

Barbara Ann Rothlisberg
Professor Emerita – Ball State University

Home Address: 120 Cottage Street
Merrill, WI 54452

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Educational History

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| 1982 | Ph.D. | Educational Psychology
University of Wisconsin--Madison
Spec.: School Psychology
Minor: Developmental Psychology
Minor: Child and Family Studies
Dissertation: <u>Lateral Preference and its Relation to Reading in Selected Reader Types</u> |
| 1980 | M.S. | Educational Psychology
University of Wisconsin--Madison
Spec.: School Psychology
Thesis: <u>Cognitive Organization and Reading Comprehension Among Good Reader Groups</u> |
| 1977 | B.S. | Developmental Psychology
University of Wisconsin--Green Bay |

Professional Experience

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| 1996-2015 | Professor: Department of Educational Psychology
Ball State University, Muncie, IN |
| | Instructor for graduate classes in the areas of cognitive assessment, learning disabilities, and school psychology practica. Coordinator of Ed.S. Internships in School Psychology |
| 1990-96 | Associate Professor: Department of Educational Psychology
Ball State University, Muncie, IN |
| | Instructor for graduate classes in the areas of intellectual assessment, tests and measurements, and learning disabilities. |
| 1988-90 | Assistant Professor: Department of Educational Psychology |

Ball State University, Muncie, IN

Instructor for graduate classes in the areas of intellectual assessment, tests and measurements, and learning disabilities.

1987-88 **Assistant Professor:** Department of Educational Psychology and Foundations
University of Northern Iowa, Cedar Falls, IA

Instructor for undergraduate classes in the areas of human growth and development and educational psychology. Instructor for graduate level readings course in educational psychology.

1984-87 **Assistant Professor:** Department of Psychology
Southeast Missouri State University, Cape Girardeau, MO

Instructor for undergraduate classes in the areas of human growth and development and educational psychology. Instructor for graduate level courses in psychological assessment, human differences, and school psychology.

1982-83 **School Psychologist:** Waupun School District, Waupun, WI and Horicon School District, Horicon, WI

Responsible for evaluation and remediation of children, participation in multidisciplinary teams, individual counseling, and consultation with school personnel and parents.

Professional Activities – Ball State University

Co-editor, Special Issue, *Psychology in the Schools*, 2011.

Helped to revise the Conceptual Framework and develop the submission of Standard 2 for NCATE site visit, 2009-2010.

Co-Director, Ph.D. Program in School Psychology, 2008-12.

Coordinator of the Ed.S. Internship in School Psychology, 2003-14. Involved development of internship course materials, bi-annual site visits to internship sites, and assessment of internship effectiveness.

Member, editorial board, *Psychology in the Schools*, 2005-13.

Member of the evaluation team responsible for assessing the effectiveness of educational programming being supported by a Lilly Grant in Delaware County, IN, 2001-2004.

Workshop presenter, *Interpreting the Stanford-Binet, 5th Edition*. School psychologists in Lafayette, IN, December, 2003.

Field-based Practicum Supervisor, Ball State University School Psychology Program, 2000-12.

Workshop presenter, *Neuropsychologically based interventions: What school psychologists can gain from a neuropsychological perspective*. National Association of School Psychologists, New Orleans, LA, 2000.

Workshop presenter, *Neuropsychologically based interventions: What school psychologists can gain from a neuropsychological perspective*. National Association of School Psychologists, Las Vegas, NV, 1999.

Coordinator of Graduate Studies, Teachers College, Ball State University, 1998-1999.

Co-Director, Center for Collaboration in Educational Development, 1998-2004.

Invited panel presentation (with Sharon Paulson and Greg Marchant), Legacy 21 Project--Families and Achievement, October, 1996.

Leader, Panel discussion on risk factors in children's development: Conditions and mechanisms of formation, Russian-American International Seminar, Moscow, Russia, May, 1995.

Workshop leader, Russian-American International Seminar, Moscow, Russia, May, 1995.

Director, M.A./ Ed.S. Program in School Psychology, Department of Educational Psychology, Ball State University, 1989-1999, 2006+.

Site coordinator and examiner for the national standardization of the *Das-Naglieri: Cognitive Assessment System*, 1994.

Consultant-School Psychologist, Blue River Valley School District, Mt. Summit, IN , 1990-96, 1998-1999.

Invited to visit Russia in a specialist exchange, to talk to Russian educators and visit Siberian Schools, October, 1993.

Inservice presenter, *The Stanford-Binet Intelligence Scale*. Greenfield, IN, January, 1993.

Editorial consultant, *Journal of School Psychology*, 1986-92.

Editor of the *Neurotransmitter*, the official newsletter of the National Association of School Psychologists' Neuropsychology Interest Group, 1988-1991.

Workshop presenter, *The Differential Ability Scales*, Lafayette, IN, January 25, 1991.
Member, American Psychological Association--Division 16 Ethics Committee, 1991-92;
Co-chair, 1990-91.

Board member, Youth Service Bureau, Muncie, IN, 1989-91.

Program reviewer, American Psychological Association, Division 16, 1981-82, 1988-89,
and 1989-90.

Workshop presenter, *The Utility of the Stanford-Binet Intelligence Scale (4th. Ed.)*,
Greater Clark County Schools, Jeffersonville, IN, December 9, 1988.

Professional Service – Ball State University

Department

School Psychology Core Committee (1988+), Curriculum Review and Planning Committee (1988-1999), Ed.S. Committee, (1989+), Advanced Graduate Studies Committee, (1988-99; 2003-05, 2007+), Salary Committee (2000-2004), Salary Appeal Committee (1989-92, 1997-04), Personnel Selection Committee (1990-91, 1993-95, 1997-99), Promotion and Tenure Committee (1993-95, 1996-99, 2000-02[Alternate], 2002-06 [Chair], 2008-2010), Policy and Planning Committee (1995-99), Special Assigned Leave Committee (2000-04).

College and University

College Promotion and Tenure Committee (Alternate, 1994-95, 1996-99; Member, 2002-03; Chair 2003-10), Graduate Education Committee (Fall, 1991, 2002-05) Institutional Review Board (1990-96; Chair, 1996-97), Academic Policies Council (1990-94), Continuing Education Committee (1990-94), University Academic Ethics Committee (1990-1996), Task Force: Professional Development for Faculty (1993-94), Task Force: Inclusion (1992-94), Task Force: Faculty Accomplishments (1992), Member, Search Committee for the Assistant Director of Admissions and Public Relation, Indiana Academy for the Gifted (1989), Salary Committee (2000-02).

Service on Doctoral Committees

Completed: Chair for Kimberly Ward, Kathleen Marker, J. Patrick Jones, Daryl Waldron
Hanson,

Barbara Bulow Walters, and Laura Rich Gherig

Member for Madeline Hunt, Renee Vaux, Allyn Hines, Cheryl Sputa Somers, Mark Kelly,
Kathleen Peterson, Cheryl Peresie, Jill Berry, David McIntosh, Ari Gleckman,

Publications – Ball State University

Chang, M., Paulson, S.E., Finch, W.H., McIntosh, D.E., & Rothlisberg, B.A. (2014). Joint Confirmatory factor analysis of the Wookcock-Johnson Tests of Cognitive Abilities, Third Edition, and the Stanford-Binet Intelligence Scales, Fifth Edition, with a preschool population. *Psychology in the Schools, 51*(1), 32-57.

Dale, B.A., Hernandez Finch, M., McIntosh, D.E., Rothlisberg, B.A., & Finch W.H. (2014). Utility of the Stanford-Binet Intelligence Scales, Fifth Edition, with ethnically diverse preschoolers. *Psychology in the Schools, 51*(6), 581-590.

Pierson, E.E., Kilmer, L.M., Rothlisberg, B.A., & McIntosh, D.E. (2012). Use of brief intelligence tests in the identification of giftedness. *Journal of Psychoeducational Assessment, 30*(1), 10-24.

Ball, C. R., Pierson, E., Kilmer, L. M., & Rothlisberg, B.A. (2011). Examining Alternatives for School Psychology Practicum: A Program Evaluation, *Trainer's Forum, 31*, 27-38.

Finch, W.H., Chang, M., Davis, A. S., Holden, J.E., Rothlisberg, B.A., & McIntosh, D. E. (2011). The prediction of intelligence in preschool children using alternative models to regression, *Behavioral Research Methods, 43*(4), 942-952.

Davis, A. S., Finch, W. H., Skierkiewicz, A. L., Rothlisberg, B. A., & McIntosh, D. E. (2009). Using demographic variables to estimate premorbid functioning in preschool children using the Stanford-Binet-Fifth Edition *Archives of Clinical Neuropsychology, 24*. 539-540.

Davis, A. S., Finch, W. H., Skierkiewicz, A. L., Rothlisberg, & McIntosh, D. E. (2009). Demographic variables, premorbid functioning, and CHC ability on the Woodcock-Johnson Tests of Cognitive Ability for preschoolers. *Archives of Clinical Neuropsychology, 24*, 539.

Morgan, K.E. Rothlisberg, B. A. McIntosh, D.E. & Hunt, M. S. (2009). Confirmatory factor analysis of the K-ABC in preschool children. *Psychology in the Schools, 46*, 515-525.

Rhodes, R.L., D'Amato, R. C., & Rothlisberg, B. A. (2008). Utilizing a neuropsychological paradigm for understanding common educational and psychological tests. In C.R. Reynolds & E. Fletcher-Janzen (Eds). *Handbook of clinical child neuropsychology* (3rd ed.). (pp. 321-349). New York: Springer.

Sanders, S., McIntosh, D.E., Dunham, M., Rothlisberg, B.A., & Finch, H. (2007). Joint confirmatory factor analysis of the Differential Ability Scales and the Woodcock-Johnson Test of Cognitive Abilities—Third Edition. *Psychology in the Schools, 44*, 119-138.

Krivitski, E. C., McIntosh, D. E., Rothlisberg, B. A., & Finch, H. (2004). Profile analysis of deaf children using the Universal Nonverbal Intelligence Test. *Journal of Psychoeducational Assessment, 22*(4), 238-250.

Rothlisberg, B.A., D'Amato, R.C., & Palencia, B.N. (2003). Assessment of children for intervention planning following traumatic brain injury. In C.R. Reynolds & R.W. Kamphaus, *Handbook of psychological and educational assessment: Intelligence, aptitude, and achievement* (2nd ed.). (pp. 685-706). New York: Guilford.

Rothlisberg, B.A. (2003). Review of the University Residence Environment Scale. In J.C. Impara & B.S. Plake (Eds.), *The fourteenth mental measurement yearbook*. Lincoln, NE: University of Nebraska.

Marchant, G.J., Paulson, S.E., & Rothlisberg, B.A. (2001). Relations of middle school students' perceptions of family and school contexts with academic achievement. *Psychology in the Schools*, 38, 505-519.

Rothlisberg, B. A. (2000). Judicial interpretation of least restrictive environment. *Trainer's Forum*, 19 (1), 8-10.

Bulow, B.A., Rothlisberg, B.A., & Paulson, S.E. (1999). Cognitive Correlates of Risk Behavior in High Risk Adolescents: Susceptibility to HIV/AIDS. (Abstract) *Final program*. Las Vegas, NV: The Annual Convention of the National Association of School Psychologists.

D'Amato, R.C., Rothlisberg, B.A., & Leu Work, P. (1999). Neuropsychological assessment for intervention. In C.R. Reynolds & T.B. Gutkin (Eds.), *Handbook of school psychology* (3rd ed.). (pp. 452-475). New York: Wiley.

Paulson, S. E., Rothlisberg, B.A., & Marchant, G.J. (1998). Teachers' perceptions of the importance of an adolescent development knowledge base for instructional practice. *Research in Middle Level Education Quarterly*, 22, 25-38.

Rothlisberg, B.A. (1998). Review of the Neurobehavioral Assessment of the Preterm Infant. In J.C. Impara & B.S. Plake (Eds.), *The thirteenth mental measurement yearbook*. (pp. 687-688). Lincoln, NE: University of Nebraska.

Rothlisberg, B.A. (1998). Review of the Early Intervention Developmental Profile. In J.C. Impara & B.S. Plake (Eds.), *The thirteenth mental measurement yearbook*. (pp. 386-388). Lincoln, NE: University of Nebraska.

Rothlisberg, B.A., & Church, K.L. (1998). What school psychologists need to know about constructivism to assist in reading interventions. (Abstract) *Final program*. Washington, D.C.: The Annual Convention of the National Association of School Psychologists.

Paulson, S. E., Marchant, G.J., & Rothlisberg, B.A., (1998). Early adolescents' perceptions of patterns of parenting, teaching, and school atmosphere: Implications for achievement. *Journal of Early Adolescence*, 18, 5-26.

D'Amato, R.C., & Rothlisberg, B.A. (1997). How education should respond to students with traumatic brain injuries. In E. D. Bigler, E. Clark, & J.E. Farmer (Eds.), *Childhood traumatic brain injury : Diagnosis, assessment, and intervention* (pp. 213-237). Austin, TX: PRO-ED.

D'Amato, R.C., Rothlisberg, B.A., & Rhodes, R.L. (1997). Utilizing a neuropsychological paradigm for understanding common educational and psychological tests. In C.R. Reynolds & E. Fletcher-Janzen (Eds.), *Handbook of clinical child neuropsychology* (2nd ed.) (pp. 270-294). New York: Plenum.

Rothlisberg, B.A., & D'Amato, R.C. (1996). Programming for students with traumatic brain injury: An S.O.S. approach to intervention. (Abstract) *Final program*. Washington, D.C.: The Annual Convention of the National Association of School Psychologists.

D'Amato, R.C., & Rothlisberg, B.A. (1996). How education should respond to students with traumatic brain injuries. *Journal of Learning Disabilities*, 29, 670-683.

Sputa, C. L., Marchant, G.J., Rothlisberg, B. A., & Paulson, S.E. (1996). My school is like a home: Using metaphors to assess students' attitudes toward parenting, teaching, and schools. *Psychological Reports*, 78, 619-623.

Rothlisberg, B.A., & D'Amato, R.C. (1995). Review of the Perceptual-Motor Assessment for Children. In J.C. Conoley & J.C. Impara (Eds.), *The twelfth mental measurement yearbook*. (pp. 748-750). Lincoln, NE: University of Nebraska.

Rothlisberg, B.A. (1995). Review of the Test of Early Reading Ability--Deaf or Hard of Hearing. In J.C. Conoley & J.C. Impara (Eds.), *The twelfth mental measurement yearbook*. (pp. 1049-1051). Lincoln, NE: University of Nebraska.

Rothlisberg, B.A. (1995). Review of Evaluating Movement and Posture Disorganization in Dyspraxic Children. In J.C. Conoley & J.C. Impara (Eds.), *The twelfth mental measurement yearbook*. (pp. 368-370). Lincoln, NE: University of Nebraska.

Rothlisberg, B.A., Paulson, S.E., & Marchant, G.J. (1995). Achievement is in the Eye of the Beholder: Student Perceptions that Relate to School Success. (Abstract) *Abstract book*. Washington, D.C.: The Annual Convention of the National Association of School Psychologists.

Rothlisberg, B.A., Hill, R., & D'Amato, R.C. (1994). Social acceptance by their peers of children with mental retardation. *Psychological Reports*, 74, 239-242.

Gayer, H., Ridenour, T., & Rothlisberg, B.A. (1994). *The ABC's of persistence: Suggestions for teachers to improve students' effort on academic tasks*. Muncie, IN: Ball State University, Department of Educational Psychology. (ERIC Documentation Reproduction Service No. ED 373275).

Rothlisberg, B.A. (1993). *Review of Evaluating Movement and Posture Disorganization in Dyspraxic Children*. Accession number AN-12151119, Mental Measurements Yearbook Database. (Search Label MMYD), BRS Information Technologies.

Baker, C., & Rothlisberg, B. (1993). The effects of gender on the consultation setting. (Abstract) *Abstract book*. Washington, D.C.: The 25th Annual Convention of the National Association of School Psychologists.

Rothlisberg, B.A., Hill, R., & D'Amato, R.C. (1992). *Social acceptance of mentally retarded children by nonlabeled peers*. Muncie, IN: Ball State University, Department of Educational Psychology. (ERIC Documentation Reproduction Service No. ED 358970).

Rothlisberg, B.A. (1992). *Review of the Test of Early Reading Ability--Deaf or Hard of Hearing*. Accession number AN-12131122, Mental Measurements Yearbook Database. (Search Label MMYD), BRS Information Technologies.

Rothlisberg, B.A., & D'Amato, R.C. (1992). Review of The Modified Version of the Bender-Gestalt Test for Preschool and Primary School Children. *The eleventh mental measurement yearbook* (pp. 574-576). Lincoln, NE: University of Nebraska.

Church, K.L., & Rothlisberg, B.A. (1992). The home-school connection: School psychologists as facilitators of emergent literacy. (Abstract) *Abstract book*. Nashville, TN: The 24th Annual Convention of the National Association of School Psychologists.

Church, R.W., & Rothlisberg, B.A. (1992). Consultation with families of school-aged children: Training through practicum experience. (Abstract) *Abstract book*. Nashville, TN: The 24th Annual Convention of the National Association of School Psychologists.

D'Amato, R.C., & Rothlisberg, B.A. (Eds.). (1992). *Psychological perspectives on intervention: A case study approach to prescriptions for change*. New York: Longman.

D'Amato, R.C., & Rothlisberg, B.A. (1992). Foundations of psychological intervention. In R.C. D'Amato, & B.A. Rothlisberg, (Eds.). *Psychological perspectives on intervention: A case study approach to prescriptions for change* (pp. 1-5). New York: Longman.

D'Amato, R.C., & Rothlisberg, B.A. (1992). The case of Vince Chandler. In R.C. D'Amato, & B.A. Rothlisberg, (Eds.). *Psychological perspectives on intervention: A case study approach to prescriptions for change* (pp. 6-20). New York: Longman.

Rothlisberg, B.A., & Shine, A.E. (1992). A psychoeducational approach to intervention. In R.C. D'Amato, & B.A. Rothlisberg, (Eds.). *Psychological perspectives on intervention: A case study approach to prescriptions for change* (pp. 69-94). New York: Longman.

Rothlisberg, B.A. (1992). Integrating psychological approaches to intervention. In R.C. D'Amato, & B.A. Rothlisberg (Eds.). *Psychological perspectives on intervention: A case study approach to prescriptions for change* (pp. 190-198). New York: Longman.

Rothlisberg, B.A. (1991). Factor stability of the Lateral Preference Schedule. *International Journal of Neuroscience*, 61, (1-2), 83-86.

Rothlisberg, B.A., & McIntosh, D.E. (1991). Performance of a referred sample on the Stanford-Binet IV and the K-ABC. *Journal of School Psychology*, 29, 367-370.

Perry, J.D., & Rothlisberg, B.A. (1991). New challenges and practice guidelines: Report of the ethics committee. *The School Psychologist*, 45, (3), 4, 11.

Rothlisberg, B.A., & D'Amato, R.C. (1991). *Review of The Modified Version of the Bender-Gestalt Test for Preschool and Primary School Children*. Accession number AN-11150893, Mental Measurements Yearbook Database (Search Label MMYD), BRS Information Technologies.

Rothlisberg, B.A., & Church, K.L. (1991). Strategies, tactics, and skills: A cognitive approach to reading intervention. (Abstract) *Proceedings of the Annual Convention of the National Association of School Psychologists*.

Johnson, C., Parker, K.L., & Rothlisberg, B.A. (1991). Preschool screening with the Bracken, MPI, and DVMI. (Abstract) *Proceedings of the Annual Convention of the National Association of School Psychologists*.

Rothlisberg, B.A., McIntosh, D.E., & Dodge, J. (1990). Comparability of the Stanford-Binet IV to the K-ABC in a referred sample. (Abstract) *Proceedings of the Annual Convention of the National Association of School Psychologists*.

McIntosh, D.E., Rothlisberg, B.A., & Dodge, J. (1990). The efficacy of the Stanford-Binet IV in predicting achievement. (Abstract) *Proceedings of the Annual Convention of the National Association of School Psychologists*.

Rothlisberg, B.A. (1990). The relation of the Stanford-Binet (4th, Ed.) to measures of achievement: A concurrent validity study. *Psychology in the Schools*, 27, 120-125.

Rothlisberg, B.A. (1989). Processing styles, reading performance and the Kaufman Assessment Battery for Children. *Journal of Psychoeducational Assessment*, 7, 304-311.

Rothlisberg, B.A., & Dean, R.S. (1989). Lateral preference and processing style. *International Journal of Neuroscience*, 48, 243-245.

Rothlisberg, B.A. (1989). The relation of text organization to processing style on the Kaufman Assessment Battery for Children. (Abstract) *Proceedings of the Annual Convention of the National Association of School Psychologists*.

Rothlisberg, B.A., & D'Amato, R.C. (1988). Increased neuropsychological understanding seen as important for school psychologists. *Communique*, 17, 14.

Rothlisberg, B.A., D'Amato, R.C., & Akers, S.F., (1988). Factor stability of the Lateral Preference Schedule with preadolescents. (Abstract) *The Clinical Neuropsychologist*, 2, 279.

Rothlisberg, B.A. (1988). The relationship of the Stanford-Binet, Fourth Edition to the WRAT-R and Woodcock-Johnson Tests of Achievement. (Abstract) *Proceedings of the Annual Convention of the National Association of School Psychologists*.

Rothlisberg, B.A. (1988). The stability of the factor structure of the Lateral Preference Schedule. (Summary) *Bulletin of the National Academy of Neuropsychologists*, 5, 10-11.

D'Amato, R.C., Dean, R.S., & Rothlisberg, B.A. (1988). The utility of neuropsychological measures in subtyping children's learning disorders. (Summary) *Bulletin of the National Academy of Neuropsychologists*, 5, 11.

D'Amato, R.C., Dean, R.S., & Rothlisberg, B.A. (1988). A neuropsychological approach to school psychology: Implications for training and practice. (Summary) *Bulletin of the National Academy of Neuropsychologists*, 5, 46.

Rothlisberg, B.A., & D'Amato, R.C. (1988). Review of the Receptive One-Word Picture Vocabulary Test. In D.J. Keyser & R.C. Sweetland (Eds.). *Test critiques, Vol. VI* (pp. 447-452). Kansas City, MO: Test Corporation of America.

Classes Taught – Ball State University

Adult Development and Aging

Adult Psychology

Cognitive Assessment

Consultation

Diagnosis and Interventions for Learning and Related Disorders

Human Growth and Development

Tests and Measurements

Supervised Internship in School Psychology