

**Department of Psychology**

**Specialist in School Psychology Program**

**Eastern Illinois University**

**Original Report Dated 2008**

**Renewal Designation as a First Choice Graduate Program**

**November 19, 2013**

**Criterion 1: The program documents sustained achievements in strengthening the quality, diversity, and internalization of the University's student body by attracting candidates who have the potential for academic and professional achievement and who complete degrees and succeed as alumni. The evidence demonstrated sustained**

The program documents sustained enrollment record.

**Table 1 – Application, Enrollment and Diversity Summary**

<b>Enrollment Data</b>	<b>F 2011</b>		<b>F 2012</b>		<b>F 2013</b>		<b>3 Year Mean</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b># of Applications</b>	39		39		36		<b>114</b>	
<b># of Admission Offers</b>	13	33%	14	36%	13	36%	<b>40</b>	<b>35%</b>
<b>Admission Yield</b>	8	62%	10	71%	9	69%	<b>27</b>	<b>67%</b>
<b>Continues Candidates</b>	12		14		17		<b>14</b>	
<b>Total Enrollment</b>	22		24		26		<b>24</b>	
<b>Diversity Rates Based on Total Enrollment</b>								
<b>Undergraduate Diversity (Other Institutions)</b>	14	64%	15	62%	15	58%	<b>15</b>	<b>62%</b>
<b>Domestic Diversity (% of out-of-state students)*</b>	0		0		2	7%	<b>4</b>	<b>2%</b>
<b>International Diversity</b>	0		0		0		<b>0</b>	
<b>Gender Diversity (Women)</b>	17	77%	20	83%	21	81%	<b>19</b>	<b>79%</b>

## 1a. Enrollment Management

**1ai -Recruitment Plan:** The program continues to document print material (brochures), electronic means (program website and the National Association of School Psychologists website), visits to universities, and personal contacts to attract highly qualified and diverse application pool. The program documents sustained enrollment goals.

### **Describe Changes to the Recruitment Plan and if the Enrollment Data meet the Outcomes Summarized in Table 1.**

Since the first review, a number of new recruitment initiatives have been introduced:

**Print material and letter to Psi Chi presidents in the region, surrounding states:** Psi Chi is an honor society for undergraduate psychology majors. The society has high standards for inducting members; they are often honors students who pursue graduate education. We directly reach them to make sure they receive the information.

We also participate in Psi Chi Graduate School Night program here at Eastern to attract our own promising students. Psi Chi at Eastern invites graduate programs to present their programs and answer questions.

**Open House for Prospective Students:** Prospective students are invited to campus early in the spring semester to learn more about the program, faculty, and Eastern. After a welcome from the Department Chair and a brief overview of the program, they meet with the faculty, followed, by a campus tour and lunch (Appendix I, Open House Program). After lunch, a panel of current students answers prospective students' questions. They also receive a folder containing relevant information about the program and Eastern and contact information for the Graduate Coordinator, the program faculty, and advanced current students (Appendix I, Open House Program).

**Weekly Contact:** The graduate school acceptance date dictated by the American Psychological Association is April 15; as a result, prospective students receive offers, but they cannot accept the offer until April 15 (Appendix II, Admission Rule). Thus, we maintain frequent contact with prospective students via email and telephone calls. The Graduate Coordinator and advanced current students call and e-mail prospective student on a weekly basis.

**Prospective and Admitted Students Feedback:** The Acceptance letter now seeks feedback from those who reject our offer, "Please give us your reasons for not choosing the School Psychology Program at Eastern." (Appendix III, Acceptance Form). Also, at the beginning of the fall semester, the Graduate Coordinator meets with the new cohort to learn about what attracted them to Eastern and what we can do better based on their experience. The information gleaned from these two sources, those who rejected and accepted our offer, is helpful.

**Website:** The program website has been redesigned. In addition to program and admission information, it now presents the 100% internship and job placement record and 100 % licensure examinations (National and State) pass rate the program enjoys as well as sample internship and job placement sites (<http://www.eiu.edu/schoolpsych/>).

**1a.iii. Selection Criteria:** Admission decisions are made on the basis of the following criteria: prerequisite courses, undergraduate grade point average, undergraduate research and applied experience, GRE Scores, letter of recommendation, and personal statement and career goals. These requirements demonstrate that candidates have the foundational knowledge and the motivation to earn an advanced degree, Specialist in School Psychology.

**Describe Changes to the Selection Criteria.**

Although the criteria remain the same, a more systematic method of evaluating candidates has been implemented. To be an effective School Psychologist, a candidate must possess certain qualities: 1) Academic aptitude, 2) written expression, 3) oral communication, 4) problem solving and critical thinking skills, 5) potential for clinical work, and 6) disposition/characteristics, such as ability to work with others. Most of these qualities can be assessed based on the admission criteria.

As application material is received, the information is entered in an Excel spreadsheet (e.g., name, undergraduate schools, transcripts, GRE Scores, GPA in the major area, letters of recommendation, personal statement, and so on). The Graduate Coordinator reviews the spreadsheet and the files and identifies incomplete applications (those who did not submit all required material after a concerted effort to encourage them). The spreadsheet is forwarded to the program faculty.

The GRE Scores and the transcript indicate the academic aptitude of the candidate, writing skills, and analytical skills. Oral Communication and disposition are assessed based on letters of reference, including "Standard Recommendation Form" that has ratings for Oral expression, emotional maturity, leadership skills, and so on. In order to know the candidate better, one of the activities at the Open House for Prospective Students is a Group Activity. Prospective students are put in small groups, and they are given a scenario they have to solve as group. A faculty member, observes and rates each candidate's oral communication, interpersonal, leadership, and problem solving skills, creativity, and so on (Appendix IV, Group Activity Observation Form and Scenario). This is a new practice.

Four faculty members individually review application material for all completed files and rank order their ratings based on a rubric (Appendix V, Admission Criteria and Rubric). Then, the faculty meet and compare their ratings, differences are discussed and resolved based on the rubric and admission documents. The final rank ordered admission list is based on the average score (mean) of the faculty ratings: Candidates in Tier 1 are admitted with Graduate Assistantship, those in Tier 2 are admitted without Graduate Assistantship; and Tier 3 is the Waiting List. Graduate Assistantship is awarded based on qualification to those with higher ranking.

The Graduate Coordinator makes admission offer to Tier 1 and 2 candidates, and those who are on the waiting list are also informed of their status. Depending on acceptance rate, candidates on the waiting list may be invited to join the program.

**1aiii. Acceptance Rate:** The program extends offers only to top ranked applicants and acceptance rate is competitive when compared to peer institutions.

**Verify Enrollment Yields from Table 1.**

The program continues to attract top students. Prospective students apply to 4 or more programs to increase their chance of securing a position; typically our competitors are Illinois State University (specialist program), Southern Illinois University-Edwardsville, and Western Illinois University, among the 8 school psychology programs in Illinois. Based on data reported for school psychology programs in the United States, table below, the school psychology program at Eastern Illinois University is competitive.

Institution	2013 Enrollment	Total Enrollment
<b>Eastern Illinois University</b>	<b>8</b>	<b>26</b>
Illinois State University	7	19
Southern Illinois University	7	23
Western Illinois University	8	21

The profession of School Psychology struggles with attracting diverse candidates. The profile of current practitioners is 74% women and 93% Caucasian, according to the National Association of School Psychologists. As a result, there is even more competition among training programs for diverse candidates. Internationalizing a school psychology program presents unique challenges as well, because the practice is highly regulated by specific laws that govern special education and the rights of students with disabilities and their families. These practices are different from other countries. Thus, international students are rarely present in school psychology programs in the United States.

For the last 3 years, 62% of admitted students attended 10 different undergraduate institutions in Illinois, Missouri, Wisconsin, Kentucky, and Nevada, and they demonstrated high achievement (average =GPA =3.6).

## 1b. Assistantship/Scholarship Management

**1bi. Annual Awards:** The program documents that its annually allocated assistantships enhance program quality by attracting highly qualified candidates from other universities in Illinois and other states, as well as keeping highly qualified, promising undergraduate students from Eastern.

**Table 2 – Graduate Assistantship Summary**

Academic Year Assistantships	2011	2012	2013	Mean	Current Rate
Annual Allocation	7	7	7	7	\$880/month
Competitive Awards	1	1	1	1	\$880/month
Grants or External Awards	3	4	4	3.6	Variable
Philanthropic Awards					
Other Campus Assistantships	1	1	2	1.3	Variable
<b>Total Academic Year</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>13</b>	
Summer Assistantships					
Annual Allocation					\$880/month
Competitive Awards	2	3	4		\$880/month
Grants or External Awards					
Philanthropic Awards					
Other Campus Assistantships		1			Variable
<b>Total Summer</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>3.3</b>	

**1bii Competitive Awards:** The program documents competitive additional assistantships. Candidates secure assistantships from campus offices, such as Office of Disabilities Services and the DEN. Advanced candidates have also been successful in securing competitive external assistantships.

### **Graduate assistants in the school psychology program**

Graduate assistants are utilized in accordance with the Graduate School criteria as described in the initial First Choice Report. GA Assignment Committee members, composed of the two Graduate Coordinators and a faculty from the undergraduate program, make the assignment. Each graduate assistant is assigned to two faculty members to work directly with the faculty member supporting faculty responsibilities in teaching, research, and service activities. They are groomed to develop professional behaviors that will help them in their own practice in the future; therefore, they receive evaluative feedback (Appendix VI, Graduate Assistant Evaluation Form). The form was designed by the GA Assignment Committee.

The GA Assignment Committee Chair distributes the form to the faculty for evaluating their respective GA each semester; and the completed form is returned to the Graduate Coordinator. The Graduate Coordinator summarizes and discusses the results with each GA.

The program has been successful in securing External GAs with area schools. Three or four advanced students provide psychological services at South Eastern Special Education and Eastern Illinois Area of Special Education under the supervision of licensed school psychologists. External graduate assistantships have provided invaluable experience for the students, and have helped foster cooperative relations between the program and external bodies.

**1c Matriculation Management:** The program documents consistent graduation rate over a three-year period.

**Table 3 – Matriculation Management**

Entering Team	#	Degree Completion Term					
		SP2011		SP 2012		SP2013	
		#	%	#	%	#	%
F 2008	9	7	78%				
F 2009	10			7	70%		
F 2010	8					6	75%

**Verify Matriculation Data and Explain if the Matriculation Data meet the Outcomes Summarized in Table 3.**

The Specialist in the School Psychology Program is a 3-year program (six semesters and a summer). Program candidates complete 77 credit units, including thesis and internship. The goal of the program is 100% matriculation; although sometimes, attrition occurs, which is reflected in 74% average matriculation rate in Table 3. Attrition is often related to change in career path. The 7 students who did not continue in the program over the three years in review transferred to other graduate programs, sometimes with the help of the program faculty. Of those who continue, 100% matriculation rate is realized within the target period, 6 semesters.

One hundred percent of graduates passed the Illinois and PRAXIS II examination in School Psychology on the first attempt. On the PRAXIS, our students score above the mean, which includes doctoral level school psychologists.

**1d. Graduate Placement:** The program documents 100% job placement rate; program candidates secure positions in the public school setting prior to graduating.

**Table 4 – Three-Year Graduate Placement Rates**

Year Completed	Employed			Adv. Study		Unemployed		Unknown		Goal	Status
	#	#	%	#	%	#	%	#	%		
SP 2011	9	7	100%								
SP 2012	10	7	100%								
SP 2013	8	6	100%								
<b>Total</b>	<b>27</b>	<b>20</b>	<b>100%</b>								

**Provide Graduate Placement Rates and Explain if the Placement Rates meet the Outcomes Summarized in Table 4.**

School Psychologists continue to be in high demand. According to the U.S. Department of Labor (2011), the field is expected to grow by 11% through 2022. One hundred percent of our graduates are serving school children and their families in the public school settings in Illinois and across the United States (Appendix VII, Sample Job Placement Site). After practicing a few years, a small number seek a doctoral degree.

**Criterion 2: The program documents sustained achievements in fostering advanced scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics.**

**2a Assessment Results Documents by the Center for Academic Support and Achievement:** The program objectives are clear, measurable, and programmatic; and CGS goals for graduate study have been addressed through the objectives given for this program. Expectations are well defined, and results show that students in this program are doing very well, and feedback loop is in place. The program consistently receives a Level 3 rating, indicating “Best Practice” at all levels.

**Describe Changes Regarding CASA Reviews**

The Scientist-Practitioner Model is the foundation of the School Psychology Program at Eastern, which requires evidence-based practice. Thus, assessment that informs practice is essential to the program. As noted in the last review, direct and indirect measures are used to evaluate student learning, such as assessment of content and performance knowledge by faculty at the classroom level, formative evaluation (pre-internship portfolio presentation and oral examination), field supervisors’ evaluation of students in practica and internship, summative evaluation (post-internship portfolio), and thesis. The program faculty regularly meet and review student learning progress and provide feedback to students.

Thesis is a capstone experience for our students. In the past, timely completion of thesis has been an issue. A stepwise corrective action was taken, which requires program candidates to accomplish the following: (1) Develop a thesis topic and secure a thesis chair by April of the first year in the program, (2) successfully propose thesis in December of the 2<sup>nd</sup> year (a successful thesis proposal is a prerequisite for internship), and (3) successfully defend thesis by April of the internship year, which is a prerequisite for graduation and licensure. Since this plan was implemented in 2010, 100% thesis completion has been realized. This precipitated the Director of CASA to comment, “You are finding very creative solutions to difficult issues, such as thesis completion rates.”

**2b Assessment Results Documented by the Graduate School:** The Graduate School documented that the program has sustained its First Choice achievement by using assessment data to improve student learning in the areas identified by the Council on Graduate Studies. These include depth of knowledge, critical thinking and problem solving, communication, and research.

**Describe Changes Regarding Graduate School Reviews.**

The program continues to receive excellent reviews from the Dean of the Graduate School, who noted superior assessment of student learning outcomes at the graduate level that **allowed the program to move to a two-year assessment cycle** (Appendix VIII, Letter from the Graduate Dean). The Dean also pointed out this recognition serves as standard for other programs to model.

**Criterion 3: The programs documents sustained achievements in expanding the curriculum with rigorous advanced courses and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internships, and partnerships with education, business, and industry.**

**3a. Sustained Mission and Planning Leadership:** The program has a well-defined process for advancing its mission.

#### **Mission Update**

The mission remains relatively the same, which is to educate and prepare competent school psychologists in the scientist-practitioner model of training within a supportive environment for the purpose of serving children and their parents and teachers from all walks of life. However, once a year, the program faculty reviews the program's progress and new developments in the field in light of its mission. This practice results in goals for addressing discipline specific or programmatic changes.

#### **3b. Sustained Curricular Leadership by Program Administration and Faculty**

**3bi. Administrative Leadership:** The department chair, the Graduate Coordinator, and the program faculty collaborate to advance program quality. For example, the addition of the Psychological Services Clinic is the result of such a collaborative effort.

#### **Administrative Leadership Update**

The administrative structure and duties described in the initial First Choice review continue to serve the program well; and the Graduate Coordinator provides leadership in the day to day operation and sustainability of the program to assure quality education.

**Student Record Management:** The School Psychology Program at Eastern was established in 1969; and when the current Graduate Coordinator assumed the responsibility in the fall of 2010, all files since 1969 were in filing cabinets, which created space issues. Since then, vital information has been digitized and the old files were shredded in accordance with the State of Illinois Record Disposal Guidelines (Appendix IX, Email Approval to Destroy Record). This action made it easier to create a database for the program.

**Program Database:** A database has been created for tracking student data from admission to graduation and beyond (e.g., admission data, undergraduate GPA and GRE scores, graduate assistantship status, grades, field supervisors' ratings of students in practica and internship, portfolio evaluation, thesis completion rate, national and state licensure examinations results, and so on). This database contributes to better assessment of the program and students for improving quality, and to reporting to CASL, Graduate School, and external accreditation bodies, such as NASP, ISBE, IBHE, and NCATE.

**Program Handbook:** Each year, prior to the fall semester, the Graduate Coordinator revises the Student Handbook to reflect changes in the field and programmatic changes recommended by the program faculty during the immediate last academic year. Four noteworthy additions are Program Courses alignment with NASP Training Standards (discussed under Curriculum below), Thesis Monitoring Form (for monitoring thesis progress), Program Requirements Sequence Checklist (to keep the student on track), and NASP Principles for Professional Ethics (to emphasize importance) (Appendix X, XI, XII, XIII,



respectively). These documents contribute to timely completion of program requirements.

**Curriculum Review:** The standards for training and education of school psychologists are defined by the National Association of School Psychologists (NASP) and the Illinois State Board of Education (ISBE). The program curriculum is designed to meet the 10 NASP Training Standards, which are also adopted by ISBE (Appendix XIV, NASP Training Standards). In 2012, ISBE added a requirement that all school personnel must take a reading course. Although evidence-based reading is covered in a Seminar Class in our program, the Graduate Coordinator collaborated with the Collage of Education to develop a reading list for meeting the requirement (Appendix XV, Email Regarding ISBE Reading Requirement).

**Intern Conference:** The Intern Conference is an annual event. Interns return to campus to share their experience with on-campus students and faculty. It is an all-day conference; in the morning a workshop is offered on such topics as ***Using Aimsweb for Progress Monitoring, Common Core Curriculum, and Assessment of Autism Spectrum Disorder***. In the afternoon, the interns participate in a panel discussion. In 2010, the program received approval for providing continuing education; and, since then, the workshop has been open to area practitioners. This is a positive contribution to the field.

**Faculty Search:** The Graduate Coordinator chaired a successful tenure track faculty search for the School Psychology Program.

**Accreditation Reports:** The Graduate Coordinator takes the leadership for ongoing assessment data collection and analysis, writing reports, and submitting the necessary documents to NASP, ISBE, IBHE, CASA, NCATE, and External Review of the Psychology Department.

Also, the following are two examples of administrative leadership.

- 1) The Graduate Coordinator has been instrumental in securing and designing the **Psychological Services Clinic** in collaboration with the Graduate Coordinator of the Clinical Program and the Department Chair. The clinic will provide assessment, consulting, and treatment experiences for graduate students in the department. Once fully functioning, it is also expected to fund a graduate assistantship for the department.
- 2) The Graduate Coordinator, along with her counterparts in other universities in Illinois, provided **leadership at the state level** to change the timing for the ISBE-Type 73 School Psychology Licensure Examination. The new directive required our students to pass the licensure examination before internship. This requirement would have affected test scores, because students would have taken the examination before they benefited from clinical experience on the internship; and it also would have discouraged out of state candidates. The collective leadership and effort was successful; the examination is now offered later during the internship year.

**3bii. Graduate Faculty Leadership:** The program documents the significant role of the graduate faculty with advancing the curriculum.

**Graduate Faculty Leadership:**

The School Psychology Program Committee is made up of the program faculty, Drs. Gary Canivez, Margaret Floress, Lyndsay Jenkins, and Assegedetch HaileMariam, who are responsible for the quality and rigor of the curriculum. The faculty frequently evaluate the curriculum in light of the demands of the profession and student needs. Examples follow:

1) In 2010, NASP approved a revised training standard (10 NASP Training Standards, Appendix XIV). The faculty evaluated the content of all course offerings in comparison to the new standards. Although, major course revision was not indicated, the process led to the need for changing the program course sequence. During the first year, students take foundational courses, followed by applied courses the 2<sup>nd</sup> year; however, Theories of Consultation course and the Consultation Practicum were offered concurrently because of scheduling difficulties. Beginning the current academic year, Theories of Consultation is offered in the fall semester, followed by Consultation Practicum in the spring semester. Because theory informs practice, this change will benefit students in practicum.

2) As indicated before, program candidates complete 65 credit units the first two years (4 semesters and a summer) and 12 credit units of internship the third year, for a total of 77 credit units. In other words, their course load is 15 or 16 credit units a semester, which is extremely challenging for a graduate level work. In summer 2013, we started offering 2 courses in the summer to ease the load from the regular semester; and also to enable us to change the course sequence discussed above.

**3c. Sustained Curricular Leadership by External Review:** The program documents a history of accreditation reviews as it is a NASP Approved Program. The Program has been approved by NASP since 1994.

**Curricular Leadership by External Review Update**

Since the initial First Choice Review, the program has undergone two external reviews:

**NASP:** In February 2013, we again received Full Approval as a Nationally Recognized Program. As summarized in the National Recognition Report, the program provides a comprehensive array of data that are also used by the program to make positive changes to address training competent of school psychologists. The assessment and attainment of skills is clearly documented. The program measures candidate dispositions throughout the program, and there is evidence that candidates are adequately assessed and they attain the necessary skills, information, and dispositions.

**Psychology Department Programs External Review:** In April 2012, Dr. Steve Dworkin, Chair of the Department of Psychology at Western Illinois University, and Dr. Paul Rose, Chair of the Department of Psychology at Southern Illinois University-Edwardsville, completed external evaluation of the program. They met with various constituents (John Mace and John Best, Department Chair and Assistant Chair, respectively, Godson Obia, Interim Dean, College of Sciences, Blair Lord, Provost and Vice President for Academic Affairs, faculty members, and students).

In their review, they noted that the strength of the school psychology specialist program is its rigor. Courses are aligned with the objectives of the National Association of School Psychologists and the Illinois State Board of Education. Students described the assessment courses as particularly challenging and noted that they receive training in a variety of tests that they expect to use in their careers. An additional strength of the program is that it requires 21 credit hours of clinical experiences (i.e., 9 credit hours of practica and 12 credit hours of internship). Students perceive the extensive clinical experience that they receive during the program as effective in preparing them to work as school psychologists.

Clear strengths of the program also include a commitment to assessment and improvement, as compliance with national standards, and emphasis on the scientist-practitioner model, which gives students an appreciation for the importance of evidence-based school psychology practice.

**3d. Sustained Capstone Leadership:** The program requires a rigorous capstone appropriate to the mission of its degree. The program continues to have four capstone experiences: Portfolio Review, Thesis, Internship, and Licensure Examinations.

#### **Capstone Update**

**2<sup>nd</sup> Year Portfolio Review:** The primary purpose of the portfolio is for students to demonstrate their mastery of the 10 NASP Training Standards by compiling a portfolio of work products related to each of the standards. To make the portfolio review an integrative, capstone experience, students write a narrative reflecting on how their knowledge and skills have expanded through their time in the program, and describe a plan for further development. Students present the portfolio to the program faculty prior to internship; and the program faculty ask questions (similar to oral examinations), offer feedback and also receive feedback from students. Students consistently indicate that compiling the portfolio forced them to review their two years of learning and experience; and the process made them realize that they are well prepared to embark on internship and beyond.

**Internship:** All students complete an academic year-length internship in a public school setting, rotating through preschool, elementary school, and high school. This rotation allows them to work with qualitatively different age groups of children, educators, and parents. This enables them to hone their applied skills in the 10 NASP Training standards, and make the transition from full-time student to independent practitioner.

**Thesis:** The thesis experience allows students to integrate and apply their knowledge of research methods, statistics, and the literature base relevant to a topic of interest. Successful completion of thesis also further develops critical thinking, problem solving, and communication skills (oral and written).

**Licensure Examinations (PRAXIS II and ISBE-Type 73):** Program candidates take the licensure examination during internship (except for the Basic Skills, which is a requirement for admission into the program). The PRAXIS II assesses Data-based Decision, Research-based Practice, Behavioral Mental Health Practice, Consultation/ Collaboration, Applied Psychological Foundations, and Ethical/legal practices. The overall mean for the last three cohorts was 179 (range=170-185, passing score is 165). For the Illinois Licensure (ISBE-Type 73), the overall mean for the Basic Skills was 271 (range=232-287) and the School Psychology Content Area was 179 (range=170-185, passing score is 240). For more details, refer to Appendix XVI, NASP and ISBE Licensure Examination Results.

**3e. Sustained Student Leadership:** The Program documents student leadership on campus and in the community consistent with the practice during the initial First Choice report.

#### **Student Leadership**

Students have served on Graduate Student Advisory Board, as student liaison on the Illinois State School Psychologists Association Board, and the National Association of School Psychologists. Our students also assume leadership roles in a Recognized Student Association, *Student Affiliates in School Psychology at Eastern (SASPE)*. The Graduate Coordinator advises this group. SASPE's mission is to foster leadership, facilitate lasting professional relationships among program candidates, raise funds to attend the state conference (ISPA), and also engage in service learning. One of their annual events is a book drive.

A week before Halloween, our students distribute a flyer (Appendix XVII, Book Drive Flyer) to collect books for children. More important, they design the flyer to inform the community on how to encourage literacy. This year the group collected 400 books to donate to the public library and area schools.

Advanced students also provide psychological assessment services to the community. Individuals who struggle with learning or mental health issues are the beneficiaries of this service. Referrals come from the Office of Disabilities at Eastern and Lakeland Community College, area physicians, the public school system, and parents (Appendix XVIII, Sample Referral). This is a win-win situation; students gain practical experience while providing a valuable service to the community.

**3f. Sustained Alumni Leadership:** The program document alumni leadership.

#### **Alumni Leadership**

The program regularly nominates accomplished alumni for the Outstanding Graduate Alumni Award.

In the profession, program alumni are in leadership positions around Illinois. For example, of the recent graduates, the President Elect for the Illinois School Psychologists Association is Jennifer Shultz. Terry Burgener is Assistant Director at Kaskaskia Special Education District #801, and many of them are Lead Psychologists in schools.

To maintain alumni contact and relationships, we hold a reception at the annual state conference. We also now have a Facebook account for our graduates to update their information and also keep in touch.

**3g. Sustained External Partnerships:** The program documents sustained external partnerships.

#### **External Partnerships**

The program has maintained excellent ongoing partnerships with external agencies that employ our students as Graduate Assistants, particularly Eastern Illinois Area Special Education and South Eastern Special Education. These partnerships have offered our students crucial learning experiences, and in

return our students have provided valuable services to the agencies.

Furthermore, our graduates continue to serve as field supervisors for practica and internship throughout Illinois. Current students are benefiting from the expertise of our graduates in the school setting; and when they return to campus to conduct workshops. For instance, Kendra Brading presented at the Annual Intern Conference (2013) on Assessment of Autism Spectrum Disorder; and another graduate, Terry Burgener, conducted a workshop on Aimsweb for Managing Student Data in 2012.

**Criterion 4: The program documents sustained achievements in research/creative activity with graduate students and faculty.**

**4a. Sustained Student Research Leadership:** The Program has a sustained record of scholarship .

**4ai. Research Productivity:** All students are required to complete an original thesis project. There is no non-thesis option. The philosophy of the program is that experience with research fosters critical thinking and healthy scientific cynicism.

**Research Productivity**

As indicated earlier, the program is based on the scientist-practitioner model, which is guided by the empirical research. Thus, as the Curriculum shows, our students take a two-semester sequence course in Research Method-Analysis and Design I and II for 7 credit units (refer to Appendix X, Curriculum: Sequence Aligned with NASP Training Standards). They are also immersed in the empirical literature throughout the program (e.g., journal article critique, research paper, and so on). Finally, students are required to design and complete an original empirical thesis. The last three years, 20 original theses (not literature review) were completed.

**4aii. Research Engagement:** Again, research is the cornerstone of the program; it informs the curriculum as well as practice. As a result, program candidates are not only consumers of research, but they also contribute to research.

**Research Engagement**

Program candidates demonstrate sustained level of scholarship. In the last three years, two students published their thesis in peer reviewed journals, six students presented their thesis at the state or national convention, and another one has a presentation accepted at the National Association of School Psychologists Annual Convention (Appendix XIX, Student Scholarly Activities).

One of the responsibilities of School Psychologists is to educate school personnel on a variety of topics (e.g., evidence-based instruction and mental health and behavioral issues) to support student success. Students in the program are required to conduct workshop training for teachers and school personnel during practicum and internship.

#### **4b. Sustained Commitment to Research and Travel Grants:**

##### **Research and Travel Grants**

Although program students are engaged in research that result in publication and presentation, the timing of this accomplishment does not qualify them for Travel Awards at Eastern. They defend their thesis before they graduate, and they are no longer enrolled at Eastern when they present. For example, Jennifer Larson graduated in May 2013; her thesis was accepted for presentation in October 2013 (Appendix XIX, Student Scholarly Activities).

**4c. Sustained Commitment to Showcasing Graduate Scholarship/Creative Activity:** The program promotes and showcases graduate research and scholarship.

##### **Showcasing Graduate Scholarship**

Students and program faculty continue to participate in the Graduate Expo. For example, Angela Boyle, Lyndsay Nash, and Meredith McDermott presented at the Graduate Expo along with their thesis advisors in attendance.

At the department level, student thesis proposal and defense are presented in a public forum, faculty and other graduate students. As reported under 4a ii, above, our students present original research results at the state and national conventions.

**4d. Sustained Record of Award Programs Participation:** The program participates in award programs offered at Eastern and externally.

##### **Awards Program Participation**

Program faculty nominate students for various awards. Most recently, Travis Wall is the recipient of the Wabash and Ohio Valley Special Education District Excel Grant for 2013-14 academic year. The grant will cover the cost for the school psychology program at Eastern.

**Criterion 5: The program documents a sustained record of developing opportunities for the discovery and application of knowledge with graduate faculty members who reflect the University's teaching and mentoring priority and who have a record of research/creative activity and professional service.**

**5a. Sustained record of Graduate Coordinator Leadership:** The Graduate Coordinator has a history of service to the Graduate School, the department, and the university at large.

#### **Graduate Coordinator Leadership Update**

There have been two Graduate Coordinators in the School Psychology Program since 2008. The current Graduate Coordinator, Assegedetch HaileMariam assumed the position in the fall of 2010. Since then, she has served on the Council on Graduate Studies, which she received a recognition for work on a subcommittee, Enrollment Quality Diversity Board, co-chair. The effort resulted in the Integrative Graduate Studies Institute, which she currently serves on as a board member. She also served on the Council on Faculty Research. Other notable leadership efforts follow:

Tri-chair, University Strategic Planning Committee

Member, Online Learning Committee

Member, Program Analysis Committee

Member, North Central Accreditation Committee

Member, Council on University Planning and Budget

Member, Departmental Personnel Committee, 2010-present

Recipient, Achievement and Contribution Award in Balanced (2013), Service (2011), and Teaching (2009)

Member, Directors of University School Psychology Programs in Illinois (addresses school psychology issues state-wide)

Marshall, Spring 2010 Commencement

**5b. Sustained Graduate Faculty Scholarship:** Graduate faculty are active scholars in the discipline and document a sustained record of scholarship and extra-mural funding.

#### **Faculty Scholarship Update**

Since the initial First Choice Review, we had only three faculty until fall 2013. This was noted by the External Reviewers in 2012, "The program currently has only three faculty members, rather than the four that might be expected for a three-year program of this size. Faculty in the program have noted that distributing the program's work across only three faculty members has created strain."

Regardless, the program faculty' scholarly contribution is impressive: 31 publications, 62 presentations, 9 grants, and 14 editorial board activities (Appendix XX, Faculty Scholarly Activities). Some of Dr. Canivez' presentations were at the international level.

#### **Grants**

Dr. Canivez received Summer Research Award from the Council on Faculty Research in 2013, 2012, 2011, 2010, and 2009 for various research projects in psychometrics.

In 2013, Dr. Margaret Floress received external grants from the Society of the Study of School Psychology, \$16,000.00 and College of Sciences Seed Grant, \$1,300.00. She was also awarded the College of Sciences Early Research Support Grant, \$500.00 (2012) and Professional Development Grant,

\$500.00 (2011).

**Editorial Activities**

Gary Canivez

ASSOCIATE EDITOR, Psychological Assessment, American Psychological Association, 2011 to present

CONSULTING EDITOR, School Psychology Quarterly, American Psychological Association, 2007 to present

CONSULTING EDITOR, Journal of Psychoeducational Assessment, January 2006 to present

REVIEWER, Journal of Clinical Psychology, July 2011 to September 2011

REVIEWER, International Journal of Educational and Psychological Assessment, May 2011 to July 2011

REVIEWER, Behavior Research Methods, February 2011 to March 2011

REVIEWER, European Journal of Psychological Assessment, January 2011 to March 2011

REVIEWER, Developmental Psychology, American Psychological Association, 2010

CONSULTING EDITOR, Psychological Assessment, American Psychological Association, 2009 to 2010

REVIEWER, 2011 National Association of School Psychologists Annual Convention Presentations, June 2010

REVIEWER, Behavior Research Methods, March 2010 to May 2010

Margaret Floress

Guest Reviewer, Education and Treatment of Children, 2012

Guest Reviewer, Education and Treatment of Children, 2011

Assegedetch HaileMariam

NASP Reviewer, 2013



**School Psychology Program**

**First Choice Renewal**

# **Appendices**

**(Appendix I – Appendix XX)**



Appendix I  
Open House Program

# Welcome!

School Psychology Program  
Open House Agenda  
Monday, February 18, 2013

Oakland Room, Martin Luther King, Jr. Student Union	
9:00 a.m.	Check-in
9:30 a.m.	Welcome and Introduction Program Overview and Q & A, Dr. HaileMariam
10:00 a.m.	Brief Faculty Research Introduction
10:30 a.m.	Writing Sample, Dr. Canivez
10:50 a.m.	Break
11:00 a.m.	Group Activity, Dr. Floress
11:35 a.m.	Campus Tour
Room 3121, Physical Sciences Bldg.	
12:00 Noon	Lunch
Oakland Room, Martin Luther King, Jr. Student Union	
1:30 p.m.	Student Panel
2:30 p.m.	Wrap-up

## School Psychology Faculty Contact Information

Name	Phone Number	E-mail
Dr. Gary Canivez	217-581-6413	<a href="mailto:glcanivez@eiu.edu">glcanivez@eiu.edu</a>
Dr. Margaret Floress	217-581-3523	<a href="mailto:mfloress@eiu.edu">mfloress@eiu.edu</a>
Dr. Assege HaileMariam	217-581-6615	<a href="mailto:ahailemariam@eiu.edu">ahailemariam@eiu.edu</a>
Dr. Lyndsay Jenkins	217-581-8511	<a href="mailto:lnjenkins@eiu.edu">lnjenkins@eiu.edu</a>
Dr. Bernas also teaches for the program.		

## Current Students' Contact Information

Name	Phone Number	Email
2 <sup>nd</sup> Year		
Jessie Shuemaker	Student #s deleted.	<a href="mailto:jrshuemaker@eiu.edu">jrshuemaker@eiu.edu</a>
Dean Pappas		<a href="mailto:djpappas@eiu.edu">djpappas@eiu.edu</a>
Adam Pechmann		<a href="mailto:ampechmann@eiu.edu">ampechmann@eiu.edu</a>
1 <sup>st</sup> Year		
Taryn (Claunch) Smith		<a href="mailto:tlclaunch@eiu.edu">tlclaunch@eiu.edu</a>
Emily Estes		<a href="mailto:eaestes@eiu.edu">eaestes@eiu.edu</a>
Stephanie Zegaldo		<a href="mailto:sazegadlo@eiu.edu">sazegadlo@eiu.edu</a>

**Note:** If you have any follow up questions, please feel free to contact the School Psychology Program Faculty as well as the current students. **Thank you for joining us today!**

**The School Psychology Program Faculty**

## **Appendix II**

### **Admission Rule**

#### **Council of Directors of School Psychology Programs (CDSPP)**

##### **Rules on Acceptance of Offers of Admission and Financial Aid**

To protect a candidate against premature decisions, graduate schools currently have agreed to allow the applicant until April 15 for a final decision. This is in accordance with a resolution adopted by the Council of Graduate Schools in the United States in 1965 and further modified by the Council of Graduate Departments of Psychology (COGDOP) in 1981. The 1965 resolution of the Council of Graduate Schools in the United States was supported by 317 universities and colleges and by the directors of four granting agencies, both public and private. It reads as follows:

Acceptance of an offer of financial aid (such as graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15, and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment at any time through April 15.

However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institution and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer.

Appendix III  
Acceptance Form



Department: School Psychology Program  
600 Lincoln Avenue  
Charleston, Illinois 61920-3099

Office: 217-581-2127  
Fax: 217-581-6764  
Web: <http://castle.eiu.edu/~psych/>

## 2013 Admission Acceptance Form

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

**Please check one of the following that apply:**

\_\_\_\_\_ **I accept** admission to the School Psychology Program at Eastern Illinois University.

\_\_\_\_\_ **I decline** admission to the School Psychology Program at Eastern Illinois University.

**If you decline, please give us your thoughtful feedback as to what influenced your decision. We value your input; and the information you provide will help us improve our program. Thank you!**

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**Candidate's Signature:** \_\_\_\_\_

Please use the enclosed envelope to return the completed form by April 15, 2013 to:

Dr. Assege HaileMariam, Ph.D.  
Graduate Coordinator  
Department of Psychology  
Eastern Illinois University  
Charleston, IL. 61920

## Appendix IV

### 2013 School Psychology Program Open House Group Activity Observation Form and Scenario

Faculty: \_\_\_\_\_

Skills	Student Name				Comments
Tolerates ambiguity (e.g., competing ideas)					
Quick to understand concept (e.g., problem identification)					
Problem solving (e.g., generates solutions)					
Organization of ideas (e.g., systematically outlines ideas)					
Recognizes resources (e.g., delegates tasks)					
Progress monitoring (e.g., toward this specific goal)					
Evaluate outcome (e.g., checks for accuracy)					
Leadership (e.g., initiates ideas or motivates others)					
Interpersonal Skills (e.g., respectful of others and inclusive)					
Communication (e.g., clear speech and ideas)					
Comfortable in group setting (e.g., not shy or anxious)					
Other: Write-in					

#### Rating

0=Does not show  
1=Emerging skill  
2=Moderately developing skill  
3=Good developing skill

### Sample Group Activity Scenario

#### Topic: School Attendance

Picture yourself as a School Psychologist Intern two years from now. You are in a school where absenteeism is a big problem; and you are asked to address the problem, i.e., to help prevent truancy. You decide that educating the student body about truancy is the first step. To do so, you designed a brochure that captures the students' attention. What would this brochure look like, and what kind of information would it contain? **This is a group activity, and you have 30 minutes to produce a product that you will present to your faculty leader.**

## Appendix V

### Admission Criteria and Rubric School Psychology Program

Applicant Name \_\_\_\_\_ Year \_\_\_\_\_

**I. Prerequisite Courses: Write in grades: B or better=MET, 3, 1 or 2 courses are missing or has a grade of C=\*Partially Met, 2, More than 2 courses missing=Not Met, 0**

Prerequisite Courses Taken	Grade	Rating	Comment
1. General Psychology			
2. Research Methods			
3. Statistical Methods			
4. Child Psychology or Human Dev.			
5. Abnormal Psychology			
6. Behavior Management or Learning			
*If applicant is strong in other areas, up to 2 courses can be taken and documented during summer, prior to stating the program in the fall.			
			<b>Prerequisite Total:</b>

**II. GPA and GRE Scoring Criteria: A=3, B=2, C=1**

GPA	GPA Points	GRE	GRE Points	Comments
A. 3.8-4.0		A. >81 percentile		
B. 3.4-3.7		B. 64 – 80 percentile		
C. 3.0-3.3		C. 50 – 65 percentile		
<b>Total</b>				<b>GPA + GRE Total:</b>

**III. Personal Statement: Rate the following as Meets Standard (3), Some Evidence (2), or No Evidence (1)**

Category	Rating	Comment
<b>1. Purpose:</b> Is the purpose or intention of this personal statement clearly conveyed?		
<b>2. Knowledge about School Psychology:</b> Research, practical experience in the school setting, or shadowing or interviewing a practicing school psychologist (e.g., shows some awareness of the role of school psychologists, i.e., differentiate it from school counselor)		
<b>3. Knowledge of the Program at Eastern:</b> Reference to the website, faculty, or students (e.g., program is a scientist practitioner model)		
<b>4. Research Experience:</b> Reference to undergraduate research experience, e.g., assisting a professor with research or research lab participation.		
<b>5. Goals:</b> Short-term and long-term goals are articulated.		
<b>6. Disposition/characteristics:</b> Reference to self-reflection, e.g., hardworking or get along with others, but not overly inflated.		
<b>7. Content:</b> Is the entirety of the content pertinent, i.e., no superfluous information?		
<b>8. Mechanics:</b> Is the piece grammatically sound? Free of misspelling, typos, and grammatical and punctuation errors.		
<b>Personal Statement Total:</b>		
		<b>Sub-total (this page):</b>

**IV. Letter of Reference: Rate the following as Shows Evidence (3), Some Evidence (2), or No Evidence (1)**

Criteria	Points	Comment
<b>1. Relationship with Candidate:</b> Student, research assistant, coworker, or work supervisor (university reference preferred).		
<b>2. Length of relationship:</b> Extended time, short time, or barely knows candidate		
<b>3. Reference to Disposition:</b> Works well with others, motivated, dependable, etc.		
<b>4. Reference to Research Experience of Candidate:</b> Assisted in a research lab or presented at undergrad research confer.		
<b>5. Communication Skills (oral and written)</b>		
<b>6. Reference to ethical Behavior (leave blank if not mentioned)</b>		
<b>7. Potential for Graduate School</b>		
<b>8. Potential as a school Psychologist</b>		
<b>9. Reference to Decision Making Process to become school psychologist, e.g., aware that candidate's exploration of school psychology.</b>		
<b>10. Recommendation:</b> Highly and without reservation, Recommend, or Not recommended.		
<b>Letter of Rec. Total:</b>		

**V. On Campus Interview: Group Activities Observation Form Rating: Rating: 0=Does not show, 1=Emerging skill, 2=Moderately developing skill, and 3=Good developing skill**

Skills	Rating	Comments
<b>1. Tolerates ambiguity</b> (e.g., competing ideas)		
<b>2. Quick to understand concept</b>		
<b>3. Problem solving</b> (e.g., generates solutions/ideas)		
<b>4. Organization of ideas</b> (e.g., systematic)		
<b>5. Recognizes resources</b> (e.g., delegates tasks)		
<b>6. Progress monitoring</b> (e.g., toward this specific goal)		
<b>7. Evaluates outcome</b> (e.g., checks for accuracy)		
<b>8. Leadership Skills</b> (e.g., initiates ideas/motivates others)		
<b>9. Interpersonal Skills</b> (e.g., respectful of others)		
<b>10. Communication Skills</b> (e.g., clear speech and ideas)		
<b>11. Comfortable in group setting</b> (e.g., not shy/ anxious)		
<b>Interview Total:</b>		
<b>Grand Total</b>		

**Tentative Classification**

**Possible points=111**

Tier 1=81-111 points

Tier 2= 72-80 points

Tier 3= 63-71 points

Tier 4=<63

Decision: Offer \_\_\_\_\_ Wait List \_\_\_\_\_

GA: Full \_\_\_\_\_ Half \_\_\_\_\_ No \_\_\_\_\_

GA granted based on credentials.

## Appendix VI

# Graduate Assistantship Evaluation Form

Faculty: \_\_\_\_\_

GA: \_\_\_\_\_

Semester: \_\_\_\_\_

(Please see back for  
Performance Evaluation Criteria)

Evaluation Areas	Outstanding	Very Good	Satisfactory	Needs Improvement	Unsatisfactory	Not Observed	Not Applicable
<b>Basic Requirements</b>							
1. Follows directions							
2. Completes work as scheduled							
3. Executes assignments according to project requirements							
4. Informs faculty supervisor(s) in advance of planned absences							
5. Displays reliability and promptness							
<b>Task Performance</b>							
6. Produces quality work							
7. Manages time effectively							
8. Works independently							
9. Works in an organized manner							
10. Collaborates effectively when necessary							
11. Provides updates on progress as required							
<b>Professionalism</b>							
12. Receptive to direction and constructive criticism							
13. Recognizes problem areas in his or her own performance and makes improvements							
14. Exhibits work ethic and integrity							
15. Takes initiative to solve problems							

### Comments

*(Please include any additional information of which you want the Graduate Coordinators and the GA Committee to be aware. Are there any specific areas of concern that need to be addressed with the GA?)*



# Performance Evaluation Criteria

The following criteria should be used to evaluate the graduate assistant's performance.

## **OUTSTANDING**

Performance is far and above the defined job expectations. The graduate assistant consistently does outstanding work, regularly exceeding job expectations. Performance that exceeds expectations is due to the effort and skills of the student. Any performance not consistently exceeding expectations is minor or due to events not under the control of the student.

## **VERY GOOD**

Performance meets the defined job expectations and in many instances exceeds expectations. The graduate assistant is, overall, doing a very good job. Performance that exceeds expectations is due to the effort and skills of the graduate assistant.

## **SATISFACTORY**

Performance meets the defined job expectations. The graduate assistant generally performs according to the expectations by doing a good job. The graduate assistant is doing the job at the level expected for graduate assistants in this position. The good performance is due to the graduate assistant's own effort and skills.

## **NEEDS IMPROVEMENT**

Performance meets most of the expectations but only partially meets the remainder. The graduate assistant generally is doing the job at a minimal level, and improvement is needed to fully meet expectations. Lapses in performance are due to the graduate assistant's lack of skills or effort.

## **UNSATISFACTORY**

Performance consistently fails to meet the defined expectations or requires frequent, close supervision and/or the redoing of work. The student is not doing the job at the level expected for graduate assistants in this position. Unsuccessful job performance is due to the graduate assistant's own lack of effort or skills.

## **NOT OBSERVED**

Student was not observed by the person doing the evaluation.

## **NOT APPLICABLE**

Does not apply to position.

## Appendix VII

### Sample Job Placement Site

Graduate	Site
Cassandra Ledvina	Yorkville High School Academy, IL
Angela Boyle	Southern Will County Cooperative for Special Education, IL
Jennifer Larson	Cicero Public School District 99, IL
Andrea Delaney	Grant County Schools, Indiana
Shannon Hollinger	Vermilion Association for Special Education, IL
Heather Moore	Livingston County Special Services Unit, IL
Meghan Saxine	Clinton Middle School, Wisconsin
Jennifer Kusy	Greater Chicago Area Higher Education, School District #307, IL
Kendra Brading	South Eastern Special Education, IL
Lauren Sanders	South Eastern Special Education, IL
Jamie Henkelman	Urbana Middle School
Michelle Wiler	South Eastern Special Education, IL
Mallory Foster	South Eastern Special Education, IL
Rita Schnarr	Rockland School, District 70, IL
Meredith McDermott	Orion Community District #223, IL
Lyndsay Nash	Pontiac Elementary School District #429, IL
Bridget McKenna	Ogle County Educational Co-op, IL

## Appendix VIII

### Letter from the Graduate Dean

TO: Dr. John Mace, Chair  
Dr. Assege Hailemariam, Coordinator

FROM: Robert M. Augustine, Dean

RE: 2012-2013 Graduate Assessment Plan  
Specialist's in School Psychology

DATE: October 14, 2013

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#### **Part 1 Center for Academic Support & Achievement Review**

As noted consistently in previous reviews, the CASA Director documented that the program achieved Level 3 performances across all of the items in its assessment plan indicating the assessment plan reflects best practices at all levels. In addition, the program used its assessment data to improve student learning, to guide improvements to the curriculum, and to achieve academic excellence.

#### **Part 2 Graduate School Review**

Also consistent with past reviews, the Graduate School documented that the program has sustained its First Choice achievement by using assessment data to improve student learning in the areas identified by the Council on Graduate Studies. These include depth of knowledge, critical thinking and problem solving, communication, and research. Other evidence of best practices include

- Direct and Indirect Measures: Both the MA in Clinical Psychology and the SSP in School Psychology use complementary direct and indirect measures that provide a comprehensive view of the student learning from multiple perspectives and have been instrumental with guiding the program to implement changes that further strengthen the program's performance.
- Summative and Formative Assessment: These complementary forms of assessment have been implemented to guide graduate assistant performance and now allow for the program to intervene in formative ways along the continuum of the program to advance learning for funded students. This is another example of an effective way to implement and advance student learning.
- Action in Response to Data: Another impressive part of the plan is the program's consistent response to its assessment data when expectations are not met. I applaud the work of the Coordinator with implementing a change in structure to help thesis students finish faster and the implementation of an Activity Report should further enhance and improve performance in that area. This is great use of assessment data to improve student performance.
- Two of the most important and impressive elements of this plan include its clarity and organization. The learning outcomes are clearly identified and the faculty can tell from the report where the program's strengths and weaknesses are. I use this report as an example to many other programs that still struggle to create this kind of practical guide.

**Finally, congratulations on your achievement of superior assessment of student learning outcomes at the graduate level that allows you to move to a two-year assessment cycle. I was very impressed with this important form of recognition as it serves as a standard for other programs to model. Finally, your recognition is evidence of the highest performance in assessing student learning outcomes and reflects your First Choice status.**

C: Dean Harold Ornes  
Dr. Karla Sanders

## Appendix IX

### Email Approval to Destroy Record

**From:** Cathy Kimball [<mailto:clkimball@eiu.edu>]  
**Sent:** Monday, July 09, 2012 11:49 AM  
**To:** Robin D Terwilliger (Department Secretary at the time)  
**Subject:** 7 boxes approved  
**Importance:** High

Hi Robin,  
You have submitted and received approval for shredding of 7 cubic feet of records.  
Let's schedule a time when you can view them being shred.  
Thanks  
Cathy K

Cathy Kimball, MS  
Eastern Illinois University  
Records Manager  
Facilities Planning & Management  
P 217.581.3318  
F 217.581.5716

## Appendix X

### Curriculum: Sequence Aligned with NASP Training Standards

Course Offerings by Year/Semester	Courses by NASP Domain Competency*
<b>First Year</b>	<b>1. Data-based Decision Making</b>
<b>Fall Semester</b>	PSY 5020-Advanced Measurement Principles
PSY 5020-Advanced Measurement Principles (3)	PSY 5021-Personality Assessment: Child & Adolescent
PSY 5030-The School Psychologist (3)	PSY 5022-Individual Intellectual Assessment
PSY 5300-Advanced Child Psychology (3)	PSY 6970-Seminar – Special Topics in School Psychology
PSY 5500-Child Psychopathology (3)	PSY 6890-Practicum – Assessment
PSY 5710-Analysis and Design I (4)	<b>2. Consultation/Collaboration</b>
	PSY 6660 Theories and App. Of Psych. Consultation
<b>Spring Semester</b>	PSY 6890-Practicum: Consultation/Counseling
PSY 5021-Personality Assessment: Child & Adolescent (3)	PSY 6999-Internship
PSY 5022-Individual Intellectual Assessment (4)	<b>3. Intervention (Behavior and Instruction)</b>
PSY 5711-Analysis & Design II (3)	PSY 6050-Behavior Therapy
PSY 5890-Field Study or Practicum (3)	PSY 6980-Psychotherapeutic Interventions in the Schools
	PSY 6660-Theories and App. of Psych. Consultation
<b>Summer Semester</b>	PSY 6970-Seminar – Special Topics in School Psychology
PSY 5040-Theories of Psychotherapy (3)	<b>4. Mental Health (Counseling)</b>
PSY 5170-Theories of Learning (3)	PSY 5040-Theories of Psychotherapy
	PSY 6980-Psychotherapeutic Interventions in the Schools
<b>Second Year</b>	PSY 6050-Behavior Therapy
<b>Fall Semester</b>	
PSY 6000-Thesis (3)	<b>5. Organization/Operation of School Systems</b>
PSY 6660-Theories and Application of Psych Consultation (3)	PSY 5030-The School Psychologist
PSY 6050-Behavior Therapy (3)	PSY 6970-Seminar–Special Topics in School Psychology
PSY 6890-Practicum – Assessment (3)	PSY 6660 -Theories and App. of Psych. Consultation
PSY 6970-Seminar – Special Topics in School Psychology (3)	PSY 5890-Practicum: Classroom-based
	<b>6. Development (Social/Behavioral)</b>
<b>Spring Semester</b>	PSY 5550 Neuropsychology: Brain Behavior Relation
PSY 5023-Psychoeducational Assess. of Presch. Children (3)	PSY 5300 Advanced Child Psychology
PSY 6000-Thesis (3)	PSY 5500 Child Psychopathology
PSY 5550 Neuropsychology: Brain-Behavior Relation (3)	<b>7. School-Home-Community Collaboration</b>
PSY 6890-Practicum–Consultation/Counseling (3)	PSY 5030-The School Psychologist
PSY 6980-Psychotherapeutic Interventions in the Schools (3)	PSY 6660-Theories and App. of Psych. Consultation
	PSY 6890-Practicum-Consultation/Counseling
<b>Third Year</b>	PSY 6999-Internship
<b>Fall Semester</b>	<b>8. Diversity in Development/Learning</b>
PSY 6999-Internship (6)	PSY 5030-The School Psychologist
	PSY 5300 -Advanced Child Psychology
<b>Spring Semester</b>	PSY 5170 -Theories of Learning
PSY 6999-Internship (6)	<b>9. Applied Research/Program Evaluation</b>
<p><i>* For detailed link between program courses and NASP domain, see Appendix A: Courses Corresponding to NASP Standards: Knowledge and Skills</i></p> <p><i>**Ethics, law, ecological system, and diversity are introduced in PSY 5030-The School Psychologist in the first semester; thereafter, they are covered in every course in context.</i></p>	PSY 5710 & 5711-Analysis & Design of Psychological Research I and II, respectively
	PSY 6000-Specialist Thesis
	PSY 5030-The School Psychologist
	PSY 6660-Theories and App. of Psych. Consultation
	<b>10. Legal/Ethical Practices and Professional Dev.**</b>
	PSY 5030-The School Psychologist
	Page 29 of 48
	PSY 6890-Practicum-Consultation/Counseling

**APPENDIX XI**

Eastern Illinois University

School Psychology Program

Thesis Progress Monitoring Form

\_\_\_\_\_ has made  
Student Name

substantial progress on his or her research project, and with minor revision the student is on schedule for

a thesis proposal in April.\* Please check one of the following.

\_\_\_\_\_ Yes, the student is making progress for meeting the thesis proposal deadline.

\_\_\_\_\_ No, the student is behind schedule for meeting the thesis proposal deadline.

\_\_\_\_\_  
Thesis Chair Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\*The faculty is attesting to the progress the student has made and in no way is guaranteeing a successful proposal (i.e., passing). A timely and successful thesis proposal is the sole responsibility of the student.

**To the Student:** Return to the Graduate Coordinator at the beginning of each month.

## APPENDIX XII

### Program Requirements Sequence Checklist

Name \_\_\_\_\_

Task	Target Date	Completion Date
<b>First Year</b>		
Background check	October	
ISBE Test of Academic Proficiency/ACT	November	
State/National Association Membership	October	
Search for University/External GA for 2nd yr.	November	
Thesis topic development progress check	Monthly	
State convention (ISPA)	February/March	
Identify thesis topic and advisor (Chair)	April 15	
Complete summer tuition waiver (Graduate School)	April 15	
Draft your thesis proposal	Summer	
<b>Second Year</b>		
<b>Submit thesis proposal draft to your chair</b>	August	
ISBE Certification Exam in Content Area	December/January	
Develop internship search packet (resume, recommendations, etc.)	December/January	
Secure Internship	March/April	
Successful thesis proposal and submission to IRB	1 <sup>st</sup> Week in December	
2 <sup>nd</sup> Year Portfolio due	April 15	
Pre-Internship forms: Intern Eligibility Form and State: ISBE 73-44*	3 <sup>rd</sup> Monday in April	
Exit Interview with Graduate Coordinator	April	
<b>Third Year</b>		
<b>Completion of Internship forms:</b>		
Contact Information and Internship Agreement	August	
Internship Plan	September	
Intern Conference at EIU	3 <sup>rd</sup> Friday in October	
Submit PRAXIS II Examination (NCSP) Results to the Program	December 15	
Intern-Supervisor Conference at ISU	Fall (will be announced)	
Mid-Internship Evaluation	December 15	
Apply for graduation	Refer to EIU's calendar	
Secure position for the following year	March/April	
Intern Portfolio due (plan to present unless otherwise told)	April 15	
Thesis Defense	April 1	
Post-internship Program Evaluation	May 15	
Entitlement Request Form (to begin application for certification)**	May 15	
Post-Graduation Contact Information	June	

\*ISBE 73-44 will be signed after the student submits the Intern Eligibility Form, signed by the thesis chair attesting to the successful completion of thesis proposal, to the Graduate Coordinator.

\*\*In order to access the online Application for licensure, you must complete and submit the Entitlement Request Form to the Certifying Officer in the College of Education Dean's Office.

## APPENDIX XII

### National Association of School Psychologists

#### Principles for Professional Ethics

2010

#### INTRODUCTION

"The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth. NASP's mission is accomplished through identification of appropriate evidence-based education and mental health services for all children; implementation of professional practices that are empirically supported, data driven, and culturally competent; promotion of professional competence of school psychologists; recognition of the essential components of high-quality graduate education and professional development in school psychology; preparation of school psychologists to deliver a continuum of services for children, youth, families, and schools; and advocacy for the value of school psychological services, among other important initiatives.

School psychologists provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services for children and youth, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all children. School psychologists apply their knowledge of both psychology and education during consultation and collaboration with others. They conduct effective decision making using a foundation of assessment and data collection. School psychologists engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and mental health. School psychologists provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention of academic and behavior problems, response to crises, and improvement of family-school collaboration. The key foundations for all services by school psychologists are understanding of diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice. All of these components and their relationships are depicted in Appendix A, a graphic representation of a national model for comprehensive and integrated services by school psychologists. School psychologists are credentialed by state education agencies or other similar state entities that have the statutory authority to regulate and establish credentialing requirements for professional practice within a state. School psychologists typically work in public or private schools or other educational contexts.

The NASP *Principles for Professional Ethics* is designed to be used in conjunction with the NASP Standards for Graduate Preparation of School Psychologists, *Standards for the Credentialing of School Psychologists*, and *Model for Comprehensive and Integrated School Psychological Services* to provide a unified set of national principles that guide graduate education, credentialing, professional practices, and ethical behavior of effective school psychologists. These NASP policy documents are intended to define contemporary school psychology; promote school psychologists' services for children, families, and schools; and provide a foundation for the future of school psychology. These NASP policy documents are used to communicate NASP's positions and advocate for qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels.

The formal principles that elucidate the proper conduct of a professional school psychologist are known as ethics. In 1974, NASP adopted its first code of ethics, the *Principles for Professional Ethics* (Principles), and revisions were made in 1984, 1992, 1997, and 2000. The purpose of the Principles is to protect the public and those who receive school psychological services by sensitizing school psychologists to the ethical aspects of their work, educating them about appropriate conduct, helping them monitor their own behavior, and...



## Appendix XIV

### NASP Training Standards

**STANDARD 1: Data-Based Decision Making and Accountability:** School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

**STANDARD 2: Consultation and Collaboration:** School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

**STANDARD 3: Interventions and Instructional Support to Develop Academic Skills:** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies.

**STANDARD 4: Interventions and Mental Health Services to Develop Social and Life Skills:** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

**STANDARD 5: School-Wide Practices to Promote Learning:** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

**STANDARD 6: Preventive and Responsive Services:** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

**STANDARD 7: Family–School Collaboration Services:** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

**STANDARD 8: Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

**STANDARD 9: Research and Program Evaluation:** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

**STANDARD 10: Legal, Ethical, and Professional Practice:** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Source: NASP (2010): <http://www.nasponline.org/standards/2010standards.aspx>

## Appendix XV

### Email Regarding ISBE Reading Requirement

**From:** Stephen Lucas [mailto:selucas@eiu.edu]

**Sent:** Tuesday, February 26, 2013 11:10 AM

**To:** Linda Reven; Douglas Bower; Teresita M Hunt; Heidi A Larson; Assegedetch Haile Mariam; Lynn Calvert; Jacquelynne Brosam; Denise E Reid; John Bickford; Linda S Sherwood; Joy L Russell

**Cc:** Stephen E Lucas

**Subject:** Recap: Type 73 Literacy Committee Meeting (2-26-13)

Hi All,

Thank for a productive final meeting today. Here is a recap:

1. Linda shared the document that EC / ELE / MLE produced correlating the readings list to the school support personnel standards, including notations for essential and recommended readings.
2. The Type 73 programs indicated that with these resources, they felt ready to move forward with infusing the standards into existing course work, trying this for a year, then revisiting to see if additional resources (e.g., modules, etc.) might be required.
3. The Type 73 programs indicated that they would purchase sets of the Essential Readings volumes for their departments to use. A list of the volumes may be found at the bottom of this message.
4. I checked with Doug Bower after the meeting regarding the documentation issue. He indicated that these standards (and how they are being addressed and assessed in courses) should be included in course syllabi. He also indicated that documentation for ISBE will need to be produced later this calendar year when programs are taken to Springfield for renewal. Doug will send along more information about this specific process.

Thanks,  
Stephen

#### Essential Readings Volumes:

Afflerbach, Peter (2010). *Essential Readings on Assessment*. International Reading Association. ISBN 978-0872078123

Allington, Richard L. (2010). *Essential Readings on Struggling Learners*. International Reading Association. ISBN 978-0872078116.

Graves, Michael F. (2009). *Essential Readings on Vocabulary Instruction*. International Reading Association. ISBN 978-0872078062.

Lapp, Diane (2009). *Essential Readings on Comprehension*, International Reading Association. ISBN 978-0872078079.

Malloy, Jacquelyn A. (2010). *Essential Readings on Motivation*. International Reading Association. ISBN 978-0872078109.

Rasinski, Timothy V. (2009). *Essential Readings on Fluency*. International Reading Association. ISBN 978-0872078086.

Strickland, Dorothy S. (2010). *Essential Readings on Early Literacy*. International Reading Association. ISBN 978-0872078093.

**Appendix XVI**  
**NASP and ISBE Licensure Examination Results**  
**PRAXIS II**

Student	*I	II	III	IV	V	VI	Overall	Outcome
	Data-based Decision	Research-based Practice	Behave. Mental Health Practice	Consult./ Collab.	Applied Psych Foundation	Ethical/ Legal		
	Score (%)	Score (%)	Score (%)	Score (%)	Score (%)	Score (%)		
			<b>2012-2013</b>					
1AB	36 (86%)	13 (93%)	14 (74%)	14 (93%)	11 (69%)	12 (86%)	181 (91%)	Passed
2MF	30 (71%)	10 (71%)	15 (79%)	12 (80%)	10 (63%)	13 (93%)	174 (87%)	Passed
3JL	32 (78%)	12 (80%)	15 (83%)	10 (71%)	13 (87%)	9 (64%)	178 (89%)	Passed
4CL	35 (83%)	11 (79%)	15 (79%)	13 (87%)	10 (63%)	11 (79%)	177 (89%)	Passed
5HM	28 (68%)	13 (87%)	16 (89%)	14 (100%)	14 (93%)	10 (71%)	182 (91%)	Passed
6TS	38 (90%)	10 (71%)	18 (95%)	15 (100%)	16 (100%)	13 (93%)	188 (94%)	Passed
<b>Mean</b>	<b>33 (79%)</b>	<b>12 (80%)</b>	<b>16 (83%)</b>	<b>13 (90%)</b>	<b>12 (79%)</b>	<b>11 (81%)</b>	<b>180 (90%)</b>	
<b>Range</b>	<b>28-38</b>	<b>10-13</b>	<b>14-18</b>	<b>10-15</b>	<b>10-16</b>	<b>9-13</b>	<b>174-188</b>	
			<b>2010-2011</b>					
1KB	29 (71%)	12 (80%)	14 (78%)	11 (73%)	10 (63%)	7 (50%)	171 (86%)	Passed
2JH	35 (85%)	10 (67%)	15 (83%)	10 (67%)	14 (88%)	10 (71%)	184 (92%)	Passed
3JK	29 (71%)	12 (80%)	15 (88%)	10 (67%)	14 (88%)	7 (50%)	175 (88%)	Passed
4BM	34 (83%)	14 (93%)	17 (94%)	10 (67%)	14 (88%)	10 (71%)	185 (93%)	Passed
5LS	Taken, score not yet reported.							
6LN	27 (66%)	12 (80%)	16 (89%)	10 (67%)	16 (100%)	11 (79%)	180 (90%)	Passed
7MW	23 (56%)	13 (87%)	14 (78%)	9 (60%)	8 (50%)	7 (50%)	165 (83%)	Passed
<b>Mean</b>	<b>30 (72%)</b>	<b>12 (81%)</b>	<b>15 (85%)</b>	<b>10 (67%)</b>	<b>13 (80%)</b>	<b>9 (62%)</b>	<b>177 (89%)</b>	
<b>Range</b>	<b>23-35</b>	<b>10-14</b>	<b>14-17</b>	<b>9-11</b>	<b>8-16</b>	<b>7-11</b>	<b>165-185</b>	
			<b>2009-2010</b>					
1KE	30 (73%)	10 (67%)	15 (83%)	13 (87%)	14 (88%)	13 (93%)	181 (91%)	Passed
2JH	28 (68%)	12 (80%)	16 (89%)	11 (73%)	13 (81%)	11 (79%)	176 (88%)	Passed
3TH	30 (73%)	10 (67%)	15 (83%)	8 (53%)	14 (88%)	9 (64%)	174 (87%)	Passed
4CL	29 (71%)	11 (73%)	13 (72%)	11 (73%)	15 (94%)	12 (86%)	178 (89%)	Passed
5AT	32 (78%)	13 (87%)	16 (89%)	11 (73%)	15 (94%)	10 (71%)	183 (92%)	Passed
6SW	30 (73%)	12 (80%)	17 (94%)	12 (80%)	12 (73%)	12 (86%)	181 (91%)	Passed
7MW	32 (78%)	11 (87%)	16 (89%)	13 (87%)	13 (81%)	11 (79%)	183 (92%)	Passed
<b>Mean</b>	<b>30 (73%)</b>	<b>11 (77%)</b>	<b>15 (86%)</b>	<b>11 (75%)</b>	<b>14 (86%)</b>	<b>11 (80%)</b>	<b>179 (90%)</b>	
<b>Range</b>	<b>28-32</b>	<b>10-13</b>	<b>13-17</b>	<b>8-13</b>	<b>12-15</b>	<b>9-13</b>	<b>174-183</b>	
<b>Overall Mean</b>							<b>179 (range=170-185)</b>	

Passing score=165

### ISB-Type 73

Student	Basic Skills					School Psychology				Outcome
	Reading	Lang. Arts	Math	Writing	Overall	Human Dev., Diversity, Learning	Prevent. Interven.	Sch. System, Research, Practice	Overall	
	Score(%)	Score(%)	Score(%)	Score(%)		Score(%)	Score(%)	Score(%)		
				2012-2013						
1	260(87%)	283(94%)	283(94%)	240(80%)	267(89%)	236(79%)	258(86%)	270(90%)	256(85%)	Passed
2	287(96%)	266(89%)	291(97%)	285(95%)	282(95%)	274(91%)	274(91%)	279(93%)	276(92%)	Passed
3	Pass	289(96%)	246(82%)	Pass	268(89%)	236(79%)	269(90%)	270(90%)	259(86%)	Passed
4	260(87%)	240(80%)	266(89%)	270(90%)	259(87%)	269(90%)	258(86%)	253(84%)	259(86%)	Passed
5	293(98%)	266(89%)	283(94%)	270(90%)	278(93%)	242(81%)	269(90%)	279(93%)	264(88%)	Passed
6	280(93%)	283(94%)	300(100%)	300(100%)	291(98%)	290(97%)	284(95%)	279(93%)	284(95%)	Passed
Mean	276(92%)	271(90%)	279(93%)	273(91%)	275(92%)	258(86%)	269(90%)	271(90%)	266(89%)	
Range	260-293	240-289	246-300	240-300	259-291	236-290	258-284	253-279	256-284	
				2010-2011						
1	267(89%)	283(94%)	249(83%)	285(95%)	271(90%)	258(86%)	242(81%)	223(74%)	242(81%)	Passed
2	280(93%)	283(94%)	300(100%)	270(90%)	283(94%)	258(86%)	274(91%)	287(96%)	274(91%)	Passed
3	273(91%)	224(75%)	257(86%)	240(80%)	249(83%)	253(84%)	253(84%)	262(87%)	256(85%)	Passed
4	284(95%)	274(91%)	268(89%)	252(84%)	270(90%)	295(93%)	279(93%)	283(94%)	285(95%)	Passed
5	284(95%)	287(95%)	289(96%)	264(88%)	281(94%)	274(91%)	258(86%)	270(90%)	268(89%)	Passed
6	273(91%)	249(83%)	274(91%)	285(95%)	270(90%)	274(91%)	279(93%)	266(89%)	272(91%)	Passed
7	248(83%)	266(89%)	266(89%)	285(95%)	266(89%)	248(83%)	253(84%)	240(80%)	246(82%)	Passed
Mean	273(91%)	267(89%)	272(76%)	269(90%)	270(90%)	266(88%)	263(87%)	262(87%)	263(88%)	
Range	148-284	224-287	249-289	240-285	249-283	248-295	242-279	223-287	242-285	
				2009-2010						
1	288(96%)	282(94%)	295(98%)	264(88%)	282(94%)	284(95%)	279(98%)	240(80%)	266(89%)	Passed
2	268(89%)	274(91%)	271(90%)	266(89%)	270(90%)	270(90%)	275(92%)	269(90%)	261(87%)	Passed
3	261(87%)	274(91%)	273(91%)	276(92%)	271(90%)	269(90%)	269(90%)	253(84%)	263(88%)	Passed
4	245(82%)	282(94%)	208(69%)	252(84%)	247(82%)	269(90%)	274(91%)	249(88%)	263(88%)	Passed
5	288(96%)	291(91%)	300(100%)	264(88%)	286(94%)	269(90%)	242(81%)	270(90%)	261(87%)	Passed
6	280(93%)	291(91%)	246(82%)	300(100)	279(92%)	284(95%)	284(96%)	283(95%)	284(95%)	Passed
7	280(93%)	282(94%)	257(86%)	240(80%)	265(88%)	269(90%)	274(91%)	274(91%)	272(91%)	Passed
Mean	273(91%)	282(92%)	264(88%)	266(89%)	271(90%)	273(91%)	271(91%)	263(88%)	267(89%)	
Range	245-288	247-291	208-300	240-300	247-286	269-284	242-284	249-283	262-284	
					271 (range=257-287)				265 (range=250-269)	

Passing score=240

## Appendix XVII

### Book-drive Flyer

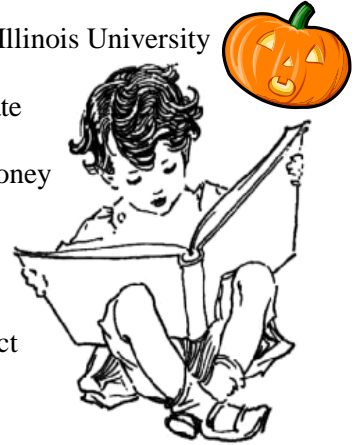


## TRICK-OR-TREAT FOR CHILDREN'S BOOKS!!

Sponsored by SASPE-Student Affiliates of School Psychology at Eastern Illinois University

Our student organization is conducting a children's book-drive this month to donate books to children in Coles County. SASPE is a recognized student organization at EIU. Our goal is to contribute to the community. In the past, we have donated money to special education programs in the local schools and books to the local library.

As future school psychologists, we recognize the importance of reading to be successful in school and throughout life, and we would like to encourage children to read or be read to daily. Your donations to the book-drive will go far and impact the lives of children in our community. We appreciate any book donations and so do the children in your community!



SASPE members will pick up donations on **Thursday, October 24<sup>th</sup>**, from 5:30 to 7:00 p.m.

If you will not be home, you may leave your donations on your door step. Thank you!

**HAPPY  
HALLOWEEN**

## Appendix XVIII

### Sample Referral for Assessment

**From:** For confidentiality reasons, all identifying information has been removed.  
**Sent:** Tuesday, November 12, 2013 8:41 AM  
**To:** ahailemariam@eiu.edu  
**Subject:** New Student referral for Academic/learning Disability testing

Dr Assege:

As you have been so helpful with my last patient, I would like to refer another to you for assessment. She is a 17 yr old with long standing history of Learning Disabilities but she has never had any formal testing. She dropped out of high school before finishing but then entered the Pathways program completing her GED with help. She has now entered Lakeland college and is attempting 4 courses this semester. Because she has little documentation of her disabilities I would like to start that process. Her mother states she has dyslexia and has had help with that all along, given that- she also has problems with math. Her attention span may also be compromised as well. I have sent home the Vanderbilt and also hope to get her Pathways counselor to complete one as well. It appears from my initial assessment that she has a complex learning problem and would like to see what specific help your assessments might help to clarify. If this is possible you can reach either myself at ... (cell) or at work ... The patient's information is on the referral form. Her mother is also very supportive and involved. Thank you for your consideration.

...

I will send a copy of this through the fax along with the Referral Form.



Southern Illinois Healthcare Foundation  
Mattoon Medical Center

## Appendix XIX

### Student Scholarly Activities

#### Publication

**Canivez, G. L., & \*Gaboury, A. R.** (2013, June 11). Construct validity and diagnostic utility of the Cognitive Assessment System for ADHD. *Journal of Attention Disorders*. Advance online publication. doi: 10.1177/1087054713489021

**Canivez, G. L., & \*Sprouls, K.** (2010). Adjustment Scales for Children and Adolescents: Factorial validity generalization with Hispanic/Latino youths. *Journal of Psychoeducational Assessment, 28*, 209–221. doi: 10.1177/0734282909349213

#### Presentation

\*Berlinghof, J. & **Floress, M. T.** (2013, January). *Assessing adaptive sleep habits in young children*. Poster presented at the 2013 Illinois School Psychologist Association Convention. Springfield, IL.

\*Goodman, B. & HaileMariam, A. (2009). *Teachers' Perception of Multicultural Education*. National Association of School Psychologists Annual Convention, Boston.

HaileMariam, A. & \*Larson, J. (2014). Adolescent Suicide Prevention and the Role of the Internet (PA635). National Association of School Psychologists Annual Convention, Washington, D.C.

HaileMariam, A. & \*McDermott, M. (2013). *The relationship between cyberbullying and depression in adolescents*. National Association of School Psychologists, Seattle, WA.

HaileMariam, A. & Girresch, S. (2013). *Treatment Acceptability for ADHD: A cultural Perspective*. National Association of School Psychologists, Seattle, WA.

Jenkins, L. N. & \*Potoki, A. (2013, January). *Bullying and Victimization among Students with Learning Disabilities: Current Research and Future Directions*. Poster presented at the annual convention, Springfield, IL.

**Note:** \*Student

## Appendix XX

### Faculty Scholarly Activities

#### Publication

##### Gary Canivez

- Canivez, G. L.** (2013, July 29). Construct validity of the WISC–IV with a referred sample: Direct versus indirect hierarchical structures. *School Psychology Quarterly*. Advance online publication. doi: 10.1037/spq0000032
- Canivez, G. L.,** & Gaboury, A. R. (2013, June 11). Construct validity and diagnostic utility of the Cognitive Assessment System for ADHD. *Journal of Attention Disorders*. Advance online publication. doi: 10.1177/1087054713489021
- Pendergast, L. L., Watkins, M. W., & **Canivez, G. L.** (2013, May 8). Structural and convergent validity of the Homework Performance Questionnaire. *Educational Psychology*. Advance online publication. doi: 10.1080/01443410.2013.785058
- Watkins, M. W., **Canivez, G. L.,** James, T., Good, R., & James, K. (2013). Construct validity of the WISC–IV<sup>UK</sup> with a large referred Irish sample. *International Journal of School and Educational Psychology*, 1, 102–111. doi: 10.1080/21683603.2013.794439
- Nelson, J. M., **Canivez, G. L.,** & Watkins, M. W. (2013). Structural and incremental validity of the Wechsler Adult Intelligence Scale–Fourth Edition (WAIS–IV) with a clinical sample. *Psychological Assessment*, 25, 618–630. doi: 10.1037/a0032086
- Canivez, G. L.** (2013). Incremental validity of WAIS–IV factor index scores: Relationships with WIAT–II and WIAT–III subtest and composite scores. *Psychological Assessment*, 25, 484–495. doi: 10.1037/a0032092
- Davidson, M. M., Gervais, S. J., **Canivez, G. L.,** & Cole, B. P. (2013). A psychometric examination of the Interpersonal Sexual Objectification Scale among college men. *Journal of Counseling Psychology*, 60, 239–250. doi: 10.1037/a0032075
- Canivez, G. L.,** & Kush, J. C. (2013). WISC–IV and WAIS–IV structural validity: Alternate methods, alternate results. Commentary on Weiss et al. (2013a) and Weiss et al. (2013b). *Journal of Psychoeducational Assessment*, 31, 157–169. doi: 10.1177/0734282913478036
- Davidson, M. M., & **Canivez, G. L.** (2012). Attitudes Toward Violence Scale: Psychometric features with a high school sample. *Journal of Interpersonal Violence*, 27, 3660–3682. doi: 10.1177/0886260512447578
- Nelson, J. M., & **Canivez, G. L.** (2012). Examination of the structural, convergent, and incremental validity of the Reynolds Intellectual Assessment Scales (RIAS) with a clinical sample. *Psychological Assessment*, 24, 129–140. doi: 10.1037/a0024878



- Canivez, G. L.** (2011). Hierarchical factor structure of the Cognitive Assessment System: Variance partitions from the Schmid–Leiman (1957) procedure. *School Psychology Quarterly*, 26, 305–317. doi: 10.1037/a0025973
- Canivez, G. L., & Beran, T. N.** (2011). Learning Behaviors Scale and Canadian Youths: Factorial Validity Generalization and Comparisons to the U.S. Standardization Sample. *Canadian Journal of School Psychology*, 26, 193–208. doi: 10.1177/0829573511416440
- Canivez, G. L., & Watkins, M. W.** (2010). Exploratory and higher–order factor analyses of the Wechsler Adult Intelligence Scale–Fourth Edition (WAIS–IV) adolescent subsample. *School Psychology Quarterly*, 25, 223–235. doi: 10.1037/a0022046
- Canivez, G. L., & Watkins, M. W.** (2010). Investigation of the factor structure of the Wechsler Adult Intelligence Scale–Fourth Edition (WAIS–IV): Exploratory and higher–order factor analyses. *Psychological Assessment*, 22, 827–836. doi: 10.1037/a0020429
- Konold, T. R., & **Canivez, G. L.** (2010). Differential relationships among WISC–IV and WIAT–II scales: An evaluation of potentially moderating child demographics. *Educational and Psychological Measurement*, 70, 613–627. doi: 10.1177/0013164409355686
- Canivez, G. L., & Sprouls, K.** (2010). Adjustment Scales for Children and Adolescents: Factorial validity generalization with Hispanic/Latino youths. *Journal of Psychoeducational Assessment*, 28, 209–221. doi: 10.1177/0734282909349213
- Canivez, G. L., Konold, T. R., Collins, J. M., & Wilson, G.** (2009). Construct validity of the Wechsler Abbreviated Scale of Intelligence and Wide Range Intelligence Test: Convergent and structural validity. *School Psychology Quarterly*, 24, 252–265. doi: 10.1037/a0018030
- Canivez, G. L., & Beran, T. N.** (2009). Adjustment Scales for Children and Adolescents: Factorial validity in a Canadian sample. *Canadian Journal of School Psychology*, 24, 284–302. doi: 10.1177/0829573509344344

## Test Reviews

- Canivez, G. L.** (in press). Review of the Assessment of Multiple Intelligences. In K. F. Geisinger & R. A. Spies (Eds.), *The mental measurements yearbook* (pp. ). Lincoln, NE: Buros Institute of Mental Measurements.
- Canivez, G. L.** (2010). Review of the Wechsler Adult Intelligence Test–Fourth Edition. In R. A. Spies, J. F. Carlson, and K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook* (pp. 684–688). Lincoln, NE: Buros Institute of Mental Measurements.
- Canivez, G. L.** (2010). Review of the SCAN–3 for Children: Tests for Auditory Processing Disorders. In R. A. Spies, J. F. Carlson, and K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook* (pp. 500–504). Lincoln, NE: Buros Institute of Mental Measurements.

## Chapters and Entries in Edited Books

**Canivez, G. L.** (2013). Psychometric versus actuarial interpretation of intelligence and related aptitude batteries. In D. H. Saklofske, C. R. Reynolds, & V. L. Schwean, (Eds.), *The Oxford Handbook of Child Psychological Assessments* (pp. 84–112). New York: Oxford University Press.

**Canivez, G. L.** (2008). Stanford–Binet Intelligence Scales. In E. M. Anderman & L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia* (pp. 884–887). Detroit, MI: Macmillan.

Konold, T. R., & **Canivez, G. L.** (2008). Aptitude tests. In E. M. Anderman & L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia* (pp. 47–51). Detroit, MI: Macmillan.

## Meg Floress

Warzak, W. J., **Floress, M. T.**, Kellen, M. Kazmerski, J. S., & Chopko, S. (2012). Trends in time-out research: Are we focusing our efforts where our efforts are needed? *The Behavior Therapist*, 35, 30-33.

Warzak, W.J., Evans, S.E, **Floress, M.T.**, Gross, A.C., Stoolman, S. (2011). Caffeine consumption in young children. *Journal of Pediatrics*, 158, 508-9. doi: 10.1016/j.jpeds.2010.11.022.

## Assegedetch HaileMariam

**HaileMariam, A.** (2013). Cultural Context of Learning: What do Ethnic Minority Children Bring to the Learning and Teaching Processes? In S. Abebe (Ed), *Diversity in the Classroom: Integrated Framework beyond Chalk and Talk* (Chapter 2). Ronkonkoma, NY: Linus Publications.

Abebe, S. & **HaileMariam, A.** (2010). Teacher stressors and potential remedies from pre-service teachers' and cooperating teachers' perspectives, *Eastern Education Journal*, 40, 1, 64 – 74.

**HaileMariam, A.** & Burgener, T. (2009). Relationship between evaluative groups' perceptions of children and children's self-reported levels of self-concept. *Journal of Research Methodology*, 23, 2, 216-228.

## Lyndsay Jenkins

Rueger, S. Y., Chen, P., **Jenkins, L. N.**, & Hyung, J. C. (2013) Effects of perceived social support from mothers, fathers, and teachers on depressive symptoms during the transition to middle school. *Journal of Youth and Adolescence*.

Rueger, S. Y., & **Jenkins, L. N.** (2013). Effects of peer victimization on psychological and academic adjustment in early adolescence. *School Psychology Quarterly*.

## Presentation

### Gary Canivez

**Canivez, G. L.** (2013, August). *Clinical Usefulness of Cultural Linguistic Interpretive Matrix with English Language Learners: Symposium Discussant*. Symposium presented at the 2013 Annual Convention of the American Psychological Association, Honolulu, HI.

Davidson, M. M., Gervais, S. J., **Canivez, G. L.**, & Cole, B. P. (2013, August). *A Psychometric Examination of the Interpersonal Sexual Objectification Scale Among College Men*. Paper presented at the 2013 Annual Convention of the American Psychological Association, Honolulu, HI.

**Canivez, G. L.** (2013, July). *Structural Validity of the WISC-IV with a Referred Sample*. Paper presented at the 2013 Annual Convention of the American Psychological Association, Honolulu, HI.

**Canivez, G. L.**, Watkins, M. W., James, T., James, K., & Good, R. (2013, July). *Incremental Validity of WISC-IV<sup>UK</sup> Factor Index Scores with a Referred Irish Sample*. Paper presented at the 2013 Annual Convention of the American Psychological Association, Honolulu, HI.

**Canivez, G. L.** (2013, May). *Structural Validity of the WISC-IV: Direct Hierarchical Model Again Best*. Paper presented at the 2013 Annual Convention of the Midwestern Psychological Association, Chicago, IL.

**Canivez, G. L.**, Watkins, M. W., James, T., Good, R., & James, K. (2013, May). *Incremental Validity of WISC-IV<sup>UK</sup> Factor Index Scores*. Paper presented at the 2013 Annual Convention of the Midwestern Psychological Association, Chicago, IL.

Nelson, J. M., **Canivez, G. L.**, & Watkins, M. W. (2013, February). *WAIS-IV Factor Index Score Incremental Validity: Predicting WIAT-II and WIAT-III*. Paper presented at the 2013 Annual Convention of the National Association of School Psychologists, Seattle, WA.

**Canivez, G. L.** (2013, January). *Interpretation of WISC-IV Scores: Structural Validity with a Referred Sample*. Paper presented at the 2013 Annual Convention of the Illinois School Psychologists Association, Springfield, IL.

**Canivez, G. L.** (2012, August). *Predicting WIAT-II and WIAT-III Scores: WAIS-IV Factor Index Incremental Validity*. Paper presented at the 2012 Annual Convention of the American Psychological Association, Orlando, FL.

**Canivez, G. L.**, Watkins, M. W., James, T., Good, R., & James, K. (2012, August). *Structural Validity of the WISC-IV<sup>UK</sup> with an Irish Sample*. Paper presented at the 2012 Annual Convention of the American Psychological Association, Orlando, FL.

Nelson, J. M., & **Canivez, G. L.** (2012, August). *Structural and Incremental Validity of the Wechsler Adult Intelligence Scale-Fourth Edition*. Paper presented at the 2012 Annual Convention of the American Psychological Association, Orlando, FL.

- Canivez, G. L.,** Watkins, M. W., James, T., James, K, & Good, R. (2012, July). *Construct Validity of the WISC-IV<sup>UK</sup> with a Large Irish Sample of Referred Children*. Paper presented at the 8<sup>th</sup> Conference of the International Test Commission, Amsterdam, The Netherlands.
- Davidson, M. M., & **Canivez, G. L.** (2012, May). *Attitudes Toward Violence Scale: Psychometric Properties with a High School Sample*. Paper presented at the 2012 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Canivez, G. L.** (2012, February). *WAIS-IV Factor Index Score Incremental Validity: Predicting WIAT-II and WIAT-III*. Paper presented at the 2012 Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Nelson, J. M., & **Canivez, G. L.** (2012, February). *The Reynolds Intellectual Assessment Scales: Structural and Incremental Validity*. Paper presented at the 2012 Annual Convention of the National Association of School Psychologists, Philadelphia, PA.
- Canivez, G. L.** (2011, August). *Interpretation of Cognitive Assessment System Scores: Considering Incremental Validity of PASS Scores in Predicting Achievement*. Paper presented at the 2011 Annual Convention of the American Psychological Association, Washington, DC.
- Canivez, G. L.,** & Beran, T. N. (2011, August). *Learning Behaviors Scale and Canadian Youths: Factor Generalization and Comparisons to the U.S. Standardization Sample*. Paper presented at the 2011 Annual Convention of the American Psychological Association, Washington, DC.
- Nelson, J. M., & **Canivez, G. L.** (2011, August). *Examination of the Structural and Incremental Validity of the RIAS with a Clinical Sample*. Paper presented at the 2011 Annual Convention of the American Psychological Association, Washington, DC.
- Canivez, G. L.** (2011, May). *Cognitive Assessment System: An Orthogonal Hierarchical Factor Structure Investigation*. Paper presented at the 2011 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Canivez, G. L.,** & Beran, T. N. (2011, May). *LBS Factorial Generalization and Measurement Equivalence in a Canadian Sample*. Paper presented at the 2011 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Canivez, G. L.** (2011, February). *Incremental Predictive Validity of Cognitive Assessment System PASS Scores*. Paper presented at the 2011 Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- Canivez, G. L.** (2011, February). *Hierarchical Factor Structure of the Cognitive Assessment System*. Paper presented at the 2011 Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- Canivez, G. L.,** & Watkins, M. W. (2010, August). *Orthogonal Higher Order Factor Structure with the WAIS-IV Standardization Samples*. Paper presented at the 2010 Annual Convention of the American Psychological Association, San Diego, CA.

**Canivez, G. L., & Gaboury, A. R.** (2010, August). *Cognitive Assessment System Construct and Diagnostic Utility in Assessing ADHD*. Paper presented at the 2010 Annual Convention of the American Psychological Association, San Diego, CA.

**Canivez, G. L.** (2010, July). *Adjustment Scales for Children and Adolescents: Overview of Empirical Studies and Implications for Child and Adolescent Assessment*. Paper presented at the 2010 Annual Convention of the International School Psychology Association, Dublin, Ireland.

**Canivez, G. L.** (Organizer), Ding, Y. (Chair), Kuo, Y. –L., Guo, J. –P., Yang, L. –Y., & McDermott, P. A. (2010, July). *Development and Psychometric Assessment of a Psychopathology Measure for Use in Mainland China: Adjustment Scales for Children and Adolescents (Chinese Mandarin Translation)*. Symposium presented at the 7<sup>th</sup> Conference of the International Test Commission, Shatin, Hong Kong.

Ding, Y., **Canivez, G. L.**, Kuo, Y. –L., Guo, J. –P., Yang, L. –Y., & McDermott, P. A. (2010, July). *Translating the Adjustment Scales for Children and Adolescents into Chinese Mandarin and Field Testing Data Collection in Mainland China*. Symposium paper presented at the 7<sup>th</sup> Conference of the International Test Commission, Shatin, Hong Kong.

Kuo, Y. –L., Ding, Y., **Canivez, G. L.**, Guo, J. –P., Yang, L. –Y., & McDermott, P. A. (2010, July). *Adjustment Scales for Children and Adolescents Differential Item Functioning: Chinese and U.S. Standardization Sample Comparisons*. Symposium paper presented at the 7<sup>th</sup> Conference of the International Test Commission, Shatin, Hong Kong.

**Canivez, G. L.**, Kuo, Y. –L., Ding, Y., Guo, J. –P., Yang, L. –Y., & McDermott, P. A. (2010, July). *Adjustment Scales for Children and Adolescents Factorial Invariance: Chinese and U.S. Standardization Sample Comparisons*. Symposium paper presented at the 7<sup>th</sup> Conference of the International Test Commission, Shatin, Hong Kong.

**Canivez, G. L.**, Ding, Y., Kuo, Y. –L., Guo, J. –P., Yang, L. –Y., & McDermott, P. A. (2010, July). *Adjustment Scales for Children and Adolescents Item Prevalence and Mean Scale Differences: Chinese and U.S. Standardization Sample Comparisons*. Symposium paper presented at the 7<sup>th</sup> Conference of the International Test Commission, Shatin, Hong Kong.

**Canivez, G. L.** (Organizer), Ding, Y. (Chair), Kuo, Y. –L., Guo, J. –P., Yang, L. –Y., & McDermott, P. A. (2010, July). *Development and Psychometric Assessment of a Learning Behaviors Measure for Use in Mainland China: Learning Behaviors Scale (Chinese Mandarin Translation)*. Symposium presented at the 7<sup>th</sup> Conference of the International Test Commission, Shatin, Hong Kong.

Ding, Y., Kuo, Y. –L., **Canivez, G. L.**, Guo, J. –P., Yang, L. –Y., & McDermott, P. A. (2010, July). *Translating the Learning Behaviors Scale into Chinese Mandarin and Field Testing Data Collection in Mainland China*. Symposium paper presented at the 7<sup>th</sup> Conference of the International Test Commission, Shatin, Hong Kong.

Kuo, Y. –L., Ding, Y., **Canivez, G. L.**, Guo, J. –P., Yang, L. –Y., & McDermott, P. A. (2010, July). *Learning Behaviors Scale Differential Item Functioning: Chinese and U.S. Standardization Sample Comparisons*. Symposium paper presented at the 7<sup>th</sup> Conference of the International Test Commission, Shatin, Hong Kong.

- Canivez, G. L.,** Ding, Y., Kuo, Y. –L., Guo, J. –P., Yang, L. –Y., & McDermott, P. A. (2010, July). *Learning Behaviors Scale Mean Scale Differences: Chinese and U.S. Standardization Sample Comparisons*. Symposium paper presented at the 7<sup>th</sup> Conference of the International Test Commission, Shatin, Hong Kong.
- Canivez, G. L.,** Ding, Y., Kuo, Y. –L., Guo, J. –P., Yang, L. –Y., & McDermott, P. A. (2010, July). *Learning Behaviors Scale Factorial Invariance: Chinese and U.S. Standardization Sample Comparisons*. Symposium paper presented at the 7<sup>th</sup> Conference of the International Test Commission, Shatin, Hong Kong.
- Canivez, G. L.,** & Watkins, M. W. (2010, May). *WIAS–IV Interpretation with Adolescents: Implications of Hierarchical Exploratory Factor Analyses*. Paper presented at the 2010 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Canivez, G. L.,** & Gaboury, A. R. (2010, May). *CAS Construct Validity: ADHD Distinct Group Differences and Diagnostic Utility*. Paper presented at the 2010 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Canivez, G. L.,** & Watkins, M. W. (2010, March). *Interpreting Adolescent WAIS–IV Scores: Structural Validity Considerations and Concerns*. Paper presented at the 2010 Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Canivez, G. L.,** Miller, K. D., & White, J. R. (2010, March). *Discriminant Validity of ASCA: Differentiating ADHD, ODD, and CD*. Paper presented at the 2010 Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Canivez, G. L.** (2010, January). *Interpretation of the WAIS–IV with Adolescents: Structural Validity Considerations and Concerns*. Paper presented at the 2010 Annual Convention of the Illinois School Psychologists Association, Peoria, IL.
- Canivez, G. L.,** & Konold, T. R. (2009, August). *Examination of Differential WISC–IV Predictive Validity Bias: WISC–IV—WIAT–II Linking Sample*. Paper presented at the 2009 Annual Convention of the American Psychological Association, Toronto, ON, CA.
- Canivez, G. L.** (2009, August). *Hierarchical Factor Structure of the Cognitive Assessment System*. Paper presented at the 2009 Annual Convention of the American Psychological Association, Toronto, ON, CA.
- Canivez, G. L.,** & Konold, T. R. (2009, May). *Assessing IQ Test Bias: Examination of WISC–IV Differential Predictive Validity*. Paper presented at the 2009 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Canivez, G. L.,** Collins, J. M., & Wilson, G. (2009, February). *Construct Validity Investigations of the WASI and WRIT*. Paper presented at the 2009 Annual Convention of the National Association of School Psychologists, Boston, MA.

**Canivez, G. L., & Konold, T. R.** (2009, February). *Examination of WISC–IV Differential Predictive Validity Bias: WISC–IV—WIAT–II Linking Sample*. Paper presented at the 2009 Annual Convention of the National Association of School Psychologists, Boston, MA.

**Canivez, G. L.** (2009, January). *Proper Interpretation of IQ Tests: Cross–Battery Assessment, Factor Precedence, and Reliability and Validity Research Considerations*. Paper presented at the 2009 Annual Convention of the Illinois School Psychologists Association, Springfield, IL.

### **Margaret Floress**

**Floress, M.T. & Jenkins, L.N.** (2014, February.) *A preliminary investigation of kindergarten teachers' use of praise in general education*. Poster accepted at the 2014 Annual Convention of the National Association of School Psychologists. Washington D.C.

**Floress, M. T. & Kazmerski, J.** (2013, February). *Trends in time-out research: Where we go from here*. Poster presented at the 2013 Annual Convention of the National Association of School Psychologists. Seattle, WA.

Jenkins, L. & **Floress, M. T.** (2013, January). *Common core standards: Impact on schools and school psychologists*. Mini-skills workshop presented at the 2013 Illinois School Psychologist Association Convention. Springfield, IL.

Berlinghof, J. & **Floress, M. T.** (2013, January). *Assessing adaptive sleep habits in young children*. Poster presented at the 2013 Illinois School Psychologist Association Convention. Springfield, IL.

**Floress, M.T.,** Griffin, J.R., & Johnson, K. (2012, February). *Examining the generalization of teacher-child interaction training in the classroom*. Poster presented at the 2012 Annual Convention of the National Association of School Psychologists. Philadelphia, PA.

Johnson-Gros, K. & **Floress, M.T.** (2011, February). *Common themes in the analysis of mathematics interventions*. Symposium presented at the 2011 Annual Convention of the National Association of School Psychologists. San Francisco, CA.

Jenkins, L.N. & **Floress, M.T.** (2012, October). *Common core standards*. . Presented at the Annual Intern Conference at Eastern Illinois University, Charleston, IL.

**Floress, M.T.** (2010, October). *Psychopharmacology consultation*. Presented at the Annual Intern Conference at Eastern Illinois University, Charleston, IL.

### **Assegedetch HaileMariam**

**HaileMariam, A. & McDermott, M.** (2013). *The relationship between cyberbullying and depression in adolescents*. National Association of School Psychologists, Seattle, WA.

**HaileMariam, A. & Girresch, S.** (2013). *Treatment Acceptability for ADHD: A cultural Perspective*. National Association of School Psychologists, Seattle, WA.

- Brito, B. & **HaileMariam, A.** (2012). *Maximizing Function and Minimizing Challenging Behaviors in Older Adults*. Co-authored and presented an all-day workshop conducted for the Continuing Education Institute of Illinois in collaboration with the Department of Family Medicine, College of Medicine, University of Illinois.
- Brito, B. & **HaileMariam, A.** (2012). *Difficult Adult Populations: Techniques for Effectively Managing Behaviors*. Co-authored a presentation given at EIU's Token Systems Conference, Eastern Illinois University & the Coles Lifespan Center, Charleston, IL.
- HaileMariam, A.** (2012). Faith, Rituals, "Khat" and NGOs and Women Empowerment. Chair, 7th International Conference on African Development, Western Michigan University, Kalamazoo, MI.
- HaileMariam, A.** (2012). Maternal Child Health and Language in Education. Discussant, 7<sup>th</sup> International Conference on African Development, Western Michigan University, Kalamazoo, MI.
- HaileMariam, A.** (2011). *The best predictors of self-reported depression in adolescents*, National Association of School Psychologists Annual Conference, San Francisco
- HaileMariam, A.** (2010). *Depressed Mood in Adolescents: The best predictors and implications*. Illinois School Psychologists Association Annual Convention, Peoria, IL
- HaileMariam, A.** (2010). *Peer Tutoring vs. Computer Instruction for Increasing Reading Fluency*. Association of School Psychologists Annual Convention, Chicago.
- Goodman, B. & **HaileMariam, A.** (2009). *Teachers' Perception of Multicultural Education*. National Association of School Psychologists Annual Convention, Boston.

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