

**JOHN M. HINTZE**  
University of Massachusetts at Amherst  
School Psychology Program  
Furcolo S156  
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## **EDUCATION**

- Ph.D. School Psychology  
American Psychological Association (APA) Accredited  
Lehigh University, Bethlehem, PA (October 1994)  
Dissertation: The Utility of Curriculum-Based Measurement for Monitoring  
Progress Across Divergent Reading Curricula.  
(Chair: Dr. Edward S. Shapiro)
- Predocotrual Psychology Internship (APA Accredited)  
University of Pennsylvania School of Medicine  
Department of Pediatric Psychology - University Affiliated Program  
Children's Seashore House, Philadelphia, PA
- M.A. School Psychology, Alfred University, Alfred, N.Y., 1984.
- B.A. Psychology, SUNY Cortland, Cortland, N.Y., 1982.

## **PROFESSIONAL EXPERIENCE**

Department Chair, Department of Student Development, University of Massachusetts at Amherst, 9/2018 to 1/2020.

Professor, School Psychology Program, University of Massachusetts at Amherst, 9/07 to present.

Program Director, School Psychology Program, University of Massachusetts at Amherst, 9/01 to 12/15.

Associate Professor, School Psychology Program, University of Massachusetts at Amherst, 9/01 to 8/07.

Assistant Professor, School Psychology Program, University of Massachusetts at Amherst, 8/98 to 8/01.

Assistant Professor, Department of Educational Psychology, School Psychology Program, University of Connecticut, 9/94 to 8/98.

Supervisor, Referral & Screening Services, UPLD - University Program for College Students with Learning Disabilities, University of Connecticut, 9/95 to 8/98.

### School Psychologist

- Liberty Township School District, Great Meadows, N.J., 9/90 to 6/93
- Monticello Central School District, Monticello, N.Y., 9/89 to 8/90
- Elmira City School District, Elmira, N.Y., 9/85 to 8/89
- Association for Retarded Citizens, Elmira, N.Y., 3/86 to 7/89
- United Cerebral Palsy of New York State, New York, N.Y., 8/84 to 8/85

## **AWARDS & RECOGNITIONS**

### **Research**

- *Lightner Witmer Award*: Division 16 of the APA (1999) for Distinguished Scientific Early Career Contributions to the Field of School Psychology
- *Distinguished Research Award*: (2002) Northeastern Educational Research Association of the AERA
- *Society for the Study of School Psychology*: Member (2004 to present)
- *APA Fellow*: (2006 to present)

### **Service**

- *National Trainer*, U.S. Department of Education National Center on Response to Intervention, Technical Assistance Center, American Institutes for Research, Washington, DC (2009 to present)
- *National Technical Review Board Member*, U.S. Department of Education National Center on Response to Intervention, Technical Assistance Center, American Institutes for Research, Washington, DC (2007 to present)
- *National Technical Review Board Member*, U.S. Department of Education National Center on Student Progress Monitoring, Technical Assistance Center, American Institutes for Research, Washington, DC (2003 to 2008)
- *National Trainer*, U.S. Department of Education National Center on Student Progress Monitoring, Technical Assistance Center, American Institutes for Research, Washington, DC (2003 to 2008)
- *Recognition for Outstanding Services as APA Division 16 Program Chair*: (2002)
- *Editorial Appreciation Award*: NASP (2001) in Recognition of Outstanding Leadership and Service on the Editorial Advisory Board of *School Psychology Review*
- *President*: Berkshire Association of Behavior Analysis & Therapy (1999-2000)
- *President Elect*: Berkshire Association of Behavior Analysis & Therapy (1998-1999)

### **Teaching**

- *Eli Lilly Teaching Fellow* (2002-2003)
- Nominated for the *University of Massachusetts Distinguished Teaching Award* (Oct. 1999)
- Nominated for the *Lilly Teaching Fellows Program - University of Massachusetts* (Feb. 2000)

### Other

- Lehigh University *College of Education Alumni Award* (Nov. 2003)

### PUBLICATIONS IN REFEREED JOURNALS

- Hintze, J. M., Wells, C. S., Marcotte, A. M., & Solomon, B. G. (2018). Decision making accuracy of CBM progress monitoring time series data. *Journal of Psychoeducation Assessment, 36*, 74-81.
- Furey, W. M., Marcotte, A. M., Wells, C. S., & Hintze, J. M. (2017). The effects of supplemental sentence-level instruction for fourth grade students identified as struggling writers. *Reading and Writing Quarterly: Overcoming Learning Difficulties, 33*, 563-578.
- Furey, W. M., Marcotte, A. M., Hintze, J. M., & Shackett, C. M. (2016). Concurrent validity and classification accuracy of curriculum-based measurement for written expression. *School Psychology Quarterly, 31*, 358-368.
- Solomon, B. G., Klein, S. A., Hintze, J. M., Cressey, J. M., & Peller, S. L. (2012). A Meta-Analysis of School-Wide Positive Behavior Support: An Exploratory Study Using Single-Case Synthesis, *Psychology in the Schools, 49*, 105-121.
- Eckert, T. L., & Hintze, J. M. (2011). School psychology publishing contributions to the advancement of knowledge, science, and its application: An introduction to the themed issue. *Journal of School Psychology, 49*, 613-616.
- Volpe, R. J., McConaughy, S. H., & Hintze, J. M. (2009). Generalizability of classroom behavior problem and on-task scores from the direct observation form. *School Psychology Review, 38*, 382-401.
- Marcotte, A. M. & Hintze, J. M. (2009). Incremental and predictive utility of formative assessment methods of reading comprehension. *Journal of School Psychology, 47*, 315-335.
- Hintze, J. M. (2009). Conceptual and empirical issues related to developing a response-to-intervention framework. *Journal of Evidence-Based Practices for Schools, 9*, 128-147.
- Keller-Margulis, M. A., Shapiro, E. S., & Hintze, J. M. (2008). Long-term diagnostic accuracy of curriculum-based measures in reading and mathematics on statewide and large scale achievement tests. *School Psychology Review, 37*, 374-390.
- Methe, S. A., Hintze, J. M., & Floyd, R. G. (2008). Validation and diagnostic accuracy of early numeracy skill indicators. *School Psychology Review, 37*, 359-373.

- Silberglitt, B. & Hintze, J. M. (2007). How much growth can we expect? A conditional analysis of R-CBM growth rates by level of performance. *Exceptional Children, 74*, 71-84.
- Wells, C. S. & Hintze, J. M. (2007). Dealing with assumptions underlying statistical tests. *Psychology in the Schools, 44*, 495-502.
- Shapiro, E. S., Keller, M. A., Lutz, J. G., Santoro, L. E., & Hintze, J. M. (2006). Curriculum based measures and performance on state assessment and standardized tests: Reading and math performance in Pennsylvania. *Journal of Psychoeducational Assessment, 24*, 19-35.
- Hintze, J. M., Christ, T. J., & Methe, S. A. (2006). Curriculum-based assessment. *Psychology in the Schools, 43*, 45-56.
- Hintze, J. M. (2005). Psychometrics of direct observation. *School Psychology Review, 34*, 507-519.
- Silberglitt, B. & Hintze, J. M. (2005). Formative assessment using CBM-R cut scores to track progress toward success on state-mandated achievement tests: A comparison of methods. *Journal of Psychoeducational Assessment, 23*, 304-325.
- Volpe, R. J., DiPerna, J. C., Hintze, J. M., & Shapiro, E. S. (2005). Observing students in classroom settings: A review of seven available coding schemes. *School Psychology Review, 34*, 454-474.
- Hintze, J. M., & Silberglitt, B. (2005). A Longitudinal Examination of the Diagnostic Accuracy and Predictive Validity of R-CBM and High-Stakes Testing. *School Psychology Review, 34*, 372-386.
- Christ, T. J., Johnson-Gros, K. N., & Hintze, J. M. (2005). An examination of the reliability of the digit correct fluency metric in making mathematics calculations decisions. *Psychology in the Schools, 42*, 615-622.
- Hintze, J. M., & Christ, T. J. (2004). An examination of variability as a function of passage variance in CBM progress monitoring. *School Psychology Review, 33*, 204-217.
- Hintze, J. M., & Matthews, W. J. (2004). The generalizability of systematic direct observations across time and setting: A preliminary investigation of the psychometrics of behavioral assessment. *School Psychology Review, 33*, 258-270.
- Hintze, J. M., Ryan, A. L., & Stoner, G. (2003). Concurrent validity and diagnostic accuracy of the Dynamic Indicators of Basic Early Literacy Skills and the Comprehensive Test of Phonological Processing. *School Psychology Review, 32*, 541-556.
- Methe, S. A., & Hintze, J. M. (2003). The effects of teacher modeling and feedback on the

- sustained silent reading behavior of elementary age children. *School Psychology Review*, 32, 617-623.
- Hintze, J. M., Callahan, J. E., Matthews, W. J., Williams, S. A., & Tobin, K. (2002). Oral reading fluency and prediction of reading comprehension in African-American and Caucasian elementary school children. *School Psychology Review*, 31, 540-553.
- Hintze, J. M., & Christ, T. J., Keller, L. A. (2002). The generalizability of CBM survey-level mathematics assessments: Just how many samples do we need? *School Psychology Review*, 31, 514-528.
- Stoner, G., Scarpati, S. E., Phaneuf, R. L., & Hintze, J. M. (2002). Using curriculum based measurement to evaluate intervention efficacy. *Child and Family Behavior Therapy*, 24, 101-112.
- Hintze, J. M., & Pelle Petite, H. A. (2001). The generalizability of CBM oral reading fluency measures across general and special education. *Journal of Psychoeducational Assessment*, 19, 158-170.
- Hintze, J. M., & Eckert, T. L. (2000). The use of functional assessment and analysis strategies to reduce the noncompliant behavior of a child with autism. *Proven Practice: Prevention & Remediation Solutions for Schools*, 3, 9-15.
- Conte, K. L., & Hintze, J. M. (2000). The effects of performance feedback and goal setting on oral reading fluency within curriculum-based measurement. *Diagnostique*, 25, 85-98.
- Eckert, T. L., & Hintze, J. M. (2000). Behavioral conceptions and applications of acceptability: Issues related to service delivery and research methodology. *School Psychology Quarterly*, 15, 123-148.
- Hintze, J. M., Owen, S. V., Shapiro, E. S., & Daly, E. J. (2000). Generalizability of oral reading fluency measures: Application of G theory to curriculum-based measurement. *School Psychology Quarterly*, 15, 52-68.
- Daly, E. J., Hintze, J. M., & Hamler, K. R. (2000). Improving practice by taking steps toward technological improvements in academic intervention in the new millennium. *Psychology in the Schools*, 37, 1-12.
- Eckert, T. L., Hintze, J. M., & Shapiro, E. S. (1999). Development and refinement of a measure for assessing the acceptability of assessment methods: The Acceptability Rating Profile-Revised. *Canadian Journal of School Psychology*, 15, 21-42.
- Passarello, D. J., & Hintze, J. M., Owen, S. V., & Gable, R. K. (1999). Exploratory factor analysis of parent ratings of child and adolescent anxiety: A preliminary investigation. *Psychology in the Schools*, 36, 89-102.

- Hintze, J. M., Daly, E. J., & Shapiro, E. S. (1998). An investigation of the effects of passage difficulty level on oral reading fluency for progress monitoring. *School Psychology Review, 27*, 433-445.
- Basile, I. M., & Hintze, J. M. (1998). Combined effects of differential reinforcement of low rate (DRL) and alternative (DRA) schedules on out-of-seat behavior. *Proven Practice: Prevention & Remediation Solutions for Schools, 1*, 22-27.
- Bray, M. A., Kehle, T. J., Spackman, V. S., & Hintze, J. M. (1998). An intervention program to increase reading fluency. *Special Services in the Schools, 14*, 105-125.
- Daly, E. J., Martens, B. K., Dool, E. J., & Hintze, J. M. (1998). Using brief functional analysis to select interventions for oral reading. *Journal of Behavioral Education, 8*, 203-218.
- Bray, M. A., Kehle, T. J., & Hintze, J. M. (1998). Profile analysis with the Weschler scales: Why does it persist? *School Psychology International, 19*, 209-220.
- Hintze, J. M., Shapiro, E. S., Conte, K. L., & Basile, I. M. (1997). Oral reading rate and authentic reading curricula: Criterion validity of the technical features of CBA survey level assessment. *School Psychology Review, 26*, 535-553.
- Hintze, J. M., & Shapiro, E. S. (1997). Curriculum-based measurement and literature-based reading: Is curriculum-based measurement meeting the needs of changing reading curricula? *Journal of School Psychology, 35*, 351-375.
- Eckert, T. L., Hintze, J. M., & Shapiro, E. S. (1997). School psychologists' acceptability of behavioral and traditional assessment procedures for externalizing problem behaviors. *School Psychology Quarterly, 12*, 150-169.
- Hintze, J. M., Shapiro, E. S., & Lutz, J. G. (1994). The effects of curriculum on the sensitivity of curriculum-based measurement in reading. *The Journal of Special Education, 28*, 188-202.

## **BOOK CHAPTERS**

- Fefer, S. A., Marcotte, A. M., Matthews, W. J., & Hintze, J. M. (2021). Succeeding during retirement from university settings. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of university and professional careers in school psychology* (pp. 117-132). New York: Routledge.
- Hintze, J. M., & Marcotte, A. M. (2010). Student assessment and data-based decision making. In T. A. Glover & S. Vaughn (Eds.), *The promise of response to intervention* (pp. 57-77). New York: Guilford.
- Marcotte, A. M. & Hintze, J. M. (2010). Assessment of academic skills in reading within a problem solving model. In G. A. Gimpel Peacock, R. A. Ervin, E. J. Daly, & K. W.

- Merrell (Eds.), *Practical handbook of school psychology* (pp. 67-85). New York: Guilford Press.
- Hintze, J. M. (2008). Curriculum-based assessment and other performance based strategies. In T. B. Gutkin & C. R. Reynolds (Eds.), *The handbook of school psychology (4<sup>th</sup> ed.)* (pp. 397-409). New York: Wiley
- Hintze, J. M., Volpe, R. J., Shapiro, E. S. (2008). Best practices in the systematic direct observation of student behavior. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology - V* (pp. 319-336). Washington, D. C.: National Association of School Psychologists.
- Christ, T. J., & Hintze, J. M. (2007). Psychometric considerations when evaluating response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *The handbook of responsiveness to intervention: The science and practice of assessment and intervention* (pp. 99-105). New York: Springer.
- Stoner, G., Scarpati, S. E., Phaneuf, R. L., & Hintze, J. M. (2002). Using curriculum based measurement to evaluate intervention efficacy. In J. K. Luiselli & C. Diament (Eds.), *Behavior psychology in the schools: Innovations in evaluation, support, and consultation* (pp. 101-112). Binghamton, N.Y.: Haworth Press. (Reprinted from *Child and Family Behavior Therapy*, 24, 101-112.)
- Hintze, J. M. (2002). Interventions for fears and anxiety problems. In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventative and remedial approaches* (pp. 939-960). Bethesda, MD: National Association of School Psychologists.
- Hintze, J. M., Volpe, R. J., Shapiro, E. S. (2002). Best practices in the systematic direct observation of student behavior. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology - IV* (Vol.2, pp. 993-1006). Washington, D. C.: National Association of School Psychologists.
- Hintze, J. M., Stoner, G., & Bull, M. H. (2000). Analogue assessment: Research and practice in evaluating emotional & behavioral problems. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Behavioral assessment in schools: Theory, research, and clinical foundations* (2nd ed.) (pp. 104-138). New York: Guilford.
- Hintze, J. M., Stoner, G., & Bull, M. H. (2000). Analogue assessment: Emotional & behavioral problems. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Conducting school-based assessments of child and adolescent behaviors* (pp. 55-77). New York: Guilford.
- Hintze, J. M., & Shapiro, E. S. (1999). Developmental and treatment issues in the context of school. In W. K. Silverman & T. H. Ollendick (Eds.), *Developmental issues in the clinical treatment of children* (pp. 156-170). Old Tappan, NJ: Allyn & Bacon.

Kehle, T. J., Hintze, J. M., & DuPaul, G. J. (1997). Selective mutism. In G. Bear, K. Minke, & A. Thomas (Eds.), *Children's needs: Psychological perspectives* (2nd ed.) (pp. 329-337). Silver Springs, MD: National Association of School Psychologists.

Hintze, J. M., & Shapiro, E. S. (1995). Systematic observation of classroom behavior. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology - III* (pp. 651-660). Washington, D. C.: National Association of School Psychologists.

## ENCYCLOPEDIA ENTRIES

Hintze, J. M. (2018). The CIPP model of evaluation. In Frey, B. (Ed.). *The SAGE Encyclopedia of Education Research, Measurement, and Evaluation* (pp. 271-275). Thousand Oaks, CA: SAGE.

Hintze, J. M. (2013). Curriculum based assessment. In G. McCulloch & D Crook (Eds.) *The Routledge Encyclopedia of Education* (pp. xx-xx). New York: Routledge.

Hintze, J. M. (2005). Curriculum based assessment. In S. W. Lee (Ed.), *Encyclopedia of School Psychology* (pp. 143-147). Thousand Oaks, CA: SAGE.

Hintze, J. M. (2004). Behavioral observation in schools. In C. Spielberger (Ed.), *Encyclopedia of applied psychology* (Vol. 1, pp. 283-287). New York: Elsevier.

Hintze, J. M. (2004). Curriculum-based measurement of reading skills. In T. S. Watson & C.H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 266-267). Boston, MA: Kluwer.

Hintze, J. M. (2004). Behavioral observation: Self-constructed. In T. S. Watson & C.H. Skinner (Eds.), *Comprehensive encyclopedia of school psychology* (pp. 43-45). Boston, MA: Kluwer.

Hintze, J. M. (2003). Psychoeducational test batteries. In R. Fernandez-Bassesteros (Ed.), *Encyclopedia of psychological assessment* (Vol. 2, pp. 770-774). New York: SAGE.

Hintze, J. M. (1998). Bedtime: Guidelines for parents. In National Association of School Psychologists, *Helping children at home and school: Handouts from your school psychologist* (pp. 3-4). Silver Springs, MD: Author.

Hintze, J. M., & Hintze, J. M. (1998). Nailbiting: A handout for parents. In National Association of School Psychologists, *Helping children at home and school: Handouts from your school psychologist* (pp. 337-338). Silver Springs, MD: Author.

## BOOK REVIEWS

Hintze, J. M., & Loughlin, J. E. (2000). Polemics aside: Exploring effective approaches to reading instruction. [Review of the book *Reading instruction that works: The case for balanced reading instruction*]. *School Psychology Quarterly*, 15, 365-372.



Hintze, J. M. (1998). [Review of the book *School consultation: Conceptual and empirical bases of practice*]. *Journal of Educational and Psychological Consultation*, 9, 165-169.

## **AUDIOVISUAL MEDIA**

Division 16 of the American Psychological Association (Producer). (2003). *Curriculum based assessment and measurement*. (Available from Division 16 of the APA, <http://www.indiana.edu/~div16/>)

## **ARTICLES/BOOK CHAPTERS IN PRESS**

Fefer, S., Marcotte, A. M., Hintze, J. M., & Matthews, W. J. (in press). Succeeding during retirement in University settings. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of University and Professional Careers in School Psychology*. New York, NY: Routledge.

## **MANUSCRIPTS UNDER REVIEW**

Shackett, C., Marcotte, A. M., Hintze, J. M., & Furey, W. M. Examining the effects of mode of delivery for a reading fluency intervention.

## **SERVICE RELATED SCHOLARSHIP**

Smith Harvey, V., Amador, A., Finer, D., Gotthelf, E., Hintze, J., Kruger, L., Li, C., Lichtenstein, R., Rogers, L., Struzziero, J., & Wandle, C. (2010). Improving field supervision through collaborative supervision institutes. *Communique*, 38 (7), 22-24.

Hintze, J. M. (2001, Spring). *Assessment and the identification of students with disabilities*. *Education Connection: University of Massachusetts at Amherst School of Education*. 6-10.

Hintze, J. M. (1997). Will Rogers, Yogi Berra, and behavior rating scales. *The Connecticut School Psychologist*, 4 (3), 11-17.

Hintze, J. M., Galey, L. D., Passarello, D. J., & Root, M. M. (1997). Alternative service delivery systems: Case studies in behavioral consultation. *The Connecticut School Psychologist*, 4 (2), 60-63.

Hintze, J. M. (1996). Academic achievement and content validity: Just what are we measuring anyway? *The Connecticut School Psychologist*, 3 (4), 13-16.

Hintze, J. M. (1996). A statistically justifiable approach to comparing multiple IQ and achievement test scores: Issues regarding multiple comparisons. *The Connecticut School Psychologist*, 3 (3), 17-23.

Hintze, J. M. (1996). A statistically defensible approach to discrepancy analysis. *The*

*Connecticut School Psychologist*, 3 (2), 20-25.

Shapiro, E. S., & Hintze, J. M. (1993). Direct assessment of academic skills. *Communiqué*, 21 (5), 22.

## **GRANTS & GRANT RELATED PROJECTS**

### **Funded**

*Generalizability of Behavioral Observations: Application of G Theory in Functional Behavioral Assessment* (Co-PI, Dec. 2000). University of Massachusetts at Amherst Faculty Research Grant. Proposed Budget \$6886.46.

*The Effects of Reading Passage Type on the Oral Reading Fluency Outcomes of Curriculum-Based Measurement (CBM)* (PI, Dec. 1999). University of Massachusetts at Amherst Faculty Research Grant. Proposed Budget \$5494.25 over one year.

### **Approved (Not Funded)**

School Psychology Leadership Specialization in Response-to-Intervention Practice & Research for Students with SLDs (CFDA 84.325D) (PI January, 2008). Office of Special Education Program, Proposed Budget \$587,373 over four years.

School Psychology Related Services Specialization in Response-to-Intervention Practice & Research for Students with SLDs (CFDA 84.325K) (PI January, 2008). Office of Special Education Program, Proposed Budget \$587,373 over four years.

School Psychology Leadership Specialization in Response-to-Intervention Research and School Change (CFDA No. 84.325D) (PI, July, 2006). Office of Special Education Programs, USDOE, Proposed Budget \$696,439 over four years.

Progress Monitoring & Inclusive Standards Based Assessment: Training School Psychologists in Progress Monitoring & Response to Intervention to Provide Educational Programming for All Students with Disabilities from Diverse Backgrounds (CFDA No. 84.325D) (PI, April 2005). Office of Special Education Programs, USDOE, Proposed Budget \$789,000 over four years.

### **Unfunded**

Impact Evaluation of Response to Intervention (RtI) Strategies: Training and Support for Implementation of Tier 2 RtI Models (CFDA No. 84.324) (Senior Consultant, March 2009). National Center for Educational Evaluation (NCEE) and Regional Assistance of the Institute of Educational Sciences (IES), Proposed Budget, \$2.2 million over three years.

An Evaluation of Implementation Fidelity & Decision Making Accuracy on Student Outcomes Within the 3-Tier RTI Model (CFDA No. 84.324) (PI, June 2008). Institute of Education Sciences (IES), Proposed Budget \$860,797 over three years.

An Examination of Systematic Comprehension Strategy Instruction in Middle School Classrooms: The Key Three Routine (CFDA No. 84.324) (Co-PI, Oct. 2008). Institute of Education Sciences (IES). Proposed Budget \$882,255 over three years.

The Use of College and Career Readiness Brief Solution-Focused Counseling and Social Support Network Development to Improve Six-Month Transition Outcomes for Incarcerated Youth with Disabilities (CFDA No. 84.324) (Co-PI, August 2015) Institute of Education Sciences (IES). Proposed Budget \$1,153,927 over three years.

## **Under Review**

## **PROGRAM EVALUATION ACTIVITIES**

- Principle Evaluator. *A Year Long Evaluation of the St. Stanislaus Kostka RTI Reading Initiative*. Sponsored by *The Reading Institute*. Williamstown, MA (2009-2010).
- Principle Evaluator. *An Evaluation of the Westside Public School District (Omaha, NE) RTI Model: Implementation & Outcomes 2006-2009*. Omaha, NE, (2008-2009).
- Principle Evaluator. *Teaching American History Grant Program*. U.S. DOE Office of Innovation and Improvement (CFDA 84.215x). Weymouth Public Schools, Weymouth, MA (2007-2010).
- Principle Evaluator. *Teaching American History Grant Program*. U.S. DOE Office of Innovation and Improvement (CFDA 84.215x). Weymouth Public Schools, Weymouth, MA (2004-2007).
- Co-Principle Evaluator. *Early Reading First*. U.S. DOE Office of Student Achievement & Accountability Programs (CFDA 84.359A, 84.359B). New Bedford Public Schools, New Bedford, MA (2005-2008)
- Co-Principle Evaluator. *Evaluating Student Achievement and Elevating Professional Knowledge About Appropriate Instructional Practices Using a Critical Friends Approach*. Massachusetts DOE Educator Quality Enhancement 567/568/569. Fitchburg Public Schools, Fitchburg, MA (2002-2005).
- Evaluation Team Member. *Science, Technology, Engineering, Mathematics, Teacher Education Collaborative (STEMTEC)*. National Science Foundation (Award #9653966).

## **KEYNOTE PRESENTATIONS**

Hintze, J. M. (2011, October). *How RtI Differs from Previous Models of Identification &*

*Intervention*. Keynote presentation presented to the New York State Eastern Suffolk BOCES Conference, Holbrook, NY.

Hintze, J. M. (2010, June). *The Role of Assessment Within A RtI Framework: Focus on Screening & Progress Monitoring*. Keynote presentation presented to the New York State RtI Technical Assistance Consortium, Albany, NY.

Hintze, J. M. (2009, Oct.). *I've got three tiers of instruction now what do I do?: Choosing SRBI assessment tools for screening and formative progress monitoring*. Half-day keynote presentation workshop presented to Connecticut Council of Administrators of Special Education , Mystic, CT.

Hintze, J. M. (2009, Sept.). *School-wide literacy planning: A first-step to implementing RTI*. Keynote presentation presented to the Keys to Literacy Fall Institute - Adolescent and Content Literacy Essentials, Southbridge, MA.

Hintze, J. M. (2008, Oct. ). *Implementing a Response to Intervention Model*. Half-day keynote presentation workshop presented to Connecticut Council of Administrators of Special Education , Mystic, CT.

Hintze, J. M. (2007, June). *Assessment in support of instruction – improving learning outcomes through the use of progress monitoring*. Presented to the Illinois Teacher Education Division, Bourbonnais, IL.

Hintze, J. M. (2004, October). *Assessment in support of instruction – improving learning outcomes through the use of progress monitoring*. Presented to the Urban Special Education Leadership Collaborative National Conference, Cambridge, MA.

Hintze, J. M. (2004, March). Keynote speaker at the *Summit for higher student achievement*. Sponsored by McGraw-Hill Digital Learning, Braintree, MA.

## **PROFESSIONAL PRESENTATIONS NATIONALLY**

Zehngut, E. C., Erickson, L. R., & Hintze, J. M. (2018, February). *Exploring teacher perceptions of relationships with parents and students*. Poster presented at the annual conference of the National Association of School Psychologists, Chicago, Ill.

Erickson, L. R., Zehngut, E. C., & Hintze, J. M. (2017, August). *A critical evaluation of the theoretical constructs within measures of student-teacher relationships*. Poster presented at the annual conference of the American Psychological Association, Washington, D. C.

Zehngut, E. C., Erickson, L. R., & Hintze, J. M. (2017, Feb.). *The role of adult attachment in teacher-child relationships*. Poster presented at the annual conference of the National Association of School Psychologists, San Antonio, TX.

Erickson, L. R., Zehngut, E. C., & Hintze, J. M. (2017, Feb.). *Reviewing current measures of*

- student-teacher relationships*. Poster presented at the annual conference of the National Association of School Psychologists, San Antonio, TX.
- Santiago-Rosiaro, M. R., Reinbergs, E., Whitcomb, S. A., & Hintze, J. M. (2016, Feb.). *A meta-analysis of longitudinal school-based depression prevention programs*. Paper presented at the annual conference of the National Association of School Psychologists, New Orleans, LA.
- Ysseldyke, J. E., Shinn, M. R., Betts, J., & Hintze, J. M. (2016, Feb.). *Psychometric and practical comparison of CAT and CBM assessments*. Paper presented at the annual conference of the National Association of School Psychologists, New Orleans, LA.
- Shuttleton, C., Fefer, S., & Hintze, J. (2016, Feb.). *Applications of motivation research for youth with internalizing symptoms*. Poster presented at the annual conference of the National Association of School Psychologists, New Orleans, LA.
- Furey, W. M., Marcotte, A. M., Hintze, J. M., & Shackett, C. (2016, Feb.). *Screening for at-risk writers: Classification accuracy of WE-CBM scoring metrics*. Paper presented at the annual conference of the National Association of School Psychologists, New Orleans, LA.
- Solomon, B. J., Klein, S., Hintze, J. M., & Marcotte, A. M. (2011, Feb.). *The Utility of Classroom Investment as Related to Responsive Classroom*. Paper presented at the annual conference of the National Association of School Psychologists, San Francisco, CA.
- Henninger, K. L., & Hintze, J. M. (2011, Feb.). *The Relationship between Factors of Implementation, Treatment Integrity, and Fluency*. Paper presented at the annual conference of the National Association of School Psychologists, San Francisco, CA.
- Fede, J. L., Matthews, W. J., & Hintze, J. M. (2010, March). *The effects of GO SOLVE word problems math intervention*. Paper presented at the annual conference of the National Association of School Psychologists, Chicago, IL.
- Morgan, J., Hintze, J. M., & Gadjia, R. (2010, March). *Teacher collaboration in vocabulary instruction: A descriptive case study*. Paper presented at the annual conference of the National Association of School Psychologists, Chicago, IL.
- Cressey, J., Hintze, J. M., Wells, C. W., & Halgin, R. (2010, March). *Development of a rating scale to formatively assess positive behaviors*. Paper presented at the annual conference of the National Association of School Psychologists, Chicago, IL.
- Hintze, J. M. (2009, August). *Classification and decision-making accuracy an RTI: New promises, same pitfalls?* Invited address at the annual conference of the American Psychological Association, Toronto.
- Shinn, M. R., Shinn, M., Silberglitt, B., Ditkowsky, B., & Hintze, J. M. (2009, February).

- Advances in early literacy assessment beyond DIBELS standard tools.* Symposium presented at the annual conference of the National Association of School Psychologists, Boston, MA.
- Connell, J. E., Sweeney, B., & Hintze, J. M. (2009, February). *Revisiting Fuchs et al.: The validity of mathematics applications assessments.* Symposium presented at the annual conference of the National Association of School Psychologists, Boston, MA.
- Solomon, B., Cressey, J., Klein, S., Hintze, J. M., & Peller, S. (2009, February). *A meta-analysis of school-wide positive behavior support.* Paper presented at the annual conference of the National Association of School Psychologists, Boston, MA.
- Udaka, I. J., Stoner, G., & Hintze, J. M. (2009, February). *Cross-age peer tutoring in dialogic reading: Effects on preschoolers' language.* Paper presented at the annual conference of the National Association of School Psychologists, Boston, MA.
- Pirani-McGurl, C., Farrell-Meier, C., & Hintze, J. M. (2009, February). *The development of a psychometrically sound dynamic phonics diagnostic inventory.* Paper presented at the annual conference of the National Association of School Psychologists, Boston, MA.
- Weinberger, E. R., Matthews, W. J., & Hintze, J. M. (2009, February). *Program evaluation of positive behavior support in an alternative school.* Paper presented at the annual conference of the National Association of School Psychologists, Boston, MA.
- Hintze, J. M., Wells, C. S., & Marcotte, A. M. (2008, August). *Decision Making Accuracy of CBM Progress Monitoring Data.* Poster presented at the annual conference of the American Psychological Association, Boston, MA.
- Gutkin, T. R., Reschly, A. L., Doll, B. J., & Hintze, J. M. (2008, August). *Ecological Approaches to School Psychological Services: Putting Theory into Action.* Symposium presented at the annual conference of the American Psychological Association, Boston, MA.
- Volpe, R. J., McConaughy, S. H., & Hintze, J. M. (2008, August). *Direct Observation Form: Generalizability Across Time, Setting, & Dimension.* Poster presented at the annual conference of the American Psychological Association, Boston, MA.
- Hintze, J. M., Burns, M., Radford, P. (2008, May). *Determining the response in RTI.* Webinar presented for the National Center on Student Progress Monitoring, Washington, D.C.
- Ezbicki, K., Matthews, W. J., Hintze, J. M. (2008, February). *Does math fact fluency generalize to other math skills?* Paper presented at the annual conference of the National Association of School Psychologists, New Orleans, LA.
- Koerner, A., & Hintze, J. M. (2008, February). *The intervention utility of a specific skills assessment tool.* Paper presented at the annual conference of the National Association of

School Psychologists, New Orleans, LA.

Clark, T., Matthews, W. J., Hintze, J. M., & Wells, C. S. (2008, February). *The generalizability of systematic direct observations across items*. Paper presented at the annual conference of the National Association of School Psychologists, New Orleans, LA.

Fontaine, M., & Hintze, J. M. (2008, February). *Curriculum-based measurement across cultures: Issues in implementation*. Poster presented at the annual conference of the National Association of School Psychologists, New Orleans, LA.

Hintze, J. M. (2007, Sept.). *Using student progress monitoring in a response to intervention model*. Webinar presented for the National Center for Student Progress Monitoring, Washington, D.C.

Keller, M., & Hintze, J. M. (2007, March). *CBM and future standardized tests: Another look in Pennsylvania*. Paper presented at the annual conference of the National Association of School Psychologists, New York. NY.

Ysseldyke, J., Good, R. H., Williams, K. T., Betts, J., & Hintze, J. M. (2007, March). *Psychometric adequacy of measures of early literacy skills*. Symposium conducted at the annual conference of the National Association of School Psychologists, New York. NY.

McGurl, C. Koerner, A., Farrell, C. & Hintze, J. M. (2005, March). *Curriculum based evaluation: Developing a skill specific reading inventory*. Paper presented at the annual conference of the National Association of School Psychologists, Anaheim, CA.

Silberglitt, B., & Hintze, J. M. (2005, August). *R-CBM predicted growth estimates as a function of initial performance*. In E. S. Shapiro (Chair), Getting ready for response to intervention – Innovative developments using CBM. Symposium conducted at the annual conference of the American Psychological Association, Washington, D.C.

Hintze, J. M. (2005, August). *Diagnostic accuracy and predictive validity of R-CBM and statewide testing*. Poster presented at the annual conference of the American Psychological Association, Washington, D.C.

Hintze, J. M. (2005, April). *Formative assessment using oral reading fluency cut scores to track progress toward success on state-mandated achievement tests: A comparison of methods*. Paper presented at the annual conference of the National Association of School Psychologists, Atlanta, GA.

Manchester, K. E., Marcotte, A. M., Matthews, W. J., & Hintze, J. M. (March, 2005). *A reliability and validity study of the DIBELS retell fluency*. Poster presented at the annual conference of the National Association of School Psychologists, Atlanta, GA.

Matthews, W. J., Hintze, J. M. (2005, Feb.). *An initial reliability and validity study of the DIBELS retell fluency*. Poster presented at the annual conference of the Pacific Coast

Research Council, Coronado, CA.

Methe, S. A., O'Brien, G. A., & Hintze, J. M. (2004, April). *Integrating internship, systematic schoolwide improvement, and NCLB: A field report*. Paper presented at the annual conference of the National Association of School Psychologists, Dallas, TX.

Hintze, J. M., Matthews, W. J. (2003, April). *The generalizability of systematic direct observations across time and setting: A preliminary investigation of the psychometrics of behavioral assessment*. Paper presented at the annual conference of the National Association of School Psychologists, Toronto, Canada.

Hintze, J. M., Ryan, A. L., & Stoner, G. (2003, April). *The reliability and generalizability of the Dynamic Indicators of Basic Early Literacy Skills*. Paper presented at the annual conference of the National Association of School Psychologists, Toronto, Canada.

Methe, S. A., & Hintze, J. M. (2003, April). *Sustained silent reading: Implementing and evaluating the effectiveness of teacher directed strategies to increase student engagement*. Poster presented at the annual conference of the National Association of School Psychologists, Toronto, Canada.

O'Brien, A. G., & Hintze, J. M. (2003, April). *The reduction of negative verbalizations using differential reinforcement of lower levels of responding*. Poster presented at the annual conference of the National Association of School Psychologists, Toronto, Canada.

Hintze, J. M. (2003, February). *An examination of variability as a function of passage variance in CBM progress monitoring*. Poster presented at the annual conference of the Pacific Coast Research Council, La Jolla, CA.

Hintze, J. M., & Matthews, W. J. (2003, February). *Generalizability of systematic direct observation data across occasion and time*. Poster presented at the annual conference of the Pacific Coast Research Council, La Jolla, CA.

Hintze, J. M., Callahan, J. E., Matthews, W. J., Williams, S. A. (2002, August). *Oral reading fluency and prediction of reading comprehension in African American and Caucasian elementary school children*. Poster presented at the annual conference of the American Psychological Association, Chicago, Ill.

Hintze, J. M., & Matthews, W. J. (2002). *Generalizability of systematic direct observation data across occasion and time*. Poster presented at the annual conference of the American Psychological Association, Chicago, Ill.

Hintze, J. M., Ryan, A. L., & Stoner, G. (2002). *Concurrent validity of the Dynamic Indicators of Basic Early Literacy Skills and the Comprehensive Test of Phonological Awareness*. Poster presented at the annual conference of the American Psychological Association, Chicago, Ill.



- Hintze, J. M. (2002, March). *A discussion on refining methods for selecting interventions for reading fluency problems*. In E. J. Daly (Chair), *Refining methods for selecting interventions for reading fluency problems: A report of three interventions*. Symposium conducted at the annual conference of the National Association of School Psychologists, Chicago, Ill.
- Christ, T. J., & Hintze, J. M. (2002, March). *Improving the reliability and accuracy of CBM formative reading assessment procedures*. Paper presented at the annual conference of the National Association of School Psychologists, Chicago, Ill.
- Ryan, A. L., & Hintze, J. M. (2002, March). *Concurrent validity of the Dynamic Indicators of Basic Early Literacy Skills and the Comprehensive Test of Phonological Processing*. Poster presented at the annual conference of the National Association of School Psychologists, Chicago, Ill.
- Kay, S., & Hintze, J. M. (2002, March). *Reducing inappropriate undressing behavior in a child with autism through interventions informed by functional assessment of behavior*. Poster presented at the annual conference of the National Association of School Psychologists, Chicago, Ill.
- Hintze, J. M. (2002, February). *Concurrent validity and diagnostic accuracy of the Dynamic Indicators of Basic Early Literacy Skills and the Comprehensive Test of Phonological Processing*. Poster presented at the annual conference of the Pacific Coast Research Council, La Jolla, CA.
- Hintze, J. M., & Matthews, W. J. (2002, February). *Oral reading fluency and prediction of reading comprehension in African American and Caucasian elementary school children*. Poster presented at the annual conference of the Pacific Coast Research Council, La Jolla, CA.
- Hintze, J. M. (Chair). (2001, August). *Reform-revolution revisited: Outcomes criteria and school psychology change in the 21<sup>st</sup> century*. The annual conference of the American Psychological Association, San Francisco, CA.
- Hintze, J. M. (2001, August). *Curriculum-based measurement and competency-based mastery testing: Using CBM to predict performance on statewide exams*. Poster presented at the annual conference of the American Psychological Association, San Francisco, CA.
- Hintze, J. M. (Co-Chair). (2001, August). *School psychology: Consultation, intervention, and research methods*. Poster session presented at the annual conference of the American Psychological Association, San Francisco, CA.
- Hintze, J. M. (Co-chair). (2001, August). *School psychology: Developmental, multicultural, and professional issues*. Poster session presented at the annual conference of the American Psychological Association, San Francisco, CA.

- Hintze, J. M., & Christ, T. J. (2001, April). *Generalizability of CBM mathematics assessments: How many samples do we need?* Paper presented at the annual conference of the National Association of School Psychologists, Washington, D. C.
- Shapiro, E. S., Volpe, R. J., & Hintze, J. M. (2001, April). *Seeing is believing: Use of systematic observation in school-based assessment.* Mini-skills session presented at the annual conference of the National Association of School Psychologists, Washington, D. C.
- Callahan, J. E., Matthews, W. J., Hintze, J. M., & Williams, S. A. (2001, April). *Curriculum-based measurement of reading: Assessment of ethnic and gender bias.* Paper presented at the annual conference of the National Association of School Psychologists, Washington, D. C.
- Dowling, R. N., Stoner, G., & Hintze, J. M. (2001, April). *Parent delivered literacy instruction with kindergarten children: Effects on phonemic awareness and letter identification skills.* In G. Stoner (Chair), Recent assessment and intervention research on early literacy skill development. Symposium conducted at the annual conference of the National Association of School Psychologists, Washington, D. C.
- Hintze, J. M. (2001, February). *The generalizability of CBM survey-level mathematics assessments.* Poster presented at the annual conference of the Pacific Coast Research Council, La Jolla, CA.
- Hintze, J. M. (2000, August). *A brief look back to the future: School psychology at the millennium - Perspectives from division 16 1999 award recipients.* Invited paper presented at the annual conference of the American Psychological Association, Washington, D. C.
- Hintze, J. M. (2000, August). *Multidimensional scaling analysis of parent ratings of child and adolescent anxiety.* Poster presented at the annual conference of the American Psychological Association, Washington, D. C.
- Hintze, J. M. (2000, August). *Multitrait-multimethod analysis of parent ratings of anxiety.* Poster presented at the annual conference of the American Psychological Association, Washington, D. C.
- Phaneuf, R. L., Matthews, W. J., Christ, T. J., & Hintze, J. M. (2000, April). *The role of expectancy on self-modeling.* Poster presented at the annual conference of the National Association of School Psychologists, New Orleans, LA.
- Hintze, J. M. (2000, February). *Curriculum-based measurement & competency based mastery testing: Using CBM to predict performance on state-wide exams.* Poster presented at the annual conference of the Pacific Coast Research Council, La Jolla, CA.
- Hintze, J. M., & Petite, H. A. (1999, April). *The generalizability of curriculum-based measurement oral reading fluency measures: A three study comparison.* Paper presented

- at the annual conference of the National Association of School Psychologists, Las Vegas, NV.
- Conte, K. L., & Hintze, J. M. (1999, April). *The effects of performance feedback and goal setting on oral reading fluency within CBM*. Poster presented at the annual conference of the National Association of School Psychologists, Las Vegas, NV.
- Hintze, J. M., Owen, S. V., & Froman, R. (1998, August). *Generalizability of oral reading fluency measures across time and curriculum*. Poster presented at the annual conference of the American Psychological Association, San Francisco, CA.
- Hintze, J. M., & Marinez-Lora, A. (1998, August). *Data-based instructional decision making using the instructional hierarchy*. Poster presented at the annual conference of the American Psychological Association, San Francisco, CA.
- Hintze, J. M., & Daly, E. J. (1998, May). Essential elements of effective academic interventions. In B. K. Martens (Chair), *Functional approaches to instructional intervention*. Symposium conducted at the annual conference of the Association for Behavior Analysis, Orlando, FL.
- Hintze, J. M., & Fresco, K. M. (1998, May). *Using brief experimental functional analysis to reduce the non-compliant behavior of an eleven-year old girl with autism: A case study*. Poster presented at the annual conference of the Association for Behavior Analysis, Orlando, FL.
- Hintze, J. M., Shapiro, E. S., Conte, K. L., & Basile, I. M. (1997, August). *CBM oral reading fluency and authentic reading curricula*. Poster presented at the annual conference of the American Psychological Association, Chicago, ILL.
- Hintze, J. M., Passarello, D. J., Owen, S. V., & Gable, R. K. (1997, August). *Exploratory factor analysis of child and adolescent anxiety: A preliminary investigation*. Poster presented at the annual conference of the American Psychological Association, Chicago, ILL.
- Eckert, T. L., & Hintze, J. M. (1997, August). Behavioral conceptions and applications of program acceptability. In B. K. Nastasi (Chair), *Constructing acceptable programs: Alternative consultation frameworks for enhancing treatment acceptability*. Symposium conducted at the annual conference of the American Psychological Association, Chicago, ILL.
- Hintze, J. M., & Basile, I. M. (1997, May). *Combined effects of differential reinforcement of low rate (DRL) and alternative (DRA) schedules on out-of-seat behavior: A behavioral consultative approach*. Poster presented at the annual conference of the Association for Behavior Analysis, Chicago, ILL.
- Daly, E. J., Dool, E. J., Martens, B. K., Hintze, J. M., & Quatman, J. (1997, May). *A functional analysis of oral reading fluency*. Poster presented at the annual conference of the

Association for Behavior Analysis, Chicago, ILL.

- Hintze, J. M. (1997, April). Assessment related issues. In E. J. Daly (Chair), *Academic intervention: Contemporary issues related to designing interventions, promoting implementation, and assessing outcomes*. Symposium conducted at the annual conference of the National Association of School Psychologists, Anaheim, CA.
- Hintze, J. M., & Daly, E. J. (1997, April). *Challenging- versus instructional-level material and progress monitoring in reading: A comparison of curriculum-based measurement (CBM) approaches*. Paper presented at the annual conference of the National Association of School Psychologists, Anaheim, CA.
- Bray, M. A., Kehle, T. J., Spackman, V. L., & Hintze, J. M. (1997, April). *An intervention program to increase reading fluency*. Paper presented at the annual conference of the National Association of School Psychologists, Anaheim, CA.
- Clarke, M., Connick, J., & Hintze, J. M. (1997, April). *Improving task completion to oral teacher directions and work production with a middle school student*. Poster presented at the annual conference of the National Association of School Psychologists, Anaheim, CA.
- Passarello, D. J., & Hintze, J. M., Owen, S. V., & Gable, R. K. (1997, April). *Exploring the factor structure of a proposed parent rating scale for child and adolescent anxiety: The child and adolescent anxiety survey*. Paper presented at the annual conference of the National Association of School Psychologists, Anaheim, CA.
- Hintze, J. M., Galey, L. D., Passarello, D. J., & Root, M. M. (1996, March). *Implementation of teacher-based intervention strategies: A behavioral consultation approach*. Poster presented at the annual conference of the National Association of School Psychologists, Atlanta, GA.
- Hintze, J. M., & Eckert, T. L. (1996, March). *The development of a scale for measuring the acceptability of assessment procedures: The acceptability rating profile (ARP)*. Poster presented at the annual conference of the National Association of School Psychologists, Atlanta, GA.
- Hintze, J. M., & Shapiro, E. S. (1995, August). *Curriculum-based measurement: Issues related to curriculum, sensitivity, and developmental growth rates*. Poster presented at the annual conference of the American Psychological Association, New York, N.Y.
- Eckert, T. L., & Hintze, J. M. (1995, August). *Acceptability of psychological assessment techniques to assess emotional and behavioral problems*. Poster presented at the annual conference of the American Psychological Association, New York, N.Y.
- Hintze, J. M., & Shapiro, E. S. (1995, March). *The utility of curriculum-based measurement for monitoring progress across divergent reading curricula: Issues related to sensitivity, developmental growth rates and progress monitoring material*. Paper presented at the

annual conference of the National Association of School Psychologists, Chicago, ILL.

Eckert, T. L., Hintze, J. M., & Shapiro, E. S. (1994, March). *School psychologists' acceptability of behavioral and traditional psychological assessment*. Paper presented at the annual conference of the National Association of School Psychologists, Seattle, WA.

Power, T. J., Hintze, J. M., & Blum, N. J. (1994, March). Evaluating the effects of combined intervention. In T.J. Power (Chair), *The school psychologist as team leader in managing ADHD: Developing partnerships between school and community*. Symposium conducted at the annual conference of the National Association of School Psychologists, Seattle, WA.

Hintze, J. M., Shapiro, E. S., & Lutz, J. G. (1993, August). *The effects of curriculum on the sensitivity of curriculum-based measurement in reading*. Poster presented at the annual conference of the American Psychological Association, Toronto, Canada.

Hintze, J. M., & Eckert, T. L. (1993, April). *Recent research developments in the area of curriculum-based assessment: Is curriculum-based assessment meeting the needs of changing educational curricula and school psychological service delivery?* Paper presented at the annual conference of the National Association of School Psychologists, Washington, D.C.

Hintze, J. M., Shapiro, E. S., & Lutz, J. G. (1993, April). *The effects of curriculum on the sensitivity of curriculum-based measurement in reading*. Paper presented at the annual conference of the National Association of School Psychologists, Washington, D. C.

## **PROFESSIONAL PRESENTATIONS AT THE REGIONAL, STATE, OR LOCAL LEVEL**

Hintze, J. M., Coddling, R. S., Marcotte, A. M., Methé, S. A., & Whitcomb, S. A. (2012, Oct.). *A critical examination of the multi-tiered intervention Model: What it means for literacy, mathematics, and behavior across grade levels*. Symposium presented at the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.

Wells, C. S., Peller, S., Fontaine, M., Morgan, J., Meier, C., Matthews, W. J., & Hintze, J. M. (2007, Oct.). *A comparison of ANOVA and ANCOVA for analyzing pretest-posttest data*. Paper presented at the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.

Clark, T. M., Hintze, J. M., & Matthews, W. J. (2007, Oct.) *The generalizability of systematic direct observations across items: Exploring the psychometric properties of behavioral observation*. Paper presented at the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.

Hintze, J. M. (2003, Oct.). *Using CBM oral reading fluency to predict performance on statewide assessments*. Paper presented at the annual conference of the Northeastern Educational

Research Association, Kerhonkston, N.Y.

Hintze J. M., & Matthews, W. J. (2002, Oct). *The generalizability of systematic direct observations across time and setting: A preliminary investigation of the psychometrics of behavioral assessment*. Paper presented at the annual conference of the Northeastern Educational Research Association, Kerhonkston, N.Y.

Callahan, J. E., Hintze, J. M., & Matthews, W. J. (2002, April). *Oral reading fluency and prediction of reading comprehension in African American and Caucasian elementary school children*. Paper presented at the annual conference of the New England Educational Research Organization, Northampton, MA.

Callahan, J. E., Hintze, J. M., & Matthews, W. J. (2002, Feb.). *Oral reading fluency and prediction of reading comprehension in African American and Caucasian elementary school children*. Poster presented at the first annual conference of the Boston Students Interested in Race and Culture, Boston, MA.

Callahan, J. E., Hintze, J. M., & Matthews, W. J. (2001, Oct.). *Oral reading fluency and prediction of reading comprehension in African American and Caucasian elementary school children*. Poster presented at the annual Northeast Regional Conference of the Center for International Education, Amherst, MA.

Ryan, A. L., & Hintze, J. M. (Oct. 2001). *Concurrent validity of the Dynamic Indicators of Basic Early Literacy Skills and the Comprehensive Test of Phonological Processing*. Paper presented at the annual conference of the Northeastern Educational Research Association, Kerhonkston, N.Y.

Hintze, J. M. (Nov. 2000). *Using direct indicators of academic skill development to predict performance on the MCAS*. Invited presentation to the psychology club of the Massachusetts College of Liberal Arts, North Adams, MA.

Callahan, J. E., Matthews, W. J., Hintze, J. M. (2000, Oct.). *Oral reading fluency and prediction of reading comprehension in African American and Caucasian elementary school children*. Paper presented at the annual conference of the Northeastern Educational Research Association, Ellenville, N.Y.

Christ, T. J., Hintze, J. M., & Keller, L. A. (2000, Oct.). *The generalizability of CBM survey-level mathematics assessments: Just how many samples do we need?* Paper presented at the annual conference of the Northeastern Educational Research Association, Ellenville, N.Y.

Hintze, J. M. (2000, Oct.). *Using direct assessment performance indicators to predict proficiency on statewide testing*. Paper presented at the annual conference of the Berkshire Association of Behavior Analysis and Therapy, University of Massachusetts, Amherst, MA.

- Stoner, G., & Hintze, J. M. (1999, Dec.). *Educational decision making to support prevention and early intervention*. Staff Development Presentation to the Elementary Special Education Staff of the North Adams Public Schools, North Adams, MA.
- Stoner, G., Hintze, J. M., Scarpati, S. E. (1999, Nov.). *Contemporary issues in assessment: Strategies for effective interventions for students with cognitive and behavioral disabilities*. Poster presented at the annual conference of the Massachusetts Federation Council for Exceptional Children, Worcester, MA.
- Loughlin, J. E., Green, L. S., Halsey, H. N., Hintze, J. M., Matthews, W. J. (1999, Nov.). *Implementing an ecologically-based problem-solving decision making model*. Poster presented at the annual conference of the Massachusetts Federation Council for Exceptional Children, Worcester, MA.
- Hintze, J. M. (1999, Oct.). Multidimensional scaling analysis of parent ratings of child and adolescent anxiety. In S. G. Sireci (Chair), *Evaluating the structure of educational and psychological assessments*. Symposium conducted at the annual conference of the Northeastern Educational Research Association, Ellenville, N.Y.
- Hintze, J. M. (1999, Oct.). Using curriculum-based measurement to support decision making for early intervention and prevention. In G. Stoner (Chair), *School and community-based approaches to prevention/early intervention with learning and behavior problems*. Symposium conducted at the annual conference of the Berkshire Association of Behavior Analysis and Therapy, University of Massachusetts, Amherst, MA.
- Phaneuf, R. L., Christ, T. J., Matthews, W. J., & Hintze, J. M. (1999, Oct.). *The role of expectancy in self-modeling behavior*. Poster presented at the annual conference of the Berkshire Association of Behavior Analysis and Therapy, University of Massachusetts, Amherst, MA.
- Hintze, J. M. (1999, Oct.). Meeting the functional assessment requirements of IDEA '97 using direct measures of academic performance: The case of curriculum-based measurement. In G. Stoner, W. J. Matthews, J. M. Hintze, & B. DeLeon (Chairs), *School Psychology at the University of Massachusetts at Amherst: Promoting university and school district connections*. Symposium conducted at the University of Massachusetts, Amherst, MA.
- Hintze, J. M. (1999, Sept.). *Conducting functional behavioral assessments: A practical approach*. Half day workshop presented to the City of Bridgeport Public Schools, Bridgeport, CT.
- Hintze, J. M. (1999, August). *Curriculum-based measurement: An introduction*. Full day workshop presented to the Seekonk Public Schools, Seekonk, MA.
- Conte, K. L., & Hintze, J. M. (1998, October). The effects of performance feedback on oral reading fluency within CBM. In L. Shelley-Sireci (Chair), *Investigations in literacy*. Symposium conducted at the annual conference of the Northeastern Educational

Research Association, Ellenville, N.Y.

- Pelle, H. A., Hintze, J. M., & Owen, S. V. (1998, October). The generalizability of curriculum-based measurement progress monitoring procedures in reading across students in general and special education. In G. Levine (Chair), *Children with special needs*. Symposium conducted at the annual conference of the Northeastern Educational Research Association, Ellenville, N.Y.
- Hintze, J. M. (1997, December). *Behavioral disorders: A functional analytic perspective*. Workshop presented to the Plainville Public Schools—School Psychologists, Plainville, CT.
- Hintze, J. M. (1997, November). *Recent advances in school based assessment: A problem-solving approach to service delivery*. Presentation to the Eastern Regional Division of the Connecticut Association of School Psychologists, Norwich, CT.
- Hintze, J. M. (1997, October). Essential elements of effective academic interventions. In G. Stoner (Chair), *Bridging the gap between research and practice in education: An applied behavior analytic perspective on professional training and professional development*. Symposium conducted at the annual conference of the Berkshire Association of Behavior Analysis and Therapy, University of Massachusetts, Amherst, MA.
- Conte, K. L., & Hintze, J. M. (1997, October). *The effects of reading passage preview and repeated readings on oral reading fluency. A case study*. Poster presented at the annual conference of the Berkshire Association of Behavior Analysis and Therapy, University of Massachusetts, Amherst, MA.
- Basile, I. M., & Hintze, J. M. (1997, October). *Combined effects of differential reinforcement of low-rate (DRL) and alternative (DRA) schedules on classroom out-of-seat behavior: A behavioral consultative approach*. Poster presented at the annual conference of the Berkshire Association of Behavior Analysis and Therapy, University of Massachusetts, Amherst, MA.
- Fresco, K. M., & Hintze, J. M. (1997, October). *Using brief experimental functional analysis to reduce the non-compliant behavior of an eleven-year old girl with autism: A case study*. Poster presented at the annual conference of the Berkshire Association of Behavior Analysis and Therapy, University of Massachusetts, Amherst, MA.
- Pelle, H. A., & Hintze, J. M. (1997, October). *The use of DRO procedure to reduce self-stimulatory behavior*. Poster presented at the annual conference of the Berkshire Association of Behavior Analysis and Therapy, University of Massachusetts, Amherst, MA.
- Hintze, J. M., Conte, K. L., & Basile, I. M. (1997, October). CBA oral reading rate and authentic reading curricula. In H. R. Abadiano (Chair), *Language arts and literacy*. Symposium conducted at the annual conference of the Northeastern Educational Research



Association, Ellenville, N.Y.

Hintze, J. M. (1997, October). *Systematic direct observation in classrooms*. Workshop presented to the Plainville Public Schools—School Psychologists, Plainville, CT.

Hintze, J. M. (1997, Sept.). Effective teaching in schools. In A. Ahidiana & M. Berkeley (Chairs), *Direct Instruction*. Symposium conducted at the annual conference of the New York State Association for Behavior Analysis, Tarrytown, N.Y.

Hintze, J. M. (1997, August). *Expanding the role of school psychology*. Workshop presented to the Plainville Public Schools—School Psychologists, Plainville, CT.

Hintze, J. M., & Pelle, H. A. (1997, March). *Homework, homework, homework! Tips and strategies for parents*. Workshop presented to the Goodwin School Parent-Teacher Organization (PTO), Mansfield, CT.

Hintze, J. M., & Pelle, H. A. (1997, March). *My child refuses to go to school*. Workshop presented to the Goodwin School Parent-Teacher Organization (PTO), Mansfield, CT.

Passarello, D. J., Hintze, J. M., & Gable, R. K. (1996, October). Exploring the factor structure of a proposed parent rating scale for child and adolescent anxiety. In W. B. Michael (Chair), *New measurement instruments for educational research*. Symposium conducted at the annual conference of the Northeastern Educational Research Association, Ellenville, N.Y.

Hintze, J. M. (1996, March). *"Typical" childhood misbehavior: Passive observers or active participants*. Workshop presented to the Goodwin School Parent-Teacher Organization (PTO), Mansfield, CT.

## **WORKSHOPS & PRESENTATIONS TO PROFESSIONAL GROUPS**

Hintze, J. M. (2015, March). *Best practices in tier II reading intervention*. 3-hour workshop presented to the Western Massachusetts School Psychology Association, Hadley, MA.

Hintze, J. M. (2015, January). *Developing RtI assessments for use at the secondary level*. Full-day workshop presented to Barnstable Public Schools, Hyannis, MA.

Hintze, J. M. (2014, June). *Developing and implementing MTSS: Implications for special education service delivery*. Full-day workshop presented to Barnstable Public Schools, Hyannis, MA.

Hintze, J. M. (2012, August). *Goal Setting, Progress Monitoring, & Data-Based Decision Making in Tiers 2 Through 4 in Tiered RTI Models*. Full-day workshop presented to the Gateway Regional School District, Chester, MA.

- Hintze, J. M. (2012, June). *Introduction & Overview of RTI: The Role of Tiered Assessment & Intervention*. Full-day workshop presented to the Gateway Regional School District, Chester, MA.
- Hintze, J. M. (2011, October). *The Role of Assessment within an RTI Framework*. Half-day workshop presented to the New York State Eastern Suffolk BOCES, Holbrook, NY.
- Hintze, J. M. (2011, October). *Program Evaluation of RTI Using a CIPP Model of Evaluation*. Full-day workshop presented to the University of Nebraska-Lincoln School Psychology Program.
- Hintze, J. M. (2011, August). *Developing an RTI Model at the Secondary Level*. Full-day workshop presented to the Cumberland Public Schools, Cumberland, RI.
- Hintze, J. M. (2011, August). *Administration & Scoring of AIMSWeb Assessment Measures*. Full-day workshop presented to the Marblehead Public Schools, Marblehead, MA.
- Hintze, J. M. (2011, May). *Introduction & Overview of RTI: The Role of Tiered Assessment & Intervention*. Full-day workshop presented to the Lincoln Public Schools, Lincoln, RI.
- Hintze, J. M. (2011, April). *Conducting an Intervention Audit to Identify Scientifically Supported Interventions for Use in RTI*. Half-day workshop presented to the Amherst Public Schools, Amherst, MA.
- Hintze, J. M. (2011, March). *Goal Setting, Progress Monitoring, & Data-Based Decision Making in Tiers 2 Through 4 in Tiered RTI Models*. Full-day workshop presented to the Cumberland Public Schools, Cumberland, RI.
- Hintze, J. M. (2011, March). *Goal Setting, Progress Monitoring, & Data-Based Decision Making in Tiers 2 Through 4 in Tiered RTI Models*. Half-day workshop presented to the Barnstable Public Schools, Hyannis, MA.
- Hintze, J. M. (2011, March). *Social-Emotional/Behavioral Assessment & Intervention Within a Tiered RTI Model*. Half-day workshop presented to the Rutland Public Schools, Rutland, VT.
- Hintze, J. M. (2011, March). *Goal Setting, Progress Monitoring, & Data-Based Decision Making in Tiers 2 Through 4 in Tiered RTI Models*. Half-day workshop presented to the Rutland Public Schools, Rutland, VT.
- Hintze, J.M. (2011, January). *Administration & Scoring of AIMSWeb Test of Early Numeracy Skills*. Full-day workshop presented to the Cumberland Public Schools, Cumberland, RI.
- Hintze, J. M. (2011, January). *Goal Setting, Progress Monitoring, & Data-Based Decision Making in Tiers 2 Through 4 in Tiered RTI Models*. Half-day workshop presented to the Marblehead Public Schools, Marblehead, MA.

- Hintze, J. M. (2011, January). *Using Data Teams in Screening & Data-Based Decision Making Within Tiered RTI Models*. Half-day workshop presented to the Marblehead Public Schools, Marblehead, MA.
- Hintze, J. M. (2010, November). *An Introduction & Overview of Program Evaluation and RTI*. Full-day workshop presented to the University of Nebraska's School Psychology Program, Lincoln, NE.
- Hintze, J. M. (2010, June). *Conducting a RTI Assessment Audit*. Half-day workshop presented to the New York State RtI Technical Assistance Consortium, Albany, NY.
- Hintze, J. M. (2010, June). *Introduction & Overview of RTI: The Role of Tiered Assessment & Intervention*. Full-day workshop presented to the Rutland City Public Schools, Rutland, VT.
- Hintze, J. M. (2010, June). *Conducting a RTI Needs Assessment: What Do We Have & Where Do We Go From Here?* Full-day workshop presented to the Rutland City Public Schools, Rutland, VT.
- Hintze, J. M. (2010, June). *Goal Setting & Progress Monitoring within RTI*. Full-day workshop presented to the Rutland City Public Schools, Rutland, VT.
- Hintze, J. M. (2010, June). *Putting It All Together: Developing a RTI Action Plan*. Full-day workshop presented to the Rutland City Public Schools, Rutland, VT.
- Hintze, J. M. (2010, April). *Math CBM Using an RTI Process*. Half-day workshop presented to Cape & Island School Psychologists, Hyannis, MA.
- Hintze, J. M. (2010, April). *Making data matter: Using CBM in the RtI decision making process*. Full-day workshop presented to the New York State RtI Technical Assistance Center, Albany, NY.
- Hintze, J. M. (2010, March). *Implementing School Improvement Through Response to Intervention & Instructional Progress Monitoring*. Full-day workshop presented to the Nebraska ECU Spring Conference, Kearney, NE.
- Hintze, J. M. (2010, February). *Goal setting and progress monitoring with AIMSWeb*. Full-day workshop presented to the Barnstable Public Schools, Hyannis, MA.
- Hintze, J. M. (2009, December). *Administration and scoring of AIMSWeb reading, mathematics, spelling, and written expression measures*. Full-day workshop presented to the Barnstable Public Schools, Hyannis, MA.
- Hintze, J. M. (2009, Nov.). *They tell me that this should work, but does it? A longitudinal evaluation of RTI outcomes in early literacy*. Presentation to the University of Nebraska

School Psychology Program, Lincoln, NE.

Hintze, J. M. (2009, Oct.). *Administration and scoring of the DIBELS*. Full-day workshop presented to the Hamden Public Schools, Hamden, CT.

Hintze, J. M. (2009, Oct.). *RTI progress monitoring across the tiers*. Full-day workshop presented to the East Granby Public School, East Granby, CT.

Hintze, J. M. (2009, Sept.). *Administration and Scoring of CBM RTI Measures in Elementary School*. Half-day workshop presented to the Bloomfield Public Schools, Bloomfield, CT.

Hintze, J. M. (2009, Sept.). *Administration and Scoring of CBM RTI Measures in Middle School*. Half-day workshop presented to the Bloomfield Public Schools, Bloomfield, CT.

Hintze, J. M. (2009, August). *Implementing a Response to Intervention Model*. Full-day workshop presented to the Thomaston Public Schools, Thomaston, CT.

Hintze, J. M. (2009, August) *Introduction & Overview of RTI*. Half-day workshop presented to the East Granby Public Schools, East Granby, CT.

Hintze, J. M. (2009, August) *Introduction & Overview of RTI*. Half-day workshop presented to the Marblehead Public Schools, Marblehead, MA.

Hintze, J. M. (2009, August). *Implementing a Response to Intervention Model*. Full-day workshop presented to the Harwich Public Schools, Harwich, MA.

Hintze, J. M. (2009, July). *Early Intervention for Students with Math Difficulties Using an RTI Process*. Two-day workshop presented to the Greater Southern Tier BOCES, Corning, NY.

Hintze, J. M. (2009, June) *Data-Based Decision Making: Using RTI to Evaluate Student Response to Instruction*. 2<sup>nd</sup> Annual Massachusetts School Psychology Trainers Conference, Boston, MA.

Hintze, J. M. (2009, June) *Introduction & Overview of RTI*. Presentation for the National Center for Response to Intervention, Regional School District #16, Prospect, CT.

Hintze, J. M. (2009, May) *Introduction & Overview of RTI*. Presentation for the National Center for Response to Intervention, Bloomfield Public Schools, Bloomfield, CT.

Hintze, J. M. (2009, May) *Introduction & Overview of RTI*. Presentation for the National Center for Response to Intervention, Amherst Public Schools, Amherst, MA.

Hintze, J. M. (2009, May). *Implementing a Response to Intervention Model*. Full-day workshop presented to the Bridgeport Public Schools, Bridgeport, CT.

- Hintze, J. M. (2009, March). *Implementing a Response to Intervention Model*. Full-day workshop presented to the Milford Public Schools, Milford, CT.
- Hintze, J. M. (2009, Jan.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Response to Intervention, East Hartford, CT.
- Hintze, J. M. (2009, Jan.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Response to Intervention, Nashua, NH.
- Hintze, J. M. (2009, Jan.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Response to Intervention, Burlington, VT.
- Hintze, J. M. (2008, Dec.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Response to Intervention, White Plains, NY.
- Hintze, J. M. (2008, Dec.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Response to Intervention, Rondonkama, NY.
- Hintze, J. M. (2008, Dec.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Response to Intervention, Syracuse, NY.
- Hintze, J. M. (2008, Dec.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Response to Intervention, Binghamton, NY.
- Hintze, J. M. (2008, Nov.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Response to Intervention, Hamden, CT.
- Hintze, J. M. (2008, Oct.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Response to Intervention, Woburn, MA.
- Hintze, J. M. (2008, Oct.) *Introduction & Overview of RTI*. Presentation for the National Center for Response to Intervention, West Hartford, CT.
- Hintze, J. M. (2008, Oct.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Response to Intervention, Taunton, MA.

- Hintze, J. M. (2008, Oct.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Response to Intervention, Buffalo, NY.
- Hintze, J. M. (2008, Oct.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Response to Intervention, Toledo, OH.
- Hintze, J. M. (2008, Oct.). *Fundamentals & Subtleties of Progress Monitoring*. Half-day workshop presented to the Connecticut Association of Special Education Administrators, Mystic, CT.
- Hintze, J. M. (2008, Oct.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Response to Intervention, Tauton, MA.
- Hintze, J. M. (2008, Oct.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Response to Intervention, Woburn, MA.
- Fuchs, L. S., Fuchs, D., Hintze, J. M., Hosp, M., Powell, S., & Donaldson, W. (2008, June). *Student Progress Monitoring & Data-Based Instruction in Special Education: Using Curriculum-Based Measurement to Determine Response to Intervention*. Sponsored by the National Center for Response to Intervention and presented to the U.S. DOE Office of Special Education Programs.
- Fuchs, L. S., Fuchs, D., Hintze, J. M., Hosp, M., Powell, S., & Donaldson, W. (2008, June). *Student Progress Monitoring & Data-Based Instruction in Special Education: Graphing & Interpreting Curriculum-Based Measurement Scores*. Sponsored by the National Center for Response to Intervention and presented to the U.S. DOE Office of Special Education Programs.
- Hintze, J. M. (2008, May). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Student Progress Monitoring, Boise, ID.
- Hintze, J. M. (2008, May). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Student Progress Monitoring, Springfield, MA.
- Hintze, J. M. (2008, May). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Student Progress Monitoring, Louisville, KY.
- Hintze, J. M. (2008, April). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Student Progress Monitoring,

Jackson, MS.

- Hintze, J. M. (2008, April). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Student Progress Monitoring, Salt Lake City, UT.
- Hintze, J. M. (2008, April), *Gearing up for RTI: Ten steps for success!*. Nebraska Association of Special Education Supervisors, Omaha, NE.
- Hintze, J. M. (2008, April). *Decision-making and progress monitoring data: Considerations in determining instructional effectiveness*. Nebraska Association of Special Education Supervisors, Omaha, NE.
- Hintze, J. M. (2008, March). *Implementing a Response to Intervention Model*. Full-day workshop presented at The 17<sup>th</sup> Annual Xan Lopez School Psychology In-Service, Connecticut Association of School Psychologists, Fairfield, CT.
- Hintze, J. M. (2008, March). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Student Progress Monitoring, Dedham, MA.
- Hintze, J. M. (2008, Jan). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Student Progress Monitoring,, Burlington, VT.
- Hintze, J. M. (2008, Jan.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Student Progress Monitoring,, Manchester, NH.
- Hintze, J. M. (2008, Jan.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Student Progress Monitoring,, East Hartford, CT.
- Hintze, J. M. (2007, Nov.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Student Progress Monitoring,, Montgomery, AL.
- Hintze, J. M. (2007, Oct.). *Implementing a Response to Intervention Model*. Full-day workshop presented for the National Center for Student Progress Monitoring,, Warwick, RI.
- Hintze, J. M. (2007, September). *Using student progress monitoring in a Response to Intervention model*. Webinar sponsored by the National Center for Student Progress Monitoring, Washington, D.C.
- Hintze, J. M. (2007, July). *Decision making with progress monitoring data: Considerations in determining instructional effectiveness*. Presentation to the Nebraska RTI Consortium, Lincoln, NE.
- Fuchs, L. S., Fuchs, D., Hintze, J. M., Lembke, E. (2007, July). *Using curriculum-based measurement to determine response to intervention*. Full- day workshop sponsored by the

National Center on Student Progress Monitoring & the U. S. Department of Education, Office of Special Education Programs, Nashville, TN.

- Hintze, J. M. (2007, June). *Using curriculum-based measures within a 3-tier response to intervention framework*. Full-day workshop presented Illinois Teacher Education Division, Bourbonnais, IL.
- Hintze, J. M. (2007, March). *Using curriculum-based measures within a 3-tier response to intervention framework*. Presentation to The International Dyslexia Association, New York, NY.
- Hintze, J. M. (2007, February). *Using curriculum-based measurement to determine response to intervention*. Two day workshop presented to Region 10 Education Service Center, Dallas, TX.
- Hintze, J. M. (2006, October). *Using curriculum-based measurement to determine response to intervention*. Two day workshop presented to the Georgia Association of School Psychologists, Columbus, GA.
- Hintze, J. M., & Henninger, K. (2006, November). *An introduction and overview of Response-to-Intervention (RTI)*. Half-day workshop presented to the Western Massachusetts Directors of Special Education, Northampton, MA.
- Fuchs, L. S., Fuchs, D., Hintze, J. M., Lembke, E. (2006, July). *Using curriculum-based measurement to determine response to intervention*. Full- day workshop sponsored by the National Center on Student Progress Monitoring & the U. S. Department of Education, Office of Special Education Programs, Kansas City, MO.
- Stecker, P. M. & Hintze, J. M. (2006, July). *Data-based instructional decision making*. Full- day workshop sponsored by the National Center on Student Progress Monitoring & the U. S. Department of Education, Office of Special Education Programs, Kansas City, MO.
- Hintze, J. M. (2006, April). *Assessment in support of instruction: Improving learning outcomes using progress monitoring*. Half-day workshop presented to the Access Center's District Information Sharing Community & the U. S. Department of Education, Office of Special Education Programs, Washington, D. C.
- Fuchs, L. S., Fuchs, D., Hall, T. R., Hintze, J. M., Hosp, M., Lembke, E., Saenz, L., & Stecker, P. (2005, July). *Summer institute: Student progress monitoring for math*. Full- day workshop sponsored by the National Center on Student Progress Monitoring & the U. S. Department of Education, Office of Special Education Programs, Washington, D. C.
- Marston, D., & Hintze, J. M. (2005, July). *Administrative issues in the development and use of CBM*. Full- day workshop sponsored by the National Center on Student Progress Monitoring & the U. S. Department of Education, Office of Special Education Programs, Washington, D. C.



- Hintze, J. M. (2005, February). *Using 3-tier progress monitoring information as a component of Response to Intervention (RTI)*. Half-day workshop presented to the Clark County Psychological Services Department, Clark County Public Schools, Las Vegas, Nevada.
- Hintze, J. M. (2005, February). *Assessment in support of instruction: Improving outcomes using progress monitoring*. Half-day workshop presented to the Clark County Psychological Services Department, Clark County Public Schools, Las Vegas, Nevada.
- Hintze, J. M. (2004, July). *Using CBM progress monitoring in a model of school-wide reading improvement*. Half-day workshop sponsored by the National Center on Student Progress Monitoring & the U. S. Department of Education, Office of Special Education Programs, Washington, D. C.
- Fuchs, L. S., Fuchs, D., Dimino, J., Hintze, J. M., Hosp, M., Lembke, E., Saenz, L., & Stecker, P. (2004, July). *Summer institute: Student progress monitoring for reading*. Two day workshop sponsored by the National Center on Student Progress Monitoring & the U. S. Department of Education, Office of Special Education Programs, Washington, D. C.
- Hintze, J. M., & Loughlin, J. E. (2004, June). *Administration and Scoring of the DIBELS*. One day workshop presented to the Massachusetts Department of Education, Massachusetts Reading First Project, Westborough, MA.
- Loughlin, J. E., & Hintze, J. M. (2004, June). *Using CBM progress monitoring in a model of school-wide reading improvement*. One day workshop presented to the Massachusetts Department of Education, Massachusetts Reading First Project, Westborough, MA.
- Hintze, J. M. (2004, March). *Raising student achievement through progress monitoring: An introduction to curriculum-based measurement*. Full day workshop sponsored by McGraw-Hill Digital Learning, Braintree, MA.
- Hintze, J. M. (2003, Dec.). *Math curriculum-based measurement: What it is and how to do it*. Full day workshop presented to the New England Comprehensive Assistance Center, Springfield, MA.
- Hintze, J. M., Stoner, G., Parker, C. Matthews, W. J., & Loughlin, J. E. (2003, June). *Administration and Scoring of the DIBELS*. Two day workshop presented to the Massachusetts Department of Education, Massachusetts Reading First Project, Sturbridge, MA.
- Hintze, J. M. (2003, March). *Curriculum-based measurement: What it is and how to do it*. Full-day workshop presented to the Maine State Department of Education.
- Hintze, J. M. (2000, Oct.). *Curriculum-based measurement & problem solving assessment*. Invited presentation to the administrative council of the Agawam Public Schools, Agawam, MA.

- Hintze, J. M., & Stoner, G. (2000, June). *Contemporary issues in assessment and intervention for achievement and behavior problems*. Five-day workshop presented at the Leadership Institute in School Psychology, University of Massachusetts, Amherst, MA.
- Matthews, W. J., Scarpati, S. E., & Hintze, J. M. (2000, March). *Improving student performance: The use of data based decision making and the problem solving model*. Full-day workshop presented at the Western Massachusetts Special Education Directors 10<sup>th</sup> Annual Conference, Greenfield, MA.
- Daly, E. J., & Hintze, J. M. (1999, April). *Designing and evaluating interventions for academic performance problems*. Full-day workshop presented at the annual conference of the National Association of School Psychologists, Las Vegas, NV.
- Hintze, J. M., & Passarello, D. J. (1997, June). *Understanding assessment information: What every good consumer ought to know*. Three day workshop presented at the ninth annual Postsecondary Learning Disability Training Institute: University of Connecticut, Saratoga Springs, NY.
- Hintze, J. M. (1996, October). *Caught between a rock & a hard place: Discrepancy analysis and classification*. Invited presentation for the Connecticut State Department of Education Bureau of Special Education and Pupil Services: Expanding the role of the Connecticut school psychologist, Hamden, CT.
- Hintze, J. M. (1996, October). *Curriculum-based assessment and measurement: What is and why do it*. Invited presentation for the Connecticut State Department of Education Bureau of Special Education and Pupil Services: Expanding the role of the Connecticut school psychologist, Hamden, CT.
- Hintze, J. M., & Lichtenstein R. (1996, October). *Identification of learning disabilities*. Invited presentation for the Connecticut State Department of Education Bureau of Special Education and Pupil Services: Expanding the role of the Connecticut school psychologist, Hamden, CT.
- Hintze, J. M. (1996, April). *Curriculum-based assessment and measurement: What it is and why do it*. Workshop presented to the West Hartford Public Schools, West Hartford, CT.
- Hintze, J. M. (1995, October). *Differences between traditional and curriculum-based assessment approaches to reading*. Invited presentation for the Connecticut State Department of Education Bureau of Special Education and Pupil Services: Expanding the role of the Connecticut School Psychologist, Hamden, CT.
- Hintze, J. M. (1995, February). *Curriculum-based assessment: Characteristics and critical assumptions*. Invited presentation for the Connecticut State Department of Education Bureau of Special Education and Pupil Services: Orientation for New School Psychologists and School Social Workers, Hamden, CT.

Power, T. J., Hess, L. E., & Hintze, J. M. (1993, Sept.). *ADHD: School-based approaches to intervention*. Workshop presented at the Fourth Annual Advances in Developmental Disabilities Conference: University of Pennsylvania School of Medicine, Philadelphia, PA.

Shapiro, E. S., & Hintze, J. M. (1993, June). *Curriculum-based assessment: An emphasis on instructional consultation*. Two-day workshop presented to the Howard County Public Schools: Johns Hopkins University School of Continuing Education, Columbia, MD.

Shapiro, E. S., & Hintze, J. M. (1993, April). *Direct assessment of academic problems*. Full-day workshop presented at the annual conference of the National Association of School Psychologists, Washington, D.C.

### **PROFESSIONAL LICENSES**

- State Permanent Certified School Psychologist (N.Y., N.J., & PA)
- Nationally Certified School Psychologist (NCSP)
- Licensed Health Service Psychologist (CT)

### **PROFESSIONAL SOCIETIES**

- American Education Research Association
- American Evaluation Association
- American Psychological Association  
Division 16 (School Psychology)
- Council for Exceptional Children  
Division of Council for Educational Diagnostic Services  
Division of Learning Disabilities
- National Association of School Psychologists
- Northeastern Educational Research Association

### **PROFESSIONAL ACTIVITIES - OTHER**

- Associate Editorships  
*School Psychology Review* (2003 to 2007)  
*Journal of Behavioral Education* (2001 to 2003)
- Editorial Board Member  
*Assessment for Effective Intervention* (2002 to present)  
*Journal of Behavioral Education* (2001 to present)  
*Journal of Evidence Based Practices in Schools* (1999 to present)  
*Journal of Learning Disabilities* (2003 to 2006)  
*Journal of Psychoeducational Assessment* (1996 to present)  
*Journal of School Psychology* (1996 to present)  
*Journal of Special Education* (2000 to 2007)

*Psychology in the Schools* (2000 to present)  
*School Psychology Quarterly* (1997 to 2003)  
*School Psychology Review* (1996 to present)

- Guest Reviewer

*American Education Research Journal*  
*Early Childhood Research Quarterly*  
*Exceptional Children*  
*Journal of Applied Behavior Analysis*  
*Journal of Applied School Psychology*  
*Journal of Early Adolescence*  
*Journal of Educational Psychology*  
*Journal of Education for Students Placed At Risk*  
*Journal of Research on Educational Effectiveness*  
*Learning Disabilities: Research & Practice*  
*Psychological Assessment*

- External & Professional Review Activities

*Institute for Education Sciences (IES)* Scientific Panel Review Member (Statistics & Modeling) (2010)  
*Encyclopedia of School Psychology*: (Advisory Board Member)  
*Program Chair*: Division 16 of the Annual Meeting of the APA (2001, 2002)  
*Review Committee*: Society for the Study of School Psychology - Best Article of the Year Award  
*APA Division 16* (Convention Committee - Annual Conference 1994, 1996, 1997, 1999-01)  
*Program Chair*: Berkshire Association of Behavior Analysis & Therapy (1998)  
*Lightner Witmer Award Selection Committee*: Division 16 of the APA (2000 to 2003)  
*Senior Scientist Award Selection Committee*: Division 16 of the APA (2001)  
*APA Site Team Visitor*: (1999 to present)  
*Connecticut Association of School Psychologists*: (1994-1998)  
Executive Board Member  
Member of the Ethics and Professional Practices Committee  
Member of the Professional Development and Program Committee