

CURRICULUM VITAE

Robin L. Hojnoski

Department of Education and Human Services
College of Education
Mountaintop Campus
111 Research Drive
Bethlehem, PA 18015-4794
610.758.3268
610.758.6223 fax
roh206@lehigh.edu

EDUCATION

University of Massachusetts, Amherst, MA, Doctor of Philosophy, School Psychology, 2002

Tufts University, Medford, MA, Master of Arts, Child Study, 1994

Smith College, Northampton, MA, Bachelor of Arts, English Language and Literature, 1991

UNIVERSITY EXPERIENCE

August 2006
To Present
Associate Professor of School Psychology
Department of Education and Human Services
College of Education
Lehigh University
Bethlehem, PA

Consultation Procedures, Developmental Psychology, Applied Principles of Cognitive Psychology, Research, Practicum and Internship Supervision, Behavioral Assessment, Seminar in Early Intervention, Early Childhood Assessment, Historical and Contemporary Issues in School Psychology, Single-Subject Research Design, Child Development, Assessment and Intervention in Educational Consultation

August 2002
To
May 2006
Assistant Professor
Psychology Department
The University of Memphis
Memphis, TN

August 2001
To
June 2002
Pre-Doctoral Intern
University of Minnesota
Minneapolis, MN
St. Croix River Education District
Rush City, MN

PUBLICATIONS

BOOK CHAPTERS

Hojnoski, R. L. & Polignano, J. C. (in press). How does an instructional team improve learning outcomes for all children through data-based decision making? To appear in J. Carta & R. Miller Young (Eds.), *Multi-Tiered Systems of Support for Young Children: A Guide to Response to Intervention in Early Education*. Baltimore: Brookes Publishing.

Hojnoski, R. L. (2018). Early intervention. In E. Braten (Ed.) *The sage encyclopedia of intellectual and developmental disorders*. Thousand Oaks, CA: Sage Publishing.

Hojnoski, R. L., & Wood, B. K. (in press). Early childhood education for students with developmental disabilities. To appear in E. Braten (Ed.) *The Sage encyclopedia of intellectual and developmental disabilities*. Thousand Oaks, CA: Sage Publishing.

Hojnoski, R. L., Missall, K. N., & Miller Young, R. (2016). Defining and measuring early academic development to promote student outcomes. In A. Garro (Ed.), *Early childhood assessment in school and clinical psychology*, (pp. 51-72). New York: Springer Publishing.

Hojnoski, R. L. & Missall, K. N. (2010). Social development in preschool classrooms: Promoting engagement, competence, and school readiness. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model including RTI* (pp. 703-728). Bethesda, MD: National Association of School Psychologists.

Armstrong, K., Missall, K. N., Shaffer, E., & **Hojnoski, R. L.** (2009). Positive Psychology: Promoting positive adaptation during the early childhood years. In R. Gilman, S. Huebner, & M. Furlong (Eds.), *Handbook of positive psychology* (pp. 339-351). New York: Routledge.

Missall, K. N., & **Hojnoski, R. L.** (2008). School transitions: Elementary school. In E. Anderman (Ed.) *Psychology of classroom learning: An encyclopedia*. Detroit: Macmillan Reference.

Missall, K. N., & **Hojnoski, R. L.** (2007). The critical nature of young children's emerging peer-related social competence for transition to school. In W. H. Brown, S. L. Odom, & S. R. McConnell (Eds.) *Peer-related social competence of young children*, 2nd Ed. (pp. 117-137). Baltimore, MD: Brookes.

Phaneuf, R. L. & Stoner, G. (2002). Preschool assessment. In R. Fernandez Ballesteros (Ed.) *Encyclopedia of Psychological Assessment*. Sage Publications: London.

Stoner, G., Scarpati, S. E., **Phaneuf, R. L.**, & Hintze, J. M. (2002). Using curriculum based measurement to evaluate intervention efficacy. In J.K. Luiselli and C. Diament (Eds.), *Behavior psychology in the schools: Innovations in evaluation, support, and consultation* (pp. 101-112). Binghamton, NY: The Haworth Press.
Reprinted in *Child and Family Behavior Therapy*, 24, 101-112.

ARTICLES IN REFEREED JOURNALS

Hendrix, N., **Hojnoski, R. L.**, & Missall, K. N. (accepted). Promoting numeracy skills through board game play. *Young Exceptional Children*.

Hojnoski, R. L., Cawley, R., Wood, B. K., & Zakszeski, B. (in press). The effect of response cards on preschoolers' engagement during a mathematics activity. *Education and Treatment of Children*.

Hojnoski, R. L., Caskie, G. I. L., & Miller Young, R. (2017). Early numeracy trajectories: Baseline performance levels and growth rates in young children by age and disability status. *Topics in Early Childhood Special Education*.

Repasky, P., **Hojnoski, R. L.**, & Zakszeski, B. N. (2017). What does Daddy do? Father participation in early mathematical activities. *Perspectives on Early Childhood Psychology and Education*, 2(2), 47-85.

Shapiro, E. S. S., Gebhardt, S., Flatley, K., Guard, K. B., Fu., Q, Leichman, E. S., Calhoon, M., & **Hojnoski, R.** (2017). Development and validity of the rating scales of academic skills for reading comprehension. *School Psychology Quarterly*.

Missall, K. N., **Hojnoski, R. L.**, & Moreno, G. (2017). Parent child math interactions: Examining self-report and direct observations. *Early Education and Development*. DOI: 10.1080/03004430.2016.1193731

Zakszeski, B. N., **Hojnoski, R. L.**, & Wood, B. (2017). Considerations for time sampling interval durations in the measurement of young children's classroom engagement. *Topics in Early Childhood Special Education*. Advance online publication. doi:10.1177/0271121416659054

Kuder, B. N., & **Hojnoski, R. L.** (2016). Under construction: Strategic changes in the block area to promote engagement and learning. *Young Exceptional Children*, 21, 76-91. doi:10.1177/1096250616649224

- Hojnoski, R. L.,** Polignano, J. C., & Columba, H. L. (2016). Increasing teacher mathematical talk during shared book reading in the preschool classroom: A pilot study. *Early Education and Development, 27*, 676-691.
- Laracy, S., **Hojnoski, R. L.,** Dever, B. (2016). Assessing the classification accuracy of early numeracy curriculum-based measures using receiver operating characteristic analysis. *Assessment for Effective Intervention, 41*, 172-183.
- Pollack, B., **Hojnoski, R.,** DuPaul, G. J., Kern, L. (2016). Play behavior differences among preschoolers with ADHD: Impact of comorbid ODD and anxiety. *Journal of Psychopathology and Behavioral Assessment, 38*, 66-75.
- Wood, B. K., **Hojnoski, R. L.,** Laracy, S. D., & Olson, C. L. (2016). Comparison of observational methods and their relation to ratings of engagement in young children, *Topics in Early Childhood Special Education, 35*, 211-222
- Missall, K. N., **Hojnoski, R. L.,** Caskie, G., & Repasky, P. (2015). Examining home numeracy environments of preschoolers: Relations between mathematical activities, parent mathematical beliefs, and early mathematical skills. *Early Education and Development, 26*, 356-376.
- Hojnoski, R. L.,** Columba, L., & Polignano, J. C. (2014). Embedding Mathematical Dialogue in Parent Child Shared Book Reading: A Preliminary Investigation. *Early Education and Development, 25*, 469-492.
- Vilardo, B. A., DuPaul, G. J., Kern, L., & **Hojnoski, R. L.** (2013). Cross-age peer coaching: Enhancing the peer interactions of children exhibiting symptoms of ADHD. *Child and Family Behavior Therapy, 35*, 63-81.
- Columba, L., **Hojnoski, R.,** & Polignano, J. (2013). How big is humongous? Mathematics conversations. *Mathematics Teaching-Research Journal, 6*, 22-35.
- Hojnoski, R. L.,** & Wood, B. K., (2012). Challenging behavior and early academic skill development: An integrated approach to assessment and intervention. *Young Exceptional Children, 15*, 29-40.
- Polignano, J. C., & **Hojnoski, R. L.** (2012). Preliminary evidence of the technical adequacy of additional curriculum-based measures for preschool mathematics. *Assessment for Effective Intervention, 37*, 70-83.
- Methe, S. A., **Hojnoski, R.,** Clarke, B., Owens, B. B., Lilley, P. K., Politylo, B. C., White, K. M., & Marcotte, A. M. (2011). Innovations and future directions for early numeracy curriculum-based measurement: Commentary on the special series. *Assessment for Effective Intervention, 36*, 200-209.
- Hojnoski, R. L.,** Silbergliitt, B., & Floyd, R. G. (2009). Sensitivity to growth over time of the Preschool Numeracy Indicators with a sample of preschoolers in Head Start. *School Psychology Review, 38*. 402-418.
- Hojnoski, R. L.,** Gischlar, K. L., & Missall, K. N. (2009). Improving child outcomes with data-based decision-making: Collecting data. *Young Exceptional Children, 12*, 32-44.
- Hojnoski, R. L.,** Gischlar, K., L., & Missall, K. N. (2009). Improving child outcomes with data-based decision making: Graphing data. *Young Exceptional Children, 12*, 15-30.
- Hojnoski, R. L.,** Caskie, G. I. L., Gischlar, K. L., Key, J. M., Barry, A., & Hughes, C. (2009). Data display: Preference, acceptability, and accuracy among urban Head Start teachers. *Journal of Early Intervention, 32*, 38-53.
- Gischlar, K. L., **Hojnoski, R. L.,** & Missall, K. N. (2009). Improving child outcomes with data-based decision making: Interpreting and using data. *Young Exceptional Children, 13*, 2-18.
- Hojnoski, R.L.,** Margulies, A. S., Bose-Deakins, J., Barry, A., Sumara, K., & Harmon, J. (2008). Analysis

of two early childhood education settings: Classroom variables and peer verbal interaction. *Journal of Research in Childhood Education*, 23, 193-209.

Hojnoski, R.L., & Missall, K. (2007). Monitoring preschoolers language and early literacy growth and development. *Young Exceptional Children*, 10, 17-27.

Hojnoski, R. L. (2007). Promising directions in school-based systems level consultation: A commentary on the article, "Has consultation achieved its primary preventive potential?" *Journal of Educational and Psychological Consultation*, 17, 157-163.

Margulies, A.S., Floyd, R.G. & **Hojnoski, R.L.** (2007). Body size stigmatization: An examination of attitudes of African American preschool-age children attending Head Start. *Journal of Pediatric Psychology* 33, 487-496.

Floyd, R. G., **Hojnoski, R. L.**, & Key, J. M. (2006). Preliminary evidence of technical adequacy of the Preschool Numeracy Indicators. *School Psychology Review*, 35, 627-644.

***Hojnoski, R.L.**, & Missall, K. N. (2006). Addressing school readiness: Expanding school psychology in early education. *School Psychology Review*, 35, 602-614.

Hojnoski, R. L., Morrison, R., Brown, M., & Matthews, W. J. (2006). Projective test use among school Psychologists: A survey and critique. *Journal of Psychoeducational Assessment*, 24, 145-159.

Floyd, R.G., **Phaneuf, R.L.**, & Wilczynski, S.M. (2005). Measurement properties of indirect assessment methods for functional behavioral assessment: A review of research. *School Psychology Review*, 34, 58-73.

Phaneuf, R.L. & Silbergliitt, B. (2003). Tracking preschoolers' language and pre-literacy development using a general outcome measurement system: One education district's experience. *Topics in Early Childhood Special Education*, 23, 114-123.

*Invited refereed article.

EDITED PUBLICATIONS

VanDerHeyden, A. Snyder, P., & **Hojnoski, R. L.** (Eds.) (2006). Integrating frameworks from early childhood intervention and school psychology to accelerate growth for all young children [Special series]. *School Psychology Review*, 35.

WORKING PAPERS

Hojnoski, R. L., Wood, B., & Missall, K. N. (under review). Measuring engagement in early education: Preliminary evidence for the Behavioral Observation of Students in Schools –Early Education (BOSS-EE).

Van Voorhis, L., Mininger, K., Zakszeski, B. N., Ventresco, N., **Hojnoski, R. L.**, & Kline, D. *Searching for the education in educational apps: A corpus analysis.*

Hojnoski, R. L., Missall, K. N., & Hendrix, N. M. (in revision). *Parent and preschooler spatial and shape talk during play.*

Hojnoski, R. L., Miller Young, R., Zakszeski, B. N., & Chandler, L. (in revision). *Math talk in blended preschool classrooms.*

Zakszeski, B. N., & **Hojnoski, R. L.** (in revision). Disentangling concurrent relations of numerosity comparison performance: The role of executive function.

Zakszeski, B. N., & **Hojnoski, R. L.** (in revision). The approximate number system: Implications for early mathematical assessment?

HONORS AND AWARDS

Frank Hook Assistant Professorship, Lehigh University, 2010-2012.

RESEARCH FUNDING

Institute for Education Sciences, Principal Investigator, *Imagine Matemáticas: A dual language approach to supporting young children's mathematical development*, submitted August 2017, \$1,314,101.

Institute for Education Sciences, Subcontract with Dr. Alisha Wackerlee Holman, University of Minnesota, *Making Progress with Progress Monitoring: Developing Early Literacy and Language Individual Growth and Development Indicators as Progress Monitoring Tools*, funded June 2016, \$136,871.

Early Career Award from the Society for the Study of School Psychology, Co-principal Investigator with Dr. Kristen Missall, University of Kentucky, *Examining Caregiver Variables in the Development of Number Sense in Young Children*, \$9,390. 2007- 2011.

Council of the Directors of School Psychology Programs, Co-Principal Investigator with Dr. Patti Manz, Lehigh University, *Review of Doctoral Training Programs with an Emphasis in Early Education*, \$1,000. 2009.

INSTITUTIONAL GRANTS

Lehigh University Collaborative Opportunity Research Grant, Co-Principal Investigator with Dr. Michael Spear, Lehigh University, *Building Technology to Understand and Support STEM Skills in Young Children*, \$50,212.00, 2016.

Lehigh University Faculty Research Grant, Co-Principal Investigator with Drs. Susan Woodhouse, Brenna Wood, Brook Sawyer, and Peggy Kong, Lehigh University, *A Family Support Approach to Promoting School Readiness: A Pilot Study*, \$5,726, 2016.

Lehigh University Faculty Research Grant, Co-Principal Investigator with Dr. Brenna Wood, *Initial Development of Behavioral Observation Tool for Use in Early Education Settings*, \$3,500, 2012.

Lehigh University Faculty Innovation Grant, Co-principal Investigator with Dr. Lynn Columba, Lehigh University, *Using Shared Storybook Reading to Teach Mathematics in Preschool*, \$23,350, 2010.

Lehigh University Faculty Research Grant, Principal Investigator, *Examining the Technical Adequacy of Early Mathematics Measures for Preschoolers*, \$1,500. 2010.

Lehigh University Faculty Research Grant, Principal Investigator, *Development and Piloting of a Parent Child Intervention for Early Number Sense*, \$2,500. 2008.

University of Memphis Faculty Research Grant, Principal Investigator, *Field Validation of the Early Numeracy Indicators*, \$3,700. 2005.

EDITORIAL BOARD MEMBERSHIP

Editorial Board Member, *Journal of School Psychology*

Editorial Board Member, *School Psychology Quarterly*

Editorial Board Member, *School Psychology Review*

Editorial Board Member, *Assessment for Effective Intervention*

Editorial Board Member, *Topics in Early Childhood Special Education*

Editorial Board Member, *Journal of Early Intervention*

Editorial Board Member, *Perspectives on Early Childhood Psychology and Education*

SCHOLARLY PRESENTATIONS

REFEREED PRESENTATIONS

Zakszeski, B. N., **Hojnoski, R. L.**, Dever, B. V., DuPaul, G. J., & McClelland, M. M. (2018, February). *Examining viable contextual targets for supporting students' self-regulation development*. Paper presented at the National Association of School Psychologists annual convention, Chicago, IL.

Ventresco, N. V., Zakszeski, B. N., **Hojnoski, R. L.**, Kline, D., Mininger, K., Van Voorhis, L., & Spear, M. (2018, February). *Spatial and Geometric Adventures: Deliberate design of an educational app*. Paper presented presentation at the National Association of School Psychologists annual convention, Chicago, IL.

- Van Voorhis, L., Mininger, K., Zakszeski, B. N., Ventresco, N., **Hojnoski, R. L.**, & Kline, D. (2018, February). *Searching for the education in educational apps: A corpus analysis*. Poster presented at the National Association of School Psychologists annual convention, Chicago, IL.
- Hojnoski, R. L.**, Briesch, A. M., Wood, B. K., & Zakszeski, B. N. (2018, February). *Generalizability of behavior observations in early education*. Poster presented at the National Association of School Psychologists annual convention, Chicago, IL. Also presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Zakszeski, B. N., & **Hojnoski, R. L.** (2017, August). *Pathways to early academic competence: Relations among cognitive abilities in early childhood*. Poster presented at the 125th annual convention of the American Psychological Association, Washington, D.C.
- Hojnoski, R. L.**, & Zakszeski, B. N. (2017, August). *Assessing spatial ability: Toward the development of a new tool*. Poster presented at the 125th annual convention of the American Psychological Association, Washington, D.C.
- Hojnoski, R. L.**, & Zakszeski, B. N. (2017, February). *Exploring the approximate number system: Implications for early mathematical assessment*. Poster presented at the National Association of School Psychologists annual convention, San Antonio, TX.
- Zakszeski, B. N., **Hojnoski, R. L.**, & Wood, B. K. (2017, February). *Measurement error in the partial interval recording of interfering behaviors*. Poster presented at the National Association of School Psychologists annual convention, San Antonio, TX.
- Zakszeski, B. N., **Hojnoski, R. L.**, Spear, M., & Ventresco, N. E. (2016a, October). *Battle of the blocks: Virtual versus physical block-building in the promotion of young children's spatial and geometric skills*. Demonstration presented at the Society for Research in Child Development's Special Topic Meeting on Technology and Media in Children's Development, Irvine, CA.
- Zakszeski, B. N., **Hojnoski, R. L.**, Spear, M., & Ventresco, N. E. (2016b, October). *Children as virtual block-builders: Design, development, and usability of a 3-D block-building app*. Demonstration presented at the Society for Research in Child Development's Special Topic Meeting on Technology and Media in Children's Development, Irvine, CA.
- Hendrix, N., **Hojnoski, R. L.**, & Missall, K. (2016, February). *Examining math talk through shared book reading intervention in the home*. Poster presented at the 10th Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Hojnoski, R. L.**, Dennis, M., Kuder, B., & Polignano, J. (2016, February). *Early intervention in mathematics: In search of a research design*. Poster presented at the 10th Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Wood, B. K., **Hojnoski, R. L.**, & Laracy, S. D. (2016, February). *Engagement in young children with and without disabilities: An evaluation of direct observational methods*. Poster presented at the 10th Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Polignano, J. C., & **Hojnoski, R. L.** (2015, April). *Age-based sensitivity of the Individual Growth and Development Indicators – Early Numeracy*. Poster presented at the American Educational Research Association, Chicago, IL.
- Hojnoski, R. L.**, Missall, K. N., & Hendrix, N. (March, 2015). *Promoting spatial development: Parent and preschooler talk during play*. Poster presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, PA.
- Columba, L., **Hojnoski, R.**, & Polignano, J. (February, 2015). *Effect of book type and teacher training on math talk during shared book reading in preschool classrooms*. Paper presented at the Research Council on Mathematics Learning, Las Vegas, NV.

- Hojnoski, R. L., & Kuder, B. N.** (2015, February). *Using five frames to promote number sense*. In S. M. Sheridan (Chair), *At the intersection: School psychology and early education and intervention*. Symposium presented at the National Association of School Psychologists annual convention, Orlando, FL.
- Kuder, B. N., Cawley, R. A., **Hojnoski, R. L.**, & Wood, B. K. (2015, February). *Using response cards to promote preschoolers' engagement during mathematics instruction*. Poster presented at the National Association of School Psychologists annual convention, Orlando, FL.
- Hojnoski, R. L.**, & Wood, B. K. (February, 2015). *Not the BOSS, but the BOSS-EE: Measuring engagement in early education*. Poster presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
- Hojnoski, R. L.**, & Wood, B. K. (February, 2014). *Measuring engagement in early education*. Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Pollack, B., **Hojnoski, R.**, DuPaul, G., & Kern, L. (February 2014). *Play behavior differences among preschoolers with ADHD and comorbid ODD and anxiety*. Poster presented at the National Association of School Psychologists annual conference, Washington, DC.
- Wood, B. K., **Hojnoski, R.L.**, & Olsen, C. (October, 2013). *Content validity of the BOSS-EE: Expert and practitioner review*. Poster presented at Council for Exceptional Children, Division of Early Childhood, 28th Annual Conference on Young Children with Special Needs and Their Families, San Francisco, CA.
- Buck, K. E., & **Hojnoski, R. L.** (February, 2013). *Effects of commercial board games on preschoolers' early number skills*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Wood, B. K., & **Hojnoski, R. L.** (October, 2012). *Initial step in the development of an early education behavioral observation tool*. Poster presented at the Council for Exceptional Children, Division of Early Childhood, 28th Annual Conference on Young Children with Special Needs and Their Families, Minneapolis, MN.
- Hojnoski, R. L.** (September, 2012). *Technical adequacy of the Preschool Numeracy Indicators*. Poster presented at the 4th annual RTI Early Childhood Summit, Santa Ana Pueblo, NM.
- Hojnoski, R. L.**, Caskie, G., Polignano, J., & Brittain, A. (June, 2012). *Curriculum-based assessment of early numeracy in preschoolers who speak Spanish as their primary language: Differences in performance and growth over time*. Poster presented at the Head Start Research Conference, Washington, DC.
- Hojnoski, R. L.**, Polignano, J. C., & Brittain, S. (February, 2012). *Assessment of early numeracy in preschool children who speak Spanish as their primary language*. Poster presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Polignano, J. C., & **Hojnoski, R. L.** (February, 2012). *Additional curriculum-based measures for preschool mathematics*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Hojnoski, R. L.** (February, 2012). *Challenges in measuring early mathematics: Assessment practices and measurement research in Response to Intervention*. Paper presented at the Conference on Research Innovations in Early Childhood, San Diego, CA.
- Hojnoski, R. L.**, & Polignano, J. C. (February, 2012). *Promoting early mathematics through shared storybook reading at home and preschool*. Poster presented at the Conference on Research Innovations in Early Childhood, San Diego, CA.
- Hojnoski, R. L.**, Polignano, J. C., & Columba, H. L. (November, 2011). *Using shared storybook reading to promote early mathematics at home and preschool*. Paper presented at the Council for Exceptional Children, Division of Early Childhood, 27th Annual Conference on Young Children with Special Needs and

Their Families, National Harbor, MD.

Hojnoski, R. L., Miller Young, R., & Chandler, L. (November, 2011). *Early math in preschool classrooms: Examining practices and exploring possibilities*. Poster presented at the Council for Exceptional Children, Division of Early Childhood, 27th Annual Conference on young Children with Special Needs and Their Families, National Harbor, MD.

Hojnoski, R. L., Missall, K. N., Gray, L., & Moreano, G. (November, 2011). *Parent and child mathematical interactions in a sample of Hispanic families*. Poster presented at the Council for Exceptional Children, Division of Early Childhood, 27th Annual Conference on young Children with Special Needs and Their Families, National Harbor, MD.

Hojnoski, R. L., & Missall, K. N. (November, 2011). *Data-based decision making for early mathematics: Linking assessment and instruction*. Paper presented at the Council for Exceptional Children, Division of Early Childhood, 27th Annual Conference on young Children with Special Needs and Their Families, National Harbor, MD.

Columba, H. L., **Hojnoski, R. L.,** & Polignano, J. C. (April, 2011). *Strategies for embedding mathematical discourse through shared storybook reading*. Paper presented at the annual meeting of the National Council of Supervisors of Mathematics, Indianapolis, IN.

Columba, H. L., **Hojnoski, R. L.,** & Polignano, J. C. (April, 2011). *Promoting students' "math talk" through shared reading*. Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Indianapolis, IN.

Columba, H. L., **Hojnoski, R. L.,** & Polignano, J. C. (March, 2011). *Mathematical discourse embedded in stories: A powerful tool to teach complex concepts in math*. Paper presented at the annual meeting of the Research Council on Mathematics Learning, Cincinnati, OH.

Polignano, J. C. & **Hojnoski, R. L.** (2011, February). *The technical adequacy of a general outcome measure of geometry for preschool children*. Poster presented at the annual meeting of the National Association of School Psychologists. San Francisco.

Columba, H. L., **Hojnoski, R. L.,** & Polignano, J. C. (January, 2011). *Promoting mathematical discourse through shared storybook reading*. Paper presented at the Association of Mathematics Teacher Educators, Irvine, CA.

Columba, H. L., **Hojnoski, R. L.,** & Polignano, J. C. (November, 2010). *Embedding mathematical discourse in shared storybook reading for young learners*. Paper presented at the School Science and Mathematics Association, Ft. Myers, FL.

Hojnoski, R. L., & Missall, K. N. (October, 2010). *One, two, three: A CBM framework for assessing mathematics in preschool*. Paper presented at the Council for Exceptional Children, Division of Early Childhood, 26th Annual Conference on young Children with Special Needs and Their Families, Kansas City, MO.

Hojnoski, R. L., Key, J. M., & Caskie, G. I. L. (June 2010). *The effect of an early mathematics intervention with preschoolers in Head Start*. Poster presented at the Head Start National Research Conference, Washington, D.C.

Hojnoski, R. L., Missall, K. N., Windham, H., Snow, L., Navin O'Meara, C., McColley, C. (2010, March). *Data-based Decision Making in Preschool: Promoting Early Academic Success*. Symposium presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Hojnoski, R. L., & Polignano, J. (March, 2010). *Embedding mathematical discourse in shared storybook reading*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

- Missall, K. N., **Hojnoski, R. L.**, & Gray, L. (2010, February). *Preliminary investigation of the home numeracy environment and early math performance*. Poster presented at the biennial meeting of the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Columba, L., **Hojnoski, R.**, & Polignano, J. C. (2009, October). *Promoting mathematical discourse through shared reading*. Paper presented at the annual meeting of the School Science and Mathematics Association. Reno, Nevada.
- Gray, L., Missall, K. N., & **Hojnoski, R. L.** (2009, October). *School readiness: Caregiver behaviors of high and low-performing children*. Poster presented at the Council for Exceptional Children, Division of Early Childhood, 25th Annual Conference on young Children with Special Needs and Their Families. Albuquerque, NM.
- Hojnoski, R. L.**, Missall, K. N., Thomas, M., & Polignano, J. (2009, April). *What shall we play? Gender and early math performance*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver, CO.
- Missall, K. N., & **Hojnoski, R. L.** (2009, February). *Early math development: The influence of caregiver actions and attitudes*. Paper presented at the annual meeting of the National Association of School Psychologists. Boston, MA.
- Thomas, L. B., **Hojnoski, R.,L.**, & Missall, K. N. (2009, February). *Caregiver beliefs and behaviors: Their relationship in early mathematics*. Poster presented at the annual meeting of the National Association of School Psychologists. Boston, MA.
- Thomas, M. K., Smith, A. A., Missall, K. N., & **Hojnoski, R. L.** (2009, February). *Relations among caregiver self-efficacy, self-efficacy building experiences, and child math performance*. Poster presented at the annual meeting of the National Association of School Psychologists, Boston, MA.
- Smith, A. A., Thomas, M. K., Missall, K. N., & **Hojnoski, R. L.** (2009, February). *Children's play with toys eliciting math talk and play*. Poster presented at the annual meeting of the National Association of School Psychologists, Boston, MA.
- Hojnoski, R. L.** (2008, August). *Further evidence for the Preschool Numeracy Indicators*. Poster presented at the annual meeting of the American Psychological Association. Boston, MA.
- Hojnoski, R. L.**, Floyd, R. G., & Silbergliitt, B. (2008, June). *Field Validation of the Preschool Numeracy Indicators*. Poster presented at the Head Start National Research Conference. Washington, D. C.
- Hojnoski, R. L.**, Floyd, R. G., & Silbergliitt, B. (2008, February). *Field Validation of the Preschool Numeracy Indicators*. Poster presented at the biennial meeting of the Conference on Research Innovations in Early Intervention. San Diego, CA.
- Hughes, C., Benson, J., & **Hojnoski, R. L.** (2008, February). *Caregiver variables and mathematical development in young children*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Hojnoski, R.**, McGoey, K., Griffiths, A., Missall, K., & McConnell, S. (2007, March). *Responding to school readiness: Expanding school psychology in early education*. Symposium conducted at the annual meeting of the National Association of School Psychologists. New York, NY.
- Hojnoski, R.**, Floyd, R. G., & Silbergliitt, B. (2007, March). *Field validation of the Preschool Numeracy Indicators*. Paper presented at the annual meeting of the National Association of School Psychologists. New York, NY.
- Margulies, A. S., **Hojnoski, R. P.**, & Floyd, R. G. (2006, August). *Body size stigmatization: Attitudes of children attending Head Start*. Poster presented at the annual meeting of the American Psychological Association. New Orleans, LA.
- Floyd, R. G., Key, J., & **Hojnoski, R. P.** (2006, March). *Measuring number skills in preschoolers with the Preschool Numeracy Indicators*. Paper presented at the annual meeting of the National Association

of School Psychologists. Anaheim, CA.

Ingram, E. L., & **Hojnoski, R. L.** (2006, February). *The relation between early reading achievement and peer social competence*. Poster presented at the regional meeting of the Council for Exceptional Children. Memphis, TN.

Hojnoski, R. L. (2005, November). *Measurement properties of the Early Numeracy Indicators*. Paper presented at the Tennessee Association of School Psychologists Conference, Montgomery Bell State Park, TN.

Margulies, A.S., Barry, A., & **Phaneuf, R. L.** (2005, August). *Ecobehavioral analysis of early childhood education classrooms*. Poster presented at the annual meeting of the American Psychological Association. Washington, D.C.

Key, J. M., Barry, A., & **Phaneuf, R. L.** (2005, March). *Head Start teacher preference for data display*. Poster presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.

Phaneuf, R. L. (2005, February). *Ecobehavioral analysis of two early childhood classrooms: Context variables and peer interaction across settings*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.

Morrison, R., **Phaneuf, R. L.**, & Brown, M. (2004, April). *Best practices in assessment: The problem of projective assessment in school psychology*. Paper presented at the National Association of School Psychologists Annual Convention, Dallas, TX.

Bose-Deakins, J. E., Sumara, K., & **Phaneuf, R. L.** (2004, April). *Service, training, and research: A collaborative early school success team*. Paper presented at the National Association of School Psychologists Annual Convention, Dallas, TX.

Key, J. & **Phaneuf, R. L.** (2004, March). *Environmental interventions to promote appropriate behavior in preschoolers*. Paper presented at the National Association of School Psychologists Annual Convention, Dallas, TX.

Phaneuf, R. L. & Favazza, P.C. (2003, October). *Selecting and measuring outcomes in early childhood special education*. Poster session presented at the Division of Early Childhood Conference, Washington, D.C.

Gibbons, K., Silbergliitt, B., **Phaneuf, R.**, & Howe, K. (2003, February). *Creating and using a general outcome measurement system from pre-school to grade 3: One education district's experience*. Paper presented at the Pacific Coast Research Conference, La Jolla, CA.

Phaneuf, R. & Stoner, G. (2003, February). *Integrating functional assessment and ecological assessment: Designing interventions for young children*. Poster session presented at the Pacific Coast Research Conference, La Jolla, CA.

McConnell, S., **Phaneuf, R.**, & Busse, D. (2002, December). *Extending language and literacy assessment to diverse populations: IGDl training and evaluation*. Paper presented at the Division of Early Childhood 18th Annual International Conference on Young Children with Special Needs and Their Families. San Diego, CA.

Phaneuf, R. L., & Stoner, G. (2002, September). *Integrating functional and ecological assessment: Interventions for young children*. Paper presented at the Behavior Analysis in Education Conference, Columbus, OH.

Phaneuf, R. (2002, February). *Promoting pro-social behavior in preschoolers: Integrating ecological assessment and antecedent manipulations*. Paper presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Phaneuf, R., Christ, T., Matthews, W., & Hintze, J. (2000, March). *The role of expectancy in self-modeling behavior*. Poster session presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.

Phaneuf, R. & Christ, T. (1999, November). *Contemporary assessment: Curriculum Based Measurement and functional assessment*. Presentation at the regional conference of the Council for Exceptional Children, Worcester, MA.

Phaneuf, R., Christ, T., Matthews, W., & Hintze, J. (1999, October). *The role of expectancy in self-modeling behavior*. Poster session presented at the Berkshire Conference on Behavior Analysis and Therapy, Amherst, MA.

Stoner, G., Scarpati, S.E., **Phaneuf, R.L.**, & Hintze, J.M. (1999, April). *Evaluation of a controversial reading program using Curriculum Based Measurement*. Poster session at the annual convention of the National Association of School Psychologists, Las Vegas, NV.

Phaneuf, R., Kelly, S., Dawdy, S., & Fisher, R. (1998, November). *Working with special parent populations: Challenges and considerations*. Presentation at the Massachusetts Children's Trust Fund conference, A View From All Sides: New Perspectives on Parenting Education, Marlboro, MA.

TEACHING AND RESEARCH ADVISING

COURSES TAUGHT

SchP 404: Historical and Contemporary Issues in School Psychology

SchP 412/431 School Consultation and practicum

SchP 423/433 Behavioral Assessment and practicum

SchP 425/435 Assessment and Intervention in Educational Consultation and practicum

SchP 429: Doctoral Seminar: Early Intervention

SchP 443 Certification Internship Supervision

SchP 442 Doctoral Practicum Supervision

SchP 444 Doctoral Internship Supervision

SchP 496: Doctoral Seminar: Early Childhood Assessment

Educ 402: Developmental Psychology

Educ 403: Research

Educ 451: Applied Principles of Cognitive Development

Educ 461: Single Subject Research

ADVISING

RESEARCH ADVISOR, ECKHART SCHOLAR PROJECT

Rosalie Cawley (December, 2014)

The Effect of Response Cards on Preschoolers' Engagement During a Mathematics Activity

CHAIR, MASTER'S QUALIFYING PROJECTS

Joy Polignano (June 2011)

The Technical Adequacy of a General Outcome Measure of Geometry for Preschool Children

LaReasa Gray (January 2012)

Parent-Child Interactions Among Hispanic Mothers and Preschool Children from Low-income Backgrounds: Patterns and Correlates of School Readiness

Kristen Carson (April 2012)

Effects of Epilepsy Severity and Gender on Positive Peer Interactions in Childhood

Patrick Repasky (January 2013)

What Does Daddy do? Father Participation in Early Mathematical Activities

Brittany Pollack (February 2014)

Play Behavior Differences Among Preschoolers with ADHD and Comorbid ODD and Anxiety

Tamique Ridgard (August 2014)

Does the Boat Float: Caregiver-Child Science Interactions in Families from Ethnic Minority Backgrounds and Families from Low Income Backgrounds

Seth Laracy (December, 2014)

Assessing the Classification Accuracy of Early Numeracy Curriculum Based Measures Using Receiver Operating Curve Analysis

Brittany Kuder (September, 2015)

Using Time Sampling to Measure Young Children's Classroom Engagement: Considerations for Interval Length

Melanie Franklin (2016)

Comorbid ADHD and Anxiety in College Students: Implications for Response Inhibition and Cognitive Functioning.

CHAIR, DOCTORAL DISSERTATIONS

Joy Polignano (Completed 2014)

Number Sense Development in Early Childhood: Relations Within and Between Key Skill Indicators

Seth Laracy (in progress)

Sleep Habits, Beliefs, and Knowledge in Preschool: A Mixed-Methods Study with Diverse Families

Brittany Zakszeski (Completed 2017)

Early Elementary Trajectories of Classroom Behavior Self-Regulation: Prediction by Student Characteristics and Malleable Contextual Factors

SERVICE

UNIVERSITY

Member, Internal Grant Review Committee, 2017-Present

Member, Search Committee, Vice Provost of Creative Inquiry, 2015-2016

Member, Faculty Committee on Student Life, 2013-2016

Member, Nominations Committee, 2010-present

Chair, Faculty Committee on Student Life, 2014-2015

Member, Sesquicentennial Committee, 2013-2015

Member, Student Life Leadership Awards Committee, 2014

Member, Cluster Hiring Committee, 2013, 2014

Member, Dean's Review Committee, 2013

Member, Frank Hook Fellowship Selection Committee, 2012, 2013

Member, University Committee on Discipline, 2008-2011

Member, Advisory Council for Information Services, 2007

COLLEGE

Member, Strategic Planning Committee, 2016-present

Member, Mentoring Committee, 2007- 2010, 2015-present

Member, Nominations Committee, 2010-present

Member, Graduate Student Service Award Committee, 2009, 2015

Member, TLT Search Committee 2010-2011, 2011-2012

Member, International Programs Committee, 2013-present

Program Admissions Coordinator, 2012-2014, 2015, 2016 (Co-Coordinator)

Interim Program Director, Spring 2014

PROFESSIONAL

Association of School Psychologists in Pennsylvania (ASPP), Educator delegate, 2017-Present

Program Committee Member, Conference on Research Innovation in Early Intervention (CRIEI), 2017-2018

Panel member, Institute of Education Sciences (IES), Early Intervention and Early Childhood Education Review Panel, 2011-2017

Member, National Association of School Psychologists

Invited Reviewer, *Division of Early Childhood Recommended Practices* monograph, 2017

Ad hoc reviewer, *Early Childhood Research Quarterly*, 2017-present

Ad hoc reviewer, *Early Education and Development*, 2013-present

Ad hoc reviewer, *Journal of Research on Educational Effectiveness*, 2015

Ad hoc reviewer, *Child Development*, 2015

Ad hoc reviewer, *Computers and Education*, 2015

Ad hoc reviewer, *Journal of Psychoeducational Assessment*, 2014

Reviewer for Administration of Children and Families National Research Conference on Early Childhood, 2017-present

Reviewer for the APA Division 16 Outstanding Dissertation Committee, 2011-2013

Reviewer for the APA Division 16 Conference Proposals, 2011-present

Reviewer for the Division of Early Childhood International Conference, 2011

Member, Teacher Education Advisory Board, Lehigh Carbon Community College, 2007-present

External Evaluator, Lehigh Carbon Community College, Project SET SAIL, 2007-2010.