preparation in mathematics instruction and intervention. *Learning Disabilities: A Contemporary Journal*, 23(1), 1-26. https://www.ldw-ldcj.org/images/open_access_articles/Nannemann.pdf
59. Heddy, B. C., Emery, A. A., Louick, R. A., Chow, J. C., & **Peltier, C.** (2025). Transdisciplinary inclusivity: Strategies and implications for integrating students with disabilities in educational psychology research. *Educational Psychologist*, 60(3), 127-140. <https://doi.org/10.1080/00461520.2025.2511707>
58. [†]Mitchell, W. R., [†]Tennell, C. A., **Peltier, C.**, & Williams-Diehm, K. L. (2025). Mapping the landscape of postsecondary transition experimental research: A ten-year review of CDTEI. *Career Development and Transition for Exceptional Individuals*, 48(2), 140-154. <https://doi.org/10.1177/21651434241247772>
57. Powell, S. R., Barnes, M. A., Root, J., Hughes, E. M., Ketterlin-Geller, L., Nelson, G., Rojo, M., Allsopp, D. H., Witzel, B., Myers, J. A., Flores, M. M., Burns, M. K., Poncy, B., Parks Ennis, R., Morin, L. L., Arsenault, T. L., Doabler, C. T....**Peltier, C.** (2025). The NCTM/CEC position statement on teaching mathematics to students with disabilities: What's in it and what's not. *Research in Special Education*, 2, 1-37. <https://doi.org/10.25894/rise.2796>

56. Pulos, J. M., Riden, B. S., **Peltier, C.**, [†]Bender-Salazar, N. L., [†]Mbabazi, C. M., & Pinello, C., & Hough M. A. (2024). Fostering positive learning environments: Are general and special education teachers from one school district using research-informed and evidence-based practices?. *Education & Treatment of Children*, 47, 325-341. <http://dx.doi.org/10.1007/s43494-024-00141-0>

55. Pulos, J. M., Morin, K. L., **Peltier, C.**, Sinclair, T. E., Williams-Diehm, K. (2024). The effects of the self-determined learning model of instruction on academic and non-academic behaviors: A meta-analysis. *Journal of Behavioral Education*, 33, 615-638. <https://doi.org/10.1007/s10864-023-09508-6>

54. Dowdy, A. G., [†]Prime, K., & **Peltier, C.** (2024). Generalized linear mixed effects modeling of varied functional analysis graphical construction elements on visual analysis. *Perspectives on Behavior Science*, 47, 499-521. <https://doi.org/10.1007/s40614-024-00406-4>

53. **Peltier, C.**, Smarinsky, E. C., Brown, C. L., Lewis, O. J., & [†]Lee, D. (2024). Systematic review of data analysis decisions in counseling single-case research designs to inform best practices. *Counseling Outcome Research and Evaluation*, 15(2), 103-122. <https://doi.org/10.1080/21501378.2024.2342588>

52. Brown, C. L., **Peltier, C.**, Smarinsky, E. C., Lewis, O. J., & [†]Lee, D. (2024). A review of counseling research using single-case research designs. *Journal of Counseling & Development*, 102(3), 334-349. <https://doi.org/10.1002/jcad.12517>

51. **Peltier, C.** (2024). Commentary on “Overcoming implementation challenges through using a train-the-trainer approach to teach numeracy in a special school setting”. *Tizard Learning Disability Review*, 29(1), 43-46. <https://doi.org/10.1108/TLDR-11-2023-0032>

50. Massey, C., Kuntz, E. M., **Peltier, C.**, Barczak, M. A., & Crowson, H. M. (2024). Manipulating graph elements to assess pre-service special educators’ evaluation of progress monitoring data. *International Journal for Research in Learning Disabilities*, 7(1), 27-39. <https://doi.org/10.28987/ijrld.7.1.27>

49. **Peltier, C.** (2024). Explicit instruction – What students with disabilities need most. *Oklahoma Education Journal*, 2(4), 18-22. <https://oej.scholasticahq.com/article/116648-explicit-instruction-what-students-with-disabilities-need-most>

48. Brown, C. L., **Peltier, C.**, [†]Lee, D. Y., [†]Webster, F. R., & [†]Shabibi, A. A. (2024). A systematic review of single case research design graph construction in counseling. *Measurement and Evaluation in Counseling and Development*, 57(1), 72-88. <https://doi.org/10.1080/07481756.2023.2189123>

47. **Peltier, C.**, McKenna, J. W., & van Dijk, W. (2024). Investigation of two preliminary analysis-altering elements: Ordinate scaling and DPPXYR. *Behavior Modification*, 48(3), 259-284. <https://doi.org/10.1177/01454455231221289>

46. Coddling, R. S., **Peltier, C.**, & Campbell, J. (2023). Introducing the science of math. *TEACHING Exceptional Children*, 56(1), 4-5. <https://doi.org/10.1177/00400599221121721>

45. Brown, C. L., **Peltier, C.**, [†]Lee, D. (2023). Methodological guidance for single-case graph construction in counseling outcome research and program evaluation. *Counseling Outcome Research and Evaluation*, 14(2), 157-166. <https://doi.org/10.1080/21501378.2022.2136569>

44. Garwood, J. D., **Peltier, C.**, Ciullo, S. P., Wissinger, D., McKenna, J. W., Giangreco, M., & [†]Kervick, C. (2023). The experiences of students with disabilities actually doing service learning: A systematic review. *Journal of Experiential Education*, 46(1), 5-31. <https://doi.org/10.1177%2F10538259221109374>

43. Hott, B. L., Flores, M. M., Morano, S., Randolph, K. M., & **Peltier, C.** (2023). Reviewing manuscripts reporting findings from single-case research design studies. *Learning Disability Quarterly*, 46(1), 46-58. <https://doi.org/10.1177%2F07319487221089616>

42. **Peltier, C.**, Flores, M., & Strickland, T. (2023). Practical use of single-case research designs when testing mathematics interventions for students with learning disabilities. *Learning Disability Quarterly*, 46(1), 17-31. <https://doi.org/10.1177%2F07319487211010318>

41. Kuntz, E. M., Massey, C., **Peltier, C.**, Barczak, M., & Crowson, H. M. (2023). Graph manipulation and the impact on pre-service teachers' accuracy in evaluating progress monitoring data. *Teacher Education and Special Education*, 46(1), 65-82. <https://doi.org/10.1177%2F08884064221086991>

40. **Peltier, C.**, Tomaszewski, B. R., Vannest, K. J., Morin, K., [†]Pulos, J. M., & [†]Sallese, M. R. (2022). Criterion validity of a computer adaptive universal screener to an end-of-year state mathematics assessment. *Exceptionality*, 30(4), 215-231. <https://doi.org/10.1080/09362835.2020.1727337>

39. **Peltier, C.**, VanDerHeyden, A. M., & Hott, B. L. (2022). Strategies to help students solve addition and subtraction word problems. *Beyond Behavior*, 31(1), 29-41. <https://doi.org/10.1177/10742956211072260>

38. **Peltier, C.**, Morin, K. L., Vannest, K. J., Haas, A., [†]Pulos, J. M., & [†]Peltier, T. K. (2022). A systematic review of student mediated math interventions for students with emotional or behavioral disorders. *Journal of Behavioral Education*, 31, 216-242. <https://doi.org/10.1007/s10864-021-09454-1>

37. **Peltier, C.**, Muharib, R., Haas, A., & Dowdy, A. (2022). A decade review of two potential analysis altering variables in graph construction. *Journal of Autism and Developmental Disorders*, 52, 714-724. <https://doi.org/10.1007/s10803-021-04959-0>

36. VanDerHeyden, A. M., Burns, M., **Peltier, C.**, & Coddington, R. S. (2022). The science of math: The importance of mastery measures and the quest for the general outcome measure. *Communiqué*, 50(5), 28-30. <https://eric.ed.gov/?id=EJ1322824>

35. **Peltier, C.**, McKenna, J. W., [†]Sinclair, T. E., Garwood, J., & Vannest, K. J. (2022). Brief report: Ordinate scaling and axis proportions of single-case graphs in two prominent EBD journals from 2010 to 2019. *Behavioral Disorders*, 47(2), 134-148. <https://doi.org/10.1177%2F0198742920982587>

34. Dowdy, A., Jessel, J., Saini, V., & **Peltier, C.** (2022). Structured visual analysis of single case experimental design data: Developments and technological advancements. *Journal of Applied Behavior Analysis*, 55(2), 451-462. <http://dx.doi.org/10.1002/jaba.899>

33. **Peltier, C.**, [†]Peltier, T. K., Hott, B. L., [†]Heuer, A., & [†]Werthen, T. (2021). "Trends come and go": Early childhood rural special education teachers' reported practices use during mathematics instruction. *Rural Special Education Quarterly*, 40(4), 214-225. <https://doi.org/10.1177/87568705211027981>

32. Hott, B. L., **Peltier, C.**, [†]Heiniger, S., [†]Palacios, M., [†]Le, M. T., & [†]Chen, M. (2021). Using schema-based instruction to improve the mathematical problem solving skills of a rural student with EBD. *Learning Disabilities: A Contemporary Journal*, 19(2), 127-142. <https://eric.ed.gov/?id=EJ1314840>

31. [†]Deardorff, M. E., **Peltier, C.**, [†]Choiseul-Praslin, Williams-Diehm, K., & Wicker, M. (2021). Teacher knowledge in transition planning: Does locale matter? *Rural Special Education Quarterly*, 40(3), 132-142. <https://doi.org/10.1177%2F87568705211027982>

30. Dowdy, A., **Peltier, C.**, Tincani, M., Schneider, W. J., Hantula, D. A., & Travers, J. (2021). Meta-analyses and effect sizes in applied behavior analysis: A review and discussion. *Journal of Applied Behavior Analysis*, 54(4), 1317–1340. <https://doi.org/10.1002/jaba.862>

29. **Peltier, C.**, Garwood, J. D., Mckenna, J. W., [†]Peltier, T. K., & [†]Sendra, J. (2021). Using the SRSD framework for argumentative writing: A look across the content areas. *Learning Disabilities Research & Practice*, 36(3), 224–234. <http://dx.doi.org/10.1111/lgrp.12255>

28. [†]Heard, K., & **Peltier, C.** (2021). Using video-analysis in the professional development of a classroom teacher. *Preventing School Failure: Alternative Education for Children and Youth*, 65(2), 163–174. <https://doi.org/10.1080/1045988X.2020.1864714>

27. **Peltier, C.**, Morano, S., Shin, M., Stevenson, N. A., & McKenna, J. W. (2021). A decade review of single-case graph construction in the field of learning disabilities. *Learning Disabilities Research & Practice*, 36(2), 121–135. <https://doi.org/10.1111/lgrp.12245>

26. Garwood, J. D., **Peltier, C.**, [†]Sinclair, T. E., [†]Eisel, H., McKenna, J. W., & Vannest, K. J. (2021). A quantitative synthesis of intervention research published in flagship EBD journals: 2010 to 2019. *Behavioral Disorders*, 47(1), 14–27. <https://doi.org/10.1177/0198742920961341>

25. **Peltier, C.**, [†]Lingo, M. E., [†]Autry-Scheffler, F., [†]Deardorff, M. E., & [†]Palacios, M. (2021). Schema-based instruction under routine conditions. *Journal of Applied School Psychology*, 37(3), 246–267. <https://doi.org/10.1080/15377903.2020.1821273>

24. Jeffrey, C. E., **Peltier, C.**, & Vannest, K. J. (2020). The effects of an online psychoeducational workshop to decrease anxiety and increase empowerment in victims of trolling and cyberbullying. *Journal of Online Learning Research*, 6(3), 267–298. <https://www.learntechlib.org/p/216915/>

23. **Peltier, C.**, [†]Peltier, T. K., [†]Werthen, T., & [†]Heuer, A. (2020). “State standards and IEP goals. A lot of TPT products.” What resources early childhood educators report using to plan mathematics instruction. *Learning Disabilities: A Contemporary Journal*, 18(2), 153-166. <https://eric.ed.gov/?id=EJ1281051>

22. Hott, B. L., Morano, S., **Peltier, C.**, [†]Pulos, J. M., & [†]Peltier, T. K. (2020). Are students with MLD receiving FAPE?: Insights from a descriptive review of individualized education programs. *Learning Disabilities Research & Practice*, 35(4), 170–179. <https://doi.org/10.1111/lgrp.12231>

21. [†]Peltier, T. K., Washburn, E. K., [†]Pulos, J. M., & **Peltier, C.** (2020). Measuring special education preservice teachers’ knowledge, reflective ability, and tutored student outcomes on foundational literacy skills. *Insights on Learning Disabilities: From Prevailing Theories to Validated Practices*, 17(1), 1-33. <https://eric.ed.gov/?id=EJ1258312>

20. **Peltier, C.**, Vannest, K. J., Morin, K. L., [†]Sinclair, T. E., & [†]Sallese, M. R. (2020). A systematic review of teacher mediated interventions to improve the mathematical performance of students with emotional and behavioral disorders. *Exceptionality*, 28(2), 121-141. <https://doi.org/10.1080/09362835.2020.1771717>

19. [†]Peltier, T. K., Heddy, B. C., & **Peltier, C.** (2020). Using conceptual change theory to help pre-service teachers understand dyslexia. *Annals of Dyslexia*, 70, 62–78. <https://doi.org/10.1007/s11881-020-00192-z>

18. **Peltier, C.**, [†]Lingo, M. E., [†]Deardorff, M. E., [†]Autry-Scheffler, F., & [†]Manwell, C. R. (2020). Improving word problem solving of immediate, generalized, and combined structured problems via schema-based instruction. *Exceptionality*, 28(2), 92–108. <https://doi.org/10.1080/09362835.2020.1727336>

17. Bouck, E. C., [†]Mathews, L., & **Peltier, C.** (2020). Virtual manipulatives: A tool to support access and achievement with middle school students with disabilities. *Journal of Special Education Technology*, 35(1), 51–59. <https://doi.org/10.1177/0162643419882422>
16. **Peltier, C.**, [†]Sinclair, T. E., [†]Pulos, J. M., & [†]Suk, A. (2020). Effects of schema-based instruction on immediate, generalized, and combined structured word problems. *Journal of Special Education*, 52(2), 101-112. <https://doi.org/10.1177/0022466919883397>
15. Harrison, J. R., [†]Kwong, C., Evans, S. W., **Peltier, C.**, & [†]Mathews, L. (2020). Game-based self-management: Addressing inattention during independent reading and written response. *Journal of Applied School Psychology*, 36(1), 38–61. <https://doi.org/10.1080/15377903.2019.1660748>
14. Gregori, E., Wendt, O., Gerow, S., **Peltier, C.**, Gene-Tosun, D., Lory, C., & Gold, Z. S. (2020). Functional communication training for adults with autism spectrum disorder: A systematic review and quality appraisal. *Journal of Behavioral Education*, 29, 42–63. <https://doi.org/10.1007/s10864-019-09339-4>
13. **Peltier, C.**, & [†]Peltier, T. K. (2020). Mining instruction for student mistakes: Conducting an error analysis for mathematical problem solving. *Beyond Behavior*, 29(3), 141–151. <https://doi.org/10.1177/1074295620903050>
12. [†]Pulos, J. M., **Peltier, C.**, Williams-Diehm, K. L., & Martin, J. E. (2020). Promoting academic and non-academic behaviors of students with EBD using the self-determined learning model of instruction: A mathematics example. *Beyond Behavior*, 29(3), 162–173. <https://doi.org/10.1177/1074295619871009>
11. **Peltier, C.**, Morin, K. L., Bouck, E. C., [†]Lingo, M., [†]Pulos, J. M., [†]Sheffler, F., [†]Suk, A., [†]Mathews, L., [†]Sinclair, T., & [†]Deardorff, M. (2019). A meta-analysis of single-case research using mathematics manipulatives with students at-risk or identified with a disability. *Journal of Special Education*, 54(1), 3–15. <https://doi.org/10.1177/0022466919844516>
10. Morin, K. L., Ganz, J. B., Vannest, K. J., Haas, A., Nagro, S., A., **Peltier, C.**, Fuller, M., & Ura, S. (2019). A systematic review of single-case research on video analysis as professional development for special educators. *The Journal of Special Education* 53(1), 3–14. <https://doi.org/10.1177/0022466918798361>
9. Vannest, K. J., **Peltier, C.**, & Haas, A. (2018). Results reporting in single case experiments and single case meta-analysis research in developmental disabilities. *Research in Developmental Disabilities*, 79, 10–18. <https://doi.org/10.1016/j.ridd.2018.04.029>
8. **Peltier, C.**, & Harrison, J. R. (2018). Selecting accommodations for mathematics assessments: Legal and practical considerations. *Preventing School Failure: Alternative Education for Children and Youth*, 62(4), 300–310. <https://doi.org/10.1080/1045988X.2018.1443425>
7. **Peltier, C.**, Vannest, K. J., & Marbach, J. (2018). The effects of schema instruction on students' mathematical problem solving: A single case meta-analysis. *The Journal of Special Education*, 52(2), 89–100. <https://doi.org/10.1177/0022466918763173>
6. **Peltier, C.**, & Vannest, K. J. (2018). The effects of schema-based instruction on the mathematical problem solving of students with emotional and behavioral disorders. *Behavioral Disorders*, 43(2), 277–289. <https://doi.org/10.1177/0198742917704647>
5. **Peltier, C.**, & Vannest, K. J. (2017). A meta-analysis of schema instruction on the problem solving performance of elementary students. *Review of Educational Research*, 87(5), 899–920. <https://doi.org/10.3102/0034654317720163>

4. **Peltier, C.**, & Vannest, K. J. (2017). Using the concrete representational abstract (CRA) instructional framework for mathematics with students identified with emotional and behavioral disorders. *Preventing School Failure: Alternative Education for Children and Youth*, 62(2), 73–82. <https://doi.org/10.1080/1045988X.2017.1354809>
3. **Peltier, C.**, & Vannest, K. J. (2016). Schema-based strategy instruction and the mathematical problem-solving performance of two students with emotional or behavioral disorders. *Education and Treatment of Children*, 39(4), 521-543. <https://doi.org/10.1353/etc.2016.0023>
2. **Peltier, C.**, & Vannest, K. J. (2016). Utilizing the STAR strategy to improve the mathematical problem solving abilities of students with an emotional or behavioral disability. *Beyond Behavior*, 25(1), 9-15. <https://doi.org/10.1177/107429561602500103>
1. **Peltier, C.** (2016). “What If” analysis: Benefits of utilizing a “What If” analysis in excel. *Communication in Statistics – Theory and Methods*, 46(12), 6119-6129. <https://doi.org/10.1080/03610926.2015.1118511>

Edited Books (k = 1)

1. Hott, B. L., Brigham, F., & **Peltier, C.** (2021). *Research methods in special education*. Routledge.

Book Chapters (k = 9)

9. **Peltier, C.** (2025). Building a mathematics interventions framework for students with emotional or behavioral disorders. In J. P. Bakken (Ed.), *Handbook for education students with disabilities*. Springer. https://doi.org/10.1007/978-3-031-60258-0_3
8. **Peltier, C.**, Hall, G., & Hord, C. (2024). Core mathematics instruction. In B. L. Hott & P. Williamson (Eds.), *Quality instruction and intervention for elementary educators*. Rowman & Littlefield.
7. **Peltier, C.**, & Dueker, S. (2024). Quality mathematics intervention for elementary students. In B. L. Hott & P. Williamson (Eds.), *Quality instruction and intervention for elementary educators*. Rowman & Littlefield.
6. Mckenna, J. M., & **Peltier, C.** (2024). Single-case experimental design. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.), *Handbook of special education* (3rd Ed.). Routledge. <https://doi.org/10.4324/9781003302766-8>
5. **Peltier, C.**, Heuer, A., Webster, F., & VanDerHedyen, A. M. (2023). Academic skills are behaviors too! Using the instructional hierarchy to improve student performance. In R. N. Carr, (Ed.), *Applied behavior analysis in schools: Realistic implementation of evidence based interventions by teachers*. Slack Incorporated.
4. VanDerHedyen, A. M., & **Peltier, C.** (2023). Best practices in school applications of the science of math. In S. L. Proctor (Ed.), *Best practices in school psychology* (7th Ed.). National Association of School Psychologists.
3. Dowdy, A., Jacobs, K. W., Quigley, J., Jessel, J., & **Peltier, C.** (2023). Essential of observing behavior. In J. L. Matson, (Ed.), *Handbook of Applied Behavior Analysis*. Springer Nature. https://doi.org/10.1007/978-3-031-19964-6_19

2. Vannest, K. J., Sallese, M. R., & **Peltier, C.** (2022). This office, not that office: The structure of public education. In J. M. Kauffman (Ed.), *Revitalizing Special Education: Revolution, Devolution, and Evolution*. Emerald Publishing.
1. Clemens, N. H., Widales-Benitez, O., Kestian, J., **Peltier, C.**, D'Abreu, A., Myint, A., & Marbach, J. (2018). Progress monitoring in the elementary grades. In P. C. Pullen & M. J. Kennedy, (Eds.), *Handbook of Response to Intervention and Multitiered Systems of Support*. Routledge.

Other Scholarly Writings (k = 2)

2. American Psychological Association, Coalition for Psychology in Schools and Education. (2023). *Top 20 principles from psychology for early childhood teaching and learning*. Retrieved from <https://www.apa.org/ed/schools/teaching-learning/top-twenty-special-education.pdf>
1. Powell, S. R., Hughes, E. M., **Peltier, C.** (2022). *Myths that interfere with mathematics instruction*. Centre for Independent Studies. <https://www.cis.org.au/publication/myths-that-undermine-maths-teaching/>

Presentations

International

Jessel, J., Saini, V., **Peltier, C.**, & Dowdy, A. (2025, November). *Scaling up data analysis for the everyday practitioner*. 12th International Conference Association for Behavioral Analysis International, Lisbon, Portugal.

National

Dowdy, A. G., **Peltier, C.**, & King, S. (2025, October). *Single-case experiment design: Advancing rigorous, incremental educational psychology research*. Scholarly Consortium for Innovative Psychology in Education, Norman, OK.

Crowson, H. M., **Peltier, C.**, & [†]Gill, K. S., & [†]Asif, M. (2025, October). *Do individual differences factors impact how pre-service teachers evaluate progress monitoring data? The role of need for closure, need for cognition, and intellectual humility*. Scholarly Consortium for Innovative Psychology in Education, Norman, OK.

[†]Lopez, O., [†]Gill, K. S., **Peltier, C.**, & [†]Beatty, R. (2025, October). *Should educational psychology adopt single-case designs?* Scholarly Consortium for Innovative Psychology in Education, Norman, OK.

Peltier, C., & Dowdy, A. G. (Presentation). (2025, May). *We're talking about practice. Practice: A meta-analysis of timed math practice*. Association for Behavior Analysis International Annual Convention, Washington, DC.

Dowdy, A. G., & **Peltier, C.** (Poster). (2025, May). *The ABCs of brief experimental analyses: Using brief experimental analysis to identify effective math interventions*. Association for Behavior Analysis International Annual Convention, Washington, DC.

DiDomenico, J. A. (Chair) & **Peltier, C.** (Discussant). (2024, May). *Uses of technology in special education: Remote Behavior skills training for teachers and apple watches for social skills*. Association for Behavior Analysis International Annual Convention, Philadelphia, PA.

Toste, J., **Peltier, C.**, & Fry, E. (Panel). (2023, March). *Graph out loud: Importance of graph interpretation for intensive intervention*. Council for Exceptional Children Convention, Louisville, KY.

Stevenson, N. A., Gregori, E., Barton, E. E., **Peltier, C.**, & Hart, S. (Panel) (2023, February). *Innovations in single-case and beyond: Challenging conventional research practices*. Pacific Coast Research Conference, Coronado, CA.

Stevenson, N. A., Harris, K., **Peltier, C.**, Vannest, K. J., & Dowdy, A. (Panel) (2022, February). *One size cannot fit all: Innovations, limitations, and standards in single-case research*. Pacific Coast Research Conference, Coronado, CA.

Peltier, C., & Peltier, T. K. (invited talk) (2021, November). Learn to use social media to your professional advantage. Teacher Education Division of the Council for Exceptional Children Annual Conference, Fort Worth, Texas.

Peltier, C., [†]Dennis, D., [†]Heiniger, S., [†]Webster, F., & [†]Williams, A. (2021, November). *#SCRDChat: Using twitter to build connections and content knowledge around single-case research designs*. Teacher Education Division of the Council for Exceptional Children Annual Conference, Fort Worth, Texas.

Hott, B. L., **Peltier, C.**, Randolph, K., & [†]Heiniger, S. (2021, November). *Lessons learned from writing a special education research methods text*. Teacher Education Division of the Council for Exceptional Children Annual Conference, Fort Worth, Texas.

Peltier, C. (2021, November). *Assessing graph manipulations: Pre-service teachers' accuracy in evaluating progress monitoring data*. Teacher Education Division of the Council for Exceptional Children Annual Conference, Fort Worth, Texas.

Stevenson, N. A., Collins, T., Harris, K., **Peltier, C.**, & Vannest, K. J. (Panel) (2021, February). *Evolution, revolution, or degradation: The future of single-case research design*. Pacific Coast Research Conference, Coronado, CA*.

*Presented at virtual conference due to COVID-19.

Peltier, C., Morin, K. L., & Bouck, E. C. (2020, February). *Effects of mathematics manipulatives on student outcomes: A meta-analysis*. Council for Exceptional Children 2020 Special Education Convention & Expo, Portland, Oregon.

[†]Mathews, L., & **Peltier, C.** (2020, February). *Examining the impact of interventions on math achievement for students with ADHD: A meta-analysis*. Council for Exceptional Children 2020 Special Education Convention & Expo, Portland, Oregon.

Peltier, C. (2019, October). *Effects of manipulatives on mathematics outcomes for students at-risk or identified with a disability: A single-case meta-analysis*. 42nd Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, Arizona.

Peltier, C. (2019, October). *One step, two step schema-based instruction*. 42nd Annual Teacher Educators for Children with Behavioral Disorders Conference, Tempe, Arizona.

Peltier, C. (2019, October). *Effects of mathematics manipulatives on student outcomes: A meta-analysis*. 2019 International Conference on Learning Disabilities, San Antonio, Texas.

Peltier, T. K., & **Peltier, C.** (2019, October). *Teacher knowledge of dyslexia*. 2019 International Conference on Learning Disabilities, San Antonio, Texas.

[†]Heuer, A., **Peltier, C.**, [†]Werthen, T., [†]Lynch, C., & Peltier, T. K. (2019, October). *Making sense of how we teach number sense*. 2019 International Conference on Learning Disabilities, San Antonio, Texas.

[†]Werthen, T., **Peltier, C.**, [†]Heuer, A., [†]Lynch, C., & Peltier, T. K. (2019, October). *Planning for mathematics instruction: What resources do teachers consult*. 2019 International Conference on Learning Disabilities, San Antonio, Texas.

Peltier, C., & Vannest, K. J. (2019, January-February). *Criterion validity of an adaptive universal screener to an end-of-year state mathematics assessment*. Council for Exceptional Children 2019 Special Education Convention & Expo, Indianapolis, Indiana.

Peltier, C., & Vannest, K. J. (2019, January-February). *The use of schema instruction to improve the mathematical problem solving of students with disabilities*. Council for Exceptional Children 2019 Special Education Convention & Expo, Indianapolis, Indiana.

Lynch, P. S., Gregori, E., Smith, S., & **Peltier, C.** (2016, November). *Do instructional games improve learner outcomes in an undergraduate class?*. Teacher Education Division Annual Conference, Council for Exceptional Children, Lexington, KY.

Lynch, P. S., Hatton, H., Huston, S., Gregori, E., Smith, S., & **Peltier, C.** (2016, April). *Incorporation of technology into a disability survey course to increase student engagement and learning*. Session Presentation. Council for Exceptional Children 2016 Special Education Convention & Expo, St. Louis, Missouri.

Peltier, C., & Vannest, K. J. (2016, February). *Review of mathematical interventions for students with emotional and/or behavioral disabilities (EBD)*. Session Presentation. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, Missouri.

Peltier, C. (2015, October). *The effects of schema-based instruction on the mathematical problem-solving abilities of four second-grade students with an emotional or behavioral disorder*. Session Presentation. 39th Annual TECBD Conference on Severe Behavior Disorders of Children and Youth, Tempe, Arizona.

Peltier, C. (2015, February). *“What If” analysis: Benefits of utilizing a “What If” analysis in excel*. Session Presentation. 38th Annual South Eastern Research Association Conference, San Antonio, Texas.

Regional/State

Peltier, C. (2022, August). *Word problems: An amalgamation skill worth tackling*. 2022 Annual Summer Symposium: Evidence-based Practice for Students with Autism & Emotional and Behavior Health Needs, Council for Exceptional Children Subdivisions: DADD & DEBH. University of St. Thomas, MN CEC, MN DEBH, Autism Society of Minnesota (AuSM), MN Low Incidence Projects, and MN PBS

Peltier, C. (2022, April). *Problems with word problems? Let’s solve them!* GET FIT conference, Norman Public Schools, Norman, Oklahoma.

Peltier, C. (2022, April). *Three techniques to help students learn their math facts*. GET FIT conference, Norman Public Schools, Norman, Oklahoma.

Peltier, C. (2020, February). *Intensifying mathematical problem solving instruction for students receiving special education services*, Norman Public Schools, Norman, Oklahoma.

Peltier, C. (2019, October). *Let the data speak: Interpreting progress monitoring data*, Norman Public Schools, Norman, Oklahoma.

Peltier, C. (2019, October). *Using schemas to improve mathematical problem solving*. GET FIT conference, Norman Public Schools, Norman, Oklahoma.

Peltier, C. (2017, June). *Mathematical problem solving ≠ rocket science*. Session Presentation. Access to the General Curriculum Institute 2017, Region 4 ESC, Houston, Texas.

Lynch, P. S., Huston, S., Gregori, E., Smith, S., & **Peltier, C.** (2016, March). *Incorporation of technology into INST 210: Core curriculum technology grant*. Session Presentation. 2016 Teaching with Technology Conference, Texas A&M University, College Station, Texas.

Peltier, C. (2015, July). *CRA with a t-twist*. Session Presentation. Access to the General Curriculum Institute 2015, Region 4 ESC, Houston, Texas.

Contracts and Grants

Funded and In Review

Use of Single-Case Research Design within Counselor Education and Supervision. *Co-Principal Investigator*. Jeannine Rainbolt college of Education, The University of Oklahoma, Summer Research Grant Program. (**Funded**, \$2,846).

Data Presentation and the Impact on Ethical Treatment. *Principal Investigator*. The Norman Campus Research Council, The University of Oklahoma, Faculty Investment Program. (**Funded**, \$7,000).

Making Teachers Happy: A Meta-Analysis of Interventions Aimed to Improve Early Childhood Teacher Wellbeing. *Principal Investigator*. Jeannine Rainbolt college of Education, The University of Oklahoma, Summer Research Grant Program. (**Funded**, \$6,000).

Acceptance and Commitment Therapy on Teacher Stress Levels. *Co-Principal Investigator*. The Norman Campus Research Council, The University of Oklahoma, Faculty Investment Program. (**Funded**, \$14,326).

Effects of e-Coaching to support Special Educations in Delivering High Quality Remote Instruction to Rural Students with Exceptionalities during the COVID-19 (Novel Coronavirus) Crisis. *Co-Principal Investigator*. Office of the Vice President for Research & Partnerships, University of Oklahoma (COVID-19-Related Rapid Response Research Seed Grant Opportunity). (**Funded**, \$20,000).

Teaching Experience

Courses Taught

University of Oklahoma, *EDSP 3053: Understanding & Accommodating Students w/ Exceptionalities*

University of Oklahoma, *EDSP 4013: Fundamental Academic Instructional Strategies*

University of Oklahoma, *EDSP 4023: Assessment for Eligibility and Program Planning*

University of Oklahoma, *EDSP 4033: Intensifying Mathematics Interventions for Students w/ Disabilities*

University of Oklahoma, *EDSP 4053: Language, Literacy, and Communication Strategies*

University of Oklahoma, *EDSP 5013: Special Education Instructional Methods & Programs*

University of Oklahoma, *EDSP 5013: EBPs for Mathematics Instruction for Students w/ Disabilities*

University of Oklahoma, *EDSP 5183: Advanced Assessment*

University of Oklahoma, *EDSP 5413: Theories in the Education of Exceptional Children*

University of Oklahoma, *EDSP 6003: Critical Thinking in Special Education Research*
 University of Oklahoma, *EDSP 6023: Single-Case Research Design*
 University of Oklahoma, *EDSP 6503: Prosem III: Systematic Reviews*
 University of Oklahoma, *EDSP 6990-008: Study in Meta-Analysis*

Supervision of Pre-Service Teachers

Spring 2024 Supervised a pre-service teacher in a secondary level classroom for internship.
 Fall 2021 Supervised a pre-service teacher in an elementary level practicum experience.
 Spring 2020 Supervised a pre-service teacher in an elementary level practicum experience.
 Fall 2019 Supervised a pre-service teacher in an elementary level internship experience.
 Spring 2019 Supervised a pre-service teacher in an elementary level practicum experience.

Dissertations Chaired

Summer 2025 Beatty, R. (2025). *Evaluating supports for autistic populations in postsecondary education: A synthesis of extant literature and a single-case experimental design*. University of Oklahoma.
 Spring 2025 Al Shabibi, A. (2025). *Using self-regulated strategy development to improve the fractions skills of students with average and low mathematics achievement*. University of Oklahoma.
 Summer 2024 Webster, F. (2024). *Alternative paths, unconventional strengths: The influence of self-efficacy on retention rates among K-12 special educators in the state of Oklahoma*. University of Oklahoma.
 Spring 2024 Heuer, A. (2024). *Intersecting the parallel world: A generic qualitative study of low nature use teachers' experiences and perceptions on the implementation of nature-based learning for early elementary students with extensive support needs*. University of Oklahoma.
 Fall 2021 Cunningham, N. (2021). *Transition experience of special education students with intellectual disabilities in the context of being prepared for employment*. University of Oklahoma.
 Summer 2020 Mathews, L. A. (2020). *Special education teachers: An evaluation of stress, coping strategies, and the impact of administrative support*. University of Oklahoma.
 Spring 2020 Suk, A. L. (2020). *Do you think college is the next step? The creation and validation of a postsecondary education and experience assessment for individuals with disabilities*. University of Oklahoma.
 Spring 2020 Autry, F. (2020). *Unbridling barriers to communication: Saddling mand training & EAAT therapy together*. University of Oklahoma.

Service

National

2023-Present **Editorial Board Member.** *Single-Case in the Social Sciences*
 2023-Present **Editorial Board Member.** *Learning Disabilities: A Contemporary Journal*
 2022-Present **Principal Reviewer Board Member.** *Journal of Educational Psychology*
 2021-Present **Editorial Board Member.** *Psychology in the Schools*
 2021–2023 **Committee Member.** *Communications Committee, Division for Research, CEC*
 2021–Present **Associate Editor.** *Remedial and Special Education*
 2019–Present **Editorial Board Member.** *Assessment for Effective Intervention*
 2020–Present **Editorial Board Member.** *School Psychology Review*
 2019–2021 **Committee Member.** *Research Committee, Council for Learning Disabilities*
 2016–Present **Reviewer.** See [here](#)

Awards

Spring 2025 Rainbolt Family Presidential Professorship.

Spring 2023 The Vice President for Research and Partnerships Award for Excellence in Transdisciplinary, Convergent Research (co-PI), The Office of the Vice President for Research and Partnerships, the University of Oklahoma

Spring 2021 Jeannine Rainbolt College of Education Pre-Tenure Faculty Award

Spring 2021 Division for Research, Council for Exceptional Children's Early Career Publication Award

Spring 2020 Jeannine Rainbolt College of Education Hardre/Pedersen Graduate Student Mentoring Award

Fall 2017 College of Education and Human Development Distinguished Honor Graduate, Texas A&M