

STEFAN C. DOMBROWSKI

Certified School Psychologist
Licensed Psychologist

2083 Lawrenceville Road
Lawrenceville, NJ 08648
(609) 895-5448
E-mail: sdombrowski@rider.edu

EDUCATION

University of California, Davis Medical Center (2001), Sacramento, California
Department of Pediatrics, CAARE Diagnostic and Treatment Center
Post Doctoral Fellowship in Clinical Child Psychology
Member, APPIC

The University of Georgia (2000), Athens, Georgia
Doctor of Philosophy
Concentration in School Psychology (APA & NASP approved).
Minor in Counseling Psychology (APA & CACREP approved).

The University of Connecticut (1993), Storrs, Connecticut
Master of Business Administration
Concentration in Finance.

The College of William and Mary (1991), Williamsburg, Virginia
Bachelor of Business Administration
Major: Personnel Management & Organizational Behavior

TEACHING EXPERIENCE

Professor & Director	(2007 to present)
Associate Professor & Director	(2005 to 2007)
Assistant Professor	(2001 to 2004)

Rider University, Lawrenceville, NJ

Recipient of Rider University's Dominick A. Iorio Distinguished Research Award (2011) given annually to a single faculty member. Recently rated as the #12 most productive researcher in school psychology programs across the country. Elected member of the *Society for the Study of School Psychology*. *Director* of the graduate program in School Psychology from 2005 to 2016. Restructured the program and attained National Association of School Psychologist (NASP) accreditation (2007) for the first time in the program's 40 year history. Program was recently rated as being the fifth (#5) most scholarly productive Ed.S./Master's program in the country. Responsible for oversight of program including student and adjunct faculty recruitment, marketing of program, resolution of student and faculty matters, insuring integrity of internship sites, alumni relations and curricular planning. Successfully able to recruit student cohort members from underrepresented groups. Contribute to the counseling psychology (Ed.S. & Masters) and special education (Masters & certification) programs. Courses taught include 1) Psychoeducational Assessment & Report Writing, 2) Biological Basis of Behavior, 3) Counseling Psychology

Theories, 4) Positive Behavior Support/Functional Behavioral Assessment, 5) Psychology of Learning Disabilities, 6) Human Growth & Development, 7) Psychology of Exceptionality, 8) Psychology of Cognitive Processes & Learning, 9) Practicum in Psychological Assessment & Report Writing, 10) Internship in School Psychology, 11) Professional Issues in School Psychology; 12) Statistics and Quantitative Analysis; 13) Developmental Child Psychopathology; and 14) Assessment of Intelligence. Participate on numerous college and university wide committees. Served as chair of numerous university wide committees including the University Faculty Academic Policy Committee (i.e., faculty senate), university wide faculty development day, and the School of Education Technology Committee. Serve as a member of the university's promotion and tenure committee since 2004.

Visiting Scholar

(5/2004 to 9/2004)

Children's Hospital of Philadelphia, Philadelphia, PA

Conducted research in the Attention-Deficit/Hyperactivity Disorder (ADHD) clinic. Collaboration with colleagues at CHOP led to the research, development and publication of studies regarding the relationship between ADHD and homework as well as the development of the *Homework Performance Questionnaire*, a nationally-normed assessment instrument.

Adjunct Assistant Professor

Passaic County Community College, Paterson, NJ

(1994 to 1996)

Taught coursework in business administration. Approximately 70% of the student population was from a culturally diverse background. English is the second language for a majority of the student population. Represented college faculty on a search committee that selected the President of the college.

Teaching Assistant

(9/97 to 6/98)

University of Georgia, Athens, GA

Provided assistance in teaching Educational Foundations, a 250-student class that explored important issues, trends, laws, programs, and policies in education. Provided assistance in coordinating the Millennium Commission, a committee charged with developing an improvement plan for the College of Education. Assisted in the creation of a web page for the commission.

Research Assistant

(8/96 to 3/98)

University of Georgia, Athens, GA

Involved in literature reviews and syntheses, and data compilation and analyses. Investigated association between maternal exposure to teratogens and later temperamental and behavioral outcomes in children. Involved in project that investigated association between temperament and cognitive ability.

Research Assistant

(9/91 to 5/92)

University of Connecticut, Storrs, CT (Center for Real Estate)

Created and wrote the first three issues of the Real Estate Center Newsletter which served as an outreach to alumni of UCONN's MBA program. Interviewed real estate practitioners. Summarized and reported current Real Estate Center research.

CLINICAL EXPERIENCE

School Psychologist/Private Practice Psychologist (7/01 to present)

Serve as a school psychologist for a Pennsylvania public charter school conducting psychoeducational and functional behavioral assessments for a range of IDEA classification categories. Provided psychotherapy to children and adolescents referred for emotional and behavioral difficulties including anxiety, depression, oppositionality, anger control, social skills and general adjustment (2001-2004). Conducted forensic psychological evaluations for the New Jersey Court system. Provide psychological evaluations of youth incarcerated in juvenile detention centers. Testified before New Jersey Superior Court in matters of child custody and parental visitation (2002-2010).

University of California, Davis Medical Center (7/00 to 6/01)

Provided individual trauma focused cognitive-behavioral therapy and group psychotherapy to children and adolescents who have experienced a host of internalizing and externalizing problems related to child maltreatment. Provided Parent-Child Interaction Therapy (PCIT), a behaviorally-based parenting skills training program, to preschool and school aged children and their caregivers. Conducted comprehensive psychological evaluations to determine diagnostic impressions, treatment recommendations, placement of children, termination of parental rights, and reunification recommendations. Expanded upon knowledge of current literature on child abuse and neglect. Testified as an expert witness in California Juvenile and Superior Courts. Refined ability to conceptualize clinical situations and demonstrate application of scientific theory/research in case management and psychotherapeutic responsibilities.

San Juan Unified School District & White House Counseling Center (8/99 to 7/00)

Conducted psychological and psychoeducational evaluations of children and adolescents referred for attention problems, learning difficulties, school adjustment problems, and behavior and emotional problems. Prepared psychological reports and provided feedback to parents within the context of an IEP. Provided individual counseling and psychotherapy to children, adolescents and adults within a community-based counseling center open to all residents of the school district. Provided group counseling including bereavement, anger management, and social skills. Provided parenting skills training for pre-school aged Head Start children and their families. Consulted with school staff, conducted functional behavioral assessments, and developed interventions for referred students.

University of Georgia Center for Counseling & Psychotherapy (8/98 to 6/99)

Acquired advanced psychotherapy and counseling skills, including skills in couples counseling and therapy with adolescents, college students, and adults. Acquired knowledge of a range of theoretical approaches and techniques to address specific clinical issues (e.g., anxiety, depression, and anger management; child behavioral problems; family dysfunction; and parent-child problems). Honed ability to conceptualize clinical situations and demonstrate application of theory in case management and psychotherapeutic responsibilities. Participated in weekly individual and group supervision, and weekly clinical staffing.

University of Georgia Learning Disabilities Center

(6/98 to 6/99)

Conducted neuropsychological assessment of college students who were referred for learning problems. Gained familiarity with a range of norm-referenced and qualitative neuropsychological assessment instruments. Prepared psychological reports and provided feedback to clients.

University of Georgia Psychoeducational Assessment Clinic

(9/97 to 9/98)

Provided psychological assessment of school-aged children and adolescents referred for specific learning disabilities, attention problems, school adjustment problems, and behavior and emotional problems. Provided psychological assessment of infants and preschool age children who were referred for developmental delays, autistic spectrum disorders, school readiness issues, learning, and behavioral problems. Prepared psychological reports and provided feedback to parents. Attended clinic meetings for case review and presentation. Acquired group psychotherapy skills. Conducted ADHD and social skills training groups. Acquired skills in functional behavioral assessment for the design and implementation of effective behavior support plans in the schools.

OTHER EXPERIENCE

Crisis Intervention Hotline Volunteer

Contact USA, Passaic/Morris County, New Jersey

(3/95 to 6/96)

Honed active listening and counseling skills as a volunteer at Contact USA, a crisis intervention/telephone helpline for those who are lonely, depressed, or upset.

Assistant Vice President

(6/93 to 8/96)

L. W. Ellwood & Company, a Division of PriceWaterhouseCoopers, Ridgewood, New Jersey
Promoted from associate to senior associate and then to Assistant Vice President. Consulted with real estate industry participants including pension fund managers, real estate developers, attorneys, asset managers, brokers, and property managers on commercial real estate projects. Extensively used technical writing skills to produce full narrative reports ranging from fifty to two hundred pages in length. Applied techniques of discounted cash flow analysis in valuing institutionally-owned, investment-grade real estate on behalf of foreign and domestic institutions including investment and commercial banks, pension funds, insurance companies, and major corporations. Types of analyses were conducted for equity purchase, redevelopment scenarios, portfolio reporting requirements, mortgage financing, and joint venture partnership interests.

RESEARCH EXPERIENCE

Books

83) Dombrowski, S. C. (2015). *Psychoeducational assessment and report writing*. New York: Springer Science

82) Dombrowski, S. C., Gischlar, K. & Mrazik, M (2011). *Assessing and treating low incidence/high severity psychological disorders and childhood*. New York: Springer Science

81) Dombrowski, S. C. & Martin, R. P. (2009). *Maternal fever during pregnancy: Association with infant, preschool and child temperament*. Saarbrücken, Germany: VDM Verlag

80) Martin, R. P. & Dombrowski, S. C. (2008). *Prenatal Exposures: Psychological and Educational Consequences for Children*. New York: Springer Science.

Peer Reviewed Journal Articles

79) Dombrowski, S. C., Beaujean, A. A., Schneider, J. W. & McGill, R. J. & Benson, N. (In press Review). Using Exploratory Bifactor Analysis to Understand the Latent Structure of Multidimensional Psychological Measures: An Applied Example Featuring the WISC-V. *Structural Equation Modeling*

78) McGill, R. J., & Dombrowski, S. C. (in press). Critically reflecting on the origins, evolution, and impact of the Cattell-Horn-Carroll (CHC) Model. *Applied Measurement in Education*.

77) Benson, N. F., Beaujean, A. A., McGill, R. J., & Dombrowski, S. C. (2019). Rising to the challenge of SLD identification: A rejoinder. *The DiaLog*, 48 (1), 17-18.

76) Dombrowski, S. C., McGill, R. J., Canivez, G. L., & Peterson, C. H. (2019). Investigating the theoretical structure of the Differential Ability Scales—Second Edition through hierarchical exploratory factor analysis. *Journal of Psychoeducational Assessment*, 37, 94-104. doi: 10.1177/0734282918760724

75) Dombrowski, S. C., McGill, R. J., Benson, N. & Beaujean, A. A. (2018). The Woodcock-Johnson IV Tests of Achievement provides too many scores for clinical interpretation. *Journal of Psychoeducational Assessment*. doi: 10.1177/0734282918800745

74) McGill, R. J., Dombrowski, S. C. & Canivez, G. L. (2018). Cognitive Profile Analysis in School Psychology: History, Issues, and Continued Concerns. *Journal of School Psychology*, 71, 108-121. doi: 10.1016/j.jsp.2018.10.007

73) Canivez, G. L., McGill, R. J., Dombrowski, S. C., Watkins, M. W., Pritchard, A. E., & Jacobson, L. A. (in press). Construct validity of the WISC–V in clinical cases: Exploratory and confirmatory factor analyses of the 10 primary subtests. *Assessment*.

72) Benson, N. F., Beaujean, A., McGill, R. J., & Dombrowski, S. C. (2018). Critique of the Core-Selective Evaluation Process. *The DiaLog*, 47 (2), 14-18.

71) Watkins, M. W., Dombrowski, S. C., & Canivez, G. L. (2018). Reliability and factorial validity of the Canadian Wechsler Intelligence Scale for Children—Fifth Edition. *International Journal of School and Educational Psychology*, 6, 252–265. doi: 10.1080/21683603.2017.1342580

- 70) McGill, R. J., & Dombrowski, S. C. (2018). Factor structure of the CHC model for the KABC-II: Exploratory factor analyses with the 16 core and supplemental subtests. *Contemporary School Psychology, 22*, 279-293. doi: 10.1007/s40688-017-0152-z
- 69) Benson, N. F., Beaujean, A. A., McGill, R. J., & Dombrowski, S. C. (2018). Revisiting Carroll's survey of factor-analytic studies: Implications for the clinical assessment of intelligence. *Psychological Assessment, 30*, 128-138. doi: 10.1037/pas0000556
- 68) Beaujean, A. A., Benson, N., McGill, R. J. & Dombrowski, S. C. (2018). A Misuse of IQ Scores: Using the Dual Discrepancy/Consistency Model for Identifying Specific Learning Disabilities. *Journal of Intelligence, 6*, 1-25. doi:10.3390/jintelligence6030036
- 67) Canivez, G. L., Dombrowski, S. C., & Watkins, M. W. (2018). Factor structure of the WISC-V for four standardization age groups: Exploratory and hierarchical factor analyses with the 16 primary and secondary subtests. *Psychology in the Schools, 55*, 741-769. doi.org/10.1002/pits.22138
- 66) Dombrowski, S. C., McGill, R. J., & Canivez, G. L. (2018). An alternative conceptualization of the theoretical structure of the Woodcock-Johnson IV Tests of Cognitive Abilities at school age: A confirmatory factor analytic investigation. *Archives of Scientific Psychology, 6*, 1-13. doi: 10.1037/arc0000039
- 65) McGill, R. J., & Dombrowski, S. C. (2018). What does the WRAML2 core battery measure? Utilizing exploratory and confirmatory techniques to disclose higher-order structure. *Assessment, 25*, 729-743. doi: 10.1177/1073191116677799
- 64) Dombrowski, S. C., McGill, R. J., & Canivez, G. L. (2017). Hierarchical exploratory factor analyses of the Woodcock-Johnson IV full test battery: Implications for CHC application in school psychology. *School Psychology Quarterly, 33*, 235-250. doi: 10.1037/spq0000221
- 63) Dombrowski, S. C., Canivez, G. L., & Watkins, M. W. (2017). Factor structure of the 10 WISC-V primary subtests across four standardization age groups. *Contemporary School Psychology, 22*, 90-104. doi.org/10.1007/s40688-017-0125-2
- 62) Dombrowski, S. C., Golay, P., McGill, R. J., & Canivez, G. L. (2017). Investigating the theoretical structure of the DAS-II core battery at school age using Bayesian structural equation modeling. *Psychology in the Schools, 55*, 190-207. doi.org/10.1002/pits.22096
- 61) Peterson, C. H., Dalley, L. M., Dombrowski, S. C. & Maier, C. (2017). A Review of Instruments that Measure LGBTQ Affirmation and Discrimination Constructs in Adults, *Journal of LGBT Issues in Counseling, 11*:4, 230-246. DOI: 10.1080/15538605.2017.1380555
- 60) Shea, E., Dombrowski, S. C., & Silverstein, D. C. (2017). Survival analysis of hypotensive cats admitted to the intensive care unit with or without hyperlactatemia: 39 cases (2005 – 2011). *Journal of the American Veterinary Association, 250*, 887-893. doi: 10.2460/javma.250.8.887

- 59) Dombrowski, S. C., McGill, R. J., & Canivez, G. L. (2017). Exploratory and hierarchical factor analysis of the WJ IV Cognitive at school age. *Psychological Assessment, 29*, 294-407. doi.org/10.1037/pas0000350
- 58) Canivez, G. L., Watkins, M. W. & Dombrowski, S. C. (2017). Structural Validity of the Wechsler Intelligence Scale for Children-Fifth Edition: Confirmatory Factor Analyses with the 16 Primary and Secondary Subtests. *Psychological Assessment, 29*, 458-472. doi.org/10.1037/pas0000358
- 57) Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (2016). Factor structure of the Wechsler Intelligence Scale for Children—Fifth Edition: Exploratory factor analyses with the 16 primary and secondary subtests. *Psychological Assessment, 28*, 975-986. doi: 10.1037/pas0000238
- 56) Dombrowski, S. C., Canivez, G. L., Watkins, M. W., & Beaujean, A. (2015). Exploratory bifactor analysis of the Wechsler Intelligence Scale for Children—Fifth Edition with the 16 primary and secondary subtests. *Intelligence, 53*, 194-201. doi: 0.1016/j.intell.2015.10.009
- 55) Dombrowski, S. C. (2015). Exploratory bifactor analysis of the WJ III Achievement at school age via the Schmid-Leiman procedure. *Canadian Journal of School Psychology, 30*, 34-50.
- 54) Ateca, L. B., Dombrowski, S. C. & Silverstein, D. C. (2014). Survival of critically ill dogs with persistent hypotension with or without hyperlactatemia. *Journal of the American Veterinary Association, 246*, 100-104.
- 53) Dombrowski, S. C. & Gischlar, K. L. (2014). Ethical and empirical considerations in the identification of learning disabilities. *Journal of Applied School Psychology, 30*, 68-82.
- 52) Dombrowski, S. C. (2014a). Exploratory Bifactor Analysis of the WJ-III Cognitive in Adulthood via the Schmid–Leiman Procedure. *Journal of Psychoeducational Assessment, 32*, 330-341. doi:10.1177/0734282913508243
- 51) Dombrowski, S. C. (2014b). Investigating the structure of the WJ III Cognitive in early school age through two exploratory bifactor analysis procedures. *Journal of Psychoeducational Assessment, 32*, 483-494. doi:10.1177/0734282914530838
- 50) Dombrowski, S. C. (2013). Investigating the structure of the WJ-III at school age. *School Psychology Quarterly, 28*, 154-169.
- 49) Dombrowski, S.C. & Watkins, M. W. (2013). Exploratory and Higher Order Factor Analysis of the WJ-III Full Test Battery: A School-Aged Analysis. *Psychological Assessment, 25*, 442-455.
- 48) Mrazik, M. & Dombrowski, S. C. (2012). Administration and Scoring Errors in the WISC-IV. *Canadian Journal of School Psychology, 28*, 1-9.

- 47) Mrazik, M. & Dombrowski, S. C. (2010). The neurobiological foundations of giftedness. *The Roeper Review*, 34, 224-234.
- 46) Dombrowski, S. C., Watkins, M. W., & Brogan, M. J. (2009). An exploratory investigation of Factor structure of the Reynolds Intellectual Assessment Scales (RIAS). *Journal of Psychoeducational Assessment*, 27, 279-286.
- 45) Dombrowski, S. C., & Mrazik, M. (2008). Test Review: Reynolds Intellectual Assessment Scales. *Canadian Journal of School Psychology*, 23, 223-230.
- 44) Brugerman, A.W., Kamphaus, R. W., & Dombrowski, S. C. (2008). A Low Achievement Definition of Learning Disabilities: Current Status and a Research Agenda. *Professional Psychology: Research & Practice*, 39(4), 421-429.
- 43) Dombrowski, S. C., Noonan, K., & Martin, R. P. (2007) Birth weight and cognitive outcomes: Evidence for a gradient relationship in an urban poor African-American birth cohort. *School Psychology Quarterly*, 22(1), 26-43.
- 42) Polizzi, N., Martin, R.P. & Dombrowski, S. C. (2007). Season of Birth of Students Receiving Special Education Services Under a Diagnosis of Emotional and Behavioral Disorder. *School Psychology Quarterly*, 22(1), 44-57.
- 41) Dombrowski, S. C. & Martin, R. P. (2007). Pre and perinatal exposures in later psychological, behavioral, and cognitive disability. *School Psychology Quarterly*, 22(1), 1-7.
- 40) Dombrowski, S. C., Gischlar, K., Durst, T. (2007). Safeguarding youth from cyber pornography and cyber sexual predation: A major dilemma of the Internet. *Child Abuse Review*, 16(3), 153-170.
- 39) Dombrowski, S. C., Ambrose, D. A., & Clinton, A. (2007). Dogmatic insularity in learning disabilities diagnosis and the critical need for a philosophical analysis. *International Journal of Special Education*, 22(1). 3-10.
- 38) Power, T. J., Dombrowski, S. C., Mautone, J., & Watkins, M. (2007). Assessing Children's Homework Performance: Development of a Multi-Dimensional, Multi-Informant Rating System. *Journal of School Psychology*, 45(3), 333-348.
- 37) DiStefano, C. & Dombrowski, S. C. (2006). Investigating the theoretical structure of the Stanford-Binet, Fifth Edition. *Journal of Psychoeducational Assessment*, 24, 123-136.
- 36) Martin, R. P., Dombrowski, S. C., Mullis, C., & Huttunen, M. O. (2006). Maternal smoking during pregnancy: Association with temperament, behavioral, and academics. *Journal of Pediatric Psychology*, 31(5), 490-500.
- 35) Dombrowski, S. C., Kamphaus, R. W., et al. (2006). The Solomon Effect in learning disabilities diagnosis: Have we not yet learned from history? *School Psychology Quarterly*, 21(3). 359-373.

- 34) Dombrowski, S. C. & Gischlar, K. (2006). Toward the establishment of a school district policy on child maltreatment. *Education, 127*(2), 234-243.
- 33) Dombrowski, S. C., Timmer, S. G., Blacker, D., & Urquiza, A. J. (2005). A positive behavioral intervention model for toddlers: Parent-child Attunement Therapy (PCAT). *Child Abuse Review, 14*, 132-151.
- 32) Dombrowski, S. C., Martin, R. P., & Huttunen, M. O. (2005). Gestational Smoking imperils the long term mental and physical health of offspring. *Birth Defects Research Part (A): Clinical and Molecular Teratology, 73*, 170-176.
- 31) Dombrowski, S. C., LeMasney, J. W., Ahia, C. E., & Dickson, S. A. (2004). Protecting children from online sexual predators: Technological, legal, and psychoeducational considerations. *Professional Psychology: Research and Practice, 35*(1), 65-73.
- 30) Dombrowski, S. C., Kamphaus, R. W., & Reynolds, C. R. (2004). After the demise of the discrepancy: Proposed approach to learning disabilities classification. *Professional Psychology: Research and Practice, 35*(4), 364-372.
- 29) Dombrowski, S. C., Ahia, C. E., & McQuillan, K. (2003). Protecting children through mandated child abuse reporting. *The Educational Forum, 67*(2), 76-85.
- 28) Dombrowski, S. C., Martin, R. P., & Huttunen, M. O. (2003). Association between maternal fever and psychological/behavioral outcomes: A hypothesis. *Birth Defects Research A: Clinical and Molecular Teratology, 67*, 905-910.

Peer Reviewed Articles

- 27) McGill, R. J., & Dombrowski, S. C. (2017). School psychologists as consumers of research: What school psychologists need to know about factor analysis. *Communiqué, 46* (1), 16-18.
- 26) Dombrowski, S. C., Gischlar, K., & Clinton, A. (2007). Mandated child abuse reporting in a multicultural environment. *Directions in Mental Health Counseling, 17*, 31-39.
- 25) Dombrowski, S. C., & Gischlar, K. (2005). Keeping children safe from online sexual victimization. *NASP Communiqué, 34*(2), 16-18.
- 24) Dombrowski, S. C., & Gischlar, K. (2005). Keeping children safe on the Internet: Guidelines for parents. *NASP Communiqué, 34*(2), 22.
- 23) Dombrowski, S. C. (2004). To WISC-III or not to WISC-III, that is the question: A rejoinder to Thomas Oakland. *NASP Communiqué, 32*(3), 15-16.

22 Dombrowski, S. C. (2003). Norm-referenced vs. Curriculum-based assessment: A balanced perspective. *NASP Communiqué*, 31(7), 16-21.

21) Dombrowski, S. C. (2003). Mandated reporting for mental health professionals: An overview. *Directions in Mental Health Counseling*, 14, 77-88.

20) Dombrowski, S. C. (2003). Ethical standards and best practices in using newly revised IQ tests. *NASP Communiqué*, 32(1), 12-13.

Book Chapters/Encyclopedia Entries/Test Reviews

19) Dombrowski, S. C., & Gialenella, A. (in press). The SCERTS Model. *Mental Measurements Yearbook (20th Edition)*. Buros Institute: Lincoln, NE

18) Dombrowski, S. C., & McGill, R. J. (in press). Book Reviews: Assessment of Children: Cognitive Foundations and Applications, by Sattler, J. M. *Journal of Psychoeducational Assessment*. doi.org/10.1177/0734282919830217

17) McGill, R. M., Styck, K. & Dombrowski, S. C. (in press). Learning disabilities. In E. Youngstrom. *Assessment of children's psychological disorders*. Guilford Press: New York, NY.

16) Gischlar, K. G. & Dombrowski, S. C. (2017). Test of word finding difficulty, third edition. *Mental Measurements Yearbook (20th Edition)*. Buros Institute: Lincoln, NE.

15) Dombrowski, S. C. & Gischlar, K. L. (2017). Conners continuous performance test, third edition. *Mental Measurements Yearbook (20th Edition)*. Buros Institute: Lincoln, NE.

14) Dombrowski, S. C. & Gischlar, K. L. (2017). Developmental assessment of young children, second edition. *Mental Measurements Yearbook (20th Edition)*. Buros Institute: Lincoln, NE.

13) Dombrowski, S. C. (2013). Review of the Nonverbal IQ test. *Mental Measurements Yearbook (19th Edition)*. Buros Institute: Lincoln, NE.

12) Dombrowski, S. C. & Tanguay, W. (2011). Review of the Capute Scales. *Mental Measurements Yearbook (18th Edition)*. Buros Institute: Lincoln, NE.

11) Dombrowski, S. C. (2010). Pervasive developmental disorders. In *Magill's Encyclopedia of Psychology*. Salem Press: Pasadena, CA.

10) Dombrowski, S. C. (2010). Prenatal Development. In *Magill's Encyclopedia of Psychology*. Salem Press: Pasadena, CA.

9) Dombrowski, S. C. (2010). Review of the Developmental Scoring System (DSS) for the Rey-Osterrieth Complex Figure. *Mental Measurements Yearbook (18th Edition)*. Buros Institute: Lincoln, NE.

- 8) Dombrowski, S. C., Timmer, S. M. & Zebel, N. (2008). Parent Child Attunement Therapy: A behavioral parent training program for toddlers. In C. E. Shaefer (Ed), *Play therapy for young children*.
- 7) Dombrowski, S.C. (2007). Prenatal physical development. In N. A. Piotrowski (Ed.), *Magill's Encyclopedia of Social Science: Psychology*. (pp. 1177-1183). Salem Press: Pasadena, CA.
- 6) Dombrowski, S. C. (2007). Birth: Effects of development. In N. A. Piotrowski (Ed.), *Magill's Encyclopedia of Social Science: Psychology*. (pp. 255-260). Salem Press: Pasadena, CA.
- 5) Dombrowski, S. C. (2007). Pervasive developmental disorders. In N. A. Piotrowski (Ed.), *Magill's Encyclopedia of Social Science: Psychology*. (pp. 255-260). Salem Press: Pasadena, CA.
- 4) Gischlar, K. & Dombrowski, S.C. (2005). Book review: Child abuse & culture. *NASP Communiqué*, 34(2), 18.
- 3) Dombrowski, S. C., DiStefano, C., & Noonan, K. (2004). Review of the Stanford-Binet, Fifth Edition. *NASP Communiqué*, 33(1), 12-15.
- 2) Dombrowski, S. C., & Noonan, K. (2004) Review of the WISC-IV. *NASP Communiqué*, 33(2), 35-38.
- 1) Dombrowski, S. C. (2004). Book review: Educators' Handbook of Effective Testing. *NASP Communiqué*, 33(3), 39.

Test Construction Projects

- 2) Dombrowski, S. C. (2014). *Child Development Questionnaire (CDQ)*. Unpublished Document.
- 1) Power, T. J., Dombrowski, S. C. et al. (2007). *The Homework Performance Questionnaire*.

Guest Edited Special Journal Issue

Dombrowski, S.C., & Martin, R. P. (2007; Guest Editors, *School Psychology Quarterly*). Perinatal Exposures in later psychological, behavioral, and cognitive disability.

Presentations (Representative Sample):

- 42) McGill, R. J., Dombrowski, S. C., & Canivez, G. L. (2019, February). *Why do questionable assessment practices remain popular? Acting on evidence*. Poster presented at the meeting of the Trainers of School Psychologists, Atlanta, GA.

- 41) Canivez, G. L., Jacobson, L. A., Pritchard, A. A., Dombrowski, S. C., McGill, R. J., & Watkins, M. W. (2018, August). *WISC-V Construct Validity: CFA with a Large Clinical Sample*. Paper presented at the 2018 Annual Convention of the American Psychological Association, San Francisco, CA
- 40) Watkins, M. W., Canivez, G. L., & Dombrowski, S. C. (2018, July). *Construct Validity and Reliability of the WISC-V Canadian: CFA and Omega Analyses*. Symposium paper presented at the 11th Conference of the International Test Commission, Montreal, CA.
- 39) Canivez, G. L., McGill, R. J., Pritchard, A. E., Jacobson, L. A., Dombrowski, S. C., & Watkins, M. W. (2018, February). *WISC-V Construct Validity with a Large Clinical Sample: CFA Evidence*. Paper presented at the 2018 Annual Convention of the National Association of School Psychologists, Chicago, IL.
- 38) Canivez, G. L., McGill, R. J., Pritchard, A. E., Jacobson, L. A., Dombrowski, S. C., & Watkins, M. W. (2018, February). *WISC-V Construct Validity with a Large Clinical Sample: EFA Evidence*. Paper presented at the 2018 Annual Convention of the National Association of School Psychologists, Chicago, IL.
- 37) Dombrowski, S. C. & McGill, R. J. (2017, August). *CHC Theory and Modern Tests of Intelligence: Reconciling Interpretive Ambitions with Empirical Realities*. Symposium presented at the 2017 Annual Convention of the American Psychological Association.
- 36) Dombrowski, S. C., McGill, R. J. & Canivez, G. L. (2017, February). *Exploratory and higher order modeling of the WJ IV Cognitive*. Poster presented at the 2017 Annual Convention of the National Association of School Psychologists, San Antonio, TX.
- 35) Canivez, G. L., Dombrowski, S. C., & Watkins, M. W. (2016, August). *WISC-V Standardization Sample Latent Factor Structure: CFA Bifactor Versus Higher-Order Models*. Paper presented at the 2016 Annual Convention of the American Psychological Association, Denver, CO.
- 34) Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (2016, July). *What does the WISC-V Measure? EFA and CFA with the 16 Primary and Secondary Subtests*. Symposium paper presented at the 10th Conference of the International Test Commission, Vancouver, BC, CA.
- 33) Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (2016, February). *Structural Validity of the WISC-V: Evidence from the Standardization Sample*. Paper to be presented at the 2016 Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- 32) Dombrowski, S. C. (2015, April). *Compassion fatigue in the critical care veterinarian*. Paper presented at the European Emergency Critical Care Annual Meeting. Portoroz, Slovenia
- 31) Dombrowski, S. C. (2015, April). *Pet bereavement issues for veterinarians*. Paper presented at the European Emergency Critical Care Annual Meeting. Portoroz, Slovenia
- 30) Canivez, G. L., Dombrowski, S. C., & Watkins, M. W. (2015, August). *Hierarchical*

Exploratory Factor Analyses of the WISC–V in Four Standardization Sample Age Groups. Paper presented at the 2015 Annual Convention of the American Psychological Association. Toronto, ON, Canada

29) Dombrowski, S. C. (2014, June). *Bereavement issues in the critically ill pet.* Paper presented at the European Emergency Veterinary Critical Care Society Conference, Prague, Czech Republic.

28) Gischlar, K. L., Dombrowski, S. C., & Crosby-Robbins, M. R. (2014, February). *Child maltreatment: A survey of school psychologists' knowledge and practices.* Poster presented at the National Association of School Psychologists annual convention, Washington, D. C.

27) Dombrowski, S. C. (2013, March). Gender incongruence: Need for greater awareness among school psychologists. Paper presented at the National Association of School Psychologists, Philadelphia, PA.

26) Gischlar, K. L., & Dombrowski, S. C. (2010, March). *Non-suicidal self injurious behavior in adolescents.* Paper presented at the National Association of School Psychologists annual convention, Chicago, IL.

25) Dombrowski, S. C., & Gischlar, K. L. (2008, February). *Juvenile firesetters: Assessment, intervention, and prevention.* Paper presented at the National Association of School Psychologists annual convention, New Orleans, LA.

24) Mautone, J., Power, T. J., Watkins, M., & Dombrowski, S. C. (2007, March). Assessing the homework needs of children with ADHD. Paper presented at the National Association of School Psychologists Annual Conference, New York, NY.

23) Gischlar, K. L., & Dombrowski, S. C. (2007, March). *Providing services for students with a childhood cancer diagnosis.* Paper presented at National Association of School Psychologists annual convention, New York, NY.

22) Gischlar, K. & Dombrowski, S. C. (2007, March) Providing services for children with a childhood cancer diagnosis. Paper presented at the National Association of School Psychologists Annual Conference, New York, NY.

21) Brugerman, A. W., Kamphaus, R. W., & Dombrowski, S. C. (March 2007). A low achievement definition of learning disabilities. Paper presented at the National Association of School Psychologists annual conference, New York, NY.

20) Power, T. J., Dombrowski, S. C., & Watkins, M. (August 2006). Factor validation of the Homework Performance Scales. Paper presented at the American Psychological Association annual conference, New Orleans, LA.

19) Dombrowski, S. C. (May, 2006). [Invited address]. Protecting youth from the online hazards of pornography and sexual predation. New Jersey Association of School Psychologist's Spring conference 2006.

- 18) Gischlar, K. L., & Dombrowski, S. C. (2006, March). *Child maltreatment: Assessment and intervention with culturally diverse families*. Paper presented at National Association of School Psychologists annual convention, Anaheim, CA.
- 17) Dombrowski, S. C. & Gischlar, K. (March, 2006). Low birth weight/preterm birth: Prediction of early childhood outcomes. Poster presented at the National Association of School Psychologists Annual Conference review, Anaheim, CA.
- 16) Kamphaus, R. W., Brumbaueur, A., & Dombrowski, S. C. (March, 2006). Functional academic impairment model of learning disabilities. Paper presented at the National Association of School Psychologists Annual Conference, Anaheim, CA.
- 15) Dombrowski, S.C. & Martin, R. P. (April, 2005). Prenatal associations in psychological/behavioral pathology: A primer for school psychologists. Paper presented at the National Association of School Psychologists Annual Conference, Atlanta, GA.
- 14) Dombrowski, S. C. & Gischlar, K. (April, 2005). Mandated reporting in a multicultural environment: Considerations for school psychologists. Paper presented at the National Association of School Psychologists Annual Conference, Atlanta, GA.
- 13) Dombrowski, S. C., Martin, R. P., & Huttunen, M. O. (April, 2005). Maternal distress during pregnancy: Association with temperamental and behavioral outcomes in offspring. Poster presented at the Society for Research in Child Development (SRCD) annual conference, Atlanta, GA.
- 12) Dombrowski, S. C. (October, 2004). Is there a need for a new IQ test standard? Paper accepted to the International Equitable Test Commission Annual Conference, Williamsburg, VA.
- 11) Dombrowski, S.C., Martin, R. P., & Mullis, C. (July, 2004). Maternal smoking during pregnancy: Relation to psychological/behavioral outcomes in children. Poster presented at the American Psychological Association Conference, Honolulu, Hawaii.
- 10) Dombrowski, S. C. (May, 2004). Gestational fever and neuropsychiatric outcomes. Paper presented at the National Children's Study workshop on inflammation and infection during pregnancy, Baltimore, MD. [Invited paper presentation]
- 9) Westburg, N. G., Murphy, J. M., & Dombrowski, S. C. (May, 2004). Hope and the maltreated child. Paper presented at the New Jersey Counseling Association Conference, Eatontown, NJ.
- 8) Dombrowski, S. C. (April, 2004). Protecting children from online sexual predators: Implications for school psychologists. Paper presented at the National Association of School Psychologists Conference, Dallas, TX.

- 7) Dombrowski, S. C. & Kamphaus, R. W. (April, 2004). Beyond the demise of the discrepancy: Implications for school psychologists. Paper presented at the National Association of School Psychologist Annual Conference, Dallas, TX.
- 6) Dombrowski, S. C. (March, 2004). Strengths and limitations of norm-referenced and curriculum-based Assessment. Paper presented at the Association of School Psychologists of Pennsylvania, Harrisburg, PA.
- 5) Dombrowski, S. C. (April, 2003). Mandated child abuse reporting for the counseling profession. Paper presented at the New Jersey Counseling Association, Princeton, NJ
- 4) Dombrowski, S. C. (March, 2003). Mandated reporting for school psychologists: Implications for practice/policy. Paper presented at the Association of School Psychologists of Pennsylvania, Harrisburg, PA.
- 3) Dombrowski, S. C. (March, 2003). After the demise of the discrepancy: A proposed diagnostic approach for LD diagnosis. Paper presented at the Association of School Psychologists of Pennsylvania, Harrisburg, PA.
- 2) Dombrowski, S. (March, 2002). The response of maltreated children to the September 11th tragedy. Paper presented at the New Jersey Counselors Association Conference, Princeton, NJ.
- 1) Dombrowski, S. C. (March, 2002). The maltreated child, the school psychologist, and mandated reporting. Paper presented at the Association of School Psychologists of Pennsylvania, Harrisburg, PA.

VALUE

Program Director School Psychology Program (2005 to present)
Have served as program director for Rider's graduate program in school psychology. Wrote a 200 page national accreditation report and attained national accreditation in 2007 for the first time in the program's 40 year history. All students in the program for the past 9 years have passed the national examination in school psychology and have successfully secured employment. Re-attained national accreditation in 2011 and 2016. Responsible for admissions interviews, open house nights, overseeing the program website, and developing marking brochures in coordination with graduate admissions.

School Psychology Program Review/Development (2001 to present)
Continuously review and revise the curriculum of the School Psychology program in an effort to maintain National Association of School Psychologists (NASP) accreditation. This has entailed substantial program revision on three occasions (2007, 2011 and 2016), the creation of new courses, the adjusting of coursework sequencing, and the inclusion of additional program requirements for students (e.g., professional work characteristics ratings; comprehensive examination). This also has included review of student's portfolios, preparing annual student reviews with corresponding letters documenting areas of strength and needs for improvement, interviewing prospective students, discussing admission standards for entrance into the program, and aligning program requirements to be consistent with national standards and the needs of the

field. Developed six new courses in the program which helped the program maintain NASP accreditation.

School Psychology Program Admissions Interviews (2001 to present)

Conduct interviews of prospective candidates to the School Psychology program. This has encompassed approximately three full days to conduct the 20 to 30 minute interviews with each candidate.

Review of Culminating Projects and end of year student portfolios outside of an existing course
Responsible reviewing student portfolios outside of a formal course, and consumed about four full days of work.

Development of the School Psychology Web Page

Guided the development of the School Psychology program website on three prior occasions.

AAUP Workload Committee (2016 to present)

Member of the committee charged with examining workload and program issues. Specifically charged with analyzing the workload commitment and graduate program director contract language.

Departmental Promotion and Tenure Review Committee (2004; 2011; 2014-16)

Participated on a committee to review and revise the departmental P&T guidelines.

Proctor, Saturday Comprehensive Examinations (2001 to present)

Have proctored departmental comprehensive exams on Saturdays (9 am until 1 pm) in the fall or spring semester over the past 15 years.

Promotion and Tenure Committee (School of Education) (2004 to present)

Have served on the School of Education promotion and tenure committee since 2004. Responsible for reviewing and making decisions regarding promotion and/or tenure for faculty.

Graduate Special Education Program Development (2001 to 2008)

Collaborate with the Director of the Special Education program to discuss the direction of the Special Education program. Discussed program philosophy and co-authored the Special Education Advisory Board Committee philosophy. Developed and scored the comprehensive exams. Revised coursework in accord with state code. Engaged in program development including sequencing of program coursework. Reviewed and revised Psychology of Exceptionality, Positive Behavior Support, and Psychology of Learning Disabilities. Participated in student matriculation and student remediation plans.

Provost Search Committee (2006-2007)

Served as a member of this committee that was responsible for screening, interviewing and offering recommendations to the president and board of trustees.

Chair, University Academic Policy Committee (Faculty Senate) (2003 to 2007)
Three time chair of the University Academic Polity Committee. Responsible for facilitating discussion, debate, and the provision of feedback regarding university wide academic policy.

Chair, School of Education Human Subjects Review Board Committee (2003 to 2006)
Served on the committee from 2003 until 2009. Chair from 2005 until 2008. Reviewed proposed research projects involving human participants.

School of Education Academic Policy Committee (2003-2010)
Served on the School of Education's Academic Policy committee from 2003 until 2010.

Department of Graduate Education Policy Manual Committee (2003-06)
Served on this three year committee which was charged with reviewing and revising the Department's policy manual.

Chair, School of Education Technology Committee (2001 to 2004)
Served as chair of the school of education technology committee. This committee explored ways in which technology may be more appropriately integrated into instructor's pedagogical activities. As part of this process, the technology committee organized a successful technology faculty development day which was featured during the spring of 2003.

University Faculty Development Day Planning Committee (Co-Chair) (2003-04)
Contributed to the initial development, planning, and organization of the Winter 2004 Faculty Development Day, which featured in large measure a technology showcase similar to the highly successful School of Education Technology showcase.

Editorial Board

Associate Editor, Journal of Psychoeducational Assessment (2018-present)
International Journal of School and Educational Psychology (2017-present)
Archives of Scientific Psychology (2015-present)
Journal of Psychoeducational Assessment (2012 to present)
Communique (2003 to present)

Ad Hoc Reviewer

School Psychology Quarterly
Pediatrics
Child Maltreatment
Journal of School Psychology
Journal of Pediatric Psychology
Psychological Assessment
Child Abuse & Neglect
Contemporary School Psychology
Journal of Abnormal Psychology
Roeper Review
Assessment
Intelligence
Journal of Applied School Psychology

Journal of Consulting and Clinical Psychology
Archives of General Psychiatry
Archives of Scientific Psychology
Schizophrenia Review
Professional Psychology: Research and Practice
School Psychology Review
Child Abuse Review
Behavior Research Methods
Psychology in the Schools

National Association of School Psychologists Program Reviewer

Program #1 (Fall 2016)
Program #2 (Spring 2012)

In-Service Presentations/Colloquiums

- 1) Dombrowski, S. C. (September, 2005). Review of the BASC-2. Presented to the ADHD Clinic, Children's Hospital of Philadelphia, University of Pennsylvania School of Medicine

- 2) Dombrowski, S. C. (August, 2004). Proposed learning disabilities diagnostic approach. Presented to the ADHD Clinic, Children's Hospital of Philadelphia, University of Pennsylvania School of Medicine.

- 3) Dombrowski, S. C. (October, 2003). Workshop on the WISC-IV and Stanford-Binet 5. Presented to East Windsor Regional School District Psychological Services.

- 4) Dombrowski, S. C. (April, 2002). The temperamental characteristics of maltreated children. Presented to the Capella School, Princeton, NJ.

- 5) Dombrowski, S. C. (January, 2007). Factors in learning disabilities classification. Presented to the faculty and staff of the Wissahickon Charter School, Philadelphia, PA.

School District/Community Agency Consultation

Youth Education & Transition Services (2004 to 2011)
Wissahickon Charter School (2002 to present)
Folk Arts Cultural Treasures Charter School (2009 to 2011)
Bucks County Montessori School (2001 to 2003)
Council Rock School District (2003)

Grants

2003. Woodcock-Munoz Foundation. \$8500 (approx. value). Variety of test kits awarded to school psychology program.

2004. Rider University. Competitive summer research grant to investigate the relationship between gestational smoking and outcomes in children across the lifespan. \$7600
2006. Rider University. Competitive summer faculty development grant to prepare the NASP report for submission. \$7700
2007. Rider University. Competitive summer faculty research grant to creation and standardize the Homework Performance Questionnaire. \$7800
2010. Rider University. Competitive summer faculty research grant to research and write the book Assessing and treating high intensity/low prevalence psychological disorders of childhood. \$8100
2012. Rider University. Competitive summer faculty research grant to investigate the underlying factor structure of the Woodcock-Johnson, Third Edition factor structure. \$8200.
2013. Rider University. Competitive summer faculty research grant to investigate two factor analytic methods for exploration of an assessment instrument's factor structure. \$8300.
2014. Rider University. Competitive summer research grant to investigate the factor structure of the WJ III Test of Achievement. \$8400.
2015. Woodcock-Munoz Foundation. Materials grant for receipt of 12 Woodcock-Johnson IV Full Test Batteries. \$12000 (approximate value).
2015. Rider University. Competitive summer research grant to investigate the factor structure of the Wechsler Intelligence Scale for Children, Fourth Edition. \$8400.
2016. Rider University. Competitive summer research grant to investigate the factor structure of the Woodcock-Johnson, Fourth Edition. \$8400.
- 2017 Rider University. Competitive summer research grant to investigate the factor structure of the DAS-II using Bayesian structural equation modeling. \$8400

Professional Affiliations

American Psychological Association
National Association of School Psychologists
New Jersey Association of School Psychologists
Association of School Psychologists of Pennsylvania

Professional Licensure and Certification

Licensed psychologist
-New Jersey
-Pennsylvania
-New York (Eligible)

Certified school psychologist

- New Jersey
- Pennsylvania
- Georgia (Inactive)
- California (Inactive)
- New York (Eligible)

Interests

Tennis

Gardening

Staying active & somewhat fit

Watching my children play soccer and tennis