

FULL CURRICULUM VITAE

I. **Katina M. Lambros Ortega, PhD, BCBA-D**

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II. **EDUCATION**

A. <u>Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Major Field</u>
University of California, Riverside	1994-1999	Ph.D.	Education
San Diego State University	1989-1993	B.A.	Psychology

B. Title of Dissertation

Examination of conduct problems and hyperactivity-impulsivity-attention problems as correlates of fledgling psychopathy: A longitudinal perspective of children at-risk.

III. **TEACHING POSITIONS AND RANKS HELD**

<u>Institution</u>	<u>Rank</u>	<u>Date</u>	<u>Major Subject</u>
San Diego State University	Assistant Professor	2008 – present	School Psychology
San Diego State University	Lecturer	2006 – 2008	School Psychology
UC Riverside	Lecturer	2001	School Psychology
California State, Northridge	Lecturer	2000	School Psychology

III.A. **RELATED WORK EXPERIENCE**

<u>Institution/School District</u>	<u>POSITION</u>	<u>Date</u>
Child & Adolescent Services Research Center, Rady Children's Hospital, San Diego	Research Scientist	2002 - present
San Diego City Schools	School Psychologist	2000 - 2003

University of New Mexico	Post Doctoral Fellow	1999 - 2000
UC Riverside	Graduate Research Assistant	1996 - 1999
Lake Elsinore Unified Schools	School Psychologist	1997 - 1998

III.B. PROFESSIONAL CREDENTIALS AND LICENSURE

<u>Credential/License</u>	<u>Date</u>
Board Certified Behavior Analyst – Doctoral (BCBA-D)	May 2009
California Pupil Personnel Service Credential; School Psychologist University of California, Riverside	Jul 2007
California Basic Educational Skills Test (CBEST)	Mar 1997

IV. TEACHING EFFECTIVENESS

Curriculum Development and Teaching Innovations

1. **Development of CSP 710B Course for Cross-Departmental Collaboration: Ethics and Law for Educators:** Developed a course to address the professional ethics that are necessary for the delivery of ethically and legally sound educational and psychological services.
2. **Impact of School Psychology ED 795 A & B Seminar to the Field of Education:** Developed a two-course sequence, to specifically meet the needs of school psychologists that focuses on single case methodologies within an RTI framework to document the positive impact of assessment-based interventions with individual students.
3. **School Psychology Program Curriculum Revision:** Instrumental in the development of a new course curriculum and sequence of study that aligns with new 2010 NASP training standards for graduate preparation of school psychologists.
4. **Development of CSP 764 Advanced Educational Psychology: Developmental and Biological Bases of Behavior:** In this new course, students will develop advanced knowledge about human neuropsychology relevant to assessment and intervention practices within school settings, and associated biological and cultural influences on human behavior. Relevant aspects of neuroscience will be discussed within the context of cognitive and developmental psychology, learning and education.
5. **Development of CSP 710A Advanced Research in School Psychology:** School psychology trainees in this new course will conduct independent intervention work in school settings to improve academic development, instructional environments, learning aptitude, and mental health/behavioral development. Additionally, students must provide evidence-based and culturally responsive prevention and intervention as it relates to improving schools.
6. **Development of CSP 723 School-based Mental Health Interventions:** This new course presents the state-of-the-art knowledge and research on mental health disorders in school-aged children. School-based mental health is considered in the broader

psychosocial and ecological contexts that can promote mental health or create and maintain symptomatic functioning, including individual, familial, and socio-cultural factors; risk and protective factors, and school climate. Additionally, this course examines evidence-based psychological intervention strategies and programs designed to improve the emotional, behavioral, and social functioning of children and adolescents in school settings.

7. **Attained Doctoral Certification (BCBA-D) as Board Certified Behavior Analyst:** This certificate highlights my skills to effectively develop and implement appropriate assessment and intervention methods for use in school settings and for a range of behavior needs. I use this level of expertise in my courses to support new school psychology trainees in developing competence in assessment and intervention with a wide range of behavioral problems and to build the skills and achievements of children in school settings.
8. **Academic Integrity Workshop:** Developed a newly revised workshop designed to engage incoming Counseling and School Psychology students in discussion and reflection about academic integrity and plagiarism in graduate school.

Textbook and Other Teaching Aids

1. **Common ThrEDs: An Online Case-Based Inquiry Tool for Students and Faculty within the College of Education (COE).** From 2011-2013, I was part of a collaborative project, involving faculty across the COE, to design an online, case-based inquiry tool to provide school professionals rich, authentic, data-based and interactive environments to develop cross-disciplinary collaborations, and continuing professional development in best practices.

Teaching Awards

1. **Most Influential Faculty Member (2009-2010)** chosen by the SDSU School Psychology MA Cohort.
2. **Most Influential Faculty Member (2010-2011)**, chosen by the SDSU School Psychology MA Cohort.

Cross-Departmental Training Grants to Enhance Research-based School Practice.

1. **Collaborative Interventions to Improve English-learner Outcomes (CI²ELO).** Project CI²ELO uses a unique cross-disciplinary, cross-cohort model of transdisciplinary education to prepare school psychologists and speech-language pathologists to meet the needs of dual language learners, with or at-risk of high incidence disabilities.
2. **Transdisciplinary Approaches to Autism Spectrum Disorders (TAASD).** Project TAASD prepares speech-language pathologists and school psychologists in transdisciplinary approaches for services to children and youth with Autism Spectrum Disorders (ASD), their families, and their teachers. Field experiences in partnership with San Diego City Schools as well as biweekly Seminars, Intensive Institutes, and Conference Attendance are major training components.

V. PROFESSIONAL GROWTH

Refereed Journal Articles

1. Gamble, B. E., & **Lambros, K.M.** (2014). Provider perspectives on school-based mental health for urban minority youth: Access and services. *Journal of Urban Learning, Teaching, and Research, 10*, 57-71.
2. Valenzuela, V. Gutierrez, G., & **Lambros, K.M.** (2014). Response to intervention: Using single case design to examine the impact of tier 2 mathematics interventions. *School Psychology Forum: Research in Practice, 8*(3), 144-155.
3. **Lambros, K.M.**, Hurley, M., Hurlburt, M., Zhang, J., & Leslie, L.K. (2010). Special education services for children involved with child welfare/child protective services. *School Mental Health, 2*(4), 177-191. doi 10.1007/s12310-010-9026-5.
4. Leslie, L., **Lambros, K.M.**, Aarons, G., Haine, R., Hough, R. (2008). School-based service use by youth with ADHD in public sector settings. *Journal of Emotional and Behavioral Disorders, 16*(3), 163-177.
5. **Lambros, K.M.**, Culver, S., Angulo, A., & Hosmer, P. (2007). Mental health intervention teams: A collaborative model to promote positive behavioral support for youth with emotional or behavioral disorders. *California School Psychologist, 12*, 59-71.
6. Wood, P.A., Yeh, M., Pan, D., **Lambros, K.M.**, McCabe, K., & Hough, R. (2005). Exploring the relationship between race/ethnicity, age of first school-based services utilization, and age of first specialty mental health care for at-risk youth. *Mental Health Services Research, 7*(3), 185-196.
7. Leslie, L.K, Gordon, J.N, **Lambros, K.M.**, Premji, K., & Peoples, J., & Gist, K. (2005). Addressing the developmental and mental health needs of young children in foster care. *Journal of Developmental and Behavioral Pediatrics, 26*(2), 1-12.
8. Serna, L., **Lambros, K.M.**, Nielsen, E., & Forness, S.R. (2002). Head start children at-risk for emotional or behavioral disorders: Behavior profiles and clinical implications of a primary prevention program. *Behavioral Disorders, 27*(2), 137-141.
9. Gresham, F.M., Lane, K.L., & **Lambros, K.M.** (2001). Terminological accuracy versus political correctness: A rejoinder to Leone. *Journal of Emotional and Behavioral Disorders, 9*(2), 83-85.
10. Lane, K.L., O'Shaughnessy, T., **Lambros, K.M.**, Gresham, F.M., & Beebe-Frankenberger, M. (2001). The efficacy of phonological awareness training with first-grade students who have behavior problems and reading difficulties. *Journal of Emotional and Behavioral Disorders, 9*(4), 219-231.
11. Gresham, F.M., Lane, K.L., McIntyre, L.L., Olson-Tinker, H., Dolstra, L., MacMillan, D., **Lambros, K.M.**, & Bocian, K. (2001). Risk factors associated with the co-occurrence of hyperactivity-impulsivity-inattention and conduct problems. *Behavioral Disorders, 26*(3), 189-199.
12. Lane, K.L., Beebe-Frankenberger, **Lambros, K.M.**, & Pierson, M. (2001). Designing effective interventions for children at-risk for antisocial behavior: An integrated model of

components necessary for making valid inferences. *Psychology in the Schools*, 38(4), 365-379.

13. Serna, L., Nielsen, E., **Lambros, K.M.**, & Forness, S. (2000). Primary prevention with children at-risk for emotional or behavioral disorders: Data on a universal intervention for head start classrooms. *Behavioral Disorders*, 26, 70-84.
14. Forness, S.R., Serna, L.A., Nielsen, E., **Lambros, K.M.**, Hale, M., & Kavale, K. (2000). A model for early detection and primary prevention of emotional or behavioral disorders. *Education and Treatment of Children*, 23(3), 325-345.
15. Gresham, F.M., Lane, K.L., & **Lambros, K.M.** (2000). Comorbidity of conduct and attention deficit hyperactivity problems: Issues of identification and intervention with "Fledgling Psychopaths." *Journal of Emotional and Behavioral Disorders*, 8(2), 83-93.
16. MacMillan, D.L., Gresham, F.M., Bocian, K.M., & **Lambros, K.M.** (1998). Current plight of borderline students: Where do they belong? *Education and Training in Mental Retardation and Developmental Disabilities*, 33(2), 83-94.

Refereed Journal Articles Submitted

1. **Lambros, K.M.**, Kraemer, B., Wager, D., & Culver, S, Angulo, A & Saragosa, M. (under review). Students with dual diagnosis: Can school-based mental health services play a role? *Journal of Mental Health Research in Intellectual Disabilities*.
2. Edwards, N., & **Lambros, K.M.** (under review). Video self-modeling as a reading fluency intervention for English Learners with disabilities. *Contemporary School Psychology*.

Refereed Book Chapters

1. **Lambros, K. M.**, & Barrio, C. (2013). Mental health interventions with Latino students in multi-cultural school environments: A framework for assessing biases and developing cultural competence. In C. Franklin, M. Harris & P. Allen-Meares (Eds.), *The School Services Sourcebook: A Guide for School-Based Professionals (2nd Edition)*. (pp.747-764)New York: Oxford University Press.
2. **Lambros, K.M.**, & Barrio, C. (2006). Mental health interventions with Latino students in multi-cultural school environments: A framework for assessing biases and developing cultural competence. In C. Franklin, M. Harris, and P. Allen-Meares (Eds.), *School social work and mental health worker's training and resource manual*. (pp.765-776). New York: Oxford University Press.
3. Yeh, M., McCabe, K.M., **Lambros, K.M.**, Hough, R.L., Landsverk, J., Hurlburt, M., & Culver, S.W. (2004). Racial/ethnic representation across five public sectors of care for youth with emotional and behavioral problems. In P. Garner, F. Yuen, P. Clough & T. Pardeck (Eds.), *Handbook of emotional and behavioural difficulties in education*. (pp.165-188) London: Sage.
4. Gresham, F.M., Lane, K.L., & **Lambros, K.M.** (2002). Children with conduct and hyperactivity-impulsivity-attention problems: Identification, assessment and intervention with "Fledgling Psychopaths." In K.L. Lane, F.M. Gresham, & T. O'Shaughnessy (Eds.),

Interventions for children with or at-risk for emotional and behavioral disorders. (pp. 210-222). Boston: Allyn & Bacon.

5. Gresham, F.M., Lane, K.L., & **Lambros, K.M.** (2001). Comorbidity of conduct problems and ADHD: Identification of "Fledgling Psychopaths." In H.M. Walker and M.H Epstein (Eds.). *Making schools safer and violence free: Critical issues, solutions, and recommended practices.*(pp.17-27). Austin, Texas: PROED.
6. McMahon, C., **Lambros, K.M.**, & Sylva, J. (1998). Chronic illness in childhood. In T.S. Watson & F.M. Gresham (Eds.), *Child behavior therapy: Ecological considerations in assessment, treatment, and evaluation.* (pp. 311-333). New York: Plenum Press.
7. Gresham, F.M., & **Lambros, K.M.** (1998). Behavioral and functional assessment. In T.S. Watson & F.M. Gresham (Eds.), *Child behavior therapy: Ecological considerations in assessment, treatment, and evaluation.* (pp. 3-22). New York: Plenum Press.

Non-refereed Journal Articles

1. **Lambros, K.M.**, & Leslie, L. (2005). Collaboration between parents, school systems, and community resources in the management of the child with a learning disorder. *Pediatric Annals, 34*(4), 275-287.
2. **Lambros, K.M.**, Ward, S.L., & Bocian, K.M., MacMillan, D.L. & Gresham, F.M. (1998). Behavioral profiles of children at-risk for emotional and behavioral disorders: Implications for assessment and classification. *Focus on Exceptional Children, 30*(5) 1-16.

Publications In Process

1. Gamble, B. E., & **Lambros, K.M.** School-based mental health provider's report of their social capital networks utilized on behalf of youth in schools. *Contemporary School Psychology*
2. **Lambros, K.M.**, Yeh, M., et al. Examination of the relationship between parent and therapist acculturation level and endorsement of beliefs about causes of youth mental health problems in school-based treatment.
3. **Lambros, K.M.** Thinking "out of the box" and "into the pyramid." How does the RTI model in education foster innovative thinkers and school reform?

Funded Research Grants

Ongoing Support

2012-2014 SDSU University Grants Program (UGP)
"Parental Perspectives of an Integrated Educational and Mental Health Treatment Model in San Diego Unified Schools.

Project Investigator: K. Lambros (25%)

The parental perspectives of an integrated educational and mental health treatment program in San Diego Unified Schools will be explored. A random sample of 75 parents will be asked about (a) their level of satisfaction with MHIT program services, (b) specific mental health symptoms in their child as a function of intervention services, and (c) family demographics. This evaluation includes important stakeholder input (i.e., parents) in the examination of school-based

mental health services for students receiving special education for emotional and behavioral disorders (EBD).

Awarded: \$9,986

Completed Support

- 2011-2012 SDSU University Grants Program (UGP)
"Impact of an Integrated Educational and Mental Health Treatment Model on Outcomes for Students with Emotional and Behavioral Disorders"
Project Investigator: K. Lambros (25%)
This project included a systematic examination of an integrated educational and mental health intervention model for elementary (K-5) and middle school (6-8) youth receiving special education services for emotional and behavioral disorders (EBD). Additionally, this study investigated the social, behavioral and mental health outcomes of this type of service provision.
Awarded: \$10,000
- 2004-2011 National Institute of Mental Health (NIMH)
"Cognitive Consensus in Cross-Cultural Competence" R01 MH071483-01
Primary Investigator: M. Yeh
Co-Investigator: K. Lambros (25%)
This project examined school-based usual care treatment and rigorously investigated the mechanisms and processes of health care disparities using an innovative, mixed methods approach to examine tenets of "cognitive consensus" theory from the industrial/organizational literature on team functioning as they related to school-based mental health treatment for youth.
Awarded: \$3,618,000
- 2006-2007 Administration on Children and Families (ACF), U.S. Department of Health and Human Services (US DHHS)
"Advancing Knowledge on Needs and Service Use for High Risk Children in Child Welfare"
Primary Investigator: L. Leslie
Co-Investigator: K. Lambros (10%)
This 17-month award used longitudinal data collected under the National Study on Child and Adolescent Well-being (NSCAW) to examine youth developmental and mental health need and service use in a national probability sample of youth investigated by child protective services/child welfare for abuse and/or neglect.
Awarded: \$100,000
- 2002-2007 U.S. Department of Education, Department of Health & Human Services, Department of Justice
"Safe Schools Healthy Students Evaluation"
Primary Investigator: J. Landsverk
Co-Investigator: K. Lambros (50%)
The SS/HS initiative enhanced existing programs and built a comprehensive strategy for child and adolescent mental health. Partners included San Diego Unified School District, County of San Diego Health and Human Services Agency Children's Mental Health Services, and the San Diego Police Department.
Awarded: Evaluation subcontract to CASRC - \$925,964

Funded Training Grants

Ongoing Support

- 2011-2016 U.S. Department of Education, Office of Special Education Programs.
“Collaborative Interventions to Improve English Learners’ Outcomes CI²ELO”
***Project Director: K. Lambros (50%)**; V. Gutierrez-Clellen, Project Co-Director.
Preparation of school psychologists and speech-language pathologists to collaborate with each other and classroom teachers to provide classroom-based literacy interventions for young English-learners at risk or identified with disabilities. Partnership with a multilingual elementary school in San Diego City Schools.
Awarded: \$1.2 million
*In April 2012, I assumed the directorship of Project CI²ELO because of the sudden passing of Dr. Cook-Morales – School Psychology faculty member and CSP Department Chair.
- 2011-2016 U.S. Department of Education, Office of Special Education Programs
“Transdisciplinary Approaches to Autism Spectrum Disorders (TAASD)”
Project Director: V. Gutierrez-Clellen; **K. Lambros**; ***Project Associate (10%)**.
Preparation of speech-language pathologists and school psychologists in transdisciplinary approaches for services to children and youth with ASD, their families, and their teachers. Field experiences in partnership with San Diego City Schools.
Awarded: \$1.2 million
* In April 2012, I assumed the position of Project Associate Project TAASD because of the sudden passing of Dr. Cook-Morales – School Psychology faculty member and CSP Department Chair.

Completed Support

- 2004-2006 Child Abuse Prevention Foundation (CAPF), Children’s Hospital and Health Center (CHHC), San Diego County Health and Human Services Agency (HHSA), Child and Adolescent Services Research Center (CASRC), and the First 5 Commission of San Diego-Prop 10
“Developmental Screening and Enhancement Program” (DSEP)
Primary Investigator: L. Leslie & H. Hayden-Wade
Outcomes Coordinator: K. Lambros (50%)
DSEP addresses the developmental and behavioral needs of children, ages 0-5, entering the San Diego County foster care system. DSEP provides developmental and behavioral assessments, case management and referral to early intervention or treatment services, as well as education for foster parents and relatives.
Awarded: \$613,264

Post Doctoral Fellowship

- 1999-2000 National Institute of Mental Health; Administration on Children, Youth and Families
“Systematic Early Detection and Self-Determination Approach for Mental Health Intervention in Head Start”

This project utilized both early detection and a classroom-wide primary prevention approach to develop adaptive, social, and behavioral skills in children within Head Start classrooms. This project was part of a new young children's mental health research initiative designed to develop and test applications of theory-based

research or state-of-the-art techniques for the prevention, identification and/or treatment of children's mental health disorders within a Head Start context.

Unpublished, Refereed Papers before Professional Conferences

- Edwards, N., & **Lambros, K.M.** (February, 2015). Video Self-Modeling as a Reading Fluency Intervention for English Learners with Disabilities. Paper presented at the National Association of School Psychologists (NASP) conference. Orlando.
- Valenzuela, V., Gutierrez, G., & **Lambros, K.M.** (October, 2014). RTI: Examining Responsiveness to Multi-tiered Mathematics Interventions Using Single Case Design. Paper presented at the California Association of School Psychologists (CASP) conference. San Diego.
- Campana, J., Vince Whitman, C., & **Lambros, K.M.** (November, 2010). *School mental health interventions to address school safety and academic functioning in disadvantaged communities*. Paper presented at the Sixth World Conference on the Promotion of Mental Health and Prevention of Mental and Behavioral Disorders, Washington, DC.
- Lambros, K.M.** (2007, May). *Best practices in developmental and behavioral assessment for children*. Paper presented at the Essential Topics in Pediatrics: Exploring the Developmental Spectrum, San Diego, CA.
- Lambros, K.M.** (2006, January). *Best practices in developmental and behavioral assessment for children 0-5*. Paper presented at the 20th Annual San Diego International Conference on Child and Family Maltreatment, San Diego, CA.
- Gresham, F.M., Dolstra, L., **Lambros, K.M.**, Lane, K.L., McLaughlin, V. (2000, November). *Teacher expected model behavioral profile: Changes over time*. Paper presented at the Teachers and Educators Conference on Behavioral Disorders. Tempe, AZ.
- McIntyre, L.L., Ward, S.L., **Lambros, K.M.**, Olsen-Tinker, H., & McLaughlin, V. (2000, March). *Utility, methodology, and stability of sociometrics in a school setting*. Paper presented at the National Association of School Psychologists (NASP), national conference. New Orleans, LA.
- O'Shaughnessy, T., Gresham, F.M., Lane, K.L., Beebe-Frankenberger, M., & **Lambros, K.M.** (2000, March). *Children with reading difficulties and coexisting behavior problems: Early identification and intervention*. Paper presented at the National Association of School Psychologists (NASP), national conference. New Orleans, LA.
- Serna, L., Nielsen, E., **Lambros, K.M.** & Forness, S. (2000, March). *Early detection and primary prevention with head start children at-risk for emotional or behavioral disorders*. Paper presented at the 33rd annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities. San Diego, CA.
- Serna, L., Nielsen, E., **Lambros, K.M.** & Forness, S. (1999, November). *Primary prevention with children at-risk for emotional or behavioral disorders: Data on a universal intervention for head start classrooms*. Paper presented at the Teachers and Educators Conference on Behavioral Disorders. Tempe, AZ.

Lane, K.L., O'Shaughnessy, T. Gresham, F.M., & **Lambros, K.M.** (1999, November). *The efficacy of phonological awareness training with students who have externalizing and hyperactive-inattentive behavior problems*. Paper presented at the Teachers and Educators Conference on Behavioral Disorders. Tempe, AZ.

Lambros, K.M. (1999, November). *Examination of conduct problems and hyperactivity-impulsivity-attention problems as correlates of fledgling psychopathy: A longitudinal perspective of children at-risk*. Paper presented at the Teachers and Educators Conference on Behavioral Disorders. Tempe, AZ.

Gresham, F.M., Lane, K.L., & **Lambros, K.M.** (1999, November). *Comorbidity of conduct and attention deficit hyperactivity problems: Issues of identification and intervention with "fledgling psychopaths"*. Paper presented at the Teachers and Educators Conference on Behavioral Disorders. Tempe, AZ.

MacMillan, D., Reschly, D.J., Bocian, K., **Lambros, K.M.**, Lopez, M., & Sylva, J. (1997, April). *School classification decisions in cases of mild disabilities: Discrepant from definitions*. Paper presented at the National Association of School Psychologists (NASP), national conference. Los Angeles, CA.

Bocian, K., **Lambros, K.M.**, & Ward, S. (1996, November). *Behavioral profiles of children at-risk for emotional and behavioral disorders: Implications for assessment and classification*. Paper presented at the Teacher and Educators Conference on Behavioral Disorders. Tempe, AZ.

Lambros, K.M. & McMahon, C.M. (1996, March). *Prevention and intervention: Building resilience to school violence through peer mediation and conflict resolution training*. Paper presented at the National Association of School Psychologists (NASP), national conference. Atlanta, GA.

Unpublished, Refereed Faculty Mentored Posters or Participant Information Exchanges before Conference Presentations

Lam, J., Yeh, M., McCabe, K., & **Lambros, K.M.** (April, 2015). *Is Adolescent-Rated Problem Severity Related To Youth Agreement With Therapist On Problem Etiology?* Poster accepted for presentation at the Western Psychological Association (WPA) conference. Las Vegas.

Edwards, N., & **Lambros, K.M.** (October, 2014). *Video Self-Modeling as a Reading Fluency Intervention for English Learners with Disabilities*. Poster presented at the California Association of School Psychologists (CASP) conference. San Diego.

Valenzuela, V., Gutierrez, G., & **Lambros, K.M.** (February, 2014). *RTI: Examining Responsiveness to Multi-tiered Mathematics Interventions Using Single Case design*. Poster presented at the National Association of School Psychologists (NASP) national conference. Washington DC.

Ontiveros, E. & **Lambros, K.M.** (March, 2013). *Enhancing English Language Learners (ELL) Reading Fluency: A Single Case Design*. Poster presented at the SDSU Student Research Symposium. San Diego, CA.

- Ontiveros, E. & **Lambros, K.M.** (February, 2013). Enhancing English Language Learners (ELL) Reading Fluency: A Single Case Design. Poster presented at the National Association of School Psychologists (NASP) national conference. Seattle, WA.
- Taleghani, Y. & **Lambros, K.M.** (February, 2012). Effectiveness of the Read Naturally Program: A Single-Case Design. Poster presented at the National Association of School Psychologists (NASP) national conference. Philadelphia, PA.
- Smith, D. & **Lambros, K.M.** (February, 2012). Effectiveness of *Teacher-Directed PALS*: A Single Case Design. Participant Information Exchange (PIE) presented at the National Association of School Psychologists (NASP) national conference. Philadelphia, PA.
- Cook-Morales, V.M., Robinson-Zañartu, C., Ingraham, C., Duren Green, T., & **Lambros, K.M.** (February, 2011). *Equitable Admissions: The Missing Key in Recruitment and Retention of Diverse Students*. Poster presented at the National Association of School Psychologists (NASP) national conference. San Francisco, CA.
- Barba, Y., & **Lambros, K.M.** (February, 2011). *Spanish reading intervention outcomes for English Language Learners*. Participant Information Exchange (PIE) presented at the National Association of School Psychologists (NASP) national conference. San Francisco, CA.
- Clarey, A., & **Lambros, K.M.** (February, 2011). *Enhancing newcomer English Language Learners' phonemic awareness*. Participant Information Exchange (PIE) presented at the National Association of School Psychologists (NASP) national conference. San Francisco, CA.
- Pontino, N., & **Lambros, K.M.** (February, 2011). *Alternating treatment design to examine reading fluency interventions*. Participant Information Exchange (PIE) presented at the National Association of School Psychologists (NASP) national conference. San Francisco, CA.
- Rachel, M., & **Lambros, K.M.** (February, 2011). *Using research based interventions to increase academic engaged time*. Participant Information Exchange (PIE) presented at the National Association of School Psychologists (NASP) national conference. San Francisco, CA.
- McLaughlin-Cheng, & **Lambros, K.M.** (1997, April). *The use of listening passage previewing technique and curriculum based measurement on the enhancement of oral reading fluency in students with attention deficit/hyperactivity disorder and learning disabilities*. Poster presented at the National Association of School Psychologists (NASP) national conference. Los Angeles, CA.
- McMahon, CM., & **Lambros, K.M.** (1996, March). *Increasing diversity and effectiveness of prevention programs: Assessment of elementary school students' intervention acceptability*. Poster presented at the National Association of School Psychologists (NASP), national conference. Atlanta, GA.
- Lambros, K.M.**, & Bryson, J.B. (1993, March). *Gender differences in acceptability of jealousy response styles*. Poster presented at the Psychology Student Research Conference, San Diego, CA.

Lambros, K.M., & Bryson, J.B. (1993, April). *Sex differences in acceptability and likelihood of jealousy responses*. Poster presented at the Western Psychological Association (WPA) national conference, Phoenix, AZ.

Other Scholarly Presentations

Green , T. & **Lambros, K.M.** (2013, April). *New Outlook on an Old Problem: Addressing Disproportionality through Non-Biased Assessment and Intervention*. Presentation at the San Diego South County Special Education Local Plan Area, San Diego, CA.

Lambros, K.M. (2008, January). *Mental health intervention teams: A collaborative model to promote positive behavioral support for youth with emotional or behavioral disorders* Paper presented at San Diego State University, San Diego, CA.

Scholarly Awards and Acknowledgements

1. ***Awarded Position in NCSE Summer Research Training Institute:*** Attended a training Institute to increase the national capacity of education researchers to conduct single-case intervention studies that have scientifically credible methodology and analyses. This 5-day Institute provided intensive training in the skills required to plan, design, implement, and conduct analyses for a single-case intervention study.
2. ***Junior Faculty Professional Development Scholarship,*** awarded in 2012 by the PsychCorp Annual Trainers of School Psychologists.
3. Acknowledgement in Sattler. J. (2014). *Foundations of Behavioral, Social, and Clinical Assessment of Children (Sixth Edition)*. This acknowledgement was for scholarly collaboration on two of the appendices (i.e., *Tips for Teachers, Tips for Parents*) included in the latest edition of this book.

Participation in Professional Associations

- Current member, *National Association of School Psychologists (NASP)*
- Current member, *California Association of School Psychologists (CASP)*
- Current member, *San Diego Association of School Psychologists (SANDCASP)*
- Current member, *American Educational Research Association (AERA)*
- Past member, *Council for Exceptional Children (CEC)*
- Past member, *American Psychological Association, Division 16 (School Psychology)*
- Past member, *California Teachers Association/National Education Association*

VI. SERVICE FOR THE UNIVERSITY, THE PROFESSION, AND THE COMMUNITY

Service for the University

University Level:

2012- present SDSU Faculty Hearing Panel.

College of Education (COE) Level:

- 2010 - present College of Education Honors and Awards Committee (Alternate).
2009 - present College of Education Research Committee.

CSP Department Level:

- 2014 -2015 Counseling and School Psychology Faculty (Visiting) Search Committee: School Psychology.

2011-2012 Presenter: *Academic Integrity Workshop*. Developed a newly revised workshop designed to engage incoming CSP students in discussion and reflection about academic integrity and plagiarism in graduate school.

2010 - present School Psychology Student Association (SPSA) Faculty Advisor.
2008 - present Counseling and School Psychology Resilience Scholarship Committee.

2008 - present School Psychology Program Admissions Committee.
2008 - present School Psychology Program Committee.
2007-2008 School-Based Programs Committee.
2008 - present School Psychology Program Advisor: 15 students.

Service for the Profession

- 2014 (May) *Reviewer, Office of Special Education (OSEP)*. Personnel Preparation in Special Education, Early Intervention, and Related Services, Focus Area C: Preparing Personnel to Provide Related Services to Children, Including Infants and Toddlers, with Disabilities (CDFR 84.325K) competition.

2010-present *Reviewer, Remedial and Special Education (RASE)*. Impact Factor: 1.013. Now ranked 19/37 in Education, Special.

Service for the Community

- 2013 (April) Workshop presented at the San Diego South County Special Education Local Plan Area, San Diego, CA. *New Outlook on an Old Problem: Addressing Disproportionality through Non-Biased Assessment and Intervention*. Co-presented with Dr. Tonika Green.

2013- present Project Specialist, *Project CARES: Culturally Affirming Responsible Education Specialist*. This federal-funded project prepares highly qualified pre-service school psychologists, school counselors, and school social workers to improve outcomes for culturally and linguistically diverse (CLD) children in foster care with disabilities.

2012- present Advisory Board Member, *Center for Counseling and Community Engagement*.

- 2012 – present Licensed Foster Home (LFA). Training and licensure received through Angels Foster Family Network, a licensed foster family network focused on prevention, building attachment and bonding, and healthy growth and development in children 0-5 in San Diego County.
- 2004 - present Consultant: *Mental Health Resource Center*, San Diego Unified School District. Provide consultation on evidence-based practice as well as conducts evaluation of district mental health programs.
- 2005 - present Group Leader: *Incredible Years: Teacher Classroom Management*
This evidence-based training series addresses children’s problems ranging from preventive efforts with all students in a classroom to individual children diagnosed with disruptive behavior disorders.