

CURRICULUM VITAE

Amy L. Reschly¹

School Psychology Program
Department of Educational Psychology
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ACADEMIC POSITIONS

- Professor, Department of Educational Psychology, University of Georgia. August 2015 – present. Associate professor 2010-2015; Assistant Professor, August 2006-2010.
- Assistant Professor, Department of Psychology, University of South Carolina. August 2004 - 2006

EDUCATION

- Ph.D. in Educational Psychology (School Psychology), University of Minnesota, 2004
- M.A. in Educational Psychology, University of Minnesota, 2000
- B.A. in Psychology and a minor in Spanish, with honors and highest distinction, University of Iowa, 1997

EDITORIAL ACTIVITIES

- Editor-Elect, *School Psychology Review*
- Associate Editor, *School Psychology Quarterly*, 2009-2012
 - Assistant Editor, *School Psychology Quarterly*, 2007-2008
- Editorial Board, *Journal of School Psychology*, 2007 –
 - Invited Guest Action Editor, 11/08
- Editorial Board, *Journal of Early Intervention*, 2008 – 2014
- Editorial Board, *Journal of Psychoeducational Assessment*, 2012 -

SCHOLARLY PUBLICATIONS (under Anderson and Reschly)

*Graduate students marked with an **

BOOKS

Edited:

S.L. Christenson & A.L. **Reschly** (Eds). (2010). *Handbook of School-Family Partnerships*. New York: Routledge, Taylor and Francis.

S.L. Christenson, A.L. **Reschly**, & C. Wylie (Eds). (2012). *Handbook of Research on Student Engagement*. New York: Springer

Authored:

Reschly, A.L., Pohl, A., Appleton, J.J., & Christenson, S. L (under contract and in progress; forthcoming Spring 2016). *Student Engagement: Interventions and Applications*. New York: Springer

¹ Formerly Anderson

JOURNAL ARTICLES

- King*, K. & **Reschly**, A.L. . (2014). A comparison of screening instruments: Predictive validity of the BESS and BSC. *Journal of Psychoeducational Assessment*, 32, 687-698.
- Patton*, K.S. & **Reschly**, A.L. (2014). Curriculum-Based Measurement as a predictor of performance on a state assessment: Diagnostic efficiency of local norms. *Educational Assessment*, 19, 284-301.
- Lovelace*, M., **Reschly**, A.L., Appleton, J.J., & Lutz, M. (2014). *Concurrent and predictive validity of the Student Engagement Instrument*. *Journal of Psychoeducational Assessment*, 32, 509-520.
- Reschly**, A.L., Betts, J., & Appleton, J.J. (2014). An examination of the validity of two measures of student engagement. *International Journal of School and Educational Psychology*, 2, 106-114.
- Glueck*, C. & **Reschly**, A.L. (2014). Examining congruence within school-family partnerships: Definition, importance, and current measurement approaches. *Psychology in the Schools*, 51, 296-315.
- Patton*, K.S. & **Reschly**, A.L. (2013). Using Curriculum Based Measurement to examine summer learning loss. *Psychology in the Schools*, 50, 738-753.
- Reschly**, A.L. & Christenson, S.L. (2013). Grade retention: Historical perspectives and new research. *Journal of School Psychology*, 51, 319-322.
- Landis*, R.N. & **Reschly**, A.L. (2013). Re-examining Gifted underachievement and dropout through the lens of student engagement. *Journal for the Education of the Gifted*, 36, 220-249.
- King*, K., **Reschly**, A.L., & Appleton, J.J. (2012). Validation of the Behavioral and Emotional Screening System (BESS) in a rural elementary school. *Journal of Psychoeducational Assessment*. DOI:10.1177/0734282912440673
- Grier-Reed, T., Appleton, J.J., Rodriguez, M., Ganuza, Z., & **Reschly**, A.L. (2012). Exploring the Student Engagement Instrument and career perceptions with college students. *Journal of Educational and Developmental Psychology*, 2, 85-96.
- Barry*, M. & **Reschly**, A.L. (2012). Longitudinal predictors of high school completion. *School Psychology Quarterly*, 27, 74-84.
- Carter*, C., **Reschly**, A.L., Lovelace*, M.D., Appleton, J.J., & Thompson, D. (2012). Measuring student engagement among elementary students: Pilot of the Elementary Student Engagement Instrument. *School Psychology Quarterly*, 27, 61-73.
- Reschly**, A.L. & Christenson, S.L. (2012). Moving from 'Context Matters' to Engaged Partnerships with Families. *Journal of Educational & Psychological Consultation*, 22, 62-78.
- Landis*, R. N. & **Reschly**, A. L. (2010). An Examination of Compulsory School Attendance Ages and High School Dropout and Completion. *Educational Policy. OnlineFirst*. DOI: 10.1177/0895904810374851
- Betts, J., Appleton, J.J., **Reschly**, A.L., Christenson, S.L., & Huebner, E.S. (2010). A study of the reliability and construct validity of the Student Engagement Instrument across multiple grades. *School Psychology Quarterly*, 25, 84-93.
- Sandberg*, K. & **Reschly**, A. L. (2010). Curriculum Based Measurement and English Learners: A review of the literature. *Remedial & Special Education. OnlineFirst*. DOI: 10.1177/0741932510361260
- Reschly**, A. (2010). Reading and school completion: Critical connections and Matthew effects. *Reading and Writing Quarterly*, 26, 1-23.
- Lewis*, A. D., Huebner, E. S., **Reschly**, A. L., & Valois, R. F. (2009). The incremental validity of positive emotions in predicting school functioning. *Journal of Psychoeducational Assessment*, 27, 397-408.

- Reschly**, A. L., Busch, T. W., Betts, J., Deno, S. L., & Long, J. (2009). Curriculum-Based Measurement Oral Reading as an indicator of reading achievement: A meta-analysis of the correlational evidence. *Journal of School Psychology, 47*, 427-469.
- Deno, S., **Reschly**, A.L., Lembke, E., Magnussen, D., Callender, S., Windram, H., & Statchel, N. (2009). A school-wide model for progress monitoring. *Psychology in the Schools, 46*, 44-55.
- Betts, J., **Reschly**, A.L., Pickart, M., Heistad, D., & Sheran, C. (2008). An examination of predictive bias for second grade reading outcomes from measures of early literacy skills in kindergarten with respect to ELL and ethnic subgroups. *School Psychology Quarterly, 23*, 553-570.
- Reschly**, A.L., Huebner, E.S., Appleton, J.J., & Antaramian,* S. (2008). Engagement as flourishing: The role of positive emotions and coping in student engagement at school and with learning. *Psychology in the Schools, 45*, 419-431.
- Muyskens, P., Marston, D., & **Reschly**, A. (2007). The use of Response to Intervention practices for behavior: An examination of the validity of a screening instrument. *California School Psychologist Journal, 12*, 31-45.
- Missall, K., **Reschly**, A., Betts, J., McConnell, S.M, Heistad, D., Pickart, M., Sheran, C., & Marston, D. (2007). Examination of the predictive validity of preschool early literacy skills. *School Psychology Review, 36(3)*, 433-452.
- Busch, T.W., & **Reschly**, A.L. (2007). Progress monitoring in reading: Using curriculum-based measurement in a Response to Intervention Model. *Assessment for Effective Intervention, 32*, 223-230.
- Christenson, S.L., Picklo, D.M., Triezenberg, H.L., Yssledyke, J.E., & **Reschly**, A. (2007). Consequences of high stakes assessment for students with and without disabilities. *Educational Policy, 21*, 662-690.
- Marston, D., Pickart, M., **Reschly**, A., Muyskens, P., Heistad, D., & Tindal, G. (2007). Early literacy measures for improving student reading achievement: Translating research into practice. *Exceptionality, 15*, 97-118.
- Reschly**, A. & Christenson, S.L. (2006). Prediction of dropout among students with mild disabilities: A case for the inclusion of student engagement variables. *Remedial and Special Education, 27*, 276-292.
- Appleton, J., Christenson, S.L., Kim, D., & **Reschly**, A. (2006). Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. *Journal of School Psychology, 44*, 427-445.
- Anderson**, A.R., Christenson, S.L., Sinclair, M.F., & Lehr, C. (2004). Check & Connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology, 42*, 95-113.
- Morse, A.B., **Anderson**, A.R., Christenson, S.L., & Lehr, C.A. (February, 2004). Promoting school completion. *Principal Leadership, 4(6)*, 9-13.
- Sinclair, M.F., Christenson, S.L., Lehr, C.A., & **Anderson**, A.R. (2003). Facilitating student engagement: Lessons learned from Check & Connect longitudinal studies. *The California School Psychologist, 8*, 29-42.
- Christenson, S.L., & **Anderson**, A.R. (2002). Commentary: The centrality of the learning context for students' academic enabler skills. *School Psychology Review, 31*, 378-393.
- Wallace, T., **Anderson**, A.R., & Bartholomay, T. (2002). Collaboration: A factor associated with the success of three inclusive high schools. *Journal of Educational and Psychological Consultation, 13(4)*, 349-381.
- Wallace, T., **Reschly Anderson**, A., Bartholomay, T., & Hupp, S. (2002). An ecobehavioral examination of high school classrooms that include students with disabilities. *Exceptional Children, 68(3)*, 345-359.

BOOK CHAPTERS

- Chafouleas, S. M., **Reschly**, A. L., Chaffee, R., & Briesch, A. M. (in press). Using DBR to communicate across contexts. In A. M. Briesch, S. M. Chafouleas, & T.C. Riley-Tillman (Eds.). *Direct Behavior Rating (DBR): Linking assessment, communication, and intervention*. New York, NY: Guilford Press.
- Reschly**, A. L., Pohl, A., Christenson, S. L., & Appleton, J. J. (in press). Engaging adolescents in secondary schools. In B. Schultz, J. Harrison, and S. Evans (Eds.), *School mental health services for adolescents*. Oxford University Press, New York.
- Reschly**, A.L., & Chaffin, M.C. (in press). Contextual influences and Response to Intervention. In S.R. Jimerson, M.K. Burns & A.M. VanDerHeyden (Eds.), *Handbook of response to intervention: The science and practice of multi tiered systems of support* (2nd ed.). New York: Springer
- Reschly**, A.L. & Reschly, D.J. (2014). School consultation and Response to Intervention. In W.P. Erchul & S.M. Sheridan (Eds.), *Handbook of research in school consultation*. 2nd Ed. New York: Routledge.
- Reschly**, A.L., Appleton, J.J., & Pohl, A. (2014). Best practices in fostering student engagement. In A. Thomas and P. Harrison (Eds.) *Best practices in school psychology* – 6th Ed. Bethesda, MD: National Association of School Psychologists.
- Jimerson, S., **Reschly**, A.L., & Hess, R. (2014). Best practices in promoting high school completion. In A. Thomas and P. Harrison (Eds.) *Best practices in school psychology* – 6th Ed. Bethesda, MD: National Association of School Psychologists.
- Reschly**, A.L. & Christenson, S.L. (2012). Jingle, jangle, and conceptual haziness: Evolution and future directions of the engagement construct. In S.L. Christenson, A.L. **Reschly**, & C. Wylie (Eds.). *Handbook of research on student engagement*. (pp. 3-19). New York: Springer
- Sandberg*, K. & **Reschly**, A.L. (2011). Out of school time and reading achievement: Implications for practice. In J. Warnik, K. Warnick, & A. Laffoon (Eds.), *Policy and practice: The good, the bad and the pseudoscience*. (pp. 21-36). New York: Nova Science.
- Reschly**, A.L. (2010). Partnering with families on RTI implementation. *What do I do when . . . The answer book on RTI*. Palm Beach Gardens, FL: LRP.
- Christenson, S. L., & **Reschly**, A. L. (2010). Check & Connect: Enhancing school completion through student engagement. In E. Doll, & J. Charvat (Eds.). *Handbook of prevention science*. Lawrence Erlbaum Associates, Inc.
- Huebner, E. S., Gilman, R., **Reschly**, A. L., & Hall, R. (2009). Positive schools. In C. R. Snyder & S. J. Lopez (Eds.), *Oxford handbook of positive psychology* – 2nd Ed. (pp. 561-568). Oxford University Press.
- Reschly**, A. L., & Christenson, S. L. (2009). Parents as essential partners for fostering students' learning outcomes. In R. Gilman, E. S. Huebner, & M. Furlong (Eds.). *A handbook of positive psychology in schools* (pp. 257-272). New York: Routledge.
- Jimerson, S., **Reschly**, A. L., & Hess, R. (2008). Best practices in increasing the likelihood of school completion. In A. Thomas & J. Grimes (Eds.). *Best practices in school psychology* - 5th Ed (pp. 1085-1097). Bethesda, MD: National Association of School Psychologists.
- Christenson, S. L., **Reschly**, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P. (2008). Best practices in fostering student engagement. In A. Thomas & J. Grimes (Eds.). *Best practices in school psychology* - 5th Ed (pp. 1099-1119). Bethesda, MD: National Association of School Psychologists.

- Reschly**, A., Coolong-Chaffin, M. A., Christenson, S. L., & Gutkin, T. B. (2007). Contextual influences and RTI: Critical issues and strategies. In S.R. Jimerson, M.K. Burns & A.M. VanDerHeyden (Eds.), *The handbook of response to intervention: The science and practice of assessment and intervention* (pp.148-160). New York: Springer
- Marston, D., **Reschly**, A., Lau, M., Musykens, P., & Canter, A. (2007). Historical perspectives and current trends in problem solving: The Minneapolis story. In D. Hagar, J. Klinger, and S. Vaughn (Eds.), *Evidence-based reading practices for response to intervention* (pp. 265-285). Baltimore: Brookes.
- Reschly**, A. & Christenson, S. L. (2006). Promoting School Completion. In G. Bear & K. Minke (Eds), *Children's needs III: Understanding and addressing the developmental needs of children* (pp. 103- 113). Bethesda, MD: National Association of School Psychologists.
- Louis, K. S., **Anderson**, A. & Reidel, E. (2006). The impact of mental models, professional community, and interdisciplinary teaming on classroom practice. In K. Louis, *Organizing for school change*, (pp. 277-297). New York: Routledge.
- Christenson, S. L., Godber, Y., & **Anderson**, A. R. (2005). Critical issues facing families and schools. In E.N. Patrikakou, R.P. Weissberg, S. Redding, & H.J. Walberg (Eds). *School-family partnerships: Promoting the social, emotional, and academic growth of children* (pp. 21-39). New York: Teachers College Press.
- Christenson, S.L., **Anderson**, A.R., & Hirsch, J.A. (2004). Families with aggressive children and adolescents. In J. C. Conoley and A. Goldstein (Eds.), *School violence: A practical handbook* (2nd Ed), (pp. 359–399). New York: Guilford Press.

OTHER PUBLICATIONS

- Appleton, J.J., **Reschly**, A.L., & Christenson, S.L. (2013). *Measuring and intervening with student engagement with school: Theory and application, U.S and international results, and systems-level implementations*. Paper presented at the First International Congress Students' Engagement in School: Perspectives of Psychology and Education. Lisbon, Portugal.
- Reschly**, A.L. (2013, August 12). Grade retention and social promotion are not only options. *Atlanta Journal Constitution* [Invited Editorial].
- Appleton, J.J. & **Reschly**, A.L. (2013, March). *Initial evaluation of the effect of the Books for Keeps program upon student reading*. Technical Report.
- Reschly**, A.L. & Patton, K.S. (2011). School dropout. *Encyclopedia of quality of life research*. New York: Springer.
- Reschly**, A. L. & Lovelace*, M. (2010). Promoting Student Engagement to Enhance School Completion: Information and Strategies for Educators. *Helping Children at Home and at School – 3rd Ed*. Bethesda, MD: National Association of School Psychologists.
- Reschly**, A. L., & Glueck*, C. (2010). Promoting Student Engagement to Enhance School Completion: Information and Strategies for Families. *Helping Children at Home and at School – 3rd Ed*. Bethesda, MD: National Association of School Psychologists
- Reschly**, A.L. & Christenson, S. L. (2010). *Check & Connect: Helping Struggling Readers Stay in School*. Invited post. Available on-line: <http://www.reading2008.com/blog/check-connect-helping-struggling-readers-stay-in-school.htm>
- Reschly**, A. L. & Landis, R. (2010). High School Dropout Prevention and the Compulsory School Attendance Age. In *Georgia Education Policy Papers: A collection of papers for the 2010 legislative session*. Educational Policy & Evaluation Center, University of Georgia, Athens, GA.
- Christenson, S.L., Thurlow, M.L., Sinclair, M.F., Lehr, C., Kaibel, C., **Reschly**, A.L., Mavis, A., & Pohl, A. (2008). *The intervention manual and guide for Check & Connect: A comprehensive student engagement intervention*. Institute on Community Integration, University of Minnesota. Minneapolis, MN.

- Reschly**, A.L. (2008). *Schools, families and response to intervention*. Invited piece for the RTI Action Network, National Center on Learning Disabilities. Available on-line at: <http://www.rtinetwork.org/Essential/Family/ar/Schools-Families-and-Response-to-Intervention>
- Reschly**, A.L., Appleton, J.J., & Christenson, S.L. (2007, June). Student engagement at school and with learning: Theories and intervention. *Communiqué*, 35(8). National Association of School Psychologists.
- Anderson**, A.R., Christenson, S.L., & Lehr, C.A. (2004, August). School completion and student engagement. In the *Guidance Channel On-line*. August, 2004 Submission by the National Association of School Psychologists. Available on-line at: <http://www.guidancechannel.com/ezone.asp?index=1553&cat=13>
- Anderson**, A.R., Christenson, S.L., & Lehr, C.A. (2004). Promoting Student Engagement to Enhance School Completion: Information and Strategies for Educators. In A. Canter, L. Paige, M. Roth, I. Romero, & S. Carroll (Eds.), *Helping Children at Home and at School – 2nd Ed.* National Association of School Psychologists: Bethesda, MD.
- Louis, K.S., **Anderson**, A.R., & Riedel, E. (2003). *Implementing Arts for Academic Achievement: The impact of mental models, professional community, and interdisciplinary teaming*. Minneapolis, MN: Center for Applied Research & Educational Improvement.
- Christenson, S.L., Godber, Y., & **Anderson**, A.R. (2003, March). Critical issues facing families and schools. *The LSS Review*, 2(1), 8-9.
- Anderson**, A.R., & Ingram, D. (2003). *Arts for Academic Achievement: Results from the annual teacher survey*. Minneapolis, MN: Center for Applied Research & Educational Improvement.
- Anderson**, A.R. & Ingram, D. (2002). *Arts for academic achievement: Results from the 2000-2001 teacher survey*. Minneapolis, MN: Center for Applied Research & Educational Improvement.
- Anderson**, A.R. (2000). *An investigation of perspectives on the monitor-child relationship and intervention success for students in the Check & Connect program*. Unpublished master's thesis, University of Minnesota.
- Lehr, C.A., Christenson, S.L., Sinclair, M.F., Havsy, L.H., & **Anderson**, A.R. (1999). Contextual factors influencing school engagement for high risk elementary students in Check & Connect. Unpublished manuscript, University of Minnesota.
- Kemis, M., Kerry Moran, K.J., & **Anderson**, A.R. (1998). *Evaluation report: National K-12 foreign language resource center*. Ames, IA: Research Institute for Studies in Education.
- Anderson**, A.R. (1997). *The role of social referencing in the development of restraint and internalization: A longitudinal study from 8-15 months*. Unpublished honors thesis, University of Iowa.

SCHOLARLY PRESENTATIONS

- Gilliam*, J., Reschly, A.L., & King, K.R. (2014). *Examining the BSC: Concurrent validity among high school students*. Presentation at the annual meeting of the National Association of School Psychologists. Washington, DC.
- Parker*, K.E., Reschly, A.L., Appleton, J.J., & Thompson, D. (2014). *Making the leap: A longitudinal examination of student engagement*. Presentation at the annual meeting of the National Association of School Psychologists. Washington, DC.
- Pinzone*, C., Appleton, J.J., & Reschly, A.L. (2014). *Longitudinal measurement invariance analyses of the Student Engagement Instrument Brief*. Presentation at the annual meeting of the National Association of School Psychologists. Washington, DC.
- Glueck*, C.L. & **Reschly**, A.L. (2012, February). *Measuring parent-teacher expectation congruence and examining student outcomes*. Presentation at the annual meeting of the National Association of School Psychologists. Philadelphia, PA.

- Patton*, S.L., **Reschly**, A.L. & Appleton, J.J. (2012, February). *Measuring engagement among English Language Learners*. Presentation at the annual meeting of the National Association of School Psychologists. Philadelphia, PA.
- Appleton, J.J., Lovelace*, M., & **Reschly**, A.L. (2012, February). *Promises and challenges of propensity scores for comparing non-equivalent groups*. Presentation at the annual meeting of the National Association of School Psychologists. Philadelphia, PA.
- Reschly**, A.L., Appleton, J.J., Lovelace*, M.D., Carter*, C.P., Waldrop*, D., Pohl, A.J. & Christenson, S.L. (2011, February). *Advances in engagement and preparation for college*. Symposium at the annual meeting of the National Association of School Psychologists. San Francisco, CA.
- Landis*, R.J. & **Reschly**, A.L. (2011, February). *Plummeting from high achievement to dropout: Disengagement in gifted students*. Presentation at the annual meeting of the National Association of School Psychologists. San Francisco, CA.
- Lovelace*, M. D., Betts, J., Appleton, J. J., & **Reschly**, A. L. (2011). *The longitudinal stability and factorial invariance of the Student Engagement Instrument*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA
- Waldrop*, D. & **Reschly**, A.L. (2011, February). *Examining student engagement and motivation among college students*. Presentation at the annual meeting of the National Association of School Psychologists. San Francisco, CA.
- Glueck*, C. & **Reschly**, A.L. (2010, March). *An examination of parent and teacher expectations and students' academic outcomes*. Presentation at the annual meeting of the National Association of School Psychologists. Chicago, IL.
- Landis*, R.N. & **Reschly**, A.L. (2010, March). *Can Raising the Mandatory School Attendance Age Aid Dropout Prevention?* Presentation at the annual meeting of the National Association of School Psychologists. Chicago, IL.
- Lovelace*, M., **Reschly**, A.L., & Appleton, J.J. (2010, March). *Validating an Engagement Measure on Student Populations At-Risk of Dropout*. Presentation at the annual meeting of the National Association of School Psychologists. Chicago, IL.
- Sandberg*, K., **Reschly**, A.L., & Callahan, R. (2010, March). *Student Engagement and Dropout for Language Minority Students*. Presentation at the annual meeting of the National Association of School Psychologists.
- Reschly**, A. L., & Betts, J. (2009, February). *An Empirical Examination of Student Engagement and Motivation*. Paper presentation at the 2009 annual meeting of the National Association of School Psychologists.
- Sandberg*, K. L., **Reschly**, A. L., & Betts, J. (2009, February). *A Year-round Examination of Early Literacy Skill Growth*. Paper presentation at the 2009 annual meeting of the National Association of School Psychologists. Boston, MA.
- Gutkin, T. B., Doll, B. J., **Reschly**, A. L., Stoiber, K. C., Hintze, J. M., & Conoley, J. C. (2008, August). *Ecological Approaches to School Psychological Services: Putting Theory Into Action*. Symposium at the 2008 annual meeting of the American Psychological Association. Boston, MA.
- Appleton, J. J., Betts, J., **Reschly**, A. L., Christenson, S. L. (2008, August). *The construct stability of student engagement across diverse samples*. Poster presented at the 2008 annual meeting of the American Psychological Association. Boston, MA.
- Sandberg*, K. L. & **Reschly**, A. L. (2007, October). *Assessment with English learners: Using Curriculum-Based Measurement as an alternative*. Poster session presented at the fall conference of the South Carolina Association of School Psychology, Columbia, SC.
- Christenson, S. L., **Reschly**, A. L., & Appleton, J. J. (2007, April). *Measuring cognitive an psychological engagement: Relevance for interventions with students at risk of dropout*. Paper symposium presentation at the 2007 annual meeting of the American Educational Research Association. Chicago, IL.

- Lewis*, A. D., Huebner, E. S., & **Reschly**, A. L. (2007, March). *Examining the high school transition on student engagement*. Presentation at the 2007 annual meeting of the National Association of School Psychologists. New York, NY.
- Betts, J. & **Reschly**, A. L. (2007, March). *Predictive Bias Studies: Longitudinal findings spanning kindergarten to second grade*. Paper presentation at the 2007 annual meeting of the National Association of School Psychologists. New York, NY.
- Reschly**, A. L., Appleton, J. J., Christenson, S. L., Betts, J., Antamarian*, S., Lewis*, A. D., & Huebner, E. S. (2007, March). *Student engagement: Conceptualization, measurement, and initial findings*. Symposium presentation at the 2007 annual meeting of the National Association of School Psychologists. New York, NY.
- Reschly**, A., Busch, T. W., & Deno, S. L. (2006, August). *CBM-Reading and Reading Achievement: A meta-analysis of the correlational evidence*. Presentation at the 2006 annual meeting of the American Psychological Association, New Orleans, LA.
- Appleton, J. J., Christenson, S. L., Kim, D., & **Reschly**, A. (2006, March). Assessing the Psychometric Properties of a Student Engagement Survey with Urban 9th Graders. Paper presented at the annual meeting of the Society for Research on Adolescence, San Francisco, CA.
- Reschly, D. J., & **Anderson**, A.R. (2005, August). *School psychology roles with problem solving and RTI classification criteria*. Presentation at the 2005 annual meeting of the American Psychological Association, Washington, DC.
- Anderson**, A. R., Missall, K., McConnell, S., Heistad, D., Pickart, M., & Sheran, C. (2005, August). Measures of early literacy: Examining growth from preschool to school entry and associations with reading in the 1st grade. Presentation at the 2005 annual meeting of the American Psychological Association, Washington, DC.
- Missall, K., **Anderson**, A. R., Sheran, C., & Pickart, M. (2005, March). *A longitudinal examination of literacy development from preschool to kindergarten*. Presentation at the 2005 annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Anderson**, A. R. (2004, April). *An examination of the engagement and dropout of students with mild disabilities*. Presentation at the 2004 annual meeting of the National Association of School Psychologists, Dallas, TX.
- Anderson**, A. R. (2004, March). *Student engagement and dropout: An investigation with students who have mild disabilities*. Presentation at the 4th Annual Educational Psychology Graduate Student Research Day, University of Minnesota.
- Anderson**, A. R. & Christenson, S. L. (2004, February). *Engagement and dropout among students with mild disabilities*. Presentation at the University of Minnesota, College of Education and Human Development Research Day, Minneapolis, MN.
- Louis, K. S., **Anderson**, A. R., & Reidel, E. (2004, January). *Mental models, professional community, interdisciplinary teaming, and classroom practice*. Presentation at the International Congress for School Effectiveness and School Improvement, Rotterdam.
- Anderson**, A. R., Esler, A. N., & Christenson, S. L. & Black, K. A. (2003, April). *Across the school door: A national survey of educators*. Paper presentation at the annual meeting of the National Association of School Psychologists, Toronto, Canada.
- Ysseldyke, J., Christenson, S. L., & **Anderson**, A. R. (2003, April). *Assessing the extent to which evidence-based instructional practices are in place for individual learners*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Toronto, Canada.
- Anderson**, A. R., & Deno, S. (2003, March). *The criterion validity of the MAZE: MAT-7, MCAs, and oral reading*. Poster presentation at the 3rd Annual Educational Psychology Graduate Student Research Day, University of Minnesota.
- Deno, S., Zorka, H., Lembke, E., Callender, S., & **Anderson**, A.R. (2002, March). *Developing a*

- school-wide model for progress monitoring*. Poster presentation at the 2nd Annual Educational Psychology Graduate Student Research Day, University of Minnesota.
- Deno, S., **Anderson**, A. R., Callender, S., Lembke, E., & Zorka, H. (2002, February). *Developing a school-wide model for progress monitoring: A case example and empirical analysis*. Symposium at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Anderson**, A. R. & Havsy, L. H. (2001, April). *Check & Connect: An examination of the middle school transition*. Poster presentation at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Anderson**, A. R. (2001, April). *Check & Connect: An investigation of relationship and risk*. Poster presentation at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Anderson**, A. R. (2001). *An investigation of perspectives on the monitor-child relationship and intervention success for students in the Check & Connect program*. Poster presentation at the first annual Educational Psychology Graduate Student Research Day, University of Minnesota.
- Christenson, S. L., **Anderson**, A. R., Sinclair, M. F., & Lehr, C. A. (2001, April). *Effectiveness of coping for successful and unsuccessful Check & Connect students*. Paper presentation at the annual meeting of the American Educational Research Association, Seattle, WA.
- Christenson, S. L., Lehr, C. A., Havsy, L. H., & **Anderson**, A. R., & Pagliocca, P. M. (2000, April). *Check & Connect: Promoting school engagement of elementary students*. Symposium presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Kochanska, G., Mordhorst, M. J., & **Reschly**, A. L. (1997). *Child temperament and maternal discipline as contributors to emerging restraint in infancy*. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Washington, DC.

OTHER SERVICE

Professional Associations and Activities

National Association of School Psychologists, Member

Grade Retention Position Statement Revision, Advisory Committee, 2009-10

Home School Collaboration Position Statement Revision, Committee Chair, 2010-11

Effective Parenting Position Statement Revision, Committee Chair, 2012 – 14

Response to Intervention Advisory Council, National Center on Learning Disabilities, 2013 – 2014

American Psychological Association (APA), Member

APA Division 16 (School Psychology) APA, Member

Lightner Witmer Award Selection Committee, Spring 2008

Service to the University of Georgia

College of Education

Alumni Awards Selection Committee, 2013

Visionary School Based Educator Workgroup, 10/11 – 8/12

Faculty Senate, elected representative of the Department of Educational Psychology & Instructional Technology, 8/09 – 7/11

Faculty Senate Steering Committee, 9/10 – 7/11

College of Education Graduate Student Research Conference
Committee Chair, 2010

Planning Committee, Spring 2009, 2011

Strategic Plan Implementation Monitoring Team, 2010

(charged with developing the plan to monitor the College's strategic plan)

Strategic Plan Monitoring Team (Standing Committee), appointed 2010, work ended 5/11

Department of Educational Psychology & Instructional Technology

Faculty Advisor, The Graduate Researchers in Educational Psychology and Instructional
Technology (GREPIT) student association, Fall 2008 – 2010

Post-Tenure Review Committee

Fall 2012, Fall 2013, Fall 2014

School Psychology Program

Program Coordinator, Fall 2011 - present

Coordinator of Comprehensive Exams, Fall 2006 - 2012

Faculty Advisor, Association of School Psychology Students (ASP), Fall 2006 – 2010

Coordinator of Admissions, Fall 2007 - 2010

Service to the State of Georgia

Professional Standards Commission, Task Force (Committee Member) for the revision of the
Student Support Team Coordinator Endorsement. 2010-2011

Research Associate, *Governance, Leadership & Accountability* Strand, Georgia School Boards
Association/Georgia School Superintendents Association Vision Project, 2010

Consultant/Trainer for the GraduateFIRST SPDG Graduation Project, Georgia Department of
Education & Pioneer RESA. December 2009 – February 2010.

Community Service

Books for Keeps, Executive Board Member 2012