

**Victor Villarreal**  
Curriculum Vitae  
(Updated November 1, 2024)

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**A. CONTACT INFORMATION**

Department of Educational Psychology  
The University of Texas at San Antonio  
501 W. Cesar E. Chavez Blvd.  
San Antonio, TX 78207

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**B. EDUCATIONAL BACKGROUND and TRAINING**

**1. Academic Degrees**

- 2012 Texas A&M University, College Station, TX
- *Doctor of Philosophy in School Psychology* (APA- and NASP-approved)
- 2007 University of Notre Dame, Notre Dame, IN
- *Bachelor of Arts in Psychology*
  - Minor in Anthropology

**2. Licensure & Certification**

- Licensed Psychologist, Texas (#36587) - *Active*
- Licensed Specialist in School Psychology, Texas (#70362) – *Active*
- Nationally Certified School Psychologist, NASP (#43270) – *Active*
- Provisional License Psychologist, Missouri (#2012033736) – *Inactive*

**3. Clinical Experience & Training**

2013 - Present      *Director*, Psychological Assessment and Consultation Center (PACC),  
University of Texas at San Antonio

2012 - 2013      *Post-Doctoral Psychology Fellow*, Community Psychological  
Service, University of Missouri–St. Louis

2011 - 2012      *Pre-Doctoral Psychology Intern*, Psychological and Social  
Services, Dallas Independent School District (APA-approved)

2008 - 2010      *School Psychology Practicum*

- *Consultation Field Practicum*, Bryan Independent School District
- *School-Based Field Practicum*, Bryan Independent School District
- *Clinical Mental Health Field Practicum*, Community Health Center,  
Texas A&M University

**C. PROFESSIONAL EMPLOYMENT HISTORY**

- 2023 - Present      *Professor*, Department of Educational Psychology, College of Education and Human Development, University of Texas at San Antonio
- 2019 - 2023      *Associate Professor*, Department of Educational Psychology, College of Education and Human Development, University of Texas at San Antonio
- 2013 - 2019      *Assistant Professor*, Department of Educational Psychology, College of Education and Human Development, University of Texas at San Antonio
- 2012 - 2013      *Post-Doctoral Psychology Fellow*, Community Psychological Services, University of Missouri–St. Louis
- 2011 - 2012      *Pre-Doctoral Psychology Intern*, Psychological and Social Services, Dallas Independent School District

**D. AWARDS, HONORS, SCHOLARSHIPS, & RECOGNITION**

- 2024              President’s Distinguished Faculty Award – Community Engagement *Nominee*, University of Texas at San Antonio
- 2023              President’s Distinguished Faculty Award – Community Engagement *Nominee*, University of Texas at San Antonio
- 2021              *School Psychology Training and Pedagogy (SPTP)* Article of the Year (“Social justice training in school psychology through a university-school service learning partnership”)
- 2018              Faculty Fellow, American Association of Hispanics in Higher Education (AAHHE)/Ford Foundation Multidisciplinary Faculty Fellowship
- 2017-2018      COEHD Faculty Research Award, University of Texas at San Antonio
- 2014              Best Poster Presentation, 2014 Annual Conference of the Texas Association of School Psychologists
- 2013-2014      COEHD Faculty Research Award, University of Texas at San Antonio
- 2013              National Psychologist Trainee Register Credentialing Scholarship, National Register of Health Service Psychologists
- 2007-2011      Graduate Diversity Fellowship, Texas A&M University

## E. RESEARCH / SCHOLARLY ACTIVITIES

*Note: Journal impact factor and percentile rank (listed below each journal article) are based on Scopus CiteScore metrics (<https://www.scopus.com/sources>). Journals that do not currently have CiteScore metrics available (i.e., are not listed in CiteScore) have an 'unavailable' notation in the impact factor section. The number of times each article has been cited is based on Google Scholar metrics.<sup>1</sup>*

\*Indicates student author

### 1. Articles in Peer-Reviewed Journals

Peterson, L. S., & **Villarreal, V.** (2024 [advance online publication]). Ethical considerations in school-based mental health screening and service provision – A commentary. *Journal of School Health*. <https://doi.org/10.1111/josh.13520>

- Journal Impact Factor: 3.7 (94<sup>th</sup> percentile), Number of times article cited: N/A

**Villarreal, V.**, & Peterson, L. S. (2024 [advance online publication]). Mental health screening recommendations: An integrated literature review. *Contemporary School Psychology*, 1-11. <https://doi.org/10.1007/s40688-024-00501-y>

- Journal Impact Factor: unavailable, Number of times article cited: not available

**Villarreal, V.** (2024). Considerations for mental health screening and referrals: Implications from a school-university case study. *Journal of Applied School Psychology*, 40, 62-82. <https://doi.org/10.1080/15377903.2023.2236958>

- Journal Impact Factor: 2.4 (58<sup>th</sup> percentile), Number of times article cited: 1

**Villarreal, V.**, Castro-Villarreal, F., Peterson, L. S., \*Bear, M., \*Cortes, D., & \*Escobedo, T. (2023). Meta-analysis of proportions of students screened and identified in mental health multiple-gate screening research. *School Psychology Review*, 52, 130-143. <https://doi.org/10.1080/2372966X.2022.2106155>

- Journal Impact Factor: 4.0 (78<sup>th</sup> percentile), Number of times article cited: 3

Castro-Villarreal, F., Sullivan, J., **Villarreal, V.** (2021). Social justice training in school psychology through a university-school service learning partnership. *School Psychology Training and Pedagogy*, 38, 11-23. [https://tsp.wildapricot.org/resources/Documents/SPTP%20Volume%2038%20Issue%201/38\(1\)\\_April\\_2021.pdf](https://tsp.wildapricot.org/resources/Documents/SPTP%20Volume%2038%20Issue%201/38(1)_April_2021.pdf)

- Journal Impact Factor: unavailable, Number of times article cited: not available

- Awarded "Article of the Year"

Sullivan, J., **Villarreal, V.**, \*Flores, E., \*Gomez, A., & \*Warren, B. (2021). SSIS Performance Screening Guide as an indicator of behavior and academics: A meta-analysis of the correlational data. *Assessment for Effective Intervention*, 46, 228-237. <https://doi.org/10.1177/1534508420926584>

- Journal Impact Factor: 2.6 (62<sup>nd</sup> percentile), Number of times article cited: 9

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<sup>1</sup> Data are current as of May 1, 2024

**Villarreal, V.,** Sullivan, J., \*Hechler, J., & \*Ruiz, K. (2021). A review and psychometric evaluation of multidimensional scales of functional impairment and recommendations for practice. *Journal of Applied School Psychology, 37*, 300-318.  
<https://doi.org/10.1080/15377903.2020.1848954>

- Journal Impact Factor: 2.4 (58<sup>th</sup> percentile), Number of times article cited: 1

Styck, K. M., **Villarreal, V.,** & Watkins, M. W. (2020). Confirmatory factor analyses of the Baylor revision of the Motivation to Read Survey (B-MRS) with middle school students. *School Psychology, 35*, 1-9. <https://doi.org/10.1037/spq0000345>

- Journal Impact Factor: 4.2 (79<sup>th</sup> percentile), Number of times article cited: 4

Lane, C., Neely, L., Castro-Villarreal, F., & **Villarreal, V.** (2020). Using coaching with video analysis to improve teachers' classroom management practices: Methods to increase implementation fidelity. *Journal of Technology and Teacher Education, 28*, 543-569. <https://www.learntechlib.org/primary/p/215683/>

- Journal Impact Factor: unavailable, Number of times article cited: 7

Neely, L., Gann, C., Castro-Villarreal, F., & **Villarreal, V.** (2020). Preliminary findings of culturally responsive consultation with educators. *Behavior Analysis in Practice, 13*, 270-281. <https://doi.org/10.1007/s40617-019-00393-y>

- Journal Impact Factor: unavailable, Number of times article cited: 21

\*Humble, J., \*Summers, N., **Villarreal, V.,** Styck, K. M., Sullivan, J., Hechler, J., & Warren, B. (2019). Child-centered play therapy for youths who have experienced trauma: A systematic literature review. *Journal of Child and Adolescent Trauma, 12*, 365-375.  
<https://doi.org/10.1007/s40653-018-0235-7>

- Journal Impact Factor: 2.7 (67<sup>th</sup> percentile), Number of times article cited: 26

\*Leeth, C., **Villarreal, V.,** & Styck, K. M. (2019). Mindfulness training for children and adolescents with ADHD: A review of objectives and skills. *Journal of Creativity in Mental Health, 14*, 436-446. <https://doi.org/10.1080/15401383.2019.1625840>

- Journal Impact Factor: 1.4 (32<sup>nd</sup> percentile), Number of times article cited: 13

**Villarreal, V.** (2018). Mental health collaboration: A survey of practicing school psychologists. *Journal of Applied School Psychology, 34*, 1-17.  
<https://doi.org/10.1080/15377903.2017.1328626>

- Journal Impact Factor: 2.4 (58<sup>th</sup> percentile) Number of times article cited: 22

**Villarreal, V.,** & \*Martinez, A. (2018). Assessing study skills in college students: A review of three measures. *Journal of College Student Development, 59*, 629-635.  
<https://doi.org/10.1353/csd.2018.0059>

- Journal Impact Factor: 2.4 (59<sup>th</sup> percentile), Number of times article cited: 15

**Villarreal, V.** (2018). Mental health referrals: A survey of practicing school psychologists. *School Psychology Forum, 12*, 66-77.

- Journal Impact Factor: not available, Number of times article cited: 12

**Villarreal, V., & \*Umaña, I. (2017).** Intervention research productivity from 2005 to 2014: Faculty and university representation in school psychology journals. *Psychology in the Schools, 54*, 1094-1105. <https://doi.org/10.1002/pits.22048>

- Journal Impact Factor: 3.2 (70<sup>th</sup> percentile), Number of times article cited: 10

Peterson, L. S., **Villarreal, V., & \*Castro, M. J. (2017).** Models and frameworks for culturally responsive adaptations of interventions. *Contemporary School Psychology, 21*, 181-190. <https://doi.org/10.1007/s40688-016-0115-9>

- Journal Impact Factor: unavailable, Number of times article cited: 26

**Villarreal, V., \*Castro, M. J., \*Umaña, I., & Sullivan, J. R. (2017).** Characteristics of intervention research in school psychology journals: 2010-2014. *Psychology in the Schools, 54*, 548-559. <https://doi.org/10.1002/pits.22012>

- Journal Impact Factor: 3.2 (70<sup>th</sup> percentile), Number of times article cited: 23

**Villarreal, V. (2017).** Differences in extracurricular activity participation intensity among middle school students: Implications for Hispanic youths. *Journal of At-Risk Issues, 20*, 17-26.

- Journal Impact Factor: not available, Number of times article cited: 15

**Villarreal, V., & Gonzalez, J. E. (2016).** Extracurricular activity participation of Hispanic students: Implications for social capital outcomes. *International Journal of School and Educational Psychology, 4*, 201-212. <https://doi.org/10.1080/21683603.2015.1119092>

- Journal Impact Factor: 4.0 (74<sup>th</sup> percentile), Number of times article cited: 16

**Villarreal, V., & Castro-Villarreal, F. (2016).** Collaboration with community mental health service providers: A necessity in contemporary schools. *Intervention in School and Clinic, 52*, 108-114. <https://doi.org/10.1177/1053451216636047>

- Journal Impact Factor: 1.7 (46<sup>th</sup> percentile), Number of times article cited: 32

Castro-Villarreal, F., **Villarreal, V., & Sullivan, J. (2016).** Special education policy and response to intervention: Identifying promises and pitfalls to advance social justice for diverse students. *Contemporary School Psychology, 20*, 10-20. <https://doi.org/10.1007/s40688-015-0077-3>

- Journal Impact Factor: unavailable, Number of times article cited: 70

**Villarreal, V., \*Ponce, C., & \*Gutierrez, H. (2015).** Treatment acceptability of interventions published in six school psychology journals. *School Psychology International, 36*, 322-332. <https://doi.org/10.1177/0143034315574153>

- Journal Impact Factor: 3.7 (75<sup>th</sup> percentile), Number of times article cited: 26

**Villarreal, V. (2015).** State-level variability of educational outcomes of students with emotional disturbance. *Exceptionality: A Special Education Journal, 23*, 1-13. <https://doi.org/10.1080/09362835.2014.986610>

- Journal Impact Factor: 2.8 (65<sup>th</sup> percentile), Number of times article cited: 24

**Villarreal, V.** (2014). Cultural and linguistic diversity representation in school psychology intervention research. *Contemporary School Psychology, 18*, 159-167. <https://doi.org/10.1007/s40688-014-0027-5>

- Journal Impact Factor: unavailable, Number of times article cited: 18

**Villarreal, V.,** Gonzalez, J. E., McCormick, A. S., Simek, A., & Yoon, V. (2013). Articles published in six school psychology journals from 2005-2009: Where's the intervention research? *Psychology in the Schools, 50*, 500-519. <https://doi.org/10.1002/pits.21687>

- Journal Impact Factor: 3.2 (70<sup>th</sup> percentile), Number of times article cited: 25

Hughes, J. N., Wu, J., Kwok, O., **Villarreal, V.**, & Youngman, A.Y. (2012). Indirect effects of child reports of teacher-student relationship on achievement. *Journal of Educational Psychology, 104*, 350-365. <https://doi.org/10.1037/a0026339>

- Journal Impact Factor: 10.4 (97<sup>th</sup> percentile), Number of times article cited: 295

Gonzalez, J. E., Taylor, A. B., McCormick, A. S., **Villarreal, V.**, Kim, M., Perez, E., Darrensbourg, A., & Haynes, R. (2011). Exploring the underlying factor structure of the home literacy environment (HLE) in the English and Spanish versions of the Familia Inventory: A cautionary tale. *Early Childhood Research Quarterly, 26*, 475-483. <https://doi.org/10.1016/j.ecresq.2010.12.001>

- Journal Impact Factor: 7.9 (96<sup>th</sup> percentile), Number of times article cited: 44

Johnson, C.L., Resch, J.A., Elliott, T.R., **Villarreal, V.**, Kwok, O., Berry, J.W., et al. (2010). Family satisfaction predicts life satisfaction trajectories over the first five years after traumatic brain injury. *Rehabilitation Psychology, 55*, 180-187. <https://doi.org/10.1037/a0019480>

- Journal Impact Factor: 4.3 (78<sup>th</sup> percentile), Number of times article cited: 55

Resch, J.A., **Villarreal, V.**, Johnson, C.L., Elliott, T.R., Kwok, O., Berry, J.W., et al. (2009). Trajectories of life satisfaction in the first 5 years following traumatic brain injury. *Rehabilitation Psychology, 54*, 51-59. <https://doi.org/10.1037/a0015051>

- Journal Impact Factor: 4.3 (78<sup>th</sup> percentile), Number of times article cited: 81

## 2. Book Chapters

**Villarreal, V.,** Sullivan, J., Castro-Villarreal, F., Davis, J., & Meca, A. (in press). A university partnership model for equitable mental health services for public schools. In I. P. Levy & S. Steen (Eds.), *Eradicating the Stigma: Prioritizing Mental Health in PreK-16 Education*. Charlotte, NC: Information Age Publishing.

Sullivan, J., & **Villarreal, V.** (2023). Best practices in university and site-based supervision of practicum and internship. In P. L. Harrison & A. Thomas (Eds.), *Best practices in school psychology (7<sup>th</sup> edition)*. Bethesda, MD: National Association of School Psychologists.

Castro-Villarreal, F., **Villarreal, V.**, & \*Umaña, I. (2022). Assessment of bilingual students: Best practices and recommendations for members of the multidisciplinary IEP team. In M. Machado-Casas, S. I. Maldonado, & B. Bustos Flores (Eds.), *Assessment and evaluation in bilingual education* (pp. 87-104). New York, NY: Peter Lang USA.

**Villarreal, V.**, & \*Castro, M. J. (2016). Exposure to lead and other heavy metals: Child development outcomes. In C. Riccio & J. Sullivan (Eds.), *Pediatric neurotoxicology: Academic and psychosocial outcomes* (pp. 143-165). New York: Springer.  
[https://doi.org/10.1007/978-3-319-32358-9\\_8](https://doi.org/10.1007/978-3-319-32358-9_8)

**Villarreal, V.**, & \*Castro, M. J. (2015). Maltreatment in early childhood and the roles of early childhood educators. In J. A. Sutterby (Ed.), *Discussion on sensitive issues (Advances in early education and day care)* (pp. 137-159). London: Emerald.  
<https://doi.org/10.1108/S0270-402120150000019010>

### 3. Test and Book Reviews

\*Peña, L. M., & **Villarreal, V.** (2024 [advance online publication]). Test review: Tests of Dyslexia – Comprehensive. *Journal of Psychoeducational Assessment*, 1-7.  
<https://doi.org/10.1177/07342829241273227>.

- Journal Impact Factor: 3.0 (68<sup>th</sup> percentile), Number of times article cited: N/A

**Villarreal, V.** (2019). Book Review: Essentials of Assessment Report Writing, (Second Edition) by W. J. Schneider, E. O. Lichtenberger, N. Mather, & N. L. Kaufman. *Journal of Psychoeducational Assessment*, 37, 923-931.  
<https://doi.org/10.1177/0734282919833888>

- Journal Impact Factor: 3.0 (68<sup>th</sup> percentile), Number of times article cited: 0

**Villarreal, V.** (2019). Test Review: Rating Scale of Impairment by Goldstein, S., & Naglieri, J. A. *Journal of Psychoeducational Assessment*, 37, 810-814.  
<https://doi.org/10.1177/0734282918789580>

- Journal Impact Factor: 3.0 (68<sup>th</sup> percentile), Number of times article cited: 1

**Villarreal, V.** (2015). Test review: Woodcock-Johnson IV Tests of Achievement. *Journal of Psychoeducational Assessment*, 33, 391-398.  
<https://doi.org/10.1177/0734282915569447>

- Journal Impact Factor: 3.0 (68<sup>th</sup> percentile), Number of times article cited: 60

**Villarreal, V.** (2015). Mental health interventions and strategies [Review of the book *Handbook of evidence-based practices for emotional and behavioral disorders: Applications in schools*, by H. M. Walker & F. M. Gresham (Eds.)]. *Communiqué*, 43(5), 38.

- Journal Impact Factor: not applicable (publication is not an academic journal),  
 Number of times article cited: not applicable

#### 4. Other (e.g., Newsletter Articles, Magazine Articles, Research Briefs)

\*Victor, J., Lee, H. M., **Villarreal, V.**, Nichols, S. L., & Williamson, M. (2023). Integrating a social-emotional wellness coach in a school setting: A case study of the Basecampus support program & teacher wellness [Research Brief]. *UTSA Urban Education Institute*. Retrieved from [https://uei.utsa.edu/\\_files/images/Full-Report1.pdf](https://uei.utsa.edu/_files/images/Full-Report1.pdf)

**Villarreal, V.** (2019, January). The significance of shared experiences. *Hispanic Outlook on Education Magazine*. Retrieved from <https://www.hispanicoutlook.com/articles/significance-shared-experiences>

\*Umaña, I., & **Villarreal, V.** (2017). Seeking additional training as a school psychology graduate student. *Comunicado*, 45(8), 35.

**Villarreal, V.**, & Peterson, L. S. (2015). Crisis intervention team formation: Application of an urban school district model. *Comunicado*, 43(5), 4-6.

#### 5. Manuscripts Currently Under Review

**Villarreal, V.**, Peterson, L. S., \*Peña, L. M., \*Martinez, D. Y., & \*Patterson, C. Y. (2024). *Discussion of race/ethnicity related differences in school psychology journals: A descriptive review* [Manuscript submitted for publication]. Department of Educational Psychology, University of Texas San Antonio.

National Association of School Psychologists. (2024). *Supervision in School Psychology (Position Statement)*. Bethesda, MD: Author. [Member of writing group]

#### 6. Impact Indices (Google Scholar)<sup>1</sup>

- Number of Citations = 1,065
- h-Index = 17 (number h of works cited at least h times)
- i10-Index = 24 (number of works cited at least 10 times)

## F. SCHOLARLY PRESENTATIONS

\*Indicates student author

°Indicates that attendants received continuing education units

### 1. National/International Conference Presentations – Refereed

Peterson, L., **Villarreal, V.**, \*Pena, L., \*Martinez, D., & Patterson, C. Y. (2025, February). *Use of race as a variable in school psychology research*. Paper to be presented at the annual convention of the National Association of School Psychologists, Seattle, WA.

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<sup>1</sup> Data are current as of November 1, 2024



Sullivan, J., **Villarreal, V.**, \*Pena, L., & \*Martinez, D. (2025, February). *BESS-3 as a screening measure: Validity generalization meta-analysis*. Poster to be presented at the annual convention of the National Association of School Psychologists, Seattle, WA.

**Villarreal, V.**, Peterson, L., & \*Ryan, A. (2024, February). *Mental health screening: Referrals and service use*. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.

**Villarreal, V.**, & Peterson, L. (2023, February). *Mental health screening recommendations: Lessons from the research*. Paper presented at the annual convention of the National Association of School Psychologists, Denver, CO.

**Villarreal, V.**, Castro-Villarreal, F., \*Bear, M., \*Cortes, D. M., & \*Escobedo, T. (2022, February). *School-based mental health screening: Risk identification and service initiation*. Poster presented at the annual convention of the National Association of School Psychologists, Boston, MA.

**Villarreal, V.**, & Sullivan, J. (2021, February). *Correlations between ratings of impairment and behavioral and emotional risk*. Poster presented at the annual convention of the National Association of School Psychologists, Virtual Convention.

Sullivan, J., & **Villarreal, V.** (2021, February). *Correlations between RSI-Teacher Form scores and SSIS-SEL Student Form scores*. Poster presented at the annual convention of the National Association of School Psychologists, Virtual Convention.

**Villarreal, V.**, Sullivan, J., & \*Leeth, C. (2020, February). Correlations of RSI teacher ratings of impairment and other measures. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.

Sullivan, J., & **Villarreal, V.** (2020, February). Convergent and discriminant validity of RSI-teacher form scores. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.

**Villarreal, V.**, Sullivan, J., & \*Leeth, C. (2019, February). *Behavioral and Emotional Screening System: A validity generalization meta-analysis*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

**Villarreal, V.**, \*Hechler, J., & \*Ruiz, K. (2019, February). *Multidimensional scales of functional impairment in children: A systematic review*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

Sullivan, J., **Villarreal, V.**, \*Gomez, A., \*Flores, E., & \*Warren, B. (2019, February). *The Performance Screening Guide: A validity generalization meta-analysis*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

\*Leeth, C., \*Obearle, N., Styck, K., & **Villarreal, V.**, (2018, February). *A systematic review of school-based mindfulness interventions for ADHD*. Poster presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

**Villarreal, V.**, & \*Martinez, A. (2018, February). *Assessing noncognitive factors in college students: Review of three measures*. Poster presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

\*Humble, J., \*Summers, N., Styck, K., & **Villarreal, V.**, (2018, February). *Play therapy for children who experience trauma: A systematic review*. Poster presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

\*Cervantes, D., \*Martinez, A., Styck, K., & **Villarreal, V.**, (2018, February). *Treating PTSD in refugee children and adolescents: A systematic review*. Poster presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Peterson, L., \*Umaña, I., & **Villarreal, V.** (2017, February). *Addressing the needs of English language learners in multidisciplinary teams*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.

**Villarreal, V.**, \*Castro, M. J., & \*Umaña, I. (2017, February). *Characteristics of intervention research in school psychology journals: 2010-2014*. Poster presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.

**Villarreal, V.**, & \*Umaña, I. (2017, February). *Intervention research productivity in school psychology journals: 2005-2014*. Poster presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.

\*Umaña, I., \*Rodriguez, D. I., Castro-Villarreal, F., Neely, L., **Villarreal, V.**, and Gann, C. (2017, February). *Developing culturally responsive behavior support and classroom management practices in a culturally and linguistically diverse setting*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.

\*Gonzalez, R., \*Collins, A., & **Villarreal, V.** (2016, February). *School psychologists' mental health referral practices*. Paper presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.

**Villarreal, V.**, \*Bustillos, A., \*Gutierrez, H., & \*Ponce, C. (2015, February). *Quality of group experimental research: Implications for evidence-based practice*. Poster session presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

**Villarreal, V.**, \*Inman, A., \*Shields, C., \*Torres, M., & \*Zepeda, M., (2015, February).

*Single-case intervention research: Quality matters.* Poster session presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

\*Ponce, C., \*Gutierrez, H., & **Villarreal, V.** (2015, February). *Treatment acceptability of interventions published in school psychology journals.* Poster session presented at annual convention of the National Association of School Psychologists, Orlando, FL.

\*Gutierrez, H., \*Ponce, C. & **Villarreal, V.** (2015, February). *Treatment integrity in intervention research and association with study characteristics.* Poster session presented at annual convention of the National Association of School Psychologists, Orlando, FL.

Sullivan, J., Castro-Villarreal, F., Rodriguez, B. J., & **Villarreal, V.** (2015, February). *Interns' perspectives on supervision in school psychology.* Poster session presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

**Villarreal, V.** (2014, February). *Usable information presented in articles published in school psychology journals.* Poster session presented at the annual convention of the National Association of School Psychologists, Washington, D.C.

**Villarreal, V.**, Gonzalez, J., & Hughes, J. (2010, August). *Ethnic group differences in middle school extracurricular activities participation.* Poster session presented at the annual convention of the American Psychological Association, San Diego, CA.

**Villarreal, V.**, Johnson, C. L., Resch, J. A., Elliott, T. R., Kwok, O., Berry, J.W., et al. (2009, March). *Trajectories of life satisfaction following traumatic brain injury across racial groups.* Poster session presented at the annual International Conference on Culture, Ethnicity, & Brain Injury Rehabilitation, Arlington, VA.

Hughes, J. N. & **Villarreal, V.** (2008, July). *Teacher, student, and peer reports of teacher-student relationship support: Joint and unique contributions to academic and social adjustment.* Paper presented at the annual conference of the International School Psychology Association, Utrecht, Netherlands.

## 2. State/Regional Conference Presentations – Refereed

°\*Victor, J., Lee, H. B., **Villarreal, V.**, & Nichols, S. (2023, November). *Meeting teacher and student mental health needs: Lessons from the Basecampus teacher support program.* Presented at the Communities in Schools-San Antonio Whole Child Whole Community Conference, San Antonio, TX.

°**Villarreal, V.** (2023, July). *School-community collaboration to address mental health needs: Pitfalls and recommendations.* Presented at the Clarity Child Guidance Center – ClarityCon Annual Conference, San Antonio, TX.

°**Villarreal, V.** (2022, November). *Culturally responsive adaptations in therapy*. Presented at the annual fall convention of the Texas Association of School Psychologists, Sugarland, TX.

°**Villarreal, V.** (2022, November). *School-community collaboration to address mental health needs: Pitfalls and recommendations*. Presented at the Communities in Schools-San Antonio Whole Child Whole Community Conference, San Antonio, TX.

°Amado, A., & **Villarreal, V.** (2018, October). *Ethical and practical considerations for independent practice in the private sector: Implications of recent rules changes*. Mini-skills session presented at the annual convention of the Texas Association of School Psychologists, Dallas, TX.

\*Peters, A. N., Sullivan, J. R., **Villarreal, V.**, & Castro-Villarreal, F. (2016, October). *Measuring acculturation among culturally diverse students in the educational context*. Poster presented at the annual convention of the Texas Association of School Psychologists, Houston, TX.

**Villarreal, V.**, & Castro-Villarreal, F. (2015, July). *Collaboration with community mental health service providers: A necessity in contemporary school*. Paper presented at the San Antonio Military Health System (SAMHS) & Universities Research Forum, San Antonio, TX.

\*Bustillos, A., & **Villarreal, V.** (2014, October). *Intervention research in school psychology: Representation of students with disabilities*. Poster session presented at the annual conference of the Texas Association of School Psychologists, Irving, TX.

\*Ponce, C., \*Gutierrez, H., & **Villarreal, V.** (2014, October). *Treatment acceptability and related study characteristics in school psychology research*. Poster session presented at the annual conference of the Texas Association of School Psychologists, Irving, TX.

°Castro-Villarreal, F., & **Villarreal, V.** (2014, July). *Culturally responsive RTI: People, practices, and policies*. Presented at the Academy for Teacher Excellence: Summer Bridging Institute, San Antonio, TX.

Mireles, G., Simek, A., **Villarreal, V.**, Rae, W., & Anderson, B. (2010, October) *Examining depression and quality of life in adolescents with Type 2 Diabetes*. Poster session presented at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.

### 3. Invited Presentations – Non-Refereed

°**Villarreal, V.** (2024, April). *Consideration of sociocultural factors and disproportionality in special education*. Presented to the Department of Special Education at Southwest ISD, San Antonio, TX.

- °Villarreal, V. (2024, March). *Ethical decision-making models*. Presented to the Department of Special Education at San Antonio ISD, San Antonio, TX.
- °Villarreal, V. (2023, November). *Evaluation for emotional disturbance: Ethical and professional considerations*. Presented to the Department of Special Education at Southwest ISD, San Antonio, TX.
- °Villarreal, V. (2023, May). *Supporting culturally and linguistically diverse students with autism*. Presented to the Department of Special Education at San Antonio ISD, San Antonio, TX.
- °Villarreal, V. (2023, April). *Addressing disproportionality in schools: Ethical and legal considerations*. Presented to the Department of Special Education at San Antonio ISD, San Antonio, TX.
- °Villarreal, V. (2022, August). *SLD evaluation: Consideration of professional standards and state requirements*. Presented to the Department of Special Education at San Antonio ISD, San Antonio, TX.
- °Villarreal, V. (2022, May). *Ethical and professional issues in counseling*. Presented to the Department of Special Education at San Antonio ISD, San Antonio, TX.
- °Villarreal, V. (2022, April). *Cultural humility and competence in counseling*. Presented to the Department of Special Education at San Antonio ISD, San Antonio, TX.
- °Villarreal, V. (2021, March). *Diversity considerations in clinical supervision*. Presented to the Department of Special Education at San Antonio ISD, San Antonio, TX.
- °Villarreal, V. (2021, February). *Ethical practice in clinical supervision*. Presented to the Department of Special Education at San Antonio ISD, San Antonio, TX.
- °Villarreal, V. (2020, January). *Ethical and practical considerations in assessing ELL students*. Presented to the Department of Special Education at San Antonio ISD, San Antonio, TX.
- °Villarreal, V. (2019, February). *Mental health referral and collaboration for school psychologists*. Presented to graduate students and staff at Texas State University, San Marcos, TX.
- °Villarreal, V. (2019, January). *Ethics for Licensed Specialists in School Psychology*. Presented to the Department of Special Education at San Antonio ISD, San Antonio, TX.
- °Villarreal, V. (2018, April). *Suicide prevention training for educators in public schools*. Presented to mental health staff at KIPP Aspire Academy, KIPP Esperanza Academy, and KIPP University Prep High School, San Antonio, TX.

°**Villarreal, V.** (2015, October). *Professional issues in training school psychologists and working with military families*. Presented at the annual convention of the Texas Association of School Psychologists, San Antonio, TX.

°**Villarreal, V.** (2015, January). *Ethics for Licensed Specialists in School Psychology*. Presented at the Region 4 Education Service Center, Houston, TX.

°**Villarreal, V.** (2015, January). *Ethics for Licensed Specialists in School Psychology*. Presented at the Region 4 Education Service Center, Houston, TX.

°**Villarreal, V.** (2014, November). *Ethics for Licensed Specialists in School Psychology*. Presented at the Region 4 Education Service Center, Houston, TX.

°**Villarreal, V.** (2014, October). *Professional issues in training school psychologists*. Presented at the annual conference of the Texas Association of School Psychologists, Irving, TX.

°Castro-Villarreal, F., & **Villarreal, V.** (2014, June). *Ecological assessment and culturally responsive practice in the schools*. Presented at the Texas Association of School Psychologists Annual Summer Institute, Corpus Christi, TX.

#### **4. University Presentations – Non-Refereed**

°**Villarreal, V.**, Castro-Villarreal, F., & Sullivan, J. (2022, August). *Supervision and ethics in school psychology: Supervisor competence and relationships*. Presented to community practitioners at The University of Texas at San Antonio, San Antonio, TX.

°**Villarreal, V.**, Sullivan, J., & Castro-Villarreal, F. (2021, September). *Supervision and ethics in school psychology*. Presented to community practitioners at The University of Texas at San Antonio, San Antonio, TX.

°**Villarreal, V.**, Sullivan, J., & Castro-Villarreal, F. (2019, August). *Supervision and ethics in school psychology*. Presented to community practitioners at The University of Texas at San Antonio, San Antonio, TX.

°Sullivan, J., Castro-Villarreal, F., & **Villarreal, V.** (2018, August). *Supervision of school psychology students: Annual site supervisor symposium*. Presented to community practitioners at The University of Texas at San Antonio, San Antonio, TX.

°Sullivan, J., Castro-Villarreal, F., & **Villarreal, V.** (2016, August). *Supervision of school psychology students: Annual site supervisor symposium*. Presented to community practitioners at The University of Texas at San Antonio, San Antonio, TX.

°Sullivan, J., Castro-Villarreal, F., & **Villarreal, V.** (2015, August). *Supervision of school psychology students: Annual site supervisor symposium*. Presented to community practitioners at The University of Texas at San Antonio, San Antonio, TX.

°Villarreal, V. (2015, August). *Maltreatment in early childhood and the roles of early childhood educators*. Presented to community practitioners at The University of Texas at San Antonio, San Antonio, TX.

°Villarreal, V. (2014, August). *Introduction to school-based play therapy*. Presented at The University of Texas at San Antonio, San Antonio, TX.

°Villarreal, V., Castro-Villarreal, F., Rodriguez, B. J., & Sullivan, J. (2014, May). *Supporting school psychology practice: Supervision of students from diverse backgrounds*. Presented to community practitioners at The University of Texas at San Antonio, San Antonio, TX.

Villarreal, V. (2013, May). *Bullying: Identification and intervention*. Presented at the University of Missouri–St. Louis, St. Louis, MO.

## G. GRANT ACTIVITIES

### 1. External Grant Proposals

2022 *Project BEAMS (Behavioral, Emotional, and Mental Support for Schools)*  
Purpose: Public Service  
Source: U.S. Department of Education’s Office of Elementary & Secondary Education  
Role: Principal Investigator  
Grant Status: Funded  
Amount Awarded: \$3,742,202  
Dates: 2023-2027

2021 *Project EARLY (Evidence-based Action, Research, and Learning to support Young children with or at risk for autism)*  
Purpose: Public Service  
Source: U.S. Department of Education’s Office of Special Education Programs  
Role: Key Personnel  
Submitted: Spring 2021  
Grant Status: Funded  
Amount Awarded: \$1,200,000  
Dates: 2022-2027

2018 *San Antonio Applied Behavior Analysis Project*  
Purpose: Public Service  
Source: San Antonio Area Foundation  
Role: Co-Principal Investigator  
Submitted: Spring 2018  
Grant Status: Not Funded

Amount Requested: \$43,872

- 2017 *Child and Adolescent Psychological Evaluation Services*  
Purpose: Public Service  
Source: San Antonio Area Foundation  
Role: Principal Investigator  
Submitted: Spring 2017  
Grant Status: Not Funded  
Amount Requested: \$25,258
- 2016 *Assessment, Prevention and Intervention: An All-Inclusive Approach to Providing On-Campus Academic and Mental Health Services for Student Athletes*  
Purpose: Public Service  
Source: NCAA Innovations in Research and Practice Grant Program  
Role: Co-Investigator  
Submitted: Fall 2016  
Grant Status: Not Funded  
Amount Requested: \$25,000
- 2013 *ATE I3 Communities of Practice: Academy for Teacher Excellence: Communities of Practice, Pathways to Hispanic Student's Success in STEM Areas*  
Purpose: Public Service  
Source: U.S. Department of Education  
Role: Supporting Role (Invited)  
Grant Status: Funded  
Amount Awarded: \$4,264,765; Annual Amount: \$820,727  
Dates: September 2013 – August 2015

## **2. Institutional Grant Proposals**

- 2017 *Evaluation of Behavioral and Emotional Screening Instruments: Implications for School-Based Universal Screening*  
Purpose: Research  
Source: College of Education and Human Development, UTSA  
Role: Principal Investigator  
Submitted: Fall 2017  
Grant Status: Funded  
Amount Requested: \$4,962
- 2016 *Universal Mental Health Screening: Implications for School-Based Evaluation and Intervention*  
Purpose: Research  
Source: College of Education and Human Development, UTSA  
Role: Principal Investigator  
Submitted: Fall 2016  
Grant Status: Not Funded



Amount Requested: \$4,267

2013 *School Psychologists' Experiences in Working with Community-Based Mental Health Service Providers: Implications for Mental Health Referral and Collaborative Practices*

Purpose: Research

Sponsored by the College of Education and Human Development, UTSA

Role: Principal Investigator

Submitted: Fall 2013

Grant Status: Funded

Amount Awarded: \$3,595

Dates: December 2013 – June 2014

## H. INTELLECTUAL PROPERTY

Not applicable

## I. TEACHING ACTIVITIES

### 1. Graduate Courses Taught at UTSA

+Indicates new course development

^Indicates two-semester sequence

~Indicates that the course has also been taught in an online format

~EDP 6033 - Legal, Ethical, and Professional Issues in School Psychology

+~EDP 6253 - Academic Assessment and Intervention

~EDP 6643 - Child and Adolescent Psychopathology

^~EDP 6833 - Practicum in School Psychology

### 2. General Student Advising Activities

- School Psychology PhD Program – Graduate Advisor of Record (2022-Present)
- Department of Educational Psychology Master's in School Psychology – Graduate Student Advisor (2013-Present)
- Language Acquisition and Bilingual Psychoeducational Assessment (LABPA) Certificate – Student Advisor (2014-2022)

### 3. Doctoral Dissertation Committee Member

- Daniel Kwak, University of Southern Florida, Dissertation titled “Development and evaluation of the Values-Centered Assessment Tool (VCAT) to inform culturally responsive behavioral parent training intervention,” 2022

#### 4. Professional Development – Teaching (*past 5 years and intensive training*)

- Generative AI Across the UT System Mini-Conference Series – UTSA Academic Innovations Workshop, 10/2024
- Teaching and Learning with Generative Artificial Intelligence – UTSA Academic Innovations Workshop, 9/2024
- Designing Alternative Assessments – UTSA Faculty Center Workshop, 9/2022
- Using Ally to Create Accessible Courses – 7-week course, UTSA Digital Accessibility, 2/2022-4/2022
- Adobe Institute – 2-week course, UTSA Academic Innovation, 9/2021
- “Reshaping the Future” Innovation Academy – 8-hour hybrid course, UTSA Academic Innovation and Digital Learning, 5/2021-6/2021
- Effective Teaching Practices Course, Association of College and University Educators (ACUE), 9/2020 – 6/2021
- Applying the Quality Matters Rubric – 20-hour Course, Quality Matters Professional Development, 6/2020
- Teaching Online Academy – 30-hour Course, UTSA Online, 7/2019

#### 5. Certifications

- Certificate in Effective College Instruction, endorsed by the American Council and Education, 2021

### J. SERVICE ACTIVITIES

#### 1. Service at UTSA

##### a. Department-Level Service

2022-Present *Graduate Advisor of Record, School Psychology (PhD)*

2014-Present *Psychological Assessment and Consultation Center (PACC), Director.*

2015-2019 *Department of Educational Psychology Merit Committee, Chair (2018-2019), Member (2015-2019)*

2022-2023,  
2021-2022,  
2019-2020,  
2017-2018,  
2013-2015 *Educational Psychology Faculty Search Committee, Member, Chair (2019-2020, 2022-2023)*

2013-Present *National Association of School Psychology (NASP) Program Accreditation Work Group, Member.*

2013-Present *Faculty Advisor*

**b. College-Level Service**

- 2019-2022 *COEHD College Academic Policy and Curricula Committee, Member (2019-2021), Chair (2021-2022).*
- 2018-2021 *COEHD Diversity and Inclusiveness Committee, Chair (2019-2021), Member (2018-2019).*
- 2018-2019, 2014-2015 *COEHD Faculty Development Leave Committee, Member.*
- 2014-2022 *Language Acquisition and Bilingual Psychoeducational Assessment (LABPA) Certificate, Coordinator.*

**c. University-Level Service**

- 2016-2024 *Graduate Council, Member, Secretary-Elected (2020-2022), Chair (2023-2024).*
- 2020-2024, 2017-2019 *Graduate Council Administrative and Agenda Committee/ Executive Committee*
- 2023-2024 *Faculty Senate, Ex-Oficio Member.*
- 2021-2023 *Graduate Council Committee on Special Memberships, Member.*  
2017-2021 *Graduate Council Committee on Graduate Programs and Courses, Chair (2017-2019), Member (2016-2021).*
- 2018-2019 *Graduate Council Restructuring Committee, Member.*
- 2013-2014 *Cross-College Assessment Review Committee, Member.*

**2. Professional Service Activities – Journal Service Activities**

**a. Editorial Review Board**

- *Research and Practice in the Schools (2014–present)*

**b. Ad-Hoc Reviewer**

- *Advances in Early Education and Day Care (2016)*
- *Children and Youth Services Review (2018, 2021)*
- *Contemporary School Psychology (2014-2023)*
- *Educational Psychology Review (2019)*
- *Health Education & Behavior (2020)*
- *Journal of Applied School Psychology (2014, 2016-2018, 2021-2023)*
- *Journal of At-Risk Issues (2009)*
- *Journal of Research on Adolescence (2019)*

- *Journal of School Health* (2014-2021, 2024)
- *Learning and Individual Differences* (2015-2017)
- *National Reading Conference Yearbook* (2010)
- *Rehabilitation Psychology* (2008, 2014)
- *School Psychology* (2021)
- *School Psychology Review* (2024)
- *School Psychology International* (2016, 2019)
- *School Psychology Quarterly* (2021, 2023)
- *Teachers College Record* (2015)
- *Youth & Society* (2014-2019)

### **3. Professional Service Activities – Professional Associations**

#### **a. Memberships**

- Trainers of School Psychologists – Institutional Member (2014-Present)
- Texas Association of School Psychologists – Member (2014-Present)
- American Psychological Association, Division 16 – Member (2013-Present)
- National Association of School Psychologists – Member (2010-Present)
- American Association of Hispanics in Higher Education – Member (2017-2018)
- DFW Regional Association of School Psychologists – Member (2012)
- National Academy of Neuropsychology – Member (2008-2009)

#### **b. Leadership Roles & Other Professional Service Activities**

2024	<i>National Association of School Psychologists (NASP) Supervision Position Statement Writing Team</i>
2014-2023	<i>National Association of School Psychologists (NASP) Nationally Certified School Psychologist (NCSP) Portfolio Reviewer.</i>
2023-2024	<i>Communities in Schools – San Antonio, Mental Health Advisory Council.</i>
2014-2021, 2024	<i>American Psychological Association (APA) Convention Proposal Reviewer.</i>
2016-2018	<i>National Association of School Psychologists (NASP) Convention Proposal Reviewer.</i>
2014-2016	<i>Chair of Trainers–Texas Association of School Psychologists (TASP).</i>