

CURRICULUM VITAE

Lynanne Black
Indiana University of Pennsylvania
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Indiana, PA 15705
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EDUCATIONAL BACKGROUND

Ph.D. School Psychology, Early Childhood Concentration
Temple University, Philadelphia, Pennsylvania, 2001

M.Ed. School Psychology, Temple University, Philadelphia, Pennsylvania, 1994

B.A. Latin and Classical Humanities and Psychology
The Catholic University of America, Washington, DC, 1992

Certificates

School Psychologist, Delaware
School Psychologist, Pennsylvania

PROFESSIONAL EXPERIENCE

Employment History

8/11-Present Associate Professor, Indiana University of Pennsylvania, Indiana, Pennsylvania
8/10-Present Chair, Educational and School Psychology Department, Indiana University of Pennsylvania, Indiana, Pennsylvania
8/03-7/11 Assistant Professor, Indiana University of Pennsylvania, Indiana, Pennsylvania
4/01-8/03 Adjunct Instructor, Wilmington College, New Castle, Delaware
8/00-8/03 Adjunct Instructor, University of Delaware, Newark, Delaware
4/00-8/00 Evaluator, Educational Service, Inc., Wilmington, Delaware
7/97-8/03 School Psychologist, Colonial School District, New Castle, Delaware
8/94-8/96 Research Assistant, Temple University, Philadelphia, Pennsylvania
8/93-6/95 Graduate Assistant, Temple University, Philadelphia, Pennsylvania

Internships and Practica

Colonial School District, New Castle, DE, 1996-1997
Temple University Psychoeducational Clinic, Philadelphia, PA, 1995-1996
Our Lady of Fatima Elementary, New Castle, PA, 1995, 1993-1994
Pennsylvania School for the Deaf, Philadelphia, PA, 1994
Overbrook School for the Blind, Philadelphia, PA, 1994
Southern Home Services, Philadelphia, PA, 1994
Princeton Child Development, Princeton, NJ, 1994
Eden Institute, Princeton, NJ, 1994
Kencrest, Philadelphia, PA, 1994
Dunbar Elementary School, Philadelphia, PA, 1993

Instruction

Courses taught 2001-2003 at Wilmington College, New Castle, Delaware

Graduate

MEC 6502	Tools and Techniques of Individual Counseling: Part I
MEC 6503	Tools and Techniques of Individual Counseling: Part II
MEC 7202	Group Counseling
MEC 7701	Testing, Measurements, and Research in School Counseling

Courses taught 2000-2003, University of Delaware, Newark, Delaware

Undergraduate

EDUC 435	Educational Assessment of the Exceptional Child
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Courses taught at IUP:

Undergraduate

EDSP 102	Educational Psychology
EDSP 376H	Behavior Problems
EDSP 378	Learning
EDSP 378H	Learning
EDSP 378 (online)	Learning
EDSP 493H	Honors Internship

Graduate

EDSP 704/804	Advanced Educational Psychology
EDSP 755	Practicum I
EDSP 746/846	Learning and Instruction
EDSP 747/847	Advanced Psychology of Adolescent Education
EDSP 748/848	Advanced Studies in Behavior Problems
EDSP 811	Introduction to School Psychology
EDSP 813	Assessment for Intervention II
EDSP 852/952	School Psychology Internship
EDSP 949	Practicum II
EDSP 977	Seminar in Family-School Relations

Independent Study

EDSP 704	Advanced Educational Psychology
EDSP 811	Introduction to School Psychology
EDSP 813	Assessment for Intervention II
EDSP 949	Practicum II

SCHOLARLY PUBLICATIONS AND PRESENTATIONSBook Chapters

Kovaleski, J., & Black, L. (2010). *Multi-tier service delivery: Current status and future directions*. In T. Glover and S. Vaughn (Eds.) The Promise of Response to Intervention: Evaluating current Science and Practice. Guilford Press: New York.

Levinson, E., Black, L., Rafoth, M.A., & Slonim, J. (2009). *University-based clinics and collaboration with the community*. In J. Kaufman, T. Hughes, and C. Riccio (Eds.) Handbook of Education, Training, and Supervision of School Psychologists in School and Community, Volume II: Bridging the Training and Practice Gap: Building Collaborative University/Field Practices. Routledge Mental Health: New York.

Program Evaluation Reports

- Black, L., McGurk, D., & Thompson, T. (2013). *Evaluation report for the Evergreen Boys & Girls Clubs of Indiana County, cohort 5 (2011-2012)*
- Black, L., Thompson, T., & Egler, M. (2013). *Evaluation report for the Evergreen Boys & Girls Clubs of Indiana County, cohort 5 (2012-2013)*. Indiana, PA: The Department of Educational and School Psychology.
- Black, L., Thompson, T., & Egler, M. (2013). *Final evaluation report for the Evergreen Boys & Girls Clubs of Indiana County, cohort 5*. Indiana, PA: The Department of Educational and School Psychology.
- Black, L., Thompson, T., & Egler, M. (2013). *Evaluation report for the Evergreen Boys & Girls Clubs of Indiana County, cohort 6 (2012-2013)*. Indiana, PA: The Department of Educational and School Psychology.
- Black, L., Thompson, T., & Egler, M. (2013). *Evaluation report for the Evergreen Boys & Girls Clubs of Indiana County, cohort 6a: Homer Center and Purchase Line school districts (2012-2013)*. Indiana, PA: The Department of Educational and School Psychology.
- Black, L., Thompson, T., & Egler, M. (2013). *Evaluation report for the Evergreen Boys & Girls Clubs of Indiana County, cohort 6a: United and Penns Manor school districts (2012-2013)*. Indiana, PA: The Department of Educational and School Psychology.
- Black, L., Thompson, T., & Mascari, M. (2013). *Evaluation report for the Evergreen Boys & Girls Clubs of Indiana County, cohort 6 (2011-2012)*. Indiana, PA: The Department of Educational and School Psychology.
- Black, L., McGurk, D., & Thompson, T. (2012). *Evaluation report for the Evergreen Boys & Girls Clubs of Indiana County, cohort 5 (2010-2011)*. Indiana, PA: The Department of Educational and School Psychology.

Other Publications

- Black, L. (Spring, 2008). Early identification. PAGE Update.
- Black, L. (June, 2004). To IQ test or not? That need not be the question. The Nebraska School Psychologist.
- Black, L. (February, 2004). To IQ test or not? That need not be the question. ASPP Insight.

Dissertation

- Black, L. (2001). Effects of the Books Aloud program on preschoolers' narrative competence, Temple University, Philadelphia, PA.

Professional Presentations

International

- Black, L., & Knickelbein, B. (2005). *Developing and facilitating preschoolers' emergent literacy skills through parent workshops*. Council for Exceptional Children Division for Early Childhood International Conference, Portland, OR.

National

- Black, L., McLaughlin, C. L., Tarbell, I., Beveridge, M., & Braithwaite, R. (Feb 2015). *Needs assessment in early childhood mental health consultation*. Annual Convention of the Pennsylvania Psychological Association, Harrisburg, PA.
- Yagle, K., Black, L., Vandervort, J., & Maragouthakis, E. (2013). *Effects of parents' perceived invitations for involvement on involvement behavior*. National Association of School Psychologists Conference, Seattle, WA.
- Leed, S., Black, L., & McGowan, M. (2012). *Age-based v. grade-based normative comparisons: Implications for specific learning disabilities*. National Association of School Psychologists Conference, Philadelphia, PA.
- Rosswog, S., & Black, L. (2012). *Adaptations for visually impaired school psychology students: One student's experience*. National Association of School Psychologists Conference, Philadelphia, PA.
- Flynn, J., Kuncelman, C., Ankerbrand, K., McGowan, M., & Black, L. (2012). *Implications of using age-based v. grade-based normative comparisons in Grades K-12*. National Association of School Psychologists Conference, Philadelphia, PA.
- Purcell, J., Haugh, E., & Black, L. (2009). *Classroom management skills used by preschool and elementary school teachers*. National Association of School Psychologists Conference, Boston, MA.
- Kilanowski-Press, L., & Black, L. (2009). *School psychologists' perceptions of training and preparedness for work with sexual minority youth*. National Association of School Psychologists Conference, Boston, MA.
- Black, L., Napolitan, S., & Lantz, C. (2008). *Play-based assessment, standardized assessment, and the power of teacher beliefs*. National Association of School Psychologists Conference, New Orleans, LA.
- Black, L., & Knickelbein, B. (2007). *Early identification of students at-risk for reading and language disorders*. National Association of School Psychologists Conference, New York, NY.
- Black, L., Napolitan, S., & Keefer, M. (2007). *Putting the PIECES together: A play-based and standardized assessment comparison*. National Association of School Psychologists Conference, New York, NY.
- Black, L., & Knickelbein, B. (2006). *Developing and facilitating preschoolers' emergent literacy skills through parent workshops*. National Association of School Psychologists Conference, Anaheim, CA.

State

- McLaughlin, C. L., Black, L., Tarbell, I., Beveridge, M., & Braithwaite, R. (2014). *Needs assessment in early childhood mental health consultation*. Annual Convention of the Pennsylvania Psychological Association, Harrisburg, PA.
- Flynn, J., Kuncelman, C., Ankerbrand, K., McGowan, M., & Black, L. (2012). *Implications of using age-based v. grade-based normative comparisons in grades k-12*. Association of School Psychologists of Pennsylvania Conference, State College, PA.
- McMasters, A., & Black, L. (2010). *Use of a tier 3 evidence-based intervention with progress monitoring, formative assessment, and student goal-setting: An evaluation of the immediate and long-term effects on student reading achievement*. Association of School Psychologists of Pennsylvania Conference, State College, PA.

- Black, L., Napolitan, S, Keefer, M., & Matz, A. (2006). *Putting the PIECES together: A play based and standardized assessment comparison*. Association of School Psychologists of Pennsylvania Conference, State College, PA.
- Black, L., Knickelbein, B., & Maurer, J. (2005). *Developing and facilitating preschoolers' emergent literacy skills through parent workshops*. Association of School Psychologists of Pennsylvania Conference, Harrisburg, PA.
- Black, L. (2004). *Designing support groups for parents of preschool children with disabilities*. Association of School Psychologists of Pennsylvania Conference, Harrisburg, PA.
- Black, L., Yousef, S., & Fischer, R. (1995). *Where's dr. waldo? The role of the school psychologist in the pediatric setting*. Pennsylvania Psychological Association Conference, Harrisburg, PA.

Invited

- Black, L. (2012). *The importance of play in children's growth and development*. 26th Annual Early Childhood Conference: Success through Collaboration, Indiana, PA.
- Black, L. (2007). *Tackling challenging student behaviors: Identification, assessment, and intervention*. 21st Annual Early Childhood Conference: Back to Basics...and Moving Forward, Indiana, PA.
- Black, L., & Knickelbein, B. (2006). *Helping parents foster emergent literacy skills in their preschoolers*. ARIN Training for Parent Child Home Project Personnel, ARIN IU, Indiana, PA.
- Black, L. (2006). *Quick fixes: Dealing with your child's challenging behavior*. Workshop for Head Start parents and teachers, Homer City Head Start, Homer City, PA.
- Black, L., & Knickelbein, B. (2006). *Helping parents foster emergent literacy skills in their preschoolers*. Children's Advisory Commission of Indiana County Monthly Meeting, ARIN IU, Indiana, PA.
- Black, L. (2003). *Overview of attention deficit hyperactivity disorder (ADHD) and attention deficit disorder (ADD)*. Parents Against Child Abuse, Wilmington, DE.
- Black, L. (2000). *Slow learners v. Learning disabled students*. Colonial School District, New Castle, DE.
- Black, L. (1997). *Personality assessment: An overview*. William Penn High School, New Castle, DE.
- Black, L. (1997). *The role of the school psychologist*. Mount Aloysius College, Cresson, PA.
- Black, L. (1996). *Childcare teachers' beliefs and attitudes toward language and learning*. Free Library, Philadelphia, PA.

Training Workshops

- Black, L. (2009). *Understanding our families: Head start and beyond*. Chase Community Center, Indiana, PA.
- Black, L. (1995). *Informal assessment of preschoolers' emergent literacy skills*. Temple University, Philadelphia, PA.
- Black, L. (1995). *Peer mediation*. Norristown Area High School, Norristown, PA.

Funded Grants and Contracts

- Black, L. (September 2014-May 2015). Indiana County Head Start; *Indiana County Mental Health Consultation Service* (\$3500)

Black, L. (2013). Evergreen Boys and Girls Club and ARIN Intermediate Unit; *Evaluation of the Evergreen Boys and Girls Club of Indiana County (Homer Center, Purchase Line, United, and Penns Manor)* (\$15,000)

Black, L. (September 2013-May 2014). Indiana County Head Start; *Indiana County Mental Health Consultation Service* (\$2500)

Black, L. (2012). Evergreen Boys and Girls Club and ARIN Intermediate Unit; *Evaluation of the Evergreen Boys and Girls Club of Indiana County (Homer Center, Purchase Line, United, and Penns Manor)* (\$10,000)

Black, L. (September 2009-May 2010). Indiana County Head Start; *Indiana County Mental Health Consultation Service* (\$4140)

Black, L. (September 2008-May 2009). Indiana County Head Start; *Indiana County Mental Health Consultation Service* (\$4140)

Black, L. (September 2007-May 2008). Indiana County Head Start; *Indiana County Mental Health Consultation Service* (\$4140)

Black, L. (September 2006-May 2007). Indiana County Head Start; *Indiana County Mental Health Consultation Service* (\$4050)

Black, L., & Kovalski, J. (2007). ACPAC Technological Exploration and Innovation Fund; *AIMSWEB and BASC classroom materials* (\$2109.95)

Black, L. (December 2005-May 2006). Indiana County Head Start; *Indiana County Mental Health Consultation Service* (\$2760)

Levinson, E., Black, L. (2004). Request for Use of Technology Fee—Special Projects; *EDSP Child Study Center Improvement Project* (\$73,800)

Rattan, G., & Black, L. (2003). College of Education and Educational Technology Mini Grant; *WebCT Course Development* (\$300)

PROFESSIONAL SERVICE

Membership

American Psychological Association
 National Association of School Psychologists
 Association of School Psychologists of Pennsylvania
 Phi Kappa Phi

Community

Children's Advisory Commission, Fall 2003-Present
 Children's Advisory Commission Strategic Planning Committee, Spring 2004-Present
 Children's Advisory Commission Early Care and Education Committee, Fall 2006-Present
 Children's Advisory Commission Executive Committee, Vice Chair, Spring 2007-Spring 2009, Co-Chair, Spring 2009-Present
 Reviewer for *Families in Society* journal, Fall 2005-Present
 Reviewer for National Association of School Psychologists (NASP) Conference Proposals, Summer 2009, 2010, 2011, 2014
 National Council for the Accreditation of Teacher Education/National Association of School Psychologists (NCATE/NASP) School Psychology Program Reviewer, Spring 2009-Present

University Committee Membership

University Senate, Fall 2003-Fall 2007, Fall 2008
 University Senate Rules Committee, Vice Chair, Fall 2004-Fall 2007
 Faculty Professional Development Committee (FPDC), Spring 2005-Present, Co-Chair, Spring 2007-Spring 2009, Chair, Fall 2009-Present
 Faculty Representative to the PASSHE FPDC Committee, Fall 2013-Present
 Institutional Review Board, Spring 2008-Present
 Centers and Institutes Advisory Board, Chair, Fall 2009-Spring 2010

College of Education and Educational Technology (COE-ET)

Mentor to Dr. Li Yan, visiting scholar from Shanghai Normal University, November 2004-April 2005
 COE-ET, Technology Committee, Spring 2004 and Spring 2005
 COE-ET Recruitment Committee, 2007-2008
 Search Committee for Associate Dean for Teacher Education, 2007-2008 and 2008-2009
 Teacher Education Coordinating Council, Fall 2009-Spring 2011
 COE-ET Dean Search Committee, 2011-2012 and 2012-2013

Department Committee Membership

Search Committee Co-Chair, 2006-2007
 Departmental IRB Committee, Chair, Fall 2004-Spring 2010
 Social Committee, Co-Chair, Fall 2004-Present
 APSCUF Department Representative-2005-2006
 Curriculum Committee, Fall 2006-Present
 School Psychology Committee, Fall 2003-Present
 Doctoral Committee, Fall 2003-Present

Department

Chair, Fall 2010-Present
 School Psychology Association Network (SPAN) Advisor, Fall 2004-Present
 Child Study Center Director, Summer 2005-Summer 2010
 Internship Coordinator, Fall 2005-Fall 2009

DOCTORAL DISSERTATION ADVISEMENT

Chair – 9 current

Robert Arnold (in progress)

Total Learning v. Core Curriculum in Improvement of Language Abilities in At-Risk Students

Domiciano Balmaseda (in progress)

A Re-examination of the Predictive Validity of Curriculum Based Reading Fluency Scores on High Stakes Testing in Early Elementary Grades: Does the Incorporation of Reading Accuracy Improve Predictive Validity?

Heather Bravener (in progress)

Examination of the Relationship between Perceived Social support and Students' Academic Outcomes

Megan Buchner-Horsh (May 2009)

The Effectiveness of Transitional First Grade Programs on Increasing the Academic Success of Students through Third Grade

Cherisse Walker Chisolm (in progress)

The Impact of Access to School-Based Parent Resource Centers on Parents' Perceptions of School Climate and Students' Academic Achievement

Maria Colon-Torres (May 2011)

Executive Functions of Preschool Children with Autism Spectrum Disorders

Mindy Emch (December 2013)

Assessing Executive Functioning in Schools: The Utility of the BRIEF and D-KEFS in Identifying ADHD

Meghan Ferraro (in progress)

The Efficacy of Readers' Theatre with Digital Voice Recording as a Means of Improving Reading Skills

Lisa Kilanowski-Press (May 2009)

National Association of School Psychologists (NASP) Member Experience, Training, competence, Training Needs, and Programming Needs for Work with Lesbian, Gay, Bisexual, and Questioning (Sexual Minority) Youth

Kourtney Klock (in progress)

Examining the Impact of Early childhood Education on the Acquisition of Early Literacy Skills

Angela Lickenfelt (in progress)

Kindergarten Entry Age and the Effects on Third Grade Reading and Math Achievement as Reported on the Pennsylvania System of School Assessments

Amy Matz (December 2013)

Including Students with Moderate and Severe Complexity of Disability in Kindergarten and First Grade: Investigating the Relationship between Inclusive Classroom Quality Indicators, Level of Inclusive Education, and Social Competence

Angela Christy McMasters (May 2011)

Use of a Tier 3 Evidence-Based Intervention with Progress Monitoring, Formative Assessment, and Student Goal Setting: An Evaluation of the Immediate and Long-Term Effects on Student Reading Achievement

Marissa Reed (December 2013)

A Comparison of Computer-Based and Multisensory Interventions on At-Risk Students' Reading Performance

Erin Runkel Robinson (in progress)

Parent Involvement in Pre-Kindergarten and its Relationship to Basic Early Literacy Skills throughout Kindergarten

Sally Shanahan (December 2008)

The Effects of Supplemental Instruction in Phonological Awareness on the Skills of Kindergarten Students

Christina Sylvester (in progress)

School Psychologists' Perceived Competence and Preparation in Assessment of English Language Learners (ELL) and Future Training Needs

Committee Member – 10 current

Giancarlo Anselmo (in progress)

Criterion Validity of mathematics Curriculum-Based Measurement

Jessica Dirsmith (May 2013)

The Impact of School-Wide Positive Behavioral Interventions and Supports on Academic Achievement

Sandra Hoffman (in progress)

Nikole Hollins (in progress)

The Perception of the Family/School Relationship from Caregivers of Children of Incarcerated Parents

Carrie Jackson (May 2013)

Examination of the Training of School Psychologists in Post-Secondary Transition Practices

Lisa Kohut (August 2013)

The Impact of Teacher Expectations on Student Achievement

Christina Marco-Fies (May 2013)

Does the Use of Data Analysis Teaming for Student Achievement and Level of Student Work Improve Student Performance in Reading?

Thomas McCracken (May 2013)

The Impact of Evidence-Based Practices on the Oral Reading Fluency of Low-Socioeconomic-Status Elementary Students

Ray Milke (in progress)

Working Memory: The Concurrent Validity of the Behavior Rating Inventory of Executive Function and the Relationship between Parent and Teacher Ratings and Performance-Based Measures

Bridget O'Connell (in progress)

Personality Differences between RtI and Neuropsychological Assessment-Oriented School Psychologists

Lloyd Onyett (May 2010)

A Technology Assisted Counseling Observation System: A Study of the Impact on Teaching and Learning

Jaclyn Purcell (in progress)

The Predictive Strength of the Dynamic Indicators of Basic Early Literacy skills (DIBELS) Next Oral Reading fluency (ORF) Assessment to the Wechsler Individual Achievement Test, Third Edition (WIAT-III) Oral Reading Fluency (ORF) Subtest and the Reading Comprehension Subtest for Students Referred for Special Education Eligibility Evaluations

Sandra Seibel Urbano (in progress)

The Effects of Principal Longevity and the Variation of the Implementation and Sustainability of RtI on Reading Achievement

Christina Smith (December 2013)

Impact of a Reading Program of Rural Elementary School Students' Oral Reading Fluency and Early Literacy skills Acquisition and Rate of Improvement

Lowell Sollenberger (in progress)

School Psychology Trainers and Practitioners: Do the RIASEC Vocational Personality Profiles Inform and Predict Career Choice?

Christina St. Onge (in progress)

A Study of the Effectiveness of a Standard Protocol Intervention for a Group of Third Grade Struggling Readers: Quantitative and Qualitative Aspects

Benjamin Stumpf (in progress)

Giftedness: Conceptualizations and Identification Practices of School Psychologists

Megan Trapasso (in progress)

Differences in Handwritten and Typed Responses to Curriculum-Based measurements in Written Expression (WE-CBM)

Lisa Weed Phifer (May 2013)

The Influence of Supervision on School Psychologists' Sense of Self-Efficacy