

March 12, 2021

# CURRICULUM VITAE

## W. JOEL Schneider

### Temple University

Psychological Studies in Education  
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**Web:** [Faculty Profile](#)

**Blog:** [AssessingPsyche](#)

## EDUCATION

2003 Ph.D. **Texas A&M University**

Clinical Psychology

Dissertation: *Transtheoretical Model of Change in Couples.*

1999 M.S. **Texas A&M University**

Clinical Psychology

Thesis: *The Moderating Influence of Perceived Containment on the Relation between Child Externalizing Behaviors and Parenting Practices.*

1994 B.S. **University of California, Berkeley**

Psychology

## POSITIONS HELD

2017–Present Temple University  
Philadelphia PA

Associate Professor

2002–2017 Illinois State University  
Normal IL

Professor (2014–2017)

Associate Professor (2010–2014)

Assistant Professor (2004–2010)

Full-time Lecturer (2002–2004)

2001–2002 Dutchess County  
Department of Mental  
Hygiene  
Poughkeepsie, NY

Psychology Intern

## PROFESSIONAL INTERESTS

- Psychological assessment of cognitive abilities and personality

- Psychometrics, statistics, and research methods
- Psychotherapy with individuals, groups, couples, and families

## GRANT SUPPORT

### Current Grant Support

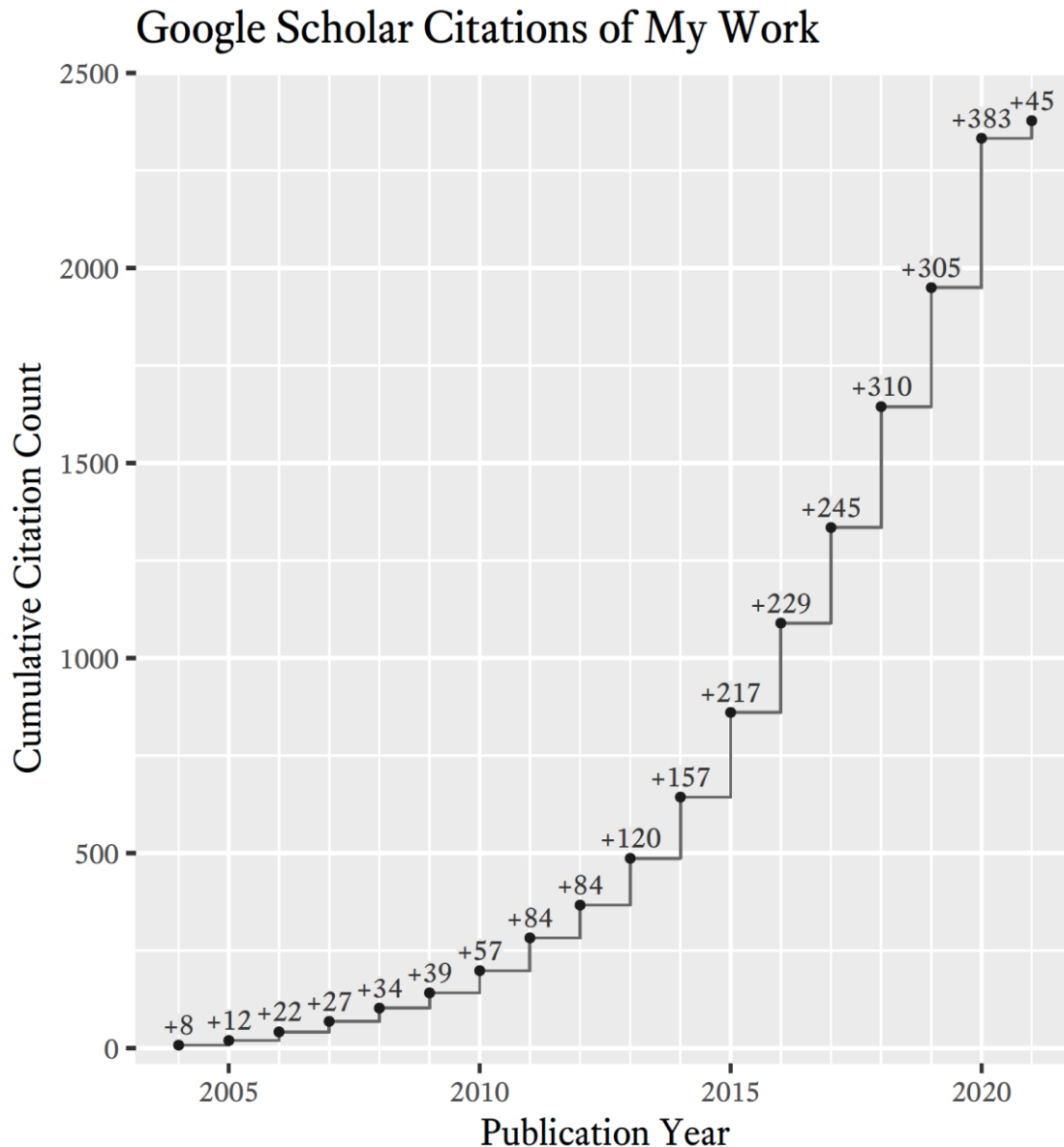
1. *Statistical Validation Analysis of the Functional Cattell Horn Carroll (F-CHC) Model with Measures of Intelligence* (PI), \$15,000, Woodcock Institute Research Grant Award (January 2021–July 2021).
2. *Virtual Charter School Performance Reviews and Support* (PI), with Christopher McGinley, Sarah Cordes, and Annemarie Hindman, \$511,560, Pennsylvania Department of Education (2020–2021)
3. *GeometryByExample: Developing an Effective Intervention for Varied Geometry Content and Learner Characteristics* (Co-PI), with Julie Booth (PI), Kelly McGinn, Christina Barbieri, & M. Suzanne Donovan, \$1,396,715, US Department of Education R305A190126 (July 2019–June 2022)

### Past Grant Support

4. *The Roots and Fruits of Positive School Climate: A Multilevel Examination of School Climate's Mediating Role in the Relations Among Student Risk Factors and Student Performance Outcomes* (Co-PI), with Laura Pendergast (PI) and Armando Estrada, \$3000, Pennsylvania Department of Education (2018–2019)
5. *Development of the Compositator* (PI), \$11,000, Woodcock-Muñoz Foundation (2008–2010)
6. *Exploring the Impact of Cognitive Abilities on Behavior Problems* (PI), \$2500, Illinois State University (2005)

## PUBLICATION INDICES

- Google Scholar Citations (December 2020): 2,349
- h-index: 22
- i10-index: 30



## PUBLICATIONS

\* DENOTES CO-AUTHORED WITH CURRENT / FORMER TRAINEE

### Books

1. Cohen, R. J., Schneider, W. J., & Tobin, R. M. (in press). *Psychological testing and assessment: Introduction to tests and measurement* (10<sup>th</sup> ed.). McGraw-Hill Education.
2. Schneider, W. J., Lichtenberger, E. O., Mather, N., & Kaufman, N. L. (2018). *Essentials of assessment report writing* (2<sup>nd</sup> ed.). Wiley.

Reviewed in:

Chen, S. (2019). Book Review: Essentials of assessment report writing. *Canadian Journal of School Psychology, 34*, 323–327. <https://doi.org/10.1177/0829573519852490>

Villareal, V. (2019). Book Review: Essentials of assessment report writing. *Journal of Psychoeducational Assessment, 37*, 928–931.

<https://doi.org/10.1177/0734282919833888>

Google Scholar Citations: 99

## Peer-Reviewed Articles

3. Dowdy, A., Tincani, M., & Schneider, W. J. (2020). [Evaluation of publication bias in response interruption and redirection: A meta-analysis](#). *Journal of Applied Behavior Analysis, 15*(4), 2151–2171. <https://doi.org/10.1002/jaba.724>

Journal of the Society for the Experimental Analysis of Behavior.

Publisher: Wiley

Impact Factor: 1.534

Google Scholar Citations: 4

4. Hajovsky, D. B., Villeneuve, E. F., Schneider, W. J., & Caemmerer, J. M. (2020). [An alternative approach to cognitive and achievement relations research: An introduction to quantile regression](#). *Journal of Pediatric Neuropsychology, 6*, 83–95. <https://doi.org/10.1007/s40817-020-00086-3>

Official journal of the American Academy of Pediatric Neuropsychology.

Publisher: Springer

5. Dombrowski, S. C., Beaujean, A. A., McGill, R. J., Benson, N. F., & Schneider, W. J. (2019). [Using exploratory bifactor analysis to understand the latent structure of multidimensional psychological measures: An example featuring the WISC-V](#). *Structural Equation Modeling: A Multidisciplinary Journal, 26*(6), 847–860. <https://doi.org/10.1080/10705511.2019.1622421>

Publisher: Taylor & Francis

Impact Factor: 3.531

Google Scholar Citations: 4

6. Schneider, W. J., & McGrew, K. S. (2019). [Process Overlap Theory is a milestone achievement among intelligence theories](#). *Journal of Applied Research in Memory and Cognition, 8*(3), 273–276. <https://doi.org/10.1016/j.jarmac.2019.06.006>

Official journal of Society for Applied Research in Memory & Cognition.  
Publisher: Elsevier  
Impact Factor: 2.432  
Google Scholar Citations: 2

7. Schneider, W. J., & \*Roman, Z. (2018). Fine-tuning Cross-Battery Assessment procedures: After follow-up testing, use all valid scores, cohesive or not. *Journal of the Psychoeducational Assessment*, 36(1), 34–54. <https://doi.org/10.1177/0734282917722861>

Publisher: SAGE  
Impact Factor: 1.424  
Google Scholar Citations: 11

8. Magoon, M. A., Critchfield, T. S., Merrill, D., Newland, M. C., & Schneider, W. J. (2017). Are positive and negative reinforcement “different?” Insights from a free-operant differential outcomes effect. *Journal of the Experimental Analysis of Behavior*, 107(1) 37–64. <https://doi.org/10.1002/jeab.243>

Journal of the Society for the Experimental Analysis of Behavior.  
Publisher: Wiley  
Impact Factor: 2.010  
Google Scholar Citations: 11

9. Schneider, W. J., & Kaufman, A. S. (2017). Let’s not do away with comprehensive cognitive assessments just yet. *Archives of Clinical Neuropsychology*, 32(1) 8–20. <https://doi.org/10.1093/arclin/acw104>

Official journal of the Society for the National Academy of Neuropsychology.  
Publisher: Oxford Academic  
Impact Factor: 1.590  
Google Scholar Citations: 38

10. Schneider, W. J., & Kaufman, A. S. (2016). Commentary on current practices and future directions for the assessment of child and adolescent intelligence in schools around the world. *International Journal of School & Educational Psychology*, 4(4), 283–288. <https://doi.org/10.1080/21683603.2016.1206383>

Official journal of The International School Psychology Association (ISPA).  
Publisher: Taylor & Francis  
Impact Factor: 1.64  
Google Scholar Citations: 1

11. \*Gadke, D. L., Tobin, R. M., & Schneider, W. J. (2016). Agreeableness, conflict resolution tactics, and school behavior in second graders. *Journal of Individual Differences*, 37(3), 145–151. <https://doi.org/10.1027/1614-0001/a000199>  
  
Publisher: Hogrefe  
Impact Factor: 1.283  
Google Scholar Citations: 10
12. Flanagan, D. P., & Schneider, W. J. (2016). Cross-Battery Assessment? XBA PSW? A case of mistaken identity: A commentary on Kranzler and colleagues' "Classification agreement analysis of Cross-Battery Assessment in the identification of specific learning disorders in children and youth." *International Journal of School & Educational Psychology*, 4(3), 137–145. <https://doi.org/10.1080/21683603.2016.1192852>  
  
Official journal of The International School Psychology Association (ISPA).  
Publisher: Taylor & Francis  
Impact Factor: 1.64  
Google Scholar Citations: 21
13. Schneider, W. J., Mayer, J. D., & Newman, D. A. (2016). Integrating Hot and Cool Intelligences: Thinking Broadly about Broad Abilities. *Journal of Intelligence*, 4(1), 1:1–25. <https://doi.org/10.3390/jintelligence4010001>  
  
Publisher: MDPI  
Google Scholar Citations: 32
14. Schneider, W. J., & Newman, D. A. (2015). Intelligence is multidimensional: Theoretical review and implications of specific cognitive abilities. *Human Resource Management Review*, 25, 12–27. <https://doi.org/10.1016/j.hrmr.2014.09.004>  
  
Publisher: Elsevier  
Impact Factor: 3.276  
Google Scholar Citations: 107
15. \*Pornprasertmanit, S., & Schneider, W. J. (2014). Accuracy in parameter estimation in cluster-randomized designs. *Psychological Methods*, 19, 356–379. <https://doi.org/10.1037/a0037036>  
  
Publisher: American Psychological Association

Impact Factor: 8.430

Google Scholar Citations: 5

16. \*Abney, D. H., Wagman, J. B., & Schneider, W. J. (2014). [Changing grasp position on a wielded object provides self-training for perception of length](#). *Attention, Perception, & Psychophysics*, 76, 247–254. <https://doi.org/10.3758/s13414-013-0550-x>

Official Journal of the Psychonomic Society

Publisher: Springer

Impact Factor: 1.893

Google Scholar Citations: 4

17. \*Herbstrith, J. C., Tobin, R. M., Hesson-McInnis, M. S., & Schneider, W. J. (2013). [Preservice teacher attitudes toward gay and lesbian parents](#). *School Psychology Quarterly*, 28(3), 183–194. <https://doi.org/10.1037/spq0000022>

Official journal of APA Division 16 (School Psychology).

Publisher: American Psychological Association

Impact Factor: 1.818

Google Scholar Citations: 34

18. Schneider, W. J. (2013). [What if we took our models seriously? Estimating latent scores in individuals](#). *Journal of Psychoeducational Assessment*, 31(2), 186–201. <https://doi.org/10.1177/0734282913478046>

Publisher: SAGE

Impact Factor: 1.424

Google Scholar Citations: 47

19. Kahn, J. H., & Schneider, W. J. (2013). [It's the destination and it's the journey: Using multilevel modeling to assess patterns of change in psychotherapy](#). *Journal of Clinical Psychology*, 69(6), 543–570. <https://doi.org/10.1002/jclp.21964>

Publisher: Wiley

Impact Factor: 2.330

Google Scholar Citations: 32

20. Decker, S. L., Schneider, W. J., & Hale, J. B. (2012). [Estimating base rates of impairment in neuropsychological test batteries: A comparison of quantitative models](#). *Archives of Clinical Neuropsychology*, 27(1), 69–84. <https://doi.org/10.1093/arclin/acr088>

Journal of the Society for the National Academy of Neuropsychology  
Publisher: Oxford Academic  
Impact Factor: 1.590  
Google Scholar Citations: 18

21. Jones, G. B., & Schneider, W. J. (2010). *IQ in the Production Function: Evidence from Immigrant Earnings*. *Economic Inquiry*, 48(3), 743–55. <https://doi.org/10.1111/j.1465-7295.2008.00206.x>

A Journal of the Western Economic Association International  
Publisher: Wiley  
Impact Factor: 1.031  
Google Scholar Citations: 95

22. Guidry, J. A., Babin, B. J., Graziano, W. G., & Schneider, W. J. (2009). *Pride and prejudice in the evaluation of wine?* *International Journal of Wine Business Research*, 21(4), 298–311. <https://doi.org/10.1108/17511060911004888>

Publisher: Emerald Insight  
Impact Factor: 1.65  
Google Scholar Citations: 38

23. Hoff, K. E., Reese-Weber, M. J., Schneider, W. J., & \*Stagg, J. W. (2009). *The association between high status positions and aggressive behavior in early adolescence*. *Journal of School Psychology*, 47(6), 395–426. <https://doi.org/10.1016/j.jsp.2009.07.003>

Official journal of the Society for the Study of School Psychology (SSSP)  
Publisher: Elsevier  
Impact Factor: 2.299  
Google Scholar Citations: 79  
A press release summarizing the results of this study ("Being One of the Cool Kids Can Be Tough, Especially on Others") was featured in Elsevier's Flash News service ([www.kaizo.net/releases/flash-105/](http://www.kaizo.net/releases/flash-105/))

24. Kahn, J. H., \*Barr, L. K., & Schneider, W. J. (2008). *Individual differences in emotion expression: Hierarchical structure and relations with psychological distress*. *Journal of Social and Clinical Psychology*, 27(10), 1045–1077. <https://doi.org/10.1521/jscp.2008.27.10.1045>

Publisher: Guilford  
Impact Factor: 1.304  
Google Scholar Citations: 101



25. Kahn, J. H., Vogel, D. L., Schneider, W. J., \*Barr, L. K., & \*Henning, K. (2008). [The emotional content of client disclosures and session impact: An analogue study](#). *Psychotherapy: Theory, Research, Practice, Training*, 45(4), 539–545. <https://doi.org/10.1037/a0014337>

Official journal of The International School Psychology Association (ISPA).

Publisher: Taylor & Francis

Impact Factor: 1.62

Google Scholar Citations: 20

26. Schneider, W. J. (2008). [Playing statistical Ouija board with commonality analysis: Good questions, wrong assumptions](#). *Applied Neuropsychology*, 15(1), 44–53. <https://doi.org/10.1080/09084280801917566>

Journal of American Board of Professional Neuropsychology

Publisher: Taylor & Francis

Impact Factor: 1.488

Google Scholar Citations: 26

27. Jones, G. B., & Schneider, W. J. (2006). [Intelligence, human capital, and economic growth: A Bayesian averaging of classical estimates \(BACE\) approach](#). *Journal of Economic Growth*, 11, 71–93. <https://doi.org/10.1007/s10887-006-7407-2>

Publisher: Springer

Impact Factor: 6.480

Google Scholar Citations: 300

28. Schneider, W. J., Cavell, T. A., & Hughes, J. N. (2003). [A sense of containment: Potential moderator of the relation between parenting practices and children's externalizing behavior](#). *Development & Psychopathology*, 15(1), 95–117. <https://doi.org/10.1017/S0954579403000063>

Publisher: Cambridge University Press

Impact Factor: 4.357

Google Scholar Citations: 63

## Edited Book Chapters

29. Floyd, R. G., Farmer, R. L., Schneider, W. J., & McGrew, K. S. (2020). Theories and measurement of intelligence. In L. M. Glidden, L. Abbeduto, L. L. McIntyre, & M. J. Tassé (Eds.), *APA handbook of*

*intellectual and developmental disabilities* (Vol. 1, 386–424). American Psychological Association.

30. Kaufman, A. S., Schneider, W. J., & Kaufman, J. C. (2019). [Psychometric Approaches to Intelligence](#). In R. J. Sternberg (Ed.) *Human Intelligence: An Introduction* (2nd ed., pp. 67–103). Cambridge University Press.

Google Scholar Citations: 2

31. Schneider, W. J., & McGrew, K. S. (2018). The Cattell-Horn-Carroll theory of cognitive abilities. In D. P. Flanagan & E. M. McDonough (Eds.), [Contemporary intellectual assessment: Theories, tests, and issues](#) (4rd ed., pp. 73–163). Guilford.

Google Scholar Citations: 130

32. Schneider, W. J., Flanagan, D. P., & Alfonso, V. C. (2017). Overview of the WISC-V. In D. P. Flanagan & V. C. Alfonso (Eds.) [Essentials of WISC-V assessment](#). Wiley.

33. Schneider, W. J. (2016). [Strengths and Weaknesses of the Woodcock-Johnson IV Tests of Cognitive Abilities: Best Practice from a Scientist-Practitioner Perspective](#). In D. P. Flanagan, & V. C. Alfonso (Eds.), *WJ IV Clinical Use and Interpretation* (pp. 191–210). Academic Press. <https://doi.org/10.1016/C2014-0-01582-1>

Google Scholar Citations: 4

34. Schneider, W. J. (2016). [Case 1—Liam, age 9: Emotionally Intelligent Testing with the WISC-V and CHC Theory](#). In A. S. Kaufman, S. Raiford, & D. Coalson (Eds.), *Intelligent Testing with the WISC-V* (pp. 265–282). Wiley.

35. Schneider, W. J., & Flanagan, D. P. (2015). [The relationship between theories of intelligence and intelligence tests](#). In S. Goldstein, D. Princiotta & J. A. Naglieri (Eds.), *Handbook of intelligence: Evolutionary theory, historical perspective, and current concepts* (pp. 317–340). Springer. [https://doi.org/10.1007/978-1-4939-1562-0\\_21](https://doi.org/10.1007/978-1-4939-1562-0_21)

Google Scholar Citations: 30

36. Tobin, R. M., Schneider, W. J., & Landau, S. E. (2014). Best practices in the assessment of youth with attention deficit hyperactivity disorder

within a multitiered services framework. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making* (pp. 391–404). National Association of School Psychologists.

Google Scholar Citations: 2

37. Schneider, W. J., & McGrew, K. S. (2013). Cognitive performance models: Individual differences in the ability to process information. In S. Ortiz & D. Flanagan (Sec. Eds.), Section 9: Assessment Theory, in B. Irby, G. Brown, & R. Laro-Alecio & S. Jackson (Vol Eds.), *Handbook of educational theories* (pp. 767–782). Information Age Publishing.

Google Scholar Citations: 19

38. Schneider, W. J. (2013). Principles of assessment of aptitude and achievement. In D. Saklofske, C. Reynolds, & V. Schwane (Eds.), *Oxford handbook of psychological assessment of children and adolescents* (pp. 286–330). Oxford University Press.

Google Scholar Citations: 22

39. Schneider, W. J., & McGrew, K. S. (2012). The Cattell-Horn-Carroll model of intelligence. In D. P. Flanagan & P. L. Harrison (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues* (3rd ed., pp. 99–144). Guilford.

Google Scholar Citations: 742

40. Tobin, R. M., Schneider, W. J., \*Reck, S. G., & Landau, S. (2008). Best practices in the assessment of children with attention-deficit/hyperactivity disorder: Linking assessment to response-to-intervention. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (Vol. 2, pp. 617–632). National Association of School Psychologists.

Google Scholar Citations: 23

41. Snyder, D. K., Schneider, W. J., & Castellani, A. M. (2003). Tailoring couple therapy to individual differences: A conceptual approach. In D. K. Snyder & M. A. Whisman (Eds.), *Treating difficult couples: Helping clients with coexisting mental and relationship disorders* (p. 27–51). Guilford.

Google Scholar Citations: 22

42. Snyder, D. K., & Schneider, W. J. (2002). Affective reconstruction: A pluralistic, developmental approach. In A. S. Gurman & N. S. Jacobson (Eds.), *Clinical handbook of couple therapy* (3rd ed., pp. 151–179). Guilford.

Google Scholar Citations: 59

## Test Reviews

43. Swerdlik, M. E., & Schneider, W. J. (2010). Review of the PsychProfiler. In R. A. Spies, J. F. Carlson, & K. F. Geisinger (Eds.), *The eighteenth mental measurements yearbook* (pp. 469–472). Buros Institute of Mental Measurements.
44. Schneider, W. J. (2007). Review of the Multiple Intelligence Developmental Assessment Scales (MIDAS). In K. T. Geisinger, R. A. Spies, J. F. Carlson, & B. S. Plake (Eds.), *The seventeenth mental measurements yearbook* (pp. 534–537). Buros Institute.
45. Schneider, W. J. (2007). Review of the Dean-Woodcock Neuropsychological Battery. In K. T. Geisinger, R. A. Spies, J. F. Carlson, & B. S. Plake (Eds.), *The seventeenth mental measurements yearbook* (pp. 263–265). Buros Institute.
46. Schneider, W. J., & Swerdlik, M. E. (2007). Review of the Youth Outcome Questionnaire 30.1. In K. T. Geisinger, R. A. Spies, J. F. Carlson, & B. S. Plake (Eds.), *The seventeenth mental measurements yearbook* (pp. 888–890). Buros Institute.
47. Swerdlik, M. E., & Schneider, W. J. (2007). Review of the Behavior Evaluation Scale, Third Edition. In K. T. Geisinger, R. A. Spies, J. F. Carlson, & B. S. Plake (Eds.), *The seventeenth mental measurements yearbook* (pp. 108–113). Buros Institute.
48. Hoff, K. E., & Schneider, W. J. (2005). Review of the Child Symptom Inventory-4. In B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *The sixteenth mental measurements yearbook*. Buros Institute.
49. Schneider, W. J., & Hoff, K. E. (2005). Review of the Word Identification and Spelling Test. In B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *The sixteenth mental measurements yearbook*. Buros Institute.

50. Schneider, W. J., & Swerdlik, M. E. (2005). Review of the Memory Test for Older Adults. In B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *The sixteenth mental measurements yearbook*. Buros Institute.
51. Swerdlik, M. E., & Schneider, W. J. (2005). Review of the Behavioral and Emotional Rating Scale-Second Edition. In B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *The sixteenth mental measurements yearbook*. Lincoln, Institute.

### Scholarly Reports (Not Peer-Reviewed)

52. Goldrick-Rab, S., Richardson, J., Schneider, W. J., Hernandez, A., & Cady, C. (2018). *Still hungry and homeless in college*. Wisconsin Hope Lab. Retrieved from <http://wihopelab.com/publications/Wisconsin-HOPE-Lab-Still-Hungry-and-Homeless.pdf>
- Google Scholar Citations: 121
53. Schneider, W. J. (2016). *Why Are WJ IV cluster scores, more extreme than the average of their parts? A gentle explanation of the Composite Score Extremity Effect* (Woodcock-Johnson IV Assessment Service Bulletin No. 7). Houghton Mifflin Harcourt.
54. Schneider, W. J. (2016). *The RESCA-E subtests are thoughtfully designed and highly refined measures of CHC constructs: A review of the Receptive, Expressive & Social Communication Assessment-Elementary*. *Assessing Psyche, Engaging Gauss, Seeking Sophia*.
55. Schneider, W. J., & McGrew, K. S. (2011). "Just say no" to averaging IQ subtest scores. *Applied Psychometrics* 101 #10. Institute of Applied Psychometrics.

### Teaching Materials

56. Swerdlik, M. E., Cohen, R. J., & Schneider, W. J. (2004). *An instructor's manual and resource guide to accompany Psychological Testing and Assessment: An Introduction to Test and Measurement, Sixth Edition*. McGraw-Hill Higher Education.
57. Swerdlik, M. E., Cohen, R. J., & Schneider, W. J. (2004). *Test bank to accompany Psychological Testing and Assessment: An Introduction to Test and Measurement, Sixth Edition*. McGraw-Hill Higher Education.

## Software

58. Schneider, W. J. (2018). *simstandard: Generate Standardized Data*. R package version 0.2.0. <https://cran.r-project.org/package=simstandard>
59. Schneider, W. J. (2018). *ggnormalviolin: A ggplot2 Extension to Make Normal Violin Plots*. R package version 0.1.1. <https://cran.r-project.org/package=ggnormalviolin>
60. Schneider, W. J. (2013). Schneider, W. J. (2013, December 27). *Excel Macro for Making Matrices in R*. [Software]. Retrieved from <http://assessingpsyche.wordpress.com/2013/12/27/excel-macro-for-making-matrices-in-r/>
61. Schneider, W. J. (2012). *Tablemaker for Psychological Evaluation Reports*. <https://assessingpsyche.wordpress.com/category/my-software-spreadsheets/>
62. Schneider, W. J. (2010). *The Compositator 1.0*. WMF Press.  
Google Scholar Citations: 9
63. Schneider, W. J. (2010). *The Compositator User's Guide Version 1.0*. WMF Press.

## PRESENTATIONS

### Invited Talks, Workshops, and Webinars

1. Schneider, W. J. (2021, January 22). Improving LD Identification with Fewer Myths and More Science. Invited lecture at Learning Disability Association of America's Science to Practice Virtual Conference.
2. Schneider, W. J. (2020, July 29). [Curious about CHC Theory? Take Your Evaluations to the Next Level!](#) Invited Webinar for Riverside Insights.
3. Schneider, W. J. (2019, October 20). [Writing Assessment Reports People Will Read, Understand, and Remember](#). Invited presentation on the [School Psyched Podcast](#).
4. Schneider, W. J. (2019, April 1). *The Evolution of PSW Methods of SLD Identification: What I Have Learned from PSW Critics*. Keynote address at the Annual School Neuropsychology Conference, Long Beach, CA.



5. Schneider, W. J. (2019, April 3). *The Evolution of PSW Methods of SLD Identification: What I Have Learned from PSW Proponents*. Closing address at the Annual School Neuropsychology Conference, Long Beach, CA.
6. Schneider, W. J. (2019, February 26). *Consumer-Oriented and Legally Defensible Psychoeducational Reports–Introductory Workshop*. Invited half-day workshop presented at the annual National Association of School Psychologists conference, Atlanta, GA.
7. Schneider, W. J. (2019, February 26). *Consumer-Oriented and Legally Defensible Psychoeducational Reports–Advanced Workshop*. Invited half-day workshop presented at the annual National Association of School Psychologists conference, Atlanta, GA.
8. Schneider, W. J. (2016, October 24). *How to write psychoeducational reports that people will want to read all the way through*. Invited webinar to the KIPP Austin Public Schools and Texas State University School Psychology Program.
9. McGrew, K. S., & Schneider, W. J. (2016, October 19). *Porque as habilidades cognitivas importam na educação [Why cognitive abilities matter in education]*. Invited lecture at the Instituto Ayrton Senna, São Paulo, Brazil.
10. Schneider, W. J., & McGrew, K. S. (2016, October 18). *CHC theory, complex problem solving, critical thinking, and creativity*. Invited lecture at the Instituto Ayrton Senna, São Paulo, Brazil.
11. McGrew, K. S., & Schneider, W. J. (2016, October 17). *CHC theory and education in Brazil*. Invited lecture at the Instituto Ayrton Senna, São Paulo, Brazil.
12. Schneider, W. J. (2016, June 29). *How to write psychoeducational reports that people will want to read all the way through*. Invited webinar to the [New Brunswick Department of Education and Early Childhood Development](#), Fredericton, NB, Canada.
13. Schneider, W. J. (2016, April 12). *How to write psychoeducational reports that people will want to read*. Invited webinar to the Region 10 Education Service Center, Richardson, TX.
14. Schneider, W. J. (2015, July). *I didn't know the WJ IV could do that! Answering practical assessment questions you didn't know you could*

*ask*. Invited lecture at the School Neuropsychology Summer Institute, Grapevine, TX.

15. Schneider, W. J. (2013, July). *Advances in CHC Theory and its application to individuals*. Invited lecture at the School Neuropsychology Summer Institute, Grapevine, TX.
16. Schneider, W. J. (2008, October). *Can the Implicit Association Test be used as a lie detector? Morality, implicit attitudes, and Big Brother's help measuring illegal file-sharing behavior*. Invited lecture and paper presentation at Center for Study of Public Choice at George Mason University, Fairfax, VA.
17. Schneider, W. J. (2006, November). *We need to change (but I won't do anything because I'm not the problem): Couples therapy outcomes and the transtheoretical model of change*. Colloquium presented at Purdue University, West Lafayette, IN.

## Conference Presentations

1. Engler, J. R., Flanagan, D. P., Naglieri, J. A., & Schneider, W. J. (2021, February 5). [PSW for SLD Identification: Does Cognition Matter?](#). On-demand session prepared for the annual National Association of School Psychologists conference, Salt Lake City, UT.
2. Schneider, W. J., & Flanagan, D. P., Niileksela, C. J., & Engler, J. R. (2020, February 20). *Reevaluating the Accuracy of PSW Methods of SLD Identification*. Poster presented at the annual National Association of School Psychologists conference, Baltimore, MA.
3. Schneider, W. J., & Fiorello, C. (2019, August 8). [Broad Abilities Are Not Doomed to Be Measured Unreliably: A Monte Carlo Study of Omega Statistics](#). Poster presented at annual American Psychological Association convention, Chicago, IL.
4. Flanagan, D. P., Schneider, W. J., Alfonso, V. C. (2019, February 26). PSW Methods: Comparisons, Research, and How to Use them Responsibly. Mini-Skills Symposium presented at the annual National Association of School Psychologists conference, Atlanta, GA.
5. \*Mulderink, T. D., Tobin, R. M., & Schneider, W. J. (2018, August 10). Personality, interactive history, and situational factors during



- children's games. Poster presented at annual American Psychological Association convention, San Francisco CA.
6. Schneider, W. J. (2018, February 16). *Re-evaluating the Accuracy of the Dual Discrepancy/Consistency Model for SLD Identification*. Lecture presented at the annual National Association of School Psychologists conference, Chicago, IL.
  7. McGrew, K. S., & Schneider, W. J. (2018, February 15). *Revisions to the Cattell-Horn-Carroll (CHC) Theory of Intelligence*. Lecture presented at the annual National Association of School Psychologists conference, Chicago, IL.
  8. Schneider, W. J. (2016, August 4). Writing reports worth reading all the way through. In R. Flanagan (Chair), *Sophisticated Simplicity—The Art of Writing Reader-Friendly Assessment Reports*. Symposium conducted at the annual American Psychological Association convention, Denver, CO.
  9. \*Howe, A. R., \*Curnock, A. D., \*Koppenhoefer, S. E., Schneider, W. J. & Tobin, R. M. (2016, August 4). *Do vocabulary skills and instructor influence social-emotional learning?* Poster presented at the annual American Psychological Association convention, Denver, CO.
  10. Nicholls, C. J., Ross, E. K., & Schneider, W. J. (2016, April 17). *The neuropsychological profiles of twins discordant for Sotos Syndrome: A case study*. Poster presented at the annual American Academy of Pediatric Neuropsychology conference, Las Vegas, NV. [doi:10.1007/s40817-016-0015-y](https://doi.org/10.1007/s40817-016-0015-y)
  11. Schneider, W. J. (2016, February 12). *Serious models taken seriously*. Discussant in symposium (Revisiting the Relationship Between CHC Abilities and Academic Achievement) presented at the annual National Association of School Psychologists conference, New Orleans, LA.
  12. \*Curnock, A. D., \*Pajor, K. E., Tobin, R. M., & Schneider, W. J. (2016, February 12). *Preschoolers' Engagement during Second Step and Their Social-Emotional Knowledge* Poster presented at the annual National Association of School Psychologists conference, New Orleans, LA.

13. \*Affrunti, C. L., Schneider, W. J., Tobin, R. M., & Collins, K. D. (2014, August). *Predictors of academic outcomes in college students suspected of having learning disorders*. Poster presented at the annual American Psychological Association convention, Washington, DC.
14. \*Sondalle, A. A., Tobin, R. M., & Schneider, W. J. (2014, August). *Behavioral engagement, Second Step edition, and children's social-emotional functioning*. Poster presented at the annual American Psychological Association convention, Washington, DC.
15. \*Engelland, J. L., Tobin, R. M., Meyers, A., Huber, B., Schneider, W. J., Austen, J. H., & \*Corbin, A. L. (2014, August). *Longitudinal effects of school climate on middle school students' development*. Poster presented at the annual American Psychological Association convention, Washington, DC.
16. \*Sondalle, A. A., \*Probst, K. G., Tobin, R. M., Schneider, W. J., & \*Kestian, J. M. (2014, February). *Second Step and teacher ratings of children's social-emotional functioning*. Poster presented at the annual National Association of School Psychologists conference, Washington, DC.
17. \*Sondalle, A. A., \*Probst, K. G., \*Carreno, C., Tobin, R. M., Schneider, W. J., \*Moore, N. A., & \*Mulderink, T. D. (2014, February). *Engagement during Second Step and kindergarteners' social-emotional and academic outcomes*. Poster presented at the annual National Association of School Psychologists conference, Washington, DC.
18. Schneider, W. J. (2014, February). *What if we took our models seriously? Estimating latent scores in individuals*. Lecture presented at the annual National Association of School Psychologists conference, Washington, DC.
19. Tobin, R. M., Schneider, W. J., \*Moore, N. A., \*Sondalle, A. A., & \*Willis, M. (2013, August). *Effortful control and knowledge gains after the Second Step intervention*. Poster presented at the annual American Psychological Association convention, Honolulu, HI.
20. \*Moore, N. A., \*Sondalle, A. A., \*Mulderink, T. D., Tobin, R. M., Schneider, W. J., \*Willis, M., & \*Probst, K. G. (2013, February). *Effortful control, Second Step, and behavior in*

- kindergartners*. Poster presented at the annual National Association of School Psychologists conference, Seattle WA.
21. Schneider, W. J. (2013, February). *Holes in CHC Theory*. Lecture presented at the annual National Association of School Psychologists conference, Seattle, WA.
  22. \*Mulderink, T. D., \*Sondalle, A. A., \*Moore, N. A., Tobin, R. M., Schneider, W. J., & Sheese, B. E. (2012, February). *Influences of executive functioning and Second Step on behavior*. Poster presented at the annual National Association of School Psychologists conference, Philadelphia, PA.
  23. \*Sondalle, A. A., \*Mulderink, T. D., \*Moore, N. A., Tobin, R. M., & Schneider, W. J. (2012, August). *Engagement, dosage, and effectiveness of the kindergarten Second Step curriculum*. Poster presented at the annual American Psychological Association convention, Orlando FL.
  24. Tobin, R. M., \*Mackin, J. M., \*Babcock, E. A., \*Mulderink, T. D., \*Moore, N. A., \*Carlson, L. A., \*Gioia, K. A., & Schneider, W. J. (2011, February). *Intervention frequency and behavior in response to Second Step*. Poster presented at the annual National Association of School Psychologists convention, San Francisco CA.
  25. \*Mulderink, T. D., \*Moore, N. A., \*Sondalle, A. A., Tobin, R. M., & Schneider, W. J. (2011, August). *Executive Functioning and Responsiveness to Second Step*. Poster presented at the annual American Psychological Association convention, Washington DC.
  26. Tobin, R. M., \*Gioia, K. A., \*Mulderink, T. D., \*Carlson, L. A., \*Moore, N. A., & Schneider, W. J. (2010, August). *Personality, Second Step Dosage, and Kindergartners' Social Skills Improvements*. Poster presented at the annual American Psychological Association convention, San Diego CA.
  27. \*Moore, N. A., \*Gioia, K. A., Tobin, R. M., & Schneider, W. J. (2010, March). *Effortful control and emotion regulation in kindergartners*. Poster presented at the annual National Association of School Psychologists convention, Chicago IL.
  28. \*Obilade, M. H., \*Gioia, K. A., Tobin, R. M., & Schneider, W. J. (2010, March). *Verbal ability and responsiveness to the Second Step curriculum*. Poster presented at the annual National Association of School Psychologists convention, Chicago IL.

29. Schneider, W. J., & Tobin, R. M. (2010, March). *Previously impossible feats of interpretation and explanation with cognitive and achievement data*. Poster presented at the annual Trainers in School Psychology meeting within the National Association of School Psychologists conference, Chicago IL.
30. \*Gioia, K. A., Tobin, R. M., & Schneider, W. J. (2010, January). *Children's knowledge gains in response to a social skills intervention*. Poster presented at the annual Illinois School Psychologist Association convention, East Peoria IL.
31. Taylor, S. A., & Schneider, W. J. (2009, October). Implicit Attitudes in Folk Explanations of Digital Piracy. Paper presented by the first author at Frontiers in Service Conference, Honolulu, Hawaii.
32. \*Gadke, D. L., Tobin, R. M., & Schneider, W. J. (2009, August). *Agreeableness and prejudice towards overweight men and women*. Poster presented at the annual American Psychological Association convention, Toronto, ON.
33. \*Gioia, K. A., Tobin, R. M., & Schneider, W. J. (2009, August). *Individual differences in children's responsiveness to a social skills intervention*. Poster presented at the annual American Psychological Association convention, Toronto, ON.
34. Booth, B., Lederer, S., Bobo, T., \*Dick, S., \*Linnell, J., Meyers, A., Schneider, W. J., Swerdlik, M., & Anweiler, J. (2009, August). *Reintegration experiences of returning National Guard war veterans and implications for reintegration programming: Results from two states*. Poster presented at the annual American Psychological Association convention, Toronto, ON.
35. \*Gioia, K. A., \*Miller, K. A., Tobin, R. M., & Schneider, W. J. (2009, February). *Children's responsiveness to a social skills intervention*. Poster presented at the annual National Association of School Psychologists convention, Boston, MA.
36. \*Baird, S. A., Schneider, W. J., & Tobin, R. M. (2008, August). *Implicit agreeableness predicts laboratory measures of aggression*. Poster presented at the annual American Psychological Association convention, Boston, MA.
37. \*Barr, L. K., Kahn, J. H., & Schneider, W. J. (2008, March). *Emotion expression tendencies and mood/anxiety symptoms*. Poster presented at

- the 2008 International Counseling Psychology Conference, Chicago, IL.
38. Tobin, R. M., Schneider, W. J., & Landau, S. E. (2008, February). *Assessing Attention-deficit/Hyperactivity disorder using an RTI approach*. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
  39. \*Stagg, J. W., & Schneider, W. J. (2007, November). *So You Flunked the Stroop Test, So What? The Utility of Single vs. Multiple Indicators in Predicting Behavioral Outcomes Related to Executive Functioning Among Non-Referred Individuals*. Poster presented at the annual National Academy of Neuropsychology conference, Scottsdale, AZ.
  40. Schneider, W. J., & \*Saternus, L. M. (2007, August). *Is the TAT Helpful in Assessing Complex Aspects of Attention and Executive Functions? An Extremely Labor-Intensive Celebration of the Null Hypothesis*. Poster presented at the annual American Psychological Association convention, San Francisco, CA.
  41. Schneider, W. J., & \*Kasson, D. M. (2007, March). *Do Narrow Abilities Matter More for People with Higher IQ? Implications of Spearman's Law of Diminishing Returns for the Discrepancy Model of LD*. Poster presented at the annual National Association of School Psychologists, New York City, NY.
  42. Schneider, W. J., & \*McKenna, T. L. (2006). *Using the Implicit Association Test to measure early maladaptive schemas*. Poster presented at the annual American Psychological Association convention, New Orleans, LA.
  43. Kahn, J. H., Vogel, D. L., Schneider, W. J., \*Barr, L. K., & \*Henning, K. (2006, April). *Emotional self-disclosures of college-student clients and counseling session outcome*. Poster presented at the 2006 Great Lakes Conference, West Lafayette, IN.
  44. Jones, G. B., & Schneider, W. J. (2005, August). *Intelligence, human capital, and economic growth*. Paper presented at the meeting of Econometric Society World Congress, London, UK.
  45. \*March, A., \*Funk, K., Schneider, W. J., & Landau, S. E. (2005, March). *Student and Teacher Attributions of School Shootings*. Poster presented at the annual National Association of School Psychologists Convention, Atlanta, GA.



46. Tobin, R. M., \*Bodner, A. C., & Schneider, W. J. (2005, August). *Executive function and emotion regulation in children*. Poster presented at the annual American Psychological Association convention, Washington, D.C.
47. Jones, G. B., & Schneider, W. J. (2004, July). *Intelligence, human capital, and economic growth*. Paper presented at the meeting of Econometric Society, Santiago, Chile.
48. Schneider, W. J., & Huber, B. J. (2004, March). *The interactive effects of fluid intelligence and executive functions on behavior disorders in children*. Paper presented at the annual meeting of the Illinois School Psychology Association, Springfield, IL.
49. Jones, G. B., & Schneider, W. J. (2004, February). *Intelligence, human capital, and economic growth*. Paper presented at the meeting of Eastern Economic Association, Washington, DC.
50. Tobin, R. M., Schneider, W. J., Graziano, W. G., & Pizzitola, K. M. (2002, February). *Nice kids in competitive situations*. Poster presented at the third annual Society for Personality and Social Psychology meeting, Savannah, GA.
51. Snyder, D. K., Schneider, W. J., Oxford, M. C., & Quinn, T. (2001, July). *Secondary prevention group intervention for couples*. Symposium paper presented at the 2001 World Congress of Behavioral and Cognitive Therapies, Vancouver, BC.
52. Tobin, R. M., Pizzitola, K. M., Schneider, W. J., & Graziano, W. G. (2001, April). *Goal structures and competitiveness in children's games*. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
53. Schneider, W. J., Loss, R. M., Cavell, T. A., & Oxford, M. C. (2000, November). *Parenting and children with callous-unemotional traits: Relationship quality as a potential socialization mechanism*. Poster presented at the 34th annual convention of the Association for the Advancement Behavior Therapy, New Orleans, LA.
54. Snyder, D. K., Schneider, W. J., Oxford, M. C., & Quinn, T. (2000, November). *SUCCESS: The efficacy of a relationship enhancement group*. Poster presented at the 34th annual convention of the Association for the Advancement Behavior Therapy, New Orleans, LA.

55. Schneider, W. J., Cavell, T. A., Hughes, J. N., & Oxford, M. L. (1999, August). *The development of the Perceived Containment Questionnaire*. Poster presented at the 107th annual convention of the American Psychological Association, Boston, MA.

## Local Presentations

1. Schneider, W. J. (2018, December 5). *Practical Psychometrics: A Psychological Evaluation Toolkit*. Talk presented to the Psychological Studies in Education Department Brown Bag Series at Temple University, Philadelphia, PA.
2. Schneider, W. J. (2016, March 18). *Dialectical Behavior Therapy*. Lecture presented for the Resident Noon Lecture Series, Advocate BroMenn Medical Center, Normal, IL.
3. Schneider, W. J. (2014, October 17). *Life and death psychometrics: IQ and capital punishment*. Invited lecture at the Illinois State University Psychology Brown Bag Series, Normal, IL.
4. Schneider, W. J. (2008, February 12). *Cross-product regression*. Invited lecture at the Illinois State University Quantitative Program Pro-seminar, Normal, IL.
5. Schneider, W. J. (2007, October 9). *Advanced SPSS tips and tricks*. Invited lecture at the Illinois State University Quantitative Program Pro-seminar, Normal, IL.
6. Schneider, W. J. (2007, February 13). *Data analysis for the bold and savvy*. Invited lecture at the Illinois State University Quantitative Program Pro-seminar, Normal, IL.

## TEACHING

### Courses Taught

#### TEMPLE UNIVERSITY

- CPSY 5519—Group Counseling (Spring 2018–2019)
- CPSY 5694—Introduction to Assessment (Fall 2017–2019)
- EDUC 5101—Critical Understanding of Social Science Research (Fall 2018)
- EDUC 5325—Introduction to Statistics and Research (Fall 2017)
- EPSY 5529—Tests and Measurements (Spring 2019–2020)

- EPSY 8825—Advanced Data Analysis (Spring 2020)
- SPSY 9687/8—Seminar in School Psychology/Psychoeducational Clinic (Fall 2019, Spring 2020)

ILLINOIS STATE UNIVERSITY

- PSY 110—Explaining Human Behavior/Fundamentals of Psychology (Fall 2002–2006, Spring 2003–2004, 2006–2007)
- PSY 138—Social Science Reasoning Using Statistics/Reasoning in Psychology Using Statistics (Spring 2004, 2008–2012, 2014; Fall 2007–2014, 2016)
- PSY 340—Statistics for the Social Sciences (Spring 2005)
- PSY 432—Psychodiagnostics I: Cognitive Assessment/ Theory and Practice of Cognitive Assessment (Fall 2004–2016)
- PSY 436—Clinical/Counseling Practicum (Spring 2004)
- PSY 442—Test Theory (Spring 2015, 2017)
- PSY 443—Regression Analysis (Spring 2016)
- PSY 444—Multivariate Analysis (Fall 2015)
- PSY 464—Theories and Techniques of Counseling: Adults (Spring 2005–2012, 2014–2016)
- PSY 480—Advanced Practicum in Dialectical Behavior Therapy Skills (Fall 2015–2017)
- PSY 480.31—Practicum in Dialectical Behavior Therapy Skills Training (Fall 2014, Spring 2105–2017)
- PSY 480.33—Seminar in Psychology: Supervision of a Dialectical Behavior Therapy Group (Fall 2014, Spring 2105, 2017)

## **Mentoring of Graduate and Honors Students**

DOCTORAL DISSERTATION CHAIR

*Temple University*

- Justin Harper
- Stephanie Iaccarino (co-chair)

*Illinois State University*

- C. Lee Affrunti
- Daniel L. Gadke (co-chair)
- Jonathan W. Stagg



DOCTORAL DISSERTATION COMMITTEE MEMBER

*Temple University*

- Linda Ruan
- Kaiyla Darmer
- Denae Sisco
- Kathryn DeVries
- Tera Gibbs

*Illinois State University*

- Anna C. Bodner
- Rachelle Cantin
- Silas Dick
- Jennifer Engelland-Schultz
- Katherine A. Gioia
- Trisha Mann
- Mandi Martinez-Dick
- Thomas Mulderink
- Sarah Reck
- Alyssa A. Sondalle
- Jennifer Wallace

MASTER'S THESIS(OR EQUIVALENT) CHAIR

*Illinois State University*

- Meera Afzal
- Rachelle Bauer
- Kiera Dymit
- Feng Ji
- David Kasson
- Katrin Klieme
- Sunthud Pornprasertmanit
- Zachary Roman
- Kristina Taylor
- Robin Van Herrmann
- Melissa Zygmunt

MASTER'S THESIS COMMITTEE MEMBER

*Illinois State University*

- Drew Abney
- Katy Adler
- Leah Barr
- Sara Byczek
- James Clinton
- Amanda Fisher
- Danielle Freund
- Jamie Hansen
- Melanie Hewett
- Rebecca Hoerr
- Poonam Joshi
- Hayley Love
- Nicole Moore
- Thomas Mulderink
- Yin Ying Ong
- Arusha Sethi
- Anges Strojewska
- Kevin Wallpe
- Ryan Willard

HONOR'S THESIS CHAIR

*Illinois State University*

- Donnie Johnson
- Joshua Rohlf
- Lauren Swanson
- Ellen Wing

INDEPENDENT STUDIES

*Temple University*

- Justin Harper (EDUC 8404—Quantitative Analysis, Part I)
- Michael Matta (visiting scholar from University of Milan—Bicocca)

*Illinois State University*

- Zachary Richardson (PSY 400—Creating an R package for APA Tables)

## SERVICE

### Editorial Positions

2019–Present	<i>Journal of Psychoeducational Assessment</i>	Associate Editor
2015	<i>Journal of School Psychology</i>	Guest Action Editor

### Editorial Boards

2018–Present	<i>Journal of Intelligence</i>	Editorial Board
2011–Present	<i>Journal of School Psychology</i>	Editorial Board
2010–Present	<i>Journal of Psychoeducational Assessment</i>	Editorial Board
2017–Present	<i>Archives of Scientific Psychology</i>	Consulting Editor
2009–2018	<i>Psychological Assessment</i>	Consulting Editor
1997–2000	<i>Clinician's Research Digest</i>	Editorial Associate

### Ad Hoc Reviewing

- *Applied Neuropsychology*
- *European Journal of Psychological Assessment.*
- *Frontiers in Human Neuroscience*
- *Journal of Family Psychology*
- *Journal of Psychoeducational Assessment*
- *NASP Communiqué*
- *Psychological Assessment*
- *Psychology in the Schools*

## University Service

### TEMPLE UNIVERSITY

2019	Training presenter: Make Your Data POP! Office of Institutional Research and Assessment, Temple University
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#### ILLINOIS STATE UNIVERSITY

2007–2017      Coordinator and Supervisor, College Learning  
Assessment Service (CLAS), Psychological Services  
Center

### College Service

#### TEMPLE UNIVERSITY

2019–present      Co-Chair, Data and Assessment Working Group

2020              Member, Higher Education Non-Tenure-Track Faculty  
Search Committee

2019–2020      Chair, Faculty Merit Committee

2019              Member, Higher Education Tenure-Track Faculty  
Search Committee

2019              Training presenter: *Make Your Data POP! How to  
interpret and present data visually to maximize its impact*

2018–2019      Member, Faculty Resource and Development  
Committee

2018              Member, Special Education Faculty Search committee

2018              Training presenter: *Introduction to Statistical Analysis  
with R Workshop*

### Departmental Service

#### TEMPLE UNIVERSITY

2018–present      Member, School Psychology Program Committee

2017–present      Member, Counseling Psychology Program Committee

2018–2020      Member, Departmental Promotion and Tenure  
Committee

#### ILLINOIS STATE UNIVERSITY

2004–2017      Member, Clinical/Counseling Psychology Coordinating  
committee

2004–2017      Member, IRB Committee

2004–2017      Member, Psychological Services Center Administrative  
Team

2004–2017	Member, Quantitative Psychology Sequence committee
2004–2017	Member, Research Committee
2015–2017	Member, Department Faculty Status Committee (Evaluates annual merit, tenure, and promotion)
2017	Chair, Salary Compression Review Team
2015	Program Coordinator, Quantitative Sequence (Fall only)
2014	Member, Clinical/Counseling Faculty Search committee
2004–2005	Member, Clinical/Counseling Faculty Search committee

## **Consulting and Service to the Community**

2019–present	Academic Consultant, Empass Learning, developing Amaze—an online test of cognitive abilities based on CHC Theory, Gurgaon, India
2014–present	Expert Consultant, providing expert evaluations of death penalty and medical cases for various legal firms, US
2017–2020	Academic Consultant, PT Melintas Cakrawala, developing AJT CogTest—a comprehensive test of cognitive abilities based on CHC Theory, Jakarta, Indonesia
2015–2017	Academic Consultant, Ayrton Senna Institute, developing a comprehensive assessment of 21 <sup>st</sup> century skills, Sao Paulo, Brazil
2016	Academic Consultant, Academic Therapy Publications, developing and reviewing cognitive and oral language assessment batteries, Novato, CA
2007–2010	Research Consultant, Illinois Army National Guard, conducting research examining reintegration of service personnel

## Media Appearances

2/3/2014	Interviewed in <a href="#">Scientific American Blog Beautiful Minds</a> by Scott Barry Kaufman
8/5/2016	Quoted in the <a href="#">Wall Street Journal</a> about IQ tests
10/13/2016	Quoted in <a href="#">ScienceNews for Students</a> about IQ tests
10/11/2017	Opined in the <a href="#">Guardian</a> about our president's IQ
4/9/2018	Appeared as a guest of Knowledge@Wharton Radio to discuss hunger and homelessness among college students.
4/3/2018	Appeared on CNN Headline News (HLN) with Michaela to discuss hunger and homelessness among college students.
3/1/2020	Quoted in <a href="#">APA Monitor on writing assessment reports</a>

## Awards and Honors

2009	Departmental and College Nominee, University Teaching Initiative Award
2007	Delta Delta and Tau Kappa Epsilon Teaching Recognition

## Professional Memberships

- Member, [American Psychological Association](#)
- Associate Member, [National Association of School Psychologists](#)