

FACULTY PUBLICATIONS, PRESENTATIONS, GRANTS, AND AWARDS ACADEMIC
YEAR 2013-2014

DEPARTMENT OF COUNSELOR EDUCATION

VINCENT C. ALFONSO

Books, Chapters, Sections

Mascolo, J. T., Alfonso, V. C., & Flanagan, D. P. (Eds.) (2014). *Essentials of planning, selecting, and tailoring interventions for unique learners*. Hoboken, NJ: John Wiley & Sons.

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment* (3rd ed.). Hoboken, NJ: John Wiley & Sons.

Flanagan, D. P., Alfonso, V. C., & Dixon, S. (2014). Academic achievement batteries. In S. Little and A. Akin-Little (Eds.), *Academic assessment and intervention* (pp. 33-78). New York: Routledge.

Mascolo, J. T., Flanagan, D. P., & Alfonso, V. C. (2014). A systematic method of analyzing assessment results for tailoring interventions (SMAARTI). In J. T. Mascolo, D. P.

V. C. Alfonso, & D. P. Flanagan (Eds.), *Essentials of planning, selecting, and tailoring interventions for unique learners* (pp. 3-55). Hoboken, NJ: John Wiley & Sons.

Flanagan, D. P., Alfonso, V. C., Ortiz, S. O., & Dynda, A. M. (2013). Cognitive assessment: Progress in psychometric theories of the structure of cognitive abilities, cognitive tests, and interpretive approaches to cognitive test performance. In D. Saklofske & V. Schwean (Eds.), *Oxford handbook of psychological assessment of children and Adolescents* (pp. 239-285). New York: Oxford University Press.

Publications

Flanagan, D. P., Alfonso, V. C., & Reynolds, M. R. (2014). Broad and narrow CHC abilities measured and not measured by the Wechsler scales: Moving beyond within-battery factor analysis. *Journal of Psychoeducational Assessment*, 31, 202-223.

Presentations

Alfonso, V. C. (2014, February). *New developments in CHC theory, cross-battery assessment for intervention, and identification of SLD*. Presentation given to the San Diego School District, San Diego, California.

Alfonso, V. C., Flanagan, D. P., & Reynolds, M. R. (2014, February). *WISC-IV and WAIS-IV: Revisiting the factor structure and clinical interpretation*. Presented at the National Association of School Psychologists, Washington, DC.

Alfonso, V. C. (2014, February). *Assessment for intervention in SLD referrals using the cross-battery approach*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

Hynes, C. V., Alfonso, V. C., & Flanagan, D. P. (2014, February). *CHC broad and narrow constructs measured by contemporary ability tests*. Poster presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

Alfonso, V. C., & Flanagan, D. P. (2013, October). *Cross-battery assessment for SLD identification*. Presentation given at the annual meeting of the New York Association of School Psychologists, White Plains, New York.

Alfonso, V. C., & Flanagan, D. P. (2013, October). *Cross-battery assessment for SLD identification*. Presentation given at the annual meeting of the Hawaii Association of School Psychologists, Honolulu, Hawaii.

Alfonso, V. C., & Flanagan, D. P. (2013, September). *New developments in CHC theory, cross-battery assessment for intervention, and identification of SLD*. Presentation given at the annual meeting of the Puerto Rican Association of School Psychologists, San Juan, Puerto Rico.

Katsiotas, N., & Alfonso, V. C. (2013, August). *Summary descriptive statistics for the Extended Satisfaction with Life Scale: 1996 - 2012*. Poster session presented at the annual meeting of the American Psychological Association, Honolulu, HI.

Awards

Trainers of School Psychology Outstanding Contribution to Training, February 2014.

ELISABETH BENNETT / TENURED

Publications – Refereed

Bennett, E. D., Bennett, W. E., Sylvester, A., Roth, B., & Cataldi, J. (2014). Concordance and the counselor's role in supporting medical compliance. *Vistas*. Retrieved from <http://www.counseling.org/knowledge-center/vistas/vistas-2014>

Books, Chapters, Sections

Bennett, E. D. (2014). Other pertinent issues in counseling practice. In Erford, B. (Ed.), *Clinical Experiences in Counseling*. New Jersey: Pearson.

Presentations

Brown, M., & Bennett, E. D. (2014, March). *Grit, gratitude, and gumption*. Presented at the Washington School Counseling Association, Seattle, Washington.

Bennett, E. D., Telleria, B., Reidy, H., & Backlund, G. (2013, November). *Neurology and psychopharmacology: Current medications, how they work, and the counselor's supportive role*. Presented at the Washington Counseling Association Annual Convention, Spokane, Washington.

MICHELLE GHOSTON / TENURE TRACK

Books, Chapters, Sections

Rainer, P., & Ghoston, M. (2014). In Fineran, K., Houlberg, B., Nitza, A., McCoy, J., & Roberts, S. (Eds.), *Group work experts share their favorite activities: A guide to choosing, planning, conducting, and processing, volume 2*. Alexandria, VA: Association for Specialists in Group Work.

Publications

Hartig, N., Bodenhorn, N., Farmer, L., Ghoston, M., Graham, J., Lile, J., & Sackett, C. (2013). Post-master's experience and beliefs about experience of counselor educators who pursue doctoral degrees: A survey of the counselor education and supervision field.

Presentations

- Nielsen, S., Field, T., & Ghoston, M. R. (2014, March). *The impact of the affordable care act on counseling services: Surviving and thriving in an uncertain market*. Presented at the American Counseling Association (ACA) Learning Institute, Honolulu, Hawaii.
- Ghoston, M. R., & Rainer, P. (2013, October). *Achieving in an unfamiliar territory: Minority women pursuing doctoral degrees!* Roundtable presentation at the Association for Counselor Education and Supervision (ACES), Denver, Colorado.
- Graham, J., & Ghoston, M. R. (2013, October). *Self in relation to others: A Paradigm and Pedagogical Shift to a Higher Order of Multicultural Competence*. Poster presented at the Association for Counselor Education and Supervision (ACES) Conference, Denver, Colorado.
- Ghoston, M. R. (2013, September). *Considering the needs of the community college setting*. Presented at the American College Counseling Association (ACCA) Conference, New Orleans, Louisiana.

Awards

- American College Counseling Association Emerging Leader (May 2013).

PAUL HASTINGS / TENURED

Presentations

- Hastings, P., Cataldi, J., Huston, J., & Johnston, N. (2013, October). *Nurturing positive personality development in adolescents*. Presented at the annual meeting of the Washington Counseling Association, Spokane, WA.
- Hastings, P., Eidens, E., Cataldi, J., & Lontz, J. C. (2013, October). *Positive psychology and learned optimism as applied to Counselor Education*. Presented at the annual meeting of the Washington Counseling Association, Spokane, WA.

JAMISON LONTZ / TENURE TRACK

Presentations

- Hastings, P., Eidens, E., Cataldi, J., & Lontz, J. C. (2013, October). *Positive psychology and learned optimism as applied to counselor education*. Presented at the annual meeting of the Washington Counseling Association, Spokane, WA.

MARK YOUNG / TENURED

Publications – Non Refereed

Book Chapters

- Young, M. A., & Basham, D. A. (2013). Consultation and supervision. In B. T. Erford (Ed.), *Orientation to the counseling profession: Advocacy, ethics, and other essential professional issues (2nd ed)*. Columbus, OH: Pearson Merrill Prentice Hall.

Submissions for Publication

Young, M. A. & Young, J. A. (2013). Long distance supervision: Expanding live supervision through the use of video conferencing. *Journal of Technology in Human Services*. Manuscript submitted for publication.

Presentations

Young, M. A., Vander Weide, B., & Holbrook, M. (2013, October). *Attachment theory: highlighting key concepts through clinical application*. Presented at the annual meeting of the Washington Counseling Association, Spokane, WA.

Slyter M., & Young, M. A. (2013, October). *Key assignments in marriage and family counseling courses that enhance student learning*. Presented at the Association for Counselor Education and Supervision (ACES) Conference, Denver, Colorado.

Young, M., & Hiers, J. C. (2013, October). *Live Supervision: Teaching students to reflect-in-action*. Presented at the Association for Counselor Education and Supervision (ACES) Conference, Denver, Colorado.

ADRIANA WISSEL

Publications

Wissel, A. (2014). Gatekeeping in counselor education: Experiences of terminating students for nonacademic concerns. *Vistas*. Retrieved from <http://www.counseling.org/knowledge-center/vistas/vistas-2014>

Presentations

Wissel, A. (2014, March). *Incorporating career standards at the elementary and middle levels*. Presented at the annual meeting of the Washington School Counseling Association, Seattle, WA.

Wissel, A. (2014, February). *Navigating the special education process: What does it all mean?* Presented at the annual meeting of the Washington School Counseling Association, Seattle, WA.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND ADMINISTRATION

CYNTHIA JOHNSON / TENURE TRACK

Publications – Books

Rupert, G., & Johnson, C. (2013). *The importance of light and colour when designing classrooms*. Saarbrucken, Germany: Lambert Academic Publishing.

Delawasky, S., & Johnson, C. (2013). *Utilizing science projects that are problem based*. Saarbrucken, Germany: Lambert Academic Publishing.

Gelfand, S., & Johnson, C. (2013). *Improving writing quality through self-assessment*. Saarbrucken, Germany: Lambert Academic Publishing.

Publications – International

Johnson, C., & Gelfand, S. (2013). Self-assessment and writing quality. *Academic Research International*.

Johnson, C., & Ruiter, G. (2013). (Re)-Envisioning classroom design with light and colour. *Academic Research International*.

Johnson, C., & Delawsky, S. (2013). Project-based learning and student engagement. *Academic Research International*.

Presentations

Radmer, E. M., & Johnson, C. (2014, February). *March on accountability*. Presented at the International Globalization, Diversity, and Education Conference, Spokane, Washington.

Radmer, E. M., & Johnson, C. (2013, October). *21st century skills in practice: Critical thinking, technology, and assessment*. Presented at the Washington Educators' Conference, Seattle, Washington.

Presentations – International

Johnson, C., & Radmer, E. M. (2013, October). *Modeling 21st century collaboration and problem solving for educational leaders*. Presented at the E-Learn World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Las Vegas, Nevada.

AL FEIN / TENURED

Publications

Fein, A., & McCauley, C. (in press). International university school partnerships: A new model. *Jesuit Higher Education: A Journal*. Submitted for publication.

Presentations

Mallahan, J., & Fein, A. (2014, July). Dealing with triangulation and other maddening interpersonal behaviors. In C. Freehan (Chair), *COR summer seminar symposium*. Symposium conducted at the meeting of The Center for Organizational Reform, Spokane, WA.

Fein, A., & McCauley, C. (2014, January). *K-12 and university partnerships: Crossing international borders to serve educational needs*. Presented at the 14th Annual Hawaii International Conference on Education, Honolulu, Hawaii.

Fein, A., & Mallahan, J. (2013, July). *Why we all try angles*. In Freehan, C. (Chair) *COR summer seminar symposium*. Symposium conducted at the meeting of The Center for Organizational Reform, Spokane, WA.

Presentations - International

Fein, A., & McCauley, C. (2013, November). *The role of leadership in developing an international k-12-university partnership: A new model*. Poster session presented at the 15th Annual ILA Global Conference, Montreal, Canada.

DAN MAHONEY / TENURED

Submissions for Publication - Articles

Lienesch, J., McMahan, C., & Mahoney, D. J. (2013). Neuromuscular blockade reversal in anesthesia practice. Submitted to *International Student Journal of Nurse Anesthesia*.

Mahoney, D. J. (2013). Ethical reasoning and judgment. Submitted to *Journal of Scholastic Inquiry: Education*.

Mahoney, D. J. (2013). Everyone is watching: Setting the tone for higher standards of ethical leadership. Submitted to *Journal of Law, Medicine, and Ethics*.

Professional Papers Presented - National

Mahoney, D. J. (2014, April). *Ethical reasoning and professional judgment*. Paper presented at the Annual Center for Scholastic Inquiry International Research Conference, San Francisco, CA.

Mahoney, D. J., & O'Hare, D. G. (2014, March). *The ethics of informed consent*. Paper presented at the 23rd Annual International Conference for the Association for Practical and Professional Ethics, Jacksonville, FL.

Mahoney, D. J. (2013, February). *Informed consent: Historical and current realities*. Paper presented at the 10th Annual International Globalization, Diversity, and Education Conference, Airway Heights, WA.

Awards

Gonzaga University Exemplary Faculty – May 2013

ELAINE RADMER / TENURE TRACK

Presentations – Regional

Radmer, E. M., & Case, A. (2014, June). *Empowering teachers through scaffolding professional language*. Paper presented at the annual meeting of the Northwest Association of Teacher Educators, Pullman, WA.

Radmer, E. M., & Johnson, C. S. (2013, December). *21st century skills in practice: Critical thinking and technology*. Paper presented at the annual meeting of the Washington Educational Research Association, Seatac, WA.

Radmer, E. M. (2013, May). *Can we make accountability meaningful?* Paper presented at the annual meeting of the Northwest Association of Teacher Educators, Pullman, WA.

CHUCK SALINA / TENURED

Publications

Adams, E. J., Salina, C., & Eppinga, J. (2015). An examination of servant-leadership characteristics displayed by Edmund Rice Christian Brothers. *International Journal of Servant-Leadership*, 15(1).

Salina, C., Girtz, S., Eppinga, J., Kilian-Blumer, D., Martinez, D., Lozano, L., & Crowe, D. (2013). All hands on deck: A comprehensive, results-driven counseling model. *Professional School Counseling*, 17(1), 63.

Presentations

Salina, C. (2013, July). *Formal leadership and change*. Paper presented at the Washington Education Association Conference, Marysville, WA.

Salina, C., Maxwell, R., Martinez, D., & Edison, J. (2013, June). *Supporting each learner through the development of systems and use of data to reduce drop out rates*. Paper presented at the

Association of Washington School Principals, WASA/AWSP Summer Conference, Spokane, WA.

Martinez, D., Edison, J., Salina, C., Kilian-Blumer, D., Martinez, A., & Crowe, D. (2013, June). *All hands on deck-unleashing the potential for counselors to effectively support all students*. Paper presented at the Association of Washington School Principals, WASA/AWSP Summer Conference, Spokane, WA.

Submissions for Publication – Recent

Salina, C., & Girtz, S. (2014). *Bent, battered, but not broken- school transformation realized*. Manuscript submitted for publication.

DEPARTMENT OF SPECIAL EDUCATION

ANJALI BARRETTO / TENURED

Publications

Johnson, C., McLaughlin, T. F., Derby, M. K., Barretto, A., & Bucknell, W. (2014). The effects of direct instruction flashcards and computer time to teach sight words to an elementary student with a learning disability and ADHD: A failure to demonstrate a functional relationship. *International Journal of English and Education*, 3, 581-584. Retrieved from <http://www.ijee.org/>

Doll, C., McLaughlin, T. F., & Barretto, A. (2013). The token economy: A recent review and evaluation. *International Journal of Basic and Applied Science*, 2(1), 131-149. Retrieved from <http://www.insikapub.com/>

Poster Presentations

Barretto, A. (2014, May). *Mitigating the risks associated with treatment of pediatric feeding disorders*. Chair of invited presentation at the Annual Conference of the Association for Behavior Analysis, Chicago, IL.

Barretto, A., & Gardner, A. W. (2014, May). *Developmental disabilities*. In DDA coordinator session at the Annual Convention of the Association for Behavior Analysis, Minneapolis, MN.

Barretto, A. (2014, May). Chair of poster session at the Annual Conference of the Association for Behavior Analysis, Chicago, IL.

Rozell, V., MacDonald, K., Barretto, A., Doll, C., & Weber, K. P. (2014, May). *The assessment of communication modalities during functional communication training*. Poster presented at the Annual Conference of the Association for Behavior Analysis, Chicago, IL.

Cagle, S., Barretto, A., & Weber, K. P. (2014, May). *The use of a treatment package to increase independent transfers between siblings with and without disabilities*. Poster presented at the Annual Conference of the Association for Behavior Analysis, Chicago, IL.

Worcester, L. M., & Barretto, A. (2014, May). *Evaluating the results of a functional analysis of inappropriate mealtime behaviors using a trial-by-trial analysis*. Poster presented at the Annual Conference of the Association for Behavior Analysis, Chicago, IL.

Shaw, K. M., Barretto, A., & Weber, K. P. (2014, May). *Treatment and evaluation of tantrum behavior and vocal stereotypy in a first grader with autism spectrum disorder*. Poster presented at the Annual Conference of the Association for Behavior Analysis, Chicago, IL.

Worcester, L. M., & Barretto, A. (2013, May). *Evaluating the effects of escape extinction on the number of bites accepted both pre- and post-fundoplication*. Poster presented at the Annual Conference of the Association for Behavior Analysis, Minneapolis, MN.

McQuaid, T., & Barretto, A. (2013, May). *Concurrent operant and treatment of inappropriate social skills in a boy with PDD/NOS*. Poster presented at the Annual Conference of the Association for Behavior Analysis, Minneapolis, MN.

K. MARK DERBY / TENURED

Publications

Cravalho, C. J., McLaughlin, T. F., Derby, K. M., & Waco, T. (2014). The effects of direct instruction flashcards on math performance with measures of generalization across elementary students with learning disabilities and autism spectrum disorder. *International Journal of Basic and Applied Science*, 2(4), 16-31. Retrieved from <http://www.insikapub.com/>

Brushwein, L., McLaughlin, T. F., Derby, K. M., & Shank, L. (2014). The effects of using direct instruction and model, lead and test with four young adults with developmental disabilities. *International Journal of English and Education*, 3(1), 437-455. Retrieved from <http://www.ijee.org/>

Hanson, A., O'Reilly-Bazam, S., & McLaughlin, T. F. (2014). The effects of introducing a comprehension-building program on the reading skills for a student with autism: A brief report. *Academic Research International*, 2(2). Retrieved from <http://www.journals.savap.org.pk/>

Bechtoldt, S., McLaughlin, T. F., Derby, K. M., & Blecher, J. (2014). The effects of direct instruction flashcards and a model, lead, and test procedure on letter recognition for three preschool students with developmental disabilities. *Journal on Developmental Disabilities*, 20(1).

Conn, M., Derby, K. M., & McLaughlin, T. F. (2014). Review of a behavioral assessment process from descriptive assessment to experimental analysis: A summary of 118 cases. *Austin Journal of Psychiatry and Behavioral Science*, 1(2), 1-9. Retrieved from <http://www.austinpublishinggroup.org/index.php/Psychiatry-and-Behavioral-Scienc/search>

Johnson, C., McLaughlin, T. F., Derby, M. K., Barretto, A., & Bucknell, W. (2014). The effects of direct instruction flashcards and computer time to teach sight words to an elementary student with a learning disability and ADHD: A failure to demonstrate a functional relationship. *International Journal of English and Education*, 3, 581-584. Retrieved from <http://www.ijee.org/>

Pryor-Rasmussen, J., McLaughlin, T. F., Derby, K. M., & Robison, M. (2014). Reducing time spent in a classroom bathroom with preschool student with autism: Effects of timing and consequence. *International Journal of English and Education*, 3, 639-647. Retrieved from <http://www.ijee.org/>

O'loughlin, E., McLaughlin, T. F., Derby, K. M., & Rinaldi, L. (2014). The differential effects of a color racetrack and color flashcards on the acquisition of basic color facts for a preschool student with

behavior disorders. *International Journal of English and Education*, 3(1), 487-498. Retrieved from <http://www.ijee.org/>

- Renfro, K., McLaughlin, T. F., Derby, K. M., & Shields, M. (2014). Employing a reading racetrack fluency drill and repeated reading to increase accuracy and fluency for a fourth grade boy with learning disabilities. *International Journal of English and Education*, 3(1), 404-413. Retrieved from <http://www.ijee.org/>
- Al-Dahari, M., McLaughlin, T. F., Derby, K. M., Belcher, J., & Weber, K. P. (2013). An evaluation of the direct instruction model-lead-test procedure and rewards on rote counting, number recognition and rational counting with a preschool student with developmental delays. *International Journal of Basic and Applied Science*, 2(1), 98-109.
- Derby, K. M., McLaughlin, T. F., & Barretto, A. (2013). Hippotherapy. In F. R. Volkmar (Ed.), *Encyclopedia of autism spectrum disorders*. New York, NY: Springer.
- Talkington, N., McLaughlin, T. F., Derby, K. M., & Clark, A. (2013). The effects of using augmentative and alternative communication to teach a preschool student with developmental delays to request assistance and attention. *I-manager's Journal on School Educational Technology*, 8(4), 16-21.
- Delegato, C., McLaughlin, T. F., Derby, K. M., & Schuster, L. (2013). The effects of using handwriting without tears® and a handwriting racetrack to teach five preschool students with disabilities pre handwriting and handwriting. *Journal of Occupational Therapy, Schools, & Early Intervention*, 6, 255-268. doi: [10.1080/19411243.2013.850962](https://doi.org/10.1080/19411243.2013.850962)
- Hochstetler, E., McLaughlin, T. F., Derby, K. M., & Kinney, M. (2013). The effects of cover, copy, and compare to teach spelling to middle school students with learning disabilities. *Educational Research Quarterly*, 36(4), 25-48.

T. F. "TIM" MCLAUGHLIN / TENURED

Publications Refereed

- Cravalho, C. J., McLaughlin, T. F., Derby, K. M., & Waco, T. (2014). The effects of direct instruction flashcards on math performance with measures of generalization across elementary students with learning disabilities and autism spectrum disorder. *International Journal of Basic and Applied Science*, 2(4), 16-31. Retrieved from <http://www.insikapub.com/>
- Bechtoldt, S., McLaughlin, T. F., Derby, K. M., & Blecher, J. (2014). The effects of direct instruction flashcards and a model, lead, and test procedure on letter recognition for three preschool students with developmental disabilities. *Journal on Developmental Disabilities*, 20(1), 5-15.
- Spaulding, S., McLaughlin, T. F., Neyman, J., & Mortensen, S. (2014). The effects of picture modeling for reducing the number of redirections when teaching 2-step directions for a preschool student with developmental delays: A brief report. *International Journal of English and Education*, 3, 648-655. Retrieved from <http://www.ijee.org/>
- Pryor-Rasmussen, J., McLaughlin, T. F., Derby, K. M., & Robison, M. (2014). Reducing time spent in a classroom bathroom with preschool student with autism: Effects of timing and consequence. *International Journal of English and Education*, 3, 639-647. Retrieved from <http://www.ijee.org/>

- Johnson, C., McLaughlin, T. F., Derby, K. M., Barretto, A., & Bucknell, W. (2014). The effects of direct instruction flashcards and computer time to teach sight words to an elementary student with a learning disability and ADHD: A failure to demonstrate a functional relationship. *International Journal of English and Education*, 3, 581-584. Retrieved from <http://www.ijee.org/>
- Pfaff, E., & McLaughlin, T. F. (2014). A brief review of functional communication training for children with autism. *International Journal of English and Education*, 3, 581-584. Retrieved from <http://www.ijee.org/>
- Conn, M., Derby, K. M., & McLaughlin, T. F. (2014). Review of a behavioral assessment process from descriptive assessment to experimental analysis: A summary of 118 cases. *Austin Journal of Psychiatry and Behavioral Science*, 1(2), 1-9. Retrieved from <http://www.austinpublishinggroup.org/index.php/Psychiatry-and-Behavioral-Scienc/search>
- Skarr, A., Zielinski, K., Ruwe, K., Sharp, H., Williams, R. L., & McLaughlin, T. F. (2014). The effects of direct instruction flashcard and math racetrack procedures on mastery of basic multiplication facts by three elementary school students. *Education and Treatment of Children*, 37, 77-93.
- Renfro, K., McLaughlin, T. F., Derby, K. M., & Shields, M. (2014). Employing a reading racetrack fluency drill and repeated reading to increase accuracy and fluency for a fourth grade boy with learning disabilities. *International Journal of English and Education*, 3(1), 404-413. Retrieved from <http://www.ijee.org/>
- Brushwein, L., McLaughlin, T. F., Derby, K. M., & Shank, L. (2014). The effects of using direct instruction and model, lead and test with four young adults with developmental disabilities. *International Journal of English and Education*, 3(1), 437-455. Retrieved from <http://www.ijee.org/>
- O'Loughlin, E., McLaughlin, T. F., Derby, K. M., & Rinaldi, L. (2014). The differential effects of a color racetrack and color flashcards on the acquisition of basic color facts for a preschool student with behavior disorders. *International Journal of English and Education*, 3(1), 487-498. Retrieved from <http://www.ijee.org/>
- Jones, M., Weber, K. P., & McLaughlin, T. F. (2013). No teacher left behind: Educating students with ASD and ADHD in the inclusion classroom. *Journal of Special Education Apprenticeship*, 2(2), 1-22. Retrieved from <http://josea.info/archives/vol2no2/vol2no2-5-FT.pdf>
- Delong, L., McLaughlin, T. F., Neyman, J., & Wolf, M. (2013). The effects of direct instruction flashcard system and model, lead, and test on numeral identification for a nonverbal preschool girl with developmental delays. *Asia Pacific Journal of Multidisciplinary Research*, 1(1), 1-11. Retrieved from <http://www.apjmr.com/archives/>
- Mortensen, A., McLaughlin, T. F., Neyman, J., & Girshick, B. (2013). The effects of model, lead, and test with reward to teach a preschool student with a developmental and language delays to demonstrate an understanding of number quantity. *Asia Pacific Journal of Multidisciplinary Research*, 1(1), 12-18. Retrieved from <http://www.apjmr.com/archives/>
- Albade, K., Altharwa, H., McLaughlin, T. F., Neyman, J., & Rinaldi, L. (2013). The differential and delayed effects of model-lead-test and tracing procedure with fading procedure to teach drawing of shapes for two preschool students with developmental delays. *Asia Pacific Journal of Multidisciplinary Research*, 1(1), 27-36. Retrieved from <http://www.apjmr.com/archives/>

- Griffiths, J., McLaughlin, T. F., Donica, D., Neyman, J., & Robison, M. (2013). The differential effects of the use of handwriting without tears ® modified gray block paper to teach two preschool students with developmental delays capital letter writing skills. *I-manager's Journal on Educational Psychology*, 7(1), 13-22. Retrieved from <http://www.imanagerpublications.com/Archives.aspx>
- Weber, B., McLaughlin, T. F., Cozza, M., & Millersmith, T. (2013). Using and evaluating cover, copy, and compare with a 4th grade student with autism: A case study with brief measures of maintenance of treatment effects over time. *International Journal of English and Education*, 3(1), 221-230. Retrieved from <http://www.ijee.org/>
- Ward, M., McLaughlin, T. F., Neyman, J., & Clark, A. (2013). Use of an ipad application as functional communication for a five-year-old preschool student with autism spectrum disorder. *International Journal of English and Education*, 2(4), 231-238. Retrieved from <http://www.ijee.org/>
- Fazzari, D., McLaughlin, T. F., Neyman, J., & Everson, M. (2013). The differential and delayed effects of cover, copy, compare on spelling second grade core multi-syllabic words for two elementary students with specific learning disabilities. *International Journal of English and Education*, 2(4), 307-316. Retrieved from <http://www.ijee.org/>
- Morgan, K., McLaughlin, T. F., Neyman, J., & Bolich, B. (2013). An evaluation of the effectiveness of repeated reading for two elementary students in a resource room. *International Journal of English and Education*, 2(4), 244-260. Retrieved from <http://www.ijee.org/>
- Kroll, L., McLaughlin, T. F., Neyman, J., Johnson, K., & Beiers, K. (2013). The effects of direct instruction on reading first grade high frequency sight words with a student with severe behavior disorders. *Educational Research International*, 2(3), 13-21. Retrieved from <http://www.erint.savap.org.pk/>
- Talkington, N., McLaughlin, T. F., Derby, K. M., & Clark, A. (2013). The effects of using augmentative and alternative communication to teach a preschool student with developmental delays to request assistance and attention. *I-manager's Journal on School Educational Technology*, 8(4), 16-21.
- Pfaff, E., McLaughlin, T. F., Neyman, J., & Everson, M. (2013). The effects of direct instruction flashcards with math racetrack with addition facts for an elementary school student with ADHD. *International Journal of Basic and Applied Science*, 2(1), 124-130. Retrieved from <http://www.insikapub.com/>
- Doll, C., McLaughlin, T. F., & Barretto, A. (2013). The token economy: A recent review and evaluation. *International Journal of Basic and Applied Science*, 2(1), 131-149. Retrieved from <http://www.insikapub.com/>
- Watanabe, M., McLaughlin, T. F., Weber, K. P., & Shank, L. (2013). The effects of using direct instruction to teach coin counting and giving change with a young adult: A case report. *International Journal of Basic and Applied Science*, 2(1), 150-159. Retrieved from <http://www.insikapub.com/>

- Delegato, C., McLaughlin, T. F., Derby, K. M., & Schuster, L. (2013). The effects of using handwriting without tears® and a handwriting racetrack to teach five preschool students with disabilities pre handwriting and handwriting. *Journal of Occupational Therapy, Schools, & Early Intervention*, 6, 255-268, DOI: [10.1080/19411243.2013.850962](https://doi.org/10.1080/19411243.2013.850962)
- Mangundayao, J., McLaughlin, T. F., Williams, R. L., & Toone, E. (2013). An evaluation of a direct instructions flashcard system on the acquisition and generalization of numerals, shapes, and colors for preschool-aged students with developmental delays. *Journal of Developmental and Physical Disabilities*, 26, 461-473.
- Griffin, C., McLaughlin, T. F., Neyman, J., & Higgins, S. (2013). The effects employing sign language and rewards to teach rote counting to 50 with a student with downs syndrome and intellectual disabilities. *International Journal of Basic and Applied Science*, 2(1), 48-55. Retrieved from <http://www.insikapub.com/>
- Aldahri, M., McLaughlin, T. F., Derby, K. M., Belcher, J., & Weber, K. P. (2013). An evaluation of the direct instruction model-lead-test procedure and rewards on rote counting, number recognition and rational counting with a preschool student with developmental delays. *International Journal of Basic and Applied Science*, 2(1), 98-109. Retrieved from <http://www.insikapub.com/>
- Hochstetler, E., McLaughlin, T. F., Derby, K. M., & Kinney, M. (2013). The effects of cover, copy, and compare to teach spelling to middle school students with learning disabilities. *Educational Research Quarterly*, 36(4), 25-48.
- Dundon, M., McLaughlin, T. F., Neyman, J., & Clark, A. (2013). The effects of a model, lead, and test procedure to teach correct requesting using two apps on an ipad with a 5-year-old student with autism spectrum disorder. *Educational Research International*, 2(3), 1-10. Retrieved from <http://www.erint.savap.org.pk/nextissue.html>
- Jones, M., Weber, K. P., & McLaughlin, T. F. (2013). Why did the student cross the road? Bridging the gap to align educational philosophy and practices. *International Journal of English and Education*, 2(3), 471-481. Retrieved from <http://www.ijee.org/>
- Munizi, A., & McLaughlin, T. F. (2013). The effects of an error drill procedure on the sight-word reading skills of an elementary student with severe behavior disorders. *International Journal of English and Education*, 2(3), 493-500. Retrieved from: <http://www.ijee.org/>

Poster Presentations

- Weber, K. P., Jones, M. N., & McLaughlin, T. F. (2014, May). *Educating students with ASD and ADHD in the inclusion classroom a research-based case study*. Poster presented at the 40th Annual Association for Applied Behavior Analysis International Conference, Chicago, IL.
- Steele, E., Aoyoma, M., Neyman, J., McLaughlin, T. F., & Hatch, K. (2014, April). *The differential effects of model-lead-test and a break card with hand-over-hand tracing on the handwriting for a high school student with autism*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- Bjordahl, M., Talboy, R., Neyman, J., McLaughlin, T. F., & Hoenike, R. (2014, April). *The effects of a direct instruction flashcard system for increasing performance of basic division facts for a middle school student with ADD/OHI*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.

- Volwiler, S., Greeney, C., Neyman, J., McLaughlin, T. F., & Stookey, S. (2014, April). *The effects of the Rewards® Program on the accurate decoding of multi-syllabic words by two fifteen-year-old high school students with learning disabilities*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- Conner-Boyle, S., Harvery, M., Neyman, J., McLaughlin, T. F., & Hoenike, R. (2014, April). *The effectiveness of the di flashcard procedure on multiplication facts with a 13-year-old middle school student with learning disabilities*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- Edwards, A., Finn, T., Neyman, J., & McLaughlin, T. F. (2014, April). *The effects of implementing model-lead-test in the home to assist a preschool student with basic rote counting*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- Rivera, G., McNulty, M., Neyman, J., McLaughlin, T. F., & Hatch, K. (2014). *The effects of direct instruction highlighting procedure on the reading comprehension of a ninth grade student with learning disabilities: A case report*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- Harris, M., Helling, J., Thompson, L., Neyman, J., McLaughlin, T. F., Hatch, K., & Jack, M. (2014, April). *The effects of a direct instruction flashcard system to teach two students with disabilities multiplication facts*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- Klee, I., Brasch, S., Neyman, J., McLaughlin, T. F., & Stookey, S. (2014, April). *The effect using the Rewards® Reading program on vowel sounds, word part, and prefix and suffix identification in multi-syllabic words: A case report*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- Lapke, M., Carnes, H., Neyman, J., McLaughlin, T. F., & Smith, B. (2014, April). *A token reward system to reduce talk-outs for a 21-year-old male with autism*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- LeBrun, C., Jones, S., Neyman, J., McLaughlin, T. F., & Schuler, H. (2014, April). *Effects of a modified direct instruction flashcard system on a 14 year-old-student with learning behavioral issues enrolled in a behavior intervention classroom*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- Lykken, A., Wakeman, J., Neyman, J., McLaughlin, T. F., & Zumwalt, K. (2014, April). *Effects of employing the text, SRA decoding strategies on the word recognition of a high school student with learning disabilities*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- Morgan, S., Heric, K., Neyman, J., McLaughlin, T. F., & Cole, M. (2014, April). *A comparison of di flashcards and go talk application on an iPad for a high school student with Cri-du-Chat Syndrome*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.

Shaw, K., McLaughlin, T. F., & Gould, C. (2013, May). *The effects of using a contingent rewards system to teach a first-grade student with autism to decrease off-task behaviors during non-preferred activities*. Poster presented at the 13th Association for Behavior International Conference, Minneapolis, MN.

Skarr, A., Membrey, M., & McLaughlin, T. F. (2013, June). *Using direct instruction procedures in classroom settings*. Paper presented at the Impact of Catholic Education in America: Past, Present, and Future, Portland, OR.

JENNIFER NEYMAN

Publications

Spaulding, S., McLaughlin, T. F., Neyman, J., & Mortensen, S. (2014). The effects of picture modeling for reducing the number of redirections when teaching 2-step directions for a preschool student with developmental delays: A brief report. *International Journal of English and Education*, 3, 648-655. Retrieved from: <http://www.ijee.org/>

Delong, L., McLaughlin, T. F., Neyman, J., & Wolf, M. (2013). The effects of direct instruction flashcard system and model, lead, and test on numeral identification for a nonverbal preschool girl with developmental delays. *Asia Pacific Journal of Multidisciplinary Research*, 1(1), 1-11. Retrieved from: <http://www.apjmr.com/archives/>

Mortensen, A., McLaughlin, T. F., Neyman, J., & Girshick, B. (2013). The effects of model, lead, and test with reward to teach a preschool student with a developmental and language delays to demonstrate an understanding of number quantity. *Asia Pacific Journal of Multidisciplinary Research*, 1(1), 12-18. Retrieved from <http://www.apjmr.com/archives/>

Albade, K., Altharwa, H., McLaughlin, T. F., Neyman, J., & Rinaldi, L. (2013). The differential and delayed effects of model-lead-test and tracing procedure with fading procedure to teach drawing of shapes for two preschool students with developmental delays. *Asia Pacific Journal of Multidisciplinary Research*, 1(1), 27-36. Retrieved from <http://www.apjmr.com/archives/>

Griffiths, J., McLaughlin, T. F., Donica, D., Neyman, J., & Robison, M. (2013). The differential effects of the use of handwriting without tears ® modified gray block paper to teach two preschool students with developmental delays capital letter writing skills. *i-manager's Journal on Educational Psychology*, 7(1), 13-22. Retrieved from <http://www.imanagerpublications.com/Archives.aspx>

Ward, M., McLaughlin, T. F., Neyman, J., & Clark, A. (2013). Use of an iPad application as functional communication for a five-year-old preschool student with autism spectrum disorder. *International Journal of English and Education*, 2(4), 231-238. Retrieved from <http://www.ijee.org/>

Fazzari, D., McLaughlin, T. F., Neyman, J., & Everson, M. (2013). The differential and delayed effects of cover, copy, compare on spelling second grade core multi-syllabic words for two elementary students with specific learning disabilities. *International Journal of English and Education*, 2(4), 307-316. Retrieved from <http://www.ijee.org/>

- Morgan, K., McLaughlin, T. F., Neyman, J., & Bolich, B. (2013). An evaluation of the effectiveness of repeated reading for two elementary students in a resource room. *International Journal of English and Education*, 2(4). 244-260. Retrieved from <http://www.ijee.org/>
- Kroll, L., McLaughlin, T. F., Neyman, J., Johnson, K., & Beiers, K. (2013). The effects of direct instruction on reading first grade high frequency sight words with a student with severe behavior disorders. *Educational Research International*, 2(3), 13-21. Retrieved from <http://www.erint.savap.org.pk/>
- Pfaff, E., McLaughlin, T. F., Neyman, J., & Everson, M. (2013). The effects of direct instruction flashcards with math racetrack with addition facts for an elementary school student with ADHD. *International Journal of Basic and Applied Science*, 2(1), 124-130. Retrieved from <http://www.insikapub.com/>
- Dundon, M., McLaughlin, T. F., Neyman, J., & Clark, A. (2013). The effects of a model, lead, and test procedure to teach correct requesting using two apps on an ipad with a 5-year-old student with autism spectrum disorder. *Educational Research International*, 2(3), 1-10. Retrieved from <http://www.erint.savap.org.pk/nextissue.html>

Poster Presentations

- Steele, E., Aoyoma, M., Neyman, J., McLaughlin, T. F., & Hatch, K. (2014, April). *The differential effects of model-lead-test and a break card with hand-over-hand tracing on the handwriting for a high school student with autism*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- Bjordahl, M., Talboy, R., Neyman, J., McLaughlin, T. F., & Hoenike, R. (2014, April). *The effects of a direct instruction flashcard system for increasing performance of basic division facts for a middle school student with ADD/OHI*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- Volwiler, S., Greeney, C., Neyman, J., McLaughlin, T. F., & Stookey, S. (2014, April). *The effects of the Rewards® Program on the accurate decoding of multi-syllabic words by two fifteen-year-old high school students with learning disabilities*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- Conner-Boyle, S., Harvery, M., Neyman, J., McLaughlin, T. F., & Hoenike, R. (2014, April). *The effectiveness of the di flashcard procedure on multiplication facts with a 13-year-old middle school student with learning disabilities*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- Edwards, A., Finn, T., Neyman, J., & McLaughlin, T. F. (2014, April). *The effects of implementing model-lead-test in the home to assist a preschool student with basic rote counting*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- Rivera, G., McNulty, M., Neyman, J., McLaughlin, T. F., & Hatch, K. (2014). *The effects of direct instruction highlighting procedure on the reading comprehension of a ninth grade student with learning disabilities: A case report*. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.
- Harris, M., Helling, J., Thompson, L., Neyman, J., McLaughlin, T. F., Hatch, K., & Jack, M. (2014, April). *The effects of a direct instruction flashcard system to teach two students with disabilities*

multiplication facts. Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.

Klee, I., Brasch, S., Neyman, J., McLaughlin, T. F., & Stookey, S. (2014, April). *The effect using the Rewards® Reading program on vowel sounds, word part, and prefix and suffix identification in multi-syllabic words: A case report.* Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.

Lapke, M., Carnes, H., Neyman, J., McLaughlin, T. F., & Smith, B. (2014, April). *A token reward system to reduce talk-outs for a 21-year-old male with autism.* Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.

LeBrun, C., Jones, S., Neyman, J., McLaughlin, T. F., & Schuler, H. (2014, April). *Effects of a modified direct instruction flashcard system on a 14 year-old-student with learning behavioral issues enrolled in a behavior intervention classroom.* Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.

Lykken, A., Wakeman, J., Neyman, J., McLaughlin, T. F., & Zumwalt, K. (2014, April). *Effects of employing the text, SRA decoding strategies on the word recognition of a high school student with learning disabilities.* Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.

Morgan, S., Heric, K., Neyman, J., McLaughlin, T. F., & Cole, M. (2014, April). *A comparison of direct instruction flashcards and go talk application on an iPad for a high school student with Cri-du-Chat Syndrome.* Poster presented at the 12th Annual Spokane Intercollegiate Conference, Spokane, WA.

KIMBERLY WEBER / TENURED

Publications

Aldahri, M., McLaughlin, T. F., Derby, K. M., Belcher, J., & Weber, K. P. (2013). An evaluation of the direct instruction model-lead-test procedure and rewards on rote counting, number recognition and rational counting with a preschool student with developmental delays. *International Journal of Basic and Applied Science*, 2(1), 98-109. Retrieved from <http://www.insikapub.com/>

Aldahri, M., Weber, K. P. & McLaughlin, T. F. (2013). Differential effects of direct instruction model, lead, test procedure with and without a reward on rote counting, number recognition, and rational counting with a young child. *International Journal of English and Education*, 2(3), 451-461. Retrieved from <http://www.ijee.org/>

Houglum, R., McLaughlin, T. F., Weber, K. P., Neyman, J., & Gould, C. (2013). The effectiveness of direct instruction flashcards with guided practice activities to instruct two elementary students diagnosed with autism spectrum disorder and delays in pre-academics and communication. *International Journal of Basic and Applied Science*, 2(1), 11-37. Retrieved from <http://www.insikapub.com/>

Jones, M., Weber, K. P., & McLaughlin, T. F. (2013). Why did the student cross the road? Bridging the gap to align educational philosophy and practices. *International Journal of English and Education*, 2, 471-481. Retrieved from <http://www.ijee.org/>

Jones, M., Weber, K. P. & McLaughlin, T. F. (2013). No teacher left behind: Educating students with ASD and ADHD in the inclusion classroom. *Journal of Special Education Apprenticeship*, 2(2), 1-22. Retrieved from <http://josea.info/index.php?page=archives>

Watanabe M., McLaughlin T. F., Weber, K. P., & Shank, L. (2013). The effects of using direct instruction to teach coin counting and giving change with a young adult: A case report. *International Journal of Basic and Applied Science*, 2(1), 1-10. Retrieved from <http://www.insikapub.com/>

Poster Presentations

Cagle, S., Barretto, A., & Weber, K. P. (2014, May). *The use of a treatment package to increase independent transfers between siblings with and without disabilities and the effect of the treatment package on initiation of adult interaction and aberrant Behavior*. Presented at the 40th Annual Convention for the Association for Behavior Analysis International, Chicago, IL.

Rozell, V., MacDonald, K., Barretto A., Doll, C & Weber, K. P. (2014, May). *The assessment of communication modalities during functional communication training*. Poster presented at the 40th Annual Convention for the Association for Behavior Analysis International, Chicago, IL.

Shaw, K. M., Barretto, A., & Weber, K. P. (2014, May). *Treatment and evaluation of tantrum behavior and vocal stereotypy in a first grader with Autism Spectrum Disorder*. Poster presented at the 40th Annual Convention for the Association for Behavior Analysis International, Chicago, IL.

Weber, K. P., Jones, M. N., & McLaughlin, T. F. (2014, May). *Educating students with ASD and ADHD in the inclusion classroom: A research-based case study*. Poster presented at the 40th Annual Convention for the Association for Behavior Analysis International, Chicago, IL.

S. ROGER PARK / TENURED

Publications Refereed

Park, S. R., Kim, M., & Choi, J. A. (2014). Building nation brand through celebrity athletes. Manuscript submitted to the *International Journal of Applied Sports Science*.

Park, S. R., Kim, M., & Choi, J. A. (2014). Redevelopment of country image scale questionnaire. *Net Journal of Social Science*, 2(2), 53-59.

Choi, J. A., Kim, M., & Park, S. R. (2013). Globalizing sport management curriculum: An analysis of benefits of a short-term study abroad program. *International Journal of Sport Management and Marketing*, 14(4), 23-38.

Park, S. R., Gavigan, J., & Brabazon, M. (2013). Recognizing a sport's name is different from being attracted to a sponsor. *Journal of Kinesiology & Wellness*. Retrieved from <http://wskw.org/publication/2013/recognizing-sponsor%E2%80%99s-name-different-being-attracted-sponsor>

Park, S. R., Choi, J. A., & Kim, M. (2013). Measuring the effectiveness of tweeted contents for local professional sports franchises. *Journal of Kinesiology & Wellness*. Retrieved from <http://wskw.org/publication/2013/measuring-effectiveness-tweeted-contents-local-professional-sports-franchises>

Publications Non- Refereed

Park, S. R. (2014). Chris Hansen wants Super Sonics back to Seattle. Submitted for publication in *Korea Sport Business Review*.

Park, S. R. (2012). The success of business operations: Case study of Spokane Shock. *Korea Sport Business Review*, 77, 4-17.

Presentations

Park, S. R. (2013, October). *The development of sports and cultural factors to measure country image of Korea*. Abstract presented at the Western Society for Kinesiology and Wellness Conference, Reno, NV.

Park, S. R., Henriquez, M., & Camacho, R. (2013, October). *Preliminary inquiry on sport sponsorship activation in Cali, Colombia*. Abstract presented at the 2013 Western Society for Kinesiology and Wellness Conference, Reno, NV.

HEIDI NORDSTROM

Presentations

Nordstrom, H., & Barnes, J. (2014, April). *Behind the stripes: An exploration of female football officials' experiences*. Poster presented at the AAHPERD National Convention and Expo, St. Louis, MO.

Publications

Nordstrom, H. (2013). Case Study: Seattle Sounders FC: Successful marketing of an MLS expansion team. In E. Schwarz, J. Hunter, & A. LaFleur, (Eds.), *Advanced Theory and Practice in Sport Marketing*. New York, NY: Routledge-Taylor & Francis Group.

DEPARTMENT OF TEACHER EDUCATION

ANNY CASE / TENURE TRACK

Submissions for Publication - Recent

Case, A. F. (2013). Beyond the language barrier: Opening spaces for ELL/Non-ELL interaction. Submitted for publication.

Presentations

Case, A. F., & Radmer, E. (2014, June). *Empowering teachers through scaffolding professional language*. Presented at the Northwest Association of Teacher Educators Conference, Pullman, Washington.

Case, A. F. (2014, February). *Getting beyond the language barrier: Facilitating ELL/non-ELL interaction*. Presented at the Spokane Regional ESL Conference, Spokane, Washington.

SUZANN GIRTZ / TENURE TRACK

Presentations

Girtz, S. (2014, March). *Invited contribution – Plenary session: State and local advocacy*. Presented at the AILACTE Annual Conference, Indianapolis, IN.

Girtz, S. & Lambert, K. (2014, March). *Using edTPA data across two universities to develop lines of inquiry for improvement and advocacy*. Presented at the AILACTE Annual Conference, Indianapolis, IN.

Girtz, S. & Gbenro, H. (2014, March). *Engaging all learners through the power of cooperative discourse*. Presented at the ASCD Annual Conference, Los Angeles, CA.

Non-Refereed Publications

Girtz, S. (2013). *What is the role and responsibility of educator preparation programs to foster and sustain effectiveness?* Critical question series, Curriculum in Context, Washington State ASCD. Retrieved from http://www.wsascd.org/index.php?option=com_content&view=article&id=55&Itemid=71

Girtz, S. (2013). *What is the role and responsibility of educator preparation programs to foster and sustain effectiveness?* ASCD Edge. Retrieved from <http://edge.ascd.org/What-is-the-role-and-responsibility-of-educator-preparation-programs-to-foster-and-sustain-effectiveness/blog/6509383/127586.html>

JENNY NELSON / TENURED

Submitted for Publication

Nelson, J. T. (2013). Integrating economic concepts into the elementary social studies curriculum. Manuscript submitted to *Social Studies Journal*.

Nelson, J. T. (2013). The pledge of allegiance vs the oath of allegiance. Why the difference? Manuscript submitted to *Social Studies Journal*.

Nelson, J. T., & Simmons, J. (2013). Music, power points and teacher tube. Manuscript submitted to *Social Studies Journal*.

DEBORAH NIEDING / TENURED

Presentations

Nieding, D., Shepard, J., & Reyes, R. (2014, June). *Crossing cultures: American perspectives on teaching graduate students in Zambia*. Presented at the International Conference on New Horizons in Education, Paris, France.

Award

Jeanne Foster Wardian Faculty Leadership Award (April 2014).

JOHN TRAYNOR / TENURED

Presentations

Traynor, J., Tully, D., & Lundberg, S. (2014, March). *School/university partnerships: Utilization of a saturation and co-teaching model of initial teacher training*. Paper presented at the annual meeting of the National Association for Professional Development Schools, Las Vegas, NV.

Traynor, J. (2014, March). *Early warning indicator system: Community partnerships*. Paper presented at the Early Warning Indicator Systems Convening, Puget Sound Educational Service District, Renton, WA.

Funded Grants, Contracts and Research

Traynor, J. Tully, D., Lundburg, S., Salina, C. (2013). *Collaborative Schools for Innovation and Success – A partnership project of Spokane Public Schools and Gonzaga and Whitworth Universities*. Office of Superintendent of Public Instruction (OSPI) and the Professional Educator Standards Board (PESB). Five Year Implementation Grant Awarded July 1, 2013 in the amount of \$2,491,153.