

Sandra Monachino Chafouleas

Work Address::
 University of Connecticut .
 Department of Educational Psychology
 U-2064
 Storrs, Connecticut 06269
 (860) 486-6868
 (860) 486-0180 fax
 e-mail: sandra.chafouleas@uconn.edu
 website: www.cber.org, www.education.uconn.edu

Current Position

University of Connecticut, Neag School of Education
Associate Professor (tenured), School Psychology Program, Department of Educational Psychology
Research Scientist, Center for Behavioral Education and Research

Education

Certificate of Advanced Study, December 1998
 Syracuse University, Educational Leadership Program

Doctor of Philosophy, December 1997
 Syracuse University, School Psychology Program

Master of Science, December 1995
 Syracuse University, School Psychology Program

Bachelor of Arts, May 1993
 State University of New York at Binghamton

Professional Honors & Recognition:

Psychology Licensure, State of Connecticut (issued 2001)
 Honorable Mention, Lightner Witmer Award, Division 16 of the American Psychological Association (2003)
 Nominee, Outstanding Faculty Advisor Award, University of Connecticut (2003, 2004)
 Outstanding Young Investigator Award, Neag School of Education (2003)
 Early Career Scholar, School Psychology Research Collaboration Conference (2003)

Research Activity

Publications

- Riley-Tillman, T.C., **Chafouleas, S.M.**, Sassu, K.A., Chanese, J.M., & Glazer, A.D. (in press). Examining agreement between Direct Behavior Ratings (DBRs) and systematic direct observation data for on-task and disruptive behavior. *Journal of Positive Behavior Interventions*.
- Coogan, B. A., Kehle, T. J., Bray, M. A., & **Chafouleas, S. M.** (in press) Effects of self-monitoring, peer feedback, and randomization of reinforcers and criteria for reinforcement on reducing inappropriate classroom behavior. *School Psychology Quarterly*.
- Madaus, J., Bigaj, S., **Chafouleas, S.**, Simonsen, B. (in press). What key information can be included in a comprehensive summary of performance? *Career Development for Exceptional Individuals*.
- Chafouleas, S.M.**, Riley-Tillman, T.C., & Sugai, G. (2007). *School-based Behavioral Assessment: Informing Instruction and Intervention*. New York: Guilford
- Miller, D.N., Blom-Hoffman, J., **Chafouleas, S.M.**, Riley-Tillman, T.C. & Volpe, R.J. (2007). Navigating a successful academic career in psychology: Tips and recommendations for graduate students. *Graduate Student Journal of Psychology*, 9, 49-55.

- Tillman, T., Kehle, T.J., Bray, M.A., **Chafouleas, S.M.**, & Grigerick, S. (2007). Elementary school students' perceptions of overweight peers. *Canadian Journal of School Psychology, 22*, 68-80.
- Alric, J. M., Bray, M. A., Kehle, T. J., **Chafouleas, S. M.**, & Theodore, L. A. (2007). A comparison of independent, interdependent, and dependent group contingencies with randomized reinforcers to increase reading fluency. *Canadian Journal of School Psychology, 22*, 81-93.
- Chafouleas, S.M.**, Christ, T.J., Riley-Tillman, T.C., Briesch, A.M., & Chanese, J.M. (2007). Generalizability and dependability of Daily Behavior Report Cards to measure social behavior of preschoolers. *School Psychology Review, 36*, 63-79.
- Riley-Tillman, T.C., **Chafouleas, S.M.**, & Briesch, A.M. (2007). A school practitioner's guide to using Daily Behavior Report Cards to monitor student behavior. *Psychology in the Schools, 44*, 77-90.
- Chafouleas, S.M.**, Riley-Tillman, T.C., Sassu, K.A., LaFrance, M.J., & Patwa, S.S. (2007). Daily behavior report cards (DBRCs): An investigation of consistency of on-task data across raters and method. *Journal of Positive Behavior Interventions, 9*, 30-37.
- Kehle, T.J., Bray, M.A., **Chafouleas, S.M.**, & Kawano, T. (2007). Lack of statistical significance. *Psychology in the Schools, 44*, 417-422.
- Miller, D.N., McDougal, J.L., Volpe, R.J., Blom-Hoffman, J., **Chafouleas, S.M.**, & Riley-Tillman, T.C. (2007) Promoting behavioral competence: An introduction to the practitioner's edition *Psychology in the Schools, 44*, 1-5.
- Chafouleas, S.M.**, Riley-Tillman, T.C., & Sassu, K.A. (2006). Acceptability and reported use of Daily Behavior Report Cards among teachers. *Journal of Positive Behavior Interventions, 8*, 174-182.
- Riley-Tillman, T.C., **Chafouleas, S.M.**, Blom-Hoffman, J., Volpe, R.J., McDougal, J.L., Miller, D.N. (2006). The value of applicability: Introducing the practitioner's edition on promoting academic success. *Psychology in the Schools, 43*, 1-5.
- Chafouleas, S.M.**, Blom-Hoffman, J., & Chafouleas, E.J. (2006). Kidney Diseases. In L. Phelps, *Chronic Health-Related Disorders in Children: Collaborative Medical and Psychoeducational Interventions*. Washington, DC: American Psychological Association.
- McDougal, J., **Chafouleas, S.M.**, & Waterman, B. (2006). *A practitioner's guide to functional assessment and behavior intervention in schools*. Research Press.
- Riley-Tillman, T.C., Kalberer, S.M., & **Chafouleas, S.M.** (2005). Selecting the right tool for the job: A review of behavior monitoring tools used to assess student response to intervention. *California School Psychologist, 10*, 81-92.
- Riley-Tillman, T.C., **Chafouleas, S.**, McDougal, J, Blom-Hoffman, J., Volpe, R, & Miller, D. (2005). The "practitioners' edition" series: An annual special issue of Psychology in the Schools. *Communique, 34 (4)*, 39.
- Patwa, S.S., **Chafouleas, S.M.** & Madaus, J.W. (2005). The effects of strategic instruction intervention on the mastery of information by postsecondary students with learning disabilities. *School Psychology Review, 34*, 556-570.
- Chafouleas, S.M.**, McDougal, J.L., Riley-Tillman, T.C., Panahon, C.J., & Hilt, A.M. (2005). What do Daily Behavior Report Cards (DBRCs) measure? An initial comparison of DBRCs with direct observation for off-task behavior. *Psychology in the Schools, 42*, 669-676.
- Chafouleas, S.M.**, & Riley-Tillman, T.C. (2005). Accepting the gap: An introduction to the special issue on bridging research and practice. *Psychology in the Schools, 42*, 455-458.
- Riley-Tillman, T.C., **Chafouleas, S.M.**, Eckert, T.L., & Kelleher, C. (2005). Bridging the gap between research and practice: A framework for building research agendas in school psychology. *Psychology in the Schools, 42*, 459-473.

- McDougal, J., Nastasi, B., & **Chafouleas, S.M.** (2005). Bringing research into practice to intervene with young aggressive students in public schools: Evaluation of the Behavior Consultation Team (BCT). *Psychology in the Schools, 42*, 537-551.
- Daly, E.J., **Chafouleas, S.M.**, & Skinner, C.H. (2005). *Interventions for reading problems: Designing and evaluating effective strategies*. New York, NY: The Guilford Press.
- Elinoff, M.J., **Chafouleas, S.M.**, & Sassu, K.A. (2004). Bullying: Considerations for defining and intervening in school settings. *Psychology in the Schools, 41*, 887-898.
- Daly, E.J., **Chafouleas, S.M.**, Persampieri, M., Bonfiglio, C.M., & Lafleur, K. (2004). Teaching phoneme segmenting and blending as critical early literacy skills: An experimental analysis of minimal textual repertoires. *Journal of Behavioral Education, 13*, 165-178.
- Chafouleas, S.M.**, Martens, B.K., Dobson, R.L., Weinstein, K.S., & Gardner, K.B. (2004). Fluent reading as the improvement of stimulus control: Additive effects of performance-based interventions to repeated reading on students' reading and error rates. *Journal of Behavioral Education, 13*, 67-81.
- Chafouleas, S.M.**, Riley-Tillman, T.C., & McDougal, J. (2004). Daily Behavior Report Cards (DBRCs): Useful Tools for Monitoring and Changing Behavior. In A. Canter, L. Paige, S. Carroll and I. Romero (Eds.), *Helping Children at Home and School: Handouts From Your School Psychologist (Second Edition)*. Bethesda, MD: National Association of School Psychologists.
- McDougal, J.L., & **Chafouleas, S.M.** (2004). Observing and measuring behavior in the classroom: Information and tools for school-based professionals. In A. Canter, L. Paige, S. Carroll and I. Romero (Eds.), *Helping Children at Home and School: Handouts From Your School Psychologist (Second Edition)*. Bethesda, MD: National Association of School Psychologists.
- Chafouleas, S.M.**, Coyne, M., & Elinoff, M.J. (2004). Assessment of phonological awareness. In A. Canter, L. Paige, S. Carroll and I. Romero (Eds.), *Helping Children at Home and School: Handouts From Your School Psychologist (Second Edition)*. Bethesda, MD: National Association of School Psychologists.
- Riley-Tillman, T.C., **Chafouleas, S.M.**, & McGrath, M.C. (2004). Brief experimental analysis: An assessment strategy for selecting successful interventions. *Communique, 32* (6), 10-12.
- Chafouleas, S.M.**, & Whitcomb, M. (2004). Integrating home, school and community resources: Evaluation of a district-wide prevention program. *Reclaiming Children and Youth, 12*, 203-209.
- Chafouleas, S.M.**, & Bray, M.A. (2004). Introducing positive psychology: Finding its place within school psychology. *Psychology in the Schools, 41*, 1-6.
- Clonan, S.M., **Chafouleas, S.M.**, McDougal, J., & Riley-Tillman, T.C. (2004). Positive psychology goes to school: Are we there yet? *Psychology in the Schools, 41*, 101-110.
- Elinoff, M.J., & **Chafouleas, S.M.** (2004). [Review of the book *Helping Students Overcome Depression and Anxiety; A Practical Guide*]. *Psychology in the Schools, 41*, 277-278.
- Riley-Tillman, T.C., & **Chafouleas, S.M.** (2003). Using interventions that exist in the natural environment to increase treatment integrity and social influence. *Journal of Educational and Psychological Consultation, 14*, 139-156.
- Chafouleas, S.M.**, Riley-Tillman, T.C., & Eckert, T.L. (2003). A comparison of school psychologists' acceptability of norm-referenced, curriculum-based, and brief experimental analysis methods to assess reading. *School Psychology Review, 32*, 272-281.
- Weinstein, K.S., & **Chafouleas, S.M.** (2003). [Review of the book *School and families: Creating essential connections for learning*]. *Psychology in the Schools, 40*, 444-445.

- Chafouleas, S.M.,** Bray, M.A., & Kehle, T.J. (2003). Intellectual growth, childhood. In T. Gullotta and M. Bloom (Eds.), *The Encyclopedia of Primary Prevention and Health Promotion* (pp. 635-640). New York, NY: Kluwer Academic/Plenum Publishers.
- VanAuken, T., **Chafouleas, S.M.,** Bradley, T.A., & Martens, B.K. (2002). Using brief experimental analysis to select oral reading interventions: An investigation of treatment utility. *Journal of Behavioral Education, 11*, 165-181.
- Chafouleas, S.M.** & Martens, B.K. (2002). Accuracy-based phonological awareness tasks: Are they reliable, efficient and sensitive to growth? *School Psychology Quarterly, 17*, 128-147.
- Kehle, T.J., Bray, M.A., & **Chafouleas, S.M.** (2002). Effectiveness of self-modeling as an intervention for behavioral change: Or is it really the alteration of memory? *The General Psychologist, 36*, 7-8.
- Chafouleas, S.M.,** Riley-Tillman, T.C., & McGrath, M.C. (2002). *Making successful intervention decisions through testing intervention packages: A manual for conducting brief experimental analysis (BEA)* [Manual]. Storrs, CT: University of Connecticut.
- Chafouleas, S.M.,** Riley-Tillman, T.C., & McDougal, J. (2002). Good, bad, or in-between: How does the daily behavior report card rate? *Psychology in the Schools, 39*, 157-169.
- Chafouleas, S.M.** & Clonan, S.M., & VanAuken, T.L. (2002). A national survey of current supervision and evaluation practices of school psychologists. *Psychology in the Schools, 39*, 317-326.
- Kehle, T.J., Bray, M.A., & **Chafouleas, S.M.,** McLoughlin, C.S. (2002). Promoting intellectual growth in adulthood. *School Psychology International, 23*, 233-241.
- McDougal, J. & **Chafouleas, S.M.** (2002). Functional behavioral assessment. In B. Waterman and J. Carlson (Eds.), *Social and personal assessment of school-aged children: Interventions for educational and clinical use* (pp. 64-84). Needham Heights, MA: Allyn & Bacon.
- Chafouleas, S.M.** & Dumont, R. (2002). Use of direct techniques with school-aged children. In B. Waterman and J. Carlson (Eds.), *Social and personal assessment of school-aged children: Interventions for educational and clinical use* 85-104). Needham Heights, MA: Allyn & Bacon.
- Chafouleas, S.M.,** VanAuken, T., & Dunham, K. (2001). Not all phonemes are created equal: The effects of linguistic manipulations on phonological awareness tasks. *Journal of Psychoeducational Assessment, 19*, 216-226.
- Dumont, R. & **Chafouleas, S.M.** (1999, May). Conducting behavior observations: Some technical support? *Communique, 32-33*. Washington, D.C.: National Association of School Psychologists.
- Chafouleas, S.M.,** Lewandowski, L.J., Smith, C.R., & Blachman, B.A. (1997). Phonological awareness measures in children: Examining performance across tasks and ages. *Journal of Psychoeducational Assessment, 15*, 334-345.

Conference Presentations and Invited Talks

- Briesch, A.M., LeBel, T.J. **Chafouleas, S.M.,** & Blom-Hoffman, J. (2007, March). *Impact of videotaped instruction in dialogic reading strategies: An investigation of caregiver implementation integrity*. Poster presentation at the National Association of School Psychologists Annual Convention, New York, NY.
- Riley-Tillman, T.C., **Chafouleas, S.M.,** Christ, T.J., LeBel, T., Ivey, A., Briesch, A. (2007, March). *Project VIABLE: The Decision reliability of Direct Behavior Ratings*. Poster presentation at the National Association of School Psychologists Annual Convention, New York, New York
- Chafouleas, S.M.,** Christ, T.J., Riley-Tillman, T.C., Briesch, A.M, & Chanese, J.A.M. (2007, March). *Generalizability and dependability of Direct Behavior Ratings (DBRs) to assess social behavior of preschoolers*. Poster presentation at the National Association of School Psychologists Annual Convention, New York, New York.
- Chafouleas, S.M.,** & Briesch, A.M. (2006, September). *Using Daily Behavior Report Cards (DBRCs) in secondary-level assessment and intervention*. Paper presentation at the New England PBS Conference, Norwood, MA.

- Riley-Tillman, T. C., **Chafouleas, S.M.**, Milsom, J., Briesch, A. (2006). *The acceptability and decision reliability of Daily Behavior Report Cards*. Paper presented at the National Association of School Psychologists Convention, Anaheim, CA.
- Chafouleas, S.M.** , Riley-Tillman, T.C., Briesch, A.M., & Chanese, J.A. (2006, March). Understanding usable knowledge: Development and validation of the Usage Rating Profile-Intervention. Poster presented at the National Association of School Psychologists Convention, Anaheim, CA.
- Bray, M. A., Alric, J. M., Kehle, T. J., **Chafouleas, S. M.**, & Theodore, L. A. (2005, August). *Comparison of group contingencies to increase reading fluency*. Poster presentation at the annual meeting of the American Psychological Association, Washington, D.C.
- Glazer, A.D., **Chafouleas, S.M.**, & Coyne, M. (2005, April). *Be wary of phonological awareness: A practical comparison of popular phonological awareness measures*. Poster presentation at the National Association of School Psychologists Annual Convention, Atlanta, Georgia.
- Chafouleas, S.M.**, Riley-Tillman, T.C., & Sassu, K. A. (2005, April). *Acceptability and reported use of daily behavior report cards (DBRCs) in a national sample of teachers*. Poster presentation at the National Association of School Psychologists Annual Convention, Atlanta, Georgia.
- Kehle, T.J., Bray, M.A, Tillman, T., & **Chafouleas, S.M.** (2004, August). *Perceptions of elementary school children toward overweight peers*. Poster presented at the meeting of the American Psychological Association, Hawaii.
- Chafouleas, S.M.** (2004, April). *Implications of graduate student research in the real world*. In S. Chafouleas (Chair), Student Research Symposium. Symposium conducted at the Syracuse University School Psychology Program Brown Bag Series, Syracuse, New York.
- Chafouleas, S.M.**, Coyne, M., Elinoff, M.J., Milsom, J.A., & Glazer, A.D. (2004, April) *Effects of two variations of a phonemic segmentation technique on reading and spelling*. Poster presented at the meeting of the National Association of School Psychologists, Dallas, TX.
- Sassu, K.A., LaFrance, M.J., Patwa, S.S., Riley-Tillman, T.C., & **Chafouleas, S.M.** (2004, April). *Daily behavior report cards: Investigation of data consistency across raters*. Poster presented at the meeting of the National Association of School Psychologists, Dallas, TX.
- Chafouleas, S.M.**, Elinoff, M.J., & Weinstein, K.S. (2003, April). *Perspectives on the research-practice gap as related to school-based mental health services*. Poster presented at the meeting of the National Association of School Psychologists, Toronto, Canada.
- Chafouleas, S.M.**, & Riley-Tillman, T.C. (2003, April). *School psychologists' acceptability of norm-referenced, curriculum-based, and brief experimental analysis methods to assess reading*. Poster presented at the meeting of the National Association of School Psychologists, Toronto, Canada.
- Bator, R.J., Jackson, K.M., Crain, S., & **Chafouleas, S.M.** (2002, June). *Adolescent anti-smoking program: A consideration of social norms*. Poster presented at the meeting of the American Psychological Society, New Orleans, LA.
- Chafouleas, S.M.**, Tillman, T.C., McDougal, J., & Dobson, R.L. (2002, February). Good, bad, or in-between: How does the daily behavior report card rate? In M. Bray (Chair), *Development, assessment, and treatment of students with behavior disorders*. Symposium conducted at the meeting of the National Association of School Psychologists, Chicago, IL.
- VanAuken, T., **Chafouleas, S.M.**, Bradley, T.A. (2002, February). *Using brief functional analysis to select oral reading interventions. Does it really work?* Poster presented at the meeting of the National Association of School Psychologists, Chicago, IL.
- Kehle, T.J., Bray, M.A., & **Chafouleas, S.M.** (2001, August). Effectiveness of self-modeling as an intervention for behavioral change: Or is it really the alteration of memory? In S. Brown (Chair), *Research evidence to combat*

misconceptions about human memory. Symposium conducted at the meeting of the American Psychological Association, San Francisco, CA.

- Chafouleas, S.M., & Whitcomb, M.** (2001, April). *Integrating home, school and community resources: Evaluation of a districtwide prevention program.* Poster presented at the National Association of School Psychologists Convention, Washington, DC.
- Kehle, T., Bray, M., & **Chafouleas, S.M.** (2001, February). *Alternative funding sources to support field-based experiences.* Presentation at the Council of Directors of School Psychology Programs Mid-Winter Meeting, Deerfield Beach, Florida.
- Chafouleas, S.M.,** VanAuken, T, & Pfaff, I. (2000, March). *Not all items are created equal: The effects of linguistic manipulations on phonological awareness tasks.* Poster presented at the National Association of School Psychologists Convention, New Orleans, Louisiana.
- Chafouleas, S.M.,** Clonan, S.M, Munn, B. & VanAuken, T. (2000, March). *A national survey of current supervision and evaluation practices.* Poster presented at the National Association of School Psychologists Convention, New Orleans, Louisiana.
- Chafouleas, S.M.,** Bator, R., Childs, J., & Zweig, S. (2000, March). *Student perceptions of a department of psychological science versus department of psychology.* Poster presented at the Eastern Psychological Association Convention, Baltimore, Maryland.
- Chafouleas, S.M.** & McDougal, J. (1999, November). *FBA and BIPs. Part I: Why did Johnny do that? Identifying the problem and identifying the function.* Paper presentation at the New York Association of School Psychologists Convention, Bolton Landing, New York.
- McDougal, J. & **Chafouleas, S.M.** (1999, November). *FBA and BIPs. Part II: How can we change what Johnny is doing? Linking function to intervention.* Paper presentation at the New York Association of School Psychologists Convention, Bolton Landing, New York.
- Chafouleas, S.M.** (1999, April). *Monitoring early literacy skills: The efficiency and sensitivity of phonological awareness measures.* Paper presentation at the National Association of School Psychologists Convention, Las Vegas, Nevada.
- Clonan, S.M. & **Chafouleas, S.M.** (1998, October). *Collaborative leadership: A supervisory model for school psychologists.* Paper presentation at the New York Association of School Psychologists Convention, Syracuse, New York.
- Chafouleas, S.M.,** Welch, B. & Iles, R. (1998, March). *Fostering responsible behavior with a school-wide levels system.* Paper presentation at the Association of New York State Educators of the Emotionally Disturbed (ANYSEED) Convention, Rochester, New York.
- Curro, J., Hilt, B. & **Chafouleas, S.M.** (1998, March). *Working our way through shared learning: A cross-age peer mentoring program.* Poster session at the Association of New York State Educators of the Emotionally Disturbed (ANYSEED) Convention, Rochester, New York.
- Smith, C.R. & **Monachino, S.J.** (1996, August). *Phonological awareness: Assessment and intervention.* Video presentation at the International Association of School Psychologists Convention, Eger, Hungary.
- Monachino, S.J.,** Lewandowski, L.J. & Smith, C.R. (1996, March). *The development of phonological awareness in primary-aged children: An examination of an order of task performance.* Poster presentation at the National Association of School Psychologists Convention, Atlanta, Georgia.

Grants and Contracts

Co-Principal Investigator. *Project Tracking: Enhancing IEP Goal Development and Progress Monitoring through Professional Development.* Funding Source: US Department of Education., Institute for Education Sciences Total amount requested: \$656,026. Status: In Submission.

- Co-Principal Investigator and Project Director. *Project VIABLE: Validation of Instruments for Assessing Behavior Longitudinally and Efficiently*. Funding Source: US Department of Education, Institute for Education Sciences. Duration of Funding: 6/1/06-5/31/10. Total amount funded: \$1,496,000.
- Co-Investigator. *Project TIPS: Tertiary Intervention Programming in Schools*. Funding Source: US Department of Education, Institute for Education Sciences. Total amount requested: \$1,999,988. Status: Unfunded, In Re-Submission
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut*. Funding sources: *Willington Public Schools, Willington, CT; Glastonbury Public Schools, Glastonbury, CT, Portland Public Schools, Portland, CT; Tolland Public Schools, Tolland, CT; and Futures*, Duration of funding: September, 2006 to June, 2007. Total amount funded: \$85,631.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut*. Funding sources: *Willington Public Schools, Willington, CT; Sterling Memorial School, Oneco, CT; Glastonbury Public Schools, Glastonbury, CT, Waterford Public Schools, Waterford, CT, Cheshire Public Schools, Cheshire, CT, and Eastconn, Hampton, CT*, Duration of funding: September, 2005 to June, 2006. Total amount funded: \$117,748.00.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut*. Funding sources: *E. O. Smith High School, Storrs, CT; Willington Public Schools, Willington, CT; Winstead Public Schools, Winstead, CT; Sterling Memorial School, Oneco, CT; Project Genesis, Willimantic, CT; and, Sprague Board of Education, Baltic, CT*. Duration of funding: September, 2004 to June, 2005. Total amount funded: \$104,235.00.
- Co-Principal Investigator. *Moving Closer Toward Studying Usable Knowledge: Development and Validation of the Usage Rating Profile (URP)*. Funding source: Society for the Study of School Psychology. Duration of funding: 8/1/04-8/1/05. Total amount funded: \$11,532.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut*. Funding sources: *E. O. Smith High School, Storrs, CT; Voluntown Public Schools, Voluntown, CT; Futures, Inc., Middletown, CT; Glastonbury Public Schools, Glastonbury, CT; Willington Public Schools, Willington, CT; Winstead Public Schools, Winstead, CT; Sterling Memorial School, Oneco, CT; Project Genesis, Willimantic, CT; East Haven Public Schools, East Haven, CT; Preston Public Schools, Preston, CT; and, Sprague Board of Education, Baltic, CT*. Duration of funding: September 2003 to June 2004. Total amount funded: \$234,949.
- Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut*. Funding sources: *River Street School, Windsor, CT., Voluntown Public Schools, Voluntown, CT., Lebanon Public Schools, Lebanon, CT Futures, Inc., Middletown, CT. Glastonbury Public Schools, Glastonbury, CT. Willington Public Schools, Willington, CT., Winstead Public Schools, Winstead, CT., Sterling Memorial School, Oneco, CT., Mansfield Middle School, Storrs, CT., Sprague Board of Education, Baltic, CT*. Duration of funding: September 2002 to June 2003. Total amount funded: \$237,700.
- Principal Investigator. *An investigation of the impact of IDEA '97 on the practice of school psychology*. Funding source: Research Foundation, University of Connecticut. Duration of funding: 4/1/02 to 3/31/03. Total amount funded: \$925.
- Principal Investigator. *Functional assessment as a tool for selecting effective reading interventions for students struggling to become proficient readers*. Funding source: Research Foundation, University of Connecticut. Duration of funding: 1/1/02 to 12/31/02. Total amount funded: \$13,762.
- Co-Principal Investigator. *The acceptability of brief functional analysis in reading: An investigation of the effects of training on practicing school psychologists*. Funding source: Society for the Study of School Psychology. Duration of funding: 8/1/01 to 8/2/02. Total amount funded: \$12,758.

Principal Investigator. *The acceptability of brief functional analysis to select reading interventions*. Funding source: Research Foundation, University of Connecticut. Duration of funding: 2/1/01 to 12/1/01. Total amount funded: \$950.

Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the State of Connecticut*. Funding Sources: *Institute for Community Research, Hartford, CT; Ashford Public Schools, Ashford, CT; Willington Public Schools, Willington, CT; Futures, Middletown, CT; Winstead Public Schools, Winstead, CT; Glastonbury Public Schools, Glastonbury, CT; River Street School, Windsor, CT* Duration of funding: January 2002 to September, 2002. Total amount funded: \$153,377.00.

Co-Principal Investigator. *University of Connecticut, School Psychology Program and participating school districts and agencies in the States of Connecticut and Massachusetts*. Funding sources: *Futures Program, Middletown, CT; Norwich Free Academy, Norwich, CT; Glastonbury Public Schools, Glastonbury, CT; Millbury Public Schools, Millbury, MA; Unified School District 19 (E.O. Smith High School); the Windham Public Schools, Windham, CT*. Duration of funding: September 2000 to June 2001. Total amount funded: \$128,157.00

Teaching Experience

Assistant/Associate Professor (University of Connecticut)

Seminar: Roles and Functions of School Psychologists (EPSY 384)
Pupil Behavior: Studies in Clinical Diagnosis (EPSY 314)
Intellectual Assessment (EPSY 338)
Ethics in Educational and Professional Psychology (EPSY 395)
Doctoral Seminar (EPSY 410)

Assistant Professor (Plattsburgh State University of New York)

Consultation and Intervention I (PSY 550)
Consultation and Intervention II (PSY 551)
Personality Assessment (PSY 545)
Psychopathology and Exceptionality (PSY 546)
Clinical Training (PSY 597)
Master's Thesis (PSY 504)
Proseminar (PSY 589)
Internship (PSY 590)
School Psychology Junior Seminar (PSY 304D)
Conflict Resolution (PSY 400/500 AA)
Child and Adolescent Psychopathology (400/500 AB)

Adjunct Faculty (Syracuse University)

Seminar in Evaluation and Planning for Exceptional Students (SPE 705)

Graduate Assistant (Syracuse University)

Seminar in Evaluation and Planning for Exceptional Students (SPE 705)
Introductory Psychology (PSY 205)

Professional Experience

Fall 2000 - Fall 2005	University of Connecticut Position: Assistant Professor, School Psychology Program
Fall 1998 – Fall 2000	State University of New York at Plattsburgh Position: Assistant Professor, School Psychology Program
Summers 1998, 1999	Olean City School District Position: Consultant/Program Evaluator Responsibilities: Conduct program evaluation and recommend strategies for improving data management for Olean Community Schools Placement Prevention Program

- Fall 1997-Summer 1998 Madison – Oneida BOCES, Verona, New York
 Position: Special Programs Coordinator
 Responsibilities: K-12 program administrator for 8:1:1 classrooms for students with intense management needs
- Fall 1996 – Fall 1997 Syracuse City School District
 Position: School Psychologist
 School Assignments: Elmwood Elementary, Henninger High, Alternative Program for Weapons Expulsion (VINTA)
- Fall 1994 – Summer 1996 Syracuse City School District
 Position: School Psychologist Intern
 School Assignments: Hughes Academic Magnet (K – 8)

Service

- Associate Editor, *School Psychology Review* (May 2005 - present)
 Guest Editor, *Psychology in the Schools*, special issue titled The Practitioner's Edition on Health Promotion (expected January 2008)
 Guest Associate Editor, *Psychology in the Schools*, special issue titled The Practitioner's Edition on Promoting Behavior Success (January 2007)
 Guest Editor, *Psychology in the Schools*, special issue titled The Practitioner's Edition on Promoting Academic Success (January 2006)
 Guest Editor, *Psychology in the Schools*, special issue on Bridging Research and Practice (June 2005)
 Co-Acting Program Coordinator, UCONN School Psychology Program (Spring 2004 semester)
 Committee Member, Assessment Committee for Teachers for a New Era (TNE) project at UCONN (July 2004 – present)
 Guest Editor, *Psychology in the Schools*, special issue on Positive Psychology (January 2004)
 Member, Editorial Board, *Psychology in the Schools*, (June 2002 – present)
 Member, Editorial Board, *School Psychology Review* (May 2001 – May 2005)
 Member, Editorial Board, *School Psychology Quarterly* (May 2002 – April 2005)
 Member, Committee on APA Accreditation for UCONN School Psychology Program (August 2000 – present)
 Director, School Psychology Program, Plattsburgh State University (Summer 1999 – Summer 2000)

Professional Memberships

- American Psychological Association / Division 16
 National Association of School Psychologists
 Pi Lambda Theta