

Dr. Carl J. Liaupsin by Elizabeth Sengupta

Education

- 2001 Ed.D. *Special Education (Behavior Disorders)*,
[University of Kentucky](#), Lexington, KY
- 1995 M.S. *Special Education (Behavior Disorders)*,
University of Kentucky, Lexington, KY
- 1987 B.A. *Special Education (Certification)*, [College of Charleston](#), Charleston, SC

Honors

- **2002 *Technology and Media Division Dissertation Award***
National award from the Technology and Media Division of the Council for Exceptional Children recognizing promising research.
- **2000 [Carl Fenichel Memorial Research Award](#)**
National award presented by the Council for Children with Behavioral Disorders recognizing a doctoral candidate conducting quality research.

Background

Dr. Liaupsin grew up in Cleveland, OH and Lexington, KY. As a student in high school he worked as a lifeguard and swim instructor. Liaupsin found that he truly enjoyed developing and organizing swim lessons and soon people began to refer children and adults with disabilities to his classes. A natural teacher and problem solver, Dr. Liaupsin found it both “fascinating and

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enjoyable” to adapt his instructional methods to accommodate the varied abilities of his students (personal communication, October 6th, 2010).

After serving in the Marine Corps for four years, Dr. Liaupsin returned to college “determined to focus on teaching in special education settings” (personal communication, October 6th, 2010). He noticed that the students who displayed the most challenging behaviors were often those who received the least resources and support. He decided to focus his efforts on this underserved population.

Dr. Liaupsin began his professional career as a special education teacher of students with emotional and behavioral disorders working in Pennsylvania and North Carolina, in both urban and rural settings. He soon moved on to become the district-wide behavioral specialist for the [Scott County Schools](#) in Georgetown, KY while earning his masters degree from the [University of Kentucky](#), with a focus in Assistive Technology. Returning to the [University of Kentucky](#) as a doctoral candidate working with A. Edward Blackhurst, Ph.D. and [C. Michael Nelson](#), Ed.D., Dr. Liaupsin shifted his focus to the training of educational professionals. He became the training consultant for the [LaGrange Area District Special Education](#), a staff trainer at the [Bridges Project](#) and a Program Specialist for the [Center on Positive Behavior Interventions and Supports](#) and the [National Center on Education, Disability and Juvenile Justice](#).

Now an Associate Professor at the [University of Arizona](#) in the [College of Education](#), Dr. Liaupsin is the Director of the Cross Categorical Masters Degree program. He has written many peer reviewed articles and book chapters on behavior disorders, functional behavioral assessments

and school-wide support systems for students with emotional and behavioral disorders. He continues to offer great and far reaching contributions to the field.

Research Focus

Dr. Liaupsin's early research and dissertation focused on the use of computer based tutorials to train educators on the best practices in positive behavior support (PBS) for working with students with emotional and behavioral disorders (Liaupsin, 2001). Much of his subsequent work has focused on the use of PBS to create educational communities that support students with behavioral and emotional disorders in a manner that allows these students to both succeed and to thrive. "Effective interventions for challenging behaviors must focus on prevention and early intervention among all students in the school" (Liaupsin, 2004). He maintains that reactive systems work by excluding "problem" students that lead to a two-tiered educational system. Students with emotional and behavioral disorders do not receive the same quality of education as their peers. Schools and school districts should strive to create a proactive and supportive learning environment by manipulating the physical barriers to achievement. This creates clear social expectations for students and educators and following research-based best practices to create fair but firm disciplinary policies and procedures. This, in turn, will help all students to succeed to the best of their abilities.

The most proactive schools use functional based assessments to create system wide, small group and individual interventions for students experiencing emotional and behavioral issues. These interventions should ideally be research-based and must be evaluated periodically to

ensure their effectiveness. By being proactive with the school setting and creating and evaluating interventions in a proactive manner, schools can prevent and limit the development of behaviors that negatively affect the social and learning environment.

The largest challenge in the implementation of effective strategies for students with emotional and behavioral disorders lies in the creation of an individualized intervention plan from a functional behavioral assessment (FBA). Dr. Liaupsin's research has found that schools are generally equipped to assess students' behaviors and appropriate FBAs, but they are not as effective at creating, implementing and assessing individualized intervention plans (Scott et al., 2004)(Scott et al., 2005). To address this issue, Dr. Liaupsin, Dr. John Umbreit and Dr. Jolena Ferro have collaborated to create a set of methods, models and materials designed to aid schools adopting the PBS approach (Umbreit, Ferro, Liaupsin, and Lane, 2007). Currently, Dr. Liaupsin's research centers around the evaluation of these new individualized PBS planning practices in educational settings, community settings and juvenile correctional facilities.

Community Involvement

Dr. Liaupsin is involved in many efforts to bring educational best practices for students with behavioral and emotional disorders into practice at the local, state wide and national levels. On the local and state levels, Dr. Liaupsin is a member of the Arizona Behavior Initiative State Level Leadership Team and also provides training and support for Arizona schools, implementing the on-line collection and analysis of school-level data collection. He is also a charter member of the Arizona Department of Education's Discipline Initiative Task Force, a

multi-disciplinary team tasked with identifying and developing effective policies and supports that will help to create safe and effective school environments.

On a national level, Dr. Liaupsin has worked with the [National Center on Positive Behavioral Interventions and Supports](#) to create and evaluate technology-based professional development programs. Finally, in an effort to disseminate current research regarding the best practices for working with students with challenging behaviors, Dr. Liaupsin is involved with two major publications. Firstly, he is the Publications Chair for the [Council for Children with Behavioral Disorders](#) coordinating the publications for the [Behavioral Disorders](#), one of the leading journals for research based best practices in the field of emotional and behavioral disorders. Additionally, along with [Sarup Mather](#) and [Heather Griller Clark](#), Dr. Liaupsin co-edits a special annual issue of the journal [Education and Treatment of Children](#) focusing on papers presented at the [Teacher Educators for Children with Behavior Disorders](#) conference.

Selected Publications

Books, Chapters, Monographs

Liaupsin, C. J. & Scott, T.M. (2008). Disruptive behavior disorders. In R. Morris & N.

Mather (Eds.), Evidence-based interventions for students with learning and behavioral challenges (pp. 59-78). New York, NY: Routledge.

Liaupsin, C. (2005). Classroom rules. In G. Sugai & R. Horner (Eds.), Encyclopedia of behavior modification and cognitive behavior therapy, Volume 3: Educational applications (pp.1487-1488). Thousand Oaks, CA: Sage Publications.

Liaupsin, C. (2005). *Teaching school-wide expectations*. In G. Sugai & R. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy, Volume 3: Educational applications* (pp. 1569-1572). Thousand Oaks, CA: Sage Publications.

Liaupsin, C., Jolivet, K., & Scott, T. M. (2004). *School-wide systems of behavior support: Maximizing student success in schools*. In R. B. Rutherford, M. M. Quinn, & S. R. Mathur (Eds.), *Handbook of research in emotional and behavioral disorders* (pp. 487-501). New York: Guilford Publications.

Umbreit, J., Ferro, J., Liaupsin, C., & Lane, K. (2007). *Functional behavioral assessment and function-based interventions: An effective, practical approach*. Upper Saddle River, NJ: Prentice-Hall.

Peer Reviewed Journal Articles

Blair, K. C., Liaupsin, C. J., Umbreit, J., & Kweon, G. (2006). *Function-based intervention to support the inclusive placements of young children in Korea*. *Education and Training in Developmental Disabilities, 41*(1), 48-57.

Liaupsin, C. J., Umbreit, J., Ferro, J. B., Urso, A. & Upreti, G.. (2006). *Improving Academic Engagement through Systematic, Function-Based Intervention*. *Education & Treatment of Children, 29*(4), 573-591.

Liaupsin, C. J. (2001). *A comprehensive evaluation of a self-instructional computer program on functional behavioral assessment*. Retrieved from ProQuest Digital Dissertations. (AAT 3028031)

- Nahgahgwon, K., Umbreit, J., Liaupsin, C., & Turton, A. (2010). *Function-Based Planning for Young Children At Risk for Emotional and Behavioral Disorders. Education & Treatment of Children, 33(4), 537-559.*
- Scott, T.M., McIntyre, J., Liaupsin, C., Nelson, C. M., & Conroy, M. (2004). *An Examination of Functional Behavior Assessment in Public School Settings: Collaborative Teams, Experts, and Methodology. Behavioral Disorders, 29(4), 384-395.*
- Scott, T., McIntyre, J., Liaupsin, C., Nelson, C.M., Conroy, M., & Payne, L. (2005). *An examination of the relation between functional behavior assessment and selected intervention strategies with school-based teams. Journal of Positive Behavior Interventions, 7(4), 205-215.*
- Turton, A., Umbreit, J., Liaupsin, C., & Bartley, J.. (2007). *Function-Based Intervention for an Adolescent With Emotional and Behavioral Disorders in Bermuda: Moving Across Culture. Behavioral Disorders, 33(1), 23-32.*
- Underwood, M., Umbeit, J., & Liaupsin, C. (2009). *The efficacy of a systematic process for designing function-based interventions for adults in community settings. Education and Training in Developmental Disabilities, 44(1), 25-38.*
- Upreti, G., Liaupsin, C., & Koonce, D. (2010). *Stakeholder Utility: Perspectives on School-wide Data for Measurement, Feedback, and Evaluation. Education & Treatment of Children, 33(4), 497-511.*
- Wood, B., Umbreit, J., Liaupsin, C., & Gresham, F.. (2007). *A Treatment Integrity*

Analysis of Function-Based Intervention. Education & Treatment of Children, 30(4), 105-120.

Media

Nelson, C. M. & Liaupsin, C. J.(2005). *Applying PBIS in juvenile corrections.*

[Instructional Video]. Retrieved from: <http://www.edjj.org>.

Scott, T. M., Liaupsin, C. J., & Nelson, C. M. (2004). *Team-based functional behavioral assessment. [Computer Software]. Sopris West: Longmont, CO.*