

May,2009

VITA

Edward S. Shapiro

PERSONAL

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Birthdate: November 3, 1951

Marital Status: Married
(2 children)

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PROFESSIONAL EDUCATION

B.S., 1973 University of Pittsburgh at Johnstown, Pennsylvania
Psychology Major

M.A., 1975 Marshall University, Huntington, West Virginia
Clinical and General Psychology

Ph.D., 1978 University of Pittsburgh, Pennsylvania
Educational and School Psychology

Pre-doctoral internship, Allegheny Intermediate Unit
Allegheny County, Pennsylvania, Pupil Personnel
Division (January to December, 1976)

Honors & Awards

June 2007 Distinguished Contribution to School Psychology, Pennsylvania Psychological Association. Awarded to a school psychologist in Pennsylvania who has made sustained contributions to practice.

May 2007 Eleanor and Joseph Lipsch Research Award, Lehigh University. Awarded annual to a Lehigh University faculty member recognized for outstanding research contributions.

May,2009

- August 2006 Senior Scientist Award, Division of School Psychology, American Psychological Association. Awarded to a senior researcher for continued and substantial contributions to the field of school psychology.
- April 2001 to June 2006 Iacocca Professor of Education, Lehigh University.
- August 1987 Lightner Witmer Award, Division of School Psychology, American Psychological Association. Awarded to young scholar (under 36 years old) who has made a significant contribution to the field of school psychology.
- May 1986 Alfred Noble Robinson Award, Lehigh University
(Faculty award for outstanding young scholar and service to the university)

EXPERIENCE

Academic Appointments

- July 2004 to present Director, Center for Promoting Research to Practice – Schools, Families, Communities, Lehigh University, College of Education
- August 2002 to June 2004 Interim-Director, Center for Promoting Research to Practice – Schools, Families, Communities, Lehigh University, College of Education
- April 2001 to June 2006 Iacocca Professor of Education, Lehigh University
- July 1998 to June 2004 Chairperson, Department of Education & Human Services, Lehigh University.
Budgetary and administrative responsibility for 28 tenure track faculty, 4 staff. Departmental budget of \$1.73 million, operating budget of approximately \$72,000.
- July 1997 to June 2007 Executive Director, Lehigh Transition & Assessment Services, Lehigh University, College of Education
- Sept. 1980 Dec., 1982 & Sept. 1983 to June 1998 Assistant to Associate (tenured, 8/86) to Full Professor (8/89) and Coordinator, School Psychology Program (APA Accredited, NASP approved), College of Education, Department of Education & Human Services, Professor, School Psychology Program, Lehigh University, Bethlehem, Pennsylvania
- Jan. 1983 to May 1983 Assistant Professor of Educational Psychology
The University of Arizona, Tucson, AZ

July 1978
to Aug. 1980

Instructor of Psychiatry and Educational Psychology
University of Pittsburgh School of Medicine
Western Psychiatric Institute and Clinic
Pittsburgh, PA

Teaching

Sept. 1980
to Dec. 1982;
Program. Sept. 1983 to
July 1998

Assistant to Associate to Full Professor,
College of Education, Lehigh University. Director, School Psychology
Program. Taught graduate courses for School Psychology Program.
From September 1980 to December 1983 also taught
courses (undergraduate) for the Department of Psychology.
Administrative responsibility (3 faculty) for Ed.S. and Ph.D. Program. Brought
programs to full accreditation by APA (October 1990), and full approval
by NASP (January, 1991 for Ph.D., January 1987 for Ed.S.)

Jan. 1983
to May 1983

Assistant Professor of Educational Psychology,
School Psychology Program, The University of Arizona.
Taught graduate courses for School Psychology program.

July 1978
to Aug. 1980

Instructor of Psychiatry and Educational Psychology,
University of Pittsburgh School of Medicine.
Supervised doctoral and master's students in practicum placements for
Departments of Educational Psychology and Clinical Psychology.

Oct. 1977
to June 1978

Community College of Allegheny County.
Taught introductory psychology courses as adjunct professor.

Sept. 1975
to June 1978

University of Pittsburgh. Graduate Teaching Fellowship.
Taught educational psychology.

Sept. 1973
to June 1975

Marshall University. Graduate Teaching Assistant.
Taught introductory psychology.

Applied

Mar. 1980
to Aug. 1980

Clinical/School Psychologist, Children's Psychiatric Intensive Care Service
Western Psychiatric Institute and Clinic, University of Pittsburgh School of
Medicine
Provided traditional assessments for children hospitalized on unit for
emotionally disturbed children, ages 5 to 13. Consultation with teachers and
liaison with educational agencies was involved. (Position was 1/4 time).

Jan. 1976
to Aug. 1980

Clinical/School Psychologist, John Merck Program, Western Psychiatric Institute and Clinic, University of Pittsburgh School of Medicine. Responsibilities primarily included assessment, evaluation, and behavioral programming of children who were both mentally retarded and behaviorally disturbed. Program was located within a psychiatric hospital. Consultation with program staff, leadership for coordinating clinical treatment plans for two multi-disciplinary teams, and liaison with educational agencies was also involved. Also was responsible for staff training and supervisor of graduate and undergraduate students in practicum placements.

Sept. 1977
to Aug. 1978

Allegheny Intermediate Unit, Pupil Personnel Psychologist. Served as consulting psychologist to five school districts. Duties included assessment, diagnosis, and developing treatment strategies for learning and emotional problems of school-age children. (Position was 1/2 time.)

GRANTS

Training school psychologists as facilitators of Response-to-intervention models across diverse settings.

U.S. Department of Education, Office of Special Education Programs, Grant # H325K070326. \$0.8 million (four years). Co-Principal Investigator, Nanette Fritschmann (Lehigh), October 2008 – September 2012

Leadership Training in Pediatric School Psychology: Developing leaders for system wide change in urban environments for students with or at risk for Emotional\Behavior Disorders.

U.S. Department of Education, Office of Special Education Programs, Grant # H325D060008. \$0.8 million (four years). Co-Principal Investigators, George DuPaul (Lehigh), Thomas Power (Children's Hospital of Philadelphia). October 2006 – September 2010

Project MP3: Monitoring Progress in Pennsylvania Pupils – A Multi-Tiered Model for Progress Monitoring from Preschool through Grade 4

U.S. Department of Education, Office of Special Education Programs, Grant # H326M050001. \$1.2 million (three years). Co-Principal Investigators, Naomi Zigmond (University of Pittsburgh), Fran Warkomski (Pennsylvania Training and Technical Assistance Network). January 2006 – December 2008.

Early Reading First Program Evaluation- Community Services for Children, Head Start of the Lehigh Valley

U.S. Department of Education, Office of Elementary and Secondary Programs. Approximately \$300,000 (three years), Co-Principal Investigators, Patricia Manz, Ageliki Nicolopoulou. Grant # S359A050207, October 2005 – September 2008.

Teacher Quality Study: An investigation of the impact of teacher study groups as a means to enhance the quality of reading instruction for first graders in high poverty schools in two states.

U.S. Department of Education, Institute for Education Sciences. Subcontract to Russell Gersten, Project Director, Instructional Research Group, Signal Hill, CA. Lana Edwards, co-investigator. Grant # R305M030052. Approximately \$750,000 over 4 years. December 2003 – September 2007.

Training School Psychologists as Integration Consultants for Students with Low Incidence Disabilities.

U.S. Department of Education, Office of Special Education and Rehabilitation Services, Division of Personnel Preparation. Grant # H 325A010003. \$ 1.5 million (five years). Co-Principal Investigator, Christine L. Cole. September 2001 - August 2006.

Training Leaders in Pediatric School Psychology: Strengthening Family-School-Community Partnerships for Students with or at risk for Emotional/Behavior Disorders.

U.S. Department of Education and Rehabilitation Services, Division of Personnel Preparation. Grant # H 325D010002 Leadership Training. \$800,000 (four years). Co-Principal Investigators, George J. DuPaul, Thomas J. Power. September 2001 – August 2006.

Lehigh Transition & Assessment Services

Funded through contracts with local and regional school districts as well as with county Office of Vocational Rehabilitation. (\$900,000+ /year, on going). Executive Director.

Training Pediatric School Psychologists: Preparing leaders to address the health needs of children with emotional/behavior disabilities.

U.S. Department of Education, Office of Special Education and Rehabilitation Services, Division of Personnel Preparation. Grant # H 029D70010. \$ 835,248 (four years). Co-Principal Investigator, George J. DuPaul, Thomas J. Power. September 1997 - August 2001.

Training school psychologists in assessment, intervention, and integration of students with low incidence disabilities.

U.S. Department of Education, Office of Special Education and Rehabilitation Services, Division of Personnel Preparation. Grant #H 029A- 70027, \$823,467 total (three years). Co-Principal Investigator (with C.L. Cole). August 1997- July 2000.

Comparing experiential in-service and on-site consultation to increase inclusionary practices for students with SED.

U.S. Department of Education, Office of Special Education and Rehabilitation Services, Division of Innovation and Development. Grant # H 23703004. \$495,471 (three years). Principal Investigator, September 1993 - August 1996.

A Regional Consulting Center to Assist School Personnel in Working with Early Adolescents with Attention Deficit Disorder.

U.S. Department of Education, Office of Special Education and Rehabilitation Services, Division of Personnel Preparation. Grant # H029K20455. \$270,000 (three years). Co-Principal Investigator (with G.J. DuPaul), November 1992- October 1995.

Training School Psychologists in Assessment and Intervention for Children with Severe Handicaps.

U.S. Department of Education, Office of Special Education and Rehabilitation Services, Division of Personnel Preparation. Grant #H 029F- 20026, \$420,000 total (four years). Co-Principal Investigator (with C.L. Cole) and Project Director, September 1992- May 1996.

Training School Psychologists as Interventionists for Children with Behavior Disorders.

U.S. Department of Education, Office of Special Education Programs, Division of Personnel Training, Grant #H029F-90061, 4 years (\$300,000 total). Principal Investigator and Project Director, September 1989- August 1993.

Research on the Integration of Students with Serious Emotional Disturbance from Centennial: A State-Approved Private School.

U.S. Department of Education, Office of Special Education Research, Grant #H023M-80008, Total grant, 3 years (\$450,000). (D.M. Browder, Co-Principal Investigator), August 1988-July 1991.

Project TRANS: Vocational-technical training, self-management, and the learning disabled adolescent in transition.

U.S. Department of Education, Office of Special Education Research, Grant #G008530046, total grant \$300,000, September 1985-88 (F. E. Lentz, Co-principal Investigator, year one only; 1986-87 and 87-88, Sole Principal Investigator).

Assessment and Intervention Practices of School Psychology Practitioners and Trainers for Students with Severe Disabilities

Lehigh University Faculty Research Grant (\$1,000.00), 1997-98

Cross Cultural Comparisons for the Acceptability of Behavioral Assessment and Intervention Strategies

Lehigh University Faculty Research Grant (\$200.00), 1994-95

Assessment and Intervention Practices of School Psychology Practitioners and Trainers for Students with Severe Disabilities

Lehigh University Faculty Research Grant (\$550.00), 1994-95

Acceptability and Use of Curriculum-Based Assessment by School Psychologists.

Lehigh University Faculty Research Grant (\$875.00), 1991-92.

School psychologist and elementary school teacher acceptability ratings of traditional, behavioral, and curriculum-based assessments of a special education elementary student.

Lehigh University Faculty Research Grant, (\$768.00) with Timothy L. Turco, 1988-89.

Grant Related Experience

Project LINK

Department of Education, Commonwealth of Pennsylvania. Consultant to project aimed at developing models for collaborative consultation across four Intermediate Units. September 1988 - August 1990.

Project RE-AIM (Relevant Education Assessment & Intervention Model).

Department of Education, Office of Special Education. Consultant to Department of Public Instruction, State of Iowa. Served as Primary Instructor for Curriculum-Based Assessment Module. Trained 200 school psychologists in curriculum-based assessment procedures across 12 month period, August 1986-August 1987.

RESEARCH AND SCHOLARSHIP

Journal Articles

- Shapiro, E.S., & Clemens, N. (in press). A Conceptual Model for Evaluating System Effects of RTI. *Assessment for Effective Intervention*.
- Feinberg, A.B., & Shapiro, E.S. (in press). Teacher Accuracy: An Examination of Teacher-based Judgments of Students Reading with Differing Achievement Levels. *The Journal of Educational Research*.
- Shapiro, E.S., Solari, E., & Petcher, Y. (2008). Use of a Measure of Reading Comprehension to Enhance Prediction on the State High Stakes Assessment. *Learning and Individual Differences, 18*, 316-328.
- Keller-Margulis, M., Shapiro, E.S., & Hintze, J. M. (2008) Long term diagnostic accuracy of curriculum-based measures in reading and mathematics. *School Psychology Review, 37*, 374 – 390.
- Shapiro, E.S. (2008). From research to practice: Promoting Academic Competence Among At-risk Students. *School Psychology Review, 37*, 46- 51 (commentary on three unsolicited articles).
- Ramírez, R.D., & Shapiro, E.S. (2007) Cross-language Relationship between Spanish and English Oral Reading Fluency among bilingual education students. *Psychology in the Schools, 44* (8), 795-806.
- Shapiro, E. S. (2006). Are we solving the big problems? *School Psychology Review, 35*, 260-265. (Commentary to mini-series).
- Ramirez, R., & Shapiro, E.S. (2006). Curriculum-based measurement and the evaluation of reading in Spanish speaking English language learners in bilingual education classrooms. *School Psychology Review, 35*, 356 – 369.
- Shapiro, E.S., Keller, M. A., Lutz, J. G., Santoro, L. E., & Hintze, J. M. (2006). Curriculum based measurement and performance on state assessment and standardized tests: Reading and math performance in Pennsylvania. *Journal of Psychoeducational Assessment, 24*, 19 – 35.
- Volpe, R. J., DiPerna, J. C., Hintze, J. M., & Shapiro, E. S. (2006). Observing students in classroom settings: A review of seven coding schemes. *School Psychology Review, 34*, 454 – 473.
- Kaminitz-Berkooz, I., & Shapiro, E.S. (2005). The applicability of curriculum-based measurement to measure reading in Hebrew. *School Psychology International. 26*, 494 – 519.
- Ramirez R. & Shapiro, E.S. (2005) Effects of Student Ethnicity on Judgments of ADHD Symptoms among Hispanic and White Teachers. *School Psychology Quarterly, 20*, 268 – 287.

- Shapiro, E.S. (2005). Commentary – Center for Research to Practice: Moving from Findings to Implementation. *Psychology in the Schools, 42*, 585 – 591.
- Cole, C. L. & Shapiro, E. S. (2005). Perceptions of trainers and practitioners regarding assessment and intervention for students with low incidence disabilities. *Psychology in the Schools, 42*, 677 – 689.
- Shapiro, E.S., Edwards, L., & Zigmond, N. (2005). Progress Monitoring of Mathematics Among Students with Learning Disabilities. *Assessment for Effective Intervention, 30*, 15-32.
- Shapiro, E.S., & Blom-Hoffman, J. (2004). The 3 M's of producing academics. *School Psychology Quarterly, 4*, 365 – 381.
- Shapiro, E.S., Angello, L. M., & Eckert, T. L. (2004). Has curriculum-based assessment become a staple of school psychology practice? An update and extension of knowledge, use, and attitudes from 1990 to 2000. *School Psychology Review, 33*, 243 – 252.
- Shapiro, E.S., & Heick, P.F. (2004). School psychologist assessment practices in the evaluation of students referred for social/behavioral/emotional problems. *Psychology in the Schools, 41*, 551 – 561.
- Feinberg, A. B. & Shapiro, E.S. (2003). Accuracy of teacher judgments in predicting oral reading fluency. *School Psychology Quarterly, 18*, 52-65.
- Power, T. J., Shapiro, E.S., & DuPaul, G.J. (2003). Preparing Psychologists to Link the Health and Educational Systems in Managing and Preventing Children's Health Problems. *Journal of Pediatric Psychology, 28*, 147-156.
- Yugar, J. M., & Shapiro, E. S. (2001). Elementary childrens' school friendship: A comparison of peer assessment methodologies. *School Psychology Review, 30*, 549-566.
- Shapiro, E.S. (2000). School psychology from an instructional perspective: Solving big, not little problems. *School Psychology Review, 29*, 560 – 572.
- Hintze, J.M., Owen. S.V., Shapiro, E.S., & Daly, E.J. III (2000). Generalizability of oral reading fluency measure: Application of G theory to curriculum-based measurement. *School Psychology Quarterly, 15*, 52-68.
- Shapiro, E.S., & Cole, C.L. (1999). Self-monitoring in assessing children's problems. *Psychological Assessment, 11*, 448-457.
- Eckert, T.L., Hintze, J.M., & Shapiro, E.S. (1999). Development and refinement of a measure for assessing the acceptability of assessment methods: The Assessment Rating Profile-Revised. *Canadian Journal of School Psychology, 15*, 21-42.

- Shapiro, E.S., Miller, D.N., Sawka, K. M., Gardill, C., & Handler, M.W. (1999). Facilitating the inclusion of students with EBD into general education classrooms. *Journal of Emotional and Behavioral Disorders*, 7, 83-93.
- Domínguez de Ramírez, R. & Shapiro, E. S. (1999). Teacher rating of attention-deficit hyperactivity disorder in Hispanic children. *Journal of Psychopathology and Behavioral Assessment*, 20, 275-293.
- Eckert, T.L., & Shapiro, E.S. (1999). Methodological issues in analog acceptability research: Are teachers acceptability ratings of assessment methods influenced by experimental design? *School Psychology Review*, 28, 5-16.
- Mace, A.B., Shapiro, E.S., & Mace, F. C. (1998). Effects of warning stimuli for reinforcer withdrawal and task onset on self-injury. *Journal of Applied Behavior Analysis*, 31, 679-682.
- Hintze, J.M., Shapiro, E.S., & Daly, E.J. III (1998). An investigation of the effects of passage difficulty level on outcomes of oral reading fluency progress monitoring. *School Psychology Review*, 27, 433-445.
- Hintze, J.M., Shapiro, E.S., Conte, K.L., & Basile, I.M. (in press). Oral reading rate and authentic reading curricula: Criterion validity of the technical features of CBA survey level assessment. *School Psychology Review*, 26, 535-553.
- Shapiro, E.S., DuPaul, G.J., & Bradley, K.L. (1998). Self-management as a strategy to improve the classroom behavior of adolescents with ADHD. *Journal of Learning Disabilities*, 31, 545-555.
- Bradley, K.L., Shapiro, E.S., & DuPaul, G.J. (1998). Attention deficit disorder and kids in the middle: A field test of a school-based consultation model. *Teacher Education and Special Education*, 20, 179-188.
- Hintze, J.M., & Shapiro, E.S. (1998). Curriculum-based measurement and literature-based reading: Is curriculum-based measurement meeting the needs of changing reading curricula? *Journal of School Psychology*, 35, 351-376.
- Bradley-Klug, K.L., Shapiro, E.S., Lutz, J.G., & DuPaul, G.J. (1998) Evaluation of oral reading rate as a curriculum-based measure within literature-based curriculum. *Journal of School Psychology*, 36, 183-197.
- Snyder, E.P., & Shapiro, E.S. (1997). Teaching students with emotional/behavioral disorders the skills to participate in the development of their own IEPs. *Behavioral Disorders*, 22, 246-259.
- Eckert, T.L., Hintze, J.M., & Shapiro, E.S. (1997). School psychologists' acceptability of psychological assessment measures: The acceptability of behavioral and traditional assessment, *School Psychology Quarterly*, 12, 150-169.

- McQuillan, K., DuPaul, G.J., Shapiro, E.S., & Cole, C.L. (1996). Classroom performance of students with serious emotional disturbance: A comparative study of evaluation methods for behavior management. *Journal of Emotional and Behavior Disorders, 4*, 162-170.
- Shapiro, E.S., DuPaul, G.J., Bradley, K.L., & Bailey, L.T. (1996). A school-based consultation model for service delivery to middle school students with attention deficit disorder. *Journal of Emotional and Behavior Disorders, 4*, 73-81.
- Roberts, M.L., & Shapiro, E.S. (1996). Effects of instructional ratios on students' learning. *Journal of School Psychology, 34*, 73-91.
- Shapiro, E.S. (1995). School Psychology Review: Past, Present, Future Revisited. *School Psychology Review, 24*, 529-535.
- Power, T.J., DuPaul, G.J., Shapiro, E.S., & Parrish, J.M. (1995). Pediatric school psychology: The emergence of a sub specialization. *School Psychology Review, 24*, 244-257
- Eckert, T.L., Shapiro, E.S., & Lutz, J.G. (1995). Teachers' acceptability of alternative psychoeducational measures: The acceptability of curriculum-based assessment. *School Psychology Review, 24*, 497-511.
- Goldberg, R., & Shapiro, E.S. (1995). In-vivo rating of treatment acceptability by children: Effects of probability instruction on student's spelling performance under group contingency conditions. *Journal of Behavioral Education, 5*, 415-432.
- Ager, C.L. & Shapiro, E.S. (1995). Template matching as a strategy for assessment and intervention of preschool students with disabilities. *Topics in Early Childhood Special Education, 15*, 187-218.
- Hintze, J.M., Shapiro, E.S., & Lutz, J.G. (1994). The effects of curriculum on the sensitivity of curriculum-based measurement in reading. *The Journal of Special Education, 28*, 188-202.
- Shapiro, E.S., & Eckert, T.L. (1994). Acceptability of curriculum-based assessment by school psychologists. *Journal of School Psychology, 32*, 167-184.
- Lam, A.L., Cole, C.L., Bambara, L. & Shapiro, E.S. (1994). Relative effects of self-monitoring on-task behavior, academic accuracy, and disruptive behavior. *School Psychology Review, 23*, 44-58.
- McCurdy, B.L., & Shapiro, E.S. (1993). A comparison of teacher-, peer-, and self-monitoring with curriculum-based measurement in reading among students with learning disabilities. *The Journal of Special Education, 26*, 162-180.
- Shear, S.M., & Shapiro, E.S. (1993). Effects of using self-recording and self-observation in reducing disruptive behavior. *Journal of School Psychology, 31*, 519-534.
- Shapiro, E.S., & Eckert, T.L. (1993). Curriculum-based assessment among school psychologists: Knowledge, attitudes, and use. *Journal of School Psychology, 31*, 375-384.

- Shapiro, E.S. (1992). Gickling's model of curriculum-based assessment to improve reading in elementary age students. *School Psychology Review*, 21, 168-176.
- Derr-Minneci, T.F. & Shapiro, E.S. (1992). Validating curriculum-based measurement in reading from a behavioral perspective. *School Psychology Quarterly*, 7, 2-16.
- Skinner, C.H., Shapiro, E.S., Turco, T.L., Cole, C.L., & Brown, D.K. (1992). A comparison of self- and peer-delivered immediate corrective feedback on multiplication performance. *Journal of School Psychology*, 30, 101-116.
- Shapiro, E.S., & Ager, C.L. (1992). Assessment of special education students in regular classroom programs: Linking assessment to instruction. *Elementary School Journal*, 92, 283-296.
- Roberts, M.L., Turco, T.L., & Shapiro, E.S. (1991). Differential effects of fixed instructional ratios on students' progress in reading. *Journal of Psychoeducational Assessment*, 9, 308-318.
- Shapiro, E.S. (1991). Training school psychologists for service delivery to children with severe emotional disturbance. *School Psychology Review*, 20, 482-494.
- Shapiro, E.S., & Lentz, F.E. Jr. (1991). A follow-up study of learning disabled students who attended vocational-technical programs. *Exceptional Children*, 58, 47-59
- Shapiro, E.S. (1990). An integrated model of curriculum-based assessment. *School Psychology Review*, 19, 331-349.
- Lalli, E.P., & Shapiro, E.S. (1990). The effects of self-monitoring and contingent reward on sight word application. *Education and Treatment of Children*, 13, 129-141.
- Shapiro, E.S., & Goldberg, R. (1990). In-vivo rating of treatment acceptability by children: Group size effects in group contingencies to improve spelling performance. *Journal of School Psychology*, 28, 233-250.
- Shapiro, E.S. (1989). Teaching self-management skills to learning disabled adolescents. *Learning Disability Quarterly*, 12, 275-287.
- Derr, Tami F., & Shapiro, E.S. (1989). A behavioral evaluation of curriculum-based assessment of reading. *Journal of Psychoeducational Assessment*, 7, 148-160.
- Skinner, C.H. & Shapiro, E.S. (1989). A comparison of taped-words and drill interventions on reading fluency in adolescents with behavior disorders. *Education and Treatment of Children*, 12, 123-133.
- Shapiro, E. S., & McCurdy, B. L. (1989). Direct and generalized effects of a taped-words treatment on reading proficiency. *Exceptional Children*, 55, 321-326.

- McCurdy, B. L., & Shapiro, E. S. (1988). Self-observation and the reduction of inappropriate classroom behavior. *Journal of School Psychology, 26*, 371-378.
- Shapiro, E. S. (1988). Preventing academic failure. *School Psychology Review*, (part of invited mini-series edited by J.E. Zins & S.G. Forman, "Primary Prevention: From theory to practice), *17*, 601-613.
- Shapiro, E. S., & Derr, T. F. (1987). An examination of overlap between reading curricula and standardized achievement tests. *The Journal of Special Education, 21*, 59-67.
- Shapiro, E. S. (1987). Intervention research methodology in school psychology, *School Psychology Review* (part of invited mini-series on State of the Art: Research Methodology, edited by J. Witt), *16*, 290-305.
- Shapiro, E. S., & Derr, T. (1987). Interventions for physical and verbally assaultive behavior. *Special Services in the Schools, 3*(3/4), 5-19.
- Lentz, F. E., Jr., & Shapiro, E. S. (1987). Training behavioral school psychologists: Development of a model. *Professional School Psychology, 2*, 181-190.
- Shapiro, E. S., & Goldberg, R. (1986). A comparison of group contingencies in increasing spelling performance across sixth grade students. *School Psychology Review, 15*, 546-559.
- Mace, F. C., Shapiro, E. S., West, B. J., Campbell, C., & Altman, J. (1986). The role of reinforcement in reactive self-monitoring. *Applied Research in Mental Retardation, 7*, 315-327.
- Browder, D. M., Shapiro, E. S., & Ambrogio, B. M. (1986). Movement training: When trainer initiated reinforcement and self-monitoring are not enough. *International Journal of Rehabilitation Research, 9*, 312-372.
- Shapiro, E. S., Albright, T. S., & Ager, C. L. (1986). Group versus individual contingencies in modifying two disruptive adolescent's behavior. *Professional School Psychology, 1*, 105-116.
- Lentz, F. E., & Shapiro, E. S. (1986). Functional assessment of the academic environment. *School Psychology Review*, (part of invited mini-series on "Linking Assessment to Instructional Intervention" edited by L. Fuchs & D. Fuchs), *15*, 346-357.
- Browder, D. M. & Shapiro, E. S. (1985). Applications of self-management to individuals with severe handicaps: A review. *The Journal of the Association for Persons with Severe Handicaps, 10*, 200-208.
- Shapiro, E. S., & Lentz, F. E. Jr. (1985). A survey of school psychologists' use of behavior modification procedures. *Journal of School Psychology, 23*, 327-336.
- Shapiro, E. S. & Lentz, F. E. Jr. (1985). Assessing academic behavior: A behavioral approach. *School Psychology Review, 14*, 325-338.

- Shapiro, E. S. & Sheridan, C. (1985). Systematic assessment and training of sexuality education for mentally retarded women. *Applied Research in Mental Retardation*, 6, 307-319.
- Shapiro, E. S., Lentz, F. E., & Sofman, R. (1985). Validity of rating scales in assessing aggressive behavior in classroom settings. *Journal of School Psychology*, 23, 69-79.
- Ackerman, A. M., & Shapiro, E. S. (1985). Self-monitoring and work productivity with mentally retarded adults. *Journal of Applied Behavior Analysis*, 17, 403-407.
- Shapiro, E. S., & Shapiro, S. (1985). Behavioral coaching in the development of skills in track. *Behavior Modification*, 9, 211-224.
- Shapiro, E. S., Browder, D. M., & D'Huyvetters, K. K. (1984). Increasing academic productivity of severely, mild-handicapped children with self-management: Idiosyncratic effects. *Analysis and Intervention in Developmental Disabilities*, 4, 171-181.
- Ollendick, T. H., & Shapiro, E. S. (1984). An examination of vicarious reinforcement processes in children. *Journal of Experimental Child Psychology*, 37, 78-91.
- Ollendick, T. H., Dailey, D., & Shapiro, E. S. (1983). Vicarious reinforcement: Expected and unexpected effects. *Journal of Applied Behavior Analysis*, 16, 485-491.
- Ollendick, T. H., Shapiro, E. S., & Barrett, R. P. (1982). Effects of vicarious reinforcement in normal and severely disturbed children. *Journal of Consulting and Clinical Psychology*, 50, 63-70
- Shapiro, E. S., Kazdin, A. E., & McGonigle, J. J. (1982). Multiple-treatment interference in the simultaneous or alternating treatments design. *Behavioral Assessment*, 4, 105-115.
- Barrett, R. P., Matson, J. L., Shapiro, E. S., & Ollendick, T. H. (1981). A comparison of punishment and DRO procedures for treating stereotypic behavior of mentally retarded children. *Applied Research in Mental Retardation*, 2, 247-256.
- Ollendick, T. H., Shapiro, E. S., & Barrett, R. P. (1981). Reducing stereotypic behaviors: An analysis of treatment procedures utilizing an alternating treatments design. *Behavior Therapy*, 12, 570-577.

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- Barrett, R. P., & Shapiro, E. S. (1980). Treatment of stereotyped hair-pulling with overcorrection: A case study with long-term follow-up. *Journal of Behavior Therapy and Experimental Psychiatry, 11*, 317-320.
- Ollendick, T. H., Matson, J. L., Dawson-Esvelt, K., & Shapiro, E. S. (1980). Increasing spelling achievement: An analysis of procedures utilizing an alternating treatments design. *Journal of Applied Behavior Analysis, 13*, 645-654.
- Shapiro, E. S., Barrett, R. P., & Ollendick, T. H. (1980). A comparison of physical restraint and positive practice overcorrection in treating stereotypic behavior. *Behavior Therapy, 11*, 227-233.
- Shapiro, E. S., & Klein, R. D. (1980). Self-management of classroom behavior with retarded/disturbed children. *Behavior Modification, 4*, 83-97.
- Shapiro, E. S. (1979). Restitution and positive practice in reducing aggressive-disruptive behavior--A long-term follow-up. *Journal of Behavior Therapy and Experimental Psychiatry, 10*, 131-134.

Invited Book Chapters

- Shapiro, E.S., Hilt-Panahon, A., Gischlar, K. L. (in press). Implementing Proven Research to School - Based Practices: Progress Monitoring within a Response-to-Intervention Model. To appear in: M.R. Shinn, & H.M Walker, (Eds.) *Interventions for Achievement and Behavior in a Three-Tier Model including RTI*. Washington, DC: National Association of School Psychologists
- Shapiro, E.S. , Blom-Hoffman, J., & Mautone, J. A. (2009). Pediatric School Psychology. To appear in T. Gutkin & C. Reynolds (eds.), *Handbook of School Psychology, 4th edition* (pp. 708-720). New York: John Wiley
- Shapiro, E.S. (in press). Implementation of a Statewide Progress Monitoring Process for Evaluating Reading Performance in Students with Mild Disabilities. To appear in S. Rosenfeld & V. Berninger (eds.), *Translating Science-Supported Instruction into Evidence-Based Practices: Understanding and Applying the Implementation Process*. Oxford University Press.
- DuPaul, G. J., Power, T. J., & Shapiro, E. S. (in press). Schools and reintegration into schools. To appear in M. Roberts (ed.), *Handbook of Pediatric Psychology (4th ed)*. New York: Guilford.
- Shapiro, E.S. (2008). Goal setting processes in progress monitoring. In A. Thomas & J. Grimes (eds.), *Best Practices in School Psychology V* (Vol. 2, pp. 319 – 336). Washington, DC: National Association of School Psychologists.

- Hintze, J.M., Volpe, R. J., & Shapiro, E. S. (2008). Best practices in the systematic direct observation of student behavior. In A. Thomas & J. Grimes (eds.), *Best Practices, V* (Vol. 2, pp, 141 – 158). Washington, DC.: National Association of School Psychologists.
- Shapiro, E.S., & Keller, M. A. (2006). Academic skills problems. To appear in M. Hersen (Ed.), *Clinicians Handbook of Behavioral Assessment, Vol. II.* (pp. 605 – 630). San Diego, CA: Elsevier.
- Shapiro, E.S., & Clemens, N. H. (2005). Conducting systematic direct classroom observations to define school-related problems. In R. Brown-Chadsey (Ed.), *Assessment for Intervention: A problem-solving approach* (pp. 175 – 199). New York: Guilford Press.
- Shapiro, E.S., & Manz, P.H. (2004). Collaborating with schools in the provision of pediatric psychological services. In R. T. Brown (ed.), *The Handbook of Pediatric Psychology in School Settings* (pp. 49-64). Mahwah, NJ: Lawrence Erlbaum.
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- Hintze, J.M., Volpe, R.J., & Shapiro, E.S. (2002). Best practices in the systematic direct observation of student behavior. In A. Thomas & J. Grimes (eds.), *Best practices in school psychology IV* (pp.993 – 1006). Bethesda, MD: NASP.
- Shapiro, E.S., & Kratochwill, T.R. (2000). Conceptual foundations of behavioral assessment. In E.S. Shapiro & T.R. Kratochwill (Eds.), *Conducting assessments of behavior in children and adolescents* (pp. 1-20). New York: Guilford.
- Kratochwill, T.R., & Shapiro, E.S. (2000). Conceptual foundations of behavioral assessment in schools. In E.S. Shapiro & T.R. Kratochwill (Eds.), *Behavioral assessment in schools (second edition): Theory, research, and clinical foundations* (pp. 3 – 15). New York: Guilford.

- Hintze, J.M. & Shapiro, E.S. (1999). School. In W.K. Silverman & T.H. Ollendick (Eds.), *Developmental Issues in the Clinical Treatment of Children and Adolescents* (pp. 156-170). Nesham Heights, MA: Allyn & Bacon.
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- Shapiro, E.S. & Elliott, S.N. (1998). Curriculum-based assessment and other performance based assessment strategies. In C. Reynolds & T. R. Gutkin (Eds.), *The handbook of school psychology* (3rd ed.), pp. 383-408. New York: John Wiley.
- Power, T.J., DuPaul, G.J., Shapiro, E.S., & Parrish, J.M. (1998). The role of the school psychologist in health-related services. In L. Phelps (ed.), *A practitioner's handbook of health-related disorders in children* (pp. 15-26). Washington, DC: American Psychological Association.
- Shapiro, E.S., & Bradley, K.L. (1995). Treatment of academic problems. In M. Reinecke, F.M. Dattilio, & A. Freeman (Eds.), *Casebook of cognitive-behavioral therapy with children and adolescents* (pp.344-366). New York: Guilford.
- Hintze, J.M., & Shapiro, E.S. (1995). Best practices in the systematic observation of classroom behavior. A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology-III* (Pp. 651-660). Silver Spring, MD: National Association of School Psychologists.
- Shapiro, E.S. (1993). Curriculum-based assessment: Implications for psychoeducational practice. In J. Kramer (Ed.), *Curriculum-based measurement: Buros-Nebraska Symposium on Measurement and Testing* (pp. 123-138). Hillsdale, NJ: Erlbaum.
- Shapiro, E.S. & Skinner, C.H. (1993). Childhood behavioral assessment & diagnosis. In T.R. Kratochwill & R.J. Morris (Eds.), *Handbook of psychotherapy with children* (pp. 75-109). New York: Pergamon Press.
- Shapiro, E.S., & Cole, C.L. (1993). Self-monitoring. In T.H. Ollendick & M. Hersen (Eds.), *Handbook of child and adolescent assessment* (pp. 124-139). New York: Allyn & Bacon.
- Shapiro, E.S., & Skinner, C.H. (1990). Best practices in observation/ecological assessment. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology (2nd ed.)* (pp. 507-529). Washington, D.C.: National Association of School Psychologists.
- Shapiro, E.S. (1990). Learning disabilities. In M. Hersen & V. H. Van Hasselt (Eds.), *Psychological aspects of developmental and physical disabilities* (157-167). Beverly Hills, CA: Sage.
- Shapiro, E. S., & Derr, T. F. (1990). Curriculum-based assessment. In T. R. Gutkin & C. Reynolds (Eds.), *The handbook of school psychology* (2nd ed.) (365-487). New York: John Wiley.

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- Shapiro, E. S., & Skinner, C. H. (1990). Principles of behavioral assessment. In R. Kamphaus, & C. R. Reynolds (Eds.), *Handbook of psychological and educational assessment of children: Vol. 2, Personality Behavior and Context* (pp.343-363). New York: Guilford.
- Elliott, S. N. & Shapiro, E. S. (1990). Interventions for academic behavior. In T. B. Gutkin & C. R. Reynolds (Eds.), *The handbook of school psychology (2nd ed.)* (pp.637-662). New York: John Wiley.
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- Shapiro, E. S. (1988). Behavioral assessment. In J. C. Witt, S. N. Elliott, & F. M. Gresham (Eds.), *The handbook of behavior therapy in education* (pp. 67-98). New York: Plenum Press.
- Shapiro, E. S. (1987). Academic Problems. In M. Hersen & V. Van Hasselt, (Eds.), *Behavior therapy with children and adolescents: A clinical approach* (pp. 362-384). New York: John Wiley & Sons.
- Shapiro, E. S. & Friedman, J. (1987). Mental retardation. In V. B. Van Hasselt & M. Hersen (Eds.), *The handbook of adolescent psychology*, (pp. 381-397). New York: Pergamon Press.
- Shapiro, E. S., & Lentz, F. E. (1986). Behavioral assessment of academic skills. In T. R. Kratochwill (Ed.), *Advances in School Psychology (Vol. V)*. (pp 87-139). Hillsdale, N. J.:Lawrence Erlbaum.
- Shapiro, E. S. (1986). Behavior modification: Self-control and cognitive procedures. In R. P. Barrett (Ed.), *Severe behavior disorders in the mentally retarded: Non-drug approaches to treatment*. (pp. 61-97). New York: Plenum Press.
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- Harway, V. & Shapiro, E. S. (1983). Applications of psychological evaluation methods. In I. Jakob (Ed.), *Mental Retardation: A textbook for continuing education* (pp. 164-180). Basel, Switzerland: Karger.
- Shapiro, E. S. (1981). Self-control with the mentally retarded. In M. Hersen, R. M. Eisler, & P. M. Miller (Eds.), *Progress in Behavior Modification, Vol. 12*, (pp. 265-295). New York: Academic Press.

Contracted Books & Monographs

- Shapiro, E.S. , Zigmond, N., Wallace, T., & Marston, D. (eds.) (in preparation). *Models of Response-To-Intervention Implementation: Tools, Outcomes, and Implications*. New York: Guilford Press.
- Shapiro, E.S. (in preparation). *Academic skills problems: Direct assessment and intervention* (4th edition). New York: Guilford.
- Shapiro, E.S. (in preparation). *Workbook to accompany Academic Skills Problems: Direct assessment and intervention* (3rd ed). New York: Guilford.
- Shapiro, E.S. (2004). *Academic skills problems: Direct assessment and intervention* (3rd edition). New York: Guilford.
- Shapiro, E.S. (2004). *Workbook to accompany Academic Skills Problems: Direct assessment and intervention* (2nd ed). New York: Guilford.
- Power, T.J., DuPaul, G.J., Shapiro, E.S., & Kazak, A. (2003). *Promoting Children's Health: Integrating school, family, and community*. New York: Guilford.
- Elliott, S.N., DiPerna, J.C., with Shapiro E.S. (2001). *AIMS: Academic Intervention Monitoring System – Guidebook*. San Antonio, TX: The Psychological Corporation (contributed chapter to text).
- Shapiro, E.S., & Kratochwill (Eds.) (2000). *Behavioral assessment in schools: Theory, research and clinical foundations* (second edition). New York: Guilford.
- Shapiro, E.S., & Kratochwill, (Eds.) (2000). *Conducting Functional Behavioral Assessments in Schools: A Practical Guide*. New York: Guilford.

Shapiro, E.S. (1996). *Academic skills problems: Direct assessment and intervention* (2nd edition). New York: Guilford.

Shapiro, E.S. (1996). *Workbook to accompany Academic Skills Problems: Direct assessment and intervention*. New York: Guilford.

Shapiro, E.S., & Cole, C.L. (1994). *Behavior Change in the Classroom: Self-Management Interventions*. New York: Guilford.

Shapiro, E. S. (1989). *Academic skills problems: Direct assessment and intervention*. New York: Guilford.

Shapiro, E. S. & Kratochwill, T. R. (Eds.) (1988). *Behavioral assessment in schools: Conceptual foundations and practical applications*. New York: Guilford.

Shapiro, E. S. (1987). *Behavioral assessment in school psychology*. Hillsdale, N. J.: Lawrence Erlbaum.

Software Developed

Shapiro, E.S. (2003). *BOSS – Behavioral Observation of Students in Schools*. San Antonio, TX: Harcourt Assessment (Pearson Assessment) [software for PDA platform].

Newsletters

Shapiro, E.S. (1995, April). A self-management technique for improving the classroom behavior of students with attention deficit disorders. *The ADHD Report*, 3, 9-10.

Shapiro, E.S., & DuPaul, G.J. (1993). A model for consulting with school personnel for students with ADHD. *The ADHD Report*, *1*(6) 8-9.

Encyclopedia Entries

Shapiro, E.S. (1996). Behavioral assessment. In T. Fagan & P. Warden (Eds.), *Historical Encyclopedia of School Psychology* (pp. 34-36). Westport, CT: Greenwood Publishing Group.

Shapiro, E.S. (1996). Behavior therapy. In T. Fagan & P. Warden (Eds.), *Historical Encyclopedia of School Psychology* (pp. 38-40). Westport, CT: Greenwood Publishing Group.

Shapiro, E.S. (1996). Behavior modification. In T. Fagan & P. Warden (Eds.), *Historical Encyclopedia of School Psychology* (p. 38). Westport, CT: Greenwood Publishing Group.

Shapiro, E.S. (1996). Multiple baseline. In T. Fagan & P. Warden (Eds.), *Historical Encyclopedia of School Psychology* (pp. 214-215). Westport, CT: Greenwood Publishing Group.

Published Reports

Shapiro, E.S., DuPaul, G.J., & Bradley, K.L. (1997). A regional consulting center to assist school personnel in working with early adolescents with attention deficit disorders. ERIC document ED 419-328.

Book Reviews

Shapiro, E. S. (1983). *Review of Behavior Modification in Applied Settings* (2nd Ed.) by A. E. Kazdin. Homewood, IL: Dorsey Press, 1980. Published in *Applied Research in Mental Retardation*, 4, 88-89.

Test Reviews

Shapiro, E. S. & Shear, S.M. (in press). Revised Behavior Problem Checklist by H.C. Quay & D.R. Peterson. Published in J.C. Conoley & J.J. Kramer (Eds.), *Mental Measurements Yearbook*, Lincoln, NE: Buros Institute.

Shapiro, E. S. (1989). *Burns/Roe Informal Reading Inventory*. by Burns & Roe, Boston: Houghton-Mifflin, 1985. Published in J. C. Conoley & J.J. Kramer (Eds.), *Mental Measurements Yearbook* (10th edition), pp. 117-118. Lincoln, NE: Buros Institute.

Shapiro, E.S. (1989) *The Kent Infant Development Scale* (2nd ed.) by Kent Developmental Metrics: Kent, OH. Published in J. C. Conoley & J.J. Kramer (Eds.), *Mental Measurements Yearbook* (10th edition), pp. 415-417. Lincoln, NE: Buros Institute.

Paper Presentations

Have presented papers, chaired symposia, and given invited addresses at the following conferences (too numerous to list separately):

EARCOS Teachers' Conference, Bangkok, Thailand, 2004
Association of School Psychologists in Pennsylvania, 2002 – 2003, 2006 - 2008
Teacher Educators of Children with Behavior Disorder, 1995, 1996, 2001
American Psychological Association, 1979-2008
International Adolescent Conference, 1994
Council for Exceptional Children, 1988, 1989, 2008-2009
National Association of School Psychologists, 1981-2009
Association for the Advancement of Behavior Therapy, 1979-1985
Association for Behavior Analysis, 1985-1989

Selected Community Consultation, Private Practice, Workshops and Presentations (1998 – present)

- Nov 2005 to present Pennsylvania Model for Response to Intervention. Consultant to Pennsylvania Department of Education, Harrisburg, PA.
- Mar 2009 Invited presenter to the Southeast Regional Center, “Use of progress monitoring in RTI evaluation,” Washington, DC.
- Sept 2008 Invited presenter to the Peel School District, Mississauga, Ontario, Canada, Effective Interventions for Reading.
- July 2008 Invited presenter to NASP Summer Institute, “Effective Interventions for Reading,” Atlantic City, NJ.
- July 2008 Invited presenter to the Northwest Training Consortium on evaluation of Response to Intervention, Portland, Oregon
- June 2008 Invited presenter to the Virginia Department of Education training on Response-to-Intervention, Richmond, VA
- May 2008 Invited presentation to the University of Houston and Texas A & M University
- Dec 2007 Presentation at the 2007 Summit on Response to Intervention, “Reflecting on RTI implementation: Lessons learned in states and local districts.” Washington, DC
- Dec 2007 Presentation at the 2007 Summit on Response to Intervention, “Bridging problem solving and standard treatment protocol approaches to RTI: A dialogue with the field.” Washington, DC
- August 2002 to June 2005 Statewide training on Progress Monitoring, Consultant to Pennsylvania Department of Education, King of Prussia, PA
- July 2006 Advanced Progress Monitoring. Montgomery County School District, Bethesda, MD.
- July 2006 School Interventions for effective instruction in reading. National Association of Psychologists, Summer Workshop, Chicago, IL
- Nov 2005 Curriculum-based assessment and RTI: Basic and Advanced. New York Association of School Psychologists, White Plains, NY
- Feb 2005 Assessment the Academic Environment: Behavioral Observation of Students in Schools (BOSS). San Diego Unified School District, San Diego, CA.

- Nov 2004 Reading Roadmaps: Driving the freeway to improving basic academic skills of elementary students.
- Nov 2004 Roadmaps to Improving Academic Skills of English Language Learners (with Romilia Ramirez). San Diego Unified School District, San Diego, CA
- March 2003 Utilizing Resistance to Intervention in Assessing for Learning Disabilities, Temple University School Psychology Conference, Philadelphia, PA.
- August, 2002 Curriculum-based assessment. Humble Independent School District, Humble, Texas
- July 2002, 2003 Progress Monitoring. Governor's Institute on Data-Based Decision Making, Selinsgrove, PA.
- June 2002 Instruction Based Assessment. Montgomery County School District, Montgomery County, Maryland.
- Dec., 2001 School Psychology from an Instructional Perspective. Baltimore County Public Schools, Baltimore, MD
- Apr., 2001 Keynote Speaker, The Changing Role of Professional Psychology in the Schools. Laurel Highlands Undergraduate Psychology Conference, Johnstown, PA.
- Oct., 2000 Guidelines for Functional Assessment of Academic Skills, Detroit Public Schools, Detroit, MI
- Oct., 2000 Interventions for Reading and Mathematics: Solving Big Not Little Problems, Cicero Public Schools, Cicero, IL
- Feb., 2000 Interventions for Reading: Solving Big not Little Problems. Illinois School Psychologists Association, Springfield, IL.
- Feb., 2000 Interventions for Mathematics: Solving Big not Little Problems. Illinois School Psychologists Association, Springfield, IL.
- Aug., 1999 Taught Graduate Assessment Course for The College of New Jersey, International Education Program, Mallorca, Spain
- Nov., 1998 Curriculum-Based Assessment
Cuyhoga Special Education Center, Cleveland, OH
- May, 1998 Curriculum-Based Assessment
Delaware Association of School Psychologists, Rehoboth Beach, DE

University and Professional Service (1995 to present)

Jan 2008 to July 2008	University wide Strategic Thinking Steering Committee at request of University President, Chairperson. Lehigh University
Sept 2008 to present	University Research Council, Lehigh University
Sept. 1987 to present	Outside reviewer for tenure/promotion for University of Washington, University of Tennessee, University of Cincinnati, Syracuse University, University of Utah, University of Kansas, University of Colorado-Colorado Springs, University of Oregon, University of Pennsylvania, State University of New York-Buffalo, University of Florida, Queens's College, University of Nebraska, Texas A & M University, City University of New York, University of Vermont, University of Pittsburgh, North Carolina State University, Nanyang Technical University, Singapore, University of Georgia
May 2004 to June 2007	University Research Council, Lehigh University
Jan 2005 to May 2009	Faculty Steering Committee, Lehigh University (Chair 2007-08), Chair, R & P Subcommittee of FSC (2006-07)
December 2001 to September 2003	Ad hoc committee on the review of Centers and Institutes, Lehigh University
May 1999	External review committee, Department of Special Education and Community Resources, University of Oregon
May 1999 to May 2000	Chair, Vice-Provost for Information Resources Search Committee, Lehigh University
Sept. 1998 to June 2004	Chairs Committee, Member, Lehigh University
Sept., 1997 to June 1999	Adhoc Faculty Research Committee, Lehigh University
Sept. 1998 to May 1999	Faculty Steering Committee, Lehigh University
Jan. 1998	Provost Advisory Committee, Lehigh University
Sept. 1996	Promotion committee, Invited outside member, Psychology Department, Lehigh University.

Sept. 1996
to June 1999

Faculty Compensation Committee, Lehigh University
Vice-Chair, 1997-98, Chair 1998-99

Sept. 1995
to June 1999

Disciplinary Appeals Committee, Lehigh University

Dissertations Chaired

1988-89	Ph.D.-	(School Psychology)-	Christopher H. Skinner
1989-90	Ph.D.	(School Psychology)-	Jeffry Friedman
1988-90	Ph.D.-	(School Psychology)-	Barry McCurdy
1989-90	Ph.D.-	(School Psychology)-	Tami F. Derr
1989-90	Ph.D.-	(School Psychology)-	Elizabeth P. Lalli
1989-90	Ed.D.-	(Special Education)-	Leigh Cundari
1989-91	Ph.D.-	(School Psychology)-	Barbara West
1991-93	Ph.D.-	(School Psychology)-	Maura L. Roberts
1990-92	Ph.D.-	(Special Education)-	Christina L. Ager
1992-94	Ph.D.-	(School Psychology)-	Stewart M. Shear
1993-94	Ph.D.-	(School Psychology)-	John M. Hintze
1994-96	Ph.D.-	(School Psychology)-	Tanya Eckert
1995-97	Ph.D.-	(School Psychology)-	Kathy L. Bradley
1996-99	Ph.D. -	(School Psychology)-	Jeanne Yugar
1996-98	Ph.D. -	(School Psychology)-	Rudy Jackson, Jr.
1996-98	Ph.D. -	(School Psychology) -	Ronald Goldberg
1998-00	Ph.D. -	(School Psychology) -	Ed Snyder
1998-00	Ph.D. -	(School Psychology)-	Amy Boyajian Mace
1998-01	Ph.D. -	(School Psychology)-	Romilia Ramirez
1999-01	Ph.D. -	(School Psychology)-	Kevin Kelly
2000-03	Ph.D. -	(School Psychology) -	Lourdes Sanchez
2001-03	Ph.D. -	(School Psychology)-	Lisa Marie Angello
2001-03	Ph.D. -	(School Psychology) -	Adam Feinberg
2002-05	Ph.D. -	(School Psychology) -	Kristin Stiles
2002-03	Ph.D. -	(School Psychology)-	Iris Kaminitz-Berkooz
2004-05	Ph.D. -	(School Psychology)-	Stacy Durnan
2004-05	Ph.D. -	(Special Education) -	Eve Puhalla
2003- 07	Ph.D. -	(School Psychology) -	William Eng
2003- 05	Ph.D. -	(School Psychology) -	Nollaig Carberry
2005- 07	Ph.D. -	(School Psychology) -	Milena A. Keller
2005- 09	Ph.D. -	(School Psychology)-	Mark Manella
2006- 08	Ph.D. -	(School Psychology) -	Anuja Divatia
2007- 09	Ph.D. -	(School Psychology) -	Nathan Clemmons
2007- 09	Ph.D. -	(School Psychology) -	Karen Gishclar
2007- 09	Ph.D. -	(School Psychology) -	Kathleen Reilly
2007- 09	Ph.D. -	(School Psychology) -	Tulani Freeman

Dissertation Committees (other than Chair)

1982- Ed.D.-	(Evaluation/Measurement)- Elizabeth Conard
1990- Ph.D.-	(Counseling Psychology) - Eileen Bauer
1991- Ph.D.-	(School Psychology) - Mark Fugate
1992- Ed.D.-	(Special Education) - Mary Snyder
1995- Ph.D.-	(School Psychology) - Audrey Lam
1996- Ph.D. -	(School Psychology) - Terry Nowak
1997- Ph.D.-	(School Psychology) - Amelia Lopez
1997- Ph.D. -	(School Psychology) - Christine Hook
1997- Ph.D. -	(Counseling, Seton Hall Univ.)- Marcia Kaufman
1998- Ph.D. -	(School Psychology) - Kristine Sawka
1998- Ph.D. -	(School Psychology) - Rosalyn Pitts
1998- Ed.D. -	(Reading) - Lila Carrick
1998- Ph.D. -	(School Psychology) - Kara McGoey
1999- Ph.D. -	(School Psychology) - Marcie Handler
1999- Ph.D. -	(School Psychology) - Tim Lionetti
2000- Ph.D. -	(School Psychology) - Jessica Hoffman
2001- Ed.D. -	(Elementary Education) - Kristel Kemmerer
2001- Ph.D. -	(School Psychology), - Lori McCann-Sawyer
2002- Ph.D. -	(School Psychology) - Jennifer Coniglio
2004- Ph.D. -	(School Psychology) - Rebecca Vereb
2004 - Ph.D. -	(School Psychology) - Jennifer Mautone
2006 - Ph.D. -	(School Psychology) - Charles Barrett
2007 - Ph.D. -	(School Psychology) - Cathy Kunsch
2008 - Ph.D. -	(School Psychology) - Shelley Hosterman

EDITORIAL EXPERIENCE

Editor: School Psychology Review (1989-1995)

Associate Editor: School Psychology Review (1984-1989)

Scientific Advisory Panel – School Psychology Review (2005 -)

Editorial Boards:

Lehigh University Press (2004 - 2006)

Behavior Modification (1984-)

Research in Developmental Disabilities (1984-)

Journal of Emotional and Behavior Disorders (1992-)

Journal of Psychoeducational Assessment (2006 -)

School Psychology Review (2001- 2005)

Professional School Psychology (1984-1989)

School Psychology Quarterly (1989-1992)

Journal of Special Education Technology (1986)

Journal of School Psychology (1987- 1992)

Journal of Educational and Psychological Consultation (1989-1996)

Journal of Learning Disabilities (1997 - 2002)

Guest Reviewer:

American Journal on Mental Retardation
Exceptional Children
Behavioral Assessment
Behavior Disorders
Behavior Therapy
Education and Treatment of Children
Advances in School Psychology
Special Services in the Schools
Journal of Applied Behavior Analysis
The Journal of the Association for Persons with Severe Handicaps
The Journal of Special Education
Learning and Individual Differences

PROFESSIONAL ORGANIZATIONS

American Psychological Association
Member (1978-1987); Fellow (1987-),
Division of School Psychology
Division of Pediatric Psychology
Division of Child Clinical Psychology
National Association of School Psychologists
Association of School Psychologists in Pennsylvania
Pennsylvania Psychological Association (Fellow)
Society for the Study of School Psychology

SERVICE TO PROFESSIONAL ORGANIZATIONS

Technical review panel of the National Response to Intervention Center, American Institutes for Research, Washington, DC, 2008 to present

Technical review panel of the National Center on Student Progress Monitoring, American Institutes for Research, Washington, DC, 2004 to 2008

Catalyst Scholar, Society of School Psychology, School Psychology Research Collaboration Conference, March, 2007

Committee on Empirically Validated Treatments in School Psychology, Division of School Psychology, American Psychological Association, 1999 – present

Task force on doctoral internships in school psychology, Division of School Psychology, American Psychological Association, 1999

Elected to Executive Board, Council of Directors of School Psychology Programs (CDSPP), 1991-94.

Member, Lightner Witmer Award Selection Committee, American Psychological Association,

Division of School Psychology, Member (1987), Co-Chair (1988)

Site Visitor, Accreditation Committee, Division of School Psychology, American Psychological Association, 1983 to present.

Site visits made:

University of Southern Mississippi, October 1998

University of California at Santa Barbara, Combined Program in Professional Psychology, January 1994.

University of Georgia, Department of Educational Psychology, March, 1987.

Pre-Site Visit: Mississippi State University, June, 1993

Convention Program Committee, Division of School Psychology, American Psychological Association, 1984-85; 1985-86; Co-Program Committee Chair, 1986-87.

Division of School Psychology, American Psychological Association, Senior Scientist Award Committee, 1994-1997, Chairperson, 1994.

LICENSURE AND CERTIFICATION

Certified School Psychologist-Pennsylvania (#164428723)

Licensed Psychologist-Pennsylvania (PS#003337-L)

Nationally Certified School Psychologist

AREAS OF RESEARCH AND PROFESSIONAL INTEREST

Response-to-Intervention

Curriculum-based assessment and high stakes testing outcomes

Prevention of Academic Skills Problems

Behavioral Assessment and Intervention for Academic Problems

Pediatric School Psychology

Self-management