

## VITA

**Jane Close Conoley**

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**EDUCATION:**

B.A., *College of New Rochelle*; cum laude, full college and New York State Regents scholarship; departmental honors, overall general honors; elected to National Honor Society.

Major Field: Psychology  
 Minor Fields: Biology, Philosophy

Ph.D., *University of Texas at Austin*, Department of Educational Psychology

Major Field: School Psychology; APA approved  
 Secondary Field: Biological Systems Theory and Analysis.

**PROFESSIONAL  
EXPERIENCE:**

**Dean and Professor of Counseling, Clinical and School Psychology: Gevirtz Graduate School of Education**, University of California, Santa Barbara, January, 2006 – present.

**Dean and Professor of Educational Psychology: College of Education and Human Development. Texas A&M University**, August 1996 – December 2005

**Edith S. Greer Professor of Educational Psychology. University of Nebraska-Lincoln**, 1996

**Associate Dean for Research and Curriculum, Teachers College. University of Nebraska-Lincoln**, 1994 -1996. Chair Curriculum, Equity, and Appeals Committees; develop faculty research and grants programs; supervise College wide evaluation.

**Professor and Chair of the Department of Educational Psychology. University of Nebraska at Lincoln**, 1989 - 1994 (Associate Professor, 1984-1989). Teaching and supervision of educational psychology graduate students, faculty member in school psychology, interdepartmental program in developmental psychology, special education, and in the Center on Children, Families, and the Law; halftime appointment in the Buros Institute of Mental Measurements, Co-editor of the Mental Measurements Yearbook Series.

**Director. Nebraska Internship Consortium in Professional Psychology**, 1986 - 1996. Founding administrator of a 10 agency, APA approved Consortium that provides doctoral internship training in professional psychology.

**Project Director. Federally funded study, *Diagnosis and Service Delivery in Childhood Behavior Disorders***. Sept. 1. 1986 - Nov. 1. 1990. Three-year study concerning DSM III construct validity and behavioral and academic outcomes for emotionally disturbed youth.

**Associate Professor of Psychology.** *Texas Woman's University, 1979 - 1984.*

**Consulting Psychologist.** *Burleson Special Services Co-op, 1982 - 1984.* Teacher consultation, staff development, child therapy, family therapy, and assessment of childhood emotional disturbance. Twenty hours per week.

**Assistant Professor of Psychology.** *Syracuse University, 1976 - 1979.*

**Staff Psychologist.** *Child and Adolescent Clinic and Center on Human Policy; Syracuse University 1977 - 1979.* Staff development, evaluation of the federally funded Direction Service Project, director of community consultation outreach and direct services to families with special needs children. Twenty hours per week.

**Psychology Intern.**

Primary rotation: *Diagnostic Intervention Program September 1974 July 1976.* Betty Phillips, Ph.D. supervisor, Austin Independent School District. Duties included case consultation with teachers, administrators, and support personnel; diagnostic screening of children referred as emotionally disturbed, direct service to children, organizational development and research projects in the school district. 20 hours per week.

Secondary rotation: *Austin Mental Health-Mental Retardation Center, Collier St., Texas. January - August 1976, Miriam Kay, M. D., supervisor.* Family therapy with families of day treatment clients. 10 hours per week.

**Teaching Assistant.** *University of Texas at Austin, January 1975 - June 1976.* Courses: *Business Communication* for the School of Business; Major areas of responsibility were teaching research design and supervising original research projects carried out by undergraduate business students. *..Psychological Foundations of Secondary Education* for the Department of Educational Psychology; Full responsibility for a course in the psychological foundations of secondary education.

**Research Associate.** *University of Texas, November 1973 - August 1975.* Activities included consultation to the Texas Department of Public Welfare and the McDonnell Douglas Corporation. These extended consultations consisted of program evaluations, production of original information reports, designing appropriate statistical treatments for consultee data and on-site needs assessments and teaching.

**Teacher.** September 1969 - June 1970. First semester in San Antonio, Texas, 6th and 7th grade (Hispanic-American children). Second semester in Houston County, Georgia, 3rd grade (African-American children).

**Teacher.** *Camp Venture, New York* for exceptional children. Summer, 1969; Children were multiply handicapped, learning disabled and/or emotionally disturbed

**Teacher Assistant.** *New York City Headstart Program.* Summers, 1966 - 1968. Academic programming and parent contacts for inner city four and five year olds.

## PROFESSIONAL AFFILIATIONS:

Fellow, American Psychological Association  
 Fellow, Association of Psychological Science  
 Health Service Provider in Psychology, listed on National Register (31870)  
 Licensed Psychologist in Texas (2-2202)  
 American Educational Research Association  
 Society for the Study of School Psychology, elected 2004

## EDITORIAL

### RESPONSIBILITIES:

**Co-editor, 1987 – 1996:** *Mental Measurements Yearbook*  
*Tests in Print*

**Series Editor, Buros-Nebraska Series on Testing and Measurement, 1984-96:**  
*The Computer and Decision Making,* *The Assessment of Teaching,*  
*The Influence of Cognitive Psychology on Testing,* *Curriculum-based Assessment,*  
*Family Assessment*

**Editorial Boards:** *Teacher Education and Practice*  
*Child, Youth, and Family Service, APA Division 37;*  
*Journal of Educational and Psychological Consultation;*  
*Special Services in the Schools;*  
*School Psychology Review;*  
*School Psychology Quarterly;*  
*Journal of School Psychology*  
*Encyclopedia of School Psychology*  
*Journal of School Choice*  
*Journal of Applied School Psychology*  
 McGraw Hill Teacher Education series

**Co-editor, Computer Software Review section of *Computers in Human Behavior*, 1984-1987.**

**Associate Editor, *School Psychology Quarterly*, 1987-1991**

## BOOKS:

- Conoley, J. C. (Ed.) (1981). *Consultation in schools: Theory, research and procedures*. New York: Academic Press.
- Conoley, J. C., & Conoley, C. W. (1982). *School consultation: A guide to practice and training*. New York: Pergamon Press.
- Apter, S. J., & Conoley J. C. (1984). *Childhood behavior disorders and emotional disturbance: An introduction to teaching troubled children*. Englewood Cliffs, NJ: Prentice Hall Publishing Co.
- Ehly, S., Conoley, J. C., & Rosenthal, D. (1985) *Working with parents of exceptional children*. Columbus, OH: Merrill.
- Ronning, R. R., Glover, J., Conoley, J. C., & Witt, J. C. (Eds.) (1987). *The influence of cognitive psychology on testing and measurement*. New York: Erlbaum
- Conoley, J. C., Kramer, J. J., & Mitchell, J.V. (Eds.) (1988). *The supplement to the ninth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.
- Conoley, J. C., & Kramer, J. J. (Eds.) (1989). *The tenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.
- Rudner, L. M., Conoley, J. C., & Plake, B. S. (1989). *Understanding achievement tests: A guide for school administrators*. Washington, DC: American Institutes for Research.
- Kramer, J. J., & Conoley, J. C. (Eds.). (1990). *Supplement to the tenth mental measurements*

- yearbook. Lincoln, NE: Buros Institute of Mental Measurements.
- Conoley, J. C., & Conoley, C. W. (1992). *School consultation: Practice and training* (2nd ed.). Boston: Allyn and Bacon.
- Christenson, S. L., & Conoley, J. C. (Eds.). (1992). *Home-school collaboration: Enhancing children's academic and social competence*. Washington, DC: National Association of School Psychologists.
- Kramer, J. J., & Conoley, J. C. (1992). *The eleventh mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.
- Goldstein, A. P., Harootunian, B., & Conoley, J. C. (1994). *Student aggression: Prevention, control, and replacement*. New York: Guilford. (Chinese translation in 1995)
- Conoley, J. C., & Impara, J. (1994). *Supplement to the eleventh mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.
- Murphy, L., Conoley, J. C., & Impara, J. (1994). *Tests in print*. Lincoln, NE: Buros Institute of Mental Measurements.
- Conoley, J. C., & Werth, E. (Eds.). (1995). *Family assessment*. Lincoln, NE: Buros Institute of Mental Measurements.
- Conoley, J.C., & Impara, J. (1995). *The twelfth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.
- Goldstein, A. P., & Conoley, J. C. (Eds.). (1997). *School violence intervention: A practical handbook*. New York: Guilford.
- Hughes, J. N., LaGreca, A., & Conoley, J. C. (Eds.) (2001). *Handbook of psychological services for children and adolescents*. New York: Oxford University Press.
- Conoley, J.C. & Goldstein, A.P. (2004). *School violence intervention: A practical handbook (2<sup>nd</sup> edition)*. New York: Guilford.
- Conoley, C.W., & Conoley, J. C. (2009). *Positive psychology and family therapy*. New York: Wiley.
- Conoley, J.C., Conoley, C.W., Fournier, C. (in preparation). *Consultation: A positive psychology perspective*.

## CHAPTERS:

- Conoley, J.C., & O'Neil, H.F., Jr. (1979). A primer for developing test items. H. F. O'Neil, Jr. (Ed.), *Procedures for instructional systems development* (pp. 95-127). New York: Academic Press.
- Conoley, J.C. (1980). Psychology of leadership: Implications for women. In S. K. Biklen & M. Brannigan (Eds.), *Women and educational leadership* (pp. 35-46). Lexington, MA: D.C. Heath.
- Conoley, J.C. (1981). The process of change: The agent of change. In J. C. Conoley (Ed.), *Consultation in schools* (pp. 1-10). New York: Academic Press.
- Emergent training issues in consultation (223-263)
  - Advocacy consultation: Promises and problems (157-178)
  - & Conoley, C.W. Toward prescriptive consultation (265-293)
  - & Conoley, C.W. Strategic consultation: Community caregivers in the schools (201-221)
- Conoley, J. C., Apter, S. J., Conoley, C. W. (1981). Teacher consultation and the resource teacher: Increasing services to seriously emotionally disturbed children. In F. Wood (Ed.), *Education's responsibility for seriously disturbed and behaviorally disordered children and youth* (pp. 111 - 126). Reston, VA: Council for Exceptional Children.
- Conoley, J. C. (1984). Foreword: The futures in school psychology. In L. Golden (Ed.), *Psychotherapeutic techniques in school psychology* (pp. 1-4). Springfield, IL: Charles C. Thomas.

- Conoley, J. C. (1986). Contributions of psychology to mental health consultation. In F. V. Mannino, E. J. Trickett, M. F. Shore, M. G. Kidder, & G. Levin (Eds.), *The handbook of mental health consultation* (pp. 201-231). Washington, DC: National Institute of Mental Health, Government Print Office.
- Conoley, J. C. & Gutkin, T. B. (1986). School psychology: A reconceptualization of service delivery realities. In S. Elliott and J. Win (Eds.), *Delivery of psychological services in schools: Concepts, processes, issues* (pp. 393- 424). New York: Erlbaum.
- Conoley, J. C. (1986). Serving special children through teacher consultation. In C. Warger & L. Aldinger (Eds.), *Preparing special educators for teacher consultation* (pp. 1-17). Toledo, OH: Preservice Consultation Project, University of Toledo Press.
- Henning-Stout, M., & Conoley, J. C. (1988). Influencing program change at the district level. In J. Graden, J. Zins, & M. Curtis (Eds.), *Alternative educational service delivery systems* (pp. 471-490). Washington, DC: National Association of School Psychologists.
- Conoley, J. C. (1988). Relatedness and the practice of consultation. In F. West (Ed.), *School-based consultation* (pp. 169-182). Austin, TX: Pro-Ed.
- Conoley, J. C. (1989). Cognitive-behavioral approaches and prevention in the schools. In J. N. Hughes & R. J. Hall (Eds.), *Cognitive-behavioral approaches in educational settings* (pp. 535-568). New York: Guilford Press.
- Conoley, J. C. (1989). The school psychologist as a community/family service provider. In R. Dean & R. D'Amato (Eds.), *The school psychologist in nontraditional settings* (pp. 33-65). Hillsdale, NJ: Erlbaum.
- Conoley, J. C. (1989). Professional communication and collaboration. In M. Reynolds (Ed.), *Knowledge base for the beginning teacher* (pp. 245-254). Washington, DC: American Association of Colleges of Teacher Education.
- Conoley, J. C. & Henning-Stout, M. (1990). Gender issues and school psychology. In T. R. Kratochwill (Ed.), *Advances in school psychology*. (pp. 7-32) (Vol. 7). Hillsdale, NJ: Prentice Hall.
- Conoley, J. C. & Conoley, C. W. (1990). Staff consultative work in schools. In N. Jones and N. Frederickson (Eds.), *Refocusing educational psychology*. Hampshire, England: Falmer Press Ltd.
- Snapp, M., Hickman, J., & Conoley, J. C. (1990). Systems level interventions: Case studies of organizational consultation. In T. Gutkin & C.R. Reynolds (Eds.), *The handbook of school psychology* (2nd edition). New York: Wiley.
- Henning-Stout, M., & Conoley, J. C. (1991). Gender: A subtle influence in the culture of the school. In F. J. Medway and T. P. Cafferty (Eds.), *School psychology: A social psychological perspective* (pp. 113-135). New York: Erlbaum.
- Conoley, J. C. & Haynes, G. (1992). Ecological perspectives. In R. D'Amato & B. Rothlisberg (Eds.), *Psychological perspectives on intervention* (pp. 177 -189). White Plains, NY: Longman Publishing.
- Conoley, J. C., & Bahns, T. (1992). Nurturing children of divorce: A shared responsibility. In S. Christenson & J. C. Conoley (Eds.), *Home-school collaboration: Enhancing children's academic and social competence* (pp. 455-466). Washington, DC: National Association of School Psychologists.
- Conoley, J.C., & Wright, C. (1993). Caplan's ideas and the future of psychology in the schools. In W. P. Erchul (Ed.), *Consultation in community, school, and organizational practice: Gerald Caplan's contributions to professional psychology* (pp. 177-192). Washington, DC: Taylor & Francis.
- Conoley, J.C., & Bahns, T. (1995). Supervision of internship training. In J. Grimes & A. Thomas (Eds.), *Best practices in school psychology*. Washington, DC: National Association of School Psychologists.

- Conoley, J.C., & Bryant, L. (1995). Multicultural family assessment. In J.C. Conoley & E. Werth (Eds.), *Family assessment*. Lincoln, NE: Buros Institute of Mental Measurements.
- Conoley, J.C. & Bryant, L. (1995). Evaluation of family systems across cultures. In Suzuki, L., Meller, P., & Ponterotto, J. (Eds.). *Multicultural assessment: Clinical, psychological and educational applications*. San Francisco: Jossey-Bass.
- Conoley, J.C., & Larson, P. (1995). Conflicts in care: Early years. In C. Larsen & E. Rave (Eds.). *Ethical decision making in therapy: Feminist perspectives*. New York: Guilford.
- Conoley, J. C., & Rotto, P. C. (1997). Ecological interventions with students. In J. L. Swartz & W. Martin (Eds.). *Applied ecological psychology for schools within communities: Assessment and intervention* (pp.55-73). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Conoley, J.C., Gagnon, W. (1997). Curriculum approaches to reducing violence in classrooms. In A. P. Goldstein & J. C. Conoley (Eds.), *School violence intervention: A practical handbook* (pp. 217-235). New York: Guilford.
- Conoley, J. C., & Sheridan, S. M. (1997). Pediatric traumatic brain injury: Challenges and interventions for families. In E. D. Bigler, E. Clark, & J. E. Farmer (Eds.), *Childhood traumatic brain injury: Diagnosis, assessment, and intervention* (pp. 177 - 189). Austin, TX: Pro-Ed.
- Borgelt, C., & Conoley, J. C. (1999). Psychology in the schools: Systems intervention cases. In T. Gutkin & C. R. Reynolds (Eds.), *The handbook of school psychology* (3rd. edition, 1056-1076). New York: Wiley.
- Conoley, J. C., & Conoley, C. A. (2001). Systems change for school safety. In J. Hughes, A. LaGreca, and J. C. Conoley (eds.), *Handbook of psychological services for children and adolescents*. New York: Oxford University Press.
- Sullivan, J., & Conoley, J. C. (2001). Best practices in supervision of interns. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV*. Bethesda, MD: National Association of School Psychologists.
- Sullivan, J., & Conoley, J. C. (2004). Real world consultation. In J. C. Conoley and A. P. Goldstein (Eds.). *School violence intervention: A practical handbook* (2<sup>nd</sup> Edition). Guilford.
- Sullivan, J., & Conoley, J. C. (2004). Instructional best practice: Violence prevention in the classroom. In J. C. Conoley and A. P. Goldstein (Eds.). *School violence intervention: A practical handbook* (2<sup>nd</sup> Edition). Guilford.
- Conoley, J. C., & Sheridan, S. M. (2005). Family intervention in schools. In R. D'Amato & C. R. Reynolds, (Ed.). *Handbook of school neuropsychology*. New York: Wiley.
- Sullivan, J., & Conoley, J. C. (2008). Best practices in supervision of interns. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (000-000). Bethesda, MD: National Association of School Psychologists.
- Conoley, C.W. & Conoley, J.C. (2008) The existential issues of freedom and responsibility: Every year it is getting harder to deny them! In L. Golden (Ed.). *Case studies in counseling older adults*. Upper Saddle River, NJ: Merrill/Prentice-Hall.
- Conoley, C.W., & Conoley, J.C. (2009). Positive psychology for educators. In R. Gilman, E. S. Huebner, & M. J. Furlong (Eds.). *Handbook of positive psychology in the schools*. (pp 463-476). Oxford, UK: Taylor & Francis.
- Conoley, J. C., Conoley, C.W. (in preparation) Technical reporting, documentation, and the evaluation of tests. In K. Geisinger Ed. *Handbook of testing and assessment in psychology*. Washington, D.C.; American Psychological Association.

## ARTICLES:

- Conoley, J.C. (1980). Organization assessment. *School Psychology Review*, 9, 83-89.
- Conoley, J.C., & Conoley, C.W. (1982). The effects of two conditions of consultation on

- student teacher problem descriptions and remedial plan generation. *Journal of School Psychology, 20*, 323-328.
- Conoley, C.W., & Conoley, J.C., McConnell, J., & Kimsey, C. (1983). The effects of Gestalt empty chair and RET ABC's on anger reduction. *Psychotherapy: Theory, Research, Practice, 20*, 112-117.
- Conoley, J.C., & Conoley, C.W. (1983). A comparison of techniques to affect sociometric status: A step toward primary prevention in the classroom? *Journal of School Psychology, 21*, 41-47.
- Conoley, J.C. & Conoley, C.W. (1985). The school consultant as advocate: A perspective for trainers. *Journal of School Psychology International, 6*, 219-224.
- Conoley, J.C. (Ed.) (1986). Indirect service: The state of the art [Special issue]. *School Psychology Review, 15*(4).
- Conoley, J. C., & Gutkin, T. B. (1986). Educating school psychologists for the real world. *School Psychology Review, 15*, 457-465.
- Conoley, J. C. (1987). Dr. Future, we presume, said school psychology. *Professional School Psychology, 2*, 173-186.
- Henning-Stout, M., & Conoley, J. C. (1987). Consultation and counseling as procedurally divergent. *Professional Psychology, 18*, 124 -127.
- Conoley, J. C. (1987). Families and schools: Theoretical and practical bridges. *Professional School Psychology, 2*, 191-203.
- Conoley, J. C. (1987). Strategic family therapy: Three cases of school aged children. *School Psychology Review, 16*, 469-486.
- Alpert, J., & Conoley, J. C. (Ed.) (1988). Gender issues in school psychology. [Special issue]. *Professional School Psychology, 3*(1).
- Conoley, J. C., & Welch, K. (1988). The empowerment of women in school psychology: Paradoxes of success and failure. *Professional School Psychology, 3*, 13-19.
- Conoley, J. C., & Conoley, C.W. (1988). Useful models of school-based consultation. *Remedial and Special Education.*
- Conoley, J.C. (1988). Positive classroom ecology. *Behavior in Our Schools, 2*, 27-30.
- Gutkin, T. B., & Conoley, J. C. (1990). Reconceptualizing school psychology from a service delivery perspective: Implications for practice, training, and research. *Journal of School Psychology, 28*, 203-223.
- Conoley, J. C. (1990). Critique of the K-ABC: Reflections of the unobservable. *Journal of Psychoeducational Assessment, 8*, 369-375.
- Conoley, J. C., & Bonner, M. (1991). The effects of title and fee on client perceptions of therapist characteristics. *Journal of Counseling and Development, 69*, 356-358.
- Plake, B. S., Conoley, J. C., Kramer, J. J., & Murphy, L.U. (1991). The Buros Institute of Mental Measurements: Commitment to the tradition of excellence. *Journal of Counseling and Development, 69*, 449-455.
- Conoley, C. W., Conoley, J. C., Ivey, D., & Scheel, M. (1991). Enhancing consultation by matching the consultee's perspectives. *Journal of Counseling and Development, 69*, 546-549.
- Conoley, J. C., & Conoley, C. W. (1991). Collaboration for child adjustment: Issues for school- and clinic-based psychologists. *Journal of Clinical and Consulting Psychology, 59*, 821-829.
- Kramer, J. J., & Conoley, J. C., Bischoff, L.G., & Benes, K.M. (1991). Providing a continuum of professional training. *School Psychology Review, 20*, 551564.
- Conoley, C. W., Conoley, J. C., & Gumm, W. G. (1992). Effects of consultee problem presentation and consultant training on consultant problem definition. *Journal of Counseling and Development, 71*, 60-62.

- Rogers, M. R., Ponterotto, J. C., & Conoley, J. C., & Weise, M. (1992). Multicultural training in school psychology: A national survey. *School Psychology Review, 21*, 603-616.
- Conoley, J. C. (1994). You say potato, I say . . . Part 1. *Journal of Educational and Psychological Consultation, 5*, 45-49.
- Conoley, J. C. (1994). You say potato, I say . . . Part 2. *Journal of Educational and Psychological Consultation, 5*, 143-148.
- Conoley, J. C., & Gutkin, T. B. (1995). Why didn't--why doesn't—school psychology realize its promise. *Journal of School Psychology, 33*, 209-217.
- Conoley, J.C., & Conoley, C.W. (1995). We just want to help. *Journal of Educational and Psychological Consultation, 6*, 363-371.
- Conoley, J.C., & Sheridan, S. (1996). Pediatric traumatic brain injury: Challenges and interventions for families. *Journal of Learning Disabilities, 29*, 662-669.
- Conoley, J. C., Hindman, R., Jacobs, Y., & Gagnon, W. A. (1997). How schools promote violence. *Family Futures, 1(1)*, 8-11.
- Conoley, C.W., Reese, R. J., Bender, S.W., Hirsch, W.M., Conoley, J.C. (2004). Language matters: The effects of violent and kind metaphors upon attitudes toward an aggressive child, *The Childhood Care & Development Journal, 1(2)*, 9-27.
- Ouyang, M., & Conoley, J. C. (2008). Consultation for gifted language minority students: 21<sup>st</sup> century public school practice. *Journal of Educational and Psychological Consultation, 17(4)*. 297-314.
- Conoley, J. C. (2008) Sticks and stones can break my bones and words can really hurt me, *School Psychology Review, 37(2)*,
- Conoley, C. W., Conoley, J. C., & Reece, J. (2009). Changing a field of change. *Journal of Educational and Psychological Consultation*.
- Skiba, R., Reynolds, C.R., Graham, S., Sheras, P., Conoley, J. C., & Garcia-Vasquez, E.(2008) Are zero tolerance policies effective in schools? *American Psychologist, 63*, 852-862.
- Conoley, J.C., & Conoley, C.W. (in press) Collaboration and positive psychology. *Journal of Educational and Psychological Consultation, Special Issue*
- Conoley, J. C. (in press). Bigger dreams in a smaller world. *Teacher Education & Practice: special issue, Teacher Education in a Global Society*

## **REVIEWS, SERVICE PUBLICATIONS and PUBLIC SERVICE ACTIVITIES:**

- Conoley, J.C. (1985). Behavior therapy and the whole child [Review of Children and Behavior Therapy]. *Contemporary Psychology, 30*, 636-637.
- Conoley, J.C. (1987). A response to West and Idol. *Journal of Learning Disabilities, 20*, 497.
- Plake, B. S., & Conoley, J.C. (1995). Using Buros Institute of Mental Measurements materials in counseling and therapy. In W. D. Schafer (Ed.). *Assessment in counseling and therapy*. Greensboro, NC: ERIC/CASS and the Association for Assessment in Counseling.
- Reese, R. J., Skrla, L., Conoley, J.C., Stevens, J. (1999). Texas teacher salaries: Regional comparisons of career earnings and other professions. For the 76<sup>th</sup> Texas Legislative Session and the Texas Business Education Coalition.
- Kramer, J. J., & Conoley, J. C. (1999) Managing young children's behavior: Parents are teachers. In Oregon Department of Education EXCE Behavior Cadre Technical Assistance Manual. Oregon Department of Education. Roseburg, OR.
- Conoley, J. C. (2001). *High performance schools: School is everybody's house*. Monograph. Education Policy Studies Series No. 43: Hong Kong Institute of Educational Research: Chinese University of Hong Kong.

- Weekly radio show for Nebraska Public Radio, 'For Better or Worse . A show dealing with family and relationship issues. (with Collie W. Conoley, 1994 - 1996)
- Weekly radio show for Texas A&M Public Broadcasting, Family Talk. A show dealing with family and educational issues (with Collie W. Conoley, 1997- 2005)
- Conoley, C.W. & Conoley J.C. (2001) Harvesting of the Family Secrets. *The Family Psychologist*. Vol 17, No. 1, p. 8.
- Conoley, J. C. (2003, February). What will the dean say? In *Proceedings of the Twentieth Annual Conference of Academic Chairpersons: Visions of Departmental Leadership* (pp. 1-4). Manhattan, KS: Division of Continuing Education Kansas State University.
- Conoley, J. C. (2005) Foreword to the *Encyclopedia of School Psychology*. S. W. Lee & P. Lowe (Eds). Thousand Oaks, CA: Sage.
- Skiba, R., Reynolds, C. R., Graham, S., Sheras, P., Conoley, J. C., & Vasquez, E. (2006). *Are Zero Tolerance Policies Effective in the Schools? An Evidentiary Review and Recommendations*. Washington, DC: American Psychological Association
- College Board National Advisory Panel authors' group (2006). *Teachers and the Uncertain American Future*. Center for Innovative Thought.
- Conoley, J. C. (2007). Foreword to the *Handbook of Research in Consultation: Empirical foundations of the field*. W. Erchul & S. M. Sheridan (Eds.). London: Routledge.
- Conoley, J. C. (2006-09) Gevirtz Graduate School columns and opinion editorials in the on-line version of the *Santa Barbara Independent* newspaper.
- Conoley, J.C. (2009) Foreword to the Handbook of School Psychology. C. Reynolds & T. Gutkin (Eds.), New York: Wiley.
- Aber, J. L., Atkins, M.S., Benbow, C. P., Brabeck, M.M., Bruner, J, Coleman, H.L. K., Conoley, J. C., Dodge, K. A., Fine, M., Fuchs, D., Fuchs, L. S., Jensen, F. M., Lykes, B., Mattis, J., Noguera, P. ,Prilleltensky, I., Way, N. 2009, July Brief Of Amici Curiae To The Supreme Court Of The United States in The Matter of Terrance Jamar Graham v State of Florida. Washington, D.C.; Stephen M. Nickelsburg Counsel of Record, Clifford Chance US LLP

## GRANTS and AWARDS:

*National Institute of Mental Health* (with Keller). Training Grant in School Psychology. 3 years \$225,000. 1979. #5T01MHI5928. 1978

*National Institute of Education* (with Bogdan). A Sociological Qualitative Study of Mainstreaming. 3 years \$256,000. 1979. #3532413. 1979

*Organized Research Grant awards*. Texas Woman's University: 1979 - 1984

- ◇ Consultation, process and outcomes. \$3,301. 1979-80.
- ◇ Elementary school organizational processes and mental health services. \$7,600, 1980-81.
- ◇ Consultant problem solving styles. \$4,160. 1981-82.
- ◇ Ecological understanding of children called E. D. \$7,700. 1982-83.
- ◇ Problem formulation among expert consultants. \$7,000. 1983-84.

*Department of Education: Special Education*. Diagnosis and Service Delivery in Childhood Behavior Disorders. \$450,000. 1987-1990 (with Peterson).

*University of Nebraska Internal Research Grants*: 1984 - 1996

- ◇ Analysis of Consultant Verbalizations. \$5,000 (with Gutkin).

- ◇ A New Model for School Psychological Services. \$6,500 (with Kramer).

Sid Richardson Foundation Fellows for School/University Partnerships. \$20,000

Texas Education Agency Commissioner's Evaluation Grants (1998-99). \$10,000

Department of Education, Pew Foundation, Meadows Foundation, Richardson Foundation grants to the Texas A&M System Colleges of Education (1999-2004). Co-PI (with 8 other TAMU System Deans) total of \$14.3 million over five years. TAMU share was \$400,000 per year.

The Houston Endowment, The Great City Initiative (2004). \$4M endowment to support endowed chairs and program efforts to improve K-12 education in Houston, TX.

National Science Foundation (2000-2005). Center for the Implementation of Learning Technologies in the Teaching and Learning of Science (now ITS Center) with Richard Ewing, co-PI. \$10 million.

*Provost's Next Steps AUF Awards:*

- ◇ \$145,000 to create an e-portal for College collaborative research
- ◇ \$125,000 base increase to support new faculty position in minority health
- ◇ \$400,000 base increase to support new undergraduate programs.

Supreme Education Council, Qatar \$8.8M technical assistance to reform teacher preparation across the nation of Qatar, 2004-2008

Texas Education Agency High School Completion and High School Success Project: \$1.2 million 2004-2006. co-directed with Dr. Dennie Smith

Texas Education Agency Mathematic Standards Project \$4.6M

NOAA, Watershed Teacher Professional Development, \$50,000, 2007-2009

National Science Foundation, Noyce Teacher Scholarships, 2009-2014, 900,000

Wharton Foundation, Bower Foundation, Santa Barbara Foundation, Building STEM capacity in Santa Barbara county, 2009, 115,000.

Verizon Foundation: Accelerating Math and Science Proficiency for High Achieving Latino Middle School Students, 2009, \$40,000

## **RECENT EVALUATION PROJECTS**

Crescendo: An Arts Program: Cleveland School, Santa Barbara Elementary District 2008-2010 (study the effects of participation in arts programming on achievement and attendance)

ArtVentures: Santa Barbara Museum of Art: 2009 – (analyze the viability of after school programs from the Ridley Tree Educational Center of the SMBA)

South Coast Gang Advisory Council: 2009 – (assist a coalition of 20 human service and educational agencies to monitor and evaluate the effects of an individualized program of comprehensive services for gang involved youngsters).

CalTeach: University of California 2009 – (complete a System wide analysis of the effectiveness of the CalTeach program to reach program goals).

## **DOCTORAL ADVISEES (22)**

- Allison, Janet Elaine (1994). A descriptive study of problem-oriented parent-teacher conferences. Ph.D. dissertation, The University of Nebraska - Lincoln,
- Axford, Stephen Nolan (1990). Interaction of developmental level and kindergarten curriculum. Ph.D. dissertation, The University of Nebraska- Lincoln,
- Bahns, Theresa M. (1997). Parent involvement in education: Parent positions. Ph.D. dissertation, The University of Nebraska - Lincoln,
- Billings-Tenney, M. B. (1987). Ph.D. dissertation, The University of Nebraska-Lincoln.
- Borgelt, Christine Ellenberg (1998). Traumatic brain injury rehabilitation: Predicting outcomes from staff and family relationships. Ph.D. dissertation, The University of Nebraska - Lincoln,
- Bowen, Nancy Helen (1989). The effects of supervisee training level and supervisor education level on the state anxiety, trait anxiety, and self-rating of skill of counselors in training. Ph.D. dissertation, The University of Nebraska - Lincoln
- Bryant, Lorrie Elizabeth (1996). An evaluation of the longitudinal impact of an early intervention program for children with speech-language impairments. Ph.D. dissertation, The University of Nebraska - Lincoln
- Grow, Crystal Rae (1995). Refusing unwanted sexual activity: A component analysis of adolescent sexual refusal skills. Ph.D. dissertation, The University of Nebraska - Lincoln
- Gumm, R. B. (1984). Development and use of an instrument to detect differences in consultation performance due to consultation training. Ph.D. dissertation, Texas Woman's University.
- Gumm, W. B. (1982). The effects of consultant's verbal cues on trained and untrained consultants' verbalizations, problem description and consultation success. Ph.D. dissertation, Texas Woman's University.
- Hindmand, Reed Alan (1998). The influence of student race on teacher trainee perceptions of student aggression. Ph.D. dissertation, The University of Nebraska - Lincoln
- Hoover, Laurie Mary (1989). Adult Children of Alcoholics: Treatment outcomes as related to borderline personality disorder diagnosis. Ph.D. dissertation, The University of Nebraska - Lincoln
- Kinsala, M. G. (1984). An investigation of variables affecting perceived consultation outcome: A utilization of expert and referent power theory. Ph. D. dissertation, Texas Woman's University.
- Larson, Paula Brislen (1997). Parent involvement in education: Variables affecting treatment acceptability and implementation. Ph.D. dissertation, The University of Nebraska - Lincoln

- Lawson, Stephanie Jo (1994). Levels of problem behavior of behaviorally disordered and learning disabled students across category, setting and time. Ph.D. dissertation, The University of Nebraska - Lincoln
- McKee, Todd K. (1996). Relationship between goal orientation and the psychiatric diagnosis of persons. Ph.D. dissertation, The University of Nebraska - Lincoln
- Oestmann, Jerry L. (2000). Evaluation of the Behavioral Skills Program: A public school-based day treatment for students with behavioral disorders. Ph.D. dissertation, The University of Nebraska - Lincoln
- Rogers-Wiese, Margaret Rose (1989). The relationship of personal problem-solving to consultee preference for collaborative versus expert models of solution generation. Ph.D. dissertation, The University of Nebraska - Lincoln
- Schicke, Michelle Christine (1995). Special education placement as "treatment": A comparison of regular and special education classroom environments. Ph.D. dissertation, The University of Nebraska - Lincoln
- Welch, Kathryn Lynn (1990). Qualitative and quantitative differences between expert and novice problem-solvers in school consultation. Ph.D. dissertation, The University of Nebraska - Lincoln
- Werth, Elaine Buterick (1996). Effect of matching rationales on treatment acceptability of time out. Ph.D. dissertation, The University of Nebraska - Lincoln
- Wright, Carolyn Ann (1998). Program evaluation for Quality Living, Incorporated. Ph.D. dissertation, The University of Nebraska - Lincoln

## **PROFESSIONAL LEADERSHIP AND HONORS:**

- Vice-president, Division of School Psychology, 1983 - 1986.
- Distinguished Teaching Award. University of Nebraska, Teachers College, 1986.
- Distinguished Teaching Award. University of Nebraska, Department of Educational Psychology, 1986.
- Fellow of the American Psychological Association. Elected, August 1986.
- Fellow of the Graduate Faculty, University of Nebraska-Lincoln, 1987.
- President-elect, President, and Past President. Division of School Psychology. 1987 - 1990.
- Member, National Review Panel for Prevention Research, Child and Family Subcommittee, National Institutes of Mental Health, 1988 – 1991; ad hoc member of NIH review for Services Research, 2004
- Fellow, American Psychological Society, elected, 1990.
- University of Texas at Austin College of Education Centennial Committee Award: Distinguished Graduate of the Educational Psychology Department (one of five awarded), 1990.
- Dorothy H. Hughes Award for Distinguished Accomplishments in Educational and School Psychology, 1991.
- Representative to the Council of the American Psychological Association, elected 1991 (term 1992 - 1995).
- President of the UNL Chapter of the American Association of University, Professors (term 1992-1994 as president-elect, president, and past president).
- Vice-chair, Association of State and Provincial Psychology Boards' Examination Committee. (1993 - 2000).
- Research Assessor, National Board of Employment, Education and Training, Australian Research Council, Research Grants Committee. (1992-present).
- Member of the Executive Committee of the APA Committee on Accreditation. (1995 - 1998)

- Jack Bardon Award for Distinguished Service (1995) Awarded by the Division of School Psychology of the American Psychological Association
- Hall of Fame Inductee (1995) Elected by the Board of Trustees of the Academy of Mt. St. Ursula for outstanding accomplishment by an alumna in research and scholarship
- Board of Visitors, Lehigh University, College of Education, 1995
- Secretary of the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities,(now named CADREI) 1997 – 2006.
- Elected to be Member of the Governing Council, National Network for Educational Renewal, 1998 – 2001
- Woman of Distinction; chosen by the Bluebonnet Council of the Girl Scouts of America, 2002
- President, Texas Association of Colleges of Teacher Education, 2002
- Outstanding Graduate: University of Texas at Austin School Psychology Program, 2002
- External Examiner, University of Hong Kong, 2002 – present
- Member of the APA Inter-Divisional Coalition on Psychology and the Schools 2002- present
- Board of Visitors, South Texas College of Law, 2004 – 2006
- National Council on Competitiveness; Innovation Skills Working Group, 2004
- Steering Committee American Association of Universities Colleges of Education 2004 –present
- Member of the Research Council, American Association of Colleges of Teacher Education, 2005
- Member, College Board National Panel on Teacher Recruitment – 2005
- Chair, Texas A&M University System Education Deans, 2005 -2006
- Member, APA Task Force on the Impact of Elementary and Secondary School Zero Tolerance Policies 2005-2006.
- Member of the Executive Committee, Board of Educational Affairs, American Psychological Association, Jan 2006-Dec 2008
- Chair, Organization of Affiliated Institutions, American Educational Research Association 2006 – 2007
- Member of the Executive Steering Committee: K-20 California Educational Technology Collaborative, 2008-

## **SELECTED UNIVERSITY OF CALIFORNIA and UNIVERSITY OF CALIFORNIA SANTA BARBARA LEADERSHIP ROLES:**

### **Chair**

- CalTeach System-wide Executive Committee, 2008 –
- University of California Santa Barbara Science Mathematics Initiative, 2006 –
- UC Santa Barbara County P-20 STEM Council 2009 -
- Search Committee for Director of the University Library 2006-2007

### **Co-Chair**

- Gevirtz Graduate School Faculty Executive Council 2006-
- Gevirtz Graduate School Dean's Council 2006-
- Guest house feasibility study committee, 2008

### **Committee Member (current)**

- UC System Educational Imperative Steering Committee
- UC Commission on the Future, Education and Curriculum Committee
- Academic Planning Council
- Research Infrastructure Council
- Academic Technology Planning Group
- Chancellor's Outreach Advisory Board
- Faculty Club Board
- Budget Strategy Council

## SELECTED NATIONAL AND INTERNATIONAL INVITED ADDRESSES AND KEYNOTES:

- Conoley, J.C. & Apter, S.J. (1980, June). *Consultation with teachers: What, if, how*. Invited address at the Council for Exceptional Children Topical Conference on Emotional Disturbance, Minneapolis, MN.
- Conoley, J.C. (1981, December). *Alternative roles for the clinical psychologist*. Invited George M. Stern Memorial Address, Syracuse University Clinical Psychology Program.
- Conoley, J. C. (1985, March). *Instructional consultation with behaviorally disordered children*. Invited keynote address to the Central States School Psychology Association, Kansas City, MO.
- Conoley, J. C. (1985, August). *Schools and families: Theoretical and practical bridges*. Division 16 Invited Address to the annual meeting of the American Psychological Association, Los Angeles, CA.
- Conoley, J. C. (1987, February). *Positive classroom ecology*. Keynote address presented at the annual meeting of the Midwest Symposium on Leadership in Behavior Disorders, Kansas City, MO.
- Conoley, J. C. (1988, September) *Preventive school psychology*, Guidance and Counseling Association of Queensland, Australia.
- Conoley, J. C. (1989, August). *Diagnosis and service delivery in childhood behavior disorder*. Division of School Psychology Presidential address at the annual meeting of the American Psychological Association, New Orleans, LA.
- Conoley, J. C. (1989). *Improving schools for children and teachers*. Invited keynote for the Australian Guidance and Counseling Association, Sydney, Australia.
- Conoley, J. C. (1991, January). *Increasing the acceptability of consultation intervention*. Paper delivered at the University of Utah Distinguished Scholar Seminar Salt Lake City, UT.
- Conoley, J. C. (1991, November). *Ecological interventions with children and families*. Keynote for the 5<sup>th</sup> Midwest Behavior Disorders Conference, November
- Conoley, J. C. (1992, July) *Emerging Professionals Roles to Support Inclusion*. Keynote for the 16<sup>th</sup> Annual Kephart Symposium in Special Education, University of Northern Colorado.
- Conoley, J. C. (1993, May). *Transforming Schools*. Keynote for the Miami Valley and Southwestern Ohio Special Education Regional Resource Centers.
- Conoley, J. C. (1993, May). *Schools and Families: A Critical Link*. The Barry Leher Distinguished Lecture Series, University of Cincinnati.
- Conoley, J. C. (1994) *Collaboration for Change*. Keynote speech at the 30th Annual School Psychology Institute, Queens College, New York.
- Conoley, J. C. (1994). *Assessing and Intervening with Multicultural Families*. Keynote address and workshop to the annual meeting of the New York State School Psychology Association, Buffalo, NY, 1994.
- Conoley, J. C. (1995). *Preventing Aggression in Schools*. Keynote address at From Crisis to Opportunity, Austin, TX.
- Conoley, J. C. (1996, August). Section chair of the Presidential miniconvention on urban issues: Urban Schools. Annual meeting of the American Psychological Association, Toronto.
- Conoley, J. C. (1997, May). *Increasing school safety*. University of Utah, Distinguished Lecture Series, Salt Lake City, UT.
- Conoley, J. C. (1999, February). *Educational ethics*. Keynote address at the 44<sup>th</sup> annual Student Conference on National Affairs. College Station, TX.
- Conoley, J. C. (2000). *School violence and safety in U. S. schools*. Invited address to the Republic of Mexico Heroic Military Academy, Mexico City, Mexico.
- Conoley, J. C. (2000, May). *High Performance Schools: School is Everybody's House*. Lee Hysan Distinguished Lecture Series in Education for the Faculty of Education at The Chinese University of Hong Kong, China.
- Conoley, J. C. (2001, January). *How hard can this be? College teaching at a distance*. Keynote address at the annual Distance Learning Conference, Austin, TX.
- Conoley, J. C. (2002, January). *Inquiry into learning: Taking teaching seriously*. Keynote address at the annual Distance Learning Conference, Austin, TX.
- Conoley, J. C. (2002, September). *School is everybody's house: Are there global implications to U. S . educational reforms*. Deans' Global Forum, Beijing Normal University.
- Conoley, J. C. (2002, September) *Intervention priming: Implementation of aggression replacement therapy in schools*. Keynote address and workshop for ICART annual meeting. Malmö, Sweden.

- Conoley, J. C. (2003, February) *What will the dean say? Building an executive team with college deans*. Keynote address for the Academic Chairpersons Conference, Orlando, FL.
- Conoley, J. C. (2004, February). *Schooling and safety: National and international perspectives*. University of Mansour Child and Adolescent Welfare Conference. Mansoura, Egypt
- Conoley, J. C. (2005, July). *Multisystemic therapy: Possible applications in Latino Culture*, University of Costa Rica, San Jose, Costa Rica.
- Conoley, J. C. (2006, August). *Living in childhood: Fun, scary, and fascinating*. Invited address to the American Psychology Foundation Elizabeth Munsterberg Koppitz Workshop on Child Psychology, New Orleans, LA.
- Conoley, J. C. (2006, October). *The power of positive sight*. Invited address to the International Summit of Positive Psychology, Washington, DC
- Sroufe, J., & Conoley, J. C. (2007, April). (co-chairs). *Advanced Technologies in Education Research: New Directions in State, Regional, and Global Applications*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL
- Conoley, J. C., Davison, G., Klimoski, R., & Tassinari, L. (2007, September). *Sharing psychology: Its role in educating other professions*. Invited symposium presented at the annual meeting of the Educational Leadership Conference, Washington, DC: American Psychological Association.
- Conoley, J. C. (2008, May). *School psychology misdirected: An argument for prevention and capacity building*. 41<sup>st</sup> Annual UC Berkeley School Psychology Conference, Berkeley, CA.
- Conoley, J. C. (2009, February). *Teacher preparation challenges in the United States*. University of Helsinki, Cicero Learning Network, Helsinki, Finland

#### **PEER REVIEWED PRESENTATIONS AT PROFESSIONAL MEETINGS:**

- Close-Stevens (Conoley), J. (1975, August). *The paraprofessional and the school psychologist*. Paper presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Conoley, C.W. & Conoley, J.C. (1976, April). *The effects of self-reinforcement on self-confidence in teacher trainees*. Paper presented at the annual meeting of the Southwestern Psychological Association, Albuquerque, NM.
- Conoley, J.C. (1977, August). *Psychology of leadership: Implications for women*. Paper presented a Conference on Women and Educational Leadership, Syracuse, New York.
- Conoley, J.C. & Conoley, C.W. (1978, March). *Consultation revisited: Empirically*. Paper presented at the annual meeting of the National Association of School Psychologists, New York.
- Biklen, S. & Conoley, J. C. (1978, Spring). *Psychological androgyny and teacher effectiveness*. Paper presented at School of Education, Syracuse University colloquium series.
- Conoley, J.C. & Barnes, E.B. (1978, July). *Program development for the severely and profoundly disabled*. Paper presented at National Conference on Mainstreaming, Syracuse, New York.
- Conoley, J.C. (1979, April). *Organizational assessment*. In H. Keller (chair). *The broader dimensions of assessment*. Symposium presented at the annual meeting of the National Association of School Psychologists, San Diego, CA.
- Conoley, J.C. (1980, August). *Ecological interventions with troubled children*. In S.J. Apter (chair) *International perspectives on troubled children*. Symposium presented at the annual meeting of the American Psychological Association, Montreal, Canada.
- Conoley, J.C. & Clark, M. A. (1980, April). *Evaluation of consultation training*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington DC
- Conoley, J.C. (1980, April). *A program development framework*. In E. Barnes (chair) *Developing programs for severely handicapped students in the public schools*. Symposium presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Conoley, J.C. (1980, April) (chair). *Consultation: Fun, fact, fiction and frustration*. Symposium presented at the annual meeting of Southwestern Psychological Association, Oklahoma City, OK.
- Conoley, J.C. (1980, August). *The token ineffectual: Women in academe*. In C.W. Conoley (chair) *Perspectives on power: Theoretical and practical issues*. Symposium presented at the annual meeting of the American Psychological Association, Montreal.
- Conoley, J.C. & Conoley, C.W. (1981, April). *Verbal processes in consultation analysis*. In J. Hughes (chair) *Interpersonal processes in consultation*. Symposium presented at the annual meeting of the

- National Association of School Psychologists, Houston, TX.
- Conoley, J.C. (1981, August). *Organization development and advocacy consultation: Training dilemmas in consultant values*. In J. Meyers (chair) Training for consultation. Symposium presented at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Conoley, J.C. (1981, August). *Sex differences in psychology graduate trainees*. In S. Yogev (chair) Women psychologists throughout the career span: Role barriers. Symposium presented at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Conoley, C.W. & Conoley, J.C. (1981, October). *Increasing services to behaviorally disordered children*. Paper presented at the annual meeting of the Texas Personnel and Guidance Association, Corpus Christi, TX.
- Conoley, J. C. (1982, April). *Paradoxical interventions: History and definitions*. In C. Conoley (chair) Paradox. Symposium at the annual meeting of the Texas Association for Marriage and Family Therapy, Galveston, TX.
- Conoley, J. C. & Conoley, C. W. (1982, August). *Prescriptive consultation*. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C
- Conoley, J. C. (1982, August). *Analysis of consultation strategies with teachers of multicultural exceptional children*. In S. Rosenfield (chair) Consultation with teachers of multicultural exceptional children. Symposium at the annual meeting of the American Psychological Association, Washington, D.C.
- Conoley, J. C. (Chair) (1983, April). *Innovations in consultation practice and research*. Symposium presented at the annual meeting of the National Association of School Psychologists, Detroit, MI.
- Conoley, J. C. & Conoley, C. W. (1983, April). *Training school psychologist as advocates: A perspective for trainers*. In J. S. Silverstein (Chair) Advocacy Symposium presented at the annual meeting of the National Association of School Psychologists, Detroit, MI.
- Conoley, J.C. & Conoley, C. W. (1983, August). *Research methods in consultation*. In R. Morris (Chair) School consultation: Research and applications. Symposium presented at the annual meeting of the American Psychological Association, Anaheim, CA.
- Lopez, F., Conoley, C.N., Conoley, J. C. & Larsen, K. (1983, August). *Relationship of counselor response and client anxiety to self-disclosure*. Paper presented at the annual meeting of the American Psychological Association, Anaheim, CA.
- Conoley, J.C. (Chair). (1983, November). *Ecological understandings of emotionally disturbed children*. Symposium presented at the annual meeting of the Texas Psychological Association, San Antonio, TX.
- Conoley, J.C. (1983, November). *Neuropsychological assessment: Classroom applications*. In H. D. Day (Chair), Neuropsychological assessment of laterality: Does it make a difference? Symposium presented at the annual meeting of the Texas Psychological Association, San Antonio, TX.
- Conoley, J. C. & Conoley, C. W. (1984, August). *Consultation roles in schools*. In S. Ehly (Chair), School service providers: Conflicts in role definition and service delivery. Symposium presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Conoley, J. C. (1984, August). *Territory, economics, and children's mental health*. In R.B. Pipes (Chair), School psychologists and other psychologists: How do we relate? Symposium presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Conoley, J. C. (1984, September). *The system is the client*. Paper presented at the fall meeting of the Nebraska School Psychology Association, Lincoln, NE.
- Conoley, J. C. (1985, March). *Getting more for your special education dollar through consultation*. Paper presented at the Midwest Symposium on Leadership in Behavior Disorders, Kansas City, MO.
- Kinsala, M. G. & Conoley, J. C. (1985, August). *Variables affecting consultation outcome: Using expert and referent power theory*. Paper presented at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Conoley, J. C. (1985, October). *The psychology of leadership: Implications for training women as psychologists*. Paper presented at the AERA special interest group Women and Research Convention, Boston, MA.
- Conoley, J. C. (1986, April). *Measurement issues and a new analysis instrument in consultation interactions*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Conoley, J.C. (1986, August). *Strategic family therapy with school aged children: Three cases*. Paper

- presented at the annual meeting of the American Psychological Association, Washington, DC.
- Conoley, J.C. (1986, August). *School-family interaction: School-based perspective*. In J. Kramer (Chair), School-family interaction: cooperation among inservice and extramural personnel. Symposium presented at the annual meeting of the American Psychological Association, Washington D.C
- Conoley, J. C. (1986, August). *Consultation research: Needed next steps and methods*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Conoley, J.C. (1987, August). *Dr. Future, we presume, said school psychology*. In S. DeMers (Chair), Progress and perils in licensing and credentialing of school psychologists. Symposium presented at the annual meeting of the American Psychological Association, New York.
- Conoley, J.C. (1987, August). *The school psychologist as a community service provider*. In R.C. D'Amato (Chair), Nontraditional activities for school psychologists. Symposium presented at the annual meeting of the American Psychological Association, New York.
- Conoley, J.C., Peterson, R., Etchison, D., & Lawson, S. (1987, October). *Instructional environments created for behaviorally impaired and learning disabled students in rural and urban settings*. Paper presented at the annual meeting of the National Rural and Small Schools Consortium, Washington, DC.
- Conoley, J.C. (1988, April). *The effects of settings on children's behaviors*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Rogers, M., Ponterotto, J., & Conoley, J. C. (1988, April). *The status of multicultural training in APA-approved school psychology doctoral training programs*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Conoley, J. C. (1988, August). *Cognitive-behavioral approaches to the prevention of teen-aged pregnancy*. Paper presented at the Annual meeting of the American Psychological Association, Atlanta, GA.
- Conoley, J. C. (chair) (1988, August). *Issues of gender relevant to the practice of school psychology*. Symposium presented at the annual meeting of the American Psychological Association, Atlanta, GA.
- Conoley, J. C. (1989, March). *Proactive consultation*. Paper presented at the annual meeting of the National Association of School Psychologists, Boston, MA.
- Conoley, J. C., Peterson, R., & Lawson, S. (1989, August). *Parents' evaluations of school and community programs for handicapped and nonhandicapped children*. Paper presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- Rogers-Weise, M. & Conoley, J. C. (1969, August). *Consultees' preferences for collaborative and expert consultation*. Paper presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- Kramer, J. J. & Conoley, J. C. (1989, August). *University of Nebraska model of internship in professional psychology: A consortium of child and family agencies*. Paper presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- Conoley, C.W., Ivey, D., Conoley, J.C. & Scheel, M. (1990, March). *The acceptability of counselor's consultation interventions with teachers*. Paper presented at the annual meeting of the American Association for Counseling and Development, Cincinnati, OH.
- Conoley, C.W., Ivey, D., Conoley, J.C., Scheel, M., & Bishop, R. (1990, April). *Increasing the acceptability of consultation using empathy*. Paper presented at the annual meeting of the National Association of School Psychologists. San Francisco, CA.
- Conoley, J. C (1990, August). *Implications of the scientist practitioner model for the education and training of school psychologists*. Paper presented at the annual meeting of the American Psychological Association, Boston MA.
- Conoley, J. C. (1991, March). *Levels of home school collaboration*. Paper presented at the National Association of School Psychologists Annual Meeting, Dallas, TX.
- Conoley, J. C. (1991, March). *The token academic women: Issues of stability and change*. Paper presented at the National Association of School Psychologists Annual Meeting, Dallas, TX.
- Curtis, M. J. & Conoley, J. C. (1991, March). *Strategic planning for building-level change: Case reports*. Paper presented at the National Association of School Psychologists Annual Meeting, Dallas, TX.
- Conoley, J. C. (1991, August). *Internship opportunities in school psychology*. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Gutkin, T. B., Benes, K.M., Conoley, J.C., & Naumann-Sandoval, S (1992). *Indices of consultant interview*

- effectiveness: A validity study.* Presented at the 24th annual convention of the National Association of School Psychologists, Nashville, TN.
- Gutkin, T. B., & Conoley, J.C. (1992, August). *Patterns of consultant and consultee verbalizations during problem identification interviews.* Presented at the 100th annual convention of the American Psychological Association, Washington, DC.
- Conoley, J. C. (1992, August). *School Psychology in 2042.* Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Conoley, J. C. (1993, April). *Men, women, and leadership in school psychology.* Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Conoley, J. C. (1993, April). *The trainers' role in school transformation.* Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Conoley, J.C. (1993, August). *Empirically validated best practices with families.* Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Conoley, J.C. (1994, August). *Cultural aspects of childhood aggression.* Paper presented at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Conoley, J.C. (1994, August). *System interventions with violent children and youth.* Paper presented at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Conoley, J.C., Bahns, T., & Conoley, C.A. (1995, August). *Rural mental health: Troubled girls in the heartland.* Paper presented at the annual meeting of the American Psychological Association, New York.
- Conoley, J. C. (1995, August). *New specialty definition and old internships: A challenge to the field.* Paper presented at the annual meeting of the American Psychological Association, New York.
- Conoley, J.C. (1996, August). *Ten ways in which schools promote student violence.* Distinguished Service Award Address. Paper presented at the meeting of the American Psychological Association, Toronto.
- O'Hanlon, J., & Conoley, J. C. (1998, February). *Outcome evaluation of a teacher preparation program.* Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, New Orleans, LA.
- Kleinsasser, A. M., Gehrke, N., Mantle-Bromley, C., & Conoley, J. C. (1998, April). *Faculty reward systems in modern colleges of education.* Minicourse presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Conoley, J. C. (2000, January). *Indices of high quality distance education.* Paper delivered at the annual Distance Learning Conference, San Antonio, TX.
- Conoley, J. C. (2003, August) *Will NCLB leave school psychology behind?* Paper presented at the Annual meeting of the American Psychological Association, Toronto, CA.
- Conoley, J. C. (2004, February). *Highly qualified teachers: Qualified in assessment?* Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Chicago.
- Conoley, J. C. (2004, February) *What makes for a quality teacher? Insights from psychologists in education.* Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Chicago.
- Conoley, J. C. (2004, April). *Psychologists' contributions to teacher preparation in assessment.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA
- Conoley, J. C., & Lorion, R. (2005, April) *Evidence-based practice on teaching, learning, and educational environments: Partnerships among professional organizations and associations in helping to lead change.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada
- Brabeck, M., Conoley, J. C., Fallon, D., Felner, R., Lesgold, A., Lorion, R. (2006, February). *Difficult dialogues: Engaging psychologists with their education school and arts and sciences colleagues.* Symposium presented at the annual meeting of the American Association of Colleges for Teacher Education, San Diego, CA
- Conoley, J. C. (2006, April) *NCLB: A new paradigm for school psychology?* Paper presented at the annual meeting of the American Educational Association, San Francisco, CA.
- Conoley, J. C. (2006, August). *New directions in bullying research.* Symposium presented at the Annual meeting of the American Psychological Association, New Orleans, LA.
- Conoley, J. C. (2008, August). *Ecological approaches in school psychology.* Discussant in Symposium presented at the annual meeting of the American Psychological Association, Boston, MA.

- Conoley, J. C. (2008, August). Psychology and education: Under the same roof. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.
- Conoley, J. C. (2008, August). Science and mathematics education: School of education meet national challenges. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.

### INVITED WORKSHOPS:

- *Consultation, University of Texas School of Social Work, Continuing Education Department, 1976.*
- *Use of Standardized Testing for Classroom Prescription and Parent Conferencing, Jamesville-Dewitt School District, 1977.*
- *Mental Health Consultation in Community Mental Health Departments, Oswego Co., CNMC, 1977.*
- *Consultation Processes, Madison County Mental Health Department, 1977.*
- *Coping with Children's Frustration, Syracuse Teacher Corps Positive Parenting Program, spring, 1978.*
- *The Changing Role of the School Psychologist, School of Education, Syracuse University Teacher Preparation Division, Spring, 1978.*
- *Evaluation of Federally Funded Programs, Bureau for Education of the Handicapped, Philadelphia, PA, 1978.*
- *Group Dynamics and Leadership Concerns, Syracuse Developmental Center, Education staff, spring and fall, 1979.*
- *Consultation Training for the Experienced Practitioner, Fairport School District, New York, 1979.*
- *Parental Involvement in School Projects, Syracuse City Urban League, 1979.*
- *The Aggressive Child, Carrolton-Farmers Branch School District, Texas, April 1980.*
- *Serving Severely Emotionally Disturbed Children in the Classroom . Preconvention Workshop, Division of Psychological Associates, Texas Psychological Association, Dallas, TX, 1982.*
- *Increasing Services to Emotionally Disturbed Children (with Sylvia Sibley), Texas Council for Children with Behavioral Disorders and The Behavior Learning Centers Conference on Emotional Disorders, Austin, February, 1983.*
- *Treating Troubled Children in Public School Classrooms , (with S. Apter) Continuing Education Workshop of the American Psychological Association, Anaheim, CA., August 1983.*
- *Seriously Emotionally Disturbed Students: Therapeutic Education (with S. Sibley), Region IX Educational Service Center, Wichita Falls, TX, 1983.*
- *Disturbed and Disturbing Children: Practical Strategies for Regular Classrooms (with C.W. Conoley), Region VII Educational Service Center, Mt. Pleasant, TX, August 1983.*
- *Taking on the System and Winning ,Texas Association of Visiting Teachers and Home School Coordinators Annual Meeting, Dallas, TX, November 1983.*
- *Group Process Concerns in Complex Systems, Texas Department of Mental Health and Mental Retardation, Dallas, November, 1983.*
- *Parent Conferences: Allies or Adversaries, Hurst-Eules-Bedford School District, January 1984.*
- *Managing Managerial Stress, MacDonald Transit Company, Fort Worth, TX, January 1984.*
- *Clinical Applications of Consultation, full day workshop and keynote address, Alabama School Psychology Association annual meeting, Gulf Shores, AL, 1984.*
- *Training Resource Teachers in Consultation, Nebraska Council for Children with Behavior Disorders, January 1985.*
- *Orienting school psychologists toward family interventions, University of Wisconsin, Eau Claire, all day workshop and keynote address, February, 1986.*
- *Training in the DSM-III and DSM-III-R, Nebraska school psychologists as part of a funded research project. Fall and spring, 1986 - 1988.*
- *School and Families: Building Strengths through Partnership (with J. Kramer), Oakland Community School mental health staff, Oakland, MI December 1986.*
- *Choosing district-wide testing programs, York, Nebraska school district and state-wide superintendents. January and February 1987.*

- *Subtle signs of sexual harassment in organizations*, Women in Educational Administration, October 17, 1988; UNL Psychology Department, 1989; UNL Art Department, 1990; UNL C & I Department, 1990; UNL Department of Special Education and Communication Disorders, 1990; UNL IANR, 1991.
- *Family therapy*, Iowa school psychologists, October, 1988, January, 1989, October, 1989.
- *Problem-solving and conflict management skills in MDT meetings*, Lewis and Clark College, Portland, OR, March 9 - 10, 1989.
- *Strategic planning for building level change*, Advanced Professional Training Workshop, National Association of School Psychologists, San Francisco, April, 1990, (with Curtis). Also presented to the Massachusetts, December 1990 and the Michigan Associations of School Psychology, and the Staff of Just Kids, Inc., Long Island. NY, January 1991.
- *Clinical Supervision*, professional staff and associates of the Primary Mental Health Project, University of Rochester, NY, 1991. (with C. Conoley)
- *Home/School collaboration*, Wyoming School Psychology Association, August 5 - 6, 1990 and the Wisconsin Department of Education, January 17 - 19, 1991.
- *Enhancing the student/advisor relationship*, faculty of Stephens College, Columbia, MO, August 20, 1990.
- *Professional ethics: Power asymmetries*, faculty of Stephens College, Columbia, MO, January 1991.
- *Decreasing Resistance to Consultation*, Advanced Professional Workshop for the National Association of School Psychologists, Chicago, 1995.
- *School Based Support Teams: Making a Difference for Students and Families*, New York City Special Services, June 1997.
- *Serious Emotional Disturbance and School Violence*, Eleventh Annual Conference on Disabilities, Texas Education Service Center, Region 6, College Station, September, 1997.
- *Increasing School Safety*, Conference on Behavior Disorders, March 1998, Austin, TX.
- *Consultation in the Real World*, Dallas/Fort Worth Area School Psychologists, 2000, Dallas, TX
- *K-16 and Women*, Texas Women Faculty Forum, 2000, March, Austin TX
- *Consultation Skills*, Region III, 2001, September, Victoria TX.
- *Pursuing the Vision of National Recognition*, Louisiana State University College of Education, 2003, Baton Rouge, LA

## **EXTENDED CONSULTATIONS:**

- *School of Education, Syracuse University Reading Clinic*, Consultation training. Summers, 1977, 1978, and 1979.
- *Corpus Christi School District*, Texas. Pre-referral consultation; dealing with children in crisis. December 1982 through August 1984.
- *Burlison Special Services Co-op*, Teaching special needs students. Fall 1982 to summer 1984.
- *Bellevue School District*, Birchcrest and Belleaire Elementaries. Staff development for teacher assistance teams. 1986-1988.
- *Lincoln Public Schools:*  
Clinton Elementary, Pound Jr. High, Elliott School, Holmes Elementary, Belmont Elementary School, and Park School. Staff Communication and conflict management. January - May 1987; August, 1989 - 1996
- Teachers of mentally handicapped. Facilitating problem solving with exceptional parents in crisis. January 1986.
- Teacher aides. Children in crisis. January 1987.
- Behavioral Skills Program. Team development, problem solving, conflict management, family involvement. December, 1986 - 1996.
- LD and BI teachers. Consultation training for resource teachers. October 1985; February 1986; August 1986.

- BI teachers and Hartley Elementary Staff. Basic therapeutic approaches in crisis intervention. January and February 1988.
- Prescott School and district wide personnel. Teaming. September 1989.
- *North Texas State University, Division of Special Education*. Consultation training for special education doctoral students. November, 1985 - 1988.
- *University of Texas at Austin, Division of Special Education*. Consultation practice and research. October 1986 - Sept. 1988.
- *Lincoln Lung Association*. Effects of child exceptionality on family systems. March, 1987 - 1996.
- *District Number Twenty*, Colorado Springs, CO, Special education team development. October 1985 - February 1986.
- *SCORE PROGRAM* (University of Nebraska outreach program): Homework: What Does the Research Say? for the Rising City, NE Public Schools, November 1985. 'Time and Stress Management and Motivating Troubled Students for Deshler Public Schools, April, 1986 and the McCook and Hershey School Districts, April, 1987. Parent Teacher Conferencing for Shickley, NE Public School, October 1985. Preschool Parent Involvement for the Headstart programs of Southeastern Nebraska in Wilber, January 18, 1988. Schools and Families: Building Bridges for the Nebraska State Education Association, October, 1988. Parenting at Every Age for the Elmwood Public School District, Sept. 1989. Mental Health Concerns with Preschool Children, for the Lincoln Headstart, September 1989. Friendships for St. Elizabeth Hospital's Wellness Program, 1990. Effects of Divorce on Children for St. Mark's Methodist Church, 1989 - 1996.
- *Gretna Public Schools*. Consultation concerning parent education and child and adolescent development. September, 1989 - 1996.
- *Quality Living Incorporated*. Consultation regarding staff communication, collaboration, and family counseling program. Also offered a national series of workshops on Pediatric Traumatic Brain Injury. 1990 - 1996

### **Continuing Education:** (selected 1 - 5 day workshops or ongoing seminars)

- Brief Family Therapy. Harry Goolishian, 1975-76.
- Applications of Hypnosis in Therapeutic Practice. Jack Tractir, 1976.
- Normalization of Retarded Citizens. Wolf Wolfensbeger, 1976-79.
- Psychology in the Schools. Seymour Sarason, 1976-78.
- Primary Mental Health Project Training. Emory Cowen, 1977-78.
- Qualitative Research Methodologies. R. Bogdan & Ray Rist, 1978-79.
- System of Multicultural Pluralistic Assessment. Harold Keller, 1978.
- Educating Autistic Children. Peter Knoblock, 1976-79.
- Structural Family Therapy. Salvadore Minuchin, 1979.
- Congress on the New Epistemology. Paul Dell, 1980.
- Strategic Family Therapy. Jay Haley and Cloe Madanes, 1980.
- Helping Couples Change. Richard Stuart, 1981.
- Developmental Therapy. Mary Margaret Wood, 1981.
- Treatment Approaches for Behavior Disorders. Bob Algozzine, 1981.
- Using Resistance in Family Therapy. Peggy Papp, 1981.
- Problem Resolution Therapy. Paul Watzlawick, 1982.
- Luria-Nebraska Neuropsychological Assessment. Charles Golden, 1983.
- Treating Anti-social Adolescents. Gordon Samenow, 1983.
- Ericksonian Approaches to Family Therapy. Bill O'Hanlon, 1983.
- The Milan School of Family Therapy. Lynn Hoffman, 1983.
- Introduction to Ericksonian Hypnosis. Bill O'Hanlon, 1984.
- Assessment with the New Vineland Adaptive Behavior Scales. Sarah S. Sparrow 1984.
- Becoming Master Family Therapists. Fred and Bunny Duhl, 1985.
- Evolution of Psychotherapy Conference (27 continuing education hours), December 1985.
- Compulsive Gambling. 1986, NPA continuing education.

- Solution-focused Therapy, February 1989, Jay Haley and Cloe Madanes.
- Family Therapy. NPA Continuing Education. Carl Whitaker, 1990.
- MMPI 2, NPA Continuing Education, 1992
- Midwinter Conference APA Division of Family Psychology. 1993
- Nebraska Symposium on Motivation, family and child concerns, 1994
- Buros-Nebraska Symposium on Testing and Measurement: Assessment of Metacognition, 1995
- Transformations in School Psychology Practice, APA Continuing Education, 1996
- Behavior Treatment of Childhood Anxiety Disorders, Deborah Beidel, APA Continuing Education, 1997
- School Violence, APA Continuing Education, August 1999
- Neurodevelopmental Pathways in ADHC, August, 2001 Jan Culbertson, APA Continuing Education
- Developmental psychopathology. August, 2003 APA Convention 7 CEUs
- Spanish Language Immersion in Costa Rica and Mexico, 2002, 2003, and 2004
- American Psychological Association Annual Meeting, August, 2003 8 CEUs
- Education Leadership Conference, APA, September, 2003 8 CEUs
- Texas Psychological Association Annual Meeting, November, 2003
- Ethics in Psychology Practice, May, 2004, Drs. Donna Davenport and Bill Rae
- American Psychological Association, August 2004
- National Multicultural Conference and Summit, January, 2005
- American Psychological Association, August, 2005-2008 CEU program
- Advanced Behavior Systems, December 8-10, 2007 California Jurisprudence
- Substance Abuse: graduate class Fall quarter, 2008, Dr. Merith Cosden instructor
- HIPPA and California Ethics Codes, 2009, Hosford Clinic

## **CURRENT BOARD MEMBERSHIPS**

- Santa Barbara Council for Alcohol and Drug Abuse
- Santa Barbara Junior League: Advisory Board Member for Literacy
- Santa Barbara Children's Discovery Museum: Advisory Board Member
- Santa Barbara Gang Prevention Task Force, Executive Committee
- K-20 California Educational Technology Collaborative executive committee
- Santa Barbara Museum of Art advisory board member

## **GEVIRTZ GRADUATE SCHOOL OF EDUCATION**

### **PRIVATE GIVING:**

The College endowment has grown by two million dollars since December 2005 to almost \$5M and private giving has doubled since January 2006.

(Note: At Texas A&M University the College endowment grew from \$6 million to over \$21 million. Donations to the College (endowed and direct gifts) totaled over \$19 million between 1999 and 2006.)

## **Languages**

French and Spanish – level 1