

Faculty Accomplishments—2021-2022

Peer Reviewed Publications

- Lecerf, T., & **Canivez, G. L.** (2022). Exploratory factor analyses of the French WISC–V for five age groups. *Assessment, 29*(6), 1117-1133. <https://doi.org/10.1177/10731911211005170>
- Watkins, M. W., **Canivez, G. L.**, Dombrowski, S. C., McGill, R. J., Pritchard, A. E., Holingue, C. B., & Jacobson, L. A. (2022). Long-term stability of Wechsler Intelligence Scale for Children–Fifth Edition scores in a clinical sample. *Applied Neuropsychology: Child, 11*(3), 422-428. <https://doi.org/10.1080/21622965.2021.1875827>
- Farmer, R. L., McGill, R. J., Lockwood, A. B., Dombrowski, S. C., **Canivez, G. L.**, & Zaheer, I. (2022). Warning signs for hype in school-based assessment: Implications for training and pedagogy. *School Psychology Training and Pedagogy, 39*(1), 11-24. <https://doi.org/10.31234/osf.io/ypcv7>
- Jenkins, L. M., **Canivez, G. L.**, & *Braun, M. (2022). Structural validity of the Bullying Participant Behavior Questionnaire with an elementary school sample. *International Journal of Bullying Prevention, 4*(2), 115-129. <https://doi.org/10.1007/s42380-021-00091-w>
- Dombrowski, S. C., McGill, R. J., Farmer, R. L., Kranzler, J. H., & Canivez, G. L. (2021, September). Beyond the rhetoric of evidence-based assessment: A framework for critical thinking in clinical practice. *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2021.1960126>
- Zoder-Martell, K., **Floress, M. T.**, Skriba, H., & Taber, T. A. (2022, August). Classroom management systems to address student disruptive behavior. *Intervention in School and Clinic*. Published on-line.
- Zoder-Martell, K., **Floress, M. T.**, Sciuchetti, M., Markelz, A., Sayyah, L., Gather, J. (2022, June). Teachers' willingness to use a telepresence robot for consultation in autism spectrum disorder. *Contemporary School Psychology, 26*, 263-277. <https://doi.org/10.1007/s40688-021-00359-4>.
- Floress, M. T.**, Briesch, A., Jenkins, L., & *Hampton, K. (2022, April). Teacher praise and reprimand: Examining the generalizability and dependability of observational estimates. *Behavior Disorders, 47*(3), 196-206. <https://doi.org/10.1177/01987429211012020>
- Markelz, A., Riden, B., **Floress, M. T.**, Balint-Langel, K., Heath, J., Pavelka, S. (2022, April). Teachers' use of specific, contingent, and varied praise. *Journal of Positive Behavior Interventions, 24*(2), 110-121. <https://doi.org/10.1177/1098300720988250>
- Floress, M. T.**, *Riedesel, E. K., Brito, C., & *White, J. (2022, March). Middle and high school teachers' praise and reprimand delivery. *School Psychology, 37*(1), 15-25. <https://doi.org/10.1037/spq0000482>
- Floress, M. T.**, *Beaudoin, M. M., & Bernas, R. S. (2022, January). Exploring secondary teachers' actual and perceived praise and reprimand use. *Journal of Positive Behavior Interventions, 24*(1), 46-57. <https://doi.org/10.1177/10983007211000381>
- Mace, J. H.**, & *Hidalgo, A. M. (2022). Semantic-to-autobiographical memory priming affects involuntary autobiographical memory production after a long delay. *Consciousness and Cognition, 104*, Article 103385.
- Mace, J. H.**, & *Kruchten, E. A. (in press). Semantic-to-autobiographical memory priming causes involuntary autobiographical memory production: The effects of single and multiple prime presentations. *Memory & Cognition*.
- Mace, J. H.**, & *Kruchten, E. A. (2022). Involuntary memory production during voluntary memory production: Perceived usefulness, relevance, and intrusiveness. *Memory, 30*, 161-171.
- Kim, N. & **Oh, J.** (2022). Learning from mistakes: Impact of careless responses on counseling research using Amazon's Mechanical Turk. *Measurement and Evaluation in Counseling and Development*. Advance online publication.
- Dandotkar, S., Cruz, L. E., **Stowell, J. R.**, & Britt, M. A. (2022). Knowing about knowing: Assessing how reflective writing influences undergraduate students' epistemic beliefs. *Journal of Effective Teaching in Higher Education, 5*(1), 1–17. <https://doi.org/10.36021/jethe.v5i1.251>
- Stowell, J. R.** (2022). Repeated, cumulative, spaced, and incremental: The secret recipe for improving assessments? *Scholarship of Teaching and Learning in Psychology*. Advance online publication. <https://doi.org/10.1037/stl0000313>

*Undergraduate or Graduate Student Co-author

Manuscripts Submitted for Publication

- Canivez, G. L., & Grieder, S.** (2022). Construct validity of the German Wechsler Intelligence Scale for Children–Fifth Edition: Complementary exploratory and confirmatory factor analyses with the 10 primary subtests. Manuscript submitted for editorial review.
- Floress, M. T., Luh, H., *Heuermann, L. E., *Granberg, A., *Wingate, A. W., *Wienstroer, M. R., & *Montgomery, J. W.** (2022). Middle and high school praise: A systematic review of the literature. Manuscript submitted for editorial review.
- Floress, M. T., *Caldwell, S., Jenkins, L., & *Hampton, K.** (2022). Teacher stress and self-efficacy relative to managing student behavior. Manuscript submitted for editorial review.
- Collier-Meek, M. A., Kratochwill, T. R., **Luh, H. J.**, Sanetti, L. M. H., & Susilo, A. (2021). Reflections on applying consultation and equitable implementation for school psychologists to address and disrupt disparities. Manuscript submitted for editorial review.

*Undergraduate or Graduate Student Co-author

Peer Reviewed Presentations

- Canivez, G. L., Oh, J., & Lee, J.** (2022, August). *CFA of the Korean WISC–V: Structural Validity Limitations*. Poster presented at the 2022 Annual Convention of the American Psychological Association, Minneapolis, MN.
- Canivez, G. L., Oh, J., & Lee, J.** (2022, August). *Hierarchical EFA of the Korean WISC–V: Structural Validity Limitations*. Poster presented at the 2022 Annual Convention of the American Psychological Association, Minneapolis, MN.
- McGill, R. J., & **Canivez, G. L.** (2022, July). *Stability of “g” loadings in EFA: A safeguard against interpretive hubris*. Poster presented at the 2022 International Meeting of the Psychometric Society, Bologna, IT.
- Canivez, G. L., Emam, M., & McGill, R. J.** (2022, July). *Construct Validity of the Arabic WISC–IV: CFA with the Standardization Sample*. Poster presented at the 2022 Conference of the International School Psychology Association, Leuven, Belgium.
- Canivez, G. L., Emam, M., & McGill, R. J.** (2022, July). *Construct Validity of the Arabic WISC–IV: Hierarchical EFA with the Standardization Sample*. Poster presented at the 2022 Conference of the International School Psychology Association, Leuven, Belgium.
- Canivez, G. L., Oh, J., & Lee, J.** (2022, April). *Korean WISC–V Structural Validity: CFA Based Higher-Order and Bifactor Models*. Poster presented at the 2022 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- Canivez, G. L., Oh, J., & Lee, J.** (2022, April). *Korean WISC–V Structural Validity: Hierarchical Exploratory Factor Analyses*. Poster presented at the 2022 Annual Convention of the Midwestern Psychological Association, Chicago, IL.
- McGill, R. J., **Canivez, G. L.**, & Dombrowski, S. C. (2022, March). *On the Structure of Human Cognitive Abilities: Revisiting the Origins of Foundational Theories*. Poster presented at the 68th Annual Meeting of the Southeastern Psychological Association, Hilton Head Island, SC.
- Canivez, G. L., *Hanson, J., & Dean, M.** (2022, February). *WISC–V Canadian Construct Validity: CFA with Canadian First Nations Youth*. Poster presented at the 2022 Annual Convention of the National Association of School Psychologists, Boston, MA.
- Canivez, G. L., *Hanson, J., & Dean, M.** (2022, February). *WISC–V Canadian Construct Validity: HEFA with Canadian First Nations Youth*. Poster presented at the 2022 Annual Convention of the National Association of School Psychologists, Boston, MA.
- Floress, M. T., Conoyer, S. J., Scheibal, J. K., *Townsend, B. K., Houba, K. F.** (2022, February). *Social media and student ethical behavior: Guidelines for supervisors*. Poster presented at the 2022 Annual Convention of the National Association of School Psychologists, Boston, MA.
- Floress, M. T., Luh, H., *Wingate, A., *Wienstroer, M., *Montgomery, J., *Heuermann, L., & *Granberg, A.** (2022, February). *Praise in middle and high school: A Systematic review*. Poster presented at the 2022 Annual Convention of the National Association of School Psychologists, Boston, MA.
- Luh, H. J., Ni, H., & *Zhang, Y.** (2022, February). *Adaptation for SW-PBIS: Student Behavior Problems in Chinese Teachers’ Perspectives*. Paper presented at the 2022 Annual Convention of the National Association of School Psychologists, Boston, MA.
- Collier-Meek, M. A., Sanetti, L. M. H., **Luh, H.**, & Susilo, A. (2022, February). *Bringing an equitable implementation lens into consultation to disrupt disparities*. Paper presented at the 2022 Annual Convention of the National Association of School Psychologists, Boston, MA.
- DeLeyer-Tiarks, J., & **Luh, H. J.** (2022, February). *Framework for Evaluating LGBTQ Students’ High School to College Transition*. Poster presented at the 2022 Annual Convention of the National Association of School Psychologists, Boston, MA.

*Undergraduate or Graduate Student Co-author

Peer Reviewed Presentations (continued)

Stowell, J. R. (2022, April 9). *Pandemic-proof teaching and assessment strategies* [Conference Session]. 28th Annual Midwest Institute for Students and Teachers of Psychology, online.

Stowell, J. R. (2021, October). *Online course tour - PSY 3680*. Faculty Development and Innovation Center webinar, EIU.
Arnott-Hill E., Benson, O., & Stowell, J. R. (2021, September). *Involving undergraduate students in research, including during a pandemic*. 2021 APS Teaching Series, online.

Invited Presentations & Workshops

Song, S., & Canivez, G. L. (2022, February). *Practitioner Oriented Research and Applications: Methods, Tools, and New Developments*. Documented Session presented at the 2022 Annual Convention of the National Association of School Psychologists, Boston, MA.

Canivez, G. L. (2022, February). *Dispelling Myths and Combating Pseudoscience in School Psychology: Applying Scientific Principles for Evidence Based Psychological Assessment and Intervention*. Continuing education workshop presented at the 2022 Annual Conference of the Illinois School Psychologists Association, Springfield, IL.

Canivez, G. L. (2022, February). *Ethics, Test Standards, and Test Interpretation*. Continuing education workshop presented at the 2022 Annual Conference of the Illinois School Psychologists Association, Springfield, IL.

Floress, M. & Conoyer, S. (2021, September). *Social media, school psychologists, and ethics*. Invited lecture on the importance of ethical and professional behavior when using social media and guidelines for interns and supervisors. Presented at the Annual Illinois Intern and Intern-Supervisor Conference at Illinois State University, Bloomington, IL.

Luh, H. J. (2022, June). *Implementation Science in Schools*. Invited presentation at Institute of Public Health, National Yang Ming Chiao Tung University, Taiwan.

Undergraduate Sponsored Research/Awards

Castilla, C. (2022, April 9). **Stowell, J. R.** (Faculty Sponsor/Chair). *Influence of adverse childhood experiences and regular physical activity on the symptoms of depression*. 41st Annual Mid-America Undergraduate Psychology Research Conference, Richmond, IN.

Sandora, J. (2022, April 9). **Stowell, J. R.** (Faculty Sponsor/Chair). *Sleep, exercise, and mental health in firefighters cross trained as paramedics*. 41st Annual Mid-America Undergraduate Psychology Research Conference, Richmond, IN.

Suber, J. (2022, April 9). **Stowell, J. R.** (Faculty Sponsor/Chair). *Influences of social network use on EIU students' loneliness and social adjustment*. 41st Annual Mid-America Undergraduate Psychology Research Conference, Richmond, IN.

Suber, J. (2022, April 1). *Influences of social network use on EIU students' loneliness and social adjustment*. EIU Student Research and Creative Discovery Conference, Charleston, IL.

Graduate Sponsored Research/Awards

Floress, M. T. (Faculty Sponsor/Chair). Buechelin, D. (2021) Graduate Alumni Fund Outstanding Research/Creative Activity Award, \$450.

Luh, H. J. (Faculty Sponsor/Chair). O'Donnell, K. (2022) Graduate Student Investigator Award, awarded Spring 2022, \$500

Intramural Grants (Funded)

Canivez, G. L. (2021). *College of Liberal Arts and Sciences Travel Grant*, Eastern Illinois University CLAS, 2021

Floress, M. T. (2021). *Eastern Illinois University, Student Impact Grant for Faculty Mentors*. 2021

Floress, M. T. (2021). *College of Liberal Arts and Sciences Travel Grant*, Eastern Illinois University CLAS, 2021

Conference Reviewing

Canivez, G. L., REVIEWER, 2022 American Psychological Association Annual Convention Presentations for the Division (5) for Quantitative and Qualitative Methods, February 2022
Canivez, G. L., REVIEWER, 2022 American Psychological Association Annual Convention Presentations for the Division (16) for School Psychology, February 2022
Floress, M. T., REVIEWER, 2022 National Association of School Psychologists Annual Convention Presentations, July 2021
Luh, H. J., REVIEWER, 2023 National Association of School Psychologists Annual Convention Presentations, July 2022
Luh, H. J., REVIEWER, 2022 National Association of School Psychologists Annual Convention Presentations, February 2022
Luh, H. J., REVIEWER, 2022 Psi Chi for Midwest Psychology Association Conference, December 2021

Journal Reviewing/Editing

Canivez, G. L., SENIOR EDITOR, *School Psychology Review*
Canivez, G. L., CONSULTING EDITOR/STATISTICAL REVIEWER, *School Psychology*
Canivez, G. L., CONSULTING EDITOR, *Journal of Psychoeducational Assessment*
Canivez, G. L., AD HOC REVIEWER, *The Journal of School Psychology*
Floress, M. T., CONSULTING EDITOR/EDITORIAL BOARD MEMBER, *Psychology in the Schools*
Floress, M. T., AD HOC REVIEWER, *Journal of School Psychology*
Floress, M. T., AD HOC REVIEWER, *Journal of Positive Behavior Intervention Supports*
Luh, H. J., AD HOC REVIEWER, *Journal of School Psychology*
Luh, H. J., AD HOC REVIEWER, *Psychology in the Schools*
Mace, J. H., ASSOCIATE EDITOR, *Memory*
Mace, J. H., AD HOC REVIEWER, *Applied Cognitive Psychology*
Mace, J. H., AD HOC REVIEWER, *Behavioral and Brain Sciences*
Mace, J. H., AD HOC REVIEWER, *British Journal of Psychology*
Mace, J. H., AD HOC REVIEWER, *Cognitive Processing*
Mace, J. H., AD HOC REVIEWER, *Consciousness & Cognition*
Mace, J. H., AD HOC REVIEWER, *Journal of Experimental Psychology: Learning, Memory, & Cognition*
Mace, J. H., AD HOC REVIEWER, *Consciousness & Cognition*
Mace, J. H., AD HOC REVIEWER, *Memory*
Mace, J. H., AD HOC REVIEWER, *Memory & Cognition*
Mace, J. H., AD HOC REVIEWER, *Quarterly Journal of Experimental Psychology*

Consulting/Professional Service

Canivez, G. L., FULBRIGHT SPECIALIST, U.S. Department of State's Bureau of Educational and Cultural Affairs and World Learning
Canivez, G. L., BOOK PROPOSAL REVIEWER, *Routledge Psychology/Taylor & Francis*
Canivez, G. L., PROMOTION EXTERNAL REVIEWER
Canivez, G. L., REPRESENTATIVE, Midwestern Psychological Association
Stowell, J. R., MEMBER, Illinois College Course Materials Affordability & Equitable Access Task Force
Stowell, J. R., MEMBER, IAI Transfer Psychology Panel
Stowell, J. R., Executive Director, Mid-America Undergraduate Psychology Research Conference

Awards/Honors

Canivez, G. L., 2021 Service Award, American Psychological Association Division of School Psychology, July 2022
Canivez, G. L., 2021 Editorial Appreciation Award, National Association of School Psychologists, February 2022
Canivez, G. L., EIU Achievement and Contribution Award – Research, Eastern Illinois University, October 2021
Luh, H. J., Spencer-McGown-Wilson Outstanding Faculty Award, Eastern Illinois University, April 2022
Stowell, J. R., EIU Distinguished Faculty Award, 2022