

CAROLINE EVERINGTON, PhD, FAAIDD

(803) 322-7340
cevering@aol.com

PRESENT POSITION

Professor Emeritus

Winthrop University, Rock Hill, SC

PROFESSIONAL PREPARATION

Ph.D., Special Education, Minor: Educational Administration, 1987

University of New Mexico, Albuquerque, NM

M.S., Special Education, 1977

Peabody College, Vanderbilt University, Nashville, TN

Concentration: Mental Retardation and Behavior Analysis

Administrative Internship: Tennessee Department of Mental Health and Mental Retardation.

B.S., with Honors, Dual Major: Elementary and Special Education, 1976

Peabody College, Vanderbilt University, Nashville, TN

Elementary concentration: Reading and Language Arts

Special Education concentration: Learning Disabilities

EXPERIENCE

Professor, Associate Dean, 2000 to 2016 (retired 2016)

Riley College of Education, Winthrop University, Rock Hill, SC

Associate Professor, 1993-2000

Department of Educational Psychology, Miami University, Oxford, OH

Coordinator, Special Education Program, 1993-96; 1998-2000

Department of Educational Psychology, Miami University, Oxford, OH

Assistant Professor, 1987-1992

Department of Educational Psychology, Miami University, Oxford, OH

Project Assistant, 1986-1987

Teachers/Job Developers/Job Coaches in Special Education University of New Mexico, Albuquerque, NM

Instructor, 1985-1986

Department of Special Education, University of New Mexico, Albuquerque, NM

Research Associate, 1984-1985

Department of Special Education, University of New Mexico, Albuquerque, NM

Educational research for two U.S. Supreme Court Amicus briefs,

Bowen v. American Hospital Association, & *City of Cleburne, TX v. Cleburne Living Center*.

Practicum Supervisor, 1984-1985

Department of Special Education, University of New Mexico, Albuquerque, NM

Methods/Materials and Behavior Management Specialist, 1981-1984

Students with intellectual disabilities and autism spectrum disorders

Los Lunas Hospital & Training School, Los Lunas, NM

University of New Mexico Extension Instructor, 1983

University of New Mexico Division of Continuing Education, Albuquerque, NM.

Classroom Teacher, 1977-1981

Los Lunas Hospital and Training School, Los Lunas NM, Adolescents with intellectual disabilities and autism spectrum disorders.

Conference Coordinator/Facilitator 1978

Native American Family Rehabilitation Conference, Albuquerque, NM

Research Assistant 1977

Peabody College, Vanderbilt University, Nashville, TN.

Project conducted in public schools on increasing social interaction for students with intellectual disabilities and autism spectrum disorders.

Peabody College Practicum Supervisor, 1977

Peabody College of Vanderbilt University, Nashville, TN.

SE 331, *Educational Procedures for the Severely Handicapped*.

PUBLICATIONS**Books**

Hamill, L. & Everington, C. (2002). *Teaching students with moderate to severe disabilities: An applied approach for inclusive environments*. Upper Saddle River, NJ: Merrill, Prentice Hall

Polloway, E., Bouck, E., C., & Everington, C. (In Press). *Intellectual and Developmental Disabilities and Autism*. Austin, TX: ProEd.

Journal Articles and Book Chapters

Ellis, J. W., Everington, C., & Delpha, A. M. (2018), Evaluating intellectual disability: Clinical assessments in Atkins cases. *Hofstra Law Review*, 46(4), 1305-1419.

Everington, C., Macvaugh, G., Salekin, K., & Dering T. (2015) Challenges in assessment of adaptive behavior. In E. Polloway, (Ed) *The Death Penalty and Intellectual Disability*, Washington DC: American Association on Intellectual and Developmental Disabilities.

Salekin, K., & Everington, C. (2015) Competence to stand trial and Miranda. In E. Polloway (Ed) *The Death Penalty and Intellectual Disability*: Washington DC: American Association on Intellectual and Developmental Disabilities

Everington, C. (2014). Challenges in presenting intellectual disabilities to judge and jury. *William & Mary Bill of Rights Journal*, 23, 467-485.

Leach, D., Helms, L., Foster, M., Martin- Delaney, A., & Everington, C. (2013). A dual enrollment postsecondary education program for students with intellectual disabilities: Winthrop Transition to College. *Think College Insight Brief*, Issue No. 19. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Everington, C. & Olley, J. G. (2008). Implications of Atkins v. Virginia: Issues in defining and diagnosing mental retardation. *Journal of Forensic Psychology Practice*, 8, 1-23.

Everington, C., Notario-Smull, H., & Horton, M. (2007). Can defendants with mental retardation successfully fake their performance on a test of competence to stand trial? *Behavioral Sciences and the Law*, 25, 545-560.

Everington, C. & Luckasson, R. (2007). Competence Assessment for Standing Trial for Defendants with Mental Retardation (CAST-MR). *Encyclopedia of Psychology and Law*.

- Fulero, S. M. & Everington, C. (2004). Mental retardation, competency to waive *Miranda* rights, and false confessions. In G. D. Lassiter (Ed). *Interrogations, Confessions, and Entrapment*. New York: Kluwer Academic/Plenum Publishers.
- Fulero, S. M. & Everington, C. (2004). Assessing the capacity of persons with mental retardation to waive *Miranda* rights: A jurisprudent psychology perspective. *Law and Contemporary Problems*, 28, 53-69
- Everington, C., DeBerge, K., & Mauer, D. (2001). The relationship between language skills and competence to stand trial abilities in persons with mental retardation. *The Journal of Psychiatry and Law*, 28, 475-492.
- Poetter, T. S., Everington, C., & Jetty, R. (2001). Democratic curriculum deliberations in action: Preparing school leaders for inclusion. *The Journal of Curriculum and Supervision*, 16 (2), 162-182 .
- Everington, C. & Graham, P. (2001). What do we know about national board certified teachers in South Carolina? *Teachers as Leaders*, 3(1), 22-24.
- Everington, C. & Fulero, S. (1999). Competence to confess: Measuring understanding and suggestibility in defendants with mental retardation. *Mental Retardation*, 37, 212-220.
- Everington, C. & Keyes, D. (1999). Diagnosing mental retardation in criminal proceedings: The critical importance of adaptive behavior. *Forensic Examiner*, 8 (7/8), 31-34.
- Stevens, B., Everington, C., & Kozar-Kocsis, S., (1999). Inclusion: What teachers are doing to accommodate for special needs students. *The Electronic Journal of Inclusive Education*,1(3).
- Everington, C. & Stevens, B. (1999). Teacher attitudes, felt competence, and need of support for implementing inclusive educational programs. *Psychological Reports*, 85,331-338
- Everington, C., Hamill, L.B., & Lubic, B. (1996). Restructuring teacher education for inclusion, *Contemporary Education*, LXVII, 52-56.
- Fulero, S. & Everington, C. (1995). Assessing competency to waive Miranda Rights in defendants with mental retardation, *Law and Human Behavior*, 19, 533-543.
- Everington, C. & Dunn, C. (1995). A second validation study of the competence assessment for standing trial for defendants with mental retardation. *Criminal Justice and Behavior*, 22, 44-59.
- Bergen, D. & Everington, C. (1994). Adapting assessment methods for persons with severe disabilities and environmental/emotional abuse. In D. Bergen, *Assessment Methods for Infants and Toddlers: Transdisciplinary Team Perspectives*. (216-234) Teacher's College Press.
- Everington, C. & Stevenson, T. (1994, Spring). A giving experience: The use of community service for training community living skills and promoting integration with individuals with severe disabilities. *Teaching Exceptional Children*, 56-59.
- Everington, C. (1990). The Competence Assessment for Standing Trial for Defendants with Mental Retardation (CAST-MR): A validation study. *Criminal Justice and Behavior*, 17, 147-168.
- Everington, C. & Luckasson, R. (1989). Addressing the needs of the criminal defendant with mental retardation: The special educator as a resource to the criminal justice system. *Education and Training in Mental Retardation*, 24, 193-200.
- Everington, C. (1989). The CAST-MR: A resource for forensic evaluators and attorneys for determining competence to stand trial in criminal defendants with mental retardation. *The Advocate*.11, (4) 38-39.
- Everington, C. (1989, fall/winter). Demographic variables associated with competence to stand trial referral and evaluation of criminal defendants with mental retardation. *The Journal of Psychiatry and Law* 627-640.

Spillman, D. M. & Everington, C. (1989). Somatotypes revisited: Has the media changed our perception of the female body image? *Psychological Reports*, 64, 887-890.

Tests

Everington, C. & Luckasson, R. (1992). *The Competence Assessment for Standing Trial for Defendants with Mental Retardation (CAST-MR)*. Worthington, OH: IDS.

Everington, C. (1982). *The Los Lunas Curricular System: A Criterion-referenced Assessment for Severely/profoundly Handicapped* (4th ed.). Los Lunas, NM: State of New Mexico

Everington, C., Jones, S., Heckert, S., Thomas, C., & Worley, L. (1981). *The Los Lunas Curricular System: A Criterion-referenced Assessment for Developmentally Disabled Individuals*. (3rd ed.). Los Lunas, NM: State of New Mexico.

Everington, C., Jones, S., Heckert, S., & Thomas, C. (1980). *The Los Lunas Curricular System: A Criterion-referenced Assessment for Developmentally Disabled Individuals* (2nd ed.). Los Lunas, NM, State of New Mexico.

Everington, C., & Pierce, T. (1979). *The Los Lunas Educational Assessment for the Severely and Profoundly Handicapped*. Los Lunas, NM: State of New Mexico.

Training Manuals

Feinstein, C., Everington, C., Derning, T., & Keyes, D. (2002) *Equal Justice for People with Mental Retardation: Individuals with Mental Retardation in the Criminal Justice System: A Training Guide for Psychologists*. Temple University, Philadelphia, PA: Institute on Disabilities.

HONORS/FELLOWSHIPS

Presidential Citation for Service to the Community, Winthrop University, April 24, 2012

Presidential Citation for Service to the Community, Winthrop University, April 27, 2010

Community Service Award, Recognition of Exceptional Service, Winthrop University, April 28, 2009.

Harvard Management Development Program, Harvard University, June 2007

Presidential Citation, Recognition of Exceptional Service, Winthrop University, April 28, 2004

Fellow, American Association on Intellectual and Developmental Disabilities (FAAIDD), 2014

Faculty member, National Academy for Equal Justice, 2002-2004 (invited position)

Fellow, American College of Forensic Examiners Institute, 1999-2019

Diplomate, American College of Forensic Examiners Institute, 1996-2019

Certificate of Appreciation for Outstanding Teaching and Academic Work, Alpha Delta Phi and Alpha Xi Delta, Miami University, 1998

Fulbright-Hays Group Study Abroad Award, Brazil, 1990.

Summer Research Appointment and Research Graduate Assistant Award, Miami University Faculty Research Committee, 1989.

Certificate of Honor, Passage of Doctoral Comprehensive Examinations with Distinction, 1988.

Honorable Mention Award for Outstanding Teaching Assistant, University of New Mexico, 1986 (University-wide competition)

Graduate Research Fellowship, National Institute of Justice, 1986-1987.

Challenge Assistantship Award, University of New Mexico, 1986-1987.

Legislatively Endowed Graduate Fellowship, University of New Mexico, 1985-1986.

Graduate Presidential Scholarship, University of New Mexico, 1984-1985.

Exemplary Performance Award, Department of Health and Environment of the State of New Mexico, for outstanding contributions, 1982

Master's Fellowship Award, Bureau of Education of Handicapped, George Peabody College, 1976-77.

Phi Kappa Phi Honors Society, 1986.

Kappa Delta Pi International Honors Society, 1976.

Kappa Delta Epsilon Honors Society, 1976.

GRANTS

Everington, C. Leach, D., & Graham, B. (2010). *Winthrop transition to college for students with intellectual disabilities*. South Carolina Department of Education, Office of Exceptional Children, Funded \$50,000

Everington, C., and Martin-Delaney, A., (2009), *Winthrop college transition project for students with intellectual disabilities*. College Transition Connection. Funded, \$155,000.

Everington, C. (2003). *Assessment of malingering of competence to stand trial in defendants with mental retardation*, Winthrop Research Council Award, Funded, \$4,118.

Everington, C., & Hawkins, A. (1999) *School-aged children's understanding of the criminal justice system: Implications for competence to stand trial*. Miami University SEAP Research Committee, Funded, \$725.

Bergen, D., Jantzen, A., Everington, C., Angelo, M., Badiali, B. (1997). *Preparing preservice and inservice school administrators for inclusive practices: A collaborative model*. State Superintendent's Task Force on Special Education, Ohio Department of Education. Funded, \$24,521.

Everington, C. (1994). *Preservice preparation for inclusive classrooms*. State Superintendent's Task Force on Special Education, Ohio Department of Education, Funded, \$20,000.

Everington, Ganschow, and Badiali (1994) *Evaluation of interdisciplinary teaming as an approach to special education inclusion*. Miami University SEAP Research Committee, Funded \$470.

Everington & Fulero (1993) *Competence to confess in defendants with mental retardation*. SEAP Research Committee, Miami University, Funded, \$530.

Everington, C. (1992) *Training of competence to stand trial in defendants with mental retardation: A comparison of treatment approaches*. Miami University SEAP Research Committee, Funded, \$306.

Everington, C. (1988). *Assessment of competence to stand trial in criminal defendants with mental retardation*. Miami University Grant to Promote Research and Scholarship. Funded, \$3,200.

Everington, C. (1987). *A validation study of the competence assessment for standing trial for defendants with mental retardation (CAST-MR)*. Miami University Research Challenge Program, Funded, \$1,950.

Blalock, G., & Everington, C. (1986). *Special education paraprofessional training: Preschool and transition*. U.S. Department of Education, Personnel Preparation program, Funded, \$90,000.

Everington, C., Luckasson, R., & Harris, M. (1986). *Competence evaluation for mentally retarded defendants*. The National Institute of Justice, Funded, \$11,000.

Wirth, P., Worley, L., Jones, S., & Everington, C. (1981). *Handicapped educational learning programs: Project H.E.L.P.* E.S.E.A. Title IV-C, Funded \$27,000.

CONSULTATIONS

Defendants with Intellectual Disabilities in the Criminal Justice System 1991 to present
Expert testimony, educational assessment, and consultation on intellectual disabilities

Behavioral Intervention Consultation 1989-1994

Montgomery County Board of Mental Retardation and Developmental Disabilities, Dayton, OH, Consultation on interventions for individuals with severe maladaptive behavior.

Butler County Integrated Dependent Care and Leisure Time Project 1991

Butler County Board of Mental Retardation and Developmental Disabilities

Program Consultation and Staff Training 1987

Association for Retarded Citizens of Albuquerque, NM.
adolescents with intellectual disabilities and behavioral difficulties.

Program Consultation 1985

Clovis Public Schools, Clovis, NM

Curriculum assistance for students with intellectual disabilities, autism, and behavioral difficulties.

Curriculum Development 1985

Albuquerque Public Schools, Albuquerque, NM

Curriculum Consultant 1984-85

Wyandotte County Special Education Cooperative, Kansas City, KS. Assisted in development of *The Curriculum Resource Book for the Severely and Moderately Handicapped*.

Grant Writer 1983

Association of California Learning Centers, Los Angeles, CA.

SELECTED REFEREED PRESENTATIONS

Leach, D. & Everington, C. (2013, June). *Outcomes of a postsecondary program serving students with intellectual disabilities*. Poster session at the annual meeting of AAIDD, Pittsburg, PA.

Everington, C. & Johnson, L. (2013, October). *Approaches and issues in assessment of dispositions*. A presentation at the annual meeting of the National Network for Educational Renewal, Albuquerque, NM.

Everington, C. & Martin-Delaney, A. (2012, July). *A college program for persons with intellectual disabilities: Participant outcomes and campus community impact*. International Association for the Scientific Study of Intellectual Disabilities (IASSID) World Congress, Halifax, Nova Scotia.

Everington, C., & Leach, D., (2010, June). *A transition to college project for students with intellectual disabilities*, American Association on Intellectual and Developmental Disabilities (AAIDD), Providence, RI.

Everington, C. (2009, February). Using a 3rd party electronic data management system. In G. Schroeder (Facilitator), *ISPE Symposium I, Uneasy alliance: The unit and its 3rd party electronic portfolio system*, American Association of Colleges of Teacher Education (AACTE), Chicago, IL.

- Everington, C. Johnson, L., & Green, S. (2008, February). Impact of work samples for assessment of P-12 learning and candidate effectiveness. In G. Schroeder (Facilitator), *Approaching the data quality campaign: The challenge of P-12 data*. Symposium, American Association of Colleges of Teacher Education (AACTE), New Orleans, LA.
- Everington, C. & Green, S. (2007, September). *Using work samples to improve teacher education programs: A five-year longitudinal analysis*, (NCATE invited presentation), Accreditation, Accountability, and Quality: An Institutional Orientation and Professional Development Conference, AACTE/NCATE, Arlington, VA.
- Graham, P. & Everington, C. (2007, September). *Designing and implementing a unit assessment system*. (NCATE invited presentation) Accreditation, Accountability, and Quality: An Institutional Orientation and Professional Development Conference, AACTE/NCATE, Arlington, VA.
- Olley, J. G. & Everington, C. (2007, March) *The measurement of adaptive behavior in Atkins cases*. Off the Witness Stand: Using Psychology in the Practice of Justice conference, John Jay College of Criminal Justice, CUNY, New York, NY.
- Keyes, D. W. & Everington, C. (2006, May). *Determining the attitudes of regular education professionals toward inclusion of children with mental disabilities in the regular elementary classroom*. The International Summit for the Alliance on Social Inclusion. Montreal, Canada.
- Everington, C. (2006, March) *Assessment of adaptive functioning in death row inmates*. American Psychology and Law Society Annual Conference, St. Petersburg, FL.
- Graham, P. & Everington, C. (2006, January). Winthrop University unit assessment system. In the symposium: *The Data System Imperative: Eight Institutional Scenarios of Successful Information Systems Implementation*. AACTE Annual Conference. Washington, DC.
- Everington, C. & Notario-Smull, H. (2005, March). *Can defendants with mental retardation successfully malingering on at test of competence to stand trial?* American Psychology and Law Society Annual Conference, San Diego, CA.
- Everington, C. & Notario-Smull, H. (2004, June). *Malingering incompetence to stand trial in defendants with intellectual disabilities*. International Association for the Scientific Study of Intellectual Disability 12th World Congress, Montpellier, France.
- Everington, C. & Olley, G. (2004, March) *An analysis of forensic psychological evaluations in capital cases: Has Atkins made a difference?* American Psychology and Law Society Annual Conference, Phoenix, AZ.
- Everington, C. & Keyes, (2003, April). Importance of diagnostic accuracy post Atkins. Symposium presentation, *Mental Retardation and the Law: Atkins v. Virginia*. American Psychological Association Annual Conference, Toronto, Canada.
- Dover, W. & Everington, C. (2003, November). *One university's model: The relationship between the unit and special education program area assessment plans*. Council for Exceptional Children, Teacher Education Division (CEC-TED), Biloxi, MS.
- Everington, C. & Hawkins, A. (2002). *Competence to stand trial for juveniles*. American Association on Mental Retardation (AAMR) national conference, Orlando, FL.
- Everington, C. & Hamill, L. (2001). *Applied curriculum: An approach for ALL students in inclusive educational programs*. Council on Exceptional Children national conference. Kansas City, KS.
- Everington, C. & Hawkins, A. (2000). *Competence to stand trial for juveniles: Implications for adolescents and youth with mental retardation*. International Association for the Scientific Study of Intellectual Disabilities 11th World Congress, Seattle, WA.
- Everington, C. & DeBerge, K. (1999). *The relationship between language ability and competence to stand trial in persons with mental retardation*. Poster session, American Association on Mental Retardation national conference, New Orleans, LA.
- Hamill, L. & Everington, C. (1998). *Inclusion and reform in Ohio: What some local educators are saying and doing*. American

Association on Mental Retardation (AAMR) National conference, San Diego, CA.

- Everington, C. & Keyes, D. (1998). *Diagnosing mental retardation in criminal proceedings: The critical importance of documenting adaptive behavior*. American Psychology and Law Biennial Conference, Redondo Beach, CA.
- Keyes, D., Edwards, W.J., Culter, S., Everington, C., (1997). *Life and death: Death penalty issues in mental retardation*. Panel Presentation, American Association on Mental Retardation Annual Conference, New York, NY.
- Everington, C. (1996). *Preservice teacher training for inclusion: What do we need? How can we do it?* American Association on Mental Retardation Annual Conference, San Antonio, TX.
- Everington, C. (1996). *Confessions and defendants with mental retardation: Measuring suggestibility and understanding of Miranda*. American Association on Mental Retardation Annual Conference, San Antonio, TX.
- Everington, C. & Fulero, S. (1996). *Competence to confess: Measuring understanding and suggestibility in defendants with mental retardation*. American Psychology and Law Society Biennial conference, Hilton Head, SC.
- Everington, C. (1995). *Inclusion at the university: Changes needed in preservice preparation*. American Association for Teaching and Curriculum Second Annual Conference, Atlanta, GA.
- Everington, (1995) *Session chair: Issues for offenders with mental disabilities*. American Psychological Association National Conference, New York, NY.
- Everington, C. & Fulero, S. (1994, October). *Understanding Miranda warnings: A critical issue for adults with mental retardation*. Professional Association on Mental Retardation Annual Conference, Columbus, OH.
- Everington, C. Renner, V. & Smith, J. (1994). *Teacher attitudes and perceived competencies regarding special education inclusion*. Ohio Federation of the Council on Exceptional Children Annual Conference.
- Rylander, J. & Everington, C. (1993). *Assessment for older adults with mental retardation*. Professional Association on Mental Retardation Annual Conference. Columbus, OH.
- Fulero, S., Everington, C., & Keyes, D. (1993). *Symposium: Are they or aren't they? Assessing competencies in defendants with mental retardation*. American Psychological Association (APA) annual conference. Toronto, Canada.
- Everington, C., Wulff, K., & Fulero, S. (1992). *Issues in training competence to stand trial in offenders with mental retardation*. State Mental Health Forensic Directors National Conference, Portland, OR
- Everington, C. (1992). *A Comparison of leisure pursuits of school-aged children with severe disabilities and their nonhandicapped peers*. American Association on Mental Retardation Annual Conference, New Orleans, LA.
- Everington, C. (1992). *Assessment of competence to stand trial in individuals with mental retardation: A second validation study of the CAST-MR*. American Association on Mental Retardation Annual Conference, New Orleans, LA.
- Valerius, F., Everington, C., Creedon, B. (1991). *Identifying integrated day care and leisure time needs and resources*. The Association for Severe Handicaps (TASH) annual conference, Washington, DC.
- Everington, C. (1991). *Issues facing developing nations in service delivery for persons with mental retardation: A focus on Brasil*. Symposium on International Developments in Mental Retardation. American Association on Mental Retardation annual conference, Washington, DC.
- Everington, C. (1990). *An examination of the relationship between experience with persons with mental retardation and attitudes among secondary students*. Poster Session, AAMR Annual Conference, Atlanta, GA.
- England, K. & Everington, C. (1990). *Simple group simulation activities for encouraging intellectual development in college students*. Second Annual Conference on College Teaching, Lake Arrowhead, CA.

- Everington, C. (1989). *Demographic variables associated with criminal defendants with mental retardation referred for evaluation of competence to stand trial*. American Association on Mental Retardation Annual Conference, Chicago, IL.
- Everington, C. (1988). *Competence to stand trial: A critical issue for persons with mild and severe handicaps*. The Association for Persons with Severe Handicaps (TASH) Annual Conference, Washington, DC.
- Everington, C. (1988) *Measuring competence to stand trial in criminal defendants with mental retardation*. American Association on Mental Retardation (AAMR) National Conference, Washington, DC.
- Everington, C. (1987). *Measuring competence to stand trial*. American Association on Mental Deficiency Annual Conference, Los Angeles, CA.
- Everington, C., & Luckasson, R. (1987). *Criminal defendants with mental retardation: The role of the special educator in the criminal justice system*. The Council of Exceptional Children Annual Conference, Chicago, IL.
- Luckasson, R., Ellis, J., & Everington, C. (1986). *How should the decision of where people with mental retardation live be made?* TASH, Annual Conference, San Francisco, CA.
- Everington, C., & Ringgold, H. (1982). *Instructional programming and curriculum development for severely/profoundly/multiply handicapped adolescents and adults*. The Association for Persons with Severe Handicaps, Ninth Annual Conference, Denver, CO.
- Everington, C., Chairperson. (1981). *Computer assisted curricular assessment systems for the severely and profoundly handicapped: Project descriptions and a microcomputer demonstration*. The Association for Persons with Severe Handicaps, Eighth Annual Conference, New York, NY.
- Everington, C.T., Jones, S., & Worley, L. (1981, October). *Handicapped educational learning programs (H.E.L.P.): A criterion-referenced assessment and data aggregation systems for the severely/profoundly handicapped*. A.A.C.L.D.-C.E.C. Conference, Albuquerque, NM
- Brown, G., Everington, C., & Worley, L. (1981). *L.L.C.S.classification and project H.E.L.P*. The New Mexico State Chapter A.A.M.D.and L.L.H.& T.S. Workshop, Los Lunas, NM.
- Everington, C., Jones, S., & Worley, L. (1981). *Programming for the severely handicapped: An overview of current assessments and curricula*. Los Lunas Hospital and Training School Annual Spring Conference, Los Lunas, NM.
- Everington, C., & Mochel, F. (1980). *A functional classroom approach for training beginning language through total communication with severely and profoundly retarded adolescents*. The Council on Exceptional Children Regional Spring Conference, Roswell, NM.
- Day, R., & Everington, C. (1977). *Using time delay stimulus transfer procedures to teach direction following and object discrimination with severely and profoundly retarded children*. Annual Convention of Midwestern Association of Behavior Analysis, Chicago, IL.

INVITED PRESENTATIONS

- Everington, C. (2015, April) *Current trends and issues in special education in the United States*. Shanghai Far East School, Shanghai, China.
- Everington, C. (2015, April) *Teacher training in the United States*. Shanghai Far East School, Shanghai, China.
- Everington, C. (2014, March), The challenges of presenting intellectual disabilities to judges and juries. In J. Bellin, moderator, *Atkins on the Ground*. Presentation for *Atkins v. Virginia: A dozen Years Later: Report Card Symposia*, sponsored by William and Mary Institute of Bill of Rights Law School and Cornell Law School, Williamsburg, VA.
- Everington, C. (2012, June). Session Moderator: *Atkins Sessions*, AAIDD (American Association on Intellectual and

Developmental Disabilities) Conference, Charlotte, NC

- Everington, C. & Leach, D. (2010, October). Winthrop Transition to College project for students with intellectual disabilities. In M. Behrmann (Moderator), *Collaboration with Teacher Preparation Programs*, National State of the Art Conference on Postsecondary Education and Individuals with Developmental Disabilities. George Mason University. Fairfax, VA.
- Everington, C. & Green, S. (2007, September). *Using work samples to improve teacher education programs: A five-year Longitudinal analysis*, (NCATE invited presentation), Accreditation, Accountability, and Quality: An Institutional Orientation and Professional Development Conference, AACTE/NCATE, Arlington, VA.
- Graham, P. & Everington, C. (2007, September). *Designing and implementing a unit assessment system*. (NCATE invited presentation) Accreditation, Accountability, and Quality: An Institutional Orientation and Professional Development Conference, AACTE/NCATE, Arlington, VA.
- Everington, C. (2006, March). *Roundtable Discussion Atkins v. Virginia*. American Psychology and Law Society Annual Conference, St. Petersburg, FL
- Graham, P. & Everington, C. (2005, February). Winthrop University unit assessment system. In symposium: *NCATE accreditation systems*. (NCATE invited presentation). AACTE Annual Conference. Washington, DC.
- Everington, C. (2003, April) *Understanding competence issues and the defendant with mental retardation*. Lehigh and Northampton County ARC, Allentown, PA.
- Everington, C. (2002). *Diagnosing mental retardation: A critical criminal justice issue*. International Association for the Scientific Study of Intellectual Disability, Inaugural Conference of IASSID Europe. Dublin, Ireland.
- Everington, C. (2002) *Competence issues for defendants in the criminal justice system*. Partners in Justice III. Institute on Disabilities, Temple University.
- Everington, C. & Greenblatt, D. (2001) *Presenting and proving mental retardation*. Litigating Mental Retardation in Capital Cases Seminar, North Carolina Academy of Trial Lawyers, Raleigh, NC.
- Luckasson, R. & Everington, C. (2001). *Competence to stand trial for defendants with mental retardation*. Texas Association on Mental Retardation and Region V AAMR, Annual Convention, San Antonio, TX.
- Everington, C. & Schweid, R. (1999). *Criminal justice issues for defendants with mental retardation*. Working with Challenging Populations Conference sponsored by Ohio Department of Mental Health, Cambridge, OH.
- Everington, C. (1999). *Special education preparation for educational administration*. State Superintendent's Task Force on Special Education Annual Conference.
- Everington, C., (1998). *Inclusion: Incorporating ABA into the classroom environment*. Families for Effective Autism Treatment, Cincinnati, OH.
- Everington, C. (1998). *Competence to stand trial in defendants with mental retardation: Evaluation and restoration*. Ohio AAMR Annual conference, Columbus, OH.
- Everington, C. & Ganschow, L. (1995). *Preservice training for inclusion*. State Superintendent's Task Force on Special Education Annual Meeting. Columbus, OH.
- Everington, C. (1993). *Issues on competence for individuals with severe disabilities*. National Association of Social Workers, Cincinnati, OH.
- Everington, C. (1990). *Strategies for promoting integration of severely disabled into mainstream academic settings*. Ministerio da Educacao and Ministerio da Acao Social, Brasilia, Brasil.

- Everington, C. (1990). *Trends in service delivery for persons with severe disabilities in the United States*. Institutio de Helena Antipoff, Rio de Janerio, Brasil.
- Everington, C. (1990). *Training strategies for individuals with severe disabilities*. Centro Educacao Especial, Belo Horizonte, Brasil.
- Everington, C. (1988). *Parental influence on the IEP*. Oxford Association for Children and Adults with Learning Disabilities, Oxford, OH.
- Everington, C. (1988). *Using the functional analysis approach for addressing maladaptive behavior*, Residential CRF, Connersville, IN.
- Everington, C. (1988). *Issues in competence to stand trial*, Oxford Rotary Club, Oxford, OH.
- Everington, C. (1986). *Baby doe and the US Supreme Court*. Association for Retarded Citizens Conference, Albuquerque, NM.
- Everington, C. (1985). *Behavior management in vocational settings*. Summer Institute: Transition of the Young Disabled Adult. Department of Special Education, University of New Mexico, Albuquerque, NM.
- Everington, C. (1985). *Practical approaches to program evaluation*. Protection & Advocacy Systems Conference, Albuquerque, NM.
- Everington, C. (1985). *The instructional component of the IEP*. Parent Training Representative Conference, Protection & Advocacy Systems for New Mexicans with Developmental Disabilities, Albuquerque, NM.
- Everington, C. (1985). *The individualized education plan*. University of New Mexico Law School.
- Everington, C. (1985). *Behavior management strategies for the classroom*. Esperanza Par Los Ninos,, Albuquerque, NM.
- Everington, C., Worley, L., Nunn, D., & Leach, M. (1984). *Behavior management in the classroom: A continuum of approaches*. Deaf/Blind Outreach Spring Workshop. Los Lunas, NM
- Salzberg, C., Dy, E.B., & Everington, C. (1977). *A consultant model for training group home parents to program toward normalization*. Invited presentation, Georgia Retardation Center, Atlanta, GA.

WORKSHOPS

- Everington, C (2019), *Making the case for intellectual disability*, Office of the Post-Conviction Defender, Nashville, TN.
- Everington, C. (2007). *Mental retardation: Issues in diagnosing mental retardation*. Oregon Federal Public Defender's Office and OCDLA, Death Penalty CLE, Portland, OR.
- Everington, C. & Stallings. E. (2005). *The use of data in higher education*. University of Nevada-Las Vegas Academic Leadership Faculty, Las Vegas, NV.
- Everington, C. (2001). *Issues in evaluation of competence to stand trial for defendants with mental retardation*. Teleconference training provided to forensic evaluators, Brooklyn Developmental Disabilities Services Office, Brooklyn, NY.
- Everington, C. (2000). *Equal justice: Individuals with mental retardation in the criminal justice system: A guide for psychologists*. Partners in Justice: A National Train-the Trainers Session, Washington DC.
- Everington, C. (1999). *Competency evaluations for individuals with mental retardation and developmental disabilities*. Ohio Department of Mental Retardation and Developmental Disabilities, Columbus Developmental Center, Columbus, OH.
- Everington, C. (1999) *Assessment of defendants with mental retardation*. CLE of the State Bar of New Mexico and Behavioral Health Services Division, New Mexico Department of Health, University of New Mexico Law School, Albuquerque, NM.

- Durning, T. & Everington, C. (1998) *Evaluation of defendants with mental retardation*. Sessions for Psychologists, Equal Justice for People with Mental Retardation Training Conference, Harrisburg, PA.
- Everington, C. (1991). *Issues relevant to the capital offender with mental retardation*. Ohio Death Penalty Seminar and Workshop, Columbus, OH.
- Everington, C. (1989). *Offenders with mental retardation: Assisting criminal justice personnel*. American Association on Mental Retardation Annual Conference, Chicago, IL.
- Everington, C. (1989). *Assessing criminal offenders with mental retardation: Strategies for the forensic evaluator*. Shawnee Forensic Center Annual Conference, Portsmouth OH.
- Everington, C. (1989). *Assessment of competence to stand trial in defendants with mental retardation*. South Carolina Department of Mental Retardation, Columbia, SC.
- Everington, C. (1987). *CAST-MR field test participation workshop*. Two-day workshop given to selected staff of: DDA Forensic Evaluation, Baltimore, MD; Wisconsin Correctional Services, Milwaukee, WI; and Psychiatric Court Clinic, Cleveland, OH.
- Everington, C. (1983, February). *The Los Lunas Curricular System*. Three-day workshop presented to the staff of Lubbock State Hospital, Los Lunas Hospital and Training School, Los Lunas, NM.
- Everington, C. (1982, September). *The Los Lunas Curricular System*. Three-day inservice for participants in a national field test. Los Lunas Hospital and Training School, Los Lunas, NM.
- Everington, C., Chavez, P., & Ringgold, H. (1982). *Data collection systems for severely handicapped students*. Los Lunas, Hospital and Training School Annual Spring Workshop, Los Lunas, NM
- Everington, C., & Roach, W. (1981, October-November). *Los Lunas curricular systems field test participant inservice*. Three-day workshop presented to staff of A School For Me, Tohatchi, NM and Deming Public Schools, Deming, NM.

PROFESSIONAL ORGANIZATIONS

- American Psychological Association, Division 33, Intellectual and Developmental Disabilities
American Psychology and Law Society
American College of Forensic Examiners
American Association on Intellectual and Developmental Disabilities, (AAIDD), (formerly AAMR), Divisions on Education & Legal Process and Public Policy.
The Academy on Intellectual and Developmental Disabilities
American Association of University Women (AAUW)
NADD, National Association for Persons with Developmental Disabilities and Mental Health Needs

PROFESSIONAL SERVICE

- Dissertation committee member, College of Professional Studies, Northeastern University, 2018
Reviewer, *International Journal of Forensic Mental Health*, 2017 to present
Editorial Board, *Journal of Forensic Science and Research*, 2017 to present
President, Legal Process and Advocacy Division, American Association of Intellectual and Developmental Disabilities (AAIDD), 2009 to 2013.
Chair, South Carolina Professional Review Committee (PRC), (Appointment, South Carolina State Board of Education), 2006 to 2012.
Executive Board member, Children's Attention Home Charter School, Rock Hill, SC, 2005 to 2009 (Vice Chair, 2007-2009).
PLT Study Committee, (State Committee, invited position), spring 2008
AAMR Legislative and Social Issues Committee, (National committee, elected position), Three year term: 1998-2001, 2001-2003.
Justice for All Committee, Hamilton County Board of Mental Retardation and Developmental Disabilities, September 1998-2000. (Invited member).
Editor, *Teachers as Leaders: A Celebration of Teaching*. 2000-2006.

Leadership Associate Program, National Network for Educational Renewal, Institute for Educational Inquiry, Seattle, WA, 1999-2000 (National, nominated position).
 Advisory Board, Ohio State Superintendent's Task Force on Special Education, 1999-2000, (State committee).
 Regional Officer, Teacher Education Division (TED), Ohio Council on Exceptional Children, 1995-96, 1999-2000.
 Butler County Board of Mental Retardation and Developmental Disabilities Justice System Advisory Committee, 1997-1998.
 Special Issues Reader, *Psychological Reports*, 1995-2000.
 Editorial Board, *Criminal Justice and Behavior*, 1992-1998.
 Manuscript reviewer, *Criminal Justice and Behavior*, 2000, 2006.
 Guest Reviewer, *Journal of Research in Childhood Education*, 2000.
 Executive Board member, Residential Alternatives for the Developmentally Disabled, 1990 -1994.
 Mental Health & Mental Retardation Probate Court Committee of Hamilton County, 1989-1993.
 Ohio Statewide Network on Offenders with Mental Retardation, 1991-1993.
 Committee on the Developmentally Disabled Offender, Albuquerque, NM. 1985-86.
 Judicial appointment, Bernalillo County Committee on Mentally and Developmentally Disabled Offenders, New Mexico, 1986-87.
 New Mexico State Adopted Textbook Committee, Chairperson for Committee on Deaf/Blind, Multiply Handicapped, and/or Physically Impaired, 1982.
 Parent Advisory Council, Los Lunas Hospital & Training School, 1980.

COURSES TAUGHT

Winthrop University

SPED 293 Applied Behavior Analysis (ABA) Interventions for Learners with Autism Spectrum Disorders
 SPED 281 Introduction to Special Education/Exceptional Learners
 SPED 582 Intellectual Disabilities: Characteristics and Needs
 SPED 575 Instructional Procedures for Students with Mental Disabilities (MD) and Severe Disabilities (SD)
 EDUC 475 Internship in Reflective Practice
 EDUC 420 Global Studies in Pedagogy
 SPED 391 Principles of Teaching Exceptional Children
 SPED 390 Field Experience in Special Education
 EDUC 401 Internship I: Understanding Contextual Factors
 EDUC 402 Internship II: Assessment and Instruction

Miami University

EDP 496/596 Behavioral Interventions: Theory, Principles, and Techniques
 EDP 457/557 Social, Legal, & Educational Issues for Individuals with Mental Retardation
 EDP 478/578 Partnerships with Parents of Exceptional Children
 EDP 460 Action Research/Problem-Based Seminar in Developmental Differences
 EDT 610.A Supervision in a Partner School
 EDP 419 Student Teaching: Special Education, all certification areas;
 EDT 419 Student Teaching: Elementary Education; Kindergarten; Secondary Education
 EDP 459/559 Practicum for At-Risk and Multihandicapped Infants and Children
 EDP 101 Psychology of the Learner
 EDP 258 Daily Living Skills for Moderately, Severely, and Profoundly Retarded Persons
 EDP 458/558 Curriculum and Methods for At-Risk and Multihandicapped Infants and Children
 EDP 275 Curriculum and Instruction for the Mentally Retarded
 EDP 359 Supervised Public School Practicum for the Multihandicapped
 EDP 276 Career and Life-Span Education for Exceptional Individuals
 EDP 157 Introduction to Mental Retardation
 EDP 620 Graduate Master's Research Supervision
 EDP 600 Graduate Independent Readings
 EDP 800 Graduate EDS Thesis Supervision
 EDP 320 Summer Scholar Independent Research

University of New Mexico

Special Education 204 Introduction to Special Education
 Communications Disorders 420 A Transactional Approach to Early Language Training