

SCHOOL OF EDUCATION FACULTY SCHOLARSHIP - 2014-2015

Publications, Presentations, Grants, and Awards**DEPARTMENT OF COUNSELOR EDUCATION****VINCENT C. ALFONSO****Refereed Journal Articles**

Floyd, R. G., Shands, E. I., Alfonso, V. C., Phillips, J., Autry, B. K., Mosteller, J. A., Skinner, M., & Irby, S. M. (2015). A systematic review and psychometric evaluation of adaptive behavior scales and recommendations for practice. *Journal of Applied School Psychology, 31*, 83-113.

Books, Chapters, Sections

Flanagan, D. P., Alfonso, V. C., & Dixon, S. (2014). Cross-battery assessment of executive functions. In S. Goldstein & J. Naglieri (Eds.), *Handbook of executive functioning* (pp. 379-409). New York: Springer. 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.

Presentations

Alfonso, V. C., & Flanagan, D. P. (2015, February). *WJ IV and WISC-V cross-battery assessments for intervention in SLD referrals*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

Hynes, C. V., Alfonso, V. C., & Flanagan, D. P. (2015, February). *CHC constructs measured by new and revised ability tests*. Poster presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

Flanagan, D. P., & Alfonso, V. C. (2015, February). *The SLD pattern of strengths and weaknesses and the WJ IV*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

Hynes, C. V., & Alfonso, V. C. (2014, August). *The Bronx project: A 16-year prevention and early intervention project*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.

Katsiotas, N., & Alfonso, V. C. (2014, August). *Is life satisfaction associated with access to social support for parents of children with special needs?* Poster session presented at the annual meeting of the American Psychological Association, Washington, DC.

Presentations at Regional and Local Conferences

Alfonso, V. C. (2015, May). *CHC theory, the cross-battery assessment method and software, SLD identification, and X-BASS*. Presentation given to the Ventura County Association of School Psychologists, Ventura County, CA.

Alfonso, V. C. (2015, March). *Learning disabilities: analyzing strengths and weaknesses and tailoring interventions*. Presentation given to the Chula Vista School District, Chula Vista, CA.

Alfonso, V. C. (2015, March). *Learning disabilities: Analyzing strengths and weaknesses*. Presentation given at the 2015 General & Special Education Conference, Seattle, WA.

Alfonso, V. C. (2015, March). *Learning disabilities: Tailoring interventions*. Presentation given at the 2015 General & Special Education Conference, Seattle, WA.

Alfonso, V. C. (2015, February). *CHC theory, the cross-battery assessment method and software, SLD identification, assessment of culturally and linguistically diverse individuals, and X-BASS*. Presentation given to the Capistrano Unified School District, San Juan Capistrano, CA.

Alfonso, V. C. (2014, October). *CHC theory, the cross-battery assessment method and software, SLD identification, and assessment of culturally and linguistically diverse individuals*. Presentation given at the annual meeting of the Ventura County Association of School Psychologists, Ventura County, CA.

Alfonso, V. C. (2014, October). *Utility of cross-battery assessment and pattern of strengths and weaknesses in SLD identification*. Presentation given at the annual meeting of the California Association of School Psychologists, San Diego, CA.

Alfonso, V. C. (2014, October). *The cross-battery approach: Overview and interpretation of results using the data management and interpretive assistant*. Presentation given at the annual meeting of the Oregon and Washington States Association of School Psychologists, Stevenson, WA.

Invited Lectures/Inservices/Presentations

Alfonso, V. C. (2014, October). *CHC theory, the cross-battery assessment method and software, SLD identification, and assessment of culturally and linguistically diverse individuals*. Presentation given to the Ventura County Association of School Psychologists, Camarillo, CA.

Honors Awards

Elected, Board of Educational Affairs, APA, January 2015

ELISABETH BENNETT / TENURED

Presentations

Backlund, R., Backlund, M., Llauro, A., & Bennett, E. (2015, March). *Get your clients in the groove: The use of dance as technique*. Presented at the American Counseling Association Annual Convention, Orlando, Florida.

Bennett, E., Bennett, W., Cataldi, J., Reidy, J., Roth, A., Howells, R., Poindexter, T., Vollrath, D., Davari, J., & Gill, G. (2015, March). *Neuroanatomy and psychopharmacology: Current medications, how they work, and the counselor's supportive role*. Presented at the Learning Institute, American Counseling Association Annual Convention, Orlando, Florida.

Bennett, E., Brown, M., Reidy, H., Roth, A., Rugo, K., Pedlar, S., Price, P., Perales, J., Llauro, A., Jeon, K., & Mak, T. (2015, March). *Grit, gratitude, and gumption: Developing "academic fitness."* Presented at the American Counseling Association Annual Convention, Orlando, Florida.

Bennett, E., Beal, A., Cataldi, J., Rugo, K., Graydon, M., & Perales, A. (2015, March). *Sexual dysfunction: Best practice application grounded in attachment theory*. Presented at the American Counseling Association Annual Convention, Orlando, Florida.

Bennett, E., Roth, A., Reidy, H., Rugo, K., Llauro, A., Ngo, K., Perales, J., & Willet, W. (2014, March). *Grit, gratitude, and gumption*. Presented at the Washington Counseling Association, Seattle, Washington.

Bennett, E., Roth, A., Cataldi, J., Reidy, H., Howells, R., Poindexter, T., Davari, J., Gill, G., & Litt, C. (2014, March). *Neurology and psychopharmacology: Current medications, how they work, and the counselor's supportive role*. Presented at the Washington Counseling Association Annual Convention, Seattle, Washington.

Bennett, E., Cataldi, J., Rugo, K., Baksis, C., Garn, P., Lopez, C., Perales, A., & Urann, S. (2014, March). *Working with adults from an attachment perspective*. Presented at the Washington Counseling Association Annual Convention, Seattle, Washington.

MICHELLE GHOSTON / TENURE TRACK

Presentations

Ghoston, M. (2015, May). *Broaching- a necessary skill!* Presented at the Canadian Counseling and Psychotherapy Association, Niagara Falls, Ontario, Canada.

Field, T., Ghoston, M., & Price, P. (2015, March). *Crisis intervention strategies for children and adolescents with autism spectrum disorders*. Presented at the American Counseling Association, Orlando, Florida.

Ghoston, M., Ghoston, L., & Napier, L. (2015, March) - *Can we do more in assessing potential violence?* Presented at the American Counseling Association, Orlando, Florida.

Shepard, J., Ghoston, M., Reyes, R., & Dos Ramos, P. (2015, February). *Crossing borders: Local and global perspectives on teaching cultural diversity*. Presented at the International Globalization, Diversity & Education Conference, Spokane, Washington.

Wissel, A., & Ghoston, M. (2014, November). *Supporting students with mental health needs in the classroom*. Presented at the Washington Counseling Association, Seattle, Washington.

Wissel, A., Ghoston, M., & Grundmanis, K. (2014, November). *What do you mean this is NOT a culturally diverse experience?* Presented at the Western Association for Counselor Education and Supervision, Anaheim, California.

Field, T., & Ghoston, M. (2014, November). *The impact of the affordable care act on counseling services: Surviving and thriving in an uncertain market*. Presented at the Western Association for Counselor Education and Supervision, Anaheim, California.

THOMAS TROTTER

Presentations

Trotter, T. (2015, February). *School counselor self-advocacy – The key to survival*. Presented to the Washington School Counselor Association Annual Conference, Seattle, WA.

Trotter, T. (2014, October). *School counselor self-advocacy – The key to survival*. Presented to the Idaho School Counselor Association Annual Conference, Coeur d'Alene, ID.

ADRIANA WISSEL / TENURE TRACK**Publications – Refereed**

Grundmanis, K., & Wissel, A. (2015). Solution-focused dreams: the Disney approach to school counseling. *VISTAS*. American Counseling Association.

Alfonso, V., Wissel, A., & Lorimer, L. (2014). [Review of the Developmental Test of Visual Perception, Third Edition]. *The twentieth mental measurements yearbook*.

Presentations

Wissel, A., Sotl, J., Spruill, K., Brown, J., & Spies, A. (2015, February). *Strategies to support students experiencing grief and loss*. Presented at the Washington School Counseling Association Annual Conference, Seattle, WA.

Wissel, A., Grundmanis, K., Ruddell, R., & Chamberlain, L. (2015, February). *Strategies to strengthen and promote a positive school climate*. Presented at the Washington School Counseling Association Annual Conference, Seattle, WA.

MARK YOUNG / TENURED**Presentations**

Young, M.A. (2015, January). *What do the best counselor educators do?* Presented at the Idaho Counseling Association Annual Conference, Pocatello, ID.

Young, M.A, Reilly, B., & Garn, P. (2015, January). *Live supervision: Reflecting in action. Live! Part I*. Presented at the Idaho Counseling Association Annual Conference, Pocatello, ID.

Young, M.A, Reilly, B., & Garn, P. (2015, January). *Live supervision: Reflecting in action. Live! Part II*. Presented at the Idaho Counseling Association Annual Conference, Pocatello, ID.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND ADMINISTRATION**CYNTHIA JOHNSON / TENURE TRACK****Presentations**

Girtz, S., & Johnson, C. (2015, June). *Shepherding new teachers between evaluation systems: From edTPA to TPEP*. WASA/AWSP Summer Conference, Spokane, Washington.

AL FEIN / TENURED**Publications**

Fein, A., & McCauley, C. (2014). International University-School Partnerships: A New Model. *Jesuit Higher Education: A Journal*. Manuscript accepted for publication.

Presentations

Fein, A., & Isaacson, N. (2015). *Echoes of Columbine: The emotion work of leadership in school shooting sites*. Presented at the 15th Annual Hawaii International Conference on Education, Honolulu, HI.

DAN MAHONEY / TENURED**Publications**

Mahoney, D. J., & O'Hare, D. G. (2015) *At the Head of the Bed: A Primer of Ethics for Nurse Anesthetists*. Manuscript submitted for publication.

Presentations

Mahoney, D.J. (2015, June). *Outcomes of ethics instruction for K-12 teachers and their students*. Presented at the Third Biennial Plato Conference, Seattle, WA.

Mahoney, D.J. (2015, February). *Ethics and educational leadership*. Presented at the 24th Annual Conference of the Association for Practical and Professional Ethics, Cost Mesa, CA.

Mahoney, D.J. (2015, February). *Outcomes of ethics education and educational leadership*. Presented at the 10th Annual Critical Questions in Education Conference, San Diego, CA.

Awards and Honors

2015 Winner, *Best Formal Paper on Pre-College Ethics Award*, by the Association for Practical and Professional Ethics and the Squire Family Foundation

ELAINE RADMER / TENURE TRACK**Presentations**

Darragh, J., & Radmer, E.M. (2015, April). *The impact of culturally responsive young adult literature when teaching common core literacy standards*. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Radmer, E.M., & Gotch, C.M. (2014, December). *What do teachers need to know about assessment?* Presented at the annual meeting of the Washington Educational Research Association, Seatac, WA.

Heid, M., Laurent, I.N., & Radmer, E.M. (2015, February). *Stories from the classroom*. In M. Pepper & R. Reyes (Chairs), *Autopsy of a classroom discussion: Did I say the right thing?* Alternative Session presented at the International Globalization, Diversity and Education Conference, Spokane, WA.

Radmer, E.M. (2015, February). *Teachable moments about privilege*. In C. Bucciferro (Chair), *Turning awkward classroom moments into positive learning experiences*. Roundtable conducted at the annual meeting of the Western States Communication Association, Spokane, WA.

CHUCK SALINA / TENURED**Publications****Books and Manuscripts Accepted**

Salina, C., Girtz, S., & Eppinga, J. (in press). *Bent, battered, but not broken: School leadership*. *ASCD Express*.

Salina, C., Girtz, S., & Eppinga, J. (in press). *Bent, battered, but not broken*. Lanham, MD: Rowman & Littlefield.

Salina, C., Girtz, S., & Eppinga, J. (in press). *Powerless to powerful: Leadership for school change*. Lanham, MD: Rowman & Littfield.

Journals

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).

Submissions

Salina, C., Girtz, S., & Eppinga, J. (2015). The resources for change are already in the building. Manuscript submitted for publication.

Girtz, S., & Salina, C. (2015). Raising graduation rates: Lessons learned. Manuscript submitted for publication.

JERRI SHEPARD / TENURED

Presentations

Shepard, J., & Reyes, R. (2015, February). *Local and global perspectives: Lessons learned from teaching Leadership in Zambia*. Presented at International Globalization, Diversity and Education Conference, Washington State University, Spokane, WA.

Shepard, J., Ghoston, M., Reyes, R., & Dos Ramos, P. (2015, February). *Crossing borders: Local and global perspectives on teaching cultural diversity*. Presented at the International Globalization, Diversity and Education Conference, Washington State University, Spokane, WA.

DEPARTMENT OF SPECIAL EDUCATION

K. MARK DERBY / TENURED

Publications

Seines, A., McLaughlin, T. F., Derby, K. M., Weber, K. P., & Gortsema, K. (in press). The effects of direct instruction flashcards on sight word skills of an elementary student with a specific learning disability. *International Journal of Advances in Scientific Research*.

Goodman, A., McLaughlin, T. F., Derby, K. M., & Everson, M. (2015). The effects of a modified cover, copy, compare on spelling and writing skills for students with specific learning disabilities. *Educational Research Quarterly*, 38(3), 3-31.

Manfred, A., McLaughlin, T. F., Derby, K. M., & Everson, M. (2015). The effects of a modified cover, copy, compare on spelling and writing skills for students with specific learning disabilities. *Educational Research Quarterly*, 38(3), 3-31.

Harvey, M. N., Conner-Boyle, S., McLaughlin, T. F., Derby, K. M., Weber, K. P., & Sanders, L. (2015). Employing copy, cover, compare to teach a middle school student with ADHD handwriting with appropriate form and spacing: A case report. *International Journal of Applied Research*, 1(4), 82-86. Retrieved from:
<http://www.allresearchjournal.com/vol1issue4/PartB/issue/vol1issue4.html>

- Mortensen, S., Derby, K. M., & McLaughlin, T. F. (2015). Teaching leisure skills to developmental disabled children and facilitating interaction with typically developing peers through playing hockey. *International Journal of Multidisciplinary Research and Development*, 2(1), 106-117. Retrieved from: <http://allsubjectjournal.com/vol2/issue1/PartB/issue1.html>
- Klee, I., McLaughlin, T. F., Derby, K. M., Weber, K. P., Donica, D., & Kalb, G. (2015). Using Handwriting Without Tears® and a modified copy, cover, compare through chaining to teach name writing to a preschooler with developmental delays to write his name. *International Journal of Applied Research*, 1(3), 59-65. Retrieved from: <http://www.allresearchjournal.com/vol1issue3/PartB/issue/vol1issue3.html>
- Theobald, C., McLaughlin, T. F., Derby, K. M., Weber, K. P., & Christensen, M. (2015). The effectiveness of a delayed model-lead-test and a break card on the rational counting ability for a preschool student with developmental delays. *International Journal of English and Education*, 4(2), 553-576. Retrieved from: http://www.ijee.org/current_issue
- Watson, T., McLaughlin, T. F., & Derby, K. M. (2014). Communication training for children with autism spectrum disorder in the community environment: A brief review. *International Journal of English and Education*, 3(4), 457-474. Retrieved from: http://www.ijee.org/current_issue
- Hillier, K. R., McLaughlin, T. F., Derby, K. M., & Scarborough, S. (2014). The effects of direct instruction flashcards and a color racetrack to see basic colors to three preschool students: A failure to replicate for two participants. *International Journal of English and Education*, 3(4), 387-397. Retrieved from: http://www.ijee.org/current_issue
- Hoot, K., McLaughlin, T. F., Derby, K. M., Dolliver, M., & Johnson, R. (2014). Using model, cover, copy, compare, a token economy program, and discrete trial match to sample training for teaching functional life skills for a 13-year-old middle school student with moderate disabilities. *Asia Pacific Journal of Multidisciplinary Research*, 2(4), 79-91. Retrieved from: <http://www.apjmr.com/archives/>
- Womschall, J., Weber, K., McLaughlin, T. F., Derby, M. K., & Waco, T. (2014). The effects of the model, lead, test error correction procedures with flashcards for teaching a student with learning disabilities first grade sight words. *International Journal of English and Education*, 3(3), 541-556. Retrieved from: http://www.ijee.org/current_issue
- Nelson, B., McLaughlin, T. F., & Derby, K. M. (2014). The effects of using direct instruction reading and model, lead and test with four young adults with developmental disabilities. *International Journal of English and Education*, 3(3), 579-590. Retrieved from: http://www.ijee.org/current_issue
- Bishop, L., McLaughlin, T. F., Derby, K. M., & Wuesthoff, K. (2014). Using direct instruction error correction and a match to sample procedure to teach three kindergarten students with developmental delays number identification. *International Journal of English and Education*, 3(4), 399-407. Retrieved from: http://www.ijee.org/current_issue

T. F. "TIM" MCLAUGHLIN / TENURED**Publications**

- Klee, I., Brasch, S., Neyman, J., McLaughlin, T. F., & Stookey, S. (in press). The effect using the rewards® reading program on vowel sounds, word part, and prefix and suffix identification in multi-syllabic words: A case report. *Educational Research Quarterly*.
- Barberio-Kitts, C., McLaughlin, T. F., Neyman, J., Worcester, L., & Cartmell, H. (2015). The effects of a modified cover, copy, compare on spelling third grade core words for a student with autism. *Global Journal of Human Social Sciences*, 14(2), 1-15. Retrieved from: http://globaljournals.us/index.php?option=com_content&view=article&id=89&Itemid=73
- Goodman, A., McLaughlin, T. F., Derby, K. M., & Everson, M. (in press). The effects of a modified cover, copy, compare on spelling and writing skills for students with specific learning disabilities. *Educational Research Quarterly*.
- Seines, A., McLaughlin, T. F., Derby, K. M., Weber, K. P., & Gortsema, K. (in press). The effects of direct instruction flashcards on sight word skills of an elementary student with a specific learning disability. *International Journal of Advances in Scientific Research*.
- Theobald, C., McLaughlin, T. F., Derby, K. M., Weber, K. P., & Christensen, M. (2015). The effectiveness of a delayed model-lead-test and a break card on the rational counting ability for a preschool student with developmental delays. *International Journal of English and Education*, 4(2), 553-576. Retrieved from: http://www.ijee.org/current_issue
- Manfred, A., McLaughlin, T. F., Derby, K. M., & Everson, M. (2015). The effects of a modified cover, copy, compare on spelling and writing skills for students with specific learning disabilities. *Educational Research Quarterly*, 38(3), 3-31. Retrieved from: <http://www.allresearchjournal.com/vol1issue4/PartB/issue/vol1issue4.html>
- Harvey, M. N., Conner-Boyle, S., McLaughlin, T. F., Derby, K. M., Weber, K. P., & Sanders, L. (2015). Employing copy, cover, compare to teach a middle school student with ADHD handwriting with appropriate form and spacing: A case report. *International Journal of Applied Research*, 1(4), 82-86. Retrieved from: <http://www.allresearchjournal.com/vol1issue4/PartB/issue/vol1issue4.html>
- Harris, M., Helling, J., Thompson, L., Neyman, J., McLaughlin, T. F., Hatch, K., & Jack, M. (2015). The effects of a direct instruction flashcard system to teach two students with disabilities multiplication facts. *International Journal of Applied Research*, 1(3), 59-65. Retrieved from: <http://www.allresearchjournal.com/vol1issue3/PartB/issue/vol1issue3.html>
- Brinegar, K., Armstrong, G., Neyman, J., McLaughlin, T. F., & Johnson, B. (2015). The effects of copy, cover, compare on spelling word for a high school student with intellectual disabilities. *International Journal of Multidisciplinary Research and Development*, 2(1), 106-117. Retrieved from: <http://allsubjectjournal.com/vol2/issue1/PartB/issue1.html>
- Klee, I., McLaughlin, T. F., Derby, K. M., Weber, K. P., Donica, D., & Kalb, G. (2015). Using Handwriting Without Tears® and a modified copy, cover, compare through chaining to teach name writing to a preschooler with developmental delays to write his name. *International Journal of Applied Research*, 1(3), 59-65. Retrieved from: <http://www.allresearchjournal.com/vol1issue3/PartB/issue/vol1issue3.html>

- Kane, C., McLaughlin, T. F., & Mortensen, S. (2015). The effects of DI flashcards with and without match to sample with edibles on number recognition using reduced set size and DI discrimination training: A case report. *International Journal of Multidisciplinary Research and Development*, 2(1), 208-215. Retrieved from: <http://allsubjectjournal.com/vol2/issue1/PartB/issue1.html>
- Mortensen, S., Derby, K. M., & McLaughlin, T. F. (2015). Teaching leisure skills to developmental disabled children and facilitating interaction with typically developing peers through playing hockey. *International Journal of Multidisciplinary Research and Development*, 2(1), 106-117. Retrieved from: <http://allsubjectjournal.com/vol2/issue1/PartB/issue1.html>
- Thompson-Olmstead, S., McLaughlin, T. F., Neyman, J., & Urlacher, S. (2015). The differential effects of see/say/write procedure combined with di flashcards on basic multiplication fact fluency and accuracy for a 10-year-old student with an intellectual disability and a 10-year-old student with autism. *International Journal of English and Education*, 4(1), 539-552. Retrieved from: http://www.ijee.org/current_issue
- LeBrun, C., Jones, S., Neyman, J., McLaughlin, T. F., & Schuler, H. (2014). The effects of a modified direct instruction flashcard system on a 14 year-old-student with learning behavioral issues enrolled in a behavior intervention classroom. *International Journal of Undergraduate Education and Creative Activities*, 6, Article 5, 1-9. Retrieved from: <http://commons.pacificu.edu/ijurca/>
- Hillier, K. R., McLaughlin, T. F., Derby, K. M., & Scarborough, S. (2014). The effects of direct instruction flashcards and a color racetrack to see basic colors to three preschool students: A failure to replicate for two participants. *International Journal of English and Education*, 3(4), 387-397. Retrieved from: http://www.ijee.org/current_issue
- Bishop, L., McLaughlin, T. F., Derby, K. M., & Wuesthoff, K. (2014). Using direct instruction error correction and a match to sample procedure to teach three kindergarten students with developmental delays number identification. *International Journal of English and Education*, 3(4), 399-407. Retrieved from: http://www.ijee.org/current_issue
- Kerby, A., & McLaughlin, T. F. (2014). The current state of differential reinforcement: A brief review and analysis. *International Journal of English and Education*, 3(4), 420-428. Retrieved from: http://www.ijee.org/current_issue
- Watson, T. A., McLaughlin, T. F., & Derby, K. M. (2014). Communication training for children with autism spectrum disorder in the community environment: A brief review. *International Journal of English and Education*, 3(4), 457-474. Retrieved from: http://www.ijee.org/current_issue
- Bjordahl, M., Talboy, R., Neyman, J., McLaughlin, T. F., & Hoenike, R. (2014). The effect of a direct instruction flashcard system for increasing performance of basic division facts for a middle school student with ADD/OHI. *i-manager's Journal on Educational Psychology*, 8(2), 11-17. Retrieved from: <http://www.imanagerpublications.com/Archives.aspx>
- Altharwa, H., Neyman, J., McLaughlin, T. F., & Johnson, G. (2014). An evaluation of the effectiveness of implementing a DI flashcard procedure to teach basic multiplication facts with an elementary private school student with learning disabilities. *International Journal of Innovation and Research in Educational Sciences*, 1(1), 24-27. Retrieved from: http://ijires.org/administrator/components/com_jresearch/files/publications/IJIRES_07_Final.pdf

- Troup, D., McLaughlin, T. F., Neyman, J., & Schuler, H. (2014). The use of online typing programs in combination with public posting with and without consequences to increase the typing fluency and accuracy for seven high school students with severe behavior disorders. *Journal of Education and Human Development*, 3(2), 181-201 .
- Hoot, K., McLaughlin, T. F., Derby, K. M., Dolliver, M., & Johnson, R. (2014). Using model, cover, copy, compare, a token economy program, and discrete trial match to sample training for teaching functional life skills for a 13-year-old middle school student with moderate disabilities. *Asia Pacific Journal of Multidisciplinary Research*, 2(4), 79-91. Retrieved from: <http://www.apjmr.com/archives/>
- Nelson, B., McLaughlin, T. F., & Derby, K. M. (2014). The effects of using direct instruction reading and model, lead and test with four young adults with developmental disabilities. *International Journal of English and Education*, 3(3), 579-590. Retrieved from: http://www.ijee.org/current_issue
- Womschall, J., Weber, K. P., McLaughlin, T. F., Derby, K. M., & Waco, T. (2014). The effects of the model, lead, test error correction with flashcards for teaching a student with learning disabilities first grade sight words. *International Journal of English and Education*, 3(3), 541-556.
- Lykken, A., Wakeman, J., Neyman, J., McLaughlin, T. F., & Zumwalt, K. (2014). Effects of employing the *SRA Decoding Strategies* text on the word recognition for a high school student with learning disabilities. *i-manager's Journal on Educational Psychology*, 7(4), 19-24. Retrieved from: <http://www.imanagerpublications.com/Archives.aspx>

Poster Presentations

- Heric, K., Morgan, S., Neyman, J., & McLaughlin, T. F. (2015, 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 National Conference on Undergraduate Research, Cheney, WA.
- Rivera, G., McNulty, M., Neyman, J., & McLaughlin, T. F. (2015, April). *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 National Conference on Undergraduate Research, Cheney, WA.
- Murphy, M., Corn, S., Neyman, J., & McLaughlin, T. F. (2015, April). *The effects of functional communication training using break cards for a 20-year-old student with autism spectrum disorder*. Poster presented at the National Conference on Undergraduate Research, Cheney, WA.

JENNIFER NEYMAN

Publications

- Klee, I., Brasch, S., Neyman, J., McLaughlin, T. F., & Stookey, S. (in press). The effect using the rewards® reading program on vowel sounds, word part, and prefix and suffix identification in multi-syllabic words: A case report. *Educational Research Quarterly*.
- Barberio-Kitts, C., McLaughlin, T. F., Neyman, J., Worcester, L., & Cartmell, H. (2015). The effects of a modified cover, copy, compare on spelling third grade core words for a student with autism. Accepted for publication in *Global Journal of Human Social Sciences*. 14(2), 1-15. Retrieved

- from: http://globaljournals.us/index.php?option=com_content&view=article&id=89&Itemid=73
- Harris, M., Helling, J., Thompson, L., Neyman, J., McLaughlin, T. F., Hatch, K., & Jack, M. (2015). The effects of a direct instruction flashcard system to teach two students with disabilities multiplication facts. *International Journal of Applied Research*, 1(3), 59-65. Retrieved from: <http://www.allresearchjournal.com/vol1issue3/PartB/issue/vol1issue3.html>
- Brinegar, K., Armstrong, G., Neyman, J., McLaughlin, T. F., & Johnson, B. (2015). The effects of copy, cover, compare on spelling word for a high school student with intellectual disabilities. *International Journal of Multidisciplinary Research and Development*, 2(1), 106-117. Retrieved from: <http://allsubjectjournal.com/vol2/issue1/PartB/issue1.html>
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- Worcester, L., McLaughlin, T. F., Neyman, J., & Blecher, J. (2015). Use of a functional behavior assessment to address tantrum behavior with a preschooler with developmental delays. *International Journal of English and Education*, 4(1), 522-538. Retrieved from: http://www.ijee.org/current_issue
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Poster Presentations

Heric, K., Morgan, S., Neyman, J., & McLaughlin, T. F. (2015, 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 National Conference on Undergraduate Research, Cheney, WA.

Rivera, G., McNulty, M., Neyman, J., & McLaughlin, T. F. (2015, April). *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 National Conference on Undergraduate Research, Cheney, WA.

Murphy, M., Corn, S., Neyman, J., & McLaughlin, T. F. (2015, April). *The effects of functional communication training using break cards for a 20-year-old student with autism spectrum disorder*. Poster presented at the National Conference on Undergraduate Research, Cheney, WA.

KIMBERLY WEBER / TENURED

Publications

Harvey, M. N., Conner-Boyle, S., McLaughlin, T. F., Derby, K. M., Weber, K. P., & Sanders, L. (2015). Employing copy, cover, compare to teach a middle school student with ADHD handwriting with appropriate form and spacing: A case report. *International Journal of Applied Research*, 1(4), 82-86.

Klee, I., McLaughlin, T. F., Derby, K. M., Weber, K. P., Donica, D., & Kalb, G. (2015). Using Handwriting Without Tears® and a modified copy, cover, compare through chaining to teach name writing to a preschooler with developmental delays to write his name. *International Journal of Applied Research*, 1(3), 59-65. Retrieved from: <http://www.allresearchjournal.com/vol1issue3/PartB/issue/vol1issue3.html>

Theobald, C., McLaughlin, T. F., Derby, K. M., Weber, K. P. & Christensen, M. (2015). The effectiveness of a delayed model-lead-test and a break card on the rational counting ability for a preschool student with developmental delays. *International Journal of English and Education*, 4(2), 553-576. Retrieved from: http://www.ijee.org/current_issue

Womschall, J., Weber, K. P., McLaughlin, T. F., Derby, K. M., & Waco, T. (2014). The effects of the model, lead, test error correction with flashcards for teaching a student with learning disabilities first grade sight words. *International Journal of English and Education*, 3(3), 541-556.

Presentations

Weber, K. P. & Thurber, M. R. (2015, Oct.) The developmental process in learning to draw and read utilizing neuroscience applying the "Draw to Read" and the "Neurodevelopmental Drawing Series" Programs. Submitted to the Young Child Expo & Conference, Spokane, WA.

SPORT AND PHYSICAL EDUCATION**BOE BURRUS, Ph.D.****Publications**

Moscicki, B., Burrus, B., & Paolone, V. (2015). Cycling with short crank arms at same oxygen consumption leads to increased power output. *Medicine and Science in Sports and Exercise* (under review).

Presentations

Burrus, B., Moscicki, B., Matthews, T., & Paolone, V. (2015, May). *The effect of acute L-carnitine and carbohydrate supplementation on exercise parameters*. Presented at the American College of Sports Medicine National Convention, San Diego, CA.

Burrus, B., Moscicki, B., Matthews, T., & Paolone, V. (2015, February). *The effect of acute L-carnitine and carbohydrate supplementation on exercise parameters*. Presented at the American College of Sports Medicine Northwest Conference, Bend, OR.

Farrell, K., Bruce, E., Stonecipher, L., & Burrus, B. (2015, March). *Wellness course influence on behaviors and attitudes of university students*. Presented at SHAPE America National Convention and Expo, Seattle, WA.

Burrus, B. (2014, March). *The use of metabolic carts in the educational setting*. Presented at the Human Anatomy & Physiology Society Regional Conference, Springfield, MA.

S. ROGER PARK / TENURED**Publications Refereed**

Park, S. R., & Choi, J. A. (2015). Innovative methodology to identify sport fan behavior in a newly emerging sport market: An ethnographic photo-journaling. Manuscript submitted for publication.

Park, S. R., Kim, M., & Choi, J. A. (2015). Building nation brand through celebrity athletes. Manuscript submitted for publication.

Kim, J., Park, S. R., Han, P., & Shin, J. (2014). A cross-cultural study of relationships among competing values leadership, team cohesion, intrinsic motivation, and team performance between South Korean and American intercollegiate athletes. *International Journal of Law, Education, Social and Sports Studies*, 1(1), 34-51.

Park, S. R. (2014). Approach of CHAID Decision Tree Model to Sport Market: A case study on an Arena Football League franchise. *International Journal of Law, Education, Social and Sports Studies*, 1(1), 8-14.

Publications Non- Refereed

Park, S. R. (2015). NCAA Reform. Manuscript submitted for publication.

Presentations

Park, S. R. (2014, October). *Approach of CHAID Decision Tree Model to Sport Market: A case study on an Arena Football League franchise*. Presented at the Western Society for Kinesiology and Wellness Conference, Reno, NV.

HEIDI NORDSTROM**Presentations**

Nordstrom, H. (2015, March). *Gendered experiences of female football officials*. Paper presented at the National Technology and Social Sciences Conference, Las Vegas, NV.

Nordstrom, H., & Warner, S. (2014, November). *Suited for stripes: Experience of female football officials*. Paper presented at the North America Society for the Sociology of Sport National Conference, Portland, OR.

DEPARTMENT OF TEACHER EDUCATION**ANNY CASE / TENURE TRACK****Publications - Recent**

Case, A.F. (2015) Beyond the language barrier: Opening spaces for ELL/Non-ELL interaction. *Research in the Teaching of English*, 49(4).

Presentations

Dawson, C., & Case, A.F. (2015, April). *Writing their way into teaching: How high-stakes teacher performance assessments invite an argument for competency*. Presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

JONAS COX / TENURED**Presentations**

Cox, J., (2015, October). *The children of incarcerated parents: Meeting their needs*. Paper presented at the Young Child Expo and Conference, Spokane, WA.

Cox, J., & Salina, C. (2015, June). *The forgotten theory: Why educational reform continues to fail*. Paper presented at the Annual Conference of The Northwest Association of Teacher Educators, Pullman, WA.

Cox, J., Nitta, K., & Salina, C. (2015, June). *Higher education: Changing roles in reform*. Paper presented at the Annual Conference of The Northwest Association of Teacher Educators, Pullman, WA.

SUZANN GIRTZ / TENURE TRACK**Publications**

Salina, C., Girtz, S., & Eppinga, J. (2015). The resources for change are already in the building. Manuscript submitted for publication.

Girtz, S., Salina, C., Eppinga, J., & Eidson, J. (2014). Language for leadership and learning. Manuscript submitted for publication.

Girtz, S., & Salina, C. (2014). Raising graduation rates: Lessons learned. Manuscript submitted for publication.

Girtz, S. (2014). Ignatian pedagogy and its alignment with the new teacher bar exam (edTPA) and action research frameworks. *Jesuit Higher Education*, 3(1), 75-80.

Salina, C., Girtz, S., Eppinga, J., Martinez, D., Blumer Kilian, D., Lozano, E., Shines, T. (2014). All hands on deck: A comprehensive, results-driven counseling model. *Professional School Counseling*, 17(1), 63-75. Retrieved from <http://schoolcounselor.metapress.com/content/0h02461q47764jr3/?p=732ba6bc4d9147dbb19dbb0dc4409ef5&pi=5>

Books

Salina, C., Girtz, S., & Eppinga, J. (in press). Bent, battered, but not broken: School leadership.

Salina, C., Girtz, S., & Eppinga, J. (in press). Bent, battered, but not broken: School systems change.

Presentations

Girtz, S. & Lambert, K. (2015). *Inquiry, advocacy, and partnership: The engagement of TPPs to address just practices connected to the edTPA*. Presented at the International Globalization, Diversity & Education Conference, Spokane, Washington.

Silliman, S., Boggan, T., Labay, V., DePalma, P., Girtz, S., & Ricco, G. (2015, January). *Initial evaluation of a living learning center for engineering and computer science*. Presented at the KEEN Winter Conference, Tempe, AZ.

DEBORAH NIEDING / TENURED

Grants

Supplemental Educational Support (SES) Grant 2014-2015, \$88,500.00

Award

Gonzaga University, Exemplary Faculty Award 2014-2015

JOHN TRAYNOR / TENURED

Presentations

Traynor, J.E., (2015, February). *Dr. John Traynor (Associate Professor of Teacher Education) and Gonzaga University: A parallel history with perspectives on K-12 education*. Paper presented to the Gonzaga in Florence Professional Seminar, Florence, Italy.