

Victor Villarreal
Curriculum Vitae
(Updated September 2020)

A. CONTACT INFORMATION

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Department of Educational Psychology
The University of Texas at San Antonio
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B. EDUCATIONAL BACKGROUND

1. Academic Degrees

- 2012 Texas A&M University, College Station, TX
- *Doctor of Philosophy in School Psychology* (APA- and NASP-approved)
 - Dissertation: “Characteristics and consequences of extracurricular activity participation of Hispanic middle school students”
- 2007 University of Notre Dame, Notre Dame, IN
- *Bachelor of Arts in Psychology*
 - Minor: Anthropology

2. Licensure and Certification

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

3. Clinical Training Experiences

- Aug. 2012-Jul. 2013 *Post-Doctoral Psychology Fellow*, Community Psychological Service, University of Missouri–St. Louis
Supervisor: R. Harris, PhD, LP
- Aug. 2011-Jul. 2012 *Pre-Doctoral Psychology Intern*, Psychological and Social Services, Dallas Independent School District (APA-approved)
Supervisor: S. Munoz, PhD, LP, LSSP

Aug. 2008-Dec. 2010 *School Psychology Practicum Student*

- *Consultation Field Practicum*, Bryan Independent School District, Supervisor: A. McCormick, PhD, LSSP
- *School-Based Field Practicum*, Bryan Independent School District, Supervisor: A. McCormick, PhD, LSSP
- *Clinical Mental Health Field Practicum*, Community Health Center, Texas A&M University, Supervisors: W. Rae, PhD, LP, A. Jensen-Doss, PhD, LP

C. PROFESSIONAL EMPLOYMENT HISTORY

Sep. 2019-Present *Associate Professor*, Department of Educational Psychology, College of Education and Human Development, The University of Texas at San Antonio

Aug. 2013-Aug. 2019 *Assistant Professor*, Department of Educational Psychology, College of Education and Human Development, The University of Texas at San Antonio

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

Aug. 2011-Jul. 2012 *Pre-Doctoral Psychology Intern*, Psychological and Social Services, Dallas Independent School District

Aug. 2007-Jul. 2011 *Senior Data Coordinator/Research Assistant*, Project Achieve (PI–J. Hughes, PhD), Texas A&M University

D. AWARDS, HONORS, AND SCHOLARSHIPS

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

*Indicates student author

1. Articles in Peer-Reviewed Journals

Sullivan, J., **Villarreal, V.**, *Flores, E., *Gomez, A., & *Warren, B. (2020). SSIS Performance Screening Guide as an indicator of behavior and academics: A meta-analysis of the correlational data. *Assessment for Effective Intervention*. Advance online publication: <https://doi.org/10.1177/1534508420926584>

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/>

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>

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>

*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>

*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>

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

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>

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>

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>

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>

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.

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>

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>

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>

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>

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>

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>

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>

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>

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>

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>

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>

2. Book Chapters

Castro-Villarreal, F., **Villarreal, V.**, & Umaña, I. (in press). 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.), *Evaluating bilingual education programs: Assessing students' bilingualism, biliteracy and sociocultural competence*. 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

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

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>

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>

Villarreal, V., & *Martinez, A. (2018). Assessing study skills in college students: A review of three measures [Review of the *SMALSI-College, KLDA, and LASSI-3*]. *Journal of College Student Development, 59*, 629-635. <https://doi.org/10.1353/csd.2018.0059>

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

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.)]. *Communique, 43(5)*, 38.

4. Other (e.g., Newsletter Articles, Magazine Articles)

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. *Communique, 45(8)*, 35.

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

5. Manuscripts Currently Under Review

Castro-Villarreal, F., **Villarreal, V., & Sullivan, J. (under review).** A model for social justice training in school psychology through a university-school partnership.

Villarreal, V., Sullivan, J., *Hechler, J., & *Ruiz, K. (under review). Multidimensional scales of functional impairment in youths: A review.

Villarreal, V., Sullivan, J., & *Leeth, Christina. (under review). BASC-2 Behavioral and Emotional Screening System: An Example of a Validity Generalization Meta-Analysis.

6. Manuscripts Currently In Preparation

Villarreal, V. (In preparation; data collected). Additional evidence of the reliability and validity of the BESS-3 teacher and student forms.

Villarreal, V. (In preparation; data collected). A preliminary investigation of the reliability and validity of the SSIS SEL Edition teacher and student forms.

Villarreal, V. (In preparation; data collected). A failed mental health screening study: Lessons for practice and research.

Villarreal, V. (In preparation; data collected). Let's talk about race: A critical discourse analysis of intervention research published in school psychology journals.

7. Impact Indices (Google Scholar)

- Number of Citations = 458
- h-Index = 10 (number h of works cited at least h times)
- i10-Index = 10 (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

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

°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.** (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.**, Sullivan, J., & Castro-Villarreal, F. (2019, August). *Supervision and ethics in school psychology*. Presented 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 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 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 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 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 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

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. Student Advising Activities

- Department of Educational Psychology – Graduate Student Advisor (2013-Present)
- Language Acquisition and Bilingual Psychoeducational Assessment (LABPA) Certificate – Student Advisor (2014-Present)

3. Professional Development - Teaching

- Applying the Quality Matters Rubric – 20-hour Course, Quality Matters Professional Development, 6/2020
- Tips to Engage Your Students in Live Sessions, UTSA Faculty Center, 3/2020
- Teaching Online Academy – 30-hour Course, UTSA Online, 7/2019
- The Online Experience: The Ins and Outs for Creating and Teaching a Fully Online Course – Faculty Panel, UTSA Office of Online Learning, 3/2018

- The Lecture is Dead! Long Live the Lecture – Workshop, UTSA Faculty Center, 2/2017
- The Challenges of Reducing DFWs: Strategies That Work – Online Forum, UTSA Academy of Distinguished Teaching Scholars, 3/2016
- Facilitating Group Work Online Via Blackboard Collaborate/Skype for Business – Workshop, UTSA, 2/2016
- Active Learning in the Classroom: How to Use and Evaluate – Online Forum, UTSA Academy of Distinguished Teaching Scholars, 2/2016
- Introduction to Service-Learning Course Design – Workshop, UTSA, 6/2015
- Creating a Teaching Portfolio – Workshop, UTSA, 4/2015
- Facilitating Productive Debates as a Method of Deeper Learning – Workshop, UTSA, 10/2013

J. SERVICE ACTIVITIES

1. Service at UTSA

a. Department-Level Service

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

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

2019-2020 *Educational Psychology Faculty Search Committee, Chair.*
 2017-2018, *Educational Psychology Faculty Search Committee, Member.*
 2013-2015

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

2013-Present *Faculty Advisor*

b. College-Level Service

2019-Present *COEHD College Academic Policy and Curricula Committee, Member (2019-Present).*

2018-Present *COEHD Diversity and Inclusiveness Committee, Chair (2019-Present), Member (2018-2019).*

2018-2019, *COEHD Faculty Development Leave Committee, Member.*
 2014-2015

2014-Present *Language Acquisition and Bilingual Psychoeducational Assessment (LABPA) Certificate, Coordinator.*

c. University-Level Service

2017-Present *Graduate Council Committee on Graduate Programs and Courses, Chair (2017-2019), Member (2016-Present).*

2017-2019, *Graduate Council Administrative and Agenda Committee,*
2020-Present *Member.*

2016-Present *Graduate Council, Member, Secretary-Elected (2020-2021).*

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)*
- *Contemporary School Psychology (2014-2020)*
- *Educational Psychology Review (2019)*
- *Health Education & Behavior (2020)*
- *Journal of Applied School Psychology (2014, 2016-2018)*
- *Journal of At-Risk Issues (2009)*
- *Journal of Research on Adolescence (2019)*
- *Journal of School Health (2014-2020)*
- *Learning and Individual Differences (2015-2017)*
- *National Reading Conference Yearbook (2010)*
- *Rehabilitation Psychology (2008, 2014)*
- *School Psychology International (2016, 2019)*
- *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

- 2014-Present *National Association of School Psychologists (NASP) Nationally Certified School Psychologist (NCSP) Portfolio Reviewer.*
- 2014-2020 *American Psychological Association (APA) Convention Proposal Reviewer.*
- 2016-2017 *National Association of School Psychologists (NASP) Convention Proposal Reviewer.*
- 2014-2016 *Chair of Trainers–Texas Association of School Psychologists (TASP).*