

Cheryl M. Ackerman, Ph.D.

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PROFESSIONAL STATEMENT

I help leaders align program activities with their goals and I help institutions secure funding. Using targeted research methods, I generate data-based outcomes leaders use in decision-making and fulfill evaluation and accountability requirements. I am a senior level evaluator with 20+ years of progressive experience helping programs and people develop, serving as a program evaluator, educator, technical assistant, grant writer, organizational leader, and mentor. I have worked on 25 program evaluations and collaborated on 19 grant proposals: small and large scale projects, multi-year, and interdisciplinary partnerships funded by federal agencies, educational institutions, and non-profit organizations. My strong communication skills convey complex material to diverse stakeholders and help build relationships.

PROFESSIONAL EXPERIENCE

Center for Drug and Health Studies, University of Delaware August 2019 – Present

Research Associate and Evaluator. Developed research proposals to secure funding, developed evaluation plans and logic models, mentored junior staff members and graduate students, and led or served as an evaluation expert on evaluation teams working on Lions Club International, HRSA, and SAMSHA funded child mental health and prevention projects. Communicated with and formally presented work to stakeholders.

Delaware Environmental Institute, University of Delaware 2011 – 2019

Delaware Established Program to Stimulate Competitive Research (*National Science Foundation*) 2011 – 2018

Delaware IDeA Networks of Biomedical Research Excellence (*National Institutes of Health*) 2011 – 2016

Director of Evaluation 2011 – 2019

Managed, designed and administered several research and evaluation projects using a wide range of qualitative and quantitative methods for multi-million dollar NIH and NSF projects involving multiple institutions and data sources within and across states to provide ongoing feedback for program improvement for program leaders and funding agencies.

- Secured \$56Million in funding through authoring evaluation sections for National Science Foundation and National Institutes of Health grant proposals for projects with goals to improve undergraduate science education, develop statewide research and education infrastructure in biomedical and environmental science, and increase cross-state research and collaboration in cognitive and brain science.
- Managed, designed and implemented quantitative and qualitative data collection instruments, procedures, and analysis (eg. descriptive and comparative methods, social network analysis, and thematic analysis of textual data) resulting in data used to answer leadership questions and for their data-driven decision-making putting outcomes into practice.
- Authored 25 research and evaluation reports with results and recommendations for program and funding agency stakeholders and presented project results at 30+ advisory board meetings and professional conferences to communicate program successes (eg. newly hired faculty are becoming increasingly productive and collaborative) and recommendations for program improvement that led to program changes (eg. added social elements to undergraduate internship program, change in selection priorities for new faculty research grants, removed ineffective instructors).
- Managed and mentored 7 graduate research assistants supporting the evaluation activities.

Delaware Education Research & Development Center, University of Delaware 2000 - 2011

Policy Scientist 2007 – 2011

Educational Researcher 2000 – 2007

Managed, designed, administered, and collaborated on several education project evaluations for multiple educational institutions in Delaware – The Delaware Department of Education, school districts, non-profit organizations, and private educational programs – that used qualitative and quantitative methods.

- Managed evaluation activities on small- and large-scale projects across multiple institutions on large-scale projects.
- Designed, and conducted evaluation studies with clients – strategized and negotiated with clients, budgeted, developed data collection instruments, collected and analyzed data, wrote reports providing critical feedback and recommendations for program improvement to program leadership resulting in outcomes-based decision-making.
- Managed teams of colleagues, graduate students, and undergraduates as a project lead and as a team member on others.
- Presented project results at regional, national, and international organizations.

Laboratory for Student Success, Mid-Atlantic Regional Educational Laboratory,
Temple University (*Institute of Education Sciences*) 1999-2000

Research Associate. Managed, designed, and implemented evaluation activities: data collection, analysis, and report writing and dissemination. Hired, trained and supervised staff to collect data at schools in Philadelphia and Chicago.

- Authored individual school and aggregate reports for participating schools and program leadership.
- Developed and conducted a two-day workshop on program evaluation for public school leadership.

West Coast Developmental Institute, White Rock, BC, Canada 1997 - 1999

Director of Educational and Research Services. Conducted psychoeducational and career guidance assessments for children and adults.

- Identified appropriate assessments to administer clients based on presenting concerns, conducted assessments, and provided written reports with recommendations resulting in actionable feedback to clients.
- Conducted parent and school workshops and presentations on the needs and characteristics of gifted individuals.

Connections: Teaching for Meaning, Texas A&M University (*Texas Education Association*) 1996 – 1997

Project Coordinator. Coordinated and trained graduate students to collect observational data across several participating schools for program evaluation purposes under the supervision of lead faculty. Presented results at education conference.

Foundation Coalition Project, Texas A&M University (*National Science Foundation*) 1995 – 1997

Evaluation Team Member – Graduate Research Assistant. Under the supervision of the lead faculty evaluator, oversaw data collection and data analyses for a problem-based learning integrated curriculum for an undergraduate engineering program.

- Designed a related study on the relationship of learning styles to student performance in the program, and implemented it with students and interdisciplinary participating faculty resulting in greater awareness for the diversity of students interested in engineering, and for some faculty, a realization that diversity is important and needs to be fostered.
- Co-authored a peer reviewed publication, presented at national and regional conferences.

Educational Research and Evaluation Lab, Department of Educational Psychology,
Texas A&M University 1995 – 1996

Research Consultant. Helped faculty and graduate students with research design, methods, and statistical analyses.

EDUCATION & AWARDS

Texas A&M University, Doctor of Philosophy
Educational Psychology Foundations – Gifted and Talented Education 1997
University of Calgary, Master of Science, *Educational Psychology – Rehabilitation Studies* 1993
Binghamton University, Bachelors of Arts, *Psychology Major, Hebrew Minor* 1989
Award for Excellence in Research
Mensa Education and Research Foundation, and Mensa International Limited 1997

UNIVERSITY TEACHING

Adjunct Faculty: Wilmington University, Division of Education
Psychology of Gifted and Talented Learners (Graduate) 2008

Instructor: University of Delaware, School of Education
Introduction to Education Research Procedures (Graduate) 2000
Educational Measurement for Classroom Teachers (Undergraduate) 2003 – 2004

LEADERSHIP & SERVICE

- Eastern Evaluation Research Society: *Board Member, Program Chair, President* 2009 – Present
- International Congress of the Institute for Positive Disintegration in Human Development, St. Charles, IL (July 2010): *Co-Chair, Organizing Committee* 2009 – 2010
- Delaware Statewide Advisory Council on Programs for the Gifted & Talented: *Member* 2004 – 2010
- *Roeper Review* gifted education journal:
Guest co-editor, special issue on Dabrowski's Theory of Positive Disintegration 2007 – 2009
- College of Human Development, Education, & Public Policy, Profession Promotion Policy Revision

- Committee & Review Committee: *Member, Chair* 2003, 2007
- Conceptual Foundations Division of the National Association for Gifted Children: *Secretary, Program Chair, Chair* 1997 – 2007
- Supporting Emotional Needs of the Gifted: *Research Grant Competition Coordinator, Board Member, President* 2002 – 2006
- *Manuscript reviewer*: Advanced Development, 2011-2016; High Ability Studies, 2008 – 2012; Journal for the Education of the Gifted, 2002 – 2011; Journal of Advanced Academics, 2008 – 2010; Roeper Review, 2004 – 2010

COMPUTER SKILLS

Microsoft Word and PowerPoint for report writing and presentations; *Microsoft Excel, Statistical Package for the Social Sciences (SPSS), and Qualtrics*, for quantitative data analysis; *NVivo* for qualitative data analysis

PUBLICATIONS (selected)

Authored or coauthored 80+ publications including 6 in peer reviewed journals, and 65 research or evaluation technical reports, predominantly on education, STEM education, or public opinion polls.

Peer Reviewed Publications

- Ackerman, C. M., & Moyle, V. F. (Eds.) (2009). Dabrowski's Theory of Positive Disintegration: What it contributes to the field of gifted studies, *Roeper Review*, 31(2 & 3).
- Ackerman, C. M. (2009). The essential elements of Dabrowski's Theory of Positive Disintegration and how they are connected, *Roeper Review*, 31(2), 81-95. <https://doi.org/10.1080/02783190902737657>
- Willson, V. L., Ackerman, C. M., & Malave, C. (2000). Cross-time attitudes, concept formation, and achievement in college freshman physics. *Journal of Research in Science Teaching*, 37, 1112-1120.
- Ackerman, C. M. (1997). Identifying gifted adolescents using personality characteristics: Dabrowski's overexcitabilities, *Roeper Review*, 19, 229-236.

Representative Evaluation, Research, and Policy Reports

- Year 2 Evaluation Report - The world in a river: NGSS earth science investigations for pre-service elementary teachers. 2018
- Positive Behavior Support in Delaware schools: Developing perspectives on implementation and outcomes. 2010
- Public opinion of Education: Educational accountability. 2007
- Education policy brief: Gifted and talented education. 2005
- Red Clay Consolidated School District professional development satisfaction survey report. 2003

PRESENTATIONS (selected)

Presented or co-presented more than 100 presentations, most were peer reviewed, presented at professional conferences, and addressed research and evaluation, Dabrowski's Theory of Positive Disintegration, or gifted education. Invited 20+ times to speak or conduct workshops to academic and community audiences.

Conference Presentations and Panels

- Active learning within the framework of the NGSS in a large earth science course for pre-service teachers. Paper presented at the American Geophysical Union Annual Conference in Washington, D.C. 2018
- *How to get people to read program evaluation results*. Poster presented at the 25th National NSF EPSCoR Conference, St. Croix, USVI. 2017
- *A mixed method evaluation of a community Chinese heritage school*. Poster presented at the Annual Conference of the Eastern Evaluation Research Society, Absecon, NJ. 2013

VOLUNTEER EXPERIENCE & INTERESTS

- *Board Member at Large*: Temple Beth-El, Newark, DE 2018 – Present
- *Small Business Owner*: Nature's Embers – crafts made with natural elements and traditional methods 2013 – Present
- *Class Instructor*: Newark Arts Alliance – needle felting, wet felting, paper window stars 2013 – 2016
- *Chair*: Holiday Craft Fair Committee – Newark Center for Creative Learning (my son's school) 2013, 2014

PUBLICATIONS & PRESENTATIONS

PUBLICATIONS

Refereed Publications

- Ackerman, C. M., & Moyle, V. F. (Eds.) (2009). Dabrowski's Theory of Positive Disintegration: What it contributes to the field of gifted studies, *Roeper Review*, 31(2 & 3).
- Ackerman, C. M. (2009). The essential elements of Dabrowski's Theory of Positive Disintegration and how they are connected. *Roeper Review*, 31(2), 81-95. <https://doi.org/10.1080/02783190902737657>
- Willson, V. L., Ackerman, C. M., & Malave, C. (2000). Cross-time attitudes, concept formation, and achievement in college freshman physics. *Journal of Research in Science Teaching*, 37, 1112-1120.
- Ackerman, C. M. (1998). Overexcitability research: A secondary analysis. *Research Briefs: Proceedings of the National Association for Gifted Children Research and Evaluation Division*, 12, 13-23.
- Ackerman, C. M. (1997). Identifying gifted adolescents using personality characteristics: Dabrowski's overexcitabilities, *Roeper Review*, 19, 229-236.
- Alexander, P. A., Jetton, T. L., White, S. H., Parsons, J. L., Cotropia, K. K., Hsiao-Chin, L., & Ackerman, C. M. (1994). Young children's creative solutions to realistic and fanciful story problems. *Journal of Creative Behavior*, 28(2), 89-106.

Non-refereed Publications

- Ackerman, C. M. (December, 2005). Gifted adults. *SENG Update*. <https://www.sengifted.org/post/gifted-adults>
- Ackerman, C. M. (March, 2005). Diversity in giftedness. *SENG Update*. <https://www.sengifted.org/post/diversity-in-giftedness>
- Ackerman, C. M. (1998). Intensity in gifted students. *Proceedings of the Society for the Advancement of Gifted Education Conference: The Emotional Drama of Giftedness*. Calgary, AB: The Society for the Advancement of Gifted Education c/o Centre for Gifted Education, University of Calgary, Calgary, AB.
- Ackerman, C. M. (May, 1998). The theoretical underpinnings of overexcitabilities and the link to giftedness. *The National Association for Gifted Children Counseling and Guidance Newsletter*, 6-7.
- Ackerman, C. M. (July, 1997). A secondary analysis of research using the Overexcitability Questionnaire. *The Dabrowski Newsletter*, 3(4), 3-7.
- Ackerman, C. M. (April, 1996). The interrater reliability of the Overexcitability Questionnaire. *The Dabrowski Newsletter*, 2(3), 5-6.
- Thompson, B., & Ackerman, C. M. (1994). Review of the Myers-Briggs Type Indicator. In J. Kapes, Mastie, M. M., & Whitfield, E. A. (Eds.), *A counselor's guide to career assessment instruments* (3rd ed., pp. 283-287). Alexandria, VA: National Career Development Association.
- Ackerman, C. M. (June, 1993). The psychomotor surprize. *The Dabrowski Star*, 3(2), 2,4.

Technical Reports

- Ackerman, C.M. (2019). *Year 3 evaluation report – 2018-19. Neural networks underlying the integration of knowledge and perception*. (Tech. Rep. No. T2019.2). Newark: University of Delaware, Delaware Environmental Institute.
- Ackerman, C.M. (2019). *Graduate student baseline evaluation report*. (Tech. Rep. No. T2019.1). Newark: University of Delaware, Delaware Environmental Institute.
- Ackerman, C.M., & Shrestha, P. (2018). *2018 EPSCoR Summer Scholars Program evaluation report*. (Tech. Rep. No. T2018.6). Newark: University of Delaware, Delaware Environmental Institute.
- Ackerman, C.M. (2017). *Year 2 Evaluation Report - The world in a river: NGSS earth science investigations for pre-service elementary teachers*. (Tech. Rep. No. T2018.5). Newark: University of Delaware, Delaware Environmental Institute.
- Shrestha, P., & Ackerman, C.M. (2018). *Cognitive Brain Science Workshop evaluation report 2018*. (Tech. Rep. No. T2018.5). Newark: University of Delaware, Delaware Environmental Institute.
- Ackerman, C.M. (2018). *Graduate student baseline evaluation report*. (Tech. Rep. No. T2018.4). Newark: University of Delaware, Delaware Environmental Institute.
- Fan, Y., & Ackerman, C.M. (2018). *2017 DENIN Environmental Scholars Program evaluation report*. (Tech. Rep. No. T2018.3). Newark: University of Delaware, Delaware Environmental Institute.
- Ackerman, C.M. (2018). *Year 2 evaluation report – 2017-18. Neural networks underlying the integration of knowledge and perception*. (Tech. Rep. No. T2018.2). Newark: University of Delaware, Delaware Environmental Institute.

- Ackerman, C.M., & Salinger, R.L. (2018). *2017 EPSCoR Summer Scholars Program evaluation report*. (Tech. Rep. No. T2018.1). Newark: University of Delaware, Delaware Environmental Institute.
- Ackerman, C.M. (2017). *Year 1 Evaluation Report - The world in a river: NGSS earth science investigations for pre-service elementary teachers*. (Tech. Rep. No. T2017.5). Newark: University of Delaware, Delaware Environmental Institute.
- Ackerman, C.M. (2018). *Year 1 evaluation report – 2016-17. Neural networks underlying the integration of knowledge and perception*. (Tech. Rep. No. T2017.2). Newark: University of Delaware, Delaware Environmental Institute.
- Salinger, R.L., & Ackerman, C.M. (2017). *EPSCoR Interns' Undergraduate, Graduate, and Professional School Completion and Enrollment*. (Tech. Rep. No. T2017.1). Newark: University of Delaware, Delaware Environmental Institute.
- Ackerman, C.M., & Salinger, R.L. (2016). *2016 EPSCoR Summer Scholars Program evaluation report*. (Tech. Rep. No. T2016.5). Newark: University of Delaware, Delaware Environmental Institute.
- Fan, Y., Salinger, R.L., & Ackerman, C.M. (2016). *EPSCoR interns' undergraduate, graduate, and professional school completion and enrollment*. (Tech. Rep. No. T2016.4). Newark: University of Delaware, Delaware Environmental Institute.
- Fan, Y., & Ackerman, C.M. (2016). *2015-2016 DENIN Undergraduate Research Internship Evaluation Report*. (Tech. Rep. No. T2016.3). Newark: University of Delaware, Delaware Environmental Institute.
- Salinger, R.L., Fan, Y., & Ackerman, C.M. (2016). *INBRE Summer Interns' Undergraduate, Graduate and Professional Degree Enrollment and Completion*. (Tech. Rep. No. T2016.2). Newark: University of Delaware, Delaware INBRE.
- Brobst, J., Jones, A., & Ackerman, C.M. (2016). *An examination of mechanisms supporting the production of research and collaborations within Delaware EPSCoR*. (Tech. Rep. No. T2016.1). Newark: University of Delaware, Delaware Environmental Institute.
- Salinger, R.L., & Ackerman, C.M. (2015). *2015 DENIN Environmental Scholars Program baseline survey report*. (Tech. Rep. No. T2015.4). Newark: University of Delaware, Delaware Environmental Institute.
- Ackerman, C.M., & Salinger, R.L. (2015). *2015 EPSCoR Summer Scholars Program evaluation report*. (Tech. Rep. No. T2015.3). Newark: University of Delaware, Delaware Environmental Institute.
- Ackerman, C.M., & Salinger, R.L. (2015). *2015 Delaware INBRE Summer Scholars Program evaluation report*. (Tech. Rep. No. T2015.2). Newark: University of Delaware, Delaware INBRE.
- Fan, Y., & Ackerman, C.M. (2015). *2014 DENIN Undergraduate Research Internship evaluation report*. (Tech. Rep. No. T2015.1). Newark: University of Delaware, Delaware Environmental Institute.
- Fan, Y., Garg, A., & Ackerman, C.M. (2013). *2013 NIH INBRE CCHS Summer Undergraduate Research Internship evaluation report*. (Tech. Rep. No. T2013.3). Newark: University of Delaware, Delaware INBRE.
- Fan, Y., Garg, A., & Ackerman, C.M. (2013). *2013 NIH INBRE Summer Undergraduate Research Internship evaluation report*. (Tech. Rep. No. T2013.2). Newark: University of Delaware, Delaware INBRE.
- Brobst, J., & Ackerman, C.M. (2013). *An examination of faculty recruitment and retention practices with an eye toward diversity*. (Tech. Rep. No. T2013.1). Newark: University of Delaware, Delaware Environmental Institute.
- Brobst, J., & Ackerman, C.M. (2012). *Christiana Care Summer Research Internship evaluation report 2012*. (Tech. Rep. No. T2012.2). Newark: University of Delaware, Delaware INBRE.
- Fan, Y., & Ackerman, C.M. (2012). *2012 NIH INBRE Summer undergraduate research internship evaluation report*. (Tech. Rep. No. T2012.1). Newark: University of Delaware, Delaware INBRE.
- Ackerman, C. M., Hampel, R., Qiao, X., & Nian, Q. (2008). *Historical literacy project annual report – Year 3*. (Tech. Rep. No. T2008.06.01). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C.M., with Pizzini, E. (2011). *Converging Curriculum project year 5 evaluation report*. (Technical Report No. T2011.4). Newark, DE: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C.M., Cooksy, L. J., Murphy, A., Rubright, J., Bear, G., & Fifield, S. (2010). *Positive Behavior Support in Delaware schools: Developing perspectives on implementation and outcomes*. [Technical Report No. T2010.3]. Newark, DE: University of Delaware Education Research and Development Center.
- Ackerman, C.M. (2009). *SBTLL: End of program teacher interviews* [Technical Report No. T2009.07.01]. Newark, DE: University of Delaware Education Research and Development Center.
- Ackerman, C.M., Grusenmeyer, L.H., Nian, Q., & Qiao, X. (2008). *Teacher Knowledge of Literacy Content: Evaluation of Delaware Reading First*. (Tech. Rep. No. T2008.03.2). Newark: University of Delaware Education Research and Development Center.
- Ackerman, C. M. (2008). *Public opinion of Education: Financing public education*. (Tech. Rep. No. T2008.02.01). Newark: University of Delaware Education Research and Development Center.

- Ackerman, C. M., & Hampel, R. (2007). *Historical literacy project annual report – Year 2*. (Tech. Rep. No. T2007.25.02). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M. (2007). *Technical report for the 2006 Statewide Public Poll on the Condition of Education in Delaware*. (Tech. Rep. No. T2007.16.01). Newark: University of Delaware, Delaware Education Research and Development Center.
- Sweetman, H., & Ackerman, C. M. (2007). *Public opinion of Education: Finance reform*. (Tech. Rep. No. T2007.14.01). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C.M. (2007). *Public opinion of Education: Educational accountability*. (Tech. Rep. No. T2007.13.02). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M. (2007). *Evaluation report for Arts Across the Curriculum*. (Tech. Rep. No. T2007.11.02). Newark: University of Delaware, Delaware Education Research and Development Center.
- Sweetman, H., Sherretz, K., & Ackerman, C. M. (2007). *Public opinion of Education: Childhood obesity and teacher recruitment and retention*. (Tech. Rep. No. T2007.07.01). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M., & Qian, X. (2007). *Public opinion of Education: Quality of education*. (Tech. Rep. No. T2007.03.01). Newark: University of Delaware, Delaware Education Research and Development Center.
- Janerette, D., & Ackerman, C. M. (2006). *Public opinion of Education: Charter schools and early care and education*. (Tech. Rep. No. T2007.08.01). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M., Nian, Q, Blamey, K. L, & Messner, L. (2006). *Evaluation results of the CLIMB to Employment Grant – Final report*. (Tech. Rep. No. T2006.20.01). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M., & Hampel, R. (2006). *Historical literacy project: Annual evaluation report – Year 1*. (Tech. Rep. No. T2006.017.01). Newark: University of Delaware, Delaware Education Research and Development Center.
- Grusenmeyer, L. H., Coffey, D. J., & Ackerman, C. M. (2006). *What are kindergarten to 3rd grade teachers' beliefs and practices regarding Scientifically Based Reading Research? Findings from the 2005 Delaware Educator Poll*. (Tech. Rep. No. T2006.04.01). Newark: University of Delaware, Delaware Education Research and Development Center.
- Sweetman, H., Ackerman, C. M., Gamel-McCormick, M, & Dougherty, R. (2005). *Evaluation results of the CLIMB to Employment Grant – Year 3*. (Tech. Rep. No. T2005.11.1). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M. (2006). *Technical Report for the 2005 Statewide Public Poll on the Condition of Education in Delaware*. (Tech. Rep. No. T2005.004.5). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M. (2006). *Public opinion of Education: Quality of education*. (Tech. Rep. No. T2005.004.4). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M. (2006). *Public opinion of Education: Gifted education, finance reform, and parent involvement*. (Tech. Rep. No. T2005.004.3). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M. (2005). *Public opinion of Education: Educational accountability*. (Tech. Rep. No. T2005.004.2). Newark: University of Delaware, Delaware Education Research and Development Center.
- The F.A.C.T. Evaluation Team. (2005). *An evaluation of Delaware's child mental health grant initiative: Compendium of final technical reports*. Newark: University of Delaware, Center for Community Research and Service.
- Ackerman, C. M. (2005). *Public opinion of Education: Early care and education*. (Tech. Rep. No. T2005.004.1). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M., & Fifield, S. (2005). *Education policy brief: Gifted and talented education*. Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M. (2004). *Evaluation results of the CLIMB to Employment Grant – Year 2*. (Tech. Rep. No. T04.015.1). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M., Coffey, D. J., & Kedzior, M. (2004). *2003 Statewide public poll on the condition of education in Delaware*. (Tech. Rep. No. T04.006.1). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M., Coffey, D. J., Grusenmeyer, L. H., & Kedzior, M. (2004). *2003 Statewide educator poll on the condition of education in Delaware*. (Tech Rep. No. T04.004.01). Newark: University of Delaware, Delaware Education Research and Development Center.

- Ackerman, C. M., & Stazesky, P. B. (2003). *Red Clay Consolidated School District professional development satisfaction survey report*. (Tech. Rep. No. T03.006.1). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M. (2003). *2002 Public poll on the condition of education in Delaware*. (Tech. Rep. No. T03.002.1). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M. (2002). *Project C.H.A.N.C.E.: Interim evaluation report, year 3*. (Tech. Rep. No. T02.015.1). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M. (2002). *Project Safe Pathways: Three-year cohort report*. (Tech. Rep. No. T02.005.1). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M. (2002). *Touchstones Discussion Project evaluation report, Year 2*. (Tech. Rep. No. T02.010.1). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M., Augustine, A. J., Gallo-Fox, J., & Minor, M. (2002). *Coverdale Farm evaluation report*. (Tech. Rep. No. T02.003.1). Newark: University of Delaware, Delaware Education Research and Development Center.
- Gallo-Fox, J., Ackerman, C. M., & Smith, A. E. (2002). *Project C.H.A.N.C.E.: Addendum to interim evaluation report, year 2*. (Tech. Rep. No. T01.032.2). Newark: University of Delaware, Delaware Education Research and Development Center.
- Gallo-Fox, J., Smith, A. E., & Ackerman, C. M. (2001). *Project Safe Pathways: Addendum to interim evaluation report, year 2*. (Tech. Rep. No. T01.031.2). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M., Robinson, O., Benkstein, P. N., & Giancola, S.P. (2001). *Project C.H.A.N.C.E.: Interim evaluation report, year 2*. (Tech. Rep. No. T01.032.1). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M., Robinson, O., & Benkstein, P. N. (2001). *Project Safe Pathways: Interim evaluation report, year 2*. (Tech. Rep. No. T01.031.1). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M., Gallo-Fox, J., Siach-Bar, Y., & Giancola, S. P. (2001). *The Touchstones Discussion Project: Interim evaluation report, Part II*. (Tech. Rep. No. T01.028.2). Newark: University of Delaware, Delaware Education Research and Development Center.
- Ackerman, C. M., Siach-Bar, Y., & Gallo-Fox, J. (2001). *Touchstones Discussion Project: Interim evaluation report*. (Tech. Rep. No. T01.028.1). Newark: University of Delaware, Delaware Education Research and Development Center.
- Brown, P. J., Ackerman, C. M., Augustine, A., & Ratkiewicz, K. J. (2001). *Evaluation results of the Delaware Challenge Grant Project*. (Tech. Rep. No. T01.029-1). Newark: University of Delaware, Delaware Education Research and Development Center.

PRESENTATIONS

Invited Addresses, Panels, and Workshops

- Ackerman, C.M. (November, 2018). *Using NSC-ST for program evaluation*. Panel presentation as part of Akman, J., Clagett, C., Ackerman, C.M., & Porch, T.: Clearinghouse Academy Live - Utilizing data campus-wide to produce successful graduates. Baltimore, MD.
- Ackerman, C.M., & Kane, M. (July, 2012). *An introduction to the Theory of Positive Disintegration*. Half day workshop presented at the 10th International Dabrowski Conference. Denver, CO.
- Ackerman, C.M., & Silverman, L.K. (July, 2010). *Introduction to the Theory of Positive Disintegration*. Half day workshop presented at The Ninth International Congress of the Institute for Positive Disintegration and Human Development. St. Charles, IL.
- Cooksy, L., & Ackerman, C.M. (April, 2008). *Qualitative methods for knowing your community (Delaware Blueprint Communities Initiative)*. Workshop for community members sponsored by the Center for Community Research and Service, University of Delaware, Newark, DE.
- Ackerman, C.M. (February, 2008). *Peer review panel – publications*. Panel for graduate students sponsored by Research and Graduate Studies as part of the Responsible Conduct of Research at the University of Delaware, Newark, DE.
- Ackerman, C. M. (February, 2008). *Understanding, designing, and implementing quality program evaluation*. Workshop for graduate students as part of the Responsible Conduct of Research at the University of Delaware, Newark, DE.

- Ackerman, C. M. (December, 2007). The Theory of Positive Disintegration and gifted children: Overexcitabilities and more! A full-day workshop for teachers sponsored by the School of Education and Human Development Distinguished Lecture Series, Southern Methodist University, Dallas, Texas.
- Ackerman, C.M. (July, 2006). *What's the big deal about being INTENSE?* Presentation to high school students participating in the Governor's School of Delaware, University of Delaware, Newark, DE.
- Ackerman, C.M. (July, 2006). *Supporting emotional needs of the gifted.* Presentation to parents of students participating in the Governor's School of Delaware, University of Delaware, Newark, DE.
- Ackerman, C.M. (January, 2006). *Introduction to social and emotional needs of gifted students.* Presentation to educators, parents, and administrators of the Lake Forest School district, Lake Forest, DE.
- Ackerman, C. M. (2004). *Perfectionism and the gifted.* Presentation to parents in the Brandywine School District, Wilmington, DE.
- Lind, S., & Ackerman, C. M. (November, 2004). Living with intensity. Paper presented at the Texas Association for Gifted and Talented Professional Development Conference for Educators and Parents, Dallas, Texas.
- Ackerman, C. M., & Lind, S. (November 2004). An introduction to Dabrowski's Theory of Positive Disintegration. Paper presented at the Texas Association for Gifted and Talented Professional Development Conference for Educators and Parents, Dallas, Texas.
- Ackerman, C. M. & Kane, M. (July, 2003). *Enhancing social-emotional awareness.* Half-day workshop for parents and educators at the annual conference Supporting Emotional Needs of the Gifted Conference, St. Louis, Missouri.
- Ackerman, C. M. (February, 2002). *Test construction workshop.* Workshop for university faculty sponsored by the College of Health Faculty, Thomas Jefferson University, Philadelphia, PA.
- Ackerman, C. M. (March, 2000). Recognizing, Nurturing, and Respecting the Potential that is Giftedness Conference, The University of Missouri-Columbia, Columbia, Missouri.
- Ackerman, C.M. (May, 1999). *Parenting and personality type.* Presentation to parents sponsored by South Vancouver Family Place, North Vancouver, BC, Canada.
- Ackerman, C.M. (April, 1999). *Addressing the social and emotional needs of gifted students.* Presentation for educators sponsored by the North Vancouver School District, North Vancouver, BC, Canada.
- Ackerman, C.M. (January, 1999). *Personality theories applied to giftedness.* Presentation to educators sponsored by the Surrey School District, Surrey, BC, Canada.
- Jackson, P.S., & Ackerman, C.M. (January, 1998). *Unique family dynamics of gifted families.* Presentation to parents sponsored by the Richmond chapter of the Gifted Children's Association, Richmond, BC, Canada.
- Ackerman, C. M. (June, 1997). The Seventh National Workshop on Dabrowski's Theory of Emotional Development and Its Implications for Giftedness, The University of Wisconsin - Madison, Madison, Wisconsin.
- Ackerman, C. M. (September, 1996). Dabrowski's Theory of Positive Disintegration and the Emotional Development of Gifted Students, Simon Fraser University, Vancouver, British Columbia, Canada.
- Ackerman, C. M. (June, 1996). The Sixth National Workshop on Dabrowski's Theory of Emotional Development and Its Implications for Giftedness, The University of Wisconsin - Madison, Madison, Wisconsin.

Conference Presentations

- McGeary, S.E., Ford, D.J., Gallo-Fox, J., & Ackerman, C.M. (2018, December). Active learning within the framework of the NGSS in a large earth science course for pre-service teachers. Paper presented at the American Geophysical Union Annual Conference in Washington, D.C.
- Ford, D., McGeary, S., Gallo-Fox, J. & Ackerman, C. (2018, November). Geoscience curriculum reform using a design based approach. Paper presented at the annual meeting of the Geological Society of America, Indianapolis, IN.
- Ford, D., McGeary, S., Gallo-Fox, J. & Ackerman, C. (2018, July). Researching the impact of a redesigned introductory earth science course on preservice elementary teacher knowledge and perspectives. Paper presented at the annual Earth Educators Rendezvous, Lawrence, KS.
- Ackerman, C.M. Gallo-Fox, J, Ford, D., & McGeary, S. (2018, April). Is it completely dead, or can we save it?: An examination of a real-world evaluation dilemma. Paper session for Eastern Evaluation Research Society Annual Conference, Absecon, NJ.
- Fan, Y., Williams-Bey, Y., Miller, J. & Ackerman, C.M. (2018, April). An Evaluation Study on Cross-institutional Undergraduate Research Internship Experiences for Underrepresented Students. Poster presented at the Annual Conference of the Eastern Evaluation Research Society, Absecon, NJ.
- Ford, D., Gallo-Fox, J., McGeary, S., & Ackerman, C. (2018, March). Introductory earth science for preservice elementary teachers: Incorporating the NGSS, active, and placed-based learning. Paper to be presented at the annual conference of the National Association for Research in Science Teaching, Atlanta, GA.

- Ford, D., McGeary, S., Gallo-Fox, J. & Ackerman, C. (2018, January). The World in a River: Designing an entry-level earth science course for preservice elementary teachers that incorporates the NGSS, active and placed-based learning, and technological tools. Paper to be presented at the annual conference of the Association for Science Teacher Education, Baltimore, MD.
- McGeary, S., Ford, D., Gallo-Fox, J., & Ackerman, C. (2017, October). "The World in a River": Redesigning an earth science course for pre-service elementary teachers within the framework of the NGSS. Paper presented at the annual conference of the Geological Society of America, Seattle, WA.
- Ford, D., McGeary, S., Gallo-Fox, J. & Ackerman, C. (2017, July). "The World in a River": Redesigning an earth science course for pre-service elementary teachers and researching its impact on learner knowledge and perspectives. Poster presented at the annual Earth Educators Rendezvous, Albuquerque, NM.
- Fan, Y., & Ackerman, C.M. (January, 2017). How to get people to read program evaluation results. Poster presented at the 25th National NSF EPSCoR Conference, St. Croix, USVI.
- Fan, Y., & Ackerman, C.M. (April, 2017). A retrospective comparison study of summer interns' educational outcomes. Poster presented at the Annual Conference of the Eastern Evaluation Research Society, Absecon, NJ.
- Salinger, R. L., & Ackerman, C. M. (May, 2016). Targeting Core Research Skills to Develop a More Cohesive Undergraduate Science Research Internship Program. Poster to be presented at the Eastern Evaluation Research Society Conference, Galloway, NJ.
- Neubauer, L.C., Willems, G., Titcomb, A.L., Ackerman, C.M., Emery, A.K., & Hart, N.R. (November, 2015). Exemplary and sustainable practices for AEA affiliates and other VOPEs. Panel presentation at the Annual Conference of the American Evaluation Association, Chicago, IL.
- Fan, Y., *Miller, J., Williams-Bey, Y., & Ackerman, C.M. (November, 2015). Using Quantitative Data for Program Impact on the STEM workforce: The National Student Clearinghouse - Student Tracker. Poster presented at the 24th National NSF EPSCoR Conference, Portsmouth, New Hampshire.
- Fan, Y., Miller, J., Williams-Bey, Y., & Ackerman, C.M. (October, 2015). Using Quantitative Data for Program Impact on the STEM workforce: The National Student Clearinghouse - Student Tracker. Poster presented at the DENIN Graduate Student Symposium, Newark, Delaware.
- Ackerman, C.M., & Fan, Y. (September, 2015). Using quantitative, objective data to evaluate program impact on the biomedical workforce. Poster presented at the 6th Northeast Regional Institutional Development Award Conference, Bar Harbor, Maine.
- Ackerman, C.M, Castillo, I.D., & Hamilton, J. (April, 2015). Evaluation bloopers and how to make the most of your mistakes. Paper presented at the Annual Conference of the Eastern Evaluation Research Society, Absecon, NJ.
- Fan, Y., Mattera, M.A., & Ackerman, C.M. (April, 2015). A multi-site needs assessment: The clinical and translational research in Delaware. Poster presented at the Annual Conference of the Eastern Evaluation Research Society, Absecon, NJ.
- Fan, Y., Pan, Y., & Ackerman, C.M. (April, 2015). Create a data visualization cookbook using Excel. Skill Building Workshop presented at the Annual Conference of the Eastern Evaluation Research Society, Absecon, NJ.
- Fan, Y., Mattera, M.A., & Ackerman, C.M. (October, 2014). The clinical and translational needs assessment. Poster presented at the Annual Conference of the American Evaluation Association, Denver, CO.
- Ackerman, C.M., Fan, Y., Garg, A. & Miller, J. (October, 2014). Tracking student persistence and graduation in higher education with the National Student Clearinghouse. Ignite presentation at the Annual Conference of the American Evaluation Association, Denver, CO.
- Ackerman, C.M., Fan, Y., & Mattera, M. (June, 2014). The Status of CTR in Delaware: Barriers, Facilitators, Collaborations, Resource Needs, & Perceptions. Poster presented at the National IDEA Symposium of Biomedical Research Excellence, Washington, DC.
- Fan, Y., Miller, J., & Ackerman, C.M. (April, 2014). Are our students on track? Using the National Student Clearinghouse Database to document undergraduate student academic persistence and graduation. Paper presented at the Annual Conference of the Eastern Evaluation Research Society, Absecon, NJ.
- Garg, A., Miller, J., & Ackerman, C.M. (April, 2014). Through participants' eyes: Evaluating modifications to two undergraduate science research internship programs. Paper presented at the Annual Conference of the Eastern Evaluation Research Society, Absecon, NJ.
- Ackerman, C.M. (August, 2013). *Delaware INBRE bioinformatics evaluation*. Poster presented at the 5th Northeast Regional Institutional Development Award Conference, Newark, DE.
- Fan, Y., Ackerman, C.M., Lu, H.T., Yeh, C., & Ling, J. (April, 2013). *A mixed method evaluation of a community Chinese heritage school*. Poster presented at the Annual Conference of the Eastern Evaluation Research Society, Absecon, NJ.

- Brobst, J.A., Ackerman, C.M., Fan, Y., & Miller, J. (April, 2013). *Feedback, field trips, and Facebook: Making the most of evaluation findings from the Delaware INBRE undergraduate research internship*. Poster presented at the Annual Conference of the Eastern Evaluation Research Society, Absecon, NJ.
- Ackerman, C.M. (June, 2012). *Logic models as an essential tool for evaluation planning and program development*. Poster presented at the National IDEA Symposium of Biomedical Research Excellence, Washington, DC.
- Brobst, J.A., & Ackerman, C.M. (June, 2012). *The methods and utility of evaluating the Delaware INBRE research internship program*. Poster presented at the National IDEA Symposium of Biomedical Research Excellence, Washington, DC.
- Becker-Klein, R., Ackerman, C.M., & Duffin, M. (April, 2012). *Putting the "utilization" into utilization-focused evaluation: Successes and challenges*. Paper presented at the Annual Conference of the Eastern Evaluation Research Society, Absecon, NJ.
- Ackerman, C.M., Cho, B., McKernan, M., Van Houten, J., & Phartiyal, P. (July, 2011). *Evaluating INBRE projects in the northeast region*. Poster presented at the 4th Northeast Regional Institutional Development Award Conference, Newport, Rhode Island.
- Ackerman, C.M., Miller, J., & Brendza, G.C. (May, 2011). *An evolving evaluation: Informing action through responsive and collaborative evaluation efforts*. Paper presented at the Annual Conference of the Eastern Evaluation Research Society, Absecon, NJ.
- Ackerman, C.M. (April, 2010). *Developing innovation configurations to measure fidelity of implementation*. Workshop presented at the Annual Conference of the Eastern Evaluation Research Society, Absecon, NJ.
- Ackerman, C. M., & Nian, Q. (November, 2008). What interdisciplinary literature on Dabrowski's theory can offer gifted education. Poster presented at the 55th Annual Convention - The National Association for Gifted Children, Tampa, Florida.
- Ackerman, C. M., & Nian, Q. (August, 2008). Preliminary theoretical, methodological, and disciplinary analyses of literature on Dabrowski's theory. Paper presented at the Eighth International Congress of the Institute for Positive Disintegration in Human Development, Canmore, Alberta, Canada.
- Cash, A. B., Cohen, L., Ackerman, C. M., Ambrose, D., Kearny, K. (November, 2007). *Conceptual foundations of gifted education: Reality NOT rhetoric*. Paper presented at the 54th Annual Convention - The National Association for Gifted Children, Minneapolis, Minnesota.
- Ackerman, C. M. (July, 2006). *An introduction to Dabrowski's Theory of Positive Disintegration*. Paper presented at the 23rd Supporting Emotional Needs of the Gifted Conference, Los Angeles, CA.
- Ambrose, D., Ackerman, C. M., Coleman, L., Cross, T., Ford, D., Kane, M., & Van Tassel-Baska, J. (November, 2004). *Examining aspiration development from Theoretical, research, and practitioner perspectives*. Paper presented at the 51st Annual Convention - The National Association for Gifted Children, Salt Lake City, Utah.
- Ackerman, C. M., & Lind, S. (July, 2004). *An introduction to Dabrowski's Theory of Positive Disintegration*. Paper presented at the Supporting Emotional needs of the Gifted Conference, Arlington, Virginia.
- Ackerman, C. M., Moon, S. M., Ambrose, D., Gangé, F., Hill, C. L., Kane, M., et al. (November, 2003). *Connecting theorists, researchers and practitioners: Discussing personal talent*. Paper presented at the 50th Annual Convention - The National Association for Gifted Children, Indianapolis, Indiana.
- Ackerman, C. M., & Lind, S. (November, 2003). *What they never told you about Dabrowski's Theory*. Paper presented at the 50th Annual Convention - The National Association for Gifted Children, Indianapolis, Indiana.
- Ackerman, C. M., & Kane, M. (November, 2002). *Dabrowski: A man for all seasons and all cultures*. Paper presented at the 49th Annual Convention - The National Association for Gifted Children, Denver, Colorado.
- Ackerman, C. M. (July, 2002). *An introduction to Dabrowski's Theory of Positive Disintegration*. Paper presented at the Supporting Emotional needs of the Gifted Conference, Minneapolis, Minnesota.
- Ackerman, C. M., & Kane, M. (November, 2001). *Dabrowski: A man for all seasons and all cultures*. Paper presented at the 48th Annual Convention - The National Association for Gifted Children, Cincinnati, Ohio.
- Ackerman, C. M. (April, 2001). *An introduction to Dabrowski's Theory of Positive Disintegration*. Paper presented at the Beyond IQ: Highly and Profoundly Gifted Children Conference, Wakefield, Massachusetts.
- Ackerman, C. M. (April, 2001). *An advanced discussion on Dabrowski's Theory*. Paper presented at the Beyond IQ: Highly and Profoundly Gifted Children Conference, Wakefield, Massachusetts.
- Ackerman, C. M. (April, 2001). *You, Dabrowski's Theory, and the world you live in*. Paper presented at the Beyond IQ: Highly and Profoundly Gifted Children Conference, Wakefield, Massachusetts.
- Ackerman, C. M. (March, 2000). *Intensity in gifted children: Strategies for parents*. Paper presented at the 9th Annual Conference on Gifted Education - The New Jersey Association for Gifted Children, Iselin, New Jersey.

- Ackerman, C. M. (November, 1999). *Discriminating among typical, gifted, and creative individuals using overexcitabilities*. Paper presented at the 46th Annual Convention - The National Association for Gifted Children, Albuquerque, New Mexico.
- Ackerman, C. M., & Lind, S. (November, 1999). *Understanding the fundamentals of Dabrowski's theory*. Paper presented at the 46th Annual Convention - The National Association for Gifted Children, Albuquerque, New Mexico.
- Ackerman, C. M. (September, 1999). *Intensity as a psychological construct: Examining overexcitability research*. Paper presented at the Annemarie Roeper Symposium, Chicago, Illinois.
- Ackerman, C. M. (April, 1999). *Secondary analysis applied: Examining overexcitability research*. Paper presented at the Annual Meeting for the American Educational Research Association, Montreal, Quebec, Canada.
- Ackerman, C. M. (November, 1998). *Overexcitability research: A secondary analysis*. Paper presented at the 45th Annual Convention - The National Association for Gifted Children, Louisville, Kentucky.
- Ackerman, C. M., & Jackson, P. S. (November, 1998). *Giftedness on one hand: Psychopathology on the other*. Paper presented at the 45th Annual Convention - The National Association for Gifted Children, Louisville, Kentucky.
- Ackerman, C. M. (November, 1998). *INTENSITY in gifted students: Strategies for the classroom*. Paper presented at the 9th Annual Society for the Advancement of Gifted Education (SAGE) Conference, Calgary, Alberta, Canada.
- Ackerman, C. M. (September, 1998). *Personality theories applied to giftedness*. Paper presented at the Dynamics of Gifted Learning Conference, Burnaby, British Columbia, Canada.
- Ackerman, C. M. (July, 1998). *The reliability of a shortened version of the OEQ*. Paper presented at the Third International Symposium on Dabrowski's Theory — Texturizing and Contextualizing Dabrowski's Theory: An advanced symposium, Evanston, Illinois.
- Ackerman, C. M., & Jackson, P. S. (May, 1998). *Asynchrony: An integration of theoretical, psychometric, and clinical venues*. Paper presented at the 1998 conference of the Hollingworth Center for Highly Gifted Children, Cambridge, Massachusetts.
- Ackerman, C. M., & Lind, S. (May, 1998). *Introduction to Dabrowski's theory and its implications for giftedness*. Paper presented at the 1998 conference of the Hollingworth Center for Highly Gifted Children, Cambridge, Massachusetts.
- Smith, R. G., Ackerman, C. M., & Stephens, J. (April, 1998). *Making connections: Proficiency through meaning*. Paper presented at the Annual Meeting for the American Educational Research Association, San Diego, California.
- Ackerman, C. M., Lind, S., & Jackson, P. S. (November, 1997). *Counseling implications and applications of Dabrowski's theory*. Paper presented at the 44th Annual Convention - The National Association for Gifted Children, Little Rock, Arkansas.
- Miller, N. B., & Ackerman, C. M. (November, 1997). *Exploring a shortened version of the Overexcitability Questionnaire*. Paper presented at the 44th Annual Convention - The National Association for Gifted Children, Little Rock, Arkansas.
- Ackerman, C. M., & Haensly, P. A. (November, 1997). *Theories of development: How does Dabrowski's TPD compare?* Paper presented at the 44th Annual Convention - The National Association for Gifted Children, Little Rock, Arkansas.
- Ackerman, C. M., Lind, S., Jackson, P. S., Haensly, P. A., & Lind, S. (July, 1997). *Counseling applications of Dabrowski's theory*. Paper presented at the 1997 World Conference of the World Council for Gifted and Talented Children, Seattle, Washington.
- Ackerman, C. M., & Haensly, P. A. (July, 1997). *A comparison of Dabrowski's Theory of Positive Disintegration with theories of development*. Paper presented at the 1997 World Conference of the World Council for Gifted and Talented Children, Seattle, Washington.
- Willson, V. L., Ackerman, C. M., & Malave, C. (March, 1997). *Cross-time attitudes, concept formation, and achievement in college freshman physics*. Paper presented at the Annual Meeting for the American Educational Research Association, Chicago, Illinois.
- Ackerman, C. M., & Willson, V.L. (January, 1997). *Learning styles and achievement in freshman engineering*. Paper presented at the Annual Meeting for the Southwest Educational Research Association, Austin, Texas.
- Ackerman, C. M., & Lind, S. (November, 1996). *Dabrowski's theory in a counseling perspective*. Paper presented at the 43rd Annual Convention - The National Association for Gifted Children, Indianapolis, Indiana.
- Ackerman, C. M., Cassone, G., & Daniels, S. (November, 1996). *Theoretical seeds and their contributions to gifted education*. Paper presented at the 43rd Annual Convention - The National Association for Gifted Children, Indianapolis, Indiana.
- Ackerman, C. M. (May, 1996). *Psychomotor overexcitability - necessary but not sufficient*. Paper presented at Perspectives on the Self within a Dabrowskian Context: A Multidisciplinary Conference, Banff, Alberta, Canada.

- Ackerman, C. M. (April, 1996). *Personality characteristics: A new approach for identifying gifted adolescents*. Paper presented at the Annual Meeting for the American Educational Research Association, New York, New York.
- Ackerman, C.M. (January, 1996). *A secondary analysis of research using the Overexcitability Questionnaire*. Paper presented at the Annual Meeting for the Southwest Educational Research Association, New Orleans, Louisiana.
- Ackerman, C. M., & Baker, P. S. (November, 1995). *The creative-arts therapies: A counseling approach for the gifted*. Paper presented at the 42nd Annual Convention - The National Association for Gifted Children, Tampa, Florida.
- Ackerman, C. M. (November, 1995). *Dabrowski's Theory of Positive Disintegration: An introduction*. Paper presented at the 42nd Annual Convention - The National Association for Gifted Children, Tampa, Florida.
- Ackerman, C. M. (August, 1995). *Music therapy techniques are appropriate for use with the gifted*. Paper presented at the 11th World Conference for Gifted and Talented Children, Hong Kong.
- Ackerman, C. M., & Breard, N. S. (August, 1995). *Using personality characteristics to identify gifted youth: A series of studies*. Paper presented at the 11th World Conference for Gifted and Talented Children, Hong Kong.
- Ackerman, C. M. (June, 1995). *Another look at psychomotor overexcitability*. Paper presented at the Fifth National Workshop on Dabrowski's Theory of Emotional Development and its Implications for Giftedness, Madison, Wisconsin.
- Ackerman, C. M. (November, 1994). *Using music therapy for self-concept and self-esteem enhancement*. Paper presented at the 41st Annual Convention - National Association for Gifted Children, Salt Lake City, Utah.
- Ackerman, C. M., & Mendaglio, S. (November, 1992). *The Overexcitability Questionnaire and gifted identification: A possibility*. Paper presented at the 39th Annual Convention - National Association for Gifted Children, Los Angeles, California.
- Ackerman, C. M. (June, 1992). *An alternative for gifted Identification: The Overexcitability Questionnaire*. Paper presented at the 3rd Annual Dabrowski Conference: Implications for Giftedness, Ashland, Ohio.