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**Sam Houston State University**  
**Department of Counselor Education**  
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### **EDUCATION**

- Ph.D. School Psychology (APA-accredited Program)  
Texas A&M University, 1996
- M.A. Counselor Education and Counseling Psychology (APA-accredited Program)  
Western Michigan University, 1990
- M.S. Master of Education  
Oregon State University, 1987
- B.A. Curriculum and Instruction (Cum Laude), Minor: Spanish  
Texas A&M University, 1975

### **LICENSES & CERTIFICATES**

Clinical Psychologist # 071.007720, State of Illinois, 2010  
Licensed Psychologist, Texas, #30630, 1999  
Licensed Specialist School Psychologist # 30624, 1997  
Certified School Counselor, 1996  
Substance Abuse Certificate, State of Michigan, 1990  
Teaching Certificate, State of Texas, K-8, 1975

### **PROFESSIONAL EXPERIENCES**

- 2010-2017 **Professor.** Sam Houston State University, Department of Counselor Education. Teach master's and doctoral-level courses, Editor of *Journal of At-Risk Issues*; Sam Houston State University Faculty Excellence in Research Award, 2010; Chair, Stress and Coping SIG for the American Educational Research Association – 2009-2012; Chair, Panel of Judges for Outstanding Dissertations for American Association of Hispanics in Higher Education and Education Testing Service, 2014-2017; Chair, Dissertations in Counselor Education, 2015-2017; Chair, SHSU Creative and Scholarly Accomplishments Award, 2014; Reviewer, *Journal of Latino/a Psychology*.

- 2004-2010 **Associate Professor.** Sam Houston State University, Department of Educational Leadership and Counseling. Taught master's and doctoral-level courses, Editor of *Journal of At-Risk Issues*, Research Coordinator – Department of Educational Leadership & Counseling, Member -- SHSU Research Council, 2009-2012; Chair -- Professional Development for College of Education.
- 1999-2003 **Assistant Professor**, Sam Houston State University. Department of Educational Leadership and Counseling. Taught master's and doctoral-level courses.
- 1998-1999 **Assistant Professor**, Sam Houston State University, Department of Curriculum and Instruction. Taught undergraduate and master's-level courses.
- 1997-1998 **School Psychologist**, Bryan Independent School District. Provided psychological evaluations, therapy, and consultations in English and Spanish for pre-K-12 grades and students.
- 1996-1997 **School Counselor**, Bryan Independent School District. Provided counseling services (individual, group, crisis intervention, special education, academic, and conflict resolution) in English and Spanish to middle school students.
- 1995-1996 **School Psychology Internship**, Dallas Public Schools (APA-accredited). Provided psychological evaluations, therapy, and consultations in English and Spanish for pre-K-12 grades. Rotations were between schools (50%) and clinical settings (50%) at Youth and Family Counseling Centers.
- 1994-1995 **School Psychology Practicum**, Bryan Independent School District. Provided individual and group counseling services for Pre-K-5th grade students.
- 1991-1995 **Graduate Student**, Texas A&M University. Worked in counseling clinic, provided counseling and assessment services to children and families in the community and Child Protective and Regulatory Services.
- 1991-1995 **Graduate Assistant**, Texas A&M University. Conducted research on assessments and mental health issues affecting bilingual populations as a member of the Bilingual Assessment Research Team (BART).
- 1990-1991 **Counselor**, Western Michigan University Counseling Center. Worked with a federal program counseling adolescent minority and migrant youth with emotional problems.
- 1990-1991 **Therapist, Instructor**, Michigan Judicial System. Conducted workshops and therapy sessions with judges, police officers, probation officers, parole officers, social workers who worked with adjudicated children and adolescents.

- 1991 **Therapist**, 600-hr. Internship, Psychological Consultants, Battle Creek, MI. Provided psychological evaluations and therapy for children/youth and families who had co-morbid disorders, with one being substance abuse.
- 1989-1990 **Intake Counselor**, Counseling Clinic, Western Michigan University. Conducted in-take counseling interviews with new clients.
- 1989-1990 **Research Assistant**, Western Michigan University, Kalamazoo, MI. Assisted the Department of Counselor Education and Counseling Psychology in conducting research.
- 1989-1990 **Teaching Assistant**, Western Michigan University. Assisted in teaching basic counseling skills in a counseling techniques course.
- 1986-1989 **Grade Level Chairperson**, Roosevelt International School, Lima, Peru. Coordinated curriculum, budget, and school activities for sixth grade.
- 1981-1989 **Science Teacher**, K-7, Roosevelt International School, Lima, Peru. Taught science and sex education at elementary and middle schools.
- 1986-1988 **Master Teacher**, Roosevelt International School, Lima, Peru. Selected to train and mentor beginning teachers.
- 1987-1989 **Science Fair Coordinator**, Roosevelt International School, Lima, Peru. Coordinated all science activities at the elementary and middle school grades.
- 1988-1989 **Lecturer**, Universidad Católica, Lima, Peru. Taught classes on how to teach sex education to younger children in Spanish and English.
- 1975-1978 **Teacher**, South Knoll Elementary, College Station, Texas. Taught Spanish to elementary students.
- 1970-1971 **Substitute Teacher**, Havelock High School, Cherry Point, N.C. Taught Spanish classes.

## RESEARCH Publications

### Online Forum Research

- Wofford, E. J., & Robles-Piña, R. A. (2017, August 28). Re: Internships in Children's Homes: How to find internships working with children in Haiti. [Online forum comment]. Retrieved from <https://alec.tamu.edu/impact/agricultural-education-in-haiti/>

- Wofford, E. J., Piña, M, Jr. & **Robles-Piña, R. A.** (2017, August 28). Re: Christian Developmental Model: A decision-making model for use in screening programs [Online forum comment]. Retrieved from <https://alec.tamu.edu/impact/agricultural-education-in-haiti/>
- Wofford, E. J. & Robles-Piña, R. A. (2017, August 28). Re: Children's Educational Sponsorship Program: How to sponsor a child's education in Haiti. [Online forum comment]. Retrieved from <https://alec.tamu.edu/impact/agricultural-education-in-haiti/>
- Wofford, E. J. & Robles-Piña, R. A. (2017, July, 20). Re: Goat chili: A school lunch program to feed a community in Haiti [Online forum comment]. Retrieved from <https://alec.tamu.edu/impact/agricultural-education-in-haiti/>
- Wofford, E. J. & Robles-Piña, R. A. (2016, December, 20). Re: Building relationships with children [Online forum comment]. Retrieved from <https://alec.tamu.edu/impact/agricultural-education-in-haiti/>
- Wofford, E. J. & Robles-Piña, R. A. (2016, December, 20). Re: Comparative Education (Gardening) [Online forum comment]. ]. Retrieved from <https://alec.tamu.edu/impact/agricultural-education-in-haiti/>

### Journal Articles

- Denham, M. A., **Robles-Piña, R.**, Polnick, B. E., & Webb, D. W. (2016). Expanding the triad model of school policing. *Law Enforcement Executive Forum*, 16(2), 1-37.
- Lertora, I., Liu, V., **Robles-Piña, R.**, & Starkey, J. (2015). Experiential satisfaction predictors of the international student experience. *International Education Tennessee Counseling Association*, 7 (1), 35 –52.
- Cullen, M., Slate, J. R., Polnick, B., & **Robles-Piña, R.** (2015). Education dollars and student achievement: An analysis of the literature. In *Academic achievement: Student attitudes, social influences and gender differences*. Hauppauge, NY: Nova Publishers.
- Cullen, M., Slate, J. R., Polnick, B., & **Robles-Piña, R.** (2015). Instructional expenditures and school district wealth: A Texas multiyear analysis. In *Progress in Education, Volume 37*. Hauppauge, NY: Nova Publishers.  
[https://www.novapublishers.com/catalog/product\\_info.php?products\\_id=55550](https://www.novapublishers.com/catalog/product_info.php?products_id=55550)
- Cullen, M., Polnick, B., **Robles-Piña, R.**, & Slate, J. R. (2015). Instructional expenditures and student achievement: A multiyear statewide analysis. *Educational Research for Policy and Practice*, Springer Science+Business Media Dordrecht, DOI 10.1007/s10671-014-9168-6

- Vick, N., **Robles-Piña, R.**, Martirosyan, N. M., & Kite, V. (2015, Spring). The effectiveness of tutoring on developmental English grades. *Community College Enterprise*, 11-26.
- McDonald, B., Polnick, B., & **Robles-Piña, R. A.** (2013). Impact of instructional practices on students' mathematics achievement in urban middle schools. *The Delta Kappa Gamma Bulletin*, 79(2), 5-65.
- Robles-Piña, R. A.** & Denham, M. A. (2012). School resource officers for bullying interventions: A mixed methods analysis. *Journal of School Violence*, 11(1), 38-55. doi: 10.1080/15388220.2011.630311  
<http://dx.doi.org/10.1080/15388220.2011.630311>
- Lomas, G. I., Nichter, M. & **Robles-Piña, R. A.** (2011). The role of counselors serving deaf or hard of hearing students in public schools. *American Annals of the Deaf*, 156, 305-319.
- Robles-Piña, R. A.** (2011). Depression and self-concept: Personality traits or coping styles in reaction to school retention. *Depression Research and Treatment*, Article ID 151469. Retrieved from <http://www.hindawi.com/journals/drt/2011/151469>.
- Sanson, M., & **Robles-Piña, R. A.** (2009). A comparison of mathematics proficiency among Asian and American students. *Problems of Education in the 21st Century*, 15(15), 139-144.
- Burton, A., & **Robles-Piña, R. A.** (2009). Deficit Thinking and Hispanic Student Achievement: A Review of the Literature. *Problems of Education in the 21st Century*, 15(15), 41-48.
- Cullen, M., & **Robles-Piña, R. A.** (2009). Grade transitions from elementary to secondary school: What is the impact on students? *Southeastern Teacher Education Journal*, 2(1), 31-38.
- Rhia, M., & **Robles-Piña, R. A.** (2009, March). The influence of multiple intelligence theory on web-based learning. *Journal of On-line Teaching*, 5(1), 97-100.
- Wells, P., & **Robles-Piña, R. A.** (2009). Performance pay for teachers. *National Forum of Educational Administration and Supervision Journal*, 26(3), 11-24.
- Bone, J., & **Robles-Piña, R. A.** (2009). The effectiveness of response to intervention strategies in elementary schools. *The Graduate Research Journal*, 9(09-11), 1-19. Retrieved from <http://grj.fp.expressacademic.org/article.php?autolD=117&issueID=64>
- Robles-Piña, R. A.**, Hinojosa, R., & Edmonson, S. (2009). Gender differences in placement, support, and participation in early school programs for urban Hispanic students in advanced placement courses. *Advancing Women in Leadership*, 29 No. 8. Retrieved from [http://advancingwomen.com/awl/awl\\_wordpress/](http://advancingwomen.com/awl/awl_wordpress/)

- Mauritzon, K., & **Robles-Piña, R. A.** (2009). Grade retention: Good or Bad? *Journal of Professional Counseling Issues*. Retrieved from <http://www.shsu.edu/~piic/Fall2009/Robles-pina.html>
- Burgess, M., & **Robles-Piña, R. A.** (2009). Developmental readers as digital natives: Exploring Optimal Experience (Flow) in virtual environments. *School Leadership Review*.
- Busch, S., Johnson, S., **Robles-Piña, R. A.**, & Slate, J. (2009). Principals' response to change in schools and its effect on school climate. *International Journal of Educational Leadership Preparation*, 4(3) (July – September, 2009). Retrieved from <http://ijelp.expressacademic.org>
- Robles-Piña, R. A.**, DeFrance, E., Cox, D., & Woodward, A. (2008). Self-Concept, Childhood Depression, and School Retention as Predictors of Depression in Urban Hispanic Adolescents. *School Psychology International* 29, 645-655.
- Robles-Piña, R. A.**, Norman, P. & Campbell-Bishop, C. (2007) Ethnic differences of fourth graders' knowledge regarding sexual abuse. *Research in the Schools*, 14, 37-48 . Although the date indicates 2007, it was not published until 2008.
- Nelson, J., **Robles-Piña, R. A.**, & Nichter, M. (2008). An analysis of Texas high school counselors' roles: Actual and preferred counseling activities. *Journal of Professional Counseling: Practice, Theory, and Research*, 36(1), 30-46.
- Hammer, M., **Robles-Piña, R. A.**, & Williams, P. (2007, Winter). A ranking of most important discipline problems in schools. Southeastern Regional Association of Teacher Education (SRATE), 16(1), 32-41. Although the date indicates 2007, it was not published until 2008.
- Robles-Piña, R. A.**, Porias, R., & Harris, A. (2008). Bullying: An adult perspective from educators who work predominately with African American students. *The Journal of Knowledge and Best Practices in Juvenile Justice and Psychology*, 2, 5-15.
- Reed, D., **Robles-Piña, R. A.**, & Butler, C. (2008). In the event of an absence: An exploratory study of perceptions of high school students regarding truancy and related delinquent behaviors. *Texas Council of Principal Educators' Journal* 3, 57-67.
- Craft, K., & **Robles-Piña, R. A.** (2008, October 10). Increasing reading fluency of elementary students: Information for the educational leader to use in making decisions. *Connexions*. Retrieved from <http://cnx.org/content/m17686/latest/>
- Craft, K., & **Robles-Piña, R. A.** (2008, October 10). Increasing reading fluency of elementary students: Information for the educational leader to use in making decisions. *International Journal of Educational Leadership Preparation*. Retrieved from <http://ijelp.expressacademic.org>
- Nichter, M., **Robles-Piña, R. A.**, & Nelson, J. (2008). Actual and Preferred Counseling Activities as Perceived by Secondary School Counselors and Principals. *National Forum of Educational Administration and Supervision Journal* 26(1), 70-96.

- Stewart, C., & **Robles-Piña, R. A.** (2008). Black and blue: The impact of non-fatal teacher victimization. *Journal of At Risk Issues*, 14(2), 9-15.
- Robles-Piña, R. A.** Ameliorating the Stress of Immigrant Women's Poverty: Coping Using Children's School Programs. *International Journal for Disaffected Youth* 10, 24-34.
- Reed, D., Bustamante, R., Parker, C. H., **Robles-Piña, R. A.**, & Harris, A. (2007). A course model for developing culturally proficient school leaders. *Journal of Education and Human Development*, 1(2), 18-25.
- Reed, D., Combs, J., Harris, A. J., Hines, M. T., Johnson, S., Parker, C. H., & **Robles-Piña, R. A.**, (2006). Gender equity for at-risk students. *Journal of Education and Human Development*, 1(1), 1-13/  
[http://www.scientificjournals.org/current\\_issue.htm](http://www.scientificjournals.org/current_issue.htm).
- Robles-Piña, R. A.** (2006). *Hispanic academic achievement theory: An ethnographic study of urban students participating in a high school advanced diploma program*. Retrieved 9-7-06 from PoliMemos University of Texas at San Antonio (UTSA) Educational and Leadership and Policy Studies Web site:  
[http://www.utsa.edu/PoliMemos/whatweknow\\_references.htm](http://www.utsa.edu/PoliMemos/whatweknow_references.htm)
- Reed, D., **Robles-Piña, R. A.**, & Butler, C. (2005). High school students' perceptions regarding truancy and related delinquent behaviors: Impact on students with special disabilities. *Journal of At-Risk Issues: Special Issues in Special Education*, 12-22.
- Robles-Piña, R. A.**, De France, E., Cox, D., & Woodward, A. (2005). Depression in urban Hispanic adolescents, *International Journal and Consortium on School Disaffection* 3(2), 8-14.
- Campbell-Bishop, C. & **Robles-Piña, R. A.** (2004). Moral development: A historical perspective. *Research in Educational Leadership Electronic Journal of the Center for Research and Doctoral Studies in Educational Leadership* (3), 30-35.
- Jodry, E.O., **Robles-Piña, R. A.**, & Nichter, M. (2004). Hispanic academic advancement theory: An ethnographic study of urban students participating in a high school advanced diploma program. *The High School Journal*, 88(2), 23-31.
- Robles-Piña, R. A.**, Nichter, M. & Campbell-Bishop, C. (2004). Assessment of counselors' and teachers' perceptions about bullying in schools. *The Journal of At-Risk Issues*, Vol. 10(1), 11-19.
- Campbell-Bishop, C. & **Robles-Piña, R. A.** (2003). Child lures prevention program: Development of a program specific assessment instrument and evaluation of program effectiveness. *Research in Educational Leadership Electronic Journal of the Center for Research and Doctoral Studies in Educational Leadership* (2). Retrieved from  
[http://www.shsu.edu/~edu\\_elc/journal/research%20online/researchex/html](http://www.shsu.edu/~edu_elc/journal/research%20online/researchex/html)

- Sauer, H. & **Robles-Piña, R. A.** (2003) Magazines: What adolescent girls are reading and the way they shape body image. *Advancing Women in Leadership* (14.) Retrieved from <http://www.advancingwomen.com/awl/awl/html>
- Robles-Piña, R. A.** & Cox, D. (2003, Spring). Families, Cultures, and Change: What you need to know. *The Family Psychologist* 19(3). Invited article.
- Robles-Piña, R.A.** (Summer, 2003). Spanish Translation: Degree of adaptation: Information for the assessment and treatment of ethnic minority children and families. *The Family Psychologist* 19(3) at <http://www.apa.org/divisions/div43>. Invited article.
- Robles-Piña, R. A.** (Summer, 2003). Degree of adaptation: Information for the assessment and treatment of ethnic minority children and families. *The Family Psychologist* 19(3). Invited article.
- Guthman, L. **Robles-Piña, R. A.** (Summer, 2002). Demographic and educational influences on the self-esteem of adolescents from divorced and intact families in rural areas. *Professional Issues in Counseling*. Retrieved January, 23, 2003, from <http://www.shsu.edu/~piic/summer2002/indexsummer02.html>
- Robles-Piña, R. A.** (Spring, 2002). A survey of school counselor's multicultural counseling competencies. *Texas Counseling Association Journal*, 30(2), 45-55.
- Robles-Piña, R. A.** & McPherson, R. (2001). The relationship between educational and demographic variables and supervisor's multicultural counseling competencies. *The Clinical Supervisor Journal* 20(2), 67-79.
- Robles-Piña, R. A.** (2001, Spring). Preparing school counselors to work with children: Responding to multicultural competencies. *The Counseling Interviewer*, 33(1), 38-43.
- Robles-Piña, R. A.** (2001, August). Factors that influence the decision-making processes about language minority and monolingual English students on pre-referral intervention teams. *International Journal of School Psychology and Special Education* 1, 1-17. Retrieved September 26, 2001, from <http://www.orgs.tamu-commerce.edu/ijspse/Factors%20that%20influence.html>
- Robles-Piña, R. A.** (2001). Preparando consejeros para los niños: Preparing the counselors for the children model: An ethical perspective. *Professional Issues in Counseling*, 1-13. Retrieved August 27, 2001, from <http://www.shsu.edu/~piic/summer2001/indexsummer01.html>
- Ochoa, S. H., **Robles-Piña, R.A.**, Garcia, S. B., & Breunig, N. (1999). School psychologists' perceptions related to referral of language minority students. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 3 (1), 1-12.
- Ochoa, S. H., Powell, P. M., **Robles-Piña, R.A.** (1996). School psychologists' assessment practices with bilingual and limited-English-proficient students. *Journal of Psychoeducational Assessment* 14, 250-275.



## Non-Refereed

**Robles-Piña, R. A.** (2003, Spring). The effects of the Child Lures Prevention Program on Fourth Graders. *National Institute for Victim Studies*, 3, 1.

**Robles-Piña, R. A.** (2001, Winter). Training bilingual school counselors in action research. *Newsletter of the Research and Evaluation Special Interest Group, National Association for Bilingual Education*.

## Books

**Robles-Piña, R. A.** & Rosenblad, S. (2016). *A template approach: Simplifying statistics for Research*. Views Unlimited, Inc.

**Robles-Piña, R. A.**, (2005). I was one of the authors that assisted in developing the curriculum guide, The McKay Foundation (2004). *Curriculum Guide: A safer tomorrow begins with us today* Conroe, TX.: McKay Publishing. Assisted in developing this bilingual (English/Spanish) Curriculum Guide to be used in elementary schools. The guide includes units on Self-esteem (Auto-Estima), Internet Safety (Seguridad en el Internet), When a Stranger Isn't So Strange (Cuando Un Extraño no es tan Extraño), No Bullying Allowed (Intimidación No Permitida), Stranger Beware Cuidado – Un Extraño), and Don't Invade My Space No Invadas mi Espacio). This curriculum is currently used in Houston ISD and Conroe ISD.

## Book Chapters

Henderson, S. E., Dowda, R & Robles-Piña, R. A. (*in press*). Predictors of bullying behavior: An Adlerian approach. In J. U. Gordon (Ed.). *Best practices in bullying continuum of care: Prevention, intervention, and recovery* (pp. ). University of Kansas.

Section Editor and Author of Chapter for the following entries for Moral Development Theory, 2013. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. Jackson (Eds.), The handbook of educational theories Charlotte, NC: Information Age Publishing, Inc.

Bergen, D. & Davis, D. (2013). Playful activity and thought as the medium for moral development: Implications for moral education. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. A, Jackson (Eds.) and **R. A. Robles-Piña** (Sect. Ed.), *The handbook of educational theories* (pp. 653-666). Charlotte, NC: Information Age Publishing.

Dyson, L., Crawford, P., Frey, S., Dykstra, S. (2013). Making a moral decision: A proposition for an integrated model of cognition, emotions, and social interaction. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. A, Jackson (Eds.) and **R. A. Robles-Piña** (Sect. Ed.) *The handbook of educational theories* (pp. 629-644). Charlotte, NC: Information Age Publishing.

Hough, D. (2013). The innocence of experience theory: Young adolescent encounters and life-long moral development. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. A, Jackson (Eds.), **R. A. Robles-Piña** (Sect. Ed.), *The handbook of educational theories* (pp. 667-678). Charlotte, NC: Information Age Publishing.

- Kelly, R. & Bosaki, S. (2013). Social cognitive theory and practice of moral development in educational settings. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. A. Jackson (Eds.) and **R. A. Robles-Piña** (Sect. Ed.), *The handbook of educational theories* (pp. 595-606). Charlotte, NC: Information Age Publishing.
- Magun-Jackson, S. & Burgette, J. E. (2013). Moral development. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. A. Jackson (Vol. Eds.) and **R. A. Robles-Piña** (Sect. Ed.), *The handbook of educational theories* (pp. 581-594). Charlotte, NC: Information Age Publishing.
- Majdalani, L. & **Robles-Piña, R. A.** (in press, 2013). A moral conflict development theory based on child and teacher interactions: A cross cultural perspective. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. A. Jackson (Eds.) and **R. A. Robles-Piña** (Sect. Ed.), *The handbook of educational theories* (pp. 553-564). Charlotte, NC: Information Age Publishing.
- Mechler, H. & Thoma, S. (2013). Moral development theory: Neo-Kohlbergian theory. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. A. Jackson (Eds.) and **R. A. Robles-Piña** (Sect. Ed.), *The handbook of educational theories* (pp. ). Charlotte, NC: Information Age Publishing.
- Patry, J-L., Weinberger, S., Weyringer, S., & Nussbaumer, M. (2013). Combining values and knowledge education. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. A. Jackson (Eds.) and **R. A. Robles-Piña** (Sect. Ed.) *The handbook of educational theories* (pp. 565-580). Charlotte, NC: Information Age Publishing.
- Skoe, E. E. A. (2013). The ethic of care: Theory and research. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. A. Jackson (Eds.) and R. A. Robles-Piña (Sect. Ed.) *The handbook of educational theories* (pp. 615-628). Charlotte, NC: Information Age Publishing.
- Wilson, A. D. & Wilson, A. & Henriksen, R. (2013). Moral development and the phenomenon of absent fathers. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. A. Jackson (Eds.) and **R. A. Robles-Piña** (Sect. Ed.) *The handbook of educational theories* (pp. 607-614). Charlotte, NC: Information Age Publishing.
- Robles-Piña, R. A.**, Norman, P., & Campbell-Bishop, C. (2010). A mixed methods investigation of Hispanic students' sense of self-efficacy in reaction to bullying stressors. In K. M. T. Collins, A. J. Onwuegbuzie, & Q. G. Jiao (Eds.), *Toward a Broader Understanding of Stress and Coping: Mixed Methods Approaches* (pp. 419-436). *The Research on Stress and Coping in Education Series, Volume V.*
- Robles-Piña, R. A.** Norman, P., & Campbell-Bishop, C. (2010). McKay school safety program (MSSP): A bilingual bicultural approach. In S. Jimerson, S. Swearer, & D. Espelage (Eds.). *The handbook of bullying in schools: An international perspective* (pp. 493-506). New York: Routledge Taylor & Francis Group.
- Robles-Piña, R. A.** & Hinojosa, R. (2007). The tipping point in home, school, and community support for Hispanic Students' Participation in Advanced Placement Courses. In L. K. LeMasters & R. Papa (Eds.), *At the tipping point: Navigating the*

*course for the preparation of educational administrators.* Lancaster, Pennsylvania, ProActive Publications. Inc.

**Robles-Piña, R. A.,** Reed, D., & Polnick, B. (2006). Best practices about bullying: What counselors and teachers know and what principals should know. In F. L. Dembowski & L. K. LeMasters (Eds.), *Unbridled spirit: Best practices in Educational Administration.* Lancaster, Pennsylvania, DEStech Publications, Inc.

**Robles-Piña, R. A. & Butler, C.** (2005). Trajectory from bullying to school violence: A gender perspective. In J. Koch & B. J. Irby (Eds.), *Gender and schooling in the early years.* Greenwich, Connecticut: Information Age Publishing.

### **Non-peer reviewed**

SHSU Newsletter 5-12

[http://www.shsu.edu/~pin\\_www/T%40S/2012/mar1812up.html#jari](http://www.shsu.edu/~pin_www/T%40S/2012/mar1812up.html#jari)

### Dissertation

Robles-Piña, R. A. (1996). *Factors that influence the decision-making process about language minority and monolingual English speaking children on pre-referral committees.* Unpublished doctoral dissertation, Texas A&M University, College Station, TX.

## Doctoral Dissertations and Master's Theses

### Completed

#### Chair/Co-Chair

1. Relationships and Predictions of Marital Quality and Stress Among African American Parents of Children with Autism Spectrum Disorder. Sharese Martin, December, 2016.
2. Perceptions of Latino Students in the Academic Achievers Program Regarding Non-Cognitive Factors for College Enrollment and Graduation. Lisa Rodriguez Patenotte, December, 2016.
3. The Validity of Three Instruments to Determine Giftedness in Kindergarten Bilingual Children. Teresa Arambide. Co-Chair with Barbara Polnick. May, 2016.
4. Resiliency Factors that Influence High School Completion for Teenage Mothers. Kelley Moore. Chair. December, 2014.
5. An Exploration of Children's Perspectives on Their School Experiences: A Mixed Methods Research Study. Denise Peterson. Co-Chair with Judy Nelson. May, 2014.
6. Development and Psychometric Evaluation of an Instrument to Identify Personality Traits in Adults. Sherry Rosenblad. Co-Chair with Richard Watts. May, 2014.
7. The Impact of School Resource Officers on School Climate of Texas Schools. Magdalena Denham. Co-Chair with Barbara Polnick. August, 2013.

8. Best Practices for Bullying Interventions Utilized in A Texas Public School District: A Mixed Method Study Examining How School Leaders Resolve Campus Bullying. Jennifer Tracy. Chair. December, 2012.
9. A Comparison of Oral Language and Reading Development in Spanish Speaking Elementary Students in Structured English Immersion and Bilingual Instruction. Ann Daniels. Chair. August, 2012.
10. The 60% and 65% Financing Ruse used by Academically Successful and Academic Unsuccessful Schools. Maureen McCullen. Co-Chair with Barbara Polnick. May, 2012.
11. The Stress and Burnout Factors that Affect Retention of Speech Language Pathologists. Alex Pitre. Chair. December, 2011.
12. The No Child Left Behind Act: Effect on State Examination Participation and Performance Rates for Students Served in English Language Learner Programs. Liselotte Thompson. Co-Chair with Rebecca Bustamante. May, 2011.
13. The Counseling Play Therapy Needs of Iranian Children. Sarah Monakes. Chair. May, 2011.
14. The Characteristics of Effective Mathematics Teachers in an Urban School District. Brian McDonald. Co-Chair with Barbara Polnick. Completed December, 2010.
15. Analysis of Two Vision Screening Methods in Identifying Hispanic Students with Visual Problems Related to Reading Difficulties. Maria Cruz Wiley. Methodologist. Completed May, 2010.
16. Perceptions of the Relevance of Adult Education Practices in a Community College's Continuing Education Programs. Christine Hinkson. Methodologist. Completed May, 2010.
17. Developing Reading Thematic Units using Oral Language Approaches. Suzan Hale. Methodologist. Completed May, 2010.
18. Developing Reading Thematic Units using Reading and Writing Approaches. Melanie Starkey. Methodologist. Completed May, 2010.
19. The Essential Components of Coach Training for Mental Health Professionals: A Delphi Study. Marlene Moriarity. Committee member.
20. Emotional Intelligence: Educator's Perspectives about Training Principals for Emotional Intelligence. Sarah Sanders. Co-Chair with Shirley Johnson. Completed May, 2009.
21. Non-Counseling Duties and Counselors' Burnout Rates. Leigh Falls. Methodologist. Completed May, 2009.
22. An Analysis of Student's Attachment Style when Receiving Pet Therapy. Kathy McDonald. Committee member. Completed May, 2009.
23. Correlates of High-Performing High Schools Serving Hispanic English Language Learners. Kim Strozzi. Committee member. Completed May, 2009.
24. The Motor Lab: A single-case design and school case study. Ralph Carter. Chair. Completed December, 2008.
25. The Preferred and Actual Roles of School Counselors Who Work With Children who are Deaf. Gabriel Lomas. Co-Chair with Mary Nichter. Completed December, 2008. *Earned Jack Staggs Award for Best Dissertation in Counseling.*
26. Superintendents and the Synergistic Leadership Model. Jeremy Glenn. Methodologist. Completed December, 2008.

27. Use of a Writing Instrument to Predict Community College Students Writing Abilities in Freshman Courses. Mandy Kallus. Chair. Completed August, 2008.
28. A Longitudinal Study Comparing Bilingual Education and English Language Learners on Reading and Writing tests. Julie Manuel. Chair. Completed August, 2008. *Earned Jack Staggs Award for Best Dissertation Award for Educational Leadership. Earned 2<sup>nd</sup> place winner in the Best Dissertation Award for the American Educational Research Association Bilingual SIG*, Spring, 2009.
29. The Effect of Leadership Training on Girl Scout Leaders Ability to Guide Hispanic Girl Scout's Career Aspirations. Marilyn Butler. Chair. Completed May, 2007.
30. A Survey of Hybrid Courses for Community College Students. Diana Castillo. Methodologist. Completed May 2007.
31. Use of the Hy-Success Instrument for Investigating Support in Hispanic Urban Students in Advanced Placement Courses. Raúl Hinojosa. Co-chair with Stacey Edmonson. Status: Completed, August, 2006.
32. Client Perceptions of Multicultural Counseling Competence and its Impact on Effective Treatment: An Exploration of White Counselors – African American Client Dyad. Nicole Bailey. Committee member. Status: Completed, 2006.
33. Parental Involvement in Alternative Discipline Schools. Sabrina Norman. Chair. Status: Completed, August, 2005.
34. Characteristics of Full Service Schools. Franci McDonalds Roberts. Committee Member. Status: Completed, 2005.
35. Male and Female Superintendent's Leadership Styles. Rosa Hernández. Committee member. Status: Completed, May, 2003.
36. Synergistic Leadership: An International Case Study. Teresa V. Schlosberg. Committee member. Status: Completed, April, 2003.
37. Hispanic Academic Advancement Theory: An Ethnographic Study of Students Participating in an Urban Texas High School Advanced Diploma Program. Liz Jodry. Committee member. Status: Completed, December, 2001.
38. Examining the Relationship Among the Four Factors of the Synergistic Leadership Theory: A Gender Inclusive Theory. Leslie Holtkamp. Committee member. Status: Completed, May 2001.

### Master's Theses

Comparison of Using Video and Picture Simuli to Teach Tacts for Verbs to Students with Autism. Edward Clouser. Methodologist. Proposal defense 7-13-09.

Predictors of Behavioral and Cognitive Change of Sex Offenders. Frani Scates. Chair. Did not complete.

The Effect of Different Counseling Techniques on Discipline Referrals of Middle School Students. Amaris Mohler. Committee member. Did not complete.

Preliminary Validation of the Emotional Distress Scale. Tara Lynn Tomicic. Committee member. Completed May, 2006.

### GRANTS

JUGANDO: A Culturally Responsive School Based Mental Health Service to Improve the Academic Performance of Pre-K Hispanic Children. This grant was submitted to the Hogg Foundation in Texas in 2017. Request for funding was \$267,017. **Not Funded.**

Developing Global-Ready agriculturists through Experiential Learning Modules: Solving Problems of Food Insecurity and Human Suffering in Haiti (2015-2018). This grant was submitted to the USDA, National Institute of Food and Agriculture. The purpose is to prepare experiential learning modules to prepare graduate students conducting international work. **Funded: \$300,000.**

Aldine ISD and Bullying Data (2007-2008). The proposal was submitted and approved by Aldine ISD. The purpose of the proposal was to gather leadership, school climate, and bullying data to assess their overall school climate. One of three principal investigators. **Funded \$20,000.**

The Baylor/Methodist Community Health Fund, 2007-2008. The proposal for implementing the project "Communities that Care" has been submitted to the Greater Community foundation under the direction of the Baylor/Methodist Community Health Fund Committee. The purpose of this proposal is to partner with Conroe I.S.D., Community Health Care Clinic, Lone Star Community Health Care Clinic, and Montgomery Co. Youth Services to provide primary and mental health care to the underserved youth and families in Montgomery Co. Principal Investigator. **Funded: \$60,000/year (3)**

Extending Mental Health Services to Communities. Submitted to the Hogg Foundation. The purpose of this project is to expand mental health service delivery to communities not receiving services and to collect data about its effectiveness. The purpose of the grant is to provide mental health services to youth and families involved in domestic violence. Principal Investigator. Status: **Funded - \$50,000.**

Parental Involvement in McKay's Legacy School Safety Program (MLSSP). Submitted to First Data of TeleCheck Services, Inc. The purpose of this proposal was to include parents in videotaping episodes of families working together to keep children safe. Principal investigator: Rebecca A. Robles-Piña. Status: **Funded - \$25,000.**

McKay Stay Away From Danger Series. Submitted to and approved by Department of Education Safe and Drug Free Schools. Partnership with McKay Foundation. The purpose was to study the effects of a school safety program that was culturally and developmentally appropriate on 4<sup>th</sup> grade students in the Houston I.S.D. Co/Principal investigator: Rebecca A. Robles-Piña. Status: **Funded \$270,922.** Funding from October, 2003 – September, 2005.

Staff Development for Bridging Among Educational System Partners for Careers as Urban Environmentalists. This was submitted to and approved by the U.S. Department of Agriculture. It involved partnerships between Houston Community College System, The Agriculture Program of the Texas A&M University System, Spring Branch Independent School District in Houston, TX., and Texas Association of Nurserymen in Houston, TX. Co-principal investigator. Status: **Funded \$350,000.** Funding from January, 2003 – January 2008.

Engaging Hispanics into the Math/Science Pipeline. This was submitted to and approved by the U.S. Department of Agriculture. It involved partnerships between Houston Community College System, Sam Houston State University College of Agriculture, Spring Branch Independent School District in Houston, TX. Co-principal investigator. **Funded: \$410,000.** May 2007-2010.

#### External – Not Funded)

JUGANDO: A Culturally Responsive School Based Mental Health Service to Improve the Academic Performance of Pre-K Hispanic Children (2017). The **goal** of JUGANDO is to improve **academic achievement** by providing **culturally responsive** mental health services in the form of **bilingual Child Parent Relationship Training** and **Child Centered Play Therapy** to approximately 300 Pre-Kindergarten (Pre-K) Hispanic students and their parents at Gibbs Pre-K in Huntsville, TX. The proposal was submitted to The Hogg Foundation for \$267,017 and was **Not Funded**.

Collaborated with Katherine Gaehring, Sam Houston State University alumnus from the Counseling Program, of The Parris Foundation, Harris County CPS, and the Texas Department of Family Protective Services Preparation for Adult Living (PAL) Program to write Serving Our Youth (SOY) grant proposal (2011). The purpose of SOY was to provide mental health services to youth at-risk of transitioning from foster care to independent living. The proposal was submitted to Administration of Children and Families and was **Not funded**.

Collaborated with Angie Wilson, Sam Houston State University alumnus from the Counseling Program, Licensed Professional Counselor, Sam Houston State University Student Money Management enter (SMMC), and Aldine MacArthur High School in Aldine ISD to write Footprints to College (FTC) (2011). The purpose of FTC was to provide financial literacy, college readiness skills, and counseling to increase the likelihood of first-generation Hispanic youth to attend college. The proposal was selected as 15 out of 100 for review, and was **Not Funded**.

Training Teachers to Develop The Mathematical Problem Solving Skills of African American Children Developing and Validating a Culturally Sensitive Framework for Teaching. The purpose of this proposal is to develop a culturally sensitive model for teachers to use in training students on how to solve mathematical problem solving skills. I will be part of the Research Team.

BEAM (2007). (Brazos Valley Head Start Health Marriage and Relationship Initiative). Purpose: To develop health marriage and relationship skills training for adults and adolescents of BVCAA Head Start and Early Start Programs and Head Start eligible adults and adolescents in rural areas.

Aldine ISD Safe Schools Healthy Students Initiative. Submitted to the Department of Education, Health and Human Services, and Juvenile Justice. The purpose of this project is to provide a comprehensive system of mental health, justice, and

legal services to youth and families of Aldine ISD. Developed the project, design and evaluation

McKay's School Safety Program – Willis ISD. Submitted to the Institute of Education Sciences: Field Initiated Evaluations of Education Innovations. The purpose of this project was to replicate two studies and study the effects of a school safety program on 4<sup>th</sup> grade students' reading scores. Principal Investigator.

On-line Professional Development Program (OPDP). Submitted to the Department of Education. Collaborated with Conroe I.S.D. to measure the effectiveness of an on-line staff development course on students' reading scores. Co-principal investigator: Rebecca A. Robles-Piña.

LURES: A Preventive Program in Educating Elementary Minority Students About Responsible Sexual Behavior. Submitted to Minority Health Research and Education Program within the Texas Coordinating Board of Higher Education. Partnered with Aldine ISD. Principal investigator: Rebecca A. Robles-Piña.

Preventing Assault, Sexual Abuse, Abduction, and Murder of Children. Submitted to W. K. Kellogg Foundation, Battle Creek, MI. Principal investigator: Rebecca A. Robles-Piña.

Bread of Life: An Interfaith Approach to the Treatment of HIV in Females in Urban Areas. Submitted to Substance Abuse and Mental Health Association. Principal investigators: Dashiell Geyen and Rebecca A. Robles-Piña.

### Internal (Funded)

Bullying Data in Aldine ISD. Submitted to and approved by Office of Research and Special Programs, Faculty Research Enhancement Fund, Sam Houston State University. The purpose of the grant was to hire a student for data analysis. Summer, 2008. **Funded \$5,000.**

Efficacy of a Fourth Grade Child LURES Prevention Program. Submitted to and approved by Research and Sponsored Programs, Faculty Research Enhancement Fund, Sam Houston State University. Principal investigator: Rebecca A. Robles-Piña. Status: **Funded \$14,800** to seek external funding. Funding from March, 2003 – December, 2003.

The Validation of the Beck Depression Inventory II on Hispanic Adolescents. Submitted to and approved by Research and Sponsored Programs, Faculty Research Enhancement Fund, Sam Houston State University. Principal investigator: Rebecca A. Robles-Piña. Status: **Funded \$5,000.** Funding from January, 2001-August, 2001.

The Level of Multicultural Competencies of School Counselors. This was submitted to and approved by Research and Sponsored Programs, Faculty Research Enhancement Fund, Sam Houston State University. Principal investigator: Rebecca A. Robles-Piña. Status: **Funded \$5,000.** Funding from January, 2000 – August 15, 2000.



### Internal (Not Funded)

Stereotypical Threat: An Explanation for Outcomes on High Stakes Tests for Hispanic Populations. Submitted to Research and Sponsored Programs, Faculty Research Enhancement Fund, Sam Houston State University. Principal investigator: Rebecca A. Robles-Piña. Status: Not funded.

## **COURSES TAUGHT**

- COUN 5334 – Effective Human Behavior – (online). Goals are to use the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) to develop effective treatment plans.
- CNE 7373 – Statistics Methods – Counselor Education Research – Introductory Course (Face-to-face and hybrid). Objectives: Apply statistical analyses (t-tests, Chi-Square, correlation, linear regression, and ANOVA, non-parametric statistics) to counselor educator and educational leadership data sets.
- CNE 7374 - Statistics Methods – Counselor Education Research – Multivariate Course. Objectives: Apply multivariate statistical analyses using SPSS (Multiple Regression, MANOVA, Logistic Regression, and Principal Components Analysis) using large data sets.
- EDL 762 – Methods of Research (Face-to-face and online). Objectives: Write a proposal for the dissertation related to educational leadership.
- EDL 761 – Accountability and Measurement of Contemporary Education. Objectives: Use data to make formative and summative evaluations of a project.
- CNE 7372 – Advanced Appraisal Techniques. Objectives: Psychometric techniques are applied to assessment information from cognitive, mental status, career, and personality, tests. Assessments used are MMPI-2, BASC-2, K-BIT-2, SDS, and others. A case study integrating the assessment information with a DSM-IV-TR diagnosis is required.
- COUN 6363 – Assessment in Guidance and Counseling – master's online course. Objective: Learn about different types of assessments (mental status, personality, intelligence, achievement, career). Learn about validity and reliability of scores for instruments.
- RDG 737 – Quantitative Research Methods in Reading. Objectives: Write a proposal for the dissertation with an emphasis on reading topics.
- ASC 660 – Psychology of Learning (On-Line Course). Objectives: Apply cognitive, psychosocial learning, behavioral, information processing, constructive theories to assessment and development of strategies for managing classrooms.
- ASC/CNE 579 (On-Line) – Methods of Research. Objectives: Learn to write a research paper using APA style and use at least one of the research designs. Additionally, learn to use SPSS to analyze descriptive and inferential statistics. The course was offered via Blackboard.

- EDL 787 – Scientific and Professional Writing for Educational Research – Course Objectives: To develop a professional and scientific writing style that is consistent with the American Psychological Association Guidelines.
- EED/SED 374 - Human Growth & Development. Objectives: Learn the different theories and research related to the stages of human development, emphasizing those related to children and adolescents.
- EED/SED 597 - Human Growth & Development Across the Lifespan. Objectives: Learn the different theories and research related to the stages of human development throughout the lifespan.
- SED 394W – Classroom Management in Schools. Objectives: Apply behavioral and cognitive behavioral strategies for managing classroom behavior of children and adolescents. This was a writing enhanced course.
- CNE 592 – Cross Cultural Issues in Counseling. Objectives: Diagnose using culturally-bound symptoms and apply culturally sensitive counseling techniques and interventions.
- PSY 595 – Psychometric Assessment II. Objectives: Administer, score, and interpret the WISC-III, WPPSI, K-BIT, WJR-R, WIAT-III, and adaptive scales.
- CNE 663 – Assessment in Guidance & Counseling. Objectives: Learn statistical concepts and psychometric properties and use those concepts in selecting tests that are reliable and valid. Conduct interviews and administer, score, and interpret rating scales, personality tests, achievement tests, intelligence tests, criterion-related tests, and standardized tests. Apply assessment to counseling situations.
- ASC/CNE 579 – Methods of Research. Objectives: Learn how to write a research paper using APA style and use at least one of the research designs. Additionally, learn to use SPSS to analyze descriptive and inferential statistics.
- ASC/CNE 579 (Via interactive television) – Methods of Research. Objectives: Learn to write a research paper using APA style and use at least one of the research designs. Additionally, learn to use SPSS to analyze descriptive and inferential statistics. This course was transmitted to four different sites.
- CNE 591 – Children & Adolescent Counseling. Objectives: Identify mental health disorders affecting children and youth and use DSM-IV-TM criteria for diagnoses. Prepare treatment plans using interventions from a variety of theoretical orientations and list medications that are suitable to children and adolescents for particular disorders.
- CNE 533 – Introduction to Counseling & Guidance. Objectives: Apply knowledge of counseling theories to presentations, discussion of research, and written papers.
- CNE 585 – Pre-Practicum Techniques of Counseling. Objectives: Learn a variety of basic counseling skills including how to: (a) reflect content and feelings, (b) use appropriate probes, (c) summarize, (d) make interpretations, and (e) use family systems techniques.
- CNE 676 – Supervised Practicum. Objectives: Receive supervision while counseling “live” clients in a clinical setting. Students conduct assessments; make diagnoses; develop treatment plans; write progress notes; and provide play, individual, couples, and family therapy while adhering to an ethical code of standards. Presentation of client progress was on a weekly basis.

- CNE 636 – Field Practicum I. Objectives: Receive supervision while counseling in diverse field settings (school, mental health agencies, state schools, and penal institutions). Present client information (diagnosis, treatment plans, theoretical orientations, assessment, ethical and legal issues) in seminars.
- EDL 733 – Societal Factors Affecting Education. Objectives: Explore the psychological, social, economic, political, and cultural factors affecting education.
- CNE 762 – Methods of Research. Objectives: Write a proposal for the doctoral dissertation related to counselor education.

### **EVALUATION RESEARCH**

- Preparing Global Environmental Leaders. Developed evaluation materials in English and Spanish and made site visits to Guatemala and Costa Rica to observe if objectives for grant were being carried out as planned. August, 2010.
- Baylor Methodist Health Care Fund, 2007. Developed an instrument and evaluated whether patients who received primary health care, mental health care, and case manager reduced their stress levels and increasing coping mechanisms.
- Building Career Tracks for Underrepresented Students in Agriculture. Houston Community College and Spring Branch. 2007-2008.
- Increasing the number of Hispanic students in Science, Engineering, and Math at Community Colleges. Houston Community College, Sam Houston State University and Spring Branch, 2007-2008.
- Head Start, South Texas Advantage Project, 2006.
- Horticulture Department Student Survey, Houston Community College, 2006.
- Interdisciplinary Pain Management Clinic. Provided assessment consultation for clients who are experiencing physical pain and mental health problems, 2006.
- Hogg Foundation and Montgomery Co. Youth Services. Evaluated the effectiveness of therapy on reduction of violence in families, 2005.
- Magellan Behavioral Associates. Provided assessment and therapy in English and Spanish to children, youth, couples, and families.
- Samuel McKay Everett Foundation, August, 2002. Development of instrument in English and Spanish to evaluate the effects of the “Child LURES Prevention Program” in keeping children safe from sexual exploitation, abduction, and assault, Internet crime, drugs, and school violence.
- El Paso Community College. May 2004-2005. Evaluated the GEAR-UP Project for Middle School Students. Investigated educational, psychological, and sociological

outcomes of a two-year project in two El Paso, TX. high schools that are predominantly Hispanic.

- Texas Woman's University, May 2002-2005. Evaluated the GEAR-UP Project for Middle School Students. Investigated educational, psychological, and sociological outcomes of a three-year project in three Dallas, TX. high schools that are predominantly Hispanic.
- Texas Woman's University, May 2001. Evaluated the Bilingual Education Teacher Training Initiative (BETTI) of the Bilingual Teacher Assessment Program (BTAP). Investigated educational, psychological, sociological outcomes of a two-year project, conducted in collaboration with Fort Worth I.S.D.
- Montgomery/Walker County Council on Alcohol and Drug Abuse, June-August, 2001. Evaluated the impact of programs about alcohol and drug abuse issues on school related outcomes (attendance, discipline referrals, and psychological effects).
- Deer Oak Mental Health Associates. 2000-2001. Provided psychological evaluations and therapy (family, individual, couples, play) in English and Spanish. Some services involved the Department of Protective and Regulatory Services.
- Madisonville I.S.D. – 1999. Conducted psychological evaluations and therapy (student ages, 4 – 12 years).
- Intercultural Development Research Association (IDRA), August 1996 – August 2001. Developed a proposal for creation of a teaching model to prepare bicultural, bi-national, and bilingual teachers to take place over a 5-year-span. Partners included Fundación Solidaridad Mexico Americano (Bi-national Organization), California State University – Bakersfield, California State University – Riverside, Arizona State University, Texas State University, University of Texas at El Paso, University of Texas at San Antonio, and University of Texas – Pan American.
- Intercultural Development Research Association (IDRA), August 1996 – August, 2001. Evaluated teaching model to prepare bicultural, bi-national, and bilingual teachers to take place over a 5-year-span.
- Hispanic Border Leadership Institute, Arizona State University, August 1998 – August, 2001. Evaluated a grant to train Hispanic educators to take place over a 5-year-span. Partners included Arizona State University, California State University – Riverside, New Mexico State University, and Southwest Texas State University.
- Hispanic Border Leadership Institute, Arizona State University, August 1998 – August, 2001. Evaluated a project to create a teaching model for the development of Hispanic educators to take place over a 5-year-span.

## **PRESENTATIONS**

### **International/National**

- Robles-Piña, R. A. (2016, June). *The Development of a Bilingual Bullying Program for Urban Hispanic Students*. Paper presented at the Bullies, Bullied and Bystanders: Advancing Knowledge, Understanding and Practice in Education, Dublin City University, Dublin, Ireland.
- Robles-Piña, R. A. (2016, March). Invited Speaker. *Dissertation Awards for Outstanding Dissertation Awards*. Presented at the American Association of Hispanics in Higher Education, Long Beach, CA.
- Robles-Piña, R. A. (2016, March). *Training for Judging the Education Testing Service Outstanding Dissertation Competition Awards*. Presented at the American Association of Hispanics in Higher Education, Long Beach, CA.
- Arredondo, K. & Robles-Piña, R. A. (2015, November). *Using the Cultural Formulation Interview for assessing cultural perceptions of mental health issues*. Paper presented at the Texas Psychological Association, San Antonio, Texas.
- Robles-Piña, R. A. (2015, October). *Ten years journey with the Journal of At-Risk Issues*. Paper presented at the National Dropout Prevention Center Conference, San Antonio, Texas.
- Denham, M., Robles-Piña, R. A., & Polnick, B. E. (2015, May). *Teachers' perceptions of the effect of school district police officers on criminalization of student behavior*. Seminar delivered at the Congreso Mundial Sobre Violencia en las Escuelas (World Congress on School Violence), Lima, Peru.
- Robles-Piña, R. A. (2015, March). Invited Speaker. *Dissertation Awards for Education Testing Service Outstanding Dissertation Awards*. Presented at the American Association of Hispanics in Higher Education, Long Beach, CA.
- Robles-Piña, R. A. (2015, March). *Training for Judging the Education Testing Service Outstanding Dissertation Competition Awards*. Presented at the American Association of Hispanics in Higher Education, Long Beach, CA.
- Denham, M., Robles-Piña, R. A., & Polnick, B. (2015, March). *Teachers' perceptions of the impact School Resource Officers have on school climate*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Piña, M. & Robles-Piña, R. A. (2015, March). *Importance of Objectives and Statistics in International Proposals*. Paper presented at the Universality of Global Education Issues Conference, Huntsville, TX.
- Weller, C. T., Robles-Piña, R. A., Martirosyan, N., & Saxon, P. D. (2014, August). *Persistence and graduation rates of developmental education students in Texas two-year institutions*. Paper presented at the College Academic Support Programs Conference, San Antonio, TX.
- Robles-Piña, R. A. (2014, August.). *Publishing in the Journal of Latino/a Psychology*. Poster presented at the American Psychological Association, Washington, DC.

- Robles-Piña, R. A. (2014, March). Invited Speaker. *Dissertation Awards for Education Testing Service Outstanding Dissertation Awards*. Presented at the American Association of Hispanics in Higher Education, Long Beach, CA.
- Robles-Piña, R. A. (2014, March). *Training for Judging the Outstanding Dissertation Competition Awards*. Presented at the American Association of Hispanics in Higher Education, Long Beach, CA.
- Denham, M. & Robles-Piña, R. A. (2013, August). The Impact of School Resource Officers on School Climate. Paper presented at the American Psychological Association, Honolulu, Hawaii.
- Robles-Piña, R. A. (2012, April). Publishing in the Journal of At-Risk Issues. Paper presented at the American Educational Research Association, Toronto, Canada.
- Robles-Piña, R. A. (2012, April). Comparison of school resource officers (SROs) and independent school district officers (CSROs) about bullying interventions. Paper presented at the American Educational Research Association, Toronto, Canada.
- Dowda, R., Henderson, S., Wilkerson, A., & Robles-Piña. (2014). Family, personal, and school predictors of bullying behavior: An Adlerian approach. Paper presented at the Southwest Educational Research Association, New Orleans, LA.
- Majdalani, L. (2012, April). How teachers shape children's shame and guilt experiences: Development of a multicultural instrument. Paper presented at the American Educational Research Association, Toronto, Canada.
- Robles-Piña, R. A. (2011, October). Publishing in the Journal of At-Risk Issues. Paper presented at the National Dropout Prevention Center Conference, Schaumburg, Illinois.
- Robles-Piña, R. A. (2011, August). School Police Officers: Potential Resource in Reducing Bullying Rates. Paper presented at the American Psychological Association, Washington, DC.
- McDonald, B., Robles-Piña, R. A., & Polnick. (2011, April). The Comparison of Mathematics Teachers with High and Low Performing Students' Scores. Paper presented at the American Educational Research Association, New Orleans, LA.
- Robles-Piña, R. A. & Majdalani, L. (2011, April). Promoting Self-Discipline Through the Use of Moral Conflict Theory in the Preparation of Functional Behavior Assessments. Paper presented at the American Educational Research Association, New Orleans, LA.
- Robles-Piña, R. A. (2011, April). Depression and Self-Concept: Personality Traits or Coping Styles in Reaction to School Retention. Paper presented at the American Educational Research Association, New Orleans, LA.
- Robles-Piña, R. A. & Denham, M. (2011, February). A Comparison of School Resource Officers and School District Officers on Bullying Interventions. Paper presented at the Southwest Education Research Association, San Antonio, Texas.

- Robles-Piña, R. A. (2010, November). Steps to Publishing in the Journal of At-Risk Issues. Paper presented at the National Dropout Prevention Center Annual Conference, Pittsburgh, PA.
- Robles-Piña, R.A. (2010, August). Hispanic Students' Levels of Self-Efficacy Regarding Bullying. Paper presented at the American Psychological Association Annual Meeting, San Diego, CA.
- Reed, D., Schindewolf, A., Polnick, B., & Robles-Piña, R. A. (2010, August). Dimensions of Support Leading to Teacher Retention. Paper presented at the National Council of Professors in Educational Administration (NCPEA) Annual Meeting, Washington. DC.
- Robles-Piña, R. A., Johnson, S., & Busch, S. (2010, April). The Relationship Between Middle School Students' Perceptions about Bullying and Their Teacher's Levels of Empathy: Implications for School Counselors. Paper presented at the American Educational Research Association, Counseling Division E, Denver, CO.
- Robles-Piña, R. A. (2010, April). A Mixed Methods Approach to Determine Elementary Hispanic Students' Coping Style of Self-Efficacy in Reaction to the Stress of Bullying. Paper proposed to be presented at the American Educational Research Association, Denver, CO.
- Robles-Piña, R. A. (2009, October). Steps to Publishing in the Journal of At-Risk Issues. Paper presented at the National Dropout Prevention Center Annual Conference, San Antonio, TX.
- Robles-Piña, R. A. (2009, October). A Bilingual, Bicultural School Bullying Program. Paper presented at the National Dropout Prevention Center Annual Conference, San Antonio, TX.
- Robles-Piña, R. A. (2009, April). Correlates of Teachers' Empathy Levels and Students' Perceptions of School Climate and Bullying. Paper presented at the American Educational Research Association, San Diego, CA.
- Reed, D., & Robles-Piña, R. A. (2009, April). A local Case Study on Students' Perceptions of Truancy and Delinquent Behaviors. Paper presented at the American Educational Research Association, San Diego, CA.
- Robles-Piña, R. A. (2009, April). The Impact of Self-Concept, Gender, and Depression on Urban Hispanic Students' Retention Rates. Paper presented at the American Educational Research Association, San Diego, CA.
- Robles-Piña, R. A. (2009, April). Stressful Events and Coping Strategies Identified by Adolescents, Teachers, College Students, and Superintendents. Discussant for papers presented at the American Educational Research Association, San Diego, CA.

- Pina, M. & Robles-Piña. (2009, March). Twelve Steps to Successful Grant Writing and Evaluations. Workshop presented at the American Educational Association of Hispanics in Higher Education, San Antonio, TX.
- Robles-Piña, R. A. (2008, August). Reducing Children's Stress Levels Regarding Bullying: A Mixed Methods Approach. Paper presented at the American Psychological Association, Boston, MA.
- Robles-Piña, R. A. (2008, April). A Factor Analysis of the Stress and Coping Bullying Measure. Symposium presented at the American Educational Research Association, New York, N.Y.
- Robles-Piña, R. A. & Hinojosa, R. (2008, March). How to Support the Involvement of Hispanic Urban Students in Advanced Placement Courses. Paper presented at the American Association for Hispanics in Higher Education, Miami, FL.
- Robles-Piña, R. A., Duckenfield, M., & Klein, R. (2008, October). Three Outlets for Publications. Paper presented at the National Dropout Prevention Conference, Lexington, KY.
- Robles-Piña, R. A. (2007, October). Publications Tips for Publishing in the Journal of At Risk Issues. Paper presented at the Research in Women's Education, San Antonio, TX.
- Robles-Piña, R. A., Hinojosa, R. & Edmonson, S. (2007, October). A Gender Perspective of Hispanic Students' of School, Home, Community Support. Paper presented at the Research in Women's Education, San Antonio, TX.
- Cox, D. L., Gosselink, C. Robles, Piña, R. A. (2007, August). Double binds in women's experience of beauty and each other. Symposium presented at the American Psychological Association, San Francisco, CA.
- Robles-Piña, R. A. (2007, August). School climate factors contributing to bullying. Paper presented at the American Psychological Association, San Francisco, CA.
- Robles-Piña, R. A., Reed, D., Polnick, B. (2007, July). Where principals fall along the bullying continuum in schools: Tipping point needed for action. Paper presented at the National Council of Professors of Educational Administrator, Chicago, Illinois.
- Robles-Piña, R. A., Porias, R., & Harris, A. (2007, April). The Serious Social Problem of Bullying: the Future Integrative Eclectic Theoretical Model for Educators. Presented at the Juvenile Justice and Psychology Conference at Prairie View A&M, Prairie View, TX.
- Johnson, S., Busch, S. & Robles-Piña. (2007, February). The correlates of principals' goal focus and leadership skills. Paper presented at the National Council of Professors of Educational Administrator, Chicago, Illinois.



- Robles, Piña, R. A. (2007, April). How the stress of women's immigration and poverty status affects their children's U.S. education. Paper presented at the American Educational Research Association, Chicago, Illinois.
- Robles-Piña, R. A. (2007, April). Discussant for papers on Burnout and Adolescent Resiliency in Public Schools. American Educational Research Association, Chicago, Illinois.
- Johnson, S., Busch, S. & Robles-Piña. (2007, February). The impact of school principals deliberate emphasis on improving school climate. Paper presented at National Association of Second Principals, Las Vegas, NV.
- Williams, P., Hammer, M., Sullivan, S., & Robles-Piña, R. (2006, November). Dealing with discipline: Factors that cause teacher stress. Paper presented at Southeastern Regional Association of Teacher Educators Conference, Baltimore, Maryland.
- Sullivan, S., Williams, P., Hammer, M., & Robles-Piña, R. (2006, September). Classroom Discipline: Two decades of research. Paper presented at the Center for Research, Evaluation and Advancement of Teacher Education Research Conference, San Antonio, TX.
- Johnson, S., Busch, S. & Robles-Piña, R. (2006, November). The relationship between the Leadership Profile and School Climate. Paper presented at the University Council of Education Association, San Antonio, TX.
- Robles-Piña, R. A. & Fisher, A. (2006, October). Tips for publishing in the Journal of At-Risk Issues. Paper presented at the National Dropout Prevention Conference, San Antonio, TX.
- Robles-Piña, R. A., Norman, P., & Campbell-Bishop. (2006, August). A bilingual bicultural approach to keeping children safe and sound. Paper presented at the American Psychological Association, New Orleans, LA.
- Robles-Piña, R. A., Norman, P., & Campbell-Bishop. (2006, April). McKay School Safety Program: Student levels of knowledge, anxiety, and disclosures. Paper presented at the American Educational Research Association Annual Conference. San Francisco, CA.
- Robles-Piña, R. A., Hinojosa, R., & Edmonson, S. (2006, April). Means of support for at-risk Hispanic students' participation in advanced placement classes. Paper presented at the American Educational Research Association Annual Conference. San Francisco, CA.
- Robles-Piña, R. A., Norman, P., & Campbell-Bishop C. (2005, August). Advocating for school prevention programs that affect minority populations. Paper presented at the American Psychological Association, Washington, DC.
- Johnson, J., Reed, D., Harris, A., & Robles-Piña, R. A. (2005, August). Supports and barriers to successful completion of graduate level educational leadership

- programs. Paper presented at the National Council of Professors of Educational Administration Meeting, Washington, DC.
- Polnick, B., Reed, D., Edmonson, S., Robles-Piña, & Funk, C. (2005, August). Meeting the challenges of leaving no principal candidate behind. Paper presented at the National Council of Professors of Educational Administration Meeting, Washington, DC.
- Robles-Piña, Reed, D., Polnick, B., & Funk, C. (2005, August). Assess your bully quotient: Comparison of education administrators and practitioners. Paper presented at the National Council of Professors of Educational Administration Meeting, Washington, DC.
- Robles-Piña, R. A., Norman, P., & Campbell-Bishop, C. (2005, April). Efficacy of a 4<sup>th</sup> grade school safety program. Paper presented at the annual meeting of American Education Research Association, Montreal, Canada.
- Edmonson, S. I., Thompson, D. P., & Robles-Piña, R. A. (2004, April). The relationship between burnout and stress among special educators. Paper presented at the annual meeting of American Education Research Association, San Diego, CA.
- DeFrance, E., Robles-Piña, R. & Campbell-Bishop, C. (2003, October). Play therapy supervision: What it is & what it is not & what it could be. Paper presented at the annual meeting of Play Therapy Association, West Virginia.
- DeTrude, J., Nichter, M., Bruhn, R., DeFrance, E., & Robles-Piña, R. A. (2003, March). The development of an ethics inventory for use in counseling professions. Paper presented at annual meeting of the American Counseling Association, Anaheim, CA.
- Robles-Piña, R. A.. (2002, November). Culturally effective approaches in treating depression in Hispanic adolescents. Paper presented at the Healthy Texans 2010 – Effective Approaches for Solving Health Challenges in Minority and Under-Served Populations, Parkland Health & Hospital System, Fort. Worth, TX.
- Robles-Piña, R. A. (2002, June). Reflecting on past research and looking toward the future. Paper presented at the International Quarterly Meeting for Alianza Projects (Intercultural Development Research Association), University of Texas – Pan American University, Edinburg, TX.
- Robles-Piña, R. A. (2002, May). Counseling Hispanic adolescents with mental illnesses. Paper presented at the Fifth Annual Conference on Counseling African American Families: Saving Our Families, Investing in our Future. Houston, TX.
- Robles-Piña, R. A. (2002, February). The psychology of Latinos without borders. Invited Speaker. Paper presented at Memorial Student Center – Committee for the Awareness of Mexican American Culture (MSC CAMAC) and the Student Conference on Latino Affairs, Texas A&M University, College Station, TX.
- Robles-Piña, R. A. (2001, April). Counseling and Research on Hispanic/Latino Adolescents. Paper presented at Fourth Annual Conference on Counseling

- African American Families: Confronting the Issues of the Millennium  
Understanding Children, Families, and Mental Illness. IntraCare Hospital.  
Houston, TX.
- Robles-Piña, R. A. (2001, February). A comparison of attitudes about teaching between normalistas, paraprofessionals, and teachers in regular teaching programs. Paper presented at the Intercultural Development Research Association Meeting. Mexico City, Mexico.
- Robles-Piña, R. A., & Bruhn, R. (2001, February). Action research: Measuring change in achievement for bilingual learners. Paper presented at Bilingual Education Research & Evaluation SIG – National Association of Bilingual Educators.
- Robles-Piña, R. A. (2002, November). The types of training found to be most effective on the levels of multicultural counseling competencies of licensed psychologists in supervisory roles. Paper presented at Latino Psychology Conference, San Antonio, TX.
- Robles-Piña, R. A., Bruhn, R. (2000, February). Professional development through action research. Paper presented at the annual meeting of International Professional Development Institute, San Antonio, TX.
- Morales, C., & Robles-Piña, R. A. (2000, February). The effects of role-playing on the self-esteem of third grade bilingual students. Paper presented at annual meeting of National Association of Bilingual Educators (NABE), San Antonio, TX.
- Cavazos, V., & Robles-Piña, R. A. (2000, February). A correlational study investigating the effects of parental involvement factors on Aprenda scores. Paper presented at the annual meeting of National Association of Bilingual Educators (NABE), San Antonio, TX.
- Robles-Piña, R. A., Bruhn, R., Trevino, J., Martinez, C., Lopez, N., Vasquez, N., Hinojosa, R., Cavazos, V., Morales, C., Marinero, I. (2000, February). Transformation of bilingual education teachers to bilingual counselors through action research. Paper presented at annual meeting of Association of Bilingual Educators (NABE), San Antonio, TX.
- Robles-Piña, R. A. (1999, March). The knowledge and composition of school decision-making teams: The implications on Latino youth. Paper presented at the International Conference on Hispanic/Latino Pediatric Behavioral Health Care, North Texas State University, Denton, TX.

### Regional

- Robles-Piña, R. A. (2015, October). The Anatomy of Bullying and Cyberbullying in Schools. Paper presented at the School Counselors Conference, Region VI, Huntsville, TX.
- Bible, D. E, Young, R. D., & Robles-Piña, R. A. (2013, February). SAT Total Score Differences by Ethnicity and Gender at Sam Houston State University. Paper

presented at the Southwest Educational Research Association Annual Conference, San Antonio, TX.

Liang, Y-W. M. & Robles-Piña, R. A. (2013, February). Ethnicity, gender, and college students' academic performance: Using a large dataset. Paper presented at the Southwest Educational Research Association Annual Conference, San Antonio, Texas.

Robles-Piña, R. A. (2012, December). Inspire a Shared Vision: Leadership in All Aspects. Keynote speaker at Lone Star Community College –Montgomery for the Annual Student Leadership Conference for Student Services. Woodlands, TX.

Pitre, A., & Robles-Piña, R. A. (2012, February). Factors influencing the recruitment and retention of speech language pathologists in rural and urban school districts in Texas, Paper presented at the Southwest Educational Research Association Annual Meeting, New Orleans, LA.

McDonald, B., Robles-Piña, R. A., & Polnick. (2011, April). The Comparison of Mathematics Teachers with High and Low Performing Students' Scores. Paper presented at the Southwest Educational Research Association Meeting, San Antonio, Texas.

Reed, D., Robles-Piña, R. A., & Polnick, B. (2010, February). Inclusive College Classrooms. Paper presented at the Southwest Educational Research Association, New Orleans, LA.

Burgess, M., & Robles-Piña, R. A. (2009, February). Use of Virtual Learning Communities for Teaching Reading Skills. Paper presented at the Southwest Educational Research Association, San Antonio, TX.

Carter, R., & Robles-Piña, R. A. (2009, February). The Effect of a Motor Sensory Lab on the fine and gross motor skills and academic achievement of regular students and special education students. Paper presented at the Southwest Educational Research Association, San Antonio, TX.

Lomas, G., Nichter, M., & Robles-Piña, R. A. (2008, October). School Counselors' Interventions with Children with Hearing Special Needs. Paper presented at the Texas Association of Counselor Supervisors.

Robles-Piña, R. A. & Sykes, L. (2008, April). Invited Speaker. Cyberbullying and You. Paper presented at the Victims Conference with over 300 prosecutors, probation officers, counselors, and social workers. College Station, TX.

Robles-Piña, R. A. (2008, April). Invited Speaker. Relational Aggression and Technology Use. Paper presented at the San Jacinto Girl Scout Council (largest in the U.S. with over 300 leaders in attendance. Conroe, TX.

Robles-Piña, R. A. (2008, April). Invited Speaker. Bullying Dynamics and Implications for Girl Scout Leaders. Paper presented at the San Jacinto Girl Scout Council (largest in the U.S. with over 300 leaders in attendance. Conroe, TX.

- Robles-Piña, R. A., Bustamante, R., Polnick, B., Reed, D., Tracey, J., Hodges, L., Treviño, J., Porias, R., Butler, C. (2007, February). Examining bullying: From the eyes of adults who work with children and adolescents. Symposia presented at Southwest Education Research Association, San Antonio, TX.
- Busch, S., Johnson, S., & Robles-Piña, R. A. (2007, February). School climate improves significantly when principals consistently address the climate over time. Paper presented at the Southwest Education Research Association, San Antonio, TX.
- Williams, P., Sullivan, S., Hammer, M., & Robles-Piña, R. (2006, October). A five-year longitudinal study of frequent classroom behavioral problems rated by teachers, supervisors, and pre-service teachers. Paper presented at the Association of Teacher Educators, Nacogdoches, TX.
- Robles-Piña, R. A., Reed, D., & Bustamante, R. (2006, February). The effectiveness of the bilingual McKay School Safety Program with urban fourth graders. Paper presented at Southwest Research Education Association, Austin, TX.
- Robles-Piña, R. A., Norman, P., & Campbell-Bishop, C. (2005). The emotional status of 4<sup>th</sup> graders before and after McKay's Legacy School Safety Program. Paper presented at Southwest Research Education Association, New Orleans, LA.
- Loeffler, C. A. & Robles-Piña, R. A. (2004, August). Virtual success: The relationship of adult learning styles and successful completion of undergraduate degree programs in asynchronous computer-mediated environments. Paper presented at annual meeting of National Council of Professors of Educational Administration, Branson, MO.
- Robles-Piña, R. A. & Fisher, A. (2004, November). Strategies for Successful Academic Publications: A Workshop by Editors of the Journal of At-Risk Issues. Paper presented at the 16<sup>th</sup> Annual National Dropout Prevention Network Conference.
- Robles-Piña, R. A. & Campbell-Bishop (2004, February). The development of pre- and post-tests in English and Spanish for the evaluation of the McKay's Legacy School Safety Program. Paper presented at the Southwest Education Research Association, Fort Worth, TX.
- Robles-Piña, R. A. (2003, February). The relationship between types of course work and multicultural counseling competencies of mental health professionals. Paper presented at the Southwest Education Research Association, San Antonio, TX.
- Robles-Piña, R.A. (2003, February). The effect of using Gardner's multiple levels of intelligence on the scores of 10th grade students in integrated physics/chemistry classes. Paper presented at the Southwest Education Research Association, San Antonio, TX.
- Robles-Piña, R. A. & DeFrance, E. (2002, February). Depression rates in Hispanic adolescents in urban environments. Paper presented at the Southwest Educational Research Association, Austin, TX.

- Bruhn, R., Robles-Piña, R.A., Bond, D., Beimgraben, E., Chavez, M., Trevino, J., & (2001, November). Mentoring new school counselors: Soaring to new heights. Paper presented at the Texas Counseling Association, Dallas, TX.
- Bruhn, R., Robles- Piña, R. A., DeTrude, J., Geyen, D.,& Nichter, M. (2001, March). Infusing bilingualism into the counseling curriculum. Paper presented at the American Counseling Association Conference, San Antonio, TX.
- Robles-Piña, R.A. (2001, March). The educational and demographic correlates of school counselor's multicultural counseling competencies. Paper presented at the American Counseling Association Conference, San Antonio, TX.
- Chahin, J., Piña, M., & Robles- Piña, R.A. (2000, March). Mental health issues of children of the Colonias. Paper presented at the Congressional hearing to the Congressional Hispanic Caucus, Washington, D.C.
- Chahin, J., Piña, M., & Robles- Piña, R.A. (2000, March). The Forgotten Americans. A Public Broadcast System video presented at the Smithsonian Institute, Washington, D.C., Washington, D.C.
- Robles-Piña, R.A. (1995, January). The four moments about the mean. Paper presented at the Southwest Educational Research Association (SERA), Dallas, TX.
- Robles-Piña, R.A. (1995, January). School psychologists' assessment practices with bilingual and limited-English-proficient students in Texas. Paper presented at the Southwest Educational Research Association (SERA), Dallas, TX
- Robles-Piña, R. A. (1994, March). Educational assessment of intellectual functioning, achievement, and adaptive behavior: An investigation of current practices of school psychologists. Paper presented at the National Association of School Psychologists (NASP), Seattle, WA
- Robles-Piña, R.A. (1994, April). An examination of the referral reasons and pre-referral process & committees associated with culturally and linguistically diverse students. Paper presented at the American Educational Research Association (AERA), New Orleans, LA.

### State

- Robles-Piña, R. A. & Denham, M. (April, 2015). *It takes a village to stop bullying*. Invited speakers for Chi Sigma Iota, The Woodlands, TX.
- Bruhn, R., DeFrance, E., DeTrude, J., Nichter, M., & Robles-Piña, R.A. (2003, November). Supervision: A community networking tool. Paper presented at the Texas Counseling Association, Galveston, TX.
- Robles-Piña, R. A., Campbell-Bishop, C., Hightower-Parker, C. & Hernández, S. (2003, November). Involving school counselors in the child LURES prevention program. Paper presented at the Texas Counseling Association, Galveston, TX.

- Hightower-Parker, C., Robles-Piña, R.A. (2003, November). Talking the talk & walking the walk: 10 ways to identify and service low-income students in gifted and talented programs. Paper presented at the Texas Counseling Association, Galveston, TX.
- Robles-Piña, R.A. (2000, November). Misión-Bilingüe: Blending classroom guidance and bilingualism. Paper presented at the Texas Counseling Association Conference, Houston, TX.
- Robles-Piña, R.A. (2000, September). Assessing your nonverbal and verbal communication skills with bilingual populations: Technology-Odyssey into the classroom, Huntsville, TX.
- Galarza-Hernandez, A. & Robles- Piña, R.A. (1998, January). How to assess second language learners with emotional disturbance. Paper presented at the Statewide Assessment Project Assessment Conference, Austin, TX.
- Robles-Piña, R.A. (1996 July). Higher education's role in preventing the overrepresentation of language minority students in special education classes. Paper presented at the Texas Association of Chicanos in Higher Education, Corpus Christi, TX.

### Local

- Robles-Piña, R. A. (2016, October). The Pink Pills: A Sense of Empowerment. Presented at the College of Education Research Series, Huntsville, TX.
- Robles-Piña, R. A. (2015, April). Advisory Council Rating of Objectives. Presented at the Annual Counselor Education Advisory Council, The Woodlands, TX.
- Robles-Piña, R. A. (2015, October). A Concept Map for Statistics. Paper presented in a course in grant writing at Texas A&M University, College Station, TX.
- Robles-Piña, R. A. (2006, June). Supporting Hispanic students in advanced placement courses. Paper presented at the Culturally Proficient Leadership for Successful Schools, Huntsville, TX.
- Robles-Piña, R. A. (August, 2006). A Psychologist and a Priest's Perspectives about Sexual Abuse. Radio Show, Bryan, TX.
- Robles-Piña, R. A. (June, 2006). Using the HY-SUCCESS Instrument for Identifying Ways of Supporting Hispanic Students in AP Courses. Annual Summer Educational Leadership Conference, Region VI, Huntsville, TX.
- Robles-Piña, R. A. (October, 2005). Three Ways to Collect Data. College of Education Brown Bag Series. Huntsville, TX.
- Robles-Piña, R. A., & Creighton, T. (December, 2005). The Three Situations for use of Effect Size. College of Education Brown Bag Series. Huntsville, TX.

- Robles-Piña, R. A. (2005-2006). As Research Coordinator for the College of Education coordinated the presentation of 15 research topics. Huntsville, TX.
- Robles-Piña, R. A. (2005, May). Three kinds of significance; statistical, practical, and clinical. Paper presented at the Department of Education and Counseling Research Series. Huntsville, TX.
- Robles-Piña, R. A. (2004, September). Which research design to use? Paper presented at the Department of Education and Counseling Research Series. Huntsville, TX.
- Robles-Piña, R. A. (2004, October). How Do I Collect Data? Paper presented at the Department of Education and Counseling Research Series. Huntsville, TX.
- Robles-Piña, R. A. (2004, November). Analyzing Data? Paper presented at the Department of Education and Counseling Research Series. Huntsville, TX.
- Robles-Piña, R. A. (2004, September). Peaks and valleys to academia: A Hispanic female perspective. Paper presented at the Hispanic Faculty & Staff Mixer. Huntsville, TX.
- Robles-Piña, R. A., Johnson, J., & Reed, D. (2003, March). Difficult dialogues among three culturally diverse females. Paper presented at the Sam Houston Student Group, Huntsville, TX.
- Robles-Piña, R. A., Campbell-Bishop, C., & Hernández, S. (2002, December) School counselors discuss the pros and cons of the child lures prevention program. Paper presented for Conroe I.S.D., Conroe, TX.
- Robles-Piña, R.A. (2002, September). A Latina in Academia: Ole!. Paper presented at Sam Houston State University to Student Multicultural Group, Huntsville, TX.
- Robles- Piña, R.A. (2001, March). Tests used in assessing the achievement of bilingual students. Paper presented at Seminar Inservice for Project TecBEATT: Technology for Bilingual Educators as Teachers and Trainers, Sam Houston State University.
- Robles- Piña, R.A. (February, 2001). Guiding bilingual students along the career path. Paper presented at a staff development for Spring Branch counselors, Houston Community College.
- Robles-Piña, R.A. (2000, April). Preparing for academia, internship, & dissertation. Paper presented for doctoral students at Texas A&M University.
- Robles-Piña, R.A. (2000, April). A model of project evaluation: To improve, not prove. Sam Houston State University Brown Bag Seminar, Huntsville, TX.
- Robles-Piña, R.A. (1999, September). What student teachers need to know about reporting child abuse. Paper presented at the Texas State Student Teachers Association, Sam Houston State University, Huntsville, TX.



- Robles-Piña, R.A. (1999, October). The roles of school counselors and school psychologists in the evaluation of emotional disturbance. Guest speaker in Special Education Classes, Sam Houston State University, Huntsville, TX.
- Robles-Piña, R.A. (1999, March). Using the K-ABC (Kaufman Assessment Battery for Children) with bilingual populations. Presentation to school counselors and school diagnosticians, Madisonville, TX.
- Robles-Piña, R.A. (1998, February). Dispierten Jóvenes Presented at Committee for Awareness of Mexican-American Culture. Texas A&M University, College Station, TX.
- Robles-Piña, R.A. (1995, June). Instructional programs and development issues for minority students. Paper presented at the Principal's Center, Texas A&M University.
- Robles-Piña, R.A. (1994, June). Career options in education for minorities. Paper presented at the Office of Minority Affairs, Texas A&M University.
- Robles-Piña, R.A., (1993, September). The 16<sup>th</sup> of September: What does it mean to me?" Paper presented at the U.S. Department of Federal Bureau of Prisons, Bryan, TX.
- Robles-Piña, R.A. (1992, March). The effects of mentoring. Paper presented at St. Edwards University: College Assistance Migrant Program (CAMP), Austin, TX.
- Robles-Piña, R.A. (1992, May). The multicultural aspect to counseling. Paper presented at Western Michigan University, Kalamazoo, MI.

### Workshops

- 2017, August. [Invited Speaker]. Addressing coping skills for high school students to use in bullying situations. Our Lady of the Lake. San Antonio, Texas.
- 2016, November. Using hypotheses, research questions, and statistical analyses for improving grant writing. Texas A&M University.
- 2015, March. Case studies using the Cultural Formulation Interview in the DSM-5. Presented to the Brazos Valley Psychological Association. College Station, Texas.
- 2014, Oct. Designs and statistical analyses for grant writing. Texas A&M University.
- 2013, May. Consulted with ALEC 624\_Agricultural Leadership, Education and Communications, Spring, 2013. Writing measurable objectives and research questions for multiple designs and selecting appropriate statistical analyses.
- 2010, May. How to teach Spanish and English Concepts to Young Children. Consulted with Global Leaders in Agriculture in College Station, TX., Limon, Costa Rica, and Antigua, Guatemala.

- 2009, February. Girl Scout Training about Relational Aggression. All day workshop presented to Girl Scouts from the southeastern part of Texas. The training took place at Scout Saturday at Sam on February, 21, 2009, when Boy Scouts and Girl Scouts come together for a large meeting to receive training by SHSU professors. The coordinator for this event was Dr. Marilyn Butler, Clinical Professor in the Department of Educational Leadership & Counseling.
- 2009, January. Differentiating Between Psychiatric and Behavioral Disorders in Populations with Mental Retardation. Presented at a workshop for regional staff of Mental Health and Mental Retardation in Brazos Co. Continuing Education Units were provided for Licensed Professional Counselors and Psychologists.
- 2008, August. Multicultural Factors to Consider in Working with Culturally Diverse Students. Presented at a workshop for Montgomery Co. Youth Services. Continuing Education Units were provided for Licensed Professional Counselors and Psychologists.
- 2007, December. Decision Factors in referring clients for mental health referrals and case management. Presented to the physicians and medical interns at Lone Star Family Health Center, Conroe Regional Hospital, Conroe, TX.
- 2007, July. Evaluation of the different programs in the Montgomery Co. Youth Services. Where do we go from here? Presented to the Montgomery Co. Youth Services, Conroe, TX.
- 2006, September. Adolescent Development: Implications for Therapy and Treatment of Bullying and Depression. Developed and presented a workshop for Montgomery Co. Youth Services. Continuing Education Units were provided for Licensed Professional Counselors.
- 2005, January & February. Attended Policy Forum conducted by the Intercultural Development Research Association. The forum was held to convene educational leaders to discuss ideas for the formation of policy for Latinos in higher education, Houston, TX. and Austin, TX.
- 2004, March. Attended School District Demographics & Analysis Workshop. Use of geographical information surveys for demographic purposes. League City, TX.
- 2004, April. Attended U.S. Department of Education Workshop presented by Gaydelle Lang. Grant Writing Workshop, Huntsville, TX.
- 2004, February. Attended workshop on Integrating Technology. Karen Smith, Huntsville, TX.
- 2004, January Robles-Piña, R. A. Visioning the McKay Legacy. Workshop presented for the McKay Foundation Board and friends, Conroe, TX.

- 2002, August. Robles-Piña, R. A., Reed, D., & Wingfield, M. Assessment of teacher and professor learning styles: Effect on student outcomes. Workshop presented at Faculty Development Workshop, Houston Community College.
- 1997, October. Robles-Piña, R.A. Bilingual assessment: Testing Mary and Maria. Workshop presented at staff development for school psychologists and speech therapists, Bryan Independent School District.
- 1995, November. Robles-Piña, R.A. Anger and rage: How they lead to undesirable consequences. Workshop presented at the Learning Academic Center for Expelled Youth (L.A.C.E.Y.), Dallas, TX..
- 1995, November. Robles-Piña, R.A. The referral process: How to refer students using the student support team (SST), Dallas, TX.
- 1992, March. Robles-Piña, R.A. Issues of living in a multiracial society. Panel Member. Workshop presented for Consortium for Ebony, Western Michigan University. March, 1992.
- 1990, January. Robles-Piña, R.A. Envisioning a brighter community. Workshop presented at the Community Action Agency, Battle Creek, MI.
- 1987, 1988, 1989 March. Robles-Piña, R.A. (). The scientific method: A process in the science fair. Workshop presented at the Roosevelt International School, Lima, Peru.
- 1989, May. Robles-Piña, R.A. El efecto de la educación sexual en los niños menores. (How to teach sexual education to elementary children.) Workshop presented at the Universidad de la Católica, Lima, Peru.
- 1985, May. Robles-Piña, R.A. Building teaching units around science themes. Workshop presented at the Roosevelt International School, Lima, Peru.

### **ACADEMIC AWARDS/SERVICE**

#### **National/International**

- Editor, Journal of At Risk Issues, published by the National Dropout Prevention Center, 2004-2017.
- Research Fellow, National Dropout Prevention Center Network, 2016.
- Chair, Panel of Dissertation Reviewers for the Association of Hispanics in Higher Education and Education Testing Center 2013-2017.
- Editorial Board, *Journal of Latino/a Psychology*, 2012-2016.
- Dissertation Reviewer for the Association of Hispanics in Higher Education and Education Testing Center 2012-2013.
- Secretary, Stress and Coping SIG, 2012- present.
- Interviewed by Education Week along with 2 other bullying experts on a special article entitled “Studies Probe ‘Ecology’ of Bullying”, by Debra Viadero, May, 2010.
- Outside Reviewer for Tenure and Promotion for Ignacio Heredia at Loyola Marymount University, Los Angeles, CA.

- Subject Expert Reviewer – Educational Research Journal. Definitions and Ways to Define Bullying Article.
- Chair, Stress and Coping SIG, 2009-2012.
- Secretary, Stress and Coping SIG, 2012- Present.
- Panel Reviewer for Division E – Counseling, 2010-2012.
- Chair of Julie Manuel's Dissertation that placed 2nd in the Outstanding Bilingual Dissertation Award of the American Educational Research Association, A *Longitudinal Study Comparing Bilingual Education and English Language Learners on Reading and Writing tests*. Awarded in April, 2009.
- Program Chair, Stress and Coping SIG, American Educational Research Association, 2006-2009..
- Distinguished Panel of Reviewers, Division E, Counseling, 2009.
- Reviewer, Selma Greenburg Dissertation Award, Research in Women, American Educational Research Association, 2009
- Spanish Editor for *Connexions*, published by the National Council of Professors of Educational Administration. Reviewer of articles submitted in Spanish.
- Reviewer for the Department of Education School Safety Proposals, 2005-2008.
- Journal of Happiness Studies "Be Yourself, Believe in Yourself, and Be Happy: Self-Efficacy as a Mediator Between Personality and Well-Being", 2009.
- Journal of Education Research. "Pupil and staff perceptions of bullying in secondary schools: Comparing Behavioural Definitions and Their Perceived Seriousness, 2009.
- Editorial Review and Advisory Board. Research in Educational Leadership: *Electronic Journal of the Center for Research and Doctoral Studies in Educational Leadership* [www.shsu.edu/%7Eedu\\_elc/journal/index.html](http://www.shsu.edu/%7Eedu_elc/journal/index.html) 2001-2006.
- Editorial Review and Advisory Board. *Professional Issues in Counseling*. On-Line Journal [www.shus.edu/~piic](http://www.shus.edu/~piic) 2002-2006.
- Editorial Review and Advisory Board. *Advancing Women In Leadership*. On-Line Journal [www.advancingwomen.com/awl/awl.html](http://www.advancingwomen.com/awl/awl.html) 2004-2006.
- Special Reviewer for *Journal of Psychoeducational Research and Measurement*, 2007.
- Special Reviewer for *School Psychology Quarterly*, 2007.
- Dean's Scholar. Texas A&M University. Award for conducting research, 1994-95.
- Holmes Scholar Group (A university group that promotes minorities in research). 1993-94.
- Hispanic Doctoral Training Grant Fellowship (A grant to assist in the training of Hispanics for school psychology careers). Texas A&M University. 1992-95.
- NASA Fellowship. Summer training at the National Aeronautics Space Administration (NASA). (A science fellowship to study how to improve student's interest about space). July, 1985.
- Master Teacher. Roosevelt International School. (Trained student teachers from Oregon State University.) Lima, Peru. 1986-88.
- Outstanding Teacher Award. Roosevelt Elementary School. Lima, Peru. 1986.
- Outstanding Volunteer Service. Women's Literary Group. Lima Peru. 1980.
- Co-founder of Girl Scouts of America in Lima, Peru, 1980-85
- Cum Laude. B.A. Texas A&M University. 1975.
- Phi Delta Kappa. Texas A&M University. 1974.
- Outstanding Teacher Award. Roosevelt Elementary School. Lima, Peru. 1986.
- Outstanding Volunteer Service. Women's Literary Group. Lima Peru. 1980.
- Co-founder of Girl Scouts of America in Lima, Peru, 1980-85

- Chair, Stress and Coping SIG, American Educational Research Association, 2009-2012.
- Panel of Expert Judges for Proposal Reviews, Counseling Division, American Educational Research Association, 2010-present.
- Panel of Expert Judges for Proposal Reviews, Stress and Coping SIG, American Educational Research Association, 2009-present.
- Reviewer for Southwest Education Research Association, 2008-present
- Cum Laude. B.A. Texas A&M University. 1975.
- Phi Delta Kappa. Texas A&M University. 1974.

### University

- Chair, Creative and Scholarly Accomplishments Committee, 2014.
- Curriculum Committee, 2016.
- Sam Houston State University, Faculty Excellence in Research Award for 2010.
- Outstanding Contribution To My Career Award. This award is given to faculty member who students indicate made a great contribution to their career. This award is made by the Dean of Student Affairs at Sam Houston State University. Years 2003-2005, 2008, 2009, 2010.
- SHSU Faculty Grievance Committee, Chair, 2010, 2016.
- SHSU Library Committee, Chair, 2010.
- SHSU Faculty Research Committee, 2005-2008
- Chair, SHSU Faculty Tenure Committee, 2007-2008.
- Chair, Goals for Enhancing Academic Programs, 2006-2007.
- Chair, Search Committee for 2 Full Professors, 2006-07.
- Chair, Faculty Grievance Committee, 2004-2007.
- Member, Faculty Tenure Hearing Committee, 2005.

### College of Education/Department

- Member, DPTAC Committee, 2010- present.
- Advisor, N-Q
- Chair, Outstanding Counselor Education Dissertation Award, 2015-present.
- Chair, Counselor Education Advisory Council, 2015-present.
- Member, College of Education Enrichment Fund Committee, 2014- 2016.
- Chair, College of Education Enrichment Fund committee, 2017.
- Chair, Outstanding Dissertation Award, Magdalena Denham, 2014.
- Chair, Scholarship Committee, 2014.
- Member, Counselor Education Comprehensive Exam Committee, 2010-present.
- Member, Curriculum Development Committee, 2014
- Chair, Professional Development Committee, 2005-2010.
- Coordinator of the Assessment Counseling Comprehensive Exams, 2000-2014.
- Coordinator of Research, 2005-2008.
- Chair of Julie Manuel's Dissertation that placed 1<sup>st</sup> place in the Sam Houston State University Jack Staggs' Outstanding Educational Leadership Dissertation Award, *A Longitudinal Study Comparing Bilingual Education and English Language Learners on Reading and Writing tests*. Awarded in April, 2009.

- Co-Chair of Gabriel Lomas that placed 1<sup>st</sup> place in the Sam Houston State University Jack Staggs' Outstanding Counselor Education Dissertation Award, The Role of Counselors in Working with Deaf Students. Awarded in April, 2009.
- Outstanding Grantsmanship Award, College of Education Grants Scholar, 2005.
- Dean's Scholar. Texas A&M University. Award for conducting research, 1994-95.

### **PROFESSIONAL ORGANIZATIONS**

American Psychological Association  
 Division 45 – Cultural Diversity & Ethnic Minority Psychology  
 Division 37 – Society for Child, Youth, and Family Services  
 Division 16 – School Psychology  
 National Dropout Prevention Center Association  
 American Education Research Association  
 Division E – Counseling and Human Development  
 Bilingual Education Sig.  
 Stress and Coping Sig  
 School, Community, Climate, and Culture  
 Family, School, Community Partnerships  
 American Association of Hispanics in Higher Education  
 Brazos Valley Association of Psychologists  
 Southwest Education Research Association  
 National Council of La Raza

### **LANGUAGE SKILLS**

- Spanish - I perform psychological evaluations in Spanish and English, provide counseling services in Spanish, supervise and train those counseling, and translate for Spanish speaking populations in the mental health fields.

### **REFERENCES**

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