

ROLAND H. GOOD III

School Psychology Program
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PERSONAL

Married 2 Children 45 Years Old US Citizen

EDUCATION

The Pennsylvania State University
Ph.D., School Psychology, December, 1985. (APA & NCATE Accredited)
M.S., School Psychology, August, 1981.
B.S. with Highest Distinction, Elementary and Special Education, May, 1977.

EXPERIENCE

September, 1994 to present	<i>Associate Professor</i> , Department of Applied Behavioral and Communication Sciences, College of Education, University of Oregon, Eugene, Oregon.
June, 1988 to August, 1994	<i>Assistant Professor</i> , Division of Special Education and Rehabilitation, College of Education, University of Oregon, Eugene, Oregon.
September, 1986 to April, 1988	<i>Assistant Professor</i> , Department of Psychology in Education, University of Pittsburgh, Pittsburgh, Pennsylvania.
September, 1984 to August, 1986	<i>School Psychologist</i> , Northwest Tri-County Intermediate Unit, Edinboro, Pennsylvania.
September, 1983 to August, 1984	<i>Intern in School Psychology</i> , Sarah A. Reed Children's Center, Erie, Pennsylvania.
December, 1978 to August, 1983	<i>Graduate Assistant/Instructor</i> , Special Education and Statistics, The Pennsylvania State University, University Park, Pennsylvania.
September, 1977 to May, 1978	<i>Teacher</i> , Rumney School District, Rumney, New Hampshire.
October, 1972 to September, 1974	<i>Teacher's Aide/Instructor</i> , School of Hope, Hope Enterprises Inc., Williamsport, Pennsylvania.

PROFESSIONAL ASSOCIATIONS

National Association of School Psychologists.
American Psychological Society.
American Psychological Association, Division 16.
Oregon School Psychological Association.
American Educational Research Association.
International School Psychology Association

CREDENTIALS

Nationally Certified School Psychologist
Licensed Psychologist (Pennsylvania, Number PS-005132-L)
School Psychologist, Educational Specialist I Certificate (Pennsylvania).

Teacher of Mentally and/or Physically Handicapped, Instructional I Certificate (Pennsylvania).
Teacher of Elementary Education, Instructional I Certificate (Pennsylvania).

HONORS

Penn State University Graduate School Fellowship, 1981-1982 (\$4,050). Awarded to 25 graduate students in university-wide merit competition.

PROFESSIONAL SERVICE

Editorial Review Board, School Psychology Review, 1988 - Present.

Editorial Review Board, The Journal of Special Education, 1989 - Present.

Associate Editor, School Psychology Quarterly, 1990 - 1995.

Editorial Review Board, Journal of Psychoeducational Assessment, 1992 - 1994.

Division 16 Program Co-Chair, 1995 Annual Convention of the American Psychological Association.

Invited Reviewer, Small Business Innovation Research competition (RFP 94-025), United States Department of Education, Office of Special Education and Rehabilitative Services, April, 1997.

Invited Reviewer, Small Business Innovation Research competition (RFP 94-025), United States Department of Education, Office of Special Education and Rehabilitative Services, April, 1994.

Invited Reviewer, Advancing and Improving the Research Knowledge Base competition (CFDA 84.023A), United States Department of Education, Office of Special Education and Rehabilitative Services, March, 1993.

Editorial Review Board, Behavioral Assessment, 1989 - 1990

Guest reviewer, Professional School Psychology, 1989.

Ad hoc reviewer, Journal of School Psychology, 1987.

REFEREED PUBLICATIONS

Colvin, G., Sugai, G., & Good, R. H. (in press). Using active supervision and precorrections to improve transition behaviors in an elementary school. School Psychology Quarterly.

Shinn, M. R., Powell-Smith, K. A., & Good, R. H. (in press). Evaluating the effects of responsible reintegration into general education for students with mild disabilities on a case-by-case basis. School Psychology Review.

Good, R. H., & Kaminski, R. A. (1996). Assessment for instructional decisions: Toward a proactive/prevention model of decision making for early literacy skills. School Psychology Quarterly, 11, 326-336.

Shinn, M. R., Powell-Smith, K. A., Good, R. H., & Baker, S. (1997). The effects of reintegration into general education reading instruction for students with mild disabilities. Exceptional Children, 64, 59-79.

Kaminski, R. A., & Good, R. H. (1996). Toward a technology for assessing basic early literacy skills. School Psychology Review, 25, 215-227.

Baker, S. K., & Good, R. H. (1995). Curriculum-based measurement of English reading with bilingual Hispanic students: A validation study with second-grade students. School Psychology Review, 24, 561-578.

Shinn, M. R., Baker, S., Habedank, L., & Good, R. H. (1993). The effects of classroom reading performance data on general education teachers' and parents' attitudes about reintegration. Exceptionality, 4, 205-228.

- Good, R. H., Vollmer, M., Katz, L., Creek, R. J. & Chowdhri, S. (1993). Treatment utility of the Kaufman Assessment Battery for Children: Effects of matching instruction and student processing strength. School Psychology Review, 22, 8-26.
- Shinn, M. R., Good, R. H., Knutson, N., Tilly, W. D., & Collins, V. L. (1992). Curriculum-based measurement reading fluency: A confirmatory analysis of its relation to reading. School Psychology Review, 21, 459-479.
- Rodden-Nord, K., Shinn, M. R., Good, R. H. (1992). Effects of classroom performance data on general education teachers' attitudes towards reintegrating students with learning disabilities. School Psychology Review, 21, 138-154.
- Good, R. H., & Lane, S. (1990). Confirmatory factor analysis of the K- ABC and WISC-R for at-risk students: A comparison of hierarchical models. School Psychology Review, 19, 492-504.
- Good, R. H., & Shinn, M. R. (1990). Forecasting accuracy of slope estimates for reading curriculum-based measurement: Empirical evidence. Behavioral Assessment, 12, 179-193.
- Wampold, B. E., Davis, B., & Good, R. H. (1990). Hypothesis validity of clinical research. Journal of Consulting and Clinical Psychology, 58(3), 360-367.
- Shinn, M. R., Good, R. H., & Stein, S. (1989). Summarizing trend in student achievement: A comparison of models. School Psychology Review, 18, 356- 370.
- Vollmer, M. L., Katz, L., & Good, R. H., (1989). Teaming - an aid to laboratory school research. National Association of Laboratory Schools Journal, 13(2), 21-24.
- Good, R. H., & Salvia, J. (1988). Curriculum bias in published, norm- referenced reading tests: Demonstrable effects. School Psychology Review, 17(1), 51-60.
- Tempestini, M. A., Horan, J. J., & Good, R. (1988). The effect of two commercial software programs on indices of career development. Computers in Human Behavior, 4, 167-173.
- Vicary, J. R., & Good, R. (1983). The effects of a self-esteem counseling group on male prisoners' self-concept. Journal of Offender Counseling, Services & Rehabilitation, 7(3/4), 107-117.
- Herr, E. L., Good, R. H., McCloskey, G., & Weitz, A. D. (1982). Secondary school curriculum and career behavior in young adults. Journal of Vocational Behavior, 21, 243-253.
- Herr, E. L., Good, R. H., McCloskey, G., & Weitz, A. D. (1982). Comment on Super's observations. Journal of Vocational Behavior, 21, 257-258.

MANUSCRIPTS IN SUBMISSION

- Colvin, G., Sugai, G., Good, R. H., Lee, Y. Y. (in submission). Using active supervision and precorrections to improve transition behaviors in elementary school. School Psychology Quarterly.

WORKS IN PROGRESS

- Shinn, M. R., Good, R. H., & Parker, C. (in preparation). Non-categorical special education services with students with severe achievement deficits. In D. Reschly (Ed.), ??.
- Good, R. H., & Simmons, D. (in preparation). School Psychology in the United States and effective academic interventions. Joint issue of School Psychology Review and Educational and Child Psychology.
- Gleason, M. M., Isaacson, S., Good, R. H., Yocum, D. J. (in preparation). Strategies to assist students with learning problems in overcoming spelling as an obstacle to first-draft writing.
- Shinn, M. R., Good, R. H. (in preparation). Shifting paradigms: An analysis of curriculum-based assessment implications. School Psychology Quarterly.

- Collins, V. L., & Good, R. H. (in preparation). Are group differences bias, genetics, or injustice? It's time to examine our assumptions.
- Good, R. H., Baker, S., Baker, D., & Berber, A. (in preparation). Reading curriculum-based assessment: Cross-cultural use.
- Good, R. H., & Tilly, W. D. (in preparation). Autocorrelated errors in CBM oral reading fluency data: Implications for slope estimation.
- Tilly, W. D., Shinn, M. R., & Good, R. H. (in submission). Curriculum-based reading measures and teacher holistic ratings: Criterion-related validity and contribution to estimates of general reading skill. School Psychology Review.

BOOK CHAPTERS

- Good, R. H., & Jefferson, G. (in press). Contemporary perspectives on Curriculum-Based Measurement validity. In M. R. Shinn (Ed.), Advanced applications of Curriculum-Based Measurement. New York: Guilford.
- Kaminski, R. A., & Good, R. H. (in press). Assessing early literacy skills in a problem-solving model: Dynamic Indicators of Basic Early Literacy Skills. In M. R. Shinn (Ed.), Advanced applications of Curriculum-Based Measurement. New York: Guilford.
- Wampold, B. E., Davis, B., & Good, R. H. (1992). Hypothesis validity of clinical research. In A. E. Kazdin (Ed.), Methodological issues and strategies in clinical research (pp. 265-333). Washington, DC: American Psychological Association. (reprinted from Wampold, Davis, & Good, 1990)
- Shinn, M. R., & Good, R. H. (1993). CBA: An assessment of its current status and prognosis for its future. In J. J. Kramer (Ed.), Curriculum-Based Measurement. Lincoln, NE: Buros Institute of Mental Measurements.
- Salvia, J., & Good, R. H. (1982). Significant discrepancies in the classification of pupils: Differentiating the concept. In J. T. Neisworth (Ed.), Assessment in Special Education (pp. 77-82). Rockville, MD: Aspen Systems.

OTHER PUBLICATIONS

- Good, R. H., Kaminski, R., Laimon, D., & Johnson, D. S. (1992). Advances in assessment for the primary prevention of early academic problems. In J. Marr & G. Tindal (Eds.), The Oregon conference monograph 1992 (100-109). Eugene, OR: Division of Teacher Education and Division of Special Education and Rehabilitation, College of Education, University of Oregon.
- Good, R. H. (1992). [Review of Guidance Centre Classroom Achievement Tests]. Buros Mental Measurement Yearbook.
- Good, R. H. (1992). [Review of ETSA Tests]. Buros Mental Measurement Yearbook.
- Good, R. H., Kaminski, R., Schwarz, I., & Doyle, C. (1990). Identifying at-risk kindergarten and first-grade students: Recent developments. ADI News, 9(4). 15-21.
- Good, R. H., Kaminski, R., Schwarz, I., & Doyle, C. (1990). Identifying at-risk kindergarten and first-grade students: Recent developments. In J. Marr, N. George, M. George, & G. Tindal (Eds.), The Oregon conference monograph 1990 (57-65). Eugene, OR: Division of Teacher Education and Division of Special Education and Rehabilitation, College of Education, University of Oregon.
- Good, R. H. (1989). Instructional implications of the K-ABC's Simultaneous and Sequential Processing Scales. In G. Tindal (Ed.), The Oregon conference '89 monograph (pp. III.18-III.22). Eugene, OR: Division of Teacher Education and Division of Special Education and Rehabilitation, College of Education, University of Oregon.
- Salvia, J., Ysseldyke, J. E., & Good, R. H. (1981). Instructor's manual: Assessment in special and remedial education (2nd ed.). Boston: Houghton Mifflin.

FUNDED GRANT ACTIVITIES

- Kaminski, R. A., Shinn, M. R., Good, R. H., Stormshak, B. (1996, June). Substance abuse prevention in preschool: Support for at-risk children. Substance Abuse and Mental Health Services Administration, National Institutes of Health (Approximately \$1,500,000).
- McConnell, S. R., McEvoy, M. A., Carta, J. J., Greenwood, C. R., Kaminski, R., Good, R. H., Shinn, M. R. (1996, May). Early childhood research institute on program performance measures: A growth and development approach. US Department of Education, Early Education Programs for Children with Disabilities, Office of Special Education and Rehabilitation Services (Approximately \$4,000,000).
- Fleming, K. Good, R. H. (1996, February). The role of phonological processing on the success of learning of phonological awareness skills in children identified as at risk for learning disabilities. US Department of Education, Office of Special Education and Rehabilitative Services, Special Education Programs, Student-Initiated Research Projects Competition (Approximately \$12,000).
- Bricker, D., & Good, R. (1993, October). A study of the psychometric properties of the Assessment, Evaluation, and Programming Test for 3 to 6 Years. US Department of Education, Field-Initiated Research Projects Competition (Approximately \$375,000).
- Shinn, M. R., Walker, H. W., & Good, R. H. (1990, October). Research on responsibly reintegrating academically competent special education students into general education classrooms. US Department of Education, Office of Special Education and Rehabilitative Services, Special Education Programs, Field-Initiated Research Projects Competition (Approximately \$310,000).
- Laimon, D. E., & Good, R. H. (1991) Language enrichment activities programs and Head Start. US Department of Health and Human Services, Office of Human Development Services, Head Start Research Fellows Program Competition (Approximately \$20,000).
- Baker, S., & Good, R. H. (1990). The utility of English oral reading fluency for Hispanic limited English proficient students receiving special education services for reading or language disabilities. US Department of Education, Office of Special Education and Rehabilitative Services, Special Education Programs, Student-Initiated Research Projects Competition (\$9,767).
- Shinn, M. R., Bricker, D. D., Kaminski, R., & Good, R. H. (1990). Training school psychologists to provide services to infants and young children who are at-risk or handicapped and their families. US Department of Education, Special Education Programs, Preparation of Related Services Personnel Competition (Approximately \$205,000).
- Kaminski, R., & Good, R. H. (1989, November). Assessment for the primary prevention of early academic problems: Utility of curriculum-based measurement--prereading tasks. US Department of Education, Office of Special Education and Rehabilitative Services, Special Education Programs, Student-Initiated Research Projects Competition (\$12,081).
- Shinn, M. R., Bricker, D. D., Kaminski, R., & Good, R. H. (1989). Training leadership personnel in early childhood/school psychology. US Department of Education, Special Education Programs, Preparation of Personnel Competition (Approximately \$425,000).
- Good, R. H., Vollmer, M., Creek, R., & Katz, L. (1987-88). Instructional effects of simultaneous/sequential processing. School of Education Faculty Research and Development Fund, University of Pittsburgh (\$5,372).

GRANTS IN SUBMISSION

- Shinn, M. R., & Good, R. H. (1997, June). The effect of dynamic reading growth and development indicators on the early literacy competency of primary grade children: A prevention approach to reducing reading disability and enhancing reading progress. US Department of Education, Office of Educational Research and Improvement, Field-Initiated Studies Educational Research Grants Competition (Approximately \$662,000).

Shinn, M. R., & Good, R. H. (1997, March). A prevention approach to reducing learning disabilities: Using dynamic reading growth and development indicators to promote early literacy competency in the primary grades. US Department of Education, Special Projects Competition, (Approximately \$538,000).

Shinn, M. R., Kaminski, R., Good, R. H., Rush, K. & Crone, D. (1997, June). A prevention approach to reducing the need for special education through early intervention and effective educational practices. US Department of Education, Grants for Preservice Personnel Training Competition (Approximately \$945,000).

CONSULTING

Inservice Trainer. (1994). The LD formula controversy: Defining a severe discrepancy. Oregon Department of Education.

Program Evaluator. (1989-90). Colorado Springs Public Schools, District 11.

Technical Assistant. (1987-88). Using curriculum-based measures to identify and monitor progress in an adult basic education program. Project funded by the Pennsylvania Department of Education, Bureau of Vocational and Adult Education, Division of Adult Basic Education (\$19,958).

Inservice. (August, 1987). Administration and scoring of the Stanford-Binet Intelligence Scale: Fourth Edition. BLaST Intermediate Unit #17, Williamsport, Pennsylvania.

Inservice. (August, 1987). Current research on the Stanford-Binet Intelligence Scale: Fourth Edition. Northwest Tri-County Intermediate Unit, Edinboro, Pennsylvania.

CONFERENCE PRESENTATIONS

McEvoy, M., McConnell, S. R., Carta, J. J., Kaminski, R., Good, R. H., & Shinn, M. (1998, April). Early childhood research institute on measuring growth and development: Overview and findings. Paper accepted for presentation at the 1998 Council for Exceptional Children Annual Convention, Minneapolis, MN.

Good, R. H., & Kaminski, R. A. (1996, April). DIBELS and problem solving assessment: A proactive/prevention model of decision-making for early literacy skills. Paper presented at the 29th Annual Convention of the National Association of School Psychologists, Anaheim, CA.

Koehler, K. M., & Good, R. H. (1996, April). The effects of phonological awareness and letter naming fluency on reading acquisition: Practical application for assessment and intervention for reading problems. Paper presented at the 29th Annual Convention of the National Association of School Psychologists, Anaheim, CA.

McConnell, S., Good, R. H., Greenwood, C., & McEvoy, M. (1997, February). Describing growth across grades and academic behaviors: Data-based examples and methodological considerations. Paper presented at the Pacific Coast Research Conference, LaJolla, CA.

Good, R. H., & Collins, V. C. (1995, August). Evaluating latent assumptions of group differences. Paper presented at the 103rd Annual Convention of the American Psychological Association, New York, NY.

Weaver, J., Johnson, G., & Good, R. H. (1994, March). System level assessment and intervention for the prevention of reading failure. Paper presented at the 27th Annual Convention of the National Association of School Psychologists, Chicago, IL.

Shinn, M. R., Good, R. H., & Tilly, W. D. (1994, March). Practices for determining special education eligibility for students with learning disabilities. Paper presented at the 27th Annual Convention of the National Association of School Psychologists, Chicago, IL.

Good, R. H. (1994, July). Path analysis/causal modeling: Making sense of non-experimental data. Invited presentation at 1994 OSEP Research Project Directors' Conference, Washington, DC.

Good, R. H., & Baker, S. K. (1994, April). New developments and extensions of CBM. Paper presented at the Council for Exceptional Children Annual Conference, Denver, CO.

- Good, R. H., Weaver, J., & Johnson, G. (1994, March). Using district norms on DIBELS measures to make decisions about children. Paper presented at the 26th Annual Convention of the National Association of School Psychologists, Seattle, WA.
- Laimon, D. E., & Good, R. H. (1994, March). Assessment and intervention with preschool children: Preparing them for reading. Paper presented at the 26th Annual Convention of the National Association of School Psychologists, Seattle, WA.
- Collins, V. C., & Good, R. H. (1994, March). Are group differences bias, genetics, or injustice? It's time to examine our assumptions. Paper presented at the 26th Annual Convention of the National Association of School Psychologists, Seattle, WA.
- Fuchs, D., Greenwood, C., Good, R. H., Shinn, M. R. (1994, February). Databased approaches to inclusionary education: Strategies for the policymakers? Paper presented at the Pacific Coast Research Conference, La Jolla, CA.
- Powell-Smith, K. A., Shinn, M. R., Good, R. H., Baker, S. K., & Habedank, L. K. (1994, February). Reintegration into general education from special education pull-out programs: It can be done! Paper presented at The Oregon Conference, Eugene, OR.
- Otterstedt, J. H., & Good, R. H. (1993, April). Comparison of onset fluency and rhyming fluency tasks as measures of prereading skills. Paper presented at the 25th Annual Convention of the National Association of School Psychologists, Washington, DC.
- Laimon, D. E., & Good, R. H. (1993, April). Interventions to increase phonological awareness for at-risk preschool and kindergarten children. Paper presented at the 25th Annual Convention of the National Association of School Psychologists, Washington, DC.
- Baker, S. K., & Good, R. H. (1993, April). An investigation of the reliability and validity of a curriculum-based measure in reading for bilingual and English-only students. Paper presented at the 25th Annual Convention of the National Association of School Psychologists, Washington, DC.
- Baker, S. K., Shinn, M., & Good, R. H. (1993, April). The relationship between intelligence and academic progress using a direct and continuous measure of achievement. Paper presented at the 25th Annual Convention of the National Association of School Psychologists, Washington, DC.
- Good, R. H. (1993, February). Methodological issues in applying and extending the general outcome measurement approach of curriculum-based measurement. Paper presented at the Pacific Coast Research Conference, Redondo Beach, CA.
- Good, R. H., & Laimon, D. (1992, December). Language enrichment activity programs and Head Start. Paper presented at the 1992 Annual International Division for Early Childhood Conference, Washington, DC.
- Bricker, D. & Good, R. H. (1992, October). Early Childhood Intervention: Measurement Issues and Practices for the 1990s. Paper presented at the Oregon School Psychologists Association, Cottage Grove, OR.
- Shinn, M. R., & Good, R. H. (1992, March). Paradigm Shift: Four on the floor for School Psychology? Paper presented at the 24th Annual Convention of the National Association of School Psychologists, Nashville, TN.
- Kaminski, R., & Good, R. H. (1992, March). New directions in the identification of young children at-risk for academic problems. Paper presented at the 24th Annual Convention of the National Association of School Psychologists, Nashville, TN.
- Laimon, D. E., & Good, R. H. (1992, March). Phonological measures as pre-reading indicators in kindergarten children. Paper presented at the 24th Annual Convention of the National Association of School Psychologists, Nashville, TN.

- Good, R. H., Kaminski, R., Laimon, D. E., & Johnson, D. S. (1992, February). Advances in assessment for the primary prevention of early academic problems. Paper presented at The Oregon Conference, Eugene, OR.
- Good, R. H., & Shinn, M. R.. (1991, August). A confirmatory analysis of oral reading fluency, decoding, and comprehension. Paper presented at the 99th Annual Convention of the American Psychological Association, San Francisco, CA.
- Good, R. H., & Kaminski, R. (1991, August). Reliability of direct measures of pre-reading skills for kindergartners. Paper presented at the 99th Annual Convention of the American Psychological Association, San Francisco, CA.
- Good, R. H., & Kaminski, R. (1991, March). Criterion-related validity of CBM Prereading measures for kindergarten and first-grade children. Paper presented at the 23rd Annual Convention of the National Association of School Psychologists, Dallas, TX.
- Good, R. H., Shinn, M. R., Knutson, N. M., Tilly, W. D., & Collins, V. L. (1991, March). A confirmatory analysis of oral reading fluency, decoding and comprehension. Paper presented at the 23rd Annual Convention of the National Association of School Psychologists, Dallas, TX.
- Putnam, D., Shinn, M., & Good, R. H. (1990, April). Reliability of CBM math for direct and repeated measurement. Paper presented at the 22nd Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- Good, R. H., Vollmer, M. L., Creek, R. J., Katz, L., & Chowdhri, S. (1990, April). Intelligence tests-revised: Research using the PASS processing model. Paper presented at the 22nd Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- Baker, S., Tilly, D., & Good, R. (1990, April). Development of CBM local norms in reading for Spanish-speaking children. Paper presented at the 22nd Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- Baker, S., Good, R., Baker, D., & Berber, A. (1990, April). Construct validity of reading CBM for Spanish-speaking children. Paper presented at the 22nd Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- Good, R., Kaminski, R., Schwarz, I., & Doyle, C. (1990, April). Using pupil progress to identify at-risk kindergarten students: Pilot Study. Paper presented at the 22nd Annual Convention of the National Association of School Psychologists, San Francisco, CA.
- Collins, V. L. & Good, R. H. (1990, March). An integrative model of issues related to racial group differences in education. Paper presented at The Oregon Conference, Eugene, OR.
- Good, R. H., Baker, S., Baker, D., & Berber, A. (1989, August). Reading curriculum-based assessment: Cross-cultural use. Paper presented at the XII International School Psychology Colloquium, Ljubljana, Slovenija, Yugoslavia.
- Good, R. H., & Shinn, M. R. (1989, August). Technical characteristics of slope estimates for reading curriculum-based measurement. Paper presented at the 97th Annual Convention of the American Psychological Association, New Orleans, LA.
- Shinn, M. R., & Good, R. H. (1989, March). Summarizing trend in curriculum-based measures of student achievement: A comparison of methods. Paper presented at the 21st Annual Convention of the National Association of School Psychologists, Boston, MA.
- Good, R. H., Vollmer, M. L., Katz, L., Creek, R. J., & Chowdhri, S. (1989, March). Effects of matching instruction & simultaneous/ sequential processing strength. Paper presented at the 21st Annual Convention of the National Association of School Psychologists, Boston, MA.

- Vollmer, M. L., Good, R. H., Creek, R. J., Katz, L., & Chowdhri, S. (1989, February). The effects of two types of instruction on simultaneous and sequential processing. Paper presented at the 1989 Annual Convention National Association of Laboratory, Anaheim, CA.
- Good, R. H. (February, 1989). Instructional implications of the K-ABC's Simultaneous and Sequential Processing Scales. Paper presented at The Oregon Conference, Eugene, OR.
- Good, R. H., & Lane, S. (August, 1988). Confirmatory factor analysis of the K-ABC and WISC-R: Hierarchical models. Paper presented at the 96th Annual Convention of the American Psychological Association, Atlanta GA.
- Good, R. H., & Thornton, J. (1988, April). Stanford-Binet Intelligence Scale, Fourth Edition regional database: Preliminary results. Paper presented at the 20th Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Good, R. H., & Johnson, S. (1987, October). Severe ability/achievement discrepancy: Indefensible, defensible and alternative formulations. Paper presented at the 21st Annual School Psychologists' Conference, The Pennsylvania State University, University Park, PA.
- Good, R. H., & Salvia, J. (1987, August). The Kaufman Assessment Battery for Children: Severe ability/achievement discrepancy. Paper presented at the 95th Annual Convention of the American Psychological Association, New York.
- Good, R. H. (1987, May). Review of Stanford-Binet IV, Revised Edition, Panel Discussion at Enhancement Workshop, Western Pennsylvania School Psychologists Association, Pittsburgh, PA.
- Good, R. H. (1987, May). Implementation of a Regional Stanford-Binet Fourth Edition Database. Paper Presented at Enhancement Workshop, Western Pennsylvania School Psychologists Association, Pittsburgh, PA.
- Good, R. H., & Salvia, J. (1986, October). The Kaufman Assessment Battery for Children: Evaluation of Learning Disabilities. Paper presented at the 20th Annual School Psychologists' Conference, The Pennsylvania State University, University Park, PA.
- Tempestini, M. A., Horan, J. J., & Good, R. H. (1986, August). The effect of two commercial software programs on indices of career development. Paper presented at the 94th Annual Convention of the American Psychological Association, Washington, DC