

Faculty Accomplishments—2020-2021

Publications

- Canivez, G. L.** (2021). Test review of the Peabody Picture Vocabulary Test–Fifth Edition. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twenty-first mental measurements yearbook* (pp. 523-526). Lincoln, NE: Buros Center for Testing.
- Canivez, G. L.**, von der Embse, N. P., & McGill, R. J. (2021). Construct validity of the BASC-3 Teacher Rating Scales: Independent hierarchical exploratory factor analyses with the standardization sample. *School Psychology, 36*(4), 235–254. <https://doi.org/10.1037/spq0000444>
- Watkins, M. W., & **Canivez, G. L.** (2021, June). Are there cognitive profiles unique to students with learning disabilities? A latent profile analysis of Wechsler Intelligence Scale for Children–Fourth Edition scores. *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2021.1919923>
- Canivez, G. L.**, Ding, Y., & McDermott, P.A. (2021). Development and psychometric examinations of a simplified Chinese Mandarin translation and adaptation of the Adjustment Scales for Children and Adolescents. *Archives of Assessment Psychology, 11*(1), 51-75. <https://www.assessmentpsychologyboard.org/journal/index.php/AAP/article/view/157>
- Farmer, R. L., McGill, R. J., Dombrowski, S. C., & **Canivez, G. L.** (2021). Why questionable assessment practices remain popular in school psychology: Instructional materials as pedagogic vehicles. *Canadian Journal of School Psychology, 36*(2), 98–114. <https://doi.org/10.1177/0829573520978111>
- Dombrowski, S. C., McGill, R. J., Watkins, M. W., **Canivez, G. L.**, Jacobson, L., & Pritchard, A. (2021, April). Will the *real* theoretical structure of the WISC–V please stand up? An exploratory factor analytic replication study. *Contemporary School Psychology*. Advance online publication. <https://doi.org/10.1007/s40688-021-00365-6>
- Lecerf, T., & **Canivez, G. L.** (2021, April). Exploratory factor analyses of the French WISC–V for five age groups. *Assessment*. Advance online publication. <https://doi.org/10.1177/107319112111005170>
- Jenkins, L. M., **Canivez, G. L.**, & Braun, M. (2021, March). Structural validity of the Bullying Participant Behavior Questionnaire with an elementary school sample. *International Journal of Bullying Prevention*. Advance online publication. <https://doi.org/10.1007/s42380-021-00091-w>
- Jimerson, S. R., Arora, P., Blake, J. J., **Canivez, G. L.**, Espelage, D. L., Gonzalez, J. E., Graves, S. L., Huang, F. L., January, S-A, A., Renshaw, T. L., Song, S. Y., Sullivan, A. L., Wangm, C. & Worrell, F. C. (2021). Advancing diversity, equity, and inclusion in school psychology: Be the change. *School Psychology Review, 50*(1), 1-7. <https://doi.org/10.1080/2372966X.2021.1889938>
- McGill, R. J., Ward, T. J., & **Canivez, G. L.** (2021). On the validation of ability measures in school psychology: Do established psychometric standards matter? *School Psychology International 42*(2), 210–216. <https://doi.org/10.1177/0143034320985209>
- Kush, J. C., & **Canivez, G. L.** (2021). Construct validity of the WISC–IV Italian Edition: A bifactor examination of the standardization sample: Chi niente sa, di niente dubita. *International Journal of School and Educational Psychology, 9*(1), 73-87. <https://doi.org/10.1080/21683603.2019.1638854>
- Jenkins, L. M., & **Canivez, G. L.** (2021). Hierarchical factor structure of the Bullying Participant Behavior Questionnaire with a middle school sample. *International Journal of School and Educational Psychology, 9*(1), 55-72. <https://doi.org/10.1080/21683603.2019.1636734>
- Watkins, M. W., & **Canivez, G. L.** (2021, March). Assessing the psychometric utility of IQ scores: A tutorial using the Wechsler Intelligence Scale for Children–Fifth Edition. *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2020.1816804>
- Watkins, M. W., **Canivez, G. L.**, Dombrowski, S. C., McGill, R. J., Pritchard, A. E., Hologue, C. B., & Jacobson, L. A. (2021, February). Long-term stability of Wechsler Intelligence Scale for Children–Fifth Edition scores in a clinical sample. *Applied Neuropsychology: Child*. Advance online publication. <https://doi.org/10.1080/21622965.2021.1875827>
- Canivez, G. L.**, Grieder, S., & Buenger, A. (2021). Construct validity of the German Wechsler Intelligence Scale for Children–Fifth Edition: Exploratory and confirmatory factor analyses of the 15 primary and secondary subtests. *Assessment, 28*(2), 327–352. <https://doi.org/10.1177/1073191120936330>
- Dombrowski, S. C., McGill, R. J., **Canivez, G. L.**, Watkins, M. W., & Beaujean, A. A. (2021). Factor analysis and variance partitioning in intelligence test research: Clarifying misconceptions. *Journal of Psychoeducational Assessment, 39*(1), 28-38. <https://doi.org/10.1177/0734282920961952>
- Dombrowski, S. C., Watkins, M. W., McGill, R. J., **Canivez, G. L.**, Hologue, C., Pritchard, A., & Jacobson, L. (2021). Measurement invariance of the WISC–V 10 subtest primary battery: Can index scores be compared across age, sex and diagnostic groups? *Journal of Psychoeducational Assessment, 39*(1), 89-99. <https://doi.org/10.1177/0734282920954583>
- Canivez, G. L.**, McGill, R. J., & Dombrowski, S. C. (2020). Factor structure of the Differential Ability Scales–Second Edition core subtests: Standardization sample confirmatory factor analyses. *Journal of Psychoeducational Assessment, 38*(7), 791-815. <https://doi.org/10.1177/0734282920914792>
- Floress, M. T.**, Briesch, A., Jenkins, L., & *Hampton, K. (2021, May). Teacher praise and reprimand: Examining the generalizability and dependability of observational estimates. *Behavior Disorders*. Advance online publication.
- Floress, M. T.**, *Beaudoin, M. M., & Bernas, R. S. (2021, March). Exploring secondary teachers' actual and perceived praise and reprimand use. *Journal of Positive Behavior Interventions*. Advance online publication.

*Undergraduate or Graduate Student Co-author

Publications (continued)

- Floress, M. T.**, Zoder-Martell, K., *Beaudoin, M., & *Yehling, Z. (2021). Teacher praise to reprimand ratios during small and large group instruction: A video pilot study. *Preventing School Failure: Alternative Education for Children and Youth*, 65, 206-215. <http://doi:10.1080/1045988X.2021.1898318>
- Markelz, A. M., Riden, B. S., **Floress, M. T.**, Balint-Langel, K. M., Health, J. A., Pavelka, S. (2021, January). Teachers' use of specific, contingent, and varied praise. *Journal of Positive Behavior Interventions*. Advance online publication.
- Zoder-Martell, K., **Floress, M. T.**, Sciuchetti, M., Markelz, A., Sayyah, L., Gather, J. (2021, March). Teachers' willingness to use a telepresence robot for consultation in autism spectrum disorder. *Contemporary School Psychology*. doi.org/10.1007/s40688-021-00359-4. Advance online publication.
- Zoder-Martell, K., Markelz, A., **Floress, M. T.**, Skriba, H. A., Sayyah, L. (2020). Technology to facilitate telehealth in applied behavior analysis. *Behavior Analysis in Practice*, 13, 596-603. doi: 10.1007/s40617-020-00449-4
- Wilkinson, S., Freeman, J., Simonsen, B., Sears, S., Byun, S. G., Xu, X., & **Luh, H.** (2021). Professional development for classroom management: A review of the literature. *Educational Research and Evaluation*, 26(3-4), 182-212. <https://doi.org/10.1080/13803611.2021.1934034>
- Mace, J. H.**, Petersen, E.P., & Kruchten, E.A. (2021). Elucidating the mental processes underlying the direct retrieval of autobiographical memories. *Consciousness and Cognition*, 94, Article 103190.
- Mace, J. H.**, Staley, B.A., & *Sopoci, M.K. (2021). When trying to recall our past, all roads lead to Rome: More evidence for the multi-process retrieval theory of autobiographical memory. *Memory & Cognition*, 49, 438-450.
- Clarke, C., **Oh, J.**, Khan, H., LoParo, D., Lamis, D. (2021). Referral patterns and demographic factors predict treatment dropout in suicidal youth. *Suicide and Life-Threatening Behavior*, 51(3), 616-623.
- Cannavale, C. N., Bailey, M., Edwards, C. G., Thompson, S. V., **Walk, A. M.**, Burd, N. A., Holscher, H. D., & Khan, N. A. (2021). Systemic inflammation mediates the negative relationship between visceral adiposity and cognitive control. *International Journal of Psychophysiology*, 165, 68-75. <https://doi.org/10.1016/j.ijpsycho.2021.03.010>
- Edwards, C. G., **Walk, A. M.**, Thompson, S. V., Reeser, G. E., Dilger, R. N., Erdman, J. W., Burd, N. A., Holscher, H. D., & Khan, N. A. (2021). Dietary lutein plus zeaxanthin and choline intake is interactively associated with cognitive flexibility in middle-adulthood in adults with overweight and obesity. *Nutritional Neuroscience*, 1-16. Advance online publication. <https://doi.org/10.1080/1028415X.2020.1866867>
- Keye, S. A., **Walk, A. M.**, Cannavale, C. N., Iwinski, S., McLoughlin, G. M., Steinberg, L. G., & Khan, N. A. (2021). Six-minute walking Test Performance Relates to Neurocognitive Abilities in Preschoolers. *Journal of Clinical Medicine*, 10(4), 584. <https://doi.org/10.3390/jcm10040584>
- Khan, N.A., Edwards, C.G., Thompson, S.V., Hannon, B.A., Burke, S.K., **Walk, A.M.**, Mackenzie, R.W.A., Reeser, G.A., Fiese, B.H., Burd, N.A., & Holscher, H.D. (2021). Avocado consumption, abdominal adiposity, and oral glucose tolerance among persons with overweight and obesity. *The Journal of Nutrition*, nxab187. Advance online publication. <https://doi.org/10.1093/jn/nxab187>
- Pindus, D. M., Edwards, C. G., **Walk, A. M.**, Reeser, G., Burd, N. A., Holscher, H. D., & Khan, N. A. (2021). The relationships between prolonged sedentary time, physical activity, cognitive control, and P3 in adults with overweight and obesity. *International Journal of Obesity*, 45(4), 746-757. <https://doi.org/10.1038/s41366-020-00734-w>
- Pindus, D. M., Edwards, C. G., **Walk, A. M.**, Reeser, G. E., Burd, N. A., Holscher, H. D., & Khan, N. A. (2021). Sedentary time is related to deficits in response inhibition among adults with overweight and obesity: An accelerometry and ERP study. *Psychophysiology*, 58(8), e13843. <https://doi.org/10.1111/psyp.13843>

*Undergraduate or Graduate Student Co-author

Manuscripts Submitted for Publication

- Farmer, R. L., McGill, R. J., Lockwood, A. B., Dombrowski, S. C., **Canviez, G. L.**, Zaheer, I. (2021). Warning signs for hype in clinical assessment: Implications for training and pedagogy. Manuscript submitted for editorial review.
- Floress, M. T.**, *Riedesel, E. K., **Brito, C.**, & *White, J. (2021). Middle and high school teachers' praise and reprimand delivery. Tentative acceptance in *School Psychology*. Manuscript submitted for editorial review.
- Mace, J. H.**, & Kruchten, E. A. Semantic-to-autobiographical memory priming causes involuntary autobiographical memory production: The effects of single and multiple prime presentations. Manuscript submitted for editorial review.
- Mace, J. H.**, & Kruchten, E. A. (2021). Involuntary memory production during voluntary memory production: Perceived usefulness, relevance, and intrusiveness. Manuscript submitted for editorial review.
- Hou, J., Chen, T., **Zhu, J.**, Song, X., Wei, G., Song, B., . . . Zhou, J. (2021). Effect of dance professional training on neuroplasticity: A meta-analysis study. Manuscript submitted for editorial review.
- Zhu, J.**, & Cheng, J. Q. (2021). The Relationship between numeracy and intertemporal choice depends on task type. Manuscript submitted for editorial review.

*Undergraduate or Graduate Student Co-author

Peer Reviewed Presentations

- Canivez, G. L.**, *Hanson, J., & Dean, M. (2021, August). *WISC-V Canadian Construct Validity with a Referred First Nations Sample: CFA Evidence*. Poster presented at the Virtual 2021 Annual Convention of the American Psychological Association.
- Canivez, G. L.**, *Hanson, J., & Dean, M. (2021, August). *WISC-V Canadian Construct Validity with a Referred First Nations Sample: Hierarchical EFA Evidence*. Poster presented at the Virtual 2021 Annual Convention of the American Psychological Association.
- McGill, R. J., **Canivez, G. L.**, & Dombrowski, S. C. (2021, August). Exploring Pseudo-Interpretive Structures for the WISC-V: Risky Post Hoc Redundancy? Poster presented at the Virtual 2021 Annual Convention of the American Psychological Association.
- McGill, R. J., Dombrowski, S. C., & **Canivez, G. L.** (2021, August). *Assessing the Incremental Validity of WJ IV Cognitive CHC Scores*. Poster presented at the Virtual 2021 Annual Convention of the American Psychological Association.
- Canivez, G. L.**, McGill, R. J., James, K., & Good, R. (2021, July). *Construct Validity of the WISC-V^{UK} with Irish Clinical Sample*. Poster presented at the 32nd International Congress of Psychology, Prague, Czech Republic.
- McGill, R. J., & **Canivez, G. L.** (2021, July). *On the Distinction Between Cognitive "g" and Academic "g" in Adulthood*. Poster presented at the 32nd International Congress of Psychology, Prague, Czech Republic.
- Canivez, G. L.**, & McGill, R. J. (Co-chairs) (2021, July). *Construct Validity of International WISC-V Versions: Informing Evidence Based Assessment*. Symposium presented at the 12th Conference of the International Test Commission, Luxembourg. (Virtual colloquium due to COVID-19)
- Büenger, A., *Grieder, S., & **Canivez, G. L.** (2021, July). *Hierarchical Exploratory Factor Analysis with the 10 German WISC-V Primary Subtests*. Symposium paper presented at the 12th Conference of the International Test Commission, Luxembourg. (Virtual colloquium due to COVID-19)
 - *Grieder, S., Büenger, A., & **Canivez, G. L.** (2021, July). *Confirmatory Factor Analyses with the 10 German WISC-V Primary Subtests*. Symposium paper presented at the 12th Conference of the International Test Commission, Luxembourg. (Virtual colloquium due to COVID-19)
 - James, K., Good, R., McGill, R. J., **Canivez, G. L.**, & Watkins, M. W. (2021, July). *Hierarchical Exploratory Factor Analysis with the 10 WISC-V^{UK} Primary Subtests with a Referred Irish Sample*. Symposium paper presented at the 12th Conference of the International Test Commission, Luxembourg. (Virtual colloquium due to COVID-19)
 - Good, R., James, K., McGill, R. J., **Canivez, G. L.**, & Watkins, M. W. (2021, July). *Confirmatory Factor Analyses with the 10 WISC-V^{UK} Primary Subtests with a Referred Irish Sample*. Symposium paper presented at the 12th Conference of the International Test Commission, Luxembourg. (Virtual colloquium due to COVID-19)
 - McGill, R. J., James, K., Good, R., **Canivez, G. L.**, & Watkins, M. W. (2021, July). *Incremental Validity of the WISC-V^{UK} Factor Index Scores with a Referred Irish Sample*. Symposium paper presented at the 12th Conference of the International Test Commission, Luxembourg. (Virtual colloquium due to COVID-19)
- Canivez, G. L.** (2021, April). *Replicating ASCA Situtypes: Independent Hierarchical Exploratory Factor Analyses*. Poster presented at the 2021 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Canivez, G. L.**, *Hanson, J., & Dean, M. (2021, April). *Canadian WISC-V Structural Validity with First Nations Youth: Hierarchical EFA*. Poster presented at the 2021 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- *Daniels, T., *Ogelsby, L., & **Floress, M. T.**, (2021, January). *Strategies to maintain a positive parent-child relationship amid the COVID-19 pandemic*. Poster presented at the 2021 Illinois School Psychology Association (Virtual) Convention.
- *Wienstroer, M., *Montgomery, J., *Wingate, A. **Floress, M. T.**, & **Luh, H.** (2021, January). *Middle and high school praise: A systematic review of the literature*. Poster presented at the 2021 Illinois School Psychology Association (Virtual) Convention.
- *Buechlein, D., *Townsend, B., *Cardot, A., *Hampton, K., *White, J., **Floress, M.**, & Meyer, K. (2021, January). *Assessing teachers' use of evidence-based classroom management strategies*. Poster presented at the 2021 Illinois School Psychology Association (Virtual) Convention.
- *O'Donnell, K. & **Luh, H. J.** (2021, February). *A Systematic Literature Review of Multicultural Competence Professional Development Opportunities for Teachers*. Poster presented at the 2021 Illinois School Psychologists Association Virtual Winter Convention.
- Luh, H. J.**, Perry, H., & Sanetti, L. M. H. (2021, May). *Using preprogrammed emailed prompts to support teachers' verbal prompt delivery about classroom expectations*. Poster presented at the 2021 Northeast Positive Behavior Intervention and Supports (NEPBIS) Network Leadership Forum.
- Clarke, C., **Oh, J.**, Khan, H., LoParo, D., Lamis, D. (2021, April). Referral patterns and demographic factors predict treatment dropout in suicidal youth. Poster presentation at the American Association of Suicidology 2021 Annual Conference, Orlando, FL.
- Oh, J.**, Stewart, A.E., Delgado-Romero, E., & Phelps, R.E. (2021, August). Analyzing psychotherapy transcripts using an automated text analysis and visualization technique. Poster presentation at the 2021 American Psychological Association Annual Convention, Virtual.

*Undergraduate or Graduate Student Co-author

Invited Presentations & Workshops

Canivez, G. L. (2021, August). *Validity Methods, Estimates, and Test Interpretation: Guides to Ethical Test Interpretation Practices*. Continuing education workshop webinar presented at the 2021 Annual Convention of the American Psychological Association.

Undergraduate Sponsored Research/Awards

Kurowski, I. (2021, April). **Canivez, G. L.** (Faculty Sponsor/Chair). *Replication of the Stability of Learning Behavior Scale*. Poster presented at the 2021 Annual Convention of the Midwestern Psychological Association. Online.

Barquin, W. (2021, April). **Stowell, J. R.** (Faculty Sponsor/Chair). The effects of anxiety and exercise on working memory. Presentation given at the 40th Annual Mid-America Undergraduate Psychology Research Conference, Online.

Martell, S. (2021, April). **Stowell, J. R.** (Faculty Sponsor/Chair). Other-race effect in emotional face recognition in four emotions. Presentation given at the 40th Annual Mid-America Undergraduate Psychology Research Conference, Online.

Spinner, K. (2021, April). **Stowell, J. R.** (Faculty Sponsor/Chair). Effects of COVID-19 on the Perceived Anxiety and Coping Mechanisms of Undergraduate College Students. Presentation given at the 40th Annual Mid-America Undergraduate Psychology Research Conference, Online.

Barquin, W. (2021, April). **Stowell, J. R.** (Faculty Sponsor/Chair). The effects of anxiety and exercise on working memory. Presentation given at the EIU Student Research and Creative Discovery Conference, Charleston, IL.

Spinner, K. (2021, April). **Stowell, J. R.** (Faculty Sponsor/Chair). Effects of COVID-19 on the Perceived Anxiety and Coping Mechanisms of Undergraduate College Students. Presentation given at the EIU Student Research and Creative Discovery Conference, Charleston, IL.

Graduate Sponsored Research/Awards

Floress, M. T. (Faculty Sponsor/Chair). Buechelin, D. (2021) Graduate Alumni Fund Outstanding Research/Creative Activity Award, \$450.

Floress, M. T. (Faculty Sponsor/Chair). Oglesby, L. (2021) Williams Travel Award, awarded Spring 2021, \$50; Cardot, A. (2021) Williams Travel Award, awarded Spring 2021, \$50; White, W. (2021), Williams Travel Award, awarded Spring 2021, \$50; Wingate, A. (2021) Williams Travel Award, awarded Spring 2021, \$50; Daniels, T. (2021) Williams Travel Award, awarded Spring 2021, \$50; Wienstroer, M. (2021) Williams Travel Award, awarded Spring 2021, \$50; Buechelin, D. (2021) Williams Travel Award, awarded Spring 2021, \$50

Luh, H. J. (Faculty Sponsor/Chair). O'Donnell, K. (2021) Dr. William Bailey Award, awarded Fall 2021, \$80

Extramural Grants (Funded)

Khan, N.A. & **Walk, A.M.** (2020). *Co-Investigator. Influence of Egg Consumption on Cognitive and Visual Function in Early Childhood*. Egg Nutrition Center. \$210,721.

Intramural Grants (Funded)

Canivez, G. L. (2021). *Summer Research Award*, Eastern Illinois University Council on Faculty Research. *Structural Validity of the Canadian WISC-V: Exploratory and Confirmatory Factor Analytic Analyses with First Nations Youth*.

Conference Reviewing

Canivez, G. L., REVIEWER, 2022 National Association of School Psychologists Annual Convention Presentations, July 2021 to August 2021

Canivez, G. L., REVIEWER, 2021 American Psychological Association Annual Convention Presentations for the Division (5) for Quantitative and Qualitative Methods, February 2021

Canivez, G. L., REVIEWER, 2021 American Psychological Association Annual Convention Presentations for the Division (16) for School Psychology, February 2021

Floress, M. T., REVIEWER, 2022 National Association of School Psychologists Annual Convention Presentations, July 2021

Luh, H. J., REVIEWER, 2022 National Association of School Psychologists Annual Convention Presentations, July 2021

Journal Reviewing/Editing

Canivez, G. L., SENIOR EDITOR, *School Psychology Review*
Canivez, G. L., CONSULTING EDITOR/STATISTICAL REVIEWER, *School Psychology*
Canivez, G. L., CONSULTING EDITOR, *Journal of Psychoeducational Assessment*
Canivez, G. L., AD HOC REVIEWER, *The Journal of School Psychology*
Canivez, G. L., ASSOCIATE EDITOR, *Archives of Scientific Psychology*
Canivez, G. L., AD HOC REVIEWER, *Scandinavian Journal of Psychology*
Canivez, G. L., AD HOC REVIEWER, *Applied Neuropsychology: Child*
Floress, M. T., CONSULTING EDITOR/EDITORIAL BOARD MEMBER, *Psychology in the Schools*
Floress, M. T., AD HOC REVIEWER, *Journal of School Psychology*
Floress, M. T., AD HOC REVIEWER, *Behavior Disorders*
Luh, H. J., CONSULTING EDITOR/EDITORIAL BOARD MEMBER, *School Psychology Training and Pedagogy*
Luh, H. J., AD HOC REVIEWER, *Psychology in the Schools*
Mace, J. H., AD HOC REVIEWER, *Acta Psychologica*
Mace, J. H., AD HOC REVIEWER, *Behavioral and Brain Sciences*
Mace, J. H., AD HOC REVIEWER, *British Journal of Psychology*
Mace, J. H., AD HOC REVIEWER, *Consciousness & Cognition*
Mace, J. H., AD HOC REVIEWER, *Memory*
Mace, J. H., AD HOC REVIEWER, *Memory & Cognition*
Mace, J. H., AD HOC REVIEWER, *Psychonomic Bulletin & Review*
Stowell, J. R., REVIEWER, *Teaching of Psychology*

Consulting/Professional Service

Canivez, G. L., Fulbright Specialist, U.S. Department of State's Bureau of Educational and Cultural Affairs and World Learning
Canivez, G. L., BOOK PROPOSAL REVIEWER, *Routledge Psychology/Taylor & Francis*
Canivez, G. L., TENURE EXTERNAL REVIEWER, *Northern Arizona University*
Canivez, G. L., REPRESENTATIVE, *Midwestern Psychological Association*
Canivez, G. L., CHAIR, Membership Committee, *Society for the Study of School Psychology*
Floress, M. T., REVIEWER, *William T. Grant Foundation*
Stowell, J. R., IAI Transfer Psychology Panel
Stowell, J. R., Executive Director, *Mid-America Undergraduate Psychology Research Conference*

Awards/Honors

Canivez, G. L., *Distinguished Reviewer Award*, *Buros Center for Testing*, 2021
Canivez, G. L., *2020 Service Award*, *American Psychological Association Division of School Psychology*, August 2021
Canivez, G. L., *2020 Service Award*, *National Association of School Psychologists*, December 2020
Floress, M. T., *EIU Achievement and Contribution Award – Research*, *Eastern Illinois University*, November 2020
Stowell, J. R., *EIU Psi Chi Chapter Faculty of the Year Award*, 2021
Stowell, J. R., *EIU Achievement and Contribution Award – Balanced*, *Eastern Illinois University*, November 2020