



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

117TH CONVENTION ■ AUGUST 6-9, 2009

CONVENTION PROGRAM

- Using Structural Equation Modeling to Understand Student School Engagement. Cynthia E. Hazel, *PhD, MA*, and Christina Jack, *BS, University of Denver* (I-8)
- Madres Para Ninos: Initial Results of a Field-Based Intervention Trial. Steven E. Knotek, *PhD, University of North Carolina at Chapel Hill*; Alejandra Livas, *PhD, University of California-Berkeley*; and Erica Fornaris, *BA, University of North Carolina at Chapel Hill* (I-9)
- Review of Early Literacy Interventions Implemented in Pediatric Settings. Julia A. Ogg, *PhD*, Ashley Sundman, *MA*, Tiffany Stewart, *MA*, and Ashley M. Chappel, *BS, University of South Florida* (I-10)
- Teaching Wellness Psychological Skills to Disadvantaged High School Students. Gerald Y. Michaels, *PhD*, Elizabeth Milnes, *PsyD*, and Alan Dearborn, *MA, Alliant International University-San Francisco* (I-11)
- Animal-Assisted Therapy for Test Anxiety in College Students. Jessica R. Umbrell, *PsyD*, and Jana Atlas, *PhD, Alfred University* (I-12)
- Impact of Student Support on Academic Achievement. Mary E. Walsh, *PhD*, Kristin M. Wieneke, *MA*, Nicole Duffy, *MA*, and Sarah Boxx, *BA, Boston College* (I-13)
- Individual Differences in Children's Responsiveness to a Social-Skills Intervention. Katherine A. Gioia, *BS*, Renee M. Tobin, *PhD*, and William J. Schneider, *PhD, Illinois State University* (I-14)
- Cognitive-Behavioral Therapy for Depression: Effects on Social Competency. Bradley Gerber, *MA*, Prerna Arora, *MA*, Jane S. Gray, *PhD*, and Kevin Stark, *PhD, University of Texas at Austin* (I-15)
- Implementing Evidence-Based Interventions: A Tale of Two Settings. Evelyn R. Oka, *PhD*, Rachelle Busman, *MA*, Anisa N. Goforth, *MA*, Danielle Palmer, *PhD*, Jameel Smith, *BA*, Laura Benson, *MA*, Romney Stevens, *MA*, D'Andrea Jacobs, *MA*, Amanda Hall, *BA*, and Carolyn Hayter, *BA, Michigan State University* (J-1)
- Implementation and Effectiveness of Positive Behavioral Interventions and Supports Statewide. Elise T. Pas, *PhD*, Catherine P. Bradshaw, *PhD*, and Philip J. Leaf, *PhD, Johns Hopkins University* (J-2)
- Peer-Mediated Social Intervention in Children With Autism Spectrum Disorders. Megan P. Cunningham, *MS*, Kimberly A. Gilbert, *PhD*, Jennifer DeLaratta, *MS*, Jaime Holtzer, *BA*, Richard Kimmerling, *MS*, Juliana Larossa, *BA*, Lisa Wasjblat, *MS*, and Sara Levenson, *MS, Hofstra University* (J-3)
- Parent-Delivered Taped Reading Program for English Language Learners. Sara S. Kupzyk, *MA*, Kristi Hofstadter, *BA*, and Merilee McCurdy, *PhD, University of Nebraska-Lincoln* (J-4)
- Drink Smart: The Boston Middle School Corner Store Initiative. Jessica Hoffman, *PhD, Northeastern University*; and Vivien Morris, *MPH*, and John Cook, *PhD, Boston Medical Center, MA* (J-5)
- Improving Homework Accuracy: Interdependent Group Contingencies and Randomized Components. Lea A. Theodore, *PhD, City University of New York Queens College*; Danielle Reinhardt, *PsyD, Forest Park Elementary School, Dix Hills, NY*; and Melissa A. Bray, *PhD*, and Thomas J. Kehle, *PhD, University of Connecticut* (J-6)
- Social Skills Group Intervention Focusing on Understanding of Emotion. Yayoi Watanabe, *PhD*, and Eriko Harada, *MA, Hosei University, Chiyoda-ku, Tokyo, Japan* (J-7)
- Delivering School-Based Mental Health Interventions to High-Risk Adolescents. Erika A. Doty, *BS*, and Mary Peterson, *PhD, George Fox University*; and Fiorella Kassab, *PhD, North Clackamas School District, Milwaukie, OR* (J-8)
- Increasing Homework Completion and Accuracy Using Interdependent Group Contingencies. Angeleque Akin-Little, *PhD*, and Steven G. Little, *PhD, Massey University, Auckland, New Zealand* (J-9)
- Relational Formula to Evaluate Generalization Between Related Literacy Skills. Sara E. House, *MS*, Gary J. Duhon, *PhD*, Kim A. Hastings, *MS*, and Sally Linden, *MS, Oklahoma State University* (J-10)
- School Support for Behavioral and Psychological Adjustment: Testing the Mediating Effect of Social Competence by Using Structural Equation Modeling. Ming Te Wang, *MEd, Harvard University* (J-11)
- Implementing an Integrated Three-Tier Model: Process and Outcomes. Anna L. Harms, *MA*, and Evelyn R. Oka, *PhD, Michigan State University*; Steven Goodman, *PhD*, and Terri Metcalf, *MA, Ottawa Area Intermediate School District, Holland, MI*; Margaret McGlinchey, *PhD, Kalamazoo Regional Educational Service Agency, MI*; and Kathryn Schallmo, *MEd, Macomb Intermediate School District, Clinton Township, MI* (J-12)
- Partial Component Analysis of the Strong Teens Curriculum. Nathan J. White, *MEd*, and John Horan, *PhD, Arizona State University* (J-13)
- Effects of Using Social Stories to Improve Social Behavior in a Middle School Student With Asperger's Syndrome. Daria Lorio, *BS*, and Kyung Hee Kim, *PhD, College of William and Mary* (J-14)
- Generalizability Analysis of a Classroom Observation Instrument. Chong Min Kim, *MA, Michigan State University* (J-15)

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