

## Benjamin G. Solomon, Ph.D.

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June 24<sup>th</sup>, 2021

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### EDUCATION

- 2011**      **Ph.D.** School Psychology, University of Massachusetts Amherst, Amherst, MA.  
Accredited by the American Psychological Association (APA)  
Approved by the National Association of School Psychologists (NASP)  
Dissertation Chair: John Hintze, Ph.D.
- 2008**      **M.Ed. School Psychology**, University of Massachusetts Amherst, Amherst, MA.
- 2005**      **B.A.** Psychology & English, Muhlenberg College, Allentown, PA.

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### CURRENT POSITIONS

- 2021 – present**    **Associate Professor of School Psychology.** Division of School Psychology (APA Accredited & NASP Approved), Department of Educational & Counseling Psychology, University at Albany, State University of New York, Albany, NY.
- 2015 – present**    **Assistant Professor of School Psychology.** Division of School Psychology (APA Accredited & NASP Approved), Department of Educational & Counseling Psychology, University at Albany, State University of New York, Albany, NY.
- 2019 – present**    **Director.** New York Technical Assistance Partnerships for Academics

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### PREVIOUS POSITIONS

- 2011 - 2015**      **Assistant Professor of School Psychology.** School Psychology Program (APA Accredited & NASP Approved), School of Applied Health and Educational Psychology, Oklahoma State University, Stillwater, OK.
- 2011 - 2013**      **Post-Doctoral Fellow.** Oklahoma State University School Psychology Clinic, Stillwater, OK
- 2010 – 2011**      **Pre-doctoral Intern.** Amherst Public School District, Amherst, MA

## CERTIFICATIONS AND LICENSES

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<b>2016</b>	New York Licensed Psychologist (#21646)
<b>2014</b>	Oklahoma Licensed Psychologist (#1201; inactive)
<b>2013</b>	Individual Student Information System (ISIS-SWIS) Facilitator
<b>2011</b>	School-Wide Information System (SWIS) Facilitator
<b>2011</b>	Check-in/Check-Out SWIS (CICO-SWIS) Facilitator

## HONORS AND AWARDS

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<b>2016</b>	<b>Editorial Appreciation Award</b> , <i>School Psychology Review</i>
<b>2016</b>	<b>Article of the Year Honorable Mention</b> , <i>School Psychology Review</i>

## PUBLICATIONS

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\* denotes student collaborator

*Note.* Impact factors (IF), if applicable, retrieved from Scopus and reflect year of article publication.

### Peer Reviewed Articles (N=22)

Dawes, J., Solomon, B., McCleary, D., & \*Ruby, C. (In Press). Precision of single-skill M-CBM: Group vs. Individual Administration. *Assessment for Effective Intervention*.

Solomon, B., Forsberg, O., \*Thomas, M., \*Penna, B., & \*Weisheit, K. (In Press). A comparison of priors when using Bayesian regression to estimate oral reading fluency slopes. *Assessment for Effective Intervention*.

Stein, B., Solomon, B., \*Kitterman, C., Enos, D., \*Villanueva, S., & \*Banks, E. (In Press). Comparing Technology-based reading intervention programs in rural settings. *Journal of Special Education*.

\*Fontenelle, S., Poncy, B., Solomon, B., & \*Schutte, G. (2020). A comparison of explicit timing and taped problem interventions on third-grade students' digit correct per minute scores. *School Psychology Review*. Advanced online publication.

\*Hernandez-Nuhfer, M., Poncy, B., Duhon, G., Solomon, B., & Skinner, C. (2020). Factors influencing the effectiveness of interventions: An interaction of instructional set size and dose. *School Psychology Review*, 49, 386-398.

Solomon, B. G., Poncy, B. C., \*Battista, C., \*Campana, K. (2020). A review of common rates of improvement when implementing school-based whole-number operation math interventions. *School Psychology*, 35, 353-362.

Solomon, B. G., \*Payne, L., \*Campana, K., \*Marr, E., \*Battista, C., \*Silva, A. (2020). Means to enhance measurement precision when engaging in single-skill math intervention research. *Journal of Psychoeducational Assessment*, 38, 724-739.

Solomon, B. G., \*Dawes, J. M., Duhon, G. J., & Poncy, B. C. (2020). False discovery rates when engaging in skill vs. performance deficit analysis for academic instructional planning. *Assessment for Effective Intervention*, 45, 184-193.

Solomon, B. G. & Poncy, B. C. (2019). Growth under intervention by means of instructional time expended: Empirical illustrations of applicable models. *School Psychology*, 34, 566-575.

Solomon, B. G., Poncy, B. C., \*Caravello, D., & \*Schweiger, E. (2018). Examining learning rates in the evaluation of academic interventions that target reading fluency. *Psychology in the Schools*, 55, 151-164. IF: 1.54

Hintze, J. M., Wells, C. S., Marcotte, A. M., Solomon, B. G. (2018). Decision making accuracy of CBM progress monitoring data. *Journal of Psychoeducational Assessment*, 36, 55-73. IF: 1.67

Solomon, B. G. & Forsberg, O. (2017). Bayesian asymmetric regression as a means to estimate and evaluate oral reading fluency slopes. *School Psychology Quarterly*, 32, 539-551. IF: 2.54

Levy, B. L., Solomon, B. G., \*Collet-Gildard, L. (2016). Fostering political interest among youth during the 2012 presidential election: Instructional opportunities and challenges in a swing state. *Educational Researcher*, 45, 483-495. IF: 5.37

Solomon, B. G., \*Howard, T. K., & \*Stein, B. L. (2015). Critical assumptions and distribution features pertaining to contemporary single-case effect sizes. *Journal of Behavioral Education*, 24, 438-458. IF: 1.54

Poncy, B. C., Solomon, B. G., Duhon, G., Skinner, C., \*Moore, K., & \*Simons, S. (2015). An analysis of learning rate and curricular scope: Caution when choosing academic interventions based on aggregated outcomes. *School Psychology Review*, 44, 289-305. IF: 2.39

Solomon, B.G., Tobin, K.G., & \*Schutte, G. M. (2015). Examining the reliability and validity of the effective behavior support self-assessment survey. *Education and Treatment of Children*, 38, 175-192. IF: 1.24

Duhon, G., House, S., Hastings, K., Poncy, B., & Solomon, B. (2015). Adding immediate feedback to explicit timing: An option for enhancing treatment intensity to improve mathematics fluency. *Journal of Behavioral Education*, 24, 74-87. IF: 1.54

\*Schutte, G. M., Duhon, G. J., Solomon, B. G., Poncy, B. C., \*Moore, K., & \*Story, B. (2015). A comparative analysis of massed versus distributed practice in basic math fact fluency growth rates. *Journal of School Psychology*, 53, 149-159. IF: 3.39

Stinnett, T. A., & Solomon, B. G. (2014). Psychology students' interest in graduate training: A need for partnership among undergraduate psychology and graduate school psychology programs. *Contemporary School Psychology*, 18, 232-240.

Solomon, B. G. (2014). Violations of assumptions in single-case data: Implications for the selection and interpretation of effect sizes. *Behavior Modification*, 38, 477-496. IF: 2.21

Solomon, B. G., Klein, S. A., & Politylo, B. (2012). The effect of performance feedback on teachers' treatment integrity: A meta-analysis of the single-case literature. *School Psychology Review*, 41, 160-175. IF: 2.08

Solomon, B. G., Klein, S. A., Hintze, J. M., Cressey, J. M., & Peller, S. L. (2012). A meta-analysis of school-wide positive behavior support: an exploratory study using single-case synthesis. *Psychology in the Schools*, 49, 105-121. IF: 1.15

### **Manuscripts in Review (N=2)**

Codding, R., VanDerHeyden, A., & Solomon, B. (In Review). The Reliability of Computer-Based CBMs Versus Paper/Pencil Administration for Simple and Complex Operations in Mathematics. *Remedial and Special Education*.

Solomon, B. G., VanDerHeyden, A. M., Solomon, E. C., \*Korzeniewski, E. R., \*Payne, L. L., \*Campaña, K., V., \*Dillon, C. R. (In Review). Mastery Measurement in Mathematics and the Goldilocks Effect. *School Psychology*.

### **Manuscripts in Preparation (N=4)**

\*Dawes, J., Poncy, B., Solomon, B., Duhon, G. (In Preparation). A comparison of three variations of cover, copy, and compare procedures to increase multiplication fact performance.

Poncy, B., Solomon, B. G., & Jaspers, K. (In Preparation). Validating a standard protocol treatment for 2<sup>nd</sup> grade math computational automaticity.

VanDerHeyden, A. & Solomon, B. (In Preparation). Measures of accuracy do not aid in instructional decision-making: A case for fluency.

\*Payne, L., & Solomon, B., Silva, A., & Korzeniewski, E. (In Preparation). The stability of single-skill math CBM progress monitoring slopes under varied instructional conditions.

### **National Newsletter Articles (N=2)**

Solomon, B.G. (2016). The Implications of "Estimating the Reproducibility of Psychology Science" for School Psychology Research. *NASP Communiqué*, 44(8), 9-10.

Fede, J., Solomon, B.G., & Whitcomb, S. (2011). Interns Addressing Mental Health Needs: Implementation of a Social and Emotional Education Program. *NASP Communiqué*, 39(5), 32-33.

**State and Technical Reports (N=2)**

Solomon, B.G., & Duhon, G. (2013). *Discrepancy Analysis in Cognitive Assessment: An Evidence-Based Approach* [policy statement]. Oklahoma Department of Education.

Solomon, B., Klein, S., Marcotte, A., & Hintze, J. (2010). *A Multi-Level Investigation of Teacher Instructional Practices and the Use of the Responsive Classroom Curriculum*. Oakland, CA: The Wing Institute.

**OTHER SCHOLARLY ACTIVITY**

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**Software**

\*Kotak, D., \*Sinisi, B., & Solomon, B. (2019). *Flash Fluency* (v. 1.0.6) [iOS & Android application software].

**Digital Instructional Modules**

Duhon G., Poncy, B., & Solomon, B. (2016). *Oklahoma Tiered Intervention System of Support: Flashcard Drill & Practice*. Available at <http://www.otiss.net/interventions/flash-cards/>

Solomon, B., Duhon G., & Poncy, B. (2015). *Oklahoma Tiered Intervention System of Support:* <http://www.otiss.net/interventions/behavior/check-in-check-out/>

Duhon G., Poncy, B., & Solomon, B. (2015). *Oklahoma Tiered Intervention System of Support: Cover-Copy-Compare*. Available at <http://www.otiss.net/interventions/cover-copy-compare/>

Duhon G., Poncy, B., & Solomon, B. (2015). *Oklahoma Tiered Intervention System of Support: Repeated Readings*. Available at <http://www.otiss.net/interventions/repeated-readings/>

Duhon G., Poncy, B., & Solomon, B. (2014). *Oklahoma Tiered Intervention System of Support: Taped problems*. Available at <http://www.otiss.net/interventions/taped-problems/>

Duhon G., Poncy, B., & Solomon, B. (2014). *Oklahoma Tiered Intervention System of Support: Explicit Timing*. Available at <http://www.otiss.net/interventions/explicit-timing/>

**Consultancies**

Instructional and Behavioral Consultant, Old Sturbridge Academy Charter Public School, Sturbridge, MA, 2018

PBIS Program Evaluation Consultant, Pittsfield Public School District, Pittsfield, MA, 2014 - 2016.

Dissertation Quantitative Methods Consultant, University of Massachusetts Amherst, Amherst, MA, 2009 – 2012.

PBIS Consultant, Quabbin Regional Public School District, Quabbin, MA, 2009.

## **SPONSORED FUNDING**

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### **Federal**

Role: External Evaluator

Principal Investigator: Osage County Interlocal Cooperative

Project: Project ENGAGE (Effectively Narrowing Gaps and Growing Engagement)

Source: Education Innovation and Research Program – Early Phase, Institute for Education Sciences

Time Period: 01/17 – 12/22

Total Funding: \$3,744,054

### **State**

Role: Director

Principal Investigator: Kevin Quinn, Ed.D.

Project: Technical Assistance Partnership for Academics

Source: Office of Special Education, New York

Time Period: 01/19 – 01/24

Total Funding: \$7,500,000

Role: Co-Principal Investigator

Principal Investigator: Gary J. Duhon, Ph.D.

Project: Oklahoma Tiered Intervention System of Support

Source: Oklahoma State Personnel Development Grant

Time Period: 08/11 – 08/16

Total Funding: \$550,000

### **University**

Role: Principal Investigator

Project: Bayesian Robust Regression v. Established Criteria for Educational Decision-Making: A Simulation of Uninformed Priors for Slope Estimation

Source: Oklahoma State University Pre-Tenure Faculty Scholarship Program

Time Period: 05/15 – 08/15

Total Funding: \$6,700

Role: Principal Investigator

Project: Revisiting “How Large is Large”: Benchmarks for Contemporary Single-Case Effect Sizes.

Source: Oklahoma State University College of Education Faculty Scholarship Support Program

Time Period: 05/14 – 08/14

Total Funding: \$6,000

## Foundation

Role: Principal Investigator

Project: A Multi-level Investigation of Teacher Instructional Practices and the Use of Responsive Classroom

Source: The Wing Institute

Time Period: 08/09 – 05/10

Total Funding: \$5,000

## PRESENTATIONS AT INTERNATIONAL AND NATIONAL CONFERENCES (N=35)

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\* denotes student collaborator

Dawes, J., Solomon, B., McCleary, D., & \*Ruby, C. (2021, February). *Effects of group v. individually administered M-CBM on probe error*. Paper presented at the annual meeting of the National Association of School Psychologists.

\*Payne, L., Solomon, B., \*Korzeniewski, E., Poncy, B. (2021, February). *Considerations for single-skill math CBM under varying instructional conditions*. Paper presented at the annual meeting of the National Association of School Psychologists.

Solomon, B., Stein, B., \*Kitterman, C., \*Villanueva, S., \*Banks, E., & Puccheti, R. (2020, April). *Too good to be true? Examining the effectiveness of computer-based reading instructional programming*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA. (conference cancelled)

Solomon, B., Stein, B., Kitterman, C., & Enos, D. (2020, March). *Instructional technology for reading remediation in rural settings: An examination of effectiveness and efficiency*. Paper presented at the annual meeting of the Society for Research in Educational Effectiveness.

Stein, B., Solomon, B., \*Kitterman, C., \*Villanueva, S., & \*Banks, E. (2020, February). *Hype or holy grail: Hunting effective computer-adaptive reading interventions*. Paper presented at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

Solomon, B., \*Sinisi, B., \*Campana, K., \*Battista, C., \*Parks, S., \*Silva, A., & \*Kotak, D. (2020, February). *Flash fluency: A comprehensive evidence-based app for fact acquisition*. Poster presented at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

Solomon, B., & Forsberg, O. (2019, February). *Comparing prior specifications when estimating ORF slopes using Bayesian regression*. Poster presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

\*Grove, S., Solomon, B., \*Thomas, M., & \*Sinisi, B. (2018, February). *Incremental rehearsal and direct instruction flashcard method: A pilot comparison study*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Solomon, B., & \*Dawes, J. (2018, February). *The accuracy of brief experimental analysis: Implications for applied use*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

\*Dawes, J., Duhon, G., Poncy, B., Solomon, B., Stinnett, T. (2017, February). *A classroom intervention: Comparing interspersal ratios to increase multiplication fluency*. Paper presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

Solomon, B., Poncy, B., \*Caravello, D. (2017, February). *Examining learning rates in the evaluation of academic interventions*. Poster presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

\*Stein, B., & Solomon, B. (2016, March). *The effects of teacher greetings upon second grade student task engagement*. Poster presented at the annual meeting of the International Conference on Positive Behavior Support, San Francisco, CA.

Stinnett, T., & Solomon, B. (2016, February). *Prediction of satisfaction with graduate training in school psychology*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

\*Dawes, J., & Solomon, B. (2016, February). *An examination of the common core state standards for mathematics*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Solomon, B. (2016, February). *Bayesian robust regression for decision-making: Applications and empirical evaluation*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Solomon, B. & \*Dawes, J. (2015, April). *The underutilization of generalized linear models in school psychology*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.

\*Stein, B., Solomon, B., & Poncy, B. (2015, February). *Effectiveness of flashcard drill interventions on pre-kindergartner letter naming acquisition*. Poster presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

\*Schutte, G., Poncy, B., & Solomon, B. (2015, February). *Programming common stimuli with fluency in promoting generalization of mathematics*. Poster presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

\*Sullivan, A., \*Villanuava, C., & Solomon, B. (2015, February). *Creating educational workshops for spanish-speaking parents*. Paper presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.



- Poncy, B., \*Dawes, J., Duhon, G., & Solomon, B. (2015, February). *Comparing three variations of cover, copy, and compare to increase fluency*. Paper presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.
- Tobin, K. & Solomon, B. (2014, February). *An examination of the reliability and validity of the effective behavior support self-assessment survey*. Poster presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.
- Tobin, K. & Solomon, B. (2014, February). *Understanding organizational change when implementing schoolwide positive behavior support*. Poster presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.
- \*Wiseman, A., \*Villanuava, C., & Solomon, B. (2014, February). *Educational resource workshop for spanish speaking parents*. Poster presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.
- Poncy, B. Solomon, B., & \*Moore, K. (2013, February). *Beyond effect sizes: Additional metrics in the evaluation of math fluency interventions*. Paper presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Solomon, B., Tobin, K., & Whitcomb, S. (2012, February). *The SCS: A SWPBS readiness tool based on transtheoretical theory*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Solomon, B. Klein, S., Marcotte, A., & Politylo, B. (2012, February). *Addressing the first tier: The measurement of instruction and engagement*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Klein, S., Marcotte, A., & Solomon, B. (2012, February). *Increasing instructional time through performance feedback in consultation*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Solomon, B., Klein, S., Marcotte, A., & Hintze, J. (2011, August) *The use of direct observation in the teacher consultation process*. Poster presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Solomon, B., Klein, S., Marcotte, A., & Hintze, J. (2011, February). *The utility of classroom investment as related to responsive classroom*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Klein, S., Solomon, B, Politylo, B., & Marcotte, A. (2011, February). *A meta-analysis of the use of performance feedback in the teacher consultation process*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Fede, J., Solomon, B., & Whitcomb, S. (2011, February). *The effectiveness of the Strong Teens social-emotional prevention program in an urban charter school*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Klein, S., Solomon, B., Marcotte, A., & Hintze, J. (2010, March). *The effectiveness of Responsive Classroom and early behavioral investment*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Marcotte, A., Klein, S., & Solomon, B. (2010, March). *An examination of time spent teaching during academic learning time*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Tobin, K., Stokes, J., O'Reilly, M., Solomon, B., & Wells, C. (2010, March). *Effective practices in teen pregnancy prevention*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Solomon, B., Klein, S., Hintze, J., Cressey, J., & Peller, S. (2009, February). *A meta-analysis of School-Wide Positive Behavior Support*. Paper presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

## **PRESENTATIONS AT REGIONAL AND LOCAL CONFERENCES (N=6)**

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Solomon, B., \*Sinisi, B., \*Campana, K., \*Battista, C. (2019, October). *Initial evaluation of a comprehensive app to facilitate sight word intervention implementation*. Poster presented at University at Albany School of Education Day, Albany, NY.

Solomon, B., \*Grove, S., \*Dillon, C., & \*Payne, L. (2018, September). *Drill, practice, and sprint: an economical intervention to build math fact fluency*. Poster presented at University at Albany School of Education Day, Albany, NY.

Solomon, B., & Forsberg, O. (2018, May). *Optimal priors for use with Bayesian regression when estimating oral reading fluency slopes*. Poster presented at the Modern Modeling Methods Conference, Storrs, CT.

Solomon, B., \*Caravello, D., & Poncy, B. (2017, August). *Examining learning rates in the evaluation of academic interventions*. Poster presented at University at Albany School of Education Day, Albany, NY.

Solomon, B.G. & Forsberg, O. (2016, September). *The application of Bayesian robust regression for academic decision-making with formative data*. Poster presented at University at Albany School of Education Day, Albany, NY.

Cressey, J., Solomon, B., Klein, S., & Peller, S. (2009, May). *How effective is School-Wide Positive Behavior Support in preventing problem behaviors? A Meta-Analysis of the Single-Subject School-Wide Research*. Paper presented at the annual meeting of the New England Educational Research Organization, Portsmouth, NH.

## **INVITED PRESENTATIONS (N=5)**

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Brewer, E. & Solomon, B. G. (2021). *Initiating MTSS-I: A Vision for New York State's Integrated Model*. Presented to New York Council of Administrators of Special Education.

Solomon, B. G. & Brewer, E. (2021). *Initiating MTSS-I Implementation: An Administrator's Guide to Readiness and Capacity*. Presented to New York Council of Administrators of Special Education.

Solomon, B. G., Guard, K., & Ruddy, J. (2021). *Introduction to progress monitoring using CBM*. Presented to New York Council of Exceptional Children.

Solomon, B. G. (2019). (Panelist) for Elliott, J. *The dyslexia debate*. Presented to the Albany City Area Reading Council, Albany, NY.

Solomon, B.G. & Lewinter, L. (2017). *University-school collaborations to promote data-based decision-making*. Presented to the CASDA School Superintendent Symposium, Albany, NY.

## **TEACHING**

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### **Graduate Courses Taught, University at Albany, State University of New York (N=4)**

ESPY 782 - Psychoeducational Assessment III: Behavioral (F16-F18)

ESPY 786 - Instructional Consultation and Intervention (S16-S21)

ESPY 781 - Psychoeducational Assessment II: Educational (S16-F20)

ESPY 780 - Psychoeducational Assessment I: Intellectual (F15-F18)

### **Graduate Courses Taught, Oklahoma State University (N=7)**

EPSY 6153 - Advanced Research Methods (S13-S15)

EPSY 5323 - Individual Intellectual Assessment (F12-F14, SU12, SU14)

EPSY 6113 - Child Personality Assessment (S12)

EPSY 5023 - Introduction to School Psychology (F11-F14)

EPSY 5510 - Introductory Practicum in School Psychology (F11, S12)

EPSY 5901 - Educational Field Experiences (F11-F14)

EPSY 6310 - Doctoral Practicum in School Psychology (F11-F14, S12-S15)

### **Graduate Courses Taught, University of Massachusetts Amherst (N=2)**

EDUC 741A - Pre-Practicum in School Psychology (F09)

EDUC 668A - Statistical Analysis of Group Designs (S09)

**Doctoral Dissertation Committees*****University at Albany, State University of New York (Chair=5; Member=6)***

Emmett Schweiger (Proposed) *Measuring pandemic related learning loss amongst subgroups using a common measurement system.* **Chair.**

Jennifer Birchler (Proposed) *Antecedent interventions to promote on-task behavior for students at-risk of developing ADHD.* **Chair.**

Arianna Doss (Proposed) *Identifying rates of improvement for math curriculum-based measurement subskills.* **Chair.**

Erin Marr (Proposed) *The effects of a peer-administered computerized intervention for building sight word knowledge.* **Chair.**

Rachel Kengle (Proposed) *Evaluating the effectiveness of check-in/check-out on the academic achievement of high school students with disabilities.* **Member.**

Ericka Pier (Proposed) *Evaluating the effectiveness of self-monitoring on the academic productivity of elementary students with autism spectrum disorder.* **Member.**

Joelle Fingerhut (2021) *Developing and Testing an Excel Tool to Help Users Select and Rationalize Metrics Used for Single-Case Experimental Design Studies.* **Member.**

Heeyeon Chung (2020) *Effects of the Helping Early Literacy with Practice Strategies (HELPS) on reading fluency with English language learners.* **Member.**

Brandon Sinisi (2019) *Efficiency of a multicomponent flashcard intervention delivered on a digital platform to build sight word knowledge.* **Chair.**

Holly Colbert (2017) *Effects of the Helping Early Literacy with Practice Strategies (HELPS) on reading fluency in eighth-grade students.* **Member.**

Elizabeth Sabourin (2015) *Current status of RtI implementation: Influences on school psychologists' service delivery and self-efficacy.* **Member.**

***Oklahoma State University (Chair=2; Member=9)***

Cristina Villanuava (2015) *Examining the effects of two different reading interventions on oral reading fluency and comprehension for English language learners.* **Chair.**

Brit'ny Stein (2015) *Comparing the effects of teacher greetings and task difficulty level on speed to task engagement.* **Chair.**

Jillian Dawes (2016) *An examination of the effect of interspersal techniques on fact mastery using a cover-copy-compare intervention.* **Member.**

Alicia Sullivan (2015) *Examining growth in English reading for Spanish speaking ell students, according to the extent of English- and Spanish-language instructional supports.* **Member.**

Kathryn Moore (2015) *A dose-response curve analysis of a Cover-Copy-Compare (CCC) intervention.* **Member.**

Sarah Banks (2014) *Assessing problem solving skills among pre-service and in-service teachers with regards to academic skill deficits.* **Member.**

Jennifer Ho (2014) *Examining generalization of long division by increasing sub-skill fluency.* **Member.**

Gregory Schutte (2014) *Evaluating the role of programming common stimuli and prior sub-skill fluency in promoting generalization of basic math facts.* **Member.**

Kellen Hughes (2014) *The effect of classroom management strategies on math fluency growth rate.* **Member.**

Lindsey Bardwell (2014) *Improving treatment integrity with consultant-consultee contracting and parental involvement.* **Member.**

Bethany Jordahl (2014) *Comparing the effectiveness and efficiency of a classwide behavior intervention when implementation is transferred from primarily teacher-managed to primarily-student managed.* **Member.**

## **PROFESSIONAL SERVICE**

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### **Advisory Committees**

Academic Progress Monitoring Technical Review Committee, American Institutes for Research National Center on Intensive Intervention, 2016 – Present

### **Invited Author**

Educational Testing Services Praxis School Psychology Credentialing Exam, 2021

### **Editorial Board Member: Peer-Reviewed Journals (N=4)**

*Journal of School Psychology*, 2018 - Present

*Assessment for Effective Intervention*, 2018 - Present

*Journal of Educational Psychology*, 2016 - Present

*School Psychology Review*, 2016 - 2020

**Ad Hoc/Consulting Reviewer: Peer-Reviewed Journals (N=10)**

*Journal of Psychoeducational Assessment*, 2020  
*Journal of Applied School Psychology*, 2016 – 2021  
*Journal of School Psychology*, 2017, 2018  
*Remedial and Special Education*, 2015, 2017, 2018, 2021  
*Behavior Research Methods*, 2015, 2018  
*Clinical Psychology Review*, 2016  
*Exceptional Children*, 2016, 2020, 2021  
*Behavior Modification*, 2015, 2016  
*School Psychology Review*, 2014, 2015  
*Journal of Educational Psychology*, 2013 – 2015

**Reviewer: Bibliography Entry**

Kratochwill, T. (2020). Single-case Experimental Designs. *Oxford Bibliographies in Psychology*. Oxford University Press.

**Reviewer: National Conference Presentation Proposals**

National Association for School Psychologists annual conference, 2008, 2017  
Society for Research on Educational Effectiveness annual conference, 2021

**DIVISION, DEPARTMENT, SCHOOL, AND UNIVERSITY SERVICE**

**University at Albany, Division of School Psychology**

**Member**, Doctoral Program Admissions Committee, 2015 – Present  
**Member**, Specialist Program Admissions Committee, 2015 - Present  
**Member**, Comprehensive Exams Committee, 2015 – Present  
**Member**, Student Portfolio Review Committee, 2015 – Present  
**Member**, Student Annual Review Committee, 2015 – Present  
**Advisor**, CAS & Psy.D. School Psychology Graduate Students, 2015 – Present  
**Member**, American Psychological Association Reaccreditation Committee, 2018-2019  
**Internship Supervisor**, Siena College Students, 2016 – 2017

**University at Albany, Department of Educational & Counseling Psychology**

**Member**, Academic Standards Committee, 2018 – Present

**University at Albany, School of Education**

**Director**, Technical Assistance Partnership for Academics, New York Office of Special Education, 2019 – Present

## **University at Albany**

**Member**, Institutional Review Board, 2017 – 2020

## **Oklahoma State University, School Psychology Program**

**Member**, Doctoral Program Admissions Committee, 2011-2015

**Member**, Specialist Program Admissions Committee, 2011-2015

**Member**, Comprehensive Exams Committee, 2011-2015

**Member**, Student Portfolio Review Committee, 2011-2015

**Member**, Master's Thesis Committees, 2011-2015

## **Oklahoma State University, School of Applied Health and Educational Psychology**

**College Representative**, Academic Affairs Committee College Representative, 2014- 2015

**Faculty Search Committee**, Research, Evaluation, Measurement, & Statistics, 2014

**Faculty Search Committee**, Counseling Psychology, 2014

**Faculty Search Committee**, Research, Evaluation, Measurement, & Statistics, 2014

**Faculty Search Committee**, Recreation Management/Therapeutic Recreation, 2013

**Committee Member**, Academic Affairs Committee, 2011 - 2015

## **CURRENT PROFESSIONAL AFFILIATIONS**

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American Educational Research Association

American Educational Research Association, Division H

American Psychological Association, Division 5 (Quantitative and Qualitative Methods)

American Psychological Association, Division 16 (School Psychology)

National Association of School Psychologists