

BROOKLYN COLLEGE

Date: October 22, 2008

CURRICULUM VITAE

I. PERSONAL DATA

NAME Paul McCabe, Ph.D.

DEPARTMENT Education

PRESENT ACADEMIC RANK: Associate Professor

INITIAL DATE OF THIS RANK: September 1, 2004

HIGHER EDUCATION

DEGREES:

<u>INSTITUTION</u>	<u>DATES ATTENDED</u>	<u>DEGREE AND MAJOR</u>	<u>DATE CONFERRED</u>
Hofstra University	9/94-5/98	Ph.D., Clinical and School Psychology	May 1998
Hofstra University	9/93-6/94	M.A., Clinical and School Psychology	May 1994
University of Rochester	9/90-5/92	B.A., Psychology	May 1992
Cazenovia College	9/88-5/90	A.A., Early Childhood Education	May 1990

TITLE OF DISSERTATION

"Efficacy of the Enhance Social Competence Program with typical and language delayed preschoolers." Doctoral Dissertation. Hofstra University, Department of Psychology.

ADDITION HIGHER EDUCATION

American Psychological Assoc.	Advanced Training Institute in the NICHD Early Child Care Database University of North Carolina, Chapel Hill	2004
University of Rochester	Masters courses in Counseling and Human Development in the Warner Graduate School of Education and Human Development	1992

PROFESSIONAL LICENSES AND CERTIFICATIONS

National Certification in School Psychology (NCSP)	2004
New York State License in Psychology	2000
New York State Certification in School Psychology	1996

TEACHING CAREER AT BROOKLYN COLLEGE

<u>DATES</u>	<u>RANK</u>	<u>DEPARTMENT</u>
9/04 – present	Associate Professor	School of Education

TEACHING CAREER OUTSIDE OF BROOKLYN COLLEGE

<u>Institution</u>	<u>Dates</u>	<u>Rank</u>	<u>Department</u>
Rochester Institute of Technology	9/99 – 6/04	Assistant Professor	Graduate Program in School Psychology
Rochester Institute of Technology	9/97 – 6/99	Visiting Assistant Professor	Graduate Program in School Psychology
Hofstra University	9/95 – 12/95	Guest Lecturer	Department of Psychology
Hofstra University	9/93 – 5/95	Graduate Teaching Assistant	Department of Psychology
Binghamton University	5/90 – 9/90	Preschool Teacher	Campus Preschool, Inc.

II. A. TEACHING EXPERIENCEEducation 726.7X Assessment of Behavior II

This course was revised to address new developments in standardized and informal assessment in personality and behavioral assessment. This course involves the administration, scoring, and interpretation of personality and behavioral tests given to individuals and groups. Representative projective techniques and objective behavioral assessments are presented, critiqued, and administered. Research findings pertaining to the most commonly used personality tests and their utility in the schools are explored.

Education 726.8X Assessment of Behavior III

This course is designed to integrate assessment data from multiple sources. Multifaceted methods of data collection from a variety of measures are analyzed, synthesized and integrated to address the strengths and needs of students. This course required significant revision to address the latest standards and trends in assessment

and report writing. In particular, the course now focuses more on ecological and curriculum assessment in addition to traditional assessment.

#### Education 723X      Fieldwork in School Psychology I

This course includes supervised observation and experience in educational and clinical settings. Students in the field work with individuals, groups, and families in counseling situations. Course discussions combine theory with clinical work to insure a best practice approach to services for these populations.

#### Education 723X      Fieldwork in School Psychology II

This course is a continuation of Fieldwork I. In addition to the assignments and expectations of Fieldwork I, I revised this course to focus on issues of diversity and social justice in the schools. Students presented cases from their fieldwork sites that typified the struggles and inequities suffered by children and families in the educational setting.

#### Education 726.5      Developmental Psychopathology

This newly created course focuses on maladaptive behavior of children and youth. Models of deviant behavior are presented, with attention to physiological, learned, and environmental bases of behavior. In addition to presenting many child and adolescent disorders, students were also taught the ontogenetic principles of the theory of developmental psychopathology, to better understand that disorders rarely arise “out of the blue” but emerge as a series of complex developmental and transactional forces.

#### Supervised Student Research

The School Psychologist Graduate program doesn't have a thesis requirement, however I encourage all students to participate in research with faculty. I have been successful in co-authoring a number of scholarly, peer-reviewed manuscripts with students. I also supervise a variety of research projects related to my areas of research inquiry. The following is a sample of student projects I have supervised while at Brooklyn College.

- 2007    Use of Response to Intervention (RTI) procedures with preschoolers with disabilities: Evaluation of the Get It Got It Go program.
- 2006    The Bracken Basic Concept Scales-Revised with English and Spanish-speaking preschoolers with disabilities
- 2006    Steroid use in adolescents: Information for school personnel
- 2005    Comparing behavior of children with language delays to typical children
- 2005    Changes in the Individuals with Disabilities Education Act and learning disability assessment
- 2004    The utility of the Bracken Basic Concept Scales-Revised: Its ability to differentiate between language-delayed and typically developing preschoolers
- 2004    Receptive vocabulary knowledge and preschoolers' sustained attention

## B. OTHER EXPERIENCE/EXPERIENCE OUTSIDE BROOKLYN COLLEGE

In addition to my work at Brooklyn College, I previously taught and worked in Rochester, New York while completing my doctoral degree and accruing hours for professional licensing and certification. I taught in the School Psychology Program at Rochester Institute of Technology (RIT) as well as the undergraduate psychology department. In addition, I worked as a school psychologist at a clinic serving with language and hearing-impaired preschoolers, where I was able to further hone my clinical skills, accrue hours necessary for professional credentialing, and further my research agenda with ready access to the population of interest (language-impaired preschoolers and their typically developing counterparts).

### Rochester Institute of Technology (RIT)

#### Graduate coursework taught:

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

#### Undergraduate coursework taught:

Introduction to Psychology  
 Childhood and Adolescence  
 Abnormal Psychology

#### Supervised Student Research at RIT

2004 Convergence of parent, teacher, and observational ratings of the social and communication interactions of language-delayed and typical preschoolers  
 2004 Reliability of the Social Interactive Coding System with SLI children  
 2003 The utility of the DAS with language-delayed preschoolers  
 2003 Stress management curriculum for middle school students  
 2003 A storybook describing Asperger's disorder to children (*All About Me*, published 2005, Creative Therapy Store, Western Psychological Services)  
 2002 Examination of the career choices among learning disabled/gifted teens  
 2001 Anger management microworld to teach anger prevention skills  
 2001 Parent expectations for their child's future: relation to social competence  
 2000 PACT: Parents Are Crucial Teachers instructors manual  
 1999 An educators' resource for children living in chronically violent communities  
 1999 Establishing local reading and math norms for a parochial setting

Psychological/School Psychology Work Experience

<u>Position</u>	<u>Dates</u>	<u>Agency</u>
School Psychologist	12/04-present	Children Center for Early Learning, Brooklyn, NY
Child Psychologist	9/03 – 8/04	Rochester Psychological Associates, Rochester, NY
School Psychologist	9/98 – 8/04	Rochester Hearing & Speech Center, Rochester, NY
Intern Psychologist	9/96 – 8/97	Brunswick Hall Psychiatric Facility, Amityville, NY
School Psychologist	9/96 – 6/97	William Floyd School District, Mastic Beach, NY
Intern Psychologist	1/94 – 8/97	Psychological Evaluation & Research Center, Hofstra University, Hempstead, NY
Psychology Intern	9/94 – 12/94	Pilgrim State Psychiatric Center, Brentwood, NY
Sociotherapist	10/92 – 8/93	Mt. Hope Family Center, Rochester, NY
Externship	12/90 – 5/91	Hillside Children's Center, Rochester, NY

III. SCHOLARLY ACTIVITYA. PUBLICATIONS1. Recent Published Works/Creative WorksRefereed Articles (R)

McCabe, P.C., & Rubinson, F. (In Press). Committing to social justice: A model for behavioral change to serve LGBT youth. (R) *School Psychology Review*, 37(4).

McCabe, P.C. (In Press). Academic functioning and quality of life of children and adolescents with allergic rhinitis – Part II. (R) *Communiqué*, 37(2), 46-47.

McCabe, P.C. (2008). Academic functioning and quality of life of children and adolescents with allergic rhinitis – Part I. (R) *Communiqué*, 37(1), 1 – 10.

McCabe, P.C., & DePinna, C. (2008). The exigency of immediateness: Reconciling the lack of empirically validated intervention when immediate action is sought. *Communiqué*, 36(8), 5.

DePinna, C., & McCabe, P.C. (2008). Food allergies and autism: The gluten-free/casein-free hypothesis. (R) *Communiqué*, 36(5), 10-11.

- Shaw, S., & McCabe, P.C. (2007). Hospital to school transition for children with chronic illness: Meeting the new challenges of an evolving health care system. (R) *Psychology in the Schools*, 45, 74-87.
- McCabe, P.C., & Scharf, C. (2007). Childhood chronic illness: The effects of family cohesion and adaptability on coping and healing. (R) *Communiqué*, 36(1), 13-16.
- McCabe, P.C., & Marshall, D.J. (2006). Measuring the social competence of preschool children with specific language impairment (SLI): Correspondence among informant ratings and behavioral observations. (R) *Topics in Early Childhood Special Education*, 26, 234-246.
- McCabe, P.C. (2006). Responsiveness to intervention (RTI) in early childhood: Challenges and practical guidelines. (R) *Journal of Early Childhood and Infant Psychology*, 2, 157-180.
- McCabe, P.C. (2006). Role of food allergies in otitis media not supported by research. *Communiqué*, 35(4), 13.
- McCabe, P.C., & Racanello, A.M. (2006). Otitis media (ear infections): Information for parents and teachers. *Communiqué*, 35(4), 24-25.
- Racanello, A., & McCabe, P.C. (2006). Otitis media: The silent culprit in hearing loss and language deficits. (R) *Communiqué*, 35(2), 32-34.
- Gober, S., McCabe, P.C., & Klein, M. (2006). Adolescents and steroids: What principals should know. *Principal Leadership*, 7(3), 11-15.
- Gober, S., Klein, M., Berger, T., Vindigni, C., & McCabe, P.C. (2006). Steroids in adolescence: Information for school personnel. *Communiqué*, 35(2), 26-27.
- Gober, S., Klein, M., Berger, T., Vindigni, C., & McCabe, P.C. (2006). Steroids in adolescence: The cost of achieving the physical ideal. (R) *Communiqué*, 34(7), 38-40.
- Picone, M., & McCabe, P.C. (2005). The reliability and discriminant validity of the Social Interactive Coding System with language impaired preschoolers. (R) *Journal of Early Childhood and Infant Psychology*, 1, 113-128.
- McCabe, P.C. (2005). The social and behavioral correlates of preschoolers with specific language impairment. (R) *Psychology in the Schools*, 42(4), 373-387.
- Klein, M., & McCabe, P.C. (2005). Childhood immunizations: Myths and misconceptions. (R) *Communiqué*, 34(4), 34-35.

Holden, B., & McCabe, P.C. (2005). The biology of shyness: The role of the amygdala. (R) *Communiqué*, 33(7), 40-42.

McCabe, P.C., & Meller, P.J. (2004). The relationship between language and social competence: How language delays affect social growth. (R) *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. (R) *Journal of Psychoeducational Assessment*, 22(1), 33-46.

Farrell, D., & McCabe, P.C. (2004). Tardive Dyskinesia with typical and atypical medications in children and adolescents. (R) *Communiqué*, 33(4), 30-31.

Collins, J., & McCabe, P.C. (2004). Neurochemical bases of Tourette's disorder and implications for school psychologists. (R) *Communiqué*, 33(3), 5-6.

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

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

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

#### Book Chapters/Encyclopedia Entries

McCabe, P.C. (2006). Preschool Assessment. In A.M. Bursztyrn (Ed.). *The Praeger Handbook of Special Education*. Westport, CT: Greenwood Press.

McCabe, P.C. (2005). Preschoolers. In S.W. Lee (Ed.) *Encyclopedia of School Psychology*. Thousand Oaks, CA: Sage Publications.

#### 2. Works Submitted for Peer Review

Gober, S., Klein, M., & McCabe, P.C. A tripartite model to explain adolescent steroid use: A guide for assessment and intervention. (R) Submitted to *Journal of Adolescent Health*.

#### 3. Works in Progress

McCabe, P.C., & Shaw, S. (Eds.) *Current Topics in Pediatrics in the Schools: Disorders and Treatments*. Book to be co-published by Corwin Press and National Association of School Psychologists (NASP).

McCabe, P.C., & Shaw, S. (Eds.) *Current Topics in Pediatrics in the Schools: Neurodevelopmental Disorders*. Book to be co-published by Corwin Press and National Association of School Psychologists (NASP).

McCabe, P.C., & Shaw, S. (Eds.) *Current Topics in Pediatrics in the Schools: Neuropsychiatric Disorders and Psychotropic Medications*. Book to be co-published by Corwin Press and National Association of School Psychologists (NASP).

McCabe, P.C. The role of language and communication ability on social competence and behavior of toddlers: An examination of immediate and long-term outcomes.

4. Previous Publications (Works completed prior to those listed under 1 above).

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

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

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

B. OTHER EVIDENCE OF SCHOLARLY OR CREATIVE ACTIVITY

1. Invited Presentations

- 2007      Invited Reviewer, Workshops of Development Screening and Assessment, for the National Association for the Education of Young Children (NAEYC) and Tremaine Foundation: Recognizing and Responding to the Developmental Needs and Learning Challenges of Young Children at NAEYC, Washington, D.C.
- 2006      Invited Presenter, New York City Board of Education Psychologists-In-Training Conference, Brooklyn, New York. Presentation: *Response to Intervention: Enacting a preventive model that really is preventive*.
- 2006      Invited Participant, Advisory Group, National Association for the Education of Young Children (NAEYC) and Tremaine Foundation: Recognizing and Responding to the Developmental Needs and Learning Challenges of Young Children at NAEYC, Washington, D.C.
- 2005      Invited Presenter, Adelphi Conference on Response to Intervention (RTI), Garden City, New York. Presentation: *Response to Intervention in Early Childhood: Best Practices and Best Intentions*.
- 2005      Invited Presenter, Early Childhood Interest Group at the National Association of

School Psychologists (NASP) convention, Atlanta, GA. Presentation: *The Early Child Care Database and NAEYC Planning Meeting on Early Learning Disabilities.*

- 2005 Invited Discussant, Tremaine Foundation and National Association for the Education of Young Children (NAEYC) conference on early childhood education and learning disabilities training for preschool teachers, at NAEYC main office, Washington, D.C.
- 2003 *Addressing the socialization problems among preschoolers with specific language impairment: An examination of our population.* Paper presented at Rochester Hearing and Speech Center and Al Sigl Center (A United Way organization), Rochester, NY.
- 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.
1998. *Enhance Social Competence Program: An empirical examination.* Presented at Mt. Hope Family Center, University of Rochester, Rochester, New York.

## 2. Refereed Presentations

- 2008 *Evaluating RTI in early childhood: Efficacy with preschoolers with delays.* Poster presentation at the American Psychological Association (APA) convention, Boston, MA.
- 2008 *Language and social assessment and intervention techniques for preschool children.* Mini-skills presentation at the National Association of School Psychologists (NASP) convention, New Orleans, LA.
- 2008 *Bringing RTI to early childhood: Evaluation of a research and training tool.* Paper presentation at the National Association of School Psychologists (NASP) convention, New Orleans, LA.
- 2008 *Helping our graduates to better serve GLBT youth.* Panel presentation at the Trainers of School Psychology (TSP) meeting at the National Association of School Psychologists (NASP) convention, New Orleans, LA.
- 2007 *Committing to social justice: A model for behavioral change to serve GLBT youth.* Paper presented at the National Association of School Psychologists (NASP) convention, New York, NY.
- 2007 *Project Rebirth: Chronicling the rebirth of Ground Zero in New York City.* Special Session presentation and film screening at the National Association of School Psychologists (NASP) convention, New York, NY.

- 2006 *Early language development in toddlers and concomitant social competence and behavior: Immediate and long-term outcomes.* Paper presented at the National Association of School Psychologists (NASP) convention, Anaheim, CA.
- 2005 *An examination of early childhood communication, socialization, and behavioral competence.* Presented at the American Psychological Association (APA) convention, Washington, DC.
- 2005 *Identifying the interaction of language, social competence, and behavioral adjustment in early childhood.* Poster presented at Faculty Day, Brooklyn College – CUNY.
- 2005 *Language development and socialization: Exploring the Early Child Care database.* Paper presented at the National Association of School Psychologists (NASP) convention, Atlanta, GA.
- 2005 *Comparing behavior of children with language delays to typical children.* Paper presented at the National Association of School Psychologists (NASP) convention, Atlanta, GA.
- 2004 *Social competence and behavior of language-impaired preschoolers: Identification and differentiation.* Paper accepted at the American Psychological Association (APA) convention in Honolulu, HI.
- 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.
- 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.
- 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.
- 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.
- 2002 *Children's book on Asperger's syndrome.* Poster presented at the National Association of School Psychologists convention (NASP), Chicago, IL.
- 2002 *Social and behavioral problems in language-delayed preschoolers.* Paper presented at the New York Association of School Psychologists (NYASP) conference, Rochester, NY.

- 2001 *Career decision making among gifted/learning disabled adolescents.* Paper presented at the National Association of School Psychologists convention, Washington, D.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.
- 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.
- 1999 *How schools can help children cope with the effects of community-based violence.* Paper presented at the National Association of School Psychologists (NASP) Convention, Las Vegas, NV.
- 1999 *Utilizing a microworld to teach children appropriate anger control alternatives.* Paper presented at the National Association of School Psychologists (NASP) Convention, Las Vegas, NV.

### 3. Other Creative Work and Scholarly Activity

Coordinator: School Psychology Program Conference Series, Rochester Institute of Technology, Rochester, NY. I assisted in planning/organizing the following conferences intended for educators and professionals in the western New York region:

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|------|--|
| 1999 | Bilingualism and student diversity: Instructional issues         |
| 2000 | Retention in the schools: Best practices and research findings   |
| 2000 | Asperger's Disorder: Identification, assessment and intervention |
| 2001 | Homework: Best practices in the schools                          |
| 2003 | Intelligence testing with the Stanford Binet V                   |

Coordinator: School Psychology Program Conference Series, Brooklyn College, Brooklyn NY  
Assisted in planning/organizing the following conferences intended for educators and professionals in the greater New York City metropolitan area

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|------|---|
| 2005 | DIBELS training workshop (two days)   |
| 2006 | AIMSweb training workshop (two days)  |
| 2006 | DAS-II training workshop (one day)  |
| 2007 | AIMSweb training workshop (two days)  |
| 2007 | Campus-wide movie screening: Project Rebirth: the rebuilding of Ground Zero |

Committee Member: GLBT Advocacy and Research in Education (GLARE). Helped plan and coordinate activities intended to increase awareness of challenges faced by LGBT

youth, and to pinpoint areas of deficiency in teacher preparation courses to work with LGBT youth. Committee consists of 8 School of Education (SOE) faculty.

- 2005 SOE faculty forum: *Silenced Voices & Words That Wound*
- 2006 SOE student focus groups: Social justice and preparedness to work with LGBT youth in schools
- 2006 *AmericanBlackout* (two days): A performance for students and faculty depicting racism and homophobia for the African-American male
- 2007 *Intolerable: An Artistic Recollection of Sexual Expression When You Don't Ask and Never Tell*. A performance for campus students and faculty examining race, gender, and sexual orientation.
- 2008 Helped coordinate a LGBT film series in March 2008, showing 5 films for students, faculty and staff at Brooklyn College.

#### IV. GRANTS

##### A. Grants Funded

PSC-CUNY Faculty Research Grant (2008-09): *Literacy development in early childhood: Identifying children at-risk for reading delays*. (\$5980.00).

PSC-CUNY Faculty Research Grant (2007-08): *Evaluation of an Internet-based pre-literacy preschool assessment*. (\$5900.00)

New Faculty Fund for purchase of test kits and supplies to conduct research on project: *Assessing Pre-Literacy Skills in Early Childhood: Using RTI to Help Prepare Preschoolers to Read*. (\$650.00).

Student Technology Fund grant for development of a computer lab for graduate school psychology students (\$13,000.00)

New Faculty Fund for travel to NASP convention in Anaheim to address Early Childhood Special Interest Group (\$1050.00)

PSC-CUNY Faculty Research Grant (2006-07): *Investigating the developmental interaction of language and socialization*. (\$4052.00)

##### B. Grant Proposals Submitted

June 2006 – applied for NICHD R03 grant to support research on the NICHD ECC Database. Project was titled, “*Examining the social and behavioral outcomes of children with varied levels of communication ability: A longitudinal study of the NICHD Early Child Care database*” (unfunded)

V. PROFESSIONAL AWARDS

Nominated, Eisenhart Outstanding Teaching Award, RIT	December 2003
Masters Degree <i>With Honors</i> , Hofstra University	July 1994
Magna Cum Laude, University of Rochester	1990-1992
Magna Cum Laude, Cazenovia College	1988-1990

VI: UNIVERSITY, COLLEGE, AND COMMUNITY SERVICE

A. Service to Brooklyn College

1.	<u>Administrative Service</u>	<u>Dates of Service</u>
2.	<u>Service on College and/or Presidential Committees</u> <u>Name of Committee</u>	
	Chair      Committee on Campus Planning	2006 – present
	Member    Middle States Working Group #2	2007 – present
	Member    Brooklyn College Sustainability Committee	2007 – present
	Member    Computer Utilization & Educational Tech Committee	2005 – 2006
3.	<u>Service on School and/or Division Committees</u>	
	Member    NCATE Committee for Technology, Education	2004 – 2005
	Member    GLBT Advocacy & Research in Education (GLARE)	2004 – present
	Member    School Counseling Search Committee	2005 – 2007
4.	<u>Service on Department Committees</u> <u>Name of Committee</u>	
	Program Head School Psychologist Graduate Program	Spring 2008 & 2009
	Member    School Psychology: Planning, Admissions, & Curriculum	2004 – present
	Member    School Psychology: NASP Approval Preparation Cmte	2005 – 2006
	Member    School Psychology Search Committee	2007 – 2008
5.	<u>Student Activities</u>	
	Student Advisement, School Psychologist Graduate Program	2004 – present

B. Service Off-Campus

1.	<u>Professional Activities and Memberships</u>		
	<u>Organization</u>	<u>Dates</u>	<u>Office</u>

American Psychological Association	1993 – present
Division 16 (School Psychology)	1993 – present
National Association of School Psychologists	1993 – present
Trainers of School Psychology	1997 – present
Early Care and Education Task Force	1999 – present
Neuropsychology Interest Group	2000 – present
LGBT Interest Group	2001 – present
Association of Early Childhood and Infant Psychologists	2004 – present Treasurer
	2008 – present President
New York Association of School Psychologists	2000 – present
School Psychology Educators Council of New York State	1997 – present President 05-08
Consortium of New York School Psychology Trainers	2004 – present

### Editorial Work

2007	<i>Infancy</i> , Reviewer
2006	Reviewer, <i>Assessment in Rehabilitation and Health</i> , by Allyn & Bacon
2005-present	<i>Applied Developmental Science</i> , Reviewer
2005-present	<i>Journal of Early Childhood and Infant Psychology</i> , Editorial Board
2004-present	NASP <i>Communiqué</i> , Contributing Editor
2003-present	NASP <i>Communiqué</i> , Co-Editor/Founder, <i>Pediatric School Psychology</i>

## 2. Community Service:

Educational Consultant (Early Childhood Intervention)	1997 – present
Psychological Consultant, Behavioral Healthcare	2003 – 2004