

Faculty Accomplishments—2014-2015

Publications

- Addison, W. E., Stowell, J. R., & Reab, M. D.** (in press). Attributes of introductory psychology and statistics teachers: Findings from RateMyProfessors.com. *Scholarship of Teaching and Learning in Psychology*.
- Ahmed, F. S., & Miller, L. S.** (2014). Adequate proverb interpretation is associated with performance on the Independent Living Scales. *Aging, Neuropsychology and Cognition, 22*(3), 376-387.
- Rossetti, M. A., Piryatinsky, I., **Ahmed, F. S.**, Klinge, P.M., Relkin, N.R., Salloway, S., Ravdin, L.D., Brenner, E., Malloy, P.F., Levin, B.E., Broggi, M., Gavett, R., Maniscalco, J.S., & Katzen, H. (in press). Two novel psychomotor tasks in idiopathic normal pressure hydrocephalus. *Journal of the International Neuropsychological Society*.
- Canivez, G. L.,** Watkins, M. W., James, T., James, K., & Good, R. (2014). Incremental validity of WISC-IV^{UK} factor index scores with a referred Irish sample: Predicting performance on the WIAT-II^{UK}. *British Journal of Educational Psychology, 84*, 667-684.
- Pendergast, L. L., Watkins, M. W., & **Canivez, G. L.** (2014). Structural and convergent validity of the Homework Performance Questionnaire. *Educational Psychology, 34*, 291-304.
- Canivez, G. L.,** & Watkins, M. W. (in press). Review of the Wechsler Intelligence Scale for Children-Fifth Edition: Critique, commentary, and independent analyses. In A. S. Kaufman, S. E. Raiford, & D. L. Coalson (Authors), *Intelligent testing with the WISC-V*. Hoboken, NJ: Wiley.
- Canivez, G. L.** (in press). Bifactor modeling in construct validation of multifaceted tests: Implications for understanding multidimensional constructs and test interpretation. In K. Schweizer & C. DiStefano (Eds.), *Principles and methods of test construction: Standards and recent advancements*. Göttingen, Germany: Hogrefe.
- Canivez, G. L.** (2014). Review of the Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The nineteenth mental measurements yearbook* (pp. 732-737). Lincoln, NE: Buros Center for Testing.
- Canivez, G. L.** (2014). Review of the Assessment of Multiple Intelligences. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The nineteenth mental measurements yearbook* (pp. 19-23). Lincoln, NE: Buros Center for Testing.
- Dandotkar, S.,** Magliano, J. P., & Britt, M. A. (in press). The Effect of logical relatedness and semantic overlap on argument evaluation. *Discourse Processes*.
- Floress, M. T., & Jenkins, L. N.** (2015, April). A preliminary investigation of kindergarten teachers' use of praise in general education. *Preventing School Failure: Alternative Education for Children and Youth, 59*, 253-262.
- Floress, M. T.,** Rock, A., & **HaileMariam, A.** (in press). The caterpillar game: A classroom management system. *Psychology in the Schools*, special issue ABA in the schools.
- Mace, J. H., Bernas, R. S.,** & Clevinger, A. M. (2015). Individual differences in recognizing involuntary autobiographical memories: Impact on the reporting of abstract cues. *Memory, 23*, 445-452.
- Mace, J. H.** (2014). Involuntary memory chains: Implications for autobiographical memory organization. *Frontiers in Psychiatry, 5*, 183.
- Mace, J. H.** (Ed.) (in press). *The organization and structure of autobiographical memory*. Oxford University Press.
- Demaray, M. K., Summers, K. H., **Jenkins, L. N.,** & Becker, L. (in press). The Bully Participant Behavior Questionnaire (BPBQ): Establishing a reliable and valid measure. *Journal of School Violence*.
- Jenkins, L. N.,** & Demaray, M. K. (in press). Teachers' judgments of the academic achievement of children with and without characteristics of inattention, impulsivity, and hyperactivity. *Contemporary School Psychology*.
- Jenkins, L. N.,** Demaray, M. K., Fredrick, S. S., & Summers, K. H. (in press). Associations among middle school students' bullying roles and social skills. *Journal of School Violence*.
- Jenkins, L. N.,** & Demaray, M. K. (2015). Indirect effects in the peer victimization-academic achievement relation: The role of academic self-concept and gender. *Psychology in the Schools, 52*, 235-247.
- Jenkins, L. N.,** & Demaray, M. K. (2015). An investigation of relations between academic enablers and reading outcomes. *Psychology in the Schools, 52*, 379-389.
- Jenkins, L. N., Floress, M. T.,** & Reinke, W. (2015). Rates and types of teacher praise: A review and future directions. *Psychology in the Schools, 52*, 463-476.
- Ganczarek, J., Ruggieri, V., **Nardi, D.,** & Olivetti-Belardinelli, M. (2014). Interaction of perception and imagination in pictorial space experience. In A. Scarinzi (Ed.), *Embodied Aesthetics: Proceedings of the 1st International Conference on Aesthetics and the Embodied Mind, 26th-28th August 2013* (pp. 38-58). Leiden, Netherlands: Brill Academic Publishers.

Publications (continued)

- Holmes, C. A., **Nardi, D.**, Newcombe, N. S., & Weisberg, S. M. (2015). Children's use of slope to guide navigation: Sex differences relate to spontaneous slope perception. *Spatial Cognition & Computation*, *15*, 170-185.
- Nardi, D.**, Holmes, C. A., Newcombe, N. S., & Weisberg, S. M. (2015). Sex differences and errors in the use of terrain slope for reorientation. *Cognitive Processing*, *16*, 323-326.
- Ganczarek, J., Ruggieri, V., **Nardi, D.**, & Olivetti-Belardinelli, M. (2015). Intersection of reality and fiction in art perception: Pictorial space, body sway and mental imagery. *Cognitive Processing*, *16*, 233-236.
- Stowell, J. R.** (2015). Online open-book testing in face-to-face classes. *Scholarship of Teaching and Learning in Psychology*, *1*(1), 7-13.
- Stowell, J. R.** (2015). Use of clickers vs. mobile devices for classroom polling. *Computers & Education*, *82*, 329-334.
- Stowell, J. R.** (in press). Immune responses to stress. In A.E. Wenzel (Ed.). *The SAGE Encyclopedia of Abnormal and Clinical Psychology*. New York: Oxford University Press.
- Stowell, J. R.** (2015). Biopsychology advising. In J.G. Irons & R.L. Miller (Eds.). *Academic advising: A handbook for advisors and students (Vol 2): A guide to the sub-disciplines*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/academic-advising-2015-vol2>
- Stowell, J. R.**, Tanner, J., & Tomasino, E. (2015). Harnessing mobile technology for student assessment. In Z. Yan (Ed.), *Encyclopedia of Mobile Phone Behavior* (pp. 479-489). Hershey, PA: Information Science Reference.
- Stowell, J. R.** (2015). *Classroom polling and peer instruction*. Noba Blog at: <http://nobaproject.com/blog/2015-05-19-classroom-polling-and-peer-instruction>.
- Altman, W. S., Stein, L., & **Stowell, J. R.** (2015). *Essays from e-xcellence in teaching (Vol. 14)*. Published on the Society for the Teaching of Psychology Web site: <http://teachpsych.org/ebooks/eit2014/index.php>

Manuscripts Submitted for Publication

- Canivez, G. L.** (2015). Review of the Woodcock–Johnson IV. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook*. Lincoln, NE: Buros Center for Testing.
- Canivez, G. L.** (2015). Review of the Connor's Kiddie Continuous Performance Test–Second Edition. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twentieth mental measurements yearbook*. Lincoln, NE: Buros Center for Testing.
- Canivez, G. L.**, Watkins, M. W., & Dombrowski, S. C. (2015). Structural validity of the Wechsler Intelligence Scale for Children–Fifth Edition: Confirmatory factor analyses with the 16 Primary and Secondary subtests. Manuscript submitted for editorial review. Product of 2015 EIU CFR Summer Research Grant.
- Canivez, G. L.**, Dombrowski, S. C., & Watkins, M. W. (2015). Factor structure of the WISC–V for four standardization age groups: Exploratory and hierarchical factor analyses with the 16 Primary and Secondary subtests. Manuscript submitted for editorial review.
- Dombrowski, S. C., **Canivez, G. L.**, Watkins, M. W., & Beaujean, A. (2015). Exploratory bifactor analysis of the Wechsler Intelligence Scale for Children–Fifth Edition with the 16 primary and secondary subtests. Manuscript submitted for editorial review.
- Canivez, G. L.**, Watkins, M. W., & Dombrowski, S. C. (2015). Factor structure of the Wechsler Intelligence Scale for Children–Fifth Edition: Exploratory factor analyses with the 16 primary and secondary subtests. Revised manuscript submitted for editorial review.
- Canivez, G. L.**, & McGill, R. J. (2015). Factor structure of the Differential Ability Scales–Second Edition: Exploratory and hierarchical factor analyses with the core subtests. Manuscript submitted for editorial review.
- Floress, M. T.**, **Jenkins, L. N.**, Reinke, W. & *Baji, L. (2015). Direct behavioral classroom observations: Behavior-specific praise and classroom-wide behavior. *Manuscript submitted for publication*.
- Floress, M. T.**, *Beschta, S., *Meyer, K., & Reinke, W. (2015). Praise research trends: Characteristics and teacher training. *Manuscript submitted for publication*.
- Floress, M. T.**, *Dandurand, M., & **Bernas, R.** (2015). Examining the relationship between nightmares and anxiety in a kindergarten-aged sample. *Manuscript submitted for publication*.
- *Bounds, C., & **Jenkins, L. N.** (2015). Teacher-directed violence in relation to social support and work stress. *Manuscript submitted for publication*.
- Brown, C., Demaray, M. K., Tennant, J., & **Jenkins, L. N.** (2015). Cyber Victimization in High School: Measurement, overlap with face-to-face victimization, and associations with social emotional outcomes. *Manuscript submitted for publication*.
- Jenkins, L. N.**, *Baji, L., & *Suchy, C. M. (2015). Social and emotional characteristics of victimized defenders. *Manuscript submitted for publication*.
- Jenkins, L. N.**, Demaray, M. K., & Tennant, J. (2015). Social skills, emotional difficulties, and executive functioning: Predictors of bullying role behaviors among middle school students. *Manuscript submitted for publication*.
- *EIU student co-author

Manuscripts Submitted for Publication (continued)

- Jenkins, L. N., Mulvey, N., & Floress, M. T.** (2015). Social and language skills related to bullying roles in early childhood: A review of the literature. *Manuscript submitted for publication.*
- Jenkins, L. N., & Nickerson, A. B.** (2015). Bullying participant roles and gender as predictors of bystander intervention. *Manuscript submitted for publication.*
- Jenkins, L. N., & Taylor, K.** (2015). Individual characteristics of defenders and outsiders of bullying: Gender and grade comparisons. *Manuscript submitted for publication.*
- Secord, S. M., Demaray, M. K., & **Jenkins, L. N.** (2015). Multidimensional perfectionism and internalizing distress: Teacher and classmate social support as a buffer. *Manuscript submitted for publication.*
- Mace, J. H. & Hall, A. J.** (2015). Demonstrating conceptual clustering with voluntary recall tasks: More evidence for the conceptual organization view. *Manuscript submitted for publication.*
- *EIU student co-author

Peer Reviewed Presentations

- Canivez, G. L., Dombrowski, S. C., & Watkins, M. W.** (2015, August). *Hierarchical exploratory factor analyses of the WISC-V in four standardization sample age groups.* Paper presented at the 2015 Annual Convention of the American Psychological Association, Toronto, ON, CA.
- Canivez, G. L., Nelson, J. M., & Watkins, M. W.** (2015, August). *Structural and incremental validity of the WAIS-IV with a clinical sample.* Paper presented at the 2015 Annual Convention of the American Psychological Association, Toronto, ON, CA.
- Pendergast, L. L., **Canivez, G. L., & McDermott, P. A.** (2015, August). *Invariance of the Adjustment Scales for Adolescents among American Indian students: A MIMIC modeling approach.* Paper presented at the 2015 Annual Convention of the American Psychological Association, Toronto, ON, CA.
- Canivez, G. L., & Yang, C.-C.** (2015, June). *Writing for publications.* Panel discussion (Pei-Fang Wu: Facilitator) presented at the 2015 Annual International Convention of the Chinese American Educational Research and Development Association, Taichung, Taiwan.
- Canivez, G. L., & Watkins, M. W.** (2015, May). *WISC-V factor structure: Hierarchical EFA with the total standardization sample.* Paper presented at the 2015 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Canivez, G. L., & McDermott, P. A.** (2015, May). *LBS factor structure revisited: Bifactor analyses with the standardization sample.* Paper presented at the 2015 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Canivez, G. L., & Naglieri, J. A.** (2015, February). *Exploratory and exploratory bifactor analyses of the CAS2 standardization sample.* Paper presented at the 2015 Annual Convention of the National Association of School Psychologists, Orlando, FL.
- Canivez, G. L., Watkins, M. W., James, T., James, K. & Good, R.** (2015, February). *Wechsler versus CHC models in structural validity of the WISC-IV^{JK}.* Paper presented at the 2015 Annual Convention of the National Association of School Psychologists, Orlando, FL.
- Canivez, G. L.** (2015, February). *WISC-V validity analyses and results not provided in the technical manual: And now . . . the rest of the story.* Paper presented at the 2015 Annual Convention of the Illinois School Psychologists Association, Springfield, IL.
- *Meyer, K., *Beschta, S., & **Floress, M. T.** (2015, February). *A review of the literature: Examining praise characteristics and training methods.* Paper presented at the 2015 Illinois School Psychology Association Convention. Springfield, IL.
- *Vanderwyst, A., *Saintyl, S., *Baji, L., *Yaeger, J., *Beschta, S., **Floress, M. T., & Jenkins, L. N.** (2015, February). *Teachers' frequency of praise: Examining perceptions of praise and classroom management styles.* Poster presented at the annual convention of Illinois School Psychologists Association, Springfield, IL.
- *Baji, L., *Yaeger, J., *Beschta, S., *Vanderwyst, A., *Saintyl, S., **Floress, M. T., & Jenkins, L. N.** (2015, February). *Direct behavioral classroom observations: Teachers' behavior specific praise and student disruptive behavior.* Poster presented at the annual convention of Illinois School Psychologists Association, Springfield, IL.
- Dufrene, B. A., **Floress, M. T.,** Labrot, Z.C., Taber, T., & Duhon, G. (2015, February). *Contemporary school-based praise research.* Symposium presented at the 2015 Annual Convention of the National Association of School Psychologists. Orlando, FL.
- *Shuemaker, J. & **Floress, M. T.** (2015, February). *Parent knowledge of child's level of play: Implications for early childhood and preschool assessment.* Poster presented at the 2015 Annual Convention of the National Association of School Psychologists. Orlando, FL.
- *Schaub, R. & **Floress, M. T.** (2015, February). *The impact of an individualized social skills intervention for a child with high functioning autism.* Poster presented at the 2015 Annual Convention of the National Association of School Psychologists. Orlando, FL.
- *Menolascino, N., *Rusk, K., *Eldridge, M., & **Jenkins, L. N.** (2015, February). *Cyberbullying and suicidal ideation.* Poster presented at the annual convention of Illinois School Psychologists Association, Springfield, IL.

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Peer Reviewed Presentations (Continued)

- *Taylor, K., & **Jenkins, L. N.** (2015, February). *Standing by versus bystanding: Characteristics of defenders and outsiders in bullying episodes*. Poster presented at the annual convention of Illinois School Psychologists Association, Springfield, IL.
- *Bounds, C., & **Jenkins, L. N.** (2015, February). *Coping with teacher-directed violence: The Role of social support*. Poster presented at the annual convention of Illinois School Psychologists Association, Springfield, IL.
- *Baji, L., *Suchy, C., & **Jenkins, L. N.** (2015, February). *Social and emotional characteristics of victimized defenders*. Poster presented at the annual convention of Illinois School Psychologists Association, Springfield, IL.
- *Charles, K., & **Jenkins, L. N.** (2015, February). *A review of evidence-based math problem solving teaching strategies*. Poster presented at the annual convention of Illinois School Psychologists Association, Springfield, IL.
- Mace, J. H.** & *McQueen, M. (2015, June). *Involuntary memories during voluntary recall: Are they functional or a distraction?* Presented at the Conference of Society for Applied Research in Memory and Cognition (SARMAC), Victoria, BC, Canada.
- Mace, J. H.** (2015, June). *Diary studies of involuntary autobiographical memories: Do different diary methods lead to the same outcomes?* Presented at the Conference of Society for Applied Research in Memory and Cognition (SARMAC), Victoria, BC, Canada.
- Stowell, J. R.** (2015, February). *Difficult to teach topics in biological psychology*. Presentation given at the 22nd Annual Midwest Institute for Students and Teachers of Psychology, Glen Ellyn, IL.

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Invited Presentations & Workshops

- Canivez, G. L.** (2015, August). *Ethics and Test Interpretation: Measurement Matters*. Continuing education workshop presented at the 2015 Annual Convention of the American Psychological Association, Toronto, ON, CA.
- Canivez, G. L.** (2015, June). *The Importance of Measurement in Psychological Training and Practice*. Invited Workshop presented in cooperation with the National Taiwan Normal University Department of Special Education and the Department of Education of New Taipei City, Taipei, Taiwan.
- Canivez, G. L.** (2015, June). *Ethics and Test Interpretation: Measurement Matters*. Continuing education workshop presented at the 2015 Annual International Convention of the Chinese American Educational Research and Development Association, Taichung, Taiwan.
- Canivez, G. L.** (2015, June). *The Importance of Science in Educational Practices*. Keynote address presented at the 2015 Annual International Convention of the Chinese American Educational Research and Development Association, Taichung, Taiwan.

Undergraduate Sponsored Research/Awards

- Nardi, D.** (Faculty Sponsor). *Farris, A. M., & *Sven, M. T. (2015, April). *Perception of Space in Computer Images*. 34th Annual Mid-America Undergraduate Psychology Research Conference, Franklin, IN.
- Nardi, D.** (Faculty Sponsor). *Johnston, J.R. (2015, April). *Testing the Action-Specific Hypothesis Against Slope and Auditory Cues: Which Cue Will Prove to be More Salient During Reorientation?* 34th Annual Mid-America Undergraduate Psychology Research Conference, Franklin, IN.
- Hanft, M.** (Faculty Sponsor). *Bleeker, R. & *Dunski, M. (2015, April). *Comorbid Conditions and Autism Spectrum Disorder: Addressing the Extra Pieces of the Puzzle*. Paper presented at the 34th Annual Mid-America Undergraduate Psychology Research Conference, Franklin, IN.
- *Suchy, C. M., *Tomasino, E. K., & **Jenkins, L. N.** (2015). *Types of defending behaviors among late elementary and middle school students*. *Proceedings of the National Conference on Undergraduate Research (NCUR) 2014*, University of Kentucky, Lexington, KY.

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Extramural Grants (Funded)

Floress, M. T., *Research Grant*, Society for the Study of School Psychology.

Intramural Grants (Funded)

Ahmed, R. S., & Gurevich, N., *Faculty Development Partnership Grant*
 Canivez, G. L., *2015 Summer Research Award*, Eastern Illinois University Council on Faculty Research
 Floress, M. T., *Professional Development Grant*, Eastern Illinois University
 Floress, M. T., *Early Research Support Grant*, College of Sciences, Eastern Illinois University
 Jenkins, L. N., *2015 Summer Research Award*, Eastern Illinois University Council on Faculty Research
 Jenkins, L. N., & Mulvery, N., *Eastern Illinois University College of Science Seed Grant*

Journal Reviewing/Editing

Canivez, G. L., *ASSOCIATE EDITOR*, *Archives of Scientific Psychology*, American Psychological Association
 Canivez, G. L., *ASSOCIATE EDITOR*, *Psychological Assessment*, American Psychological Association
 Canivez, G. L., *CONSULTING EDITOR*, *Psychological Assessment*, American Psychological Association
 Canivez, G. L., *CONSULTING EDITOR*, *School Psychology Quarterly*, American Psychological Association
 Canivez, G. L., *CONSULTING EDITOR*, *Journal of Psychoeducational Assessment*
 Floress, M. T., *Guest REVIEWER*, *Psychology in the Schools*, *Special Issue: ABA in the Schools*
 Jenkins, L. N., *CONSULTING EDITOR*, Editorial Board member, *Journal of School Psychology*
 Mace, J. H., *Ad-Hoc REVIEWER*, *Applied Cognitive Psychology*
 Mace, J. H., *Ad-Hoc REVIEWER*, *Memory*
 Mace, J. H., *Ad-Hoc REVIEWER*, *Memory & Cognition*
 Mace, J. H., *Ad-Hoc REVIEWER*, *Journal of Experimental Psychology: Learning, Memory, and Cognition*
 Nardi, D., *Advisory EDITOR*, *Cognitive Processing*
 Nardi, D., *Ad-Hoc REVIEWER*, *Journal of Experimental Psychology: Learning, Memory, and Cognition*
 Stowell, J. R., *REVIEWER*, *Teaching of Psychology*, American Psychological Association Division 2
 Stowell, J. R., *CONSULTING EDITOR*, *Teaching of Psychology*, American Psychological Association Division 2

Conference Reviewing

Canivez, G. L., *REVIEWER*, 2016 National Association of School Psychologists Annual Convention Presentations, July 2015
 Canivez, G. L., *REVIEWER*, 2015 American Psychological Association Annual Convention Presentations for the Division (5) of Evaluation, Measurement, and Statistics, December 2014-January 2015
 Nardi, D. *REVIEWER*, 6th International Conference on Spatial Cognition: Space and Situated Cognition, Rome, Italy, 7-11 September 2015.

Consulting/Professional Service

Canivez, G. L., *Representative*, Midwestern Psychological Association, October 2005 to present
 Floress, M. T., *Member*, Ethics Committee, Illinois School Psychologists Association
 Floress, M. T., *Co-Chair*, *Behavioral School Psychology Interest Group (BSPIG)*, National Association of School Psychologists
 Stowell, J. R., *Internet Editor*, Society for the Teaching of Psychology
 Stowell, J. R., *Webmaster*, Mid-America Undergraduate Psychology Research Conference

Awards/Honors

Canivez, G. L., *Research and Scholarship Honorarium*. Chinese American Educational Research and Development Association, 2015
 Floress, M. T., *Provost's Undergraduate Research Mentor Award* for the College of Sciences
 Hanft, M., *EIU Psi Chi Chapter Outstanding Psychology Faculty Award*, 2015

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