



RESEARCH IN SERVICE TO SOCIETY  
Lehigh University College of Education  
**EXPERTS GUIDE**



**LEHIGH**  
UNIVERSITY

College  
of Education

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**The central mission of research conducted by faculty and students in Lehigh's College of Education is to improve the lives of individuals across the lifespan by enhancing educational, psychological, and social functioning.**

We accomplish this mission by conducting research that is relevant and accessible to our stakeholders including school and mental health professionals, policy makers, and families. We believe that research is critically important in informing and improving educational and mental health policy and practice. Thus, the community is our “laboratory” in that we conduct research in collaboration with our stakeholders to address critical issues that affect the daily lives of students, families, and adults. And our research involves data collection at the “point of performance”, i.e., in the real world settings and timeframes where behaviors of interest occur.

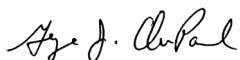
Traditional academic papers and conference presentations reach a very limited audience, primarily composed of fellow researchers and scholars. Therefore, Lehigh’s College of Education seeks to extend the impact of our research on society by connecting with journalists and policy makers. Specifically, we endeavor to work with journalists and policy makers to ensure that our research directly improves educational and mental health practice across local, national, and global communities.

Although our college is relatively small in terms of number of faculty, we are extraordinarily productive in the quantity, quality, and breadth of our research and scholarship. This is reflected by traditional academic metrics of publication rates, citations by other scholars, and receipt of grant research funding. More importantly, our faculty, students, and alumni produce work of lasting impact on educational and mental health practice in schools and communities as well as on development and implementation of policy. Our work covers a wide spectrum of issues that are important to the community such as examining the effects of interventions on the educational and psychological functioning of youth and adults with disabilities (e.g., autism, attention-deficit/hyperactivity disorder, learning disorders);

measuring children's school readiness and academic skills over time; examining the origins of gender roles and their impact on the psychological status of individuals and communities; or assessing factors that improve the daily practice of school building principals. Of particular note is our Center for Promoting Research to Practice that has produced dozens of studies that have improved school- and community-based services for individuals with educational and mental health disabilities.

We look forward to collaborating with you to further extend the reach and impact of our research as we continue to study the issues that directly affect the lives of local, national, and global communities.

**Best regards,**



**Dr. George DuPaul, Associate Dean for Research  
College of Education, Lehigh University**





## Kaitlin Anderson, Ph.D.

*University of Arkansas*

**Assistant Professor, Educational Leadership Program**  
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Dr. Anderson's quantitative research focuses on issues of equity and opportunity in educational organizations. She has evaluated local and state policies, and much of her work has focused on assessing discipline disproportionalities for underrepresented groups and the impact of discipline policies on important student outcomes. She also conducts research on school choice and teacher labor market reforms, with a focus on understanding how these policies impact students and their access to high quality teachers and schools. She is also interested in improving equitable access to advanced coursework and higher education opportunities. Her research addresses how policy may serve to advance or undermine equity in schools and educational leaders and policymakers to make equity-driven and evidence-based decisions.



## Floyd D. Beachum, Ph.D.

*Bowling Green State University*

**Bennett Professor of Urban School Leadership Program**  
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Dr. Beachum is the Bennett Professor of Urban School Leadership at Lehigh University. His research interests are urban school leadership, moral and ethical leadership, and equity issues in K-12 schools. Dr. Beachum has authored several peer-reviewed articles on these topics in various journals. In addition, his most recent books include *Educational Leadership and Music: Lessons for Tomorrow's School Leaders* (2017) and *Improving Educational Outcomes of Vulnerable Children* (2018).



## Alec M. Bodzin, Ph.D.

*North Carolina State University*

**Professor, Teaching, Learning, and Technology Program**  
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Dr. Bodzin's research areas involve design of web-based inquiry learning environments; immersive Virtual Reality learning; learning with spatial thinking tools including GIS, Google Earth and remotely sensed images; design and implementation of inquiry-based environmental science and environmental curriculum; learning technologies; and the use of instructional technologies to promote learning. He is also a core faculty member of Lehigh's Environmental Initiative. Dr. Bodzin contributes to the Climate Literacy and Energy Awareness Network (CLEAN) collection of educational resources.





## Germán A. Cadenas, Ph.D.

*Arizona State University*

**Assistant Professor, Counseling Psychology Program**  
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Dr. Cadenas focuses on multiculturalism, social justice, and vocational psychology in his research. He specializes in the psychology of undocumented immigrants and underrepresented minorities as it relates to their integration in educational systems, career pathways, and sociopolitical participation. Germán has worked on projects funded by the U.S. Department of Education and the National Science Foundation (NSF), and the Silicon Valley Community Foundation supports his research. He has a background in activism and community organizing, and was involved in creating programs and non-profit organizations to support advocacy for immigrant rights and the educational progress of undocumented and DACA students.



## Grace I. L. Caskie, Ph.D.

*University of North Carolina, Chapel Hill, NC*

**Associate Professor, Counseling Psychology Program**  
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Dr. Caskie's primary research interests include several overlapping areas — the links between health, cognition, and daily functioning in older adults; personal and training factors that influence trainees' interest and attitudes toward working with older adult clients; and the accuracy of self-reported information. In addition, she uses her skills as a methodologist to collaborate with colleagues in the College of Education on a variety of topics (e.g., numeracy skill development; understanding predictors of academic and behavioral performance; mathematics problem-solving).



## Christine L. Cole, Ph.D.

*University of Wisconsin-Madison*

**Professor, School Psychology Program**  
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Dr. Cole's research involves the development and evaluation of positive behavioral strategies for challenging behavior in individuals with mental retardation, autism, and other pervasive developmental disorders in school and community settings. A primary focus of her work is on teaching self-management to enhance independent functioning and positive behavior change in individuals with disabilities. Other strategies include choice making, functional behavior assessment, and antecedent interventions. A recent emphasis is on the use of self-management and other positive behavioral strategies to facilitate the successful inclusion of children and adolescents with autism in general education settings.



## Dr. H. Lynn Columba, Ed.D.

*University of Louisville, Louisville, Kentucky*

**Associate Professor, Teaching, Learning, and Technology Program**  
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Dr. Columba's research focuses on facilitating students to make meaning in the mathematics classroom. Recently, she co-authored *Vibrant Teaching: An Integrative Approach to Teaching Content Area Disciplines* (2018). Also, she coauthored a RtI digital series for K-2, *Math of Tomorrow (MOTO)* (2013). Also, with a team of writers, she co-authored *It's TIME: Themes and Imperatives for Mathematics Education* (2014). This leadership framework articulates a set of leadership imperatives and presents a systemic framework to convert our shared vision into a reality of consistently high levels of mathematics learning for all students. In spring 2015, Dr. Columba was elected as the president of the Pennsylvania Council of Teachers of Mathematics (PCTM) for a two-year term. In addition, Dr. Columba is the President of the Board of Trustees for the Roberto Clemente Charter School.



## Minyi Shih Dennis, Ph.D.

*University of Texas, Austin*

**Associate Professor, Special Education Program**  
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Dr. Dennis' research area of interests focus on the early identification and early intervention for students with mathematics disabilities, assessment issues in special education, and the education needs of students with specific learning disabilities.



## Bridget V. Dever, Ph.D.

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**Associate Professor, School Psychology Program**  
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Dr. Dever's research focuses on the identification of risk and the contextual and individual-level variables that support educational resilience. More specifically, her research interests include universal screening for behavioral and emotional risk, achievement motivation among at-risk students, and issues related to measurement and assessment in education and psychology.



## Jon Drescher, M.S.

*City College of NY*

**Professor of Practice, Educational Leadership Program**  
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Mr. Drescher teaches graduate classes that are designed to work specifically with veteran educators who are aspiring urban school leaders. His classes develop leaders who will transform schools into outstanding institutions of student learning. In addition to teaching organizational structure, data driven decision making, leadership and management, curriculum and instruction and other relevant foundational courses, his classes focus on: self-reflection, capacities for imaginative learning, communication, balance and trust.



## Ana D. Dueñas, Ph.D.

*Michigan State University*

**Assistant Professor, Special Education Program**  
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Dr. Ana Dueñas is a Board-Certified Behavior Analyst (BCBA), who earned a doctorate in special education from Michigan State University and earned a master's in autism and transition to adulthood and a bachelor's in psychology and religious studies from San Diego State University. Dr. Dueñas has published her work in the Journal of Autism and Developmental Disorders, the Journal of Special Education Technology, Education and Treatment of Children and Career Development and Transition for Exceptional Individuals. Her primary research interests are in identifying and validating naturalistic behavioral interventions and peer mediated interventions to improve social communication outcomes of individuals with autism spectrum disorder (ASD) and related developmental disorders. She is also interested in the application of technology to broaden accessibility to services for individuals with ASD and their families.





## George J. DuPaul, Ph.D.

*University of Rhode Island*

**Professor, School Psychology Program**  
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Dr. DuPaul's primary research interest is the treatment of individuals with (ADHD) attention-deficit/hyperactivity disorder and related behavior disorders. Specifically, he conducts research on school-based academic and behavioral interventions for youth in K-12 settings; early intervention for young children at-risk for ADHD; and the assessment and treatment of college students with significant ADHD symptoms. He is also interested in health promotion and pediatric psychology; having directed student-led studies related to nutrition education, asthma, and psychopharmacology.



## Julie Fogt, Ed.D.

*Lehigh University*

**Director, Centennial School**  
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Dr. Fogt has extensive experience in developing effective positive school-wide, class-wide, and individual interventions to assist children and adolescents with behavior disorders and routinely consults with school districts, charters, and private schools on those topics. Her research interests and publications are in the areas of school-wide positive behavior supports, teacher training models, school climate, physical restraint practices with children with emotional disturbance, and autism eligibility.



## Qiong (Joan) Fu, Ph.D.

*University of Illinois at Chicago*

**Professor of Practice, Department of Education  
and Human Services**

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Dr. Fu's research expertise focus on quantitative research design and methodology, psychometrics, evaluation, and assessment, survey/test development and validation, self-efficacy and statistics focused on power analysis; missing data; mediator moderator analysis; mixture modeling HLM for cross-sectional and longitudinal data; SEM; Large-scale data analysis.



## William Gaudelli, Ed.D.

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**Dean, College of Education**

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Dr. Gaudelli is a prominent international scholar. His research areas focus on global citizenship education and teacher education and development. He has published over 60 scholarly pieces and three books. In his latest book, *Global Citizenship Education: Everyday Transcendence*, he offers an analysis of global citizenship education in various locales. Dr. Gaudelli is a frequent keynoter at international conferences and guest lecturer at various universities. He has participated in panel discussions and conferences with UNESCO, UNAI, UNAOC, and WFUNA and a wide-range of professional organizations. He co-founded the Global Competence Certificate (GCC) program in partnership with Asia Society and World Savvy, two global education non-profits.



## Thomas C. Hammond, Ph.D.

*University of Virginia, Charlottesville*

**Associate Professor, Teaching, Learning, and Technology Program**  
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Dr. Hammond's research interests focus on technology-mediated social studies instruction, particularly student-created multimedia in history instruction, geospatial technologies for history and geography education, and interactive conceptual modeling for history and civics education. While at the University of Virginia, Tom was a designer, developer, and researcher of Primary Access (<http://www.primaryaccess.org>), the first online video editor designed for K-12 instruction.



## Craig Hochbein, Ph.D.

*University of Virginia, Curry School of Education*

**Associate Professor, Educational Leadership Program**  
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Dr. Hochbein studies how school leaders and educational policies influence school performance. He has investigated factors associated with declining academic achievement and the effectiveness of policies intended to improve school performance, including school turnaround efforts. In addition, Hochbein has applied technological innovations to study how principals dedicate their time to effectively lead schools. His work has appeared in peer-reviewed journals like *School Effectiveness and School Improvement*, the *Journal of School Leadership*, *Teachers College Record*, *Educational Management, Administration, and Leadership*, and *Urban Education*. In addition, he has authored editorial articles for outlets such as *Education Week*, *Houston Chronicle*, *Huffington Post*, *Phil Delta Kappan*, and *Educational Leadership*.



## Robin Hojnoski, Ph.D.

*University of Massachusetts, Amherst*

**Professor, School Psychology Program**  
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Dr. Hojnoski focuses on young children's early learning and social-emotional behavior as it relates to school readiness and long-term school success. Effective assessment, quality instructional environments, and evidence-based intervention practices are essential to supporting positive growth and development in young children. Her research seeks to develop innovative methods for supporting young children, their teachers, and their caregivers in building a strong foundation for continued learning and development. Current projects include the development of progress monitoring tools for early language and literacy, using shared book reading to promote to mathematical language and concept development, and examining assessment practices for early identification and intervention with social-emotional behavior.



## Nicole L. Johnson, Ph.D.

*The University of Akron*

**Associate Professor, Counseling Psychology Program**  
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Dr. Johnson's research interests include violence against women and sexual/gender minorities with an emphasis on sexual violence and intimate partner violence (i.e., gender-based violence), cultural reactions to gender-based violence (e.g., the #MeToo movement), the evaluation of prevention programming for gender-based violence (e.g., bystander prevention programming), and the analysis of sexism and gender inequalities within and outside of the United States. She recently received NIH funding to develop and evaluate a multi-pronged intervention targeting risky alcohol use, risky sex, and bystander behavior associated with alcohol and sexual assault contexts. She employs both quantitative and qualitative research methods with a focus on mixed-methodology. She also directs The Resistance Lab at Lehigh University, which is dedicated to the eradication of gender-based violence through empirical research and programming.





## Sara Kangas, Ph.D.

*Temple University*

**Assistant Professor, Teaching, Learning, and Technology Program**  
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As an applied linguist, Dr. Kangas researches the educational experiences of English learners (ELs) with disabilities. Focusing on K-12 contexts, she is particularly interested in understanding how schools can create learning environments that support both the linguistic and academic needs of these learners. Dr. Kangas' research also examines how educational equity for ELs with disabilities intersects with language policies and institutional structures.



## Lee Kern, Ph.D.

*University of South Florida*

**Professor, Special Education Program and  
Director of the Center for Promoting Research to Practice  
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Dr. Kern's research interests are in the area of interventions for students with social, emotional, and behavioral disorders. Recently, she has researched multi-component intervention packages for high school students with behavioral and mental health issues, adaptations to interventions for elementary age students with mild to moderate emotional and behavioral problems, and parent implemented interventions for pre-school children with ADHD.



## Christopher Liang, Ph.D.

*University of Maryland, College Park*

**Professor, Counseling Psychology Program and Department Chair**  
**610-758-3253 • [ctl212@lehigh.edu](mailto:ctl212@lehigh.edu)**

Dr. Christopher T. H. Liang is professor of counseling psychology. His areas of scholarship include studying the role of intervening variables in the association between racism and wellbeing among people of color, the role and intersections of masculinity ideologies, and his current and primary focus - the implementation and outcomes associated with building a race-centered trauma-responsive school. Dr. Liang works with school districts, Universities, Departments of Health and Human Services, as well as not-for-profit community organizations to strengthen their capacity to serve diverse children, youth, and families, particularly in the context of trauma. He is a Fellow of the American Psychological Association (Divisions 17, 45, 51), former President of the Society for the Psychological Study of Men and Masculinities, and through his work in the community, recognized as a Citizen Psychologist by the APA.



## Esther R. Lindström, Ph.D.

*Vanderbilt University*

**Assistant Professor, Special Education Program**  
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Dr. Lindström's research focuses on examining and improving instructional practices for students with disabilities, supporting special educators in providing research-based reading instruction, and using assessments to systematically identify student needs and individualize instruction.



## Patricia H. Manz, Ph.D.

*University of Pennsylvania*

**Professor, School Psychology Program and Associate  
Department Chair**  
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Dr. Manz's research is directed toward improving early intervention for ethnic minority and low-income children. In particular, she is invested in empowering and supporting families' involvement in their children's learning at home as well as in early intervention and pediatric systems. Utilizing research methods that engage families and professionals as collaborators, her current projects include the development of the Little Talks intervention, models of collaboration and integration among health and early intervention systems, and implementation supports for home-based service providers.



## Kristi Morin, Ph.D., BCBA-D

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Dr. Morin is a Board Certified Behavior Analyst - Doctoral level (BCBA-D) and a previous general and special education teacher. Her primary research interests are in teacher development and autism spectrum disorder. Specifically, she conducts research in school settings to increase the use of evidence-based practices among teachers of students with autism. The modality that she uses in her research is technology-based interventions, such as video analysis and online learning modules. Dr. Morin also has research interests in effect sizes for single-case research and meta-analysis of studies focused on teacher development, teacher preparation, and autism spectrum disorder.



## Brian G. Osborne, Ed.D.

*Harvard Graduate School of Education*

**Professor of Practice, Educational Leadership Program**  
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Dr. Osborne's passion centers on developing and sustaining educational leaders who serve as change agents by systematically increasing equity in schools and districts while positively impacting learning and life-outcomes for students, especially those from underserved populations. As an educational leader with a successful track record in increasing PreK-12 student-learning outcomes, Dr. Osborne has raised student achievement directly as a teacher, co-founded a school, served as Chief of Staff in Teaching and Learning in the nation's largest district, led as Superintendent in two diverse midsize school districts, and consulted with universities, foundations, nonprofits, and private sector companies regarding educational leadership. Dr. Osborne has expertise in curriculum design and implementation; organization change; creating shared vision; multi-year planning; and building teams that increase equity for students.



## Angelina Rodriguez, Ph.D.

*University of Kent*

**Professor of Practice, Teaching, Learning, and Technology Program**  
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Dr. Rodríguez's theoretical, applied, and creative interests coil around the question of how we encounter and make sense of difference. She draws from psychoanalysis, geography and the arts to think about the wide range of strategies people, cities, and nations employ—consciously or unconsciously—to confront their multiple others, whether these others are spatial, sensorial, social or linguistic. A Latin Americanist, her area of specialty is Mexico, and she works in both Spanish and English. Currently, she is exploring to what extent decolonial and critical global citizenship perspectives might inform executive leadership development and coaching and what the impact of such work might be.





## L. Brook Sawyer, Ph.D.

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Dr. Sawyer's research aims are interdisciplinary and center on promoting the development of young children who are at risk for less than optimal school performance, such as children who are from low-income homes and have disabilities or who are dual language learners (DLLs). Her predominant focus is on language and literacy development. Children with disabilities and DLLs are critical populations because they are at greater risk for developing reading difficulties in school. Dr. Sawyer's scholarship centers on supporting the development of these vulnerable populations by furthering the field's knowledge of the current practices of parents, teachers, and other educational professionals and developing interventions to enhance the practices of these agents of change.



## Farah L. Vallera, Ph.D.

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Dr. Vallera's research interests focus on developing curricular and instructional materials using innovative educational technology, project-based learning methods, and design thinking strategies. Her projects have concentrated on integrating STEM subjects and agriculture to engage elementary students in understanding the global food and fiber system, as well as those designed to encourage multicultural competence, ADA compliance, and diversity awareness.



## Ethan R. Van Norman, Ph.D.

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**Associate Professor, School Psychology Program**  
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Dr. Van Norman's research focuses on data-based decision making within multi-tiered systems of support. More specifically, he researches assessment practices and decision making frameworks that school psychologists and educators use: to a) identify students that are at-risk for academic difficulties and need supplemental support as well as b) determine whether students are showing sufficient improvement while those interventions are being delivered. He is also interested in furthering quantitative approaches to estimating student growth that have the potential to meaningfully impact applied educational practice.



## Susan Woodhouse, Ph.D.

*University of Maryland, College Park*

**Associate Professor, Counseling Psychology Program**  
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Dr. Woodhouse's research interests focus on applications of attachment theory to children's and adolescents' relationships with parents and peers, the process and outcomes of psychotherapy, and psychotherapy research focused on improving preventive interventions for underserved, diverse families with young children to promote school readiness and mental health. In terms of promotion of school readiness and mental health outcomes, Dr. Woodhouse is particularly interested in culturally appropriate, preventive interventions to support positive parenting. Her work focuses on better understanding the role of parenting in the development of children's emotion regulation capacities.





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