

## **DAVID SHRIBERG, PH.D.**

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### **Education**

**Ph.D.:** School/Counseling Psychology, Northeastern University, June 2003.

**M.S.:** School Psychology, Northeastern University, June 1999.

**B.S.:** Human Development and Family Studies, Cornell University, December 1993.

### **Publications**

Shriberg, D. (in press). The school psychologist as leader and change agent. Manuscript accepted for publication in *Journal of Applied School Psychology*.

Shriberg, D. & Kruger, L.J. (in press). High stakes testing: New roles and opportunities for school psychologists: Introduction to special topic issue. Manuscript accepted for publication in *Journal of Applied School Psychology*.

Brown, S.L., Shriberg, D., & Wang, A. (in press). Diversity on the rise? A review of school psychology journals from 2000-2003. Manuscript accepted for publication in *Psychology in the Schools*.

Kruger, L.J., & Shriberg, D. (in press). *High stakes testing: New roles and opportunities for school psychologists*. Lawrence Erlbaum, Inc.: Mahwah, NJ.

Shriberg, D. (2006). The role of demographics and opportunity to learn in predicting performance on a high-stakes test. *Journal of Applied School Psychology*, 23, 59-76.

Shriberg, D., & Shriberg, A.B. (2006). High stakes testing and dropout rates. *Dissent*, 71-76.

Shriberg, A.J., Shriberg, D., & Kumari, R. (2005). *Practicing leadership: Principles and applications* (3<sup>rd</sup> ed.). John Wiley & Sons, Inc: New York.

Shriberg, D. (2005). Psychology I: Intelligence and personality. In A.J. Shriberg, D. Shriberg, & R. Kumari (Eds.), *Practicing leadership: Principles and applications* (3<sup>rd</sup> ed., pp. 57-72). New York: Wiley.

Shriberg, D. (2005). Psychology II: Motivation. . In A.J. Shriberg, D. Shriberg, & R. Kumari (Eds.), *Practicing leadership: Principles and applications* (3<sup>rd</sup> ed., pp. 73-85). New York: Wiley.

- Shriberg, D., & Shriberg, A.J. (2005). Communication. . In A.J. Shriberg, D. Shriberg, & R. Kumari (Eds.), *Practicing leadership: Principles and applications* (3rd ed., pp. 86-103). New York: Wiley.
- Shriberg, A.J., & Shriberg, D. (2005). Classical approach to the study of leadership. . In A.J. Shriberg, D. Shriberg, & R. Kumari (Eds.), *Practicing leadership: Principles and applications* (3rd ed., pp. 177-200). New York: Wiley.
- Mullin, S., & Shriberg, D. (2005). . In A.J. Shriberg, D. Shriberg, & R. Kumari (Eds.), *Practicing leadership: Principles and applications* (3rd ed., pp. 225-243). New York: Wiley.
- Shriberg, A.J., & Shriberg, D. (2005). Practicing leadership: It's your turn. . In A.J. Shriberg, D. Shriberg, & R. Kumari (Eds.), *Practicing leadership: Principles and applications* (3rd ed., pp. 264-273). New York: Wiley.
- Shriberg, D., Kumari, R., & Shriberg, A. (2005). *Resource manual for practicing leadership: Principles and applications* (3<sup>rd</sup> ed.). New York: John Wiley & Sons, Inc.
- LaRoche, M.J., & Shriberg, D. (2004). High stakes exams and Latino students: Towards a culturally sensitive education for Latino children in the United States. *Journal of Educational and Psychological Consultation*, 15, 205-223.
- Kruger, L.J., & Shriberg, D. (2003). A team approach to planning career development programs. In T.F. Harrington (Ed.), *Handbook of career planning for students with special needs* (3<sup>rd</sup> ed., pp. 505-520). Austin, TX: Pro-Ed.
- Shriberg, A.J., Shriberg, D., & Lloyd, C. (2001). *Practicing leadership: Principles and applications* (2<sup>nd</sup> Ed.). New York: John Wiley & Sons, Inc.
- Shriberg, D., Burke, A.D., & Shriberg, A.J. (2001). *Instructor's manual for practicing leadership: Principles and applications* (2<sup>nd</sup> Ed.). John Wiley & Sons, Inc: New York.
- Shriberg, D. (2001). The school psychologist as social enforcer: Is that what we went to school for? *The School Psychologist*, 55, 23-24.
- Kruger, L.J., Maital, S., Macklem, G., Shriberg, D., Burgess, D.M., Kalinsky, R., & Cocoran, K. (2001). Sense of community among school psychologists on the Internet. *Professional Psychology: Research and Practice*, 32, 515-527.
- Shriberg, D., & Harbison, A. (1998). *Global Beads: A facilitated learning activity in socialization* [Brochure]. Cincinnati, OH: Global Lead Management Consulting.
- Shriberg, A., Lloyd, C., Shriberg, D., & Williamson, M.L. (1997). *Practicing leadership: Principles and applications*. New York: John Wiley & Sons, Inc.

Shriberg, D., Leupen, S., & Shriberg, A. (1997). *Resource manual for practicing leadership: Principles and applications*. New York: John Wiley & Sons, Inc.

## **Works in Progress**

Shriberg, D., Geer, A., & Thomas, A. (under review). *Do surveys using NASP members or state school psychology association members as respondents reflect the broader field of school psychology?* Manuscript submitted for publication.

Green, S. & Shriberg, D. (under review). *An examination of gender bias in requests for assistance for students with academic and behavioral concerns*. Manuscript submitted for publication.

Shriberg, D. & Pearrow, M. (under review). An ecological perspective on forging home/school partnerships: A case example involving prevention of emotional disturbance in elementary school children. Invited chapter to appear in M. Ballou & G. Rebreovic (Eds.), *Ecological strategies for change: Psychological, relational, and socio-structural*.

Shriberg, D. (in preparation). Social justice and school psychology: A natural connection.

Shriberg, D., Bonner, M., Marks, A., Hyland, M., & Ring, C. (in preparation). Social justice through a school psychology lens: Definitions and applications.

Pearrow, M. & Shriberg, D. (in preparation). School-based violence prevention: An ecological examination of the second step curriculum. Invited chapter to appear in M. Ballou & G. Rebreovic (Eds.), *Ecological strategies for change: Psychological, relational, and socio-structural*.

Hyland, M., & Shriberg, D. (in preparation). Application of multicultural principles to a school-based conflict resolution group.

## **Conference Presentations**

Shriberg, D. (2007, April). *School psychologists as agents of social justice: Definitions and applications*. Individual paper discussion accepted for presentation at the annual meeting of the American Educational Research Association, Chicago, IL.

Shriberg, D. (2007, March). *School psychologists as agents of social justice*. Chair of symposium to be presented at the annual meeting of the National Association of School Psychologists, New York, NY.

Shriberg, D. (2007, March). *School psychology in a high-stakes era: Challenges and opportunities*. Chair of symposium to be presented at the annual meeting of the National Association of School Psychologists, New York, NY.

Shriberg, D., Bonner, M., & Sarr, B. (2007, March). Social justice from the perspective of

- multicultural experts in school psychology. In D. Shriberg (Chair), *School psychologists as agents of social justice*. Accepted symposium presentation to be given at the annual meeting of the National Association of School Psychologists, New York, NY.
- Shriberg, D. (2007, March). The school psychologist as leader in a high-stakes era. In D. Shriberg (Chair), *School psychology in a high-stakes era: Challenges and opportunities*. Accepted symposium presentation to be given at the annual meeting of the National Association of School Psychologists, New York, NY.
- Shriberg, D., & Hicks, K. (2006, November). Training for social justice in school psychology: Student and faculty perspectives. In K. McMahon-Klosterman (Chair), *Just teaching for social justice*. Symposium conducted at the annual meeting of the Association for Humanist Sociology, St. Louis, MS.
- Shriberg, D., Marks, A.R., Hyland, M., & Ring, C. (2006, March). *Defining and applying social justice in school psychology*. Paper presented at the annual meeting of the National Association of School Psychologists, Anaheim, CA.
- Shriberg, D. & Marks, A.R. (2006, March). *Leadership through the lens of school psychology*. Paper presented at the annual meeting of the National Association of School Psychologists, Anaheim, CA.
- Shriberg, D. (2006, March). *With a little help from my critical friend: Developing cultural competence through case study and dialogue*. Presentation given at the Lilly Conference on College Teaching-West, Pomona, CA.
- Vazquez-Nuttall, E., Shriberg, D., Pezaris, E., & Nitzberg, J. (2005, July). *Developing effective parent involvement coalitions: The Massachusetts parent involvement project*. Paper presented at the annual meeting of the International School Psychology Association, Athens, Greece.
- Shriberg, D. (2004, April). *High-stakes testing and its implications for school psychology*. Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.
- Shriberg, D., Nuttall, R.L., & Vazquez-Nuttall, E. (2002, February). *Predictors of success for at-risk students on a high-stakes achievement test*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Nuttall, R.L., Nitzberg, J., Vazquez-Nuttall, E., Shriberg, D., & Iseki, A. (2002, February). Developing effective parent involvement coalitions: The Massachusetts parent involvement project. In E. Vazquez-Nuttall (Chair), *Parent involvement: What have we learned, where are we heading?* Symposium conducted at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Shriberg, D., Li, C., & Cerejo, J. (2000, August). Teaching multiculturalism within an ecological

- framework: Student/faculty perspectives. In E. Vazquez-Nuttall (Chair), *School psychology, multiculturalism, and graduate training: A student-faculty dialogue*. Symposium conducted at the annual meeting of the American Psychological Association, Washington, DC.
- Nuttall, R.L., Vazquez-Nuttall, E., Isecki, E., Shriberg, D., & Cerejo, J. (2000, August). *Parent involvement and its relationship to student math achievement*. Poster session presented at the annual meeting of the American Psychological Association, Washington, DC.
- Shriberg, D., & Vazquez-Nuttall, E. (1999, September). *PROJECT TEAM: Providing future school-based mental health professionals with multidisciplinary training experiences*. Poster session presented at the 4<sup>th</sup> National Conference on Advancing School-Based Mental Health Services, Denver, CO.
- Kruger, L., Shriberg, D., Donovan, P., & Burgess, D. (1999, August). *An internet-based professional development community*. Poster session presented at the annual meeting of the American Psychological Association, Boston, MA.
- Cerejo, J., Shriberg, D., Vazquez-Nuttall, E., & Lifter, K. (1999, August). *The importance of training culturally competent, team-focused school psychologists*. Poster session presented at the annual meeting of the American Psychological Association, Boston, MA.
- Shriberg, D. (1999, August). Promoting student activism in multicultural issues. In D. Shriberg (Chair), *Multiculturalism: What does it mean and how can it be best translated into school psychology research and practice?* Symposium conducted at the annual convention of Student Affiliates in School Psychology, Boston, MA.
- Shriberg, D., Vazquez-Nuttall, E., & Lifter, K. (1999, April). *Psychology is not enough: The importance of interdisciplinary training in the preparation of school psychology professionals*. Poster session presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV.
- Suyemoto, K., Cox, A., Czopp, A., Lasane, T., Li, C., Sanchez, W., Shriberg, D., & Zold, E. (1999, April). *Teaching and learning multicultural psychology*. Panel presentation at the annual meeting of the Eastern Psychological Association, Providence, RI.
- Shriberg, D., & Vazquez-Nuttall, E. (1999, January). *Challenges in providing multidisciplinary, culturally sensitive, early intervention training experiences*. Presentation given at the Second Hispanic Congress of Health Related Professions and Winter Meeting of the Association of Schools of Allied Health Professions, San Juan, Puerto Rico.
- Lifter, K., Vazquez-Nuttall, E., Shishmanian, E., Peirent, M., Reed, S., Shriberg, D., Small, C., & Velazquez, E. (1998, April). *PROJECT TEAM: Teams preparing teams of early intervention personnel*. Presentation given at the Nineteenth Annual Conference of the Massachusetts Early Intervention Consortium, Sturbridge, MA.

## **Professional Experience**

**Assistant Professor**, Loyola University Chicago, School Psychology Program, College of Education, Chicago, Illinois, August 2006-present. *Duties:* Member of Psychology and Research in the Schools affinity group and school psychology program committee. Instructor for several graduate courses, including Seminar in Professional School Psychology, Characteristics of Psychopathology in Childhood and Adolescence, School Psychology Specialty Practicum, and Theories of Counseling and Psychotherapy. Conduct active research program in numerous topic areas, including social justice, leadership, high-stakes testing, and home/school/community partnerships. Conduct research advising for students in Ph.D. and specialist programs in school psychology.

**Assistant Professor**, Miami University, Department of Educational Psychology, Oxford, Ohio, August 2004-August 2006. *Duties:* instructor for numerous courses, including graduate (Role and Functions of the School Psychologist, Group Counseling, Counseling Practicum, Teacher Leadership) and undergraduate courses (Educational Measurement) in school psychology and teacher education. Initiated and conducted numerous research projects involving multiple graduate students, many of which have resulted in peer-reviewed publications. Taught and supervised practicum students, served as chair of three and as member of seventeen Ed.S. thesis committees and as member of one doctoral thesis committee, creator and evaluator of school psychology comprehensive exam questions, member of doctoral oral exam committee, supervised five graduate assistants, member of several departmental committees, academic advisor for eleven graduate students.

**Visiting Assistant Professor**, Miami University, Department of Educational Psychology, Oxford, Ohio, August 2003-August 2004. *Duties:* course instructor for four courses per term, including graduate and undergraduate courses in school psychology and teacher education. Courses taught include Role and Functions of the School Psychologist, Consultation, Counseling Theories, Educational Measurement, Personality Theory and Measurement, and Cognitive Assessment. Also served as chair for one Ed.S. thesis committee, as member of twelve others, and as supervisor of graduate assistant.

**Predoctoral Intern**, Applewood Centers, Inc., Cleveland, Ohio, August 2002-August 2003. *Duties:* maintained individual and family psychotherapy caseload of approximately 25 clients at APA-approved internship, splitting time between community mental health clinic and a K-8 public school in urban Cleveland. Also consulted regularly with teachers, school administrators and mental health staff, physicians, and case managers, ran social skills groups for school age children, and led professional development program for clinic staff.

**MCAS Research Team Member**, Boston College, Newton, Massachusetts, January 2001-January 2002. *Duties:* Member of grant-funded research team under the leadership of Ronald Nuttall, Ph.D., investigating the impact of the Massachusetts Comprehensive Assessment System (MCAS) on “at-risk” youth. Duties included conducting focus groups with school personnel, creating a large survey about the MCAS for Massachusetts educational professionals, data analysis, and significant writing responsibility for the final project report.

**School Psychologist/Guidance Counselor**, Carlisle Public Schools, Carlisle, Massachusetts, September 2001-June 2002. *Duties*: led multiple counseling groups, crisis team member, coordinated service delivery, conducted diagnostic evaluations and pre-referral activities, consulted with teachers and parents, and developed programs for students in grades preK-2 in rural/suburban Boston school district.

**Diversity Trainer**, September 2000-present. *Duties*: facilitated trainings focused on diversity issues in schools for teachers and/or students as part of the Anti-Defamation League's *Classroom of Difference* program. Recently have led diversity workshops at the University of Kentucky and SYSCO, Inc. as an independent trainer.

**Psychology Practicum Student**, Harvard Medical School, Children's Hospital, Martha Eliot Health Center, Boston, Massachusetts, September 2000-June 2001. *Duties*: provided individual and family psychotherapy and consultation services for clients at community health center. Over 200 therapy sessions conducted with clients age 7-55.

**School Psychologist**, Milton Public Schools, Milton, Massachusetts, September 2000-February 2001. *Duties*: school psychologist for two elementary schools and one preschool in diverse school district.

**School Psychologist/Consultant**, The Learning Lab at Lesley College, Cambridge, Massachusetts, April 2000-June 2002. *Duties*: provided assessment and consultation services for a private practice specializing in assessment of learning disorders in children.

**School Psychologist**, Quincy Public School System, Quincy, Massachusetts, September 1999-November 1999. *Duties*: provided direct assessment, observation, and consultation services while school psychologist was on maternity leave for an elementary and a middle school within a large, ethnically diverse community.

**School Psychology Practicum Student**, Newton North High School, Newtonville, Massachusetts, September 1998-June 1999. *Duties*: primary responsibility for numerous assessment (intellectual, academic, and personality) cases, intake interviews, individual and group counseling sessions, and case consultation for a culturally diverse high school of over 2000 students.

**Research Team Member**, Northeastern University, Boston, Massachusetts, January 1998-January 2000. *Duties*: member of research team developing a virtual professional support community for school psychologists. Co-authored manuscript published in *Professional Psychology: Research and Practice* based on study that examined parallels between "real" and "virtual" communities conducted under direction of Louis Kruger, Psy.D.

**Research Assistant**, Northeastern University, Boston, Massachusetts, September 1997-June 2000. *Duties*: primary organizer and presenter for a number of national and local poster and panel presentations on the subjects of multicultural issues and the importance of multidisciplinary training. Other duties included grant writing and research support, including work on a book on preschool assessment under direction of Ena Vazquez-Nuttall, Ed.D.

**Psychology Practicum Student**, Brighton-Dimmock Early Intervention Program, Dorchester, Massachusetts, September 1997-June 1998. *Duties*: led weekly play groups, conducted home visits, case management, intake, and clinical assessment at early intervention site serving infants and toddlers with special needs and their families.

**Research Assistant**, Northeastern University, Boston, Massachusetts, September 1997-June 1998. *Duties*: member of research team investigating the impact of play interventions on language development in “at risk” children. Involved team meetings, data collection, and video coding under direction of Karin Lifter, Ph.D.

**Mental Health Counselor**, Forest Psychcare Hospital, Des Plaines, Illinois, June 1996-April 1997. *Duties*: supervised activities of adolescent and adult patients at inpatient intensive care psychiatric facility. Involved individual/group counseling, treatment planning, processing skills and therapeutic interventions.

**Author and Consultant**, Shriberg and Associates, Cincinnati, Ohio, February 1996-present. *Duties*: co-author of college textbook on leadership (now in its third edition). Primary researcher and author for over 25 “World of Difference” articles, a syndicated newspaper column on the subject of cultural diversity. Also have worked as consultant to Health Alliance of Cincinnati, General Electric, Global Lead Management Consulting, and Jordan’s Furniture.

## **Workshop/Inservice Presentations**

Shriberg, D. (2006, April). *Social justice from the perspective of multicultural experts in school psychology*. Presentation given at the Spring Research Discussion sponsored by the Center for Human Development, Learning, and Teaching, Miami University, Oxford, OH.

Shriberg, D. (2006, February). *With a little help from my critical friend: Developing cultural competence through case study and dialogue*. Presentation given at the President’s Day Teaching Effectiveness Retreat, Miami University, Oxford, OH.

Shriberg, D. (2005, November). *Leadership and social justice in school psychology*. Presentation to faculty of School of Education and Allied Professions, Miami University, Oxford, Ohio.

Shriberg, D. (2002, December). *Best practices in the treatment of childhood anxiety disorders*. Presentation to clinical staff of Applewood Centers, Inc. of Cleveland, Ohio.

Shriberg, D., & Ballou, M. (2000, February). *Multiculturalism and health care: A community discussion*. Presentation provided to the Northeastern University community as part of a series of Multicultural Seminars organized by the Bouvé College of Health Sciences.

Shriberg, D. (October 1999-January 2000). *Diversity issues in schools*. Five-session professional development program for teachers and other public school staff in the Milton (MA) Public School system.

## Honors

- Received \$69,000 grant from Pepsi Co. to evaluate “Everyday Freedom Heroes” curriculum developed by the National Underground Railroad Freedom Center. Co-PI’s: Doris Bergen, Aimin Wang, and Christopher Wolfe, Miami University
- Invited guest editor for special issue of *Journal of Applied School Psychology* on topic of “High Stakes Testing: New Challenges and Opportunities for School Psychologists”
- Selected as “Early Career Scholar” and attendee of 2005 School Psychology Research Collaboration Conference
- Selected to join “Alumni Teaching Scholars Community” at Miami University for 2005-06 academic year

## Editorial Review Board Service

- **Reviewer**, *Trainer’s Forum*, July 2006-present.
- **Ad-Hoc Reviewer**, *School Psychology Review*, October 2005-present.
- **Editorial Board Member**, *Journal of Applied School Psychology*, April 2005-present.
- **Ad-Hoc Reviewer**, *Journal of Applied School Psychology*, January 2005.
- **Student Editorial Board Member**, *School Psychology Quarterly*, January 1999-January 2000.

## Professional Credentials, Affiliations, and Service

- ◆ *School Psychologist*- have been certified in Ohio, Kentucky, and Massachusetts (Illinois certification pending)
- ◆ *American Psychological Association*- member of Division 16 (School Psychology)  
*Spring 2005*: member of Division 16 Outstanding Dissertation Award Committee  
*Spring 2002*: served on review committee for Henkin Award
- ◆ *National Association of School Psychologists*
- ◆ *Futures Conference Taskforce on Parent Involvement*- member of Steering Committee and Diversity Committee
- ◆ *American Educational Research Association*- member of Division A (Administration, Organization, and Leadership) and Division G (Social Context of Education)
- ◆ *Illinois Children’s Mental Health Partnership*- member of “School Age” committee
- ◆ *International School Psychology Association*
- ◆ *Illinois School Psychology Association*
- ◆ *Association for Humanist Sociology*
- ◆ *Student Affiliates in School Psychology*- this group, a subgroup of Division 16 (School Psychology) of the *American Psychological Association*, is the only national organization for graduate students in school psychology. Offices held in this organization include:
  - 8/01-8/02: **President**
  - 8/00-8/01: **President-Elect**
  - 8/99-8/00: **Diversity Affairs Chairperson**
  - 8/99: **Conference Chair** (this was the first-ever conference for this group)
- ◆ *Global School Psychology Network*- previous research team member and neighborhood coordinator for international online network of school psychologists

- ◆ *Early Intervention Specialist, Provisional Certificate*- obtained certificate as result of successful completion of Northeastern University's PROJECT TEAM program

## References

*Ena Vazquez-Nuttall, Ed.D.*, Professor, Department of Counseling and Applied Educational Psychology, and Assistant Dean for Multicultural Education, Northeastern University, 209 Lake Hall, Boston, Massachusetts 02115. Phone: (617) 373-3297.

*Louis Kruger, Ph.D.*, Associate Professor, Department of Counseling and Applied Educational Psychology, Northeastern University, 203 Lake Hall, Boston, Massachusetts 02115. Phone: (617) 373-5897.

*Susan Mosley-Howard, Ph.D.* Associate Vice-President and Dean of Students, Miami University, 113 Warfield Hall, Oxford, OH 45056. Phone: (513) 529-4631.

*Jennifer Kogos Youngstrom, Ph.D.*, Training Director, Applewood Centers, Inc., 2525 East 22<sup>nd</sup> Street, Cleveland, OH 44115-3266. Phone: (216) 696-5800, Ext. 1129.

*Davida Fox-Melanson*, Superintendent, Carlisle Public Schools, 83 School Street, Carlisle, Massachusetts 01741. Phone: (978) 369-6550.

*Martín LaRoche, Ph.D.*, Instructor in Psychology, Harvard Medical School, Department of Psychiatry, and Psychologist, Children's Hospital, Martha Eliot Health Center, 75 Bickford Street, Boston, Massachusetts 02130. Phone: (617) 971-2201.

*Mary Ballou, Ph.D.*, Professor, Department of Counseling and Applied Educational Psychology, Northeastern University, 206 Lake Hall, Boston, Massachusetts 02115. Phone: (617) 373- 5937.