



educational testing

intervention evaluation

psychometrics

statistical modeling

TANYA ECKERT

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With more than 25 years of academic and behavioral assessment and intervention experience, Dr. Eckert has development assessment tools, statistical modeling, intervention plans and evaluation strategies for use among school-aged students. She has in-depth experience in using classroom interventions to study academic and behavioral functioning. The research group under her direction develops assessment and intervention tools and applies various statistical models for evaluation. She has extensive experience working with parents, teachers, schools and school districts. She is the Senior Associate Editor of *School Psychology Review*, the official journal of the National Association of School Psychologists.

Education:

1996 Ph.D. School Psychology, Lehigh University

1990 M.Ed. Education in Human Development, Lehigh University

1989 B.A. Psychology, Hood College

Recent Research Projects:

Project Meaningful Differences: Preparing SLPs to Support Critical Changes in Language, Literacy, and Behavioral Competencies in High Needs Preschoolers with Disabilities. Personnel Preparation Grant, Office of Special Education, U.S. Department of Education.

This collaborative, interdisciplinary training grant with Syracuse University faculty and staff, preschool professionals, parents and community members working together in urban and rural high-needs areas to improve services for preschool children will offer specialized graduate education to provide high-quality, scientifically sound assessments and interventions to preschool children with speech and language impairments.

New York State Response to Intervention Technical Assistance Center. . New York State Department of Education.

Facilitating, through the provision of technical assistance and professional development, to develop Response to Intervention frameworks at the middle school level and implement high quality sustainable programs.

Recent Scholarship:

Hier, B. O., & Eckert, T. L. (2014). **Generality of treatment effects: Evaluating elementary-aged students' abilities to generalize and maintain fluency gains of a performance feedback writing intervention.** *School Psychology Quarterly*, 29, 488-502. doi:10.1037/spq0000040

Truckenmiller, A. J., Eckert, T. L., Coddling, R. S., & Petscher, Y. (2014). **Evaluating the impact of feedback on elementary-aged students' fluency growth in written expression.** *Journal of School Psychology*, 42, 531-548. doi:10.1016/j.jsp.2014.09.001



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