

Curriculum Vitae
Bridget O. Hier

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Professional Positions

Assistant Professor	Counseling, School, and Educational Psychology University at Buffalo, SUNY	August 2015 – Present
Postdoctoral Fellow	Center for Effective Schools Devereux; King of Prussia, PA	August 2014 – July 2015
Pre-doctoral Intern	Center for Effective Schools (APA and APPICA accredited) Devereux; King of Prussia, PA	August 2013 – July 2014

Education

Ph.D.	Syracuse University	School Psychology APA accredited, NASP approved	2014
M.S.	Syracuse University	Psychology	2012
B.A.	North Carolina State University	Psychology Summa Cum Laude	2009

Awards and Recognition

Outstanding Dissertation Award, American Psychological Association (Division 16), 2015
Savin Scholar Research Award, Devereux Institute of Clinical and Professional Training and Research, 2014
Research Fellowship, Syracuse University Department of Psychology, 2013
Eric F. Gardner Research Fellowship, Syracuse University Department of Psychology, 2012
Overall Outstanding Graduating Senior Award, North Carolina State University Dept. of Psychology, 2009

Editorial Experience

Editorial Board Member	<i>School Psychology Quarterly</i>	2015-Present
Ad-Hoc Reviewer	<i>Journal of School Psychology</i>	2015-Present

PUBLICATIONS

Refereed Journal Articles

1. Eckert, T. L., Koenig, E. A., & Hier, B. O. (in press). Using performance feedback and goal setting to improve elementary students' writing fluency. *School Psychology Review*.
2. Hier, B. O., & Eckert, T. L. (2016). Programming generality into a performance feedback writing intervention: A randomized controlled trial. *Journal of School Psychology, 56*, 111-131. doi:10.1016/j.jsp.2016.03.003
3. Antshel, K. M., Hier, B. O., Fremont, W., Faraone, S. V., & Kates, W. R. (2014). Predicting reading comprehension academic achievement in late adolescents with velo-cardio-facial (22q11.2 deletion) syndrome (VCFS): A longitudinal study. *Journal of Intellectual Disability Research, 58*(10), 926-39.
4. Hier, B. O., & Eckert, T. L. (2014). Evaluating elementary-aged students' abilities to generalize and maintain fluency gains of a performance feedback writing intervention. *School Psychology Quarterly, 29*(4), 488-502. doi:10.1037/spq0000040
5. Antshel, K. M., Kaul, P., Biederman, J., Spencer, T. J., Hier, B. O., Hendricks, K., & Faraone, S. V. (2013). Posttraumatic stress disorder in adult attention-deficit/hyperactivity disorder: Clinical features and familial transmission. *The Journal of Clinical Psychiatry, 74*(3), e197-e204. doi:10.4088/JCP.12m07698
6. Martens, B. K., Werder, C. S., Hier, B. O., & Koenig, E. A. (2013). Fluency training in phoneme blending: A preliminary study of generalized effects. *Journal of Behavioral Education, 22*(1), 16-36. doi:10.1007/s10864-012-9159-8

Book Chapters

1. Antshel, K. M., & Hier, B. O. (2014). Attention deficit hyperactivity disorder (ADHD) in children with autism spectrum disorders. In V. B. Patel, V. R. Preedy, C. R. Martin (Eds.), *The comprehensive guide to autism* (pp. 1013-29). London: Springer.
2. Eckert, T. L., Russo, N., & Hier, B. O. (2014). Best practices in school psychologists' promotion of effective collaboration and communication between school professionals. In P. L. Harrison, A. Thomas (Eds.), *Best practices in school psychology 6th edition* (pp. 541-52). Bethesda, MD: National Association of School Psychologists.
3. Antshel, K. M., Hier, B. O., & Barkley, R. (2013). Executive functioning theory and ADHD. In S. Goldstein, J. A. Naglieri, (Eds.), *The handbook on executive functioning* (pp. 107-120). New York, NY: Springer Press.
4. Eckert, T. L., Truckenmiller, A. J., Rymanowski, J. L., Koehler, J. L., Koenig, E. A., & Hier, B. O. (2013). Curricular assessment. In K. F. Geisinger, B. A. Bracken, J. F. Carlson, J. C. Hansen, N. R. Kuncel, S. P. Reise, M. C. Rodriguez (Eds.), *APA handbook of testing and assessment in psychology, Vol. 3: Testing and assessment in school psychology and education* (pp. 169-181). Washington, DC: American Psychological Association.
5. Eckert, T. L., Koenig, E. A., Hier, B. O., & Arbolino, L. A. (2012). The role of teacher perspectives in diagnostic and program evaluation of academic skills. In R. Brown-Chidsey, K. A. Andren (Eds.), *Assessment for intervention, second edition: A problem-solving approach* (pp. 62-76). New York, NY: Guilford.

Manuscripts Under Review

1. Eckert, T. L., Hier, B. O., Hamscho, N. F., & Malandrino, R. D., (under review). Assessing children's perceptions of academic interventions: The Kids Intervention Profile. *School Psychology Review*.
2. Eckert, T. L., Hier, B. O., Malandrino, R. D., Morley, A. J., & Sullivan, W. E. (under review). Performance feedback of third-grade students' writing fluency: Recall accuracy and comprehension. *International Journal of School and Educational Psychology*.
3. Hier, B. O., Eckert, T. L., & Koenig, E. A. (under review). Generalization and maintenance effects of writing interventions for elementary students. *School Psychology Review*.

Manuscripts in Preparation

1. Eckert, T. L., Hier, B. O., Malandrino, R. D., & Sullivan, W. E. (in prep). *Generalized written expression performance: The impact of fluency levels*.
2. Hier, B. O. (in prep). *The impact of spontaneous planning on elementary-aged students' writing outcomes*.
3. Hier, B. O. & Mahony, K. E. (in prep). *The role of self-efficacy in elementary-aged writers' responses to performance feedback*.
4. Hier, B. O. & McCurdy, B. L. (in prep). *Effects of performance feedback on the writing outcomes of students with behavioral disorders*.

GRANTS

Funded

- Principal Investigator. "Identifying the Cognitive Mechanisms Behind a Successful Performance Feedback Intervention for Elementary-Aged Writers." Graduate School of Education, University at Buffalo (\$10,000). 8/2016 – 8/2017.
- Co-Investigator. "TeachLive™: Enhancing Pedagogical Practice within a Simulated Environment." Teaching Innovation Grant, Graduate School of Education, University at Buffalo (\$10,000). 8/2016 – 8/2017.

Pending

- Co-Investigator. "Sequencing of Behavioral and Academic Interventions for Writing Impairment in Youth with ADHD." National Institute of Child Health and Human Development.

PRESENTATIONS

National Conference Presentations

1. **Hier, B. O.**, McCurdy, B. L., & Grasley, N. M. (2016, February). *Effects of performance feedback on the writing outcomes of students with behavioral disorders*. Poster presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
2. Rutherford, L. E., **Hier, B. O.**, Lohrmann, S., & Battista, J. (2015, March). *Adapting training and coaching to support implementation of SWPBIS in urban schools*. Presented at the 12th International Conference on Positive Behavior Support, Boston, MA.
3. Eckert, T. L. & **Hier, B. O.** (2015, February). *Generalized written expression performance: The importance of functional fluency levels*. Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
4. Eckert, T. L., **Hier, B. O.**, Malandrino, R. D., Sullivan, W. E., Spielberger, S. L., Eggleston, B. N., & Kim, Y. (2015, February). *Elementary-aged students' accuracy in recall and comprehension of instructional feedback*. Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
5. **Hier, B. O.** & Eckert, T. L. (2015, February). *Self-efficacy vs. component skills: What matters more in RTI?* Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
6. **Hier, B. O.**, McCurdy, B. L., Grasley, N. M., & Francisco, J. L. (2015, February). *Feedback effects on writing outcomes of students with behavioral disorders*. Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
7. Rutherford, L. E., **Hier, B. O.**, & McCurdy, B. L. (2015, February). *Predictors of school climate in schools implementing SWPBIS*. Paper presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
8. Eckert, T. L., **Hier, B. O.**, & Koenig, E. A. (2014, February). *Writing skills as predictors of urban elementary-aged students' reading comprehension*. Poster presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.
9. Eckert, T. L., **Hier, B. O.**, Malandrino, R. D., & Sullivan, W. E. (2014, February). *Students' comprehension of feedback provided during intervention*. Poster presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.
10. **Hier, B. O.**, Eckert, T. L., Miller, L. A., Morley, A. J., Spielberger, S. L., & Malandrino, R. D. (2014, February). *Programming generality into a performance feedback writing intervention*. Poster presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.
11. Koenig, E. A., Eckert, T. L., **Hier, B. O.**, & Levy, R. A. (2014, February). *Performance feedback and goal setting interventions to improve writing fluency*. Poster presented at the National Association of School Psychologists annual conference, Washington, D.C.
12. Miller, L. A., Lewandowski, L. J., Kim, Y., Gardineer, S., Spielberger, S., **Hier, B. O.**, & Malandrino, R. D., (2014, February). *Extended time and English language proficiency for post-secondary students*. Poster presented at the Annual Convention of the National Association of School Psychologists, Washington, D.C.
13. Eckert, T. L., **Hier, B. O.**, Koenig, E. A., Alvis, A. V., Lambert, T. L., Sullivan, W. E., & Wood, W. L. M. (2013, February). *The contributions of reading skills to students' writing outcomes*. Poster presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
14. **Hier, B. O.**, Koenig, E. A., Eckert, T. L., & Alvis, A. V. (2013, February). *Maintenance of writing intervention effects: Performance feedback versus goal-setting*. Poster presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
15. Antshel, K. M., **Hier, B. O.**, & Kates, W. R. (2012, July). *Reading comprehension in velo-cardio-facial syndrome*. Paper presented at the Velo-Cardio-Facial Syndrome Educational Foundation, Inc. annual conference, Toronto, Ontario.
16. Antshel, K. M. & **Hier, B. O.** (2012, June). *Adolescent ADHD: What, me worry?*. Paper presented at the SUNY Upstate Medical Department of Psychiatry Grand Rounds, Syracuse, NY.
17. **Hier, B. O.**, Eckert, T. L., Koenig, E. A., Magnuson, J., Hendricks, K. M., Miller, L. A., Spenceley, L. M., & Lambert, T. L. (2012, February). *Evaluating students' abilities to generalize and maintain writing intervention gains*. Poster presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.

18. Gertz, L., Martens, B. K., Werder, C., **Hier, B. O.**, & Koenig, E. A. (2011, March). *The effects of two interventions on the generalization of oral reading fluency: Training to generalize versus repeated readings*. Poster presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
19. Koenig, E. A., Eckert, T. L., **Hier, B. O.**, Rymanowski, J. L., & Koehler, J. L. (2011, March). *Performance feedback and goal setting: Comparing two writing fluency interventions*. Poster presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
20. Martens B. K., Werder, C., **Hier, B. O.**, & Koenig, E. A (2011, March). *Generalized effects of fluent decoding on word lists and passages*. Poster presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
21. Eckert, T. L., Truckenmiller, A. J., Rymanowski, J. L., Koehler, J. L., Koenig, E. A., & **Hier, B. O.** (2010, March). *How valid is curriculum-based measurement in written expression?* Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
22. Truckenmiller, A. J., Eckert, T. L., Rheinheimer, J. L., Koehler, J. L., Koenig, E. A., Doyle, N. G., & **Hier, B. O.** (2010, March). *What is the role of fluency in early writing tasks?*. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
23. Rheinheimer, J. L., Eckert, T. L., Truckenmiller, A. J., Koehler, J. L., Koenig, E. A., Doyle, N. G., & **Hier, B. O.** (2010, March). *School-home notes: Students' and parents' involvement and perceptions of satisfaction*. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
24. **Hier, B. O.**, Begeny, J. C., Bartel, C., & Martin, P. (2009, May). *Effects of a reading fluency intervention program for at-risk students attending an after-school program*. Poster presented at the Association for Behavioral Analysis International annual conference, Phoenix, AZ.

Invited Presentations

1. **Hier, B. O.** (2016, May). *Promoting pro-social behavior in the classroom and home through positive behavior supports*. Seminar presented at the NAMI-Syracuse Children's Educational Conference, Syracuse, NY.

Professional Development Trainings

1. **Hier, B. O.** (2015, February; 2013, November). *Introduction to behavioral principles*. Training delivered to the School District of Philadelphia, Philadelphia, PA.
2. **Hier, B. O.** (2014, November). *Check-In/Check-Out and Breaks are Better: Tier 2 Interventions*. Training delivered to charter school, Camden, DE.
3. **Hier, B. O.** & Ritvalsky, K. M. (2014, October). *Check-In/Check-Out: A Tier 2 Intervention*. Training delivered to the School District of Philadelphia, Philadelphia, PA.
4. Rutherford, L. E. & **Hier, B. O.** (2014, September). *Team-initiated problem solving (TIPS-2)*. Training delivered to the School District of Philadelphia, Philadelphia, PA.
5. **Hier, B. O.** (2014, September). *School-wide positive behavioral interventions and supports: Why all the focus on 'positive?'*. Training delivered to the School District of Philadelphia, Philadelphia, PA.
6. **Hier, B. O.** (2014, August). *Using PBIS in the classroom: Active supervision and praise*. Training delivered to approved private school, Plymouth Meeting, PA.
7. Rutherford, L. E., **Hier, B. O.**, & Grasley, N. G. (2014, August). *School-wide positive behavioral interventions and supports: Designing lesson plans and acknowledgement systems*. Training delivered to the School District of Philadelphia, Philadelphia, PA.
8. Rutherford, L. E., **Hier, B. O.**, & Grasley, N. G. (2014, August). *School-wide positive behavioral interventions and supports: New team training*. Training delivered to the School District of Philadelphia, Philadelphia, PA.
9. **Hier, B. O.** (2014, January). *Applying behavioral principles in the classroom*. Training delivered to charter school, Camden, DE.
10. Mautone, J. A., Khanna, M., **Hier, B. O.**, Elmore, C., & Schwartz, B. S. (2014, January). *Overview of the Coping Power program for children*. Training delivered to the School District of Philadelphia, Philadelphia, PA.

11. Hier, B. O. (2013, December). *School-wide positive behavioral interventions and supports: Corrective consequences and documenting behavior*. Training delivered to the School District of Philadelphia.
12. Rutherford, L. E. & Hier, B. O. (2013, November). *School-wide positive behavioral interventions and supports: Designing lesson plans and acknowledgement systems*. Training delivered to the School District of Philadelphia, Philadelphia, PA.
13. Rutherford, L. E. & Hier, B. O. (2013, October). *School-wide positive behavioral interventions and supports: New team training*. Training delivered to the School District of Philadelphia, Philadelphia, PA.
14. McCurdy, B. L. & Hier, B. O. (2013, September). *"Philly-PBIS:" School-wide positive behavioral interventions and supports*. Training delivered to the School District of Philadelphia, Philadelphia, PA.

TEACHING

Graduate-Level Courses Taught

CEP 694: Interventions for Academic Skills	University at Buffalo
CEP 664: Process of Consultation	University at Buffalo
CEP 593B: Practicum in School Psychology	University at Buffalo
SCHP 426: Interventions for Schools and Families	Lehigh University

Undergraduate-Level Courses Taught

CEP 499: Independent Study (Research)	University at Buffalo
PSY 445: Behavior Disorders in Children	Syracuse University
PSY 205: Recitation in Foundations of Human Behavior	Syracuse University

Invited Guest Lectures

Pre-doctoral Intern Didactic Seminar	Devereux Institute of Clinical and Professional Training and Research
PSY 763: Direct Academic Assessment	Syracuse University
Communication Sciences and Disorders Graduate Seminar	Syracuse University

Teaching Recognition and Honors

Future Professoriate Program	The Graduate School and Dept. of Psychology, Syracuse University
Teaching Mentor	Teaching Assistant Orientation Program, Syracuse University

SERVICE

National Service

Outstanding Dissertation Award Review Committee Member, American Psychological Association (Division 16), 2016

University Service

Panelist, New Faculty Brown Bag Workshop, University at Buffalo, 2016

Graduate School of Education Service

STAR Award Review Committee Member, Graduate School of Education, University at Buffalo, 2016

Department Service

Coursework Review Committee Member, Counseling/School Psychology Program, University at Buffalo, 2015-2016

Dissertation Committee Membership

- Jerome, S., Seatwork Chunking: Evaluation of the Efficacy of a Presentation Accommodation for Children with ADHD, in progress
- Pyle, K., Efficacy of the Daily Report Card Intervention for Children with High Functioning Autism Spectrum Disorder: A Multiple Baseline Study, in progress

Undergraduate Research Advisement

- Brous, R., Psychology Honors Thesis, University at Buffalo, 2016-2017
- Curran, B., Biological Sciences Honors Research Program, University at Buffalo, 2016-2017

CERTIFICATIONS

School-wide Positive Behavioral Interventions and Supports Facilitator at Tier I, Pennsylvania Positive Behavior Support Network, 2015-Present
Board Certified Behavior Analyst, 2014-Present

PROFESSIONAL MEMBERSHIPS

American Psychological Association (Division 16)
Association of Positive Behavior Support
National Association of School Psychologists