

## Curriculum Vitae

### Tanya L. Eckert

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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  
2009-present Associate Chair, Department of Psychology, Syracuse University  
2007-present Director of Training, School Psychology Program, Department of Psychology, Syracuse  
University  
2002-present Associate Professor, 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**

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  
2006 Outstanding Faculty Advisor of the Year, College of Arts and Sciences, Syracuse University  
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 for Research, Division 16, American Psychological  
Association  
2002 Certificate of Excellence, Department of Psychology, Syracuse University  
1998 *School Psychology Review* Editorial Appreciation Award, National Association of School  
Psychologists

#### **EDITORIAL EXPERIENCE**

2015-present Senior Associate Editor, *School Psychology Review*  
2011-present Editorial Board, *School Psychology Quarterly*  
2006-present Editorial Board, *Journal of School Psychology*  
1997-present Editorial Board, *School Psychology Review*  
1997-present Editorial Board, *Prevention and Remediation of School Problems*  
2007-2010 Associate Editor, *School Psychology Review*  
2000-2005 Associate Editor, *School Psychology Review*

## **GRANTS AWARDED**

“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 5/17. [\$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., Koenig, E. A., & Hier, B. O. (in press). Using performance feedback and goal setting to improve elementary students' writing fluency. *School Psychology Review*.
2. Hier, B. O., & Eckert, T. L. (in press). Programming generality into a performance feedback writing intervention. *Journal of School Psychology*.
3. January, S. A., Ardoin, S. P., Christ, T. J., Eckert, T. L. & White, M. J. (in press). 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*.
4. 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., Eward, C. K., & Carey, M. P. (in press). The interaction of VNTR polymorphism and perceived peer drinking norms in adolescent drinking. *Development and Psychopathology*.
5. 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
6. 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

## **PUBLICATIONS IN REFEREED JOURNALS**

7. 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
8. Truckenmiller, A. J., Eckert, T. L., Coddling, 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
9. 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.
10. 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.
11. DuPaul, G. J., Eckert, T. L., & Vilaro, 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.
12. 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
13. 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*, 613-616. doi: 10.1016/j.jsp.2011.11.002
14. 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*, 259-63. doi:10.1007/s10643-010-0416-y
15. Lovett, B. J., & Eckert, T. L. (2009). Reinforcement sensitivity and responsiveness to performance feedback: A preliminary investigation. *Journal of Applied School Psychology, 25*, 204-219.
16. Miller, D. N., & Eckert, T. L. (2009). Suicidal behavior in children and youth and the schools: An introduction to the miniseries. *School Psychology Review, 38*, 153-167.
17. Miller, D. N., Eckert, T. L., & Mazza, J. J. (2009). Suicide prevention in the schools: A review and public health perspective. *School Psychology Review, 38*, 168-188.
18. 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*, 233-248.
19. 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.
20. 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.

## **PUBLICATIONS IN REFEREED JOURNALS**

21. 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.
22. Riley-Tillman, T. C., Chafouleas, S. M., Briesch, A. M., & Eckert, T. L. (2008). Behavioral assessment tools: An investigation of the acceptability, reported training and use, and decision reliability of daily behavior report cards and systematic direct observation among school psychologists. *Journal of Behavioral Education, 17*, 313-327.
23. 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.
24. 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
25. Coddling, R. S., Eckert, T. L., Fanning, E., Shiyko, M., & Solomon, E. (2007). 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.
26. 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*.
27. 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.
28. Martens, B. K., Eckert, T. L., Begeny, J. C., Lewandowski, L. J., DiGennaro, F. D., Montarello, S. A., Arbolino, L. A., & Reed, D. D. (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.
29. 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.
30. Eckert, T. L., Dunn, E. K., Coddling, 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.
31. 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.
32. Coddling, 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.
33. 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.
34. 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.

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35. 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.
36. Riley-Tillman, T. C., Chafouleas, S. M., Eckert, T. L., & Kelleher, C. (2005). Systematically programming to bridge the gap between research and practice: A framework for building research agendas in school psychology. *Psychology in the Schools, 42*, 459-473.
37. 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.
38. 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 of women at different stages in their career. *School Psychology Quarterly, 19*, 327-341.
39. 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.
40. 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.
41. 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.
42. 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.
43. 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.
44. 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.
45. 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.
46. 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.
47. 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.
48. 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.

## **PUBLICATIONS IN REFEREED JOURNALS**

49. 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.
50. 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.
51. 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
52. 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.
53. Martens, B. K., & Eckert, T. L. (2000). The essential role of data in psychological theory. *Journal of School Psychology, 38*, 369-376.
54. 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.
55. 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.
56. 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.
57. 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.
58. 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.
59. 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.
60. 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.
61. 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.
62. Eckert, T. L., Hintze, J. M., & Shapiro, E. S. (1997). School psychologists' acceptability of behavioral and traditional assessment procedures for externalizing problem behaviors. *School Psychology Quarterly, 12*, 150-169.
63. Mace, F. C., Mauro, B. C., Boyajian, A. E., & Eckert, T. L. (1997). Effects of reinforcer quality on behavioral momentum: Coordinated applied and basic research. *Journal of Applied Behavior Analysis, 30*, 1-20.

## **PUBLICATIONS IN REFEREED JOURNALS**

64. Martens, B. K., Bradley, T. A., & Eckert, T. L. (1997). Effects of reinforcement history and instructions on the persistence of student engagement. *Journal of Applied Behavior Analysis*, 30, 569-572.
65. 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.
66. Shapiro, E. S., & Eckert, T. L. (1994). Acceptability of curriculum-based assessment by school psychologists. *Journal of School Psychology*, 32, 167-184.
67. Lutz, J. G., & Eckert, T. L. (1994). The relationship between canonical correlation analysis and multivariate multiple regression. *Educational and Psychological Measurement*, 54, 666-675.
68. 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.
69. Shapiro, E. S., & Eckert, T. L. (1993). Curriculum-based assessment among school psychologists: Knowledge, use, and attitudes. *Journal of School Psychology*, 31, 375-384.

## **BOOK CHAPTERS**

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). Bethesda, MD: 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). New York: 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 (pp. 169-181). In K. F., Geisinger (Ed.), *APA Handbook of Testing and Assessment in Psychology*. Washington, DC: American Psychological Association.
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 (pp. 62-76). In R. Chidsey and K. J. Andren (Eds.), *Assessment for Intervention: A Problem-Solving Approach* (2<sup>nd</sup> ed). NY: 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 (pp. 699-712). In M. L. Falese (Ed.), *Encyclopedia of Education Research: Volume II*. Hauppauge, NY: Nova Sciences. (Reprinted from *Special Education in the 21<sup>st</sup> Century*, pp. 169-182 by J. L., Koehler, T. L. Eckert, A. J., Truckenmiller, J. L. Rheinheimer, J. L., & E. A. Koenig. Little, 2009, Hauppauge, NY: Nova Sciences.)
6. Eckert, T. L. (2011). Conclusion: Evolution of School Psychology. In M. A. Bray & T. J. Kehle (Eds.), *Oxford Handbook of School Psychology* (pp. 860-876). New York: Oxford University Press.
7. Eckert, T. L., Coddling, R. S., & Dunn, E. K. (2010). Curriculum-based measurement (pp. 1137-1143). In A. S. Davis (Ed.), *Handbook of Pediatric Neuropsychology*. New York: Springer.

## **BOOK CHAPTERS**

8. Eckert, T. L., Coddington, 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 (pp. 111-124). In K. A. Akin-Little, S. N. Little, M. Bray, & T. Kehle (Eds.), *Handbook of Behavioral Interventions in Schools*. Washington, DC: American Psychological Association.
9. 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 (pp. 169-182). In M. T. Burton (Ed.), *Special Education in the 21<sup>st</sup> Century*. Hauppauge, NY: Nova Sciences.
10. 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 (pp. 235-252). In D. H. Molina (Ed.), *School Psychology: 21<sup>st</sup> Century Issues and Challenges*. Hauppauge, NY: Nova Sciences.
11. 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 (pp. 327-343). In D. H. Molina (Ed.), *School Psychology: 21<sup>st</sup> Century Issues and Challenges*. Hauppauge, NY: Nova Sciences.
12. 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, Silver Springs, MD: National Association of School Psychologists).
13. 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). Hauppauge, NY: Nova Sciences.
14. 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). Mahway, NJ: Erlbaum.
15. Eckert, T. L., & Arbolino, L. A. (2005). The role of teacher perspectives in diagnostic and program evaluation decision-making (pp. 65-81). In R. Brown-Chidsey (Ed.), *Beyond labels: Non-categorical individualized assessment methods*. New York: Guilford Press.
16. 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). New York: Routledge.
17. Eckert, T. L., Goldstein, A. P., Rosenblatt, M. L., & Rosenthal, B. D. (2004). Social skills building: Adolescents. In T. S. Watson & C. H. Skinner (Eds.), *Comprehensive encyclopedia of school psychology* (pp. 310-312). New York: Kluwer Academic/Plenum Publishers.
18. Eckert, T. L., Goldstein, A. P., Rosenblatt, M. L., & Rosenthal, B. D. (2004). Social skills building: Elementary. In T. S. Watson & C. H. Skinner (Eds.), *Comprehensive encyclopedia of school psychology* (pp. 312-314). New York: Kluwer Academic/Plenum Publishers.



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19. Breen, M. J., Eckert, T. L., & DuPaul, G. J. (2003). 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. 171-188). Austin, TX: Pro-Ed.
20. 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). Austin, TX: Pro-Ed.
21. Eckert, T. L., Dunn, E. K., Coddling, 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). New York, NY: Guilford Publications, Inc.
22. Eckert, T. L., Dunn, E. K., Guiney, K. M., & Coddling, 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). New York, NY: Guilford Publications, Inc.
23. 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). Boulder, CO: Westview Press.
24. 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). Austin, TX: Pro-Ed.
25. 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). Austin, TX: Pro-Ed.

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

## **TECHNICAL REPORTS AND TRAINING MANUALS**

7. 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. (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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.

## **CONFERENCE POSTERS AND PRESENTATIONS**

11. 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.
12. 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.
13. Ardoin, S. P., Christ, T. J., Eckert, T. L., White, M. J., & Monaghan, 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.
14. 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.
15. 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.
16. 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.
17. Eckert, T. L., Hier, B. O., & Koenig, E. A. (2014, February). *Writing skills as predictors of reading comprehension on elementary-aged students.* Poster presented at the annual convention of the National Association of School Psychologists, Washington, DC.
18. 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.
19. 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.
20. 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.
21. 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.
22. 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.
23. 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.

## **CONFERENCE POSTERS AND PRESENTATIONS**

24. 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.
25. 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.
26. 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.
27. 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.
28. 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.
29. 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.
30. 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.
31. 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.
32. 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.
33. 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.
34. 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.
35. 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.

## **CONFERENCE POSTERS AND PRESENTATIONS**

36. 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.
37. 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.
38. 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.
39. 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.
40. 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.
41. 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.
42. 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.
43. 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.
44. DuPaul, G. J., Eckert, T. L., Vilaro, 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.
45. 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.
46. 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.

## **CONFERENCE POSTERS AND PRESENTATIONS**

47. 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.
48. 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.
49. 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.
50. 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.
51. 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.
52. 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.
53. 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.
54. 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.
55. 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.
56. 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.
57. 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.

## **CONFERENCE POSTERS AND PRESENTATIONS**

58. Eckert, T. L., Ricci, L. J., Truckenmiller, A. J., Rosenthal, B. D., Doyle, N.M., Rheinheimer, J. L., & Devlin, A. J. (March, 2007). *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.
59. Truckenmiller, A. J., Eckert, T. L., Perry, L. J., Doyle, N. M., & Rheinheimer, J. L. (March, 2007). *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.
60. Begeny, J. C., DiGennaro, F. D., Montarello, S. A., Arbolino, L. A., Martens, B. K., Eckert, T. L., Lewandowski, L. J., & Fiese, B. K. (July, 2006). *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.
61. 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.
62. 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.
63. 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.
64. 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.
65. 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.
66. 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.
67. 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.
68. 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.
69. 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.

## **CONFERENCE POSTERS AND PRESENTATIONS**

70. 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.
71. 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 27<sup>th</sup> annual colloquium of the International School Psychology Association, Athens, Greece.
72. 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.
73. 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.
74. 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.
75. 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.
76. 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.
77. 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.
78. 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.
79. 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.
80. 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.



## **CONFERENCE POSTERS AND PRESENTATIONS**

81. 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.
82. 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.
83. 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.
84. 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.
85. 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.
86. 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.
87. 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.
88. 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.
89. 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.
90. 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.
91. 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.

## **CONFERENCE POSTERS AND PRESENTATIONS**

92. 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.
93. 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.
94. 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.
95. 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.
96. 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.
97. 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.
98. 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.
99. 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.
100. 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.
101. Eckert, T. L., Ardoin, S. P., Coddling, 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.

## **CONFERENCE POSTERS AND PRESENTATIONS**

- 102.** 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.
- 103.** 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.
- 104.** 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.
- 105.** 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.
- 106.** 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.
- 107.** 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.
- 108.** 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.
- 109.** 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.
- 110.** 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.
- 111.** 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.
- 112.** 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.
- 113.** Eckert, T. L., Ardoin, S. P., Samuels, A., Carson, P., Coddling, 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.

## **CONFERENCE POSTERS AND PRESENTATIONS**

- 114.** 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.
- 115.** 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.
- 116.** 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.
- 117.** 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.
- 118.** 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.
- 119.** 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.
- 120.** 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.
- 121.** 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.
- 122.** 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.
- 123.** 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.
- 124.** 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.

## **CONFERENCE POSTERS AND PRESENTATIONS**

- 125.** 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.
- 126.** 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.
- 127.** 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.
- 128.** 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.
- 129.** 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.
- 130.** 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.
- 131.** 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.
- 132.** 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.
- 133.** 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.
- 134.** 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.
- 135.** 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.

## **CONFERENCE POSTERS AND PRESENTATIONS**

- 136.** 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.
- 137.** 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.
- 138.** 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.
- 139.** 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.
- 140.** 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.
- 141.** 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.
- 142.** 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.
- 143.** 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.
- 144.** 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.
- 145.** 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.
- 146.** 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.

## **CONFERENCE POSTERS AND PRESENTATIONS**

- 147.** 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.
- 148.** 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.
- 149.** 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.
- 150.** 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.
- 151.** 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.
- 152.** 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.
- 153.** 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.
- 154.** 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.
- 155.** 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.
- 156.** 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.
- 157.** 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. Janczak, 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.
2. Janczak, 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.
3. 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.
4. Eckert, T. L. (2013, February). *Keeping children safe: Considerations for schools and parents*. Invited presentation at Syracuse University, Syracuse, NY.
5. 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.
6. 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.
7. Eckert, T. L. (2010, June). *Implementation fidelity and CBM*. Invited presentation at the New York State's RtI TAC Summer Institute, Albany, NY.
8. Eckert, T. L. (2010, January). *Introduction to response to intervention*. Invited presentation at Burton Street Elementary School, Cazenovia School District, Cazenovia, NY.
9. Eckert, T. L. (2010, March). *Introduction to response to intervention*. Invited presentation at Groton Elementary School District, Groton Central School District, Groton, NY.
10. 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.
11. 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.
12. 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.
13. Eckert, T. L. (1998, October). *Career development for young professionals in school psychology*. Invited paper presented at the University of Massachusetts-Amherst, Amherst, MA.
14. 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.
15. Eckert, T. L. (1997, November). *Behavioral interventions for tough-to-teach students*. Invited workshop presented at the Syracuse City School District, Syracuse, NY.
16. Eckert, T. L. (1997, October). *RALLY intervention training workshop: Part two*. Invited workshop presented at the Lake County School District, Lake County, FL.



### **INVITED PRESENTATIONS AND WORKSHOPS**

17. Eckert, T. L., & Kelsey, E. M. (1997, July). *RALLY intervention training workshop*. Invited workshop presented at the Lake County School District, Lake County, FL.
18. 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>
4. 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>
5. 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>
6. Eckert, T. L., & Hintze, J. M. (2003). *American Psychological Association Division 16 Conversation Series: Curriculum-based assessment and measurement*. Videotape cassette.
7. 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**

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|-----------|---|
| 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 |

## **PROFESSIONAL SERVICE**

- 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.
- 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**

- 2011-2013 Provost Review Committee, Syracuse University Senate
- 2010-2013 Mentor, Syracuse University Engagement Fellow Program
- 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

### **College of Arts and Sciences**

- 2014-present Member, Grade Appeal Panel
- 2003-2008 Member, Department of International Programs Abroad Committee
- 2002-2004 Member, Promotion and Tenure Committee

### **Department of Psychology**

- 2001-present Academic Advisor, PSI CHI

## **ACADEMIC SERVICE**

### **Department of Psychology**

2015-2016	Member, Search Committee, Clinical Psychology Search Position
2014-2015	Member, Search Committee, School Psychology Search Position
2014-2015	Members, 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
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
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, <i>Psychology Matters</i>
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	Director of Training
2004-present	Member, Professionalism Seminar Series
1998-present	Graduate Admissions Coordinator

## **MASTERS' THESES AND DOCTORAL DISSERTATIONS CHAIRED**

Malandrino, R. (2015). *Generalization programming and instructional hierarchy: A performance feedback intervention in writing*. Unpublished master's thesis, Syracuse University.

Hier, B. O. (2014). *Programming generality into a performance feedback writing intervention*. Unpublished doctoral dissertation, Syracuse University.

Koehler, J. L. (2013). *Predictors of postsecondary education attendance for youth with learning disabilities*. Unpublished doctoral dissertation, Syracuse University.

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.

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.

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.

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.

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.

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.

Rheinheimer, J. L. (2008). *Promoting elementary students' writing fluency with a school-home notes feedback program*. Unpublished master's thesis. Syracuse University.

Truckenmiller, A. J. (2007). *Utilizing group performance feedback as a classwide writing intervention for elementary students*. Unpublished master's thesis. Syracuse University.

Scherff, A. R. (2007). *The impact of exposure to violence on internalizing symptomatology and adolescent suicide ideation*. Unpublished doctoral dissertation, Syracuse University.

## **MASTERS' THESES AND DOCTORAL DISSERTATIONS CHAIRED**

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.

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.

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.

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.

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.

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.

Scherff, A. S. (2002). *Effects of reducing adolescent suicide: Superintendents' acceptability of school-based programs*. Unpublished master's thesis, Syracuse University.

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.

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.

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.

Kirkham, K. K. (1999). *The development of a teacher rating scale for measuring reading performance*. Unpublished master's thesis, Syracuse University.

### **MASTERS' THESES AND DOCTORAL DISSERTATIONS CHAIRED**

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.

Zappala, K. E. (1999). *Bridging the gap between school psychologists and teachers: The effects of preservice consultation training*. Unpublished master's thesis, Syracuse University.

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
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