

## Faculty Accomplishments—2023-2024

### Peer Reviewed Publications

- Jimerson, S. R., Allen, J., Arora, P., Blake, J. J., **Canivez, G. L.**, Chambers, C., Chan, M., Espelage, D., Gonzalez, J. E., Gormley, M., Graves, S. L., Holland, S., Huang, F. L., January, S-A, A., Kaur, L., Kim, E., LaSalle, T., Mittelstet, A., Phelps, C., Reinke, A., Renshaw, T. L., Song, S. Y., Sullivan, A. L., Wang, C. & Worrell, F. C., & Yang, C. (2024, August). Advancing diversity, equity, and inclusion in school psychology science and scholarship: Changing training and practice in the field of school psychology. *Canadian Journal of School Psychology*. Advance online publication <https://doi.org/10.1177/08295735241266746>
- McGill, R. J., Beaujean, A. A., Benson, N. F., Dombrowski, S. C., & **Canivez, G. L.** (2024). Exploratory factor analysis of the NEPSY-II Conceptual Template: Acting on evidence. *Journal of Pediatric Neuropsychology*, *10*(2), 107-119. <https://doi.org/10.1007/s40817-024-00158-8>
- Clevinger, A. M. & Mace, J. H.** (2024). Studying naturally occurring involuntary autobiographical memories with the diary approach: A comparison of diary methods. *Applied Cognitive Psychology*, *38*(4), e4225.
- \*O'Donnell, K., Luh, H. J., **Floress, M. T.**, & **HaileMariam, A.** (in press). The effects of anti-bias training on educators' multicultural competence. *Contemporary School Psychology*.
- Floress, M. T.**, \*Evans, M., Conoyer, S., & \*Jenkins, K. (2023, November). A preliminary examination of pre-service, early educators' use of effective praise. *Journal of Behavioral Education*. Advanced online publication. <https://doi.org/10.1007/s10864-023-09537-1>
- Floress, M. T.**, Luh, H., \*Heuermann, L. E., \*Granberg, A., \*Wingate, A. W., \*Wienstroer, M. R., & \*Montgomery, J. W. (2024). Middle and high school praise: A systematic review of the literature. *School Psychology*, *39*(1), 31-49. <https://doi.org/10.1037/spq0000561>
- Floress, M. T.**, Jenkins, L., \*Caldwell, S., & \*Hampton, K. (2024). Teacher stress and self-efficacy relative to managing student behavior. *Contemporary School Psychology*, *28*, 257-269. <https://doi.org/10.1007/s40688-022-00439-z>
- Mace, J. H.**, Keller, S. R., & Ingle, K. E. (in press). Semantic-to-autobiographical memory priming: The role of cue repetition. *Memory*.
- Mace, J. H.** & Keller, S. R. (2024). Semantic-to-autobiographical memory priming: The role of stimulus processing. *Psychological Research*, *88*, 1941-1951.
- Mace, J. H.** & Keller, S. R. (2024). Semantic-to-autobiographical memory priming occurs when stimuli are presented below the threshold of awareness. *Consciousness and Cognition*, *123*, Article 103723.
- Mace, J. H.** & Ostermeier, K. L. (in press). Obtaining semantic-to-autobiographical memory priming on the vigilance task with non-verbal cues. *Memory & Cognition*.
- Mace, J. H.** (2024). Priming in the autobiographical memory system: Implications and future directions. *Memory*, *32*, 694-708.
- Zhang, S., Grant, J., Malhotra, A., **Oh, J.**, Akuoko, N., Rowland, D., Dunn, S., & Kaslow, N. (in press). Drug misuse, self-esteem, and IPV among low-income African American Women. *Psychological Trauma: Theory, Research, Practice, and Policy*.
- Kim, J., **Walk, A. M.**, Keye, S. A., Kinder, C. J., Cannavale, C. N., Burd, N. A., & Khan, N. A. (2024). Adiposity influences intraindividual variability in behavioral and neuroelectric indices of attentional inhibition. *Psychophysiology*, . <https://doi.org/10.1111/psyp.14677>
- Keye, S. A., Morales, D., **Walk, A. M.**, Cannavale, C. N., & Khan, N. A. (2023). Neuroelectric indices of attention are related to academic skills in preschool-aged children. *Trends in Neuroscience and Education*, *32*, 100205. <https://doi.org/10.1016/j.tine.2023.100205>
- Keye, S. A., Kinder, C. J., Rosok, L. M., Cannavale, C. N., **Walk, A. M.**, & Khan, N. A. (2024). Neuroelectric indices of pre-motor planning and adiposity are selectively related to balance in children. *Human Movement Science*, *95*, 103216. <https://doi.org/10.1016/j.humov.2024.103216>
- Xie, M., Yang, R., **Zhu, J.**, Sima, J. (2024). Aging and dry eye disease. *Aging Research*, *2*(1), 9340022. <https://doi.org/10.26599/AGR.2024.9340022>
- Jia, M., Ju, R., & **Zhu, J.** (2024). Understanding mental health organizations' Instagram through visuals: A content analysis. *Health Communication*, *39*(4) 767–777. <https://doi.org/10.1080/10410236.2023.2185350>

\*Undergraduate or Graduate Student Co-author

## Manuscripts Submitted for Publication

- \*Buechlein, D. **Floress, M. T.**, & Luh, H. (2024). Examining the reliability of the Five-in 20 Classroom Observation Tool (FCOT). *Journal of Educational and Psychological Consultation*, Revision resubmitted.
- Rila, A. L., Wilkinson, S. A., & **Floress, M. T.** (2024). High school students' perceptions and acceptability of praise. Manuscript submitted to the *Journal of Applied School Psychology*.
- Zoder-Martell, K. A., **Floress, M. T.**, & Eluri, Z. A. (2024). Assessing the feasibility and acceptability of school-based teleconsultation technology. Manuscript submitted to *Contemporary School Psychology*.
- Floress, M. T.** & Coyle-Eastwick, S. (2024). Considering development to guide, inform, and support teachers' praise use among adolescent students. Manuscript submitted to the *Journal of Positive Behavior Interventions*.

## Peer Reviewed Presentations

- Canivez, G. L.**, Afshar, S., McGill, R. J., & Watkins, M. W. (2024, August). *Construct Validity of the Australia/New Zealand WISC-V: Evidence from Confirmatory Factor Analyses*. Poster presented at the 2024 Annual Convention of the American Psychological Association, Seattle, WA.
- Canivez, G. L.**, Afshar, S., McGill, R. J., & Watkins, M. W. (2024, August). *Construct Validity of the Australia/New Zealand WISC-V: Evidence from Hierarchical EFA*. Poster presented at the 2024 Annual Convention of the American Psychological Association, Seattle, WA.
- Canivez, G. L.** (Chair) (2024, July). *Construct Validity of International WISC Versions: Informing Evidence Based Assessment*. Symposium presented at the 13<sup>th</sup> Conference of the International Test Commission, Granada, Spain.
- **Canivez, G. L.**, McGill, R. J., Wechsler, S., & Benson, N. (2024, July). *Construct Validity of the Brazilian WISC-IV: Hierarchical EFA and CFA*. Symposium paper presented at the 13<sup>th</sup> Conference of the International Test Commission, Granada, Spain.
  - McGill, R. J., **Canivez, G. L.**, Afshar, S., & Watkins, M. W. (2024, July). *Construct Validity of the Australia/New Zealand WISC-V: Hierarchical EFA and CFA*. Symposium paper presented at the 13<sup>th</sup> Conference of the International Test Commission, Granada, Spain.
  - **Canivez, G. L.**, McGill, R. J., Oh, J., & Lee, J. (2024, July). *Construct Validity of the Korean WISC-V: Hierarchical EFA and CFA*. Symposium paper presented at the 13<sup>th</sup> Conference of the International Test Commission, Granada, Spain.
  - **Canivez, G. L.**, McGill, R. J., Hanson, J. L., & Dean, M. (2024, July). *Construct Validity of the Canadian WISC-V with an Indigenous Sample: Hierarchical EFA and CFA*. Symposium paper presented at the 13<sup>th</sup> Conference of the International Test Commission, Granada, Spain.
- Canivez, G. L.**, Afshar, S., McGill, R. J., & Watkins, M. W. (2024, April). *WISC-V Australia/New Zealand Construct Validity: Evidence from CFA*. Poster presented at the 96<sup>th</sup> Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- Canivez, G. L.**, Afshar, S., McGill, R. J., & Watkins, M. W. (2024, April). *WISC-V Australia/New Zealand Version Structural Validity: Hierarchical Exploratory Factor Analyses*. Poster presented at the 96<sup>th</sup> Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- McGill, R. J., **Canivez, G. L.** (2024, February). *Diagnostic Efficiency of the CEFI Youth Self-Report Form for ADHD*. Poster presented at the 2024 Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Buechlein, D., **Floress, M. T.**, **Canivez, G. L.**, & Luh, H. (2024, February). *Assessing the Reliability of the Five in 20 Observation Tool*. Poster presented at the 2024 Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Dulabaum, N. L.** (2024, February). *Teaching mindfulness-based stress reduction: An innovation approach for student well-being and success?! [Research presentation]*. Society for the Teaching of Psychology: Annual Conference on Teaching, Online.
- Rila, A., Wilkinson, S., & **Floress, M. T.** (2024, March). *High School Students' Preferences for Praise and Reprimand*, Paper presented at the 21<sup>st</sup> International Conference on Positive Behavior Support, Chicago, IL.
- \*Hampton, K., \*White, J., **Floress, M. T.**, \*Buechlein, D., & **HaileMariam, A.** (2024, February). *Acceptability and Feasibility of the Five in 20 Classroom Management Observation Tool*, Poster presented at the 2024 Annual Convention of the National Association of School Psychologists, New Orleans, LA.

\*Undergraduate or Graduate Student Co-author

## Local/University Presentations

- Stowell, J. R.** (2024, March 14). *Repeated, cumulative, spaced, and incremental: The secret recipe for improving assessments?* Paper presented at the Pedagogy Day of Eastern Illinois University, Charleston, IL.
- Kerins, A., Lehmann, L., Rhoads, M., **Stowell, J. R.** (2024, March 14). *Active learning strategies for engaging students.* Paper presented at the Pedagogy Day of Eastern Illinois University, Charleston, IL.
- Gent, L., & **Stowell, J. R.** (2024, March 12). *The Role of Faculty in Elevating Student Performance to Improve Retention and Equity.* Eastern Illinois University Faculty Senate Forum.
- Stowell, J. R.** (2024, February 8). *Leadership Principles, and a Little Bit of Psychology,* Office of Leadership and Engagement, EIU.
- Danley, J., Elder, S., Kita, M., Phillips, K., Smith, W., **Stowell, J. R.,** & **Zhu, J.** (2023, November). *Interdisciplinary Cannabis Symposium.* Eastern Illinois University
- Zhu, J.,** & **Stowell, J. R.** (2024, March). *The feasibility and long-term acceptance of ChatGPT as an automatic tool for creating and grading short-answered questions in higher education.* Paper presented at the Pedagogy Day of Eastern Illinois University, Charleston, IL.

## Graduate Sponsored Research/Awards

- Rozek, C. (2024). EIU Graduate School Williams Travel Award. **Canivez, G. L.** (Faculty Sponsor).
- Tucker, A. (2023). EIU Graduate School Research/Creative Activity Award. **Floress, M. T.** (Faculty Sponsor).
- Buechelin, D. (2023). Robert and Kathryn Augustine Distinguished Master's Thesis Award. **Floress, M. T.** (Faculty Sponsor).

## Undergraduate Sponsored Research/Awards

- Ford, A. & Fleming, N. EIU Undergraduate Research & Creative Activity Award: *The effects of procrastination on stress in college students: An investigation of self-efficacy as a moderator.* **Stowell, J. R.** (Faculty Sponsor/Chair).
- Ford, A. & Fleming, N. (2024, April). **Stowell, J. R.** (Faculty Sponsor/Chair). *The effects of procrastination on stress in college students: An investigation of self-efficacy as a moderator.* Poster presented at the 96<sup>th</sup> Annual Midwestern Psychological Association meeting, Chicago, IL.
- Ford, A. & Fleming, N. (2024, April). **Stowell, J. R.** (Faculty Sponsor/Chair). *The effects of procrastination on stress in college students: An investigation of self-efficacy as a moderator.* Poster presented at the EIU Student Research and Creative Discovery Conference, Charleston, IL.
- Pater, B., & Waterson, V. (2024, April). **Zhu, J.** (Faculty Sponsor/Chair). *Expertise-Based Detection of AI-Generated Clinical Counseling Text.* Poster presented at the 43rd annual meeting of Mid-America Undergraduate Psychology Research Conference (MAUPRC), Muncie, IN.

## Intramural Grants (Funded)

- Canivez, G. L.** (2024). *Summer Research Award,* Eastern Illinois University Council on Faculty Research, 2024. *Construct Validity of the Australian/New Zealand WISC-V: Structural Validity for Ethical Test Interpretation.*
- Floress, M. T.** (2024). *CLAS Redden Grant (2023-2024).* Funds are intended to assist research or instructional activity for the improvement of undergraduate instruction. Requested \$1675.00
- Floress, M. T.** (2024). *Graduate Program of Excellence Review (2023-2024).* Awarded by meeting four graduate college standards and providing a compelling budget proposal. Total funded, \$7,500 (over four years).
- Floress, M. T.** (2023). *FDIC Partnership Grant (2023-2024).* Designed to help EIU faculty develop projects partnering with faculty or staff within the university, in the community, or with faculty in other institutions of higher education. Total funded, \$1000.
- Floress, M. T.** (2023). *College of Liberal Arts and Sciences Travel Grant.* Supported conference registration for attending and disseminating research at the National Association of School Psychologists Annual Conference and the Association of Positive Behavior Supports. Total funded, \$654.
- Floress, M. T.** (2023). *Student Impact Grant for Faculty Mentors.* Awarded (Oct 2023) for carrying out student supported research. Total funded, \$1500.
- Zhu, J.** (2023). *FDIC Faculty Professional Development Grant (2023-2024).* Designed to assist EIU faculty assistant to enhance their pedagogy, scholarship, creative activity, and other professional development goals. Total award: \$1,000

## Conference Reviewing

**Canivez, G. L.**, *Reviewer*, 2025 National Association of School Psychologists Annual Convention Presentations  
**Canivez, G. L.**, *Reviewer*, 2024 American Psychological Association Annual Convention Presentations for the Division (5) for Quantitative and Qualitative Methods  
**Canivez, G. L.**, *Reviewer*, 2024 American Psychological Association Annual Convention Presentations for the Division (16) for School Psychology  
**Stowell, J. R.**, *Reviewer*, Psi Chi Poster Submissions for the Midwestern Psychological Association

## Journal Reviewing/Editing

**Canivez, G. L.**, *SENIOR EDITOR*, *School Psychology Review*  
**Canivez, G. L.**, *CONSULTING EDITOR/STATISTICAL ADVISORY EDITORIAL BOARD MEMBER*, *School Psychology*  
**Canivez, G. L.**, *Consulting Editor*, *Journal of Psychoeducational Assessment*  
**Canivez, G. L.**, *AD HOC REVIEWER*, *Assessment*  
**Canivez, G. L.**, *AD HOC REVIEWER*, *International Journal of Psychology*  
**Canivez, G. L.**, *AD HOC REVIEWER*, *The Journal of Intelligence*  
**Floress, M. T.**, *EDITORIAL BOARD MEMBER*, *Psychology in the Schools*  
**Floress, M. T.**, *EDITORIAL BOARD MEMBER*, *School Psychology Training and Pedagogy*  
**Floress, M. T.**, *AD HOC REVIEWER*, *Journal of Positive Behavior Intervention Supports*  
**Floress, M. T.**, *AD HOC REVIEWER*, *Journal of School Psychology*  
**Mace, J. H.**, *ASSOCIATE EDITOR*, *Memory*  
**Mace, J. H.**, *REVIEWER*, *Acta Psychologica*  
**Mace, J. H.**, *REVIEWER*, *Consciousness and Cognition*  
**Mace, J. H.**, *REVIEWER*, *Data in Brief*  
**Mace, J. H.**, *REVIEWER*, *Journal of Memory and Language*  
**Mace, J. H.**, *REVIEWER*, *Memory*  
**Mace, J. H.**, *REVIEWER*, *Memory & Cognition*  
**Mace, J. H.**, *REVIEWER*, *Neuroscience and Biobehavioral Reviews*  
**Mace, J. H.**, *REVIEWER*, *Psychological Research*  
**Stowell, J. R.**, *REVIEWER*, *Psychology & Health*  
**Stowell, J. R.**, *REVIEWER*, *Current Psychology*

## Consulting/Professional Service

**Canivez, G. L.** *Representative*, Midwestern Psychological Association  
**Canivez, G. L.**, Fulbright Specialist, U.S. Department of State's Bureau of Educational and Cultural Affairs and World Learning  
**Mace, J. H.**, Grant Reviewer: Dutch Research Council

## Awards/Honors

**Canivez, G. L.**, *Achievement and Contribution Award–Research*, Eastern Illinois University  
**Zhu, J.**, *Spencer-McGown-Wilson Outstanding Faculty Award*, Eastern Illinois University