

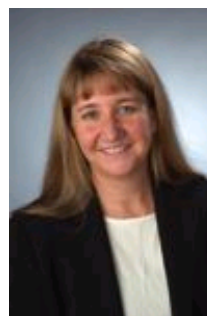


Faculty Directory

The College

AS News

Tanya
Eckert
Associate Professor
of Psychology



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Psychology
470 Huntington Hall
Phone: 315-443-3141

[Personal Web Page](#)

Education

Ph.D., School Psychology, Lehigh University
(1996)
M.Ed., Human Development, Lehigh
University (1992)
B.A., Psychology, Hood College (1989, cum
laude)

Research and Teaching Interests

Professor Eckert specializes in examining new procedures for assessing academic and behavior problems and developing classroom-based interventions to improve children's academic and behavioral functioning.

Certification and Licensure

Certified School Psychologist
(Pennsylvania)

Courses

PSY 445 Behavior Disorders in Children
PSY 761 Introductory Seminar in School Psychology
PSY 762 Cognitive Intellectual Assessment
PSY 763 Direct Academic Assessment
PSY 600 Practicum in Direct Academic Assessment

Representative Publications

Lovett, B. J. & Eckert, T. L. (2009). Reinforcement sensitivity and responsiveness to performance feedback: A preliminary investigation. *Journal of Applied School Psychology, 25*, 204-219.

Eckert, T. L., Coddington, R. M., Truckenmiller, A. J., & Rheinheimer, J. L. (2009). Improving children's fluency in reading, mathematics, spelling, and writing: A review of evidence-based academic interventions. In K. A. Akin-Little, S. N. Little, M. Bray, & T. Kehle (Eds.), *Handbook of Behavioral Interventions in Schools* (pp. 111-124). Washington, DC: American Psychological Association.

Ardoin, S. P., Eckert, T. L., & Pender, A. S.

(2008). Promoting generalization of reading: A comparison of two fluency-based interventions for improving children's oral reading rate. *Journal of Behavioral Education*, 17, 237-252.

Begeny, J. C., Eckert, T. L., Montarello, S. A., & Storie, M. R. (2008). Teachers' perceptions of students' reading abilities: An examination of the relationship between teachers' judgments and students' performance across a continuum of rating methods. *School Psychology Quarterly*, 23, 43-55.

Eckert, T. L., Dunn, E. K., Rosenblatt, M. A., & Truckenmiller, A. J. (2008). Identifying effective school-based reading interventions: A review of the brief experimental analysis literature. *School Psychology Forum*, 2, 16-28.

Riley-Tillman, T. C., Chafouleas, S. M., Briesch, A. M., & Eckert, T. L. (2008). Behavioral assessment tools: An investigation of the acceptability, reported training and use, and decision reliability of daily behavior report cards and systematic direct observation among school psychologists. *Journal of Behavioral Education*, 17, 313-327.

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