

Juli Lull Pool, PhD

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ACADEMIC DEGREES

2008 Ph.D., Special Education and Clinical Sciences/Early Intervention, University of Oregon
2003 M.S., Early Intervention/Early Childhood Special Education, University of Oregon
1999 B.S., Applied Learning and Development: Elementary and Special Education, University of Texas

SELECTED PUBLICATIONS

- Hampshire, P. K., **Pool**, J. L., & Carter, D. R. (in press). Promoting inclusion in emergent early learning environments. In A. Friesen, M. K. Mitsch, & K. Du (in press). *Advancing equity and inclusion in early childhood education*. IGI Global.
- Ramanathan, G., Cosso, S., & **Pool**, J. (2023). Engineering in preschool: What little minds can teach us about big skills. *Early Childhood Education Journal*.
<https://doi.org/10.1007/s10643-023-01512-9>
- Macy, M., **Pool**, J., Chen, C., Rusiana, T., & Sawyer, M. (2021). A preliminary examination of a kindergarten school readiness assessment. *Early Childhood Education Journal*, 50(6), 1035-1046. <https://doi.org/10.1007/s10643-021-01237-7>
- Pool**, J. L., & Hampshire, P. K. (May 3, 2019). A systematic approach to planning for authentic assessment using unstructured and structured observation in the preschool classroom. *Young Exceptional Children*.
<https://doi-org.libproxy.boisestate.edu/10.1177/1096250619846919>
- Pool**, J. L., Carter, D. R., & Hourcade, J. J. (2013). Enhancing language learning opportunities in family contexts for young learners with or at risk for communicative developmental delay: An initial investigation. *National Social Science Journal*, 39(2), 75-88.
- Johnson, E. S., Carter, D. R., & **Pool**, J. L. (2013). Introduction to the special issue: The critical role of a strong tier 2 system. *Intervention in School and Clinic*, 48(4), 195-197.
- Pool**, J. L., Carter, G., Johnson, E. S., & Carter, D. R. (2013). The use and effectiveness of a targeted math intervention for third graders. *Intervention in School and Clinic*, 48(4), 210-217.
- Johnson, E. S., Hancock, C., Carter, D. R., & **Pool**, J. L. (2013). Self-regulated strategy development as tier 2 writing intervention. *Intervention in School and Clinic*, 48(4), 218-222.
- Carter, D. R., Carter, G., Johnson, E. S., & **Pool**, J. L. (2013). Systematic implementation of a tier 2 behavior intervention. *Intervention in School and Clinic*, 48(4), 223-231.
- Pool**, J. L., Carter, D. R., & Johnson, E. S. (2013). Tier 2 team processes and decision-making in a comprehensive three-tiered model. *Intervention in School and Clinic*, 48(4), 232-239.
- Carter, D. R., & **Pool**, J. L. (2012). Appropriate social behavior: Teaching expectations to young children. *Early Childhood Education Journal*, 50(5), 315-321.
- Johnson, E. S., Carter, D. R., & **Pool**, J. L. (2012). Lessons learned from a tiered-service delivery implementation project. *Intervention in School and Clinic*, 47(3), 139-143.
- Johnson, E. S., **Pool**, J. L., & Carter, D. R. (2011). Validity evidence for the test of silent reading

efficiency and comprehension (TOSREC). *Assessment for Effective Intervention*, 37(1), 50-57. **Pool**, J. L., & Carter, D. R. (2011). Creating print-rich learning centers. *Teaching Young Children*, 4(4), 18-20.

Pool, J. L., & Hourcade, J. J. (2011). Developmental screening: A review of contemporary practice. *Education and Training in Autism and Developmental Disabilities*, 46(2), 267-275. Carter, D. R., Chard, D. J., & **Pool**, J. L. (2009). A family strengths approach to early language and literacy development. *Early Childhood Education Journal*, 36(6), 519-526.

Pool, J. L., Macy, M., McManus, S. B., & Noh, J. (2008). An exploratory investigation of frequently cited articles from the early childhood intervention literature from 1994 to 2005. *Topics in Early Childhood Special Education*, 28(3), 181-189.

SELECTED GRANTS (Funded)

Carter, D. & **Pool**, J. (2023). *Promoting inclusion and best practice in early childhood education*. Boise State University, College of Education Seed Grant. Funding amount received: \$3,977.

Ching, C., Macy, M., **Pool**, J., & Lai, P. (2023). *Detecting cross-cultural differential item functioning of a school readiness measure: A pilot study in Head Start*. The Woodcock Institute for the Advancement of Neurocognitive Research and Applied Practice. Funding amount received: \$13,785.10

Pool, J., Macy, M., & Bricker, D. (2019). *A preliminary investigation of the validity, reliability, and utility of the AEPS-3 Ready-Set*. Early Intervention Research and Management Group. Funding amount received: \$4,391.48.

Mere-Cook, Y., Carter, D., **Pool**, J., & Allred, L. (2018). *Professional development, instructional coaching, and implementation of early childhood inclusive STEM*. Idaho STEM Action Center. Funding amount received: \$129,706.

Carter, D. & **Pool**, J. (2017). *Preparing educators to advance equity and inclusion in early childhood*. Boise State University, College of Education Grant. Funding amount received: \$12,474.

Pool, J., & Carter, D. (2008). *Project Prevent: Enhancing Learning Opportunities Within Family Contexts for Young Learners At-Risk*. Boise State University, College of Education Research Block Grant. Funding amount received: \$6,050.00.

Johnson, E., Carter, D. R., & **Pool**, J. L. (2009). *RTI and PBS Implementation*. Idaho State Department of Education. Funding amount received: \$250,000.

PROFESSIONAL EXPERIENCE

Associate Professor 2012-current

Assistant Professor 2007-2012