

STEPHEN POWERS, PH.D.

svpowers@aol.com; February 2016

Creative Research Associates Inc

2235 North Madelyn Ave, Tucson, AZ 85719

Cell: 520-444-6383; Website: creativeresearchassoc.com

Expertise

Program Monitoring and Evaluation

Program Planning and Statistical Analysis

Testing issues analysis

Survey Design, Development, Implementation

Educational Curriculum Development

Public Health Evaluation

Social Programs Evaluation

Education Research

Teacher Training

Since 1991, Dr. Powers is President and CEO of Creative Research Associates, Inc., a management consulting company which conducts evaluation of educational programs, public health programs, strategic planning and analysis for educational and public health program development, and related database development.

He has served as Project Manager and Director of over 200 projects in the areas of education, public health, survey research, and statistical analysis. He has published 80 professional articles including advanced statistical analysis software.

Education

- Oxford University, England: Post-doctoral studies in Design of Psychological Experiments, 1991, 1992
- University of Michigan Ann Arbor: Post-doctoral studies in Survey Research/Advanced Statistical Methods , 1989, 1990
- University of Arizona, Tucson: Post-doctoral Studies completed in Mathematical Statistics and Probability Theory at the University of Arizona, 1978 - 1990
- University of Arizona, Tucson, Ph.D. Education and Research 1978
- University of Arizona, Tucson, M.Ed. Education 1972
- University of Arizona, Tucson, M.A. History, 1970
- Northern Arizona University, Flagstaff, B.S. Education, 1959

Foreign Service Institute Language Proficiency (FSILP) Rating System

Spanish: FSILP Ratings: 5S, 5R (Native Fluency in Speaking and Reading)
Arabic 4 years of study. Minimal speaking ability.

Professional History

Grant Reviewer Consultant. Arizona Department of Education. 2008 – 2017

Evaluation Consultant, Arizona Board of Regents. 2007 – 2017

Creative Research Associates Inc (Tucson, Arizona). President of Creative Research Associates, a management consulting company which conducts evaluation of educational programs, strategic planning and analysis for public agencies, and database development (1991 - present)

Adjunct Professor and Instructor: Department of Educational Psychology, Northern Arizona University (1991- Present teaching Research Methods, Statistics, Tests and Measurement.

Adjunct Professor: Department of Educational Psychology, University of Arizona - Tucson (1980 - 1990) teaching Research Methods, Statistics, Tests and Measurement, Structural Equation Modeling.

1976 - 1994: Research Planner, Statistician, and Program Evaluator with the Tucson Unified School District, Tucson.

1979 - 1982: Adjunct Faculty of Computer Science at Pima Community College, Tucson.

1972-1973: Director, The American School of Belo Horizonte, Brazil

1959 – 1965; High School Teacher of Spanish, English, and History.

International Assignments (Most Recent Listed First)

Tanzania (March, September 2013) Arusha and country.

Position: Senior Evaluator of LEARN of Texas.

Planning evaluation and student testing consultations.

Uganda (January 2012 Kampala and the Country)

Position: Senior Evaluator and Project Planner

Organization: LEARN of Texas and Pan African AIDS Network of Uganda

Feasibility Study of AIDS and Literacy Projects in Uganda

Albania (September 2005, Tirana and Country)

Position: Senior Evaluator and Team Leader

Organization: Health for Humanity

Evaluation of the 10 Year Ophthalmological Project.

Yugoslavia-Kosovo (April 2003, Prishtina, Kosovo)

Position: Program Evaluator

Organization: Global Perspective Development Center

Funder: Dutch Government and United Nations Development Programme (UNDP)

Provided evaluation services to the Value Based Leadership Project which is designed to strengthen institutional capacity and foster collaboration and integration between the government and civil society using the evaluation framework of the United Nations Development Program.

Republic of Azerbaijan (Caucasus, October 2000 & February 2001, Baku).

Position: Testing and Evaluation Specialist

Organization: Consortium for International Development, Tucson, AZ

Funder: World Bank

Provided Technical Assistance to the Ministry of Education in the establishment of a national testing program. Met with testing and evaluation officials. University entrance testing was well developed. Public education testing was not developed at all. Other minor responsibilities also included curriculum development and teacher training.

Republic of the Congo (December 1996, Brazzaville).

Position: Statistics Consultant

Organization: World Health Organization

Advised on data collection, statistical methods, and data analysis methods with members of WHO's Regional Office in Brazzaville, Republic of the Congo. Trained key staff on research and evaluation methods in health programs.

Yemen (November 1993, Sanaa & Aden).

Position: Evaluation, Planning, and Development Specialist

Organization: DATEX, Arlington, VA

Funder: USAID

Member of two-person team on DATEX's evaluation of the USAID/Yemen Primary Education Curriculum Development Project. Evaluated the national curriculum developed by Yemen which began as a curriculum for North Yemen, and was then expanded to include South Yemen.

Egypt (November-December 1991, Cairo).

Position: Educational Planning and Testing Specialist.

Organization: Creative Associates International Inc., Washington DC

Funder: USAID

Member of an 8-person team of Creative Associates International's Final Evaluation of USAID/Egypt Basic Education Project. The major assignment was to report on the development of an Egyptian national testing program, the construction and financing of a new testing center, and the planning for a national testing program throughout Egypt.

MAJOR EDUCATION/EVALUATION PROJECTS CATEGORIZED

Current/Recent Research and Evaluation activities.

2014 - 2017. Evaluation of the Engineering STEM Identity Project with the Maricopa County Education Service Agency with 26 Middle Schools. Purpose is to develop professional identity and interest in STEM

2014 – 2017. Evaluation of the University of Arizona Bioscience Grant to identify students for science.

2013 – 2014 University of Arizona National Center for Interpretation: Consultant in the development and validation of a sign language test.

2011 – 2013. Evaluation of Education grant to Eskimo Tribe in the Arctic.

Sample of Education Projects: Categorized

Areas Evaluated	Project
Educational Programs	21st Century Community Learning Centers Grants, Life Skills Training Reading, Mathematics, American History, Mathematics and Science training of teachers, Bilingual Education, Vocational Education School to Work, Early Childhood Education, Literacy
Native American Programs	Apache Youth Alcohol and Other Drug prevention programs, Arizona Hawaiian Youth Community College Preparation programs, Oahu, HI Navajo/Hopi Nation Science Education School Programs, Arizona Eskimo School Children Literacy Development Programs, Arctic
Public Health	Tobacco Prevention and Cessation in Cochise County HIV/AIDS Needs Assessment in Maricopa County Oral Health and Hygiene Pregnant Women Evaluation in South Phoenix Osteopathic Medical Foundations Compendium of Research Albanian Blindness Prevention Program, Health for Humanity Arizona Biology Network of Pima Community College
Social Programs	Substance Abuse Prevention, Hate Crimes Prevention, Violence in the Schools, Racial Understanding Programs, Parent Education, Peer Mediation, Conflict Resolution, Bilingual Education, Dual Language Programs
Community Development	Community Building, Elder Care, Family Resource and Wellness Centers, After School Programs
Crime/Legal Issues/Law Enforcement	School Desegregation Compliance Issues Tucson Police Department Surveys 1994, 1997, 2001

International Leadership, Workshops, and Addresses

Belo Horizonte, Brazil (1972-73). Director of the American School of Belo Horizonte, Brazil. As the school administrator, Dr. Powers was responsible for finances and budget, curriculum, personnel, and administration of the school. While Director, the fiscal standing of the school was reorganized, planning for expansion was carried out, and teacher training was modernized.

Korea/Taiwan (June 1993). Conducted seminars on research methods; presented workshops at Osan Air Base (Korea) on graduate study in US; and gave speech at World Vocational High School (Taiwan). The speech was reported in three Taiwanese newspapers.

Mexico (October 1993). Invited by Universidad Pedagógica Nacional, Mexico City, to spend a week and to give four lectures in Spanish on Educational Planning and Statistics Methods, Tests and Measurements, and the Utility of Statistical Methods. Educational researchers from 73 branches of the University were invited to Mexico City to hear the lectures.

Bolivia (July - August 1994). Consultant to Universidad NUR, Santa Cruz, Bolivia. Gave workshops, and lectures in Spanish about research methods, and educational planning. I met with department heads in order to develop recommendations to improve planning and research capabilities of the university.

Japan (April 1997). (1) Invited address to Phi Delta Kappa of Japan on Resiliency Theory in Education at the PDK International Research Meeting in Tokyo, April 19, 1997 at St. Mary's International School. (2) Invited by the District Superintendent of Department of Defense Dependents Schools, Pacific Office, to give five staff development workshops on Improving Student Achievement@ at Misawa Airforce Base, Camp Zama Army Post, Yokota Airforce Base, Sagamiara DHA, and Yokohama Naval Facility, April 13-28, 1997 in Japan..

Samoa. (January 1998). (1) Conducted workshops for faculty of American Samoa Community College on multiple intelligences, critical thinking, and creativity. (2) Conducted workshop on resilience theory in education for the American Samoa Education Association.

State/National U.S. Evaluation Consultancies: Samples

National. Evaluator and educational planner for Social Consultants International Inc.'s (Arlington, Virginia) National Evaluation of (1) the Challenge Youth Program, (2) the Starbase Program which was implemented in 16 states funded by the U.S. National Guard (1994-96); and (3) evaluator for Social Consultants of a 30 million dollar program in the Los Angeles Unified School District funded by the U.S. National Guard (1995-96).

State and Local. University of Arizona Pre-college Program for Gifted and Talented Students; University of Arizona ESL Program; University of Arizona Teacher Education Project; Sunnyside School District Bilingual Education Project; Amphitheater School District Substance Abuse Prevention Project; Santa Cruz Valley Unified School District Bilingual Education Project; Substance Abuse Prevention Programs at La Frontera Center; Tucson Council on Alcoholism and Drug Dependence; CODAC Behavioral Health Services; Behavioral Health

Agency of Central Arizona; Center for Counseling; Matrix; Pima Community College Student Testing, Tucson Police Department's Community Survey of the Community's Expectations, University of Arizona College of Education's Follow up Survey of Graduates, Project SOAR Mentoring Program, Needs Assessment of People with HIV/AIDS, Parent and Substance Abuse Prevention Programs, Elder Education Substance Abuse Prevention Program, Early Childhood Education Program, Even Start Education Program, Vocational Education Program, Bilingual Education, Mentoring Program, Tobacco Reduction Program, Desegregation Study, Faculty Evaluation Study, Learning Disabilities Program Study, After School Programs, Safe and Drug Free Schools Grant, Foreign Language in Elementary School Program, 21st Century Community Learning Centers Program, Hate Crimes Reduction Programs, Violence-in-the Schools Reduction Program, Community Development Programs, Community Capacity Development Programs.

Categorized Academic Publications

Advanced Statistical Analysis Computer Programs

- Powers, Stephen, (1983). A Computer Program to Calculate the Modified Glass Effect Size Estimator. Educational and Psychological Measurement, 43, 843-844.
- Powers, S. (1984). LOGLIN: A Microcomputer Program for Calculating Log-Linear Models. Educational and Psychological Measurement, 44, 175-177.
- Powers, Stephen. (1984). PCOM: A Microcomputer Program which Performs a Principal Components Analysis. Educational and Psychological Measurement, 44, 679-680.
- Powers, Stephen. (1984). DISCRIM: A BASIC Program to Perform Discriminant Function Analysis. Behavior Research Methods, Instruments, & Computers, 16, 563.
- Powers, Stephen. (1985). A Pascal Computer Program for Calculating the Tukey-Kramer Pairwise Multiple Comparison Procedure. Educational and Psychological Measurement, 45, 615-616.
- Powers, Stephen. (1985). A Pascal Program that Assesses the Interrater Reliability of Nominal Scales. Educational and Psychological Measurement, 45, 613-614.
- Powers, Stephen, and Lopez, Richard. (1986). A Computer Program for the Games-Howell Multiple Comparison Procedure. Educational and Psychological Measurement, 46, 163-165.
- Duran, Ricardo, and Powers, Stephen. (1994). A Computer Program for Feldt's Test of the Equality of Two Reliability Coefficients. Educational and Psychological Measurement, 54(1), 92-93.

Powers, Stephen. (1987). EIGEN: A BASIC Computer Program for Finding Eigenvectors and Eigenvalues of a Real Symmetric Matrix with the JK Method. Educational and Psychological Measurement, 47, 121-122.

Powers, Stephen, and Gose, Kenneth. (1986). A BASIC Program for Calculating the Stuart-Maxwell Test. Educational and Psychological Measurement, 46, 651-653.

Powers, Stephen, and Jones, Patricia. (1986). Two BASIC Programs to Compute Hotelling's T-Squared Statistic. Educational and Psychological Measurement, 46, 663-665.

Powers, Stephen, and Jones, Patricia. (1986). A BASIC Computer Program for Calculating Simultaneous Pairwise Comparisons in Analysis of Covariance. Educational and Psychological Measurement, 46, 637-638.

Powers, Stephen, and Lopez, Richard. (1986). A Computer Program to Perform a Multivariate Profile Analysis. Educational and Psychological Measurement, 46, 167-168.

Powers, S. (1985). RMAX: A Microcomputer Program for Rasch Calibration of Test Items. Educational and Psychological Measurement, 45, 187-188.

Powers, Stephen. (1985). A Computer Program for Calculating Three Factor Comparison Indices. Educational and Psychological Measurement, 45, 173-174.

Studies of Psychological Measurement: Reliability, Validity, and Generalizability Issues

Powers, Stephen, and Crowder, Chris. (1982). Redundancy in the California Achievement Test. Educational and Psychological Measurement, 42, 1253-1257.

Powers, Stephen, Thompson, Douglas, Azevedo, Barbara, and Schaad, Olivia. (1983). The Predictive Validity of the Stanford Mathematics Test across Race and Sex. Educational and Psychological Measurement, 43, 611-615.

Powers, Stephen, Douglas, Peggy, and Choroszy, Melisa. (1983). The Factorial Validity of the Multidimensional-Multiattributitional Causality Scale. Educational and Psychological Measurement, 43, 611-615.

Powers, Stephen, and Rossman, Mark H. (1983). The Reliability and Construct Validity of the Multidimensional-Multiattributitional Causality Scale. Educational and Psychological Measurement, 43, 1227-1231.

Powers, Stephen, Douglas, Peggy, and Choroszy, Melisa. (1984). A Reliability and Validity Investigation of the Mathematics Attribution Scale. Educational and Psychological Measurement, 44, 733-737.

- Powers, Stephen, Douglas, Peggy, and Choroszy, Melisa. (1984). A Reliability and Validity Investigation of the Mathematics Attribution Scale. Educational and Psychological Measurement, 44, 733-737.
- Choroszy, Melisa, Powers, Stephen, and Douglas, Peggy. (1984). The Factorial Validity of the Mathematics Attribution Scale. Educational and Psychological Measurement, 44, 739-742.
- Powers, Stephen, De la Garza, Jesus, and Medina, Marcello. (1985). Stability and Predictive Validity of the Teacher Rating Scale. Psychological Reports, 57, 543-546.
- Powers, Stephen, Douglas, Peggy, Lopez, Richard L., and Rossman, Mark (1985). Convergent Validity of the Multidimensional-Multiattributonal Causality Scale with the Mathematics Attribution Scale. Educational and Psychological Measurement, 45, 689-692.
- Powers, Stephen, Johnson, Donna, Slaughter, Helen, Crowder, Christopher, and Jones, Patricia. (1985). Reliability and Validity of the Language Proficiency Measure. Educational and Psychological Measurement, 45, 959-964.
- Powers, Stephen, Cool, Brent, Gose, Kenneth, and Douglas, Peggy. (1985). A Reliability and Validity Investigation of the Multidimensional-Multiattributonal Causality Scale. Educational and Psychological Measurement, 45, 897-901.
- Powers, Stephen, Paz, Estanislado, and Escamilla, Kathy. (1984). Reliability and Factorial Validity of the Artes de Lenguaje. Educational and Psychological Measurement, 44, 971-976.
- Powers, Stephen, and Jones, Patricia B. (1984). Factorial Stability of the California Achievement Test. Educational and Psychological Research, 4, 221-224.
- Powers, Stephen, and Medina, Marcello. (1984). Reliability and Validity of the Cooperative Preschool Inventory for English and Spanish-Speaking Hispanic Children. Educational and Psychological Measurement, 44, 963-966.
- Powers, Stephen, and Jones, Patricia. (1984). Factorial Invariance of the California Achievement Test across Race and Sex. Educational and Psychological Measurement, 44, 967-970.
- Powers, Stephen, Douglas, Peggy, Gose, Kenneth, and Cool, Brent. (1985). Generalizability of the Mathematics Attribution Scale Norms to Academically Talented High School Students. Perceptual and Motor Skills, 57, 475-478.
- Powers, Stephen, and Medina, Marcello. (1985). Factorial Validity of the Cooperative Preschool Inventory for English- and Spanish- Speaking Hispanic Children. Journal of Psychology, 119, 277-280.

- Powers, S., and Barkan, J. (1986). Concurrent Validity of the Standard Progressive Matrices for Hispanic and nonHispanic Seventh Grade Students. Psychology in the Schools, 23, 333-336.
- Powers, Stephen, Rossman, Mark, and Douglas, Peggy. (1986). Reliability of the Boehm Test of Basic Concepts for Hispanic and Non-Hispanic Kindergarten Pupils. Psychology in the Schools, 23, 34-36.
- Powers, Stephen, Barkan, Jerry, and Jones, Patricia. (1986). Reliability of the Standard Progressive Matrices Test for Hispanic and Anglo-American Children. Perceptual and Motor Skills, 62, 348-350.
- Powers, Stephen, and Gose, Kenneth. (1986). Reliability and Construct Validity of the Maslach Burnout Inventory in a Sample of University Students. Educational and Psychological Measurement, 46, 251-255.
- Powers, Stephen, Wagner, Michael, J., Lopez, Richard, and Jones, Patricia. (1986). A Comparison of Item Responses of English- and Spanish-Speaking Children Using Minimum Logit Chi-Squared Regression. Psychological Reports, 59, 235-239.
- Powers, Stephen, Escamilla, Kathy, and Haussler, Myna. (1986). The Predictive Validity of the California Achievement Test across Race and Sex. Educational and Psychological Measurement, 46, 1067-1070.
- Powers, Stephen, Jones, Patricia, and Barkan, Jerry. (1986). Validity of the Standard Progressive Matrices as a Predictor of Achievement of Sixth and Seventh Grade Students. Educational and Psychological Measurement, 46, 719-722.
- Duran, Ricardo, and Powers, Stephen. (1993). Reliabilities of the Iowa Tests of Basic Skills for Hispanic- and Anglo-American Students. Psychological Reports, 73, 64-66.

Evaluations of Spanish Language Dominance Tests in Mental Measurements Yearbook

- Powers, Stephen. (1985). Review of the Oral Language Dominance Measure. In J.V. Mitchell (Ed.), The Ninth Mental Measurements Yearbook, Buros Institute of Mental Measurements. Lincoln: University of Nebraska Press, 1093-1094.
- Powers, Stephen. (1985). Review of the Oral English/Spanish Proficiency Placement Test. In J. V. Mitchell (Ed.), The Ninth Mental Measurements Yearbook, Buros Institute of Mental Measurements, Lincoln: University of Nebraska Press, 1092-1093.

Studies of Evaluation Issues

Powers, S., Slaughter, H., and Helmick, C. (1983). A Test of the Equipercetile Hypothesis of the TIERS Norm-Referenced Model. Journal of Educational Measurement, 20, 299-302.

Powers, Stephen, and Rossman, Mark H. (1984). Evidence of the Impact of Bilingual Education: A Meta-Analysis. Journal of Instructional Psychology, 11(2), 75-78.

Studies of Personality Issues: Attribution Theory, Self-Esteem, Conflict, Locus of Control, Choice Theory, and Achievement Motivation

Powers, Stephen, and Sanchez, Virginia. (1982). Correlates of Self-Esteem of Mexican American Adolescents. Psychological Reports, 51,771-774.

Douglas, Peggy, and Powers, Stephen. (1982). The Relationship between Achievement Locus of Control and Expectancy of Success of Academically Gifted High School Students. Psychological Reports, 51, 1259-1262.

Powers, Stephen, and Douglas, Peggy. (1983). Attributions for Success and Failure of Academically Gifted High School Students. Psychological Reports, 53, 597-598.

Thompson, Douglas, and Powers, Stephen. (1983). Correlates of Role Conflict and Role Ambiguity among Secondary School Counselors. Psychological Reports, 52, 239-242.

Powers, Stephen, and Wagner, Michael J. (1983). Attributions for Success and Failure of Hispanic and Anglo High School Students. Journal of Instructional Psychology, 19(4), 171-176.

Douglas, Peggy, Powers, Stephen, and Choroszy, Melisa. (1983). Factors in the Choice of Higher Education Institutions by Academically Gifted Seniors. Journal of College Student Personnel, 24,540-545.

Rossmann, Mark, and Powers, Stephen. (1981). Perceptions of Adult Education Administrators and Teachers Regarding Skills of Teaching. Adult Literacy and Basic Education, 5,33-41.

Rossmann, Mark H., and Powers, Stephen. (1983). A Comparison of Skills of Teaching as Perceived by British University Administrators, Tutors, and Those with Both Responsibilities. Studies in Adult Education, 15, 85-91.

Powers, Stephen, and Rossman, Mark. (1984). Attributions for Success and Failure among Anglo, Black, Hispanic and Native American Community College Students. Journal of Psychology, 117, 27-31.

- Powers, Stephen, Wagner, Michael (1984). Attributions for School Achievement of Middle School Students. Journal of Early Adolescence, 4, 215-222.
- Powers, Stephen, and Rossman, Mark H. (1984). Attributions for School Achievement of Low-Achieving Indian and Caucasian Community College Students. Psychological Reports, 55, 423-428.
- Powers, Stephen, and Wagner, Michael J. (1984). Attributions for School Achievement of Middle School Students. Journal of Early Adolescence, 4, 215-222.
- Powers, Stephen, and Wagner, Michael (1984). Regression Analysis of Achievement Motivation. Journal of Psychology, 117, 273-276.
- Tepper, Marcy E., and Powers, Stephen. (1984). The Prediction of High School Algebra Achievement with Attributional, Motivational, and Achievement Measures. Perceptual and Motor Skills, 59, 120-122.
- Powers, Stephen, and Sanchez, Virginia. (1984). Correlates of Self-Esteem of Mexican American Adolescents. In H. A. Robinson (Ed.), William S. Gray Research Collection in Reading, Manhasset, NY: A.T. Buros Institute and the Reading Resource Center of Hofstra University.
- Powers, Stephen, and Rossman, Mark H. (1985). Student Satisfaction with Graduate Education: Psychology: A Quarterly Journal of Human Behavior, 22, 46-49.
- Powers, Stephen, and Douglas, Peggy. (1985). Gender Differences in Selecting an Institution of Higher Education: A Discriminant Analysis. Psychological Reports, 56, 295-298.
- Powers, Stephen, and Lopez, Richard L. (1985). Perceptual and Motor Differences of Hispanic Monolingual and Bilingual Children: A Discriminant Analysis. Perceptual and Motor Skills, 60, 999-1002.
- Douglas, Peggy, and Powers, Stephen. (1985). Factors in the Choice of Higher Education Institutions by High Ability Students. Journal of College Student Personnel, 57, 552-553.
- Rossman, Mark H., and Powers, Stephen. (1985). Factors in Attributions for Success and Failure among Anglo, Black, Hispanic, and Native American Community College Students. Proceedings of the National Adult Education Research Conference, Arizona State University, Tempe, Arizona, 251-259.
- Powers, Stephen, Douglas, Peggy, Cool, Brent and Gose, Kenneth. (1985). Achievement Motivation and Attributions for Success and Failure. Psychological Reports, 57, 751-754.
- Wagner, Michael J., Powers, Stephen, and Irwin, Pi. (1985). The Prediction of Achievement Motivation Utilizing Performance and Attributional Variables. Journal of Psychology, 119, 595-598.

- Powers, Stephen, Choroszy, Melisa, Douglas, Peggy, and Cool, Brent. (1986). Attributions for Success and Failure in Algebra of Somoan Community College Students. Journal of Instructional Psychology, 13, 3-9.
- Slaughter, Helen, Powers, Stephen, and Benton, Barbara. (1986). Decentralizing Chapter 1 Planning. Phi Delta Kappan, 67(7), 541.
- Choroszy, Melisa, Powers, Stephen, and Douglas, Peggy. (1986). Somoan Community College Students' Attributions for Success and Failure in Algebra: An Examination of Sex Differences. Pacific Educational Research Journal, 2(1), 67-68.
- Powers, S., Douglas, P., Choroszy, M. (1986). Personality Profiles of High Ability Boys and Girls: A Profile Analysis. Journal of Social Behavior and Personality, 1, 631-638.
- Powers, Gail M, Gaudet, Linda, and Powers, Stephen. (1986). Coping Patterns of Parents of Chronically Ill Children. Psychological Reports, 59, 519-522.
- Powers, Stephen, Slaughter, Helen, and Johnson, Donna. (1986). Assessing Language Proficiency from a Sociolinguistic Perspective. Teachers of English as a Second Language Quarterly, 20, 562-564.
- Powers, Stephen, Choroszy, Melisa, Douglas, Peggy. (1987). Attributions for Success and Failure of Japanese-American and Anglo-American University Students. Psychology, 24, 17-21
- Powers, Stephen, and Miller, Christine. (1987). Effects of a Drug Education Program in the Third and Fourth Grades. Journal of Alcohol and Drug Education, 33(1), 25-30.
- Powers, Stephen, Lopez, Richard, and Douglas, Peggy. (1987). The Performance of Spanish-speaking and English-speaking Preschool Children: A Rasch Item Analysis. Educational and Psychological Research
- Powers, Stephen, Duran, Ricardo, and Reynolds, Anne. (1993). Family Characteristics and Preschool Abilities of Children of Substance Abusers. Perceptual and Motor Skills, 76, 912-914.
- Powers, Stephen, Wagner, Michael, Lopez, Richard, and Jones, Patricia. (1987). Patterns of Item Responses of English-Speaking and Spanish-Speaking Preschool Children. In A.A. Allen (Ed.) Research Papers on Bilingualism, Division of Language, Reading and Culture, University of Arizona.
- Selby, Edwin C., Treffinger, Donald J., Isaksen, Scott G., and Powers, Stephen. (1993). Use of the Kirton-Innovation Inventory with Middle School Students. Journal of Creative Behavior, 27(4), 223-235.