

Faculty Vita

PERSONAL DATA

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EDUCATION

Kansas State University
Ph.D. Educational Psychology (1983)
Emphasis: Counseling & Child Development

Fort Hays State University
Ed.S. Counseling (1981)

Fort Hays State University
M.Ed. Counseling (1976)

Fort Hays State University
B.S. Psychology (1975)

COLLEGE AND UNIVERSITY TEACHING

● Program Director of School Psychology (8 Years)

For the last 8 years, I have been Program Director of the Idaho State University School Psychology Program that resides in the College of Education, and is within the Department of School Psychology, Literacy, and Special Education at ISU. It is a 3 year Graduate program consisting of 2 years graduate coursework followed by a 1200 hour internship. During this program, our students are required to complete a M.Ed. Psychological Examiner 30 graduate hour degree with a comprehensive written examination and oral case study examination before their acceptance into the Ed.S. Program. The program is a scientist-practitioner model strongly advocating a Response to Intervention-Problem Solving Intervention approach for its graduates. The program averages about 8-12 students each year who are in process of obtaining the Educational Specialist (Ed.S.) degree. All students are required to take the Praxis II School Psychology Examination in the Spring Semester prior to the 3rd Year School Psychology Internship. I have provided leadership, direction, and administration for the School Psychology Program, that has included: 1) Teaching as a full-time faculty member with an average teaching load of 9-12 hours per semester; 2) Recruitment of prospective candidates; 3) Coordinating efforts for ongoing Idaho, NCATE, and NASP accreditation; 4) Provide leadership by being actively involved in state, local, and national school psychology activities; 5) Providing mentoring to new faculty and advisement to school psychology students; 6) Consulting with local schools regarding services and mandates affecting them, e.g. RTI.

● Associate Professor and Professor of School Psychology (11 Years)

I began teaching at Idaho State University in the Fall of 1996 and continue to the present day. During this time, I carried a heavy academic teaching load average 9-12 graduate our of instruction, and teaching a total of **29** different graduate courses in School Psychology, Special Education, and in the Professional Studies Core for the College of Education at Idaho State University. These courses have been: 1) Diagnosis and Evaluation of Learning Difficulties; 2) Social and Emotional Development of Gifted Students; 3) Neurocognitive Processes in School Psychology; 4) Neurocognition in the Schools; 5) Integrating Technology Into School Psychology; 6) Clinical School Psychology; 7) Techniques in School Psychology; 8) Psychological Assessment; 9) Individual Intelligence Testing; 10) Practicum in Special Education-School Psychology; 11) Internship in Counseling; 12) Projective Techniques; 13) Consultation in

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the Schools; 14) Behaviorally Maladjusted Child; 15) Emotionally Disturbed Child; 16) Theories of Learning; 17) Statistical Assessment; 18) Seminar in School Psychology; 19) Ed.S. Internship in School Psychology; 20) Research and Writing; 21) Advanced Child Psychology; 22) Cognitive-Behavioral Interventions in Schools; 23) Problem-Solving Interventions in Schools; 24) Practicum in School Psychology; 25) School Psychology Clinic Practicum; 26) Advanced Practicum in School Psychology ; 27) Multi-Cultural Issues in School Psychology; 28) Response to Intervention; 29) Psychological Assessment.

● **Adjunct Assistant Professor of Psychology & Education (14 Years)**

From Fall of 1982 through Summer of 1996 I taught the following undergraduate courses in Psychology & Education for Buena Vista University of Storm Lake, IA. These courses were: Learning; Experimental Design; Statistical Analysis; Senior Research Seminar in Psychology; Sensation & Perception; Abnormal Psychology; Psychological and Educational Measurement; Child and Adolescent Development; Educational Psychology; Human Development (Lifespan); Psychology of Human Potential; Human Relations for Educators; Promoting Human Effectiveness and Productivity; Social Psychology.

● **Adjunct Assistant Professor-Counselor Education (1 Year)**

During the Spring Semester of 1991, I taught a graduate Counselor Education course titled Individual Assessment in the school/agency counseling program at Iowa State University in Ames, IA, that included areas of intellectual/aptitude, developmental, social/emotional, and clinical assessment techniques.

● **Adjunct Assistant Professor-Psychology (1 Year)**

During the Spring Semester of 1991, I taught an undergraduate Psychology course titled Sensation and Perception at the University of Northern Iowa, Cedar Falls, Iowa.

SCHOOL PSYCHOLOGIST AND RELATED PSYCHOLOGICAL INTERVENTION

🏠 **School Psychologist (14 Years)**

From 1980-84 and 1986-96, I was a School Psychologist for Area Education Agency 6 in Marshalltown, Iowa. Responsibilities included: Providing psychological evaluation, counseling, psychological and behavioral intervention, and consultation with teachers and parents on matters of behavior, learning, child development, mental health, and family/parenting concerns. Also during the period of 1993-96, I was given a special assignment to consult with counselors and general education teachers to develop programs for Gifted and Talented, At-Risk, and Counseling.

● **Consulting Psychologist (6 Years)**

During 1990-96, I was a Consulting Psychologist for the Child Health Specialty Clinics coordinated by the University of Iowa, Area Education Agency 6, and Department of Human Services. My role was to provide diagnostic and referral services for children, youth and families experiencing significant learning, health, social, educational, or psychological concerns.

🏠 **Psychologist: Community Mental Health (3 Years)**

From 1986-88, I worked as a Psychologist and developed the Child Mental Health Services component at the Mental Health Center of Mid-Iowa in Marshalltown, Iowa. During this time, I provided outpatient psychotherapy, psychological evaluation, crisis intervention, mental health consultation with educational, community, and human service providers, and 24 hour mental health emergency services for children and adults.

● **Training and Education Coordinator (2 Years)**

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During 1985-86, I served as the Training and Education Coordinator at the Association for Retarded Citizens in Des Moines, IA. This work involved the development and presentation of training curriculum in areas of human development, developmental disabilities, behavioral management, human learning, and human relations for staff.

- **Director of Rehabilitation and Personnel (2 Years)**

As Director of Rehabilitation and Personnel for Goodwill Industries of Greater Wichita during the years of 1977-79, I administered programs for sheltered employment and work adjustment serving mentally, physically, and emotionally challenged adults. A primary responsibility was to also coordinate accreditation by the Commission on the Accreditation of Rehabilitation Facilities (CARF), and to oversee personnel policies and procedures.

- **Director of Career Counseling & Placement (1 Year)**

After receiving my M.S. in Counseling, I was employed to develop career counseling and placement services, vocational assessment, and individual/group career guidance for undergraduates at Marymount College of Salina, Kansas, during 1976-77.

RECENT HONORS AND AWARDS

- ✚ In the Fall of 2005, I was awarded the Idaho School Psychologist Association's "*Distinguished Service Award*" for my work in developing the Results-Based Model in Idaho and contributions to School Psychology in Idaho.
- In the Spring of 2001, I was awarded the "*Special Merit Award for Research*" from editors of Education for exemplary research, and presented with a commemorative plaque.
- ✚ In 1994 I was awarded the "*Outstanding Faculty Award*" by U.S. West, for excellence in undergraduate teaching as evaluated by students and faculty of Buena Vista University.
- In 1993, I received from Iowa Governor Terry Branstad a "*First in the Nation in Education (F.I.N.E.) Research Award*" in the amount of \$12,000 for authorship of the year long study titled "Middle school restructuring innovation: Process and outcomes of cooperative teaching" in recognition of conducting educational research significantly contributing to educational practices in Iowa.
- In 1992, I received from Iowa Governor Terry Branstad a "*First in the Nation in Education (F.I.N.E.) Research Award*" in the amount of \$12,000 for authorship of the year long study titled "At-risk adolescents' learning styles and strategies intervention: Second year continuation" in recognition of conducting research that significantly contributed to educational practices in Iowa.
- ✚ In 1991, I received from Iowa Governor Terry Branstad a "*First in the Nation in Education (F.I.N.E.) Research Award*" in the amount of \$12,000 for authorship of the year long study titled "School adjustment of at-risk adolescents: Learning styles and strategies intervention" in recognition of conducting educational research significantly contributing to educational practices in Iowa.
- In 1990, I was awarded the "*Teacher of the Year*" for undergraduate teaching faculty at Buena Vista University as determined by student evaluations of teaching performance.
- In 1989, I was awarded the "*Teacher of the Year*" for faculty in areas of Psychology, Education, and Human Services as determined by student evaluations of teaching performance.

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- In 1985, I was recognized by students and faculty of Buena Vista University and given the "Teaching Excellence Award" as determined by student evaluations of teaching performance.

MASTER'S THESIS

Nunn, G.D. (1976). Rorschach inkblot test: Reliability and validity. Unpublished Master's Thesis, Fort Hays State University, Hays Kansas.

SPECIALIST THESIS

Nunn, G.D. (1981). The Effects of Family Structure and Process Upon Child and Adolescent Perceptions of Self, Anxiety, Peers, Schools, and Family. Unpublished thesis, Fort Hays State University, Hays, Kansas.

DOCTORAL DISSERTATION

Nunn, G.D. (1982). The Psychosocial Adjustment of Youth as a Function of Family Structure, Family Process, Gender, and Developmental Level. Unpublished doctoral dissertation, Kansas State University, Manhattan, Kansas.

TEACHING Idaho State University and Prior to 1996

The table below lists undergraduate and graduate level teaching experiences representing **131** courses of which **85** graduate courses were taught in the College of Education at Idaho State University from Fall 1996-Fall Semester 2006 at the Graduate Level. Courses taught at ISU represent **29** different courses and preparations.

| Course | Term | Institution | Department & Level |
|--|---------|------------------------|--------------------|
| SCPY 616 Psych Assessment | Fa2006 | Idaho State University | School Psych Grad |
| SCPY 664 Neurocognition and Learning | Fa2006 | Idaho State University | School Psych Grad |
| SCPY 699 Multicultural Issues in School Psychology | Fa2006 | Idaho State University | School Psych Grad |
| SCPY 759 Ed.S. Internship | Fa2006 | Idaho State University | School Psych Grad |
| SCPY 658 Independent Problem | Fa2006 | Idaho State University | School Psych Grad |
| SCPY 615 Advanced Child Psychology | Su 2006 | Idaho State University | School Psych Grad |
| SCPY 699 Cognitive-Behavioral Intervention | Su 2006 | Idaho State University | School Psych Grad |
| SCPY 699 Problem-Solving Intervention | Su 2006 | Idaho State University | School Psych Grad |
| SCPY 660 Seminar in School Psychology | Su 2006 | Idaho State University | School Psych Grad |
| SCPY 699 Integrating Technology into School Psychology | Sp 2006 | Idaho State University | School Psych Grad |
| SCPY 662 Consultation in the Schools | Sp 2006 | Idaho State University | School Psych Grad |
| SCPY 614 Diagnosis and Evaluation | Sp 2006 | Idaho State University | School Psych Grad |

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|---|---------|------------------------|-----------------------------------|
| of Learning Difficulties | | | |
| SCPY 615 Advanced Child Psychology | Sp 2006 | Idaho State University | School Psych Grad |
| SCPY 699 Cognitive-Behavioral Intervention | Sp 2006 | Idaho State University | School Psych Grad |
| SCPY 759 Ed.S. Internship | Sp 2006 | Idaho State University | School Psych Grad |
| SCPY Specialist Paper | Sp 2006 | Idaho State University | School Psych Grad |
| SCPY 652 Independent Problem | Sp 2006 | Idaho State University | School Psych Grad |
| Neurocognition and Learning | F 2005 | Idaho State University | School Psych Grad |
| Clinical School Psychology | F 2005 | Idaho State University | School Psych Grad |
| Ed.S. Internship in School Psychology | F 2005 | Idaho State University | School Psych Grad |
| Consultation in the Schools | Sp 2005 | Idaho State University | School Psych Grad |
| Diagnosis and Evaluation of Learning Difficulties | Sp 2005 | Idaho State University | School Psych Grad |
| Advanced Child Psychology | Sp 2005 | Idaho State University | School Psych Grad |
| Cognitive-Behavioral Intervention | Sp 2005 | Idaho State University | School Psych Grad |
| Advanced Child Psychology | Su 2005 | Idaho State University | School Psych Grad |
| Cognitive-Behavioral Intervention | Su 2005 | Idaho State University | School Psych Grad |
| Problem-Solving Intervention | Su 2005 | Idaho State University | School Psych Grad |
| Seminar in School Psychology | Su 2005 | Idaho State University | School Psych Grad |
| Neurocognition and Learning | F 2004 | Idaho State University | School Psych Grad |
| Clinical School Psychology | F 2004 | Idaho State University | School Psych Grad |
| Diagnosis and Evaluation of Learning Difficulties | F 2004 | Idaho State University | School Psych Grad |
| Seminar in School Psychology | F 2004 | Idaho State University | School Psych Grad |
| Techniques in School Psychology | Sp 2004 | Idaho State University | School Psychology Graduate Credit |
| Psychological Assessment | Sp 2004 | Idaho State University | School Psychology Graduate Credit |
| Consultation in School Psychology | Sp 2004 | Idaho State University | School Psychology Graduate Credit |
| Internship in School Psychology | S 2004 | Idaho State University | School Psychology Graduate Credit |
| Neurocognition and Learning | F 2002 | Idaho State University | School Psychology Graduate Credit |
| Clinical School Psychology | F 2002 | Idaho State University | School Psychology Graduate Credit |
| Diagnosis and Evaluation of Learning Difficulties | F 2002 | Idaho State University | School Psychology Graduate Credit |
| Seminar in School Psychology | F 2002 | Idaho State University | School Psychology Graduate Credit |
| Techniques in School Psychology | Sp 2002 | Idaho State University | School Psychology Graduate Credit |
| Psychological Assessment | Sp 2002 | Idaho State University | School Psychology Graduate Credit |
| Consultation in School Psychology | Sp 2002 | Idaho State University | School Psychology Graduate Credit |
| Internship in School Psychology | Sp 2002 | Idaho State University | School Psychology Graduate Credit |
| Neurocognition and Learning | F 2001 | Idaho State University | School Psychology Graduate Credit |

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|---|---------|------------------------|--------------------------------------|
| Clinical School Psychology | F 2001 | Idaho State University | School Psychology Graduate Credit |
| Diagnosis and Evaluation of Learning Difficulties | F 2001 | Idaho State University | School Psychology Graduate Credit |
| Seminar in School Psychology | F 2001 | Idaho State University | School Psychology Graduate Credit |
| Consultation in School Psychology | Sp 2000 | Idaho State University | School Psychology Graduate Credit |
| Statistical Assessment | Sp 2000 | Idaho State University | School Psychology Graduate Credit |
| Internship in School Psychology | Sp 2000 | Idaho State University | School Psychology Graduate Credit |
| Internship in School Psychology: Counseling | Sp 2000 | Idaho State University | School Psychology Graduate Credit |
| Clinical School Psychology | F 1999 | Idaho State University | School Psychology Graduate Credit |
| Neurocognitive Processes in School Psychology | F 1999 | Idaho State University | School Psychology Graduate Credit |
| Seminar in School Psychology | F 1999 | Idaho State University | School Psychology Graduate Credit |
| Theories of Learning | F 1999 | Idaho State University | College of Education Graduate Credit |
| Theories of Learning | Su1999 | Idaho State University | College of Education Graduate Credit |
| Statistical Assessment | Su1999 | Idaho State University | College of Education Graduate Credit |
| Statistical Assessment | S 1999 | Idaho State University | School Psychology Graduate Credit |
| Basic Projective Techniques | S 1999 | Idaho State University | School Psychology Graduate Credit |
| Consultation in the Schools | S 1999 | Idaho State University | School Psychology Graduate Credit |
| Individual Intelligence Testing | F1998 | Idaho State University | School Psychology Graduate Credit |
| Neurocognitive Process in School Psychology | F1998 | Idaho State University | School Psychology Graduate Credit |
| Theories of Learning | F1998 | Idaho State University | College of Education Graduate Credit |
| Clinical School Psychology | F1998 | Idaho State University | School Psychology Graduate Credit |
| Statistical Assessment | Su1998 | Idaho State University | College of Education Graduate Credit |
| Theories of Learning | Su1998 | Idaho State University | College of Education Graduate Credit |
| Research and Writing in Education | S 1998 | Idaho State University | College of Education Graduate Credit |
| Consultation in the Schools | S 1998 | Idaho State University | School Psychology Graduate Credit |
| Basic Projective Techniques | S 1998 | Idaho State University | School Psychology Graduate Credit |

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|--|--------|------------------------|--------------------------------------|
| Behaviorally Maladjusted Child | S 1998 | Idaho State University | School Psychology Graduate Credit |
| Clinical School Psychology | F1997 | Idaho State University | School Psychology Graduate Credit |
| Seminar in School Psychology | F1997 | Idaho State University | School Psychology Graduate Credit |
| Individual Intelligence Testing | F1997 | Idaho State University | School Psychology Graduate Credit |
| Emotionally Disturbed Child | F1997 | Idaho State University | School Psychology Graduate Credit |
| Research and Writing in Education | Su1997 | Idaho State University | College of Education Graduate Credit |
| Theories of Learning | Su1997 | Idaho State University | College of Education Graduate Credit |
| Projective Techniques | S 1997 | Idaho State University | School Psychology Graduate Credit |
| The Behaviorally Maladjusted Child | S 1997 | Idaho State University | School Psychology Graduate Credit |
| Consultation in the Schools | S 1997 | Idaho State University | School Psychology Graduate Credit |
| Statistical Assessment | S 1997 | Idaho State University | College of Education Graduate Credit |
| Theories of Learning | S 1997 | Idaho State University | College of Education Graduate Credit |
| Theories of Learning-Independent Studies | S 1997 | Idaho State University | College of Education Graduate Credit |
| Clinical School Psychology | F1996 | Idaho State University | School Psychology Graduate Credit |
| Individual Intelligence Testing | F1996 | Idaho State University | School Psychology Graduate Credit |
| Practicum in Special Education-School Psychology Option | F1996 | Idaho State University | School Psychology Graduate Credit |
| Teaching Prior to Idaho State University: Beginning Fall of 1996 | | | |
| Emotional Intelligence: Implications for Learning and School Performance | Su1996 | Drake University | Education Graduate Credit |
| Multiple Intelligences and Learning: Implications for At-Risk and Special Needs Students | Su1996 | Drake University | Education Graduate Credit |
| Brain-Based Teaching and Learning for At-Risk and Special Needs Students | Su1996 | Drake University | Education Graduate Credit |
| Depression: Influences Upon Learning | S 1996 | Drake University | Education Graduate Credit |
| Stress, Anxiety, & Depression: Influences Upon Learning | S 1996 | Drake University | Education Graduate Credit |
| Psychology of Adjustment | 1996 | Buena Vista University | Psychology |
| Senior Research Seminar | 1996 | Buena Vista University | Psychology |
| Experimental Design & Research Methods | 1996 | Buena Vista University | Psychology |
| Sensation and Perception | 1996 | Buena Vista University | Psychology |

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|--|------|-----------------------------|--|
| Psychology Applied to Teaching | 1996 | Buena Vista University | Psychology & Education |
| Theories of Personality | 1995 | Buena Vista University | Psychology |
| Understanding Anxiety and Depressive Disorders in Children and Youth: Implications for School and Learning | 1995 | Drake University | Education Graduate Credit |
| Attention Deficits: Current Research and Best Practices to Improve Academic and Psychosocial Competence | 1995 | Drake University | Education Graduate Credit |
| Abnormal Psychology | 1995 | Buena Vista University | Psychology & Education |
| Theories of Learning and Behavior | 1995 | Buena Vista University | Psychology & Education |
| Psychology Applied to Teaching | 1995 | Buena Vista University | Psychology & Education |
| Learning & Behavior Theories | 1994 | Buena Vista University | Psychology & Education |
| Senior Research Seminar | 1994 | Buena Vista University | Psychology & Education |
| Experimental & Research Design | 1994 | Buena Vista University | Psychology & Education |
| Statistical Analysis | 1993 | Buena Vista University | Psychology & Education |
| Learning & Behavior Theories | 1992 | Buena Vista University | Psychology & Education |
| Senior Research Seminar | 1992 | Buena Vista University | Psychology |
| Experimental Design | 1992 | Buena Vista University | Psychology |
| Abnormal Psychology | 1992 | Buena Vista University | Psychology |
| Sensation and Perception | 1991 | Buena Vista University | Psychology |
| Sensation and Perception | 1991 | Buena Vista University | Psychology |
| Individual Assessment | 1991 | Iowa State University | Counselor Education Graduate Credit |
| Sensation and Perception | 1991 | University of Northern Iowa | Psychology |
| Abnormal Psychology | 1991 | Buena Vista University | Psychology |
| Senior Research Seminar | 1991 | Buena Vista University | Psychology |
| Statistical Analysis | 1990 | Buena Vista University | Psychology |
| Experimental Design | 1990 | Buena Vista University | Psychology |
| Experimental Design | 1990 | Buena Vista University | Psychology |
| Abnormal Psychology | 1990 | Buena Vista University | Psychology |
| Experimental Design | 1990 | Buena Vista University | Psychology |
| Sensation and Perception | 1989 | Buena Vista University | Psychology |
| Experimental Design | 1989 | Buena Vista University | Psychology |
| Statistical Analysis | 1989 | Buena Vista University | Psychology |
| Experimental Design | 1989 | Buena Vista University | Psychology |
| Learning | 1989 | Buena Vista University | Psychology & Education |
| Senior Research Seminar | 1989 | Buena Vista University | Psychology |
| Sensation and Perception | 1988 | Buena Vista University | Psychology |
| Human Growth & Development | 1988 | Buena Vista University | Psychology & Education |
| Research Methods | 1988 | Buena Vista University | Psychology |
| Statistical Analysis | 1988 | Buena Vista University | Psychology |
| Experimental Design | 1988 | Buena Vista University | Psychology |
| Senior Research Seminar | 1988 | Buena Vista University | Psychology |
| Experimental Design | 1988 | Buena Vista University | Psychology |
| Learning | 1987 | Buena Vista University | Psychology |

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|--|------|----------------------------|------------------------|
| Statistical Analysis | 1986 | Buena Vista University | Psychology & Education |
| Experimental Design | 1986 | Buena Vista University | Psychology |
| Learning | 1986 | Buena Vista University | Psychology & Education |
| Psychology of Human Potential | 1985 | Buena Vista University | Business & Psychology |
| Promoting Human Effectiveness & Productivity | 1985 | Buena Vista University | Business |
| Learning | 1984 | Buena Vista University | Psychology & Education |
| Learning | 1983 | Buena Vista University | Psychology & Education |
| Human Relations for Educators | 1983 | Buena Vista University | Education |
| Human Relations for Educators | 1983 | Buena Vista University | Education |
| Tests and Measurements | 1982 | Buena Vista University | Education |
| Educational Psychology Applied to Teaching | 1980 | Kansas State University | Educational Psychology |
| Child & Adolescent Development | 1980 | Kansas State University | Educational Psychology |
| Child & Adolescent Development | 1979 | Kansas State University | Educational Psychology |
| Child & Adolescent Development | 1979 | Kansas State University | Educational Psychology |
| Educational Psychology | 1976 | Fort Hays State University | Education |
| Theories of Counseling | 1976 | Fort Hays State University | Counselor Education |
| Foundations of Education | 1976 | Fort Hays State University | Education |
| Educational Psychology | 1975 | Fort Hays State University | Education |

Distance Education & Courses Delivered Via Technology

Nunn, G.D. (1985). A baby's first candle. Marshalltown Community College, Telenet Course: Marshalltown, IA.

Nunn, G.D. (1987). Sex-equity: A curriculum unit for caregivers and teachers of young children. Marshalltown Community College, Telenet Course: Marshalltown, IA.

Nunn, G.D. (1996). ADHD: Stategies for teachers. Area Education Agency 6, Fiber Optics Interactive, Marshalltown, IA.

Nunn, G.D. Advanced Child Psychology. Web-CT. Idaho State University, Summer 2005.

Nunn, G.D. Cognitive-Behavioral Interventions. Web-CT. Idaho State University, Summer 2005.

Nunn, G.D. Problem-Solving Interventions for Schools. Web-CT. Idaho State University, Summer 2005.

Nunn, G.D. Seminar in School Psychology. Web-CT. Idaho State University, Summer 2005.

Nunn, G.D. Integrating Technology into School Psychology Practice. Web-CT. Idaho State University, Spring 2006.

Nunn, G.D. Advanced Child Psychology. Web-CT. Idaho State University, Spring 2006.

Nunn, G.D. Cognitive-Behavioral Interventions. Web-CT. Idaho State University, Spring 2006.

Nunn, G.D. Advanced Child Psychology. Web-CT. Idaho State University, Spring 2006.

Nunn, G.D. Cognitive-Behavioral Interventions. Web-CT. Idaho State University, Summer 2006.

Nunn, G.D. Advanced Child Psychology. Web-CT. Idaho State University, Spring 2006.

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Nunn, G.D. Problem-Solving Interventions for Schools. Web-CT. Idaho State University, Summer 2006.

Nunn, G.D. Seminar in School Psychology. Web-CT. Idaho State University, Summer 2006

New Course Development

New Courses: I have proposed, developed and implemented five new course offerings in the School Psychology Graduate Program beginning from Fall 2000- Spring 2007:

- ◆ SCPY 664: 3 credits: Neurocognition and Learning: This course will increase skills of school psychologists and educators in applying neurocognitive research to psychoeducational adjustment in schools. Content will emphasize intervention, assessment, instruction, consultation, individual differences in emotionality, attention, memory, and problem solving.
- ◆ SCPY 615: 3 credits: Advanced Child Psychology: In-depth study of the principles of educational psychology and child development. Emphasis will be placed on applying research-based practices from the science of educational psychology to solve problems found in schools and other social settings.
- ◆ SCPY 699 Problem Solving Interventions in Schools Course Description: Introduction to research and practice of using a "Problem-Solving Intervention" approach in addressing school learning and behavior concerns, offered for 1st year School Psychology students.
- ◆ SCPY 699 Cognitive-Behavioral Interventions in Schools: An in-depth reading of the research and practical applications of "cognitive-behavioral" methods to address child behavior and learning concerns in schools.
- ◆ SCPY 699 Integrating Technology into School Psychology: Development of skills in using computers, internet, database, pdf, and presentation technologies to address consultation and intervention assistance from school psychologists and educators.
- ◆ SCPY 699 Response to Intervention. An advanced study and applications of methods and research on RTI for 2nd Year Students in Ed.S. School Psychology Program.

Update of Curriculum in School Psychology (Also see above)

Updated Courses: Due to outdated research and methodologies of previous course content, I have conducted comprehensive updates of the three courses:

•SCPY 614: 3 credits: Diagnosis and Evaluation of Learning Difficulties

Course Description: Investigation of theoretical and applied assessment of intervention measures suitable for remediating learning problems.

Updated Content: Increased emphasis placed upon functional assessment, problem-solving and decision making as a framework for intervention development and monitoring of results.

•SCPY 665: 3 credits: Clinical School Psychology

Course Description: Clinical practice in school settings including individual interviewing and group training techniques, case study methods, behavioral methods, and clinical assessment strategies.

Updated Content: Broader emphasis upon range of clinical disorders in children, counseling theories and techniques, common child needs and conditions affecting learning.

•SCPY 662: 3 Credits: Consultation in the Schools

Course Description: Provides theoretical and practical experience in the development, implementation, and evaluation of a variety of consulting strategies suitable for working with teachers, administrators, community agencies, and parents.

Updated Content: Increased focus upon a systematic problem-solving approach for consultation, development of interventions/strategies, and evaluation of results for children and youth.

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Supervision Activities

The following courses are required of all School Psychology Program graduates. From Fall of 1996 to present I have supervised students to fulfill the requirements of internship, practicum and specialist paper assignments.

•**SCPY 668: 3 hours graduate credit: Practicum in School Psychology**

Description: Supervised experience in educational, intelligence, and personality testing as well as diagnostic evaluation of learning difficulties and report writing. Special emphasis on the interpretation of test results to teachers, counselors, and administrative personnel. A combination of fifty hours of experience and supervision equals one hour of academic credit.

•**SCPY 669: 3 hours graduate credit: Internship in School Psychology**

Description: A combination of fifty hours of experience and supervision equals one hour of academic credit. Students are required to assume responsibilities of school psychologists as they work closely with a certified school psychologist in the field.

•**SCPY 669: 1 hour graduate credit: Internship in Counseling**

Description: A combination of fifty hours of experience and supervision equals one hour of academic credit. Students are required to assume responsibilities of school psychologists as they work closely with a certified school psychologist in the field focusing upon child problems that require counseling strategies and/or related approaches.

SCPY 670: 2 Hours Credit School Psychology Clinic Practicum Description: Students receive supervised experience working in “nontraditional” community and human service settings to gain skills and understanding of how some school psychologists work in these settings as alternatives to traditional service delivery.

•**SCPY 759: 6 hours graduate credit: Internship in School Psychology (3rd Year)**

Description: Placement in a post-masters degree counseling, school psychology, or special education setting. A combination of fifty hours of experience and supervision equals one hour of academic credit. Interns are supervised by both school psychology faculty and school personnel as they take on responsibilities of school psychologists that may include psychological assessment, consultation, intervention, research, and program development in the schools.

•**SCPY 652: 1 hour graduate credit: Specialist Paper in School Psychology**

Description: A paper involving extensive familiarity with research findings under the supervision of a faculty member of the program. When possible, students are encouraged to submit this paper for publication and/or presentation with the advisement and assistance of school psychology faculty.

Advising Activities

•**Graduate Student Advisement**

I am currently graduate faculty advisor to all school psychology candidates. For the last 10 years while at ISU, there are an average about 24-28 in our combined school psychology cohorts of 1st, 2nd, and 3rd year levels working to complete their M.Ed. and then Ed.S. in School Psychology. Advisement involves course selection, monitoring of student success in internships and practica, advisement regarding employment opportunities, assistance with student research and completion of papers.

•**Student Advisement Task Force Committee**

During 1998-1999 academic year, I worked with Ms. Shauna Bare, now Assistant to the Dean, and other faculty members, to develop a student advisement model that initiated the beginnings of what is now the College of Education Student Advisement Center. This work has contributed significantly to improving the quality of student advisement and success of students in the College of Education.

•**Teacher Education Program Admission Interviews**

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During the academic years of 1998-1999 and 1999-2000, I served as a member of panels charged with interviewing Teacher Education candidates. This process has contributed to a better understanding of the needs, qualifications, and training efforts on the part of the College.

•Student Intergroup Committee: School Psychology Advisor

During the 1999-2000 academic year, I participated as School Psychology Advisor for the College of Education Intergroup Council. In addition to attending Intergroup Council meetings and conferring with Hayley Orcutt the School Psychology Representative, I donated my personal time to participate in a primary activity of the Council, the ISU Phonathon fundraiser. Advisement to this group is an important role that links school psychology students with other campus organizations and groups.

• Student Research, Publication, Presentations

While at Idaho State University, I have collaborated with students on their research, publication, and presentations at conferences resulting in the following: 3 refereed journal articles accepted for publication; 1 national paper presentation; 1 student research proposal funded. This active advisement is helpful for student development and broadening of training and educational opportunities over and above the standard curriculum.

SCHOLARSHIP (Most Recent Items Appear Last)

Articles in Refereed Journals

Nunn, G.D. & Parish, T. (1980). Students' perceptions of parental practices and evaluations of self, mother, and father. Perceptual and Motor Skills, 50, 1269-1270.

Parish, T.S. & Nunn, G.D. (1980). Implications regarding the uses of the terms "client" and "patient" in psychological counseling. Guidance Clinic, December 11-12.

Parish, T.S., & Nunn, G.D. (1981). Children's self-concepts and evaluations of parents as a function of family structure and family process. Journal of Psychology, 107, 105-108.

Parish, T.S. & Nunn, G.D. (1981). Relationships between children's self-concepts and evaluations of parents as a function of family structure and family process. Psychology: A Quarterly Journal of Human Behavior, 18, 4-6.

Boyd, D., Nunn, G.D. & Parish, T.S. (1982). Effects of one's marital status and parents' status on evaluations of self and parents. Journal of Social Psychology, 102, 356-360.

Nunn, G.D. (1982). Parental loss and young adults' attitudes toward parental roles: Research and counseling implications. Guidance Clinic, November, 12-15.

Nunn, G.D. & Parish, T.S. (1982). Impact of families upon young adults' perceptions of parental roles. Psychology: A Quarterly Journal of Human Behavior, 19, 7-11.

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Nunn, G.D. & Parish, T.S. (1982). Personal and familial adjustment in children as a function of family type. Phi Delta Kappan, October.

Parish, T.S. & Nunn, G.D., & Hatrup, D. (1982). An attempt to reduce negative attitudes of future teachers toward exceptional children. College Student Journal, 16, 254-257.

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Articles in Non-Refereed Journals & ERIC Documents

Nunn, G.D. (1979). Test anxiety and perception of self: A correlational study. ERIC Resources in Education, ED 169-426, September.

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Articles in Refereed Monographs

Nunn, G.D. (1984). Divorce and single-parent families. Iowa Monograph Series: Improving Special Education Services to Behaviorally Disordered Children and Youth, Department of Education-Project Iowa Model Practices Grant.

Scholarly Presentations at Professional Meetings/Conferences

Nunn, G.D. (1979). Test anxiety and perception of self: A correlational study. Paper presented at the meeting of the Rocky Mountain Psychological Association, Boulder, CO.

Nunn, G.D. & Parish, T.S. (1979). Students' perceptions of parental practices and evaluations of self, mother, and father. Paper presented at the meeting of the Mid-Western Educational Research Association, Milwaukee, WI.

Nunn, G.D. & Parish, T.S. (1980). A comparative study of children's evaluations of self and natural parents in intact and divorced families. Paper presented at the meeting of the Southwestern Psychological Association, Oklahoma City, OK.

Nunn, G.D. & Parish, T.S. (1980). Relationships between factors associated with childrearing and number of children planned as a function of family process. Paper presented at the meeting of the Mid-Western Educational Research Association, Toledo, OH.

Parish, T.S. & Nunn, G.D. (1980). The relationships between children's self-concepts and evaluations of parents as a function of family structure and family process. Paper presented at the meeting of the American Personnel and Guidance Association (AACD), in Atlanta, GA.

Parish, T.S., Nunn, G.D., & Young, E. (1980). The various effects of father loss and solo parenting and ways to ameliorate them. Symposium presented at the meeting of the Southwestern Psychological Association in Oklahoma City, OK.

Boyd, D., Nunn, G.D., & Parish, T.S. (1981). Evaluations of self and parents by individuals varying in marital status and familial backgrounds. Paper presented at the meeting of the Mid-Western Educational Research Association, Des Moines, IA.

Nunn, G.D. (1981). Mainstreaming: Implications for school psychologists' roles in successful social integration of handicapped children. Paper presented at the meeting of the Rocky Mountain Psychological Association, Denver, CO.

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Nunn, G.D. & Parish, T.S. (1981). Relationships between children's self-concepts and evaluations of parents. Paper presented at the meeting of the Mid-Western Educational Research Association, Des Moines, IA.

Parish, T.S. & Nunn, G.D. (1981). Relationships between children's self-concepts and evaluations of parents as a function of family structure and process. Paper presented at the meeting of the Rocky Mountain Psychological Association, Denver, CO.

Parish, T.S., Nunn, G.D., Adamchak, P., & Goodyear, R. (1981). Mainstreaming: Problems, promises, and prospects. A symposium presented at the meeting of the Rocky Mountain Psychological Association, Denver, CO.

Parish, T.S., Nunn, G.D. & Hattrup, D. (1981). An attempt to reduce negative attitudes of future teachers toward exceptional children. Paper presented at the meeting of the American Educational Research Association, in Los Angeles, CA.

Nunn, G.D., Parish, T.S. & Worthing, R.J. (1981). Children's self-concepts and evaluations of parental figures: A further report. Paper presented at the meeting of the Mid-Western Educational Research Association, Des Moines, IA.

Nunn, G.D. (1982). School phobia and performance anxieties: Theory into practice. Paper presented at the meeting of the National Middle School Conference, Kansas City, MO.

Nunn, G.D. & Parish, T.S. (1982). Children's personal adjustment in intact, single-parent, and reconstituted families. Paper presented at the meeting of the American Educational Research Association, New York, NY.

Parish, T.S. & Nunn, G.D. (1982). One-parent and reconstituted families: Their influence on youth and what teachers can do about it. Symposium presented at the meeting of the National Middle School Conference, Kansas City, MO.

Nunn, G.D. & Parish, T.S. (1982). Personal and familial adjustment in children as a function of family type. Paper presented at the meeting of the American Educational Research Association, New York, NY.

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Nunn, G.D. (1983). Evaluation of family as a function of family type. Paper presented at the meeting of the Mid-Western Educational Research Association, Kansas City, MO.

Nunn, G.D. & Parish, T.S. (1983). The impact of family type and process upon selected psychosocial adjustment factors in children and adolescents. Paper presented at the meeting of the Midwestern Psychological Association, Chicago, IL.

Nunn, G.D. & Parish, T.S. (1983). Concurrent validity between the PAIC and STAIC, BRPSS. Paper presented at the meeting of the Rocky Mountain Psychological Association, Salt Lake City, UT.

Parish, T.S. & Nunn, G.D. (1983). Locus of control as a function of family type and age at onset of father absence. Paper presented at the meeting of the American Educational Research Association, Montreal, Canada.

Nunn, G.D. (1984). Psychological adjustment of children and youth as a function of family structure, process, age, and gender. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.

Nunn, G.D. & Peglow, A. (1987). Underachievers: Strategies and interventions for counselors. Paper presented at the Iowa Association for Counseling and Development, Des Moines, IA.

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Parish, T.S., Nunn, G.D., & Boyd, D.(1988). Reasons for doing research: Whys and hows. Symposia presented at the meeting of the Mid-Western Educational Research Association, Chicago, IL.

Nunn, G.D. & Boscaljon, K. (1989). A study of adult learning styles, locus of control, self-evaluations, and perfectionism. Paper presented at the meeting of the Iowa Educational Research and Evaluation Association, Cedar Rapids, IA.

Nunn, G.D. & Peglow, A. (1990). Program evaluation of a comprehensive high school at-risk program. Paper presented at the Iowa State Special Education Conference, Cedar Rapids, IA.

Nunn, G.D. (1990). Evaluation of a School-Based Youth Services Program. Paper presented at the Iowa State At-Risk Conference, Des Moines, Iowa.

Nunn, G.D. & Parish, T.S. (1991). An attempt to improve perceptions of educational evaluation research. Paper presented at the meeting of the Southwestern Psychological Association, New Orleans, LA.

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Nunn, G.D. & Parish, T.S.(1991). Discerning the psychosocial characteristics of "at-risk" high school students. Paper presented at the meeting of the Southwestern Psychological Association in New Orleans, LA.

Nunn, G.D. (1997). A look at the Iowa problem solving model: A collaborative multidisciplinary approach to promote success and learning. Idaho Elementary School Administrators Association, Lewiston, ID.

Miller, M. & Nunn, G.D. (2001) Best-practice perceptions within Results-Based Model and comparison schools. Paper presented at the meeting of the National Association of School Psychologists, Washington, D.C.

Nunn, G.D. & Callender, W. (2003) The Results-Based Model Initiative in Idaho: Program Evaluation. Paper presented at the National Meeting of OSEP Grant Initiatives in Washington, D.C.

Nunn, G.D. & Callender, W. (2004) Development and Evaluation of the Results-Based Model in Idaho. International Association for Learning Disabilities, Reno, NV.

Nunn, G.D. & Callender, W. (2005) Idaho's Response to Intervention Model. Paper presented at the National Association of School Psychologists, Atlanta, GA.

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Software, Audiovisual, Electronic & On-Line Media

Nunn, G.D. (2000). Problem Organization and Solution System for Educators: POSSE. [Filemaker Pro 5.0 application]. Pocatello, ID: Author.

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Technical, Government or Final Reports of Funded Grants & Contracts

Faculty Vita

Nunn, G.D. (1990). School-based youth services program: The caring connection. Marshalltown, IA: Marshalltown Community School District.

Nunn, G.D. (1991). School adjustment of at-risk adolescents: Learning styles and strategies intervention. Des Moines, IA: First in the Nation in Education Foundation.

Nunn, G.D. (1992). At-risk adolescents' learning styles and strategies intervention: Second year continuation. Des Moines, IA: First in the Nation in Education Foundation.

Nunn, G.D. (1993). Middle school restructuring innovation: Process and outcomes of cooperative teaching. Des Moines, IA: First in the Nation in Education Foundation.

Nunn, G.D. (2000). Baseline program evaluation report: Results-Based Model. Boise, ID: Idaho Bureau of Special Education.

Nunn, G.D. (2000). Evaluation Report of Technology Plan for Marsh Valley District 1999-2000. Pocatello, ID: Intermountain Center for Education Effectiveness.

Nunn, G.D. (2000). Evaluation Report of Technology Plan for North Gem School District 1999-2000. Pocatello, ID: Intermountain Center for Education Effectiveness.

Nunn, G.D. (2000). Evaluation Report of Technology Plan for Oneida School District 1999-2000. Pocatello, ID: Intermountain Center for Education Effectiveness.

Nunn, G.D. (2000). Evaluation Report of Technology Plan for Preston School District 1999-2000. Pocatello, ID: Intermountain Center for Education Effectiveness.

Nunn, G.D. (2000). Evaluation Report of Technology Plan for West Side School District 1999-2000. Pocatello, ID: Intermountain Center for Education Effectiveness.

Nunn, G.D., (2001). Program Evaluation Report for the Results-Based Model in Idaho. Bureau of Special Education: Boise, ID.

Nunn, G.D., (2002). Program Evaluation Report for the Results-Based Model in Idaho. Bureau of Special Education: Boise, ID.

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Faculty Vita

Nunn, G.D., (2005). Program Evaluation Report for the Results-Based Model in Idaho. Bureau of Special Education: Boise, ID.

Unfunded Grant & Contract Proposals

Nunn, G.D. (1993). A Staff Development Project for Professionals and Paraprofessionals to Improve Services for Young Children with Disabilities and Their Families: A Multidisciplinary Problem Solving Approach. Proposal submitted to U.S. Dept. of Education (Office of Special Education and Rehabilitative Services) Model In-service Training Projects for 3 year project to improve outcomes of multidisciplinary problem solving involving schools, AEA, and community agencies.

Nunn, G.D. (1994). School-Linked Services for Middle School Students with Disabilities and Their Families: A Research Project to Examine the Impact of a Collaborative Interagency Problem Solving Approach to Improve Academic and Psychosocial Intervention Outcomes. Proposal submitted to U.S. Dept. of Education (Office of Special Education & Rehabilitative Services) to improve outcomes for students with disabilities and their families through collaborative, school-linked services.

Nunn, G.D. (1994). A Multidisciplinary Problem Solving Model to Improve Services for Infants, Children, and Families. Proposal submitted to Office of Special Education and Rehabilitative Services for 3 year project to increase collaborative problem-solving leading to improved outcomes for infants, children, and families with disabilities.

Nunn, G.D. (1994). A Collaborative Training Project to Enhance Intervention Skills of General and Special Educators to Improve Performance of Students with Attention Deficits. Proposal submitted to U.S. Dept. of Education (Fund for the Improvement and Reform of Schools and Teaching) for 3 year project to improve effectiveness of interventions developed by teachers through collaboration with AEA and community professionals.

Nunn, G.D. (1995). AEA 6 School and Community Planning Consortium: Building Collaborative Partnerships to Enhance School Improvement. Proposal submitted to the Bureau of Instructional Services, Iowa Department of Education

Nunn, G.D. (1996). Schools Attuned: Enhancing the Success of Youth with Learning Difficulties. Proposal submitted to First in the Nation in Education Foundation, Des Moines, Ia.

Articles in Magazines, Newspapers, & Local and State Newsletters

Faculty Vita

Nunn, G.D. (1994). Using praise to increase student learning. Success and Learning, 1 (2), 5-9.

Nunn, G.D. (1995). Locus of control and learning: Tips for teachers. Success and Learning, 1 (3), 2-5.

Nunn, G.D. (1995). Learning and child development issues: Management of attentional dysfunctions in the classroom. Success and Learning, 1(4), 5-6.

Nunn, G.D. (1998). IDEAL problem solving: A collaborative needs-based intervention approach for special needs and at-risk students. The Psychologist, 21(2), 2-13.

Nunn, G.D. (1999). Locus of control: Research and implications for school psychologists. The Psychologist, 22(1), 2-5.

Nunn, G.D. (1999). Practical ideas for helping the highly anxious student. The Psychologist, 22(1), 24-25.

Nunn, G.D. (1999). School psychologists attuned to neurodevelopmental variation. The Psychologist, 22(2), 2-4.

Nunn, G.D. (1999). Brain compatible learning: A school psychologist's professional challenge. The Psychologist, 22(2), 49-53.

Nunn, G.D. (2000). Problem-solving best practices and the Results-Based Model in Idaho: Initial research findings. The Psychologist, 22(3), 25-27.

Scholarship Works In Progress, Unpublished Manuscripts, & Unpublished Data-Bases

Nunn, G.D. (2000). Concurrent validity between the Conner's Continuous Performance Test and Attention Process Inventory. Manuscript submitted for publication.

Nunn, G.D. (2000). Concurrent validity of the Nunn Assessment of Learning Temperament with emotional intelligence. Manuscript submitted for publication.

Nunn, G.D. (2000). Relationships between student's learning temperaments and instructional personalization. Manuscript submitted for publication.

Nunn, G.D. (2000). Strategies for involving parents to improving results for children. Manuscript in progress.

Nunn, G.D. (2000). Strategies for improving collaboration between parents, teachers, and professionals to improve success for students. Manuscript in progress.

Nunn, G.D. (2000). Using the IDEAL problem solving process as a decision-making tool for educators. Manuscript in progress.

Faculty Vita

Nunn, G.D. (2000). Observation of "best practices" in problem solving for developng interventions in schools. Manuscript in progress.

Nunn, G.D. (2000). Conner's Continuous Performance Test and Attention Control Inventory. Unpublished raw data.

Nunn, G.D. (2000). Curriculum-Based Measurement achievement data. Unpublished raw data.

Nunn, G.D. (2000). Results-Based Model best practices data. Unpublished raw data.

Nunn, G.D. (2000). Nunn Assessment of Learning Temperament-Revised . Unpublished raw data.

Curriculum Development Projects

Nunn, G.D. (1984). Human development curriculum . Association for Retarded Citizens: Des Moines, IA.

Nunn, G.D.(1984). Our Baby's First Candle: An Educational Experience for Parents. Area Education Agency 6: Marshalltown, ID.

Nunn, G.D. (1985) Sex-equity Curriculum for Preschool Teachers. Iowa Valley Continuing Education: Marshalltown, ID.

Nunn, G.D. (2000). Results-Based Model: Core Training Curriculum. Idaho Results Initiative, Bureau of Special Education, Boise, ID.

Nunn, G.D. (2000) Teen Living Curriculum. Idaho Division of Professional-Technical Education, Boise, ID.

Nunn, G.D. (2000). Results-Based Model: Core Training Curriculum. Idaho Results Initiative, Bureau of Special Education, Boise, ID.

Nunn, G.D. (2001). Results-Based Model: Core Training Curriculum. Idaho Results Initiative, Bureau of Special Education, Boise, ID.

Nunn, G.D. (2002). Results-Based Model: Core Training Curriculum. Idaho Results Initiative, Bureau of Special Education, Boise, ID.

Nunn, G.D. (2003). Results-Based Model: Core Training Curriculum. Idaho Results Initiative, Bureau of Special Education, Boise, ID.

Nunn, G.D. (2004). Results-Based Model: Core Training Curriculum. Idaho Results Initiative, Bureau of Special Education, Boise, ID.

Completion of Job-Related Professional Development Courses

Faculty Vita

- Attention-Deficit/Hyperactivity Disorder by Dr. Russell A. Barkley. University of Northern Iowa, Spring, 1987.
- Developmental Variation and Learning Disorders by Dr. Melvin D. Levine. Center for Learning and Development, University of North Carolina, Summer, 1994.
- Interactive Television Workshop by Dr. Robert R. Hardman. University of Northern Iowa, Fall, 1994.
- Mind, Memory, and Learning: Applying Brain Research to Classroom Practice by Dr. Pat Wolfe. Area Education Agency 6, Marshalltown, Iowa, Spring, 1995.
- Control Theory in The Classroom by Dr. William Glasser. Area Education Agency 6, Marshalltown, Iowa, Summer, 1995.
- Brain-Based Learning and Teaching Approach by Dr. Eric Jensen. Drake University, Des Moines, IA, Fall, 1995.
- Integrating Curricula with Multiple Intelligences by Dr. Robin Fogarty. Skylight Training and Publishing in Chicago, IL, Summer, 1996.

SERVICE

Current Professional & Academic Association Memberships

- National Association of School Psychologists (NASP)
- Idaho School Psychologists Association (ISPA)

Service to Professional Associations

• **Idaho School Psychologist Association Executive Board 1998-present**

Executive Board of ISPA consists of elected officers of the organization and oversees the activities of the organization in Idaho. It is also responsible for linking the state organization with other state and national organizations (NASP) representing the interests and professional development of school psychologists.

• **Coordinator for Southeastern Idaho School Psychologists Association 1997-present**

The Coordinator serves to assist school psychologists in the area with knowledge of state and local activities and trends. The Coordinator provides information to the state organization regarding the needs and interests of school psychologists.

• **Editor of "The Psychologist" Newsletter for Idaho School Psychologists Association.**

The Editor oversees and contributes to the compilation, writing, editing, and dissemination of "The Psychologist" to all members of the state organization as well as to all state newsletter editors in the 50 states for review and dissemination to their audiences. My efforts in the last three years have brought national recognition from NASP leadership regarding the quality of our newsletter which provides not only information, but substantive research and training materials for school psychologists.

• **Coordinator for Annual Conference of Southeastern Idaho School Psychology Conference**

Faculty Vita

In this role, I have brought national speakers to Idaho working in collaboration with the Bureau of Special Education and the Southeastern Idaho School Psychologists Association. Through these conferences, we have trained over 300 school psychologists, general and special education teachers, and school administrators in knowledge and skills to promote student learning and success. These two conferences were:

-1998: IDEAL Problem Solving Approach: A Collaborative Needs-Based Intervention Approach for Students with Special Learning and Behavioral Needs by Dr. Mary Stevens & Dr. Neta Stevenson, April, 1998, College of Education, Idaho State University.

-2000: Curriculum-Based Measurement in a Problem Solving Model by Dr. Mark R. Shinn, May 2000, College of Education, Idaho State University.

Professional Development Presentations at Professional Meetings/Conferences

Parish, T.S. & Nunn, G.D. (1979). How to feel good about yourself and others. Presentation to Kansas State 4-H Leadership Conference, Manhattan, KS.

Nunn, G.D. (1981). Behavior management of the hyperactive child. Presentation to Hardin County Nurses Association, Eldora, IA.

Nunn, G.D. (1983). Creative problem-solving. Presentation to Association for Retarded Citizens-Polk County, Des Moines, IA.

Nunn, G.D. (1984). Personnel and productivity. Marshalltown Area Chamber of Commerce, Marshalltown, IA.

Nunn, G.D. (1985). Families in crisis: Impact upon child behavior and development. Presentation to Iowa Child Care Providers Conference, Marshalltown, IA.

Nunn, G.D. (1985). Impact of broken homes: What we can do to help children. Presentation to Iowa Coalition for Comprehensive School Health, Ames, IA.

Nunn, G.D. (1985). Facilitating effective meetings. Presentation to Association for Retarded Citizens-Polk County, Des Moines, IA.

Nunn, G.D. (1985). Personal styles and patterns of interaction. Presentation to Association for Retarded Citizens-Polk County, Des Moines, IA.

Nunn, G.D. & Dolphin, D. (1985). Behavioral management: Principles, ethics, and legal issues. Presentation to Association for Retarded Citizens-Polk County, Des Moines, IA.

Nunn, G.D. (1985). Residential Counseling Course. Presentation at Des Moines Area Community College, Ankeny, IA.

Faculty Vita

Nunn, G.D. (1986). In search of excellence: From concepts to practice. Presentation for Association for Retarded Citizens-Polk County, Des Moines, IA.

Nunn, G.D. (1986). Promoting human effectiveness and productivity. Presentation for Iowa Valley Continuing Education, Marshalltown, IA.

Nunn, G.D. & Dolphin, D. (1986). Behavior management: Policies and procedures. Presentation for Association for Retarded Citizens-Polk County, Des Moines, IA.

Nunn, G.D. (1986). Families in crisis: Impact on infant and toddlers upon family relationships. Presentation for Iowa Valley Continuing Education, Marshalltown, IA.

Nunn, G.D. (1986). Our baby's first candle: Parent course. Presentation for Area Education Agency 6 and First United Methodist Church, Marshalltown, IA.

Nunn, G.D. (1986). When I grow up I want to be? Presentation for Putting the Pieces Together Fall Conference, Iowa Valley Continuing Education, Marshalltown, IA.

Nunn, G.D. (1986). Child development and the four-year old. Presentation for Head Start Program, Marshalltown, IA.

Nunn, G.D. (1986). Adult learners and learning: Theory into practice. Presentation for the Association for Retarded Citizens, Des Moines, IA.

Nunn, G.D. (1987). Recognizing and dealing with depression in youth. Presentation for Teen Parent Program of YM-YWCA, Marshalltown, IA.

Nunn, G.D. (1987). Self-concept and achievement. Presentation for Marshalltown Brown Baggers Group, Marshalltown, IA.

Nunn, G.D. (1987). Mental health services and the community. Presentation for Parents Without Partners, Marshalltown, IA.

Nunn, G.D. (1987). Effects of divorce upon children. Presentation for Iowa Valley Continuing Education, Marshalltown, IA.

Nunn, G.D. (1988). Sex-role development of the preschooler. Presentation for Child Care Providers Conference, Iowa Valley Continuing Education, Marshalltown, IA.

Nunn, G.D. & Peglow, A. (1989). At-risk youth: A dropout prevention program. Presentation for Channel 39 Television *Marshalltown Today*, Marshalltown, IA, 1989.

Faculty Vita

Nunn, G.D. (1989). Creative problem solving. Marshalltown Area Chamber of Commerce, Marshalltown, IA.

Nunn, G.D. & Peglow, A. (1989). At-Risk Youth: A Dropout Prevention Program. Optimist Club, Marshalltown, IA.

Nunn, G.D. (1994). Common mental health concerns of workers. Optimist Club, Marshalltown, IA.

Nunn, G.D. (1994). Improving communication skills of employees. Kiwanis, Marshalltown, IA.

Nunn, G.D. (1994). Mental health needs of young children. Optimist Club, Marshalltown, IA.

Nunn, G.D. (2000). Attention Deficit Disorder. Presentation for ADD Foster Parent Group, Pocatello, ID.

Inservice Courses and Workshops to Schools and Organizations

Nunn, G.D. (1980). Divorce: What educators can do. Workshop for Area Education Agency 6, Marshalltown, IA.

Nunn, G.D. (1981). Divorce and single-parent families. Workshop for Project Parallel and Area Education Agency 6, Marshalltown, IA.

Nunn, G.D. (1981). Reducing the effects of anxiety upon learning: Considerations for instructional modifications in the regular classroom. Workshop for Hardin County Teachers Association, Eldora, IA.

Nunn, G.D. (1982). Reducing the effects of divorce upon children: What schools and parents can do. Workshop for Fort Hays State University College of Education, Hays, KS.

Nunn, G.D. (1982). Divorce and the single-parent family. Workshop for Area Education Agency 6, Marshalltown, IA.

Nunn, G.D. & Worthing, R.J. (1982). The effects of families on students' personal and familial adjustment. Workshop for Iowa Conference on Special Education, Amana, IA.

Nunn, G.D. (1983). Divorce and single-parent families. Workshop for Area Education Agency 6, Marshalltown, IA.

Nunn, G.D. (1983). Improving self-concepts of children: How schools and families can help. Workshop for Steamboat Rock Community School District, Steamboat Rock, IA.

Faculty Vita

Nunn, G.D. & McKay, R. (1983). Styles of discipline and management of children. Workshop for Mesquakie Elementary Reservation School, Tama, IA.

Nunn, G.D. & McKay, R. (1983). How to teach adults. Workshop for Adult and Continuing Education, Mason City, IA.

Nunn, G.D. (1985). Learning and learning styles of children. Workshop for Area Education Agency 6 and Marshalltown Catholic Schools, Marshalltown, IA.

Nunn, G.D. (1986). Self-concepts and children: How families and schools make the difference. Workshop for Iowa Valley Continuing Education, Marshalltown, IA.

Nunn, G.D. (1986). Mainstreaming: Home-school integrated intervention. Workshop for Special Education State Conference, Cedar Rapids, IA.

Nunn, G.D. (1987). Train the trainer: Communicating ideas effectively. Workshop for Area Education Agency 6, Mainstreaming Grant Project, Marshalltown, IA.

Nunn, G.D. (1987). Positive mental health. Workshop for Marshalltown Community School District, Marshalltown, IA.

Nunn, G.D. (1987). Burnout in education and human services. Workshop for Marshalltown Community School District, Marshalltown, IA.

Nunn, G.D. (1988). Change, stress, and you. Workshop for Area Education Agency 6, Marshalltown, IA.

Nunn, G.D. (1988). Mental health services and you. Workshop for Marshalltown Community School District, Marshalltown, IA.

Nunn, G.D. (1989). Revised service delivery system for special education (RSDS): Overview of program evaluation. Workshop for Area Education Agency 6, Marshalltown, IA.

Nunn, G.D. (1989). Identification of needs & assessing impact/outcomes with at-risk students. Workshop for Caring Connection Task Force, Marshalltown, IA.

Nunn, G.D. (1989). Death and Grief. Workshop for Marshalltown High School, Marshalltown, IA.

Nunn, G.D. (1989). Depression. Workshop for Marshalltown High School, Marshalltown, IA.

Nunn, G.D. (1990). Statistical analysis of curriculum-based measures. Workshop for Area Education Agency 6, Marshalltown, IA.

Faculty Vita

Nunn, G.D. (1990). Statistical analysis and uses of curriculum-based measures. Workshop for Anson Elementary, Marshalltown, IA.

Nunn, G.D. (1990). Progress monitoring of behavioral student goals. Workshop for Davis Elementary, Marshalltown, IA.

Nunn, G.D. (1991). ADHD: Implications for Teaching & Learning. Workshop for Rogers Elementary, Marshalltown, IA.

Nunn, G.D. (1993). Neurodevelopmental Variation and Attention: Effects upon Learning and Development. AEA6 Staff Development Workshop.

Nunn, G.D.(1994). Mentoring: Making It Work for At-Risk Students. Workshop for Reinbeck High School, Reinbeck, IA.

Nunn, G.D. (1994). Using the Continuous Performance Test for the Assessment of Attention Deficits. Workshop for School Psychologists of AEA6, Marshalltown, IA.

Nunn, G.D. (1994). Using Cricket Graph III for ongoing progress monitoring of academic and behavioral progress. Workshop for School Psychologists, Consultants, and Social Workers of AEA6, Marshalltown, IA.

Nunn, G.D. (1994). Using Cricket Graph III for Progress Monitoring. Workshop for School Psychologists of AEA6, Marshalltown, IA.

Nunn, G.D. (1994). Attention, Learning, and Attention Deficits: Theory Into Practice. Workshop for teachers and school psychologists of AEA6, Marshalltown, IA.

Nunn, G.D. (1994). Program Planning and Proposal Writing for Schools. Workshop for administrators and support staff of AEA6, Marshalltown, IA.

Nunn, G.D. (1994). Developing School-Based Youth Services. Workshop for teachers Marshalltown School District, Marshalltown,IA

Nunn, G.D. (1994). Multiple Intelligences: Implications for Learning and Instruction. Workshop for Talented and Gifted Teachers of AEA6, Marshalltown, IA.

Nunn, G.D. (1994). Attention Deficit Hyperactivity Disorder: Assessment, Management, Interventions. Workshop for for Guidance Counselors, AEA6, Marshalltown, IA.

Faculty Vita

Nunn, G.D. (1995). Thinking, Feeling, and Behaving: Applications of Current Learning Research and Theories to Improve Student Performance. Workshop for teachers of AEA 6, Marshalltown, IA.

Nunn, G.D. (1995). Depression in Children and Youth: Implications for Learning. Workshop for teachers of AEA6, Marshalltown, IA.

Nunn, G.D. (1995). Attention and Attention Deficits: Research and Interventions for School, Workshop for teachers of AEA6, Marshalltown, IA.

Nunn, G.D. (1995). Project SHARE: Area -Wide Workshop for Students and Teachers in Talented and Gifted Programs. Workshop for teachers and students of AEA6, Marshalltown, IA.

Nunn, G.D. (1995). Multiple Intelligences: Theory Into Practice. Workshop for teachers of AEA6, Marshalltown, IA.

Nunn, G.D. (1995). Developing Mentor Programs for At-Risk Children and Youth. Workshop for teachers and administrators of AEA6, Marshalltown, IA.

Nunn, G.D. (1995). Providing Enrichment for Talented and Gifted Students in the Regular Classroom. Workshop for teachers of AEA6, Marshalltown, IA.

Nunn, G.D. (1995). Brain-Based Learning: An Introduction for Teachers. Workshop for teachers of AEA6, Marshalltown, IA.

Nunn, G.D. (1995). Integrating Learning Research Into Classroom Practices. Workshop for teachers of AEA6, Marshalltown, IA.

Nunn, G.D. (1995). Adult Learners' Needs: Implications for Developing Positive Learning Environments. Workshop for Iowa Valley Continuing Education, Marshalltown, IA.

Nunn, G.D. (1995). Research and Practice for Adult Learners. Workshop for Iowa Valley Continuing Education, Marshalltown, IA.

Nunn, G.D. (1996). Emotional Intelligence as a Principal Factor in School Learning. Workshop for teachers of AEA6, Marshalltown, IA.

Nunn, G.D. (1996). Anxiety and Learning in Schools. Workshop for teachers of AEA6, Marshalltown, IA.

Nunn, G.D. (1996). Depression and Learning in Schools. Workshop for teachers of AEA6, Marshalltown, IA.

Faculty Vita

Nunn, G.D. (1996). Empowerment as a Strategy for Student Improvement. Workshop for teachers of AEA6, Marshalltown, IA.

Nunn, G.D. (1996). Ideas and Materials for the ADHD Student and Parent. Workshop for District 91 School Psychologists, Idaho Falls, ID.

Nunn, G.D. (1997). Empowering the ADHD Child and Parent. Inservice for Idaho Falls Parent Group, Idaho Falls, ID.

Nunn, G.D. (1998). Developing and Evaluating Interventions Within a Problem Solving Approach. Workshop for District 91 School Psychologists, Idaho Falls, ID.

Nunn, G.D. (1998). Attention and Attention Disorders: What They Are and What We Can Do. Workshop for Marsh Valley Community School District.

Nunn, G.D. (1998). ADD: It's the Need, Not the Label. Workshop for Bureau of Special Education: Neurodevelopmental Conference, Pocatello, ID.

Nunn, G.D. (2000). Attention-Deficit Hyperactivity Disorder. Foster Parent Group, Pocatello, Idaho.

Nunn, G.D. (2000). CBM & Functional Measures of School Performance: The Practice of Data-Based Decision-Making Regarding Student Progress. Pocatello School District 25: Lewis and Clark Elementary, Pocatello, Idaho.

Nunn, G.D. (2000). Results-Based Model: Pilot Sites Core Training. Bureau of Special Education: Boise, ID.

Nunn, G.D. (2000). Results-Based Model: Developing Interventions and Data-Based Decision-Making. Bureau of Special Education: Boise, ID.

Nunn, G.D. (2001). Results-Based Model: Pilot Sites Core Training. Bureau of Special Education: Boise, ID.

Nunn, G.D. (2002). Results-Based Model: Pilot Sites Core Training. Bureau of Special Education: Boise, ID.

Nunn, G.D. (2003). Results-Based Model: Pilot Sites Core Training. Bureau of Special Education: Boise, ID.

Nunn, G.D. (2004). Results-Based Model: Pilot Sites Core Training. Bureau of Special Education: Boise, ID.

Faculty Vita

Nunn, G.D. (2005). Results-Based Model: Pilot Sites Core Training. Bureau of Special Education: Boise, ID.

Nunn, G.D. (2006). Results-Based Model: Pilot Sites Core Training. Bureau of Special Education: Boise, ID.

Nunn, G.D. (2001). Advanced Training Workshops: Results-Based Model: Pilot Sites Core Training. Bureau of Special Education: Boise, ID.

Nunn, G.D. (2002). Advanced Training Workshops: Results-Based Model: Pilot Sites Core Training. Bureau of Special Education: Boise, ID.

Nunn, G.D. (2003). Advanced Training Workshops: Results-Based Model: Pilot Sites Core Training. Bureau of Special Education: Boise, ID.

Nunn, G.D. (2004). Advanced Training Workshops: Results-Based Model: Pilot Sites Core Training. Bureau of Special Education: Boise, ID.

Nunn, G.D. (2005). Advanced Training Workshops: Results-Based Model: Pilot Sites Core Training. Bureau of Special Education: Boise, ID.

Nunn, G.D. (2006). Advanced Training Workshops: Results-Based Model: Pilot Sites Core Training. Bureau of Special Education: Boise, ID.

Nunn, G.D. (2006) Strengthening our schools capacity to use database technology, RTI and problem-solving methodologies. **Madison School District 321**, Rexburg, Idaho. December 2006 1 day workshop for teachers and administrators.

Nunn, G.D. (2006) Utilizing POSSE RTI-PSI Database Software to Implement and Evaluate RTI and Problem Solving in Schools. **Jefferson School District**, Rigby, Idaho, October 2006, 1 day workshop for teachers and administrators.

Nunn, G.D. (2006) Implementing and Evaluation of RTI. **Twin Falls School District**, November, 2006. 1 Day workshop on integrating technology, RTI, and Problem Solving Approaches in their schools district.

Nunn, G.D. (2006) POSSE RTI-PSI Software Training. **Lewis and Clark Elementary School**, District 25, Pocatello, Idaho. Training in using POSSE Software for RTI.

Nunn, G.D. (2006) Results-Base Model Training. ICCEL-RIOT Multi-Method/Multi-Source Assessment. School Districts in **Southeastern Region of Idaho for Bureau of Special Education**, Idaho Fall, Idaho, January 2006.

School Committee Work at the Local, State, & National Levels

Faculty Vita

- ◆ **RBM Task Force:** A member of invited participants to evaluate the impact of this initiative upon Idaho's educational system and its future, Spring 2004-present.
- ◆ **Idaho Board of Education:** Member of the Idaho MOST School Psychology Standards committee to review and revise standards for school psychologists in Idaho, 2000.
- ◆ **Noncategorical Task Force for Special Education:** Member of task force comprised of teachers, school administrators, school psychologists, Bureau of Special Education to explore noncategorical systems for delivery of special education services in Idaho, 1997-98.
- ◆ **Program Evaluation Task Force-Results Based Model:** Member of task force to explore development of program evaluation framework for noncategorical service delivery system in Idaho, 1998.
- ◆ **Positive School Climate Committee:** Service in parent advisory role at Jefferson Elementary School to review the ongoing implementation of efforts to improve school climate and discipline strategies, 1997.
- ◆ **School Improvement Committee:** Member of committee to improve teaching, discipline, and learning outcomes for Rogers Elementary School, 1994-96.

Professional-Related Systems and Clinical Consulting

•Idaho Bureau of Special Education (1997-Present)

Since 1997, I have consulted with the Idaho Bureau of Special Education regarding the development of a "Results-Based Model" approach for providing noncategorical services to special needs and at-risk students in Idaho. Major accomplishments during this time have been the writing of a comprehensive curriculum for training; conducting training workshops in Pocatello, Boise, Couer d'Alene for Pilot Sites, and conducting program evaluation of this initiative during the first year of implementation.

•Student Health Center Idaho State University (1999-2001)

Since 1999, I have consulted with the Student Health Center to conduct assessments of students experiencing concerns regarding attention, depression, and anxiety that were affecting their learning. This involved assessment, report writing, and consultation with physicians of the center.

•Lewis and Clark Elementary School (2000-Present)

Since the spring of 2000, I have been involved in assisting Lewis and Clark Elementary administration with developing functional assessments (e.g. Curriculum-Based Measurement) of students to provide data for screening and problem-solving learning concerns of their students. A major accomplishment of this effort is the ongoing norming of the school with respect to Dynamic Indicators of Basic Skills.

Faculty Vita

•**Jefferson Elementary School (1997-1999)**

Consultation with Jefferson Elementary School resulted in norming the 1st-6th school population with Curriculum-Based Measures of Reading, Spelling, Mathematics, and Written Language for Fall, Winter, and Spring. This has provided the school with a data-base for assessing school performance and ongoing progress of students in these basic skills areas.

•**Bear Lake School District (1999-2000)**

The Bear Lake School District requested services to conduct psychological assessment for Kindergarten through High School . This resulted in conducting psychoeducational assessments on students, writing reports, and consultation with K-12 students regarding learning needs.

•**Shoshone Middle School/High School (2000)**

The Shoshone Middle School/High School requested services to conduct psychological assessment for students identified as having special education needs. Services included primarily psychological assessment and consultation with teachers regarding learning needs.

•**North Gem School District #149 (2000)**

During the spring, summer, and fall I have been gathering and evaluating qualitative and quantitative baseline data regarding this district's technology plan as part of the ICTL Assessment Project conducted by the Intermountain Center for Education Effectiveness at Idaho State University.

•**West Side School District (2000)**

During the spring, summer, and fall I have been gathering and evaluating qualitative and quantitative baseline data regarding this district's technology plan as part of the ICTL Assessment Project conducted by the Intermountain Center for Education Effectiveness at Idaho State University.

•**Marsh Valley Joint School District #21 (2000)**

During the spring, summer, and fall I have been gathering and evaluating qualitative and quantitative baseline data regarding this district's technology plan as part of the ICTL Assessment Project conducted by the Intermountain Center for Education Effectiveness at Idaho State University.

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•Oneida School District #351 (2000)

During the spring, summer, and fall I have been gathering and evaluating qualitative and quantitative baseline data regarding this district's technology plan as part of the ICTL Assessment Project conducted by the Intermountain Center for Education Effectiveness at Idaho State University.

•Preston School District #201 (2000)

During the spring, summer, and fall I have been gathering and evaluating qualitative and quantitative baseline data regarding this district's technology plan as part of the ICTL Assessment Project conducted by the Intermountain Center for Education Effectiveness at Idaho State University.

Off-Campus, Overload, & Continuing Education Courses

The follow table lists overload teaching at Idaho State University from Fall of 1996 to present in programs of School Psychology, Professional Studies Core, and Special Education.

| Course | Credits | Semester | Program |
|--|---------|-------------|---------------------------|
| SCPY 614 Diagnosis & Evaluation of Learning Difficulties | 3 | Fall 2000 | School Psychology |
| EDUC 602 Theories of Learning | 3 | Fall 1999 | Professional Studies Core |
| EDUC 602 Theories of Learning | 3 | Fall 1998 | Professional Studies Core |
| SPED 633 Behaviorally Maladjusted Child | 3 | Spring 1998 | Special Education |
| SPED g433 Emotionally Disturbed Child | 3 | Fall 1997 | Special Education |
| EDUC 610 Statistical Assessment | 3 | Spring 1997 | Professional Studies Core |
| EDUC 602 Theories of Learning | 3 | Spring 1997 | Professional Studies Core |
| Total | 21 hrs | | |

Professional Leadership At the Local, State, and National Levels

•Executive Committee: Idaho School Psychologists Association: 1998-present

Served in this leadership role to assist the state organization to further its goals of improving school psychological services for schools, children, and families in Idaho.

•Editor, The Psychologist, 1998-2002

This role involves the writing, reviewing of articles, organizing, printing and dissemination of this newsletter that is the voice of the Idaho School Psychologists Association, is sent to member in the state, and to all state newsletters in the U.S.

•Advisory Committee Member 1994-96 Drug Free and Safe Schools, Iowa Department of Education

This role involved working on a task force to develop standards, improve training, and to develop statewide conference on drug free and safe schools.

Faculty Vita

•Advisory Committee Member 1988-90 School-Based Youth Services, Iowa Department of Education.

This role involved working on a task force to review grant proposals, develop standards for service delivery, and to provide local consultation for schools wishing to develop comprehensive school-based youth services.

•Chairperson, Developmental Disabilities Training Group, Des Moines Area Community College, 1985-86.

This role involved chairing a group of professionals who coordinated training opportunities to increase knowledge and skills to assist individuals with disabilities for normalization and independence.

•Advisory Committee Member, 1993, Crisis Response Intervention Team, Area Education 6, Marshalltown, Iowa.

This role involved working with an interdisciplinary team of professionals to develop standards and prototypes for crisis response teams in local schools.

•Consultant, Community Youth Development Committee, 1993, Marshalltown, Iowa.

This role involved working with community agencies, volunteers, teachers, and other professionals to enhance social and vocational services and programs for youth.

•School Volunteer/Mentor Program Marshalltown Community School District, 1984-88

This role involved working with educators and administrators to increase the level of training and implementation of mentoring programs in local schools.

•Chairperson, Clinical School Services Planning Committee, Area Education Agency 6, Marshalltown, Iowa

This role involved working with administrators, schools, and mental health service providers to integrate mental health and related services between schools, agencies, and family support systems.

University Committee Work & Leadership

•University

- Professional Policies Council (1998-2000)
- Graduate Faculty Member (1996-present)
- Graduate Faculty Representative (1996-present)

•College

- Student Inter-group Committee (1999-Present)
- Search Committee Chair: School Psychology (1999)
- Advising Committee/Task Force (1998)
- Professional Achievement Awards Selection Committee (1997-Present)
- Search Committee-Elementary Education/Literacy (1998)

•Division/Program Area

- Program Area Coordinator for School Psychology (1999-present)
- NCATE Work Committee for Standard 1
- NASP Accreditation Work Committee

Faculty Vita

Department Level Promotion and Tenure Committees

Since 1996, I have served on approximately 27 Promotion and Tenure Committees, and have been the Chair of 4 of these during this time.

Graduate Faculty Representative/Graduate Committee Member/Chair

Since 1996, I have served on over 100 graduate Committees for students in School Psychology and other programs, e.g., Psychology, Speech Pathology, Educational Leadership.

School Psychology Oral Defense Committees for M.Ed. & Ed.S. & Ph.D. Candidates

Since 1996, I have served on approximately 100 Oral Defense Committees for the College of Education, Department of Audiology; College of Fine Arts; Department of Psychology; HTRD; Educational Leadership; Special Education, and our own Program of School Psychology. I have been the chair of approximately 80 of these committees in School Psychology and have had primary responsibility for advisement regarding portfolio development for most of these.

Program Area Leader/Coordinator

I have been the Program Area Leader for School Psychology from the period of 1999 to present (refer to Page 1 of this document for extensive description of role).

Faculty Mentor

I have been faculty mentor for **Dr. Art Bangert**, who began his faculty role as Assistant Professor of School Psychology in Fall of 1999 in the School Psychology Program at Idaho State University; **Dr. Paul Jantz**, who began his faculty role as Assistant Professor of School Psychology in Fall of 2005; and **Dr. Lloyd Peterson**, who began his faculty role as assistant Professor of School Psychology in Fall of 2005.

Faculty Vita

References

Gerald Spadafore, Ph.D.
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Temecula, CA 92591
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