

ROBERT STEVEN WOODWARD, JR. (JAY)

Curriculum Vitae

Updated January 7, 2020

Texas A&M University
Department of Educational Psychology
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EDUCATIONAL BACKGROUND:

- 1997 Bachelor of Arts - Psychology
Texas A&M University, College Station
Cumulative GPR: 3.79 -*Magna Cum Laude & University Undergraduate Research Fellow*
- 1999 Master of Science - Educational Psychology
Texas A&M University, College Station
Cumulative GPR: 4.00
- 2004 Doctor of Philosophy - Educational Psychology
Texas A&M University, College Station
Cumulative GPR: 4.00

ACADEMIC POSITIONS:

- 2017 - *present* **Clinical Associate Professor**, Department of Educational Psychology, Texas A&M University, College Station, TX.
- 2011 - 2017 **Clinical Assistant Professor**, Department of Educational Psychology, Texas A&M University, College Station, TX.
- 2007 - 2011 **Lecturer**, Department of Educational Psychology, Texas A&M University, College Station, TX.
- 2004 - 2006 **Program Coordinator**, Department of Educational Psychology, Texas A&M University, College Station, TX.
- 2000 - 2004 **Graduate Assistant - Non Teaching**, Institute for the Gifted and Talented, Department of Educational Psychology, Texas A&M University, College Station, TX.

ADMINISTRATIVE POSITIONS:

- 2018 - *present* **Chair, Learning Sciences Division**
Department of Educational Psychology, Texas A&M University,
College Station, TX.

- 2014 - *present* **Program Coordinator, B.S. in Child Professional Services,**
College of Education and Human Development, Texas A&M
University, College Station, TX.
- 2004 - *present* **Director, Youth Adventure Program,** Department of Educational
Psychology, Texas A&M University, College Station, TX.

TEACHING

Courses Taught (*all at Texas A&M University*)

EPSY 636 - *Techniques of Research* (*Graduate*)

- Introduced the steps and concepts involved educational research
- Prepared students to conduct their own studies through the assignment of a formal research proposal requiring them to select a topic, construct research questions, conduct a literature review, stipulate the procedures, and communicate how the data would be analyzed.

EPSY 622 - *Measurement & Research in Education* (*Graduate*)

- Analyzed psychometric instruments according to the principles of sound test construction and the appropriateness of their purported use/implementation.
- Covered principles of reliability and validity (both internal and external) as they pertain to specific studies and research in general.
- Led instruction in basic statistical procedures common to educational research.

INST 602 - *Educational Psychology* (*Graduate*)

- Introduced the foundational concepts and theories of the educational psychology field
- Designed assignments to have students demonstrate knowledge on data analysis, developmental principles, and learning-centered theories.

EPSY 430 - *Creativity Theories & Research* (*Undergraduate Honors*)

- Discussed major approaches, theories, or research findings pertaining to creativity and their specific relevance and contribution to the field.
- Created interactive learning environment in which students are able to discover their own creativity through specially designed projects and activities

EPSY 321 - *Adolescent Development for Educators* (*Undergraduate*)

- Constructed class syllabus to fully cover the biological, social, and cognitive transitions common to and descriptive of this particular stage of development.
- Integrated field-based learning experiences, projects, and presentations into curriculum to accentuate contemporary aspects of adolescence.

INST 301 - *Introduction to Educational Psychology* (Undergraduate)

- Used personal public school teaching experience to create curriculum that would be professionally pertinent and relevant to future educators
- Taught major theories of development, learning, and motivation as they specifically pertain to the classroom.

EPSY 459/659 - *Practicum in Educating the Gifted, Talented, & Highly Creative* (Undergraduate & Graduate)

- Coordinated field practicum within a fast-paced learning environment to highlight the cognitive characteristics, social and emotional needs, and behavioral trends and tendencies for gifted and talented adolescents
- Facilitated hands-on career exploration learning experiences for staff and students both in and out of the classroom to enhance their enjoyment and maximize the educational impact.

EPSY 485 - *Directed Studies: Understanding Individual and Cultural Differences* (Undergraduate & Graduate)

- Designed for students to come to understand their own cultural heritage and use that as a basis for exploring cultural differences through participating in a global education experience.
- Constructed to help students discover and draw distinctions between people and practices in foreign countries via study abroad and use this information to further their own cultural awareness, competence, and literacy.

STUDY ABROAD**Fall 2016: Putting Educational Theory into Practice****Location: San Jose, San Isidro, and La Fortuna, COSTA RICA**

- This five-day study abroad was designed to increase cultural competence and sensitivity to diverse cultures, particularly those in Central America. Students will be fully immersed in the culture through experiential learning activities designed to complement textbook material and provide a context-based view of developmental theories and learning principles, as they exist in Costa Rica.

Spring 2017: Educational Contexts across Continents**Location: Castiglion Fiorentino, Florence, and Rome, ITALY**

- As part of this seven-day study abroad, students visited local schools to see “education in action” at the primary and secondary level, worked with local teachers to put on a workshop for special needs children and their families, toured museums to learn how Italy preserves and utilizes their priceless artifacts/works of art, and experienced unique educational experience in the natural setting of Italian classrooms, countrysides, and cultural meccas.

Fall 2017: Creativity in Context**Location: New York City, NEW YORK**

- This four-day domestic field trip is designed to allow students to experience creativity in a cultural context through traveling to one of the most culturally-rich cities in New York City. Students were engaged in artistic-based and

interactive learning activities designed to accentuate the terms, theories, and techniques of creativity that they have learned in classroom.

Spring 2018: Educational Contexts & Cultures Across Continents

Location: Amsterdam, THE NETHERLANDS & Paris, FRANCE

- As part of this experience, participants will engage with students in local schools, experience higher education through touring a college campus, visit a children's museum to see how STEM concepts are integrated into interactive exhibits and activities, and learn how inclusionary aspects for individuals with disabilities are incorporated into the guest experience at a major theme park. This trip allows students to see first-hand the complexities of interaction among culture, learning, education, and community.

Summer 2018: International Field Practicum in Educating Special Populations

Location: San Jose, San Isidro, and La Fortuna, COSTA RICA

- As part of this 10 day study abroad, participants learned about the unique nature of working with a special populations of students in a dynamic environment. Activities were chosen to highlight differences in special education practices on a global level. In addition, participants worked with and directly observed attendees of a gifted and talented summer camp, noting salient behavioral, cognitive & social differences in this cohort of adolescents.

Fall 2018: International Culture, Education, Learning in A Nordic Destination

Location: Reykjavik, ICELAND

- This seven-day field trip was designed to increase cultural competence and sensitivity to diverse cultures and special populations amongst participants. Students fully experienced the stark differences that Iceland and its climate, culture, and environment provide. Students visited preschool, elementary, secondary, and higher education campuses to see "education in action," while engaging in tours that provided allowed them to fully immerse in the customs, practices, sights, and scenery of this host country.

Spring 2019: The Ins and Outbacks of Culture and Education

Location: Sydney and Cairns, AUSTRALIA

- As part of this 10 day study abroad, students were able to see first-hand the complexities of interaction among culture, learning, education, and community through visiting two local Australian schools and an Aboriginal village. The higher education experience was accentuated by immersive activities that allowed students to dive in (literally) to the great barrier reef and soak in culture by taking in an opera at the Sydney Opera House.

Fall 2019: Creativity in a Catalan Context

Location: Barcelona and Madrid, SPAIN

- This six-day field trip allowed students to experience creativity, in all of its various manifestations in the streets, buildings, parks, and museums of Barcelona and Madrid. From Gaudi architecture to Picasso art museum tours, every element of the trip was programmed for students to experience or immerse themselves in an element of creativity. Performing arts were on display through Cirque de Soleil and flamenco dancing performance while students got to try their hand at the culinary arts by making the classic dish of Spain - paella.

MENTORSHIP

Professional Internship for Teaching in Higher Education

Students listed below took my EPSY 684 class and assisted with all aspects of course preparation, content delivery, student communication, and grading during the semester listed. I met with them throughout semester and provided constant feedback on all aspects of instruction to help prepare them for the professoriate.

- **Fall 2016 - Suresh Joshi**
INST 301 Educational Psychology
PICA:
[Has taught INST 301 online in summers of 2017, 2018, and 2019](#)
- **Spring 2017 - Kelsey Raglan**
INST 301 Educational Psychology
PICA: 4.650
- **Spring 2017 - Matthew Bowen**
EPSY 321 Adolescent Development
PICA: 4.947
- **Fall 2017 - Elizabeth Piwonka**
INST 301 Educational Psychology
PICA: 4.628
- **Spring 2018 - Jasmine Zhou**
INST 301 Educational Psychology
PICA: 4.228
- **Fall 2018 - Alyssa Gonzalez**
EPSY 321 Adolescent Development
PICA: 4.360
- **Fall 2019 - Yajun Jia**
INST 301 Educational Psychology
PICA: 4.672
- **Fall 2019 - Jenna Schwartz**
EPSY 321 Adolescent Development
PICA: 4.608

CEHD University Student Research Initiative (USRI) Advisor:

- **2014-2015 Bianca Morales**
Research Project: "Emotionality and giftedness"
[Led to a presentation at a national research conference](#)
Morales, B., Woodward, J., & Wiley, C.P. (2015, May). An examination of giftedness: Academic ability vs. overexcitability. Poster presentation for the Association for Psychological Sciences (APS) 27th Annual Convention, New York, NY.

TAMU Undergraduate Honors Research Fellows Advisor:

- **2015-2016 Matthew Bowen**
Topic: “Analyzing the effects of college on creativity”
[Led to a presentation at a national research conference](#)
Bowen, M., & Woodward, J., Merrill, J. (2017, May). Analyzing the effects on college on creativity. Poster presentation for the Association of Psychological Sciences (APS) 29th annual conference. Boston, MA.
- **2011-2012 Trey Armstrong**
Topic: “Odd couplings: Effects of dyadic groupings on creativity”
[Corresponding paper accepted for publication](#)
Armstrong, T. & Woodward, J. (2015). “Odd couplings: Effects of dyadic groupings on creativity” Journal of Psychological Inquiry. 20 (2), pp. 49-56.
- **2009-2010 Mark Mims**
Topic: “Caffeine’s effect on creative production”
[Corresponding Publication:](#)
Mims, M. (2012). “Caffeine’s effect on creative production” Explorations: The Texas A&M Undergraduate Research Journal. Fall 2012 (4), pp. 13-17
- **2009-2010 Courtney Boothe**
Topic: “Don’t call me it: Examining the effects of childhood abuse on creativity as an adult.”

RESEARCH**Grants:**

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|-------------|--|
| 2020 - 2022 | <p>Presidential Transformational Teaching Grant: “Self Factors in Higher Education: Development of a Student Engagement Learning Framework (S.E.L.F.)
Texas A&M University Center for Teaching Excellence for \$60,000 (PI)</p> <ul style="list-style-type: none"> • Submitted but not funded • Focuses on cultivating self-determination skills in students to improve student engagement, increase classroom achievement, impact retention rates, and eliminate disparities in student success. |
| 2017-2019 | <p>Catapult Grant: “Up, Up, and Away: Expanding and Enriching CEHD Global Education Experiences”
College of Education and Human Development for \$30,000 (PI)</p> <ul style="list-style-type: none"> • Awarded to increase the visibility and viability of study abroad proposals in the College of Education and Human Development |

- 2014 - 2015: **Academy of Visual & Performing Arts**
Co-Curricular Arts Grant for \$7,860 (**My role: author**)
- Awarded to bring sculptor George Tobolowsky to Texas A&M to work with Dept. of EPSY Creativity Minor students along with students in the College of Architecture and College of Business
- 2009 - 2013: **National Science Foundation**
#CMMI-0728192 (**My role: consultant**)
- Developed, field tested, and introduced new test batteries of divergent and visual thinking for use within engineering field.
 - Performed item and statistical analyses, compiled data, and normative standards for test evaluation

BOOKS:

Davis, G.A. & Woodward, J. (2020). *Creativity is forever, 6th edition*. Chicago, IL. Kendall-Hunt Publishing. (ISBN: 9781524989132).

PUBLICATIONS:

(Student authors are italicized.)

Joshi, S.C. & Woodward, J. (2017). "Tech-ready learning" *Teacher*. 11 (2), pp. 34-37

Armstrong, T. & Woodward, J. (2015). "Odd couplings: Effects of dyadic groupings on creativity" *Journal of Psychological Inquiry*. 20 (2), pp. 49-56

Woodward, J. & Sikes, P. (2015). "The creative thinking ability of musicians and non-musicians," *Psychology of Aesthetics, Creativity, and the Arts*. 9 (1), pp. 75-80

Korshidi, M., Shah, J., Woodward, J. (2014). "Applied tests of design skills - Part III: Abstract Thinking," *ASME Journal of Mechanical Design*, 136 (10), pp. 101101-101101-11

Shah J., Woodward J., Smith S., (2013). "Applied tests of design skills - Part II: Visual Thinking," *ASME Journal of Mechanical Design*, 135 (7), pp. 071004-071004-11

Shah J., Woodward J., Smith S, Milsap R, (2012). "Applied tests of design skills - Part I: Divergent thinking", *ASME Journal of Mechanical Design*. 134 (2), pp. 021005-021005-10

PRESENTATIONS:

(Student authors are italicized.)

Garst, B., Gagnon, R., Olsen, L., Woodward, J., & Bowen, M. (2019, February). *Building organizational affinity: The relationship between affinity for college and youth outcomes within the context of university-based summer*

*camp*s. Presentation for the American Camp Association (ACA) National Conference, Nashville, TN.

Woodward, J. (2018, May). *Quantifying the impact of study abroad: Strategies and best practices for assessment*. Poster presentation for the Teaching Institute at the Association of Psychological Sciences (APS) 29th annual conference. San Francisco, CA.

Woodward, J., Montague, M.L., & Walichowski, M. (2018, April). *Keeping higher education H.I.P. - Incorporating high impact practices into curriculum*. Presentation for the Transformational Teaching and Learning Conference. College Station, TX.

Montague, M.L., & **Woodward, J.** (2018, April). *Demonstration of learning via multiple means of expression: Universal design for learning at work*. Poster presentation for the Transformational Teaching and Learning Conference. College Station, TX

Woodward, J., & Bowen, M. (2018, February). *Reliability and validity of the digital Youth Outcomes Battery 2.0*. Presentation for the American Camp Association (ACA) annual conference. Orlando, FL.

Fowler, R., Gilreath, T., Hutchins, N., Parker, D., & **Woodward, J.** (2017, June). *Climate, diversity, equity & inclusion: Creating a culture of excellence*. Presentation at the National Conference on Race and Ethnicity (NCORE) annual conference. Ft. Worth, TX.

Bowen, M., & Woodward, J., Merrill, J. (2017, May). *Analyzing the effects on college on creativity*. Poster presentation for the Association of Psychological Sciences (APS) 29th annual conference. Boston, MA.

Woltering, S., Liew, J., Pang, D., Zhou, J., & **Woodward, J.** (2017, April). *Intelligent Design? The enhancement of non-academic abilities through an academic enrichment program*. Presentation for the American Educational Research Association (AERA) annual conference. San Antonio, TX.

Woodward, J., Pang, D., Zhou, J., Liew, J., & Woltering, S. (2017, February). *Intelligent Design? Cultivating positive youth development outcomes in an academic summer camp setting*. Presentation for the American Camp Association (ACA) annual conference. Albuquerque, NM.

Woodward, J. & Odasso, A. (2016, November). *A new model of gifted and talented career planning: Using interests and cognitive abilities to maximize potential for success in college*. Presentation for the National Association of Gifted Children (NAGC) annual conference. Orlando, FL.

Odasso, A., & Woodward, J. (2016, May). *Using standard measures of cognitive abilities as predictors of skills, interests, and domain-specific abilities in secondary students*. Poster presentation for the Association of Psychological Sciences (APS) 28th Annual Convention, Chicago, IL.

- Sikes, P.L., & **Woodward, J.** (2015, October). *Creativity in action: Practical application of creativity fundamentals for music education*. Presentation for the National Association for Music Education (NAfME) National In-Service Conference, Nashville, TN.
- Morales, B., Woodward, J., & Wiley, C.P.** (2015, May). *An examination of giftedness: Academic ability vs. overexcitability*. Poster presentation for the Association for Psychological Sciences (APS) 27th Annual Convention, New York, NY.
- Wiley, C.P., Woodward J., & Riccio, C.** (2015, February). *The unexpected gifts of giftedness: Internalizing symptomatology in gifted*. Presentation for the National Association of School Psychologists (NASP) Annual Conference, Orlando, FL.
- Woodward, J., & Sikes, P.L.** (2014, April). *The creative thinking ability of musicians and non-musicians*. Presentation for the National Association for Music Education (NAfME) Music Research and Teacher Education National Conference, St. Louis, MO.
- Khorshidi, M., Shah, J., & Woodward J.** (2013, August). *Rethinking the comprehensive test on qualitative reasoning for design*. Poster presentation for the American Society of Mechanical Engineers (ASME) Design Theory & Methodology Conference, Portland, OR.
- Khorshidi, M., Woodward J., & Shah, J.** (2012, August). *Towards a comprehensive test of qualitative reasoning skills in design*. Poster presentation for the American Society of Mechanical Engineers (ASME) Design Theory & Methodology Conference, Chicago, IL.
- Shah, J., & Woodward J.** (2011, August). *Applied tests of design skills: Visual thinking characterization, test development, and validation*. Presentation for the International Design Engineering Technical Conference, Copenhagen, Denmark.
- Shah, J., Millsap, R., Woodward J., & Smith, S.** (2010, August). *Applied tests of design skills: Divergent thinking data analysis and reliability studies*. Presentation for the International Design Engineering Technical Conference, Montreal, Quebec, Canada.
- Shah, J., Woodward J., & Smith, S.** (2009, August). *Development of standardized tests for design skills*. Poster presentation for the International Conference on Engineering Design (ICED), Stanford, CA.
- Woodward J., & Nash, W.** (2005). *Combative creativity*. Presentation for the American Creativity Association (ACA) National Conference, Austin, TX.
- Woodward J.** (2002, November). *Stimulating academic and creative development through summer programs*. Presentation for the National Association of Gifted Children (NAGC) National Conference, Denver, CO.

SERVICE

DEPARTMENT- AND PROGRAM-LEVEL SERVICE**Youth Adventure Program**

Role: Camp Director (2005 - present) and Program Coordinator (2002 -2005)

- Manage an annual \$500,000 budget to stage and operate a career exploration summer camp for gifted and talented middle school / high school students.
- Collaborate with multiple faculty across a myriad of fields to program stimulating & interesting special topics of study.
- Recruit and train TAMU undergraduate and graduate students to serve as advocates for and educators of gifted and talented students
- Program unique recreational activities to fulfill and meet the social and emotional needs inherent to this special population of student
- Facilitate the growth, expansion, and development of all facets of the program

Learning Sciences Program (September 2012 - present)

Role: Child Professional Services (CPS) Program Coordinator

- Review applicants and made admission decisions for students applying to University Studies Child Professional Services concentration.
- Revised degree plan to meet new core curriculum requirements

Educational Psychology Student Organization (September 2013 - present)

Role: Faculty Advisor

- Advise graduate students in their membership recruitment and programming efforts for this departmental student organization.
- Oversee awarding of scholarships to support graduate student travel for conference attendance and research presentations

CEHD Committee on Diversity Initiatives (CoDI) (2015 - 2017)

Role: Evaluation & Sustainability Chair (2015-2017)

- Developed, distributed, and analyzed 2017 climate survey for faculty, staff, and students in College of Education and Human Development
- Report on data collected from various CoDI subcommittees and climate related events and activities (Climate Matters conference, etc.)

EPSY Climate Committee (2014 - 2016)

Role: Chair (2014-2015) and Member (2015-2016)

- Held monthly meetings with staff and faculty representatives to work on assessing and improving climate in Educational Psychology department.
- Worked with committee to plan annual climate retreat to promote collegiality, foster communication, and provide trainings that are meant to increase awareness of climate-related issues & improve departmental working environment.

UNIVERSITY-LEVEL SERVICE

Texas A&M Task Force on the Creative, Performing, and Visual Arts (September 2019 - present)

Role: Member

- College of Education appointee to this task force that works to elevate the visibility of the arts at Texas A&M University

Texas A&M International Programs Committee (September 2019 - present)

Role: Member

- College of Education appointee to this committee that serves to advise the Office of the Provost on global efforts, processes, and initiatives on campus, particularly as they relate to global student learning.

Texas A&M Academy of Visual & Performing Arts (September 2012 - present)

Role: Board Member

- College of Education appointee to this entity that works to promote and integrate the visual and performing arts into the Texas A&M campus, classrooms, and performance halls

COMMUNITY SERVICE

MSC OPAS (2007-2015)

Role: Elected Member to Board of Directors

- Work with staff, students, and community members to achieve the mission statement of enlightening, entertaining, and inspiring Brazos valley patrons through the programming of world class performing arts
- Chaired Sponsorship & Endowment committees to seek individual & corporate support of season programs
- Advised on fiscal matters related to organization financial support by serving as co-chair of the membership standing committee

School for Little People - Christ United Methodist Church (2010-2015)

Roles: Chairperson - Executive Council (2012 - 2015)

Elected Member - Board of Directors (2010 -2012)

- Work with staff, teachers, and parents to ensure the educational and fiscal success of a private Christian preschool
- Conducted in-service training for SFLP staff

AWARDS AND HONORS

2017 CEHD Transforming Lives Faculty Fellow

College of Education and Human Development - Texas A&M University

- One of a select few educators in the College of Education and Human Development to receive this award that is given to individuals who have succeeded in providing transformational learning experiences for students in and out of the classroom.

2016 Distinguished Achievement Award - Individual Student Relations*Association of Former Students - Texas A&M University*

- One of two recipients system wide for my work with undergraduate and graduate students here at Texas A&M University.
- Awarded on the basis of exhibiting concern for the welfare and development of students through demonstrating willingness to meet the special needs of students while ensuring that students accept their responsibilities and strive to meet their own potentials.
- Recipients of this award go beyond the requirements of their appointments to give time and effort to student growth and service.

2016 Golden Apple “Outstanding Educator” Award*College of Education and Human Development - Texas A&M University*

- Awarded to dedicated educators who played important role in shaping the futures of their students.

2016 Outstanding Teaching Award*Department of Educational Psychology - Texas A&M University*

- Awarded to faculty member who demonstrated excellence in the area of teaching for the 2015-2016 academic year.

2015 Climate Award*College of Education and Human Development - Texas A&M University*

- Awarded in recognition of commitment to climate, diversity, and equity.

2015 Transfer Camp (T-Camp) Namesake*Texas A&M Department of Student Activities*

- Selection based on student nominations and contributions related to campus impact and student service at Texas A&M University
- Worked alongside 2 co-chairs and 24 counselors to transition incoming transfer students into the Aggie family through interactive events, activities, discussion groups, and presentations.

2010 Distinguished Achievement Award - College Level Teaching*Association of Former Students - Texas A&M University*

- Awarded in recognition and appreciation of dedication, interest, enthusiasm, and attitude in accomplishing the assigned mission in teaching.

2010 Distinguished Achievement Award - University Level Extension, Outreach, Continuing Education, & Professional Development*Association of Former Students - Texas A&M University*

- Lone recipient system wide for my work with the Youth Adventure Program.
- Awarded on the basis and merits of bringing credit to Texas A&M University through dedication, enthusiasm, attitude, and effectiveness in the specific area of continuing education and outreach.

2009 S.L.A.T.E. (Student-Led Award for Teaching Excellence) Award Recipient
Texas A&M Student Government Association

- Ranked in top 10% of faculty TAMU system wide based on individual ratings of teaching ability, classroom management, and student relationships
- Recognized by TAMU students as a faculty member who goes above and beyond the typical expectations to deliver a first-rate education

2007 Fish Camp Namesake
Texas A&M Department of Student Activities

MENTORSHIP

Note: Publications listed were completed by graduate students as part of my course requirements for EPSY 622.

Student authors are listed in bold font.

Johnson, A.O. (2014). Test Review: **Abidin, R. R.** (2012). *Parenting Stress Index, Fourth Edition (PSI-4)*. *Journal of Psychoeducational Assessment*. DOI: 10.1177/0734282914556069

Doskey, E.M., Lagunas, B., SooHoo, M., Lomax, A., & Bullick, S. (2013). Test Review: **Mardell, C. & Goldenberg, D.S.** (2011). *Speed Developmental Indicators for the Assessment of Learning—Fourth Edition (Speed DIAL-4)*. *Journal of Psychoeducational Assessment*. Vol 31 (6), pp. 611-616

Wiley, C.P., Wedeking, T., & Galindo, A.M. (2013). Test Review: **Conners, C.K.** (2009). *Conners Early Childhood Manual*. *Journal of Psychoeducational Assessment*. Vol 31 (6), pp. 606-610

Cavlazoglu, B., Erdogan, N., Paine, T., & Jones, M. (2013). Test Review: **DiGiuseppe, R., & Tafrate, R.C.** (2011). *Anger Regulation and Expression Scale (ARES)*. *Journal of Psychoeducational Assessment*. Vol. 31 (1), pp. 84-88

Allee-Smith, P.J., Winters, R.R., Drake, A., & Joslin, A.K. (2013). Test Review: **Barkley, R.A.** (2011). *Barkley Deficits in Executive Functioning Scale (BDEFS)*. *Journal of Psychoeducational Assessment*. Vol. 31 (1), pp. 80-83

Chu, Y., Lai, H.C., Xu, Y., & Zhou, Y. (2012). Test Review: **Wechsler, D.** (2009). *Advanced Clinical Solutions for WAIS-IV & WMS-IV*. *Journal of Psychoeducational Assessment*. Vol. 30 (5), pp. 520-524

Lund, E.M., Dennison, A., Ewing, H.K., de Carvalho, C.F. (2011). Test Review: **Reynolds, C.R., & Livingston, B.** (2010). *Children's Measure of Obsessive-Compulsive Symptoms (CMOCS)*. Vol. 29 (6), pp. 587-591

Ritter, N., Kilinc, E., & Navruz, B., & Bae, Y. (2011). Test Review: **Brown, L., Sherbenou, R.J., & Johnsen, S.K.** (2010). *Test of Nonverbal Intelligence—Fourth Edition*. *Journal of Psychoeducational Assessment*. Vol. 29 (5), pp. 484-488

- Vaughan, C.A. (2011). Test Review: Schopler, E., Van Vourgondien, M.E., Wellman, G.J., & Love, S.R. (2010). *Child Autism Rating Scale – Second Edition (CARS-II)*. *Journal of Psychoeducational Assessment*. Vol. 29 (5), pp. 489-493
- Simek, A.N., & Wahlberg, A.C. (2011). Test Review: Goldstein, S. & Naglieri, J.A. (2009). *Autism Spectrum Rating Scales (ASRS)*. *Journal of Psychoeducational Assessment*. Vol. 29 (2), pp. 191-195.
- Rondi, R. (2011). Test Review: A.J. Connolly. *KeyMath3 Diagnostic Assessment—Manual Forms A & B*. *Journal of Psychoeducational Assessment*. Vol. 29 (1), pp. 94-97
- Davis, J.L., and Matthews, R.N. (2010). Test Review: Korkman, M., Kirk, U., & Kemp, S. (2007). *A Development Neuropsychological Assessment - Second Edition (NEPSY-II)*. *Journal of Psychoeducational Assessment*. Vol. 28 (1), pp. 80-86.
- Peterson, L.S., Martinez, A., & Turner, T.L. (2010). Test Review: Berninger, V.W. (2007). *The Process Assessment of the Learner - Second Edition (PAL-II)*. *Journal of Psychoeducational Assessment*. Vol. 28 (1), pp. 80-86.