

## MARIKA DAYANA GINSBURG-BLOCK

### ADDRESS

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### ACADEMIC BACKGROUND

#### FACULTY POSITIONS

**Associate Professor.** University of Delaware (September 2009 – present)  
**Program Coordinator.** (September 2006 – July 2012)

Affiliated with the School of Education, College of Education and Human Development with academic responsibilities in the NASP-Approved School Psychology Program.

**Assistant Professor.** University of Delaware (September 2003 – August 2009)

**Assistant Professor.** University of Minnesota (September 1998 – June 2003)

Affiliated with the Department of Educational Psychology, College of Education and Human Development with academic responsibilities in the APA- and NASP-Approved School Psychology Program.

#### EDUCATION

**Ph.D.** School, Community, Clinical Child Psychology, APA Approved Program, *University of Pennsylvania*, May 1998.

**M.S.Ed.** Psychological Services in Education, *University of Pennsylvania*, December 1992.

**B.S.** Psychology, cum laude, *Drexel University*, June 1990.

#### AWARDS/HONORS

**Early Career School Psychology Scholars Award**, co-sponsored by Society for the Study of School Psychology, APA Division 16, National Association of School Psychologists, APA Education Directorate, and Elsevier Science, 2003 & 2005.

**Phi Delta Kappa Award for Outstanding Dissertation**, *Tau Chapter*, May 1998.

#### PROFESSIONAL CERTIFICATIONS

**School Psychologist Certification**, *Commonwealth of Pennsylvania*, September 1996.  
**School Psychologist Licensure**, *State of Minnesota*, July 1999.

## SCHOLARSHIP

### PUBLICATIONS IN PEER REVIEWED JOURNALS

- Deniz Can, D. & Ginsburg-Block, M. (September-October 2016). Parenting stress and home-based literacy interactions in low-income preschool families. *Journal of Applied Developmental Psychology*, Volume 46, 51-62.
- McWayne, C. M., Manz, P. H. & Ginsburg-Block, M. (2015). Examination of the Family Involvement Questionnaire-Early Childhood (FIQ-EC) with Low-Income, Latino Families of Young Children. *International Journal of School and Educational Psychology*, Volume 3 (2), 117-134.
- Lewis, K. & Ginsburg-Block, M. (2014). Early childhood literacy programs: Promoting involvement of ELLs and their families. *NHSA Dialogue*, 17(2) 17-57.
- Deniz Can, D., Ginsburg-Block, M., Golinkoff, R. & Hirsch-Pasek, K. (August 2013). A long term predictive validity study: Can the CDI Short Form be used to predict language and early literacy skills 4 years later? *Journal of Child Language*, 40(04), 821-835.
- Manz, P. H., Hughes, C., Barnabas, E. R., Bracaliello, C. B. & Ginsburg-Block, M. (2010). A qualitative review and meta-analysis of family-based early literacy interventions: To what extent are interventions responsive to ethnic-minority and linguistically-diverse families of young children? *Early Childhood Research Quarterly*, Vol 25 (4), 409-431.
- Manz, P. H., Power, T. J., Ginsburg-Block, M., & Dowrick, P. (Spring/Summer 2010). Community paraeducators: A partnership-directed approach for preparing and sustaining the involvement of community members in central city schools. *The School Community Journal*, Vol 20 (1), 55-80.
- Ginsburg-Block, M., Rohrbeck, C., & Fantuzzo, J. W. (2006). A meta-analytic review of the social, emotional and behavioral outcomes of peer assisted learning. *Journal of Educational Psychology*, 98(4), 732-749.
- Power, T., Dowrick, P., Ginsburg-Block, M., & Manz, P. (2004). Partnership-based, community-assisted early intervention for literacy: An application of the participatory intervention model. *Journal of Behavioral Education*, 13(2), 93-115.
- Schaefer, B. A., Khoury, R. A., & Ginsburg-Block, M. (2003). Does looping make the grade? A preliminary study of the effects of multiyear assignment on academic achievement, school attendance, and learning behaviors. *Pennsylvania Educational Leadership*, 23(1), 29-40.
- Rohrbeck, C., Ginsburg-Block, M., Fantuzzo, J., & Miller, T. (2003). Peer assisted

learning interventions with elementary school students: A meta-analytic review. *Journal of Educational Psychology*, 95(2), 240-257.

Dowrick, P.W., Power, T. J., Manz, P. H., Ginsburg-Block, M., Leff, S. S., & Rupnow, K. S. (2001). Community responsiveness: Examples from under resourced urban schools. *Journal of Prevention and Intervention in the Community*, 22(1), 71-90.

Ginsburg-Block, M., & Fantuzzo, J. (1998). An evaluation of the relative effectiveness of NCTM standards-based interventions for low-achieving urban elementary students. *Journal of Educational Psychology*, 90, 1-10.

Fantuzzo, J., Childs, S., Hampton, V., Ginsburg-Block, M., Coolahan, K., & Debnam, D. (1997). The Philadelphia Head Start Teaching Center: Promoting empowered parental involvement through parent-teacher collaborations. *Early Childhood Research Quarterly*, 12, 425-437.

Ginsburg-Block, M., & Fantuzzo, J. (1997). Reciprocal peer tutoring: An analysis of teacher and student interactions as a function of training and experience. *School Psychology Quarterly*, 12, 1-16.

Fantuzzo, J., Childs, S., Stevenson, H., Coolahan, K., Ginsburg, M., Gay, K., Debnam, D., & Watson, C. (1996). The Head Start teaching center: An evaluation of an experiential, collaborative training model for Head Start teachers and parent volunteers. *Early Childhood Research Quarterly*, 11(1), 79-99.

Fantuzzo, J., Davis, G., & Ginsburg, M. (1995). Effects of collaborative learning and parent involvement on mathematics achievement and perceived competencies. *Journal of Educational Psychology*, 87, 272-281.

## BOOK CHAPTERS

Deniz Can, D. & Ginsburg-Block, M. (2015). Classwide Peer Tutoring. In G. Scarlett (Ed.). *The Sage Encyclopedia of Classroom Management*. Thousand Oaks, CA: Sage Publications.

Deniz Can, D. & Ginsburg-Block, M. (2012). Peer tutoring school-age children. In J. A. Hattie & E. M. Anderman (Eds.). *The International Guide to Student Achievement* (pp. 375-378). Oxford, UK: Routledge Publishers.

Ginsburg-Block, M., Manz, P. H., & McWayne, C. (2010). Partnering with families to foster early achievement in reading and mathematics. In A. L. Reschly & S. Christenson (Eds.). *The Handbook on School Family Partnerships for Promoting Student Competence* (pp. 175-203). Oxford, UK: Routledge/Taylor and Francis Group.

Power, T. J., Mautone, J. A., & Ginsburg-Block, M. (2010). Training school

- psychologists for prevention and intervention in a three-tier model. In Walker, H. M., Stoner, G., & Shinn, M. R. (Eds.), *Interventions for Academic and Behavior Problems III*. Bethesda, MD: National Association of School Psychologists.
- Ginsburg-Block, M. (2010). Peer tutoring. In I. B. Weiner & W. E. Craighead (Eds.), *The Corsini Encyclopedia of Psychology, Fourth Edition, Volume 3* (pp. 1183-1184). John Wiley & Sons.
- Ginsburg-Block, M., Rohrbeck, C., & Lavigne, N., & Fantuzzo, J. W. (2008). Peer Assisted Learning: An academic strategy for enhancing motivation among diverse students. In A. E. Gottfried & C. Hudley (Eds.), *Academic Motivation and the Culture of School in Childhood and Adolescence* (pp. 247-273). New York, NY: Oxford University Press.
- Warzon, K. B., & Ginsburg-Block, M. (2008). The role of cultural continuity between home and school settings in predicting student motivation: What we know, what we need to learn, and implications for practice. In A. E. Gottfried & C. Hudley (Eds.), *Academic Motivation and the Culture of School in Childhood and Adolescence* (pp. 121-145). New York, NY: Oxford University Press.
- Schaefer, B. A., & Ginsburg-Block, M. D. (2007). Helping children and adolescents dealing with divorce. In R. W. Christner, J. L. Stewart, & A. Freeman (Eds.), *Handbook of cognitive-behavior therapy (CBT) groups with children and adolescents: Specific settings and presenting problems* (pp. 241-252). New York, NY: Routledge, Taylor & Francis Group, LLC.
- Ginsburg-Block, M., Rohrbeck, C., Fantuzzo, J. W., & Lavigne, N. C. (2006). Peer assisted learning strategies. In G. Bear & K. Minke (Eds.), *Children's Needs III: Understanding and Addressing the Developmental Needs of Children* (pp. 631-645). Bethesda, MD: National Association of School Psychologists.
- Ginsburg-Block, M. (2005). Peer tutoring. In S. W. Lee (Ed.), *Encyclopedia of School Psychology*. Thousand Oaks, CA: Sage Publications, Inc.
- Fantuzzo, J., & Ginsburg-Block, M. (1998). Reciprocal peer tutoring: developing and testing effective peer collaborations for elementary school students. In K.J. Topping & S. Ehly (Eds.), *Peer Assisted Learning* (pp. 121-144). Hillsdale, NJ: Lawrence Erlbaum Associates.

#### **WORKS IN PREPARATION OR UNDER REVIEW**

- Ginsburg-Block, M., Bear, G., Mantz, L., Glutting, J., & Chen, D., (in preparation). *Longitudinal relationship between school climate and student suspension rates*. To be submitted to *Journal of School Violence*.
- Ginsburg-Block, M., Lewis, K., Deniz-Can, D., Zettler-Greeley, C. & Baillet, L. (in

preparation). *Family early literacy practices questionnaire: A validation study*. To be submitted to *Early Childhood Research Quarterly*.

Lewis, K., Ginsburg-Block, M. & Taylor, J. (in preparation). *An updated meta-analysis of Early Childhood Literacy Program Supporting Involvement of DLLs and Families*. Manuscript in preparation. To be submitted to *Early Childhood Research Quarterly*.

Bailet, L., Ginsburg-Block, M. & Zettler-Greeley, C. (in preparation). *How do children's activities outside of school contribute to early literacy skills and response to intervention for pre-K students?* To be submitted to *Pediatrics*.

## SERVICE PUBLICATIONS/PRODUCTIONS AND REPORTS

Ginsburg-Block, M., & Watts-Taffe, S. (2002). Reading achievement in an urban school: Collaboration for reform. *University of Minnesota Center for Urban and Regional Affairs Reporter*.

Tellucksingh, E., Ysseldyke, J., Spicuzza, R., & Ginsburg-Block, M. (2001). *Enhancing the learning of English language learners: Consultation and a curriculum-based monitoring system*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Ginsburg-Block, M., & Casey, A. (2000). Developing a Minnesota Reading Initiative to promote early literacy. In *Just in Time Research: Resilient Communities*. Minneapolis, MN: The Regents of the University of Minnesota.

Ginsburg-Block, M., & Schmieder, S. (2000, June). *Documentation report phase III: The Content Specialists' Questionnaire*. (Career Connection to Teaching with Technology U.S. DOE Challenge Grant Rep. No. 3). Roseville, MN: TIES Education Technology Collaborative.

Ginsburg-Block, M., & Schmieder, S. (2000, January). *Documentation report phase II: Teacher Questionnaire*. (Career Connection to Teaching with Technology U.S. DOE Challenge Grant Rep. No. 2). Roseville, MN: TIES Education Technology Collaborative.

Ginsburg-Block, M., & Schmieder, S. (1999, May). *Documentation report phase I: Toward collaboration, shared leadership, and decision-making*. (Career Connection to Teaching with Technology U.S. DOE Challenge Grant Rep. No. 1). Roseville, MN: TIES Education Technology Collaborative.

Ginsburg-Block, M. (1999). Intervention in elementary mathematics: Why not consider peer tutoring? *School Psychology Minnesota*, 31, 10-12.

Ginsburg-Block, M. (1999). Standards-based interventions in elementary

mathematics. *Center for Applied Research and Educational Improvement Research/Practice Newsletter, Fall 1999.*

Ginsburg-Block, M., MacKinnan, P., Noble, M., & Tcath, J. (1999). Creating effective readers: Volunteer tutors helping students (D. Carlson, Director & Editor). In *All about kids*. Minneapolis: Metronet & Minnesota Center for the Book.

## PEER REVIEWED SCHOLARLY PRESENTATIONS

Ginsburg-Block, M., Lewis, K. & Amponsah, B. (February, 2017). *Let's Get Meta: AN Analysis of Effective Programs for DLLs*. Poster presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

Czik, A., Bear, G. & Ginsburg-Block, M. (February, 2017). *Role of Language Status in Predicting Parent School Climate Ratings*. Poster presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

Ginsburg-Block, M., Lewis, K., Taylor, J. (February, 2016). *Evidence-Based Family Literacy Practices for Dual Language Learners: A meta-analysis*. Poster presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Lewis, K., Taylor, J. & Ginsburg-Block, M. (February, 2015). *Early Childhood Literacy Programs: Supporting Involvement of DLLs and Families*. Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando FL.

Yang, C., Bear, G. & Ginsburg-Block, M. (February, 2015). *Racial Disproportionality In School Discipline: Implications from a Longitudinal Investigation*. Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando FL.

Deniz Can, D. & Ginsburg-Block, M. (February, 2013). *Parent Literacy Involvement mediates the effects of stress on school readiness*. Paper presented at the Annual Convention of the National Association of School Psychologists, Seattle WA.

Deniz Can, D., Ginsburg-Block, M., Golinkoff, R., & Hirsh-Pasek, K. (April, 2013). *Surprising continuity: The Short Form of the MCDI predicts language skills 4 years later*. Poster presentation at the Society for Research in Child Development (SRCD) 2013 Biennial Meeting, Seattle, WA.

Deniz Can, D., & Ginsburg-Block, M. (April/May 2013). *Parenting stress and parent home-based educational involvement: Implications for parent-child interactions*

*and children's school readiness.* Poster presented at the American Educational Research Association (AERA) Annual Meeting 2013, San Francisco, California.

Ginsburg-Block, M. & Zettler-Greeley, C. (February, 2012). *Home Literacy Environment and Preschool Literacy Outcomes.* Paper presented at the annual meeting of the National Association of School Psychologists. Philadelphia, PA.

Deniz-Can, D. & Ginsburg-Block, M. (February, 2012). *Understanding Parent Educational Involvement: The Influence of Parenting Stress.* Paper presented at the annual meeting of the National Association of School Psychologists. Philadelphia, PA.

Lewis, K., Ginsburg-Block, M. & Zettler-Greeley, C. (February, 2012). *Family Early Literacy Practices Questionnaire: A Validation Study for ELLs.* Poster presented at the annual meeting of the National Association of School Psychologists. Philadelphia, PA.

Zettler-Greeley, C., Ginsburg-Block, M., Lewis, K. & Bailet, L. (September, 2011). *RTI Tier 2 Emergent Literacy Instruction: Program Outcomes and the Impact of Child and Home Environment Factors.* Center for RTI in Early Childhood: RTI Summit. Santa Ana Pueblo, NM.

Ginsburg-Block, M., Lewis, K., Bailet, L., Murphy, S. & Zettler-Greeley, C. (February, 2011). *Home Literacy Environment and Emergent Literacy Outcomes.* Poster presented at the annual meeting of the National Association of School Psychologists. San Francisco, CA.

Lewis, K., Ginsburg-Block, M. & Zettler-Greeley, C. (February, 2011). *Family Early Literacy Practices Questionnaire: A Validation Study for ELLs.* Poster presented at the annual meeting of the National Association of School Psychologists. San Francisco, CA.

Ginsburg-Block, M., Lewis, K., & Pizzini, E. (March, 2010). *Family Early Literacy Practices and Beliefs Questionnaire: A Validation Study.* Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Lewis, K., Ginsburg-Block, M., & Pizzini, E. (March, 2010). *Home environment and language: Impact on emergent literacy skills.* Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Ginsburg-Block, M., Thomas, S., Lewis, K., & Deniz Can, D. (February, 2009). *Home Literacy Environment and Early Childhood Language and Literacy Outcomes.* Paper presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

West, C. J., Ginsburg-Block, M., Golinkoff, R., Deniz-Can, D., Thomas, S., Lewis, K., Repper, K., Bailet, L. (2009). *Measuring family involvement in early literacy: parent modeling as a predictor.* Poster presented at the annual meeting of the

National Association of School Psychologists, Boston, MA.

- McWayne, C., Manz, P., & Ginsburg-Block, M. (2009, April). *A Multistrategy Approach for Investigating Cultural Relevance of Behavioral Scales: Goldilocks and the Three Factors*. Paper presented at the annual meeting of the American Educational Research Association, San Diego CA.
- Ginsburg-Block, M., & Warzon, K. B. (2008, March). *Cultural continuity and student outcomes: The role of student, family, and teacher perceptions*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Deniz Can, D., & Ginsburg-Block, M. (2008, February). *Predictive validity of the CDI short-form*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Minke, K., & Ginsburg-Block, M. (2008, February). *The CORE curriculum for family-school partnerships*. Symposium paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Deniz Can, D., & Ginsburg-Block, M. (2007, March). *Family early literacy practices*. Poster session presented at the annual meeting of the National Association of School Psychologists, New York, NY.
- McWayne, C. M., Ginsburg-Block, M., & Manz, P. H. (2007, March). *Enhancing the responsiveness of family involvement practices by establishing cross-cultural congruence*. Symposium paper presented at the annual meeting of the National Association of School Psychologists, New York, NY.
- Seston, R., Golinkoff, R. M., Ginsburg-Block, M., Deniz Can, D., Tomlinson, N., Ferguson, T., Ma, W., & Hirsh-Pasek, K. A. (2007, March). *Hammering the point home: Children's comprehension of novel extensions of familiar verbs*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- McWayne, C. M., Manz, P. H., & Ginsburg-Block, M. (2007, March). *A multi-scale development approach: Examining family involvement dimensions for latino low-income families of preschoolers*. Symposium paper presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Manz, P. H., Ginsburg-Block, M., McWayne, C., & Fantuzzo, J. W. (2006, August). *Integrating qualitative and quantitative methodologies to modify the family involvement questionnaire for latino families*. Poster session presented at the annual meeting of the American Psychological Association, New Orleans: LA.



- Manz, P. H., McWayne, C., & Ginsburg-Block, M. (2006, June). *Family involvement behaviors in diverse latino communities: The development of a spanish translation of the family involvement questionnaire*. Symposium paper presented at the annual Head Start Research Conference, Washington, D.C.
- Deniz Can, D., & Ginsburg-Block, M. (2006, March). *Examining parental satisfaction and family involvement practices among diverse southwestern families*. Symposium paper presented at the annual meeting of the National Association of School Psychologists, Anaheim, CA.
- Ginsburg-Block, M., & Roberts, M. (2006, March). *Parental satisfaction by ethnicity, income, gender and child age for southwestern families*. Symposium paper presented at the annual meeting of the National Association of School Psychologists, Anaheim, CA.
- Roberts, M., & Ginsburg-Block, M. (2005, April). *Examining early childhood family school collaboration practices among diverse southwestern families*. Symposium paper presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Ginsburg-Block, M., & Manz, P. H. (2005, March). *Examining elementary family school collaboration practices among diverse midwestern families*. Paper presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Ginsburg-Block, M., Bogner, K., & Blount, A. (2004, July). *Culturally continuous educational practices and student outcomes: Where's the evidence?* Poster session presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Ginsburg-Block, M., Bogner, K., & Blount, A. (2004, April). *The cultural continuity project: Community collaboration in the development and refinement of a survey instrument*. Symposium paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.
- Ginsburg-Block, M., Bogner, K., & Blount, A. (2004, March). *Culture & school: Influences & outcomes*. Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.
- Bogner, K., & Ginsburg-Block, M. (2003, April). *Enhancing early literacy skills for all children through school and community collaboration*. Paper presented at the annual meeting of the National Association of School Psychologists, Toronto, Canada.
- Ginsburg-Block, M., Rohrbeck, C., Miller, T., & Fantuzzo, J. (2003, February). *A meta analytic review of peer assisted learning interventions with elementary students: Process and results*. Symposium paper presented at the annual

Campbell Collaboration Colloquium, Stockholm, Sweden.

- Ginsburg-Block, M., Roberts, M., Manz, P.H., Power, T. J., Clarke, A. T., & Christenson, S. (2002, February). *Addressing cultural barriers to effective family-school partnerships: A multidimensional conceptualization of family involvement in education*. Chair of symposium presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Roberts, M., & Ginsburg-Block, M. (2002, February). *Examining early childhood family school partnership practices among southwestern families*. Symposium paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Ginsburg-Block, M., Gregory, J., Kearney, N.M., & Bogner, K. (2002, February). *Serving all children through school and community collaboration*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Ginsburg-Block, M., Rohrbeck, C., Miller, T., Fantuzzo, J., Bogner, K., & Kearney, N. (2001, August). *Promoting social, emotional and behavioral competence: Peer assisted learning strategies*. Poster session presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Ginsburg-Block, M., Gregory, J., Moreau, R., & Kearney, N.M. (2001, August). *Partners in reading: Promoting reading skills and preventing reading failure*. Poster session presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Power, T.J., Manz, P.H., & Ginsburg-Block, M. (2001, August). *Building community school partnerships to improve literacy: Reading partners*. Symposium paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Rohrbeck, C. A., Ginsburg-Block, M., Miller, T., & Fantuzzo, J., Bogner, K., & Kearney, N. (2001, April). *Peer assisted learning strategies in elementary schools: Academic and behavioral competencies*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Ginsburg-Block, M., Rohrbeck, C., Miller, T., Fantuzzo, J., Bogner, K., & Kearney, N. (2001, April). *Promoting social, emotional and behavioral competence: Peer assisted learning strategies*. Poster session presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Ginsburg-Block, M., & Rohrbeck, C. (2000, August). *Linking specific peer assisted learning intervention components to academic outcomes*. Symposium paper

presented at the annual meeting of the American Psychological Association, Washington, D.C.

Miller, T., & Ginsburg-Block, M. (2000, August). *Describing the peer assisted learning literature from a developmental-systems perspective*. Symposium paper presented at the annual meeting of the American Psychological Association, Washington, D.C.

Ginsburg-Block, M., Miller, T., Rohrbeck, C., & Fantuzzo, J. (2000, March). *Celebrating success with peer assisted learning interventions that work: A meta-analysis*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Ginsburg-Block, M., Coolong-Chaffin, M., & Barosko, J. (2000, March). *No limit math: Celebrating success for urban elementary students*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Power, T. J., Dowrick, P. W., Manz, P. H., & Ginsburg-Block, M. (2000, March). *Building community partnerships to improve literacy: ACE reading*. Paper presented at the annual Kentucky Teaching and Learning Conference, Louisville, KY.

Ginsburg-Block, M., (1999, August). *Project PLUS: Partners in learning in urban schools*. Symposium paper presented at the annual meeting of the American Psychological Association, Boston, MA.

Ginsburg-Block, M., Miller, T., Rohrbeck, C., & Fantuzzo, J. (1999, August). *Peer assisted learning interventions: A meta-analysis*. Poster session presented at the annual meeting of the American Psychological Association, Boston, MA.

Ginsburg-Block, M., & Fantuzzo, J. (April 1999). *Developing standards-based interventions in mathematics for low-achieving urban elementary students*. Poster session presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV.

Ginsburg-Block, M. (1999, April). *Reciprocal peer problem solving: Enhancing the success of vulnerable elementary students through contextually sensitive interventions*. Symposium paper presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV.

Manz, P. H., Power, T. J., Ginsburg-Block, M., & Dowrick, P.W. (1999, April). *A blueprint of academic success for young inner-city children: Examining early indicators of reading performance*. Poster session presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV.

Manz, P.H., Power, T. J., Dowrick, P.W., & Ginsburg-Block, M. (1999, April). *Reading rescue: An application of a community partnership model for school based intervention*. Symposium paper presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV.

- Manz, P. H., & Ginsburg-Block, M. (1998, April). *Linking community needs to community resources: Community assisted intervention in urban schools*. Paper presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.
- Power, T. J., Manz, P. H., & Ginsburg-Block, M. (1998, April). *Community-assisted, video-enhanced "reading rescue" in diverse, urban schools*. Paper presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.
- Power, T. J., Dowrick, P. W., Manz, P. H., & Ginsburg-Block, M. (1997, August). *Preventing school failure: Community-assisted tutoring in urban schools*. Poster session presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Ginsburg-Block, M., Dowrick, P. W., Moreau, R., Power, T. J., & Webb, A. (1997, April). *A focus on playground/lunchroom survival: A component of the community-assisted rescue and prevention project*. Poster session presented at the Children's Seashore House annual Research Symposium and Poster Day, Philadelphia, PA.
- Ginsburg-Block, M., Manz, P., Webb, A., Power, T., & Dowrick, P. (1997, February). *Community-assisted rescue and prevention for young children at risk for academic and emotional problems*. Poster session presented at the annual Pacific Rim Conference, Honolulu, HI.
- Ginsburg, M. (1995, August). *Effects of training in reciprocal peer tutoring on peer interactions*. Poster session presented at the annual meeting of the American Psychological Association, New York, NY.
- Ginsburg, M. (1995, August). *Parent and peer interventions: Effects on self-concept and mathematics achievement*. Poster session presented at the annual meeting of the American Psychological Association, New York, NY.
- Braderman, S., & Ginsburg, M. (1990, November). *Family closeness and distance: A qualitative study*. Paper presented at the annual meeting of the Gerontological Society of America, Boston, MA.

## INVITED PRESENTATIONS

- Zettker-Greeley, C., Long, G. & Ginsburg-Block, M. (June, 2012). *A Bright Start on Literacy!* 3<sup>rd</sup> Annual Jane Davidson Forum on Play, University of Delaware, Newark DE.
- Ginsburg-Block, M. (June, 2012). *Faculty Discussant*. Cross University Collaborative Mentoring Conference. University of Delaware, Newark, DE.
- Ginsburg-Block, M. (June, 2011). *Faculty Panel Participant*. Cross University Collaborative Mentoring Conference. Lehigh University, Bethlehem, PA.

- Ginsburg-Block, M. & Palmer, L. (November, 2010). *RTI Implementation at the Secondary Level*. Workshop presented to the New Castle County Vocational Technical School District School Psychologists.
- Ginsburg-Block, M. (May, 2009). *RTI Panel*. Panel presentation conducted at Annual Meeting of the Delaware Association of School Psychologists.
- Ginsburg-Block, M. (February, 2009). *The Role of the School Psychologist in RTI*. Workshop conducted for the Red Clay School District School Psychologists.
- Gravois, T., & Ginsburg-Block, M. (2008, February). *Problem solving & data analysis for response to intervention*. Workshop conducted for the Delaware Department of Education, Dover, DE.
- Ginsburg-Block, M., Deniz Can, D., & Lewis, K. (2007, November). *Cultural awareness training*. Workshop conducted for Wilmington Head Start, Wilmington, DE.
- Ginsburg-Block, M. (2007, September). *Facilitating family involvement in the schools*. Workshop conducted for the Eastern Shore School Psychologists Association, MD.
- Ginsburg-Block, M. (2007, February). *Response to intervention forum*. Invited facilitator for Delaware Association of School Psychologists Special Meeting, Dover, DE.
- Ginsburg-Block, M., & Rohrbeck, C. (2004, February). *Lessons learned in conducting a review of peer assisted learning interventions*. Symposium paper presented at the annual Campbell Collaboration Colloquium, Washington, DC.
- Ginsburg-Block, M. (2003, April). *Assessment and accountability in early childhood education: Building capacity through partnership in a large, urban school district*. Symposium discussant at the annual meeting of the American Educational Research Association, Chicago, IL.
- Ginsburg-Block, M. (2001, July). *Meta-analysis: Introduction and practical tips*. Paper presented at the University of Pennsylvania Graduate School of Education, Philadelphia, PA.
- Ginsburg-Block, M. (2000, August). *Measuring program impact*. Workshop conducted at the meeting of the Children's Tutoring Network, St. Paul, MN.
- Ginsburg-Block, M. (2000, May). *Building community and resiliency through early literacy initiatives: A just in time research project*. Paper presented at the Minnesota Education Policy Seminar, Minneapolis, MN.
- Ginsburg-Block, M., & Miller, R. (1999, October). *Reading with children*. Workshop conducted at the Great Start Conference, Moorhead, MN.
- Miller, R., & Ginsburg-Block, M. (1999, October). *Writing with children*. Workshop

conducted at the Great Start Conference, Moorhead, MN.

Ginsburg-Block, M. (1999, October). *Assessment strategies for literacy volunteers*. Workshop conducted at the Great Start Conference, Rochester, MN.

Ginsburg-Block, M., Miller, R., Podlasek, R., & Cousin, R. (1998, October – 2003, June). *Literacy tutor training for Minneapolis public school volunteers*. Workshops conducted for the Minneapolis Public Schools through the Literacy Tutor Training Taskforce, Minneapolis, MN.

Dowrick, P., Power, T., Ginsburg-Block, M., & Manz, P. H. (1997, June). *Using video and community assistants to rescue the reading of urban children*. Poster session presented at the annual Office of Special Education Programs Research Project Director's Conference, Washington, D.C.

Dowrick, P., Power, T., Ginsburg-Block, M. (1997, May). *School-community collaboration: Participant observers meet trigger tapes*. Workshop conducted at the Biennial Conference on Community Research & Action, University of South Carolina, Columbia, SC.

Ginsburg-Block, M. (1997, April). *Our role in the community schools*. Paper presented at the semi-annual meeting of the University of Pennsylvania Graduate School of Education Board of Overseers, Philadelphia, PA.

Ginsburg-Block, M. (1997, February). *How to get published while you're in grad school*. Panel discussant at meeting of the University of Pennsylvania Graduate School of Education, Philadelphia, PA.

Ginsburg, M. (1995, June). *ADHD: What do parents need to know?* Paper presented at meeting of the Mental Health Association of Southeastern Pennsylvania Parents Involved Network, Philadelphia, PA.

## INVITED RESEARCH CONSULTATIONS

Consultation with International Campbell Collaboration (C2). Conducted meta-analytic research synthesis on peer assisted learning literature according to C2 standards, June 2005 – June 2007.

Consultation on the completion of a meta-analysis on the effects of peer assisted learning on reading, mathematics, and science outcomes for elementary students, What Works Clearing House, Institute of Education Sciences, Washington, DC, January 2003 – 2004.

Consultation on the development of instructionally-relevant interpretative methods for the revised KTEA (Kaufman Test of Educational Achievement), American Guidance Services, Circle Pines, MN, August 2002 – January 2003.

Documentation of changes in teaching and learning for The Career Connection to Teaching with Technology Consortium, Technology Innovation Challenge Grant (Funded by the U. S. Department of Education) in conjunction with TIES Training Center, Roseville, MN, August 1998 – June 2001.

Consultation on program evaluation, West Philadelphia Tutoring Project, University of Pennsylvania, Philadelphia, PA, September 1998 – December 1999.

## FUNDED RESEARCH & PROGRAM DEVELOPMENT GRANTS

**Principal Investigator** University of Delaware (2010 - 2011)  
E-Portfolio Assessment System for Student Learning in School Psychology: Project funded through University of Delaware Center for Educational Effectiveness. \$25,000.

**Co-Principal Investigator** University of Delaware (2005 - 2006)  
Enhancing the Cultural Validity of the Family Involvement Questionnaire for Low-Income, Latino Families of Preschool Children: Project funded through the Society for the Study of School Psychology. Principal Investigators: Christine McWayne (New York University), Patricia Manz (Lehigh University) & Marika Ginsburg-Block. \$8,000.

**Co-Principal Investigator** University of Delaware (2005 - 2006)  
The Road to Literacy: The Role of Early Language Skills and Family Involvement: Project funded through the University of Delaware's College of Human Services Education and Public Policy. Principal Investigators: Marika Ginsburg-Block & Roberta Golinkoff. \$1,000 and support for 1 full-time graduate assistant.

**Principal Investigator** University of Delaware (2004 - 2005)  
Cultural Continuity and Student Achievement in School: Project funded through the University of Delaware's General University Research Grant Competition. \$6,000.

**Principal Investigator** University of Minnesota (2002 - 2003)  
Testing the Cultural Continuity Hypothesis: Project funded by the Office of the Vice President for Research and Dean of the Graduate School of the University of Minnesota. \$20,000.

**Co-Principal Investigator** University of Minnesota (2000 - 2001)  
Building Community and Resiliency through Early Literacy Initiatives: Project funded by the Hubert H. Humphrey Institute and Extension Services of the University of Minnesota. Principal Investigators: Marika Ginsburg-Block & Ann Casey. \$2,000.

**Co-Principal Investigator** University of Minnesota (2000 - 2001)  
Partners in Reading Follow-Up Study: Faculty/School Collaborative Minigrant Project funded by the University of Minnesota College of Education and Human Development Literacy Summit. Principal Investigators: Marika Ginsburg-Block & Clare Jewell. \$5,000.

**Principal Investigator** University of Minnesota (1999 – 2000)  
No Limit Math: Project funded by the Office of the Vice President for Research and Dean of the Graduate School of the University of Minnesota. \$20,000.

**Co-Principal Investigator** University of Minnesota (1999 – 2000)  
Literacy Reform in Urban Schools: Project funded by the Center for Urban and Regional Affairs. Principal Investigators: Marika Ginsburg-Block & Susan Watts-Taffe. \$30,000 equivalent in personnel support.

## ADDITIONAL RESEARCH POSITIONS

**Project Coordinator.** Children's Hospital of Philadelphia (1996 - 1998)  
Rescue and Prevention: Project funded by grants from the PEW Foundation and U.S. Department of Education. Principle investigators: Thomas J. Power, Ph.D. & Peter W. Dowrick, Ph.D.  
Responsibilities: (a) Implement school-based, community-assisted reading tutoring and socialized recess programs, (b) Train and supervise research assistants, (c) Assess intervention fidelity, and (d) Evaluate program effectiveness.

**Dissertation Research.** University of Pennsylvania (1995 - 1997)  
Dissertation: The Effects of Reciprocal Peer Problem Solving on the Mathematics Achievement, Academic Motivation and Self Concept of Low-Achieving Urban Elementary Students.  
Chair: John Fantuzzo, Ph.D.

**Research Assistant.** University of Pennsylvania (1991 - 1997)  
Head Start Learning Center: Project funded by a grant from the U. S. Department of Health and Human Services. Faculty Advisor: John Fantuzzo, Ph.D.

Partners at Learning: Project funded by a grant from the State of Pennsylvania's Drug Free Schools Fund. Faculty Advisor: John Fantuzzo, Ph.D.

Play Buddy: Project funded by a grant from the Head Start Bureau. Principal Investigators: John Fantuzzo, Ph.D. and Brian Sutton-Smith, Ph.D.

Resilient Peer Training: Project funded by a grant from the National Center on Child Abuse and Neglect. Principal Investigators: John Fantuzzo, Ph.D. and Marc Atkins, Ph.D.

Statistical Reasoning in Children: Project funded by a grant from the National Science Foundation. Principal Investigator: Daniel A. Wagner, Ph.D. Project Co-director: Iddo Gal. Ph.D.

**Senior Thesis.** Drexel University (1989 - 1990)  
Thesis: Family Closeness and Distance: A Qualitative Study.  
Faculty Advisor: Patricia M. Passuth Ph.D.

## SCHOOL/CLINICAL POSITIONS

**School Psychology Intern.** School District of Philadelphia (1996-1997)  
Conducted psychoeducational evaluations, developed school-based community-assisted reading tutoring and socialized recess programs, consulted with teachers and child study team.  
Supervisor: Thomas J. Power, Ph.D.



**Clinical Child Psychology Intern.** Children's Hospital of Philadelphia (1994 - 1995)  
 Provided services to families and children through the ADHD Evaluation and Treatment Program. Conducted psychoeducational assessments. Provided behavioral consultation to families and schools. Assisted in facilitating parent training groups. Supported departmental research through data collection.  
 Supervisors: Thomas J. Power, Ph.D. and Martin Ikeda, Ph.D.

**Psychology Practicum Student.** School District of Philadelphia (1993 - 1994)  
 Facilitated a school-wide intervention program to reduce aggression on the playground. Provided consultation to teachers, families and psychological services to elementary students.  
 Supervisor: Marc Atkins, Ph.D.

**Psychology Practicum Student.** Intercultural Family Services Center (1993 - 1994)  
 Provided counseling services to children and families receiving Services to Children in their Own Homes as a result of the families' involvement with the Department of Human Services.  
 Supervisors: Russell Floyd, Ed.D. and Howard Stevenson, Ph.D.

**Student Psychologist.** Abington School District (1992 - 1993)  
 Conducted psychoeducational assessments and evaluations, individual counseling, elementary social skills and divorce groups, provided consultation to teachers and families, and developed classroom-based interventions in suburban elementary school setting.  
 Supervisor: Amy Sichel, Ph.D.

**Counseling Intern.** Upward Bound Program (1991 - 1992)  
 Facilitated informational parent and student groups regarding college admissions and financial aid. Provided individual guidance counseling for urban high school students.

**Lead Counselor.** Growth Horizons (1989 - 1991)  
 Provided counseling and support for mental health clients in community residential rehabilitation facilities. Monitored and documented clients' daily progress. Developed individual service plans. Coordinated services with state and county officials, families, and other agencies. Assisted in training of program trainees.

## TEACHING

### COURSES TAUGHT

**Associate Professor.** University of Delaware (September 2009 - present)  
 Teach classes in counseling techniques, developmental psychopathology, mental health consultation and family-school collaboration. Supervise field-based internship. As Program Coordinator (2006-2012), developed internship program with DEDOE, new course on assessment and intervention with special populations, student e-portfolio. Updated program handbook. Maintained program data for NASP/NCATE review.

**Assistant Professor.** University of Delaware (2003 – 2009)  
 Taught courses in developmental psychopathology, counseling skills, and social-emotional assessment. Supervise field-based practicum experiences and internship. Obtained NASP/NCATE approval for Ph.D. program, July 2007. Instituted major revisions to Ed.S. program effective fall 2008. Developed new course on educational assessment and progress monitoring.

**Assistant Professor.** University of Minnesota (1998 - 2003)  
Taught courses in individual school-based intervention, intervention practicum, ethics and professional standards in school psychology, introduction to school psychology, prevention and early intervention, and peer assisted learning.

**Clinical Internship Supervisor.** University of Pennsylvania (1992 - 1997)  
Provided clinical supervision to groups of graduate students participating in one-year psychological services practica, working with children and families in school and clinical settings.

**Graduate Teaching Assistant.** University of Pennsylvania (1992 - 1994)  
Conducted lectures, developed and facilitated skills exercises involving role-playing and discussion in graduate level courses in counseling skills, empirically based psychological interventions and the history of psychology.

## SERVICE

### INVITED SERVICE CONSULTATIONS

Consultation with the Disability Support Services (formerly Academic Enrichment Center) of the University of Delaware. Participate in disability services eligibility determination. Supervise school psychology graduate assistants on completion of psycho-educational assessments, development of workshops and related duties, September 2004 – present.

Consultation with Delaware Department of Education on training & implementation of Response to Intervention (RTI) regulations, August 2007 – March 2008.

Consultation on the development and evaluation of literacy tutor training through the Literacy Tutor Training Taskforce of the Minneapolis Public Schools, Minneapolis, MN, August 1998 – June 2003.

Consultation on tutor training and evaluation for the Jewish Community Relations Council of Minnesota and the Dakotas, Twin Cities Jewish Coalition for Literacy Program (Funded by the McKnight Foundation), August 1998 – June 2003.

### EDITORIAL CONSULTATION (June 1998 – Present)

*American Educational Research Journal*

*Best Practices in School Psychology*

*Child Development*

*Early Childhood Research Quarterly*

*Journal of Applied Developmental Psychology*

*Journal of Educational and Psychological Consultation*

*Journal of Early Adolescence*

*Journal of Educational Psychology*

*Journal of Prevention and Intervention in the Community*

*Journal of School Psychology*

*School Psychology Quarterly*

## **EDITORIAL BOARDS**

*School Psychology Review* (May 2000 – 2012)

*Journal of Behavioral Education* (March 2002 –2007)

## **PROFESSIONAL SERVICE**

Faculty Mentor for Cross-University Collaborative Mentoring Conference, University of Delaware (June 2016).

Reviewer, book proposals for Taylor & Francis and SAGE publishers (2015).

Past President, President, President elect, Delaware Association of School Psychologists (September 2009 – July 2012).

Volunteer, Wilmington Head Start/Read Aloud of Delaware (2009- 2010).

Program reviewer, NASP/NCATE Program Approval Board, National Association of School Psychologists (February 2008 – present).

Grant reviewer, Administration for Children and Families, Children's Bureau, Office of Grants Management, Division of Discretionary Grants, Supporting Evidence-Based Home Visitation Programs to Prevent Child Maltreatment (August 2008).

Grant reviewer, National Head Start Association, Office of Planning, Research & Evaluation; English Language Learners Partnership Grants (June 2007).

Grant reviewer, National Head Start Association, Office of Planning, Research & Evaluation; Graduate Student Research Awards (June 2007).

Member, National Association of School Psychologists; Convention Committee (2006 2007, 2008-2009).

Member, International Campbell Collaboration Education Coordinating Group (2003-2007).

Member, Division 16 of the American Psychological Association; Lightner Witmer Award Committee (2005-2006); Dissertation Award Committee (2003-2004); Convention Committee (2000-2001; 2001-2002).

Chair, Division 16 of the American Psychological Association; Dissertation Award Committee (2004-2005).

Member, Search Committee for new editor of *Contemporary Psychology* (2002).

### **UNIVERSITY SERVICE**

Consultant, Disability Support Services (2004 – Present).

Member, School Psychology Admissions Committee (2003 – Present).

Chair/Member, Program Council for Early Learning Center/Research Subcommittee (Member 2006 – Present; Chair Fall 2011-Spring 2012).

Chair, Search Committee for Accommodations Coordinator, Disability Support Services (2015).

Chair/Member Faculty Affairs Committee (Chair Fall 2014 – Spring 2015) ; Member Fall 2013-Spring 2014).

Member, Graduate Studies Committee (Fall 2012).

Coordinator, School Psychology Program (2006 – July 2012).

Member, Promotion & Tenure Sub-Committee (2009 – 2010)

Co-Chair, Community Partnership Initiative of the CHEP Strategic Plan (Spring 2009).

Member, Executive Committee (2007, Fall).

Member, College Council (2004, Fall; 2005, Fall).

### **CURRENT AFFILIATIONS**

National Association of School Psychologists

Delaware Association of School Psychologists