

Vita

Cindy I. Carlson

Education:

- 1982 Ph.D. Indiana University, Bloomington, IN
Major: Educational Psychology
Minors: Clinical Psychology & Counseling Psychology
Specialty: School Psychology
- 1978 M.S. Indiana University, Bloomington, IN
- 1971 B.A. DePauw University, Greencastle, IN

Clinical Internship:

1981-82 Memphis Clinical Psychology Internship Consortium Training Program (APA accredited), University of Tennessee College of Medicine, Department of Clinical Psychology & Psychiatry.

Licensure & Certification:

- 1983 Psychologist - State of Texas- #22700
- 1981 Psychological Assistant - State of Tennessee (expired)
- 1978 Psychometrist - State of Indiana (expired)
- 1972 Teacher Certification-Secondary Ed.-State of Indiana (expired)

Professional Experience:

- 2010-present Chair & Margie Gurley Seay Professor, Dept. of Educational Psychology, University of Texas at Austin
- 1994-2010 Professor of Educational Psychology, The University of Texas at Austin
- 2007-2010 Fellow in the Cissy McDaniel Parker Fellow Fund, U. of Texas at Austin
- 2006-2010 Chair, School Psychology Program, Dept. of Educational Psychology, U. of Texas at Austin
- 2005-2007 A.M. Aikin Regents Chair in Junior and Community College Education Leadership U. of Texas at Austin
- 1998-2006 Graduate Advisor, Dept. of Educational Psychology, U. of Texas at Austin
- 1994-1996 Professor, LBJ School of Public Affairs, The University of Texas at Austin, [courtesy appt.]
- 1996 Notable Scholar, University of British Columbia, Vancouver, BC, Canada [summer]
- 1988 -1994 Associate Professor of Educational Psychology, U. of Texas at Austin
- 1990-1994 Associate Professor, Communication Sciences & Disorders, Dept. of Speech Communication, U. of Texas at Austin [courtesy appt.]
- 1982 - 1987 Assistant Professor of Educational Psychology, U. of Texas at Austin
- 1982 Child Psychologist, Monroe County Community Mental Health Center, Bloomington, IN.
- 1981 Neuropsychological Examiner, Riley Children's Hospital, Department of Neurology, Indiana University Medical Center, Indianapolis, IN.
- 1981-82 Lecturer, Dept. of Educational Psychology, Indiana University, Bloomington, IN.
- 1978-1980 School Consultant, Facilitative Environments Encouraging Development Project, Institute for Child Study, Indiana University, Bloomington, IN.
- 1979-1980 Psychometrist – Spencer Independent School District, Spencer, IN.
- 1977-1979 Assistant Instructor, Department of Curriculum & Instruction, Indiana University.

1976-1977 Research Assistant, Bureau of Evaluative Studies & Testing, Indiana University.

Publications

Books

- Fine, M. & Carlson, C.I. (Eds.) (1991). *Handbook of family-school intervention: A systems perspective*. Boston: Allyn & Bacon.
- Grotevant, H. D. & Carlson, C. I. (1989). *Family assessment: A guide for researchers and practitioners*. New York: Guilford Press.

Chapters

- Snyder, D. K., Heyman, R. E., Haynes, S. N., Carlson, C. I., Balderrama-Durbin, C. (in press). Couple and family assessment. In *APA Handbook of Clinical Psychology* (vol. III). Washington, DC: American Psychological Association.
- Carlson, C. I., DeHay, T., & Reeves, S. (in press). Assessing intergenerational care needs. In R. C. Talley, N. Henkin, & D. Butts (Eds.). *Intergenerational Caregiving*. Rosalynn Carter Institute Book Series on Caregiving, Oxford U.Press.
- Carlson, C. I., Krumholz, L.S., & Snyder, D. K. (2013). Assessment in marriage and family counseling. In K. F. Geisinger (Ed.), *APA handbook of testing and assessment in psychology*. (pp.569-586). Washington, DC: APA Publications.
- Carlson, C. I. (2010). Future directions. In S. L. Christenson & A. L. Rechsley (Eds.), *The handbook on school-family partnerships for promoting student competence* (pp.407-419). Routledge.
- Beretvas, N. S., Keith, T., & Carlson, C. (2010). Methodological issues. In S. L. Christenson & A. L. Rechsley (Eds.), *The handbook on school-family partnerships for promoting student competence* (pp.420-447). Routledge.
- Carlson, C. I., Funk, C., & Nguyen, K. (2009). Family-school communication. In J. H. Bray & M. Stanton (Eds.). *Handbook of Family Psychology* (pp.515-526). Blackwell Publishing.
- Carlson, C. I. & Trapani, J. (2006). Single parenting and step-parenting. In G. Bear & K. Mink (Eds.). *Children needs III: Understanding and addressing the developmental needs of children* (pp. 783-797). Baltimore, MD: National Association of School Psychologists.
- Carlson, C. I. (2006). Best models of family therapy. In C. Franklin, M. B. Harris, & P. Allen-Meares (Eds.) *School social work and mental health workers training and resource manual* (pp. 663-670). Oxford University Press.
- Carlson, C. I. & Trapani, J. (2005). Family Counseling. In S. W. Lee (Ed.), *Encyclopedia of School Psychology* (pp. 2-4-207) Newbury Park, CA : Sage Publications.
- Carlson, C. I. (2004). Consultation with caretakers and families. In R. T. Brown (Ed.), *Handbook of pediatric psychology in school settings* (pp.617-635). Mahweh, NJ: Lawrence Erlbaum.
- Carlson, C. I. (2003). Assessing the family context. In C. R. Reynolds & R. W. Kamphaus (Eds.). *The handbook of psychological and educational assessment of children, Vol. 2* (2nd ed.). New York: Guilford.

- Carlson, C. I. (2001). Family measurement overview. In J. Touliatos, B. Perlmutter, & G. Holden (Eds.), *Handbook of family measurement techniques: vol. II* (2nd ed.) (pp.1-9). Newbury Park, CA: Sage Publications.
- Carlson, C. I. (1998). Multiple family group therapy. In K. Stoiber & T. Kratochwill (Eds.), *Groups for prevention and intervention in school and community* (268-279). Boston: Allyn & Bacon.
- Carlson, C. I. (1996). Single parenting and stepparenting. In G. Bear, K. Mincke, & A. Thomas (Eds.), *Children's Needs II* (pp. 937-953). Baltimore, MD: National Association of School Psychologists.
- Carlson, C. I. (1995). Families as the focus of assessment: Theoretical and practical issues. In J. C. Conoley (Ed.), *Buros-Nebraska symposium on measurement and testing. Vol. 8: Family assessment* (pp. 19-63). Lincoln, NB: The Buros Institute of Mental Measurement.
- Carlson, C. I. (1995). Best practices in working with single parent and stepfamily systems. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology, vol. III* (1097-1110). Washington, DC: National Association of School Psychologists.
- Carlson, C.I. (1993). Structural family therapy to modify classroom misbehavior. In J. J. Cohen & M. C. Fish (Eds.), *Handbook of school-based interventions* (pp. 44-47). San Francisco: Jossey-Bass.
- Carlson, C. I., Hickman, J., & Burrows-Horton, C. (1992). From blame to solutions: Solution-oriented family-school consultation. In S. L. Christenson & J. C. Conoley (Eds.), *Home-school collaboration: Enhancing Children's Academic and Social Competence* (pp. 193-214). Washington, DC: National Association of School Psychologists Publications.
- Carlson, C. I. (1992). Single-parent families. In M. E. Procidano & C. B. Fisher, (Eds.). *Families: A handbook for school professionals* (pp. 36-56). New York: Teachers College Press.
- Carlson, C. I. (1992). Family assessment measures. In M. Stewart, M. Bass, & V. Orr (Eds.), *Tools for primary care research* (pp. 137-150). Beverly Hills, CA: Sage.
- Carlson, C. I. (1992). Single-parent homes. In H. Knoff (Ed.), *Helping children grow up in the 90's: A resource book of hankouts for parents and teachers* (pp. 315-319). National Association of School Psychologists.
- Carlson, C. I. (1992). Models and strategies of family-school assessment. In M. J. Fine & C. I. Carlson (Ed.s). *Handbook of Family-School Intervention: A systems Approach* (pp. 18-44). Boston: Allyn & Bacon.
- Carlson, C. I. (1992). Single parent and stepparent family systems: Problems, issues, and interventions. In M. J. Fine & C. I. Carlson (Ed.s). *Handbook of Family-School Intervention: A systems Approach* (pp. 188-214). Boston: Allyn & Bacon.
- Carlson, C. I. (1991). Assessing the family context. In R. Kampaas & C. R. Reynolds (Eds.). *Handbook of psychological and educational assessment of children. V. II: Personality, behavior, and context* (pp. 546-575). New York: Guilford Press.
- Carlson, C. I. (1990). Best practices for working with single-parent and stepparent families. In J. Grimes & A. Thomas (Eds.) *Best Practices in School Psychology Manual: Vol. II* (pp. 837-858). Kent, OH: NASP Publications.
- Carlson, C. I. (1987). Family assessment and intervention for school psychologists. In T. R. Kratochwill (Ed.), *Advances in School Psychology, Vol. VII* (pp. 81-129). New York: Lawrence Erlbaum & Associates.
- Carlson, C. I. (1987). Children and single parent homes. In J. Grimes & A. Thomas (Eds.). *Children's needs: Psychological perspectives* (pp.560-570). Washington, DC: NASP Publications.

Carlson, C. I. (1985). Best practices for working with single-parent and stepparent families. In J. Grimes & A. Thomas (Eds.) *Best Practices in School Psychology Manual* (pp. 43-60). Kent, OH: NASP Publications.

Carlson, C. I. (1982). How programs operate in different communities. In N. J. Anastasiow, (Ed.). *The Adolescent Parent*. Baltimore, MD: Paul H. Brooks Publishing Company.

Articles (refereed journals)

Rozensky, R. H., Grus, C.L., Nutt, R. L., Carlson, C., Eisman, E., & Nelson, P. D. (in press). A taxonomy for education and training in the health service specialties in professional psychology: Evolution and implementation of new guidelines for a common language. *American Psychologist*.

Alvarez, K., Marroquin, Y.A., Sandoval, L., & Carlson, C. (2014). Integrated health care best practices and culturally and linguistically competent care: Practitioner perspectives. *Journal of Mental Health Counseling*, 2, 99-114.

Alvarez, K., Walsh, E., Valentine, C., Smith, C., & Carlson, C. (2013). Emerging areas of systems expertise for family psychologists in Federally Qualified Health Centers. *Couple and Family Psychology: Research and Practice*, 4, 192-208.

Carlson, C.I., Ross, S. G., & Stark, K. H. (2012). Evidence-based case study research in couple and family psychology. *Couple and Family Psychology: Research and Practice*, 1, pp.48-60.

Carlson, C. I. & Christensen, S. (Eds.).(2005). Evidence-based parent and family interventions in school psychology[Special Issue]. *School Psychology Quarterly*. Includes the following co-authored articles:

C. Carlson & S. Christenson, Evidence-based parent and family interventions in school psychology: Overview and procedures (p. 345-351)

S. Christensen & Carlson, C., Evidence-based parent and family interventions in school psychology: State of scientifically based practice (pp. 525-528)

C, Valdez, C. Carlson, & D. Zanger, Evidence-based parent training and family interventions for school behavior change (pp.518-524).

Carlson, C. I., Wilson, K. D., & Hargrove, J. L. (2003). The effect of school racial composition on Hispanic intergroup relations. *Journal of Social and Personal Relationships*, 20, 203-220.

Christenson, S., Carlson, C., & Valdez, C. (2002). Evidence-based interventions in School Psychology: Opportunities, challenges, and cautions. *School Psychology Quarterly*, 17, 466-469.

Carlson, C. I., Uppal, S., & Prosser, E. (2000). Ethnic differences in processes contributing to the self-esteem of early adolescent females. *Journal of Early Adolescence*, 20, 42-65.

Robertson, M.C., Carlson, C. I., Erikson, M. T., Friedman, R. B., LaGreca, A. M., Lemanek, K. L., Russ, S. W., Schroeder, C. S., Vargas, S. A., & Wohlford, P.F. (1998). A model for training psychologists to provide services to children and adolescents. *Professional Psychology: Research and Practice* 29, 293-299.

Carlson, C. I., Tharinger, D. , DeMers, S., Paavola, J., & Bricklin, P. (1996). Health care reform and psychological practice in schools. *Professional Psychology: Research and Practice*, 27, (1-10).

Carlson, C. I. (1995). Changing the school culture toward integrated services. *Special Services in Schools*, 10, 225-249.

Carlson, C. I., Paavola, J., & Talley, R. (1995). Historical, current, and future models of schools as health care delivery settings. *School Psychology Quarterly*, 10, 184-202.

- Kubiszyn, T., & Carlson, C. I. (1995). School psychologists' attitudes toward an expanded health care role: Psychopharmacology and prescription privileges. *School Psychology Quarterly*, 10, 247-270.
- Carlson, C. I., & Kubiszyn, T. (Eds.) (1994). Eds.), Prescription privileges, psychopharmacology, and school psychology [Special issue]. *School Psychology Quarterly*, 9, 1-4.
- McDonough, M. L., Carlson, C. I., & Cooper, C. R. (1994). Individuated spousal relationships: Their role in affect regulation in families with early adolescents. *Journal of Adolescence*, 9(1), 67-87.
- Carlson, C. I. (1993). The family-school link: Methodological issues in studies of family processes related to children's school competence. *School Psychology Quarterly*, 8.
- Carlson, C. I., Cooper, C. R., & Spradling, V. (1991). Developmental implications of shared versus distinct perceptions of the family in early adolescence. *New Directions in Child Development*, 51. San Francisco: Jossey-Bass, 13-32.
- Carlson, C. I. (1989). Criteria for family assessment in research and intervention contexts. In H.D. Grotevant (Ed.), Current issues in the assessment of marital and family systems. *Journal of Family Psychology*, 3, 158-176.
- Carlson, C. I. (1987). Resolving school problems with structural family therapy. In W. P. Erchul (Ed.), Family systems assessment and intervention. (Special issue). *School Psychology Review*, 16, pp.455-465.
- Carlson, C. I. (1987). Learning disabled children's social interaction goals and strategies. *Journal of Learning Disabilities*, 20 (5), 306-311.
- Carlson, C. I., & Grotevant, H. D. (1987). A comparative review of family rating scales: Guidelines for clinicians and researchers. *Journal of Family Psychology*, 1, 1-18.
- Carlson, C. I., & Grotevant, H. D. (1987). Rejoinder: The challenge of reconciling family theory with method. *Journal of Family Psychology*, 1, pp. 62-65.
- Carlson, C. I. & Sincavage, J. M. (1987). Family-oriented school psychology practice: Results of a national survey of NASP members. In W. P. Erchul (Ed.), Family systems assessment and intervention. (Special issue.). *School Psychology Review*, 16, pp. 517- 524.
- Grotevant, H. D. & Carlson, C. I. (1987). Family interaction coding schemes: A descriptive review. *Family Process*, 26, 49-74.
- Carlson, C.I. & Tombari, M. (1986). Multi-level consultation training & practice: Preliminary program evaluation. *Professional School Psychology*, 1, 89-104.
- Carlson, C.I., Scott, M. & Eklund, S.J. (1980). Ecological theory and methods for behavioral assessment. *School Psychology Review*, 9, 75-82.

Articles (non-refereed journals/newsletters)

- Carlson, C. I. (2006). Relational disorders in schools. *The Family Psychologist*, 22 (4), 1 & 32.
- Carlson, C. I. (2006). Parent-focused interventions: Useful or heretical in family treatment. *The Family Psychologist*, 22 (3), 1 & 15-16.
- Carlson, C. I. (2006). Domestic Violence and Immigrant Families. *The Family Psychologist*, 22 (2), 1 & 40.

- Carlson, C. I. (2006). Changing School Behavior with Family intervention: Identifying School Relevant Evidence-based Family Treatments. *The Family Psychologist*, 22 (1,) 1 & 27.
- Carlson, C. I. (1994). School psychology and health care reform. *The School Psychologist*, 48(1). p.13-14.
- Carlson, C. I. (1994). Searching for "Dah Vision." *The School Psychologist*, 48(2). p.2, 11.
- Carlson, C. I. (1994). Reform in education: Real or imagined? *The School Psychologist*, 48(3). p.2,16
- Carlson, C. I. (1994). Pride and shame. *The School Psychologist*, 48(4). p.2,16.
- Carlson, C. I. (1988). Children and single parent homes. *Communique*, National Association of School Psychologists (June).

Reports/Booklets

- Carlson, C. I. (1999). Agents of influence. *Report of the School-to-Work Task Force: How psychology can contribute to the school-to-work opportunities movement*. Washington, DC: American Psychological Association.
- Carlson, C. I. & Lein, L. (1998). *Intergroup relations among middle school youth: Final report*. Carnegie Corporation, New York.
- Carlson, C. I. (1998). *Building bridges for minority success in the transition from elementary to middle school: Final report*. Austin, TX: Hogg Foundation for Mental Health.
- Schott, R., Carlson, C. I., Lein, L., & Romo, H. (1997). *Removing barriers to student learning*. Austin, TX: LBJ School of Public Affairs, Policy Research Project Report, No. 121.
- Cooper, C. R. & Carlson, C. I. (1989). *Family process antecedents of children's competence and vulnerability in the school setting: Final Report*. Chicago, IL: The Spencer Foundation.
- Carlson, C. I., & Cooper, C. R. (1989). *Family process antecedents of children's competence and vulnerability in single-parent and stepfamily homes: Final Report*. Austin, TX: Hogg Foundation of Mental Health.
- Cooper, C. R. & Carlson, C. I. (1987). *Family process antecedents of children's competence and vulnerability in the school setting: Interim Report*. Chicago, IL: The Spencer Foundation.

Book & Test Reviews

- Carlson, C. I. (2007). Review of Handbook of EMDR and family therapy processes by F. Shapiro., F.W. Kaslow, & L. Maxfield, L. (Eds.). *The Family Psychologist*, 23(4).
- Carlson, C. I (2002). Review of the Parenting Alliance Measure. In *The Mental Measurements Yearbook*. Buros Institute of Mental Measurement. Lincoln: NE.
- Carlson, C. I. (1999). Review of the Family Assessment Form. In *The Mental Measurements Yearbook*. Buros Institute of Mental Measurement. Lincoln: NE.
- Carlson, C. I. (1999). Review of the Scale of Marriage Problems: Revised. In *The Mental Measurements Yearbook*. Buros Institute of Mental Measurement. Lincoln: NE.
- Carlson, C. I. (1998). Relational diagnosis: An idea whose time has come? Review of Handbook of Relational Diagnosis and Dysfunctional Family Patterns by F. W. Kaslow (Ed.). *Contemporary Psychology* 43, 268-269..

Carlson, C. I. (1990). Review of Helping Troubled Adolescents, by H. Charles Fishman. *Contemporary Psychology*.

Carlson, C. I. (1990) Review of Family Relations Test: Children's Version. In J. C. Conoley & J. J. Kramer (Eds.), *The Tenth Mental Measurements Yearbook*. Buros Institute of Mental Measurements. Lincoln: NE.

Carlson, C. I. (1990). Review of Perceptions of Parental Role Scale. In J. C. Conoley & J. J. Kramer (Eds.), *The Tenth Mental Measurements Yearbook*. Buros Institute of Mental Measurements. Lincoln: NE.

Carlson, C. I. (1987). Review of Methods of Family Therapy, by L. L'Abate, G. Ganola, & J. C. Hansen. *School Psychology Review*, 16, pp. 257-258.

Research & Training Grants

Principle Investigator, "Integrated Behavioral Health Program in Primary Care for Underserved Populations." Graduate Psychology Education Program. Health Resources & Services Administration, D40HP25723-01-00. 2013-2016; \$418,305.

Principle Investigator, "Training in Integrated Health Care Services to Children, Adolescents, and Families." Graduate Psychology Education Program. Health Resources & Services Administration, D40HP19644-01-00. 2010-2013; \$369,896.

Vision Award, "Using video case based learning to acquire family counseling techniques", College of Education. 2010: \$5000.

Vision Award, "Standardized Patient Methodology for Teacher Training in Communicating with Parents", College of Education. 2006: \$5000.

Principal Investigator, "Evidence-Supported Parent and Family Interventions in School Psychology." University Research Institute Special Grant, University of Texas at Austin, 2002; \$750.

Principal Investigator, "Intergroup Relations among Diverse Youth." University Research Institute Special Grant, University of Texas at Austin, 1998-99; \$500.

Research Internship, Office of Graduate Studies. University of Texas at Austin, 1997-98; \$11,500.

Dean's Fellow, Dept. of Educational Psychology, University of Texas at Austin, 1997; semester salary.

Co-Principal Investigator, "Removing Barriers to Intergroup Relations Among Diverse Youth in Middle School." Carnegie Corporation of New York, 1996-98; \$50,000. Co-investigator: Laura Lein.

Principal Investigator, "Building Bridges for Minority Success in the Transition from Elementary to Middle School." Hogg Foundation for Mental Health, Year of the Child Grant, 1997; \$7000.

Co-Principal Investigator, "Barriers to Learning in Diverse Schools." Austin Independent School District and Texas Education Agency, 1994-96; \$45,000. Co-investigators: Richard Schott, Hariett Romo, Laura Lein.

Co-Principal Investigator, "Constructing and Fostering Family-School-Community Models of Competence in the Austin site of the School of the Future." Hogg Foundation for Mental Health, 1991-1993; \$ 26,823 per year. Co-investigators: Kevin Stark and Deborah Tharinger.

Principal Investigator, "Survey of Attitudes, Beliefs, and Behavior of School Psychologists Regarding Prescription Privileges for Psychologists in Schools." American Psychological Association, National Association of School Psychologists, Division of School Psychology (APA), 1993; \$3800.

Principal Investigator, " Rejection in Peer Relationships: A Test of Biological, Family Process, Cognitive, and Social Learning Models." University Research Institute Research Grant, University of Texas at Austin, 1989; \$4000.

Co-Principal Investigator, " Developmental Patterns in Decision-Making in Families of Adolescents." University Research Institute Special Research Grant, University of Texas at Austin, 1989; \$400. Co-investigator: Harold D. Grotevant.

Co-Principal Investigator, "Family Process Antecedents of Children's Competence and Vulnerability in the School Setting." Spencer Foundation, Chicago, IL., 1988-89; \$14,450. Grant Supplement.

Co-Principal Investigator, "Family process antecedents of children's competence and vulnerability in single-parent and stepfamily homes." The Hogg Foundation for Mental Health, 1987-1988; \$13,747.
Co-Investigator: Catherine R. Cooper.

Co-Principal Investigator, "Family Process Antecedents of Children's Competence and Vulnerability in the School Setting." Spencer Foundation, Chicago, IL., 1986-88; \$72,600. .Co-investigator: Catherine R. Cooper.

Principal Investigator, "Family - oriented school psychology practice: A national survey."University Research Institute, 1985-86; \$750.

Co-principal Investigator, "Family Process Antecedents of Children's Competence and Vulnerability in Peer Relationships." University Research Institute, 1984-1986; \$4000, \$750. Co-investigator: Catherine R. Cooper.

Co-Principal Investigator, "Comparative Analysis of Family Assessment Measures." University Research Institute, 1983-84,\$500; 1984-85, \$750. Co-investigator: Harold D. Grotevant.

Principal Investigator, "Social Competence of Learning Disabled Children," University Research Institute, 1982-83; \$2400.

Editorial Activities

2011-16	Associate Editor, <i>Couple & Family Psychology Research & Practice</i>
1996-02	Editorial Board, <i>Journal of Family Psychology</i>
1998-01	Editorial Board, <i>School Psychology Quarterly</i>
1987-94	Editorial Board, <i>School Psychology Review</i>
1985-87	Editorial Board, <i>Professional School Psychology</i>
1987-89	Editorial Board, <i>American Journal of Family Therapy</i>

Ad Hoc Reviewer, *Developmental Psychology, Journal of Early Adolescence, Journal of Social and Personality, Journal of Research on Adolescence, Child Development, Educational Psychologist, Family Process, Journal of Early Adolescence, Journal of Family Issues; Advances in Adolescent Development.*

Ad Hoc Grant Reviewer: National Institute of Mental Health: Mental Health Services in Non-Specialty Settings.

Ad Hoc Book Reviewer: Allyn & Bacon, Addison Wesley Longman, Springer, Wadsworth.

Public Service to National Professional Organizations

2014-16 Member, Commission for Accreditation, American Psychological Association

2013-15 Member, Executive Board, Council of Graduate Departments of Psychology

2010-13 Commission for Specialties & Proficiencies in Psychology, American Psychological Association

- 2010-13 Commission on Accreditation Appeal Board, American Psychological Association
- 2008-10 Elected, Council of Representatives, American Psychological Association.
- 2008-10 Public Member, Association of Postdoctoral Programs in Clinical Neuropsychology.
- 2007-09 Commission for Specialities & Proficiencies in Psychology, American Psychological Association (Chair, 2008 & 2009)
- 2006 President, Division 43 (Family Psychology), American Psychological Association
- 2003-05 Elected, Board of Educational Affairs, American Psychological Association (Chair, 2005)
- 2005-07 Elected, Council of Representatives, American Psychological Association.
- 2002-08 Appointed Public Member, Association of Postdoctoral Programs in Clinical Neuropsychology.
- 2002-03 Appointed Member, APA Presidential Task Force on Reforming Education.
- 2001- 03 Elected, Council of Representatives, American Psychological Association.
- 1999-02 Task Force on Empirically Validated Treatments for School Settings, Division 16 (School Psychology), American Psychological Association.
- 1996-01 Appointed Member, Committee on Accreditation, American Psychological Association (Re-appointed 1999) (Executive Committee, 2001).
- 1997-99 Elected Vice-President for Public Interest and Diversity & Chair of the Families and Schools Committee, Board of Directors, Division 43 (Family Psychology), American Psychological Association
- 1996 Appointed Member, School-to-Work Task Force: Role of Psychology. American Psychological Association
- 1995-99 Doctoral School Psychology Advisory Group, Practice Directorate, American Psychological Association
- 1997 Membership Committee, Society for the Study of School Psychology.
- 1996 Consultant, Office of Adolescent Health Project, American Psychological Association
- 1994 Appointed Member, Schools as Health Care Settings Task Force, American Psychological Association
- 1994 President, Division 16 (School Psychology), American Psychological Association
- 1992-95 Elected Member, Inter-organization Council of the American Psychological Association and the National Association of School Psychologists. Co-Chair: 1994.
- 1993-94 Invited Member, Schools as Health Care Delivery Sites Working Group, Committee for the Advancement of Professional Practice, American Psychological Association.
- 1992-93 Invited Member, Drafting Group, revision of Standards for Training and Field Placement Programs in School Psychology and the Standards for the Credentialing of School Psychologists, National Association of School Psychologists.

- 1993 Invited Member, Drafting Group, Proposed Standards for the Training of Child Clinical Psychologists, Section I, Division 12 (Clinical Psychology), American Psychological Association.
- 1989-92 Vice-President for Education & Training & Scientific Affairs, American Psychological Association , Division 16 (School Psychology).
- 1988-89 Chair (Co-Chair, 1987-88), American Psychological Association (APA), Division 16 (School Psychology) Convention Program Committee.
- 1987 Invited Member, School-Family Practice Committee, APA Division 43 (Family Psychology).
- 1987 Member, APA Division 16/National Association of School Psychologists Joint Award Committee.
- 1985-87 Member, APA Division 16 Convention Program Planning Committee.
- 1985-87 Coordinator, Family-School Psychology Interest Group, National Association of School Psychologists (NASP)

ADMINISTRATIVE AND COMMITTEE SERVICE TO THE DEPARTMENT, THE COLLEGE, AND THE UNIVERSITY

A. Service within the Department

1. Committee Service

- 2009-14 Merit Review Committee
- 2008-10 Academic Affairs Committee (Chair)
- 1998-10 Fellowship Committee
- 2006-08 Faculty Recruitment Committee (also 1999-2001)
- 2006-08 Chair, Curriculum Committee
- 2004-05 Review of Associate Professors Committee (also 1996-98 & 2002)
- 1982-08 Graduate Studies Committee [Elected Vice-Chair, 1993-94]
- 1997-02 Peer Review of Teaching Committee
- 1986-98 Developmental Domain Committee, [Chair 1993-94, 1997-98]
- 1994-98 The Fruchter Annual Dissertation Award Committee

2. Other Service

- 2010-14 Department Chair
- 2006-10 Chair, School Psychology Program
- 1998-06 Graduate Adviser & Secretary of the Graduate Studies Committee
- 1982-98 Affiliated Member of Area II faculty

B. Service within the College

- 2010-14 Dean's Management Team
- 2010-14 Board of Directors, Learning Technology Center

2004	Research Committee (Chair 2004-05)
2004	Teacher Education Committee
2002	Department Chair Review Committee
1997-01	Advisory Committee on Tenure and Promotion
1999-00	Faculty Budget Advisory Committee
1994	Special Education Reorganization Committee
1992-94	Faculty Computer Committee
1991	Writing Committee
1988-90	Dean's Administrative Council
1988	Department Chair Review Committee
1985-87	Curriculum & Guidance Committee

C. Service within the University

2008-13	Graduate Harrington Fellowship Committee
2006	Outstanding Graduate Adviser Selection Committee
2002-05	Graduate Assembly [Secretary]
2001-02	Task Force on Free Speech Issues, President's Office
2001-02	Committee of Counsel on Academic Freedom and Responsibility
2000-02	Faculty Council
1999-02	Faculty Advisory Committee on Budgets, President's Office

Special Honors: Other Evidence of Merit or Recognition

2014	Board Certified in Couples and Family Psychology by the American Board of Professional Psychology (ABPP)
2011-14	Associate Editor <i>Couple & Family Psychology Research & Practice</i> , American Psychological Association. (a new APA journal, official journal of Division 43)
2007	Distinguished Service Award, Division 43 (Family Psychology), American Psychological Association
2005	Distinguished Service Award, Division 16 (School Psychology), American Psychological Association
2005	Outstanding Graduate Adviser, University of Texas at Austin
1997	Fellow Status, Division 43 (Family Psychology), American Psychological Association
1994	Recipient of the <i>School Psychology Quarterly</i> /APA Division 16 Fellows Award for Best Article of the year.
1994	Elected to the Learned Society for the Study of School Psychology.

- 1994 Invited keynote speaker, First Annual Institute for Administrators of School Psychological Services.
- 1993 Fellow status, Division 16 (School Psychology), American Psychological Association
- 1992 Invited Keynote Speaker, Annual symposium of the Buros Mental Measurement Institute.
- 1991 Invited Keynote Speaker, Annual meeting of the New York Association of School Psychologists.
- 1987/89 Invited participant, Second Annual National Institute of Mental Health Family Research Consortium, National Institute of Mental Health.
- 1983 Meritorious Dissertation Award, School of Education, Indiana University.

Scholarly Presentations (Recent)

Fisher, A.L., Carlson, C., Walsh, E.G., & Hentschel, E. (2014, April). *Integrated behavioral health psychology: Promoting health for underserved populations*. Poster presented at the St. David's Center for Health Promotion & Disease Prevention Research in Underserved Populations Conference, Austin, TX.

Carlson, C. I., Keith, P., & Alvarez, K. *Inter-professional training in family-centered integrated health care: Three year results*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, 2013.

Carlson, C. I., Keith, P., & Alvarez, K., Caemmerer, J., & Harris-Stark, K. *Training psychologist to serve Spanish-speaking children: Three year results*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, 2013.

Carlson, C. I. & Martinez, O. *The need for a cultural and linguistically competent, interdisciplinary, family-centered workforce*. Paper presented at the annual meeting of the American Psychiatric Association, Philadelphia, PA, May, 2012.

Carlson, C. I. *Family-centered, school-based communities of care for children*. Invited address. 45th Annual School Psychology Conference at the University of California, Berkeley, CA, April, 2012.

Highley, K., & Carlson, C.I. *Pathways to school psychology*. Research poster presented at the annual meeting of the American Psychological Association, Washington, DC, August, 2011.

Petit, S., Carlson, C.I., Marroquin, Y., & Alvarez, K. *The effect of ecological factors on school liking*. Research poster presented at the annual meeting of the American Psychological Association, Washington, DC, August, 2011.

Carlson, C. I. (Chair) Symposium: *New directions for training doctoral level school psychologists in the United States*. Presented at the annual meeting of the International School Psychology Association, Vellore, India, July, 2011.

Carlson, C. I. *School psychologists in integrated health care delivery*. Paper presented at the annual meeting of the International School Psychology Association, Vellore, India, July, 2011.

Carlson, C. I. *Specialization in contemporary psychology: Can taxonomy restore order?* Paper presented at the annual meeting of the American Psychological Association, Toronto, CA, 2009.

Carlson, C.I. *Future directions in family-school partnerships & intervention*. Invited address presented at the Symposium on Rural Mental Health, Appalachian State University, Boone, NC., 2009.

Carlson, C. I. *Intervention at the Nexus of the Family & School: Past, Present, & Future*. Invited address presented at the American Psychological Association, Boston, MA, 2008.

Carlson, C. I. *The Effectiveness of family interventions for treating child internalizing disorders*. Research poster presented at the American Psychological Association, Boston, MA, 2008. (co-authors C. Funk, D. Garrison, & S. Beretvas)

Von Bolhuis, I., Reynolds, M., Carlson, C., & Beretvas, N. S. *Parent directed interventions and externalizing problem behaviors in school*. Research poster presented at the annual meeting of the American Psychological Association, New Orleans, LA, August, 2006.

Garrison, D., Shepard, K., Carlson, C., & Beretvas, N. S. *The effectiveness of school-related interventions treating internalizing disorders*. Research poster presented at the annual meeting of the American Psychological Association, New Orleans, LA, August, 2006.

Carlson, C. *Family services in schools: Delusion or reality*. Invited address presented at the annual meeting of the American Psychological Association, New Orleans, LA, August, 2006.

Carlson, C. (Chair) Symposium: *Family-based school-linked empirically supported intervention programs*. Presented at the annual meeting of the American Psychological Association, Washington, DC, August, 2005.

Carlson, C. Parent and family evidence-based interventions: A public health framework. Paper presented in *School psychology public health services: Applications of evidence-based interventions* symposium (T. Gutkin, Chair) at the annual meeting of the American Psychological Association, Washington, DC, August, 2005.

Niemeier, M. L. & Carlson, C. I., *Risk of substance use among Hispanic early adolescents*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC, August, 2005.

Carlson, C. (Chair). *Evidence-supported parent and family intervention in school psychology*. Symposium presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii, August, 2004.

Carlson, C. & Beretvas, N., & McCarthy, C. J. *Reconciling family systems and parenting style approaches in measurement*. Research poster presented at the annual meeting of the American Psychological Association, Toronto, CA, August, 2003.

O'Neal, C. & Carlson, C. I. *Predictors of school success among English-speaking and Spanish-speaking Latino students*. Research poster presented at the annual meeting of the American Psychological Association, Chicago, IL, August, 2002.

Carlson, C. I. *Variation in family members' reports of pre-post change in family therapy*. Research poster presented at the annual meeting of the American Psychological Association, Chicago, IL, August, 2002.

Carlson, C. I. (Chair). Symposium: *Evidence-Supported Parent and Family Interventions in School Psychology*. Annual meeting of the American Psychological Association. San Francisco, CA: August, 2001.

Carlson, C.I., Seraphine, A. , & Uppal, S. *Predicting Other-group Attitudes among Ethnically Diverse Early Adolescents*. Paper presented at the biennial meeting of the Society for Research in Adolescence, Chicago, IL, April, 2000.