

## Faculty Accomplishments—2015-2016

### Publications

- Addison, W. E., Stowell, J. R., & Reab, M. D.** (2015). Attributes of introductory psychology and statistics teachers: Findings from RateMyProfessors.com. *Scholarship of Teaching and Learning in Psychology, 1*(3), 229-234. doi: 10.1037/stl0000034
- Canivez, G. L.** (in press). Test review of the Woodcock–Johnson IV. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook*. Lincoln, NE: Buros Center for Testing.
- Canivez, G. L.** (in press). Test review of the Connors Kiddie Continuous Performance Test–Second Edition. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook*. Lincoln, NE: Buros Center for Testing.
- Canivez, G. L.** (2016). Bifactor modeling in construct validation of multifactor tests: Implications for multidimensionality and test interpretation. In K. Schweizer & C. DiStefano (Eds.), *Principles and methods of test construction: Standards and recent advancements* (pp. 247–271). Gottingen, Germany: Hogrefe.
- Canivez, G. L., & Watkins, M. W.** (2016). Review of the Wechsler Intelligence Scale for Children–Fifth Edition: Critique, commentary, and independent analyses. In A. S. Kaufman, S. E. Raiford, & D. L. Coalson (Authors), *Intelligent testing with the WISC–V* (pp. 683–702). Hoboken, NJ: Wiley.
- Canivez, G. L., Watkins, M. W., & Dombrowski, S. C.** (2016, July 21). Structural validity of the Wechsler Intelligence Scale for Children–Fifth Edition: Confirmatory factor analyses with the 16 primary and secondary subtests. *Psychological Assessment*. Advance online publication. <http://dx.doi.org/10.1037/pas0000358>
- Dombrowski, S. C., McGill, R. J., & **Canivez, G. L.** (2016, June 9). Exploratory and hierarchical factor analysis of the WJ IV Cognitive at school age. *Psychological Assessment*. Advance online publication. <http://dx.doi.org/10.1037/pas0000350>
- Canivez, G. L., & Gaboury, A. R.** (2016). Construct validity and diagnostic utility of the Cognitive Assessment System for ADHD. *Journal of Attention Disorders, 20*, 519–529. doi: 10.1177/1087054713489021
- Canivez, G. L., & McGill, R. J.** (2016, January 25). Factor structure of the Differential Ability Scales–Second Edition: Exploratory and hierarchical factor analyses with the core subtests. *Psychological Assessment*. Advance online publication. doi: 10.1037/pas0000279
- Canivez, G. L., Watkins, M. W., & Dombrowski, S. C.** (2016). Factor structure of the Wechsler Intelligence Scale for Children–Fifth Edition: Exploratory factor analyses with the 16 primary and secondary subtests. *Psychological Assessment, 28* 975–986. doi: 10.1037/pas0000238
- McGill, R. J., & **Canivez, G. L.** (2016). Orthogonal higher order structure of the WISC–IV Spanish using hierarchical exploratory factor analytic procedures. *Journal of Psychoeducational Assessment, 34*, 600–606. doi: 10.1177/0734282915624293
- Dombrowski, S. C., **Canivez, G. L., Watkins, M. W., & Beaujean, A.** (2015). Exploratory bifactor analysis of the Wechsler Intelligence Scale for Children–Fifth Edition with the 16 primary and secondary subtests. *Intelligence, 53*, 194–201. doi: 10.1016/j.intell.2015.10.009
- Floress, M.T., Kuhn, B.R., Bernas, R., & \*Dandurand, M.** (in press). Nightmare prevalence, distress, and anxiety among young children. *Dreaming*.
- Floress, M.T., \*Boyle, A., & HaileMariam, A.** (in press). The caterpillar game: A classroom management system. *Psychology in the Schools*, special issue ABA in the schools.
- Floress, M.T. & \*Eldridge, M.** (May, 2016). Confronting colleagues regarding ethical practices: Pitfalls and potential solutions. *Illinois School Psychology Association Newsletter*.
- HaileMariam, A.** (in press). Cultural context of learning: What do children from diverse cultures bring to learning and teaching. In S. Abebe (Ed.), *Diversity in Education An Integrated Framework beyond Chalk and Talk, 2<sup>nd</sup> Edition* (pp. 26–45). Linus Learning.
- \*Bounds, C., & **Jenkins, L. N.** (in press). Teacher-directed violence in relation to social support and work stress. *Contemporary School Psychology*. doi: 10.1007/s40688-016-0091-0
- Brown, C., Demaray, M. K., Tennant, J., & **Jenkins, L. N.** (in press). Cyber victimization in high school: Measurement, overlap with face-to-face victimization, and associations with social-emotional outcomes. *School Psychology Review*.
- Jenkins, L. N., Demaray, M. K., & Tennant, J.** (in press). Social, emotional, and cognitive predictors of bullying. *School Psychology Review*.
- Secord, S. M., Demaray, M. K., & **Jenkins, L. N.** (in press). Multidimensional perfectionism and internalizing distress: Teacher and classmate social support as a buffer. *Journal of Early Adolescence*.
- Jenkins, L. N., & Demaray, M. K.** (2016). Teachers' judgments of the academic achievement of children with and without characteristics of inattention, impulsivity, and hyperactivity. *Contemporary School Psychology, 20*, 183–191. doi: 10.1007/s40688-015-0073-7

## Publications (continued)

- Jenkins, L. N.**, & Demaray, M. K. (2015). Indirect effects in the peer victimization-academic achievement relation: The role of academic self-concept and gender. *Psychology in the Schools*, 52, 235-247. doi: 10.1002/pits.21824
- Jenkins, L. N.**, & Demaray, M. K. (2015). An investigation of relations between academic enablers and reading outcomes. *Psychology in the Schools*, 52, 379-389. doi: 10.1002/pits.21830
- Jenkins, L. N.**, **Floress, M. T.**, & Reinke, W. (2015). Rates and types of teacher praise: A review and future directions. *Psychology in the Schools*, 52, 463-476. doi: 10.1002/pits.21835
- Floress, M. T.**, & **Jenkins, L. N.** (2015). A preliminary investigation of kindergarten teachers' use of praise in general education. *Preventing School Failure*, 59, 253-262.
- Mace, J. H.** (in press). Involuntary autobiographical memories: Spontaneous recollections of the past. In K. C. R. Fox, & K. Christoff (Eds.), *The Oxford Handbook of spontaneous thought: Mindwandering, dreaming, creativity, and clinical disorders*, Oxford University Press.
- Stowell, J.** (in press). Immune responses to stress. In A.E. Wenzel (Ed.). *The SAGE Encyclopedia of Abnormal and Clinical Psychology*. New York: Oxford University Press.
- Stowell, J. R.**, & **Addison, W. A.** (Eds.). (in press). *Activities for teaching statistics and research methods: A guide for instructors*. Washington, DC: APA Books.

\*Undergraduate or Graduate Student Co-author

## Manuscripts Submitted for Publication

- Dombrowski, S. C., McGill, R. J., & **Canivez, G. L.** (2016). Hierarchical exploratory factor analyses of the Woodcock-Johnson IV Full Test Battery. Manuscript submitted for editorial review.
- Dombrowski, S. C., **Canivez, G. L.**, & Watkins, M. W. (2016). Exploratory and hierarchical factor structure of the 10 WISC-V primary subtests in four standardization age groups. Manuscript submitted for editorial review.
- Canivez, G. L.**, Dombrowski, S. C., & Watkins, M. W. (2016). Factor structure of the WISC-V for four standardization age groups: Exploratory and hierarchical factor analyses with the 16 primary and secondary subtests. Manuscript submitted for editorial review.
- Floress, M. T.**, **Jenkins, L. N.**, Reinke, W. & \*Baji, L. (2016). Direct behavioral classroom observations: Behavior-specific praise and classroom-wide behavior. Manuscript submitted for editorial review.
- Jenkins, L. N.**, \*Baji, L., & \*Suchy, C. M. (2016). Social and emotional characteristics of victimized defenders. Manuscript submitted for editorial review.
- Jenkins, L. N.**, Mulvey, N., & Floress, M. T. (2016). Social and language skills related to bullying roles in early childhood: A review of the literature. Manuscript submitted for editorial review.
- Jenkins, L. N.**, & Nickerson, A. B. (2016). Bullying participant roles and gender as predictors of bystander intervention. Manuscript submitted for editorial review.
- Jenkins, L. N.**, \*Wenger, J. L., & Fredrick, S. (2016). Peer victimization and social-emotional outcomes: The role of teacher and peer support. Manuscript submitted for editorial review.
- \*Taylor, K. & **Jenkins, L. N.** (2016). Individual characteristics of defenders and outsiders of bullying: Gender and grade comparisons. Manuscript submitted for editorial review.
- Mace, J. H.**, \*Clevinger, A.M., \*Delaney, D.M., \*Mendez, A.S., & \*Simpson, S.H. (2016). Voluntary remembering: Elucidating the mental strategies used to recall the past. Manuscript submitted for editorial review.

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## Peer Reviewed Presentations

- Addison, W. E.**, & **Stowell, J. R.** (2016, May). *Students' preferences for teacher attributes in introductory psychology and statistics courses: Comments from RateMyProfessors.com*. Paper presented at the 28<sup>th</sup> Annual Convention of the Association for Psychological Science, Chicago, IL.
- Addison, W. E.**, \*McElroy, E. L., \*Rohmann, S. L., \*Levingston, T. J., & **Canivez, G. L.** (2016, August). *A measure of academic maturity in college students*. Paper presented at the 2016 Annual Convention of the American Psychological Association, Denver, CO.
- Canivez, G. L.**, Dombrowski, S. C., & Watkins, M. W. (2016, August). *WISC-V standardization sample latent factor structure: CFA bifactor versus higher-order models*. Paper presented at the 2016 Annual Convention of the American Psychological Association, Denver, CO.
- Canivez, G. L.**, Watkins, M. W., James, T., James, K. & Good, R. (2016, August). *Assessment of the latent factor structure of the WISC-IV<sup>JK</sup>*. Paper presented at the 2016 Annual Convention of the American Psychological Association, Denver, CO.
- Nelson, J. M., **Canivez, G. L.**, & Watkins, M. W. (2016, August). *Structural and incremental validity of the WAIS-IV with a referred college sample*. Paper presented at the 2016 Annual Convention of the American Psychological Association, Denver, CO.

## Peer Reviewed Presentations

- McGill, R. J., & Canivez, G. L. (2016, August). *Structural validity of the WISC-IV Spanish*. Paper presented at the 2016 Annual Convention of the American Psychological Association, Denver, CO.
- Canivez, G. L., Watkins, M. W., James, K., Good, R., & James, T. (2016, July). *Structural validity of the 15 WISC-IV<sup>JK</sup> subtests in an Irish referral sample: Interpretation implications*. Paper presented at the 2016 Annual Convention of the International School Psychology Association, Amsterdam, The Netherlands.
- Canivez, G. L. (Organizer/Chair) (2016, July). *Psychometric evaluations of Wechsler Scales: Construct validity and diagnostic utility*. Symposium presented at the 10<sup>th</sup> Conference of the International Test Commission, Vancouver, BC, CA.
- Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (2016, July). *What does the WISC-V measure? EFA and CFA with the 16 primary and secondary subtests*. Symposium paper presented at the 10<sup>th</sup> Conference of the International Test Commission, Vancouver, BC, CA.
  - McGill, R. J., & Canivez, G. L. (2016, July). *Structural validity of the WISC-IV Spanish*. Symposium paper presented 10<sup>th</sup> Conference of the International Test Commission, Vancouver, BC, CA.
  - Nelson, J. M., Canivez, G. L., & Watkins, M. W. (2016, July). *Structural and incremental validity of the WAIS-IV in college student disability evaluations*. Symposium paper presented at the 10<sup>th</sup> Conference of the International Test Commission, Vancouver, BC, CA.
- Pendergast, L. L., & Canivez, G. L. (Co-Organizers/Chairs) (2016, July). *Psychometric evaluations of Wechsler Scales: Cross-cultural contexts*. Symposium presented at the 10<sup>th</sup> Conference of the International Test Commission, Vancouver, BC, CA.
- Canivez, G. L., Watkins, M. W., James, T., James, K., & Good, R. (2016, July). *Structural validity of the 15 WISC-IV<sup>JK</sup> subtests in an Irish referral sample*. Symposium paper presented at the 10<sup>th</sup> Conference of the International Test Commission, Vancouver, BC, CA.
- Canivez, G. L., Pendergast, L. L., & Beran, T. (2016, July). *Reexamination of the Learning Behaviors Scale factor structure in a Canadian sample*. Paper presented at the 10<sup>th</sup> Conference of the International Test Commission, Vancouver, BC, CA.
- Canivez, G. L., & McDermott, P. A. (2016, May). *Incremental validity of LBS group factor scores: Standardization sample analyses*. Paper presented at the 2016 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Canivez, G. L., Pendergast, L. L., & Beran, T. N. (2016, May). *Reexamination of the LBS factor structure in a Canadian sample*. Paper presented at the 2016 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (2016, February). *Structural validity of the WISC-V: Evidence from the standardization sample*. Paper presented at the 2016 Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- McGill, R. J., & Canivez, G. L. (2016, February). *DAS-II standardization sample exploratory and hierarchical Schmid-Leiman bifactor analyses*. Paper presented at the 2016 Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- \*Berlinghof, J., Floress, M. T., \*Rader, R. (2016, February). *Preschool teachers' use of praise: Comparing general, at-risk and special education*. Poster presented at the 2016 Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- \*Rader, R., Floress, M. T., \*Berlinghof, J. (2016, February). *Examination of rates of disruptive behaviors within general education, at-risk, and special education preschool-aged classrooms*. Poster presented at the 2016 Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Floress, M. T., \*Berlinghof, J., \*Rader, R., Jenkins, L. N., & \*Riedesel, E. (2016, January). *Preschool teachers' natural use of praise in general, at-risk, and special education classrooms and class-wide student behavior*. Poster presented at the 2016 Illinois School Psychology Association Convention, Springfield, IL.
- Floress, M. T. & \*Caldwell, N. (2016, January). *A review of the literature: Teachers rates and types of opportunities to respond*. Poster presented at the 2016 Illinois School Psychology Association Convention, Springfield, IL.
- Floress, M. T., \*Beschta, S., & \*Meyer, K. (2015, October). *Praise research trends: Characteristics and teacher training*. Paper presented at the 2015 Hoosier Association of Behavior Analysis Conference, Indianapolis, IN.
- Jenkins, L. N., & Nickerson, A. B. (February, 2016). *Bullying participant roles and gender as predictors of bystander intervention*. Paper presented at annual convention of the National Association of School Psychologists, New Orleans, LA.
- Jenkins, L. N., Canivez, G. L., & \*Zegadlo, S. (February, 2016). *Structural validity of the ACES: Hierarchical exploratory factor analyses*. Poster presented at annual convention of the National Association of School Psychologists, New Orleans, LA.
- Jenkins, L. N., Tennant, J. E., & Demaray, M. K. (February, 2016). *Executive functioning skills and bullying participant roles*. Poster presented at annual convention of the National Association of School Psychologists, New Orleans, LA.
- Tennant, J. E., Jenkins, L. N., & Demaray, M. K. (February, 2016). *Cybervictimization: Overlap with traditional victimization and associated social-emotional outcomes*. Poster presented at annual convention of the National Association of School Psychologists, New Orleans, LA.
- Jenkins, L. N. (October, 2015). *National and Illinois anti-bullying legislation*. Presentation at annual Bridging Voices in our Community (BVC): Bullying Prevention Conference, Charleston, IL.

## Peer Reviewed Presentations (Continued)

- Ganczarek, J., Ruggieri, V., Olivetti-Belardinelli, M., & Nardi, D. (2015, September). *Intersection of reality and fiction in art perception*. Paper presented at the 6th International Conference on Spatial Cognition: Space and Situated Cognition, Rome, Italy.
- Nardi, D., Holmes, C.A., Newcombe, N.S., & Weisberg, S.M. (2015, September). *More on the ability to use slope for navigation: evidence from children*. Paper presented at the 6th International Conference on Spatial Cognition: Space and Situated Cognition, Rome, Italy.
- Stowell, J. R. (2016, February). *Using the science of learning to enhance teaching and learning*. Presentation given at the 23rd Annual Midwest Institute for Students and Teachers of Psychology, Glen Ellyn, IL.

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## Invited Presentations & Workshops

- Canivez, G. L. (2016, August). *Ethics and test interpretation: Measurement matters*. Continuing education workshop to be presented at the 2016 Annual Convention of the American Psychological Association, Denver, CO.
- Canivez, G. L. (2016, January). *Dispelling myths and combating pseudoscience in school psychology: Applying scientific principles to psychological assessment and intervention*. Continuing education workshop presented at the 2016 Annual Conference of the Illinois School Psychologists Association, Springfield, IL.
- Canivez, G. L. (2016, January). *Ethics and test interpretation: Measurement matters*. Continuing education workshop presented at the 2016 Annual Conference of the Illinois School Psychologists Association, Springfield, IL.
- Canivez, G. L. (2015, October). *Combating pseudoscience and nonsense in school psychology: Applying scientific principles to psychological assessment and intervention*. Continuing education workshop presented at the 2015 Annual Fall Conference of the Illinois School Psychologists Association, Schaumburg, IL.
- Jenkins, L. N. (June 2016). *The role of school psychologists in assessing intellectual disabilities*. Invited presentation to EIU Communication Disorders and Sciences students, Charleston, IL.
- Jenkins, L. N., & Demaray, M. K. (February 2016). *Bullying laws in Illinois: What school psychologists need to know*. Invited workshop given at Illinois School Psychologists Association annual convention, Springfield, IL.
- Jenkins, L. N., & Floress, M. (November 2015). *Individual and class-wide behavior management in the schools*. Invited workshop given to employees of Wabash and Ohio Valley Special Education District, Norris City, IL.
- Jenkins, L. N. (October 2015). *Involving students in research*. Invited presentation given at Eastern Illinois University College of Science New Faculty Luncheon.
- Nardi, D. (2016, June). *Exploring the role of effort and sex in non-visual location memory*. Invited talk at Sapienza University of Rome, Rome, Italy.
- Stowell, J. R. (2016, May). *Technology tools for teaching: Digital distractions or innovative inventions?* Invited presentation given at the 88<sup>th</sup> annual meeting of the Midwestern Psychological Association, Chicago, IL.

## Undergraduate Sponsored Research/Awards

- Canivez, G. L. (Faculty Sponsor). Dart, A. M. (2016, May). *The factor structure of Learning-to-Learn Scales in elementary and secondary education settings*. Paper presented at the 2016 Annual Convention of the Midwestern Psychological Association, Chicago, IL. (2016 Psi Chi Regional Research Award Recipient)
- Nardi, D. (Faculty Sponsor). Johnston, J.R. (2016, May). *The role of effort in spatial learning: Evidence from a non-visual task*. Paper presented at the 88<sup>th</sup> Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- Nardi, D. (Faculty Sponsor). Johnston, J.R. (2016, April). *Sex differences in a non-visual object location memory task*. Paper presented at the 35<sup>th</sup> Annual Mid-America Undergraduate Psychology Research Conference, Richmond, IN.
- Nardi, D. (Faculty Sponsor). Duffle, E., & Klein, J. (2016, April). *An eye-tracking approach to studying the body-specificity hypothesis*. Paper presented at the 35<sup>th</sup> Annual Mid-America Undergraduate Psychology Research Conference, Richmond, IN.
- Nardi, D. (Faculty Sponsor). Johnston, J.R. (2016, April). *Sex differences in a non-visual object location memory task*. Paper presented at the Undergraduate Research Conference, Indianapolis, IN.
- Stowell, J. R. (Faculty Sponsor). Olivia Link, Undergraduate Research and Creative Activity Award (URSCA)
- Stowell, J. R. (Faculty Sponsor). Link, O. (2016, April). *The effects of perceived discrimination on the mental health of Latino college students*. Paper presented at the 35<sup>th</sup> Annual Mid-America Undergraduate Psychology Research Conference, Earlham College, Richmond, IN.
- Stowell, J. R. (Faculty Sponsor). Link, O. (2016, April). *The effects of perceived discrimination on the mental health of Latino college students*. Paper presented at the 35<sup>th</sup> Annual Mid-America Undergraduate Psychology Research Conference, Earlham College, Richmond, IN.
- Stowell, J. R. (Faculty Sponsor). Leid, K. (2016, April). *Attention differences in students using sensory stimulating toy in on-task activities*. Paper presented at the 35<sup>th</sup> Annual Mid-America Undergraduate Psychology Research Conference, Earlham College, Richmond, IN.



## Undergraduate Sponsored Research/Awards (continued)

- Stowell, J. R.** (Faculty Sponsor). Link, O. (2016, April). *The effects of perceived discrimination on the mental health of Latino college students*. Paper presented at the Student Research and Creative Discovery Conference, Eastern Illinois University, Charleston, IL.
- Stowell, J. R.** (Faculty Sponsor). Leid, K. (2016, March). *Attention differences in students using sensory stimulating toy in on-task activities*. Poster presented at the Sigma Xi Poster Forum, Eastern Illinois University, Charleston, IL.

## Graduate Student Sponsored Research

- Stowell, J. R.** (Faculty Sponsor). Ebersole, A. (2016, March). *Stress as a moderator of visual perception: Do elevated stress levels interfere with visual attention?* Poster presented at the Sigma Xi Poster Forum, Eastern Illinois University, Charleston, IL.

## Intramural Grants (Funded/Applied)

- Floress, M. T.** (2015). College of Sciences Seed Grant. *Video Observations of Teachers' Praise to Reprimand Ratio in the Classroom*. \$2,012. **Funding withdrawn by EIU due to budget rescissions**
- Floress, M. T.** (2015). College of Sciences Early Research Support Grant. *Increasing Teacher Praise with Incentives*, Eastern Illinois University. \$400. **Funding withdrawn by EIU due to budget rescissions**
- Floress, M. T.** (2015). Fall Professional Development Grant, Awarded for the purpose of research dissemination. *Praise Research Trends: Characteristics and Teacher Training*, Eastern Illinois University, \$500.
- Jenkins, L. N.** (2016). *Gender differences in correlates and stability of bullying bystander roles and intervention in middle school*. Summer Research Grant Eastern Illinois University Counsel for Faculty Research. \$4,000.
- Jenkins, L. N., & Mulvey, N.** (2015). *Video and audio assessment of preschool bullying and language skills*. Funded by Eastern Illinois University Counsel for Faculty Research. Total amount funded: \$3,838. **Funding withdrawn by EIU due to budget rescissions and project suspended as a result due to lack of funding.**
- Nardi, D.** (2015). *Early Research Support Grant*, College of Sciences, Eastern Illinois University. \$500.
- Nardi, D., & Ahmed, F. S.** (2015). *President's Fund for Research and Creative Activity*. Eastern Illinois University. Not funded.

## Extramural Grants (Funded/Applied)

- Jenkins, L.N.** (2016). *Forms of Defending Victims of Bullying: Concurrent, Longitudinal, and Classroom Predictors*. *Society for the Study of School Psychology*. Total: \$14,759.85, Not funded.

## Journal Reviewing/Editing

- Canivez, G. L.**, Associate Editor, *Archives of Scientific Psychology*, American Psychological Association
- Canivez, G. L.**, Consulting Editor, *Psychological Assessment*, American Psychological Association
- Canivez, G. L.**, Consulting Editor, *School Psychology Quarterly*, American Psychological Association
- Canivez, G. L.**, Consulting Editor, *Journal of Psychoeducational Assessment*
- Canivez, G. L.**, Reviewer, *European Journal of Psychological Assessment*
- Canivez, G. L.**, Reviewer, *Applied Neuropsychology*, Coalition of Clinical Practitioners in Neuropsychology
- Canivez, G. L.**, Reviewer, *Intelligence*
- Canivez, G. L.**, Reviewer, *Journal of Clinical Psychology*
- Floress, M. T.**, Ad-hoc Reviewer, *Psychology in the Schools*
- HaileMariam, A.**, Consulting Editor, *Universal Journal of Psychology*
- Nardi, D.**, Consulting Editor, *Cognitive Processing*
- Nardi, D.**, Ad-Hoc Reviewer, *Journal of Experimental Psychology: Learning, Memory, and Cognition*
- Nardi, D.**, Ad-Hoc Reviewer, *Memory & Cognition*
- Nardi, D.**, Ad-Hoc Reviewer, *Quarterly Journal of Experimental Psychology*
- Stowell, J. R.**, Reviewer, *Teaching of Psychology*, American Psychological Association Division 2
- Stowell, J. R.**, Consulting Editor, *Teaching of Psychology*, American Psychological Association Division 2
- Stowell, J. R.**, Internet Editor for Society for the Teaching of Psychology

## Conference Presentation Reviewing

**Canivez, G. L.**, *Reviewer*, 2017 National Association of School Psychologists Annual Convention Presentations, July 2016  
**Canivez, G. L.**, *Reviewer*, 2016 International Test Commission Conference Presentations, January 2016  
**Floress, M. T.**, *Reviewer*, 2017 National Association of School Psychologists Annual Convention Presentations, July 2016  
**HaileMariam, A.**, *Reviewer*, 2017 National Association of School Psychologists Annual Convention Presentations, July 2016

## Consulting/Professional Service

**Canivez, G. L.**, *Grant Proposal Reviewer*, *The Research Council of the Sultanate of Oman*, November 2015  
**Canivez, G. L.**, *Tenure & Promotion External Reviewer*, *University of North Texas*, May 2016 to September 2016  
**Canivez, G. L.**, *Representative*, *Midwestern Psychological Association*, October 2005 to present  
**Floress, M. T.**, *Co-Chair*, *Ethics Committee*, *Illinois School Psychologists Association*  
**Floress, M. T.**, *Co-Chair*, *Behavioral School Psychology Interest Group (BSPIG)*, *National Association of School Psychologists*  
**HaileMariam, A.**, *Program Accreditation Reviewer*, *NASP/NCATE*  
**HaileMariam, A.**, *Member*, *Directors of University School Psychology Programs in Illinois*  
**Stowell, J. R.**, *Webmaster*, *Mid-America Undergraduate Psychology Research Conference*

## Awards/Honors

**Floress, M. T.**, *Spencer-McGown-Wilson Outstanding Faculty Award*, 2016  
**Jenkins, L. N.**, *Alberti Center Early Career Award for Distinguished Scholarly Contributions to Bullying Abuse Prevention*, August 2016  
**Jenkins, L. N.**, *NASP Early Career Spotlight recognition*, April 2016  
**Jenkins, L. N.**, *Eastern Illinois University Graduate Dean's Award for Excellence in Summer Research and Creative Activity*, April 2016  
**Jenkins, L. N.**, *Nominee, Reviewer of the Year*, *Journal of School Psychology*, February 2016  
**Stowell, J. R.**, *Alan and Carlene Baharlou Distinguished Service Award*, 2016