

Cathleen A. Geraghty-Jenkinson, Ph.D.

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Education

Bachelor of Arts, B.A., California State University, San Bernardino, Psychology
Master of Education, M.Ed., University of California, Riverside, School Psychology
Doctor of Philosophy, Ph.D., University of California, Riverside, School Psychology

Current Position(s)

Academic

University of California, Riverside

School Psychology Program Field Coordinator, Graduate School of Education,
University of Riverside, California

California State University, San Bernardino

Adjunct Instructor, Special Education Program

School

San Bernardino City Unified School District

School Psychologist, with special focus on assessment and intervention development for populations with autism spectrum disorders. Includes conducting Functional Behavioral Assessments and Analyses for students with ASD and using assessment data to develop Positive Behavior Support plans.

Response to Intervention (RtI) Facilitator, focus on development of assessment practices for at-risk and special education students, including formative progress monitoring. Also assist in planning and implementation of schoolwide Positive Behavior Support (PBS).

Consultation

Nationally Certified Trainer, AIMSweb

Provide academic and behavioral assessment training for general and special education teachers, specialists, school psychologists and administrators. Training is conducted across the United States with most recent projects in California and Nevada.

Response to Intervention Trainer

Provide RtI training and ongoing coaching and support to schools. This includes helping schools choose appropriate assessment tools and match assessment results to instruction to maximize data-based decision making. Current projects in Compton, CA and Santa Barbara, CA.

Behavior Intervention Specialist, Autism Research Group

Design and evaluate behavior intervention plans and consult with parent support group.

Research Interests

Assessment

Development of appropriate assessment tools for at-risk, special needs and minority students
School-wide implementation of RtI, specifically appropriate assessment
Development of reliable and valid diagnostic assessment tools

Autism

Early intervention (PBS) for children with autism
Family-based intervention and support

Courses Taught

Assessment

Early Childhood Assessment and Instruction, University of California, Riverside
Classroom Assessment, University of California, Riverside
Academic Assessment and Instruction, University of California, Riverside – Extension
Using Assessment for Screening/Informing Classroom Practice, Whittier College
Cognitive Assessment, University of California, Riverside

Autism

Autism Spectrum Disorders, Moderate/Severe Intern Program, California State University, San Bernardino
School Psychology Practicum, Clinical – Autism Spectrum Disorders: Assessment and Positive Behavior Support, University of California, Riverside

Other

Human Exceptionality, California State University, San Bernardino
School Psychology Practicum, Special Education Law and Ethics, University of California, Riverside
Social Development, University of California, Riverside
Developmental Psychopathology, University of California, Riverside
History and Systems of Psychology, University of California, Riverside
School Consultation and Reform, University of California, Riverside – Extension
Learning and Learners, Whittier College

Online Course Development

Human Exceptionality, California State University, San Bernardino
Response to Intervention Webinar, California State University, San Bernardino

Grant Experience

Learning Disabilities Grant, University of California, Riverside

Investigation of which assessment methods are most appropriate for students with learning disabilities.

Variation in Fluency Procedures Grant, University of California, Riverside.

Investigation of assessment and intervention procedures for struggling readers in 2nd and 4th grade.

Professional Development Grants, The Foundation for Comprehensive Early Literacy Learning

Investigation of the effects of comprehensive professional development efforts.

Publications

Books

Swartz, S.L., Geraghty, C.A., & Franklin-Guy, S. (2001). *Response to Intervention: Implementation and Legal Issues*. Dayton, OH: Education Law Association.

Swartz, S.L., Geraghty, C.A., Pitchford, K. & Swartz, P.H. (2008). *Family Literacy Workshops: The Home-School Connection*. Oceanside, CA: Cavallo Publishing.

Chapters

Swartz, S.L., McNair, J., & Geraghty, C.A. (2008). Transition: Individuals with Disabilities. In K.E. Lane, M.A. Gooden, J.F. Mead, P. Pauken, & S. Eckes (Eds.), *The principal's legal handbook* (4th Edition, pp. 279-291). Dayton, OH: Education Law Association.

Articles

Geraghty, C.A., & Vanderwod, M.L. (in review). Effects of narrative versus informational texts during read alouds in language and vocabulary acquisition.

O'Connor, R.E., Swanson, H.L. & Geraghty, C. (2010). Improvement in reading rate under independent and difficult text levels: Influences on word and comprehension skills. *Journal of Educational Psychology*, 102, 1-19.

Papers and Presentations

Geraghty, C. (2011). *Functional behavioral assessment and positive behavior support for students with autism spectrum disorders*. Universidad Autónoma de Baja California, Mexicali, Mexico.

Geraghty, C. (2011). *Using technology for data-based decision making for at-risk populations*. Compton Unified School District, Compton, CA.

Geraghty, C. & Vanderwood, M. (2011). *Using assessment data to address Tier 1 core curriculum needs*. Compton Unified School District, Compton, CA.

Geraghty, C. (2011). *Linking positive behavior support and functional behavioral analysis for students with autism spectrum disorders*. Special Education Intern Professional Development Institute, San Bernardino California.

- Geraghty, C. (2011). *Functional behavioral assessment for students with autism spectrum disorders*. Special Education Intern Professional Development Institute, San Bernardino California.
- Geraghty, C. (2010). *RtI: Assessment and intervention for preschool students*. Compton Unified School District, Compton, CA.
- Geraghty, C. (2010). *Theories and treatments for students with autism spectrum disorders*. Special Education Intern Professional Development Institute, San Bernardino California.
- Geraghty, C., & Vanderwood, M. (2010). *Response to Intervention: Linking assessment and intervention*. Compton Unified School District, Compton, CA.
- Geraghty, C., & Vanderwood, M. (2010). *Response to Intervention: Assessment*. Compton Unified School District, Compton, CA.
- Geraghty, C. (2010). *Criteria and assessment for students with autism spectrum disorders*. Special Education Intern Professional Development Institute, San Bernardino California.
- Geraghty, C. (2010). *Literacy assessment and intervention for at-risk students*. AMERICORPS. Santa Barbara, CA.
- Geraghty, C. (2010). *Response to intervention in high school*. Santa Maria Joint Unified High School District. Santa Maria, CA.
- Geraghty, C. (2009). *Data-based decision making in literacy instruction*. Special Education Intern Professional Development Institute, Riverside, California.
- Geraghty, C., Benneke, B. & Pearson, R. (2008). *RtI implementation strategies: Options and results*. Response to Intervention Conference, Riverside, California.
- Geraghty, C. (2008). *Developing expressive and receptive vocabulary in at-risk preschoolers*. California Association of School Psychologists Annual Conference, New Orleans, Louisiana.
- Geraghty, C. (2008). *Family Literacy*. Annual West Coast Literacy Conference, Pasadena, California.
- Geraghty, C. (2008). *What is special education?* University of Redlands, Redlands, California.
- Geraghty, C.G. (2007). *Positive behavior support for children with autism*. Oxnard Unified School District.
- Geraghty, C.G. & Pitchford, K. (2007). *Family literacy*. Larchmont Charter School, Los Angeles Unified School District.
- Gutierrez, G., & Geraghty, C. (2007). *A brief experimental design: Repeated reading in student dyads*. National Association of School Psychologists Annual Conference, New York, New York.
- Gutierrez, G., & Geraghty, C. (2007). *A brief experimental design: Repeated reading in student dyads*. California Association of School Psychologists Annual Conference, San Diego, California.
- Geraghty, C. (2007). *Family Literacy*. Annual West Coast Literacy Conference, San Diego, California.
- Geraghty, C., & Rutherford, K. (2006). *Examination of Read Aloud Accommodations for Applied Mathematics Assessments*. National Association of School Psychologists Annual Conference, Anaheim, California.
- Rutherford, K., & Geraghty, C. (2006). *The Effects of Reading and Computational Mathematic Skills on Applied Mathematic Performance*. National Association of School Psychologists Annual Conference, Anaheim, California.

- Geraghty, C. (2006). *Supporting Fluency Instruction in the Classroom*. Annual West Coast Literacy Conference, Pasadena, California.
- Geraghty, C., & Rutherford, K. (2005). *Examination of Read Aloud Accommodations for Applied Mathematics Assessments*. California Association of School Psychologists Annual Conference, Riverside, California.
- Rutherford, K., & Geraghty, C. (2005). *The Effects of Reading and Computational Mathematic Skills on Applied Mathematic Performance*. California Association of School Psychologists Annual Conference, Riverside, California.
- Geraghty, C. (2004). *Assessment Tools that Can Help Student Growth*. Annual West Coast Literacy Conference, Anaheim, California.
- Reimer, J., & Geraghty, C. (2003). *Memory Conjunction Errors in Children*. American Psychological Association Annual Conference, Ontario, Canada.

Editorial

- Swartz, S.L. (2010). *Autism/Autismo, 2nd Edition*. Mexico City: Editorial Legares.
- Swartz, S.L. (2003). *The Foundation for Comprehensive Early Literacy Learning Research Report*. Oceanside, California: University Associates Press.
- The Foundation for Comprehensive Early Literacy Learning. (2005). *Technical Report*. Oceanside, California: University Associates Press.

Journal Review

Journal of School Psychology
Journal of Intellectual Disability Research

Professional Organizations

Council for Exceptional Children – Early Childhood Division
American Psychological Association
National Association of School Psychologists
California Association of School Psychologists

Credentials and Certification

Pupil Personnel Services
Nationally Certified School Psychologist
Autism Diagnostic Observation Schedule

Pending Certification

Board Certified Behavior Analyst