Tanya L. Eckert

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Department of Psychology

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### EDUCATION

1996 Ph.D., Lehigh University, School Psychology (APA accredited, NASP approved)

1990 M.Ed., Lehigh University, Education in Human Development

1989 B.A., (Cum Laude) Hood College, Psychology

### PROFESSIONAL EXPERIENCE

2013-present Co-Chair, Institutional Review Board, Syracuse University

2012-present Technical Review Committee (Behavior Intervention; Behavior Progress Monitoring), National Center on Intensive Intervention, American Institutes for Research

2007-present Director of Training, School Psychology Program, Department of Psychology, Syracuse University

2002-present Associate Professor, Department of Psychology, Syracuse University

2016-2023 Director of Operations, Society for the Study of School Psychology

2009-2017 Associate Chair, Department of Psychology, Syracuse University

1996-2002 Assistant Professor, Department of Psychology, Syracuse University

1994-1996 School Psychologist, Bucks County School Intermediate Unit #22, Doylestown, PA

1993-1994 Pre-Doctoral Internship, Bio-behavioral Unit, University of Pennsylvania, School of Medicine, Children’s Seashore Hospital, Philadelphia, PA

# AWARDS AND HONORS

2020 *Journal of School Psychology*, Reviewer of the Year

2018, 2006 Outstanding Faculty Advisor of the Year, College of Arts and Sciences, Syracuse University

2010 Trainer’s of School Psychologists President’s Award for Service

2007 Associate Professor Alumni Award for Sustained Excellence in Teaching, Scholarship, and Service, Department of Psychology, Syracuse University

2006 Member, Society for the Study of School Psychology

2005 Outstanding Contributions to Discipline Award, College of Education, Lehigh University

2005 Allport Research Mentor Award, Department of Psychology, Syracuse University

2002 Lightner Witmer Award, Division 16, American Psychological Association

2002 Certificate of Excellence, Department of Psychology, Syracuse University

2020, 1998 *School Psychology Review* Editorial Appreciation Award, National Association of School Psychologists

### EDITORIAL EXPERIENCE

2011-present Editorial Board, *School Psychology Quarterly*

2006-present Editorial Board, *Journal of School Psychology*

2015-2020 Senior Associate Editor, *School Psychology Review*

1997-2020 Editorial Board, *School Psychology Review*

1997-2010 Editorial Board, *Prevention and Remediation of School Problems*

2007-2010 Associate Editor, *School Psychology Review*

2000-2005 Associate Editor, *School Psychology Review*

# GRANTS AWARDED

“New York State Response-to-Intervention Middle School Demonstration Project (NYS RtI MS DP).” New York State Department of Education. Co-Consortium Member. Project Period: 1/19 to 9/20. [$1,500,000]

“Project Meaningful Differences: Preparing SLPs to Support Critical Changes in Language, Literacy, and Behavioral Competencies in High Needs Preschoolers with Disabilities.” Personnel Preparation Grant, Office of Special Education, U.S. Department of Education. Co-Investigator. Project Period: 1/12 to 12/19. [$1,500,000].

“New York State Response-to-Intervention Technical Assistance Center (NYS RtI TAC).” New York State Department of Education. Co-Consortium Member. Project Period: 6/09 to 8/15. [$1,500,000].

“Formative Assessment and Instrumentation Procedures for Reading.” Institute for Education Science, US Department of Education. Co-Principal Investigator. Project Period: 6/09 - 6/13. [$1,600,000].

“Coming into the Classroom from the Outside: Childhood Contexts and Dispositions to Learning.” National Science Foundation. Co-Principal Investigator. Project Period: 1/04 - 12/06. [$250,000].

“Fluency-Based Instruction for Low-Achieving Students: A Community Research Initiative.” Syracuse University. Co- Principal Investigator. Project Period: 6/02 to 12/03. [$50,000].

“Early Intervention for Young Children At-Risk for Attention-Deficit/Hyperactivity Disorder: School Adjustment, Family, and Medical Outcomes.” D. R. Pool Health Care Trust. Co-Investigator. Project Period: 10/98 to 6/01. [$129,336].

“Early Intervention for Young Children At-Risk for Attention-Deficit/Hyperactivity Disorder: Family, School, and Medical Outcomes.” D. R. Pool Health Care Trust. Co-Investigator. Project Period: 7/96 to 7/98. [$324,100].

### PUBLICATIONS IN REFEREED JOURNALS

1. **Eckert, T. L.**, Maguire, S. C., Nelson, K. A., Amidon, S. Y, Goldstein, A. R. Antoine, M. S., Circe, J. J., Alderman, S. V., & Young, T. J. (in press). You’ll learn to love it? Examining the relationship between intervention dosage and acceptability among third-grade students. *Psychology in the Schools.*
2. Maguire, S. C. & Eckert, T. L. (in press). The importance of treatment integrity: Examining the effect of dosage on writing intervention outcomes. *School Psychology.*
3. Hall, G. J., Truckenmiller, A. J., & Eckert, T. L. (2022). Deconstructing mathematics computation fluency: Does handwriting matter? *Contemporary School Psychology.* DOI:10.1007/s40688-022-00406-8
4. Hier, B. O., Eckert, T. L., & Datchuk, S. M. (2022). The use of advanced planning among emerging writers. *Reading and Writing, 36,* 77-96*.* DOI:10.1007/s11145-022-10281-7
5. **Eckert, T. L.**, Eggleston, B. N., Hamsho, N. F., & Williams, N. L. (2021). Assessing children’s perceptions of intervention acceptability ratings. *Psychology in the Schools.* DOI:10.1002/pits.22564

### PUBLICATIONS IN REFEREED JOURNALS

1. Hamsho, N. F., & **Eckert, T. L.** (2021). The relation between classroom behaviors and the writing skills of urban third-grade students. *Reading and Writing Quarterly, 37*(2), 190-200. DOI:10.1080/10573569.2020.179682
2. Barrett, C. A., Truckenmiller, A. J., & **Eckert, T. L.** (2020). Performance feedback during writing instruction: A cost effectiveness analysis. *School Psychology, 35*(3), 193-200. DOI:10.1037/spq0000356
3. Benson, N. F., Floyd, R. G., Kranzler, J. H., **Eckert, T. L.**, Fefer, S. A., & Morgan, G. B. (2020). On the declining use of projective techniques in school psychology: A response to Piotrowski (2019). *Journal of Projective Psychology and Mental Health, 27,* 57-60.
4. Benson, N. F., Maki, K. E., Floyd, R. G., **Eckert, T. L.**, Kranzler, J. H., & Fefer, S. A. (2020). A national survey of school psychologists’ practices in identifying specific learning disabilities. *School Psychology, 35*(2), 146-157. DOI:10.1037/spq0000344
5. Jimerson, S. R., Sheridan, S. M., Hoffman, J. A., Codding, R. A., & **Eckert, T. L.** (2020). Retrospect and prospect regarding school psychology scholarship: Reflections of Lightner Witmer Award winners. *School Psychology, 35*(6), 409-418.
6. Kranzler, J. H., Maki, K. E., Benson, N. F., **Eckert, T. L.**, Floyd, R. G., & Fefer, S. A. (2020). How do school psychologists interpret intelligence tests for the identification of specific learning disabilities? *Contemporary School Psychology, 24,* 445-456*.* DOI:10.1007/s40688-020-00274-0
7. Truckenmiller, A. J., McKindles, J. V., Petscher, Y., **Eckert, T. L**., & Tock, J. (2020). Expanding curriculum-based measurement in written expression for middle school. *Journal of Special Education, 54*(3), 133-145*.* DOI:10.1177/0022466919887150
8. Benson, N. F., Floyd, R. G., Kranzler, J. H., **Eckert, T. L.**, Fefer, S. A., & Morgan, G. B. (2019). Test use and assessment practices of school psychologists in the United States: Findings from the 2017 national survey. *Journal of School Psychology, 72,* 29-48. DOI:10.1016/J.Jsp.2018.12.004
9. Hier, B. O., **Eckert, T. L.**, & Viney, E. A. (2019). Generalization and maintenance effects of intervention strategies for elementary-aged students: A randomized controlled trial. *School Psychology Review*, *48*(4)*,* 377-382. DOI:10.17105/SPR-2017-0123.V48-4
10. January, S. A., VanNorman, E. R., Christ, T. J., Ardoin, S. P., **Eckert, T. L.**, & White, M.J.(2019). Evaluation of schedule frequency and density when monitoring progress with curriculum-based measurement. *School Psychology, 34*(1)*,* 1-13*.* DOI:10.1037/spq0000274
11. January, S. A., Van Norman E. R., Christ, T. J., Ardoin, S. P., **Eckert, T. L.**, & White, M. J. (2018). Progress monitoring in reading: Comparison of weekly, bimonthly, and monthly assessments for students at risk for reading difficulties in grades 2-4. *School Psychology Review, 47*(1)*,* 83-94. DOI:10.17015/spr-2017-0009.v47-1
12. **Eckert, T. L.**, Hier, B. O., Hamsho, N. F., & Malandrino, R. D. (2017). Assessing children’s perceptions of academic interventions: The Kids Intervention Profile. *School Psychology Quarterly, 32*(2)*,* 269-281. DOI:10.1037/spq0000200
13. Hamsho, N., Antshel, K., **Eckert, T. L.**, & Kates, W. (2017). Childhood predictors of written expression in late adolescents with 22q11.2 Deletion Syndrome: A longitudinal study. *Journal of Intellectual Disability Research, 61,* 501-511. DOI:10.1111/jir.12370
14. Park, A., **Eckert, T. L.**, Zaso, M. J., Vanable, P. A., Scott-Sheldon, L. A. J., Carey, K. B., Ewart, C. K., & Carey, M. P. (2017). Associations between health literacy and health behaviors and outcomes among urban adolescents. *Journal of School Health, 87,* 885-893. DOI:10.1111/josh.12567

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1. Park, A., Kim, J., Zaso, M. J., Glatt, S. J., Sher, K. J., Scott-Sheldon, L. A. J., **Eckert, T. L.**, Vanable, P. A., Carey, K. B., Ewart, C. K., & Carey, M. P. (2017). The interaction between the dopamine receptor D4 (DRD$) variable number tandem repeat polymorphism and perceived peer drinking norms in adolescent alcohol use and misuse. *Development and Psychopathology, 29,* 173-183. DOI:10.1017/s0954579416000080
2. Nelson, K. M., Carey, K. B., Scott-Sheldon, L. A., **Eckert, T. L.**, Park, A., Vanable, P. A., Ewart, C. K., & Carey, M. P. (2017). Gender differences in relations among perceived family characteristics and risky health behaviors in urban adolescents. *Annals of Behavioral Medicine, 51,* 416-422. DOI:10.1007/s12160-016-9865-x
3. Hier, B. O., & **Eckert, T. L.** (2016). Programming generality into a performance feedback writing intervention. *Journal of School Psychology, 56,* 111-131. DOI:10.1016/j.jsp.2016.03.003
4. January, S. A., Ardoin, S. P., Christ, T. J., **Eckert, T. L.**, & White, M. J. (2016). Evaluating the interpretations and use of curriculum-based measurement in reading and word lists for universal screening in first and second grade. *School Psychology Review, 45(3),* 310-326. DOI: 10.17105/spr45-3.310.326
5. Koenig, E. A., **Eckert, T. L.**, & Hier, B. O. (2016). Using performance feedback and goal setting to improve elementary students’ writing fluency. *School Psychology Review, 45(3),* 275-295.DOI:10.17105/spr45-3.275-295
6. Kim, J., Park, A., Glatt, S. J., **Eckert, T. L.**, Vanable, P. A., Scott-Sheldon, L. A., Carey, K. B., & Carey, M. P. (2015). Interaction effects between the 5-HTTLPR Genotype and family conflict on adolescent alcohol use and misuse. *Addiction, 110,* 289-299. DOI: 10.1111/add.12753
7. Hier, B. O., & **Eckert, T. L.** (2014). Generality of treatment effects: Evaluating elementary-aged students’ abilities to generalize and maintain fluency gains of a performance feedback writing intervention. *School Psychology Quarterly, 29,* 488-502. DOI:10.1037/spq0000040
8. McIntyre, L. L., **Eckert, T. L.**, Arbolino, L. A., DiGennaro Reed, F. D., & Fiese, B. H. (2014). The transition to kindergarten for typically developing children: A survey of school psychologists’ involvement. *Early Childhood Education Journal, 42,* 203-210. DOI:10.1007.s10643-013-0593-6
9. Truckenmiller, A. J., **Eckert, T. L.**, Codding, R. S., & Petscher, Y. (2014). Evaluating the impact of feedback on elementary-aged students’ fluency growth in written expression. *Journal of School Psychology*, *42,* 531-548. DOI:10.1016/j.jsp.2014.09.001
10. Ardoin, S. P., **Eckert, T. L.**, Christ, T. J., White, M. J., Morena, L. S., January, S. A., & Hine, J. F. (2013). Examining variance in reading comprehension among developing readers: Words in context (CBM-R) versus words out of context (word lists). *School Psychology Review, 42*(3)*,* 243-261. DOI:10.1080/02786015.2013.12087472
11. Christ, T. J., White, M. J., Ardoin, S. P., & **Eckert, T. L.** (2013). Curriculum-based measurement of reading: Consistency and validity across best, fastest and question reading conditions. *School Psychology Review*, *43*(4), 415-436. DOI:10.1080/02796015.2013.12087463
12. DuPaul, G. J., **Eckert, T. L.**, & Vilardo, B. (2012). The effects of school-based interventions for Attention Deficit Hyperactivity Disorder: A meta-analysis 1996-2010. *School Psychology Review, 41*(4), 387-412. DOI:10.1080/02796015.2012.12087496
13. Little, S. G., Akin-Little, A., Palomares, R. S., & **Eckert, T. L.** (2012). Men in academic school psychology: A national survey. *Psychology in the Schools, 49*(6), 554-567. DOI: 10.1002/pits.21615
14. **Eckert, T. L.**, & Hintze, J. M. (2011). School psychology publishing contributions to the advancement of knowledge, science, and its application: An introduction to the themed issue. *Journal of School Psychology, 49*(6)*,* 613-616. DOI: 10.1016/j.jsp.2011.11.002

### PUBLICATIONS IN REFEREED JOURNALS

1. McIntyre, L. L., **Eckert, T. L.**, Fiese, B. H., Reed, F. D., Wildenger, L. K. (2010). Family concerns surrounding kindergarten transition: A comparison of students in special and general education. *Early Childhood Education Journal, 38*(4)*,* 259-63. DOI:10.1007/s10643-010-0416-y
2. Lovett, B. J., & **Eckert, T. L.** (2009). Reinforcement sensitivity and responsiveness to performance feedback: A preliminary investigation. *Journal of Applied School Psychology, 25*(2)*,* 204-219. DOI:10.1080/15377900802487110
3. Miller, D. N., & **Eckert, T. L.** (2009). Youth suicidal behavior: An introduction to the miniseries. *School Psychology Review*, *38*(2), 153-167. DOI:10.1080/02796015.2009.12087829
4. Miller, D. N., **Eckert, T. L.**, & Mazza, J. J. (2009). Suicide prevention programs in the schools: A review and public health perspective. *School Psychology Review, 38*(2)*,* 168-188. DOI:10.1080/02796015.2009.12087830
5. Arbolino, L. A., Lewandowski, L. J., & **Eckert, T. L.** (2008). Child abuse and school settings: An examination of school psychologists’ background, competency, and training needs. *Journal of Child and Adolescent Trauma, 1*(3)*,* 233-248. DOI:10.1080/19361520902279117
6. Ardoin, S. P., **Eckert, T. L.**, & Pender, A. S. (2008). Promoting generalization of reading: A comparison of two fluency-based interventions for improving children’s oral reading rate. *Journal of Behavioral Education, 17,* 237-252. DOI:10.1007/s10864-008-9066-1
7. Begeny, J. C., **Eckert, T. L.**, Montarello, S. A., & Storie, M. R. (2008). Teachers’ perceptions of students’ reading abilities: An examination of the relationship between teachers’ judgments and students’ performance across a continuum of rating methods. *School Psychology Quarterly, 23,* 43-55. DOI:10.1037/1045-3830.23.1.43
8. **Eckert, T. L.**, Dunn, E. K., Rosenblatt, M. A., & Truckenmiller, A. J. (2008). Identifying effective school-based reading interventions: A review of the brief experimental analysis literature. *School Psychology Forum, 2,* 16-28.
9. Riley-Tillman, T. C., Chafouleas, S. M., Briesch, A. M., & **Eckert, T. L.** (2008). Daily Behavior Report Cards and Systematic Direct Observation: An investigation of the acceptability, reported training and use, and decision reliability among school psychologists. *Journal of Behavioral Education*, *17*, 313-327. DOI:10.1007/s10864-008-9070-5
10. Wildenger, L. K., McIntyre, L. L., Fiese, B. H., & **Eckert, T. L.** (2008). Children’s daily routines during kindergarten transition. *Early Childhood Education Journal, 36,* 69-74. DOI:10.1007/s10643-008-0255-2
11. McIntyre, L. L., **Eckert, T. L.**, Fiese, B. H., DiGennaro, F. D., & Wildenger, L. K. (2007). Transition to kindergarten: Family experiences and involvement. *Journal of Early Childhood Education*, 83-89. DOI:10.1007/s10643-007-0175-6
12. Lovett, B. J., **Eckert, T. L.**, Talge, N. M., & Akin-Little, K. A. (2007). Attachment intervention programs: A guide for school psychologists. *Journal of Early Childhood and Infant Psychology, 3,* 25-43*.*
13. Martens, B. K., & **Eckert, T. L.** (2007). The instructional hierarchy as a model of stimulus control over student and teacher behavior: We’re close but are we close enough? *Journal of Behavioral Education, 16*, 83-91. DOI:10.1007/s10864-006-9026-6
14. Martens, B. K., **Eckert, T. L.**, Begeny, J. C., Lewandowski, L. J., DiGennaro, F. D., Montarello, S. A., Arbolino, L. A., Reed, D. D., & Fiese, B. H. (2007). Effects of a fluency-building program on the reading performance of low-achieving second and third grade students. *Journal of Behavioral Education, 16*, 39-54*.* DOI:10.1007/s10864-006-9022-x

### PUBLICATIONS IN REFEREED JOURNALS

1. Codding, R. S., **Eckert, T. L.**, Fanning, E., Shiyko, M., & Solomon, E. (2006). Comparing mathematics interventions: Effects of cover-copy-compare alone and combined with

performance feedback on digits correct and incorrect. *Journal of Behavioral Education, 16,* 125-141. doi:10.1007/s10864-006-9006-x

1. **Eckert, T. L.**, Dunn, E. K., & Ardoin, S. P. (2006). The effects of alternate forms of performance feedback on elementary-aged students’ oral reading fluency. *Journal of Behavioral Education, 15,* 149-162*.* doi:10.1007/s10864-006-9018-6
2. **Eckert. T. L.**, Dunn, E. K., Codding, R. S., Begeny, J. C., & Kleinmann, A. E.(2006). Assessment of mathematics and reading performance: An examination of the correspondence between direct assessment of student performance and teacher report. *Psychology in the Schools, 43,* 247-266. doi:10.1002/pits.20147
3. **Eckert, T. L.**, Dunn, E. K., Codding, R. S., Begeny, J. C., & Kleinmann, A. E. (2006). Teacher judgment of student achievement. *Clinician’s Research Digest, 24*, 4. doi: 10.1037.e673992007-010
4. **Eckert, T. L.**, Miller, D. N., Riley-Tillman, T. C., & DuPaul, G. J. (2006). Adolescent suicide prevention: Students’ perceptions of the acceptability and intrusiveness of school-based screening programs. *Journal of School Psychology, 44,* 271-285. doi:10.1016/j.jsp.2006.05.001
5. Codding, R. S., **Eckert, T. L.**, Lewandowski, L. J., & Fiese, B. H. (2005). Comparing DSM-IV types of ADHD across performance domains: A meta-analysis. *The ADHD Report, 13,* 9-16. doi:10.1521/adhd.13.1.9.61563
6. Codding, R. S., Lewandowski, L. J., & **Eckert, T. L.** (2005). Examining the efficacy of performance feedback and goal setting interventions: A comparison of two methods of goal setting. *Journal of Evidence-Based Practices for Schools, 6,* 42-58.
7. **Eckert, T. L.** (2005). Improving children’s educational outcomes by advancing assessment and intervention practices: An overview of the special series. *School Psychology Review, 34,* 4-8.
8. **Eckert, T. L.**, Martens, B. K., & DiGennaro, F. D. (2005). Increasing the accuracy of functional assessment methods: Describing antecedent-behavior-consequence relations using conditional probabilities. *School Psychology Review, 4,* 520-528.
9. McGoey, K. E., DuPaul, G. J., **Eckert, T. L.**, Volpe, R. J., & Van Brakle, J. (2005). Outcomes of a multi-component intervention for preschool children at-risk for Attention Deficit/ Hyperactivity Disorder. *Child and Family Behavior Therapy, 27,* 33-56. doi:10.1300/j019v27n01\_03
10. Riley-Tillman, T. C., Chafouleas, S. M., **Eckert, T. L.**, & Kelleher, C. (2005). Bridging the gap between research and practice: A framework for building research agendas in school psychology. *Psychology in the Schools, 42,* 459-473. doi:10.1002/pits/20085
11. Scherff, A. R., **Eckert, T. L.**, & Miller, D. N. (2005). Youth suicide prevention: A survey of public school superintendents’ acceptability of school-based programs. *Suicide and Life-Threatening Behavior, 35,* 154-169. doi:10.1521/suli.35.2.154.62874
12. Akin-Little, K. A., Bray, M. A., **Eckert, T. L.**, & Kehle, T. J. (2004). The perceptions of academic women in school psychology: A national survey. *School Psychology Quarterly, 19,* 327-341. doi:10.1521/scpq.19.4.327.53504
13. Akin-Little, K. A., **Eckert, T. L.**, Lovett, B. J., & Little, S. G. (2004). Extrinsic reinforcement in the classroom: Bribery or best practices*.* *School Psychology Review, 33,* 344-362.

### PUBLICATIONS IN REFEREED JOURNALS

1. Shapiro, E. S., Angello, L. M., & **Eckert, T. L.** (2004). Has Curriculum-Based Assessment become a staple of school psychology practice? An update and extension of knowledge, use and attitudes from 1990 to 2000. *School Psychology Review, 33,* 249-257.
2. Carson, P. M., & **Eckert, T. L.** (2003). Examining the efficacy of student-selected versus empirically-selected interventions on the mathematics performance of general education students. *Journal of Behavioral Education, 12,* 35-54. doi:10.1023/a:1022370305486
3. Chafouleas, S. M., Riley-Tillman, T. C., & **Eckert, T. L.** (2003). A comparison of school psychologists’ acceptability of norm-referenced, curriculum-based, and brief experimental analysis methods to assess reading. *School Psychology Review, 32*, 272-281.
4. **Eckert, T. L.**, Miller, D. N., DuPaul, G. J., & Riley-Tillman, T. C. (2003). Adolescent suicide

prevention: School psychologists’ acceptability of school-based programs. *School Psychology Review, 32,* 57-76.

1. Dunn, E. K., & **Eckert, T. L.** (2002). Curriculum-based measurement in reading: A comparison of similar versus challenging material. *School Psychology Quarterly, 1*, 24-46. doi:10.1521/scpq.17.1.24.19904
2. **Eckert, T. L.**, Ardoin, S. P., Daly, E. J. III, & Martens, B. K. (2002). Improving oral reading:

An examination of the efficacy of combining skill-based and performance-based interventions. *Journal of Applied Behavior Analysis, 35,* 271-281. doi:10.1901/jaba.2002.35.271

1. McGoey, K. E., **Eckert, T. L.**, & DuPaul, G. J. (2002). Early intervention for preschool-aged

children with ADHD: A literature review. *Journal of Emotional and Behavioral Disorders, 10,* 14-28. doi:10.1177/106342660201000103

1. Boyajian, A. E., DuPaul, G. J., Wartel Handler, M., **Eckert, T. L.**, & McGoey, K. E. (2001). The use of classroom-based brief functional analyses with preschoolers at-risk for Attention Deficit Hyperactivity Disorder. *School Psychology Review, 30,* 278-293.
2. DuPaul, G. J., McGoey, K. E., **Eckert, T. L.**, & VanBrakle, J. (2001). Preschool children with

Attention Deficit/Hyperactivity Disorder: Impairments in behavioral, social, and school functioning. *Journal of the American Academy of Child and Adolescent Psychiatry, 40*, 508-515. doi:10.1097/00004583-200105000-00009

1. DuPaul, G. J., McGoey, K. E., **Eckert, T. L.**, & VanBrakle, J. (2001). Preschool children with

Attention Deficit/Hyperactivity Disorder: Impairments in behavioral, social, and school functioning. *Journal of Attention Disorders, 5,* 55-56. doi:10.1177/108705470100500108 (Reprinted from *Journal of the American Academy of Child and Adolescent Psychiatry, 40*, 508-515 by G. J. DuPaul, K. E., McGoey, **T. L. Eckert**, & J. VanBrakle, 2001).

1. Tillman, T. C. & **Eckert, T. L.** (2001). Generalization programming and school-based

consultation: An examination of consultees’ generalization of consultation-related skills. *Journal of Educational and Psychological Consultation, 12,* 217-242. doi:10.1207/S1532768XJEPC123\_03.

1. **Eckert, T. L.**, Ardoin, S. P., Daisey, D. M., & Scarola, M. D. (2000). Empirically evaluating the effectiveness of reading interventions: The use of brief experimental analysis and single case designs. *Psychology in the Schools, 37,* 463-474. doi:10.1002/1520-6807(200009)37:5
2. **Eckert, T. L.**, & Hintze, J. M. (2000). Behavioral conceptions and applications of acceptability:

Issues related to service delivery and research methodology. *School Psychology Quarterly, 15,*

123-148. doi:10.1037/h0088782

### PUBLICATIONS IN REFEREED JOURNALS

1. Hintze, J. M., & **Eckert, T. L.** (2000). The use of functional assessment and analysis strategies

to reduce the noncompliant behavior of a child with autism. *Proven Practice, 3,* 9-15.

1. Martens, B. K., & **Eckert, T. L.** (2000). The essential role of data in psychological theory. *Journal of School Psychology, 38,* 369-376. doi:10.1016/s0022-4405(00)00037-6
2. Daly, E. J., Martens, B. K., Hamler, K., Dool, E. J., & **Eckert, T. L.** (1999). A brief experimental analysis for identifying instructional components needed to improve oral reading fluency. *Journal of Applied Behavior Analysis, 32,* 83-94. doi:10.1901/jaba.1999.32-83
3. **Eckert, T. L.**, Hintze, J. M., & Shapiro, E. S. (1999). Development and refinement of a measure for assessing the acceptability of assessment methods: The Assessment Rating Profile-Revised. *Canadian Journal of School Psychology, 15,* 21-42. doi:10.1177/082957359901500103
4. **Eckert, T. L.**, & Shapiro, E. S. (1999). Methodological issues in analog acceptability research: Are teachers’ acceptability ratings of assessment methods influenced by experimental design? *School Psychology Review, 28,* 5-16.
5. Martens, B. K**., Eckert, T. L.**, Bradley, T. A., & Ardoin, S. P. (1999). Identifying effective

treatments from a brief experimental analysis: Using single-case design elements to aid decision making. *School Psychology Quarterly, 14,* 163-181. doi:10.1037/h0089003

1. Miller, D. N., **Eckert, T. L.**, DuPaul, G. J., & White, G. P. (1999). Adolescent suicide prevention: Acceptability of school-based programs among secondary school principals. *Suicide and Life-Threatening Behavior, 29,* 72-85. doi:10.1037/t14763-000
2. DuPaul, G. J., **& Eckert, T. L.** (1998). Academic interventions for children with Attention-

Deficit/Hyperactivity Disorder: A review of the literature. *Reading and Writing Quarterly, 14,*

59-82. doi:10.1080/1057356980140104

1. DuPaul, G. J., & **Eckert, T. L.** (1997). The effects of school-based interventions for Attention

Deficit Hyperactivity Disorder: A meta-analysis. *School Psychology Review, 26,* 5-27.

1. DuPaul, G. J., **Eckert, T. L.**, & McGoey, K. E. (1997). Interventions for students with Attention-Deficit/Hyperactivity Disorder: One size does not fit all. *School Psychology Review, 26,* 369-381.
2. **Eckert, T. L.**, Hintze, J. M., & Shapiro, E. S. (1997). School psychologists’ acceptability of

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1. **Eckert, T. L.**, Shapiro, E. S., & Lutz, J. G. (1995). Teachers’ ratings of the acceptability of

curriculum-based assessment methods. *School Psychology Review, 24,* 497-511.

1. Shapiro, E. S., & **Eckert, T. L.** (1994). Acceptability of curriculum-based assessment by school

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1. DuPaul, G. J., & **Eckert, T. L.** (1994). The effects of social skills curricula: Now you see them, now you don’t. *School Psychology Quarterly, 9,* 113-127. DOI:10.1037/h0088847
2. Shapiro, E. S., & **Eckert, T. L.** (1993). Curriculum-based assessment among school psychologists: Knowledge, use, and attitudes. *Journal of School Psychology, 31*, 375-384. DOI:10.1016/0022-4405(93)90002-z

# BOOK

Floyd, R. G. & **Eckert, T. L.** (2020). *Handbook of University and Professional Careers in School Psychology.* Routledge. DOI:10.4324/9780429330964

# BOOK CHAPTERS

1. **Eckert, T. L.**, & Yoon, J. S. (2020). Overcoming adversity. In R. G. Floyd and T. L. Eckert (Eds.), *Handbook of University and Professional Careers in School Psychology* (pp. 231-240)*.* Routledge.
2. **Eckert, T. L.**, & Browder, D. M. (2019). Stimulus manipulation: Enhancing materials for self-

directed learning. In D. M. Baer & E. M. Pinkston (Eds.), *Environment and Behavior* (pp. 214-

288). Routledge.

1. **Eckert, T. L.**, Russo, N., & Hier, B.O. (2014). Best practices in school psychologists’ promotion of effective collaboration and communication between school professionals. In P. L. Harrison & A. Thomas (Eds.), *Best Practices in School Psychology: Data-Based and Collaborative Decision Making* (pp. 541-552). National Association of School Psychologists.
2. **Eckert, T. L.,** & Lovett, B. J. (2013). Principles of behavioral assessment. In C. R. Reynolds (Ed.), *Oxford Handbook of Psychological Assessment of Children and Adolescents* (pp. 366-384)*.* Oxford University Press.
3. **Eckert, T. L.**,Truckenmiller, A. J., Rheinheimer, J. L., Koehler, J. L., Koenig, E. A., & Hier, B. O. (2013). Curricular assessment. In K. F., Geisinger (Ed.), *APA handbook of testing and assessment in psychology, volume 3* (pp. 169-181)*.* American Psychological Association. DOI:10.1037/14049-008
4. **Eckert, T. L.**, Koenig, E. A., Hier, B. O., & Arbolino, L. A. (2012). The role of teacher perspectives in diagnostic and program evaluation of academic skills. In R. Chidsey & K. J. Andren (Eds.), *Assessment for intervention: A problem-solving approach* (2nd ed.) (pp. 62-76). Guilford.
5. Koehler, J. L., **Eckert, T. L.**, Truckenmiller, A. J., Rheinheimer, J. L, & Koenig, E. A. (2012). Transition for high school special education students to post-secondary environments: Best practices, benefits, and barriers. In M. L. Falese (Ed.), *Encyclopedia of Education Research: Volume II* (pp. 699-712). Nova Sciences. (Reprinted from *Special Education in the 21st Century,* pp. 169-182 by J. L., Koehler, **T. L. Eckert**, A. J., Truckenmiller, J. L. Rheinheimer, J. L., & E. A. Koenig, 2009, Nova Sciences.)
6. **Eckert, T. L.** (2011). Conclusion: Evolution of school psychology (pp. 860-876). In M. A. Bray & T. J. Kehle (Eds.), *Oxford Handbook of School Psychology*. Oxford University Press. DOI:10.1093/oxfordhb/9780195369809.013.0251
7. **Eckert, T. L.**, Codding, R. S., & Dunn, E. K. (2010). Curriculum-based measurement. In A. S. Davis (Ed.), *Handbook of Pediatric Neuropsychology* (pp. 1137-1143). Springer.

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1. **Eckert, T. L.**, Codding, R. M., Truckenmiller, A. J., & Rheinheimer, J. L. (2009). Improving children’s fluency in reading, mathematics, spelling, and writing: A review of evidence-based academic interventions. In K. A. Akin-Little, S. N. Little, M. Bray, & T. Kehle (Eds.), *Behavioral Interventions in schools: Evidence-based positive strategies* (pp. 111-124). American Psychological Association. DOI:10.1037/11886-007
2. Koehler, J. L., **Eckert, T. L.**, Truckenmiller, A. J., Rheinheimer, J. L., & Koenig, E. L (2009). Transition for high school special education students to post-secondary environments: Best practices, benefits, and barriers. In M. T. Burton (Ed.), *Special education in the 21st Century* (pp. 169-182). Nova Sciences.
3. **Eckert, T. L.**, McIntyre, L. L., DiGennaro, F. D., Arbolino, L. A., Perry, L. J., & Begeny, J. C. (2008). Researching the transition to kindergarten for typically developing children: A literature review of current processes, practices, and programs. In D. H. Molina (Ed.), *School Psychology: 21st Century Issues and Challenges* (pp. 235-252). Nova Sciences.
4. **Eckert, T. L.**, Perry, L. J, Truckenmiller, A. J., Rheinheimer, J. L., & Koehler, J. L. (2008). Improving children’s academic performance: Benefits and barriers associated with fluency-based interventions. In D. H. Molina (Ed.), *School Psychology: 21st Century Issues and Challenges* (pp. 327-343). Nova Sciences.
5. Akin-Little, A.K., **Eckert, T. L.**, Lovett, B. J., & Little S. G. (2006). Extrinsic reinforcement in the classroom: Bribery or best practices. In R. G. Harrington & L. Holub (Eds.), *Taking Sides: Clashing Views on Controversial Issues in Classroom Management* (pp. 115-121). (Reprinted from *School Psychology Review, 33,* 344-362 by A. K. Akin-Little, T. L. Eckert, B. J. Lovett, & S. G. Little, 2004, National Association of School Psychologists).
6. **Eckert, T. L.**, Lovett, B. J., Rosenthal, B. D., Jiao, J., Ricci, L. J., & Truckenmiller, A. J. (2006). Class-wide instructional feedback: Improving children’s academic skill development. In. S. V. Randall (Ed.), *Learning Disabilities: New Research* (pp. 271-285)*.* Nova Sciences.
7. Fiese, B. H., **Eckert, T. L.**, & Spagnola, M. (2006). Family context in early childhood: A look at practices and beliefs that promote early learning. In B. Spodek & O. Saracho (Eds.), *Handbook of Research on the Education of Young Children* (pp. 375-392). Erlbaum.
8. **Eckert, T. L.**, & Arbolino, L. A. (2005). The role of teacher perspectives in diagnostic and

program evaluation decision-making. In R. Brown-Chidsey (Ed.), *Beyond labels: Non-categorical individualized assessment methods* (pp. 65-81)*.* Guilford.

1. DuPaul, G. J., & **Eckert, T. L.** (2004). The effects of school-based interventions for attention deficit hyperactivity disorder: A meta-analysis. In D. Mitchell (Ed.), *Special educational needs and inclusive education: Major theme in education* (pp. 246-276)*.* Routledge.
2. **Eckert, T. L.**, Goldstein, A. P., Rosenblatt, M. L., & Rosenthal, B. D. (2004). Social skills

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*school psychology* (pp. 310-312)*.* Kluwer Academic/Plenum.

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building: Elementary. In T. S. Watson & C. H. Skinner (Eds.), *Comprehensive encyclopedia of school psychology* (pp. 312-314)*.* Kluwer Academic/Plenum.

1. Breen, M. J., **Eckert, T. L.**, & DuPaul, G. J. (2003). nterpreting child behavior questionnaires. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to the assessment of emotionally disturbed youth: A handbook for school-based practitioners* (pp. 171-188). Pro-Ed.

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1. **Eckert, T. L.**, & DuPaul, G. J., & Carson, P. M. (2003). Youth completed and narrow-band child behavior questionnaires. In M. Breen & C. Fiedler (Eds.), *Behavioral approach to the assessment of emotionally disturbed youth: A handbook for school-based practitioners* (pp. 225-296). Pro-Ed.
2. **Eckert, T. L.**, Dunn, E. K., Codding, R. S., & Guiney, K. M. (2000). Self-report: Rating scale

measures. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Conducting school-based assessments of*

*child and adolescent behavior* (pp. 150-169). Guilford.

1. **Eckert, T. L.**, Dunn, E. K., Guiney, K. M., & Codding, R. S. (2000). Self-report: Theory and research in using rating scales. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Behavioral*

*assessment in schools: Theory, research and clinical foundations* (pp. 288-322). Guilford.

1. **Eckert, T. L.**, & Browder, D. M. (1997). Stimulus manipulation: Enhancing materials for self-

directed learning. In D. M. Baer & E. M. Pinkston (Eds.), *Environment and behavior* (pp. 279-

288). Westview.

1. Breen, M. J., **Eckert, T. L.**, & DuPaul, G. J. (1996). Interpreting child behavior questionnaires. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to the assessment of emotionally disturbed youth: A handbook for school-based practitioners* (pp. 225-241). Pro-Ed.
2. **Eckert, T. L.**, & DuPaul, G. J. (1996). Youth completed and narrow-band child behavior

questionnaires. In M. J. Breen & C. R. Fiedler (Eds.), *Behavioral approach to the assessment of*

*emotionally disturbed youth: A handbook for school-based practitioners* (pp. 289-357). Pro-Ed.

### ABSTRACTS, DATASETS, AND TESTS

**1. Eckert, T. L.**, Miller, D. N., DuPaul, G. J., & Scherff, A. (2014). *Suicide Prevention Program Rating Profile*. PsycTESTS. DOI:10.1037/t14763-000

**2.** DuPaul, G. J., **Eckert, T. L.**, Vilardo, B. R., & Koenig, E. A. (2013). Effects of school-based interventions for ADHD: Meta-analysis 1996-2008. *PsycEXTRA Database Record, American Psychological Association.* DOI:10.1037/e622412010-001

### TECHNICAL REPORTS AND TRAINING MANUALS

1. Ardoin, S. P., **Eckert, T. L.**, Christ, T. J., Morena, L., Baxter, S. A. & Hine, J. (2011). *Examining the contribution of word list fluency and oral reading fluency in explaining the comprehension of developing readers (Technical Report No. 8).* Athens, GA: University of Georgia.
2. Christ, T. J., Ardoin, S. P., **Eckert, T. L.**, Monaghen, B., & White, M.J. (2011). Training manual: FAIP-R Benchmarking & Progress Monitoring. Minneapolis, MN: University of Minnesota.
3. Christ, T. J., Ardoin, S. P., **Eckert, T. L.**, White, M. J., & Pratt, K. (2011). *Curriculum Based Measurement of Oral Reading with Alternate Task Demands: An Evaluation of Criterion Related Validity and Word Reading Consistency (Technical Report No. 7).* Minneapolis, MN: University of Minnesota.
4. Pratt, K., Martin, M., White, M. J., Christ, T. J., Ardoin, S. J., & **Eckert, T. L.** (2011). *Development of FAIP-R Passage Sets: Level 1(Technical Report No. 3)*. Minneapolis, MN: University of Minnesota.
5. White, M. J., Christ, T. J., Ardoin, S. P., **Eckert, T. L.**, Martin, M., & Pratt, K. (2011). *Development of FAIP-R Passage Sets: Levels 2 & 3 (Technical Report No. 4).* Minneapolis, MN: University of Minnesota.

### TECHNICAL REPORTS AND TRAINING MANUALS

1. White, M. J., Christ, T. J., Ardoin, S. P., Eckert, T. L., Martin, M., & Monaghen, B. (2011). *Field Testing and Passage Selection (Technical Report No. 5).* Minneapolis, MN: University of Minnesota.
2. White, M. J., Martin, M., Ardoin, S. P., Christ, T. J., & **Eckert, T. L.** (2011). *Word List Development (Technical Report No. 6).* Minneapolis, MN: University of Minnesota.

### CONFERENCE POSTERS AND PRESENTATIONS

1. **Eckert, T. L.**, Circe, J. J., Goldstein, A. R., Maguire, S. C., Nelson, K. A., & Amidon, S. Y. M. (2022, February 15-18). *Impact of reading comprehension on elementary-age students’ writing performance*. [Poster presentation]. National Association of School Psychologists, Boston, MA, United States.
2. Hamsho, N. F., Eggleston, B. N., Williams, N. L., & **Eckert, T. L.** (2022, February 15-18). *Assessing children’s perceptions of intervention acceptability rating*s. [Poster presentation]. National Association of School Psychologists, Boston, MA, United States.
3. Hier, B. O., **Eckert, T. L.**, Hitchings, T. J., Circe, J. J., Watts, E. A., Finelli, C. C., Maguire, S. C., & **Nelson**, K. A. (2022, February 15-18). *Writing quality assessment: Preliminary results of a systematic review*. [Poster presentation]. National Association of School Psychologists, Boston, MA, Unites States.
4. Hamsho, N. F. & **Eckert, T. L.** (2022, January 21). *Crumpled paper: The contribution of behavior to writing performance*. [Paper presentation]. International Conference on the Science of Written Expression, Virtual Convention
5. **Eckert, T. L.**, Hier, B. O., Circe, J. J., Goldstein, A. R., Eggleston, B. N., Maguire, S. C., & Nelson, K. A. (2021, February 23-26). *Association between writing productivity, writing apprehension, and grit*. [Poster presentation]. National Association of School Psychologists, Virtual Convention.
6. **Eckert, T. L.**, Hier, B. O., Williams, N. L., Circe, J. J., Hitchings, T. J., Watts, E. A., Finelli, C. C., & Ardoin, S. P. (2021, February 23-26). *Advances in writing research: Assessment, intervention, and acceptability*. [Paper presentation]. National Association of School Psychologists, Virtual Convention.
7. Hier, B. O., Datchuk, S. M., **Eckert, T. L.**, Watts, E. A., Circe, J. J., Hitchings, T. J., Goldstein, A., Finelli, C. C., Maguire, S., & Nelson, K. (2021, February 23-26). *Validity and classification accuracy of curriculum-based measurement of sentence construction*. [Poster presentation]. National Association of School Psychologists, Virtual Convention.
8. Eggleston, B. N., Hamsho, N., Williams, N. L., & **Eckert, T. L.** (2020, February 18-21). *Motivation’s influence in the writing development of elementary-aged students* [Poster presentation]. National Association of School Psychologists, Baltimore, MD, United States.
9. Floyd, R. G., Benson, N. F., Kranzler, J. H., Maki, K. E., **Eckert, T. L.,** & Fefer, S. (2020, February 18-21). *A national survey of intelligence tests interpretation in school psychology* [Poster presentation]. National Association of School Psychologists, Baltimore, MD, United States.
10. Hamsho, N., Williams, N. L., Eggleston, B. N., & **Eckert, T. L.** (2020, February 18-21). *Crumpled paper: Examining behavioral contributors to writing* [Poster presentation]. National Association of School Psychologists, Baltimore, MD, United States.

### CONFERENCE POSTERS AND PRESENTATIONS

1. **Eckert, T. L.** (2020, February 18-21). A synthesis of methodological advances to improve practice and research.In E. V. Norman (Chair), *Methods matter: The promise of empirical research to inform practice- II* [Symposium]. National Association of School Psychologists, Baltimore, MD, United States.
2. Benson, N. F., Kranzler, J. H., Maki, K. E., Floyd, R. G. **Eckert, T. L.**, & Fefer, S. (2019, February). *National survey of specific learning disability identification practices in school psychology.* Poster presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA, United States.
3. **Eckert, T. L.** (2019, February). Advancing academic intervention research. In M. K. Burns, *Skill-by-treatment interaction: Using data to select academic interventions.* Symposium presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA, United States.
4. Williams, N. L., **Eckert, T. L.**, Malandrino, R. M., Eggleston, B. N., & Hamsho, N. F. (2019, February). *Improving students’ writing and spelling skills through an integrative intervention.* Poster presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA, United States.
5. Floyd, R. G., Benson, N. F., Kranzler, J. H., Fefer, S., **Eckert, T. L.**, & Morgan, G. B. (2018, August).  *School psychologists supporting evidence-based assessment practices: A national survey*. Poster presented at the annual convention of the American Psychological Association, San Francisco, CA, United States.
6. Benson, N. F., Floyd, R. G. Kranzler, J. H., **Eckert, T. L.**, & Fefer, A. (2018, February). *Contemporary assessment practices in school psychology: National survey results*. Paper presented at the National Association of School Psychologists, Chicago, IL, United States.
7. Hamsho, N. F., Williams, N. L., Eggleston, B. E., & **Eckert, T. L.** (2018, February). *Does ADHD symptomatology impact student literacy performance?* Poster presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
8. **Eckert, T. L.**, Hier, B. O., Hamsho, N. F., & Malandrino, R. D. (2017, August). *A measure for assessing children’s perceptions of academic interventions*. Poster presented at the annual convention of the American Psychological Association, Washington, DC, United States.
9. January, S-A., A., Van Norman, E. R., Christ, T. J., Ardoin, S. P., **Eckert, T. L.**, & White, M. J. (2017, August). *Impact of schedule and grade on CBM-R progress monitoring outcomes*. Poster presented at the annual convention of the American Psychological Association, Washington, DC, United States.
10. McGovern, M., Milosky, L. M., Lightburn, A. L., **Eckert, T. L.** (2017, April). *Perceptual training and motor-based chaining: Pre- and post-vocalic /r/ treatment generalization to spontaneous speech.* Poster presented at the annual convention of the New York State Speech-Language-Hearing Association, Saratoga Springs, NY, United States.
11. Eggleston, B. N, **Eckert, T. L.**, Malandrino, R. D., Hamsho, N., & Williams, N. L. (2017, February). *The relationship between writing self-efficacy and writing fluency in a performance feedback intervention*. Poster presented at the annual convention of the National Association of School Psychologists, San Antonio, TX, United States.

### CONFERENCE POSTERS AND PRESENTATIONS

1. Comins, K., Milosky, L. M., Leece, M., & **Eckert, T. L.** (2016, November). *Multi-modal vocabulary intervention using curriculum-based verbs.*  Poster presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA, United States.
2. Frieling, O., Milosky, L. M., Lightburn, A., & **Eckert, T. L.** (2016, November). *Use of spectrograms to increase American English sound patterns: Generalization to spontaneous speech.* Poster presented at the annual convention of the American Speech-Language- Hearing Association, Philadelphia, PA, United States.
3. Gacek, K., Milosky, L. M., Maxfield, S., Voleti, R., & **Eckert, T. L.** (2016, November). *LSVT LOUD in an adolescent following a cerebellar stroke*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
4. Milosky, L. M., & **Eckert, T. L.** (2016, August). *Measuring success: Single-case (aka single-subject) designs in practice*. Poster presented at the U.S. Office of Special Education Programs (OSEP) Project Directors’ Conference, Washington, DC, United States.
5. Fowler, E., Maxfield, S., Milosky, L, & **Eckert, T.** (2016, April). *Evaluating the efficacy of ultrasound biofeedback in increasing the number of correct sound productions in a child with repaired bilateral complete cleft lip and palate.* Poster presented at the annual convention of the New York State Speech-Language-Hearing Association, Saratoga Springs, NY, United States.
6. Jones, O., Lightburn, A., Milosky, L., **Eckert, T.** (2016, April). *Semantic feature analysis: An interactive strategy for vocabulary development and text comprehension*. Poster presented at the annual convention of the New York State Speech-Language-Hearing Association, Saratoga Springs, NY, United States.
7. McGlothlin, L., Voleti, R., Milosky, L. & **Eckert, T.** (2016, April). *The effect of Combined Aphasia and Apraxia of Speech Treatment (CAST) on verbal language and speech intelligibility: A replication of Wambaugh et al. (2014)*. Poster presented at the annual convention of the New York State Speech-Language-Hearing Association, Saratoga Springs, NY, United States.
8. Sause, M., Milosky, L. Leece, M., & **Eckert, T.** (2016, April). *Comparison of ultrasound and speech perception interventions: /r/ remediation in a school-age child*. Poster presented at the annual convention of the New York State Speech-Language-Hearing Association, Saratoga Springs, NY, United States.
9. Ji, J., Park, A., Scott-Sheldon, L., **Eckert, T. L.**, Vanable, P. A., Ewart, C. K., & Carey, M. P. (2016, March). *Interaction effect of oxytocin receptor gene and negative social environment on negative affect: A moderated mediational model*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Baltimore, MD, United States.
10. **Eckert, T. L.** (2016, February). A tale of two cities: The role of leadership and communication in coaching for RTI. In M. K. Burns (Chair), *Systems Consultation and Consulting to Support RTI Implementation*. Symposium presented at the annual convention of the National Association for School Psychologists, New Orleans, LA, United States.
11. **Eckert, T. L.**, Malandrino, R. D., Eggleston, B. N., Kim, Y., Hamsho, N., & Williams, N. L. (2016, February). *Enhancing performance feedback interventions to increase elementary students’ writing proficiency*. Poster presented at the annual convention of the National Association for School Psychologists, New Orleans, LA, United States.

### CONFERENCE POSTERS AND PRESENTATIONS

1. Hamsho, N., **Eckert, T. L.**, & Malandrino, R. (2016, February). *Behavioral predictors of writing performance: Third-grade students*. Poster presented at the annual convention of the National Association for School Psychologists, New Orleans, LA, United States.
2. January, S. A., Ardoin, S. P., Christ, T. J., **Eckert, T. L.**, & White, M. J. (2016, February). Universal screening with word lists as supplements to CBM-Oral reading. Paper presented at the annual convention of the National Association for School Psychologists, New Orleans, LA, United States.
3. Cunningham, K., Scott-Sheldon, L. A. J., Carey, K. B., **Eckert, T. L.**, Park, A., Vanable. P. A., & Carey, M. P. (2015, April). *Gender differences in affective response to BIS/BAS sensitivity on adolescent health risk behaviors*. Paper submitted to the 36th annual meeting of the Society for Behavioral Medicine, San Antonio, TX, United States.
4. Jenkins, J., Holdridge, E., Milosky, L. M, & **Eckert, T. L.** (2015, April). *Evaluating the efficacy of dialogic reading strategies in increasing the vocabulary of a preschooler with expressive/receptive language disorder*. Poster presented at the annual convention of the New York State Speech-Language-Hearing Association, Saratoga Springs, NY, United States.
5. Pikowowski, E., Leece, M., Milosky, L. M., & **Eckert T. L.** (2015, April). *Evaluating the efficacy of simultaneous acquisition of phonemes and motor learning principles in teaching developmental articulation disorder*. Poster presented at the annual convention of the New York State Speech-Language-Hearing Association, Saratoga Springs, NY, United States.
6. Schafer, K., Lamparelli, K., Milosky, L. M., Leece, M., & **Eckert, T. L.** (2015, April). *Targeting conversational abilities with the Power Card Strategy*. Poster presented at the annual convention of the New York State Speech-Language-Hearing Association, Saratoga Springs, NY, United States.
7. **Eckert, T. L.**, Hier, B. O., Malandrino, R. D., Sullivan, W. E., Eggleston, B. N., & Kim, Y. (2015, February). *Generalized written expression performance: The importance of functional fluency.* Poster presented at the annual convention of the National Association of School Psychologists, Orlando, FL, United States.
8. **Eckert, T. L.**, Hier, B. O., Malandrino, R. D., Sullivan, W. E., Spielberger, S. L., Eggleston, B. N., & Kim, Y. (2015, February). *Elementary-aged students’ accuracy in recall and comprehension of performance feedback*. Poster presented at the annual convention of the National Association of School Psychologists, Orlando, FL, United States.
9. Hier, B. O. & **Eckert, T. L.**, (2015, February). *Self-efficacy versus component skills: What matters more in Response to Intervention (RTI)*? Poster presented at the annual convention of the National Association of School Psychologists, Orlando, FL, United States.
10. Malandrino, R. D., **Eckert, T. L.**, Kim, Y., Eggleston, B. N., Spielberger, S. L., Potts, H. E., & Hier, B. O. (2015, February). Generalization programming and the instructional hierarchy: A writing intervention. Poster presented at the annual convention of the National Association of School Psychologists, Orlando, FL, United States.
11. Ardoin, S. P., Christ, T. J., **Eckert, T. L.**, White, M. J., & Monaghen, B. (2014, February). *Equivalence of FAIP CBM-R probes: A generalizability study.* Poster presented at the annual convention of the National Association of School Psychologists, Washington, DC, United States.

### CONFERENCE POSTERS AND PRESENTATIONS

1. Bendlin, K. M., Tamayo, C., Milosky, L. M., Ford, J., & **Eckert, T. L.** (2014, April). *Music: Medicine for the voice.* Poster presented at the annual convention of the New York State Speech-Language-Hearing Association, Saratoga Springs, NY, United States.
2. Christ, T. J., Ardoin, S. P., **Eckert, T. L.**, & van Norman, E. (2014, February). CBM-R progress monitoring: Efforts and outcomes to optimize materials and procedures. Panel presentation at the annual meeting of the Pacific Coast Research Conference, San Diego, CA, United States.
3. Eaton, E., Tamayo, C., Milosky, L., Leece, M., & **Eckert, T. L.** (2014, November). *Regaining speech one sentence at a time: Incorporating motor learning principles into the SPPA*. Poster presented at the annual convention of the Council of the American Speech-Language-Hearing Association, Orlando, FL, United States.
4. **Eckert, T. L.**, Hier, B. O., & Koenig, E. A. (2014, February). *Writing skills as predictors of reading comprehension in elementary-aged students*. Poster presented at the annual convention of the National Association of School Psychologists, Washington, DC, United States.
5. **Eckert, T. L.**, Hier, B. O., Malandrino, R. D., & Sullivan, W. E. (2014, February). *Students’ comprehension of feedback provided during intervention*. Poster presented at the annual convention of the National Association of School Psychologists, Washington, DC, United States.
6. Heinzen Rosinbum, V., Olesh, T., Voleti, R., Milosky, L. M., Ford, J., & **Eckert, T. L.** (2014, April). *Practice makes personal: Improving written communication with severe aphasia.* Poster presented at the annual convention of the New York State Speech-Language-Hearing Association, Saratoga Springs, NY, United States.
7. Hier, B. O., **Eckert, T. L.**, Miller, L. A., & Morley, A. J. (2014, February). *Programming generality into a performance feedback writing intervention*. Poster presented at the annual convention of the National Association of School Psychologists, Washington, DC, United States.
8. January, S. A., Ardoin, S. P., Christ, T. J., & **Eckert, T. L.** (2014, February). *Universal screening in the early elementary grades*. Poster presented at the annual convention of the National Association of School Psychologists, Washington, DC, United States.
9. Koenig, E. L., **Eckert, T. L.**, Hier, B. O., (2014, February). *Performance feedback and goal setting interventions to improve writing fluency*. Poster presented at the annual convention of the National Association of School Psychologists, Washington, DC, United States.
10. Milosky, L., **Eckert, T.**, Ford, J., & Leece, M. (2014, March). *Sowing seeds: Routinely implementing single subject designs in clinical practice.* Paper presented at the annual convention of the Council of Academic Programs in Communication Sciences and Disorders, Orlando, FL, United States.
11. Orloski, K., Olesh, T., & Vroman, H., Milosky, L. M., Ford, J., & **Eckert, T. L.** (2014, April). *Actions speak louder than words: Facilitating narrative retell through actions.* Poster presented at the annual convention of the New York State Speech-Language-Hearing Association, Saratoga Springs, NY.
12. Pikowski, E., Kogut, K., Milosky, L. M., Leece, M., & **Eckert, T. L.** (2014, November). *Stuttering treatment for a child with mixed receptive/expressive language disorder including pragmatic deficits*. Poster presented at the annual convention of the Council of the American Speech-Language-Hearing Association, Orlando, FL, United States.

### CONFERENCE POSTERS AND PRESENTATIONS

1. Shafer, K., Voleti, R., Milosky, L., Leece, M., & **Eckert, T. L.** (2014, November). “*L” as in “Letter”: Targeting writing with a phonological approach*. Poster presented at the annual convention of the Council of the American Speech-Language-Hearing Association, Orlando, FL.
2. Van Norman, E., Christ, T., Ardoin, S., & Eckert, T. (2014, April). *The effect of data collection schedules on Curriculum-Based Measurement growth estimates*. Poster presented at the annual convention of the American Educational Research Association, Philadelphia, PA.
3. Vroman, H., Leece, M., Ford, J., Milosky, L. M., & **Eckert, T. L.** (2014, April). *Toddler talk: Effective prelinguistic milieu therapy for a late talker*. Poster presented at the annual convention of the New York State Speech-Language-Hearing Association, Saratoga Springs, NY.
4. Zaso, M. J., Park, A., **Eckert, T. L.**, Vanable, P. A., Scott-Sheldon, L. A. J., Carey, K. B., Ewart, C. K., & Carey, M. P. (2014, June). *Associations between health literacy and substance abuse among low-income adolescents.* Poster presentation at the annual meeting of the Research Society on Alcoholism, Bellevue, WA.
5. **Eckert, T. L.**, Hier, B. O. Koenig, E. A., Alvis, A. V., Lambert, T. L., Miller, L. A., Sullivan, W. E., & Wood, L. M. W. (2013, February). *The contributions of reading skills to students’ writing outcomes.* Poster presentation at the annual convention of the National Association of School Psychologists, Seattle, WA.
6. Hier, B. O., Koenig, E. A., **Eckert, T. L.**, & Alvis, A. (2013, February). *Maintenance of writing intervention effects: Performance feedback versus goal setting.* Poster presentation at the annual convention of the National Association of School Psychologists, Seattle, WA.
7. Kim, J., Park, A., Scott-Sheldon, L. A. J., **Eckert, T. L.**, Vanable, P. A., Carey, K. B., Ewart, C. K., & Carey, M. P. (2013, June). Interaction between the 5-HTTLPR and family environments on risky drinking behavior. Poster presentation at the annual meeting of the Research Society for Alcoholism, Orlando, FL.
8. Ardoin, S. P., **Eckert, T. L.**, Christ, T. J., White, M. J., Morena, L. S., & Baxter, S. A. (2012, February). *Emerging readers’ comprehension skills: Word and oral reading rate contributors.* Paper presentation at the annual convention of the National Association of School Psychologists, Philadelphia, PA.
9. Christ, T. J., Ardoin, S. P., Morena, L. S., & **Eckert, T. L.** (2012, February). *Examining evidence supporting the use of CBM-R decision rules*. Paper presentation at the annual convention of the National Association of School Psychologists, Philadelphia, PA.
10. Christ, T. J., Pratt, K. E., White, M. J., Martin, M. M., Ardoin, S. P., & **Eckert, T. L.** (2012, February). *A minute with CBM-R: Examining the effects of modified procedures.* Poster presentation at the annual convention of the National Association of School Psychologists, Philadelphia, PA.
11. Hier, B., **Eckert, T. L.**, Koenig, E. A., Magnuson, J. D., Hendricks, K., Miller, L. A., Spenceley, L. M., & Lambert, T. L. (2012, February). *Evaluating students’ ability to generalize and maintain writing intervention gains.* Poster presentation at the annual convention of the National Association of School Psychologists, Philadelphia, PA.
12. Kim, J., Park, A., Kenneson-Adams, A., Scott-Sheldon, L. A. J., **Eckert, T. L.**, Vanable, P. A., Carey, K. B., Ewart, C. K., & Carey, M. P. (2012, June). Interaction between the DRD4 VNTR polymorphism and perceived drinking norms in adolescent drinking. Poster presented at the annual meeting of the Research Society on Alcoholism, San Francisco, CA.

### CONFERENCE POSTERS AND PRESENTATIONS

1. Roberts, M. C., Grus, C. L., Wilson, G. A., Paszkiewicz, W. B., Forman, S. G., **Eckert, T. L.**, D’Angelo, E. J., Leach, M. M., & Craighead, L. W. (2012, August). Internship match imbalance: An update on current actions. Symposium presented at the annual convention of the American Psychological Association, Orlando, FL.
2. **Eckert, T. L.** (2011, August). *Reducing the research-to-practice gap*. In K. McGoey (Chair), *Translating research into evidence-based practices – Reducing the barriers to intervention implementation.* Symposium presented at the annual convention of the American Psychological Association, Washington, DC.
3. Koenig, E. A., **Eckert, T. L.**, Hier, B. O., Rymanowski, J. L., & Koehler, J. L. (2011, February). *Performance feedback and goal setting: Comparing two writing interventions.* Poster presented at the annual convention of the National Association of School Psychologists, San Francisco, CA.
4. Martin, M. M., Pratt, K. E., Christ, T. J., Ardoin, S. P, **Eckert, T. L.**, & White, M. J. (2011, February). *The use of sentence verification technique as a measure of reading comprehension in elementary students*. Poster session presented at the meeting of the National Association of School Psychologists, San Francisco, CA.
5. Pratt, K.E., Martin, M. M., Christ, T. J., Ardoin, S. P., **Eckert, T. L.**, & White, M. J. (2011, February). *Reading Performance on Curriculum-Based Measures During Modified Task Demands*. Poster presentation at the annual convention of the National Association of School Psychologists, San Francisco, CA.
6. Truckenmiller, A. J., **Eckert, T. L.**, Rymanowski, J. L., Koehler, J. L, & Koenig, E. A. (2011, February). *Predicting writing fluency growth for elementary-aged children.* Poster presented at the annual convention of the National Association of School Psychologists, San Francisco, CA.
7. DuPaul, G. J., **Eckert, T. L.**, Vilardo, B. A., & Koenig, E. A. (2010, August). *Effects of school-based interventions for ADHD: Meta-analysis 1996-2008*. Poster presented at the annual convention of the American Psychological Association, San Diego, CA.
8. Christ, T. J., Ardoin, S. P., & **Eckert, T. L.** (2010, June). *Formative assessment instrumentation and procedures: Results of reading rate studies.* Poster presented at the annual research conference of the Institute for Education Sciences, Washington, DC.
9. **Eckert, T. L.**, Truckenmiller, A. J., & Rymanowski, J. L. (2010, February). *Writing fluency research: Improving the compositional skills of elementary-aged children.* Symposium present at the annual convention of the National Association of School Psychologists, Chicago, IL.
10. **Eckert, T. L.**, Truckenmiller, A. J., Rymanowski, J. L., Koehler, J. L., Koenig, E. A., & Hier, B. O. (2010, February). *How valid is curriculum-based measurement in written expression?* Poster presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
11. Rymanowski, J. L., **Eckert, T. L.**, Truckenmiller, A. J., Koehler, J. L., Koenig, E. A., & Hier, B. O. (2010, February). *School-home notes: Students’ and parents’ perceptions of involvement and satisfaction*. Poster presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
12. Truckenmiller, A. J., **Eckert, T. L.**, Rymanowski, J. L., Koehler, J. L., Koenig, E. A., & Hier, B. O. (2010, February). *What is the role of fluency in early writing tasks?* Poster presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

### CONFERENCE POSTERS AND PRESENTATIONS

1. **Eckert, T. L.**, Miller, D. N., & Mazza, J. (2009, February). Suicide prevention programs in the schools: A review and public health perspective. In D. N. Miller (Chair), *Suicide prevention in the schools.* Symposium presented at the annual convention of the National Association for School Psychologists, Boston, MA.
2. Perry, L. J., Truckenmiller, A. J., Koehler, J. L., & Ince, C. (2009, February). *Student-teacher relationships and students’ academic competence, engagement, and behavioral outcomes*. Poster presented at the National Association of School Psychologists Annual Convention, Boston, MA.
3. Rheinheimer, J. L., **Eckert, T. L.**, Truckenmiller, A. J., Koehler, J. L., & Koenig, E. A. (2009, February). *Promoting elementary students’ writing fluency with school-home notes*. Poster presented at the National Association of School Psychologists Annual Convention, Boston, MA.
4. Truckenmiller, A. J., **Eckert, T. L.**, Rheinheimer, J. L., Perry, L. J., Koehler, J. L., & Koenig, E. A. (2009, February). *Curriculum-based measurement in written expression: A criterion validity study*. Poster presented at the National Association of School Psychologists Annual Convention, Boston, MA.
5. Miller, D. N., & **Eckert, T. L.** (2008, April). *Acceptability of school-based suicide prevention programs.* Poster session presented at the annual meeting of the American Association of Suicidology, Boston, MA.
6. **Eckert, T. L.**, Truckenmiller, A. J., & Rheinheimer, J. L. (2008, February). Benefits and barriers associated with writing fluency interventions. In T. L. Eckert (Chair), *Academic interventions: Barriers associated with fluency-based interventions.* Symposium presented at the annual convention of the National Association for School Psychologists, New Orleans, LA.
7. Rheinheimer, J. L., **Eckert, T. L.**, Truckenmiller, A. J., Perry, L. J., & Koehler, J. L. (2008, February). *Relationship between parental involvement and students’ adaptive and maladaptive behavior.* Poster presented at the annual convention of the National Association for School Psychologists, New Orleans, LA.
8. Truckenmiller, A. J., **Eckert, T. L.**, Rheinheimer, J. L., Perry, L. J., & Koehler, J. L. (2008, February). *Effects of group feedback on children’s writing fluency growth*. Poster presented at the annual convention of the National Association for School Psychologists, New Orleans, LA.
9. **Eckert, T. L.**, Ricci, L. J., Truckenmiller, A. J., Rosenthal, B. D., Doyle, N.M., Rheinheimer, J. L., & Devlin, A. J. (2007, March). *Using classwide performance feedback to improve elementary-aged children’s written compositions*. Paper presented at the annual convention of the National Association of School Psychologists, New York, NY.
10. Truckenmiller, A. J., **Eckert, T. L.**, Perry, L. J., Doyle, N. M., & Rheinheimer, J. L. (2007, March). *Using group feedback as a writing intervention for elementary-aged children*. Paper presented at the annual convention of the National Association of School Psychologists, New York, NY.
11. Begeny, J. C., DiGennaro, F. D., Montarello, S. A., Arbolino, L. A., Martens, B. K., **Eckert, T. L.**, Lewandowski, L. J., & Fiese, B. K. (2006, July). *Relationships between commonly used reading measures and suggestions for reducing the amount of time needed to screen for reading difficulties*. Paper presented at the International Society for the Study of Behavioral Development Biennial Conference, Melbourne, Australia.

### CONFERENCE POSTERS AND PRESENTATIONS

1. DiGennaro, F. D., Martens, B. K., **Eckert, T. L.**, & Reed, D. D. (2006, May). *Increasing the accuracy of FBA: Charting behavior-consequence relations in the operant contingency space.* Paper presented at the annual convention of the Association for Applied Behavior Analysis, Chicago, IL.
2. Akin-Little, A., Little, S. G., & **Eckert, T. L.**, (2006, April). *Men and women in academic school psychology: A national survey*. Paper presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.
3. Begeny, J. C., Montarello, S. A., & **Eckert, T. L.** (2006, April). *Teachers’ judgments of their students’ reading fluency: Is direct assessment worth the time?* Paper presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.
4. **Eckert, T. L.**, Rosenthal, B. D., Lovett, B. J., & Jiao, J. (2006, April). *Does performance feedback serve as reinforcement? A preliminary investigation.* Paper presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.
5. **Eckert, T. L.**, Rosenthal, B. D., Ricci, L. J., Quintero, N. E., Benson, J. L., Vance, M. J., Crawley, S. M., & Bouchard, K. A. (2006, April). *A classwide performance feedback intervention to improve children’s mathematics skills.* Paper presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.
6. Rosenthal, B. D., Mirabito, L. A., & **Eckert, T. L.** (2006, April). *Examining children’s improvements in written expression based on performance feedback frequency.* Paper presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.
7. Samuels, A. J., & **Eckert, T. L.** (2006, April). *Early reading skill intervention: Children with behavior and phonological difficulties.* Paper presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.
8. DiGennaro, F. D., Martens, B. K., & **Eckert, T. L.** (2005, November). *An alternative approach to increasing the accuracy of functional assessment methods within school settings: Describing behavior-consequence relations using conditional probabilities*. Paper presented at the annual convention of the Maryland Association for Behavior Analysis, Baltimore, MD.
9. Akin-Little, K. A., **Eckert, T. L.**, Little, S. G., & Thom, J. (2005, August). *Men and women in*

*academic school psychology: A national survey*. Paper presented at the annual convention of the American Psychological Association, Washington, DC.

1. **Eckert, T. L.** (2005, August). Examining means of increasing the effectiveness of academic

interventions: Symposium discussion. In S. P. Ardoin (Chair), *Examining the means of increasing the effectiveness of academic interventions.* Paper presented at the annual convention of the American Psychological Association, Washington, DC.

1. Begeny, J. C., & **Eckert, T. L.** (2005, July). *Assessment of mathematics and reading performance: An examination of the correspondence between direct assessment of student performance and teacher report*. Paper presented at the 27th annual colloquium of the International School Psychology Association, Athens, Greece.
2. DiGennaro, F. D., Reed, D. D., Ellzey, C., Blachman, B., **Eckert, T. L.**, Lewandowski, L. J., Martens, B. K., & McIntyre, L. L. (2005, May). *The school psychology program at Syracuse University: Focus on research-based practice.* Paper presented at the annual convention of the Association for Behavior Analysis, Chicago, IL.

### CONFERENCE POSTERS AND PRESENTATIONS

1. DiGennaro, F. D., Ricci, L. J., McIntyre, L. L., & **Eckert, T. L.** (2005, April). *Transition to kindergarten: Research, practice, and future directions.* Paper presented at the annual Early Childhood Conference of Fordham University’s School Consultation and Early Childhood Centers and Los Ninos Services, New York, NY.
2. **Eckert, T. L.**, & McIntyre, L. L. (2005, April). *The school: School ecologies to promote curiosity and sustained engagement.* Paper presented at the annual conference on digital empowerment at Syracuse University’s Center for Digital Empowerment, Syracuse, NY.
3. Arbolino, L. A., Lewandowski, L. J., Kleinmann, A. E., & **Eckert, T. L.** (2005, April). *Child abuse and school settings: An examination of school psychologists’ background, competency, and training needs.* Paper presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
4. **Eckert, T. L.**, Arbolino, L. A., DiGennaro, F. D., Panahon, C. J., Montarello, S. A., Rosenthal, B. D., Tommell, A. E., & Truesdell, K. E. (2005, April). *School psychology journals: A review of literature pertaining to young children.* Paper presented at the annual convention of the

National Association of School Psychologists, Atlanta, GA.

1. **Eckert, T. L.** (2005, April). Evaluating the generalized effects of academic interventions: Considerations and directions for future research. In B. K. Martens (Chair), *Evaluating the generalized effects of academic interventions.* Symposium presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
2. Rosenthal, B. D., Benson, J. L., Mirabito, L. A., Vance, M. J., & **Eckert, T. L.** (2005, April). *The effects of performance feedback on children’s writing fluency.* Paper presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
3. **Eckert, T. L.**, Arbolino, L. A., Begeny, J. C., DiGennaro, F. D., Montarello, S. A., Martens, B. K., Lewandowski, L. J., & Fiese, B. H. (2004, July). *Improving the oral reading fluency skills of elementary-aged students.* Paper presented at the annual convention of the American Psychological Convention, Honolulu, Hawaii.
4. **Eckert, T. L.**, Montarello, S. A., DiGennaro, F. D., Arbolino, L. A., Begeny, J. C., Martens, B. K., Lewandowski, L. J., & Fiese, B. H. (2004, July). *Examining the endurance of oral reading fluency skills among elementary-aged students.* Paper presented at the annual convention of the American Psychological Convention, Honolulu, Hawaii.
5. Begeny, J. C., DiGennaro, F. D., Arbolino, L. A., Montarello, S., Martens, B. K., **Eckert, T. L.**,

Lewandowski, L. J., & Fiese, B. H. (2004, May). *The read-a-buck after school reading program: Generalization outcomes from a fluency-based reading intervention.* Paper presented at the annual convention of the Association for Behavior Analysis, Boston, MA.

1. Martens, B. K., **Eckert, T. L.**, Lewandowski, L. J., Fiese, B. H., & Begeny, J. C. (2004, May). The read-a-buck after-school program: A community research initiative. In M. M. Mueller (Chair), *Behavioral school psychology: Training programs and current research.* Symposium presented at the annual convention of the Association for Behavior Analysis, Boston, MA.
2. Montarello, S., DiGennaro, F. D., Arbolino, L. A., Begeny, J. C., Martens, B. K., **Eckert, T. L.**,

Lewandowski, L. J., & Fiese, B. H. (2004, May). *Read-a-buck: Endurance effects of a fluency-based after school reading program.* Paper presented at the annual convention of the Association for Behavior Analysis, Boston, MA.

### CONFERENCE POSTERS AND PRESENTATIONS

1. Rosenthal, B., **Eckert, T. L.**, & Rosenthal, M. L. (2004, April). *The effects of explicit timing and*

*performance feedback on children’s writing fluency.* Paper presented at the annual convention of the National Association of School Psychologists, Dallas, TX.

1. Rosenblatt, M. L., Dechert, T. R., Vance, M. J., Vitanza, M. D., & **Eckert, T. L.** (2004, April).

*Examining the efficacy of skill and performance-based reading interventions.* Paper presented at the annual convention of the National Association of School Psychologists, Dallas, TX.

1. Rosenblatt, M. L., Lannie, A. L., DiGennaro, F. D., & **Eckert, T. L.** (2004, April). *Improving*

*kindergarten transition efforts: A home-school collaborative model.* Paper presented at the annual convention of the National Association of School Psychologists, Dallas, TX.

1. Begeny, J. C., Kleinmann, A. E., Rosenblatt, M. L., Kernahan, C. L., & **Eckert, T. L.** (2003,

August). *Examining the effects of gender and SES level on students’ mathematics skills.* Paper presented at the annual convention of the American Psychological Association, Toronto, Canada.

1. Akin-Little, K. A., **Eckert, T. L.**, Monaghan, J., Williams, J., & Darius, K. (2003, August). *Perceptions of academic women in school psychology: A national survey of women at different stages in their academic career.* Paper presented at the annual convention of the

American Psychological Association, Toronto, Canada.

1. **Eckert, T. L.** (2003, August). 2002 Lightner Witmer Award Winner: Social validity and brief

experimental analysis - The contributions of assessing students’ preferences and variations in execution. In F. C. Worrell (Chair), *Division 16’s Year 2002 Award Recipients Discuss Research and Practice*. Symposium conducted at the annual convention of the American Psychological Association, Toronto, Canada.

1. Rosenblatt, M. R., & **Eckert, T. L.** (2003, April). *The effects of summer vacation on children’s reading performance: An examination of retention and recoupment using curriculum-based measurement.* Paper presented at the annual convention of the National Association of School Psychologists, Toronto, Canada.
2. Scherff, A. R., & **Eckert, T. L.** (2003, April). *Efforts at reducing adolescent suicide: Superintendents’ acceptability of school-based programs.* Paper presented at the annual convention of the National Association of School Psychologists, Toronto, Canada.
3. Angello, L. M., Shapiro, E. S., & **Eckert, T. L.** (2002, February). *An update of knowledge, use, and attitudes toward curriculum-based assessment among school psychologists.* Paper presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
4. Carson, P. M., & **Eckert, T. L.** (2002, February). *Examining the efficacy of student-selected versus empirically-selected math interventions for regular education students.* Poster presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
5. **Eckert, T. L.**, Dunn, E. K., & Carson, P. M. (2002, February). Experimental analysis of reading intervention components: An examination of variations in execution and long-term

implementation outcome. In E. J. Daly, III (Chair), *Refining methods for selecting interventions for reading fluency problems: A report of three interventions.* Symposium presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

### CONFERENCE POSTERS AND PRESENTATIONS

1. **Eckert, T. L.**, Riley-Tillman, T. C., & Scherff, A. R. (2002, February). Acceptability of school-based adolescent suicide prevention programs: What do we know? In D. N. Miller (Chair), *School-based suicide prevention and the school psychologist: Current issues, obstacles, and opportunities.* Symposium presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
2. **Eckert, T. L.** (2001, August). Chair. *Families and schools in partnership: Linking science and practice to promote children’s development.* Invited address at the annual convention of the American Psychological Association, San Francisco, CA.
3. **Eckert, T. L.**, & Hintze, J. M. (2001, August). Co-chairs. *School Psychology: Developmental, Multicultural and Professional Issues.* Poster session presented at the annual convention of the American Psychological Association, San Francisco, CA.
4. **Eckert, T. L.**, & Hintze, J. M. (2001, August). Co-chairs. *School Psychology: Consultation, Intervention, and Research Methods.* Poster session presented at the annual convention of the American Psychological Association, San Francisco, CA.
5. **Eckert, T. L.**, & Hintze, J. M. (2001, August). Co-chairs. *School Psychology: Assessment and Related Issues.* Poster session presented at the annual convention of the American Psychological Association, San Francisco, CA.
6. Dunn, E. K., & **Eckert, T. L.** (2001, May). The effects of alternative forms of performance

feedback on curriculum-based measurement in reading. In S. P. Ardoin (Chair), *Tactics for*

*increasing academic responding: Repeated readings, error correction, and performance feedback*. Symposium presented at the annual convention of the Association for Behavior Analysis, New Orleans, LA.

1. **Eckert, T. L.**, Ardoin, S. P., Codding, R., Samuels, A., & Carson, P. (2001, May). Effective

reading interventions for children with ADHD: An experimental analysis of optimal levels

of responding. In B. K. Martens (Chair)*, Experimental analyses of academic responding.*

Symposium presented at the annual convention of the Association for Behavior Analysis,

New Orleans, LA.

1. Eckert, T. L, Ardoin, S. P., & Marmion, M. M. (2001, May). Examining a means of increasing the generalization of repeated readings interventions*.* In S. P. Ardoin (Chair), *Tactics for increasing academic responding: Repeated readings, error correction, and performance feedback.* Symposium presented at the annual convention of the Association for Behavior Analysis, New Orleans, LA.
2. Dunn, E. K., & **Eckert, T. L.** (2001, April). *Curriculum-based measurement in reading: Evaluating the technical adequacy of progress monitoring.* Poster session presented at the annual convention of the National Association of School Psychologists, Washington, D.C.
3. **Eckert, T. L.**, Dunn, E. K., Wolfe, L. A., & Carson, P. M. (2001, April). *Curriculum-based*

*measurement screening procedures: An examination of gender differences, variations in item content, and teacher perceptions.* Paper presented at the annual convention of the National Association of School Psychologists, Washington, D.C.

1. **Eckert, T. L.**, Wolfe, L. A., Dunn, E. K., & Carson, P. M. (2001, April). *Improving math*

*computational skills: An examination of the efficacy of combining skill-and performance-based interventions.* Poster session presented at the annual convention of the National Association of School Psychologists, Washington, D.C.

### CONFERENCE POSTERS AND PRESENTATIONS

1. Bray, M. A. & **Eckert, T. L.** (2000, August). Co-chairs*. School-based assessment*. Poster session presented at the annual convention of the American Psychological Association, Washington, DC.
2. Bray, M. A., & **Eckert, T. L.** (2000, August). Co-chairs. *Intervention, consultation, and cultural diversity.* Poster session presented at the annual convention of the American Psychological

Association, Washington, DC.

1. Bray, M. A., & **Eckert, T. L.** (2000, August). Co-chairs. *School psychology.* Poster session presented at the annual convention of the American Psychological Association, Washington, DC.
2. Dunn, E. K., & **Eckert, T. L.** (2000, August). *Effects of performance feedback on curriculum-based measurement in reading.* Poster session presented at the annual convention of the American Psychological Association, Washington, D.C.
3. Dunn, E. K., & **Eckert, T. L.** (2000, August). *Sensitivity and accuracy of curriculum-based measurement in reading.*  Poster session presented at the annual convention of the American Psychological Association, Washington, D.C.
4. **Eckert, T. L.** (2000, August). Chair. *School-based interventions for ADHD: What can we do beyond medication?* Invited address at the annual convention of the American Psychological

Association, Washington, DC.

1. Dunn, E. K., & **Eckert, T. L.** (2000, March). *The sensitivity and prediction accuracy of curriculum-based measurement in reading.*  Poster session presented at the annual convention of the National Association of Psychologists, New Orleans, LA.
2. Eckert, T. L, Ardoin, S. P., Samuels, A., Carson, P., Codding, R., & Guiney, K. (2000, March). *Improving oral reading: An examination of the efficacy of combining skill-based and performance-based interventions with children diagnosed with Attention Deficit/ Hyperactivity Disorder*. Poster session presented at the annual convention of the National Association of Psychologists, New Orleans, LA.
3. Eckert, T. L, Lewandowski, L. J., & Dunn, E. K. (2000, March). *Emerging perspectives in school*

*psychology: A national survey of school psychologists’ perceptions and training.* Poster session presented at the annual convention of the National Association of Psychologists, New Orleans, LA.

1. **Eckert, T. L**., Mace, A. B., & Hilt, A. M. (2000, March). Linking functional analysis to treatment design: What is the current state among practicing school psychologists? In K. M. Jones (Chair), *Linking functional analysis to treatment design.* Symposium presented at the annual

convention of the National Association of Psychologists, New Orleans, LA.

1. Tillman, T. C., **Eckert, T. L.**, & Bradley, T. A. (2000, March). *Behavioral consultation: The effects of a model to increase generalization*. Poster session presented at the annual convention of the National Association of Psychologists, New Orleans, LA.
2. Zappala, K. E., & **Eckert, T. L.** (2000, March). *School-based consultation: A preservice training approach.* Poster session presented at the annual convention of the National Association of

Psychologists, New Orleans, LA.

1. Volpe, R. J., DuPaul, G. J., **Eckert, T. L.**, & McGoey, K. K. (1999, August). *Preschoolers at-risk for ADHD: A multitrait-multimethod analysis.* Poster session presented at the annual convention of the American Psychological Association, Boston, MA.

### CONFERENCE POSTERS AND PRESENTATIONS

1. Dunn, E. K., Parolin, R., & **Eckert, T. L.** (1999, April). *Improving oral reading: An examination of the efficacy of combining listening passage preview and repeated readings*. Poster session presented at the annual convention of the National Association of School Psychologists, Las Vegas, NV.
2. **Eckert, T. L.**, Ardoin, S. P., Daly, E. J., Martens, B. K., & Wolfe, L. (1999, April*). Improving oral reading: An examination of the efficacy of combining skill-based and performance-based interventions.* Poster session presented at the annual convention of the National Association of School Psychologists, Las Vegas, NV.
3. Martens, B. K., **Eckert, T. L.**, Bradley, T. A., & Ardoin, S. P. (1999, April). *Identifying effective*

*treatments from a brief experimental analysis: Using single case design elements to aid decision making.* Paper presented at the annual convention of the National Association of School Psychologists, Las Vegas, NV.

1. McGoey, K. E., DuPaul, G. J., **Eckert, T. L.**, & Volpe, R. (1999, April). *Young children at risk for*

*ADHD: School functioning outcomes of a multi-method intervention.* Paper presented at the annual convention of the National Association of School Psychologists, Las Vegas, NV.

1. Miller, D. N., **Eckert, T. L.**, DuPaul, G. J., Tillman, T. C., & Dunn, E. K. (1999, April). *School-based adolescent suicide prevention programs: Acceptability issues and implications for practice*. Paper presented at the annual convention of the National Association of School Psychologists, Las Vegas, NV.
2. **Eckert, T. L.** (1998, August). Parents’ acceptability of interventions for young children at-risk for attention deficit/hyperactivity disorder. In G. J. DuPaul (Chair), *ADHD in early childhood:*

## *Assessing family, school, and medical functioning.* Symposium conducted at the annual convention of the American Psychological Association, San Francisco, CA.

1. **Eckert, T. L.**, Ardoin, S. P., Daly, E. J., & Martens, B. K. (1998, May). Improving oral reading

Fluency: An examination of the effects of combining skill-based and performance-based

interventions. In B. K. Martens (Chair), *Functional approaches to instructional intervention.*

Symposium conducted at the annual convention of the Association of Behavior Analysis,

Orlando, FL.

1. **Eckert, T. L.**, Miller, D. N., DuPaul, G. J., & Tillman, T. C. (1998, April). *Prevention of adolescent*

*suicide in the schools: Acceptability of alternative prevention programs among school psychologists.* Paper presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

1. Tillman, T. C., Bradley, T. A., & **Eckert, T. L.** (1998, April). *An examination of the correspondence between teacher-reported and classroom-based functional assessment data*. Paper presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
2. **Eckert, T. L.**, & Hintze, J. M. (1997, August). Behavioral conceptions and applications of program acceptability. In B. K. Nastasi (Chair*), Constructing acceptable programs: Alternative consultation frameworks for enhancing treatment acceptability.* Symposium conducted at the annual convention of the American Psychological Association, Chicago, IL.
3. Miller, D. N., **Eckert, T. L.**, DuPaul, G. J., & White, G. P. (1997, June). *The acceptability of school-based adolescent suicide prevention programs.* Poster session presented at the annual meeting of the Pennsylvania Psychological Association, Harrisburg, PA.

### CONFERENCE POSTERS AND PRESENTATIONS

1. Ardoin, S., **Eckert, T. L.**, & Northup, J. (1997, May). *The ability of children with ADHD and teachers to discriminate medication status.* Poster session presented at the annual convention of the Association for Behavior Analysis, Chicago, IL.
2. Boyajian, A. E., **Eckert, T. L.**, & Mace, F. C. (1997, May). Factors affecting the effectiveness of the High-P treatment. In P. R. Progar (Chair), *Analysis of momentum-based treatments*. Symposium conducted at the annual convention of the Association for Behavior Analysis, Chicago, IL.
3. **Eckert, T. L.**, Boyajian, A. E., & Mace, F. C. (1997, May). The effects of varying the amount of high-probability requests on compliance with low-probability requests. In P. R. Progar

(Chair), *Analysis of momentum-based treatments.* Symposium conducted at the annual convention of the Association for Behavior Analysis, Chicago, IL.

1. **Eckert, T. L.**, Boyajian, A. E., & Mace, F. C. (1997, May). The effects of temporal contiguity and quality of reinforcement on behavioral momentum. In B. K. Martens (Chair), *Making desired behavior more persistent: Applying basic research principles in educational settings.* Symposium conducted at the annual convention of the Association for Behavior Analysis, Chicago, IL.
2. Hiralall, A. S., Martens, B. K., & **Eckert, T. L.** (1997, May). *Training teachers to use managerial scripts: A method for improving children’s classroom behavior.* Poster session presented at the annual convention of the Association for Behavior Analysis, Chicago, IL.
3. Martens, B. K., Bradley, T. A., & **Eckert, T. L.** (1997, May). Momentum-like effects of

instructional control: A comparison of three reinforcement histories on student

engagement. In B. K. Martens (Chair), *Making desired behavior more persistent: Applying basic research principles in educational settings.* Symposium conducted at the annual convention of the Association for Behavior Analysis, Chicago, IL.

1. **Eckert, T. L.** (1997, April). The importance of developing function-based treatments in behavioral consultation: Issues in treatment acceptability and treatment effectiveness. In G. A. Gimpel (Chair), *Issues of treatment acceptability and treatment integrity in school-based behavioral consultation* Symposium conducted at the annual convention of the National Association of School Psychologists, Anaheim, CA.
2. Miller, D. N., **Eckert, T. L.**, & DuPaul, G. J. (1997, April). *Adolescent suicide prevention: Acceptability of school-based programs.* Paper presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.
3. Bromberg, D. S., & **Eckert, T. L.** (1996, November). *Defining learning disabilities as resistance to instructional interventions.* Poster session presented at the annual convention of the Association for Advancement of Behavior Therapy, New York, NY.
4. DuPaul, G. J., **Eckert, T. L.**, & McGoey, K. E. (1996, November). Interventions for preschoolers at-risk for ADHD: What do we know and where do we go from here? In E. Schaughency (Chair), *Preventative interventions for young children: Sharing behavior therapy with the early childhood education communities.* Symposium conducted at the annual convention of the Association for Advancement of Behavior Therapy, New York, NY.
5. Hintze, J. M., **Eckert, T. L.**, & Shapiro, E. S. (1996, March). *The development of a scale for measuring the acceptability of assessment procedures: The Acceptability Rating Profile (ARP).* Poster session presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

### CONFERENCE POSTERS AND PRESENTATIONS

1. **Eckert, T. L.** (1996, March). *The use of functional analysis data in the comparison of time-out with and without contingent delay.* Poster session presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
2. DuPaul, G. L., & **Eckert, T. L.** (1995, August). *The effects of school-based interventions for ADHD: A meta-analysis.* Poster session presented at the annual convention of the American Psychological Association, New York, NY.
3. **Eckert, T. L.**, Hintze, J. M., & Shapiro, E. S. (1995, August). *Acceptability of psychological assessment techniques to assess emotional/behavioral problems.* Poster session presented at the annual convention of the American Psychological Association, New York, NY.
4. Boyajian, A. E., **Eckert, T. L.**, & Mace, F. C. (1995, May). *Within session and between session response patterns during extinction.* Poster session presented at the annual convention of the Association for Behavior Analysis, Washington, DC.
5. Boyajian, A. E., **Eckert, T. L.**, & Mace, F. C. (1995, May). Effects of the high-probability

treatment with qualitatively different reinforcers. In F. C. Mace (Chair), *Quality of reinforcement and behavioral momentum: Coordinated basic and applied research.* Symposium conducted at the annual convention of the Association for Behavior Analysis, Washington, DC.

1. **Eckert, T. L.**, Boyajian, A. E., & Mace, F. C. (1995, May). Does reinforcer quality in the high-

probability instructional sequence affect compliance to low-probability requests? In F. C.

Mace (Chair), *Quality of reinforcement and behavioral momentum: Coordinated basic and*

*applied research.* Symposium conducted at the annual convention of the Association for Behavior Analysis, Washington, DC.

1. DuPaul, G. J., & **Eckert, T. L.** (1995, March). The effects of social skills curricula: Now you see them, now you don’t. In F. M. Gresham (Chair), *Facilitating generalization in social skills training: Contextual and functional approaches.* Symposium conducted at the annual convention of the National Association of School Psychologists, Chicago, IL.
2. **Eckert, T. L.**, Boyajian, A. E., & Mace, F. C. (1995, March). *The role of temporal contiguity and rate of reinforcement in behavioral momentum.* Poster session presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
3. **Eckert, T. L.**, Boyajian, A. E., & Mace, F. C. (1995, March). *Behavioral momentum: The role of quality of reinforcement in the treatment of noncompliance.* Poster session presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
4. **Eckert, T. L.**, Hintze, J. M., & Shapiro, E. S. (1994, March). *School psychologists’ acceptability of behavioral assessment and traditional psychological assessment.* Paper presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
5. **Eckert, T. L.**, & Mace, F. C. (1994, March). *Functional analysis of behavior: Variables influencing the efficacy of treatment decisions.* Poster session presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
6. **Eckert, T. L.**, Shapiro, E. S., & Lutz, J. G. (1993, March). *Teachers’ acceptability of alternative*

*psychoeducational measures: The acceptability of curriculum-based assessment.* Paper presented at the annual convention of the National Association of School Psychologists, Washington, DC.

### CONFERENCE POSTERS AND PRESENTATIONS

1. Hintze, J. M., & **Eckert, T. L.** (1993, March). Recent research developments in the area of

curriculum-based measurement: Is curriculum-based measurement meeting the needs of the

changing educational curricula and changing school psychological service delivery? In M. R.

Shinn (Chair), *Curriculum-based measurement and problem-solving assessment: Facilitating*

*implementation.* Workshop presented at the annual convention of the National Association of School Psychologists, Washington, DC.

1. Shapiro, E. S., & **Eckert, T. L.** (1992, August). *Acceptability of curriculum-based assessment by school psychologists.* Poster session presented at the annual convention of the American

Psychological Association, Washington, DC.

1. **Eckert, T. L.**, & Shapiro, E. S. (1992, April). *A national survey of the use of curriculum-based assessment among school psychologists.* Paper presented at the annual meeting of the Association of School Psychologists of Pennsylvania, Harrisburg, PA.
2. Shapiro, E. S., & **Eckert, T. L.** (1992, March). *Knowledge, use, and attitudes about CBA among school psychologists.* Poster session presented at the annual convention of the National Association of School Psychologists, Nashville, TN.
3. **Eckert, T. L.** (1991, March). *Training appropriate social interactions with autistic adolescents*. Poster session presented at the annual convention of the National Association for School Psychologists, Dallas, TX.

**INVITED PRESENTATIONS AND WORKSHOPS**

1. **Eckert, T. L.** (2017, March). *Academic intervention research: The impact of Dr. Edward Shapiro’s seminal work*. Invited paper presentation at the symposium celebrating Dr. Edward Shapiro, Lehigh University, Bethlehem, PA.
2. Janzcak, T., M., Piper, A., Aldrich, S., **Eckert, T. L.**, Strong, L., Miller, J., Stahl, K. (2014, June). *NYS RtI TAC consortium: Lessons learned.* Invited presentation at the New York State’s RtI TAC Summer Institute, Albany, NY.
3. Janzcak, T., M., Piper, A., Aldrich, S., **Eckert, T. L.**, Strong, L., Miller, J., & Stahl, K. (2013, October). *Status check: New York State response to intervention technical assistance center.* Invited presentation at the New York State Education Department, Albany, NY.
4. **Eckert, T. L.** (2013, June). *Using RtI data for Specific Learning Disabilities determination purposes*. Invited presentation at the New York State’s RtI TAC Summer Institute, Albany, NY.
5. **Eckert, T. L.** (2013, February). *Keeping children safe: Considerations for schools and parents.* Invited presentation at Syracuse University, Syracuse, NY.
6. **Eckert, T. L.**, Bradley-Klug, K. L, Carlson, J. S., D’Angelo, E. J., Machek, G. R., & Swearer, S. M. (2012, January). *The school psychology internship: Current issues*. Invited presentation at the annual meeting of the Council of Directors of School Psychology Programs (CDSPP), Deerfield Beach, FL.
7. **Eckert, T. L.**, Bradley-Klug, K. L, Carlson, J. S., D’Angelo, E. J., Machek, G. R., & Swearer, S. M. (2011, January). *CDSPP Task Force on predoctoral internships: Updates*. Invited presentation at the annual meeting of the Council of Directors of School Psychology Programs (CDSPP), Deerfield Beach, FL.
8. **Eckert, T. L.** (2010, June). *Implementation fidelity and CBM.* Invited presentation at the New York State’s RtI TAC Summer Institute, Albany, NY.

**INVITED PRESENTATIONS AND WORKSHOPS**

1. **Eckert, T. L.** (2010, January). *Introduction to response to intervention.* Invited presentation at Burton Street Elementary School, Cazenovia School District, Cazenovia, NY.
2. **Eckert, T. L.** (2010, March). *Introduction to response to intervention.* Invited presentation at Groton Elementary School District, Groton Central School District, Groton, NY.
3. **Eckert, T. L.** (2002, January). *Brief experimental analysis of reading instructional components: Lessons learned from mistakes made.* Invited presentation at Syracuse University, School Psychology Brown Bag Series, Syracuse, NY.
4. **Eckert, T. L.**, Fiese, B. H., Lewandowski, L. J., & Martens, B. K. (2002, September). *The read a buck after school program: A PCHS community research initiative.* Invited presentation at Syracuse University, School Psychology Brown Bag Series, Syracuse, NY.
5. DuPaul, G. J., & **Eckert, T. L.** (1998, November). *School-based interventions for ADHD.* Invited

workshop presented at the annual Association for Advancement of Behavior Therapy,

Washington, DC.

1. **Eckert, T. L.** (1998, October). *Career development for young professionals in school psychology.* Invited paper presented at the University of Massachusetts-Amherst, Amherst, MA.
2. Martens, B. K., **Eckert, T. L.**, Bradley, T. A., & Ardoin, S. P. (1998, October). *Identifying effective treatments from a brief experimental analysis: Using single-case design elements to aid decision making.* Invited paper presented at the annual Berkshire Conference on Behavior Analysis and Therapy, Amherst, MA.
3. **Eckert, T. L.** (1997, November). *Behavioral interventions for tough-to-teach students.* Invited workshop presented at the Syracuse City School District, Syracuse, NY.
4. **Eckert, T. L.** (1997, October). *RALLY intervention training workshop: Part two.* Invited workshop presented at the Lake County School District, Lake County, FL.
5. **Eckert, T. L.**, & Kelsey, E. M. (1997, July). *RALLY intervention training workshop.* Invited workshop presented at the Lake County School District, Lake County, FL.
6. Shapiro, E. S., & **Eckert, T. L.** (1992, March). *Training school psychologists for service delivery to children with severe emotional disturbances.* Invited workshop presented at the annual meeting of the New Jersey Association of School Psychologists, Clark, NJ.

### WEB-BASED SEMINARS AND AUDIOVISUAL MEDIA

1. Miller, D. N., & **Eckert. T. L.** (2009, July 6). Recent developments in school-based suicide prevention – Issue 1 – Needs of schools, school psychologists, and school-based professionals [Facilitation of National Association of School Psychologists online learning event]. Retrieved from <http://www.nasponline.org/communities/default.aspx?g=posts&t=645>
2. Miller, D. N., & **Eckert. T. L.** (2009, July 7). Recent developments in school-based suicide prevention – Issue 2 – Implementation issues related to suicide prevention programs [Facilitation of National Association of School Psychologists online learning event]. Retrieved from <http://www.nasponline.org/communities/default.aspx?g=posts&t=646>
3. Miller, D. N., & **Eckert. T. L.** (2009, July 8). Recent developments in school-based suicide prevention – Issue 3 – Implementation issues related to comprehensive prevention programs [Facilitation of National Association of School Psychologists online learning event]. Retrieved from <http://www.nasponline.org/communities/default.aspx?g=posts&t=647>

### WEB-BASED SEMINARS AND AUDIOVISUAL MEDIA

1. Miller, D. N., & **Eckert. T. L.** (2009, July 9). Recent developments in school-based suicide prevention – Issue 4 – Assessment issues related to large-scale student screenings [Facilitation of National Association of School Psychologists online learning event]. Retrieved from <http://www.nasponline.org/communities/default.aspx?g=posts&t=648>
2. Miller, D. N., & **Eckert. T. L.** (2009, July 10). Recent developments in school-based suicide prevention – Issue 5 – Coordinating violence prevention and suicide prevention efforts. [Facilitation of National Association of School Psychologists online learning event]. Retrieved from <http://www.nasponline.org/communities/default.aspx?g=posts&t=649>
3. **Eckert, T. L.**, & Hintze, J. M. (2003). *American Psychological Association Division 16 Conversation Series: Curriculum-based assessment and measurement*. Videotape cassette.
4. **Eckert, T. L.**, & Hintze, J. M. (2003). *Study guide for American Psychological Association Division 16 Conversation Series: Curriculum-based assessment and measurement*. Study guide.

# PROFESSIONAL SERVICE

2023-present Early Career Research Award Committee, Society for the Study of School Psychology

2016-2022 Board of Directors, Society for the Study of School Psychology

2019-2020 Editor Search Committee, *School Psychology Review*

2011-2014 Member, Senior Scientist Award Committee, Division 16 (School), American Psychological Association

2010-2011 Chair, Early Career Awards Program, Society for the Study of School Psychology

2010-2011 Member, Ron Edwards Dissertation Awards Committee, Behavioral Special Interest Group, National Association of School Psychologists

2009-2011 Treasurer, Council for the Directors in School Psychology Programs

2008-2011 Executive Board, Council for the Directors in School Psychology Programs

2009-2010 Member, Planning Committee for the National Conference on Contemporary Issues in School Psychology Education and Training, Trainers of School Psychologists

2009-2010 Member, Early Career Awards Program, Society for the Study of School Psychology

2009-2010 Member, Lightner Witmer Award Committee, Division 16, (School), American Psychological Association.

2008-2010 Member, School Psychology Summit for Collaborative Scholarship, Society for the Study of School Psychology

2008-2010 Treasurer, Division 16 (School), American Psychological Association

2007-2010 Member, Convention Program Committee, National Association of School Psychologists.

2006-2010 Member, Membership Committee, Society for the Study of School Psychology.

2002-2010 Member, *School Psychology Review* Editorial Appreciation Award, National Association of School Psychologists.

2000-2010 Committee on Women in School Psychology, Division 16 (School), American Psychological Association.

2006-2007 Member, Lightner Witmer Award Committee, Division 16 (School), American Psychological Association.

2003-2005 Chair, Paul Henkin Student Travel Award Committee, Division 16 (School), American Psychological Association.

# PROFESSIONAL SERVICE

2003-2004 Chair, Lightner Witmer Award Committee, Division 16 (School), American Psychological Association.

2003-2004 Member, Lightner Witmer Award Committee, Division 16 (School), American Psychological Association.

2001-2008 Member, Convention Program Committee, Division 16 (School), American Psychological Association.

2000-2001 Chair, Convention Program Committee, Division 16 (School), American Psychological Association.

1999-2000 Co-Chair, Convention Program Committee, Division 16 (School), American Psychological Association

1996-1999 Member, Convention Program Committee, Division 16 (School), American Psychological Association

# ACADEMIC SERVICE

## **Syracuse University**

2013-present Co-Chair, Institutional Review Board, Office of Research Integrity and Protections

2008-present Institutional Review Board Member, Office of Research Integrity and Protections

2011-2013 Provost Review Committee, Syracuse University Senate

2010-2013 Mentor, Syracuse University Engagement Fellow Program

## **College of Arts and Sciences**

2023-present University Marshall

2014-2018 Member, Grade Appeal Panel

2003-2008 Member, Department of International Programs Abroad Committee

2002-2004 Member, Promotion and Tenure Committee

**Department of Psychology**

2022-2023 Member, Undergraduate Engagement Committee

2021-2022 Member, Healthy Labs Committee

2021-2022 Member, Search Committee, School Psychology Search Position

2020-2021 Member, Diversity, Equity, and Inclusion Committee

2019-2020 Member, Undergraduate Engagement Committee

2018-2019 Member, Search Committee, School Psychology Search Position

2017-2018 Member, PSYCH News Committee

2015-2016 Member, Search Committee, Clinical Psychology Search Position

2014-2015 Member, Search Committee, School Psychology Search Position

2014-2015 Member, Promotion and Tenure Committee for Dr. Aesoon Park

2014-2015 Member, Search Committee, School Psychology Search Position

2013-2014 Member, Search Committee, Social Psychology Search Position

2010-2011 Member, Search Committee, School Psychology Search Position

2009-2011 Space Committee, Center for Health and Behavior

2008-2009 Chair, Space Planning Committee

**Department of Psychology**

2008-2009 Member, Search Committee, Clinical Psychology Search Position

2008-2009 Chair, Promotion and Tenure Committee for Dr. Laura Lee McIntyre

2005-2008 Member, Executive Committee

## 2005-2006 Member, Search Committee, Experimental Psychology Search Position

2002-2010 Member, Allport Advisory Council

## 2002-2005 Academic Advisor, Psychology Club

2002-2003,2008 Judge, Annual Psychology Department Undergraduate Poster Session

2002-2003 Subcommittee Member, Promotion and Tenure Committee for Dr.

Verhaeghen

2001-2003 Member, Search Committee, Child Clinical/School Psychology Search

Position

2001-2017 Academic Advisor, PSI CHI

## 2000-2001 Member, Undergraduate Advisory Council

1999-2000 Member, Search Committee, Health and Human Behavior Search Position

1999-2000 Member, Search Committee, Sexual Health Search Position

1999-2000 Consultant, *Psychology Matters*

1998-2000 Member, Allport Pilot Project Committee

1998-1999 Member, Task Force for Faculty-Student Relationships

1998-1999 Member, Task Force for Undergraduate Learning in Psychology - II

1998-1999 Member, Search Committee, Social Psychology Search Position

## 1997-1998 Member, Task Force for Undergraduate Learning in Psychology

## 1996-1998 Member, Department of Psychology Executive Committee

# School Psychology Program

2007-present Area Director

1998-present Graduate Admissions Coordinator

2004-2014 Coordinator, Professionalism Seminar Series

### MASTERS’ THESES AND DOCTORAL DISSERTATIONS CHAIRED

1. Nelson, K. A. (2022). Examining student adherence within a cover-copy-compare intervention. Unpublished master’s thesis, Syracuse University.
2. Watts, E. (2022). [Co-Chair]. Teachers’ perceptions of students’ writing skills: An examination of the agreement between teachers’ judgments and curriculum-based measurement in written expression. Unpublished master’s thesis, Syracuse University.
3. Goldstein, A. (2022). *A closer look into treatment integrity: Examining the effects of student intervention adherence on intervention outcomes.* Unpublished master’s thesis, Syracuse University.
4. Maguire, S. S. (2022). *The importance of treatment integrity: Examining the effect of dosage on intervention outcomes.* Unpublished master’s thesis, Syracuse University.
5. Circe, J. J. (2020). *Examining the efficacy of providing writing prompt choice and performance feedback: A randomized controlled trial.* Unpublished master’s thesis, Syracuse University.
6. Williams, N. L. (2020). *Examining the efficacy of combining cover, copy, compare and performance feedback: A randomized controlled trial.* Unpublished doctoral dissertation, Syracuse University.

### MASTERS’ THESES AND DOCTORAL DISSERTATIONS CHAIRED

1. Eggleston, B. N. (2019). *Examining the mediational role of writing motivation in the writing development of elementary-aged students*. Unpublished doctoral dissertation, Syracuse University.
2. Alvis, A. V. (2019). *Predictors of elementary-aged students’ writing fluency growth in response to a performance feedback writing intervention.* Unpublished doctoral dissertation, Syracuse University.
3. Hamsho, N. (2019). *Examining the classification accuracy of social, academic, emotional behavior risk screener and its relationship with writing performance*. Unpublished doctoral dissertation, Syracuse University.
4. Williams, N. L. (2017). *Cover, copy, compare and performance feedback: An integrative writing intervention*. Unpublished master’s thesis, Syracuse University.
5. Malandrino, R. D. (2017). *Generalization programming and performance feedback: A writing intervention with third-grade students*. Unpublished doctoral dissertation, Syracuse University.
6. Eggleston, B. N. (2017). *Relationship between writing self-efficacy and writing fluency in a performance feedback intervention*. Unpublished master’s thesis, Syracuse University.
7. Hamsho, N. H. (2017). *The impact of classroom behaviors and student attention on written expression.*  Unpublished master’s thesis, Syracuse University.
8. Malandrino, R. D. (2015). *Generalization programming and instructional hierarchy: A performance feedback intervention in writing*. Unpublished master’s thesis, Syracuse University.
9. Hier, B. O. (2014). Programming generality into a performance feedback writing intervention. Unpublished doctoral dissertation, Syracuse University.
10. Koehler, J. L. (2013). *Predictors of postsecondary education attendance for youth with learning disabilities*. Unpublished doctoral dissertation, Syracuse University.
11. Koenig, E. A. (2013). *Closing the feedback-standard gap with the use of a performance feedback and goal setting intervention to improve elementary students’ writing fluency.* Unpublished doctoral dissertation, Syracuse University.
12. Hier, B. O. (2012). *Generality of treatment effects: Evaluating elementary-aged students’ abilities to generalize and maintain fluency gains of a performance feedback writing intervention.* Unpublished master’s thesis, Syracuse University.
13. Rymanowski, J. L. (2011). *School-home performance feedback with home-based writing activities: The effects on elementary students’ writing fluency*. Unpublished doctoral dissertation, Syracuse University.
14. Truckenmiller, A. J. (2011). *Modeling elementary aged students’ fluency growth in written expression: Predicting fluency growth for girls and boys in general education.* Unpublished doctoral dissertation, Syracuse University.
15. Koenig, E. A. (2010). *Performance feedback and individualized goal setting: A comparison of two writing fluency interventions for elementary-aged students*. Unpublished master’s thesis, Syracuse University.
16. Perry, L. J. (2008). *Student-teacher relationships: The impact of students’ relationships with teachers on student school adjustment, engagement, academic competence, and behavior.* Unpublished doctoral dissertation, Syracuse University.
17. Rheinheimer, J. L. (2008). *Promoting elementary students’ writing fluency with a school-home notes feedback program.* Unpublished master’s thesis. Syracuse University.

### MASTERS’ THESES AND DOCTORAL DISSERTATIONS CHAIRED

1. Truckenmiller, A. J. (2007). *Utilizing group performance feedback as a classwide writing intervention for elementary students*. Unpublished master’s thesis. Syracuse University.
2. Scherff, A. R. (2007). *The impact of exposure to violence on internalizing symptomatology and adolescent suicide ideation.* Unpublished doctoral dissertation, Syracuse University.
3. Ricci, L. J. (2006). *Student-teacher relationships: The association between the student-teacher relationship, academic competence, student behavior, and student self-concept.* Unpublished master’s thesis, Syracuse University.
4. Rosenthal, B. D. (2006). *Improving elementary-aged children’s writing fluency: A comparison of improvement based on performance feedback frequency.* Unpublished doctoral dissertation, Syracuse University.
5. Samuels, A. J. (2005). *Children with behavior and phonological awareness difficulties: The effectiveness of an intervention targeting early reading skills.* Unpublished doctoral dissertation, Syracuse University.
6. Rosenblatt, M. L. (2004). *Examining the efficacy of combined reading interventions: A group application of skill-based and performance-based interventions.* Unpublished doctoral dissertation, Syracuse University.
7. Rosenthal, B. D. (2003). *Improving elementary-aged children’s written expressions skills: The effects of explicit timing and performance feedback on writing fluency.* Unpublished master’s thesis, Syracuse University.
8. Rosenblatt, M. L. (2002). *The effects of summer vacation on children’s reading performance: An examination of retention and recoupment using curriculum-based measurement.* Unpublished master’s thesis, Syracuse University.
9. Scherff, A. S. (2002). *Effects of reducing adolescent suicide: Superintendents’ acceptability of school-based programs.* Unpublished master’s thesis, Syracuse University.
10. Carson, P. M. (2001). *Examining the efficacy of student-selected versus empirically-selected interventions on the mathematics performance of general education students.* Unpublished master’s thesis, Syracuse University.
11. Dunn, E. K. (2001). *Examining the accuracy of curriculum-based measurement progress monitoring in reading: Alternative methods for evaluating technical adequacy*. Unpublished doctoral dissertation, Syracuse University.
12. Zappala, K. E. (2001). *The effects of providing consultation training on preservice teachers’ knowledge, skill, and acceptance of school-based consultation as a service delivery model*. Unpublished doctoral dissertation, Syracuse University.
13. Kirkham, K. K. (1999). *The development of a teacher rating scale for measuring reading performance.* Unpublished master’s thesis, Syracuse University.
14. Tillman, T. C. (1999). *Generalization programming and school-based consultation: The effects of a generalization training program on teachers’ consultation-related skills.* Unpublished doctoral dissertation, Syracuse University.
15. Zappala, K. E. (1999). *Bridging the gap between school psychologists and teachers: The effects of preservice consultation training*. Unpublished master’s thesis, Syracuse University.
16. Dunn, E. K. (1998). *Curriculum-based measurement in reading: A comparison of similar versus challenging material.* Unpublished master’s thesis, Syracuse University.

### TEACHING EXPERIENCE

Undergraduate Courses Behavior Disorders in Children

Personality

Psychological Measurement

Introduction to School Psychology

Graduate Courses Cognitive Intellectual Assessment

Direct Assessment of Academic Skills

Introduction to School Psychology Seminar

School-Based Interventions

Practicum in Direct Academic Interventions

Seminar in Single Subject Designs

### PROFESSIONAL AFFILIATIONS

American Psychological Association 1990 – present

Council of Directors of School Psychology Programs 1996 – present

Division 16 of the American Psychological Association 1990 – present

National Association of School Psychologists 1990 – present

School Psychology Educators Council of New York State 1996 – present

Trainers of School Psychologists 1996 – present