Curriculum Vitae

Corey Peltier, Ph.D.

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Norman, OK 73019
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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 = 72)

[†]denotes student participating on research project

Advanced online publications

72. Flores, M. M., Hinton, V. M., **Peltier, C.**, Sanders, H. P., & Diefenthal, A. B. (2026). The effects of schema-based instruction on students' performance solving additive and multiplicative compare word problem types. *Journal of Applied School Psychology*. Advanced online publication. https://doi.org/10.1080/15377903.2026.2734988

71. Hamlin, D. E., **Peltier, C.**, & Reeder, S. (2026). The effects of a university-led high impact tutoring program on low-achieving high school students: A three-year randomized controlled trial. *American Educational Research Journal*. Advanced online publication. https://doi.org/10.3102/00028312261450125

70. [†]Autry, F., **Peltier, C.,** [†]Suk, A., Baghdayan, A., [†]LeForce, L., Dowdy, A. (2026). Unbridling barriers to communication: Saddling mand teaching and equine therapy for autistic children. *Behavior Analysis in Practice*. Advanced online publication. https://doi.org/10.1007/s40617-026-01171-3

Publications Assigned to an Issue

69. [†]Atwood, J. D., [†]Purser, J. F., **Peltier, C.**, & Hott, B. L. (2026). Effects of delayed online performance feedback on bip implementation fidelity. *Behavioral Disorders*, *52*(1), 24-32. https://doi.org/10.1177/01987429261416533

68. [†]Shabibi, A. A., **Peltier, C.**, & Crowson, H. M. (2026). Using self-regulated strategy development to improve the fraction skills of students with average and low mathematics achievement. *Learning Disabilities: A Contemporary Journal*, *24*(1), 73-95.

67. Stevenson, N. A., Peltier, C., Cosottile, D. W., Pollack, M. S., Riden, B. S., Kang, V. Y., Cox, D. J., Farmer, R., Robertson, R. E., Eyler, P. B., Winchester, C., Knowles, C., Tincani, M., Dueñas, A. D., Haq, S., Hirsch, S., Sallese, M. R., Wolfe, K., Alresheed, F., Kittelman, A. … Lüke, T. (2026). Crowdsourced analysis of single-case experimental design data. *Research in Special Education*, *3*. https://doi.org/10.25894/rise.2840

66. Hamlin, D. E., **Peltier, C.**, & Reeder, S. (2026). University-led high impact tutoring in high school math. *Oklahoma Education Journal, 4*(7), 13-22. https://oej.scholasticahq.com/article/161634-university-led-high-impact-tutoring-in-high-school-math

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. (2026). A meta-analysis of self-determination interventions for students with emotional and behavioral disorders. *Behavioral Disorders*, *51*(3), 160-176. https://doi.org/10.1177/01987429251400222

64. **Peltier, C.**, Pulos, J. M., & Riden, B. S. (2026). Special issue on registered reports of systematic reviews and meta-analyses. *Behavioral Disorders, 51*(3), 139-145. https://doi.org/10.1177/01987429251400215

63. †Bussanich, G., Harrison, J. R., **Peltier, C.**, †Patel, A., †Mehta, P., & †Patel, K. (2026). School-based social skills interventions for youth with ADHD: A systematic review and meta-analysis. *Journal of Attention Disorders*, *30*(4), 427-448. https://doi.org/10.1177/10870547251364578

62. Brown, C. L., Turner, R. C., **Peltier, C.**, Lo, W., Christ, D. D., & Smarinsky, E. C. (2026). Analysis of treatment effect indices used in counseling single case research. *Measurement and Evaluation in Counseling and Development*, *59*(1), 77-93. https://doi.org/10.1080/07481756.2025.2531834

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. Codding, 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**., & Codding, 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/ldrp.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/ldrp.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/ldrp.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**., Genc-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

Root, J., Schoen, R., Jones, N., **Peltier, C.**, & Hall, G. (2026, March). *Why can't we all get along? Current issues in the science of math education*. [Closing panel session]. Badar-Kauffman Conference on Special Education Research, Kent, OH.

Snidarich, S. (2026, March). *Supporting literacy in STEM learning: A narrative review*. [**Peltier, C.** as moderator]. Badar-Kauffman Conference on Special Education Research, Kent, OH.

Hall, G., & Parker, D. (2026, March). *Math fact fluency item response time in intervention progress monitoring*. [**Peltier, C.** as moderator]. Badar-Kauffman Conference on Special Education Research, Kent, OH.

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.**, & †Beaty, 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 Sever 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-wist*. Session Presentation. Access to the General Curriculum Institute 2015, Region 4 ESC, Houston, Texas.

Funded Contracts and Grants

Training special edUcatoRs To Lead with Evidence and Support. *Co-Principal Investigator*. US Department of Education, Office of Special Education Programs.

AMPLIFY Oklahoma: Preparing Master's Level Graduates in Special Education and Applied Behavior Analysis to Support Children with Disabilities. *Co-Principal Investigator*. US Department of Education, Office of Special Education Programs.

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.

Data Presentation and the Impact on Ethical Treatment. *Principal Investigator*. The Norman Campus Research Council, The University of Oklahoma, Faculty Investment Program.

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.

Acceptance and Commitment Therapy on Teacher Stress Levels. *Co-Principal Investigator*. The Norman Campus Research Council, The University of Oklahoma, Faculty Investment Program.

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).

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 4043: Classroom Management in Special Education*
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

Editorial Work (Current only)

2026 - Present	**Associate Editor.** *Elementary School Journal*
2026 - Present	**Editorial Board Member.** *Journal of Experimental Analysis of Behavior*
2026 - Present	**Co-Editor**. *Single-Case in the Social Sciences*
2026 – Present	**Editorial Board Member.** *Journal of Behavioral Education*
2025 – Present	**Methodological Advisor.** *School Psychology International*
2023 - Present	**Editorial Board Member.** *Learning Disabilities: A Contemporary Journal*
2022 - Present	**Principal Reviewer Board Member.** *Journal of Educational Psychology*
2021 - Present	**Associate Editor.** *Remedial and Special Education*
2021 - Present	**Editorial Board Member**. *Psychology in the Schools*
2020 - Present	**Editorial Board Member**. *School Psychology Review*
2019 - Present	**Editorial Board Member**. *Assessment for Effective Intervention*
2016 - Present	**Reviewer.** See here

National

2021–2023	**Committee Member**. *Communications Committee, Division for Research, CEC*
2019–2021	**Committee Member**. *Research Committee, Council for Learning Disabilities*

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