Benjamin J. Lovett, Ph.D.

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Work Address:
School Psychology Program
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Teachers College, Columbia University
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Current Appointments:

- Professor of Psychology and Education, Teachers College, Columbia University
    - Associate Director, TC Education for Persistence and Innovation Center (EPIC)
    - Dissertation Sponsor, Columbia University Graduate School of Arts and Sciences

Licensure:

Psychologist (New York State) – License #020865

Education:

Ph.D. in School Psychology, 2007
Syracuse University, Syracuse, NY
(APA-Accredited Program)

M.S. in Psychology, 2005
Syracuse University, Syracuse, NY

B.A. in Psychology, 2002, *summa cum laude*, with honors in psychology
Minor in Educational Policy Studies
Pennsylvania State University, University Park, PA
Induction into Phi Beta Kappa, May 2002

Previous Academic and Clinical Appointments (selected):

September 2022 – August 2025

Director of Clinical Training (DCT), Ph.D. Program in School Psychology,
Teachers College, Columbia University
(Initial appointment as Associate Professor in September 2019)

August 2014 – August 2019

Associate Professor of Psychology, State University of New York at Cortland
(Assistant Professor of Psychology from August 2014 to August 2016)

August 2010 – August 2019

Adjunct Professor of Psychology, Syracuse University

July 2007 – June 2014
Associate Professor of Psychology, Elmira College, Elmira, NY
(Assistant Professor of Psychology from July 2007 to June 2013)

August 2006 – June 2007
School Psychology Intern, Jamesville-DeWitt Schools
Psychological Evaluator, Elmcrest Children's Center

September 2005 – June 2006
Psychology Extern, Jamesville-Dewitt Middle School

September 2003 – December 2005
Senior Research Analyst, Dept. of Psychiatry, SUNY Upstate Medical University
(ADHD Clinic Coordinator, from 2003 to 2004)

Summers 2000 - 2003
Instructional Staff, Center for Talented Youth, Johns Hopkins University
(Instructor for 2003; Teaching Assistant from 2000 to 2002)

Current Funding:
Institute for Education Sciences (IES) National Center for Special Education Research (NCSER) - "Exploring extended time eligibility and use to inform equitable and appropriate practice" Co-Principal Investigator. Total costs $702,577. (2024-2026)

Publications – total *N* = 126, and as of 7/8/25, an *h* index of 39 (5434 total citations)

Publications: Books (*n* = 4)

1. Jordan, A. H., & **Lovett, B. J.** (2025). *Overcoming test anxiety*. Guilford Press.

2. **Lovett, B. J.** (2023). *Practical psychometrics: A guide for test users*. Guilford Press.

3. Hothersall, D., & **Lovett, B. J.** (2022). *History of psychology*. (5th ed.). Cambridge University Press.

4. **Lovett, B. J.,** & Lewandowski, L. J. (2015). *Testing accommodations for students with disabilities: Research-based practice*. American Psychological Association Press.

Publications: Peer-Reviewed Journal Articles (*n* = 81)

5. O'Meara, P., & **Lovett, B. J.** (in press). Single-session expressive writing interventions for test anxiety: A meta-analysis. *Anxiety, Stress, & Coping*.

6. Lin-Siegler, X., **Lovett B. J.**, Wang, K., Hadis, S., DeGaetano, A. C., Williamson, T., Duerr, E., & Levy, E. I. (2024). Under pressure: Emotional reactions to stress of neurosurgeons and neurosurgical trainees. *World Neurosurgery, 189*, e184-e190.

7. Bucherbeam, T., **Lovett, B. J.,** & Harrison, A. G. (2024). ADHD and anxiety symptoms: Does construct or assessment type matter more? *Journal of Attention Disorders*, *28*, 1152-1157.

8. **Lovett, B. J.,** Nelson, J. M., & O'Meara, P. (2024). Test anxiety symptoms in college students: Base rates and statistical deviance. *Psychological Injury and Law*, *17*, 45-54.

9. **Lovett, B. J.,** Nelson, J. M., & Jordan, A. H. (2024). Should patients be evaluated for ADHD while on ADHD medication? *Professional Psychology: Research & Practice*, *55*, 160-168.

10. **Lovett, B. J.,** & Fienup, D. M. (2023). Using interventions to increase test access: An alternative to accommodations? *Assessment for Effective Intervention*, *49*(1), 41-49.

11. Lin-Siegler, X., **Lovett, B. J.,** Du, Y., Yamane, K., Wang, K., & Hadis, S. (2023). What experiences constitute failures? High school students' reflections on their struggles in STEM classes. *Annals of the New York Academy of Sciences*, *1524*, 105-117.

12. **Lovett, B. J.,** Schaberg, T., Nazmiyal, A., & Spenceley, L. M. (2023). How do school psychologists address issues of effort, motivation, and honesty during evaluations? *Journal of Psychoeducational Assessment*, *41*(6), 603-618.

13. **Lovett, B. J.,** Spenceley, L. M., Schaberg, T. M., & Best, H. (2023). Response validity in psychoeducational evaluations: Results from a national survey of school psychologists. *Psychology in the Schools, 60*(6), 1652-1662.

14. Nelson, J. M., & **Lovett, B. J.** (2023). Sluggish cognitive tempo (SCT), comorbid psychopathology, and functional impairment in college students: The clinical utility of SCT subfactors. *Journal of Attention Disorders*, *27*(3), 313–323.

15. Witmer, S. E., **Lovett, B. J.**, & Buzick, H. (2023). Extended time accommodations on the 2017 National Assessment of Educational Progress (NAEP) Grade 8 mathematics test: Eligibility, use, and benefit. *Journal of Psychoeducational Assessment*, *41*(2), 123-135.

16. **Lovett, B. J.** (2022). Objectivity or advocacy? The ethics of the scout mindset in psychoeducational assessment. *Psychological Injury and Law*, *15*, 287-294.

17. **Lovett, B. J.,** Harrison, A. G., & Armstrong, I. T. (2022). Processing speed and timed academic skills in children with learning problems. *Applied Neuropsychology: Child*, *11*(3), 320-327.

18. **Lovett, B. J.,** Spenceley, L. M., & Lewandowski, L. J. (2022). Response validity in psychoeducational assessment: A primer for school psychologists. *Contemporary School Psychology*, *26*, 279-289.

19. Potts, H. E., Lewandowski, L. J., & **Lovett, B. J.** (2022). Identifying feigned ADHD in college students: Comparing the Multidimensional ADHD Rating Scale to established validity measures. *Journal of Attention Disorders*, *26*(12), 1622-1630.

20. Spenceley, L. M., Wood, W. L. M., & **Lovett, B. J.** (2022). Using the Woodcock-Johnson IV Tests of Cognitive Abilities to detect feigned ADHD. *Applied Neuropsychology: Adult*, *29*(3), 324-332.

21. Harrison, A. G., **Lovett, B. J.,** Keiser, S., & Armstrong, I. (2021). Learning disability documentation submitted by osteopathic medical students. *Applied Neuropsychology: Adult, 28*, 245-256.

22. **Lovett, B. J.** (2021). Educational accommodations for students with disabilities: Two equity-related concerns. *Frontiers in Education*, *6*, 795266. https://www.frontiersin.org/articles/10.3389/feduc.2021.795266/full

23. **Lovett, B. J.,** Ferrier, D. E., Wang, X., & Jordan, A. H. (2021). ASRS screener ratings in college students: Concurrent validity and test-retest reliability. *Journal of Psychoeducational Assessment*, *39*(8), 1015-1019.

24. **Lovett, B. J.,** & Harrison, A. G. (2021). Assessing adult ADHD: New research and perspectives. *Journal of Clinical and Experimental Neuropsychology*, *43*, 333-339.

25. **Lovett, B. J.,** & Harrison, A. G. (2021). De-implementing inappropriate accommodations practices. *Canadian Journal of School Psychology*, *36*, 115-126.

26. **Lovett, B. J.,** & Lindstrom, W. (2021). The AHEAD Documentation Guidance at 10 Years: Continuing Concerns. *Learning Disabilities: A Multidisciplinary Journal, 26*(2), 22-33.

27. **Lovett, B. J.,** & Nelson, J. M. (2021). Systematic review: Educational accommodations for children and adolescents with ADHD. *Journal of the American Academy of Child and Adolescent Psychiatry*, *60*, 448-457.

28. **Lovett, B. J.,** Wood, W. L. M., & Lewandowski, L. J. (2021). Differential diagnosis of sluggish cognitive tempo symptoms in college students. *Journal of Attention Disorders*, *25*, 1251-1259.

29. Potts, H. E., Lewandowski, L. J., & **Lovett, B. J.** (2021). The Multidimensional ADHD rating scale: A measure of symptoms, impairment, and symptom validity. *Journal of Clinical and Experimental Neuropsychology*, *43*, 426-436.

30. Wai, J., & **Lovett, B. J.** (2021). Improving gifted talent development can help solve multiple consequential real-world problems. *Journal of Intelligence*, *9*, article 31.

31. Wood, W. L. M., Lewandowski, L. J., & **Lovett, B. J.** (2021). Profiles of diagnosed and

undiagnosed college students meeting ADHD symptom criteria. *Journal of Attention Disorders*, *25*, 646-656.

32. **Lovett, B. J.** (2020). Disability identification and educational accommodations: Lessons from the 2019 admissions scandal. *Educational Researcher*, *49*, 125-129.

33. Wood, W. L. M., Lewandowski, L. J., **Lovett, B. J.,** & Antshel, K. M. (2020). Sluggish cognitive tempo and impairment: The role of lifestyle factors. *Psychology in the Schools, 57*, 1171-1188.

34. **Lovett, B. J.,** & Bizub, A. L. (2019). Pinpointing disability accommodation needs: Which evidence is most relevant? *Psychological Injury and Law*, *12*, 42-51.

35. **Lovett, B. J.,** & Jordan, A. H. (2019). Are ADHD screeners safe to use? *Journal of Attention Disorders*, *23*, 1210-1216.

36. **Lovett, B. J.,** Lewandowski, L. J., & Carter, L. (2019). Separate room testing accommodations for students with and without ADHD. *Journal of Psychoeducational Assessment, 37*(7), 852-862.

37. Nelson, J. M., & **Lovett, B. J.** (2019). Assessing ADHD in college students: Integrating multiple evidence sources with symptom and performance validity data. *Psychological Assessment*, *31*, 793-804.

38. **Lovett, B. J.,** & Nelson, J. M. (2018). Assessing adults for ADHD: A systematic, evidence-based protocol. *Journal of Health Service Psychology*, *44*, 48-52.

39. **Lovett, B. J.** (2017). For balance in the historiography of psychology. *History of Psychology*, *20*, 218-224.

40. **Lovett, B. J.,** & Davis, K. M. (2017). Adult ADHD assessment: An integrated clinical-forensic perspective. *Professional Psychology: Research & Practice*, *48*, 438-444.

41. **Lovett, B. J.,** & Nelson, J. M. (2017). Test anxiety and the Americans with Disabilities Act. *Journal of Disability Policy Studies*, *28*, 99-108.

42. **Lovett, B. J.,** Lewandowski, L. J., & Potts, H. E. (2017). Test-taking speed: Predictors and implications. *Journal of Psychoeducational Assessment*, *35*, 351-360.

43. Wood, W. L. M., Lewandowski, L. J., **Lovett, B. J.,** & Antshel, K. M. (2017). Executive dysfunction and functional impairment associated with sluggish cognitive tempo in college students. *Journal of Attention Disorders*, *21*, 691-700.

44. Wood, W. L. M., Potts, H. E., Lewandowski, L., & **Lovett, B. J.** (2017). Sluggish cognitive tempo and speed of performance. *Journal of Attention Disorders*, *21*, 684-690.

45. Lewandowski, L. J., Berger, C., **Lovett, B. J.,** & Gordon, M. (2016). Test-taking skills of high school students with and without learning disabilities. *Journal of Psychoeducational Assessment*, *34*, 566-576.

46. **Lovett, B. J.,** & Leja, A. M. (2015). ADHD symptoms and benefit from extended time testing accommodations. *Journal of Attention Disorders*, *19*, 167-172.

47. **Lovett, B. J.,** Nelson, J. M., & Lindstrom, W. (2015). Documenting hidden disabilities in higher education: Analysis of recent guidance from the Association on Higher Education and Disability (AHEAD). *Journal of Disability Policy Studies, 26,* 44-53.

48. Lewandowski, L. J., Lambert, T. L., **Lovett, B. J.,** Panahon, C., & Sytsma, M. (2014). College students' preferences for test accommodations. *Canadian Journal of School Psychology*, *29*, 116-126.

49. **Lovett, B. J.** (2014). Testing accommodations under the amended ADA: The voice of empirical research. *Journal of Disability Policy Studies*, *25*, 81-90.

50. Sparks, R. S., & **Lovett, B. J.** (2014). Learning disability documentation in higher education: What are students submitting? *Learning Disability Quarterly*, *37*, 54-62.

51. Harrison, A. G., **Lovett, B. J.**, & Gordon, M. (2013). Documenting disabilities in postsecondary settings: Diagnosticians' understanding of legal regulations and diagnostic standards. *Canadian Journal of School Psychology*, *28*, 303-322.

52. Lewandowski, L. J., Cohen, J., & **Lovett, B. J.** (2013). Effects of extended time allotments on reading comprehension performance of college students with and without learning disabilities. *Journal of Psychoeducational Assessment*, *31*, 326-336.

53. Lewandowski, L. J., Gathje, R. A., **Lovett, B. J.,** & Gordon, M. (2013). Test-taking skills in college students with and without ADHD. *Journal of Psychoeducational Assessment*, *31*, 41-52.

54. **Lovett, B. J.** (2013). The science and politics of gifted students with learning disabilities: A social inequality perspective. *Roeper Review*, *35*, 136-143.

55. **Lovett, B. J.**, & Leja, A. (2013). Students' perceptions of testing accommodations: What we know, what we need to know, and why it matters. *Journal of Applied School Psychology*, *29*, 72-89.

56. **Lovett, B. J.**, & Sparks, R. S. (2013). The identification and performance of gifted students with learning disabilities: A quantitative synthesis. *Journal of Learning Disabilities, 46*, 304-316.

57. Sparks, R. S., & **Lovett, B. J.** (2013). Applying objective diagnostic criteria to students in a college support program for learning disabilities. *Learning Disability Quarterly*, *36*,

231-241.

58. Jordan, A. H., **Lovett, B. J.,** & Sweeton, J. L. (2012). The social psychology of interracial interactions: Implications for culturally competent practice. *Journal of Multicultural Counseling and Development*, *40*, 132-143.

59. **Lovett, B. J.,** Jordan, A. H., & Wiltermuth, S. (2012). Individual differences in the moralization of everyday life. *Ethics and Behavior*, *22*, 248-257.

60. Jordan, A. H., Monin, B., Dweck, C. S., **Lovett, B. J.,** John, O. P., & Gross, J. J. (2011). Misery has more company than people think: Underestimating the prevalence of others' negative emotions. *Personality and Social Psychology Bulletin*, *37*, 120-135.

61. **Lovett, B. J.** (2011). Auditory processing disorder: School psychologist beware? *Psychology in the Schools*, *48*, 855-867.

62. **Lovett, B. J.** (2011). On the diagnosis of learning disabilities in gifted students. *Gifted Child Quarterly*, *55*, 149-151.

63. **Lovett, B. J.,** & Hood, S. B. (2011). Realism and operationism in psychiatric diagnosis. *Philosophical Psychology*, *24*, 207-222.

64. **Lovett, B. J.,** & Johnson, T. L. (2011). The impact of presentation level on SCAN-A test performance. *Contemporary Issues in Communication Sciences and Disorders*, *38*, 135-139.

65. Hood, S. B., & **Lovett, B. J.** (2010). Network models of psychopathology and comorbidity: Philosophical and practical considerations. *Behavioral and Brain Sciences*, *33*, 159-160.

66. **Lovett, B. J.** (2010). Extended time testing accommodations for students with disabilities: Answers to five fundamental questions. *Review of Educational Research*, *80*, 611-638.

67. **Lovett, B. J.,** & Jordan, A. H. (2010). Levels of moralization: An alternative conception of moral sensitivity. *Journal of Moral Education*, *39*, 175-189.

68. **Lovett, B. J.,** Lewandowski, L. J., Berger, C. A., & Gathje, R. A. (2010). Effects of response mode and time allotment on college students' writing. *Journal of College Reading and Learning*, *40*(2), 64-79.

69. **Lovett, B. J.,** & Sparks, R. S. (2010). Exploring the diagnosis of "Gifted/LD": Characterizing postsecondary students with learning disability diagnoses at different IQ levels. *Journal of Psychoeducational Assessment*, *28*, 91-101.

70. **Lovett, B. J.,** & Eckert, T. L. (2009). Reinforcement sensitivity and responsiveness to

performance feedback: A preliminary investigation. *Journal of Applied School Psychology*, *25*, 204-219.

71. Sparks, R. S., & **Lovett, B. J.** (2009). Objective criteria for classification of postsecondary students as learning disabled: Effects on prevalence rates and group characteristics. *Journal of Learning Disabilities*, *42*, 230-239.

72. Sparks, R. S., & **Lovett, B. J.** (2009). College students with learning disability diagnoses: Who are they, and how do they perform? *Journal of Learning Disabilities*, *42*, 494-510.

73. DiGennaro-Reed, F. D., & **Lovett, B. J.** (2008). Views on the efficacy and ethics of punishment: Results from a national survey. *International Journal of Behavioral Consultation and Therapy*, *4*(1), 61-67.

74. Lewandowski, L. J., **Lovett, B. J.,** Codding, R. S., & Gordon, M. (2008). Symptoms of ADHD and academic concerns in college students with and without ADHD diagnoses. *Journal of Attention Disorders*, *12*, 156-161.

75. Lewandowski, L. J., **Lovett, B. J.,** & Rogers, C. L. (2008). Extended time as a testing accommodation for students with reading disabilities: Does a rising tide lift all ships? *Journal of Psychoeducational Assessment*, *26*, 315-324.

76. Mogle, J. A., **Lovett, B. J.,** Stawski, R. S., & Sliwinski, M. J. (2008). What's so special about working memory? An examination of the relationships between working memory, secondary memory, and fluid intelligence. *Psychological Science*, *19*, 1071-1077.

77. Jordan, A. H., & **Lovett, B. J.** (2007). Stereotype threat and test performance: A primer for school psychologists. *Journal of School Psychology*, *45*, 45-59.

78. Lewandowski, L. J., **Lovett, B. J.,** Parolin, R. A., Gordon, M., & Codding, R. S. (2007). Extended time accommodations and the mathematics performance of students with and without ADHD. *Journal of Psychoeducational Assessment*, *25*, 17-28.

79. **Lovett, B. J.,** Eckert, T. L., Talge, N. M., & Akin-Little, K. A. (2007). Attachment intervention programs: Implications for school psychologists. *Journal of Early Child and Infant Psychology*, *3*, 25-43.

80. **Lovett, B. J.,** & Sheffield, R. (2007). Affective empathy deficits in aggressive children and adolescents: A critical review. *Clinical Psychology Review*, *27*, 1-13.

81. **Lovett, B. J.** (2006). The new history of psychology: A review and critique. *History of Psychology*, *9*, 17-37.

82. **Lovett, B. J.,** & Lewandowski, L. J. (2006). Gifted students with learning disabilities: Who are they? *Journal of Learning Disabilities*, *36*, 515-527.

83. **Lovett, B. J.** (2005). A defense of prudential moralism. *Journal of Applied Philosophy*, *22*, 159-168.

84. **Lovett, B. J.,** & Jordan, A. H. (2005). Moral values, moralism, and the 2004 presidential election. *Analyses of Social Issues and Public Policy*, *5*, 165-175.

85. Akin-Little, K. A., Eckert, T. L**., Lovett, B. J.**, & Little, S. G. (2004). Extrinsic reinforcement in the classroom: Bribery or best practice? *School Psychology Review*, *33*, 343-361.

Publications: Contributions to Edited Books (*n* = 20)

86. **Lovett, B. J.** (2025). General problems with anxiety explanations: The case of test anxiety. In R. L. Sparks (Ed.), *Second language anxiety: Affective or linguistic variable*? (pp. 251-254). Channel View Publications.

87. **Lovett, B. J.,** Fitzgerald, K., Schaberg, T. M., & Nelson, J. M. (2023). School-based interventions and accommodations for ADHD. In J. Matson (Ed.). *Clinical handbook of ADHD assessment and treatment across the lifespan* (pp. 451-467). Springer.

88. **Lovett, B. J.** (2020). Extended time testing accommodations for students with disabilities: Impact on score meaning and construct representation. In M. J. Margolis & R. A. Feinberg (Eds.), *Integrating timing considerations to improve testing practices* (pp. 47-58). New York: Routledge.

89. **Lovett, B. J.,** & Nelson, J. M. (2020). Assessment in educational settings. In J. A. Suhr & M. Sellbom (Eds.), *Cambridge Handbook of Clinical Assessment and Diagnosis* (pp. 485-497). New York: Cambridge University Press.

90. **Lovett, B. J.,** & Kilpatrick, D. A. (2018). Differential diagnosis of SLD [Specific Learning Disability] versus other difficulties. In D. P. Flanagan & V. C. Alfonso (Eds.), *Essentials of specific learning disability assessment* (2nd ed., pp. 549-571). Hoboken, NJ: Wiley.

91. Lewandowski, L. J., **Lovett, B. J.**, & Gordon, M. (2016). Measurement of symptom severity and impairment. In S. Goldstein & J. A. Naglieri (Eds.), *Assessing impairment: From theory to practice* (2nd ed., pp. 229-245). New York: Springer.

92. **Lovett, B. J.,** Gordon, M., & Lewandowski, L. J. (2016). Legal conceptions of impairment: Implications for the assessment of psychiatric disabilities. In S. Goldstein & J. A. Naglieri (Eds.), *Assessing impairment: From theory to practice* (2nd ed., pp. 125-139). New York: Springer.

93. **Lovett, B. J.,** & Spenceley, L. A. (2016). Use of the Woodcock-Johnson IV in the diagnosis of specific learning disabilities in adulthood. In D. P. Flanagan & V. C. Alfonso (Eds.), *WJ-IV clinical use and interpretation: Scientist-practitioner perspectives*

(pp. 253-270). Cambridge, MA: Academic Press.

94. Gordon, M., Lewandowski, L. J., & **Lovett, B. J.** (2015). Assessment and management of ADHD in educational and workplace settings in the context of ADA accommodations. In R. A. Barkley (Ed.), *Attention-Deficit Hyperactivity Disorder: A handbook for diagnosis and treatment* (4th ed., pp. 774-794). New York: Guilford.

95. Lewandowski, L. J., & **Lovett, B. J.** (2014). Learning disabilities. In E. J. Mash & R. A. Barkley (Eds.), *Child psychopathology* (3rd ed., pp. 625-669). New York: Guilford.

96. **Lovett, B. J.,** & Hood, S. B. (2014). Comorbidity in child psychiatric diagnosis: Conceptual complications. In C. Perring & L. Wells (Eds.), *Diagnostic dilemmas in child and adolescent psychiatry* (pp. 80-97). New York: Oxford University Press.

97. Eckert, T. L., & **Lovett, B. J.** (2013). Principles of behavioral assessment. In D. H. Saklofske, C. R. Reynolds, & V. L. Schwean (Eds.), *Oxford Handbook of Child Psychological Assessment* (pp. 366-384). New York: Oxford University Press.

98. Ferrier, D. E., **Lovett, B. J.**, & Jordan, A. H. (2011). Construct-irrelevant variance in achievement test scores: A social cognitive perspective. In L. E. Madsen (Ed.), *Achievement tests: Types, interpretations, and uses* (pp. 89-108). Hauppauge, NY: Nova Science.

99. Lewandowski, L. J., **Lovett, B. J.,** & Gordon, M. (2009). Measurement of symptom severity and impairment. In S. Goldstein & J. Naglieri (Eds.), *Assessment of impairment: From theory to practice* (pp. 5-14). New York: Springer.

100. **Lovett, B. J.** (2009). The science of cheating: A psychologist's perspective. In T. Twomey, H. White, & K. Sagendorf (Eds.), *Pedagogy, not policing: Positive approaches to academic integrity at the university* (pp. 43-48). Syracuse, NY: Syracuse University Press.

101. **Lovett, B. J.,** Gordon, M., & Lewandowski, L. J. (2009). Measuring impairment in disability evaluations: Legal and ethical issues. In S. Goldstein & J. Naglieri (Eds.), *Assessment of impairment: From theory to practice* (93-103). New York: Springer.

102. Jordan, A. H., & **Lovett, B. J.** (2008). Self-theories of intelligence: Implications for school psychology. In D. H. Molina (Ed.), *School psychology: 21st century issues and challenges* (pp. 345-355). Hauppauge, NY: Nova Science.

103. Lewandowski, L. J., & **Lovett, B. J.** (2008). Introduction to neuropathology and brain-behavior relationships. In L. C. Hartlage & R. C. D'Amato (Eds.), *Essentials of neuropsychological assessment: Treatment planning for rehabilitation*. (2nd ed., pp. 31-55).

104. Eckert, T. L., **Lovett, B. J.,** Rosenthal, B. D., Jiao, J., Ricci, L. J., & Truckenmiller, A. J.

(2006). Class-wide instructional feedback: Improving children's academic skill development. In S. V. Randall (Ed.), *Learning disabilities: New research* (pp. 167-185). Hauppauge, NY: Nova Science Publishers.

105. Gordon, M., Barkley, R. A., & **Lovett, B. J.** (2006). Tests and observational measures. In R. A. Barkley (Ed.), *Attention-Deficit Hyperactivity Disorder: A handbook for diagnosis and treatment*. (3rd ed., pp. 369-388). New York: Guilford.

Publications: Articles in Newsletters & Magazines; Non-Peer Reviewed Pieces, Etc. (*n* = 21)

106. **Lovett, B.** (2025, June). "Cowering, timorous beasties": What the rats taught Edward Tolman about academic freedom. *Inquisitive: the Heterodox Academy Magazine*. Issue 3, pp. 12-13.

107. **Lovett, B.** (2025, Summer). Bar exam candidates with anxiety: When are accommodations reasonable? *Bar Examiner,* pp. 19-24.

108. **Lovett, B.** (2025). Distorted data: Political bias and concerning research practices. *Frontiers in Mental Health, 1*, 20-22.

109. Cohen, S. L., Shavel, K., & **Lovett, B. J.** (2024). College students with ADHD: A selective review of qualitative studies. *Disabilities, 4*(3), 658-677.

110. **Lovett, B. J.,** & DiCola, K. (2024). Strategies for effective collaboration with external evaluators. *NASP Communiqué, 52*(6), 19-20.

111. **Lovett, B. J.,** & Harrison, J. R. (2023). Ensuring test access for students with disabilities. *Assessment for Effective Intervention*, *49*(1), 3-6.

112. **Lovett, B. J.** (2023). Testing accommodations for students with disabilities. *Educational Measurement: Issues and Practice*, *42*(1), 112-113.

113. Szczesniak, L. A., & **Lovett, B. J.** (2022). Addressing test anxiety in the COVID-19 pandemic and beyond. *NASP Communiqué*, *50*(6), 29-31.

114. **Lovett, B. J.** (2021). Accommodations on college admissions tests and in postsecondary settings. *New York School Psychologist*, *40*(1), 39-40.

115. **Lovett, B. J.,** & Lewandowski, L. J. (2020). Private room testing accommodations for students with ADHD. *ADHD Report*, *28*(8), 1-5.

116. **Lovett, B. J.,** & Harrison, A. G. (2019). Forensic thinking in disability assessment: An introduction to a special issue. *Psychological Injury and Law*, *12*, 1-6.

117. Spenceley. L. M., **Lovett, B. J.,** & Lewandowski, L. J. (2017). Assessing response validity: For SAT accommodation requests and beyond? *New York School Psychologist*,

35, 41-43.

118. Lewandowski, L. J., Wood, W. L. M., & **Lovett, B. J.** (2016). Sluggish cognitive tempo in college students: Now you see it, now you don't. *ADHD Report*, *24*(1), 1-5.

119. Nelson, J. M., **Lovett, B. J.,** & Lindstrom, W. (2015). Assessing, documenting, and accommodating ADHD in college students. *ADHD Report*, *23*(6), 7-11.

120. Lewandowski, L. J., & **Lovett, B. J.** (2014). The new *Diagnostic and Statistical Manual of Mental Disorders, DSM-5*: Implications for accommodations requests. *Bar Examiner*, *83*(1), 42-54.

121. **Lovett, B. J.** (2013). Who needs more time (on tests)? *Better: Evidence-Based Education*, *5*(3), 14-15.

122. **Lovett, B. J.** (2011). The divorce of behavior analysis and psychology: Think of the children! *(APA) Division 25 Recorder*, *39*(1), 4-6.

123. **Lovett, B. J.** (2011). Extended time testing accommodations: What does the research say? *NASP Communiqué*, *39*(8), 1, 14-15.

124. **Lovett, B. J.,** Lewandowski, L. J., & Miller, L. (2010). Auditory processing disorder and ADHD: What's the relationship? *ADHD Report*, *18*(3), 7-11.

125. Lewandowski, L. J., **Lovett, B. J.,** Gordon, M., & Antshel, K. M. (2006). The case for clinical impairment in the DSM-V criteria for ADHD. *ADHD Report*, *14*(6), 8-16.

126. **Lovett, B. J.,** & Gordon, M. (2005). Test score discrepancies as a basis for the assessment of learning disabilities and ADHD. *ADHD Report*, *13*(3), 1-4.

Book, Film, and Test Reviews (selected):

Lovett, B. J. (2022). Review of the book *The quick fix: Why fad psychology can't cure our social ills*. *American Journal of Psychology*, *135*(1), 128-131.

Lovett, B. J. (2019). Review of the book *Learning disabilities: From identification to intervention*. *NASP Communiqué*, *47*(7), 38.

Lovett, B. J. (2017). Review of the book *Psychological and psychoeducational assessment of deaf and hard of hearing children*. *Journal of Psychoeducational Assessment, 35*, 807-810.

Lovett, B. J. (2013, January). Review of the film *The D Word [dyslexia]*. *The School Psychologist*, *67*(1), 81-83.

Lovett, B. J. (2011, August 9). Review of the book *The Science of ADHD*. *Metapsychology Online Reviews, 15*(32).

Lovett, B. J., & Johnson, T. L. (2010). Review of the test *SCAN-3*. *Journal of Psychoeducational Assessment*, *28*, 603-607.

Lovett, B. J. (2010, April 13). Review of the book *Treating ADHD and comorbid disorders*. *Metapsychology Online Reviews*, *14*(15).

Lovett, B. J. (2007, March 27). Review of the book *The Last normal child: Essays on the intersection of kids, culture, and psychiatric drugs*. *Metapsychology Online Reviews*, *11*(13).

Lovett, B. J. (2005). Review of the book *Assessment for intervention*. *NASP Communiqué*, *34*(4), 13

Invited Talks (selected):

Lovett, B. J. (2025, April). Current challenges in assessing learning and attention problems in young adults. Invited Talk at the annual conference of the American Academy of Pediatric Neuropsychology. [Virtual conference]

Lovett, B. J. (2025, March). Academic accommodations for students with disabilities: Evidence-based practice. Invited Talk at the School Neuropsychology Annual Conference. [Virtual conference]

Lovett, B. J. (2023, September). "Differential diagnosis of learning disabilities." Invited talk at Ferkauf Graduate School of Psychology, New York, NY.

Lovett, B. J. (2023, April). "Testing Accommodations: Increasing Access and Equity in Assessment." Invited talk given at the West Virginia Association of School Psychologists conference. [Virtual conference]

Lovett, B. J. (2023, April). Testing accommodations for students with disabilities: Research based practice. Invited talk to be given at St. John's University, Jamaica, NY.

Lovett, B. J. (2023, January). Section 504 Accommodations: Critical Issues. Invited Talk given to the Scarsdale Public School District, Scarsdale, NY.

Lovett, B. J. (2022, November). "Testing Accommodations: Enhancing Validity and Equity." Invited talk to the National Board of Medical Examiners, Philadelphia, PA.

Lovett, B. J. (2022, October). "Testing Accommodations: Increasing Access and Equity in Assessment." Invited talk to the given at the New York Association of School Psychologists conference, Uniondale NY.

Lovett, B. J. (2022, January). "Assessment for All Students: Design, Adjustment, and Preparation." Invited talk to the Opening All Doors Program, Detroit, MI.

Lovett, B. J. (2021, May). "Test anxiety and testing accommodations." Invited talk to the School Psychology Internship Program, New York City Department of Education.

Lovett, B. J. (2020, June). "Accommodations on the Bar Exam: Research-Based Decision Making." Invited talk to the California State Bar Association.

Lovett, B. J. (2020, January). "Diagnostic Evaluations 101: Interpreting Reports from Outside Evaluators." Invited talk given at the Chapin School, New York, NY.

Lovett, B. J. (2019, April). "Anxiety and Discomfort during Testing: A Cause for Accommodations?" Invited talk given at the Educational Testing Service, Princeton, NJ.

Lovett, B. J. (2018, May). "Testing Accommodations: From Research to Practice." Invited talk given at the Winsor School, Boston, MA.

Lovett, B. J. (2017, December). "Test Anxiety and the ADA." Invited talk given at the National Board of Medical Examiners, Philadelphia, PA.

Lovett, B. J. (2017, October). "Speededness: What is it Good For?" Invited talk given at the Time Limits and Testing Conference, Philadelphia, PA.

Lovett, B. J. (2017, April). "Testing Accommodations for Students with Disabilities: Myth, Reality, and Practice." Invited talk given to the New Jersey Principals and Supervisors Association, Monroe, NJ.

Lovett, B. J. (2017, March). "Test Anxiety: Assessment, Documentation, Accommodations?" Invited talk given at the High-Incidence Disabilities in Higher Education conference, Toronto, ON.

Lovett, B. J. (2016, October). "Psychoeducational Assessment: An Integrated Clinical-Forensic Perspective." Invited talk given at the Southern Ontario Regional Assessment and Resource Centre, Kingston, ON.

Lovett, B. J. (2016, May). "Testing Accommodations: From Research to Practice." Invited talk given at Academics West, New York, NY.

Lovett, B. J. (2016, May). "The Science and Ethics of Testing Accommodations." Invited talk given at the Masters School, Dobbs Ferry, NY.

Lovett, B. J. (2016, March). "Testing Accommodations for Students with Disabilities: Research-Based Practice." Invited talk, given with L. J. Lewandowski, at the Fayetteville-Manlius Central School District, Fayetteville, NY.

Lovett, B. J. (2016, March). "Developments in Testing Accommodations Research: A Year in Review." Invited talk given at the Association of American Medical Colleges, Washington, DC.

Lovett, B. J. (2015, November). "Putting the History of Psychology into Introductory Psychology." Invited talk given to Syracuse University Project Advance, New York, NY.

Lovett, B. J. (2015, October). "Testing Accommodations for Students with Disabilities: Research-Based Practice." Invited talk, given with L. J. Lewandowski, at the convention of the New York Association of School Psychologists, Verona, NY.

Lovett, B. J. (2015, October). "Testing Accommodations for People with Disabilities: Research-Based Practice." Clinician's Corner Webinar, given at the headquarters of the American Psychological Association, Washington, DC.

Lovett, B. J. (2015, August). "Testing Accommodations for People with Disabilities: Research-Based Practice." Continuing Education Workshop, with L. J. Lewandowski, given at the convention of the American Psychological Association, Toronto, ON.

Lovett, B. J. (2015, March). "Testing Accommodations for Students with High-Incidence Disabilities: Research Informing Practice." Invited talk given to the Department of Counseling and Educational Psychology, University at Albany, SUNY, Albany, NY.

Lovett, B. J. (2015, March). "Extended Time Requests on the MCAT: The Need for Rigorous Review." Invited talk given at the American Association of Medical Colleges, Washington, DC.

Lovett, B. J. (2014, August). "Testing Accommodations for Students with Disabilities: Research-Based Practice" Continuing Education Workshop, with L. J. Lewandowski, given at the convention of the American Psychological Association, Washington, DC.

Lovett, B. J. (2013, November). "Should Medical Licensure Exams Be Timed?" Invited talk given at the National Board of Medical Examiners, Philadelphia, PA.

Lovett, B. J. (2013, November). "The Advantages and Disadvantages of Timed Tests." Invited talk given at the Research Advisory Forum of the National Board of Osteopathic Medical Examiners, Conshohocken, PA.

Lovett, B. J. (2013, May). "Auditory Processing Disorders: From Research to Practice: The View from School Psychology." Invited talk given to the National Centre for Audiology, London, Ontario.

Lovett, B. J. (2013, April). "Learning Disabilities and the Use of Expert Consultants." Invited talk given (with Dr. Lawrence Lewandowski) to the National Conference of Bar Examiners, Boston, MA.

Lovett, B. J. (2012, October). "The Science of Testing Accommodations for Students with Disabilities." Invited talk given to the Psychology Department at Suffolk University, Boston, MA.

Lovett, B. J. (2012, August). "Testing Accommodations: From Research to Practice." Invited talk to be given at the meeting of the College Board's Office of Services for Students with Disabilities, Seattle, WA.

Lovett, B. J. (2012, May). "Classroom Management: A Behavioral Perspective." Invited talk to student-teachers currently in school-based practica at Elmira College, Elmira, NY.

Lovett, B. J. (2012, May). "Testing Accommodations for Students with Disabilities: Research-Based Practice." Invited talk at the conference High-Incidence Disabilities in Higher Education: Current Issues and Best Practices, Toronto, ON.

Lovett, B. J. (2012, March). "The Psychology of Accomplishment." Invited talk given to the Elmira College Chapter of Phi Beta Kappa, Elmira, NY.

Lovett, B. J., & Sparks, R. S. (2011, December). "Gifted Students with Learning Disabilities: Implications for Testing Accommodations." Invited talk given to the National Board of Medical Examiners, Philadelphia, PA.

Lovett, B. J. (2011, April). "The Science and Ethics of Accommodating Employees with Psychiatric Disabilities." Invited talk given at the Tuck School of Business, Dartmouth College, Hanover, NH.

Lovett, B. J. (2010, October). "Diagnosing Learning Disabilities in Postsecondary Students." Invited talk given to the Southern Ontario Regional Assessment and Resource Centre, Huntsville, Ontario.

Lovett, B. J., & Sparks, R. S. (2009, November). "Gifted Students with Learning Disabilities: Current Concepts and Controversies." Invited talk at the Test Agencies Disability Forum, Educational Testing Service, Princeton, NJ.

Lovett, B. J., & Johnson T. L. (2009, October). "Auditory Processing Disorder: An Applied Primer for School Psychologists." Invited talk to the Psychology Department, Syracuse University, Syracuse, NY.

Lovett, B. J. (2007, March). "Testing Accommodations for Students with Disabilities: Asking the Hard Questions." Presentation to the Jamesville-DeWitt School District, Jamesville, NY.

Lovett, B. J. (2005, November). "Putting Statistics into Introductory Psychology: Activities that Work." Presentation to Syracuse University's Project Advance, New York, NY.

Lovett, B. J. (2005, October). "Direct Observation: The Royal Road to Child Psychiatric

Diagnosis?" Presentation at Child Psychiatry Grand Rounds, Department of Psychiatry, SUNY Upstate Medical University, Syracuse, NY.

Refereed Conference Presentations (selected):

Cohen, S. L., Nelson, K., & **Lovett, B. J.** (2023, March). A systematic review of qualitative studies of college students with ADHD. Poster presented at the annual convention of the Eastern Psychological Association.

O'Meara, P., **Lovett, B. J.,** Nelson, J., & Kim, S. (2023, March). Test anxiety in undergraduate students: Demographic correlates and changes over time. Poster presented at the annual convention of the Eastern Psychological Association.

Fitzgerald, K., Nazmiyal, A., & **Lovett, B. J.** (2022, March). Construct validity of subjective and objective symptoms of ADHD in college students. Poster presented at the annual convention of the Eastern Psychological Association.

Simon, R. F., **Lovett, B. J.,** & Trapp, S. (2022, March). Teaching of the history and systems of psychology in APA-accredited doctoral programs. Poster presented at the annual convention of the Eastern Psychological Association.

Lovett, B. J., Spenceley, L. M., Schaberg, T. M., & Best, H. (2022, February). How school psychologists assess effort during psychoeducational evaluations. Poster presented at the annual convention of the National Association of School Psychologists.

Sczcesniak, L. A., & **Lovett, B. J.** (2022, February). What processing speed scores can tell us. Poster presented at the annual convention of the National Association of School Psychologists.

Lovett, B. J. (2021, April). Anxiety and testing: Handling accommodation requests and supporting all test-takers. Presentation at the Innovations in Testing conference.

Wang, X., Sczcesniak, L., **Lovett, B. J.,** & Ferrier, D. E. (2021, March). The stability of the Adult ADHD Self-Report Scale (ASRS). Poster presented at the annual convention of the Eastern Psychological Association.

Spenceley, L. M., Wood, W. L. M., **Lovett, B. J.**, Maether, N., & Kramer, R. J. (2020, February). Using the WJ IV COG to Assess Performance Validity. Poster presented at the National Association of School Psychologists conference, Baltimore, MD.

Wood, W. L. M., Lewandowski, L. J., & **Lovett, B. J.** (2019, October). Investigating the clinical utility of Sluggish Cognitive Tempo. Poster presented at the New York Association of School Psychologists conference, Syracuse, NY.

Carter, L., & **Lovett, B. J.** (2019, March). Separate room testing accommodations for students with and without ADHD. Poster presented at the Eastern Psychological Association

convention, New York, NY.

Johnson, T. L., **Lovett, B. J.,** & White, E. (2018, November). SLP hearing screening: Variability in accuracy and consistency. Poster presented at the convention of the American Speech-Language-Hearing Association, Boston, MA.

Nelson, J. M., & **Lovett, B. J.** (2018, August). Data discrepancies and poor symptom validity in ADHD evaluations of college students. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Lovett, B. J., Carter, L., & Porto, A. (2018, March). Predictors of timed test performance in students with disabilities. Poster presented at the Eastern Psychological Association convention, Philadelphia, PA.

Wood, W. L. M., Spenceley, L. A., Scott, M., Marshall, E., & **Lovett, B. J.** (2018, February). Assessment of effort: WJ IV COG clusters as embedded validity indicators. Poster presented at the convention of the National Association of School Psychologists, Chicago, IL.

Johnson, T., **Lovett, B. J.,** & Dillmuth-Miller, S. (2016, November). Attitudes towards noise exposure: CSD vs. non-CSD students. Poster presented at the convention of the American Speech-Language-Hearing Association, Philadelphia, PA.

Lovett, B. J., & Nelson, J. M. (2016, June). Test anxiety: Assessment, Documentation, and Management. Paper presented at the University of Connecticut Center for Postsecondary Education and Disability Postsecondary Training Institute, Philadelphia, PA.

Wood, W., Lewandowski, L. J., & **Lovett, B. J.** (2016, February). Contrasting the impairment profiles of sluggish cognitive tempo and ADHD. Poster presented at the convention of the National Association of School Psychologists, New Orleans, LA.

Lovett, B. J., Drymond, M., & Vita, L. (2015, March). Determinants of college students' time needed to complete a test. Poster presented at the convention of the Eastern Psychological Association, Philadelphia, PA.

Potts, H. E., Lewandowski, L. J., & **Lovett, B. J.** (2015, February). Can we predict time needed on a reading comprehension test? Poster presented at the convention of the National Association of School Psychologists, Orlando, FL.

Potts, H. E., Wood, W. L., Lewandowski, L. J., & **Lovett, B. J.** (2015, February). Does sluggish mean slower test performance? A pilot study. Poster presented at the convention of the National Association of School Psychologists, Orlando, FL.

Spielberger, S., Lewandowski, L. J., **Lovett, B. J.,** & Potts, H. E. (2015, February). Effects of expressive writing on test anxiety and classroom tests. Poster presented at the convention of the National Association of School Psychologists, Orlando, FL.

Wood, W. L., Lewandowski, L. J., & **Lovett, B. J.** (2014, February). Impairment and executive functioning associated with sluggish cognitive tempo. Poster presented at the convention of the National Association of School Psychologists, Washington, DC.

Sparks, R. S., & **Lovett, B. J.** (2013, November). Examining documentation and applying objective diagnostic criteria to college students in a learning disability support program. Paper presented at the Convention of the International Dyslexia Association, New Orleans, LA.

Leja, A. M., & **Lovett, B. J.** (2013, February). Extended time testing accommodations: Do ADHD symptoms matter? Poster presented at the convention of the National Association of School Psychologists, Seattle, WA.

Johnson, T. L., **Lovett, B. J.,** Widen, S., & Amsterdam, R. (2012, March). Attitudes towards hearing protection among U.S. college students. Poster presented at the convention of the Pennsylvania Speech-Language-Hearing Association, Lancaster, PA.

Lewandowski, L., **Lovett, B. J.,** Panahon, C. J., Lambert, T., & Systma, M. R. (2012, February). Test accommodation preferences in college students. Poster presented at the convention of the National Association of School Psychologists, Philadelphia, PA.

Lovett, B. J., Fredericks, D., Leja, A., & Sparks, R. S. (2012, February). Gifted students with learning disabilities: A quantitative synthesis. Poster presented at the convention of the National Association of School Psychologists, Philadelphia, PA.

Sparks, R. S., & **Lovett, B. J.** (2011, November). The identification and performance of gifted students with learning disabilities: A quantitative synthesis. Poster presented at the convention of the International Dyslexia Association, Chicago, IL.

Johnson, T. L., **Lovett, B. J.,** Kingman, R., & Cronin, C. (2010, November). The measurement of auditory processing: Does presentation level affect performance? Poster presented at the convention of the American Speech-Language-Hearing Association, Philadelphia, PA.

Lovett, B. J., & Johnson, T. L. (2010, March). Auditory processing disorder: A role for the school psychologist. Paper presented at the convention of the National Association of School Psychologists, Chicago, IL.

Cohen, J. A., Lewandowski. L. J., & **Lovett, B. J.** (2010, March). Differences between extended time allotments for learning disabled college students. Poster presented at the convention of the National Association of School Psychologists, Chicago, IL.

Hendricks, K., Lewandowski, L. J., & **Lovett, B. J.** (2010, March). The use of Testtracker for students with ADHD. Poster presented at the convention of the National Association of School Psychologists, Chicago, IL.

Lovett, B. J., & Hood, S. B. (2009, November). Realism and operationism in psychiatric diagnosis. Paper presented at the convention of the Florida Philosophical Association, Gainesville, FL.

Lovett, B. J., Ells, L., & Lewandowski, L. J. (2008, November). Why do you think you need extra time? Poster presented at the convention of the New York Association of School Psychologists, Rochester, NY.

Berger, C., Lewandowski, L. J., **Lovett, B. J.,** Gathje, R. A., & Cohen, J. A. (2008, February). Writing on a computer: No longer a testing accommodation. Poster presented at the convention of the National Association of School Psychologists, New Orleans, LA.

Lovett, B. J., Lewandowski, L. J., Kleinmann, A. E., & Rogers. C. R. (2007, March). Testing accommodations for students with disabilities. Symposium presented at the convention of the National Association of School Psychologists, New York, NY.

Berger, C., Gathje, R. A., Lewandowski, L. J., **Lovett, B. J.** (2007, March). Extended time and laptop format as accommodations for written language tests. Poster presented at the convention of the National Association of School Psychologists, New York, NY.

DiGennaro, F. D., & **Lovett, B. J.** (2006, May). Is punishment effective? Is it ethical? Views of ABA members. Poster presented at the convention of the Association for Behavior Analysis, Atlanta, GA.

Eckert, T. L., **Lovett, B. J.,** & Jiao, J. (2006, March). Does performance feedback serve as reinforcement? Poster presented at the convention of the National Association of School Psychologists, Anaheim, CA.

Lewandowski, L. J., Sheffield, R., & **Lovett, B. J.** (2006, March). "Symptomatic" versus "impaired": Which is more important in ADHD diagnosis? Paper presented at the convention of the National Association of School Psychologists, Anaheim, CA.

Lewandowski, L. J., Parolin, R., **Lovett, B. J.,** & Gordon, M. (2006, March). Effects of extended time on math performance for students with ADHD. Poster presented at the convention of the National Association of School Psychologists, Anaheim, CA.

Lovett, B. J., & Lewandowski, L. J. (2005, March). The gifted/learning disabled child: A critique of current assessment practices. Poster presented at the convention of the National Association of School Psychologists, Atlanta, GA.

Lovett, B. J., & Stawski, R. S. (2004, November). Ergodicity in psychoeducational assessment. Paper presented at the Gardner Conference on Measurement and Statistics, Auburn, NY.

Lovett, B. J., & DiGennaro, F. D. (2004, May). Punishment and aversive interventions, 1980-2000: Change and continuity. Poster presented at the convention of the Association for

Behavior Analysis, Boston, MA.

Courses Taught:

High School Level
Introductory Psychology

Undergraduate Level
Introductory Psychology
Abnormal Psychology
Child Psychopathology
Personality Psychology
Health Psychology
History and Systems of Psychology
Psychological Testing
Research Methods in Psychology
Educational Psychology
Psychology of Children with Exceptionalities
Assessment of Students with Disabilities
Psychology of Learning
Applied Behavior Analysis
Introduction to School Psychology
Psychology of Intelligence and Creativity
Seminar: The Psychology of Moral Judgment
Seminar: Great Experiments in Psychology
Seminar: Controversies in Child Psychopathology
Applying Research Methods in Psychology: ADHD
Supervised Research Experience in Psychology
Interdisciplinary Freshman Core Course: Order & Chaos

Graduate Level
Statistics in Educational Research
Applied Behavior Analysis
History and Systems of Psychology
Professional and Ethical Functions of School Psychologists (Law & Ethics)
Individual Psychological Testing I (Psychometrics and Cognitive Assessment)
Individual Psychological Testing II (Socioemotional Assessment)
Cognition and Emotion in Educational Settings

Guest Lectures at Teachers College

- A&HH 5190 – Old and New Histories of Higher Education (Fall 2023, Fall 2024, Fall 2025)
- CT4301- Educational Assessment of Students with Disabilities (Spring 2025)
- HBSE 4300 – Practicum in Assessment and Evaluation of the Exceptional Learner (Spring 2022, Spring 2024)

- HBSE 5010 – Philosophic Foundations of Special Education (Fall 2019, Fall 2020, Fall 2021, Fall 2022, Fall 2024)
- HBSE 6008 - Behaviorism and the Science of Behavior (Fall 2024)
- HBSK 6480 – School Psychologist Internship (Spring 2020)
- HBSK 5378 – Psychoeducational Assessment Practicum (Fall 2022, Fall 2023)
- HBSS 6100 – Program Evaluation (Summer 2024, Summer 2025)
- HBSS 6145 – Health Psychology (Spring 2025)

Masters Thesis Committee Service:
Kaitlin Hendricks (Syracuse University, 2010)
Justin Cohen (Syracuse University, 2010)
Whitney Wood (Syracuse University, 2013)
Stephanie Spielberger (Syracuse University, 2015)
Heather Potts (Syracuse University, 2016)

Masters Creative Project Supervisor:
Yi-Tzu Hao (Teachers College, Columbia University, 2020)

Doctoral Dissertation Committee Service:
Mara Jane Schutz (University of NewCastle, 2008)
Kaitlin Hendricks (Syracuse University, 2013)
Laura Miller (Syracuse University, 2014)
Whitney Wood (Syracuse University, 2015)
Jessica Horton (Teachers College, Columbia University, 2019 – Defense Reader)
Faheema Abdool-Ghani (Teachers College, Columbia University, 2020 – Defense Reader)
Victoria Verdun (Teachers College, Columbia University, 2020 – Defense Reader)
Kayleigh Kangas-Dick (Teachers College, Columbia University, 2019 – from Proposal stage)
Yifei Sun (Teachers College, Columbia University, 2021- Defense Reader)
Andrea Lira (Teachers College, Columbia University, 2021- Defense Reader)
Lauren Baldonado (Teachers College, Columbia University, 2021- Defense Reader)
Eleonora Guzmán Daireaux (Teachers College, Columbia University, 2021- Defense Reader)
Jeanette Parsons (Queen's University, 2021 – Defense Reader)
Laura Johanson (Teachers College, Columbia University, 2021- Defense Reader)
Scott Lu (Teachers College, Columbia University, 2021 – from Proposal stage)
Lisa Szczesniak (Teachers College, Columbia University – sponsor – defended August 2022)
Ji Young Kim (Teachers College, Columbia University – Defense Reader)
Katherine Garcia (Teachers College, Columbia University – Defense Reader)
Katie Fitzgerald (Teachers College, Columbia University – sponsor)
Scott Wilson (Seton Hall University – from Proposal stage)
Billy Powers (Teachers College, Columbia University – from Proposal stage)
Timothy Parker (Teachers College, Columbia University – Defense Reader)
Maninder Virk (Teachers College, Columbia University – Defense Reader)

Lenah Alshowaiman (Teachers College, Columbia University – Defense Reader)
Jorge Beltran (Teachers College, Columbia University – Defense Reader)
Grace-Anne Marie Herard (Teachers College, Columbia University – Defense Reader)
Marygen White (Teachers College, Columbia University – Defense Reader)
Fabio Marcovski (Teachers College, Columbia University – Defense Reader)
Sybille Bruun-Moss (Teachers College, Columbia University – Started with Data Hearing)
Emily Dvorak (Teachers College, Columbia University – Defense Reader)
Lauren Shapiro (Teachers College, Columbia University – Defense Reader)
Ellis Smith (Teachers College, Columbia University – Defense Reader)
Julia Brandes (Teachers College, Columbia University – Chair)
Xinyu Pan (Teachers College, Columbia University – from Proposal stage)
Christina Young (Teachers College, Columbia University – Defense Reader)
Burcu Pekcan (Teachers College, Columbia University – from Proposal stage)

Editorial Review Work:

Current editorial board member of:
Journal of Psychoeducational Assessment (2007 - Present)
Journal of Attention Disorders (2020 – Present)

Former editorial board member of:
Journal of School Psychology (2011-2014; now ad-hoc reviewer)
Disabilities (2020-2022; now ad-hoc reviewer)

Guest co-editor, special issue of *Psychological Injury and Law* (2019)

Guest co-editor, special issue of *Journal of Clinical and Experimental Neuropsychology* (2021)

Guest co-editor, special issue of *Assessment for Effective Intervention* (2022-2023)

Guest action editor, special issue of *Psychological Injury and Law* (2021-2022)

Ad-hoc reviewer for:
American Educational Research Journal
American Journal on Intellectual and Developmental Disabilities
Applied Neuropsychology: Child
Assessment
Assessment in Education: Principles, Policy & Practice
British Journal of Educational Psychology
Canadian Journal of School Psychology
Clinical Psychology Review
Disabilities
Educational Assessment
European Journal of Psychology of Education

Exceptionality
Frontiers in Education
High Ability Studies
History of Psychology
Intelligence
Journal of Adolescence
Journal of Applied School Psychology
Journal of Attention Disorders
Journal of Behavioral Education
Journal of Business Ethics
Journal of Child and Family Studies
Journal of Clinical and Experimental Neuropsychology
Journal of Intelligence
Journal of Learning Disabilities
Journal of School Psychology
Journal of Social and Clinical Psychology
Journal of the History of the Behavioral Sciences
Neuropsychiatric Disease and Treatment
Neuropsychology
Psychological Injury and Law
Psychological Science
Research in Developmental Disabilities
Research in Social and Administrative Pharmacy
Roeper Review
School Psychology Review
Sociology Compass
Teachers College Record

Textbook reviewer/consultant for:
McGraw-Hill Higher Education
Sage Publications
John Wiley Publishers
Worth Publishers
Choice (academic library acquisitions service)

Other Service to the Profession:

- Conference proposal reviewer, New York Association of School Psychologists (2006)
- Assessment Consultant, ARC of Chemung County, NY (2007 - 2014)
- Grant Reviewer, Netherlands Organisation for Scientific Research, (2014)
- Lead author, *Amicus Curiae* brief to the US District Court, Northern District of California, in *Department of Fair Employment and Housing v. Law School Admission Council Inc.*
- Grant Reviewer, Michigan State University (2016)
- Inter Organizational Practice Committee (IOPC) for Neuropsychology – Working Group

on Testing Accommodations (2018)

- Consultant to New York State Association of Neuropsychologists, on testing accommodations practice briefs and documentation to parents (2018-2020)
- Grant Reviewer, Nuffield Foundation (UK) (2021)
- New York Association of School Psychologists – Working Group on Postsecondary Transition (member, 2021-2022)
- Equity in Measurement Conference Planning Committee (Disability Section) (2023)
- Developer, online learning module on Testing Accommodations for Students with Disabilities, for the National Council on Measurement in Education (2022-2023)

Institutional Service:

At Teachers College, Columbia University (2019 -)
Psychology Faculty Coordinating Committee (2019 -) (Chair, 2020 - 2022)
Nutrition Search Committee (2020-2021)
School Psychology Search Committee (2021-2022; Chair)
Doctoral Dissertation Grant Selection Committee (2020-2021)
Research Methods Exam Committee (Fall 2020)
Internal Tenure Reviewer, Counseling and Clinical Psychology Dept. (2020)
Internal Tenure Reviewer, Human Development Dept. (2022)
Mentoring Committee for Matthew Zajic (2021 -)
Mentoring Committee for Youmi Suk (Chair, 2022 -)
Mentoring Committee for Victoria Tilton-Bolowski (2024 -)
Institutional Review Board (Alternate member, 2021 -)
TC Fulbright Program, Faculty Review Committee (2022-2023)
Faculty Executive Committee (HBS Dept. Representative, 2022 -)
FEC Subcommittee on Graduation Dates (Chair, 2024 -)
Host and Emcee, TC Web Event on COVID-19 and Child Mental Health (2021)
Presenter at Research Collaboration Flash Talk Series (2023)
Psychology@TC Student Research Conference Planning Committee (Chair, 2023-)
Middle States Accreditation Steering Committee (2024 -)

At SUNY Cortland (2014-2019)
Chair, Psychology Department Personnel Committee (2018 - 2019)
Chair, Committee on Teaching Effectiveness (2018 - 2019)
FDC Mentor to Haiyan Zhang (2017-2018)
Psychology Club Advisor (2016-2018)
Member, College Writing Committee (2017 - 2018)
Chair, Educational Psychology Faculty Search Committee (2017 - 2018)
Psychology Department Assessment Committee (2016 - 2017)
Sherlach Scholarship Award Committee (2016 - 2019)
Psychology Department Curriculum Committee (2014 - 2016)
Efficiencies Advisory Committee (2016)
FDC Mentor to Dr. Katherine Bonafide (2015-2016)
Psychology Department Writing-Intensive Course Committee (2015 - 2019)
Psychology of Children with Exceptionalities Committee (2014 -)

Chair, Clinical Psychology Faculty Search Committee (2014 - 2015)
Member, Applied Psychology Faculty Search Committee (2014)
Ad Hoc Committee on the 25th Anniversary of the ADA (2014 - 2015)

At Elmira College (2007-2014)
Co-Advisor, Elmira College Chapter of Psi Chi (2009 - 2010)
Co-Chair, Human Research Review Board, Elmira College (2008 - 2014)
Teacher Education Advisory Group, Elmira College (2007 - 2009)
Faculty Development Committee, Elmira College (2008 - 2010; Chair, 2009 - 2010)
Academic Assessment Committee, Elmira College (2008 - 2011)
Advising Committee, Elmira College (2012 – 2014)
Psychology Faculty Search Committee, Internal Member (2008 - 2009)
Nursing Faculty Search Committees, Outside Member (2010, 2012, 2013)
Criminal Justice Search Committee, Outside Member (2012)
Education (Literacy) Search Committee, Outside Member (2012)
Reviewer of Tenure-Track Faculty:
2008-2009 – Dr. Megan Kennedy, 1st year review
2009-2010 – Dr. Christopher Terry, 1st year review
2010-2011 – Dr. Lauren Shaw, 3rd year review
2013-2014 – Dr. Mark Pinter, 3rd year review

Awards, Small Grants, and Honors:
At Teachers College (2019-present)
- Ball Stick Bird Fund Grant - $20,000 (Co-PI) – "Does Modality Affect Writing Achievement?: Examining the Effect of Task Modality on Transcription and Text Generation Skills in School-Age Children"
- TC Collaboration Grant - $5,000 (Co-PI) – "Using Response Process Data to measure Test-Taking Effort in Students Receiving Extended-Time Accommodations."
- Ball Stick Bird Fund Grant - $19,500 (Co-PI) – "The Impact of Interest on Writing Performance: Examining How Intense Interests Influence the Informative Writing Skills of Autistic Youth"

At SUNY Cortland (2014-2019)
- Fine Teaching Development Award, 2017
- Faculty Development Center Small Grant, 2014, 2016
- Teaching Innovation Grant, 2015
- College Assessment Committee Grant, 2015
- UUP Individual Development Award Grant, 2016

At Elmira College (2007-2014)
- Summer Faculty Development Research Grant, 2009, 2010, 2011, 2012
- Honorary Inductee (student-elected), Phi Eta Sigma National Honor Society, 2009
- Psi Chi Faculty Advisor Research Grant, 2010
- Journal of School Psychology Editorial Appreciation Award, 2013
- Joseph Stein Junior Faculty Prize, 2013

At Syracuse University (Ph.D. student, 2002-2007)

- University Fellowship Award, 2002-2003 and 2005-2006
- Psychology Department Allport Research Grant, 2004, 2005
- College of Arts and Sciences Creative Project Award, 2005
- Syracuse University Outstanding Teaching Award, 2005

At the Pennsylvania State University (undergraduate student, 1998-2002)

- Induction into Psi Chi, National Honor Society for Psychology, 2000
- 3rd Place Prize, Social Science Division, Undergraduate Research Fair, 2001
- Induction into Phi Beta Kappa, 2002

Large Grants Sought but not Funded:

1. Co-PI, "Exploring Time Use and Timing Accommodations During NAEP Testing Among Students with Disabilities" – Institute for Education Sciences NCSER, $146,224 to TC (unfunded)
2. PI, "Remaking Home & Community After COVID-19" – National Science Foundation, $199,090 total costs (unfunded).
3. Co-PI, "Exploring Time Use and Timing Accommodations During NAEP Testing Among Students with Disabilities" – Institute for Education Sciences Special NAEP competition, $349,164 to TC (unfunded)