

Adrea J. Truckenmiller

Counseling, Educational Psychology, and Special Education
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PROFESSIONAL PREPARATION

- 2011 Ph.D., Syracuse University, School Psychology (APA accredited)
- 2010 Predoctoral internship, Devereux Center for Effective Schools (APA accredited)
- 2007 M.S., Syracuse University, Psychology
- 2004 B.A., Penn State University, Psychology, with distinction

PROFESSIONAL EXPERIENCE

- 2016-present **Assistant Professor of Special Education** (tenure track), affiliated faculty in School Psychology, Michigan State University, Department of Counseling, Educational Psychology, and Special Education
- 2013-2016 **Senior Research Associate** (12-month faculty), Florida State University, Regional Educational Laboratory Southeast
- 2011-2016 **Associate in Research** (12-month faculty), Florida State University, Florida Center for Reading Research
- 2010-2011 **Training & Consulting Specialist**, Devereux Advanced Behavioral Health, Center for Effective Schools

AWARDS & CERTIFICATIONS

- 2017 Institute for Education Sciences (IES) Sequential Multiple-Assignment Randomized Trials Research Training Institute
- 2016 Florida Center for Reading Research Wall of Fame
- 2015, 2018 Nationally Certified School Psychologist, certification #45919
- 2014 What Works Clearinghouse certified reviewer of group design studies 3.0
- 2011 School Psychologist, State of Florida
- 2010 School Psychologist, Commonwealth of Pennsylvania
- 2009 National Association of School Psychologists' Graduate Student Research Award
- 2009 Future Professoriate Program, Syracuse University

SCHOLARSHIP

GRANT SUPPORT

Funded projects

Member, *National Center for Leadership in Intensive Interventions*. U. S. Department of Education, Office of Special Education Programs (subcontract from Vanderbilt University is \$799,900). 2019 – 2024.

Principal Investigator, *Exploring writing in response to text*, Michigan State University, Institute for Research on Teaching and Learning (\$5,866). Completed 2016 – 2017.

Principal Investigator of sub-contract, *Professional development for the Progress Monitoring and Reporting Network and Florida Assessments for Instruction in Reading, Florida Standards*. Florida Department of Education, (subcontract from Indian River State College is \$1,017,158). Completed 2014 –2016.

Co-Principal Investigator, *Development of Common Core reading screening and diagnostic assessment system*, Florida Department of Education (\$805,331). Completed 2012 – 2015.

Under review

Principal Investigator, *Writing Architect: a web-based tool for tailoring writing instruction to meet students' needs*, Institute of Education Sciences. Proposed 8/2020.

Co-Principal Investigator, *Hybrid Interdisciplinary Training to Address High Intensity Needs of Students with Learning Disabilities (Project Hi2LD)*. U. S. Department of Education, Office of Special Education Programs. Proposed 5/2020.

PUBLICATIONS

*Peer-reviewed articles, *denotes student author*

Truckenmiller, A. J., & *Brehmer, J. S. (2020). Making the most of Tier 2 intervention: What decisions are made in successful studies? *Reading & Writing Quarterly*, Online first publication. doi: 10.1080/10573569.2020.1768612

Truckenmiller, A. J., *Yohannan, J., & Cho, E. (2020). Linking reading assessment data to instructional planning: A component-skills approach. *Communiqué*, 48, 15-18.

Barrett, C. A., Truckenmiller, A. J., & Eckert, T. L. (2020). The cost-effectiveness of performance feedback during writing instruction. *School Psychology*, 35(3), 193–200. <https://doi.org/10.1037/spq0000356>

Truckenmiller, A. J., & Petscher, Y. (2020). The role of academic language in written composition in elementary and middle school. *Reading & Writing*, 33(1), 45-66. doi: 10.1007/s11145-019-09938-7

- Truckenmiller, A. J., *McKindles, J. V., Petscher, Y., Eckert, T. L., & Tock, J. L. (2019). Expanding curriculum-based measurement in written expression for middle school. *Journal of Special Education*, Online first publication doi:10.1177/0022466919887
- Englert, C. S., Mariage, T. V., Truckenmiller, A. J., *Brehmer, J., Hicks, K., & *Chamberlain, C. (2019). Preparing special education preservice teachers to teach phonics to struggling readers: Reducing the gap between expert and novice performance. *Teacher Education and Special Education*, Online first publication. doi: 10.1177/0888406419863365
- Truckenmiller, A. J., & Lannie, A. (2019). Utilization of best practices by problem-solving teams: Addressing implementation procedures resistant to feedback. *School Psychology Forum*, 13(1), 2-15.
- Truckenmiller, A. J., *Park, J., *Dabo, A., & Newton, Y. W. (2019). Academic language interventions for students in grades 4 through 8: A literature synthesis. *Journal of Research on Educational Effectiveness*, 12(1), 135-159. doi: 10.1080/19345747.2018.1536773
- Foorman, B. R., Petscher, Y., Stanley, C., & Truckenmiller, A. J. (2017). Latent profiles of reading and language and their association with standardized reading outcomes in kindergarten through tenth grade. *Journal of Research on Educational Effectiveness*, 10, 619-645. doi: 10.1080/19345747.2016.1237597
- Reed, D., Petscher, Y., & Truckenmiller, A. J. (2017). The contribution of general reading ability to science achievement. *Reading Research Quarterly*, 52, 253-266. doi: 10.1002/rrq.158
- Petscher, Y., Foorman, B. R., & Truckenmiller, A. J. (2017). The impact of item dependency on the efficiency of testing and reliability of student scores from a computer adaptive assessment of reading comprehension. *Journal of Research on Educational Effectiveness*, 10, 408-423. doi: 10.1080/19345747.2016.1178361
- Truckenmiller, A. J., Petscher, Y., Gaughan, L., & Dwyer, T. (2016). *Predicting mathematics outcomes with a reading screener in grades 3 – 8*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- Herrera, S., Truckenmiller, A. J., & Foorman, B. R. (2016). *Summary of 20 years of research on the effectiveness of adolescent literacy programs and practices* (REL 2016-178). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- McCurdy, B. L., Thomas, L., Truckenmiller, A. J., Rich, S. H., Hillis-Clark, P., & Lopez, J. C. (2016). School-wide positive behavioral interventions and supports for students with

emotional and behavioral disorders. *Psychology in the Schools*, 53, 375-389. doi: 10.1002/pits.21913

Mitchell, A. M., Truckenmiller, A. J., & Petscher, Y. (2015). Computer adaptive assessments: Fundamentals and Considerations for School Psychologists. *Communique*, 43(8).

Foorman, B. R., Herrera, S., Petscher, Y., Mitchell, A., & Truckenmiller, A. J. (2015). The structure of oral language and its relation to reading at various levels of comprehension in kindergarten through grade 2. *Reading and Writing*, 28(5), 655-681. doi: 10.1007/s11145-015-9544-5

Foorman, B. R., Koon, S., Petscher, Y., Mitchell, A. M., & Truckenmiller, A. J. (2015). Examining general and specific factors in the dimensionality of oral language and reading in grades 4-10: A bi-factor approach. *Journal of Educational Psychology*, 107(3), 884-899. doi: 10.1037/edu0000026

Garbacz, S. A., Lannie, A., Jeffrey-Pearsall, J., & Truckenmiller, A. J. (2015). Coaching to support classroom management: A review of the literature and state of the field. *Preventing School Failure*, 59(4), 263-273. doi:10.1080/1045988X.2014.942835

Codding, R. S., Petscher, Y., & Truckenmiller, A. J. (2015). Middle-school CBM predictors: Examining the contributions of writing in addition to reading and mathematics. *Journal of Educational Psychology*, 107(2), 437-450. <http://dx.doi.org/10.1037/a0037520>

Truckenmiller, A. J., Eckert, T. L., Codding, R. S., & Petscher, Y. (2014). Evaluating the impact of feedback on elementary aged students' fluency growth in written expression: A randomized controlled trial. *Journal of School Psychology*, 52(6), 531-548. doi: 10.1016/j.jsp.2014.09.001

Rieger, B. P., Lewandowski, L., Callahan, J., Spenceley, L., Truckenmiller, A. J., Gathje, R. S., & Miller, L. (2013). A prospective study of symptoms and neurocognitive outcomes in youth with concussion vs. orthopedic injuries. *Brain Injury*, 27, 169-178.

Eckert, T. L., Dunn, E. K., Rosenblatt, M. A., & Truckenmiller, A. J. (2008). Identifying effective school-based reading interventions: A review of the brief experimental analysis literature. *School Psychology Forum*, 2, 16 – 28.

Book chapters

Sabatini, J., Petscher, Y., O'Reilly, T., & Truckenmiller, A. J. (2015). Improving comprehension assessment for middle and high school students: Challenges and opportunities. In K.L. Santi & D.K. Reed (Eds.), *Improving Comprehension for Middle and High School Students* (pp.119-151). New York: Springer.

Eckert, T. L., Truckenmiller, A. J., Rymanowski, J. L., Koehler, J. L., Koenig, E. A., & Hier, B. O. (2013). Curricular assessment. In *APA Handbook of Testing and Assessment in*

Psychology, Volume III (School Psychology). Washington, DC: American Psychological Association.

- Eckert, T. L., Coddling, R. M., Truckenmiller, A. J., & Rheinheimer, J. L. (2009). Improving children's fluency in reading, mathematics, spelling, and writing: A review of evidence-based academic interventions. In A. Akin-Little, Little, Bray, & Kehle (Eds.), *Behavioral Interventions in the Schools: Evidence-Based Positive Strategies*. Washington, DC: American Psychological Association.
- Koehler, J. L., Eckert, T. L., Truckenmiller, A. J., Rheinheimer, J. L., & Koenig, E. A. (2009). Transition for High School Special Education Students to Post-Secondary Environments: Best Practices, Benefits, and Barriers. In M. T. Buton (Ed.), *Special Education in the 21st Century*. Hauppauge, NY: Nova Sciences.
- Eckert, T. L., Truckenmiller, A. J., Perry, L. J., Rheinheimer, J. L., & Koehler, J. L. (2008). Improving children's academic achievement: Benefits and barriers associated with fluency-based interventions (pp. 327-343). In D. H. Molina (Ed.), *School Psychology: 21st Century Issues and Challenges*. Hauppauge, NY: Nova Sciences.
- Eckert, T. L., Lovett, B. J., Rosenthal, B. D., Jiao, J., Ricci, L. J., & Truckenmiller, A. J. (2006). Classwide instructional feedback: Improving children's academic skill development. In F. Columbus (Ed.) *Learning disabilities: New research*. Hauppauge, NY: Nova Sciences.

Products

- Early Literacy Assessment Systems that Support Learning: A Guide and Resources for Developing, Implementing, and Supporting District Assessment Systems. (2020). Available at <https://www.michiganassessmentconsortium.org/ELAS/> [**Role: Principal contributor group author**]
- Petscher, Y., Zhou, C., & Truckenmiller, A.J. (2016). Earlier Assessment for Reading Success. U.S. Copyright #TXu002007444. 3
Commercial license with the Center on Teaching and Learning (December 2016-Present). Research license agreement with University of Oregon (October 2015-February 2016).
- Truckenmiller, A. J., & Koon, S. (2016, January). Critical Elements of Professional Development Planning and Evaluation [5-part webinar series for the Institute for Education Sciences]. Retrieved from <https://www.youtube.com/playlist?list=PLVHqsnePfULrDGNZc-NtuzkN7QNxLgozs>
- Petscher, Y., Truckenmiller, A.J., Steacy, L., & Hughes, K. (2015). The Linked Oral Language Computer Adaptive Test (LOLCAT). Florida State University Invention Disclosure #15-220.

Truckenmiller, A. J., & Petscher, Y. (2015). The screening accuracy of the FAIR-FS in the early identification of students who are at-risk for failing math outcomes in grades 3 – 8. Limited Distribution Report for the Regional Education Laboratory-Southeast. Tallahassee, FL: Institute for Education Sciences.

Florida Department of Education (2014). Administration Manual: Grades 3 through 12 Florida Assessments for Instruction in Reading Aligned to the Language Arts Florida Standards. Tallahassee, FL: Author. [**Role: Primary author**]

Florida Department of Education (2014). Administration Manual: Grades K through 2 Florida Assessments for Instruction in Reading Aligned to the Language Arts Florida Standards. Tallahassee, FL: Author. [**Role: Primary author**]

MANUSCRIPTS

Brodhead, M. T., & Truckenmiller, A. J. (in revision). A randomized controlled trial of a decision-making algorithm. *Behavior Analysis: Research and Practice*

Eckert, T. L., Truckenmiller, A. J., & Petscher, Y. (in revision). An integrative data analysis of performance feedback in writing: Findings from a 7-year replication analysis. *Journal of Research in Educational Effectiveness*

Truckenmiller, A. J., Cho, E., & Troia, G. (in review). Expanding assessment practices to instructionally relevant writing components in middle school. *Journal of School Psychology*

Truckenmiller, A. J., Shen, M., & *Sweet, L. E. (in review). The role of vocabulary and syntax in informational written composition in middle school. *Reading and Writing*

McIlraith, A. L., Petscher, Y., Truckenmiller, A. J., & Foorman, B. R. (in review). An explanatory item response model for Grade 3 reading comprehension: The influence of reader, item, and passage characteristics. *Journal of Educational Psychology*

PRESENTATIONS

International and national conference presentations

Truckenmiller, A. J., Cho, E., *Agha, A., & *Valentine, K. (February, 2021). What is CIWS? In A. Truckenmiller (Chair), *Strengths, Limitations, and Solutions for Progress Monitoring Word Sequences*. Symposium proposed to the National Association of School Psychologists, Salt Lake City, UT.

*Valentine, K., & Truckenmiller, A. J. (February, 2021). What is the nature of growth in CIWS? In A. Truckenmiller (Chair), *Strengths, Limitations, and Solutions for Progress Monitoring Word Sequences*. Symposium proposed to the National Association of School Psychologists, Salt Lake City, UT.

*Agha, A. & Truckenmiller, A. J. (February, 2021). The role of planning in early elementary writing performance. Poster proposed to the National Association of School Psychologists, Salt Lake City, UT.

Truckenmiller, A. J., Gascon, H., Proebstle, S., & Hekler, S. (April, 2020). Exploring the impacts of coaching high leverage reading skills. Paper accepted to the Badar Kauffman Conference. Kent, OH. (Conference cancelled).

Truckenmiller, A. J., & Cho, E. (February, 2020). Relations between writing accuracy and complexity in a levels of language framework in middle school. In H. Gerde (Chair), *Innovations in Writing Assessments across Features of Writing, Ages, and Ability Status*. Symposium presented to the Pacific Coast Research Conference, San Diego, CA.

Truckenmiller, A. J., (February, 2020). Transcription and text generation skills predicting low writing achievement. In D. Rodgers (Chair), *From Theory to Practice: Examining and Improving the Writing Skills of Students in Special Populations*. Symposium presented to the Council for Exceptional Children, Portland, OR.

Truckenmiller, A. J., & Bowles, R. (July, 2019). Diagnostic profiles of written expression in middle grades. In H. Gerde (Chair), *Writing development: Predictors, profiles, and intervention*. Symposium presented to the Society for the Scientific Study of Reading, Toronto, Canada.

Truckenmiller, A. J., Cho, E., & Troia, G. A. (February, 2019). Teachable skills predicting informational text writing for students in Grades 3 through 8. In G.A. Troia (Chair), *Predictors of Literacy Development in Middle Grades: Implications for Assessment and Instruction*. Symposium presented to the Pacific Coast Research Conference, San Diego, CA.

Truckenmiller, A. J., & Shen, M. (February, 2019). Relations Between Expressive Written Language and Writing Performance in Middle School. Poster presented to the Pacific Coast Research Conference, San Diego, CA.

*McIlraith, A. L., Petscher, Y., Truckenmiller, A. J., & Foorman, B. R. (July, 2018). An explanatory item response model for Grade 3 reading comprehension: the influence of child, item, and passage characteristics. Poster presented to the Society for the Scientific Study of Reading. Brighton, United Kingdom.

Truckenmiller, A. J. & Petscher, Y. (July, 2018). The unique role of academic language in written expression across late elementary to secondary grade levels. In G.E. Bingham (Chair), *Writing development processes and practices: Attention to child, parent, and teacher factors*. Symposium presented to the Society for the Scientific Study of Reading. Brighton, United Kingdom.

Truckenmiller, A. J. & Tortorelli, L. (July, 2017). Changes over time in student writing in response to reading: Grades 3-9. In H.K. Gerde (Chair), *Early and later writing*

development: An examination of important contexts across time. Symposium presented to the Society for the Scientific Study of Reading. Halifax, Nova Scotia.

Truckenmiller, A. J. (April, 2017). Exploring the relation of handwriting fluency to math computation. Poster presented to Society for Research in Child Development. Austin, TX.

Truckenmiller, A. J. & Petscher, Y. (February, 2017). The relation of syntax and comprehension to outcomes in reading, math, writing, and science. In A. J. Truckenmiller (Chair), *Identifying arteries of academic achievement: Do some skills underlie multiple outcomes?* Symposium presented to the Pacific Coast Research Conference, San Diego, CA.

Truckenmiller, A. J., & Herrera, S. (February, 2016). What works in education. Paper presented at the National Association of School Psychologists. New Orleans, LA.

Truckenmiller, A. J., Foorman, B. R., Petscher, Y., & Stanley, C. (February, 2016). Assessment profiles for guiding adolescent reading instruction. Poster presented at the National Association of School Psychologists. New Orleans, LA.

Truckenmiller, A. J., Petscher, Y., & Foorman, B. R. (April, 2015). Reading to Learn: The relationship between component reading skills and math, science, and writing outcomes across elementary and middle school grades. Poster presented at the Morcom Conference on Reading Disabilities, Tallahassee, FL.

Petscher, Y., & Truckenmiller, A. J. (April, 2015). A curriculum-based measurement alignment database. Poster presented at the Morcom Conference on Reading Disabilities, Tallahassee, FL.

Truckenmiller, A. J., & Mitchell, A. M. (February, 2015). Computer-adaptive assessments: What school psychologists need to know. Paper presented at the National Association of School Psychologists, Orlando, FL.

Truckenmiller, A. J. & Kershaw, S. (February, 2014). Differential prediction of fluency for adolescents. In S. A. Hart (Chair), *Not your grandpa's statistics: New modeling approaches to student achievement and RtI.* Symposium conducted at the Pacific Coast Research Conference, San Diego, CA.

Garbacz, S. A., Lannie, A., Truckenmiller, A. J., & Jeffrey-Pearsall, J. (March, 2013). Best practices for coaching teachers: Process, strategies, and recommendation. Paper presented at the Association of Positive Behavior Support, San Diego, CA.

McCurdy, B. L., Truckenmiller, A. J., Hillis-Clark, P., & Byrnes, J. (February, 2012). PBIS & EBD: Applying a systems-approach in alternative education. Paper presented at the National Association of School Psychologists, Philadelphia, PA.

- Codding, R. S., Petscher, Y., Truckenmiller, A. J., & Davis, M. (February, 2012). Middle-school CBM predictors: Examining the contributions of writing in addition to reading and mathematics. Paper presented at the National Association of School Psychologists, Philadelphia, PA.
- Lannie, A. L., McCurdy, B. L., & Truckenmiller, A. J. (March, 2011). Implementing critical classroom management skills for students with EBD. Paper presented at the International Conference on Positive Behavior Support, Denver, CO.
- Truckenmiller, A. J., Lannie, A. L., & Ritvalsky, K. (February, 2011). What's the problem-solving team's problem: Improving best practices by PSTs. Paper presented at the National Association of School Psychologists, San Francisco, CA.
- Truckenmiller, A. J., Eckert, T. L., Rymanowski, J. L., Koehler, J. L., & Koenig, E. A. (February, 2011). Predicting writing fluency growth for elementary-aged children. Poster presented at the National Association of School Psychologists, San Francisco, CA.
- Truckenmiller, A. J., Eckert, T. L., Rheinheimer, J. L., Koehler, J. L., Koenig, E. A., Doyle, N. G., & Hier, B. O. (March, 2010). What is the role of fluency in early writing tasks? Poster presented at the National Association of School Psychologists, Chicago, IL.
- Truckenmiller, A. J., Eckert, T. L., & Rymanowski, J. L. (March, 2010). Group performance feedback as a classwide writing intervention. In T. L. Eckert (Chair), *Writing fluency research: Improving the compositional skills of elementary-aged children*. Symposium conducted at the National Association of School Psychologists, Chicago, IL.
- Eckert, T. L., Truckenmiller, A. J., Rheinheimer, J. L., Koehler, J. L., & Koenig, E. A. (March, 2010). How valid is curriculum-based measurement in written expression? Poster presented at the National Association of School Psychologists, Chicago, IL.
- Rheinheimer, J. L., Eckert, T. L., Truckenmiller, A. J., Koehler, J. L., & Koenig, E. A. (March, 2010). School-home notes: Students' and parents' involvement and perceptions of satisfaction. Poster presented at the National Association of School Psychologists, Chicago, IL.
- Spenceley, L., Truckenmiller, A. J., Lewandowski, L. J., & Rieger, B. P. (March, 2010). Recovery from Concussions in Children: Implications for School Psychologists. Poster presented at the National Association of School Psychologists, Chicago, IL.
- Truckenmiller, A. J., Eckert, T. L., Perry, L. J., Rheinheimer, J. L., Koehler, J. L., & Eckert, T. L. (February, 2009). Curriculum-based measurement in written expression: A criterion validity study. Poster presented at the National Association of School Psychologists, Boston, MA.
- Perry, L. J., Truckenmiller, A. J., Koehler, J. L., Werder, C. S., & Eckert, T. L. (February, 2009). Student-teacher relationships and students' academic competence, engagement, and

behavioral outcomes. Poster presented at the National Association of School Psychologists, Boston, MA.

Rheinheimer, J. L., Eckert, T. L., Truckenmiller, A. J., & Koehler, J. L. (February, 2009). Promoting elementary students' writing fluency with school-home notes. Poster presented at the National Association of School Psychologists, Boston, MA.

Eckert, T. L., Truckenmiller, A. J., & Rheinheimer, J. L. (February, 2008). Benefits and barriers associated with writing fluency interventions. Paper presented at the National Association of School Psychologists, New Orleans, LA.

Truckenmiller, A. J., Eckert, T. L., Rheinheimer, J. L., Perry, L. J., & Koehler, J. L. (February, 2008). Effects of group feedback on children's writing fluency growth. Poster presented at the National Association of School Psychologists, New Orleans, LA.

Rheinheimer, J. L., Eckert, T. L., Truckenmiller, A. J., Perry, L. J., & Koehler, J. L. (February, 2008). Relationship between parental involvement and students' adaptive and maladaptive behavior. Poster presented at the National Association of School Psychologists, New Orleans, LA.

Truckenmiller, A. J., Eckert, T. L., Perry, L. J., Doyle, N. G., & Rheinheimer, J. L. (March, 2007). Using group feedback as a writing intervention for elementary-aged children. Poster presented at the National Association of School Psychologists, New York, NY.

Eckert, T. L., Perry, L. J., Truckenmiller, A. J., Rosenthal, B. D., & Rheinheimer, J. L. (March, 2007). Using classwide performance feedback to improve elementary-aged children's written compositions. Poster presented at the annual convention of the National Association of School Psychologists, New York, NY.

State & regional conference presentations

Archer, B., Pellegrino, J., Truckenmiller, A. J., & Cho, E. (Feb., 2020). Early Literacy Assessment Systems Report and Implications for MI Schools. Invited presentation to the Michigan School Testing Conference. Ann Arbor, MI.

Truckenmiller, A. J. (March, 2018). Choosing effective instruction for individual reading instruction plans. Paper presented to the Michigan Council for Exceptional Children. Grand Rapids, MI.

Truckenmiller, A. J. (October, 2017). Show me the evidence. Featured presentation to The Reading League. Casanovia, NY.

Truckenmiller, A. J. (March, 2017). How do I know if an intervention is research-based? Paper presented to the Michigan Council for Exceptional Children. Grand Rapids, MI.

Truckenmiller, A. J., & McDonnell, A. (October, 2015). New research on using the FAIR-FS to inform instruction. Paper presented at the Florida Reading Association. Orlando, FL.

Truckenmiller, A. J. (October, 2014). Using FAIR-FS scores to the fullest potential. Presentation to the Florida Reading Association, Orlando, FL.

Mitchell, A. M., & Truckenmiller, A. J. (September, 2013). Enhancements to the Florida Assessments for Instruction in Reading and Its Alignment to the ELA CCSS. Presentation to the Florida Reading Association, Orlando, FL.

Truckenmiller, A. J. (August, 2010). What's the problem with the Problem-Solving Team? Research presentation to the Devereux Institute for Clinical Training and Research, Villanova, PA.

Truckenmiller, A. J. (November, 2008). Addressing food refusal in a 15 year-old girl with severe brain injury. In B. K. Martens (Chair), *Clinical applications of functional behavior assessment to diverse treatment settings*. Symposium conducted at the New York State Association for Behavior Analysis, Albany, NY.

Invited talks

- 2017 MEMSPA and ASCD Literacy Summit – Ann Arbor, MI
Demystifying Assessment
- 2017 Keynote presentation at the Michigan Literacy Leadership Workshop – Lansing, MI
Word of the Day: Evidence-Based
- 2016 Language and Literacy Colloquy – East Lansing, MI
Influences of Writing Fluency and Writing Quality
- 2016 Full-day workshop to the Ohio School Psychology Association – Columbus, OH
Evidence-based Interventions for Preventing Reading Failure
- 2014 FCRR brown bag presentation – Tallahassee, FL
Writing Assessment: The Next Frontier
- 2013 Presentation to the Florida Council of Language Arts Supervisors – Orlando, FL
Introduction the New Florida Assessments for Instruction in Reading

TEACHING and MENTORING

INSTRUCTOR

- CEP 949 Critical Issues in Special Education (doctoral) – Michigan State University
- CEP 809 Data-driven instruction in Multi-Tiered Systems of Support (online masters) – Michigan State University
- CEP 803A Assessment of Mild Disabilities (teacher interns) – Michigan State University
- CEP 844 Applied Behavior Analysis I (online masters) – Michigan State University

COURSE DEVELOPMENT

- 2020 Curriculum committee member – National Center for Leadership in Intensive Intervention
- 2017 CEP 844: Applied Behavior Analysis I for LD endorsement – Michigan State University
- 2016 CEP 809: Multi-Tiered Systems of Support – Michigan State University

2015 Florida Assessments for Instruction in Reading Aligned to the Florida Standards Professional Development. Self-paced online course for Florida educators. Available at cpalms.org.

DISSERTATION COMMITTEES

Committee member – Lake Sweet, current student
Committee member – Julie Brehmer, current student
Committee member – Danielle Haggerty, graduate 2020
Committee member – James Los, graduate 2019

APPRENTICESHIP COMMITTEES

Chair – Cherish Sarmiento, current student
Chair – Katie Valentine, current student
Co-Chair – Amna Agha, current student
Committee member – Jessica McKindles, passed 2018

THESIS COMMITTEES

Committee member – Darla Kril, graduate 2019

SERVICE

SERVICE TO THE PROFESSIONAL COMMUNITY

2019 – 2024 **Principal panel member**, Institute for Education Sciences (IES) Reading, Writing, and Language Development Education Research Scientific Review Panel
2018 – present **Representative and Technology Committee member**, Higher Education Consortium for Special Education (HECSE)

EDITORIAL BOARDS

2017 – 2020 **Associate Editor**, British Journal of Educational Psychology
2018 – 2022 School Psychology Review – additional designation as Methods and Analyses Specialist
2018 – 2021 Canadian Journal of School Psychology
2020 – present The Reading League Journal

AD HOC REVIEWER

Exceptional Children
Reading and Writing
Journal of Educational Psychology
Journal of School Psychology
School Psychology (formerly School Psychology Quarterly)
School Psychology Review
Topics in Language Disorders
Early Childhood Research Quarterly
Educational Psychology Review

Journal of Teacher Education
Assessment for Effective Intervention
School Psychology International
American Educational Research Association
National Association of School Psychology

SERVICE TO STATE EDUCATION AGENCIES

- 2019 **Principal Contributor** to the Michigan Early Literacy Assessment System guidance documents
- 2017 Multi-tiered systems of support guidance to the Michigan Department of Education
- 2014 Assessment report guidance to Florida Department of Education
- 2014 Reading Coach training to Mississippi Department of Education

SERVICE TO THE COLLEGE, DEPARTMENT, OR PROGRAM

- 2020-2021 Awards committee – CEPSE
- 2020 Reviewer, Bosco Fellowship for Doctoral Students
- 2019 Personnel Committee – CEPSE
- 2019 Committee Member – CEPSE By-laws Ad hoc committee
- 2019 Search Committee – successful post-doctoral fellow search, CEPSE
- 2018 Reviewer, Robert Craig Doctoral Fellowship in Psychological Studies in Education
- 2018 Personnel Committee – CEPSE
- 2017 Search Committee – successful tenure track faculty search for the TE program
- 2017 – present Committee Member – Language and Literacy

- 2015 Personnel Committee – Florida State University
- 2015 FCRR brown bag series coordinator – Florida State University
- 2007 Student Coordinator, School Psychology Brown Bag series – Syracuse University
- 2007 Representative to the Graduate Student Organization – Syracuse University
- 2006 Student Admissions Co-coordinator – Syracuse University

CLINICAL EXPERIENCE

2010-2011 **Training & Consulting Specialist**, Devereux Center for Effective Schools,
Villanova, PA

- 2009 **Pre-doctoral intern** – Devereux Center for Effective Schools, Villanova, PA
(*APA-accredited pre-doctoral internship in professional psychology*)
Supervisors: Jennifer Jeffrey, Ph.D., NCSP, BCBA-D; Amanda Lannie, Ph.D., BCBA-D
 - Coached several underserved Philadelphia and south New Jersey schools in developing School-Wide Positive Behavior Support
 - Consulted in re-structuring a high school alternative education program to utilize evidence-based practices: social skills training, function-based behavior management, and data-based decision-making
 - Trained elementary and high school teachers in evidence-based behavior management practices for tiers 1, and 2.
 - Coached urban schools in the development of tier 2 behavior support teams

- Conducted system-level assessments, several high-stakes functional behavior assessments, and psychoeducational evaluations
- Fulfilled all pre-doctoral requirements for licensure in psychology

2008 **School Psychology Extern** – McKinley Brighton Elementary School, Syracuse, NY
2008 **Social Skills Group Facilitator** – SUNY Upstate Medical University, Syracuse, NY
2007 **Neuropsychology Technician** – SUNY Upstate Medical University, Syracuse, NY
2007 **Psychometrician for ADHD project** – SUNY Upstate Medical University, Syracuse, NY
2005 **Therapeutic Staff Support** – Keystone Support Systems, North Central PA