

Curriculum Vitae

Garret J. Hall

May 22, 2023

General Information

University address: M.S./Ed.S. School Psychology and Combined Counseling and School Psychology Ph.D. Programs
Educational Psychology and Learning Systems
College of Education
1114 W. Call St, Office 3204H Stone Building
Florida State University
Tallahassee, FL 32306
Phone: 850-645-2909

E-mail address: gjhall@fsu.edu

Professional Preparation

- 2020 PhD, University of Wisconsin - Madison. Major: Educational Psychology (School Psychology Program). Supervisor: Craig A. Albers.
- Garret J. Hall. (2020). *Modeling Associations of English Proficiency and Working Memory with Mathematics Growth: Implications for RTI*. Unpublished doctoral dissertation, University of Wisconsin - Madison.
- 2017 MS, University of Wisconsin - Madison. Major: Educational Psychology (School Psychology Program).
- 2015 BA, Northern Illinois University. Major: English and Psychology (double major). Summa Cum Laude.

Nondegree Education and Training

- 2021 Using R Software for Item Response Theory (IRT) Model Calibrations.
- 2021 Designing Simulations for Power Analysis (And Other Things): A Hands-On Workshop Series Using R.
- 2020 A Short Course on Directed Acyclic Graphs and Causal Mediation (Location: Interdisciplinary Training Program in Education Sciences, University of

Wisconsin—Madison, Virtual; Instructor: Felix Elwert, PhD).

- 2019 Mediation, Moderation, and Conditional Process Analysis (Location: Curry School of Education, University of Virginia; Instructor: Andrew F. Hayes, PhD).
- 2018 Stata Day at University of Wisconsin—Madison (Location: University of Wisconsin—Madison Sessions attended: Multilevel modeling, Causal inference with complex observational data Instructor: Chuck Huber, PhD).
- 2018 American Psychological Association Advanced Training Institute: Longitudinal Structural Equation Modeling (Location: Department of Psychology, Arizona State University; Instructors: Kevin J. Grimm, PhD; Nilam Ram, PhD; Craig K. Enders, PhD; Ross Jacobucci, PhD; Sarfaraz Serang, PhD).
- 2018 Stan: A Flexible Open-Source Platform for Bayesian Analysis (Location: Society for Research on Educational Effectiveness Conference, Washington, D.C.; Instructor: Andrew Gelman, PhD).
- 2017 Designing Behavioral Science Interventions to Improve Education and Public Policy Outcomes (Location: Curry School of Education, University of Virginia; Facilitators: Nudge4 Solutions Lab [Director: Ben Castleman, EdD] and ideas42).
- 2016 Stata for Researchers Class (Location: Social Sciences Computing Cooperative, University of Wisconsin-Madison; Instructor: Russel Dimond).

Professional Credential(s)

- 2021–present Nationally Certified School Psychologist (Certification #: 62567).

Professional Experience

- 2020–present Assistant Professor, Educational Psychology and Learning Systems, Florida State University.
- 2019–2020 Predoctoral Intern, Community Consolidated School District 15, Illinois School Psychology Internship Consortium (APA Accredited).

Honors, Awards, and Prizes

Early Career Scholar, School Psychology Research Collaboration Conference, Society for the Study of School Psychology (2022).

Fellowship(s)

Interdisciplinary Training Program in the Education Sciences, University of Wisconsin-Madison (Institute of Education Sciences Predoctoral Training Program) (2016–2019).

Current Membership in Professional Organizations

American Psychological Association
National Association of School Psychologists
Society for Research on Educational Effectiveness

Teaching

Courses Taught

Affective and Cognitive Aspects of Behavior (MHS6064)
Consultation In the Schools (SPS5205)
Intellectual and Psychoeducational Assessment for Health Service Providers (MHS5225)
Practicum in School Psychology (SPS5945)
Foundations of School Psychology (SPS 5055)
Special Topics in Counseling Psychology: Cognitive and Psychoeducational Assessment (MHS 6938)

Doctoral Committee Chair

Comella, S., doctoral student.
Doyle, E. N., doctoral student.
Dunn, P., doctoral student.
Harvey, T. K., doctoral student.

Doctoral Committee Member

Choi, D., doctoral candidate.
Aliberti, M., doctoral student.
Beavon, E. A., doctoral student.
Boyd, M. H., doctoral student.
Brown, T. K., doctoral student.

Larkin, H. P., doctoral student.
Miskimon, K., doctoral student.
Putzeys, S. N., doctoral student.
Stamm, J. M., doctoral student.
Woodall, M. L., doctoral student.
Freeman, N., doctoral student.

Master's Committee Chair

Collins, T. L., graduate. (2022).
Harvey, T. K., graduate. (2022).
Levesque, J., graduate. (2022).
Lowrey, L. A., graduate. (2022).
Martin, H. B., graduate. (2022).
Metzger, L., graduate. (2022).
Nnaji, K., graduate. (2021).
Ackerman, D. R., graduate. (2021).
Davis, S., graduate. (2021).
Edmunds, A., student.
Gelin, M., student.
Jimenez, S. M., student.
Joyner, R. E., student.
Kurdak, Z. N., student.
Navarro-Sanabria, C., student.
Paul, E. M., student.
Queen, C., student.
Simons, J. J. T., student.
Stief, K., student.

Master's Committee Member

Coates, R., graduate. (2022).
Coleman, J., graduate. (2022).
Eldridge, M. I., graduate. (2022).
Hennighan, B., graduate. (2022).
Mire, S., graduate. (2022).
Mitchell, S., graduate. (2022).
Orzabal, S., graduate. (2022).
Pietraszewski, H. M., graduate. (2022).
Wade, K., graduate. (2022).
Aliberti, M., graduate. (2021).
Beavon, E. A., graduate. (2021).
Erskine, D. L., graduate. (2021).

Quiroga, S., graduate. (2021).
Woodall, M. L., graduate. (2021).
Fields, R. P., graduate. (2021).
Huffman, E., graduate. (2021).
Lopez, C., graduate. (2021).
Thomas, M., graduate. (2021).
Ahmed, S., student.
Alexander, A. H., student.
Brooks, A. J., student.
Coleman, T. C., student.
Collazos, L. S., student.
Collins, M., student.
Culligan, M. L., student.
Dworak, S. M., student.
Feldman, M., student.
Herring, T., student.
Holden, N. N., student.
Horton, B. N., student.
Kautzmann, S. J., student.
Lev, S. H., student.
Loving, S. G., student.
Still, C., student.
Torres Colon, G., student.
Trierweiler, C., student.
Turano, A. N., student.
Valvo Schnotalla, A. S., student.
Walker, B. H., student.

Research and Original Creative Work

My research focuses on students' academic achievement, the roles of multi-tiered systems of support (MTSS) in promoting students' school success, and quantitative methods issues in school psychology research and practice. I primarily focus on the development of math skills, especially predictors of math development such as language and executive functions. However, I am generally interested in a variety of aspects of students' achievement, including reading development, family involvement, social/emotional/behavioral factors in academic success, and implementation science. I am also interested in a variety of quantitative methods issues related to these areas and how these methodological factors impact practice in school and applied interdisciplinary research (e.g., measurement, longitudinal analysis, causal inference, Bayesian inference). *Indicates equal authorship.

Publications

Refereed Journal Articles

Hall, G. J., & Doyle, E. (submitted). Back to Bayes-ics: Improving universal screening decisions by quantifying uncertainty (preprint available here: [10.35542/osf.io/rkzna](https://doi.org/10.35542/osf.io/rkzna)). *School*

Psychology Review. Manuscript submitted for publication.

Hall, G. J., van Dijk, W., Chow, J. C., & Comella, S. (submitted). Decrypting the codes: Investigating a reading intervention's impact on math problem solving and calculation fluency (preprint available here: [10.31234/osf.io/jvyzw](https://doi.org/10.31234/osf.io/jvyzw)). *Child Development*. Manuscript submitted for publication.

Santiago, R., Hall, G., Garbacz, S. A., Gulbrandson, K., & Albers, C. (submitted). Examining an integrated factor structure of schoolwide MTSS implementation measures. *Journal of Positive Behavior Interventions*. Manuscript submitted for publication.

Braithwaite, D. W., & Hall, G. J. (submitted). *Explaining Procedures and Interleaving Practice in Fraction Arithmetic*. Manuscript submitted for publication.

Hall, G. J., Parker, D., Nelson, P., & Putzeys, S. (submitted). Family involvement in elementary reading intervention: Compensatory effects on dosage and tutor-level heterogeneity. *Remedial and Special Education (revised and resubmitted)*. Manuscript submitted for publication.

Hall, G. J., Low, S., Smolkowski, K., & Garbacz, S. A. (submitted). The mesosystem of middle school math achievement: Intersections of student Demographic, parent, and school factors. *School Psychology*. Manuscript submitted for publication.

Hall, G. J., Nelson, P., & Parker, D. (submitted). What environments support reading growth among current compared to former reading intervention recipients? A multilevel analysis of students and their schools. *Journal of Learning Disabilities (under revision)*. Manuscript submitted for publication.

Hoffman, L., & Hall, G. J. (submitted). Considering between- and within-person relations in auto-regressive cross-lagged panel models for developmental data. *Journal of School Psychology (under revision)*. Manuscript submitted for publication.

Hall, G. J., & Clark, K. N. (2023). Demystifying longitudinal data analyses using structural equation models in school psychology. *Journal of School Psychology, 98*, 181-205. Retrieved from <https://psyarxiv.com/pv8bk/> doi:<https://doi.org/10.1016/j.jsp.2023.03.003>

Hall, G. J., & Swanlund, L. (2023). Differential nonlinear relations of language proficiencies to reading and math Achievement in Spanish or English. *School Psychology*. Retrieved from <https://edarxiv.org/swcb9/> doi:<https://doi.org/10.1037/spq0000545>

Hall, G. J., Kaplan, D., & Albers, C. A. (2022). Capturing multiple sources of change on triannual math screeners in elementary school. *Learning Disabilities Research and Practice, 37*, 4. doi:[10.1111/ldrp.12296](https://doi.org/10.1111/ldrp.12296)

Hall, G. J., Truckenmiller, A. J., & Eckert, T. L. (2022). Deconstructing mathematics

computation fluency: Does handwriting matter? *Contemporary School Psychology*.
doi:<https://doi.org/10.1007/s40688-022-00406-8>

- Hall, G. J., Putzeys, S. N., & Miller-Cotto, D. (2022). Early experiences and school readiness: A within and between exploration of the Opportunity Propensity Model. *Cognitive Development*, *64*. doi:<https://doi.org/10.1016/j.cogdev.2022.101226>
- Hall, G. J., Schaefer, P., Hedges, T., & Grodsky, E. (2022). Examining Bridges in Mathematics and differential effects among English language learners. *School Psychology Review*, *51*(4), 392-405. Retrieved from <https://doi.org/10.1080/2372966X.2020.1871304>
doi:<https://doi.org/10.1080/2372966X.2020.1871304>
- Hall, G. J., Garbacz, S. A., Jordan, P., Zahn, M., Smolkowski, K., Stormshak, E. A., & Seeley, J. R. (2022). Examining links between parental monitoring and school engagement among middle school students with and without elevated behavior ratings. *School Psychology*, *37*(3), 259-272. doi:<https://doi.org/10.1037/spq0000500>
- Hall, G. J., & Albers, C. A. (2022). Modeling associations of English proficiency and working memory with mathematics growth. *School Psychology*, *37*(4), 399-354. doi:<https://doi.org/10.1037/spq0000506>
- Hall, G. J., Markham, M. A., McMackin, M. K., Moore, E. C., & Albers, C. A. (2022). Predicting interim assessment outcomes among elementary-aged English learners using mathematics computation, oral reading fluency, and English proficiency levels. *School Psychology Review*, *51*(4), 498-516. doi:<https://doi.org/10.1080/2372966X.2022.2041211>
- Garbacz, S. A., Lee, Y., Hall, G. J., Stormshak, E. A., & McIntyre, L. L. (2021). Initiating family-school collaboration in school mental health through a proactive and positive strengths and needs assessment. *School Mental Health*, *13*, 667-679. Retrieved from <https://doi.org/10.1007/s12310-021-09455-5>
- Borman, G. D., Choi, Y., & Hall, G. J. (2021). The impacts of a brief middle-school self-affirmation intervention help propel African American and Latino students through high school. *Journal of Educational Psychology*, *113*(3), 605-620. doi:<https://doi.org/10.1037/edu0000570>
- Garbacz, S. A., Hall, G. J., Young, K., Lee, Y., Youngblom, R. K., & Houlihan, D. D. (2021). Validation Study of the Family Involvement Questionnaire-Elementary Version With Families in Belize. *Assessment for Effective Intervention*, *46*(3), 238-243.
doi:[10.1177/1534508419862857](https://doi.org/10.1177/1534508419862857)
- Lindeman, M. I. H., Durik, A. M., & Hall, G. J. (2018). Sometimes less is more: The role of subjective task experience in self-generated value interventions. *Social Psychology of Education*, *21*(2). doi:[10.1007/s11218-017-9417-7](https://doi.org/10.1007/s11218-017-9417-7)

Invited Book Chapters

Albers, C. A., & Hall, G. J. (in press). Best Practices for Universal Screening in Schools. In Patti Harrison, Sherrie Proctor, & Alex Thomas (Eds.), *Best Practices in School Psychology, Volume 7*. Best Practices in School Psychology (7th Edition): National Association of School Psychologists.

Hall, G. J., & Albers, C. A. (2023). Research study design. In Robert J Tierney, Fazal Rizvi, & Kadriye Erkican (Eds.), *International Encyclopedia of Education* (pp. 695-702). Elsevier. Retrieved from <https://doi.org/10.1016/B978-0-12-818630-5.10079-X>

Nonrefereed Reports

Hall, G. J., Schaefer, P., Hedges, T., & Grodsky, E. (2020). *Examining Bridges in Mathematics and differential effects among English language learners*. Madison Education Partnership. Retrieved from <http://mep.wceruw.org/documents/MEP-MEMO-Bridges.pdf>

Presentations

Refereed Papers at Conferences

Hall, G. J., Putzeys, S. N., & Kratochwill, T. R. (accepted). *Addressing internal validity threats in single-case intervention research using directed acyclic graphs*. Paper to be presented at Badar-Kauffman Conference, Kent State University, Kent, OH. (National)

Hall, G. J., Valentine, K., Truckenmiller, A., & Quinn, J. (accepted). *Moving beyond correlated change: System dynamics of written expression development*. Paper to be presented at Badar-Kauffman Conference, Kent State University, Kent, OH. (National)

Hall, G. J., van Dijk, W., Bundock, K., & Root, J. (presented 2022). *Augmenting visual analysis of multiple-baseline math interventions with Bayesian modeling*. Paper presented at the meeting of National Association of School Psychologists, Denver, CO. (National)

Putzeys, S. N., Hall, G. J., Jenkins, L., Collins, T., Dunn, P., & Harvey, T. K. (presented 2022). *Bullying victimization, math achievement, and the role of math confidence*. Paper presented at Annual Convention of the National Association of School Psychologists, National Association of School Psychologists, Denver, CO. (National)

Hall, G. J., & Clark, K. (presented 2022). *Demystifying longitudinal structural equation models in school psychology*. Paper presented at the meeting of National Association of School Psychologists, Denver, CO. (National)

- Santiago, R., Hall, G. J., Garbacz, S. A., Albers, C. A., & Gulbrandson, K. (presented 2022). *Examining an integrated factor structure of schoolwide MTSS implementation measures*. Paper presented at Annual meeting of the National Association of School Psychologists, National Association of School Psychologists, Boston, MA. (National)
- Hall, G. J., & Parker, D. C. (presented 2022). *Investigating whether family involvement buffers against low reading intervention dosage*. Paper presented at Annual Meeting of the National Association of School Psychologists, National Association of School Psychologists, Boston, MA. (National)
- Hall, G. J., & Parker, D. (presented 2022). *School-level factors and core versus tier 2 CBM-R growth*. Paper presented at Annual Meeting of the National Association of School Psychologists, National Association of School Psychologists, Boston, MA. (National)
- Low, S., Hall, G. J., Smolkowski, K., & Garbacz, S. A. (presented 2022). *The mesosystem of middle school math achievement: Intersections of student demographic, parent, and school factors*. Paper presented at Society for Prevention Research, Society for Prevention Research, Seattle, WA. (International)
- Hall, G. J., & Swanlund, L. (presented 2021, February). *English proficiency's relationship to ELLs' Spanish and English assessment performance*. Paper presented at Annual Meeting of the National Association of School Psychologists, National Association of School Psychologists. (National)
- Garbacz, S. A., Nash, W., Hall, G. J., Stormshak, E. A., & McIntyre, L. L. (presented 2021, February). *Promoting family-centered positive behavior support at the transition to kindergarten*. Paper presented at Annual Meeting of the National Association of School Psychologist, National Association of School Psychologist, Virtual. (National)
- Hall, G. J., & Albers, C. A. (presented 2020, February). *Assessing triannual mathematics screening gains with Bayesian latent change modeling*. Paper presented at Annual meeting of the National Association of School Psychologists, National Association of School Psychologists, Baltimore, Maryland, United States. (National)
- Hall, G. J., & Albers, C. A. (presented 2020, February). *Associations of English proficiency and working memory with mathematics growth*. Paper presented at Annual meeting of the National Association of School Psychologists, National Association of School Psychologists, Baltimore, Maryland, United States. (National)
- Glad, B. L., Hall, G. J., Schulz, H., & Kelly, K. K. (presented 2020, February). *Evaluation of a 16-week intervention for college students with ADHD*. Paper presented at Annual meeting of the National Association of School Psychologists, National Association of School Psychologists, Baltimore, Maryland, United States. (National)
- Hall, G. J., Markham, M. A., McMackin, M. K., Moore, E. C., & Albers, C. A. (presented 2019,

February). *Predictive validity of elementary mathematics screeners for English language learners**. Paper presented at Annual Meeting of the National Association of School Psychologists, National Association of School Psychologists, Atlanta, Georgia, United States. (National)

Borman, G. D., Choi, Y., & Hall, G. J. (presented 2018, March). *Can the effects of a brief self-affirmation intervention be sustained into high school?* Paper presented at Annual Meeting of the Society for Research on Educational Effectiveness, Society for Research on Educational Effectiveness, Washington, D. C. (National)

Hall, G. J., Markham, M. A., McMackin, M., Moore, E. M., & Albers, C. A. (presented 2018, February). *Predicting ELL success: Summative assessment, CBMs, and English language proficiency**. Paper presented at Annual Meeting of the National Association of School Psychologists, National Association of School Psychologists, Chicago, IL. (National)

Refereed Presentations at Conferences

Woods, B., Douge, M., Newpower, Nelson, K., Maki, K., Zaslofsky, A., Coddling, R., & Hall, G. (accepted). *Development of a math metacognition measure to support math learning*. Poster presentation to be given at Annual Convention of the National Association of School Psychologists, National Association of School Psychologists, Denver, CO. (National)

Collins, T., & Hall, G. J. (accepted). *Literature synthesis of differential math item functioning among English learners*. Poster presentation to be given at Annual Convention of the National Association of School Psychologists, National Association of School Psychologists. (National)

van Dijk, W., Hall, G. J., & Chow, J. (presented 2022). *Simulating and detecting causal effects of fidelity in interventions using instrumental variable models*. Poster presentation at Annual meeting of the Society for Research on Educational Effectiveness, Society for Research on Educational Effectiveness, Washington, D. C. (International)

Low, S., Hall, G. J., Smolkowski, K., & Garbacz, S. A. (presented 2022). *The mesosystem of middle school math achievement: Intersections of student demographic, parent, and school factors*. Presentation at Biennial Meeting of the Society for Research on Adolescence, Society for Research on Adolescence, New Orleans, LA. (International)

Hall, G. J., van Dijk, W., Root, J., & Bundock, K. (presented 2022). *Using Bayesian mixed effects models to quantify uncertainty in multiple-baseline intensive math interventions*. Poster presentation at Annual Meeting of the Society for Research on Educational Effectives, Society for Research on Educational Effectives, Washington, D. C. (International)

- Hall, G. J., Putzeys, S., & Kratochwill, T. R. (presented 2021, September). *Discovering internal validity threats in single-case designs with directed acyclic graphs*. Presentation at Annual Meeting of the Society for Research on Educational Effectiveness, Society for Research on Educational Effectiveness, Arlington, VA. (National)
- Hall, G. J., Twombly, T., & Albers, C. A. (presented 2021, August). *Latent Profiles of Kindergarteners' Literacy and Numeracy CBM Performance*. Poster presentation at Annual Convention of the American Psychological Association, American Psychological Association, Virtual. (National)
- Putzeys, S., Hall, G. J., & Miller-Cotto, D. (presented 2021, April). *Early experiences and school readiness: A within and between exploration of the Opportunity Propensity Model*. Poster presentation at Biennial Meeting of the Society for Research in Child Development, Society for Research in Child Development, Virtual. (National)
- Kelly, K. K., Hall, G. J., Glad, B. L., Schulz, H., & Campbell, S. M. (presented 2019, August). *Evaluation of a 16-week intervention pilot for college students with ADHD*. Poster presentation at Annual meeting of the American Psychological Association, American Psychological Association, Chicago, Illinois, United States. (National)
- Hall, G. J., Glad, B. L., & Garbacz, S. A. (presented 2019, August). *Modeling executive functioning and relationships to competencies across elementary school*. Poster presentation at Annual meeting of the American Psychological Association, American Psychological Association, Chicago, Illinois, United States. (National)
- Hecht, C. A., Priniski, S. A., Hall, G. J., Asher, M. W., Tibbets, Y., & Harackiewicz, J. M. (presented 2019, April). *Customizing a social-belonging intervention for two-year college students*. Poster presentation at Annual meeting of the American Educational Research Association, American Educational Research Association, Toronto, Ontario, Canada. (National)
- Young, K., Lawlor, K., Im, S., Wadington, M., Markham, M., Hall, G. J., Sullivan, M., Albers, C. A., & Garbacz, S. A. (presented 2019, February). *A systematic review of interventions in rural education*. Poster presentation at Annual Meeting of the National Association of School Psychologists, National Association of School Psychologists, Atlanta, Georgia, United States. (National)
- Hall, G. J., Jordan, P., Zahn, M., & Garbacz, S. A. (presented 2018, August). *Examining effects of positive family support for students with behavior risk*. Poster presentation at Annual meeting of the American Psychological Association, American Psychological Association, San Francisco, California, United States. (National)
- Jordan, P., Hall, G. J., Garbacz, S. A., & Gonzalez, J. (presented 2018, August). *Examining positive family support for Latinx students*. Poster presentation at Annual meeting of the American Psychological Association, American Psychological Association, San

Francisco, California, United States. (National)

Moore, E. C., Hall, G. J., Markham, M. A., McMackin, M. K., & Albers, C. A. (presented 2018, August). *Written expression and reading CBMs: Relationships among outcomes for English language learners**. Poster presentation at Annual meeting of the American Psychological Association, American Psychological Association, San Francisco, California, United States. (National)

Garbacz, S. A., Hall, G. J., Young, K., Lee, Y., & Houlihan, D. (presented 2018, February). *Examining family educational involvement in Belize*. Poster presentation at Annual Meeting of the National Association of School Psychologists, National Association of School Psychologists. (National)

Moore, E. C., Markham, M. A., McMackin, M., Hall, G. J., & Albers, C. A. (presented 2018, February). *Moderating effect of English language proficiency on early literacy screening dimensions**. Poster presentation at Annual Meeting of the National Association of School Psychologists, National Association of School Psychologists, Chicago, IL. (National)

Hall, G. J., & Albers, C. A. (presented 2017, August). *Effects of English language proficiency on mathematics universal screening*. Poster presentation at Annual meeting of the American Psychological Association, American Psychological Association, Washington, D. C. (National)

Young, K., Markham, M. A., Novotnak, T., Zahn, M., Hall, G. J., Jordan, P., Campbell, S., Garbacz, S. A., & Seeley, J. R. (presented 2017, August). *Examining differential implementation of positive family support*. Poster presentation at Annual Meeting of the American Psychological Association, American Psychological Association, Washington, D. C. (National)

Sorenson, D., Vivyan, E., Morrison, R., Jordan, P., & Hall, G. J. (presented 2017, February). *Building school-community partnerships: An after-school program for English language learners*. Poster presentation at Annual Meeting of the National Association of School Psychologists, National Association of School Psychologists, San Antonio, TX. (National)

Nonrefereed Presentations at Conferences

Hall, G. J., Jordan, P., Zahn, M., & Garbacz, S. A. (presented 2019, February). *Examining effects of positive family support for students with behavior risk*. Poster presentation at Wisconsin Center for Education Research Poster Day, Wisconsin Center for Education Research, University of Wisconsin-Madison, Madison, Wisconsin, United States. (Local)

Jordan, P., Hall, G. J., Garbacz, S. A., & Gonzalez, J. (presented 2019, February). *Examining*

positive family support for latinx students. Poster presentation at Wisconsin Center for Education Research Poster Day, Wisconsin Center for Education Research, University of Wisconsin-Madison, Madison, WI. (Local)

Invited Lectures and Readings of Original Work

Hall, G. J. (2022, May). *Differential nonlinear relations of language proficiencies to reading and math achievement in English and Spanish*. Delivered at Interdisciplinary Training Program in Education Sciences, University of Wisconsin-Madison, Madison, WI. (National)

Hall, G. J. (2021, November). *Developmental and methodological issues in universal supports within multi-tiered systems*. Delivered at Florida State University Department of Psychology, Florida State University. (Local)

Hall, G. J., Jordan, P., Lonnerstater, B., McMackin, M. K., Garbacz, S. A., & Kratochwill, T. R. (2019, April). *A discussion of implementation barriers in effectiveness trials of family engagement interventions*. Delivered at University of Wisconsin-Madison Interdisciplinary Training Program Seminar, University of Wisconsin-Madison. (Local)

Contracts and Grants

Contracts and Grants Funded

Hall, Garret James (PI), & Zhang, Qian (Co-PI). (Sep 2022–Aug 2024). *Who implements Response to Intervention (RTI) in Math, and Does RTI Benefit Math Achievement? K-fold cross-validation and causal inference under a multilevel quasi-experimental study*. Funded by American Educational Research. (NONE). Total award \$35,000.

Hall, Garret James (PI). (Jul 2022–Jun 2023). *Making Sense of Uncertainty in Academic Screening Prediction Accuracy for Ordinal Outcomes Using Bayesian Modeling*. Funded by Society for the Study of School Psychology. (None). Total award \$20,000.

Hall, Garret James (PI). (Aug 2021–Aug 2022). *Development of the Math Corps Math Inventory*. Funded by ServeMinnesota. (2021-12). Total award \$39,864.

Hall, Garret James (PI). (May 2021–Aug 2021). *FYAP: Spanish Versus English Reading and Mathematics Achievement: Variation Across English Language Proficiency Levels*. Funded by FSU CRC. (None). Total award \$20,000.

Contracts and Grants Denied

Hall, G. J. (Aug 2022). *Investigating methodological and practical implications of longitudinal dynamics between math fluency and achievement throughout supplemental math intervention*. Submitted to Spencer Foundation.

Hall, G. J. (Jul 2022). *CAREER: Modeling the Response Process in Math Calculation Fluency and Its Relations to Language Syntax*. Submitted to National Science Foundation.

Hall, G. J. (Dec 2021). *Investigating methodological and practical implications of longitudinal dynamics between math fluency and achievement throughout supplemental math intervention*. Submitted to Spencer Foundation.

Hall, G. J. (Apr 2021). *How sure are you about that? Bayesian approaches to quantify uncertainty in data-based decision-making for academic outcomes*. Submitted to Society for the Study of School Psychology.

Conference Presentation Session Moderator

Hall, G. J. (2022). *Invited Session Moderator*. Badar-Kaufman Conference.

External Evaluation Reports

Hall, G. J. (2022). *Examination of the Psychometric and Predictive Properties of the Math Corps Inventory (MCI)*. ServeMinnesota.

Invited Talks or Guest Lectures

Hall, G. J. (2020). *Connecting theory, measurement, and development in prevention*. Ed Psych/HDFS/Nursing/Soc Work 880: Prevention Science, University of Wisconsin-Madison.

Hall, G. J. (2020). *Measurement, theory, and development in applied psychology*. Parent-Child Clinical Research Program (PI: Roseanne Clark, PhD). Department of Psychiatry, University of Wisconsin-Madison.

Hall, G. J., Jordan, P., Lonnerstater, B., McMackin, M., Garbacz, S. A., & Kratochwill, T. R. (2019). *A discussion of implementation barriers in effectiveness trials of family engagement interventions*. Interdisciplinary Training Program in Education Sciences Seminar. University of Wisconsin-Madison.

Service

Florida State University

FSU Program Service

Steering Committee Member, Marvalene Hughes Education Research Conference (2022–present).

Graduation Marshal, EPLS (2021–present).

Research Preliminary Exam Coordinator, Combined Counseling and School Psychology PhD Program (2021–present).

The Profession

Editorial Board Membership(s)

School Psychology International (methodological advisor) (2023–present).

School Psychology (2022–present).

Journal of School Psychology (2020–present).

Guest Reviewer for Refereed Journals

Behavior Disorders (2022–present).

Child Development (2022–present).

Developmental Psychology (2022–present).

Journal of Psychoeducational Assessment (2022–present).

British Journal of Educational Psychology (2021–present).

Psychology in the Schools (2021–present).

Journal of Applied School Psychology (2020–present).

School Psychology (2020–21).

Service to Professional Associations

Outstanding Dissertation Award Committee Chair, Chair of award committee for the APA Division 16 (School Psychology) Outstanding Dissertation Award, American Psychological Association Division 16 (2023–present).

Conference Proposal Reviewer, Proposal reviewer in 2022 and 2023, American Psychological Association, Division 16 (School Psychology) (2022–2023).

Conference Proposal Reviewer, 2021 SREE Conference proposal reviewing, Society for Research on Educational Effectiveness (2021).

Consultation

ServeMinnesota. Provided statistical analysis expertise to a psychometric evaluation of a screening and progress monitoring tool for ServeMinnesota's MathCorps math intervention program (2022).

Service to Public Schools

Hall, G. J. (2022). *University partner to school district for Evidence-Based Intervention Training in Education (EBITE) program through Ohio State University and Ohio University.*