

VITA

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EDUCATION	1974	BS	Old Dominion University, Norfolk, Virginia (Summa Cum Laude) Major: Psychology
	1976	MEd	James Madison University, Harrisonburg, Virginia Major: School Psychology
	1979	PhD	University of Virginia, Charlottesville, Virginia Major: Educational Psychology Minors: School Psychology, Special Education

PROFESSIONAL POSITIONS

1998-present	Professor, School of Education, University of Delaware
1991-1998	Associate Professor, Department of Educational Studies, College of Education, University of Delaware
1985-1991	Assistant Professor, Department of Educational Studies, College of Education, University of Delaware
1980-1985	Director of Personnel Services and School Psychologist, Bath County Public Schools, Warm Springs, Virginia. (Responsible for programs in special education, gifted education, school psychology, guidance and counseling, and computer education.)
1981-1984	Adjunct faculty member, University of Virginia. Taught continuing education courses on gifted education, student motivation and social development, and instructional uses of computers.
1978-1980	School psychologist, Heartland Education Agency, Ames, Iowa

SCHOLARLY ACTIVITY

A. Peer-Reviewed Journal Articles

- Xie, J., Qin, F., Yang, C., & Bear, G.G. (*in press*). Reliability and validity of the Chinese version of the *Delaware Student Engagement Scale-Student*. *Journal of East China Normal University Education Sciences*
- Bear, G.G., Yang, C., Chen, D., He, X., Xie, J., & Huang, X. (2018). Differences in school climate and student engagement in China and the United States. *School Psychology Quarterly*, 33, 323-335. doi: /10.1037/spq0000247

- Bear, G.G., Harris, A., Lisboa, C., & Holst, B. (2018). Students' perceptions of engagement and school climate: Differences between once-retained and multiple-retained student in Brazil. Published on-line, Jan 2018. *International Journal of School and Educational Psychology*.
- Yang, C., Bear, G.G., & May, H. (2018). Multilevel associations between school-wide social-emotional learning approach and student engagement across elementary, middle, and high schools. *School Psychology Review*, 47, 45-61. doi: /10.17105/SPR-2017-0003.V47-1
- Bear, G.G., Slaughter, J., Mantz, L., & Farley-Ripple, L. (2017). Rewards, praise, and punitive consequences: Relations with intrinsic and extrinsic motivation. *Teaching and Teacher Education*, 65, 10-20. doi: 10.1016/j.tate.2017.03.001
- Bear, G.G., Yang, C., Mantz, L., & Harris, A. (2017). School-wide practices associated with school climate in elementary, middle, and high school. *Teaching and Teacher Education*, 63, 372-383.
- Xie, J., Xiao, S., Yang, C. & Bear, G.G. (2017). A comparative study of perceptions of school climate in Chinese and American adolescents. *Chinese Journal of Clinical Psychology (in Chinese)* 25(4), 714-718.
- Bear, G.G., Chen, D.D., Mantz, L., Yang, C., Huang, X., & Shiomi, K. (2016). Differences in classroom removals and use of praise and rewards in American, Chinese, and Japanese schools. *Teaching and Teacher Education*, 53, 41-50. Doi: 10.1016/j.tate.2015.10.003
- Bear, G.G., Holst, B., Lisboa, C., Chen, D., Yang, C., & Chen, F.F. (2016). A Brazilian Portuguese survey of school climate: Evidence of validity and reliability. *International Journal of School and Educational Psychology*. 4, 165-178. doi: 10.1080/21683603.2015.1094430
- Holst, B., Weber, J., Bear, G.G., & Lisboa, C. (2016). Brazilian cross-cultural adaptation and content validity of the Delaware School Climate Survey-Student (DSCS-S). RELIEVE (electronic journal), 22(2). doi: 10.7203/relieve.22.26459. Retrieved from www.uv.es/RELIEVE/v22n2/indicev22n2.htm
- Huang, X., Zhang, D., Bear, G., Shiomi, K., & Zhang, F. (2016). Relations of adolescents' perceived marital conflict to shame: The mediating role of basic psychological needs. *Japanese Journal of Clinical Educational Psychology*, 32(2), 37-49.
- Mantz, L., Bear, G.G., Yang, C., & Harris, A. (2016). The Delaware Social-Emotional Competency Scale (DSESC-S): Evidence of validity and reliability. *Child Indicators Research*. Advance online publication. doi: 10.1007/s12187-016-9427-6
- Xie, J., Lu, X., Yang, C., Bear, G., G., & Ling, Y. (2016). A comparative study of bullying victimization in Chinese and American Adolescents. *Chinese Journal of Clinical Psychology*, 24(4), 706-709 & 683. doi: 10.16128/j.cnki.1005-3611.2016.04.029
- Xie, J., Lv, Y., Kun, M., Lu, X., Bear, G. G., Yang, C., Seth, M., & Rong, G. (2016). The validity and reliability of the Chinese version of Delaware School Climate Survey – Student. *Chinese Journal of Clinical Psychology (in Chinese)*, 24 (2), 250-253. Doi: 10.16128/j.cnki.1005-3611.2016.02.014
- Bear, G.G., Mantz, L., Glutting, J., Yang, C., & Boyer, D. (2015). Differences in bullying victimization between students with and without disabilities. *School Psychology Review*. 44(1), 98-116.
- Bear, G.G., Yang, C., & Pasipanodya, E. (2015). Assessing school climate: Validation of a brief measure of the perceptions of parents. *Journal of Psychoeducational Assessment*, 32, 115-129. doi: 10.1177/0734282914545748
- Bear, G.G., Yang, C., Glutting, J., Huang, X., He, X., Zhang, W., & Chen, D. (2015). Teacher- student relationships, student-student relationships, and conduct problems in China and the U.S. *Journal of International School and Educational Psychology*, 2(4), 247-260. doi: 10.1080/21683603.2014.883342
- Bear, G., Yang, C., Pell, M., & Gaskins, C. (2014). Validation of a brief measure of teachers' perceptions of school climate: relations to student achievement and suspensions *Learning Environments Research*, 17, 339-354. doi: 10.1007/s10984-014-9162-1
- Xie, J., Lv, Y., Bear, G. G., Yang, C., Seth, M., & Rong, G. (2014). The validity and reliability of the Chinese version of Delaware Bullying Victimization Scale – Student. *Chinese Journal of Clinical Psychology*, 23 (4), 594-596. Doi: 10.16128/j.cnki.1005-3611.2015.04.006

- Bear, G.G. (2013). Teacher resistance to frequent rewards and praise: Lack of skill or a wise decision? *Journal of Educational and Psychological Consultation*, 23, 318-340.
- Yang, C., Bear, G. G., Chen, F.F., Zhang, W., Blank, J.C., & Huang, X.S. (2013). Students' perceptions of school climate in the U.S. and China. *School Psychology Quarterly*, 28, 7-24 doi: 10.1037/spq0000002
- Bear, G.G. (2012). Both suspension and alternatives work, depending on one's aim. *Journal of School Violence*, 11, 174-186.
- Bear, G.G., Gaskins, C., Blank, J., & Chen, F.F. (2011). Delaware School Climate Survey - Student: its factor structure, concurrent validity, and reliability. *Journal of School Psychology*, 49, 157-174. doi: 10.1016/j.jsp.2011.01.001
- Manning, A.M., & Bear, G.G. (2011). Moral reasoning and aggressive behavior: Concurrent and longitudinal relations. *Journal of School Violence*, 11, 258-280 doi:10.1080/15388220.2011.579235
- Osher, D., Bear, G.G., Sprague, J.R., & Doyle, W. (2010). How can we improve school discipline? *Educational Researcher*, 39, 48-58. doi:10.3102/0013189X09357618
- Bear, G.G., Uribe-Zarain, X., Manning, M.A., & Shiomi, K. (2009). Shame, guilt, blaming, and anger: difference between children in Japan and the U.S. *Motivation and Emotion*, 33, 229-238.
- Schultz, D., Izard, C.E., Stapleton, L. M., Buckingham-Howes, S., & Bear, G.G. (2009) Children's social status as a function of emotionality and attention control. *Journal of Applied Developmental Psychology*, 30, 169-181.
- Bear, G.G., Manning, M.A., & Shiomi, K. (2006). Children's reasoning about aggression: Differences between Japan and the United States and implications for school discipline. *School Psychology Review*, 35, 62-77.
- Bear, G.G., Kortering, L., & Braziel, P. (2006). Male youths with LD: A comparison of graduates and non-completers. *Remedial and Special Education*, 27, 293-300.
- Bear, G.G. (2006). School psychology in the United States: Implications for Japan. *Annual Reports of Educational Psychology in Japan*, 45, 3-7.
- Bear, G.G., & Watson, J.M. (2006). Developing self-discipline. In G.G. Bear and K.M. (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 25-36). Bethesda, MD: National Association of School Psychologists.
- Manning, M.A, Bear, G.G., & Minke, K.M. (2006). Self-concept and self-esteem. In G.G. Bear and K.M. (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 341-356). Bethesda, MD: National Association of School Psychologists.
- Bear, G. G. (2004). School discipline and behavior management. In *Encyclopedia of Applied Psychology* (pp. 319-326). San Diego, CA: Elsevier.
- Schultz, D., Izard, C., & Bear, G. G. (2004). Children's emotion processing: Relations to emotionality and aggression. *Development and Psychopathology*, 16, 371-387.
- Bear, G. G., Manning, M., & Izard, D. (2003). Responsible behavior: The importance of social cognition and emotion. *School Psychology Quarterly*, 18, 140-157.
- Giancola, S. P., & Bear, G. G. (2003). Face validity: Perspectives from a local evaluator. *Psychology in the Schools*. (Special issue: *Safe Schools/Healthy Students: National Projects.*), 40, 515-529.
- Bear, G. G., Minke, K., & Manning, M. (2002). Self-concept among children with LD: A meta-analysis. *School Psychology Review*, 31, 405-27.
- Manning, M., & Bear, G. G. (2002). Are children's concerns about punishment related to their behavior? Examining the link between moral reasoning and aggression. *Journal of School Psychology*, 40, 523-539. doi: 10.1016/S0022-4405(02)00123-1
- Bear, G. G. (1998). School discipline in America: Strategies for prevention, correction, and long-term development. *School Psychology Review*, 27, 14-32.
- Norman, A. D., Richards, H. C., & Bear, G. G. (1998). Moral reasoning and religious belief: Does content influence structure? *Journal of Moral Education*, 27, 89-98.
- Bear, G. G., Minke, K. M., Griffin, S. M., & Deemer, S. A. (1998). Achievement-related perceptions of children with learning disabilities and normal achievement: Group and developmental differences.

- Journal of Learning Disabilities*, 31, 91-104.
- Rys, G. S., & Bear, G. G. (1997). Relational aggression and peer relations: Gender and developmental issues. *Merrill-Palmer Quarterly*, 43, 87-106.
- Minke, K. M., Bear, G. G., Deemer, S. A., & Griffin, S. M. (1996). Teachers' experiences with inclusive classrooms: Implications for special education reform. *Journal of Special Education*, 30, 152-186.
- Bear, G. G., & Minke, K. M. (1996). Positive bias in maintenance of self-worth among children with LD. *Disabilities Quarterly*, 19, 23-32.
- Bear, G. G. (1995). Best practices in school discipline. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology III* (pp. 431-443). Washington, DC: NASP.
- Bear, G. G., & Rys, G. (1994). Moral reasoning, classroom behavior, and sociometric status among elementary school children. *Developmental Psychology*, 30, 633-638.
- Bear, G. G., Juvonen, J., & McInerney, F. (1993). Self-perceptions and peer relations of boys with and boys without learning disabilities in an integrated setting: A longitudinal study. *Learning Disabilities Quarterly*, 16, 127-135.
- Juvonen, J., & Bear, G. G. (1992). Social adjustment of children with and without learning disabilities in integrated classrooms. *Journal of Educational Psychology*, 84, 322-330.
- Clever, A., Bear, G. G., & Juvonen, J. (1992). Discrepancies between competence and importance in self-perceptions of children in integrated classrooms. *Journal of Special Education*, 26, 125-138.
- Richards, H. C., Bear, G. G., Stewart, A. L., & Norman, A. D. (1992). Moral reasoning and conduct: Evidence of a curvilinear relationship. *Merrill-Palmer Quarterly*, 38, 176-190.
- Bear, G. G., & Fink, A. (1991). Judgments of fairness and predicted effectiveness of classroom discipline: Influence of problem severity and reputation. *School Psychology Quarterly*, 6, 83-102.
- Bear, G. G., Clever, A., & Proctor, W. A. (1991). Self-perceptions of nonhandicapped children and children with learning disabilities in integrated classes. *Journal of Special Education*, 24, 409-426.
- Bear, G. G., & Proctor, W. A. (1990). Impact of a full-time integrated program on the achievement of nonhandicapped and mildly handicapped children. *Exceptionality*, 1, 227-238.
- Bear, G. G., & Stewart, M. (1990). Early Adolescents' acceptability of interventions: Influence of problem severity, gender, and moral development. *Journal of Early Adolescence*, 10, 191-208.
- Bear, G. G. (1990). Knowledge of computer ethics: Its relationship to computer attitude and sociomoral reasoning. *Journal of Educational Computing Research*, 6, 77-87.
- Bear, G. G. (1989). Sociomoral reasoning and antisocial behaviors among normal sixth graders. *Merrill-Palmer Quarterly*, 35, 181-196.
- Bear, G. G. (1989). Social cognitive influences on early adolescents' decisions to copy software in hypothetical situations. *Journal of Early Adolescence*, 9, 499-515.
- Glutting, J., & Bear, G. G. (1989). Comparative efficacy of K-ABC subtests vs. WISC-R subtests in the differential classification of learning disabilities. *Learning Disabilities Quarterly*, 12, 291-298.
- Bear, G. G. (1988). Computer implications and ethics: A first but last priority. *Journal of Computing in Teacher Education*, 5, 9-17.
- Bear, G. G., & Modlin, P. (1987). Gesell's developmental testing: What purpose does it serve? *Psychology in the Schools*, 24, 40-44.
- Bear, G. G., Richards, H. C., & Lancaster, P. (1987). Attitudes toward computers: Validation of a computer attitudes scale. *Journal of Educational Computing Research*, 3, 207-218.
- Richards, H. C., & Bear, G. G. (1987). Stability and criterion-related validity of the Estes Attitude Scales. *Educational and Psychological Measurement*, 47, 493-497.
- Bear, G. G. (1986). Teaching computer ethics. *Computers in the Schools*, 3, 113-118.
- Bear, G. G. (1983). Moral reasoning, classroom behavior, and the intellectually gifted. *Journal for the Education of the Gifted*, 6, 64-71.
- Bear, G. G., Shever, K. L., & Fulton, D. (1983). Usefulness of Y.E.T. and Kohlberg's approach to guidance. *Elementary School Guidance and Counseling*, 17, 221-225.
- Bear, G. G., & Richards, H. C. (1981). Moral reasoning and conduct problems in the classroom.

Journal of Educational Psychology, 73, 644-670.

Bear, G. G., & Richards, H. C. (1980). Use of an interdependent group-oriented contingency system in improving academic grades. *School Psychology Review*, 9, 190-193.

Bear, G. G., & Guy, E. C. (1976). High school and college attitudes toward the elderly. *Psychological Reports*, 39, 1090.

A. Books

Bear, G. G. (in prep). *Improving school climate: Practical strategies to reduce behavior problems*. New York, NY: Taylor & Francis.

Bear, G. G., & Minke, K. M. (Eds.) (in press). *Helping handouts: Supporting students at school and home*. Bethesda, MD: National Association of School Psychologists.

Bear, G. G. (2010). *School discipline and self-discipline: A practical guide to promoting prosocial student behavior*. New York: Guilford Press (also translated into Korean).

Bear, G. G., & Minke, K. M. (Eds.) (2006). *Children's needs III: Development, prevention, and intervention*. Bethesda, MD: National Association of School Psychologists.

Bear, G. G. (with A. Cavalier & M. Manning) (2005). *Developing self-discipline and preventing and correcting misbehavior*. Allyn & Bacon: Boston, MA. (also translated into Chinese and Japanese).

Bear, G. G., Quinn, M., & Burkholder, S. (2002). *Interim alternative educational settings and children with disabilities*. Bethesda, MD: National Association of School Psychologists.

Minke, K., M., & Bear, G. G. (2000). *Preventing school problems--Promoting school success: Strategies and programs that work*. Bethesda, MD: National Association of School Psychologists.

Bear, G. G., Minke, K. M., & Thomas, A. (Eds.) (1997). *Children's needs II: Development, problems, and alternatives*. Bethesda, MD: National Association of School Psychologists.

Bear, G. G. (1986). *Computers in your life: Face the social issues*. Portland, Maine: J. Weston Walch, Publisher.

Bear, G. G., Callahan, C. M., & Rogers, D. (1984). *On the nose: Fostering creativity, problem solving, and social reasoning*. Creative Learning Press: Hartford, Connecticut. (A "Learning Package" for gifted students.)

B. Book Chapters

Bear, G. G. (in press). Preventing and correcting misbehavior and developing self-discipline: Helping handout for home. In G.G. Bear & K.M. Minke (Eds.), *Helping handouts: Supporting students at school and home*. Bethesda, MD: National Association of School Psychologists.

Bear, G. G., & Harris, A., (in press). Engagement and motivation: Helping handout for home. In G.G. Bear & K.M. Minke (Eds.), *Helping handouts: Supporting students at school and home*. Bethesda, MD: National Association of School Psychologists.

Bear, G. G., & Harris, A., (in press). Engagement and motivation: Helping handout for school. In G.G. Bear & K.M. Minke (Eds.), *Helping handouts: Supporting students at school and home*. Bethesda, MD: National Association of School Psychologists.

Bear, G. G., Homan, J., & Harris, A. (in press). Bullying: Helping handout for school. In G.G. Bear & K.M. Minke (Eds.), *Helping handouts: Supporting students at school and home*. Bethesda, MD: National Association of School Psychologists.

Bear, G. G., Harris, A., & Mantz, L. (in press). Improving teacher-student relationships: Helping handout for school. In G.G. Bear & K.M. Minke (Eds.), *Helping handouts: Supporting students at school and home*. Bethesda, MD: National Association of School Psychologists.

Bear, G.G., Biondi, T., & Morales, S. (in press). Implementing the Good Behavior Game: Helping handout for school. In G.G. Bear & K.M. Minke (Eds.), *Helping handouts: Supporting students at school and home*. Bethesda, MD: National Association of School Psychologists.

- Bear, G. G., Mantz, L. , & Harris, A. (*in press*). Peer relationships: Helping handout for school. In G.G. Bear & K.M. Minke (Eds.), *Helping handouts: Supporting students at school and home*. Bethesda, MD: National Association of School Psychologists.
- Elias, M., Whitcomb, S., & Bear, G.G., & Harris, A. (*in press*). Social and emotional learning: Helping handout for school. In G.G. Bear & K.M. Minke (Eds.), *Helping handouts: Supporting students at school and home*. Bethesda, MD: National Association of School Psychologists.
- Homan, J., Bear, G.G., & Harris, A. (*in press*). Bullying: Helping handout for home. In G.G. Bear & K.M. Minke (Eds.), *Helping handouts: Supporting students at school and home*. Bethesda, MD: National Association of School Psychologists.
- Bear, G.G., & Harris, A. (*in press*). Social and emotional learning: Helping handout for school. In G.G. Bear & K.M. Minke (Eds.), *Helping handouts: Supporting students at school and home*. Bethesda, MD: National Association of School Psychologists.
- Flannery, D.J., Mayer, M.J., Bear, G.G., Benbenishty, R., Astor, R.A., Bradshaw, C. et al. (*in press*). The scientific evidence supporting an eight point public health oriented action plan to prevent gun violence. In D. Osher, R. Jagers, K. Kendziora, M. Mayer, & L. Wood (Eds.), *Keeping students safe and helping them thrive: A collaborative handbook for education, safety, and justice professionals, families, and communities* (2 vols.). New York, NY: Praeger.
- Sprague, J.R., Whitcomb, S.A., & Bear, G.G. (2019). Mechanisms for promoting and integrating school-wide discipline approaches. In M.J. Mayer and S.R. Jimerson (Eds.), *School safety and violence prevention: Science, practice, and policy* (pp. 95-120). Washington, DC: American Psychological Association.
- Bear, G.G., Whitcomb, S., Elias, M., & Blank, J. (2015). SEL and Schoolwide Positive Behavioral Interventions and Supports. In J. Durlak, T. Gullotta, C. Domitrovich, P. Goren, & R. Weissberg (Eds.), *Handbook of social and emotional learning* (pp. 453-467). New York: Guilford Press.
- Bear, G.G. (2015). Preventive classroom management. In E.T. Emmer & E. J. Sabornie (Eds.), *Handbook of classroom management* (2nd edition) (pp. 15-39). New York: Routledge.
- Bear, G.G., & Manning, M. A. (2014). Best practices in classroom discipline. In P. L Harrison & A. Thomas (Eds.), *Best Practices in school psychology: Student-level services* (pp. 251-268). Bethesda, MD: National Association of School Psychologists.
- Bear, G.G., & Manning, M. A. (2014). Positive psychology and school discipline. In R. Gilman, E.S. Huebner, & M. Furlong (Eds.), *Handbook of Positive Psychology* (2nd Edition) (pp. 347-364). New York: Routledge/Taylor & Francis.
- Bear, G.G. (2012). Self-discipline as a protective asset. In S. Brock, P. Lazarus, & S. Jimerson (Eds), *Best Practices in Crisis Prevention and Intervention in the Schools* (2nd edition) (pp. 27-54). Bethesda, MD: National Association of School Psychologists.
- Bear, G. G.(2010). Discipline: Effective school practices. In A. S. Canter, L. Z. Paige, & S. Shaw (Eds.), *Helping children at home and school III* CD-ROM. Bethesda, MD: National Association of School Psychologists.
- Bear, G. G., & Till, C. (2010). Interim alternative educational settings (IAES): A guide for school personnel. In A. S. Canter, L. Z. Paige, & S. Shaw (Eds), *Helping children at home and school III CD-ROM*. Bethesda, MD: National Association of School Psychologists.
- Bear, G. G. (2009). The positive in positive models of discipline. In R. Gilman, E.S. Huebner, & M. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 305-321). New York: Routledge/Taylor & Francis.
- Bear, G. G. (2008). Classroom discipline. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (Vol. 5, pp. 1403-1420). Bethesda, MD: National Association of School Psychologists.
- Bear, G. G. (2007). School-wide approaches to behavior problems. In B. Doll & J. Cummings (Eds.), *Transforming school mental health services: Population-based approaches to promoting the competency and wellness in children*. Corwin Press.

- Bear, G. G., Giancola, S. P., Veach, J., & Goetz, L. (2006). Beyond face validity: When less is more. In S. Jimerson & M. J. Furlong (Eds.), *The handbook of school violence and school safety: From research to practice* (pp. 537-552). Mahwah, NJ: Erlbaum.
- Bear, G.G. (2004). Discipline: Effective school practices. In A. S. Canter, L. Z. Paige, M. D. Roth, I. Romero, & S. Carroll (Eds.), *Helping children at home and school: Handouts for families and educators, 2nd Ed.* Bethesda, MD: National Association of School Psychologists.
- Bear, G.G. (2004). Interim Alternative Educational Settings: Guidelines for Parents and Educators. In A. S. Canter, L. Z. Paige, M. D. Roth, I. Romero, & S. Carroll (Eds.), *Helping children at home and school: Handouts for families and educators, 2nd Ed.* Bethesda, MD: National Association of School Psychologists.
- Bear, G. G., Cavalier, A., & Manning, M. (2002). Best practices in school discipline. In J. Grimes & A. Thomas (Eds.), *Best practices in school psychology IV* (pp. 977-992). Bethesda, MD: National Association of School Psychologists.
- Bear, G. G., Webster-Stratton, C., Furlong, M., & Rhee, S. (2000). Preventing aggression and violence. In K. Minke & G. Bear (2000). *Preventing school problems--Promoting school success: Strategies and programs that work.* Bethesda, MD: National Association of School Psychologists.
- Bear, G. G. (2000). School suspension and expulsion. In *Encyclopedia of Psychology*. Washington, DC: American Psychological Association.
- Bear, G. G., Minke, K. M., Griffin, S. M., & Deemer, S. A. (1997). Self-concept. In G. G. Bear, K. M. Minke, and A. Thomas (Eds.), *Children's needs II: Development, problems, and alternatives* (pp. 257-269). Bethesda, MD: National Association of School Psychologists.
- Bear, G. G., Richards, H. C., & Gibbs, J. (1997). Sociomoral reasoning and behavior. In G. G. Bear, K. M. Minke, and A. Thomas (Eds.), *Children's needs II: Development, problems, and alternatives* (pp. 13-25). Bethesda, MD: National Association of School Psychologists.
- Bear, G. G., Telzrow, K., & deOliviera, E. (1997). Socially responsible behavior. In G. G. Bear, K. M. Minke, and A. Thomas (Eds.), *Children's needs II: Development, problems, and alternatives* (pp. 51-63). Bethesda, MD: National Association of School Psychologists.
- Bear, G. G. (1990). Best practices in school discipline. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (2nd ed., pp. 649-663). Washington, DC: NASP.
- Bear, G. G. (1987). Moral responsibility. In A. Thomas & J. Grimes (Eds.), *Handbook of children's needs* (pp. 365-371). Washington, DC: NASP.

D. Non-refereed publications (non-refereed in professional journals and national newsletters; technical reports; research briefs)

- Bear, G. G., Yang, C., Harris, A., Mantz, L., Hearn, S., & Boyer, D. (2016). Technical manual for Delaware surveys of school climate; bullying victimization, student engagement, and positive, punitive, and social emotional learning techniques; and social and emotional competencies. Retrieved from University of Delaware, Center for Disabilities Studies, Positive Behavioral Supports and School Climate Project website: <http://wordpress.oet.udel.edu/pbs/technical-manual-for-school-climate-surveys>.
- Bear, G. G., Yang, C., Mantz, L., Pasipanodya, E., Boyer, D., & Hearn, S. (2014). Technical manual for Delaware surveys of school climate. Retrieved from University of Delaware, Center for Disabilities Studies, Positive Behavioral Supports and School Climate Project website: <http://wordpress.oet.udel.edu/pbs/technical-manual-for-school-climate-surveys>.
- Bear, G.G. (2011, February). Positive psychology and school discipline: Positive is not simply the opposite of punitive. *NASP Communique*, 40, 1, 3.
- Bear, G.G. (2011). Recruiting the best candidates. *Technical Assistance Brief of the NASP Technical Assistance Workgroup*. Retrieved from www.nasponline.org/trainers/technical_assistance_briefs/TAB-RecruitingCandidates_Bear.pdf

- Ackerman, C., Cooksy, L., Murphy, A., Rubright, J., Bear, G., & Fifield, S. (2010). Positive Behavior Support in Delaware schools: Developing perspectives on implementation and outcomes (Technical Report No.T2010.3). Retrieved from University of Delaware, Education Research and Development Center website: <http://udspace.udel.edu/handle/19716/5543>
- Bear, G.G. (2008, October). Are we prepared to be instructional experts? The three-Bear perspective of classroom teachers. *NASP Communique*, 37, 2, 33.
- Bear, G.G., & Duquette, J. (2008, October). Fostering self-discipline. *Principal Leadership*, 10-14.
- Bear, G. G. (1984, March). Eight criteria to evaluate computer instruction. *The Executive Educator*, 28, 18-19.
- Bear, G. G. (1984). Microcomputers and school effectiveness. *Educational Technology*, 24, 11-15.
- Bear, G. G. (1980). Differential reinforcement of other behavior. Chapter 6 in *Behavioral strategies for psychological intervention* (pp. 141-169). Des Moines: Iowa Department of Public Instruction.
- Bear, G. G. (1979). Treatment of enuresis and encopresis in a 5-year-old girl. In *Psychological interventions: Case studies in school psychological services*, 3, 39-52. Des Moines: Iowa Department of Public Instruction.

E. Presentations and Workshops at Regional, National, and International Meetings

- Bear, G.G. (July, 2018). Improving classroom management, school discipline, and school climate. Invited workshop presented at the Conference of the International School Psychology Association. Tokyo, Japan.
- Bear, G.G., Harris, A., & Bear, P.A. (July, 2018). Improving classroom management, school discipline, and school climate. Invited workshop presented at School of Education, Hunan Normal University, Changsha, China.
- Harris, A., Bear, G.G., Lisboa, C., & Holst, B. (July, 2018). Students' perceptions of engagement, bullying victimization, and school climate: Does being retained one or more times make a difference? PPWE presented at the Conference of the International School Psychology Association. Tokyo, Japan.
- Bear, G.G. (February, 2018). Improving classroom management, school discipline, and school climate. Invited workshop presented at the Conference of the National Association of School Psychologists. Chicago.
- Chen, C., Yang, C., & Bear, G.G. (February, 2018). The relationships between social-emotional competencies and bullying victimization. Poster presented at the Conference of the National Association of School Psychologists. Chicago.
- Bear, G.G., & Lisboa, C. (May, 2017). Once-retained and multiple-retained students: Differences in perceptions of engagement and school climate. Paper presented at the Global Conference on Education and Research, Sarasota, FL.
- Czik, A.A., Ginsburg-Block, M., & Bear, G.G. (February, 2017). Role of language status in predicting parents' school climate ratings. Poster presented at the Conference of the National Association of School Psychologists. San Antonio, TX.
- He, X., Huang, X., & Bear, G.G. (February, 2017). School climate, bullying, student engagement, and classroom management techniques: Differences between China and America. Poster presented at the Conference of the National Association of School Psychologists. San Antonio, TX.
- Mantz, L., Bear, G.G., Yang, C., & Harris, A.B. (February, 2017). Student social-emotional competencies: Development of a school-wide assessment. Poster presented at the Conference of the National Association of School Psychologists. San Antonio, TX.
- Yang, C., & Bear, G.G. (February, 2017). Multilevel associations among bullying victimization, school engagement, and social-emotional learning. Poster presented at the Conference of the National Association of School Psychologists. San Antonio, TX.

- Bear, G., He, X., Deng, Y. (July, 2016). Differences in Bullying Between Students in China and the U.S. Paper presented at Conference of International School Psychology Association, Amsterdam, Netherlands.
- Boyer, D., Hearn, S., Mantz, L., Bear, G.G., & Smith, L.M. (February, 2016). School-wide assessment of school climate, engagement, bullying victimization, and social emotional learning. Paper presentation at National Association of School Psychologists. New Orleans, LA.
- Bear, G.G., Lisboa, C., & Holst, B. (June, 2015). Delaware School Climate Survey: Validity studies in Brazil, China, and U.S.A. Paper presented at the Conference of the International School Psychology Association, Sao Paulo, Brazil.
- Bear, G.G., Lisboa, C., & Holst, B. (June, 2015). Grade retention, student engagement, and bullying victimization in Brazilian schools. Paper presented at the Conference of the International School Psychology Association, Sao Paulo, Brazil.
- Bear, G.G., Chen, D., Mantz, L., & Yang, C. (March, 2015). Conduct problems, teacher-student relationships, and classroom management: Differences between China, Japan, and the U.S. Symposium presentation at Conference of the Society for Research in Child Development. Philadelphia.
- Mantz, L., Bear, G., & Glutting, J. (March, 2015). Differences in bullying victimization between students with and without disabilities. Poster presentation at Conference of the Society for Research in Child Development. Philadelphia.
- Bear, G. G., Yang, C., Chen, D. & Glutting, J. (February, 2014) School discipline in cross-cultural perspective. Paper presentation at National Association of School Psychologists. Washington, DC.
- Bear, G., Mantz, L., Boyer, D., & Smith, L. (February, 2014). Differences in bullying victimization between students with and without disabilities. Poster presentation at Conference of National Association of School Psychologists. Washington, DC.
- Mantz, L., Bear, G.G., & Glutting, J. (February, 2014). Effects of validity screening items on school climate survey results. Poster presentation at Conference of National Association of School Psychologists. Washington, DC.
- Yang, C. & Bear, G. (February, 2014). A brief measure of parent perception of school climate. Poster presentation at Conference of National Association of School Psychologists. Washington, DC.
- Yang, C., Bear, G.G., Boyer, D., & Hearn, S. (February, 2014). Bullying victimization and school-wide discipline: Their relations to school climate. Paper presentation at Conference of National Association of School Psychologists. Washington, DC.
- Bear, G., Yang, C., Huang, X., Zhang, W., & Chen, D. (August, 2013). Student relationships and conduct problems in China and the U.S. Poster presentation at Conference of American Psychological Association, Honolulu.
- Yang, C., & Bear, G. (August, 2013). School climate and cyber victimization: How are they related? Poster presentation at Conference of American Psychological Association, Honolulu.
- Bear, G., Boyer, D., & Smith, L. (May, 2013). School climate and bullying. Northeast PBIS Network Leadership Forum. Cromwell, CT.
- Chen, D., Yang, C., & Bear, G.G. (February, 2013). School engagement as mediator between school climate and achievement. Poster presentation at Conference of National Association of School Psychologists, Seattle, WA (contributor, non-attending).
- Bear, G.G. (2012, February). Featured Invited Distinguished Lecturer Session: Fostering Positive School Climate: Developing Supportive Relationships and Self-Discipline. Conference of National Association of School Psychologists, San Francisco.
- Bear, G.G. (2012, July). School discipline to self-discipline: Effective practices for school psychologists. Invited general session presentation at Summer Conference of National Association of School Psychologists. Minneapolis.
- Bear, G., Boyer, D., Smith, L. & Hearn, S. (May, 2012). School Climate and SWPBS: Assessing Needs and Outcomes. Northeast PBIS Network Leadership Forum, Cromwell, CT.

- Yang, C., Bear, G., Boyer, D., & Hearn, S. (May, 2012). A Longitudinal Investigation of School-Wide Positive Behavior Support. Northeast PBIS Network Leadership Forum, Cromwell, CT.
- Bear, G.G. (2012, February). School discipline to self-discipline: Integrating SEL and SWPBS approaches. Invited workshop at Conference of National Association of School Psychologists, Philadelphia.
- Bear, G.G., Hearn, S., Baker, E., & Boyer, D. (2012, February) School climate and SWPBS: Assessing needs and outcomes. Presentation at Conference of National Association of School Psychologists, Philadelphia.
- Yang, C., Blank, J., & Bear, G.G. (2012, February). A longitudinal investigation of school-wide positive behavior support. Presentation at Conference of National Association of School Psychologists, Philadelphia.
- Bear, G.G. (2011, June). School Psychology in the U.S. and the Prevention of Behavior Problems. Invited presentation at the Symposium of the Advances and Practices of Mental Health Education in Schools. South China Normal University, Guangzhou, China.
- Bear, G.G., & Bear, P.A. (2011, June). Preventing and Correcting Common Behavior Problems. Invited 1-day workshop presented at the Symposium of the Advances and Practices of Mental Health Education in Schools. South China Normal University, Guangzhou, China.
- Bear, G.G. (2011, March) Shame, guilt, blaming, and anger: Differences between children in Japan and the US.. Presentation (invited, symposium with Michael Lewis, Carol Dweck, and others) at the Conference of the Society for Research in Child Development, Montreal.
- Bear, G.G. (2011, February). Fostering Positive School Climate: Developing Supportive Relationships and Self-Discipline. Invited Presentation at Conference of National Association of School Psychologists, San Francisco.
- Yang, C., Blank, J., & Bear, G.G. (2011, February) *School Climate and Classroom Management in China and U.S.* Presentation at Conference of National Association of School Psychologists, San Francisco.
- Baker, E., Bear, G., Boyer, D., & Hearn, S. (2010, March). Determining SWPBS Needs and Outcomes: Beyond the SET and ODRs. Presentation at the Association for Positive Behavior Supports, St. Louis.
- Bear, G.G., Blank, J., & Pell, M. (2010, March). Assessing school climate in schools implementing School-Wide Positive Behavioral Supports. Presentation at the Conference of the National Association of School Psychologists, Boston.
- Bear, G.G. (2009, June). From school-wide discipline to self-discipline. Three-day workshop presented to Maryland School Psychology Association, Rehoboth Beach, DE.
- Bear, G.G., Blank, J., & Pell, M. (2009, February). What's positive about school-wide positive behavior supports? Presentation at the Conference of the National Association of School Psychologists, Boston.
- Bear, G.G. (2008, October). From school-wide discipline to self-discipline. Half day workshop presented to Michigan Association of School Psychologists, Cedar Rapids.
- Bear, G. G. (2008, October). From school-wide discipline to self-discipline: Addressing shortcomings of PBS. Half day workshop presented to School Psychology Association of Pennsylvania, College Park.
- Bear, G.G. (2008, February). Developing self-discipline and resilience. Invited presentation at the Conference of the National Association of School Psychologists, New Orleans.
- Doll, G.G., Cummings, J., Merrill, K., & Bear, G.G. (2008, February). Top 10 strategies for resilience. Symposium at the Conference of the National Association of School Psychologists, New Orleans.
- Harrison, P., & Bear, G.G. (2008, February). Program approval workshop. Half-day (paid) workshop to school psychology trainers seeking NCATE/NASP approval, presented at the Conference of the National Association of School Psychologists, New York City.
- Bear, G.G. (2007, October). Developing self-discipline. Full-day workshop presented to Texas Association of School Psychologists, Austin, Texas.

- Bear, G.G., & Minke, K.M. (2007, March). Schoolwide PBS: What's missing and how to fix it. Presentation at the Conference of the National Association of School Psychologists, New York City.
- Duncan, B., Bear, G.G., Koltz, M.B., & Skalski, S. (2007, March). The IDEA (2004) regulations: The essential basics for school psychologists. Presentation at the Conference of the National Association of School Psychologists, New York City.
- Harrison, P., Bartels, S., & Bear, G.G. (2007, March). Program approval in school psychology. Workshop presented at the Conference of the National Association of School Psychologists, New York City.
- Bear, G.G., & Klotz, M. (2006, March). IDEA 2004: Implications for discipline and school psychology. Presentation at the Conference of the National Association of School Psychologists, Anaheim, CA.
- Bear, G.G. (2005, October). School psychology in the United States. Invited keynote address to the Japanese Society of Educational Psychologists. Sapporo, Japan.
- Bear, G.G., Klotz, M. B., & Brue, A. W. (2005, July). Changes in IDEA: Implications for psychology and school discipline (½ day training workshop). NASP 2nd Annual Summer Conference, Philadelphia.
- Bear, G. G., Manning, M., & Shiomi, K. (2005, April). Differences in moral reasoning between children in Japan and the United States: Implications for developing responsible behavior. Presentation at the Conference of the American Association of Educational Researchers, Montreal.
- Bear, G. G. (2005, March). Developing self-discipline and preventing and correcting misbehavior. Invited workshop at the Conference of the National Association of School Psychologists, Atlanta.
- Wright, D., Bear, G. G., Nealis, L., & Klotz, M. (2005, March). Addressing school climate and discipline procedures in the new IDEA. Presentation at the Conference of the National Association of School Psychologists, Atlanta.
- Prus, J., & Bear, G.G. (2005, March). Reviewing training program portfolios for NASP approval. Training session at the Conference of the National Association of School Psychologists, Atlanta.
- Bear, G. G., Trout, C., Uniatowski, P., Corey, S., & Veach, J. (2005, March). When less is more: PBS at Keene Elementary in Delaware. Presentation at the International Conference on Positive Behavior Support, Tampa.
- Bear, G. G., Manning, M., Shiomi, K., & Kurtz, K. (2004, July). Moral reasoning of children in Japan and the United States. Presentation at the International School Psychology Association, Exeter, England.
- Bear, G. G., Ewing, K., Kurtz, K., Manning, M., & Shiomi, K. (2004, July). Anger toward bullying and unfairness between children in Japan and the United States. Presentation at the International School Psychology Association, Exeter, England.
- Prus, J., Waldron, N., & Bear, G. G. (March, 2004). NASP program approval: Changes and discussion (panel). School Psychology Trainer's Forum, Convention of National Association of School Psychologists, Dallas.
- Bear, G. G. (2003, April). Emotions and moral reasoning among children in Japan and the United States (Keynote Address). Japanese Society of Developmental Psychologists, Kobe, Japan.
- Bear, G. G. (2002, February). *Interim alternative educational settings for children with disabilities*. National Association of School Psychologists, Chicago.
- Bear, G. G., & Manning, M. (2002, February). *Zero tolerance approach to aggression and violence: Questioning its effectiveness and examining alternatives*. National Association of School Psychologists, Chicago.
- Bear, G. G. (2002, January). School climate and discipline. 2nd Annual ILIAD & ASPIRE IDEA National Resource Cadre Winter Institute (U.S. Office of Special Education Programs). Washington, DC.
- Bear, G. G. (October, 2001). *Zero tolerance and sociomoral development*. Charlottesville Conference on Ethics and Leadership, Charlottesville, VA.
- Manning, M., Bear, G. G., & Minke, K. M. (2001, May). *The self-concept of students with learning disabilities: Does educational placement matter?* American Educational Research Association, Seattle.

- Bear, G. G., Burkholder, S., & Carroll, K. (2001, April). *Interim alternative educational settings*. National Association of School Psychologists, Washington, DC.
- Bear, G. G., & Minke, K. M. (2000, April). *Preventing school problems and promoting school success: Strategies and programs that work*. National Association of School Psychologists, New Orleans.
- Bear, G. G. (1999, April). *Interim alternative educational settings: Related research program considerations, and the role of the school psychologist*. National Association of School Psychologists, Las Vegas.
- Dwyer, K., & Bear, G. G. (1998, June). *Developing local systems of care in a managed care environment for children and adolescents with serious emotional disturbances and their families*. Training Institute for Children's Mental Health, Center for Child Health and Mental Health Policy, Orlando.
- Bear, G. G., & Dwyer, K. (1998, June). *Positive behavioral interventions and strategies. Training institutes: Developing local systems of care in a managed care environment for children and adolescents with serious emotional disturbances and their families*. Sponsored by the National Assistance Center for Children's Mental Health, Orlando.
- Bear, G. G. (1998, April). *Self-concept and special education placement: Does inclusion enhance self-concept?* National Association of School Psychologists, Orlando.
- Bear, G. G., Minke, K., & Pfohl, W. (1998, April). *Results of the NASP Consumer Satisfaction Survey*. National Association of School Psychologists, Orlando.
- Dwyer, K., Bear, G. G., & Jarosz, E. (1998, March). *Schoolwide plans for positive student behavior*. National Conference on Education, American Association of School Administrators, San Diego.
- Bear, G. G. (1997, October). Participant and presenter at national policy forum on Alternative Educational Settings for Students with Disabilities Involved in Discipline Actions, held by the National Association of State Directors of Special Education, Chandler, Arizona.
- Bear, G. G. (1997, June). *Discipline in American schools*. Invited colloquium presented to the faculty and students of the school psychology program at Constantine the Philosopher University, Nitra, Slovakia.
- Waldron, N., Minke, K. M., & Bear, G. G. (1997, April). *Inclusion without the rhetoric: A synthesis of research from two model programs*. National Association of School Psychologists, Anaheim.
- Norman, A. D., Richards, H. C., & Bear, G. G. (1996, July). *Moral reasoning and religious belief: Does content influence structure?* Journal of Moral Education 25th Anniversary Conference, Lancaster, England.
- Griffin, S. M., Bear, G. G., Minke, K. M., & Deemer, S. A. (1996, April). *Self-perceptions and self-evaluations among children in inclusive classes*. Council for Exceptional Children, Orlando.
- Minke, K. M., Bear, G. G., Deemer, S. A., & Griffin, S. M. (1996, April). *Teachers' experiences with inclusive classrooms: Implications for the regular education initiative*. Council for Exceptional Children, Orlando.
- Griffin, S. M., Bear, G. G., Minke, K. M., & Deemer, S. A. (1996, March). *Processes influencing the self-perceptions of children with learning disabilities in inclusive classrooms*. National Association of School Psychologists, Atlanta.
- Bear, G. G. (1995, March). *The T.A.M. program for teaching self-discipline: Development, obstacles, and results*. National Association of School Psychologists, Chicago.
- Minke, K. M., & Bear, G. G. (1995, March). *Maintaining positive self-perceptions among children with LD: What teachers can do*. National Association of School Psychologists, Chicago.
- Bear, G. G. (1994, March). *Hedonistic, needs-oriented, and approval/reflective reasoning and its relation to social adjustment in the classroom*. National Association of School Psychologists, Seattle.
- Bear, G. G., & Minke, K. (1993, October). *Setting influences on the self-perceptions of children*

- with learning disabilities.* International Conference on Learning Disabilities, Council for Learning Disabilities, Baltimore.
- Bear, G. G. (1993, May). *Moral reasoning and classroom adjustment: Research and implications.* Invited colloquium for Gordon Cook Foundation and Moray House College of Education, Edinburgh, Scotland.
- McInerney, F., & Bear, G. G. (1992, March). *Self-perceptions in integrated settings: Implications for school psychologists.* National Association of School Psychologists, Nashville.
- Rys, G., & Bear, G. G. (1992). *Peer acceptance and social cognitions: Differences between boys and girls.* National Association of School Psychologists, Nashville.
- Stewart, M., & Bear, G. G. (1991, November). *Moral reasoning of seventh-grade social leaders and aggressive students.* Association for Moral Education, Athens, GA.
- Juvonen, J., & Bear, G. G. (1991, April). *Social adjustment of children with and without learning disabilities in an integrated setting.* Society for the Research in Child Development, Seattle.
- Bear, G. G., & Proctor, W. A. (1990, April). *Team Approach to Mastery: Its impact on mildly handicapped and nonhandicapped third graders.* National Association of School Psychologists, San Francisco.
- Bear, G. G. (1989, June). *Teaching ethics in computer science.* National Educational Computing Conference, Boston.
- Bear, G. G., & Richards, H. C. (1989, April). *Sociomoral reasoning and aggressive behaviors in the regular classroom: A replication.* Society for the Study of Child Development, Kansas City.
- Richards, H. C., & Bear, G. G. (1989, April). *Moral reasoning and classroom conduct: How are they related?* Society for the Study of Child Development, Kansas City.
- Bear, G. G., & Richards, H. C. (1988, November). *Sociomoral reasoning and antisocial behaviors.* Association for Moral Education, Pittsburgh.
- Bear, G. G. (1988, April). *Behavior problems, sociomoral reasoning, and causal attributions.* National Association of School Psychologists, Chicago.
- Bear, G. G. (1987, June). *Computer implications and ethics: A first but last priority.* National Educational Computing Conference, Madison, Wisconsin.
- Bear, G. G., & Werner, D. (1987, March). *K-ABC, WISC-R, and PIAT performance among white and black LD children.* National Association of School Psychologists, New Orleans.
- Bear, G. G. (1987, March). *Nonpromotion in the early grades: Predictors and outcomes.* National Association of School Psychologists, New Orleans.
- Bear, G. G. (1986, April). *Classroom behavior, school readiness, and achievement in kindergarten.* National Association of School Psychologists, Hollywood, Florida.
- Bear, G. G., Brown, D., & Brantley, J. (1986, April). *Computers and school psychologists: Opportunities for role expansion.* National Association of School Psychologists, Hollywood, Florida.
- Richards, H. C., & Bear, G. G. (1986, April). *Attitudes toward school subjects of academically unpredictable elementary school children.* American Educational Research Association, San Francisco.
- Bear, G. G. (1986, March). *Teaching computer ethics: Content and methods.* Sixth National Conference on Computer Education, Phoenix, Arizona.
- Richards, H. C., Stewart, A., & Bear, G. G. (1984, August). *Moral reasoning and classroom conduct: A replication.* American Psychological Association, Toronto, Canada.
- Bear, G. G., & Lancaster, P. (1983, October). *Computer literacy in Virginia. Does the guidance counselor have a role?* Virginia Counselor Association, Lynchburg, Virginia.
- Lancaster, P., Bear, G. G., & Walters, M. (1983, April). *Using microcomputers to improve school attitudes.* National Association of School Psychologists, Detroit.
- Bear, G. G. (1982, March). *Promoting the moral reasoning of gifted students.* Northern Virginia Council for Gifted and Talented Education, Falls Church, Virginia.
- Shever, K. L., Fulton, D., & Bear, G. G. (1980, June). *Usefulness of Y.E.T. and Kohlberg's approach*

- to guidance*. National Elementary Guidance Conference, Ames, Iowa.
- Bear, G. G. & Richards, H. C. (1980, April). *Use of an interdependent group-oriented contingency system for improving academic performance*. National Association of School Psychologists, Washington, D.C.
- Bear, G. G. (1978, October). *Kindergarten screening and follow-up*. Iowa Council for Exceptional Children, Ames, Iowa.
- Bear, G. G. & Liles, J. (1977, October). *Moral and social responsibility in the classroom*. South Atlantic Philosophy of Education Society, Norfolk.

INTERNATIONAL, NATIONAL AND STATE SERVICE

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| 2002-present | Consultant, Delaware's Positive Behavioral Supports Project (DOE) |
| 2010-present | NASP Graduate Education Workgroup, Technical Assistance Team member |
| 2014-2016 | Membership chair, Society for the Study of School Psychology |
| 2015-present | Review committee member, research grants submitted to Society for Study of School Psychology |
| 2013-present | Reviewer, Fulbright Scholar Awards |
| 1995-2014 | Program Reviewer (school psychology programs seeking national approval), National Association of School Psychologists |
| 2013-2014 | Consultant, Center for School and Community Health (U.S. Safe and Healthy Schools Initiative) |
| 2014 (Sept.) | Reviewer for grant awards, Associative Research Program, National Commission for Scientific and Technological Research (CONICYT), Chile |
| 2000-2009 | Member, Program Approval Board, National Association of School Psychologists |
| 2007-2009 | Member, Fact Sheet Panel of Consortium for Preventing School Violence |
| 2002-2007 | Member, Expert Panel, Alternative Education Project, American Institutes for Research |
| 1999-2004 | Co-chair, APA Division 16 Task Force on Empirically Supported Interventions in the Schools, Classroom Management Strand |
| 1997-2003 | Member, Publications Board, National Association of School Psychologists |
| 2000-2002 | Consultant, Baltimore City School District, Safe Schools/Healthy Students Federal Grant |
| 1999-2002 | Consultant and external evaluator (and co-author of grant), Christina School District's School Safety Project (\$3 million federal grant) |
| 2000 | Membership chair, Delaware Association of School Psychologists |
| 1998-2002 | Co-director, Delaware Department of Education Project: The Emotions-Centered Social Problem Solving Project |
| 1998-2011 | Fellow, Center for Effective Collaboration and Practice, Washington, DC. |
| 1998 | Consultant and Contributor, Early Warning Timely Response (publication of U.S. Department of Education) |
| 1994-2000 | Chair, Research Committee, National Association of School Psychologists |
| 1992-2000 | Reviewer of school psychology programs seeking accreditation from the National Association of School Psychologists |
| 1998 | Consultant and co-writer, Early Warning, Timely Response: A guide to Safe Schools; Center for Effective Collaboration and Practice of the American Institutes for Research |
| 1998 | Consultant, Functional Behavior Assessment Committee, Delaware Department of Education |

10/97-3/98	Consultant, Project Forum, National Association of State Directors of Special Education
7/95-4/97	Member, Governance Restructuring Committee, National Association of School Psychologists
1991-1995	Consultant, Christina Public Schools, for development of social skills program
1992-1996	Elected state delegate to the National Association of School Psychologists
1991	Member, Committee on State Guidelines for the Identification of Seriously Emotionally Disturbed Children
1986-1991	School psychologist, Cobbs Elementary School, Christina School District, Newark, Delaware (approximately one day per week, included supervision of school psychology students)
1988-1990	Member, Delaware Task Force on Certification of Educational Diagnosticians Member, Delaware Task Force on Non-Categorical Programming for Handicapped Children
1988	Member, Delaware Task Force on LD Member, Delaware Task Force on Socially or Emotionally Maladjusted Children
1987	Consultant and Evaluator, Appoquinimink School District, Project ABLE, Appoquinimink's program for gifted children
1986	Member, Delaware Task Force on Certification of School Psychologists
1984	Chief Editor and Consultant to the Virginia Department of Education for the development of the 16-part inservice training television series entitled "On and About Instructions - Microcomputers"
1983-1984	Member, Virginia Task Force on Computer Literacy, Virginia Department of Education

EDITORIAL BOARDS

Journal of Educational and Psychological Consultation, 2000-present
Journal of School Violence, 2010-present
School Psychology Quarterly, 2012-present
School Psychology Review, 1999-2015; Associate Editor, 2009-2011

AD HOC REVIEWING

Journal of Educational Psychology
Journal of Character Education
Journal of Special Education
Child Psychology
Developmental Psychology
Educational Researcher
International Journal of School and Educational Psychology
Merrill-Palmer Quarterly
Journal of Educational Computing Research
Educational Measurement: Issues and Practice
Journal of Early Adolescence
Journal of Adolescent Research
Teaching and Teacher Education

RELEVANT COLLEGE AND UNIVERSITY SERVICE (not including committee assignments)

2002-2006	Coordinator of School Psychology Program
1996-1998	
1985-1991	
1995-2014	Supervisor of school psychological services, The College School, University of Delaware (1 day weekly)

CONSULTING, SCHOOL PSYCHOLOGY PROGRAMS SEEKING NATIONAL APPROVAL

2011	Francis Marion University
2011	Bowie State University
2009-2011	The Citadel
2007	PCOM

AWARDS AND HONORS

2017	Lifetime Achievement Award, National Association of School Psychologists
2016	Chaired the dissertation that won the APA Division 16 Outstanding Dissertation Award given to my advisee, Chunyan Yang. Dissertation title: Multilevel Associations Between Bullying Victimization, School Engagement, and Social-Emotional Learning.
2015	Article of the Year, Honorable Mention, 2015, <i>School Psychology Review</i> : Differences in Bullying Victimization Between Students With and Without Disabilities
2014	Senior consultant (and primary writer) of \$2.8 million School Climate Transformation Grant awarded from the U.S. Department of Education to Delaware Department of Education for 2014-2019
October 2014	Guest lecturer, research consultant, Pontifícia Universidade Católica do Rio Grande do Sul, Porta Alegre, Brazil
2011-present	Member, Society for the Study of School Psychology (nominated and elected to selective society based on research achievements)
2013 (Jan.-Sept)	Distinguished Scholar/Advisor to Education Development Center. Positive School Discipline Project (Waltham, MA). Federal project by DOE/Dept. of Justice that developed The Positive School Discipline on-line course as part of the government's Safe and Healthy Schools initiative
March 2012	Invited Guest Lecturer, Tay Gavin Erickson Lecture Series, University of Massachusetts-Amherst
February 2012	Featured Invited Distinguished Lecturer Session: Fostering Positive School Climate: Developing Supportive Relationships and Self-Discipline. Conference of National Association of School Psychologists, San Francisco.
2008-2010	Associate Editor, <i>School Psychology Review</i>
2009, 2011	Fulbright Senior Specialist Award (Japan, 2009; China, 2011; trips to universities in both countries, entailing consultation, guest lectures, and research projects at 3 universities in Japan and 2 in China)
2007	School Psychology Review Editorial Appreciation Award
2006	Delaware Association of School Psychologists' President's Award for Outstanding Contributions to School Psychology
2000	Presidential Award for Outstanding Service to the National Association of School Psychologists
1998	Distinguished Faculty Award, Department of Educational Studies, University of Delaware
1998	Delaware Association of School Psychologists' President's Award for Outstanding Contributions to School Psychology

- 1998 Presidential Award for Outstanding Service to the National Association of School Psychologists
- 1997 Presidential Award for Outstanding Service to the National Association of School Psychologists
- 1996 Presidential Award for Outstanding Service to the National Association of School Psychologists

MEMBERSHIPS

American Psychological Association, Division 16, School Psychology
National Association of School Psychologists
International School Psychology Association
Society for the Study of School Psychology
Delaware School Psychology Association