

Curriculum Vitae

Tanya L. Eckert

Syracuse University
Department of Psychology
430 Huntington Hall
Syracuse, NY 13244-2340

Office Phone: 315-443-3141
Home Phone: 315-433-9133
Office Fax: 315-443-4085
E-mail: taeckert@syr.edu

EDUCATION

- 1996 Ph.D., Lehigh University, School Psychology (APA Full Accreditation, NASP, and NCATE approved)
1990 M.Ed., Lehigh University, Education in Human Development
1989 B.A., (Cum Laude) Hood College, Psychology

PROFESSIONAL EXPERIENCE

- 2007-present Director of Training, School Psychology Program, Department of Psychology, Syracuse University
2002-present Associate Professor, Department of Psychology, Syracuse University
2003-2005 Vice President-Membership, Division 16 (School), American Psychological Association
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, Biobehavioral Unit, University of Pennsylvania, School of Medicine, Children's Seashore Hospital, Philadelphia, PA

AWARDS AND HONORS

- 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

- 2007-present Associate Editor, *School Psychology Review*
2006-present Editorial Board, *Journal of School Psychology*
2005-present Editorial Board, *School Psychology Review*
1997-present Editorial Board, *Prevention and Remediation of School Problems*
2000-2005 Associate Editor, *School Psychology Review*
2000-2004 Editorial Board, *Trainer's Forum*
1997-2000 Editorial Board, *School Psychology Review*

PUBLICATIONS IN REFEREED JOURNALS

1. Lovett, B. J., & Eckert, T. L. (in press). Reinforcement sensitivity and responsiveness to performance feedback: A preliminary investigation. *Journal of Applied School Psychology*.
2. Miller, D. N., & Eckert, T. L. (in press). Suicidal behavior in children and youth and the schools: An introduction to the miniseries. *School Psychology Review*.
3. Miller, D. N., & Eckert, T. L. (in press). Suicide prevention in the schools: A review and public health perspective. *School Psychology Review*.
4. Samuels, A. J., & Eckert, T. L. (in press). Young children at risk for developing behavior and reading difficulties: Effectiveness of an intervention targeting phonemic awareness skills. *Journal of School Psychology*.
5. Arbolino, L. A., Lewandowski, L. J., & Eckert, T. L. (2008). Child abuse and school settings: An examination of school psychologists' background, competency, and training needs. *Journal of Child and Adolescent Trauma, 1*, 233-248.
6. Ardoin, S. P., Eckert, T. L., & Pender, A. S. (2008). Promoting generalization of reading: A comparison of two fluency-based interventions for improving children's oral reading rate. *Journal of Behavioral Education, 17*, 237-252.
7. Begeny, J. C., Eckert, T. L., Montarello, S. A., & Storie, M. R. (2008). Teachers' perceptions of students' reading abilities: An examination of the relationship between teachers' judgments and students' performance across a continuum of rating methods. *School Psychology Quarterly, 23*, 43-55.
8. Eckert, T. L., Dunn, E. K., Rosenblatt, M. A., & Truckenmiller, A. J. (2008). Identifying effective school-based reading interventions: A review of the brief experimental analysis literature. *School Psychology Forum, 2*, 16-28.
9. Riley-Tillman, T. C., Chafouleas, S. M., Briesch, A. M., & Eckert, T. L. (2008). 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.
10. Wildenger, L. K., McIntyre, L. L., Fiese, B. H., & Eckert, T. L. (2008). Children's daily routines during kindergarten transition. *Early Childhood Education Journal, 36*, 69-74.
11. McIntyre, L. L., Eckert, T. L., Fiese, B. H., DiGennaro, F. D., & Wildenger, L. K. (2007). Transition to kindergarten: Family experiences and involvement. *Journal of Early Childhood Education, 83-89*.
12. 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.
13. 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*.
14. 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.
15. 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.
16. 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).

PUBLICATIONS IN REFEREED JOURNALS

17. 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.
18. 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.
19. 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.
20. 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.
21. 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.
22. 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.
23. 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.
24. 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.
25. 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.
26. 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.
27. 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.
28. 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.
29. 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.
30. 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.
31. 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.

PUBLICATIONS IN REFEREED JOURNALS

32. 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.
33. 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.
34. 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.
35. 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.
36. 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.
37. 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.
38. 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.
39. 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.
40. 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.
41. Martens, B. K., & Eckert, T. L. (2000). The essential role of data in psychological theory. *Journal of School Psychology, 38*, 369-376.
42. 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.
43. 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.
44. 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.
45. 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.
46. 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.
47. 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.
48. 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.

PUBLICATIONS IN REFEREED JOURNALS

49. 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.
50. 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.
51. 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.
52. 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.
53. 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.
54. Shapiro, E. S., & Eckert, T. L. (1994). Acceptability of curriculum-based assessment by school psychologists. *Journal of School Psychology*, 32, 167-184.
55. Lutz, J. G., & Eckert, T. L. (1994). The relationship between canonical correlation analysis and multivariate multiple regression. *Educational and Psychological Measurement*, 54, 666-675.
56. 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.
57. 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. (in press). Conclusion: Evolution of School Psychology. In M. A. Bray & T. J. Kehle (Eds.), *Oxford Handbook of School Psychology*. New York: Oxford University Press.
2. Eckert, T. L., & Lovett, B. J. (in press). Principles of behavioral assessment. In C. R. Reynolds (Ed.), *Oxford Handbook of Psychological Assessment of Children and Adolescents*. New York: Oxford University Press.
3. Eckert, T. L., Coddling, R. S., & Dunn, E. K. (in press). Curriculum-based measurement. In A. S. Davis (Ed.), *Handbook of Pediatric Neuropsychology*. New York: Springer.
4. Eckert, T. L., Coddling, R. M., Truckenmiller, A. J., & Rheinheimer, J. L. (in press). Improving children's fluency in reading, mathematics, spelling, and writing: A review of evidence-based academic interventions. In K. A. Akin-Little, S. N. Little, M. Bray, & T. Kehle (Eds.), *Handbook of Behavioral Interventions in Schools*. Washington, DC: American Psychological Association
5. Koehler, J. L., Eckert, T. L., Truckenmiller, A. J., Rheinheimer, J. L., & Koenig, E. L. (in press). Transition for high school special education students to post-secondary environments: Best practices, benefits, and barriers. In D. H. Molina (Ed.), *Special Education*. Hauppauge, NY: Nova Sciences.
6. 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: 21st Century Issues and Challenges*. Hauppauge, NY: Nova Sciences.
7. 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: 21st Century Issues and Challenges*. Hauppauge, NY: Nova Sciences.

BOOK CHAPTERS

8. 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.
9. 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.
10. 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: Noncategorical individualized assessment methods*. New York: Guilford Press.
11. 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 Falmer.
12. 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.
13. 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.
14. 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.
15. 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.
16. 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.
17. 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.
18. 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.
19. 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.
20. 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.

AUDIOVISUAL MEDIA

1. Eckert, T. L., & Hintze, J. M. (2003). *American Psychological Association Division 16 Conversation Series: Curriculum-based assessment and measurement*. Videotape cassette.
2. Eckert, T. L., & Hintze, J. M. (2003). *Study guide for American Psychological Association Division 16 Conversation Series: Curriculum-based assessment and measurement*. Study guide.

CONFERENCE POSTERS AND PRESENTATIONS

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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.
13. 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.

CONFERENCE POSTERS AND PRESENTATIONS

14. 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.
15. 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.
16. 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.
17. 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.
18. Begeny, J. C., & Eckert, T. L. (2005, July). *Assessment of mathematics and reading performance: An examination of the correspondence between direct assessment of student performance and teacher report*. Paper presented at the 27th annual colloquium of the International School Psychology Association, Athens, Greece.
19. 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.
20. 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.
21. 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.
22. 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.
23. 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.
24. 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.
25. 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.
26. 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.

CONFERENCE POSTERS AND PRESENTATIONS

27. 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.
28. 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.
29. 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.
30. 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.
31. 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.
32. 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.
33. 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.
34. 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.
35. 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.
36. 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.
37. 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.
38. 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.
39. 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.

CONFERENCE POSTERS AND PRESENTATIONS MEETINGS

40. 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.
41. 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.
42. 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.
43. 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.
44. 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.
45. 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.
46. 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.
47. 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.
48. 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.
49. 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.
50. 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.
51. Eckert, T. L., Wolfe, L. A., Dunn, E. K., & Carson, P. M. (2001, April). *Improving math computational skills: An examination of the efficacy of combining skill-and performance-based interventions*. Poster session presented at the annual convention of the National Association of School Psychologists, Washington, D.C.

CONFERENCE POSTERS AND PRESENTATIONS

52. 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.
53. 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.
54. 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.
55. 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.
56. 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.
57. 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.
58. 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.
59. 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.
60. 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.
61. 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.
62. 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.
63. 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.
64. 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.
65. 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.

CONFERENCE POSTERS AND PRESENTATIONS

66. 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.
67. 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.
68. 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.
69. 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.
70. 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.
71. 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.
72. 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.
73. 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.
74. 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.
75. 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.
76. 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.
77. 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.
78. 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.

CONFERENCE POSTERS AND PRESENTATIONS

79. 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.
80. 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.
81. 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.
82. 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.
83. 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.
84. 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.
85. 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.
86. 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.
87. 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.
88. 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.
89. 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.
90. 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.
91. 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.

CONFERENCE POSTERS AND PRESENTATIONS

92. 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.
93. 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.
94. 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.
95. 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.
96. 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.
97. 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.
98. 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.
99. 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.
100. 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.
101. 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.
102. 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.
103. Eckert, T. L. (1991, March). *Training appropriate social interactions with autistic adolescents*. Poster session presented at the annual convention of the National Association for School Psychologists, Dallas, TX.

INVITED PRESENTATIONS AND WORKSHOPS

1. Eckert, T. L. (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.
2. 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.
3. Eckert, T. L. (2002, January). *Brief experimental analysis of reading instructional components: Lessons learned from mistakes made*. Invited presentation at Syracuse University, School Psychology Brown Bag Series, Syracuse, NY.
4. Eckert, T. L., Fiese, B. H., Lewandowski, L. J., & Martens, B. K. (2002, September). *The read a buck after school program: A PCHS community research initiative*. Invited presentation at Syracuse University, School Psychology Brown Bag Series, Syracuse, NY.
5. DuPaul, G. J., & Eckert, T. L. (1998, November). *School-based interventions for ADHD*. Invited workshop presented at the annual Association for Advancement of Behavior Therapy, Washington, DC.
6. Eckert, T. L. (1998, October). *Career development for young professionals in school psychology*. Invited paper presented at the University of Massachusetts-Amherst, Amherst, MA.
7. 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.
8. Eckert, T. L. (1997, November). *Behavioral interventions for tough-to-teach students*. Invited workshop presented at the Syracuse City School District, Syracuse, NY.
9. Eckert, T. L. (1997, October). *RALLY intervention training workshop: Part two*. Invited workshop presented at the Lake County School District, Lake County, FL.
10. Eckert, T. L., & Kelsey, E. M. (1997, July). *RALLY intervention training workshop*. Invited workshop presented at the Lake County School District, Lake County, FL.
11. 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.

PROFESSIONAL SERVICE

- 2009-present Treasurer, Council for the Directors in School Psychology Programs
- 2008-present Treasurer, Division 16 (School), American Psychological Association
- 2008-present Executive Board, Council for the Directors in School Psychology Programs
- 2006-present Member, Membership Committee, Society for the Study of School Psychology.
- 2002-present Member, *School Psychology Review* Editorial Appreciation Award, National Association of School Psychologists.
- 2007-present Member, Convention Program Committee, National Association of School Psychologists.
- 2000-present Committee on Women in School Psychology, Division 16 (School), American Psychological Association.
- 2006-2007 Member, Lightner Witmer Award Committee, Division 16 (School), American Psychological Association.
- 2003-2005 Chair, Paul Henkin Student Travel Award Committee, Division 16 (School), American Psychological Association.

PROFESSIONAL SERVICE

- 2003-2004 Chair, Lightner Witmer Award Committee, Division 16 (School), American Psychological Association.
- 2003-2004 Member, Lightner Witmer Award Committee, Division 16 (School), American Psychological Association.
- 2001-2008 Member, Convention Program Committee, Division 16 (School), American Psychological Association.
- 2000-2001 Chair, Convention Program Committee, Division 16 (School), American Psychological Association.
- 1999-2000 Co-Chair, Convention Program Committee, Division 16 (School), American Psychological Association
- 1996-1999 Member, Convention Program Committee, Division 16 (School), American Psychological Association

ACADEMIC SERVICE**Syracuse University**

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

College of Arts and Sciences

- 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
- 2009-present Member, Search Committee, Educational/Developmental Search Position
- 2008-2009 Chair, Space Planning Committee
- 2008-2009 Member, Search Committee, Clinical Psychology Search Position
- 2008-2009 Chair, Promotion and Tenure Committee for Dr. McIntyre
- 2005-2008 Member, Executive Committee
- 2005-2006 Member, Search Committee, Experimental Psychology Search Position
- 2002-2005 Academic Advisor, Psychology Club
- 2002-2004 Member, Allport Advisory Council
- 2002-2003, 2008 Judge, 9th annual 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, *Psychology Matters*
- 1998-2000 Member, Allport Pilot Project Committee
- 1998-1999 Member, Task Force for Faculty-Student Relationships
- 1998-1999 Member, Task Force for Undergraduate Learning in Psychology - II
- 1998-1999 Member, Search Committee, Social Psychology Search Position
- 1997-1998 Member, Task Force for Undergraduate Learning in Psychology
- 1996-1998 Member, Department of Psychology Executive Committee

School Psychology Program

- 2004-present Member, Professionalism Seminar Series
- 1998-2008 Admissions Coordinator

GRANTS AWARDED

“Formative Assessment and Instrumentation Procedures for Reading.” Institute for Education Science, US Department of Education. Co-Principal Investigator. Project Period: 6/09 to 6/12. [\$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 to 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]

MASTERS' THESES AND DOCTORAL DISSERTATIONS CHAIRED

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.

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.

MASTERS' THESES AND DOCTORAL DISSERTATIONS CHAIRED

- 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.
- 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

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

PROFESSIONAL AFFILIATIONS

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|---|----------------|
| American Psychological Association | 1990 – present |
| Association for Behavior Analysis | 1994 – present |
| Council of Directors of School Psychology Programs | 1996 – present |
| Council for Exceptional Children | 1996 – present |
| National Association of School Psychologists | 1990 – present |
| School Psychology Educators Council of New York State | 1996 – present |
| Trainers of School Psychologists | 1996 – present |