

# Curriculum Vitae

Paul C. McCabe, Ph.D., NCSP  
Brooklyn College School of Education  
Program in School Psychology  
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## Education

<u>School</u>	<u>Degree</u>	<u>Awarded</u>	<u>Honors/Scholarships</u>
Hofstra University	Ph.D. in Clinical and School Psychology	5/98	With Distinction
Hofstra University	MA in Clinical and School Psychology	8/94	With Distinction
University of Rochester	BA in Psychology	5/92	Magna Cum Laude Phi Beta Kappa
Cazenovia College	AA in Early Childhood Education	5/90	Magna Cum Laude Phi Theta Kappa

## Research Interests

Early childhood education, language development, and social growth  
School psychology  
Social problem-solving and social competence  
Developmental psychology and psychopathology  
Emotional disorders of childhood, esp. anger disorders  
Neurology & neuropsychology  
Biologically based developmental disorders, esp. low-incidence disorders

## Teaching / Instruction

- Associate Professor: Brooklyn College, City University of New York, in the Graduate Program in School Psychology, College of Education, 2900 Bedford Ave, Brooklyn, NY 11210 Beginning 9/2004
- Assistant Professor: Rochester Institute of Technology, Rochester, New York, in the Graduate Program in School Psychology. Responsibilities included: teaching graduate and undergraduate courses, supervision of master's theses/projects, overseeing field supervision, advising, and program, college and institute committee work. 9/99-6/04

## Classes taught

### Graduate

Applied Behavioral Analysis  
Psychology of Teaching & Learning

### Undergraduate

Introduction to Psychology  
Abnormal Psychology

Biological Bases of Behavior  
Developmental Psychopathology  
Assessment III: Personality & Behavioral  
Assessment  
Interpersonal Intervention Skills  
School Psychology Practicum I, II, III, & IV

Childhood and Adolescence

**School Psychology Committees**

Curriculum  
Admissions and Scholarship  
Development and External Grants  
Web Development

**College/Institute Committees**

Liberal Arts Technology Committee  
Academic Senate Academic Support Committee  
Eisenhart Excellence in Teaching Committee

**Visiting Assistant Professor:** Rochester Institute of  
Technology, Graduate Program in School  
Psychology **9/97-9/99**

**Lecturer: Research Seminar in Developmental  
Psychology,** an undergraduate class at Hofstra  
University, Hempstead, New York, 11549 **9/95-12/95**

**Graduate Teaching Assistant: Hofstra  
University, Hempstead, NY** **9/93 - 5/95**

**Preschool Teacher:** At Campus Preschool, Inc.,  
Binghamton University (SUNY), Binghamton,  
NY 13902 **5/90 - 9/90**

**Undergraduate Teaching Assistant**  
Cazenovia College, Cazenovia, NY **1/89 - 5/90**

## **Clinical and School Psychology Experience**

**Psychologist:** Rochester Psychological Associates, 760 Perinton Hills Office Park, Fairport, NY 14450. Individual, group, and family psychotherapy and psychoeducational evaluation practice. Specializing in child and adolescent behavioral health, early childhood development, treatment of emotional and behavioral disorders including oppositionality, anger, and anxiety disorders, school and learning difficulties, stress management, and issues pertaining to sexual identity. Cognitive-behavioral therapy

**9/03 – 8/04**

**Psychologist:** Rochester Hearing and Speech Center, 1000 Elmwood Ave., Rochester, NY 14620. Populations served: Early Intervention (ages birth – 3) and CPSE (ages 3-5). Conduct psychological evaluations, together with a core team of speech/language

**9/98 – 8/04**

pathologists, social workers, and audiologists; consultation in integrated preschool classrooms and satellite preschool & Headstart centers; in-service presentations.

**Clinical Internship:** Brunswick Hospital, Amityville, New York, 11758. This is an acute-care psychiatric facility, with a patient population ranging from middle childhood to geriatric ages. Responsibilities included: individual and group psychotherapies (utilizing cognitive-behavioral interventions), psychological assessment, consultation in individual case conferences as well as staff training, and behavioral assessment.

**9/96 – 8/97**

**School Psychologist:** William Floyd School District in Mastic Beach, New York, 11951. This district serves a densely populated, low to middle-low SES, and multi-culturally diverse population. This was primarily at Hobart Elementary School, with the following responsibilities: psychoeducational assessment, crisis intervention, counseling, and behavioral consultation. Note: This site also served as the school psychology internship setting from 9/95 – 8/96, which included all the above-listed duties plus: small-group counseling, individual counseling, and child study case collaborations.

**9/96 – 6/97**

Intern Psychologist: Psychological Evaluation and Research Center, Hofstra University, Hempstead, New York, 11550. Training experiences included the following:

**1/94 – 8/97**

1. Individual behavior therapy with children and adults, including systematic desensitization, relaxation training, assertion training, behavior logs, flooding, and rational-emotive therapy. Social skills training group for children ages 10-12 (most with ADHD), including a token economy structure, role-play, homework exercises, and parent-training sessions.
2. Educational counseling with children and adolescents, including organization training, homework logs, relaxation training, teacher consultation, and classroom behavior management planning.
3. Psychoeducational assessments of children, adolescents, and adults, including tests of intellectual, academic, social, and emotional functioning, and followed by supervised case conferences with parents.

Psychology Intern: Pilgrim State Psychiatric Center, Brentwood, New York, 11717. Facilitated group therapy sessions with adult in-patients with chronic mental illnesses. Management and contingent reinforcement of a token economy system. Participation in therapeutic community meetings and individual case conferences

**9/94 - 12/94**

Sociotherapist: Mt. Hope Family Center, University of Rochester, 187 Edinburgh St., Rochester, NY 14628. Assisted in the education of emotionally disturbed, depressed, and ADHD preschoolers, with histories of maltreatment and neglect, in a comprehensive therapeutic milieu. Responsibilities including management of a token economy, monitoring therapeutic time-outs, case conferences, and completing daily behavior reports, goal sheets, and administering research protocols.

**10/92 - 8/93**

Externship: Hillside Children's Center, Rochester, New York, a residential treatment facility for emotionally disturbed children and adolescents

**12/90 - 5/91**

## Research Experience

### Current Projects:

Evaluation of social competence in language-delayed preschool populations. Identification of potential resiliency factors in this population, allowing language-delayed children to develop social competence despite impaired communication.

Study of the early childhood precursors to speech/language and learning disorders, including prenatal factors, early life stressors, and illnesses.

Evaluation of psychoeducational assessment instruments used in early childhood, particularly those designed to identify language-based learning disorders.

Creation and evaluation of an anger and stress management curriculum designed to be implemented within a middle school health curriculum.

Dissertation: Hofstra University, Hempstead, New York, 11550. Study of social competence and an intervention program for typical and language-delayed preschool children. Also, with two fellow graduate students, studied the memory of 5- and 9-year-old children for performed and imagined events, as a function of participating or observing those events **9/94 - 5/95**

Graduate Research Assistant: Hofstra University, Hempstead, New York, 11550. Administered assessments of academic, behavioral, and psychological functioning of at-risk elementary school children in East Harlem, New York City, who were provided intervention via the Primary Mental Health Project. Coded and analyzed data of a statewide survey of the practice of school psychology. Investigated outcome findings of studies of behavioral consultation. **9/93 - 5/95**

Undergraduate Research Assistant: Center for Community Study, University of Rochester, Rochester, New York, 14627. Assessment of social and emotional functioning of urban elementary school children, in a longitudinal study of resiliency of at-risk children in the Rochester City School District **9/91 - 5/92**

## **Publications**

### **Peer Reviewed Journals**

McCabe, P.C., & Meller, P.J. (2004). The relationship between language and social competence: How language delays affect social growth. *Psychology in the Schools, 41*(3), 313-322.

Walenta, T., & McCabe, P.C. (2004). The utility of the Differential Abilities Scales with specific language impaired preschoolers. *Journal of Psychoeducational Assessment, 22*, 33-46.

McCabe, P.C. (In Press). The social and behavioral correlates of preschoolers with specific language impairment. *Psychology in the Schools*

### **Book Chapters**

McCabe, P.C. School psychology and preschoolers. In the upcoming S. W. Lee (Ed.), *Sage psychology reference series: Vol. 3. School Psychology*. New York: Sage Publications.

### **Editor-Refereed Publications**

Johnson, K.E. & McCabe, P.C. (2004). The effects of prenatal exposure to antidepressants. *Communique, 32*(8), 41-43.

Coluccio, F., & McCabe, P.C. (2004). The effects of phenylketonuria (PKU) on executive function and behavior. *Communiqué, 32*(7), 35-37.

Kelly, H., & McCabe, P.C. (2004). Bacterial meningitis: What school psychologists need to know. *Communiqué, 32*(5), 37-39.

Kretz, H.L., & McCabe, P.C. (2003). Childhood leukemia treatment: Cognitive outcomes. *Communiqué, 32*(3), 28-30.

Deming, E.J., & McCabe, P.C. (2003). Prenatal alcohol exposure: Biological and behavioral outcomes. *Communiqué, 32*(2), 16-18.

Folmer, T., & McCabe, P.C. (2003). Shaken Baby Syndrome: Implications for school psychologists. *Communiqué, 32*(1), 38-40.

### **Manuscripts under review**

Degraw, F., & McCabe, P.C. Curriculum for a stress management unit within a middle school health class. Submitted to *Sopris West, Inc.*

Etlinger, R., & McCabe, P.C. To be me: A children's storybook about a young boy with Asperger's syndrome. Submitted to *Magination Press, Inc.*

Munt, J.A., & McCabe, P.C. Content reading: Past perspectives and future directions. Submitted to *School Psychology Review*

### **Manuscripts in progress**

McCabe, P.C. Career decision making among learning disabled/gifted high school students.

Calcagni, L., & McCabe, P.C. The utility of the Bracken Basic Concept Scales – 2 with specific language impaired preschoolers.

McCabe, P.C. The validity and reliability of the Social Competence Behavior Evaluation scale (SCBE) with typical and language impaired preschoolers.

## **Professional Presentations**

*Presentation:* McCabe, P.C. (2004). *Social competence and behavior of language-impaired preschoolers: Identification and differentiation*. Paper accepted for presentation at the American Psychological Association (APA) convention in Honolulu, HI.

*Presentation:* McCabe, P.C., Marshall, D., & Picone, M. (2004). *Measuring social competence and behavioral adjustment in language impaired preschoolers*. Mini-skills workshop presented at the National Association of School Psychologists (NASP) convention, Dallas, TX.

*Presentation:* Walenta, T., & McCabe, P.C. (2003). *The utility of the Differential Ability Scales with language-delayed preschoolers*. Paper presented at the National Association of School Psychologists (NASP) convention, Toronto, Canada.

*Presentation:* McCabe, P.C. (2002). *Social and behavioral problems in language-delayed preschoolers*. Presented at the New York Association of School Psychologists (NYASP) conference, Rochester, NY.

*Presentation:* McCabe, P.C. (2002). *The relationship between language delays and social competence in preschool children*. Paper presented at the National Association of School Psychologists convention (NASP), Chicago, IL.

*Presentation:* Helfand, M., & McCabe, P.C. (2002). *The effects of Life Space Crisis Intervention training on time-out referrals and levels of teacher stress*. Paper presented at the National Association of School Psychologists convention (NASP), Chicago, IL.

*Presentation:* Etlinger, R., & McCabe, P.C. (2002). *Children's book on Asperger's syndrome*. Poster presented at the National Association of School Psychologists convention (NASP), Chicago, IL.

*Presentation:* Belknap, K., & McCabe, P.C. (2001). *Career decision making among gifted/learning disabled adolescents*. Paper presented at the National Association of School Psychologists convention, Washington, D.C.

*Presentation:* Negron, V., & McCabe, P.C. (2001). *Relationship between parental involvement and social competence in urban preschool children*. Poster presented at the National Association of School Psychologists convention, Washington, D.C.

*Presentation:* McCabe, P.C., Ash, H., Carroll, L., & Coville, J. (2000). *Enhancing social competence in preschool children: A comprehensive approach*. Mini-skills workshop presented at the National Association of School Psychologists convention, New Orleans, LA.

*Presentation:* McCabe, P.C., Marshall, H., Ash, H., Carroll, L., Coville, J., & Sailer, R. (1999). *A model for enhancing social success in preschool children*. Presented at the 11<sup>th</sup> Annual Conference of the Monroe County Preventive Services Coalition, Rochester, New York.

*Presentation:* Woods, E., & McCabe, P.C. (1999). *How schools can help children cope with the effects of community-based violence*. Presented at the National Association of School Psychologists (NASP) Convention, Las Vegas, NV.

*Presentation:* Scalise, J.M., & McCabe, P.C. (1999). *Utilizing a microworld to teach children appropriate anger control alternatives*. Presented at the National Association of School Psychologists (NASP) Convention, Las Vegas, NV.

*Presentation:* McCabe, P.C. (1998). *Enhance Social Competence Program: An empirical examination*. Presented at Mt. Hope Family Center, University of Rochester, Rochester, New York.

*Presentation:* Mullen, B.J., & McCabe, P.C. (1998). *Enhancing social competence in preschool children*

## **Grant Writing & Awards**

- December 2003 – Nominated for an Eisenhart Outstanding Teaching Award, RIT
- June 2003 – awarded RIT Faculty Research Grant
- December 2000 – February 2001. National Headstart Foundation, University-Headstart Partnership Program Grant, ACF/ACYF/HS-URP&RS 2001-02. Unfunded.
- January 2000 – awarded RIT Faculty Research Grant
- November 1999 – January 2000. New York State Department of Education RFP#99-043. Collaborative grant writing effort between RIT School Psychology Program, Center for Governmental Research, and Primary Mental Health Project. Unfunded.
- April 1999 – awarded RIT Faculty Development Grant
- February 1998 – awarded RIT Faculty Research Grant
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## **Professional Service**

Creator, special series in NASP *Communiqué*                      **2003-present**  
entitled Pediatric School Psychology  
Reviewer, Cantor, A.S., Paige, L.Z, Roth, M.D.,              **2003**  
Romero, I., & Carroll, S.A. (2004) Helping  
Children at Home and School II: Handouts for  
Families and Educators (2nd Ed.). Bethesda, MD:  
National Association of School Psychologists  
(NASP)

## **Professional Affiliations**

National Association of School Psychologists (NASP).  
New York Association of School Psychologists (NYASP)  
School Psychology Educators Council of New York State (SPECNYS)  
Trainers in School Psychology (TSP)  
Greater Rochester Area School Psychologists (GRASP)  
American Psychological Association (APA)  
New York State Psychological Association (NYSPA)  
Association for the Advancement of Behavior Therapy (AABT)  
New York Association of Early Childhood and Infant Providers (NYAECIP)