

# **Amy L. Reschly**

## **Brief Vita**

*Formerly: Amy Reschly Anderson*

### *Contact information*

School Psychology Program  
Department of Educational Psychology & Instructional Technology  
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### **Current Position**

Associate Professor, Department of Educational Psychology & Instructional Technology, University of Georgia.

### **Education**

- Ph.D. in Educational Psychology (School Psychology). May 2004, *University of Minnesota*
- Master of Arts degree in Educational Psychology. December 2000, *University of Minnesota*
- Bachelor of Arts degree with a major in Psychology and a minor in Spanish. With honors and highest distinction. May 1997, *University of Iowa*

### **Editorial Activities**

- Associate Editor, *School Psychology Quarterly*, 2009 –  
Assistant Editor, *School Psychology Quarterly*, 2007 – 2008
- Editorial Board, *Journal of School Psychology*, 2007 –
- Editorial Board, *Journal of Early Intervention*, 2008 –
- Student Editorial Board, *School Psychology Quarterly*. 2002

### **Professional Affiliations**

- National Association of School Psychologists
- American Psychological Association & Division 16 (School Psychology)
- Georgia Association of School Psychologists

## Scholarly Publications

\*under Anderson and Reschly

### Books

S.L. Christenson & A.L. Reschly (Eds). (2009). *Handbook of School-Family Partnerships*. New York: Routledge, Taylor and Francis

### Journal Articles:

- Reschly**, A.L. & Christenson, S.L. (in press). Moving from ‘Context Matters’ to Engaged Partnerships with Families. *Journal of Educational & Psychological Consultation*.
- Landis\*, R. N. & **Reschly**, A. L. (in press). An Examination of Compulsory School Attendance Ages and High School Dropout and Completion. *Educational Policy*.
- Betts, J., Appleton, J.J., **Reschly**, A.L., Christenson, S.L., & Huebner, E.S. (in press). A study of the reliability and construct validity of the School Engagement Instrument across multiple grades. *School Psychology Quarterly*.
- Sandberg\*, K. & **Reschly**, A. L. (2010). Curriculum Based Measurement and English Learners: A review of the literature. *Remedial & Special Education. OnlineFirst*. DOI: 10.1177/0741932510361260
- Reschly**, A. (2010). Reading and school completion: Critical connections and Matthew effects. *Reading and Writing Quarterly*, 26, 1-23.
- Lewis\*, A. D., Huebner, E. S., **Reschly**, A. L., & Valois, R. F. (2009). The incremental validity of positive emotions in predicting school functioning. *Journal of Psychoeducational Assessment*, 27, 397-408.
- Reschly**, A. L., Busch, T. W., Betts, J., Deno, S. L., & Long, J. (2009). Curriculum-Based Measurement Oral Reading as an indicator of reading achievement: A meta-analysis of the correlational evidence. *Journal of School Psychology*, 47, 427-469.
- Deno, S., **Reschly**, A.L., Lembke, E, Magnussen, D., Callender, S., Windram, H., & Statchel, N. (2009). A school-wide model for progress monitoring. *Psychology in the Schools*, 46, 44-55.
- Betts, J., **Reschly**, A.L., Pickart, M., Heistad, D., & Sheran, C. (2008). An examination of predictive bias for second grade reading outcomes from measures of early literacy skills in kindergarten with respect to ELL and ethnic subgroups. *School Psychology Quarterly*, 23, 553-570.
- Reschly**, A.L., Huebner, E.S., Appleton, J.J., & Antaramian, S. (2008). Engagement as flourishing: The role of positive emotions and coping in student engagement at school and with learning. *Psychology in the Schools*, 45(5), 419-431.
- Muyskens, P., Marston, D., & **Reschly**, A. (2007). The use of Response to Intervention practices for behavior: An examination of the validity of a screening instrument. *California School Psychologist Journal*, 12, 31-45.

- Missall, K., **Reschly**, A., Betts, J., McConnell, S.M, Heistad, D., Pickart, M., Sheran, C., & Marston, D. (2007). Examination of the predictive validity of preschool early literacy skills. *School Psychology Review*, 36(3), 433-452.
- Busch, T.W., & **Reschly**, A.L. (2007). Progress monitoring in reading: Using curriculum-based measurement in a Response to Intervention Model. *Assessment for Effective Intervention*, 32(4), 223-230.
- Christenson, S.L., Picklo, D.M., Triezenberg, H.L., Yssledyke, J.E., & **Reschly**, A. (2007). Consequences of high stakes assessment for students with and without disabilities. *Educational Policy*, 21, 662-690.
- Marston, D., Pickart, M., **Reschly**, A., Muyskens, P., Heistad, D., & Tindal, G. (2007). Early literacy measures for improving student reading achievement: Translating research into practice. *Exceptionality*, 15(2), 97-118.
- Reschly**, A. & Christenson, S.L. (2006). Prediction of dropout among students with mild disabilities: A case for the inclusion of student engagement variables. *Remedial and Special Education*, 27, 276-292.
- Appleton, J., Christenson, S.L., Kim, D., & **Reschly**, A. (2006). Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. *Journal of School Psychology*, 44, 427-445.
- Anderson**, A.R., Christenson, S.L., Sinclair, M.F., & Lehr, C. (2004). Check & Connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology*, 42(2), 95-113.
- Morse, A.B., **Anderson**, A.R., Christenson, S.L., & Lehr, C.A. (February, 2004). Promoting school completion. *Principal Leadership*, 4(6), 9-13.
- Sinclair, M.F., Christenson, S.L., Lehr, C.A., & **Anderson**, A.R. (2003). Facilitating student engagement: Lessons learned from Check & Connect longitudinal studies. *The California School Psychologist*, 8(1), 29-42.
- Christenson, S.L., & **Anderson**, A.R. (2002). Commentary: The centrality of the learning context for students' academic enabler skills. *School Psychology Review*, 31(3), 378-393.
- Wallace, T., **Anderson**, A.R., & Bartholomay, T. (2002). Collaboration: A factor associated with the success of three inclusive high schools. *Journal of Educational and Psychological Consultation*, 13(4), 349-381.
- Wallace, T., **Reschly Anderson**, A., Bartholomay, T., & Hupp, S. (2002). An ecobehavioral examination of high school classrooms that include students with disabilities. *Exceptional Children*, 68(3), 345-359.

### **Book Chapters:**

- Sandberg\*, K & **Reschly**, A.L. (in press). Out of school time and reading achievement: Implications for practice. In J. Warnik, K. Warnick, & A. Laffoon (Eds.), *Policy and Practice: The Good, the Bad and the Pseudoscience*. New York: Nova Science.
- Reschly**, A.L. (2010). Partnering with families on RTI implementation. To appear in *What Do I Do When . . . The Answer Book on RTI*. Palm Beach Gardens, FL: LRP.
- Christenson, S. L., & **Reschly**, A. L. (2010). Check & Connect: Enhancing school completion through student engagement. In E. Doll, & J. Charvat (Eds.). *Handbook of Prevention Science*. Lawrence Erlbaum Associates, Inc.

- Huebner, E. S., Gilman, R., **Reschly**, A. L., & Hall, R. (2009). Positive schools. In C. R. Snyder & S. J. Lopez (Eds.), *Oxford Handbook of Positive Psychology – 2nd Ed.* (pp. 561-568). Oxford University Press.
- Reschly**, A. L., & Christenson, S. L. (2009). Parents as essential partners for fostering students' learning outcomes. In R. Gilman, E. S. Huebner, & M. Furlong (Eds). *A handbook of positive psychology in schools* (pp. 257-272). New York: Routledge.
- Jimerson, S., **Reschly**, A. L., & Hess, R. (2008). Best practices in increasing the likelihood of school completion. In A. Thomas & J. Grimes (Eds). *Best Practices in School Psychology - 5<sup>th</sup> Ed* (pp. 1085-1097). Bethesda, MD: National Association of School Psychologists.
- Christenson, S. L., **Reschly**, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P. (2008). Best practices in fostering student engagement. In A. Thomas & J. Grimes (Eds). *Best Practices in School Psychology - 5<sup>th</sup> Ed* (pp. 1099-1119). Bethesda, MD: National Association of School Psychologists.
- Reschly**, A., Coolong, M. A., Christenson, S. L., & Gutkin, T. B. (2007). Contextual influences and RTI: Critical issues and strategies. In S.R. Jimerson, M.K. Burns & A.M. VanDerHeyden (Eds.), *The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention* (pp.148-160). New York: Springer
- Marston, D., **Reschly**, A., Lau, M., Musykens, P., & Canter, A. (2007). Historical perspectives and current trends in problem solving: The Minneapolis story. In D. Hagar, J. Klinger, and S. Vaughn (Eds.), *Evidence-Based Reading Practices for Response to Intervention* (pp. 265-285). Baltimore: Brookes.
- Reschly**, A. & Christenson, S. L. (2006). Promoting School Completion. In G. Bear & K. Minke (Eds), *Children's Needs III: Understanding and addressing the developmental needs of children* (pp. 103- 113). Bethesda, MD: National Association of School Psychologists.
- Louis, K. S., **Anderson**, A. & Reidel, E. (2006). The impact of mental models, professional community, and interdisciplinary teaming on classroom practice. In K. Louis, *Organizing for School Change*, (pp 277-297). New York: Routledge.
- Christenson, S. L., Godber, Y., & **Anderson**, A. R. (2005). Critical issues facing families and schools. In E.N. Patrikakou, R.P. Weissberg, S. Redding, & H.J. Walberg (Eds). *School-Family Partnerships: Promoting the Social, Emotional, and Academic Growth of Children* (pp. 21-39). New York: Teachers College Press.
- Christenson, S.L., **Anderson**, A.R., & Hirsch, J.A. (2004). Families with aggressive children and adolescents. In J. C. Conoley and A. Goldstein (Eds.), *School Violence: A Practical Handbook* (2<sup>nd</sup> Ed), (pp 359–399). New York: Guilford Press.

## Other Publications

- Reschly**, A. L. & Lovelace\*, M. (in press). *Promoting Student Engagement to Enhance School Completion: Information and Strategies for Educators. Helping Children at Home and at School – 3<sup>rd</sup> Ed.* Bethesda, MD: National Association of School Psychologists.
- Reschly**, A. L., & Glueck\*, C. (in press). *Promoting Student Engagement to Enhance School Completion: Information and Strategies for Families. Helping Children at Home and at School – 3<sup>rd</sup> Ed.* Bethesda, MD: National Association of School Psychologists
- Reschly**, A.L. & Christenson, S. L. (2010). *Check & Connect: Helping Struggling Readers Stay*

- in School*. Invited post. Available on-line: <http://www.reading2008.com/blog/check-connect-helping-struggling-readers-stay-in-school.htm>
- Reschly, A. L. & Landis\*, R.** (2010). High School Dropout Prevention and the Compulsory School Attendance Age. In E. Houck (Ed.), *Georgia Education Policy Papers: A collection of papers for the 2010 legislative session*. Educational Policy & Evaluation Center, University of Georgia, Athens, GA.
- Christenson, S.L., Thurlow, M.L., Sinclair, M.F., Lehr, C., Kaibel, C., **Reschly, A.L.**, Mavis, A., & Pohl, A. (2008). *The intervention manual and guide for Check & Connect: A comprehensive student engagement intervention*. Institute on Community Integration, University of Minnesota. Minneapolis, MN.
- Reschly, A.L.** (2008). *Schools, families and response to intervention*. Invited piece for the RTI Action Network, National Center on Learning Disabilities. Available on-line at: <http://www.rtinetwork.org/Essential/Family/ar/Schools-Families-and-Response-to-Intervention>
- Reschly, A.L.**, Appleton, J.J., & Christenson, S.L. (2007, June). Student engagement at school and with learning: Theories and intervention. *Communiqué*, 35(8). National Association of School Psychologists.
- Anderson, A.R.**, Christenson, S.L., & Lehr, C.A. (2004, August). School completion and student engagement.. In the *Guidance Channel On-line*. August, 2004 Submission by the National Association of School Psychologists. Available on-line at: <http://www.guidancechannel.com/ezine.asp?index=1553&cat=13>
- Anderson, A.R.**, Christenson, S.L., & Lehr, C.A. (2004). Promoting Student Engagement to Enhance School Completion: Information and Strategies for Educators. In A. Canter, L. Paige, M. Roth, I. Romero, & S. Carroll (Eds.), *Helping Children at Home and at School – 2<sup>nd</sup> Ed.* National Association of School Psychologists: Bethesda, MD.
- Louis, K.S., **Anderson, A.R.**, & Riedel, E. (2003). *Implementing Arts for Academic Achievement: The impact of mental models, professional community, and interdisciplinary teaming*. Minneapolis, MN: Center for Applied Research & Educational Improvement.
- Christenson, S.L., Godber, Y., & **Anderson, A.R.** (2003, March). Critical issues facing families and schools. *The LSS Review*, 2(1), 8-9.
- Anderson, A.R.**, & Ingram, D. (2003). *Arts for Academic Achievement: Results from the annual teacher survey*. Minneapolis, MN: Center for Applied Research & Educational Improvement.
- Anderson, A.R.** & Ingram, D. (2002). *Arts for academic achievement: Results from the 2000-2001 teacher survey*. Minneapolis, MN: Center for Applied Research & Educational Improvement.
- Anderson, A.R.** (2000). *An investigation of perspectives on the monitor-child relationship and intervention success for students in the Check & Connect program*. Unpublished master's thesis, University of Minnesota.

- Lehr, C.A., Christenson, S.L., Sinclair, M.F., Havsy, L.H., & **Anderson**, A.R. (1999). Contextual factors influencing school engagement for high risk elementary students in check & connect. Unpublished manuscript, University of Minnesota.
- Kemis, M., Kerry Moran, K.J., & **Anderson**, A.R. (1998). *Evaluation report: National K-12 foreign language resource center*. Ames, IA: Research Institute for Studies in Education.
- Anderson**, A.R. (1997). The role of social referencing in the development of restraint and internalization: A longitudinal study from 8-15 months. Unpublished honors thesis, University of Iowa.

### **Scholarly Presentations**

*Students noted with an \**

- Glueck\*, C. & **Reschly**, A.L. (2010, March). *An examination of parent and teacher expectations and students' academic outcomes*. Presentation at the annual meeting of the National Association of School Psychologists. Chicago, IL.
- Landis\*, R.N. & **Reschly**, A.L. (2010, March). *Can Raising the Mandatory School Attendance Age Aid Dropout Prevention?* Presentation proposal accepted for the upcoming annual meeting of the National Association of School Psychologists. Chicago, IL.
- Lovelace\*, M., **Reschly**, A.L., & Appleton, J.J. (2010, March). *Validating an Engagement Measure on Student Populations At-Risk of Dropout*. Presentation at the annual meeting of the National Association of School Psychologists. Chicago, IL.
- Sandberg\*, K., **Reschly**, A.L., & Callahan, R. (2010, March). *Student Engagement and Dropout for Language Minority Students*. Presentation at the annual meeting of the National Association of School Psychologists.
- Reschly**, A. L., & Betts, J. (2009, February). *An Empirical Examination of Student Engagement and Motivation*. Paper presentation at the 2009 annual meeting of the National Association of School Psychologists.
- Sandberg\*, K. L., **Reschly**, A. L., & Betts, J. (2009, February). *A Year-round Examination of Early Literacy Skill Growth*. Paper presentation at the 2009 annual meeting of the National Association of School Psychologists. Boston, MA.
- Gutkin, T. B., Doll, B. J., **Reschly**, A. L., Stoiber, K. C., Hintze, J. M., & Conoley, J. C. (2008, August). *Ecological Approaches to School Psychological Services: Putting Theory Into Action*. Symposium at the 2008 annual meeting of the American Psychological Association. Boston, MA.
- Appleton, J. J., Betts, J., **Reschly**, A. L., Christenson, S. L. (2008, August). *The construct stability of student engagement across diverse samples*. Poster presented at the 2008 annual meeting of the American Psychological Association. Boston, MA.
- Sandberg, K. L. & **Reschly**, A. L. (2007, October). *Assessment with English learners: Using Curriculum-Based Measurement as an alternative*. Poster session presented at the fall conference of the South Carolina Association of School Psychology, Columbia, SC.
- Christenson, S. L., **Reschly**, A. L., & Appleton, J. J. (2007, April). *Measuring cognitive and psychological engagement: Relevance for interventions with students at risk of dropout*. Paper symposium presentation at the 2007 annual meeting of the American Educational Research Association. Chicago, IL.

- Lewis, A. D., Huebner, E. S., & **Reschly**, A. L. (2007, March). *Examining the high school transition on student engagement*. Presentation at the 2007 annual meeting of the National Association of School Psychologists. New York, NY.
- Betts, J. & **Reschly**, A. L. (2007, March). *Predictive Bias Studies: Longitudinal findings spanning kindergarten to second grade*. Paper presentation at the 2007 annual meeting of the National Association of School Psychologists. New York, NY.
- Reschly**, A. L., Appleton, J. J., Christenson, S. L., Betts, J., Antamarian, S., Lewis, A. D., & Huebner, E. S. (2007, March). *Student engagement: Conceptualization, measurement, and initial findings*. Symposium presentation at the 2007 annual meeting of the National Association of School Psychologists. New York, NY.
- Reschly**, A., Busch, T. W., & Deno, S. L. (2006, August). *CBM-Reading and Reading Achievement: A meta-analysis of the correlational evidence*. Presentation at the 2006 annual meeting of the American Psychological Association, New Orleans, LA.
- Appleton, J. J., Christenson, S. L., Kim, D., & **Reschly**, A. (2006, March). Assessing the Psychometric Properties of a Student Engagement Survey with Urban 9<sup>th</sup> Graders. Paper presented at the annual meeting of the Society for Research on Adolescence, San Francisco, CA
- Reschly, D. J., & **Anderson**, A.R. (2005, August). *School psychology roles with problem solving and RTI classification criteria*. Presentation at the 2005 annual meeting of the American Psychological Association, Washington, DC.
- Anderson**, A. R., Missall, K., McConnell, S., Heistad, D., Pickart, M., & Sheran, C. (2005, August). Measures of early literacy: Examining growth from preschool to school entry and associations with reading in the 1<sup>st</sup> grade. Presentation at the 2005 annual meeting of the American Psychological Association, Washington, DC.
- Missall, K., **Anderson**, A. R., Sheran, C., & Pickart, M. (2005, March). *A longitudinal examination of literacy development from preschool to kindergarten*. Presentation at the 2005 annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Anderson**, A. R. (2004, April). *An examination of the engagement and dropout of students with mild disabilities*. Presentation at the 2004 annual meeting of the National Association of School Psychologists, Dallas, TX.
- Anderson**, A. R. (2004, March). *Student engagement and dropout: An investigation with students who have mild disabilities*. Presentation at the 4th Annual Educational Psychology Graduate Student Research Day, University of Minnesota.
- Anderson**, A. R. & Christenson, S. L. (2004, February). *Engagement and dropout among students with mild disabilities*. Presentation at the University of Minnesota, College of Education and Human Development Research Day, Minneapolis, MN.
- Louis, K. S., **Anderson**, A. R., & Reidel, E. (2004, January). *Mental models, professional community, interdisciplinary teaming, and classroom practice*. Presentation at the International Congress for School Effectiveness and School Improvement, Rotterdam.

- Anderson, A. R., Esler, A. N., & Christenson, S. L. & Black, K. A.** (2003, April). *Across the school door: A national survey of educators*. Paper presentation at the annual meeting of the National Association of School Psychologists, Toronto, Canada.
- Ysseldyke, J., Christenson, S. L., & **Anderson, A. R.** (2003, April). *Assessing the extent to which evidence-based instructional practices are in place for individual learners*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Toronto, Canada.
- Anderson, A. R., & Deno, S.** (2003, March). *The criterion validity of the MAZE: MAT-7, MCAs, and oral reading*. Poster presentation at the 3<sup>rd</sup> Annual Educational Psychology Graduate Student Research Day, University of Minnesota.
- Deno, S., Zorka, H., Lembke, E., Callender, S., & **Anderson, A.R.** (2002, March). *Developing a school-wide model for progress monitoring*. Poster presentation at the 2<sup>nd</sup> Annual Educational Psychology Graduate Student Research Day, University of Minnesota.
- Deno, S., **Anderson, A. R.**, Callender, S., Lembke, E., & Zorka, H. (2002, February). *Developing a school-wide model for progress monitoring: A case example and empirical analysis*. Symposium at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Anderson, A. R. & Havsy, L. H.** (2001, April). *Check & Connect: An examination of the middle school transition*. Poster presentation at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Anderson, A. R.** (2001, April). *Check & Connect: An investigation of relationship and risk*. Poster presentation at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Anderson, A. R.** (2001). *An investigation of perspectives on the monitor-child relationship and intervention success for students in the Check & Connect program*. Poster presentation at the first annual Educational Psychology Graduate Student Research Day, University of Minnesota.
- Christenson, S. L., **Anderson, A. R.**, Sinclair, M. F., & Lehr, C. A. (2001, April). *Effectiveness of coping for successful and unsuccessful Check & Connect students*. Paper presentation at the annual meeting of the American Educational Research Association, Seattle, WA.
- Christenson, S. L., Lehr, C. A., Havsy, L. H., & **Anderson, A. R.**, & Pagliocca, P. M. (2000, April). *Check & Connect: Promoting school engagement of elementary students*. Symposium presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Kochanska, G., Mordhorst, M. J., & **Reschly, A. L.** (1997). *Child temperament and maternal discipline as contributors to emerging restraint in infancy*. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Washington, DC.

## Media Interviews

- January, 2009. Invited appearance on the Georgia Public Broadcast television show, *Georgia Weekly*, to discuss dropout and school completion in the state of Georgia.  
Available on-line at:  
<http://link.brightcove.com/services/link/bcpid1155269983/bctid6247924001>