

JENNIFER J. McCOMAS

August, 2021

Education

- 1992-94 Ph.D. The University of Iowa (Special Education)
1989-92 M.A. The University of Iowa (Special Education)
1984-89 B.A. The University of Iowa (Special Education)

Postgraduate Training

- 1994-1996 The University of Pennsylvania School of Medicine
Bio-behavioral Unit, Children's Hospital of Pennsylvania

Academic Appointments

- 1995-1996 Clinical Associate of Special Education in Pediatrics/Special Education Coordinator,
Children's Hospital of Pennsylvania
1996-1999 Assistant Professor in Psychology, Queens College/The Graduate School and University
Center, CUNY
1999-2002 Assistant Professor of Special Education, The University of Minnesota
2002-2009 Associate Professor of Special Education, The University of Minnesota
2009-present Professor of Educational Psychology, The University of Minnesota

Administrative Positions Held

- 2016-2018 Associate Chair, Department of Educational Psychology
2018-present Coordinator, Special Education Program

Licenses and Certifications

- 2018 Board Certified Behavior Analyst BCBA# 1-18-31553
1992 Emotional Behavior Disorders Endorsement, IA
1989 Special Education License, IA
1989 K-6 Elementary Education License IA

Research Grants and Awards Funded

Active

1. "Teams Engaged in Advancing Meaningful Outcomes for Students with Severe Behavior Disorders." U. S. Department of Education (USDE) and the Office of Special Education Programs (OSEP) (\$1,230,024.00) 10/01/17-9/30/22
2. "Sensory Mechanisms and Self-Injury." National Institutes of Health (NIH), Co-I (\$2,916,782) 7/1/17-6/30/22

Completed

1. "Leadership Training to Promote Students' Academic and Behavioral Success in Grades 3-8." Funded by the USDE/OSEP, PI (\$1.25 million) 9/1/13-8/31/18 No Cost Extension 9/1/18-8/31/20
2. "Developing an Intervention Model for Complex Communication Needs in Rett Syndrome." National Institutes of Health (NIH), PI (\$343,358.00) 9/1/16-8/31/18 No Cost Extension 9/1/18-8/31/19
3. "National Center on Leadership in Intensive Intervention (NCLII)." USDE/OSEP, Principal Investigators: J., Wehby, C. J. Lemons, D. Fuchs, & L. Fuchs, Role: U of M Site Co-Investigator (Total Costs \$7,500,000; UM Subcontract Direct Costs \$790,745) 2014-2019
4. "Nociceptive and Sensory Mechanisms in Self-Injury" National Institutes of Health (NICHD, R01), Key Personnel (\$1,850,000) 5/1/10-3/30/15
5. "Path to Reading Excellence in School Sites" Target Corporation, Co-PI (\$7.8 million) 7/1/11-6/30/14
6. "Leadership Training to Promote Students' Success" USDE/OSEP, PI (\$778,897) 8/09 – 8/8/13
7. "Improving the Mental Health of American Indian Youth" Center for Personalized Prevention Research, PI (\$14,752) 9/1/12-6/1/13
8. "Bio-behavioral Analysis of Self-Injury and Pain" NIH, Co-PI (\$1,525,000) 4/04 – 7/09

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9. “Evidence-Based Interventions for Severe Behavior Problems” USDE, PI at Minnesota site (Multi-site grant with Vanderbilt and Virginia Commonwealth University) (\$1,000,000) 10/04-10/08 Collaborators: Symons (MN), Wehby (Vanderbilt), and Sutherland (VCU)
10. “The effect of prescriptive assessment on reading performance” University of Minnesota (U of MN) Center for Urban and Regional Affairs Northside Seed Grant, Co-PI in partnership with Karon Cunningham, Principal, Lucy Laney Elementary School, Minneapolis (\$5,000) 6/07-8/07
11. “The effect of prescriptive assessment on reading performance” U of MN College of Education and Human Development (CEHD) Summer Research Support for Faculty, PI (\$5,000) 6/07-8/07
12. “Pathways to Academic and Social Success (PASS)” U of MN CEHD, PI (\$5,000) 6/06-8/06
13. “Sustaining Pathway to Academic and Social Success” U of MN Center for Outreach and Public Engagement, PI (\$5,000) 8/06 – 12/06
14. “Interdisciplinary Collaboration in the Area of Applied Neurobehavioral Research” U of M Office for the Vice Provost for Research and the CEHD, PI (\$45,000) 8/05-8/06
15. “Challenging Behavior in Rural Educational Settings” USDE, Co-PI (\$156,000) 1/04-1/06
16. “Promoting Maintenance via Stimulus-Reinforcer Relations” U of MN CEHD, PI (\$5,000) 1/04 – 5/04
17. “The Influence of Social Context on Early Aggression” National Institute of Mental Health (NIMH), PI (\$50,000) 10/03-10/05
18. “Preliminary Analysis of Behavioral Mechanisms in Early Aggression” U of MN Graduate School, PI (\$19,084) 07/01 – 01/03
19. “Systematic Assessment of Challenging Behavior” Metro Regional Crisis Planning Group, PI (\$50,000) 9/01 – 9/02
20. “Personnel Preparation for Educators of Students with Emotional Behavior Disorders in Urban Schools” U of MN CEHD, PI (\$5,000) 7/01 – 8/01
21. “Interdisciplinary Research and Training in Behavior Disorders” U of MN Graduate School, Co-PI (\$20,000) 07/01/01 – 07/01/03
22. “Understanding Destructive Behavior in Children” RO3 NIMH, PI (\$24,999) 09/99 – 08/00
23. “The Effects of Alternative Reinforcement in School Settings” PSC-CUNY Research Foundation, PI (\$5,025) 08/98 – 05/99
24. “The Effects of Alternative Reinforcement: Strengthening the Persistence of Desirable Behavior and Decreasing the Persistence of Undesirable Behavior” PSC-CUNY Research Foundation, PI (\$5,640) 08/97 – 05/98
25. “Analysis of Establishing Operations for Disruptive Behavior Maintained by Escape from Academic Tasks” Queens College Faculty-Mentored Undergraduate Research Program, PI (\$2,500) 01/97 – 05/97

Honors and Awards

1. University of Minnesota College of Education and Human Development Community Outreach and Engagement Award, 2017
2. Rodney S. Wallace Professor for the Advancement of Teaching and Learning Endowed Chair 2009-present
3. Queens College Presidential Research Award, 1998

Publications

Refereed Journals

1. Quade, M. M., Unholz-Bowden, E., Xiong, E., McComas, J. J. (in press). An investigation of the utility of contingency space analyses as a tool for developing hypotheses regarding student interfering behavior. *Behavior Analysis in Practice*.
2. O’Brien, M. J., Schieltz, K. M., Berg, W. K., McComas, J. J., & Wacker, D. P. (2021). Delivering Interventions Via Telehealth: Functional Communication Training with a Child with Autism as a Case Example. *Research and Practice for Persons with Severe Disabilities*, 46(1), 53–60. <https://doi.org/10.1177/1540796920980452>
3. Burns, M. K., Maki, K.E., Brann, K., Helman, L., & McComas, J. J. (2020). Comparison of Reading Growth among Students with Severe Reading Deficits Who Received Intervention to Typically Achieving Students and Student Receiving Special Education. *Journal of Learning Disabilities*.
4. Unholz-Bowden, E., McComas, J.J., McMaster, K.L., Girtler, S. N., Kolb., R. L., & Shipchandler, A.

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- (2020). Caregiver Training Via Telehealth on Behavioral Procedures: A Systematic Review. *Journal of Behavioral Education*. <https://doi.org/10.1007/s10864-020-09381-7>
5. Hammerschmidt-Snidarich, S., McComas, J., Simonson, G. (2019). Individualized goal setting during repeated reading: Accelerating growth with struggling readers using data based decisions. *Preventing School Failure*. DOI: 10.1080/1045988X.2019.1611535
 6. Martens, B. K., Baxter, E. L., McComas, J. J., Sallade, S. J., Kester, J. S., Caamano, M., Dimian, A., Simacek, J., & Pennington, B. (2019). Agreement between structured descriptive assessments and functional analyses conducted over a telehealth system. *Behavior Analysis: Research and Practice*, 19, 343-356. <http://dx.doi.org/10.1037/bar0000153>
 7. Burns, M. K., Maki, K. E., Helman, L., McComas, J. J., & Young, H. (2018). Contributions of the components of phonemic awareness to letter-sound knowledge with kindergarten students in high-poverty urban elementary schools. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 34, doi.org.ezpl.lib.umn.edu/10.1080/105734.
 8. Pennington, B., Simacek, J., McComas, J., McMaster, K., & Elmquist, M. (2018). Maintenance and generalization in functional behavior assessment/behavior intervention plan literature. *Journal of Behavioral Education*, doi-org.ezp2.lib.umn.edu/10.1007/s10864-018-9299-6.
 9. Van Norman, E. R., Maki, K. E., Burns, M. K., McComas, J. J., & Helman, L. (2018). Comparison of progress monitoring data from general outcome measures of specific subskill mastery measures for reading. *Journal of School Psychology*, 67, 179-18.
 10. Benson, S., Dimian, A., Elmquist, M., Simacek, J., McComas, J. J., & Symons, F. J. (2018). Coaching parents to assess and treat self-injurious behaviour via telehealth. *Journal of Intellectual Disability Research*, 62, 1114-1123
 11. Burns, M. K., Frederick, A., Helman, L., Pulles, S., McComas, J. J., & Aguilar, L. (2017). Relationship between language proficiency and growth during reading interventions. *The Journal of Educational Research*, 110, 581-588.
 12. Szadokierski, I, Burns, M. K., & McComas, J. J. (2017). Predicting intervention effectiveness from reading accuracy and rate measures through the instructional hierarchy: Evidence for a skill-by-treatment interaction. *School Psychology Review*, 46, 190-200.
 13. Simacek, J., Dimian, A.F., & McComas, J.J. (2017). Communication intervention for young children with severe neurodevelopmental disabilities via telehealth. *Journal of Autism and Developmental Disabilities*, 47, 744-767
 14. McComas, J. J., Downwind, I., Klingbeil, D. A., Petersen-Brown, S., Davidson, K. M., & Parker, D. C. (2017). Relations between instructional practices and on-task behavior in classrooms serving American Indian students. *Journal of Applied School Psychology*, 33, 89-108.
 15. Pennington, B., & McComas, J. J. (2017). Effects of the good behavior game across classroom contexts. *Journal of Applied Behavior Analysis*, 50, 176-180.
 16. Simacek, J., Reichle, J., & McComas, J. (2016). Communication intervention to teach requesting through aided AAC for two learners with Rett syndrome. *Journal of Developmental and Physical Disabilities*, 28, 59-81.
 17. Burns, M. K., Pulles, S. M., Kanive, R., Hodgson, J., Helman, L. A., McComas, J. J., & Preat, J. L. (2015). Accuracy of student performance while reading leveled books rated at their instructional level by a reading inventory. *Journal of School Psychology*, 53, 437-445.
 18. Burns, M. K., Karich, A. C., Maki, K. E., Anderson, A., Pulles, S. M., Ittner, A., McComas, J. J., & Helman, L. (2015). Identifying classwide problems in reading with screening data. *Journal of Evidence-Based Practices for Schools*, 14, 186-204.
 19. Chen, M., McComas, J., & Reichle, J. (2015). Brief component analysis to identify the active variable in the maintenance of tolerance for delay of reinforcement intervention for an adolescent with autism. *Journal of Developmental and Physical Disabilities*, 27, 393-404.
 20. Ittner, A., Helman, L., Burns, M.K., & McComas, J. (2015). Using data to inform responsive professional learning. *Journal of Staff Development*, 36, 20-24.
 21. Klingbeil, D.A., McComas, J.J., Burns, M.K., & Helman, L. (2015). Comparison of predictive validity and diagnostic accuracy of screening measures in reading skills. *Psychology in the Schools*, 52, 500-514.
 22. Rahn, N. L., Wilson, J., Egan, A., Brandes, D., Kunkel, A., Peterson, M., & McComas, J. J. (2015). Using incremental rehearsal to teach letter sounds to English language learners. *Education and Treatment of Children*, 38, 71-91
 23. Byiers, B., Dimian, A., McComas, J. J., & Symons, F. J. (2014). Effects of positive and negative reinforcement in

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- a concurrent operants arrangement on compliance and problem behavior. *Acta de Investigacion Psicologica*, 4, 1758-1772.
24. Larabee, K. M., Burns, M. K., & McComas, J. J. (2014). Effects of an iPad-supported phonics intervention on decoding performance and time on-task. *Journal of Behavioral Education*, 23, 449-469.
 25. Peterson, M., Brandes, D., Kunkel, A., Wilson, J., Rahn, N.L., Egan, A., & McComas, J. J. (2013). Teaching letter sounds to kindergarten English language learners using incremental rehearsal. *Journal of School Psychology*, 52, 97-107
 26. Brandes, D., Burns, M. K., Egan, A. M., Kunkel, A.K., McComas, J. J., Peterson, M., Rahn, N.L., & Wilson, J. (2013). Training for generalization and maintenance in RtI implementation: Front-loading for sustainability. *Learning Disabilities Research & Practice*, 28, 81-88.
 27. McComas, J. J., & O' Raghallaigh, M. (2011). The influence of cultural and linguistic variables on student behavior and academic performance. *Journal of Behavioral Education*, 20, 221-223.
 28. Haegele, K. M., McComas, J. J., Dixon, M., & Burns, M. K. (2011). Using a stimulus equivalence paradigm to teach numerals, English words, and Native American words to preschool-age children. *Journal of Behavioral Education*, 20, 283-296.
 29. Chen, C-C., McComas, J. J., Hartman, E., & Symons, F. J. (2011). A prospective sequential analysis of the relation between physical aggression and peer rejection acts in a high-risk preschool sample. *Early Education and Development*, 22, 574-592.
 30. Danov, S., Hartman, E. C., McComas, J. J., & Symons, F. J. (2010). Evaluation of two communicative response modalities for a child with autism and self-injury. *The Journal of Speech Language Pathology and Applied Behavior Analysis*, 5, 70-79
 31. Hoch, J., Moore, T., McComas, J. J., & Symons, F. J. (2010). Arousal and activity choice in autism: A single-case assessment integrating autonomic and behavioral analysis. *Journal of Applied Biobehavioral Research*, 15, 119-133.
 32. Mace, F. C., McComas, J. J., Mauro, B. C., Progar, P. R., Taylor, B., Ervin, R., & Zangrillo, A. N. (2010). DRA increases resistance to extinction: Clinical demonstration, animal modeling, and clinical test of one solution. *Journal of the Experimental Analysis of Behavior*, 93, 349-367.
 33. Moore, T. R., Gilles, E., McComas, J. J., & Symons, F. J. (2010). Functional analysis and treatment of self-injurious behavior in a young child with Traumatic Brain Injury. *Brain Injury*, 24, 1511-1518.
 34. Tatarer, G., McComas, J. J., Johnson, L., & Holton, E. (2010). Responding to rule violations or rule following: A comparison of two versions of the good behavior game. *Journal of School Psychology*, 48, 337-355.
 35. Mace, F. C., McComas, J. J., Mauro, B. C., Progar, P. R., Taylor, B., Ervin, R., & Zangrillo, A. N. (2009) The persistence-strengthening effects of DRA: An illustration of bi-directional translational research. *The Behavior Analyst*, 32, 293-300.
 36. McComas, J. J. (2009). Response persistence: The effects of stimulus control on negatively reinforced problem behavior in a concurrent operant. *The Behavior Analyst*, 32, 301-307
 37. McComas, J. J., & Burns, M. (2009). Brief experimental analysis of academic performance. *Journal of Behavioral Education*, 18, 1-4.
 38. McComas, J. J., Moore, T., Dahl, N., Hartman, E., Hoch, J., & Symons, F. J. (2009). Calculating contingencies in natural environments: Issues in the application of sequential analysis. *Journal of Applied Behavior Analysis*, 42, 413-423.
 39. Moore, T., Tervo, R. C., McComas, J. J. Rivard, P. F., & Symons, F. J. (2009). Longitudinal functional analysis of problem behavior during an atypical neuroleptic medication crossover evaluation for an adolescent with developmental disabilities. *Education and Treatment of Children*, 32, 105-119.
 40. McComas, J. J., Vollmer, T., & Kennedy, C. (2009). Descriptive Analysis: Quantifying and examining behavior-environment interactions. *Journal of Applied Behavior Analysis*, 42, 411-412.
 41. McComas, J. J., Wagner, D., Coolong Chaffin, M., Holton, E., McDonnell, M., & Monn, E. (2009). Prescriptive analysis: Further individualization of hypothesis testing in brief experimental analysis of reading fluency. *Journal of Behavioral Education*, 18, 56-70.
 42. Petursdottir, A-L., McMaster, K. L., & McComas, J. J. (2009). Brief experimental analysis of early reading interventions. *Journal of School Psychology*, 47, 215-243.
 43. Wacker, D. P., McComas, J. J., & Borrero, J. C. (2009). Introduction to the BAT special issue on bridge studies. *The Behavior Analyst Today*, 10, 234-237
 44. Hartman, E. C., Gilles, E., McComas, J. J., Danov, S., & Symons, F. J. (2008) Clinical observation of self-

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- injurious behavior correlated with changes in scalp morphology in a child with congenital hydrocephalus. *Journal of Child Neurology*, 23, 1062-1065.
45. McComas, J. J., Hartman, E. C., & Jimenez, A. (2008). Some effects of magnitude of reinforcement on persistence of responding *The Psychological Record*, 58, 517–528
 46. Petursdottir, A-L., McComas, J. J., McMaster, K., & Horner, K. (2007). Assessing the effects of scripted peer tutoring and programming common stimuli on social interaction of a student with autism spectrum disorder. *Journal of Applied Behavior Analysis*, 40, 353-357.
 47. Treptow, M. A., Burns, M. K., & McComas, J. J. (2007). Reading at the frustration, instructional, and independent levels: Effects on student time on task and comprehension. *School Psychology Review*, 36, 159-166.
 48. Wagner, D., McComas, J. J., Bollman, K., & Holton, E. (2006). The use of functional analysis of academic response to intervention for oral reading. *Assessment for Effective Intervention*, 32, 40-49.
 49. McComas, J. J., Johnson, L., & Symons, F. J. (2005) Teacher and peer responsivity to pro-social behavior of high aggressors in preschool. *Educational Psychology*, 25, 223 - 232.
 50. Reichle, J. E., & McComas, J. J. (2005). Conditional use of a request for assistance. *Disability & Rehabilitation*, 26, 4-18.
 51. Reichle, J. E., McComas, J. J., Dahl, N., Solberg, G., Pierce, S., & Smith, D. (2005). Teaching an individual with severe intellectual delay to request assistance conditionally. *Educational Psychology*, 25, 275-286.
 52. Johnson, L., McComas, J. J., Thompson, A., & Symons, F. J. (2004). Obtained versus programmed reinforcement: Practical considerations in the treatment of escape-reinforced aggression. *Journal of Applied Behavior Analysis*, 37, 239-242.
 53. Symons, F. J., Hoch, J., Dahl, N., & McComas, J. J. (2003). Sequential and matching analyses of adaptive and aberrant behavior. *Journal of Applied Behavior Analysis*, 36, 267-270.
 54. McComas, J. J., Thompson, A., & Johnson, L.A. (2003). The effects of pre-session attention on problem behavior maintained by different reinforcers. *Journal of Applied Behavior Analysis*, 36, 297-307.
 55. Murphy, E. S., McSweeney, F. K., Smith, R. G., & McComas, J. J. (2003). Dynamic changes in reinforcer effectiveness: Theoretical, methodological, and practical implications for applied research. *Journal of Applied Behavior Analysis*, 36, 421-438.
 56. Bailey, J. J., McComas, J. J., Benavides, C., Lovasz, C., & Thompson, A. (2002). Functional assessment in a residential setting: Identifying an effective communicative replacement response for aggressive behavior. *Journal of Developmental and Physical Disabilities*, 14, 353-369.
 57. Lee, R., McComas, J., & Jawar, J. (2002). The effects of differential reinforcement on varied verbal responding by individuals with autism to social questions. *Journal of Applied Behavior Analysis*, 35, 391-402.
 58. McComas, J. J., Goddard, C., & Hoch, H. (2002). The effects of leisure activities during academic work breaks on task engagement and negatively reinforced destructive behavior. *Education and Treatment of Children*, 25, 103-112.
 59. Hoch, H., McComas, J. J., Thompson, A. L., & Paone, D. (2002). Concurrent reinforcement schedules: Behavior change and maintenance without extinction. *Journal of Applied Behavior Analysis*, 35, 155-169.
 60. Hoch, H., McComas, J. J., Johnson, L. A., Faranda, N., & Guenther, S. L. (2002). The effects of magnitude and quality of reinforcement on choice responding during play activities. *Journal of Applied Behavior Analysis*, 35, 171- 181.
 61. Kladopoulos, C. N., & McComas, J. J. (2001). The effects of form training on foul shooting performance in members of a women's NCAA college basketball team. *Journal of Applied Behavior Analysis*, 34, 329-332.
 62. McComas, J. J., Wacker, D. P., Cooper, L. J., Peck, S., Golonka, Z., Millard, T., & Richman, D. (2000). Effects of the high-probability request procedure: Patterns of responding to low-probability requests. *Journal of Developmental and Physical Disabilities*, 12, 157-171.
 63. McComas, J. J., Hoch, H., Paone, D., & El-Roy, D. (2000). Escape behavior during academic tasks: A preliminary analysis of idiosyncratic establishing operations. *Journal of Applied Behavior Analysis*, 33, 479-493.
 64. Berg, W. K., Peck, S., Wacker, D. P., Harding, J., McComas, J., Richman, D., & Brown, K. (2000). The effects of pre-session exposure to attention on the results of assessments of attention as a reinforcer. *Journal of Applied Behavior Analysis*, 33, 463-477.
 65. Stromer, R., McComas, J. J., & Rehfeldt, R. A. (2000). Designing interventions that include delayed reinforcement: Implications of recent laboratory research. *Journal of Applied Behavior Analysis*, 33, 359-371.

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66. Cooper, L. J., Wacker, D. P., Brown, K., McComas, J. J., Peck, S. M., Drew, J., Asmus, J., & Kayser, K. (1999). Use of a concurrent operants paradigm to evaluate positive reinforcers during treatment of food refusal. *Behavior Modification, 23*, 3-40.
67. McComas, J. J., Lalli, J. S., & Benavides, C. (1999). Increasing accuracy and decreasing latency during clean intermittent self-catheterization procedures with young children. *Journal of Applied Behavior Analysis, 32*, 217-220.
68. McComas, J. J., Wacker, D. P., & Cooper, L. J. (1998). Increasing compliance with medical procedures: Application of the high-probability request sequence procedure with a toddler. *Journal of Applied Behavior Analysis, 31*, 287-290.
69. McComas, J. J., Wacker, D. P., & Cooper, L. J. (1996). Experimental analysis of academic performance in a classroom setting. *Journal of Behavioral Education, 6*, 121-130.
70. McComas, J. J., Wacker, D. P., Cooper, L., J., Asmus, J. M., Richman, D., & Stoner, B. (1996). Brief experimental analysis of stimulus prompts for accurate responding on academic tasks in an outpatient clinic. *Journal of Applied Behavior Analysis, 29*, 397-401.
71. Blum, N., Mauk, J., McComas, J.J., & Mace, F.C. (1996). Separate and combined effects of methylphenidate on disruptive behavior in children with mental retardation. *Journal of Applied Behavior Analysis, 29*, 305-319.
72. Peck, S.M., Wacker, D.P., Cooper, L.J., McComas, J.J., & Richman, D. (1996). Choice-making treatment of young children's severe behavior problems. *Journal of Applied Behavior Analysis, 29*, 263-290.
73. Cooper, L. J., Wacker, D. P., McComas, J. J., Peck, S. M., Richman, D., Drew, J., Frischmeyer, P., & Millard, T. (1995). Use of component analyses to identify active variables in treatment packages for children with feeding disorders. *Journal of Applied Behavior Analysis, 28*, 139-153.
74. Millard, T., Wacker, D.P., Cooper, L.J., Harding, J., Drew, J., Plagmann, L.A., Asmus, J., McComas, J.J., & Jensen-Kovalan, P. (1993). A brief component analysis of potential treatment packages in an outpatient clinic setting with young children. *Journal of Applied Behavior Analysis, 26*, 475-476.

Books

McComas, J. J. (2003). How to deal effectively with whining and tantrum behaviors. In S. Axelrod & S. C. Matthews (Eds.). *How to Improve Classroom Behavior Series*. Pro-EdChapters

Chapters

1. Kolb, R. L., Muldrew, A. C., Brown, C., & McComas, J. J. (in press). Beyond cultural responsivity: Applied behavior analysis through a lens of cultural humility. In Talbott, E. (Ed.), *Handbook of Special Education Research: Theory, Methods, and Developmental Processes*. Routledge Press
2. McComas, J. J., Jimenez-Gomez, C., & Gilroy, S. (in press). Translational approaches to choice. In Roane, H., Craig, A., Ringdahl, J., & Sanini, V. (Eds). *Translational Perspectives on Applied Behavior Analysis*. Guilford Press.
3. Schieltz, K., Lionello-DeNolf K., & McComas, J. J. (in press). Extinction. In Roane, H., Craig, A., Ringdahl, J., & Sanini, V. (Eds). *Translational Perspectives on Applied Behavior Analysis*. Guilford Press.
4. McComas, J. J., Wacker, D. P., Schieltz, K., Simacek, J., & Berg, W. K. (2019). Functional communication training for durable behavior change. In J. B. Ganz, & R. L. Simpson (Eds.), *Interventions for Individuals with Autism Spectrum Disorder and Complex Communication Needs*. In D. R. Beukelman & J. Light (series eds.), *Augmentative and Alternative Communication Series*. Baltimore, MD: Paul H. Brookes Publishing.
5. Schieltz, K. M., Graber, J. E., & McComas, J. (2017). Consultation practices: Training parents and families. In J. K. Luiselli (Ed.), *Applied Behavior Analysis Advanced Guidebook* (pp. 229-257). San Diego, CA: Academic Press.
6. Burns, M. K., Pulles, S. M., Helman, L., & McComas, J. J. (2016). Intervention based assessment frameworks: An example of a tier 1 reading intervention in an urban school. In S. L. Graves & J. Blake (Eds.), *Psychoeducational Assessment and Intervention for Ethnic Minority Children: Evidence Based Approaches*. Washington, DC: American Psychological Association.
7. Burns, M. K., Maki, K. E., Karich, A. C., Hall, M., McComas, J., & Helman, L. (2015). Problem analysis at tier 2: Using data to find the category of the problem. In S. R. Jimerson, M. K. Burns, & A. VanDerHeyden (Eds.),

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Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support (2nd ed.). New York: Springer Science.

8. Klingbeil, D.A., Bradley, T.L., & McComas, J.J. (2015). Progress monitoring for students receiving intensive academic intervention In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support* (2nd ed.). New York: Springer Science.
9. McComas, J. J., & Coolong-Chafin, M. (2015) Brief experimental analysis of academic performance. In S. R. Jimerson, M. Burns, A. Van der Heyden (Eds). *The Handbook of Response to Intervention: The Science and Practice of Multi Tiered Systems of Support* (2nd ed.). New York: Springer Science.
10. McComas, J. J., & Symons, F. J. (2013). The motivation for self-injury: Looking backward to move forward. In D. Reed, F. D. Reed, & J. K. Luiselli (Eds.) *Handbook of Crisis Intervention and Developmental Disabilities*. NY: Springer.
11. McComas, J. J., Hoch, H. & Mace, F. C. (2000). Functional Assessment and Functional Analysis. In E. S. Shapiro & T. Kratochwill (Eds.). *Conducting School-Based Assessments of Child and Adolescent Behavior*. Guilford Publications.
12. McComas, J. J., & Mace, F. C. (2000). Functional Analysis of Challenging Behavior. In E. S. Shapiro & T. Kratochwill (Eds.). *Behavior Assessment in Schools: Theory, Research, and Clinical Foundations*. Guilford Publications.
13. McComas, J. J., Mace, F. C., & Progar, P. (1998). Interventions based on instructional control. In J.K. Luiselli & M.J. Cameron (Eds.). *Antecedent Control Procedures for the Behavioral Support of Persons with Developmental Disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co.

Presentations

Keynote addresses

1. McComas, J. J. (2014). *Systematic analysis and treatment for skill deficits, performance deficits, and "other" problem behavior in school settings*. Keynote presentation at the Iowa State Learning Supports Conference.
2. McComas, J. J. (2009). *Motivating Operations for Challenging Behavior in Classrooms: Analysis and Intervention*. Keynote address at Manitoba Association for Behavior Analysis, Winnipeg, Canada.

Memorial Lecture

McComas, J. J. (2011). *Functional Communication Training: Modality and Schedule Effects Short and Long Term*. Glenna Vittimberga Memorial Lecture at 29th Annual Western Regional Conference on Behavior Analysis, San Francisco, CA

Invited Presentations/Workshops, 2010-present

1. McComas, J. J. (2019). *Addressing Complex Communication Needs of Individuals with Rett Syndrome via Telehealth*. Workshop presented to educational professionals at Esse Zoom, Netherlands
2. McComas, J. J. (2019). *Functional Communication Training for Individuals with Neurodevelopmental Disabilities: Breaking Down Geographic Barriers with Videoconferencing Technology*. Webinar presented for Rett UK and Rett Netherlands.
3. McComas, J. J. (2018). *Telehealth supported in-home functional behavioral assessments and interventions: Coaching parent implemented communication intervention for children with communication disorders, neurodevelopmental disabilities, and ASD*. Paper presented at the University of Reykjavic, Iceland.
4. McComas, J. J. (2017). *Functional communication training for individuals with neurodevelopmental disabilities: Breaking down geographic barriers with videoconferencing technology*. Presentation given at the Annual Meeting of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
5. McComas, J. J. (2016). *Relations between academic performance and challenging behavior*. Presentation at the annual meeting of the Association for Behavior Analysis International, Chicago, IL
6. McComas, J. J. (2015). *Functional behavior assessment: Quantitative data analysis for effective intervention for problem behavior in middle school math class*. Presentation given at the Annual Meeting of the Iowa Association for Behavior Analysis, Des Moines, IA.
7. McComas, J. J. (2015). *Quantitative data analysis for treating problem behavior*. Presentation given at the Annual Meeting of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
8. McComas, J. J. (2015). *Systematic examination of the match between contingency space analysis and*

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- intervention effects for problem behavior in classrooms.* Presentation given at the University of Missouri, College of Education, Columbia, MO
9. McComas, J. J. (2014). *School-wide positive behavior and intervention supports.* ConnectU workshop presented at the Southwest Research & Outreach Center and University of MN Extension, Lamberton, MN
 10. McComas, J. J. (2014). *Multi-tiered systems of support: Tier III “We have already done Tier II, now what?”* Presentation given at the University of MN Principal’s Academy.
 11. McComas, J. J. (2014). *Translational research: A bridge between basic and applied research.* Presentation given at the University of Iowa Children’s Hospital, Center for Disabilities and Development, Iowa City, IA
 12. McComas, J. J. (2013). *Professional development series: Discussion with prominent women in applied behavior analysis.* Presentation at the annual meeting of the Association for Behavior Analysis International, Minneapolis, MN
 13. McComas, J. J. (2012). *Professional development series: Culturally and linguistically diverse variables: Why and how should behavior analysts study them?* Panel discussion at the annual meeting of the Association for Behavior Analysis International, Seattle, WA
 14. McComas, J. J. (2011). *The motivation of self-Injury: looking back to move forward.* Presentation at the annual meeting of the Association for Behavior Analysis International, Denver, CO.
 15. McComas, J. J. (2011). *Stimulus equivalence: Teaching preschoolers numbers in English, Ojibwe, and Dakota.* Paper presented at the Minnesota Northland Association for Behavior Analysis, St. Cloud, MN
 16. McComas, J. J. (2011). *Targeting the right targets with the right targeted interventions: A story about an upside down triangle, a square peg, and a round hole.* Workshop presented at the Minnesota Center for Reading Research Literacy Workshop, St. Paul, MN
 17. McComas, J. J., & Downwind, I. (2011). *Niwiidookadaadimin: We are learning together.* Presentation at the annual meeting of the International Association of Indian Education, Albuquerque, NM.
 18. Downwind, I., & McComas, J. J. (2010). *Urban Indian education.* Presentation at the annual meeting of the International Association of Indian Education, San Diego, CA.
 19. McComas, J. J. (2010). *Professional development series: Prominent women in behavior analysis.* Presentation at the annual meeting of the Association for Behavior Analysis International, San Antonio, TX.
 20. McComas, J. J. (2010). *Brief functional analysis: Efficient analysis for identifying effective intervention across a variety of targets for behavior change.* Workshop presented for Behavioral Dimensions, Inc., Maple Grove, MN
 21. McComas, J. J. (2010). *Assessment and intervention for escape-maintained behavior in classrooms.* Presentation at the International Child & Adolescent Conference XV, Behavioral Institute for Children and Adolescents, Minneapolis, MN
 22. McComas, J. J., Haegele, K., & Dixon, M. (2010). *Using a stimulus equivalence paradigm to teach numeracy in English, Ojibwe, and Dakota to pre-school age children.* Paper presented at the annual Mid-American Association for Behavior Analysis, Lake Geneva, WI.

Refereed Papers Presented at International Conferences

1. McComas, J. J. (2019). *Breaking down geographic barriers with videoconferencing technology: Functional communication training for individuals with Rett syndrome.* Paper presented at the annual European Rett Syndrome Conference. Tampere, **Finland**
2. Schieltz, K. M., Conrad, A., McComas, J. J., Podlesnik, C. A., & Wacker, D. P. (2019). An evaluation of behavioral persistence with academic performance. Paper presented at the International meeting of the Association for Behavior Analysis International. Stockholm, **Sweden**
3. Henery, R., & McComas, J. J. (2019). *Conflicting relations paradigm: The effects of a stimulus equivalence-based approach to changing bias.* Poster presented at the International meeting of the Association for Behavior Analysis International. Stockholm, **Sweden**
4. McComas J. J. (2019). *Trials and Triumphs with telehealth.* Symposium presented at the International meeting of the Association for Behavior Analysis International. Stockholm, **Sweden**
5. Kolb, R., McComas, J., Shipchandler, A., Unholz, E., & Girtler, S. (2019). *The Effects of Functional Communication Training Coached via Telehealth for Individuals with Rett Syndrome.* Paper presented at the International meeting of the Association for Behavior Analysis International. Stockholm, **Sweden**.
6. McComas, J. J. (2016). *Telehealth as a mechanism for coaching parent-implemented communication intervention for children with severe developmental disabilities.* Paper presented at the European Meetings for

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the Experimental Analysis of Behavior: Enna, **Italy**.

7. McComas, J. J. (2008). *Analysis and treatment of operant aggression*. Paper presented in Symposium, Coping with natural and abnormal aggression: A cross-species comparison, presented at the International Society for Research on Aggression, Budapest, **Hungary**.
8. McComas, J. J. (2005). *Functional analysis of severe problem behavior of individuals with developmental and related disorders*. Paper presented at the Annual International Congress of Learning Technologies at the University of Guadalajara: **Mexico**.
9. McComas, J. J. (2000). *Negatively reinforced destructive behavior during academic tasks: A preliminary analysis of idiosyncratic establishing operations in the classroom*. Paper presented at the European Meetings for the Experimental Analysis of Behavior: Amiens, **France**

Refereed Papers Presented at Local and National Conferences, 2011-present

1. McComas, J. J., Falcomata, T. S., Bagwell, A., & Ringdahl, J. E. (2019). *A translational evaluation of the effects of a lag schedule on resurgence of target responding and persistence of alternative responding: An analog of functional communication training*. Paper presented at the annual meeting of the Association for Behavior Analysis International. Chicago, IL
2. Falcomata, T. S., Bagwell, A., Ringdahl, J. E., McComas, J. J., & Shpall, C. (2019). *A comparison of lag schedules and a serial approach to training multiple responses on persistence of resurgence of responding with an analogue of functional communication training*. Paper presented at the annual meeting of the Association for Behavior Analysis International. Chicago, IL
3. Girtler, S., Kolb, R., & McComas, J. J. (2019) *Levels of regulation and self-injury in a female subject with Rett syndrome*. Poster presented at the annual meeting of the Association for Behavior Analysis International. Chicago, IL
4. Unholz, E. K., Kolb, R., & McComas, J. J. (2019) *Effects of functional communication training on functional requests for a girl with Rett syndrome*. Poster presented at the annual meeting of the Association for Behavior Analysis International, Chicago, IL
5. McComas, J. J., Pennington, B., Noor, N., Girtler, S., Simacek, J., & Dimian, A. (2018). *Telehealth-supported assessment and intervention to improve communication outcomes in Rett syndrome*. Paper presented at the annual Gatlinburg Conference of Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.
6. Simacek, J., McComas, J. J., Dimian, A. F., Pennington, B., & Reichle, J. (2018) *The persistence of augmentative and alternative mands during functional communication training following fixed and variable reinforcement schedules for two children with autism*. Paper presented at the annual meeting of the Association for Behavior Analysis International, San Diego, CA
7. McComas, J. J. (2017). Quantitative models: *What use are they for applied behavior analysts?* Presentation at the annual meeting of the Association for Behavior Analysis International, Denver, CO
8. Pennington, B., McComas, J. J., & Simacek, J. J. (2017). *Comparing the effects of fixed ratio and variable interval reinforcement schedules on problem behavior during math*. Paper presented at the annual meeting of the Association for Behavior Analysis International, Denver, CO.
9. McComas, J. J. (2016). *Help! My student has both academic and behavior problems!* Paper presented at the annual meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ
10. McComas, J. J. & Simacek, J. (2016). *Experimental analysis and intervention for severe behavior problems of individuals with Rett syndrome and ASD via remote videoconferencing*. Paper presented at the Gatlinburg Conference of Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.
11. Simacek, J., Dimian, A., McComas, J. J., & Reichle, J. (2015). *Parent-implemented intervention for children with severe neurodevelopmental disabilities: Telehealth as a service delivery mechanism*. Poster presented at Autism Cares Grantee Meeting, Bethesda, MD
12. Simacek, J., Dimian, A., McComas, J. J., & Hammerschmidt-Snidarich, S. (2015). *Telepresence as a service delivery mechanism for communication intervention for children with developmental disabilities*. Presentation at Annual Pacific Rim International Conference on Disability and Diversity. Honolulu, HI
13. McComas, J. J., & Peterson, M. (2015). *Systematic examination of the match between contingency space analysis and intervention effects for problem behavior*. Paper presented at the annual meeting of the Association for Behavior Analysis International, San Antonio, TX.
14. Simacek, J. J., McComas, J. J., & Reichle, J. (2015). *Conditional discrimination through mand training for*

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- participants with Rett syndrome*. Paper presented at the annual meeting of the Association for Behavior Analysis International, San Antonio, TX
15. Simacek, J. J., McComas, J. J., & Mason, K. (2015). *Increasing verbal response variability with a lag schedule of reinforcement*. Paper presented at the annual meeting of the Association for Behavior Analysis International, San Antonio, TX.
 16. Simacek, J. J., McComas, J. J., Meyer, S., Snidarich, S., & Dimian, A. (2015). *Assessing challenging behavior via telehealth: Standardized descriptive assessment and functional analysis procedures for self-injury*. Poster presented at the annual meeting of the Association for Behavior Analysis International, San Antonio, TX.
 17. Byiers, B. J., Dimian, A., Moore, T. R., McComas, J. J., & Symons, F. J. (2013). *Decreasing self-injurious behavior using empirically identified environmental stimuli*. Paper presented at the annual meeting of the Association for Behavior Analysis International, Minneapolis, MN.
 18. Chen, M., & McComas, J. J. (2013). *Brief component analysis of a treatment package for problem behavior in an adolescent with autism*. Poster presented at the Annual meeting of the Association for Behavior Analysis International, Minneapolis, MN.
 19. Simacek, J. J., Byiers, B. J., Moore, T. R., McComas, J. J., & Symons, F. J. (2013). *Television as an idiosyncratic antecedent stimulus associated with self-injurious behavior*. Paper presented at the annual meeting of the Association for Behavior Analysis International, Minneapolis, MN.
 20. Snidarich, S., McComas, J. J., & Burns, M. (2013). *Testing hypotheses pertaining to acquisition, retention, and generalization within a brief experimental analysis of reading skills*. Paper presented at the Annual meeting of the Association for Behavior Analysis International, Minneapolis, MN
 21. Spofford, L., Peterson, M., & McComas, J. (2013). *Functional analysis and intervention for stereotypic behavior*. Paper presented at the annual meeting of the Association for Behavior Analysis International, Minneapolis, MN.
 22. Haegele, K., & McComas, J. J. (2012). *Using stimulus equivalence paradigm to teach numeracy in English, Ojibwe, and Dakota to preschool-aged children*. Paper presented at the Annual meeting of the Association for Behavior Analysis International, Seattle, WA
 23. McComas, J. J. (2011). *Urban Indian education partnership*. Poster presented at the Annual Hawaii International Conference on Education, Honolulu, HI.
 24. McComas, J. J. (2011). *Increasing effective teacher practices*. Paper presented at the annual meeting of the Association for Behavior Analysis International, Denver, CO.
 25. Klingbeil, D., McComas, J. J., Downwind, I., Peterson-Brown, S., Haegele, K., & Parker, D. (2011). *The influence of instruction on students' engagement in American Indian classrooms*. Poster presented at the annual meeting of the Association for Behavior Analysis International, Denver, CO.
 26. Haegele, K. M., Dixon, M. R., & McComas, J. J. (2011). *Using a computer program to demonstrate stimulus equivalence with unknown Native American words*. Poster presented at the annual meeting of the Association for Behavior Analysis International, Denver, CO.
 27. Peterson-Brown, S., McComas, J. J., Downwind, I., & Goldberg, J. (2011). *The influence of teaching culturally and rigorously on academic outcomes in American Indian classrooms*. Poster presented at the annual meeting of the Association for Behavior Analysis International, Denver, CO.
 28. Xiong, E., McComas, J. J., Downwind, I., Peterson-Brown, S., Haegele, K. M., & Parker, D. (2011). *The influence of teacher behavior on student engagement in American Indian classrooms*. Poster presented at the annual meeting of the Association for Behavior Analysis International, Denver, CO.

Symposium Discussant, 2011-present

1. McComas, J. J. (2019). *Changing educators' practices in functional behavior assessment in public schools settings*. Symposium discussant at the annual annual conference for the Association of Behavior Analysis International, Chicago, IL.
2. McComas, J. J. (2018). 6th Annual Data Blitz. Discussant at the Minnesota Northland Association for Behavior Analysis, Minneapolis, MN
3. McComas, J. J. (2014). *School-based functional behavior assessment and intervention: Considerations for research, training, and practice*. Symposium discussant at the annual conference for the Association of Behavior Analysis International, Chicago, IL.
4. McComas, J. J. (2013). *Three studies examining the use of motivational strategies in school-based interventions*. Symposium discussant at the annual conference for the Association of Behavior Analysis International,

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Minneapolis, MN.

5. McComas, J. J. (2012). *Translational research: Toward clinical applications through experimental analyses of behavior*. Symposium discussant at the annual conference of the Association of Behavior Analysis International, Seattle, WA.
6. McComas, J. J. (2012). *Advances in understanding and treatment of autism spectrum disorders*. Symposium discussant at the annual conference of the Association of Behavior Analysis International, Seattle, WA

Local Presentations

1. McComas, J. J., Kolb, R., Girtler, S., Shipchandler, A., & Unholz, E. (2019, April). *Developing an Intervention Model for Complex Communication Needs in Rett Syndrome*. Research presentation delivered at annual Rett Education Day of the Midwest Rett Syndrome Foundation.

Teaching

Programs Developed

Residency-based nonconventional teacher licensure program in Emotional Behavior Disorders
Master's degree in Applied Behavior Analysis

Courses Taught

EPsy 2601 *Understanding Differences, Disabilities, and the Career of Special Education*
 EPsy 5656 *Social/Emotional Characteristics of Individuals with Disabilities*
 EPsy 5657 *Interventions for Social Emotional Disabilities*
 EPsy 5754 *Student Teaching Seminar and Practicum in E/BD*
 EPsy 5616 *Classroom Management and Behavior Analysis*
 EPsy 5991 *Integrated Paper: M.Ed.*
 EPsy 8701 *Doctoral Seminar I in Special Education*
 EPsy 8708 *Seminar in Functional Behavioral Assessment: Principles and Procedures*
 EPSY 8707/Psy 8010 *Seminar in Principles of Learning and Behavior*
 EPsy 5991 *Independent Study: Interdisciplinary Behavior Assessment Team (IBAT)*
 EPsy 3303 *Educational Psychology Undergraduate Research Practicum*
 EPsy 5701 *Applied Behavior Analysis Practicum*
 EPsy 5991 *Standards of Effective Practice*
 EPsy 5765 *Core Practices: Instructional Delivery and Planning for Students with Severe Emotional Behavior Disorders*

Courses Developed

EPsy 8708 *Functional Behavioral Assessment*
 EPSY 8707/Psy 8010 *Principles of Learning and Behavior*
 EPsy 5991 *Independent Study: Interdisciplinary Behavior Assessment Team (IBAT)*
 EPsy 3303 *Educational Psychology Undergraduate Research Practicum*
 EPsy 5701 *Applied Behavior Analysis Practicum*
 EPsy 5991 *Standards of Effective Practice*
 EPsy 5765 *Core Practices: Instructional Delivery and Planning for Students with Severe Emotional Behavior Disorders*
 EPsy 5637 *Foundations of Special Education Online Module*
 EPsy 5763 *Practicum in Special Education: Behavior Intervention Planning and Implementation*
 EPsy 5638 *IEP Writing Online Module*
 EPsy 5764 *Practicum in Special Education: IEP Process*
 EPsy 5658 *Characteristics of Moderate/Severe EBD*
 EPsy 5656 *Advanced Issues in Emotional Behavior Disorders*
 EPsy 5708 *EBD Student Teaching*
 EPsy 5659 *Foundations in Behavior Analysis*
 EPsy 5623 *Ethics in Applied Behavior Analysis*
 EPSY 8994 *Research Problems: Educational Psychology: Practicum in Applied Behavior Analysis*

Curriculum Vitae

Queens College/CUNY: *Disability Prevention, Applied Behavior Analysis I and II, Single Subject Experimental Designs*

Courses Invited to Teach

- McComas, J. J. (2009) Behavior Management. Invited course, Center for American Education, **Singapore**
- McComas, J. J. (2005). *The influence of stimulus-reinforcer contingencies on maintenance of responding in concurrent operants*. Pro-seminar presented to the graduate students in the Psychology of Learning Department at the University of Guadalajara in **Mexico**.
- McComas, J. J. (2005). *Implications of matching theory for effective treatment of severe problem behavior of individuals with developmental and related disorders*. Pro-seminar presented to the graduate students in the Psychology of Learning Department at the University of Guadalajara in **Mexico**.

Selected Service

University

University of Minnesota Senate
 College of Education and Human Development (CEHD): Awards and Recognition Committee
 University of Minnesota Sara Evans Award Selection Committee
 CEHD Curriculum Council
 Department of Educational Psychology, Steering Committee
 Department of Educational Psychology Merit Review Committee
 Department of Educational Psychology Post-Tenure Review Committee
 Nonconventional Licensure/MEd program in EBD, Coordinator
 Emotional Behavior Disorders Teacher Licensure Program, Coordinator

Professional

Editor, *Journal of Behavioral Education*
 Associate Editor, *Journal of Behavioral Education*
 Associate Editor, *Journal of Applied Behavior Analysis*
 Guest Associate Editor, *Journal of Applied Behavior Analysis*
 Guest Associate Editor, *Education and Treatment of Children*
 Board of Editors, *Journal of the Experimental Analysis of Behavior*
 Board of Editors, *The Psychological Record*
 Board of Editors, *Education and Treatment of Children*
 Guest Reviewer, *School Psychology Review*
 Member, Association for Behavior Analysis International (ABAI)
 Member, Council for Exceptional Children (CEC)
 Representative, Higher Education Consortium for Special Education (HECSE)
 Elected Board Member on the *Society for the Experimental Analysis of Behavior* 2006- 2013

Community

2009-2018 Co-Director, Urban Indian Education Partnership, U of M and Minneapolis Public Schools
 2008 Minneapolis Public Schools Student Right to Learn Committee
 2007-2008 Minneapolis Public Schools Reverse the Cycle Task Force
 2006-2008 Site Council Co-chair, Marcy Open School, Minneapolis Public Schools
 2004-2006 Ramsey Co. Early Childhood Mental Health Committee
 2000 -2002 Interdisciplinary Behavior Analysis Team, Julia Davis Speech and Hearing Clinic, University of Minnesota
 1995-2002 Human Rights Committee, Alpine Learning Group, Inc.

Community Dissemination

1. McComas, J. J. and Shipchandler, A. (2018). Current state of the evidence for communication intervention for individuals with Rett syndrome. *Open Access Government*. <https://www.openaccessgovernment.org/rett-syndrome/52497/>
2. McComas, J. J. (2018). Tackling communication difficulties in Rett syndrome. *Research Features*

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<https://researchfeatures.com/2018/04/05/tackling-communication-difficulties-rett-syndrome/>

3. McComas, J. J. (2011). Culture matters: Joining state standards with tradition. *Connect*. Publication of the College of Education and Human Development.
4. McComas, J. J. (2008). *Improving reading performance in elementary-school students in north Minneapolis*. CURA Reporter, p 35-38.
5. McComas, J. J. (2007). *Short timeframe, significant gains (2007)*. *Connect*. Publication of the College of Education and Human Development.
6. Quinn, M., McComas, J. J., Lehr, C. (2005). Fostering success and beyond for students with Emotional/Behavioral Disorders. *Impact*. Published by the University of MN Institute on Community Integration – Research and Training Center on Community Living.