

UNL SCHOOL PSYCHOLOGY PROGRAM ACCOMPLISHMENTS 2015

Publications

Carlson, J. F., & **Gonzalez, S.** (2015). Using *Pruebas Publicadas en Español* to Enhance Test Selection. In K. F. Geisinger (Ed.), *Psychological Testing of Hispanics, Second Edition: Clinical and Intellectual Issues*. Washington, DC: American Psychological Association.

Garbacz, S. A., McDowall, P. S., Schaughency, E., Sheridan, S. M., & Welch, G. W. (2015). A multidimensional examination of parent involvement across child and parent characteristics. *The Elementary School Journal, 115*, 384–406.

Garbacz, S. A., Sheridan, S. M., Koziol, N., Kwon, K., & Holmes, S. R. (2015). Congruence in parent-teacher communication: Implications for the efficacy of CBC for students with behavioral concerns. *School Psychology Review, 44*, 150–168.

Garbacz, S. A., Swanger-Gagné, M. S., & Sheridan, S. M. (2015). The role of school–family partnership programs for promoting student SEL. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *The handbook of social and emotional learning* (pp. 244–260). New York, NY: Guilford.

Hofstadter-Duke, K. L., & Daly, E. J., III. (2015). Identifying controlling variables for math computation fluency through experimental analysis: The interaction of stimulus control and reinforcing consequences. *Behavior Modification, 39*, 342-364.

Holtz J., McCurdy, M., & Roehling, J. (in press). Examining core curricula in writing for Grades 3-5. *Research in the Schools*.

Hymel, S., & Swearer, S. M. (2015). Four decades of research on school bullying: An introduction. *American Psychologist, 70*, 293-299. <http://dx.doi.org/10.1037/a0038928>

Kim, E. M., & Sheridan, S. M. (2015). Foundational aspects of family-school connections: Definitions, conceptual frameworks, and research needs. In S. M. Sheridan & E. M. Kim (Eds.), *Research on family-school partnerships: An interdisciplinary examination of state of the science and critical needs, Vol 1*(pp. 1–14). New York, NY: Springer.

Kruger, A. M., Strong, W., Daly, E. J. III, O'Connor, M., Sommerhalder, M. S., Holtz, J., Weis, N., Kane, E. J., Hoff, N., & Heifner, A. (2016). Setting the stage for academic success through antecedent intervention. *Psychology in the Schools, 53*, 24-38. doi: 10.1002/pits.21886

McCurdy, M., **Holtz, J.**, & Roehling, J. (in press). In L.A. Theodore (Ed.), *Handbook of applied interventions for children and adolescents*. New York: Springer.

Palacios, R. (2015). Identity and social justice: My perspective. *School Psychology: From Science to Practice to Policy*, 8, 18-19.

Power, T. M., Watkins, M. W., Mautone, J. A., Walcott, C. M., *Coutts, M. J.*, & Sheridan, S. M. (2015). Examining the validity of the homework performance questionnaire: Multi-informant assessment in elementary and middle school. *School Psychology Quarterly*, 30, 260–275. doi:10.1037/spq0000081

Radliff, K. M., Wang, C., & Swearer, S.M. (2015, online). Bullying and peer victimization: An examination of cognitive and psychosocial constructs. *Journal of Interpersonal Violence*.

Sheridan, S. M., *Holmes, S. R.*, **Smith, T. E.**, & **Moen, A. L.** (2015). Complexities in field-based partnership research: Exemplars, challenges, and an agenda for the field. In S. M. Sheridan & E. M. Kim (Eds.), *Research on family-school partnerships: An interdisciplinary examination of state of the science and critical needs, Vol 3*. New York, NY: Springer.

Sheridan, S. M., & Kim, E. M. (Eds.). (2015). Research on family-school partnerships: An interdisciplinary examination of state of the science and critical needs (Vol. I: Foundational aspects of family–school partnerships). New York, NY: Springer.

Sheridan, S. M., & Kim, E. M. (Eds.). (2015). Research on family-school partnerships: An interdisciplinary examination of state of the science and critical needs (Vol. II: Processes and pathways of family–school partnerships). New York, NY: Springer.

Sheridan, S. M., & Kim, E. M. (Eds.). (2015). Research on family-school partnerships: An interdisciplinary examination of state of the science and critical needs (Vol. III: Contexts of family–school partnerships: Research, practice, and policy). New York, NY: Springer.

Swearer, S. M., & Hymel, S. (2015). Understanding the psychology of bullying: Moving toward a social-ecological diathesis-stress model. *American Psychologist*, 70, 344-353.
<http://dx.doi.org/10.1037/a0038929>

Swearer, S. M., **Schwartz, H.**, & **Garcia, A.** (2015). Play therapy for children involved in bullying. In N. B. Webb (Ed.). *Play therapy with children in crisis, 4th edition*. (pp. 259-276). New York: The Guilford Press.

Wang, C., Swearer, S., *Lembeck, P.*, *Collins, A.*, & *Berry, B.*, (2015). Teachers matter: An examination of student-teacher relationships, attitudes, and bullying behavior. *Journal of Applied School Psychology*, 31, 219-238. doi: 10.1080/15377903.2015.1056923

Werth, J. M., Nickerson, A. B., Aloe, A. M., & Swearer, S. M., (2015). Bullying victimization and the social and emotional maladjustment of bystanders: A propensity score analysis. *Journal of School Psychology, 15*, 295-308.

Young, N. D., & Daly, E. J. III (in press). An evaluation of prompting and reinforcement for training visual analysis skills. *Journal of Behavioral Education*.

Young, N. D., & Daly, E. J. III (in press). Effects of performance criteria during reading interventions on generalized oral reading fluency. *Behavioral Interventions*.

Current Grants

2015 – 2020 Co-Investigator: S. Sheridan. “Getting Ready 0–3 (GR03): Supporting the Development of Infants/Toddlers Through an Integrated Parent–Teacher Relationship-Based Approach.” U.S. Department of Health and Human Services, Administration for Children and Families. Grant total: \$2,498,510 for five years.

2015 – 2019 Principal Investigator: S. Sheridan. “School Psychology Specialization for Toddlers with Autism Spectrum Disorders.” U.S. Department of Education, Office of Special Education Programs. Grant Total: \$1,249,730 for five years.

2015 Co-Principal Investigator: S. Swearer. “From conflict to violence: Translational research to ensure safe homes, schools, and communities.” University of Nebraska – Lincoln Office of Research and Economic Development, Big Idea Seed Grant. Grant total: \$9,850.00.

2015 Principal Investigator: S. Swearer. “Bullying Research Network: An International Initiative.” College of Education and Human Sciences, University of Nebraska - Lincoln. Grant Total: \$26,550.

2012 – 2016 Principal Investigator: S. Sheridan. "Efficacy of the Getting Ready Intervention at Supporting Parental Engagement and Positive Outcomes for Preschool Children at Educational Risk." U.S. Department of Education, Institute of Educational Sciences. Grant Total: \$3,212,919 for four years.

2014 – 2016 Principal Investigator: S. Sheridan. “Conjoint Behavioral Consultation: A Cross-Systemic Intervention to Manage Overweight and Obesity in Early Childhood.” University of Nebraska – Nebraska Research Initiative. Grant Total: \$100,000 for two years.

2015 – 2016 Principal Investigator: S. Sheridan. “Enhancing Lives via Interdisciplinary Translational Science.” University of Nebraska – Office of Research and Economic Development, Big Ideas Grant. Grant Total: \$10,000 for one year.

- 2010 – 2015 Principal Investigator: S. Sheridan. "A Randomized Trial of Conjoint Behavioral Consultation (CBC) in Rural Educational Settings: Efficacy for Elementary Students with Disruptive Behavior." U.S. Department of Education, Institute of Educational Sciences. Grant Total: \$2,999,994 for four years.
- 2012 – 2015 Principal Investigator: S. Sheridan. "A Meta-Analysis of Parent Involvement Interventions and Family-School Partnerships' Effects on Student Outcomes." U.S. Department of Education, Institute of Educational Sciences. Grant Total: \$699,996 for two years.
- 2012 – 2015 Principal Investigator: S. Sheridan. "Nebraska Center for Research on Children, Youth, Families and Schools." University of Nebraska-Lincoln Program of Excellence. Grant Total: \$750,000 for three years (\$250,000 per year).
- 2014 – 2015 Co-Investigator: S. Sheridan. "Conjoint Behavioral Consultation: A Cross-Systemic Intervention to Manage Overweight and Obesity for Low Income Preschoolers." University of Nebraska – Biomedical Research Seed Grant. Grant Total: \$49,994 for one year.
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2015 Conference Presentations

American Educational Research Association

Sara Gonzalez

American Psychological Association (APA) Conference

Allen Garcia	Sara Gonzalez
Amanda Moen	Scott Fluke
Andrew White	Shannon Holmes
Erika Franta	Shir Palmon
Heather Schwartz	Sonya Bhatia
Jenna Strawhun	Tyler Smith
Mackenzie Sommerhalder	Zachary Myers
Samantha Angell	

Annual Pediatric Research Forum

Allison Heifner
Nicole Bricko

Association for Behavior Analysis International Convention

Alicia Kruger	Maureen O'Connor
Mackenzie Sommerhalder	Natalie Hoff
Mallory Johnsen	Whitney Strong

Childhood Obesity Conference

Allison Heifner
Nicole Bricko

Educational Neuroscience Conference

Amanda Moen
Andrew White
Henry Bass

Eleventh International Congress of Qualitative Inquiry

Andrew White

European Educational Research Conference

Sara Gonzalez

Midwest Symposium for Leadership in Behavior Disorders

Amber Olson
Ana Damme
Elisabeth Kane
Natalie Hoff
Scott Fluke
Shir Palmon

National Association of School Psychologists (NASP) Conference

Allen Garcia
Amanda Moen
Andrew White
Brandi Berry
Brooke Chapla
Catelyn Kenney
Erika Franta
Jenna Stawhun
Jill Holtz
Nicholas Asay
Sara Gonzalez
Shannon Holmes
Sonya Bhatia
Zachary Myers

Nebraska School Psychologists Association Conference

Amanda Moen
Andrew White
Henry Bass
Micheale Marcus
Rachel Meisinger
Sonya Bhatia
Tyler Smith

Rural Futures Conference

Amanda Moen
Samantha Angell
Sonya Bhatia
Tyler Smith

Society for Nutrition Education and Behavior Conference

Andrew White

Society for Research on Child Development

Sara Gonzalez
Paige Lembeck

University of Nebraska-Lincoln's Educational Neuroscience Conference
Nicholas Asay

University of Nebraska-Lincoln Spring Graduate Research Fair
Andrew White

Awards/Recognition

Raul Palacios
2015 SASP Diversity Scholarship, Incoming Student Award

Dissertations/EdS Projects Proposed

Tyler Smith
Heather Schwartz
Nicholas Asay

Dissertations/EdS Projects Defended

Michael Coutts
Maureen O'Connor
Mallory Johnsen
Jon Sikorski

SASP Leadership Team

President: Sonya Bhatia
Vice President: Tyler Smith
Past President: Jill Holtz
Treasurer: Alicia Kruger
APGAS Representative: Mackenzie
Sommerhalder

NSPA Representative: Andrew White
NASP Representative: Elisabeth Kane
Communications Coordinator: Natalie Hoff
Social Coordinator: Nicole Bricko
First Year Representative: Micheale Marcus

**CONGRATULATIONS TO ALL
ON ANOTHER GREAT YEAR!**