

## Faculty Accomplishments—2017-2018

### Publications

- McGill, R. J., Ward, T. J., & **Canivez, G. L.** (in press). On the evidential value of school psychology intervention research. *The School Psychologist*.
- Kush, J. C., & **Canivez, G. L.** (in press). The higher order structure of the WISC–IV Italian adaptation using hierarchical exploratory factor analytic procedures. *International Journal of School and Educational Psychology*.
- Dombrowski, S. C., McGill, R. J., & **Canivez, G. L.** (2018). Hierarchical exploratory factor analyses of the Woodcock-Johnson IV Full Test Battery: Implications for CHC application in school psychology. *School Psychology Quarterly*, 33, 235-250. <http://dx.doi.org/10.1037/spq0000221> Supplemental material at <http://dx.doi.org/10.1037/spq0000221.supp>
- Canivez, G. L.**, Watkins, M. W., & McGill, R. J. (2018, June). Construct validity of the Wechsler Intelligence Scale for Children–Fifth UK Edition: Exploratory and confirmatory factor analyses of the 16 primary and secondary subtests. *British Journal of Educational Psychology*. Advance online publication. <http://dx.doi.org/10.1111/bjep.12230>
- Canivez, G. L.**, Dombrowski, S. C., & Watkins, M. W. (2018). Factor structure of the WISC–V for four standardization age groups: Exploratory and hierarchical factor analyses with the 16 primary and secondary subtests. *Psychology in the Schools*, 55, 741-769. <http://dx.doi.org/10.1002/pits.22138>
- Dombrowski, S. C., McGill, R. J., **Canivez, G. L.**, & Peterson, C. H. (2018, March). Investigating the theoretical structure of the Differential Ability Scales—Second Edition through hierarchical exploratory factor analysis. *Journal of Psychoeducational Assessment*. Advance online publication. <http://dx.doi.org/10.1177/0734282918760724>
- Dombrowski, S. C., McGill, R. J., & **Canivez, G. L.** (2018). An alternative conceptualization of the theoretical structure of the WJ IV Cognitive at school age: A confirmatory factor analytic investigation. *Archives of Scientific Psychology*, 6, 1-13. <http://dx.doi.org/10.1037/arc0000039>
- Dombrowski, S. C., **Canivez, G. L.**, & Watkins, M. W. (2018). Factor structure of the 10 WISC–V primary subtests across four standardization age groups. *Contemporary School Psychology*, 22, 90-104. <http://dx.doi.org/10.1007/s40688-017-0125-2>
- Dombrowski, S. C., Golay, P., McGill, R. J., & **Canivez, G. L.** (2018). Investigating the theoretical structure of the DAS-II core battery at school age using Bayesian structural equation modeling. *Psychology in the Schools*, 55, 190-207. <https://doi.org/10.1002/pits.22096>
- Lecerf, T., & **Canivez, G. L.** (2018). Complementary exploratory and confirmatory factor analyses of the French WISC–V: Analyses based on the standardization sample. *Psychological Assessment*, 30, 793–808. <http://dx.doi.org/10.1037/pas0000526> Supplemental material at <http://dx.doi.org/10.1037/pas0000526.supp>
- Watkins, M. W., Dombrowski, S. C., & **Canivez, G. L.** (2017, October). Reliability and factorial validity of the Canadian Wechsler Intelligence Scale for Children–Fifth Edition. *International Journal of School and Educational Psychology*. Advance online publication. <https://doi.org/10.1080/21683603.2017.1342580>
- Pendegast, L. L., Nickens, L., Pham, S., Miliarresis, S., & **Canivez, G. L.** (2017, October). Race and gender differences in teacher perceptions of student homework performance: A preliminary examination. *Contemporary School Psychology*. Advance online publication. <http://dx.doi.org/10.1007/s40688-017-0162-x>
- McGill, R. J., & **Canivez, G. L.** (2017, October). Confirmatory factor analyses of the WISC–IV Spanish core and supplemental Subtests: Validation evidence of the Wechsler and CHC models. *International Journal of School and Educational Psychology*. Advance online publication. <http://dx.doi.org/10.1080/21683603.2017.1327831>
- Gervais, S. J., Davidson, M. M., Styck, K. M., **Canivez, G. L.**, & DiLillo, D. (2017, September 28). The development and psychometric properties of the Interpersonal Sexual Objectification Scale–Perpetration version. *Journal of Violence*. Advance online publication. <http://dx.doi.org/10.1037/vio0000148>
- Floress, M. T.**, & \*Beschta, S. (in press). An analysis of general education teachers' use of diverse praise. *Psychology in the Schools*.
- \*Meyer, K., **Floress, M. T.**, & Zoder-Martell, K. (in press). Utilizing staff incentives to increase school-wide praise. *Journal of Applied School Psychology*.
- Floress, M. T.**, \*Rader, R., \*Berlinghof, J., & \*Fanok, P. (2018, April). Externalizing behaviors within general, at-risk, and special education preschool classrooms: A preliminary investigation. *Preventing School Failure: Alternative Education for Children and Youth*. Published on-line. doi:10.1080/1045988X.2018.1443424
- Floress, M. T.**, Zoder-Martell, K., & \*Schaub, R. (2017, December). Social skills plus relaxation training with a child with ASD in the Schools. *Research in Developmental Disabilities*, 71, 200-213. doi:10.1016/j.ridd.2017.10.012

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## Publications (continued)

- Floress, M. T.**, Jenkins, L. N., Reinke, W., & \*McKown, L. (2018, July). General education teachers' natural rates of praise: A preliminary investigation. *Behavioral Disorders*, 43, 411-422. doi.org/10.1177/0198742917709472
- Floress, M. T.**, \*Beschta, S., \*Meyer, K., & Reinke, W. (2017, November). Praise research trends and future directions: Characteristics and teacher training. *Behavioral Disorders*, 43, 227-243. doi.org/10.1177/0198742917704648
- Jenkins, L. N., Mulvey, N., & **Floress, M. T.** (2017). Social and language skills as predictors of bullying roles in early childhood: A narrative summary of the literature. *Education and Treatment of Children*, 40, 401-417. doi: 10.1353/etc.2017.0017
- \*Taylor, K. N., \*Bounds, C. M., & **Floress, M. T.** \*Taylor, K. N., \*Bounds, C. M., & **Floress, M. T.** (2018, January). Supporting colleagues' mental health needs: What is best practice? *Illinois School Psychology Association Newsletter*.
- Mace, J. H.** (2018). Involuntary autobiographical memories: Spontaneous recollections of the past. In K. C. R. Fox, & K. Christoff (Eds.), *The Oxford Handbook of spontaneous thought: Mind-wandering, dreaming, creativity, and clinical disorders* (pp. 469-476). New York: Oxford University Press.
- Mace, J. H.**, & Hall, A. J. (2018). Demonstrating conceptual clustering in autobiographical memory with voluntary recall tasks: More evidence for the conceptual organization view. *American Journal of Psychology*, 131, 283-293.
- Stowell, J. R., Addison, W. E., & Clay, S. L.** (2018). Effects of classroom technology policies on students' perceptions of instructors: What is your syllabus saying about you?" *College Teaching*, 66(2), 98-103. doi:10.1080/87567555.2018.1437533.

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## Manuscripts Submitted for Publication

- Canivez, G. L.**, McGill, R. J., Dombrowski, S. C., Watkins, M. W., Pritchard, A. E., & Jacobson, L. A. (2018). Construct validity of the WISC-V in clinical cases: Exploratory and confirmatory factor analyses of the 10 primary subtests. Revised manuscript submitted for editorial review.
- Canivez, G. L.**, & Youngstrom, E. A. (2018). Challenges to the Cattell-Horn-Carroll Theory: Empirical, clinical, and policy implications. Manuscript submitted for editorial review.
- McGill, R. J., Dombrowski, S. C., & **Canivez, G. L.** (2018). "Intelligent Testing" in school psychology: What can be said with 95% confidence? Manuscript submitted for editorial review.
- Jenkins, L. M., **Canivez, G. L.**, & Nesbitt, M. (2017). Construct validity of the Bullying Participant Behavior Questionnaire with an elementary school sample: Evidence from exploratory and confirmatory factor analyses. Manuscript submitted for editorial review.
- Coppola, V. J.**, & Bingman, V. P. (2018). Why do older homing pigeons (*Columba livia*) have poorer spatial memory? Less c-fos-revealed neuronal activation in the hippocampus of older homing pigeons during a spatial working memory task. Manuscript submitted for editorial review.
- \*Fisher, M. B. & **Floress, M. T.** (2018). Teachers' attitudes and knowledge of praise as a classroom management strategy. Manuscript submitted for editorial review.
- Zoder-Martell, K., **Floress, M. T.**, Myers, D., Foulks, S. L., Gaither, J. B. (2018). Increasing teachers' behavior-specific praise with a single trial, bug-in-ear training session. Manuscript submitted for editorial review, invited to revise and resubmit.
- Zoder-Martell, K., **Floress, M. T.**, **Bernas, R.**, \*Foulks S. L., & Dufrene, B. (2018). Increasing teacher behavior-specific praise: A meta-analysis. Manuscript submitted for editorial review, invited to revise and resubmit.
- Mace, J. H.**, McQueen, M. L., Hayslett, K. E., Staley, B. A., & Welch, T. J. (2018). Semantic memories prime autobiographical memories: General implications and implications for everyday autobiographical remembering. Manuscript submitted for editorial review.

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## Peer Reviewed Presentations

- Allan, W. D.,** \*Howe, J., & \*Baker, E. (2018, April). *Fear of negative and positive evaluation across social evaluative situations*. Paper presented at the 2018 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Allan, W. D.,** & \*Kohn, K. (2018, April). *Athletic identity and coping in high school students*. Paper presented at the 2018 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Canivez, G. L.,** Jacobson, L. A., Pritchard, A. A., Dombrowski, S. C., McGill, R. J., & Watkins, M. W. (2018, August). *WISC-V Construct Validity: CFA with a Large Clinical Sample*. Paper presented at the 2018 Annual Convention of the American Psychological Association, San Francisco, CA.
- Rushworth, S. J., Pendergast, L. L., **Canivez, G. L.,** & Ruan, L. (2018, August). *Factor Structure of the Learning Behaviors Scale with Ojibwe Native American Children*. Paper presented at the 2018 Annual Convention of the American Psychological Association, San Francisco, CA.
- Canivez, G. L.** (2018, July). *Clinical Interpretation of Intelligence Tests: Theoretical, Psychometric, and Ethical Considerations*. Roundtable discussion presented at the 40<sup>th</sup> Annual Conference of the International School Psychology Association, Tokyo, Japan.
- Canivez, G. L.** (Organizer/Chair) (2018, July). *Psychometric Evaluations of Wechsler Scales: Cross-Cultural Contexts*. Symposium presented at the 11<sup>th</sup> Conference of the International Test Commission, Montreal, CA.
- Watkins, M. W., **Canivez, G. L.,** & Dombrowski, S. C. (2018, July). *Construct Validity and Reliability of the WISC-V Canadian: CFA and Omega Analyses*. Symposium paper presented at the 11<sup>th</sup> Conference of the International Test Commission, Montreal, CA.
  - Lecerf, T., & **Canivez, G. L.** (2018, July). *Structural Validity of the French WISC-V with the French Standardization Sample: EFA and CFA Evidence*. Symposium paper presented at the 11<sup>th</sup> Conference of the International Test Commission, Montreal, CA.
  - McGill, R. J., **Canivez, G. L.,** & Watkins, M. W. (2018, July). *Structural Validity of the of the WISC-V<sup>UK</sup>*. Symposium paper presented at the 11<sup>th</sup> Conference of the International Test Commission, Montreal, CA.
  - Fenollar-Cortes, J., Watkins, M. W., & **Canivez, G. L.,** & (2018, July). *Construct Validity and Reliability of the WISC-V Spain: CFA and Omega Analyses*. Symposium paper presented at the 11<sup>th</sup> Conference of the International Test Commission, Montreal, CA.
  - Kush, J. C., & **Canivez, G. L.** (2018, July). *Construct Validity of the WISC-IV Italian Adaptation: Square Pegs Still Don't Fit in Round Holes*. Symposium paper presented at the 11<sup>th</sup> Conference of the International Test Commission, Montreal, CA.
- Canivez, G. L.,** McGill, R. J., & von der Embse, N. (2018, April). *BASC-3 Parent Rating Scales Factor Structure: Independent Hierarchical EFA*. Paper presented at the 2018 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- \*Bunni, D., & **Canivez, G. L.** (2018, April). *Construct Validity of the TDI and STICSA with Middle Eastern/Arab Americans*. Paper presented at the 2018 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Canivez, G. L.,** McGill, R. J., Dombrowski, S. C., Watkins, M. W., Pritchard, A. E., & Jacobson, L. A. (2018, February). *WISC-V Construct Validity with a Large Clinical Sample: CFA Evidence*. Paper presented at the 2018 Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Canivez, G. L.,** McGill, R. J., Dombrowski, S. C., Watkins, M. W., Pritchard, A. E., & Jacobson, L. A. (2018, February). *WISC-V Construct Validity with a Large Clinical Sample: EFA Evidence*. Paper presented at the 2018 Annual Convention of the National Association of School Psychologists, Chicago, IL.
- \*Bunni, D., & **Canivez, G. L.** (2018, February). *Construct Validity of the Teate Depression Inventory for Middle-Eastern Americans*. Paper presented at the 2018 Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Rushworth, S., & **Canivez, G. L.** (2018, February). *Construct Validity of the Teate Depression Inventory for Black/African Americans*. Paper presented at the 2018 Annual Convention of the National Association of School Psychologists, Chicago, IL.
- McGill, R. J., Ward, T. J., & **Canivez, G. L.** (2018, February). *On the Evidential Value of School Psychology Research*. Paper presented at the 2018 Annual Convention of the National Association of School Psychologists, Chicago, IL.
- \*Lindstrom, C. & **Floress, M. T.** (2019, February). *Teachers' perceptions of evidence-based classroom management strategies*. Poster submitted to the 2019 Annual Convention of the National Association of School Psychologists. Atlanta, GA.
- \*Beschta, S. & **Floress, M. T.** (2018, February). *An analysis of general education teachers' use of diverse praise*. Paper presented at the 2018 Annual Convention of the National Association of School Psychologists. Chicago, IL.
- \*Fisher, M. & **Floress, M. T.** (2018, February). *Teacher attitudes and knowledge of praise as a classroom management tool*. Poster presented at the 2018 Annual Convention of the National Association of School Psychologists. Chicago, IL.
- \*Beaudoin, M. & **Floress, M. T.** (2018, February). *Middle and high school teachers' actual versus perceived rates of praise and reprimands in general education classrooms*. Poster presented at the 2018 Annual Convention of the National Association of School Psychologists. Chicago, IL.

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## Peer Reviewed Presentations (Continued)

- Zoder-Martell, K., **Floress, M. T.**, Myers, D., \*Foulks, S. L., \*Gaither, J. B. (2018, February). *Increasing teachers' behavior-specific praise with a single trial, bug-in-ear training session*. Poster presented at the 2018 Annual Convention of the National Association of School Psychologists. Chicago, IL.
- Zoder-Martell, K. & **Floress M. T.** (2017, October). *Using telepresence robot problem-solving consultation to deliver consultation services to teachers and staff in remote or underserved schools*. Paper presented at the 2017 Hoosier Association of Behavior Analysis Conference. Indianapolis, IN.
- \*Going, G., **Floress, M. T.**, Taber, T. (2017, October). *Teacher approved and SWPBIS aligned classroom management systems*. Poster presented at the 2017 Hoosier Association of Behavior Analysis Conference. Indianapolis, IN.
- \*Lambert, J., \*Nelson, S., **Gruber, R.**, & **Allan, W. D.** (2018, April). *Sex and gender differences regarding videogame play frequencies*. Paper presented at the 2018 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Scher, S. J.** (2018, August). *The affective tone of the Jewish preliminary prayer service (Pseuke d'Zimra)*. Poster presented at the meeting of the American Psychological Association, San Francisco, CA.
- Whittington, B. L., Hart, D., & **Scher, S. J.** (2018, August). *Effects of prayer type on positive and negative affect: An experimental investigation*. Poster presented at the meeting of the American Psychological Association, San Francisco, CA.
- Whittington, B. L., **Scher, S. J.**, & Hart, D. (2018, August). *Prayer type and well-being: Implications of gender, frequency, and belief in prayer*. Poster presented at the meeting of the American Psychological Association, San Francisco, CA.
- Stowell, J. R.** (2017, October). *Applying the science of learning to the classroom*. Presentation given at the 16th Annual Conference on Teaching of Psychology, San Antonio, TX.
- Stowell, J. R.** (2018, February). *Enduring first impressions*. Teaching demonstration given at Friday Night Live: Compelling Demonstrations for the Psychology Course at the 25th Annual Midwest Institute for Students and Teachers of Psychology, Glen Ellyn, IL.
- Addison, W. E.**, & **Stowell, J. R.** (2018, February). *The 7 habits of highly effective students*. Presentation given at the 25th Annual Midwest Institute for Students and Teachers of Psychology, Glen Ellyn, IL.
- \*White, G., & **Williams, J.** (2018, April). *The effect of olfactory cues on audiovisual recall*. Poster presented at the 2018 Annual Convention of the Midwestern Psychological Association, Chicago, IL.

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## Invited Presentations & Workshops

- Canivez, G. L.** (2018, August). *Ethics, Test Standards, and Test Interpretation: Measurement Matters*. Continuing education workshop presented at the 2018 Annual Convention of the American Psychological Association, San Francisco, CA.
- Canivez, G. L.** (2018, July). *Ethics, Test Standards, and Test Interpretation: Measurement Matters*. Continuing education workshop presented at the 40th International School Psychology Association Conference, Tokyo, Japan.
- Canivez, G. L.** (2018, July). *Ethical, Theoretical, and Psychometric Considerations in Clinical Interpretation of Intelligence Tests*. Invited seminar provided for the University of Hong Kong, Hong Kong.
- Canivez, G. L.** (2018, July). *Ethics, Test Standards, and Test Interpretation: Measurement Matters*. Continuing education workshop presented at the 11th Conference of the International Test Commission, Montreal, Canada.
- Canivez, G. L.** (2018, March 5). *Cattell-Horn-Carroll Theory and Cognitive Tests: Theoretical and Practical Considerations* [Video webcast]. Invited podcast presentation for School Psyched! Podcast presented 5 March 2018. Retrieved from <https://itunes.apple.com/us/podcast/episode-63-cattell-horn-carroll-cognitive-tests-theoretical/id1090744241?i=1000404856875&mt=2>
- Canivez, G. L.** (2017, December). *Critical Issues in Intelligence Test Interpretations*. Presentation for Lingnan Normal University (LNU), Zhanjiang City, China.
- Canivez, G. L.** (2017, December). *Getting Published in Peer Reviewed Journals*. Presentation for Lingnan Normal University (LNU), Zhanjiang City, China.
- Canivez, G. L.** (2017, December). *Introduction to Applied Sport Psychology: Get Your Head in the Game*. Presentation for Beijing Normal University-Hong Kong Baptist University United International College (UIC), Zhuhai City, China
- Canivez, G. L.** (2017, October). *Ethics and Intelligence Test Interpretation: Measurement Matters*. Continuing education workshop presented for the College of William & Mary, Williamsburg, VA.



## Undergraduate Sponsored Research/Awards

- Floress, M. T.** (Faculty Sponsor). Icenogle, E., Kirk, J., & Estrada, N. (2018). *Externalizing classroom student behaviors: Examining the stability of Direct Observations*. Paper presented at the 2018 Mid-America Undergraduate Psychology Research Conference. Charleston, IL.
- Floress, M. T.** (Faculty Sponsor). Fisher, M. (2018). *Teacher attitudes and knowledge of praise as a classroom management strategy*. Paper presented at the 2018 Mid-America Undergraduate Psychology Research Conference. Charleston, IL.
- Stowell, J. R.** (Faculty Sponsor). Baltzell, K. (2018, April). *Stroop interference in shapes and words*. Presentation given at the 37<sup>th</sup> Annual Mid-America Undergraduate Psychology Research Conference, Eastern Illinois University, Charleston, IL.
- Stowell, J. R.** (Faculty Sponsor). Darnell, P. (2018, April). *Effects of gender and type of mental illness on mood*. Presentation given at the 37<sup>th</sup> Annual Mid-America Undergraduate Psychology Research Conference, Eastern Illinois University, Charleston, IL.
- Stowell, J. R.** (Faculty Sponsor). Jones, D. (2018, April). *Personal distance and openness to personal information disclosure*. Presentation given at the 37<sup>th</sup> Annual Mid-America Undergraduate Psychology Research Conference, Eastern Illinois University, Charleston, IL.
- Stowell, J. R.** (Faculty Sponsor). Nelson, R. (2018, April). *Effect of fidget spinners on auditory and visual attention*. Presentation given at the 37<sup>th</sup> Annual Mid-America Undergraduate Psychology Research Conference, Eastern Illinois University, Charleston, IL.
- Stowell, J. R.** (Faculty Sponsor). Nelson, R. (2018, April). *Effect of fidget spinners on auditory and visual attention*. Presentation given at the National Conference of Undergraduate Research, Edmund, OK.
- Stowell, J. R.** (Faculty Sponsor). Nelson, R. (2018, April). *Effect of fidget spinners on auditory and visual attention*. Poster presented at the 90<sup>th</sup> Annual meeting of the Midwestern Psychology Association, Chicago, IL.
- Stowell, J. R.** (Faculty Sponsor). York, D. (2018, April). *The impact of music on heart rate in exercising equines*. Presentation given at the 37<sup>th</sup> Annual Mid-America Undergraduate Psychology Research Conference, Eastern Illinois University, Charleston, IL.
- Stowell, J. R.** (Faculty Sponsor). Nelson, R. (2017) Eastern Illinois University Undergraduate Research & Creative Activity Award

## Graduate Sponsored Research/Awards

- Stowell, J. R.** (Faculty Sponsor). Hobson, H. (2018, April). *Digit ratio as a predictor of risk taking and sensation seeking personality traits and behaviors*. Poster presented at the Graduate Student Exposition, Eastern Illinois University, Charleston, IL.
- Stowell, J. R.** (Faculty Sponsor). Hobson, H. Eastern Illinois University Graduate Student Investigator Award

## Extramural Grants (Funded/Unfunded)

- Floress, M. T.** (2018). Principal Investigator. *Teacher Praise and Reprimand: Using Technology in Assessment and Consultation*. The Spencer Foundation: Small Research Grants. Total amount requested: \$49,896. Unfunded.

## Intramural Grants (Funded)

- Canivez, G. L.** (2018). *Summer Research Grant*, Eastern Illinois University Council on Faculty Research. *Independent Examination of the Construct Validity of the Behavior Assessment System for Children-Third Edition Parent and Teacher Rating Scales*. \$4,000
- Canivez, G. L.** (2018). *College of Sciences Travel Grant*, Eastern Illinois University College of Sciences, 2017. \$750
- Floress, M. T.** (2018). *College of Sciences Travel Grant*, awarded for the purpose of attending and disseminating research at the National Association of School Psychologists Annual Conference, February 2018. \$750
- Floress, M. T.** (2017). *College of Sciences Student Impact Grant*, awarded for the purpose of carrying out student supported research. \$1500
- Stowell, J. R.** (2017). *John S. and Margaret Redden Fund for the Improvement of Undergraduate Instruction "Student Engagement with Classroom Polling"*

## Journal Reviewing/Editing

Allan, W. D., *Ad-hoc reviewer, Journal of Early Adolescence*  
 Canivez, G. L., *Associate Editor, Archives of Scientific Psychology, American Psychological Association*  
 Canivez, G. L., *Consulting Editor, School Psychology Quarterly, American Psychological Association*  
 Canivez, G. L., *Consulting Editor, Journal of Psychoeducational Assessment*  
 Canivez, G. L., *Ad Hoc Reviewer, The Journal of School Psychology*  
 Canivez, G. L., *Reviewer, School Psychology Review, National Association of School Psychologists*  
 Canivez, G. L., *Reviewer, Contemporary School Psychology, California Association of School Psychologists*  
 Canivez, G. L., *Consulting Editor, Psychological Assessment, American Psychological Association*  
 Floress, M. T., *Ad-hoc Reviewer, Psychology in the Schools*  
 Floress, M. T., *Ad-hoc Reviewer, Behavior Disorders*  
 Floress, M. T., *Ad-hoc Reviewer, Journal of Child Health Care*  
 Stowell, J. R., *Ad hoc reviewer for several journals*

## Conference Reviewing

Allan, W. D., *Reviewer, 2018 Psi Chi Poster Session at the Midwestern Psychological Association, April 2018*  
 Canivez, G. L., *Reviewer, 2019 National Association of School Psychologists Annual Convention Presentations, July 2018*

## Consulting/Professional Service

Allan, W. D., *Executive Committee Member, Council of Applied Masters Programs in Psychology*  
 Canivez, G. L., *Committee Member, Membership Committee, Society for the Study of School Psychology*  
 Canivez, G. L., *Tenure & Promotion External Reviewer, University of North Texas*  
 Canivez, G. L., *Representative, Midwestern Psychological Association*  
 Canivez, G. L., *Book Proposal Reviewer, Academic Press/Elsevier*  
 Floress, M. T., *Co-Chair, Ethics Committee, Illinois School Psychologists Association*  
 Stowell, J. R., *Executive Director, Mid-America Undergraduate Psychology Research Conference*  
 Stowell, J. R., *Interim Vice President of Resources for the Society for the Teaching of Psychology*

## Awards/Honors

Canivez, G. L., *2018 Spencer–McGown–Wilson Outstanding Faculty Award, Department of Psychology, Eastern Illinois University*  
 Canivez, G. L., *2017 Service Award, American Psychological Association Division (16) of School Psychology*  
 Floress, M. T., *2018 Lida G. Wall Faculty Research Mentor Award*  
 Stowell, J. R., *2018 College of Sciences Lawrence A. Ringenber Award*