

BRIEF VITA

Edward S. Shapiro

EDUCATION

- B.S., 1973 University of Pittsburgh at Johnstown, Pennsylvania
Psychology Major
- M.A., 1975 Marshall University, Huntington, West Virginia
Clinical & General Psychology
- Ph.D., 1978 University of Pittsburgh, Pennsylvania
Educational & School Psychology

ACADEMIC APPOINTMENTS

- June 1983 Assistant to Associate to Full Professor
to present School Psychology Program, Lehigh University
- July 1997 Executive Director, Lehigh University Transition & Assessment Services
to present
- July 1998 Chairperson, Department of Education & Human Services
to June 2004
- July 2000 Iacocca Professor of Education, Lehigh University
to present
- July 2002 Director, Center for Promoting Research to Practice-
to present School, Families, Communities, Lehigh University

RECENT GRANTS

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 Investigator, Naomi Zigmond (University of Pittsburgh), Fran Warkomski (Pennsylvania Training and Technical Assistance Network).

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.

State-wide Response-to-Intervention Initiative (RTI) Department of Education, Commonwealth of Pennsylvania. Consultant and facilitator of training and evaluation of statewide model of RTI. Co-Principal Investigator, Joseph Kovalski (Indiana University of Pennsylvania), Approximately \$38,000 per year. January 2006 – December 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. Approximately \$750,000 over 4 years. December 2003 – September 2007.

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, Office of Special Education and Rehabilitation Services, Division of Personnel Preparation. Grant # H 325D010002. \$ 800,000 (four years). Co-Principal Investigator, George J. DuPaul, Thomas J. Power. September 2001 - August 2005.

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. \$ 1,499,882 (five years). Co-Principal Investigator, Christine L. Cole. September 2001 - August 2006.

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. Office of Special Education, Division of Innovation and Development. September 1993-August 1996. Principal Investigator.

SELECTED PUBLICATIONS AND RESEARCH

Journal Articles

Ramirez, R., & Shapiro, E.S. (in press). Curriculum-based measurement and the evaluation of reading in Spanish speaking English language learners in bilingual education classrooms. *School Psychology Review*.

Shapiro, E.S., Keller, M. A., Lutz, J. G., Santoro, L. E., & Hintze, J. M. (in press). Curriculum based measurement and performance on state assessment and standardized tests: Reading and math performance in Pennsylvania. *Journal of Psychoeducational Assessment*.

Volpe, R. J., DiPerna, J. C., Hintze, J. M., & Shapiro, E. S. (in press). Observing students in classroom settings: A review of seven coding schemes. *School Psychology Review*.

Shapiro, E.S. (2005). Commentary : Center for Promoting Research to Practice: Moving from findings to implementation. *Psychology in the Schools, 42*, 585- 591.

Kaminitz-Berkooz, I., & Shapiro, E.S. (2005). The applicability of curriculum-based measurement to measure reading in Hebrew. *School Psychology International, 26*, 494 – 519.

Shapiro, E.S., Edwards, L., & Zigmund, N. (2005). Progress Monitoring of Mathematics Among Students with Learning Disabilities. *Assessment for Effective Intervention, 30*, 15-32.

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., 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 -63.

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.

Shapiro, E.S. (2000). School psychology from an instructional perspective: Solving big, not little problems. *School Psychology Review, 29*, 560 – 572.

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.

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*,

Selected Books and Monographs

Shapiro, E.S. (2004). *Academic skills problems: Direct assessment and intervention* (3rd edition). New York: Guilford Press.

Shapiro, E.S. (2004). *Workbook to accompany Academic Skills Problems: Direct assessment and intervention* (2nd ed). New York: Guilford.

Shapiro, E.S., & Kratochwill, T.R. (eds.)(2000). *Conducting school-based assessments of child and adolescent behavior*. New York: Guilford Press.

Shapiro, E.S., & Kratochwill, T.R. (eds.)(2000). *Behavioral assessment in schools: Theory, research, and clinical foundations* (second edition). New York: Guilford.

Shapiro, E.S. & Cole, C.L. (1994). *Self-Management interventions for classroom behavior change*. New York: Guilford Press.

SELECTED EDITORIAL EXPERIENCE

Editor: *School Psychology Review* (1990-1995)