

# Theodore J. Christ, Ph.D.

## Credentials

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<b>School &amp; Counseling Psychology (APA, NASP, NCATE Accredited)</b> University of Massachusetts, Amherst, MA Licensed School Psychologist, IA & MA	<b>Ph.D. 2002</b> M.Ed. 1999
Psychology and Elementary Education (NCATE Accredited) Minor: Philosophy (Department Award for Excellence) Westfield State College, MA <b>Certified Elementary Education Teacher (K-6), MA</b>	BA 1996

## Award and Honors

Lightner Witmer Award from Division 16 (School Psychology) of the American Psychological Association

“given for scholarly activity and contributions that have significantly nourished school psychology as a discipline and profession...[with] exceptional potential and promise to contribute knowledge and professional insights that are of uncommon and extraordinary quality”

## Related Experience & Activities

### *Higher Education Experience*

<b>Associate Professor, Department of Educational Psychology &amp; Adjunct Associate Professor, Department of Psychology, University of Minnesota in the Twin Cities, MN</b>	2005 -
Consultant & Data Analyst, Read Naturally, Saint Paul, MN	
Assistant Professor, School Psychology Program, University of Southern Mississippi, Hattiesburg, MS	2002 - 2005
Co-Director, MS Reads Project, Partnership between Ameri-Corps VISTA and Office of Community Service Learning University of Southern Mississippi, Hattiesburg, MS	2003 - 2005
Invited Early Career Researcher, School Psychology Research Collaboration Conference sponsored by the Society for the Study of School Psychology	2004 - 2005
Faculty Fellow, <i>Service Learning in Higher Education: Partnering with the Communities</i> , Office of Community Service Learning, Hattiesburg, MS	2004 - 2005

### *School-Based Experience*

Trainer/Consultant, Classroom Management	2004-2005
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*Day Treatment Settings: Behavioral and Academic Programming for Change*, Hattiesburg Public Schools, Hattiesburg, MS

Trainer, School-Based Problem Solving Collaboration and Training of Regional School District Administrators, Area Education Foundation, Hattiesburg, MS	2003-2004
Trainer/Consultant, School-Based Problem Solving State-Wide Teacher Support Teams (Problem Solving), State Department of Education, Jackson, MS	2002-2003
Consultant/Trainer, Psychoeducational Assessment Curriculum Based Measurement Project: Local Norming and Annual Progress, North Adams Public Schools, MA	2001-2002
Consultant & Data Analyst, Academic Assessment Literacy Instruction Project: Comparison of Growth Across Three Literacy Programs, Pittsfield Public Schools, MA	2001-2002
School Psychologist (Intern) Heartland Area Educational Agency 11, Johnston, IA	2001-2002
School Psychologist (Practicum) North Adams Public School District, MA	1998-2000
Special Education Teacher/Counselor Eagle Hill School for Students with Learning Disabilities, Hardwick, MA	1995-1997

## Research and Interests

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### **Assessment/Measurement in Education**

Primary interest: Evaluate and develop procedures and instrumentation to support problem solving and data-based decision-making in schools.

### **Other Areas of Interest**

- Technology in the schools (esp. as used for assessment)
- Reading and Mathematics Skill Development
- Problem Solving in Schools
- Test Theory (Psychometrics) and Data Analysis
- Methodology (Single Subject Designs, Group Designs)

## Publications

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### *Manuscripts Published/In Press/Accepted*

#### Peer Refereed ( $N = 28$ )

Ardoin, S. P., & Christ, T. J. (in press). Curriculum based measurement of oral reading: Estimates of standard error when monitoring progress using alternate passage sets, *School Psychology Review*.

Christ, T. J., & Boice, C. H. (in press). Rating scale items: A brief review of

- nomenclature, components and formatting. *Assessment for Effective Intervention*.
- Christ, T. J., Riley-Tillman, T. C., & Chafouleas, S. M. (in press). Direct Behavior Ratings (DBRs): Foundation for the development and use of DBR to assess and evaluate of behavior. *Assessment for Effective Intervention*.
- Sanenti, L., Chafouleas, S. M., & Christ, T. J. (in press). Extending Direct Behavior Rating (DBR) use beyond student assessment: Applications to treatment integrity assessment within a multi-tier model of intervention delivery. *Assessment for Effective Intervention*.
- Chafouleas, S. M., Christ, T. J., & Riley-Tillman, T. C. (in press). Generalizability and dependability of scaling gradients on direct behavior ratings. *Educational & Psychological Measurement*.
- Chafouleas, S. M., Riley-Tillman, T. C., & Christ, T. J. (in press). Direct Behavior Rating (DBR): An emerging method for assessing social behavior within a tiered intervention system *Assessment for Effective Intervention*, 69, 157-173
- Riley-Tillman, T. C., Chafouleas, S. M., Christ, T. J., Briesch, A. M., & LeBel, T. J. (2009). The impact of item wording and behavioral specificity on the accuracy of Direct Behavior Ratings (DBRs). *School Psychology Quarterly*, 24, 1-12.
- Christ, T. J., & Ardoin, S. P. (2009). Curriculum-based measurement of oral reading: Passage equivalence and probe-set development. *Journal of School Psychology*, 47, 55-75.
- Christ, T. J., Scullin, S., Tolbize, A., & Jiban, C. L. (2008). Implications of recent research: Curriculum based measurement of math computation. *Assessment for Effective Intervention*, 33, 198-205.
- Ardoin, S. P., & Christ, T. J. (2008). Evaluating curriculum based measurement slope estimate using data from tri-annual universal screenings. *School Psychology Review*, 37, 109-125.
- Christ, T. J., & Coolong-Chaffin, M. (2007). Interpretations of curriculum-based measurement outcomes: Standard error and confidence intervals. *School Psychology Forum*, 1, 75-86.
- Everett, G. E., Olmi, D. J., Edwards, R. P., Tingstrom, D. H., Sterling, H. E., & Christ, T. J. (2007). An empirical investigation of time-out with and without escape extinction to treat escape maintained noncompliance. *Behavior Modification*, 31, 412-434.
- Christ, T. J., & Silberglitt, B. (2007). Curriculum-based measurement of oral reading fluency: The standard error of measurement. *School Psychology Review*, 36, 130-146.
- Christ, T. J. (2007). Experimental control and threats to internal validity of concurrent and nonconcurrent multiple baseline designs. *Psychology in the Schools*, 44, 451-460.
- Chafouleas, S. M., Christ, T. J., Riley-Tillman, T. C., Briesch, A. M., & Chanese, J. A. M. (2007). Generalizability and dependability of Daily Behavior Report Cards to measure social behavior of preschoolers.

- School Psychology Review*, 36, 63-79.
- Christ, T. J., & Schanding, T. (2007). Practice effects on curriculum based measures of computational skills: Influences on skill versus performance analysis. *School Psychology Review*, 36, 147-158.
- Christ, T. J., & Vining, O. (2006). Curriculum based measurement procedures to develop multiple-skill mathematics computation probes: Evaluation of random and stratified stimulus-set arrangements. *School Psychology Review*, 35, 387-400.
- Christ, T. J., Davie, J., & Berman, S. (2006). CBM data and decision making in RTI contexts: Addressing performance variability. *Communique*, 34, 29-31.
- Hintze, J. M., Christ, T. J., & Methe, S. A. (2006). Curriculum-based assessment. *Psychology in the Schools*, 43, 45-56.
- Wackerle, A. K., Boice, C. H., Christ, T. J., & Burns, M. K. (2006). Response to intervention at NASP: Were 44 presentations enough? *Communique*, 34, 20-21.
- Christ, T. J. (2006). Short term estimates of growth using curriculum-based measurement of oral reading fluency: Estimates of standard error of the slope to construct confidence intervals. *School Psychology Review*, 35, 128-133.
- Christ, T. J., & Christ, J. A. (2006). Application of an interdependent group contingency mediated by an automated feedback device: An intervention across three high school classrooms. *School Psychology Review*, 35, 78-90.
- Christ, T. J., & Poncy, B. C. (2005). Guest editors' introduction to a special issue on response to intervention. *Journal of Psychoeducational Assessment*, 23.
- Christ, T. J., Burns, M. K., & Ysseldyke, J. (2005). Conceptual confusion within response-to-intervention vernacular: Clarifying meaningful differences. *Communique*, 34, 1-7.
- Christ, T. J., Johnson-Gros, K., & Hintze, J. M. (2005). An examination of computational fluency: The reliability of curriculum-based outcomes within the context of educational decisions. *Psychology in the Schools*, 42, 615-622.
- Gresham, F., Reschly, D., Tilly, W. D., Fletcher, J., Burns, M., Christ, T. J., et al. (2004). Comprehensive evaluation of learning disabilities: A response-to-intervention perspective. *Communique*, 33, 34-35.
- 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.
- Albright, L., Cohen, A. I., Malloy, T. E., Christ, T., & Bromgard, G. (2004). Judgments of communicative intent in conversation. *Journal of Experimental Social Psychology*, 40, 290-302.
- 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.

#### Dissertation

Christ, T. J. (2003). The effects of passage-difficulty on CBM progress monitoring outcomes: Stability and accuracy. *Dissertation Abstracts International: Section B: The Sciences & Engineering*, 63, 10. (UMI No. 4960).

#### Chapters (N = 3)

- Christ, T. J. (2008). Best practices in problem analysis. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology*. (pp. 159-176). Bethesda, MD: National Association of School Psychologists.
- Hixson, M., Christ, T. J., & Bradley-Johnson, S. (2008). Best practices in progress monitoring. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology*. (pp. 2133-2146) Bethesda, MD: National Association of School Psychologists.
- Christ, T. J., & Hintze, J. M. (2007). Psychometric considerations of reliability when evaluating response to intervention. In S. R. Jimmerson, A. M. VanderHayDen & M. K. Burns (Eds.), *Response to Intervention Handbook* (pp. 93-105). New York: Springer.

#### Policy Documents

Chris, T. J. (Chair), Canter, A. Floyd, R. G., Knutson, J., Lichtenstein, B., Martinez, R. S., Tilly, W. D., & Ysseldyke, J. (2009). *National Association of School Psychologists Position Statement on Assessment*. Bethesda, MD: National Association of School Psychologists.

#### Other Book Sections (N = 20)

- Christ, T. J., & Taylor, E. L. (in press). No Child Left Behind (NCLB) Act. In C. S. Clauss-Ehlers (Ed.), *Encyclopedia of Cross-Cultural School Psychology (ECCSP)* (pp. XX-XX). New York: Springer.
- Davie, J., & Christ, T. J. (in press). Desensitization. In C. S. Clauss-Ehlers (Ed.), *Encyclopedia of Cross-Cultural School Psychology (ECCSP)* (pp. XX-XX). New York: Springer.
- Taylor, E. L., & Christ, T. J. (in press). Elementary and Secondary Education Act (ESEA). In C. S. Clauss-Ehlers (Ed.), *Encyclopedia of Cross-Cultural School Psychology (ECCSP)* (pp. XX-XX). New York: Springer.
- Lau, M., & Christ, T. J. (in press). Cross cultural competencies in school psychology. In C. S. Clauss-Ehlers (Ed.), *Encyclopedia of Cross-Cultural School Psychology (ECCSP)* (pp. XX-XX). New York: Springer.
- Christ, J. A. & Christ, T. J. (in press). National Education Association. In C. S. Clauss-Ehlers (Ed.), *Encyclopedia of Cross-Cultural School*

- Psychology (ECCSP)* (pp. XX-XX). New York: Springer.
- Christ, T. J., Davie, J. & Scullin, S. (accepted). Interpretation of curriculum-based measurement outcomes: Norms, criterion and confidence intervals. In Canter, A. S., Paige, L., & Straw, S. (Eds). *Helping children at home and school: Handouts from your school psychologist*, Bethesda, MD: NASP
- Christ, T. J., Scullin, S. & Davie, J. (accepted). Curriculum based measurement of multiple-skill computation. In Canter, A. S., Paige, L., & Straw, S. (Eds). *Helping children at home and school: Handouts from your school psychologist*, Bethesda, MD: NASP
- Christ, T. J., Ayodele, A. & McCarthy, A. (accepted) Curriculum based measurement of single-skill computation. In Canter, A. S., Paige, L., & Straw, S. (Eds). *Helping children at home and school: Handouts from your school psychologist*, Bethesda, MD: NASP
- Christ, T. J., Werde, S. & McCarthy, A. (accepted). Curriculum based measurement of oral reading. In Canter, A. S., Paige, L., & Straw, S. (Eds). *Helping children at home and school: Handouts from your school psychologist*, Bethesda, MD: NASP
- Christ, T. J., McCarthy, A. & Ayodele, A. (accepted). Curriculum based measurement of maze reading. In Canter, A. S., Paige, L., & Straw, S. (Eds). *Helping children at home and school: Handouts from your school psychologist*, Bethesda, MD: NASP
- Riley-Tillman, T. C., Chafouleas, S. M., Christ, T. J. & Kilgus, S. P. (accepted). Direct Behavior Ratings (DBRs): A useful tool for assessing social behavior. In Canter, A. S., Paige, L., & Straw, S. (Eds). *Helping children at home and school: Handouts from your school psychologist*, Bethesda, MD: NASP
- Chafouleas, S. M., Riley-Tillman, T. C., & Christ, T. J. (accepted). Direct Behavior Ratings (DBRs): Useful tools for linking assessment, communication, and intervention. In Canter, A. S., Paige, L., & Straw, S. (Eds). *Helping children at home and school: Handouts from your school psychologist*, Bethesda, MD: NASP
- Christ, T. J. & Scullin, S. (2008). Alternative academic assessment. *Encyclopedia of educational psychology*. (pp. 25-29). Thousand Oaks, CA: Sage Publications.
- Christ, T. J. & Skaar, N. (2008). Aptitude assessment. *Encyclopedia of educational psychology*. (pp. 50-55). Thousand Oaks, CA: Sage Publications.
- Christ, T. J. (2005). Content for the companion website and online learning modules. *Educational Psychology: Developing Learners* [5th Edition]. New York: Prentice Hall.
- Christ, T. J., & Lyons, E. A. (2004a). Inclusion. In T. S. Watson & C. H. Skinner (Eds.), *Comprehensive Encyclopedia of School Psychology* (pp. 163-164). New York: Kluwer.
- Christ, T. J., & Lyons, E. A. (2004b). Mainstreaming. In T. S. Watson & C. H. Skinner (Eds.), *Comprehensive Encyclopedia of School Psychology*

- (pp. 177-179). New York: Kluwer.
- Christ, T. J., & Rice, J. L. (2004). Woodcock Johnson III: Achievement. In T. S. Watson & C. H. Skinner (Eds.), *Comprehensive Encyclopedia of School Psychology* (pp. 379-381). New York: Kluwer.

Technical Reports/Unpublished Manuscripts (N = 11)

- Scullin, S., Werde, S. & Christ, T. J. (2007). *Subskill analysis of reading fluency (SARF): A review of miscue analysis and informal reading assessments*. (Tech. Rep. No. 1). University of Minnesota, Educational Psychology Department.
- Werde, S., Scullin, S., & Christ, T. J. (2008). *Subskill analysis of reading fluency (SARF): Users manual (Version 3.4)*. University of Minnesota, Educational Psychology Department.
- Christ, T. J. & Boice, C. H. (2006). *Direct behavior rating scales: Dimensions of scales, anchors, and labels* (Tech. Rep. No. 1). University of Connecticut, Educational Psychology Department.
- Boice C. H. & Christ, T. J. (2006). *Direct Behavior Ratings: A Review to Define the Type of Rating Scale*. (Tech. Rep. No. 2). University of Connecticut, Educational Psychology Department.
- Christ, T. J., Krall, L., & Kroll, A. (2006). *Computer-based assessment system of early reading development (CBAS-R): A priori domains and hierarchy of the construct*. (Tech. Rep. No. 1). University of Minnesota, Center for Reading Research.
- Krall, L., Kroll, A., & Christ, T. J. (2006a). *Computer Based Assessment System for Reading (CBAS-R) 1.0: Hierarchy and item development for fluency and decoding* (Tech. Rep. No. 1d). Minneapolis-Saint Paul, MN: University of Minnesota, Center for Reading Research.
- Krall, L., Kroll, A., & Christ, T. J. (2006b). *Computer Based Assessment System for Reading (CBAS-R) 1.0: Hierarchy and item development for phonics* (Tech. Rep. No. 1c). Minneapolis-Saint Paul, MN: University of Minnesota, Center for Reading Research.
- Krall, L., Kroll, A., & Christ, T. J. (2006c). *Computer Based Assessment System for Reading (CBAS-R) 1.0: Hierarchy and item development for vocabulary* (Tech. Rep. No. 1e). Minneapolis-Saint Paul, MN: University of Minnesota, Center for Reading Research.
- Kroll, A., Krall, L., & Christ, T. J. (2006a). *Computer Based Assessment System for Reading (CBAS-R) 1.0: Hierarchy and item development for comprehension* (Tech. Rep. No. 1f). Minneapolis-Saint Paul, MN: University of Minnesota, Center for Reading Research.
- Kroll, A., Krall, L., & Christ, T. J. (2006b). *Computer Based Assessment System for Reading (CBAS-R) 1.0: Hierarchy and item development for concepts of print* (Tech. Rep. No. 1a). Minneapolis-Saint Paul, MN: University of Minnesota, Center for Reading Research.
- Kroll, A., Krall, L., & Christ, T. J. (2006c). *Computer Based Assessment System for Reading (CBAS-R) 1.0: Hierarchy and item development for phonemic awareness* (Tech. Rep. No. 1b). Minneapolis-Saint Paul,

MN: University of Minnesota, Center for Reading Research.  
Christ, T. J. (2005). *Toward the Examination and Improvement of Progress Monitoring Practices: Curriculum Based Measurement and Oral Reading Fluency*. Unpublished manuscript, University of Minnesota at Minneapolis.

#### *In Submission/In Progress*

Peer Refereed ( $N = 7$ )

- Christ, T. J., Chafouleas, S. M., & Riley-Tillman, T. C. (2007). *Direct Behavior Ratings Scale (DBR-S): How many points on a scale do we need?* Manuscript in submission for publication in the *School Psychology Review* (copy on file with author).
- Christ, T. J., Boice, C. H., Chafouleas, S. M., & Riley-Tillman, T. C. (2007). *Generalizability and dependability of Direct Behavior Rating Scales (DBRS) across raters and observations*. Manuscript in submission for publication in the *Educational and Psychological Measurement* (copy on file with author).
- Christ, T. J., & Silbergitt, B. (2006). *Curriculum based measurement of oral reading fluency (CBM-R): Weekly growth and seasonal effects*. Manuscript in submission for publication in *Assessment for Effective Intervention* (copy on file with author).
- Christ, T. J., Vining, O., & Hartness, S. (2006). *Comparative analysis of a target flashcard and repeated reading interventions for oral reading: Fluency, accuracy, and intervention efficiency*. Manuscript in submission for publication in *Psychology in the Schools* (copy on file with author).
- Christ, T. J., & Davie, J. (in development). *Standard error of measurement and curriculum based measurement: How, when, and why to use it*.

## **Presentations**

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#### *National (Peer Refereed)*

Peer Refereed ( $N = 33$ )

- McCarthy, A. & Christ, T. J. (2009, February) *Measuring reading rate in a computer-based assessment*, Poster presented at the annual conference for the National Association of School Psychologists, Boston, MA.
- Cormier, D. C., Christ, T. J. & Yeo, S. (2009, February) *Curriculum Based Measurement of Oral Reading (CBM-R): An evaluation of linear expectations for growth*, Poster presented at the annual conference for the National Association of School Psychologists, Boston, MA.
- Christ, T. J., Riley-Tillman, C. T., & Chafouleas, S. M. (2009, February) *An emerging alternative for Response to Intervention (RtI): Direct Behavior Rating (DBR)*, Paper presented at the annual conference for the National Association of School Psychologists, Boston, MA.

- Lebel, T. J., Briesch, A. M., Kilgus, S. P., Riley-Tillman, Chafouleas, S. M., C. T. & Christ, T. J. (2009, February) *Behavioral Specificity and Wording Impact on Direct Behavior Rating Accuracy*, Poster presented at the annual conference for the National Association of School Psychologists, Boston, MA.
- Music, A., Briesch, Riley-Tillman, Chafouleas, S. M., C. T. & Christ, T. J. (2009, February) *Project VIABLE: Teacher preference assessment of Direct Behavior Rating (DBR)*, Poster presented at the annual conference for the National Association of School Psychologists, Boston, MA.
- Ongsoco, A., Music, A., Briesch, A. M., Kilgus, S. P., Chafouleas, S. M., Riley-Tillman, C. T. & Christ, T. J. (2009, February) *Investigating the Influence of Scale Characteristics on Direct Behavior Rating Data*, Poster presented at the annual conference for the National Association of School Psychologists, Boston, MA.
- Music, Ajlana, Riley-Tillman, C. T., Chafouleas, S. M. & Christ, T. J. (2009, February) *Project VIABLE: Teacher Preference Assessment of Direct Behavior Ratings*, Poster presented at the annual conference for the National Association of School Psychologists, Boston, MA.
- Chafouleas, S. M., Briesch, A. M., Riley-Tillman, T. C., Christ, T. J., Kilgus, S. P., LeBel, T. J. (2008, August). *Examining the generalizability and dependability of direct behavior rating (DBR)*. Poster presented at the annual conference for the American Psychological Association, Boston, MA.
- Riley-Tillman, T. C., Chafouleas, S. M. & Christ, T. J. (2008, February). *The development and technical adequacy of direct behavior ratings*. Paper presented at the annual conference for the National Association of School Psychologists, New Orleans, LA.
- Ardoin, S., Carfolite, J. Christ, T. J., Daly, E., & Roof, C. (2008, February). *The true test: Evaluating CBM data at the individual level*. Symposium presented at the annual conference for the National Association of School Psychologists, New Orleans, LA.
- Davie, J., Ganuza, Z. & Christ, T. J. (2008, February). *The effects of exposure to closed caption on reading performance*. Paper presented at the annual conference for the National Association of School Psychologists, New Orleans, LA.
- Scullin, S. & Christ, T. J. (2008, February). *A review of the features and technical adequacy of informal reading inventories*. Paper presented at the annual conference for the National Association of School Psychologists, New Orleans, LA.
- Christ, T. J., Poncy, B. & Ardoin, S. (2007, March). *Generalizability and dependability of CBM-R: SEM issues continued*. Paper presented at the annual conference for the National Association of School Psychologists, New York, NY.
- Christ, T. J. & Silberglitt B. (2007, March). *Annual growth for CBM-R is*

- non-linear: Benchmark estimates*. Paper presented at the annual conference for the National Association of School Psychologists, New York, NY.
- Davie, J. & Christ, T. J. (2007, March). *Estimates of CBM-R: Likely estimates of SEM*. Poster presented at the annual conference for the National Association of School Psychologists, New York, NY.
- Skaar, N. & Christ, T. J. (2007, March). *Curriculum-based measurement in spelling: Dependability of standardized procedures*. Poster presented at the annual conference for the National Association of School Psychologists, New York, NY.
- Chafouleas, S. M., Christ, T. J., Riley-Tillman, T. C., Briesch, A. M., & Chanese, J. A. M. (2007, March). *Generalizability and dependability of Direct Behavior Ratings (DBRs) to assess social behavior of preschoolers*. Paper presented at the National Association of School Psychologists Annual Convention, New York, NY.
- Riley-Tillman, T.C., Chafouleas, S.M., Christ, T.J., LeBel, T., Ivey, A., Briesch, A. (2007, March). *Project VIABLE: The Decision reliability of Direct Behavior Ratings*. Poster presentation at the National Association of School Psychologists Annual Convention, New York, New York.
- Christ, T. J. (2007, February 2). *Curriculum-based measurement of oral reading (CBM-R): How many datapoints might I need to estimate the level and rate of achievement?* Poster presented at the Pacific Coast Research Conference (PCRC), Coronado, CA.
- Schulte (Chair), A., Christ, T. J., Ardoin, S. P., Tindal, G., & Robison, S. (2007, February 3). *Progress monitoring in reading: Refinements, enhancements, and new directions*. Symposium presented at the Pacific Coast Research Conference (PCRC), Coronado, CA.
- Christ, T. J. (2006, April). *Does CBM have Error? Standard Error and Confidence Intervals*. Paper presented at the annual conference for the National Association of School Psychologists, Anaheim, CA.
- Christ, T. J. (2006, April). *Curriculum based measurement math: Toward improving instrumentation and administration procedures*. Paper presented at the annual conference for the National Association of School Psychologists, Anaheim, CA.
- Christ, T. J. (2005, August). *Multiple Skill Computation Probes: Evaluation of Random and Stratified Arrangements*. Poster presentation at the annual conference for the American Psychology Association, Washington, D.C.
- Mugal, D., Schanding, T., Christ, T. J., & Tingstrom, D. (2005, April). *Good Behavior Game: Implementation in a Middle School General Education Classroom*. Poster presentation at the annual conference for the National Association of School Psychologists, Atlanta, GA
- Christ, T. J., (2004, May). *Extending The Clock-Light Literature: Automated Fixed Interval Group Contingency In A Middle School*. Poster presentation at the annual conference for Applied Behavior Analysis,

San Francisco, CA

- Christ, T. J. (2004, April). *Monitoring Reading Development With CBM: Monte Carlo Simulations Estimate Decision Error*. Paper presentation at the annual conference for the National Association of School Psychologists, Dallas, TX.
- Ikedda, M. Allison, R., & Christ, T. J. (2004, April). *Implementation And Review Of A Response To Intervention Program*. Paper presentation at the annual conference for the National Association of School Psychologists, Dallas, TX.
- Christ, T. J., & Allison, R. (2003, April). *Problem Solving With The Heartland Problem-Solving Model: Resolving Behavior Problems*. Paper presentation at the annual conference for the National Association of School Psychologists, Toronto, Canada
- Christ, T. J. & Allison, R. (2003, April). *Problem Solving With The Heartland Problem Solving Model: Resolving Academic Problems*. Paper presentation at the annual conference for the National Association of School Psychologists, Toronto, Canada.
- Christ, T. J. (2002, February). *A Study Exploring The Feasibility Of Functional Assessment Mediated By Indirect Behavioral Consultation*. Poster presentation at the annual conference for the National Association of School Psychologists, Chicago, IL.
- Christ, T. J. & Hintze, J. M. (2002, February). *Improving The Reliability And Accuracy Of CBM Formative Reading Assessment Procedures*. Paper presentation at the annual conference for the National Association of School Psychologists, Chicago, IL.
- Hintze, J. M. & Christ, T. J. (2001, April). *The Generalizability of CBM Survey-Level Mathematics Assessments: Just How Many Samples Do We Need?* Paper presentation at the annual conference for the National Association of School Psychologists, Washington, D.C.

Non-refereed/Invited (N = 2)

- Christ, T. J. (2006, August). *An overview of RTI research: Progress monitoring and problem analysis*. Paper presented at the Response to Intervention Summit, Salt Lake City, UT.
- Christ, T. J. (2006, May). *Technical issues when evaluating response to intervention: Curriculum based measurement and standard error*. Paper presented at the conference for Advances in Progress Monitoring: Curriculum Based Measurement Research and Innovations, Minneapolis, MN.

*Regional/Local* (N = 12)

Refereed (N = 9)

- Christ, T. J., Scullin, S. & Werde, S. (2008, March). *Subskill Analysis of Reading Fluency (SARF) with a Response to Intervention (RtI) Model*.

- Paper presented at the annual conference for Minnesota School Psychologist Association, Minneapolis, MN
- Christ, T. J. & Christina, B. (2008, March). *Direct Behavior Ratings (DBR) with a Response to Intervention (RtI) Model*. Paper presented at the annual conference for Minnesota School Psychologist Association, Minneapolis, MN
- Christ, T. J. (2004, October). *Recent issues in curriculum-based procedures: How should we sample curriculum content and estimate measurement error?* Mini-skills workshop at the bi-annual Mid-South Conference for School Psychology, Philadelphia, MS.
- Christ, T. J., Strong, C., & Vining, O. (2004, October) basic issues in direct assessment of early academic skills: curriculum based measurement/assessment, curriculum based evaluation, and the DIBELS, Mini-skills workshop at the bi-annual Mid-South Conference for School Psychology, Philadelphia, MS.
- Christ, T. J. (2003, June). *What tests can and cannot tell you: Large scale assessments*. Paper presentation at the annual conference for Mississippi Institute on School Health, Wellness, and Safety, Biloxi, MS.
- Christ, T. J. (2003, February). *Assessment and intervention in reading: empirical evidence and implications for practice*. Paper presentation at the annual conference for the Mississippi Association for Psychology in Schools, Jackson, MS.
- Johnson-Gros, K., Christ, T. J. et. al. (2002 October). *Curriculum-based measurement in schools*. Paper presented at the bi-annual meeting of the Mid-South Regional Conference on Psychology in the Schools. Chattanooga, TN.
- Christ, T. J. & Hintze, J. M. (2000, November). *The generalizability of CBM survey-level mathematics assessments: Just how many samples do we need?* Colloquium presented at the annual conference for the New England Research Association, NY.
- Christ, T. J. & Phaneuf, R (1999, November). *Contemporary assessment: Curriculum-based measures and functional behavioral assessment*. Paper presented at the annual meeting of the Massachusetts Federation of the Council for Exceptional Children, Worcester, MA.

Non-refereed/Invited (N = 3)

- Samuels, J (chair), Christ, T. J., Deno, S., McConnell, S. (2008, February). *DIBELS: Present Evidence and Future Directions*. Symposium to the Department of Educational Psychology at the University of Minnesota, Minneapolis, MN.
- Christ, T. J. (2007, November). *Instructionally Relevant Assessment: Past, Present and Future*. Paper and training presented to practicing school psychologists, Minneapolis, MN.
- Christ, T. J. (2006, January). *Use of curriculum based measurement within an*

*RTI model. Workshop at the annual Midwinter Conference for Minnesota School Psychologists Association, Plymouth, MN.*

## Grant Experience

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### *Funded*

(funding received ~ **\$3,700,000**)

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|---|--|
| Co-Principal Investigator, <i>Formative Assessment Instrumentation and Procedures for Reading (FAIP-R)</i> :<br><b>\$1.6 million for 4 years</b> Funding Source: IES<br>Institute for Educational Sciences, Goal 5: Measurement under Topic 1: Reading and Writing (CFDA 84.324)  | Funded<br>2008-2012  |
| Principal Investigator, <i>Computer-Based Assessment System in Early Reading (CBAS-ER)</i> : <b>\$400,000 for 2 years</b><br>Funding Source: USDOE, OSERS<br>Office of Special Education and Rehabilitative Services (OSERS), Technology and Media Services For Individuals With Disabilities--Steppingstones of Technology Innovation for Students with Disabilities (CFDA 84.327A)  | Funded<br>2008-2010  |
| Author & Principal, Christ, T. J., Subskill Analysis of Reading Fluency Field Testing, <b>\$2000</b><br>College of Education and Human Development, Department of Educational Psychology, Indirect Cost Mini-Grant Award  | Funded<br>2008   |
| Author & Principal, Christ, T. J., Computer-Based Assessment System (CBAS) Assessment Project to Develop Formative Technology for Formative Evaluation, <b>\$399,000 over two years</b> (H327A060014)<br>US Department of Education Office of Special Education and Rehabilitative Services (OSERS), Technology and Media Services For Individuals With Disabilities--Steppingstones of Technology Innovation for Students with Disabilities (CFDA 84.327A) | Funded<br>2006-2008<br><br>Submitted<br>October 2005<br>May 2005<br>May 2004 |
| Co-Author & Co-Investigator with Chafouleas, S. M., Riley-Tillman, T. C., Christ, T. J., & Sugai, G., Project VIABLE: Validation of Instruments for Assessing Behavior Longitudinally and Efficiently, <b>1.2 million over 4 years</b> (\$260,000 subgrant to UMN from UConn) (R324B06014)<br>Institute for Educational Sciences, Serious Behavior Disorders – Special Education Research Grants Program (CFDA 84.324)                                      | Funded<br>2006-2010  |

- Advisor of Student Award, Davie, J. & Ganuza, Z., The Effects of Exposure to Closed Captioned Television on Reading Performance for English-Speaking Students and English Language Learners, **\$3000 for 1 year**.  
Center for Reading Research, College of Education and Human Development, University of Minnesota. Funded  
2006-07
- Co-Author & Co-Investigator, Ardoin, S. & Christ, T. J., Improving CBM Progress Monitoring: Using Behavior Instead of Formulas to Predict Passage Difficulty, **\$10,000 for 1 year** Funded  
2006-07  
Society for the Study of School Psychology (SSSP), Early Career Initiative Competition.
- Author & Principal, Christ, T. J., Measurement for Sub-Skill Analysis of Reading Fluency (SARF): Development and Research, **\$34,607 for 1.5 years** Funded  
2006-2007  
Office of the Dean of the Graduate School, Grant-in-Aid of Research, Artistry, and Scholarship, Graduate School, University of Minnesota,
- Consultant, *Day Treatment Settings: Behavioral and Academic Programming for Change*, **\$50,000 for 1 year**, submitted by J. Davis and M. Conville in January 2004, funded. Funded  
2004-2005  
Mississippi Department of Education, Data-Based School Change Initiative Grant Competition

*Unfunded/Pending*

- Co-Principal Investigator, *Project VIABLE-II: Continued Validation of Direct Behavior Rating (DBR) as a behavior assessment method with utility in a problem-solving model*: **\$1.6 million for 4 years** **Pending:**  
Submitted  
October 2008  
Funding Source: IES  
Institute for Educational Sciences, Goal 5: Measurement under Topic 2: Social and Behavioral Outcomes to Support Learning (CFDA 84.324)
- Co-Principal Investigator, *Project DBR-BASIS: The Development of a Web-Based Portal for the Assessment of Social Behavior*: **\$1.2 million for 4 years** **Pending:**  
Submitted  
October 2008  
Funding Source: IES  
Institute for Educational Sciences, Goal 5: Measurement under Topic 2: Social and Behavioral Outcomes to Support Learning (CFDA 84.324)

Principal Investigator. <i>Computer-Based Assessment System for Reading (CBAS-R): \$1.2 million for 4 years</i> Funding Source: IES Institute for Educational Sciences, Goal 5: Measurement under Topic 1: Reading and Writing (CFDA 84.324)	<b>Pending:</b> Submitted May 2008
Author & Principal, Computer Based Assessment System for Reading (CBAS-R): Unified Measurement for Reading Achievement in the Primary Grades, <b>\$1.6 million over 4 years.</b> Institute for Educational Sciences, Goal 5: Measurement under Topic 1: Reading and Writing (CFDA 84.324)	Unfunded November 2007
Author & Principal, Subskill Analysis of Reading Fluency: Project SARF, <b>\$2.3 million over 4 years.</b> Institute for Educational Sciences, Goal 5: Measurement under Topic 1: Reading and Writing (CFDA 84.324)	Unfunded July 2007
Co-Author & Co-Principal, Formative Assessment Instrumentation and Procedures for Reading (FAIP-R), <b>\$1.6 million over 4 years.</b> Institute for Educational Sciences, Goal 5: Measurement under Topic 1: Reading and Writing (CFDA 84.324)	Unfunded July 2007
Co-Author & Principal, Project Tracking: Individualized Education Plans and Progress Monitoring, \$1.9 million over 4 years (\$610,000 subgrant with ECU). Institute for Educational Sciences, Individualized Education Programs and Individualized Family Service Plans - Special Education Research Grants Program (CFDA 84.324)	Unfunded November 2006
Co-Author & Principal, Designing Feasible Tools for School-Based Behavior Monitoring: An Investigation of the Psychometric Properties of the Daily Behavior Report Card, \$59,000 for 1 year Spencer Foundation, Small Grant Competition 2005	Unfunded October 2005
Author & Principal, <i>Sub-Skill Analysis of Reading Fluency (SARF) Project to Develop Formative Assessment Technology</i> , \$150,000 for 2 years, not funded. US Department of Education Office of Special Education and Rehabilitative Services (OSERS), Special Education-- Research and Innovation To Improve Services and Results for Children With Disabilities--Initial Career Awards (CFDA 84.324N)	Unfunded June 2004

Author & Principal, *Critical Evaluation of Curriculum Based Measurement Formative Assessment Procedures and Standards: Reading and Mathematics*, \$25,000 for 1 year, not funded.

Unfunded  
October 2002

American Educational Research Association and Office of Educational Research and Improvement

Consultant, *Direct Instruction in Reading with and without Parental Involvement: A Comparison of Evidenced-Based Practices for Students with Mental Retardation*, submitted by G. Kuntz (principal), R. Valleley (principal), S. M. Sheridan (co-investigator), & M. Shriver (co-investigator)

Unfunded  
September 2004

US Department of Education, Research and Innovation to Improve Services and Results for Children with Disabilities: Reading Interventions for Students with Mental Retardation (CFDA 84.324k)

## Professional Memberships

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Division 16 of the American Psychological Association (APA)  
National Association of School Psychologists (NASP)  
Association of Behavior Analysis (ABA)

## Service

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### *National*

APA Division 16 National Conference, Chair for 2009  
APA Division 16 National Conference, Co-Chair for 2008  
Center for Reading Research, Advisory Board 2007 - Present  
School Psychology Research Collaboration Conference, Planning Committee 2006-07

### Editorial Advisory/Review Boards

*School Psychology Review*, NASP  
*Journal of School Psychology*, SSSP  
*School Psychology Quarterly (ad hoc)*, APA Division 16  
*Psychology in the Schools*  
*School Psychology Forum: Research in Practice*, NASP  
*Journal of Psychoeducational Assessment*, Guest Editor (2005)  
*Division 16 Book Series Editorial Board*, APA Division 16  
*Annual national conference for the NASP*  
*Annual national conference for Division 16 of the APA*

### *University, College, & Department*

Steering Committee, Department of Educational Psychology  
Course Redesign Committee: 8905, Department of Educational Psychology  
Research Committee, College of Education and Human Development, UMN  
Advisor to Political and Professional Issues Committee, UMN

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Service Learning Fellow, USM  
Mississippi Reads Coordinator, USM  
Internal Review Board for Human Subjects Research, USM  
Undergraduate Psychology Scholarship Committee, USM  
Rotary Club Advisor, USM  
School Psychology Graduate Recruitment Committee, USM

#### Oral Examination Committees

- Defended: Schanding, T. (2006), Lyons, E. A. (2006), Mugal, D. (2006), Johnson-Gros (2005), Everett, G. (2004), Trehant, D. (2004), Dubard, M. (2003), McGeorge, A.(2004)
- Not Defended: Skaar, N (Advisor), Bemel, C. (Co-Advisor), Hickey, M., Roverud, J.

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### **Teaching & Advising**

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Courses Taught: Assessment for School Psychologists I, Assessment for School Psychologists II, Ethics and Professional Standards for School Psychologists, School Psychology Practicum, Behavioral Interventions, & Educational Psychology

Current Advisees ( $N = 8$ ): Ayodele, A. (Ph.D.), Bemel, C. (Ph.D.), Barkmeier, L. (Ph.D.), Davie, J. (Ph.D.), McCarthy, A. (Ph.D.), Scullin, S. (Ph.D.) Skaar, N. (Ph.D.), Werde, S. (MA+)

### **Contact Information**

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Mail: University of Minnesota  
School Psychology  
343 Elliott Hall  
75 East River Road  
Minneapolis, MN 55455  
Phone: (612) 624-7068 or (612) 266-6345  
Fax: (612) 624-0879  
E-mail: [t.christ@usm.edu](mailto:t.christ@usm.edu)