

Dr. Maureen Conroy by Asia M Howell

[University of Florida](#)

College of Education

Department: Special Education,

School Psychology, and Early Childhood Studies

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Education

- BSE in Elementary Education and Special Education, [Keene State College](#), 1979
- M.Ed. in Special Education, [George Peabody College of Vanderbilt University](#), 1982
- Ph.D. in Special Education, [Vanderbilt University](#), 1986

Background Information

Dr. Maureen A. Conroy was born August of 1957, in Addis Ababa, Ethiopia, but raised in Washington, DC.

Research Interests

Dr. Maureen A. Conroy is a professor of Special Education and Early Childhood Studies at the [University of Florida](#) where her primary responsibilities are in the area of research, doctoral studies and teacher training. Conroy has been widely recognized for her commitment to serving and researching children with serious emotional and behavioral disabilities. Furthermore, she has conducted extensive research and holds a special interest in the early intervention of autism spectrum disorders. More specifically, as reflected by Dr Conroy's curriculum vitae, her research interests include functional assessment and analysis of behavioral problems, assessment and intervention of social skills, and antecedent intervention research.

Inspiration and Motivation

In writing, Conroy disclosed that as a child and an adolescent, "I probably had a behavior disorder" (Dr. Maureen Conroy, personal communication, October 24, 2010). However, she attributes her success during her childhood and adolescent years to the fact that, as she says, "I was able to control myself enough to not get into trouble and to keep my grades up" (Dr. Maureen Conroy, personal communication, October 14, 2010). This disposition of Conroy's is perhaps what sparked her journey. As such, she became quite interested and devoted in helping those who were not able to control their disorders or hide their disabilities in order to thrive in society.

Given Dr. Conroy's early passion for helping people who are not able to help themselves, she admits to the uncertainty she felt early in her career. She never imagined her passion would position her as a very successful professional,

researcher and educator. She shares the contributing factors that serve as her foundation: her ongoing enjoyment of endeavors, upholding her integrity for values and beliefs, and staying committed to the cause.

Dr. Conroy recognizes many external sources of motivation. These sources keep her interested and committed to her work in the field of behavioral disorders, early childhood, and autism. However, her own hope and belief is that she will make a difference in the world, maintain constant collaboration with like-minded people of similar ambitions, achieve intellectual stimulation from research and learning, and create new knowledge that will help others. These goals, with great certainty, are what keep her moving forward. Although her personal life is often what is drowned out by her motivations and commitments, in writing she says, "Mentoring doctoral students and helping to develop highly-skilled researchers and teacher trainers who will continue [her] work is very rewarding" (Dr. Maureen Conroy, personal communication, October 14, 2010).

Honors

Dr. Conroy has been honored for her work and commitment to the fields of behavioral disorders, early childhood, and autism. However, instead of raving about her honors, Conroy took time, during our interview, to honor the people she has worked alongside which are the individuals who she feels have helped to shape the accomplished professional she has become. These individuals and a quote she gave as a tribute to each are as follows:

- [Dick Shores](#) – “[he] taught me the value of being a good scientist and to "eyeball" data!”
- Jim Fox – “taught me almost all I know about Single Subject Design”.
- [Jim Kauffman](#) – “taught me to be skeptical”
- Kevin Sutherland – “a wonderful collaborator”
- Brian Boyd – “a doctoral student of mine that taught me more than I taught him”

(Dr. Maureen Conroy, personal communication, October 24, 2010).

Professional Awards

2006 B.O. Smith Research Professor, University of Florida

2005 B.O. Smith Research Professor, University of Florida

2004 Nomination for CEC Division of Research Board, Treasurer

2001 Nomination for Council for Children with Behavior Disorders, Vice President

1999 Nomination for Council for Children with Behavioral Disorders, Vice President

1999 University of Florida, Performance Award

1997 College of Education, ETSU, Research Award

1997 Nominated for CCBD Board Member at Large

1994 Outstanding Contributing Professional, The ARC of Washington Co.

1992 MR Training Award, Kennedy Center on Mental Retardation, Peabody College of Vanderbilt University

Publications

Dr. Conroy’s publications are extensive. From books, to edited chapters in books, to articles and presentations, Dr. Conroy has a multitude of publications.

With all of these many accomplishments, listed below are her most recent as well as her most notable publications.

Conroy, M.A., Alter, P. J., & Scott, T.M. (2009). Functional behavioral assessment and students with emotional/behavioral disorders: When research, policy, and practice collide. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Policy and Practice: Advances in Learning and Behavior Disabilities* (vol. 22) (pp. 135 – 168). Bingley, UK: Emerald.

Conroy, M.A., & Stichter, J.P. (2006). Seeing the forest and the trees: A more rigorous approach to measurement and validity in behavioral disorders intervention research. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Applications of Research Methodology: Advances in Learning and Behavioral Disabilities* (vol. 19) (pp. 136 - 160). Oxford, UK: Elsevier.

Alter, P. Conroy, M., Mancil, G.R., & Haydon, T. (2008). A comparison of functional behavior assessment methodologies with young children: Descriptive methods and functional analysis. *Journal of Behavioral Education*, 17 (2), 200-219.

Conroy, M.A., Stichter, J.P. Daunic, A., & Haydon, T. (2008). Classroom-based research in the field of emotional and behavioral disorders: Methodological issues and future research directions. *Journal of Special Education*, 41 (4), 209-222.

Boyd, B. A., Conroy, M.A., Asmus, J.M., McKenney, E.L.W., & Mancil, G. R. (2008). Descriptive analysis of classroom setting events on the social behaviors of children with autism spectrum disorder. *Education and Training in Developmental Disabilities*, 43 (2), 186-197.

Conroy, M.A., Asmus, J.M., Boyd, B.A., Ladwig, C.N., & Sellers, J.A. (2007).

- Antecedent classroom factors and disruptive behaviors of children with autism spectrum disorders. *Journal of Early Intervention*, 30 (1), 19 – 35.
- Boyd, B. Conroy, M.A., Mancil, G.R., Nakao, T., & Alter, P.J. (2007). Effects of circumscribed interests on the social behaviors of children with autism spectrum disorders: Use of structural analysis analogues. *Journal of Autism and Developmental Disorders*, 37 (8), 1550-1561.
- Conroy, M.A., Asmus, J.M., & Sellers, J.A., (2005). The use of an antecedent based intervention to decrease stereotypic behavior in a general education classroom: A case study. *Focus on Autism and Developmental Disorders*, 20 (4), 223-230.
- Conroy, M.A., Dunlap, G., Clarke, S. & Alter, P.J. (2005). A descriptive analysis of positive behavioral intervention research with young children with challenging behavior. *Topics in Early Childhood Special Education*, 25 (3), 157-166

References

Virginia Commonwealth University Faculty and Staff Directory.

<http://www.soe.vcu.edu/faculty/facpages/mconroy.html>. Accessed

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