SANDRA L. CHRISTENSON
VITA

PERSONAL DATA

Office Address:	University of Minnesota
	Department of Educational Psychology
	School Psychology Program
	250 Education Sciences Building
	56 East River Road
	Minneapolis, MN 55455
Office Location:	344 Education Sciences Building
Phone Number:	(612) 624-0037
Fax Number:	(612) 624-8241
Email:	chris002@umn.edu

PRESENT POSITION

Professor, Department of Educational Psychology, 9/99-
Adjunct Professor of Child Psychology, October 1995-
Adjunct Professor of Psychology, September 2004-
Coordinator, School Psychology Program, University of Minnesota, 10/92-9/00; 6/02-05
Full Graduate Faculty status, effective Fall 1991

EDUCATION

1979-88	Ph.D.	University of Minnesota Educational Psychology
1969-71	M.A.	California State University, Long Beach Educational Psychology
1965-68	B.A.	University of Minnesota Child Psychology
1964-65		St. Olaf College

EDITORIAL ACTIVITIES

Current:

Scientific Advisory Panel, *School Psychology Review*, 2005-

Past:

Co-Editor (with Susan Sheridan), Division 16 Book Series, *Applying Psychology to the Schools*, 1998
        2003
Section Editor, *School Psychology Quarterly,* 1998-2003

Editorial Advisory Board, *Encyclopedia of School Psychology (ESP)*, 2003-5
Editorial Review Board, *American Educational Review Journal (AERJ),* 2004-6
Editorial Board, *Journal of School Psychology*, 1992-2004
Editorial Board, Journal of Educational and Psychological Consultation, 1989-2000
Editorial Board, Special Services Digest, 1987-1989
Editorial Board, *School Psychology Quarterly*, 1988-1991, 1994-1998
Editorial Board, *School Psychology Review*, 1990-92; 1996-1998
Editorial Board, *Techniques,* 1984-1987
Associate Editor, Intervention Section, Family-School Psychology Interest Group, NASP, 1988-91
Associate Editor, *School Psychology Quarterly*, 1991-1994
Co-Editor (with Jane Close Conley) for NASP Book, *Home-School Collaboration: Enhancing Children's Academic and Social Competence.*

PROFESSIONAL AFFILIATIONS

NASP	National Association of School Psychologists
MSPA	Minnesota School Psychology Association
AERA	American Educational Research Association
APA	APA Division 16: School Psychology
ISPA	International School Psychology Association

PROFESSIONAL ACTIVITIES

MSPA	Editor for the 1990 Monograph
NASP	Children's Services Committee, Chair of Family Committee, 1992-94
	Co-Editor for the 1992 book, *Home-School Collaboration*
	Paper/Program Committee, 1988-90; Chair for the 1990 Convention
	Family-School Collaboration Task Force, 2002-present
	School Psychology Futures Advisory Board, 2005-2006

APA   Division 16 (School Psychology)
1. Convention Committee, 1990-92; Chair for the 1992 Convention
2. Publications Committee, 1990-91
3. Division 16 - Secretary, 1994-1997
4. Division 43 (Family Chair of Families and Schools Committee, 1996-1997
5. Division 16 Task Force on Child and Family Welfare, 1997 –1999
6. Division 16 Task Force on School Psychology Specialty Definition/University Training Competencies, 1999-2000
7. Advisory Committee of the Education Directorate 's Center for Psychology in Schools and Education (CPSE), 1998-2001
8. Division 16 Search Committee, *SPQ* editor, 2001-2002
9. Division 16 School Completion Task Force, 1997-2005
10. Division 16 Task Force on Evidenced Based Interventions, 1999-2005
11. Division 16 Chair of the Senior Scientist Award Committee, 2010

AERA	Program Committee for Families as Educators SIG, 1994-95; Chair for 1995 Convention
	Treasurer/Secretary, SEL SIG, 2007
ASPPB	Practice Analysis Task Force, 1994-95
CDSPP	Council of Directors of School Psychology Programs, 1994-1997
SSSP	Grant reviewer, 2004
	Secretary, 2004-2006
	President-Elect, 2006-2008
	President, 2009
	Past-president, 2010

AWARDS

2010 National Association of School Psychologists Distinguished Lecturer, Chicago, March 4, 2010

2009 Honoree at the Council of Directors of School Psychology Programs (CDSPP) of American Psychological Association August 7, 2009

2009 CEHD Excellence in Research Award

Minnesota School Psychologists Association (MSPA) 2007-08 Ysseldyke Best Practices Award, January, 2008.

Senior Scientist Award, American Psychological Association, Division 16 (School Psychology), August 2007.

Fellow of Division 16, American Psychological Association, August 2007

University/Community Fellow with the Child Youth, and Family Consortium, 2007-2008

Emma M. Birkmaier Professor for Educational Leadership, 2004-2006

Blance F. Ittleson Award, American Orthopsychiatric Association, June 2005

Journal article, "The family-school partnership: An opportunity to promote the learning competence of *all* students" was selected by APA Division 16 as the 2003 Article of the Year Award in *School Psychology.*

Elected to Membership in the Society for the Study of School Psychology (SSSP), 1997

Lightner Witmer Award, American Psychological Association, Division 16 (School Psychology), May 1992.

Presidential Award, National Association of School Psychologists, March 1992.

Journal article, "Family factors and student achievement: An avenue to increase students' success," was recognized by APA Division 16 as the outstanding article in *School Psychology Quarterly* in 1992.

Fellow of the American Academy of School Psychology.

PUBLICATIONS

Journal Articles:

Algozzine, B., Christenson, S., & Ysseldyke, J.E. (1982). Probabilities associated with the referral to placement process. *Teacher Education and Special Education, 5*(3), l9-23.

Christenson, S., Ysseldyke, J., & Algozzine, B. (1982). Institutional constraints and external pressures influencing referral decisions. *Psychology in the Schools, l9*, 34l-345.

Algozzine, B., Ysseldyke, J., & Christenson, S. (1983). An analysis of the incidence of special class placement: The masses are burgeoning. *Journal of Special Education, l7*, 141-147.

Algozzine, B., Ysseldyke, J., & Christenson, S. (1983). The influence of teachers' tolerances for specific kinds of behaviors on their ratings of a third grade student. *Alberta Journal of Educational Research, 29*(2), 89-97.

Algozzine, B., Ysseldyke, J.E., Christenson, S., & Thurlow, M.L. (1983). A factor analysis of teachers' intervention choices for dealing with students' behavior and learning problems. *Elementary School Journal, 84*, 189-197.

Christenson, S., Ysseldyke, J.E., Wang, J.J., & Algozzine, B. (1983). Teachers' attributions for problems that result in referral for psychoeducational evaluation. *Journal of Educational Research, 76*, 174-180.

Ysseldyke, J.E., Christenson, S., Pianta, B., & Algozzine, B. (1983). An analysis of teachers' reasons and desired outcomes for students referred for psychoeducational assessment. *Journal of Psychoeducational Assessment, 1*, 73-83.

Graden, J., Christenson, S., Ysseldyke, J., & Meyer, J. (1983). A national survey on students' and practitioners' perceptions of training. *School Psychology Review, 13*, 397-404.

Ysseldyke, J.E., Pianta, R., Christenson, S., Wang, J., & Algozzine, B. (1983). An analysis of pre-referral interventions. *Psychology in the Schools, 20*, 184-190.

Goldwasser, E., Meyers, J., Christenson, S., & Graden, J. (1983). A survey of the impact of P.L. 94-142 on the practice of school psychology. *Psychology in the Schools, 20*, 153-165.

Christenson, S.L. (1985). Teaching involved parenting. *Techniques, 1*(4), 257-260.

Graden, J.L., Casey, A., & Christenson, S.L. (1985). Implementing a prereferral intervention system: Part I. The model. *Exceptional Children, 51*(5), 377-387.

Ysseldyke, J.E., & Christenson, S.L. (1987). Evaluating students' instructional environments. *Remedial and Special Education, 8*(3), 17-24.

Ysseldyke, J.E., Thurlow, M.L., Christenson, S.L., & Weiss, J. (1987). Time allocated to instruction of mentally retarded, learning disabled, emotionally disturbed, and nonhandicapped elementary students. *Journal of Special Education, 21*(3), 43-55.

Ysseldyke, J.E., Thurlow, M.L., Christenson, S.L., & McVicar, R. (1988). Instructional grouping arrangements used with mentally retarded, learning disabled, emotionally disturbed, and nonhandicapped elementary students. *Journal of Educational Research, 81*(5), 305-311.

Ysseldyke, J.E., Christenson, S.L., Thurlow, M.L., & Bakewell, D. (1989). Are different kinds of instructional tasks used by different categories of students in different settings? *School Psychology Review, 18*(1), 98-111.

Ysseldyke, J.E., O'Sullivan, P.J., Thurlow, M.L., & Christenson, S.L. (1989). Qualitative differences in reading and math instruction received by handicapped students. *Remedial and Special Education, 10*(1), 14-20.

Christenson, S.L., Ysseldyke, J.E., & Thurlow, M.L. (1989). Critical instructional factors for students with mild handicaps: An integrative review. *Remedial and Special Education, 10*(5), 21-31.

Christenson, S.L., Thurlow, M.L., Ysseldyke, J.E., & McVicar, R. (1989). Written language instruction for students with mild handicaps: Is there enough quantity to measure quality? *Learning Disabilities Quarterly, 12*(3), 219-229.

Ysseldyke, J.E., Thurlow, M.L., O'Sullivan, P., & Christenson, S.L. (1989). Teaching structure and tasks in reading instruction for students with handicaps. *Learning Disabilities Research, 4*(2), 78-86.

Christenson, S.L., & Ysseldyke, J.E. (1989). Assessing student performance...An important change is needed. *Journal of School Psychology, 27*(4), 409-425.

O'Sullivan, P.J., Ysseldyke, J.E., Christenson, S.L., & Thurlow, M.L. (1990). Mildly handicapped students' opportunity to learn during reading instruction: An examination of categorical and between-setting differences. *Reading Research Quarterly, 25*(2), 131-146.

Christenson, S.L. (1990). Differences in students' home environments: The need to work with families. *School Psychology Review, 19*(4), 504-516.

Christenson, S.L., & Cleary, M. (1990). Consultation and the parent-educator partnership: A perspective. *Journal of Educational and Psychological Consultation, 1*(3), 219-241.

Ysseldyke, J.E., Thurlow, M.L., Christenson, S.L., & Muyskens, P. (1991). Classroom and home learning differences between students labeled as educable mentally retarded and their peers. *Education and Training in Mental Retardation, 26*(1), 3-17.

Christenson, S.L. (1991). Authentic assessment: Straw man or prescription for progress? *School Psychology Quarterly, 6*(4), 294-299.

Christenson, S.L., Rounds, T., & Gorney, D. (1992). Family factors and student achievement: An avenue to increase students' success. *School Psychology Quarterly, 1*(3), 178-206.

Sinclair, M., Lam, S.F., Christenson, S.L., & Evelo, D. (1993). Action research in middle schools. *Equity & Choice, 10*(1), 23-24.

Ysseldyke, J.E., Christenson, S.L., & Kovaleski, J.F. (1994). Identifying students' instructional needs in the context of classroom and home environments. *Teaching Exceptional Children, 26*(3), 37-41.

Christenson, S.L. (1995). Schools and families: What is the role of the school psychologist? *School Psychology Quarterly, 10*(2), 118-132.

Christenson, S.L., Hurley, C.M., Sheridan, S.M., & Fenstermacher, K. (1997). Parents' and school psychologists' perspectives on parent involvement activities. *School Psychology Review, 26*(1), 111-130.

Christenson, S.L., Hurley, C. M., Hirsch, J.A., Kau, M. Evelo, D., & Bates, W. (1997). Check and Connect: The role of monitors in supporting high-risk youth. *Reaching Today's Youth: The Community Circle of Caring Journal, 2*(1) *18-21.*

Thurlow, M.L., Christenson, S.L., Sinclair, M.F., & Evelo, D.L. (1997). Wanting the unwanted: Keeping those "out of here" kids in school. *Beyond Behavior, 8* (3), 10-16.

Sinclair, M.F., Christenson, S.L., Evelo, D., & Hurley, C. (1998). Dropout prevention for high-risk youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children, 65* (1), 7-21.

Adams, K.S., & Christenson, S.L. (1998). Differences in parent and teacher trust levels: Implications for creating collaborative family-school relationships. *Special Services in the Schools*, *14*(1/2), 1-22.

Christenson, S. L. (1998). Introducing the book review section of *School Psychology Quarterly*, *13*(4), 349-350.

Christenson, S. L., Sinclair, M. F., Thurlow, M. L., & Evelo, D. (1999). Promoting student engagement with school using the Check and Connect model. *Australian Journal of Guidance and Counseling, 9* (1), 169-184.

Adams, K., & Christenson, S. L. (2000) Trust and the family-school relationship: Examination of parent-teacher differences in elementary and secondary grades. *Journal of School Psychology*, *38*(5), 477-497.

Christenson, S.L. (2001). School psychologists as health care providers: A means to success for all. *School Psychology Review, 29*(4). 555-556.

Christenson, S.L., Sinclair, M.F., Lehr, C.A., & Godber, Y. (2001). Promoting successful school completion: Critical conceptual and methodological guidelines. *School Psychology Quarterly, 16*(4), 468-484.

Christenson, S.L., & Anderson, A. R. (2002). Commentary: The centrality of the learning context for students' academic enabler skills. *School Psychology Review,31*(3), 378-393.

Christenson, S.L., Carlson, C., & Valdez, C.R. (2002). Evidence-based interventions in school psychology: Opportunities, challenges, and cautions. *School Psychology Quarterly,17*(4), 466-474.

Lehr, C.A., Hansen, A., Sinclair, M.F., & Christenson, S. L. (2003). Moving beyond dropout towards school completion: An integrative review of data-based interventions. *School Psychology Review, 32*(3), 342-364.

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*(1), 29-42.

Christenson, S.L. (2003). The Family-School Partnership: An Opportunity to Promote the Learning Competence of *All* Students. *School Psychology Quarterly*, *18*(4), 454-482.

Christenson, S.L. (2004). The Family-School Partnership: An Opportunity to Promote the Learning Competence of *All* Students. *School Psychology Review*, *33*(1), 83-104.

Christenson, S.L., & Thurlow, M.L. (2004). School dropouts: Prevention considerations, interventions, and challenges. *Current Directions in Psychological Science,13*(1), 36-39.

Morse, A.B., Anderson, A.R., Christenson, S.L., & Lehr, C.A. (February, 2004). Promoting school completion. *Principal Leadership, 4*(6), 9-13.

Anderson, A.R., Christenson, S.L., Sinclair, M.F., & Lehr, C. A. (2004). Check & Connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology, 42,* 95-113.

Lehr, C.A., Sinclair, M.F., & Christenson, S.L. (2004). Addressing student engagement and truancy prevention during the elementary years: A replication study of the Check & Connect model. Journal *of Education for Students Placed At-Risk,9*(3), 279-301.

Ysseldyke, J., Nelson, J.R., Christenson, S.L., Johnson, D.R., Dennison, A., Trienzenberg, H., Sharpe, M.,& Hawes, M. (2004). What we know and need to know about the consequences of high-stakes testing for students with disabilities. *Exceptional Children, 71*(1),75-94.

Nagle, R.J., Suldo. S.M., Christenson, S.L., & Hansen, A.L. (2004). Graduate students' perceptions of academic positions in school psychology. *School Psychology Quarterly, 19*(4), 311-326.

Christenson, S.L., & Thurlow, M.L. (March, 2004). Keeping kids in school: Efficacy of Check & Connect for dropout prevention of high-risk students. *Communique, 32*(6), 37-40.

Sinclair, M.F., Christenson, S.L., & Thurlow, M.L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children, 71*(4), 465-482.

Picklo, D.M., & Christenson, S.L. (2005). Alternatives to retention and social promotion: The availability of instructional options. *Remedial and Special Education, 26*(5), 258-268.

Carlson, C., & Christenson, S.L. (Eds.). (2005). Evidence-based parent and family interventions in school psychology [Special issue]. *School Psychology Quarterly, 20*(4).

Carlson, C., & Christenson, S.L. (2005). Evidence-based parent and family interventions in school psychology: Overview and procedures. *School Psychology Quarterly, 20*(4), 345-351.

Christenson, S.L., Carlson, C. (2005). Evidence-based parent and family intervention in school psychology: State of Scientifically-based practice. *School Psychology Quarterly,20*(4), 525-527.

Reschly, A., & Christenson, S.L. (2006). Prediction of dropout among students with mild disabilities. *Remedial and Special Education, 27*(5), 276-292.

Appleton, J.J., Christenson, S.L., Kim, D., & Reschly, A.L. (2006). Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. *Journal of School Psychology, 44*(5), 427-445.

Decker, D.M., Dona, D.P., & Christenson, S.L. (2007). Behaviorally at-risk African American students: The importance of student-teacher relationships for student outcomes. *Journal of School Psychology, 45*(1), 83-109.

Christenson, S.L., Picklo, D.M., Triezenberg, H.L., Ysseldyke, J.E., & Reschly, A. (2007). Consequences of high-stakes assessment for students with and without disabilities. *Educational Policy,21*(4), 662-690.

Reschly, A.L., Appleton, J.J., & Christenson, S.L. (2007, June). Student engagement at school and with learning: Theory and interventions. *Communiqué, 35*(8), 18-20. National Association of School Psychologists.

Hall-Lande, J., Eisenberg, M., Christenson, S.L., & Neumark-Sztainer, D. (2007). Social isolation, psychological health, and protective factors in adolescence. *Adolescence*, 42(166), 265-286.

Furlong, M.J., & Christenson, S.L. (Eds.). (2008). The role of student engagement and outcomes. *Psychology in the Schools [Special Issue]. 45*(5).

Appleton, J.J., Christenson, S.L., & Furlong, M.J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools, 45*(5), 369-386.

Furlong, M.J., & Christenson, S.L. (2008). Engaging students at school and with learning: A relevant construct for *all* students. *Psychology in the Schools. 45*(5), 365-368.

Kortering, L. J., & Christenson, S.L. (2009). Engaging students in school and learning: The real deal for school completion. *Exceptionality, 17,* 5-15.

Christenson, S.L., Scullin, S., & Palan, R. (May 2009). Family-school partnerships: An essential component of student achievement. *Principal Leadership, 9*(9), 10-16.

Stout, K. E., & Christenson, S.L. (2009). Staying on track for high school graduation: Promoting student engagement. *The Prevention Researcher, 16*(3), 17-20.

Betts, J. E., Appleton, J.J., Reschly, A.L., Christenson, S.L., & Huebner, E.S. (2010). A study of the factorial invariance of the Student Engagement Instrument (SEI): Results from middle and high school students. *School Psychology Quarterly. 25*(2), 84-93.

Christenson, S.L. (2010). Engaging with parents: The power of information, responsiveness to parental need, and ongoing support for the enhanced competence of all students. *Communique, 39*(1), 20-24.

Reschly, A. L., & Christenson, S. L. (In press). Moving from 'context matters' to engaged partnerships with families. *Journal of Educational and Psychological Consultation.*

Books:

Ysseldyke, J.E., Algozzine, B., Christenson, S.L., & Shriner, J.G. (1990). *Student handbook: Introduction to special education*. Boston: Houghton-Mifflin.

Norby, J.M., Thurlow, M.L., Christenson, S.L., & Ysseldyke, J.E. (1990). *The challenge of complex school problems*. Austin, TX: Pro-Ed.

Christenson, S. L., & Conoley, J. C. (Eds.) (1992). *Home-school collaboration: Enhancing children's academic and social competence*. Silver Spring, MD: National Association of School Psychologists.

Christenson, S. L., & Sheridan, S. M. (2001). *School and families: Creating essential connections for learning.* NY: Guilford Press.

 Christenson, S.L., & Reschly, A.L. (Eds). (2010). *Handbook on school-family partnerships.* New York: Routledge – Taylor and Francis.

Book Chapters:

Christenson, S., Abery, B., & Weinberg, R.A. (1986). An alternative model for the delivery of psychology in the school community. In S.N. Elliott & J.C. Witt (Eds.), *The delivery of psychological services in schools: Concepts, processes, and issues* (pp. 349-391). Hillsdale, NJ: Lawrence Erlbaum.

Graden, J.L., & Christenson, S.L. (l987). Troubled families. In A. Thomas & J. Grimes (Eds.), *Children's needs: Psychological perspectives* (pp. 651-658). Washington, DC: National Association of School Psychologists.

Ysseldyke, J.E., & Christenson, S.L. (l988). Linking assessment to intervention. In J.L. Graden, J.E. Zins, & M.J. Curtis (Eds.), *Alternative educational delivery systems: Enhancing instructional options for all students* (pp. 9l-l09). Washington, DC: National Association of School Psychologists.

Shriner, J.G., Ysseldyke, J.E., & Christenson, S.L. (1989). Assessment procedures for use in heterogeneous classrooms. In W. Stainback & S. Stainback (Eds.), *Educating all students in the mainstream of regular education* (pp. 159-182). Baltimore, MD: Brookes.

Christenson, S.L., Rounds, T., & Franklin, M.J. (1992). Home-school collaboration: Effects, issues, and opportunities. In S.L. Christenson & J.C. Conoley (Eds.), *Home-school collaboration: Enhancing children's academic and social competence* (pp. 19-51). Silver Spring, MD: National Association of School Psychologists.

Christenson, S.L. (1995). Supporting home-school collaboration. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology III* (pp. 253-267). Washington, DC: National Association of School Psychologists.

Christenson, S.L., Hirsch, J.A., & Hurley, C.M. (1997). Families with aggressive children and adolescents. In A.P. Goldstein & J.C. Conoley (Eds.), *School violence intervention: A practical handbook* (pp. 325-365). New York: Guilford Press.

Keith, P.B., & Christenson, S.L. (1997). Parenting styles. In G. Bear, K. Minke, & A. Thomas (Eds.), *Children's needs: Development, problems, and alternatives* (pp. 559-566). Washington, DC: National Association of School Psychologists.

Christenson, S.L. & Hirsch, J. (1998). Facilitating partnerships and conflict resolution between families and schools. In K.C. Stoiber & T. Kratochwill (Eds.), *Handbook of group interventions for children and families (pp. 307-344)*. Boston: Allyn & Bacon.

Christenson, S.L., & Buerkle, K. (1999). Families as educational partners for children's school success: Suggestions for school psychologists. In C.R. Reynolds & T.B. Gutkin (Eds.), *Handbook of school psychology* (709-744). New York: Wiley & Sons.

Christenson, S.L., & Carroll, E.B. (1999). Strengthening the family-school partnership through Check and Connect. In E. Frydenberg (Ed.), *Learning to Cope: Developing a person in complex societies.* (pp. 248-273). New York: Oxford University Press.

Christenson, S. L. (2000). Families and schools: Rights, responsibilities, resources, and relationship. In R.C. Pianta & M. J. Cox (Eds.), *The Transition to kindergarten* (143-177). Baltimore, MD: Brookes Publishing Co.

Christenson, S. L., Sinclair, M. F., Lehr, C. A., & Hurley, C. M. (2000). Promoting successful school completion. In K. Minke & G. Bear (Eds.), *Preventing School Problems-Promoting School Success: Strategies and programs that work* (377-420). Bethesda, MD: National Association of School Psychologists.

Christenson, S. L., & Godber, Y. (2001). Enhancing constructive family-school connections. In J. N. Hughes, A.M. LaGreca, & J. C. Conoley (Eds.). *Handbook of Psychological Services for Children and Adolescents* (pp. 455-476). New York: Oxford University Press.

Sinclair, M. F., Hurley, C.M., Evelo, D.L., Christenson, S.L., & Thurlow, M.L. (2002). Connections that keep students coming to school. In B. Algozzine and P. Kay (Eds.), *Preventing problem behavior: A Handbook of Successful Prevention Strategies* (pp. 162-182). Thousand Oaks, CA: Corwin Press, Inc.

Esler, A., Godber, Y., & Christenson, S. L. (2002). Best practices in supporting home-school collaboration. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 389-412). Washington, DC: National Association of School Psychologists.

Lehr, C. A., & Christenson, S. L. (2002). Best practices in creating a positive school climate. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 929-947). Washington, DC: National Association of School Psychologists.

Christenson, S.L., & Havsy, L.H. (2004). Family-school-peer relationships: Significance for social, emotional, and academic learning. In J.E Zins, J.E.,R.P. Weissberg, M.C. Wang, & H.J. Walberg (Eds.). *Building academic success on social and emotional learning: What does the research say?* (pp. 59-75). New York: Teachers College Press.

Christenson, S.L., Anderson, Amy R.., & Hirsch, J.A. (2004). Families with aggressive children and adolescents. In J.C. Conoley & A.P. Goldstein (Eds.), *School violence intervention: A practical handbook* (second edition. (pp. 359-399). New York: Guilford Press.

Christenson, S.L., Godber, Y., & Anderson, A.R. (2005). Critical issues facing families and educators. In E. Patrikakaou, Weissberg, R., Redding, S., & Wahlberg, H.J. (Eds.). School-family partnerships for children's learning (pp. 21-39). New York: Teachers College Press.

Reschly, A.R., & Christenson, S.L. (2006). Promoting successful school completion. In G. G. Bear & K..M..Minke (Eds.). *Children's Needs-III: Development, Prevention, and Intervention (pp.103-113). Bethesda, MD*: National Association of School Psychologists.

Reschly, A.L., Chaffin, M.C. Christenson, S.L., Gutkin, T. (2007). Contextual influences and response to intervention: 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). NY: Springer Science.

Christenson, S.L., Whitehouse, E.L., & VanGetson, G.R. (2007). Partnering with families to enhance students' mental health. In B. Doll, & J.A. Cummings (Eds.). *Transforming school mental health services: Population-based approaches to promoting the competency and wellness of students services* (pp. 69 – 101). Thousand Oaks, CA: Corwin Press.

Esler, A., Godber, Y., & Christenson, S. L. (2008). Best practices in supporting school-family partnerships. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (917-1120). Washington, DC: 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 V* (pp. 1099-1120). Washington, DC: National Association of School Psychologists.

Reschly, A. L., & Christenson, S. L. (2009). Parents as essential partners for fostering students' learning outcomes. In R. Gilman, E. S. Huebner, & J. M. Furlong (Eds.), *Handbook of Positive Psychology* (pp. 257-272). NY: Routledge.

Buerkle, K., Whitehouse, E.M., & Christenson, S.L. (2009). Partnering with families for educational success. In C.R. Reynolds & T.B. Gutkin (Eds.), *Handbook of school psychology (4ᵗʰ Ed.)* (pp. 655 -680). New York: Wiley & Sons.

Christenson, S. (2009). The relevance of engagement for students at-risk of educational failure: Findings and lessons from Check & Connect research. In J. Morton (Ed.), *Engaging young people in learning: Why does it matter and what can we do?: Conference proceedings* (pp. 36-84). Wellington: NZCER Press.

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* (pp. 327-348). NY: Routledge – Taylor and Francis.

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RESEARCH SUPPORT

Present:

Preventing Truancy in Urban Schools through Provision of Check & Connect: A Goal 3 Randomized Efficacy Trial, Institute of Education Sciences, U.S. Department of Education, Subcontract with colleagues at University of Chicago (NORC), Jon Guryan and Jens Ludwig (PIs); Sandra Christenson(Co-PI), March 2010 – February 2013.

Truancy Reduction in Chicago Public Schools, NICHD, subcontract with colleagues at University of Chicago (NORC), Jon Guryan and Jen Ludwig (PIs); Sandra Christenson (CoPI), 12/2010-11/2105.

Minnesota Partnership for School Connectedness: Strengthening Student Engagement, Institute of Education Sciences, US Department of Education, Michael Resnick (PI) and Sandra L. Christenson (Co-PI), March 2010 – February 2013.

Making the Connection: Engaging and Retaining Young Adults in Postsecondary Education, Institute of Education Sciences, US Department of Education, David R. Johnson (PI) and Sandra L. Christenson (CoPI), March 1 2009 – February 28, 2011.

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North Star Primary Check & Connect Project, Larry Brown Foundation, PI: Sandra Christenson, Project Period: January 2005-August 2005.

Prevention of Antisocial Behavior in Urban Children. National Institute of Mental Health. PI: Gerald August. 10% effort for Sandy Christenson. Project Period: 1/2001-8/24/03.

A Study of the Intended and Unintended Consequences of Large-Scale Assessments on Students With Disabilities. U.S. Department of Education, OSEP. David Johnson and Jim Ysseldyke, Principal Investigators; Sandy Christenson, Study Leader for Social Promotion Policies. Project Period: 10/01/00-9/30/03.

Project ELSE: Project Early-Literacy-School Engagement: Check & Connect for K-2 Children. PI: Tam O'Shaughnessy at San Diego State University. My role is as principal mentor and consultant for the Check & Connect application. Project Period: 8/00- 7/03.

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Persistence Plus: Using Check and Connect Procedures to Improve Service Delivery and Positive Post-School Outcomes for Secondary Students with Serious Emotional Disturbance, Office of Special Education Programs, U. S. Department of Education (Co-Principal Investigator with Mary Sinclair and Martha Thurlow). Project Period: 8/96-7/31/01.

Cross-Institutional Training Grant, Graduate School Funding (with University of Wisconsin-Madison School Psychology Program), Project Period: 9/97-8/01.

Live and Learn: Promoting Student Competence. Minnesota Extension Service, Creative Grant Award. Project Period: 1/97-12/99.

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Mental Health Practice Task Force, Graduate School Funding (with Jim Maddock, Ann Masten, John Romano, Nancy Johnston), Project Period: 6/97-8/98.

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The Effect of Family Mobility on Student Achievement, CURA and CAREI Funding, Principal Investigator. Project Period: 11/95-12/96.

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Student Learning in Context Project, OSERS grant, Co-Principal Investigator with James Ysseldyke, Project Period: 9/88-1/93.

Preparation of Related Services Personnel, Training School Psychologists in Systemic Intervention Planning, OSERS training grant, Project Director, Project Period: 9/15/89-9/14/93.

Parent and Teacher Interaction, Center on Families, Schools, Communities, and Children's Learning, League of Schools Reaching Out, Project Facilitator, Project Period: 9/91-3/94.

GRANTS SUBMITTED

Funded:

Assessing the Efficacy of Check & Connect for Improving Outcomes for At-Risk High School Students, subcontract with American Institutes of Research, O'Cuumings (PI) and Sandra Christenson (Co-PI). Institute of Education Sciences, U.S. Department of Education, 3/2011 – 2/2015. Funded

Truancy Reducation in Chicago Public Schools, NICHD, subcontract with colleagues at the University of Chicago (NORC) and Northwestern, Jon Guryan and Jens Ludwig (PIs); Sandra Christenson (Co-PI); 12/2010-11/2015. Funded

Not funded:

Check & Connect Small Group: Adapting a Successful Student Engagement Intervention for Middle School Students, U.S. Department of Education, Institute of Education Sciences, Karen Stout (PI) and Sandra Christenson (Co-PI); 3/2011-2-2014. Not funded

Ramp-up to Readiness, U.S. Department of Education Investing in Innovation, $1,855,916. Project Period: 9/1/10 – 8/30/15. – Not funded

Pending:

Efficacy Study of Check & Connect to Improve Student Outcomes, Institute of Education   Sciences, Special Education, subcontract with SRI (Dr. Mary Wagner); Sandra Christenson, Consultant, 3/2011 – 2/2014   - pending

DISSERTATIONS ADVISED

Joseph W. Wotruba (1991). Alternate Explanations for Differences in Academic Engaged Time and Academic Responding Time. (Co-advised with Jim Ysseldyke)

Shui Fong Lam (1994). The Effects of Family Structure, Socioeconomic Status, and Parenting Style on School Academic Achievement.

Karen Jean Roschelle (1994). Efficacy of Teaching Pleasing Behaviors on Teacher Attitudes and Student Behavior: A Comparison of Group Intervention Effects.

Theresa Jane Rounds (1996). Evaluation of a Community-Based Home Visiting Program For Low Income Families.

Elizabeth Brooke Garrettson (1996). Middle School Students' Reports of Actual and Important Support for Learning in Home and School Contexts.

Nina Elizabeth Russo (1997). Precursors of Participation: Alterable Student Characteristics That Predict Engagement in School.

Kimberly Sue Adams (1997). Trust within the Home-School Relationship: An Empirical Investigation of Parent and Teacher Perspectives.

Karla Kay Buerkle (1997). Mobile Children and Families: Qualitative and Quantitative Explorations of the Meaning and Impact of Residential Mobility and School Changes.

Jay David Sieler (1998). Stability and Source Differences in Rating of Child Behavior: An Exploration of Peer Reputation and Teacher Ratings in Longitudinal Samples of Disruptive and Nondisruptive Elementary School Children. (Co-advised with Marti H. Gonzales)

Julie Ann Hirsch (1998). Protective Processes and their Impact on Patterns of School Engagement for a High Risk Sample of High School Students.

Diane Louise Bearman (1998). Just Like Mommy, Just Like ... Mommy?: Development of Gender-Based Schematic Processing in Children Born into Two-Female-Parent Families. (Co-advised with Patricia J. Bauer)

Christine M. Hurley (1998). Welcome Status and Family-School Relationships: An Exploratory Study of Parent Perspectives.

Susan Moses-Zirkes (1999). Student Responsibility: Student Perceptions of Home and School Supports.

Colleen Alexis Meigher (2000). Factors Influencing and Predicting Motivation to Learn: An Empirical Analysis of Two Theories.

Leanne Hughes Hilger (2000). Cross-age Tutoring in Reading: Academic and Attitudinal Outcomes for High School Tutors and Third-grade Tutees.

Amy N. Esler (2001). Children at the Center: Promoting Child Development through Evidence-based Practices.

Yvonne E. Godber (2002). School Climate: Understanding Parent Perspectives to Strengthen Family-School Relationships.

Amy Reschly Anderson (2003). Student Engagement and Dropout: An Investigation with Students who have Mild Disabilities.

Lynne H. Havsy (2004). Effects of School Climate, Student Belonging, Student Coping and Home Support for Learning on Student Attendance.

Dawn M. Picklo (2004). Behaviorally At-Risk African American Students: The Importance of Student Teacher Relationships for School Outcomes.

Windram, Holly (2005). An Investigation of Spanish Speaking Families' Perceptions of Welcoming School Environments.

Jean A. Klein. (2006). Predictors of Recovery in Adolescents with Alcohol and Chemical Addictions Enrolled in a Recovery School System

Elkin, Sarah (2007). Investigation of the Minnesota Self-Determination Index for Use with Adults with Cognitive Disabilities: Support for the Tripartite Ecological Model of Self-Determination

Appleton, James J. (2007). Examination of the Student Engagement Instrument: Measurement of Student Cognitive and Psychological Engagement with School.

Spanjers, Deanna (2007). Cognitive Engagement as a Predictor of Achievement (co-advised).

Libbey, Heather (2007). School Connectedness: Influence above and beyond Family Connectedness.

Whitehouse, Beth Mizerek (2008). Family Involvement in School: Family and Teacher Perceptions and Effects on Student Performance

Hansen, Annie (2008). LGBT Students and Allies Participating in a School-based Program: School Performance, Connectedness, and Perceptions of School Climate.

Miller, Nicole-Brattsford (2008). A Cross Sectional study of Reported Inconsistency in Accomodation Use in the Classroom and Standardized Test Settings for Elementary and Middle School Students with Disabilities.

Skaar, Nicole (2009). Development of the Adolescent and Exploratory Risk Behavior Rating Scale.

Bemel, Cheryl S. (2009). The Effect of Smaller Learning Communities on Indicators of Student Progress.

Leonard, Nicholas (2009). Predictors of Mental Health Service Utilization among Minnesota High School Students

Monica Jacob (2010). Parental Expectations and Aspirations for their Children's Educational Attainment: Examination of the College-Going Mindset among Parents.

Gloria J. L. Whaley (2010). Factors Related to the Development, Maintenance, or Resolution of Unresolved/disorganized States of the Mind Regarding Abuse in a Sample of Maltreated Individuals (co-advise).

PAPER PRESENTATIONS

Assessing Students' Educational Needs, Catholic Education Conference, November l979.

Research on Assessment and Decision Making: Implications for Training and Practice, National Association of School Psychologists, Houston, April l98l.

Research on Assessment and Team Decision Making: Current Practices, Minnesota Association for Children with Learning Disabilities, September 1981.

Students' and Practitioners Perceptions of Training: A National Survey, National Association for School Psychologists, Toronto, March l982.

Practical Implications of Research on Referral and Opportunity to Learn, National Association for School Psychologists, Toronto, March l982.

Avoiding the Testing Trap, National Association for School Psychologists, Detroit, March l983.

Academic Responding Time as a Function of Instructional Arrangements, American Educational Research Association, San Francisco, April l986.

Assessing the Instructional Environment for Students, National Association for School Psychologists, New Orleans, March l987.

Family Assessment and Intervention in the Schools: Guidelines for Appropriate Actions, National Association for School Psychologists, New Orleans, March l987.

The Quantity and Qualitative Nature of Instruction for Handicapped Students, Council for Exceptional Children, Chicago, April l987.

Assessing the Instructional Environment for Students, Council for Exceptional Children, Chicago, April l987.

Instructional Differences for Handicapped Students in Regular and Special Education Settings, Mirkin Lectureship Series in Special Education, University of Minnesota, Department of Educational Psychology, May l987.

Examination of Categorical Practices in Special Education: Is it Supported by Research? American Educational Research Association, New Orleans, April l988.

Home Versus School or Home and School? The Choice is Ours, National Association of School Psychologists, Boston, April 1989.

Effectiveness of a Reading Tutorial Program for Increasing Student Academic Responding, National Association of School Psychologists, Boston, April 1989.

Critical Issues in the Home-School Interface, Panel Participant at Assessment and Intervention with Infants, Toddlers and their Families, Upper Midwest School Psychology Conference, August 25, 1989.

Partnerships with Parents for Student Success, National Coalition for Parent Involvement in Education, October 1989.

Changes in the Status of At-Risk and Handicapped Students: Instructional, Child, and Teacher Characteristics as Discriminators, American Educational Research Association, Boston, April 1990.

Critical Issues in Family Intervention, National Association of School Psychologists, April 1990.

Home-School Partnerships: Service-Delivery Options for School Psychologists, National Association of School Psychologists, Dallas, March 1991.

Dangerous Liaisons: Emerging Themes from Six Studies of School-wide Interventions for Integrating Students with Learning Disabilities into General Education (Symposium, American Educational Research Association, Chicago, April 1991.

Bothersome classroom behaviors exhibited by students with and without handicaps: Is there a difference? American Educational Research Association, Chicago, April 1991.

The Study of Learning Environments and Related Learning Outcomes, American Educational Research Association, April 1991.

Parent and Teacher Attitudes about Roles in the Home-School Partnership, American Psychological Association, August 1991.

Authentic Assessment: Implications for School Psychology and Educational Restructuring, Council of Directors of School Psychology Programs, American Psychological Association, August 1991.

Family Variables: Knowledge Fundamental to Forging Effective Home-School Partnerships, National Association of School Psychologists, March 1992.

Building Competence in Children: Home-School Partnerships for Depressed, ADHD, or LD/EBD Students, National Association of School Psychologists Annual Meeting, Nashville, TN, March 27, 1992.

Information Sharing: Perceptions of Parents and Teachers, National Association of School Psychologists Annual Meeting, Nashville, TN, March 26, 1992.

What Do Families Want from Schools? (Invited address.) National Association of School Psychologists Annual Meeting, Nashville, TN, March 26, 1992.

Schools and Families: What is the Role of the School Psychologist? Lightner Witmer Address, August 22, 1994, American Psychological Association, Toronto, Ontario, Canada.

School Psychologists and Families: Empirically-Validated Best Practices (symposium)—Paper: Family Factors and Student Achievement: Empirical Support for Home-School Collaboration. August 24, 1994, American Psychological Association, Toronto, Ontario, Canada.

Which Home-School Partnership Activities do Parents Prefer?: The results from a national sample (invited address). March 4, 1994, National Association of School Psychologists, Seattle, Washington.

Increasing Holding Power in Schools: Strategies to Promote Student Engagement and Parent Participation. March 23, 1995, National Association of School Psychologists, Chicago, Illinois.

Does Welcome Status Affect What Parents Want From Schools? March 24, 1995, National Association of School Psychologists, Chicago, Illinois.

Research on Family-School Connections: Innovative Applications of Theories and Paradigms (symposium)— Paper: Trust in the home-school partnership. August 13, 1995, American Psychological Association, New York, New York.

Check and Connect: Behavioral Risk Monitoring and Interventions to Promote Student Engagement, 1996 NASP Annual Meeting, March, Atlanta.

Urban Schools and Family Partnerships: Rhetoric or Reality? August 10, 1996, APA Presidential Mini-Convention: A Tale of New Cities: Psychology's Response to Urban America, Toronto.

Empirical Support for Family-School Collaboration: Success for All Students. August 11, 1996, Symposium: School-Family Collaboration, APA, Toronto.

Live and Learn: Creating Conditions for Responsible Learners, 1997 Minnesota Extension Service Annual Conference, October 7, 1997, Brainerd, Minnesota.

3 R's Plus One: A Prediction for Families and Schools, The Transition to Kindergarten: A Synthesis Conference for the National Center for Early Development and Learning, 2/18-2/20/98, Charlottesville, VA.

Conjoint Behavioral Consultation Symposium, Discussant, April 16, 1998, National Association of School Psychologists, Orlando.

Trust and the Home-School Relationship: Linking Parent-Teacher Relationships to Student Outcomes, April 18, 1998, National Association of School Psychologists, Orlando.

Keeping Kids in School: The Check and Connect Model, April 18, 1998 CEC, Minneapolis.

On a Collision Course? Standards, Discipline, and Students with Disabilities, April 17, 1998, CEC, Minneapolis.

Trust and the Home-School Relationship: Linking Parent-Teacher Relationships to Student Outcomes. April 17, 1998, National Association of School Psychologists, Orlando, Florida.

Trust and the Home-School Relationship: Linking Parent-Teacher Relationships to Student Outcomes. August 15, 1998, APA, San Francisco.

Check and Connect: Engaging students and families with school and learning. Symposium: Preventing School Failure: Capacity Building in Urban Schools. April 8, 1999. National Association of School Psychologists, Las Vegas.

Family Involvement in Early Childhood Education: A Tale of Connects and Disconnects. Discussant for this Research Plenary at the National Head Start Conference, April 15, 1999, Minneapolis.

Parent Perspectives on Involvement in Children's Learning: Cultural comparisons. August 20, 1999, APA Boston.

Critical Issues in Dropout Prevention/School Engagement. Task Force on Dropout Prevention. August 21, 1999, APA, Boston, Respondent and facilitator for conversation hour.

Check and Connect: Behavioral Risk Monitoring to Promote Student Engagement. Symposium: Preventing School Failure through the Use of Nontraditional Helpers. August 24, 1999, APA Boston.

Check and Connect: Promoting School Engagement of Elementary Students. April 1, 2000, National Association of School Psychologists, New Orleans.

Check & Connect: Replication of a Data-based Student Engagement/School Completion Model. April, 2000. American Educational Research Association (Division H), New Orleans.

Keeping Involvement Diverse in Schools: Parents' Roles in Supporting Learners. March 29, 2000. National Association of School Psychologists. Learning to Cope: Developing as a Person in Complex Societies (Symposium) Paper: Learning to Cope: A School-Parent Partnership. April 27,2000. American Educational Research Association, New Orleans.

Hearing the Voices of Parents: Suggestions for School Change to Enhance Home-School Relationships. August 5, 2000. American Psychological Association, Washington DC.

Effectiveness of Coping for Successful and Unsuccessful Check & Connect Students. April 11, 2001. American Educational Research Association, Seattle.

Evidence-Supported Parent and Family Interventions in School Psychology, Symposium Co-chair with Cindy Carlson, August, 27, 2001. American Psychological Association, San Francisco.

Parent Perspectives of Welcoming School Environments. (with Holly Zorka, Christine Hurley, and Yvonne Godber), August 24, 2001, American Psychological Association, San Francisco.

Parent Involvement: What Have We Learned? Where are We Heading? Discussant for the symposium, February 28, 2002, National Association of School Psychologists, Chicago.

Dropout Prevention and Intervention: A comprehensive Review of the Literature (with Camilla Lehr, Anastasia Hansen, and Mary Sinclair), March 1, 2002, National Association of School Psychologists, Chicago.

The School Welcoming Study: Diverse Parent Perspectives on Welcoming School Environments (with Holly Zorka, Yvonne Godber, and Christine Hurley), February 28, 2002, National Association of School Psychologists, Chicago.

Keeping Kids in School: Efficacy of Check & Connect for Dropout Prevention of High-Risk Students, August 25, 2002, Invited Address for Division 16 of the American Psychological Association, Chicago.

Families, Educators, and the Family-School Partnership: Issues or Opportunities for Promoting Children's Learning Competence? Invited address for the 2002 Invitational Conference: The Future of School Psychology, November 15, 2002, Indianapolis.

Critical Issues Facing Families and Educators, National Invitational Conference, School-Family Partnerships: Promoting the Social, Emotional and Academic Growth of Children, The Laboratory for Student Success, Mid-Atlantic Regional Educational Laboratory at Temple University, December 6, 2002, Washington, DC.

Check & Connect: Theory, Findings, and Future Directions, National Drop Out Forum, National Center on Secondary Education and Transition (NCSET) in collaboration with the U. S. Department of Education's Office of Special Education Programs (OSEP), December 10, 2002, Washington, DC.

Across the School Door: A National Survey of Educators (with Amy Anderson, Amy Esler, and Katie Black). National Association of School Psychologists, April 9, 2003, Toronto.

Finish School: A comprehensive guide to Preventing School Dropout and Promoting Engagement. (with Amanda Morse, Annie Hanson, and Kristen Bogner). National Association of School Psychologists, April 10, 2003, Toronto.

Assessing the Extent to which Evidence-based Instructional Practices are in Place for Individual Learners. Mini-skills workshop (with Jim Ysseldyke and Amy Anderson), National Association of School Psychologists, April 11 2003, Toronto.

Consequences of Using Assessment Information to Make Grade Advancement Decisions (authored by Dawn M. Picklo, Sandra L.Christenson, and Heidi L. Triezenberg; presented by Picklo and Triezenberg), American Psychological Association, August 9**,** 2003, Toronto.

Effectiveness of the Early Risers Check & Connect Program. Poster presented by Dawn M. Picklo, Nicole A. Miller, James J. Appleton, & Sandra L. Christenson, National Association of School Psychologists, April 2, 2004, Dallas.

The Consequences of High Stakes Assessment. Dawn M. Picklo, Heidi L. Triezenberg, & Sandra L. Christenson, National Association of School Psychologists, April 2, 2004, Dallas.

Perceptions of Academic Positions of Graduate Students in School Psychology, Rich Nagle, Sandra Christenson, Shannon Suldo, and Annie Hansen, National Association of School Psychologists, April 2, 2004, Dallas.

Check & Connect: Strategies to Engage Students in School. Colleen Kaibel, Mary Sinclair, Camilla Lehr, and Sandra Christenson, Partnering to Prevent Truancy: A National Priority, December 7, 2004, Washington, DC.

Alternatives to Retention and Social Promotion: Availability of Instructional Options. Dawn M. Picklo and Sandra L. Christenson, National Association of School Psychologists, March 31, 2005, Atlanta.

Measuring Student Engagement with School: Implications for Assessment and Intervention. James Appleton, Patrick Varro, and Sandra L. Christenson, American Psychological Association, Washington DC:, August 18, 2005.

School Belonging – Social, Psychological, and Academic Implications, Discussant for the Symposium at the annual meeting of the American Psychological Association with Susan McMahon, Georgette Yetter, Jill Sharkey, Stacy O'Farrell, and Beth Doll, Washington DC:, August 20, 2005.

Measuring Cognitive and Psychological Engagement: Validation of the Student Engagement Instrument, co-authored by James Appleton, Dongjin Kim, and Amy Reschly and presented by James Appleton, Paper Symposium: Adolescent Engagement in School: Issues of Definition and Measurement, Society for the Research of Adolescents (SRA), San Francisco, March 26, 2006.

Family-School Collaboration during Early Childhood: Parent Satisfaction and School Contact, Discussant for the Symposium at the annual meeting of NASP, Anaheim, March 28, 2006.

Student Engagement: Conceptualization, Measurement, and Initial Findings. Co-authored with Amy Reschly, Jim Appleton, Joe Betts, Ashley Lewis, Susan Antamarin and Scott Huebner. National Association of School Psychologists, March 29, 2007.

Futures Conference Goals and Blueprint III: Can They Really make a Difference for the Training and Practice of School Psychology? (Town Hall) with Peg Dawson, Jack Cummings, and Bill Phofl. National Association of School Psychologists, March 29, 2007.

Measuring Cognitive and Psychological Engagement: Relevance for Interventions with Students At Risk of Dropout. Sandra L. Christenson, Amy L.Reschly, & James J.Appleton,. Paper symposium presentation at the 2007 annual meeting of the American Educational Research Association. Chicago, IL. April 12, 2007.

Translating Research into Practice for Dropout Prevention. Brian Cobb, Sandra L. Christenson, & Eric Eisenstein. Paper presentation at the 7th Annual international Campbell Collaboration Colloquim, London, England,. May 15, 2007.

Parental Disengagement with Children's Learning and Schooling: Strategies for Fostering Partnerships, Keynote at the International School Psychology Association (ISPA) 29th Colloquium, Tampere , Finland, July 26, 2007.

Check & Connect: A Model to Promote Engagement at School and with Learning, Keynote at the 2007 Workforce and Economic Development Leadership Conference, Tacoma, Washington, November 13, 2007.

The Construct Stability of Student Engagement Across Diverse Samples. James J. Appleton, Joe Betts, Amy L. Reschly & Sandra L. Christenson. Poster presented at the 2008 annual meeting of the American Psychological Association. Boston, August 15, 2008.

Christenson, S. L., Jacob, M. J., & Berman-Young, S. (February, 2008). *Using the Student Engagement Instrument: An assessment to intervention link*. Symposium presented at National Association of School Psychologists convention, New Orleans, LA.

Christenson, S.L. Three Cups of Tea: The Power of Relationships with Students and Parents. Invited Senior Scientist Award Address for Division 16 of the American Psychological Association presented at the annual meeting of APA, Boston, August 15, 2008.

Christenson, S.L. Check & Connect: Enhancing School Completion through Student Engagement, Invited Address for Minnesota School Psychologists Association, January 29, 2009.

Ramp-up to Readiness: A College Readiness Program – Fostering Personal Investment, Angie Pohl, Meghan Rodriquez, and Sandra L. Christenson. Poster presented at the 2010 annual meeting of the National Association of School Psychologists, Chicago, March 5, 2010.

Engaging with Parents: The Power of Information, Responsiveness to Parental Need, and Ongoing Support for the Enhanced Competence of All Students. Sandra L. Christenson. 2010 NASP Distinguished Lecture presented at the annual meeting of the National Association of School Psychologists, Chicago, March 4, 2010.

Student and Teacher Perception of Effort. Elizabeth Hagen, Maureen Braam, and Sandra L. Christenson. Poster presented at the 2011 annual meeting of the National Association of School Psychologists, San Francisco, February 25, 2011.

Advances in Student Engagement: Measurement, Dropout, and Preparing for College. Discussant for the symposium at the annual meeting of the National Association of School Psychologists, San Francisco, February 24, 2011.

A Construct Validation Study of Student Engagement. Julie Gdula and Sandra L. Christenson. Poster presented at the 2011 annual meeting of the National Association of School Psychologists, San Francisco, February 25, 2011.

Unique Characteristics of First-in-Family Aspiring College Students: Identifying Targeted Areas for Intervention. Molly F. Gordon, Angie Pohl, Monica Jacob, and Sandra L. Christenson. Paper presented at the 2011 annual meeting of the American Educational Research Association, New Orleans, April 8, 2011.

ADDRESSES AND WORKSHOPS

International:

Analyzing Students Instructional Environments: Theory, Research, and An Approach, University of West Indies, Barbados, January l987.

Presentations at the Sixth Annual Queensland Guidance and Counselling Association: Quality Learning in the School Community, 6/16-6/20/90, Rockhampton, Australia:
    Workshop: School-Based Family Intervention Strategies, June 17, 1990
    Workshop: The Instructional Environment Scale (TIES): Development Usage, June 17, 1990
    Key Note: Quality Learning in the School Community: What Does that Really Mean? June 18, 1990 (followed by a discussion session)
    Mini-Workshops: Critical Issues in Establishing Home-School Partnerships, June 18, 1990
    Key Note: Instructional Effectiveness for Students with Special Needs, June 20, 1990
    Mini-Workshop: Home-School Collaboration: Use of a Parent-Educator Problem Solving Process, June 20, 1990

Home-School Collaboration: Effects, Issues, and Opportunities, Home-School-Community Conference, Australia Guidance Counselling Association, Sydney, Australia, July 14, 1993.

Home and School: Problems for or Partners in Services to Children and Youth? (Keynote). 1993 NSW Guidance and Counselling Conference, University of Sydney, July 15, 1993 (paper and presentation).

Home-School Collaboration: Lessons Learned and Yet to be Learned (keynote). 1993 NSW Guidance and Counselling Conference, University of Sydney, July 17, 1993 (paper and presentation).

Family Factors and Student Achievement: An Avenue to Increase Student Success, 1993 NSW Guidance and Counselling Association, University of Sydney, July 15, 1993.

Ecological Assessment: Identifying and Supporting a Student's Instructional Needs in Home and Classroom Contexts, Child Guidance Clinic of Winnipeg and Manitoba Association of School Psychologists, January 24 & 25, 1994.

Effective Inclusion of Parents and Community, Manitoba Council for Leadership in Education Workshop, Winnipeg, Canada, May 2-3, 1996.

Check and Connect: Engaging Students and Families in School and Learning, First Annual Follow-up Service Conference, Aulesund, Norway, June 1, 1999

Check and Connect: Description of an Empirically-validated School Engagement Monitoring System. Stavenager, Norway, The Royal Ministry of Education, Oslo, Norway, June 3, 1999.

Check and Connect: Behavioral Risk Monitoring and Intervention to Promote School Completion for Students, Finnoy, Norway, June 4, 1999.

Functional Assessment of Academic Behavior: Creating successful Learning Environments for Struggling Learners, University London College, Department of Educational Psychology, November 24, 2005.

Check & Connect: A Model to Promote Engagement at School and with Learning, Pre-Colloquium Workshop, 29th International School Psychology Association (ISPA), Tampere, Finland, July 24, 2007.

Engaging Students with School: The Essential Dimension for Attendance and Academic Achievement, Toronto Public Schools, February 15, 2008. (Full day workshop).

The Relevance of Engagement for Students At-risk of Educational Failure: Findings and Lessons from Check & Connect Research, Keynote Address, Auckland and Wellington, September 9 and 11, 2009, New Zealand Council for Educational Research.

Why Measure Student Engagement? Conceptual and Methodological Considerations: Lessons Learned from Check & Connect Research. Invited Address, University of Amsterdam, Netherlands, March 18, 2010.

The Relevance of Student Engagement for Dropout Prevention and School Engagement. Invited Address, Legislative and Educational Policymakers and the University of Utrecht, Netherlands, March 19, 2010.

Engaging Students with School: Theory, Methodology, and Utility of the Construct. Invited Address, ICO Spring School, Niederalteich, Germany, March 21, 2010.

Check & Connect: A Comprehensive Student Engagement Intervention – Implementation Lessons Learned. Invited Address, ICO Spring School, Niederalteich, Germany, March 22, 2010.

The Relevance of Engagement for Students At-Risk of Educational Failure: Findings and Lessons from Check & Connect Research, Invited Address, University of Montreal, GRSE, November 1, 2010.

National:

Prereferral Consultation: An Instructional Intervention Strategy, Ingham Intermediate School District, February l987.

The Instructional Environment Scale (TIES), SMA RIMIS, Flossmoor, IL, February l987.

Assessing Students' Instructional Environments, School Association for Special Education in DuPage County (SASED), March l987.

Alternative, Nontest-Based Assessment Procedures, Montana School Psychologists, June l7-l8, l987.

Analyzing Students' Instructional Environments, Region IV Education Service Center, Houston, September l987.

Analyzing Students' Instructional Environments and Preplacement Consultation: An Intervention Assessment Strategy, Lewiston-Porter School District, September 30-October l, 1987.

Instructional Consultation, Carol Stream Public Schools, Illinois, December l987.

Using TIES Data Effectively during Instructional Consultation, Beaverton Public Schools, Portland, OR, March 12, 1988

Assessing Students' Instructional Environments, NEOSERRC, April l3-l4, l988.

Assessing Students' Instructional Environments, Vermont Department of Education, May 2 and May l9, l988; October 20 and November 3, l988.

Assessing Students' Instructional Environments, Brattleboro Retreat, Vermont, November 4, l988.

Critical Examination of the Diagnostic Process: Establishing an Assessment-Intervention Link, Beaverton Public Schools, Portland, OR, October 28, 1988.

Analyzing Students' Instructional Environments, NWOSERRC, Bowling Green, OH, October 19, 1988.

Analyzing Students' Instructional Environments: What School Psychologists Need to Know to Use Instructional Information Effectively During Prereferral Consultation, MaComb-St. Clair Psychological Association, Michigan, January 27, 1989.

Analyzing Students' Instructional Environments, Vermont State Dept. of Education, February 7 and March 16, 1989.

Curriculum-based Assessment, Vermont Symposium on Integrated Assessment of Children with a Severe Emotional Disturbance, Burlington, VT, March 15, 1989.

The Instructional Environment Scale: TIES, Vermont Symposium on Integrated Assessment of Children with a Severe Emotional Disturbance, Burlington, VT, March 15, 1989.

Analyzing Students' Instructional Environments, Central Pennsylvania Special Education Resource Center, Harrisburg, PA, April 11, 1989.

Problem Solving Intervention Planning: Educators and Families, Central Pennsylvania Special Education Resource Center, Harrisburg, PA, May 15 and 16, 1989.

Linking Assessment to Intervention, Grantwood, Iowa Area Educational Center, June 1, 1989.

Analyzing Students' Instructional Environments, West 40 Educational Service Center No. 5: Administrator's Retreat, Chicago, IL, June 13, 1989.

Using Instructional Data in the Problem Solving Intervention Planning Process, Louisiana State University, Summer Institute, August 1, 1989.

Assessing the Instructional Environment, Illinois School Psychology Association, Eleventh Annual Conference, February 1, 1990.

Assessing the Instructional Environment, Tempe School District No. 3, Maricopa County, Arizona, February 9, 1990.

Assessing the Instructional Environment: Using TIES, Temple School Psychology Program, The Tenth Annual Conference on the Future of Psychology in the Schools, Philadelphia, PA, March 2, 1990.

Using TIES, Staff Development Training for Project LINK, Philadelphia, PA, March 1, 1990.

Using TIES, Staff Development Training for Project LINK, Philadelphia, PA, March 1, 1990.

Use of TIES by School Psychologists, University of Wisconsin-Madison, School Psychology Program, April 10, 1990.

Classroom Environment Assessment, Wheaton-Warrenville School District No. 200, Wheaton, IL, May 7, 1990.

Analyzing Students Instructional Needs in Context, Vermont State Department of Education, Burlington, VT, October 19 and November 5, 1990.

Assessing Instructional Environments: Focus on Special Education, Administrator's Academy, Educational Service Center #13, Rantoul, IL, October 25, 1990.

Assessing Instructional Environments: A Necessary Step for Effective Intervention Planning, DuPage County Special Educators Institute, March 1, 1991.

Analyzing Students' Instructional Environments: Part I and II, Vermont Department of Education, Burlington, VT, April 11 and May 2, 1991.

Home-School Collaboration, Kentucky Association of Psychologists in Schools (KAPS), September 26, 1991.

Analyzing Students' Instructional Environments: Parts I and II, Windham Southeast Supervisory Union, Brattleboro, VT, September 13 and October 11, 1991.

Meeting All Students Needs: Prerequisites for Service Delivery, Tempe School District, Project Link, October 24, 1991.

Meeting All Students Needs: Roles for Support Service Personnel, Tempe School District, Project Link, October 24, 1991.

Home-School Collaboration: Principles and Applications, National Association of School Psychologists, Nashville, TN, March 25, 1992.

Ecological Assessment: Identifying a Student's Needs in Context, Lancaster-Lebanon IU #13, Pennsylvania, September 1, 1992.

Home-School Collaboration: Principles and Applications for America's Changing Families, Arizona Association of School Psychologists, September 25, 1992.

Home-School Collaboration: Principles and Applications for America's Changing Families, Arkansas School Psychology Association, October 15, 1992.

Guidelines for Creating Parent-School Collaboration: Assessment, Intervention, Referrals, Massachusetts School Psychological Association, November 7, 1992.

Specific Parent-School Collaboration Strategies, Massachusetts School Psychological Association, November 7, 1992.

Environmentally Based Assessment Approaches, Illinois School Psychologists Association, Advanced Professional Training Workshop, February 4 & 5, 1993.

Advances in Ecological Assessment, Oklahoma State Department of Education, April 2, 1994.

Home and School: Partners for or Problems in Intervention? 1993 Upper Midwest School Psychology Institute, Madison, WI, June 11, 1994.

Home-School Collaboration (keynote), Indiana University School Psychology 1993 Summer Institute, June 15, 1993.

School-Based Family Interventions, Seminar in Marriage and Family Therapy, Lehigh University Seminar, June 17, 1993.

Home-School Collaboration: Building Effective Parent-School Partnerships, Florida Association of School Psychologists, July 29 & 30, 1993.

Collaboration: Attitudes and Actions, Region IV Education Service Center: Building Teams for School Improvement, Houston, TX, September 14, 1993.

Home-School Collaboration: Principles and Applications, 17th Annual Alfred University School Psychology Symposium, October 1, 1993.

Assessing All Influences on Child Performance: A Vehicle for Instruction, Northwest Ohio SERRC, November 2, 1993.

Family-School Collaboration, Parent-Advisory Council for Cuyahoga Special Education Service Center, Cleveland, OH, February 18, 1994.

Ecological Assessment, Cleveland Association of School Psychologists, February 18, 1994.

Home-School Partnership for Student Success: What We Know, What We Don't Know, What We Need to Know, University of Utah, Department of Educational Psychology Colloquium Series, February 25, 1994.

Home-School Collaboration, Utah Association of School Psychologists, February 26, 1994.

Identifying a Student's Instructional Needs in School and Home Contexts: A Method for Intervention Planning, Wisconsin School Psychologists Association, March 17, 1994.

Building Teams for School Improvement Follow-Up, Region IV Education Service Center, Houston, TX, May 6, 1994.

Differences in Home and School Perceptions of Partnership Activities: A National Perspective, Children's Services Forum on Schools and Families, NASP, Chicago, March 23, 1995.

Practice Analysis as the Foundation for Education, First International Congress on Licensure, Certification, and Credentialing of Psychologists, New Orleans, April 22, 1995 (with Leon Smith and Sandra Greenberg).

Home-School Collaboration: An Avenue to Enhance Student Success, The Macomb-St. Clair Psychological Association, Clinton Township, MI, April 28, 1995.

An Overview of The Instructional Environment System: TIES-II, University of Wisconsin - Eau Claire, Department of Special Education, March 21, 1996.

Parents are Important! Empirical Support for Family Involvement in Education: Success for All Students. Vermont School Psychology Association, October 25, 1996.

Observing and Assessing the Preschool Learner, Teachers College, Columbia University, November 15, 1996.

Check and Connect: Keeping Kids in School. Region IV Education Service Center, Houston, TX. April 29-30, 1997.

Family-School Partnerships. Two-day course for Alaska Staff Development Network and Alaska School Psychology Association, Anchorage, AK. June 11-12, 1997.

Communication Between Families and Schools: Can We Talk as Partners? Wyoming School Psychology Association, The Fourteenth Summer Institute, Jackson Hole, Wyoming, July 28, 1997.

Creating a Shared Responsibility Between Home and School: Approach, Attitude, and Actions, Wyoming School Psychology Association, The Fourteenth Summer Institute, Jackson Hole, Wyoming, July 29, 1997.

Keeping Kids in School: Using Check and Connect for Dropout Prevention. Region IV Education Service Center, Houston, Texas, October 21 and 22, 1997.

Building an Interface Between Families and Educators: Essential Support Linkages for Kids, Advanced Professional Training: National Association of School Psychologists, Orlando, FLA., April 13 and 14, 1998.

Check and Connect: A Student Engagement Intervention. Lehigh University, Department of Educational Psychology, June 8, 1998.

Check and Connect: Engaging Students and Families with School and Learning, Georgia State University, Department of Counseling and Psychological Services Colloquium, Atlanta. February 26, 1999.

Strengthening Collaboration Between Home and School: Practical Strategies That Have Worked, Cuyahoga Special Education Center, March 19, 1999.

Parents and Teachers as Educators: Significance of Families and Contributions of Schools. Cuyahoga Special Education Center, March 19, 1999.

Family-School Relationships: Smooth Sailing, Bridge Builders or Troubled Terrain. Virginia Department of Education, April 13, 1999.

Family-School Relationships: Smooth Sailing, Bridge Builders or Troubled Terrain. University of Nebraska-Lincoln, School Psychology Program, Lincoln, Nebraska, November 4, 1999.

Check and Connect: A Coordinated Intervention to Promote Engagement with Learning and School for Students and Families, Promoting Health in the Schools Conference co-sponsored by Lehigh University and The Children's Hospital of Philadelphia, Philadelphia, June 29, 2000.

Ecological Assessment: A Vehicle for Effective Instruction and Use of the Instructional Environment System, Mesa School district, Mesa, Arizona, September 22, 2000.

Creating Successful Learning Environments: A Means to Improve Educational Outcomes for *all,* and to Close the Achievement Gap, Arizona Association of School Psychologists, Mesa, Arizona, November 5, 2004.

Check & Connect: A Model to Promote Engagement at School and with Learning, New Brighton Area School District, New Brighton, Pennsylvania, August 22, 2005.

Working with Families for Student Success: Critical Issues and Strategies. Arizona Association of School Psychologists annual conference, Phoenix, November 8, 2005.

Working with Families for Student success: Advanced. Arizona Association of School Psychologists annual conference, Phoenix, November 8, 2005.

Parent-Teacher Relationships. Presentation given for the Reading First Grants. Slides posted at: http://www.gse.harvard.edu/hfrp/content/projects/fine/resources/materials/parent-teacher_slides.pdf

Functional Assessment of Academic Behavior and Linking to Evidence-Based Interventions. Intensive Two-Day Workshop at the NASP Annual Conference, March, 2006. (presented with Jim Ysseldyke).

Functional Assessment of Academic Behavior FAAB) – Linking Assessment to Intervention. Full day workshop, ASAIF, Nashua, New Hampshire, May 18, 2007.

Check & Connect: A Model to Promote Engagement at School and with Learning, full day workshop at Region IV Education Service Center, Houston, Texas, November 1, 2007.

Check & Connect: A Model to Promote Engagement at School and with Learning, Presentation at the 2007 Workforce and Economic Development Leadership Conference, Tacoma, Washington, November 14, 2007.

Engaging Students with School: The Essential Dimension of Dropout Prevention Programs, National Dropout Prevention Center for Students with Disabilities, Webseminar, January 22, 2008

Student and Family Engagement: Lessons Learned from the Check & Connect Intervention Studies, Teleconference, Institute on Community Integration, January 23, 2008.

The Relevance of Family-School Connections for Positive Outcomes: Lessons Learned from Research and What it Means for Practice. Invited Address for the Creating Connections Series for the Nebraska Center for Research on Children, Youth, Families, and Schools, February 25, 2008.

Dropout Prevention or School Completion: Lessons Learned from the Check & Connect Studies. Invited address for the University of Delaware, School of Education, April 10, 2008.

Functional Assessment of Academic Behavior FAAB) – Linking Assessment to Intervention. Full day workshop, Washington Association of School Psychologists, Spokane, April 18, 2008.

Check & Connect: A Model of Student Engagement to Address Truancy, Dropout, and School Completion, Hawaii Association of School Psychologists, May 23, 2008.

Check & Connect: A Model of Student Engagement to Address Truancy, Dropout, and School Completion, Three Tier Consulting – full day workshop, October 22, 2008.

Check & Connect: A Comprehensive Student Engagement Intervention, Webcast (with Donna Johnson), Institute on Community Integration, December 3, 2008

Family-school partnerships: Critical issues and strategies (with Drs. Sheridan and Reschly). Podcast with NASP, February 25, 2009.

Check & Connect: Enhancing school completion through student engagement, Nebraska Department of Education, June 10, 2009

Engaging students with school: The essential dimension for attendance and academic achievement, Georgia State Department of Education, November 5, 2009.

The power of "three cups of tea": Building trusting relationships with parents of marginalized students. Chicago School of Professional Psychology. Invited address at the Cultural Impact Conference. January 29, 2010.

The Relevance of Engagement for Students At-risk of Educational Failure: Findings and Lessons from Check & Connect Research. University of Oregon, Special Education, October 5, 2010.

State:

Using TIES to Plan Instructional Interventions: An Overview, Minneapolis Public Schools Psychologists, September l986.

Interpreting TIES Ratings, Minneapolis Public Schools Psychologists, November l987.

School Psychology: What is an Appropriate Role? Bloomington Public Schools, Bloomington, MN, Inservice for School Psychologists.

Analyzing Students' Instructional Environments, Independent School District 196, Apple Valley, MN, October 18, 1989.

Effective Consultation Strategies with Teachers, Apple Valley School Psychologists, District No. 196, February 16, 1990.

Instructional Strategies for Increasing Students Academic Responding, Apple Valley School Psychologists, District No. 196, April 16, 1990.

Family Influences on Student Performance in School: What Can Parents and Teachers Do? Spartan Elementary, Richfield School District, April 26, 1990.

Home-School Collaboration: What We Know and What We Can Do, Breck School, Lower Division, May 3, 1990.

Decade of Difference: A Plan for Total School and Parent Involvement, Panel Member, Minnesota School Social Work Association, May 4, 1990.

Home-School Collaboration: New Directions, Bloomington School District No. 271, August 20, 1990.

Home-School Collaboration: Don't Leave the Classroom Without It! East Metro Special Education Cooperative, December 7, 1990.

Home-School Collaboration, Summer Institute for Educators, Minneapolis, MN, June 18, 1991.

Home-School Collaboration, Enhancing Student Well-Being Summer Institute, University of Minnesota, June 25, 1992.

Panel Discussion: The Transition to Adolescence: Perspectives from Research on Child Development, University of Minnesota, June 26, 1992

Working with Parents: Secondary-Level Strategies, White Bear Lake School District, April 8, 1994.

Home-School Collaboration, Enhancing Student Well-Being, Summer Institute, University of Minnesota, June 24, 1993.

Interviewing and Communication, Midwestern Consortium for Faculty Development, St. Thomas College, August 17, 1993.

Home-School Collaboration: Principles and Applications for America's Changing Families, Minnesota School Psychology Association, October 21, 1993.

Ecological Assessment, St. Paul School Psychologists, November 11, 1993.

TIES-II: The Instructional Environment System, Minneapolis Public Schools, April 14, 1994.

Home-School Collaboration: A Means to an Essential End, Enhancing Student Well Being Summer Institute, University of Minnesota, June 23, 1994.

Training Educators for Family-School-Community Partnerships: What and How?, Promoting Parent, Community, and Educator Partnerships for the Center for School Change, Brooklyn Park, MN, November 17, 1994.

The Many Faces of School Psychology, Anoka-Hennepin School District, December 21, 1994.

Home-School Collaboration: Building Effective Partnerships with Parents, St. Paul Public Schools, January 20, 1995.

An Explanation of Epstein's Family-School Partnership Model, Handke Elementary, Elk River, MN, May 31, 1995.

Home-School Collaboration: An Innovative Summer Institute for Educators, University of Minnesota, June 19, 1995.

Home-School Partnerships: What We Know, Minnesota Extension Service, March 14, 1996.

Home-School Partnership: An Avenue to Student's Educational Success, St. Paul Public School District, March 15, 1996.

Home-School Collaboration: Issues and Strategies, University of Minnesota, Enhancing Student Well-Being Summer Institute, June 25, 1996.

Creating Family-Friendly Schools: Climate-Building Strategies for the Family-School Partnership, St. Paul Public Schools, March 20, 1997.

Creating Conditions for Children's Success: Home and School Factors that Make a Difference. University of Minnesota Research - Practitioner series. November 21, 1997.

TIES-II: The Instructional Environment System, Minneapolis School Psychology Department, Minneapolis, MN. December 11, 1998.

Check and Connect: Engaging High-risk Children in School. Conference-Prevention and Children's Mental Health at the Millenium, Minneapolis, MN. July 21, 1999.

Schools and Families: Creating Essential Connections for Children's Learning. Partnering for Schools Success Conference. Minnesota Summit for Educators. Minneapolis, MN. November 14, 2003.

The Effect of Collaborative Reading Intervention between Home and School for Early Risers Check & Connect Students, College of Education and Human Development Reading Research Day, (with James J. Appleton, Nicole A. Miller, Elizabeth A. Mizerek, Dawn Picklo), Minneapolis, MN. October 7, 2004.

Partnering with Families for Student Success, Eden Prairie K-12 Parent Involvement Advisory Council, Eden Prairie, MN. February 23, 2005.

Check & Connect: A Coordinated Intervention to Promote Engagement at School and with Learning for Students and Families, Larry Brown Educational Corporation and Foundation, Bloomington, MN. April 7, 2005.

Check & Connect: A model to Promote Engagement at School and with Learning, RRSEC/SCRED, Principal's Institute, Hinckley, MN, August 8, 2005

Partnering with Families for Student Success, Hennepin South Services Collaborative - Schools and Community Partnerships Coordination Team and Parent Leadership Council, November 15, 2005

All Parents Are Teachers: Factors that Promote Student Success, Minnesota Extension Service, August 15, 2006.

Check & Connect: A Model to Promote Engagement at School and with Learning, Full day workshop for the Cops for Kids Program,, Robbinsdale Public Schools, August 17, 2006.

Check & Connect: A Model to Promote Engagement at School and with Learning, Half day workshop, Robbinsdale Public Schools, November 1, 2006.

Check & Connect: A Model to Promote Engagement at School and with Learning, Half day workshop, St. Croix River Education District, October 3, 2007.

Check & Connect: A Model to Promote Engagement at School and with Learning, Half day workshop, Chisago Lakes High School, October 30, 2007.

Check & Connect: A Model to Promote Engagement at School and with Learning, Half day workshop, Robbinsdale School District, January 30, 2008.

Check & Connect: A Proven Model for Engaging And Retaining At-risk Students, Introduction to a two day training, April 21 and 22, 2008, University of Minnesota, Institute on Community Integration.

School-Family Partnerships: The Role of the School (Educators). Half day presentation for Minnesota Extension Service, June 17, 2008.

Motivational Home Support for Learning: A Too Often Forgotten, Yet Powerful, Form of Parental Engagement . Parent Involvement Resource Support Network: Child Youth and Family Consortium and MDE, November 19, 2008.

Connecting Parent to Educational Opportunities (CPEO), Remarks at the CPEO graduation, Parents and College Readiness, Minneapolis School District, Hiawatha Elementary School, April 13, 2009

School Success: The Relevance of Student Engagement for Youth: Findings and Lessons from Check & Connect Research. Children's Hospital and Clinics of Minnesota, Spring Pediatric Update, May 13, 2010.

INVITED CONSULTATIONS

Consultation on Management Skills for Teachers, Region IV Education Service Center, Houston, TX, September 6-7, 1989.

Program Evaluation: Services for Students with Mild and Moderate Handicaps, Region IV Education Service Center, Houston, TX, September 11-12, 1990.

Restructuring Schools to Involve Parents, Hillcrest School, Bloomington School District, April 1991.

Home-School Intervention, Cedar Park Elementary School, Apple Valley School District, May 1991 - May 1992.

Contemporary Issues Interview Series: Home-School Collaboration, American Psychological Association, Division 16, August 1991.

Wingspread Conference: Developing a Conceptual Framework for Training in Family Support, Family Resource Coalition, October 1-3, 1991.

Educational Research in Services Center, Inc., DeKalb, IL, Dr. Michael Epstein, Home-School Collaboration Project, January 30-31, 1992.

BOCES Education Center, Training Project for Quality Education for Emotionally Disabled Children, Betty Kuhn and Dewey Bayer, January and February 1992.

Understanding Adolescent Development, St. Paul Academy, April 14 & 28, 1992.

Collaboration: What are our next steps? Region IV SERRC, Houston, TX, May 6, 1994.

Home-School Partnerships, University of Utah, Tele-Educational Consortium, Teleconference #2, October 13, 1995.

Home-School Partnerships, University of Utah, Tele-Educational Consortium, Teleconference #5, April 26, 1996.

Fireside Chat: Family-School Relationships: Issues, Effects, and Opportunities, University of Utah, May 29, 1997.

Home-School Collaborative Relationships, Project PREP, University of Utah, May 30, 1997.

Ecological Appraisal of Child Performance, Project PREP, University of Utah, May 30, 1997.

Evaluation of the Pediatric School Psychology Personnel Preparation Program (Funded by the U. S. Department of Education, Office of Special Education Programs) at Lehigh University and Children's Seashore House, June 9-10, 1998. Bethlehem and Philadelphia, PA.

Bush Foundation Dropout Prevention Advisory Group, November 15, 2001-08

Collaborative for Academic, Social and Emotional Learning (CASEL), Design Team for Family-School Partnerships and SEL Parent Packet, April 25, 2003-

Roles of Educational Psychologists: Research, Training, Practice, and Policy Implications. London College University, December 1, 2003.

Teleconference for the National Center on Secondary Education and Transition (NCSET), January 27, 2004, Increasing Rates of School Completion: Moving from Research to Policy and Practice (with Dr. Camilla Lehr).

Check & Connect Consultation. New Brighton Public Schools, New Brighton, PA. February 17, 2006.

IES Grant: "On the Way Home: A Family-centered Academic Reintegration Intervention Model." A. Trout, University of Nebraska-Lincoln and Girls and Boys Town, September 10 & 11, 2007.

Relevance of Student Engagement, Policymakers in Wellington, New Zealand, September 10, 2009, New Zealand Council for Educational Research.

Developing a Research Path or Research-oriented Career, IES Leadership Training Grant, University of Oregon, Secondary Special Education and Transition, October 4, 2010.

Family-School Partnership Working Conference: Research on Family-School Partnerships: An Interdisciplinary Examination of State of the Science and Critical Needs, Participant and an ongoing consultant role, University of Nebraska-Lincoln, September 20-21, 2010.

National Evaluation of the IDEA Technical Assistance & Dissemination Program: Technical Working Group (with Westat), 2010-

UNIVERSITY SERVICE ACTIVITIES

Departmental Level

Steering Committee, 1991-2000
Co-Chair for School Psychology and CSPP Search, 1997-1998
Chair, Search Committee, School Psychology, 1997-1998
Search Committee, Special Education, 1999-2000
Chair, Dr. Marika Ginsburg-Block Appraisal, 1998-1999
Chair, Dr. Marika Ginsburg-Block Appraisal, 2001-2002
School Psychology Doctoral Seminar, 2001-2002
Technical advisor for the grant, *Alternative Schools: Policy, Practice, and Implications for Students with Disabilities* (Lehr and Ysseldyke, co-principal investigators), 2000-2004
Chair, Dr. Marika Ginsburg-Block Appraisal, 2002-2003
Search Committee, School Psychology, 2003-04
Working Group – Student Recruitment and Retention, 2003-04
Dr. Leslie Craig-Unkefer Appraisal, 2005
Search Committee, School Psychology, Chair, 2004-05
Committee for the Undergraduate EPsy Degree, 2003-05
Steering Committee, 2002-2005
Salary Review Committee, 2001- 2005
Committee for the Undergraduate EPsy Degree, Co-chair 2006- 2007
Dr. Ted Christ, Promotion & Tenure Review, Chair, 2007
Graduate Advisory Committee, 2006-
Dr. Jen McComas, Promotion Review Committee, 2008
Post Tenure Review Committee, 2009-12
Merit Review Committee, 2010-

College Level

Task Force on Sponsored Grants, 1995-1996
Youth Development Committee, 1997-1998
Danforth Seeds of Promise Planning Committee, 1996-1997
Advisory Board, Parent Education Committee, 1997-1998
Committee for Collaboration on Professional Degrees, 1998-1999
College Promotion & Tenure Committee, 2001-2003
Summer Research Selection Committee, 2003
CEHD Research Committee, 1999-2004
Search Committee, Associate Dean for Research, 2004
NCATE Advanced Programs Review, 2003-5
CEHD Undergraduate Committee, 2006-07
Search Committee, Family Social Science, 2007
Senior Research Associate Promotion Review Committee, 2011

University Level

Task Force for Extension of Probationary Period, 1990-1991
Advisory Board, CEED, 1990-1992
Advisory Board, Center for School Change, 1994-1996
Advisory Board, Child, Youth, and Family Consortium, 1994-1997
Mental Health Practice Task Force (Affinity Group), 1995-2000
Family Affinity Group, 1997-2001
Mental Health Advisory Group, Child, Youth, and Family Consortium, 2001-2003
McKnight Land Grant Professorship Committee, 2001-2003
Center of Excellence for Children's Mental Health, Co-Chair for the Health Promotion Subgroup, 2003
     2004
Center of Excellence for Children's Mental Health, Steering Committee and the Child, Youth, and Family
     Consortium, 2003-2005
Prevention Sciences Task Force, 2006- 2007
University Senate, Alternate Representative, 2009-10
Hennepin-University Partnership: A-GRAD Education Attainment Policy Committee, 2009 -

Public Engagement

Growth and Justice Steering Committee, April 2007 – 2009
School Report Card Committee, MN Senator Rummel, 2007 – 2009
Minnesota Department of Education Leadership Team: Scaling-up Evidence-Based Practices. May 2008-
Minnesota Department of Education Student Engagement and Connection Indicators Advisory Group,
     October 2010 -
Minnesota Department of Education Minnesota Early Indicator and Response System (MEIRS, 2009 -
     2010
Minnesota Department of Education and Center for Excellence in Children's Mental Heath, School Mental
     Health Taskforce, 2009-2010
Education Strategies Cabinet, Portland Mayor's Office, 2009 -
Research Advisory Council, Collaborative for Academic, Social, and Emotional Learning (CASEL),
     University of Chicago-Illinois, December 2008-
Consultant for the School Dropout Prevention Pilot Program, American Research Institutes (AIR), USAID,
     August 2009 - 2010

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