

**Robert J. Volpe, Ph.D.**  
Northeastern University  
Department of Applied Psychology  
404 International Village, 360 Huntington Ave  
Boston, MA 02115-5000, Phone: (617)373-7970  
Email: r.volpe@northeastern.edu

## EDUCATION

- 2003-2005      **Postdoctoral Fellow**  
Department of Psychiatry, University of Vermont  
Advisors: Stephanie McConaughy and Thomas Achenbach
- 2003            **Professional Psychology Internship**  
Centennial School of Lehigh University
- 2003            **Ph.D. School Psychology,  
Pediatric Sub-specialization**  
Lehigh University, Bethlehem, PA  
(APA Full Accreditation, NASP Approved)  
Dissertation: Effects of Two Academic Intervention Protocols on the  
Disruptive Classroom Behavior of Children with ADHD.  
Chair: George DuPaul
- 2001            **M.Ed. Human Development**  
Lehigh University
- 1993            **B.A. Psychology**  
State University of New York at Stony Brook  
Stony Brook, NY  
Cum Laude

## RELEVANT EMPLOYMENT HISTORY

- 2017-Present      **Professor**, Department of Applied Psychology,  
Northeastern University
- 2019-2024        **Department Chair**, Department of Applied Psychology,  
Northeastern University
- 2017-2019        **Interim Department Chair**, Department of Applied Psychology,  
Northeastern University

- 2011-2017      **Associate Professor (tenured 2011)**, Northeastern University,  
Department of Applied Psychology (Department name changed in 2015)  
Core Member – MS/CAGS/PHD Program in School Psychology  
Core Member – Combined PHD Program in School/Counseling Psychology  
Faculty- Doctoral Program in Personal Health Informatics
- 2005-2011      **Assistant Professor**, Northeastern University,  
Department of Counseling and Applied Educational Psychology
- 2003-2005      **Project Director**, “Child Behavior Study” (NICHD). Responsible for  
coordinating data collection across three sites (NY, PA, VT), creating an  
extensive database, coordinating training of data collectors, performing  
data analyses, and conducting structured clinical interviews.
- 2001-2002      **Assistant Project Director**, “Prevention of Behavioral Deficits in Young  
ADHD Children” (NIMH). Contributing to the development of multiple  
intervention protocols for preschool-aged children at-risk for ADHD; trained  
and supervised data-collectors and database managers; developed  
dependent measures; conducted statistical analyses, and designed and  
maintained project web site.
- 2000-2001      **Project Coordinator-Database Manager/Analyst**, “Promoting Academic  
Achievement in ADHD Children” (NIMH). Developed a specialized  
observation code; produced training protocols and manuals for both a  
function-based academic intervention and a comparison academic  
intervention; directed training activities for academic consultants and data  
collectors; created an extensive data-base using SPSS; supervised data  
collection and data entry, and performed all statistical analyses.

#### **AWARDS, HONORS, MEMBERSHIP IN HONORARY SOCIETIES**

- 2020              Fellow, American Psychological Association, Division 16
- 2019              Fellow, Graduiertenschule für LehrerInnenbildung der Universität zu Köln
- 2017              Society for the Study of School Psychology, President
- 2014              Edward Shapiro Award, Society for the Study of School Psychology
- 2013              Society for the Study of School Psychology, Member
- 2013              Catalyst Scholar, Society for the Study of School Psychology Research  
Collaboration Conference

- 2011 Catalyst Scholar, Society for the Study of School Psychology Research Collaboration Conference
- 2010 Mid-Career Scholar, School Psychology Research Summit, Society for the Study of School Psychology
- 2010 Outstanding Service Award, Division 16, American Psychological Association
- 2007 Early Career Scholar, School Psychology Research Collaboration Conference, Society for the Study of School Psychology/American Psychological Association Division 16/National Association for School Psychologists
- 2007 Editorial Appreciation Award, *School Psychology Review*
- 2004 Article of the Year Award, *Journal of School Psychology*
- 2004 International Society for Research in Child and Adolescent Psychopathology, Member
- 1991 Pi Alpha Sigma, National Honors Society
- 1993 Golden Key, National Honors Society
- 1993 Psi Chi, National Honors Society of Psychology

## PUBLICATIONS

### **Refereed Articles (n = 117)**

Note: Student co-authors marked with \*

**Volpe, R. J.**, \*Aideyan, B., Crossing, A., \*Lanni, S., \*Hill, E., \*Sehgal, K., & \*Muse, C. (in press). A review of programs to increase diversity in professional psychology training programs. *The Counseling Psychologist*.

Pruitt, A. E., Styck, K. M., Hodges, A. L., Anthony, C. J. and **Volpe, R. J.** (in press). Do You See What I See? Mitigating Rater Effects on DBR-MIS Through Training and Statistical Adjustment. *Journal of School Psychology*.

\*Yeung, T. S., **Volpe, R. J.**, Briesch, A. M., Daniels, B., & Casale, G. (2024). Dependability of individualized Direct Behavior Rating Multi-Item Scales (DBR-MIS) for academic enablers. *Journal of School Psychology*. <https://doi.org/10.1016/j.jsp.2024.101389>

- \*Herzog, M., Balt, M., **Volpe, R.**, & Casale, G. (2024). Interventions for students with combined learning and behavioral difficulties. *Frontiers Education*, 9. <https://doi.org/10.3389/feduc.2024.1497818>
- \*Nitz, J., **Volpe, R. J.**, Hagan, T., Krull, J., Henneman, T., & Hanisch, C. (2024). The Effects of the Daily Behavior Report Cards (DBRC) on the Disruptive Behavior and Specific Goal Behavior of Elementary School Children: A Multiple Baseline Design Study. *Discover Education*, 3, 147. <https://doi.org/10.1007/s44217-024-00231-6>
- Hoffman, J. A., Hermelbracht, J., Carr, S., Medeiros, H., Burr, J. A., **Volpe, R. J.**, Briesch, A. M., Coddington, R. S., Mutchler, J. E., & Miller, E. A. (2024). The online intergenerational tutoring program: Older adults using technology to improve children's early literacy skills. *Journal of Intergenerational Relationships*. <https://doi-org.ezproxy.neu.edu/10.1080/15350770.2024.2370981>
- Didaskalou, E., Briesch, A. M., **Volpe, R. J.**, & Roussi-Vergou, C. (2024). A preliminary investigation of the factor structure of the greek language version of the integrated teacher rating form (itrfg). *Contemporary School Psychology*. <https://doi-org.ezproxy.neu.edu/10.1007/s40688-024-00495-7>
- Didaskalou, E., Briesch, A. M., **Volpe, R. J.**, & Roussi-Vergou, C. (2024). A preliminary investigation of the psychometric properties of the integrated teacher rating form (ITRF-GR) in greek school children. *International Journal of School & Educational Psychology*, 12, 1-11. <https://doi-org.ezproxy.neu.edu/10.1080/21683603.2023.2252374>
- Volpe, R. J.**, Hill, E. \*, Leiwant, I. \*, & Briesch, A. M. (2023). Observing students in classroom settings: A review of seven observation tools. *School Psychology Review*, 52, 735-746. DOI: [10.1080/2372966X.2021.2001692](https://doi.org/10.1080/2372966X.2021.2001692)
- Volpe, R. J.**, Matta, M., & Briesch, A. M. (2023). Formative behavioral assessment across eight Constructs: Dependability of direct behavior ratings and formative rating measures. *Journal of School Psychology*. <https://doi.org/10.1016/j.jsp.2023.101251>
- Casale, G., Herzog, M., & **Volpe, R. J.** (2023). Measurement efficiency of a teacher rating scale to screen for students at risk for social, emotional, and behavior problems. *Journal of Intelligence*. DOI: [10.3390/jintelligence11030057](https://doi.org/10.3390/jintelligence11030057)
- Coddington, R. S., \*Goodridge, A. E., \*Hill, E., Kromminga, K., \*Chehayeb, R., **Volpe, R. J.**, & \*Scheman, N. (2023). Meta-analysis of math skill and therapeutic interventions to address math anxiety. *Journal of School Psychology*, 100, <https://doi.org/10.1016/j.jsp.2023.101229>.

- Anthony, C. J., Styck, K. M., **Volpe, R. J.**, & Robert, C. R. (2023). Using many-facet rasch measurement and generalizability theory to explore rater effects for direct behavior rating–multi-item scales. *School Psychology, 38*(2), 119–128. <https://doi.org/10.1037/spq0000518>
- Hoffman, J. A., Hermelbracht, J., Burr, J., **Volpe, R. J.**, Briesch, A. M., Coddling, R. S., Mutchler, J., & Miller, E. A. (2023). I don't know who gets more out of it, the children or us tutors: The online intergenerational tutoring program. *Journal of Intergenerational Relationships*. <https://doi-org.ezproxy.neu.edu/10.1080/15350770.2023.2203143>
- Long, S. \*, **Volpe, R. J.**, & Briesch, A. M. (2022). Evaluation of a computer-assisted letter sound tutoring program: An application to preschool English language learners. *Psychology in the Schools*. <https://doi-org.ezproxy.neu.edu/10.1002/pits.22784>
- Briesch, A. M., Donaldson, A., Matta, M., **Volpe, R. J.**, & Owens, J. S. (2022). Development of brief rating scales for progress monitoring internalizing behavior. *Journal of Emotional and Behavioral Disorders, 30*, 199-209.
- Volpe, R. J.**, Chafouleas, C. M., Ardoin, S. P., & Jimerson, S. R. (2022). The Science of School Psychology. *Journal of School Psychology, 94*, A1-A12.
- Leidig T., Casale, G., Wilbert, J., Hennemann, T., Volpe, R. J., Briesch, A. & Grosche, M. (2022). Individual, generalized, and moderated effects of the good behavior game on at-risk primary school students: A multilevel multiple baseline study using behavioral progress monitoring. *Front. Educ. 7*:917138. doi: 10.3389/feduc.2022.917138
- Hill, E. \*, **Volpe, R. J.**, & Briesch, A. M. Briesch, A. M., (2022). Psychometric properties of the Classroom Observation of Engagement, Disrespectful and Disruptive behaviors. *School Psychology Review*. DOI: 10.1080/2372966X.2021.2001692
- Briesch, A., Coddling, R., Hoffman, J., Rizzo, C., & **Volpe, R.** (2021). Caregiver perspectives on schooling from home during the spring 2020 COVID-19 closures. *School Psychology Review, 50* <https://doi.org/10.1080/2372966X.2021.1908091>
- Casale, G., **Volpe, R. J.**, Briesch, A. M., Grosche, M., & Henneman, T. (2021). Dependability of direct behavior rating single- and multi-Item scales across raters and days in different school subjects. *Journal of Assessment for Effective Intervention, 46*(2), 143-154.
- Daniels, B., Briesch, A. M., & **Volpe, R. J.** (2021). Content validation of direct behavior rating multi-item scales using exploratory factor analysis. *Journal of Emotional and Behavior Disorders, 29*, 71-82.

- Hallinan, S.\*, Shiyko, M., **Volpe, R. J.**, & Molnar, B. E. (2021). On the back burner: Challenges experienced by change agents addressing vicarious trauma in first response and victim service agencies. *Traumatology*, 27, 316–325.
- Volpe, R. J.**, Yeung, T. S. \*, Casale, G., Krull, J., Briesch, A. M., & Henneman, T. (2021). Evaluation of a German language school-based universal screening for student social, emotional, and behavioral risk. *International Journal of School & Educational Psychology*, 9 (Suppl 1), S10-S20.
- Ogg, J., Rogers, M., & **Volpe, R. J.** (2020). The role of ADHD symptoms in the relationships between parents' beliefs and educational involvement behaviors. *Journal of Child and Family Studies*, 29, 3586-3595.
- Didaskalou, E., Briesch, A. M., **Volpe, R. J.**, & Roussi-Vergou, C. (2020). Psychometric properties of the Classroom Observation of Engagement, Disruptive, and Disrespectful Behavior (COEDD) in Greek school children. *International Journal of School and Educational Psychology*.
- Matta, M., Briesch, A. M., **Volpe, R. J.**, & Owens, J. S. (2020). Five direct behavior rating multi-item scales: Sensitivity to the effects of classroom interventions. *Journal of School Psychology*, 81, 28-46.
- Volpe, R. J.**, Chaffee, R.\*, Yeung, T. S. \*, & Briesch, A. M. (2020). Initial development of multi-item direct behavior rating measures of academic enablers. *School Mental Health*, 12, 77-87.
- Yeung, T. S. \*, **Volpe, R. J.**, Briesch, A. M. (2020). Reliability and validity of a Chinese language universal behavioral screener *International Journal of School and Educational Psychology*, 8(supplemental 1), 1-11.
- Chaffee, R. \*, Briesch, A. M., **Volpe, R. J.**, Johnson, A. H., & Dudley, L. (2019). Effects of a class-wide positive peer reporting intervention on middle school student behavior. *Behavioral Disorders*. Advance online publication. <https://doi.org/10.1177/0198742919881112>
- Casale, G., **Volpe, R. J.**, Grosche, M., Hennemann, T., Briesch, A. M., & Daniels, B. (2019). Konstruktvalidität eines universellen Screenings zur unterrichtsnahen und ökonomischen Diagnostik herausfordernden Verhaltens von Schüler\*innen – eine Multitrait-Multimethod-Analyse [Construct validity of a Universal Screener for Challenging Classroom Behaviors in Students – a Multitrait-Multimethod Approach]. *Zeitschrift für Pädagogische Psychologie*. [German Journal of Educational Psychology, 33, 17-31].

- Hallinan, S.\*, Shiyko, M., **Volpe, R. J.**, & Molnar, B. E. (2019). Reliability and validity of the Vicarious Trauma Organizational Readiness Guide (VT-ORG). *American Journal of Community Psychology*, 64, 481-493.
- Martin, R., Coddling, R. S., Collier-Meek, M., Gould, K., DeFouw, E., & **Volpe, R. J.** (2019). Examination of a parent-mediated detect, practice, and repair procedure to improve math fact fluency. *School Psychology Review*, 48, 88-97.
- Coddling, R. S., **Volpe, R. J.**, Martin, R. J. & Krebs, G. (2019). Enhancing mathematics fluency: comparing the spacing of practice sessions with the number of opportunities to respond. *School Psychology Review*, 48, 88-97.
- Hannish, C., Casale, G., **Volpe, R. J.**, Briesch, A. M., Richard, S., Meyer, H., Hövel, D., Hagen, T., Krull, J., & Henneman, T. (2019). Gestufte förderung in der grandschule: Konzeption eines mehrstufigen, multimodalen Förderkonzepts bei expansivem Problemverhalten. [Tiered promotion in elementary school: Conception of a multi-stage, multimodal funding concept for expansive problem behavior.] *Präv Gesundheitsf. [Prevention and Health Promotion]* <https://doi.org/10.1007/s11553-018-0700-z>
- Casale, G., Grosche, M., **Volpe, R. J.** & Hennemann, T. (2018). Zuverlässigkeit von Verhaltensverlaufsdiagnostik über Rater und Messzeitpunkte bei Schülern mit externalisierenden Verhaltensproblemen. Themenheft „Verlaufsdiagnostik“. *Empirische Sonderpädagogik*, 9. [Dependability of Direct Behavior Rating across Rater and Occasion in Students with Externalizing Behavior Problems. Special issue “Progress Monitoring in Schools.” *Empirical Special Education*, 9.]
- Casale, G., **Volpe, R. J.**, Daniels, B., Hennemann, T., Briesch, A. M., & Grosche, M. (2018). Measurement invariance of a universal behavioral screener across samples from the USA and Germany. *European Journal of Psychological Assessment*, 34, 87-100.
- Ferguson, T. D., Briesch, A. M., **Volpe, R. J.**, Donaldson, A. R., & Feinberg, A. B. (2018). Psychometric considerations for conducting observations using time-sampling procedures. *Assessment for Effective Intervention*, 44, 45-57.
- Hamilton, T., Hoffman, J. A., Arsiwalla, D., **Volpe, R.**, Schmidt, E., & Gropper, S. (2018). Gender comparisons of young adults' eating behavior regulation: Re-examination of the Regulation of Eating Behavior Scale (REBS). *Appetite*, 126, 80-89.
- Hustus, C., Owens, J. S., **Volpe, R. J.**, Briesch, A. M., & Daniels, B. (2018). Treatment sensitivity of direct behavior rating multi-item scales in the context of a daily report card intervention. *Journal of Emotional and Behavior Disorders*.
- Volpe, R. J.** & Briesch, A. M. (2018). Commentary: Establishing evidence-based behavioral screening practices in U.S. schools. *School Psychology Review*, 47, 396-402.

- Volpe, R. J.**, Casale, G., Mohiyeddini, C., Grosche, M., Hennemann, T., Briesch, A. M., & Daniels, B. (2018). A multi-gated behavioral screener linked to personalized classroom interventions: Psychometric characteristics in a large sample of German schoolchildren. *Journal of School Psychology, 66*, 25-40.
- Mulé, C. M., Daniels, B., **Volpe, R. J.**, Briesch, A. M., Joseph, L. M., Harris, K., Silwinski, S., & Leslie, L. K. (2018). A comparison of two sight word interventions: Traditional Drill and WordSheets. *Journal of Behavioral Education, 27*, 240-261.
- Briesch, A. M., Ferguson, T. D., Daniels, B., **Volpe, R. J.**, & Feinberg, A. (2017). Examining the influence of interval length on the dependability of observational estimates. *School Psychology Review, 46*, 426-432.
- Briesch, A. M., Casale, G., Grosche, M., **Volpe, R. J.**, & Hennemann, T. (2017). Initial validation of the Usage Rating Profile-Assessment for use within German language schools. *Learning Disabilities: A Contemporary Journal, 15*, 193-207.
- Chaffee, R.\*, Briesch, A. M., Johnson, A., & **Volpe, R. J.** (2017). A meta-analysis of class-wide interventions for supporting student behavior. *School Psychology Review, 46*, 149-164.
- Daniels, B., **Volpe, R. J.**, Fabiano, G. A., & Briesch, A. M. (2017). Classification accuracy and acceptability of the Integrated Screening and Intervention System Teacher Rating Form. *School Psychology Quarterly*. Advance online publication. <http://dx.doi.org/10.1037/spq0000147>
- Daniels, B., **Volpe, R. J.**, Briesch, A. M., & Gadow, K. D. (2017). Dependability and treatment sensitivity of multi-Item direct behavior rating scales for interpersonal peer conflict. *Assessment for Effective Intervention, 43*, 48-59.
- Iznardo, M., Rogers, M., **Volpe, R. J.**, Robaey, P., & Labelle, P. (2017). The effectiveness of daily behaviour report cards in a classroom setting for children with ADHD: A meta-analysis. *Journal of Attention Disorders*.
- DuBois, M.\*, **Volpe, R. J.**, Burns, M. K., Hoffman, J. A., (2016). Evaluation of a parent-administered computer-aided tutoring program targeting letter-sound knowledge in preschool-aged children. *Journal of School Psychology, 59*, 39-53.
- Swehla, S. E., Zaslofsky, A., Burns, M. K., Hall, M., Varma, S., & **Volpe, R. J.** (2016). Examining the use of spacing effect to increase the efficiency of incremental Rehearsal. *Psychology in the Schools, 53*, 404-415.



- Volpe, R. J., & Briesch, A. M.** (2016). Dependability of two scaling approaches to direct behavior rating multi-item scales assessing disruptive classroom behavior. *School Psychology Review, 45*, 39-52.
- Briesch, A. M., Hemphill, E. M.\*, **Volpe, R. J.**, & Daniels, B.\* (2015). An evaluation of observational methods for measuring response to classwide intervention. *School Psychology Quarterly, 30*, 37-49.
- Ogg, J., **Volpe, R.**, & Rogers, M. (2015). Understanding the Relationship Between Inattention and Early Literacy Trajectories in Kindergarten. *School Psychology Quarterly, 31*, 565-582.
- Volpe, R. J., & Briesch, A. M.** (2015). Multi-item direct behavior ratings: Dependability of two levels of assessment specificity. *School Psychology Quarterly, 30*, 431-442.
- Casale, G., Hennemann, T., **Volpe, R. J.**, & Grosche, M. (2015). Generalisierbarkeit und zuverlässigkeit von direkten verhaltensbeurteilungen des lern- und arbeitsverhaltens in einer inklusiven grundschulklasse. [Generalizability and dependability of direct behavior ratings of academically engaged behavior in an inclusive classroom setting.], *Empirische Sonderpädagogik, 3*, 258-268.
- DuPaul, G. J., Kern, L., Caskie, G. I. L., & **Volpe, R. J.** (2015). Early intervention for young children with ADHD: Prediction of academic and behavioral outcomes. *School Psychology Review, 44*, 3-20.
- Mulé, C. M., **Volpe, R. J.**, Fefer, S., Leslie, L. K., & Luiselli, J. (2015). Comparing two sight-word reading interventions for a student with Autism Spectrum Disorder. *Journal of Behavioral Education, 24*, 304-316.
- Daniels, B.\*, **Volpe, R. J.**, Briesch, A. M., & Fabiano, G. A. (2014). Development of a problem-focused behavioral screener linked to evidence-based intervention. *School Psychology Quarterly, 29*, 438-451.
- Briesch, A. M., Hemphill, E. M.\*, **Volpe, R. J.**, & Daniels, B.\* (2014). An evaluation of observational methods for measuring class-wide engagement. *School Psychology Quarterly, 30*, 37-49.
- Briesch, A. M., **Volpe, R. J.**, & Ferguson, T. D.\* (2014). The influence of student characteristics on the dependability of observation data. *School Psychology Quarterly, 29*, 171-181.
- Reid, E. R., DiPerna, J. C., Missall, K., & **Volpe, R. J.** (2014). Reliability and structural validity of the teacher rating scales of early academic competence. *Psychology in the Schools, 51*, 535-553.

- Volpe, R. J.** & Suldo, S. M. (2014). Theoretical frameworks in school psychological intervention research: Interdisciplinary perspectives and future directions. *School Psychology Review*, 43, 115-118.
- DuBois, M. R.\*, **Volpe, R. J.**, & Hemphill, E. M.\* (2014). A randomized trial of a computer-assisted tutoring program targeting letter sound expression via incremental rehearsal. *School Psychology Review*, 43, 210-221.
- Grosche, M. & **Volpe, R. J.** (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education*, 28, 254-269.
- Briesch, A. M., Ferguson, T. D.\*, **Volpe, R. J.**, & Briesch, J. M.\* (2013). Examining teachers' perceptions of social-emotional and behavioral referral concerns. *Remedial and Special Education*, 34, 249-256.
- DuPaul, G. J., Kern, L., & **Volpe, R. J.** (2013). *Young children with attention-deficit/hyperactivity disorder: Effects of multi-setting psychosocial intervention across 24 months*. *School Psychology Review*, 42, 56-75.
- DuPaul, G. J., Kern, L., **Volpe, R. J.**, Caskie, G. I. L., Sokol, N., Arbolino, L., Van Brakel, J., & Pipan, M. (2013). Comparison of parent education and functional assessment-based intervention across 24 months for your children with ADHD. *School Psychology Review*, 42, 56-75.
- Ferguson, T. D.\*, Briesch, A. M., **Volpe, R. J.**, & Daniels, B.\* (2012). The influence of observation length on the dependability of data. *School Psychology Quarterly*, 27, 187-197.
- Joseph, L., Eveleigh, E., Konrad, M., Neef, N., & **Volpe, R.** (2012). Comparison of the efficiency of two flashcard drill methods on children's reading performance. *Journal of Applied School Psychology*, 28, 317-337.
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- Volpe, R. J.**, Young, G.\* Piana, M. E.\*, & Zaslofsky, A. F.\* (2012). Integrating class-wide early literacy intervention and behavioral supports: A pilot investigation. *Journal of Positive Behavior Interventions*, 14, 56-64.
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- Volpe, R. J.,** Mulé, C. M.\* Briesch, A. M., Joseph, L. M., Burns, M. K. (2011). A comparison of two flashcard drill methods targeting word recognition. *Journal of Behavioral Education, 20*, 217-237.
- Codding, R. S., Chan-Iannetta, L., George, S., Ferreira, K., & **Volpe, R. J.** (2011). Early number skills: Examining the effects of class-wide interventions on kindergarten performance. *School Psychology Quarterly, 26*, 85-96.
- DuPaul, G. J., Kern, L., Gormley, M. J., & **Volpe, R. J.** (2011). Early intervention for young children with ADHD: Academic outcomes for responders to behavioral treatment. *School Mental Health, 3*, 117-126.
- McConaughy, S. H., **Volpe, R. J.,** Antshel, K. M., Gordon, M., & Eiraldi, R. (2011). Academic and social impairments associated with attention deficit/hyperactivity disorder. *School Psychology Review, 40*, 200-225.
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- Cook, C., **Volpe, R. J.,** & Livanis, A. (2010). Constructing a roadmap for future universal screening research beyond academics. *Assessment for Effective Intervention, 35*, 197-205.
- Cook, C., **Volpe, R. J.,** & Livanis, A. (2010). Universal screening beyond academic performance: Introduction to the special series. *Assessment for Effective Intervention, 35*, 195-196.
- Zaslofsky, A. F.,\* & **Volpe, R. J.** (2010). Graphing single case data in Microsoft Excel. *School Psychology Forum, 4*(2), 15-24.
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- Mautone, J. A., DuPaul, G. J., Jitendra, A. K., Tresco, K. E., Vile Junod, E., & **Volpe, R. J.** (2009). The relationship between treatment integrity and acceptability of reading interventions for children with attention-deficit/hyperactivity disorder. *Psychology in the Schools, 25*, 47-70.
- Erchul, W. P., DuPaul, G. J., Bennett, M. S., Grissom, P. F., Jitendra, A. K., Tresco, K. E., **Volpe, R. J.,** Vile Junod, R. E., Flammer-Rivera, L. M., & Mannella, M. C. (2009). A follow-up study of relational processes and consultation outcomes for students with ADHD. *School Psychology Review, 38*, 28-37.
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#### **Non-refereed Articles (n = 5)**

Note: Student co-authors marked with \*

- Rogers, M., Ogg, J., & **Volpe, R.** (2015). The ecology of ADHD in the schools. *Current Developmental Disorders Reports*, 2, 23-29.
- DuPaul, G. J., & **Volpe, R. J.** (2009). ADHD and learning disabilities: Research findings and clinical implications. *Current Attention Disorders Reports*, 1, 152-155.
- Villiers, D.\* & **Volpe, R. J.** (2006). Health risks for children with disruptive behavior disorders: Prevention strategies to minimize risk. *The Communicé*, 35(4), 18, 20.

Riley-Tillman, C., Chafouleas, S., McDougal, J., Blom-Hoffman, J., **Volpe, R.**, & Miller, D. (2005). The Practitioner's Edition Series: An annual special issue of Psychology in the Schools. *The Communique*, 34(4), 39.

Miller, D. N., Riley-Tillman, T. C., & **Volpe, R. J.** (2004). Interviewing for academic positions in school psychology: Recommendations for applicants and search committees. *The School Psychologist*, 58, 106-110.

### **Books (n = 3)**

Briesch, A. M., **Volpe, R. J.**, & Floyd, R. G. (2018). A Practical Guide to Classroom Observation. New York. The Guilford Press.

Codding, R. S., **Volpe, R. J.**, & Poncy, B. (2017). Early Math Interventions. New York, NY: The Guilford Press.

**Volpe, R. J.** & Fabiano, G. A. (2013). Daily behavior report cards: An evidence-based system of assessment and intervention. New York, NY: The Guilford Press.

### **Book Chapters (n = 11)**

Note: Student co-authors marked with \*

Briesch, A. M., & **Volpe, R. J.** (2023). Social, Emotional, and Behavioral Assessment and Intervention (2<sup>nd</sup> Ed.). In S. Grapin & J. Kranzler (Eds.) *School Psychology: Professional Issues and Practices* (pp. 171-188). Springer.

**Volpe, R. J.**, Jenkins, L. N., & Sullivan, A. Being a productive writer. (2021). In R. G. Floyd & Eckert, T. A. (Eds.), *Handbook of University and Professional Careers in School Psychology*. New York, Routledge.

**Volpe, R. J.**, Sakai, C., Daniels, B. (2019). School-based Medication Evaluations: Implications for Psychologists & Physicians. In J. S. Carlson & J. A. Barterian (Eds.) *Pediatric School Psychology: School Psychopharmacology*. New York, NY: Springer.

Clark, E., Overstreet, S., **Volpe, R. J.**, Stoiber, K. C., & Semrud-Clikeman, M. (2019). Society for the Study of School Psychology. In M. K. Burns (Ed.). *Introduction to school psychology: Controversies and current practice* (pp. 89-97): New York, NY: Oxford University Press.

Briesch, A. M., & **Volpe, R. J.** (2018). Social, Emotional, and Behavioral Assessment and Intervention. In S. Grapin & J. Kranzler (Eds.) *School Psychology: Professional Issues and Practices*. New York, NY: Springer.

- Cook, C. R., **Volpe, R. J.**, & Delpont, J. (2013). A review of systematic monitoring in EBD: The promise of change sensitive brief behavior rating scales. In H. W. Walker & F. M. Gresham (Eds.). *Handbook of evidence-based practices for emotional and behavioral disorders: Applications in schools* (pp. 211-228). New York: Guilford.
- Volpe, R. J.**, Anastasio, R. J.\*, & DuPaul, G. J. (2011). Classroom and instructional strategies. In S. Goldstein & J. Naglieri (Eds.), *Learning and attention disorders in late adolescence and adulthood, second edition* (pp. 467-487). New York, NY: John Wiley & Sons, Inc.
- Volpe, R. J.** & Chafouleas, S. M. (2011). Assessment of externalizing behavioral deficits. In M. A. Bray & T. J. Kehle, T. J. (Eds.), *Oxford handbook of school psychology* (pp. 284-311). New York, NY: Oxford University Press.
- Hintze, J. M., **Volpe, R. J.**, & Shapiro, E. S. (2008). Best practices in systematic direct observation of student behavior. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (Vol. 2, pp. 319-335). Bethesda, MD: National Association of School Psychologists.
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- Volpe, R. J.**, & DuPaul, G. J. (2001). Assessment with brief behavior rating scales. In J. Andrews, H. Janzen & D. Saklofske (Eds.), *Handbook of psychoeducational assessment: Ability, achievement, and behavior in children* (pp. 357-387). San Diego, CA: Academic Press.

### **Test Reviews (n = 2)**

- Volpe, R. J.**, & DiPerna, J. C. (2003). Review of the ADHD Symptom Checklist-4. *Buros Mental Measurements Yearbook* (Vol. 15). Highland Park, NJ: Gryphon Press.
- DiPerna, J. C., & **Volpe, R. J.** (2003). Review of the Child Symptom Inventory-4. *Buros Mental Measurements Yearbook* (Vol. 15). Highland Park, NJ: Gryphon Press.

### **Blogs (n = 2)**

- Volpe, R. J.**, & Briesch, A. M. (2013, November). Building and sustaining school partnerships. Retrived from <http://ssspresearch.org/earlycareerforum/building-and-sustaining-school-partnerships>.
- Volpe, R. J.**, Harris, B., & Sullivan, A. (August, 2013). How do you prepare for the academic year? Retrieved from <http://ssspresearch.org/earlycareerforum/how-do-you-prepare-new-academic-year>.



### **Manuscripts Currently Under Review (n = 0)**

Note: Student co-authors marked with \*

### **Manuscripts in Preparation (n = 3)**

**Volpe, R. J.**, Casale, G., Briesch, A. M., & Matta, M. Concurrent validity of four behavior rating methods for assessing academic enablers. Construct Validity of Four Formative Behavioral Assessment Methods: Assessing Academic Engagement and Disruptive Behavior in Young Children.

**Volpe, R. J.**, Gormley, M., DuPaul, G. J., & Stoner, G. Effective Strategies to Support Students with ADHD: A Life-Course Model for School-Based Services. New York, NY: The Guilford Press.

Codding, R. S., Poncy, B., & **Volpe, R. J.** Early Math Interventions (2<sup>nd</sup> ed). New York, NY: The Guilford Press.

### **PRESENTATIONS**

#### **Invited (n = 25)**

**Volpe, R. J.** (2019, February). Training graduate students in education for careers as scientist-practitioners. Keynote address at the 4<sup>th</sup> Annual Winter School and Retreat. University of Cologne, Cologne, Germany.

**Volpe, R. J.** (2019, November). Direct behavior rating in intervention and assessment. Presentation at the University of Thessaly, Volos, Greece.

**Volpe, R. J.** (2018, June). Dependability of DBR-MIS items across levels of observability. Colloquium presented to the Faculty of the Department of Special Education and Rehabilitation; University of Cologne, Cologne, Germany.

**Volpe, R. J.** (2017, October). Development of a web-based system for monitoring student social behavior. Paper presented at the School Mental Health Research Summit. Washington, D.C..

**Volpe, R. J.** (2017, May). Tutoring Buddy, an evidence-based system for targeting early literacy skills. Colloquium presented to the Faculty of the Department of Special Education and Rehabilitation; University of Cologne, Cologne, Germany.

- Volpe, R. J.** (2016, October). Preliminary development of a web-based system for monitoring student social behavior. Colloquium presented to the Faculty of the Department of Psychology; Ohio University, Athens, OH.
- Volpe, R. J.,** (2016, August). Becoming a productive scholar. Keynote Address presented at the Student Affiliates in School Psychology Student Research Forum at the Annual Meeting of the American Psychological Association, Denver, CO.
- Volpe, R. J.,** Casale, G., Grosche, M., Henneman, T., Briesch, A. M., & Daniels, B. (2016, July). Cross-cultural development of a universal behavioral screener for use in inclusive schools. Colloquium presented to the Faculty of the Department of Special Education and Rehabilitation; University of Cologne, Cologne, Germany.
- Volpe, R. J.** (2016, July). A universal behavioral screening tool linked to classroom interventions: Psychometric characteristics in a large sample of German schoolchildren. Colloquium presented to the Faculty of the Institute of Human Development; University of Wuppertal, Wuppertal, Germany.
- Volpe, R. J.** (2016, May). Using daily report cards in an integrated model of screening and intervention. Workshop presented at the Annual Meeting of the Massachusetts Association of School Psychologists, Framingham, MA.
- Volpe, R. J.** (2016, May). An integrated model of assessment and intervention. Paper presented at the Annual Meeting of the Massachusetts Applied Behavior Analysts, Marlboro, MA.
- Volpe, R. J., & Briesch, A. M.** (2015, August). New directions in school-based assessment of student social-emotional behaviors. Colloquium presented to the Faculty of Human Sciences; University of Cologne, Cologne, Germany.
- Volpe, R. J. & Daniels, B.\*** (2016, April). Implementing daily behavior report card interventions. Staff training for all school psychologists in the Boston Public Schools. Boston School District, Boston, MA.
- Volpe, R. J.** (2014, May). Employing technology in the prevention of reading failure. Colloquium presented at the Department of Psychology, University of Vienna, Vienna, Austria.
- Volpe, R. J.** (2013, August). A computer-assisted teacher tool for preventing reading failure in young children. Invited paper presented at the Minnesota Center for Reading Research Summer Literacy Workshop, Minneapolis, MN.
- Volpe, R. J. & Hintze, J. M.** (2012, June). Using data: Getting and staying one step ahead of your graduate student. Presented at the 2012 Massachusetts Field Supervision Institute.

**Volpe, R. J. & Coddling, R. S. (2010, May).** Response to intervention and evidence-based practice: Data-based decision-making. In-service training at Boston Public Schools, Boston, MA.

**Volpe, R. J. (2009, December).** The Adaptive Model of Behavioral Assessment. In-service training at Newton Public Schools, Newton, MA.

**Volpe, R. J. (2008, September).** A model for using abbreviated behavior rating scales in monitoring interventions for children with ADHD. Invited paper presented at the 4th meeting of the International Congress of ADHD, Mexico City, Mexico.

Blom-Hoffman, J. & **Volpe, R. J. (2008, September).** Proactive approaches to behavior management. Invited paper presented at the 4th meeting of the International Congress of ADHD, Mexico City, Mexico.

**Volpe, R. J. (2007, September).** Pharmacologic follow-up strategies for students with ADHD. Invited paper presented at the 3rd meeting of the International Congress of ADHD, Mexico City, Mexico.

**Volpe, R. J., & DiPerna, J. C. (2007, May).** Enhancing RtI service delivery: Practical strategies for planning, implementing, and evaluating classroom-based interventions. Presented at the Annual Meeting of the Vermont Association of School Psychologists, Burlington, VT.

**Volpe, R. J. (2005, September).** Classroom interventions for students with attention-deficit/hyperactivity disorder. In-service training at Roxbury Preparatory School, Boston, MA.

**Volpe, R. J. (2005, March).** A model for evaluating the effects of stimulant medications in schools. Colloquium presented at Plattsburgh State University, Department of Psychology.

**Volpe, R. J. (2002, October).** Classroom interventions for students with attention-deficit/hyperactivity disorder. Special Education Day In-service, Saucon Valley School District, Lower Saucon, PA.

**Volpe, R. J. (1998, November).** Panel discussant for presentation by Peter Jensen: The Multi-modal treatment study. Grand Rounds, University Hospital, S.U.N.Y. at Stony Brook, Stony Brook, NY.

#### **International (n = 16)**

**Volpe, R. J., Briesch, A. M., Grosche, M., Henneman, T., Casale, G., & Scanlon, D. (2021, October).** Linking assessment to intervention for children with academic and behavior

problems. Workgroup at the 8<sup>th</sup> Annual International Meeting on Inclusion. Amherst, MA.

**Volpe, R. J.**, Yeung, T. S. \*, Casale, G., Krull, J., & Hennemann, T. (2019, July). *A German Language Universal Screener for Externalizing and Internalizing Problems*. Paper presented at the 41st International School Psychology Association Conference, Basel, Switzerland.

Yeung, T. S. \*, & **Volpe, R. J.** (2018, July). Chinese Language Universal Behavioral Screener: Adaptation and Validation. Paper presented at the 40<sup>th</sup> International School Psychology Association Conference, Tokyo, Japan.

Casale, G., **Volpe, R. J.**, Daniels, B., Briesch, A. M., & Grosche, M. (2017). Construct Validity of a Universal Screener to Economically Assess Students' Behavior in the Classroom— a Multitrait-Multimethod-Analysis. Poster Presentation at the semi-annual Conference of the Working Group of Empirical Research in Special Education, 25<sup>th</sup> November, University of Frankfurt (Germany).

Casale, G., **Volpe, R. J.**, Briesch, A. M., Hennemann, T., & Grosche, M. (2016). *How do teacher and time influence the accuracy of behavioral progress monitoring at school? An examination of Direct Behavior Ratings across rater and days. [Wie beeinflussen Lehrer und Zeit die Genauigkeit von Verhaltensverlaufsdiagnostik in der Schule? Eine Überprüfung von Direct Behavior Ratings über Rater und Schultage.]* Poster Presentation at the Fall Conference of the Working Group on Empirical Research in Special Education [Arbeitsgruppe Empirische Sonderpädagogische Forschung (AESF)], 12.11.2016, Dortmund.

Casale, G., **Volpe, R. J.**, Hennemann, T., Leidig, T., Briesch, A. M., & Grosche, M. (2016). *Promoting Student's Behavior at School Successfully: Development, Implementation, and Evaluation of a Model that Closely Link Assessment and Intervention in Inclusive Settings*. [Schulische Verhaltensförderung erfolgreich gestalten: Entwicklung, Umsetzung und Evaluation eines Modells zur Verknüpfung von Diagnostik und Förderung im inklusiven Setting]. Oral Paper Presentation at the Conference of the German Educational Research Association (GERA), Division 6 Special Education, 21th to 23th September 2016 in Paderborn (Germany).

Casale, G., **Volpe, R.J.**, Grosche, M., Hennemann, T., Leidig, T., & Briesch, A.M. (August, 2016). *Supporting Student's Positive Social Behavior? Evaluation of a Model Linking Assessment and Intervention to Facilitate Inclusion*. Poster Presentation at the Biennial Meeting of EARLI SIG 15, Leuven (Belgium).

- Casale, G., **Volpe, R. J.**, Hennemann, T., Leidig, T., Briesch, A. M., & Grosche, M. (July, 2016). *Promoting Student's Behavior at School Successfully: Development, Implementation, and Evaluation of a Model that Closely Link Assessment and Intervention in Inclusive Settings*. [Schulische Verhaltensförderung erfolgreich gestalten: Entwicklung, Umsetzung und Evaluation eines Modells zur Verknüpfung von Diagnostik und Förderung im inklusiven Setting]. Oral Paper Presentation at the Conference of the German Educational Research Association (GERA), Division 6 Special Education, 21st to 23rd September 2016 in Paderborn (Germany).
- Casale, G., **Volpe, R. J.**, Briesch, A. M., Daniels, B., Hennemann, T., & Grosche, M. (July, 2016). *Cross-Cultural Development of a Universal Behavioral Screener in Inclusive Schools*. Oral Paper Presentation at the 4<sup>th</sup> International Conference on Inclusion, 8<sup>th</sup> and 9<sup>th</sup> July, 2016, in Wuppertal (Germany).
- Volpe, R. J.**, Casale, G., Hennemann, T., Briesch, A. M., Daniels, B., & Grosche, M. (2016, August). *Psychometric Properties and Measurement Invariance of a Universal behavioral screener in inclusive schools*. Presentation at the Biennial Meeting of EARLI SIG 15, Leuven, Belgium.
- Volpe, R. J.** (2009, August). Review of behavior rating scales. In S. M. Chafouleas (Chair), Review of methods for formative assessment of child social behavior. Symposium presented at the Annual Meeting of the American Psychological Association, Toronto, ON, Canada.
- Volpe, R. J.**, Lorah, K. S., DuPaul, G. J., & Jitendra, A. (2003, April). Students with AD/HD: Impairment in the school setting. Paper presented at the Annual Meeting of the National Association of School Psychologists, Toronto, ON, Canada.
- DiPerna, J. C., & **Volpe, R. J.** (2003, April). The responsive classroom: Enhancing academic outcomes for all children. Poster presented at the Annual Meeting of the National Association of School Psychologists, Toronto, ON, Canada.
- Nolan, E., Gadow, K. D., Sprafkin, J., & **Volpe, R.** (1997, October). Developmental changes and gender differences in inattention and hyperactivity-impulsivity. Poster presented at the 44th Annual Meeting of the American Academy of Adolescent and Child Psychiatry, Toronto, ON, Canada.
- Volpe, R. J.**, Loney, J., & Salisbury, H., (1997, June). Self-reported behavioral and emotional symptoms as predictors of observed behavior in young referred boys. Poster presented at the 1997 meeting of the International Society for Research in Child and Adolescent Psychopathology, Paris, France.

Loney, J., Carlson, G., Salisbury, H., Ferguson, M., & **Volpe, R. J.** (1997, June). Associations between the self-reported childhood symptoms of mothers and their young referred sons. Poster presented at the 1997 meeting of the International Society for Research in Child and Adolescent Psychopathology, Paris, France.

**National (n = 99)**

Note: Student co-presenter marked with \*

Crossing, A. E., **Volpe, R. J.**, Ramirez, T. Examining efforts toward diversifying the pathway to school psychology. Paper to be presented at the Annual Meeting of the National Association of School Psychologists. Seattle, WA.

**Volpe, R. J.** The relationship between anxiety and math outcomes. In R. Coddling (Chair) Overcoming Math Anxiety: Prevalence, Practices, and Intervention Responsiveness. Symposium to be presented at the Annual Meeting of the National Association of School Psychologists. Seattle, WA.

Hill, E., **Volpe, R. J.**, Briesch, A. M., & Eklund, K. An Evaluation of Check-In Check-Out for students exhibiting social withdrawal. Poster to be presented at the Annual Meeting of the National Association of School Psychologists. Seattle, WA.

Segal, K.\* & **Volpe, R. J.** Culturally Relevant Assessment: Best Practices for Linguistic and Cultural Adaptations. to be presented at the Annual Meeting of the National Association of School Psychologists. Seattle, WA.

Crossing, A. E., **Volpe, R. J.**, & Ramirez, T. (2024, February). *Constructing a diverse pipeline to school psychology and related fields*. To be presented at the annual meeting of the National Association of School Psychologists.

Breisch, A. M., **Volpe, R. J.**, & Leiwant, I. G. (2024). How and why school psychologists use direct observation. Poster presented at the annual meeting of the National Association of School Psychologists. New Orleans, LA.

Hodges, A. L., Adams, R. F., Styck, K. M., Pruitt, A. E., Anthony, C. J., & **Volpe, R. J.** (2024). The better judge: Strategies for reducing bias on behavioral ratings. Poster presented at the annual meeting of the National Association of School Psychologists. New Orleans, LA.

Woods, B. L., Horn, T. C., Pruitt, A. E., Anthony, C. J., Styck, K. M., & **Volpe, R. J.** (2024). Examining the stability of rater effects on DBR-MIS. Poster presented at the annual meeting of the National Association of School Psychologists. New Orleans, LA.

- Volpe, R. J.** (Chair), Briesch, A. M., Yeung, T. S., Matta, M., & Anthony, C. J. (February, 2023). Emerging developments in the formative assessment of student classroom behavior. Symposium to be presented at the Annual Meeting of the National Association of School Psychologists, Denver, CO.
- Crossing, A. E., & **Volpe, R. J.** (2023, February 6). *Constructing a diverse pipeline to school psychology and related fields*. Trainers of School Psychologists Annual Conference. Denver, Co.
- Hoffman, J. A., Miller, E. A., Burr, J., Mutchler, J. E., Hermelbracht, J., **Volpe, R. J.**, Coddling, R. S., & Briesch, A. M. (2021, November). Intergenerational Tutoring: Older Adults Supporting Children's Academic Needs via Video Conferencing. Poster presentation at the 2021 Annual Scientific Meeting of the Gerontological Society of America.
- Hoffman, J. A., **Volpe, R. J.**, Coddling, R. S., Briesch, A. M., & Trussell, A. M (2022, February). Intergenerational Tutoring: Older Adults Supporting Children's Academic Needs. Paper presentation at the National Association of School Psychologists annual convention, Boston, MA.
- Hoffman, J. A., Miller, E. A., Burr, J., Mutchler, J. E., Hermelbracht, J., **Volpe, R. J.**, Coddling, R. S., & Briesch, A. M. (2021, November). Intergenerational Tutoring: Older Adults Supporting Children's Academic Needs via Video Conferencing. Poster presentation at the 2021 Annual Scientific Meeting of the Gerontological Society of America.
- Goodridge, A., Hill, E., Coddling, R., **Volpe, R. J.**, Chehayeb, R., & MacDonald, S. (2021, February). *Breathe, relax, and do math: Interventions to address math anxiety*. Presentation delivered at the annual convention of the National Association of School Psychologists, Virtual.
- Hill, E., **Volpe, R. J.**, Briesch, A. M. (2021). Examining the Technical Adequacy of the COEDD. Poster to be presented at the Annual Meeting of the National Association of School Psychologists, Virtual.
- Chaffee, R.\*, Briesch, A., **Volpe, R. J.**, Johnson, A., & Dudley, L. (2020). *Effects of a class-wide positive peer reporting intervention on middle school student behavior*. Poster accepted at the Women in Behavior Analysis Conference, Nashville, TN.
- Volpe, R. J.**, Briesch, A. M., Yeung, T. S.\*, & Donaldson, A. R.\* (2020, February). Examining the dependability of four direct behavior rating multi-item scales. Poster to be presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.

- Briesch, A. M., **Volpe, R. J.**, Floyd, R. G., Hill, E.\* , & Hammons, J.\* (2020, February). Expanding your assessment toolbox: Conducting systematic observations in school settings. Mini-skills session to be presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
- Briesch, A. M., **Volpe, R. J.**, Donaldson, A. R.\* , & Yeung, T. S.\* (2020, February). Dependability of Direct Behavior Rating Multi-Item Scales for academic enablers. Poster to be presented at the Annual Meeting of the National Association of School Psychologists, Baltimore, MD.
- Yeung, T. S.\* , & **Volpe, R. J.** (2019, August). Reliability, Validity, and Classification Accuracy of a Chinese Universal Behavioral Screener. Poster presented at the Annual Meeting of the American Psychological Association, Chicago, IL.
- Daniels, B., Briesch, A. M., **Volpe, R. J.**, Whitehouse, A., Pereira, B., & Janze, J. (2019). Impact of training on classwide behavioral intervention using ClassDojo. Poster presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA.
- Volpe, R. J.**, Chaffee, R.\* , Broding, J., Briesch, A. M., & Yeung, T. S.\* (February, 2019). Exploring the dependability of direct behavior rating items. Poster presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Hamilton, T., Hoffman, J. Arsiwalla, D., **Volpe, R.**, Schmidt, E., & Gropper, S. (2018, July). Gender Comparisons in Young Adults' Eating Behavior Regulation. Presented at the Society for Nutrition Education and Behavior Conference, Minneapolis, MN.
- Yeung, T. S.\* , & **Volpe, R. J.** (2018, March). Chinese Language Universal Behavioral Screener. Paper presented at the 15th International Conference on Positive Behavior Support, San Diego, CA.
- Codding, R. S., **Volpe, R. J.**, & Poncy, B. (2017, February). Essential tools for promoting mathematics through class-wide intervention strategies. Paper presented at the Annual Meeting of the National Association of School Psychologists, San Antonio, TX.
- Harris, B., Reinhardt, J. S., Sullivan, A. L., & **Volpe, R. J.** (2017, February). Aligning Research, Teaching, and Service Endeavors. Paper presented at the Annual Meeting of the National Association of School Psychologists, San Antonio, TX.
- Harris, B., Reinhardt, J. S., Sullivan, A. L., & **Volpe, R. J.** (2017, February). Careers in academia: Aligning research, teaching and service endeavors. Paper presented at the Annual Meeting of the National Association of School Psychologists, San Antonio, TX.



- Grosche, M., **Volpe, R. J.**, Casale, G., Henneman, T., & Briesch, A. M., (2017, February). Intercultural adaptation of a universal screener in English and German. Paper presented at the Annual Meeting of the National Association of School Psychologists, San Antonio, TX.
- Volpe, R. J.**, Briesch, A. M., & Daniels, B. (2016, August). Initial development of direct behavior rating multi-item scales for school-based progress monitoring. Poster presented at the Annual Meeting of the American Psychological Association, Denver, CO.
- DuBois, M. R., & **Volpe, R. J.** (2016, August). The psychometric properties of a computer-assisted tutoring program targeting letter sound knowledge. Poster presented at the Annual Meeting of the American Psychological Association, Denver, CO.
- Volpe, R. J.** (2016, February). Discussant for J. Snyder (Chair). Stepping stones to bridging the research-practice gap. Presented at the Annual Meeting of the National Association of School Psychologists, New Orleans, LA.
- Volpe, R. J.** (2016, February). Strategies for securing research funding as an early career scholar. Panel discussant at the Annual Meeting of the National Association of School Psychologists, New Orleans, LA.
- Fabiano, G. A., & **Volpe, R. J.** (2015, November). Daily report cards: An evidence-based intervention for youth with behavior challenges. Paper presented at the Annual Conference on Advancing School Mental Health, New Orleans, LA.
- Volpe, R. J.** (Chair), Briesch, A. M., Coles, E., Owen, J., Evans, S., Serrano, V., & DuPaul, G. J. (2015, February). Measuring student social-emotional behavior in problem-solving models: Recent developments. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Orlando, FL.
- Krebs, G. \*, & **Volpe, R. J.** (2015, February). Computer-aided interventions in math: A review of the evidence. Poster presented at the annual meeting of National Association of School Psychologists, Orlando, Florida.
- Daniels, B. \*, **Volpe, R. J.**, Briesch, A. M., & Fabiano, G. A. (2015, February). Validity and accuracy of a social-emotional and behavioral screener. Paper presented at the Annual Meeting of the National Association of School Psychologists, Orlando, FL.
- Volpe, R. J.** (Chair), Suldo, S., & Keller-Margulis, M. A. (2014, August). Developing a research agenda: Strategies for success in academe. Symposium presented at the Annual Meeting of the American Psychological Association, Washington, DC.

- Hemphill, E. M.\*, **Volpe, R. J.**, & Briesch, A. M. (2014, August). The Integrated Screening and Intervention System: A pilot study. Poster presented at the Annual Meeting of the American Psychological Association, Washington, DC.
- Daniels, B.\*, **Volpe, R. J.**, & Fabiano, G. (February, 2014). Universal screening for social emotional and behavior problems. Paper presented at the Annual Meeting of the National Association of School Psychologists, Washington, DC.
- DuBois, M.R.\*, & **Volpe, R. J.** (2014, February). A randomized trial of a computer-assisted intervention targeting letter sounds. Poster presented at the Annual Meeting of the National Association of School Psychologists, Washington, DC.
- Mulé, C., & **Volpe, R. J.** (2014, February). Validating traditional drill and practice and incremental rehearsal for a student with ASD. In L. Stewart (Chair), *Incremental Rehearsal: Effective and Efficient Research-Based Memory Interventions*. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Washington, DC.
- Sullivan, A. L, Briesch, A. M., & **Volpe, R. J.** (February, 2014). Making mentoring work for you: Advising and collaborating with students. Paper presented at the Annual Meeting of the National Association of School Psychologists, Washington, DC.
- Volpe, R. J.** & Coddig, R. S. (February, 2014). Improving retention of class-wide math fact practice: Examining distribution and frequency of practice sessions. In R. Coddig (Chair), *Mathematics intervention development and examination of intervention intensity*. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Washington, DC.
- Volpe, R. J.** (2013, March). Discussant for: D. Hulac (Chair), *Applying Group Contingencies In Natural Settings*. Symposium presented at the Annual meeting of the National Association of School Psychologists, Seattle, WA.
- DuBois, M.R.\*, & **Volpe, R. J.** (2013, February). Using Tutoring Buddy to Teach Letter Sounds to ELL Students. Poster presented at the Annual meeting of the National Association of School Psychologists, Seattle, WA.
- Volpe, R. J.**, & DuBois, M.\* (2012, August). Computer-assisted tutoring targeting letter sound knowledge: A randomized control trial. Poster presented at the Annual Meeting of the American Psychological Association, Orlando, FL.
- Volpe, R. J.**, Cook, C. R., Briesch, A. M., Riley-Tillman, T. C., & Gresham, F. M. (2012, August). Formative assessment of social behavior: Current status and future directions. Symposium presented and the Annual Meeting of the American Psychological Association, Orlando, FL.

- Briesch, A. M., Ferguson, T. D.,\* **Volpe, R. J.**, Briesch, J. M.\*, & Singer, L.\* (2012, February). Examining teachers' perceptions of social-emotional and behavioral referral concerns. Poster presented at the Annual Meeting of the National Association of School Psychologists, Philadelphia, PA.
- Burns, M., **Volpe, R. J.**, Mulé, C.\*, Hall, M., Zaslofsky, A., & Karich, A. (2012, February). Using data to identify and deliver academic intervention. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Philadelphia, PA.
- Mulé, C.\*, **Volpe, R. J.**, Briesch, A., Leslie, L., Martin, R., & McPherson, C. (2012, February). Effects of ADHD behaviors on response to sight word intervention. Poster presented at the Annual Meeting of the National Association of School Psychologists, Philadelphia, PA.
- Mulé, C.\*, **Volpe, R. J.**, Briesch, A., McPherson, C., & Martin, R. (2012, February). Comparison of sight word interventions: Do opportunities to respond matter? Poster presented at the Annual Meeting of the National Association of School Psychologists, Philadelphia, PA.
- Volpe, R. J.**, Briesch, A. M., DuPaul, G. J., & Daniels, B.\* (2012, February). Use of peer comparison data in classroom observations. Paper presented at the Annual Meeting of the National Association of School Psychologists, Philadelphia, PA.
- Volpe, R. J.**, & Briesch, A. M. (2011, February). Society for the Study of School Psychology Research Series: Using generalizability theory to identify sources of error and increase the efficiency of assessment. Paper presented at the Annual Meeting of the National Association of School Psychologists, San Francisco, CA.
- Volpe, R. J.**, Gadow, K. D. (2011, February). Abbreviated behavior rating scales for monitoring response to intervention. Poster presented at the Annual Meeting of the National Association of School Psychologists, San Francisco, CA.
- Mule, C.\*, **Volpe, R. J.**, Briesch, A. M., Joseph, L. M., & Burns, M. K. (2010, February). A comparison of two flashcard interventions targeting sight words. Poster presented at the Annual Meeting of the National Association of School Psychologists, San Francisco, CA.
- Volpe, R. J.**, Briesch, A. M., Gadow, K. D. (2010, August). Applying generalizability theory to streamline behavioral assessment. Poster presented at the Annual Meeting of the American Psychological Association, San Diego, CA.
- Briesch, A. M., **Volpe, R. J.**, & Romer, N.\* (2010, August). Comparing behavior assessment methods: Molar vs. molecular assessment of ADHD. Poster presented at the Annual Meeting of the American Psychological Association, San Diego, CA.

**Volpe, R. J.** (2010, March). Discussant for: M. Burns (Chair), Instructionally relevant memory research: Enhancing both retention and generalization. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Chicago, IL.

**Volpe, R. J.,** DuBois, M.,\* Burns, M., Nashawaty, K.,\* & Wehrly, S.\* (2010, March). Teaching letter sounds to kindergarten students with incremental rehearsal. Poster presented at the Annual Meeting of the National Association of School Psychologists, Chicago, IL.

McConaughy, S. H, & **Volpe, R. J.** (2010, March). Observational assessment of students with attention and behavioral problems. Workshop presented at the Annual Meeting of the National Association of School Psychologists, Chicago, IL.

**Volpe, R. J.** (2009, October). Attention-deficit/hyperactivity disorder and academic achievement: Exploring the relationship. In Richard Boon (Chair), Longitudinal development of children with learning disabilities. Symposium presented at the 18<sup>th</sup> Annual World Conference on Learning Disabilities. Burlington, MA.

**Volpe, R. J.,** Young, G.,\* Piana, M.,\* & Zaslofsky, A.\* (2009, February). An integrated model of early literacy intervention in urban schools. Poster presented at the Annual Meeting of the National Association of School Psychologists, Boston, MA.

McConaughy, S. H, & **Volpe, R. J.** (2009, February). Observational assessment of students with attention and behavioral problems. Workshop presented at the Annual Meeting of the National Association of School Psychologists, Boston, MA.

**Volpe, R. J.** (2008, February). Discussant for: T. C. Riley-Tillman, S. M. Chafouleas, & T. J. Christ (Chairs), The development and technical adequacy of direct behavior ratings. Symposium presented at the Annual Meeting of the National Association of School Psychologists, New Orleans, LA.

Piana, M.,\* & **Volpe, R. J.** (2008, February). ADHD and motivation: Relevant research and meaningful strategies. Paper presented at the Annual Meeting of the National Association of School Psychologists, New Orleans, LA.

Jitendra, A. K., DuPaul, G.J., **Volpe, R. J.,** Tresco, K. E., Vile Junod, R. E. Lutz, J. G., Cleary, K. S., Flammer, L. M., & Mannella, M. C. (2007, April). Consultation-based academic intervention for children with ADHD: School functioning outcomes. Paper presented at the 2007 American Educational Research Association (AERA) Annual Convention, Chicago, IL.

**Volpe, R. J.** (2007, March). Monitoring the effects of stimulant medication in the school setting using the ACCME. In R. J. Volpe (Chair), What every school psychologist should know about stimulant medication. Symposium presented at the Annual Meeting of the National Association of School Psychologists, New York, NY.

Wieder, S.,\* St. Peter, H.,\* & **Volpe, R. J.** (2007, March). Do students abuse their prescribed stimulant medication? In R. J. Volpe (Chair), What every school psychologist should know about stimulant medication. Symposium presented at the Annual Meeting of the National Association of School Psychologists, New York, NY.

DuPaul, G. J., Jitendra, A. K., Tresco, K. E., **Volpe, R. J.**, Vile Junod, R. E., & Lutz, J. G. (August, 2006). Academic Interventions for children with ADHD: Short- and long-term effects. In T. J. Power (Chair), Innovations in treating ADHD in schools: Behavioral and ecological approaches. Symposium presented at the Annual Meeting of the American Psychological Association, New Orleans, LA.

**Volpe, R. J.**, & DiPerna, J. C. (2006, March). Confirmatory factor analysis of the ACES-Teacher. Poster presented at the Annual Meeting of the National Association of School Psychologists. Anaheim, CA.

**Volpe, R. J.**, Leff, S. S., & McConaughy, S. H. (2006, March). Linking direct observations across settings: Classroom and playground observations. Workshop presented at the Annual Meeting of the National Association of School Psychologists, Anaheim, CA.

DuPaul, G. J., Jitendra, A. K., **Volpe, R. J.**, & Vile Junod, R. E. (2006, March). Consultation-based academic interventions for children with ADHD: School functioning outcomes. Paper presented at the Annual Meeting of the National Association of School Psychologists, Anaheim, CA.

McConaughy, S. H., **Volpe, R. J.**, & Leff, S. S. (2006, March). Linking direct observations across settings: Test session and classroom observations. Workshop presented at the Annual Meeting of the National Association of School Psychologists, Anaheim, CA.

DuPaul, G. J., Jitendra, A. K., **Volpe, R. J.**, Lutz, J. G., Junod, R. V., Tresco, K., Mannella, M., Flammer, L. & Cleary, K. (2005, November). Promoting academic achievement in children with ADHD: A collaborative consultation model. Paper presented at the 39<sup>th</sup> Meeting of the American Association of Behavioral and Cognitive Therapists, Washington, DC.

**Volpe, R. J.**, DiPerna, J. C., DuPaul, G. J., Jitendra, A. K., Gruber, R., & Lorah, K. (2005, August). Teacher ratings of academic skills in children with ADHD. Poster presented at the Annual Meeting of the American Psychological Association, Washington, DC.

- DuPaul, G. J., Jitendra, A., **Volpe, R. J.**, Lutz, J. G., Junod, R. V., Tresco, K., Cleary, K., Mannella, M. & Flammer, L. (2005, June). Consultation-based academic intervention for children with ADHD: Preliminary findings. Poster presented at the 2005 meeting of the International Society for Research in Child and Adolescent Psychopathology, New York, NY.
- Mautone, J., Lorah-Cleary, K.S., & **Volpe, R. J.** (2005, April). Relationship between treatment integrity and acceptability across two consultation models. Paper presented at the Annual Meeting of the National Association of School Psychologists, Atlanta, GA.
- DiPerna, J. C., **Volpe, R. J.**, & Elliott, S. N. (2005, April). Academic enablers and early mathematics achievement in the elementary grades. Poster presented at the Annual Meeting of the National Association of School Psychologists, Atlanta, GA.
- Volpe, R. J.**, DuPaul, G. J., Lutz, J. G., & Jitendra, A. (2004, April). A model of the influence of ADHD on academic enablers and achievement. Paper presented at the Annual Meeting of the National Association of School Psychologists, Dallas, TX.
- Volpe, R. J.**, & Heick, P. F. (2004, April). The Agile Consultative Model for Medication Evaluation. In T.C. Riley-Tillman (Chair), Bridging the gap: Translating research to practice. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Dallas, TX.
- DiPerna, J. C., & **Volpe, R. J.**, (2004, April). Validity of elementary self-report on the Social Skills Rating System. Poster presented at the Annual Meeting of the National Association of School Psychologists, Dallas, TX.
- Link, M. J., **Volpe, R. J.**, George, M., & Pirapavel, C. (2004, April). Improving student behavior through the use of effective teaching strategies. Poster presented at the Annual Meeting of the National Association of School Psychologists, Dallas, TX.
- DuPaul, G. J., Jitendra, A. K., **Volpe, R. J.**, Lutz, J. G., Gruber, R., Lorah, K., & Tresco, K. (2004, February). Promoting academic success in students with ADHD: Short-term outcomes. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
- DuPaul, G. J., Jitendra, A., Lorah, K. S., & **Volpe, R. J.** (2003, April). Promoting academic success in students with AD/HD. Paper presented at the Annual Meeting of the Council for Exceptional Children, Seattle, WA.
- Volpe, R. J.**, DuPaul, G. J., & Gadow, K. D. (2002, February). School-based monitoring of stimulants in children with ADHD: Making it happen. Mini-skills workshop presented at the Annual Meeting of the National Association of School Psychologists, Chicago, IL.

- DiPerna, J. C., **Volpe, R. J.**, & Elliott, S. N. (2002, February). Pathways to academic success. Poster presented at the Annual Meeting of the American Psychological Association, Chicago, IL.
- Lorah, K. S., DuPaul, G.J., & **Volpe, R. J.** (2002, February). Project PASS: Academic Interventions for students with ADHD. In P. Graczyk (Chair), Innovative approaches to treatment for students with ADHD. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Chicago, IL.
- Volpe, R. J.**, DuPaul, G. J., Jitendra, A., & Lorah, K. S. (2001, August). Academic intervention effects: Reducing disruptive behavior in children with ADHD. Poster presented at the Annual Meeting of the American Psychological Association, San Francisco, CA.
- DuPaul, G. J., **Volpe, R. J.**, & Lutz, J. G. (2001, August). ADHD and academic achievement: Relationship between developmental trajectories. Poster presented at the Annual Meeting of the American Psychological Association, San Francisco, CA.
- Volpe, R. J.**, DuPaul, G. J., Eckert, T. L., & McGoey, K. E. (2001, February). Discriminant- and predictive- validity of school- and laboratory-based observations of preschoolers. In R. J. Volpe (Chair), Assessment of ADHD in preschool children. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Washington, DC.
- Shapiro, E. S., **Volpe, R. J.**, & Hintze, J. M. (2001, February). Seeing is believing: The use of systematic observation in school-based assessment. Mini-skills workshop presented at the Annual Meeting of the National Association of School Psychologists, Washington, DC.
- DiPerna, J. C., & **Volpe, R. J.** (2000, August). Evaluating web-based instruction in psychology. Poster presented at the Annual Meeting of the American Psychological Association, Washington, DC.
- DuPaul, G. J., **Volpe, R. J.**, McGoey, K. E., & Eckert, T. L. (2000, August). Evaluation of a multi-method intervention for preschoolers at-risk for AD/HD. Poster presented at the Annual Meeting of the American Psychological Association, Washington, DC.
- Volpe, R. J.**, Loney, J., & Salisbury, H. (2000, March). Self-reported and mother-reported emotional and behavioral symptoms as predictors of observed behavior. In R. J. Volpe (Chair), Current issues in the validity and utility of child self-reports. Symposium presented at the Annual Meeting of the National Association of School Psychologists, New Orleans, LA.
- Feinberg, A. B., Nebrig, M. R., **Volpe, R. J.**, & Byrnes, K. L. (2000, March). Effective interventions for writing difficulties. Paper presented at the Annual Meeting of the National Association of School Psychologists, New Orleans, LA.

**Volpe, R. J.,** DuPaul, G. J., Eckert, T. L., & McGoey, K. E. (1999, August). Preschoolers at-risk for AD/HD: A multitrait-multimethod analysis. Poster presented at the Annual Meeting of the American Psychological Association, Boston, MA.

**Volpe, R. J.,** & DuPaul, G. J. (1999, March). Teacher reported and child self-reported AD/HD: Differences in observed behavior and self-reported internalizing symptoms. Poster presented at the Annual Meeting of the National Association of School Psychologists, Las Vegas, NV.

McGoey, K. E., DuPaul, G. J., Eckert, T. L., Boyajian-Mace, A., & **Volpe, R. J.** (1999, March). Young children at-risk for AD/HD: School functioning outcomes of a multi-method intervention. Paper presented at the Annual Meeting of the National Association of School Psychologists, Las Vegas, NV.

Carlson, G., Loney, J., Salisbury, H., **Volpe, R.,** Ferguson, M., & Lefkowitz, T. (1997, March). Young referred boys with DICA-P diagnoses of mania: CBCL profiles and comorbid disorders. Paper presented at the NIMH meeting on Prepubertal Bipolar Disorder, Washington, DC.

Loney, J., Carlson, G., Salisbury, H., **Volpe, R.,** Ferguson, M., & Kashdan, T. (1997, March). Young referred boys with DICA-P diagnoses of mania: Observed Behavior. Paper presented at the NIMH meeting on Prepubertal Bipolar Disorder, Washington, DC.

Loney, J., Carlson, G. A., Salisbury, H., Ferguson, M., & **Volpe, R.** (1996, September). Associations between mothers' self-reported childhood symptoms and the self-reported anxiety and depression of their young referred sons. Paper presented at the 15th Annual Meeting of the Child and Adolescent Depression Consortium, Providence, RI.

**Volpe, R. J.,** Sprafkin, J., & Gadow, K. D. (1996, October). A DSM-IV based screening instrument for use with preschool children: Preliminary validation. Poster presented at the 43rd Annual Meeting of the American Academy of Adolescent and Child Psychiatry, Philadelphia, PA.

## **SOFTWARE DEVELOPMENT**

**Volpe, R. J.** (2009). Tutoring Buddy. Rockport, MA: Twin Lights Education, LLC.

Tutoring Buddy is a mobile application that can be used by teachers and parents with minimal training to assess and intervene with young children at risk for reading failure. For more information see [www.tutoringbuddyk12.com](http://www.tutoringbuddyk12.com).



## MEASURES

**Volpe, R. J. & Briesch, A. M. (2019).** Individualized Formative Assessment of Behavior (iFAB). Northeastern University; Boston, MA.

**Volpe, R. J. & Briesch, A. M. (2018).** Classroom Observation of Engagement, Disrespectful and Disruptive Behavior (COEDD). In Briesch, A. M., Volpe, R. J., & Floyd, R. G. (2018). A Practical Guide to Classroom Observation. New York. The Guilford Press. New York. The Guilford Press.

Cook, C., Gresham, F. M., & **Volpe, R. J. (2012).** Manual for the Student Internalizing and Externalizing Behavior Screeners. Houston, TX: Psychological Software Solutions.

**Volpe, R. J. & DiPerna, J. C. (2011).** The Cooperative Learning Observation Code for Kids. Northeastern University; Boston, MA.

**Volpe, R. J., Briesch, A. M., & Burns, M. K. (2011).** The Academic Intervention Rating Scale. Unpublished measure.

## FUNDED GRANTS

### External

***“Relax, Breathe, and Do Math: A Comparison of Math Tutoring and Relaxation Training Interventions to Reduce Math Anxiety and Improve Multidigit Math Operations”***

Role: Co-PI

Agency: Spencer Foundation

Amount: \$50,000

Project Period: 08/01/23 – 01/31/25

***“Diversifying the Pipeline of Community Mental Health Workers in Massachusetts”***

Role: PI

Agency: Accelerate the Future Foundation

Amount: \$250,000

Project Period: 07/01/22-06/30/24

***“A Pilot Study for an Intergenerational Tutoring Program: Older Adults Supporting Children’s Academic Needs during the COVID-19 Pandemic”***

Burr & Hermelbracht (co-PIs)

Role: Co-Investigator

04/01/21-03/31/22

Amount \$7,000

Project Period: 04/01/21-03/31/22

***“Digital Competence Framework for School Psychological Practice”***

Marianne Kant-Schaps (PI)

Role: Mentor

Type: International Research Grant

Agency: Society for the Study of School Psychology

Amount: \$15,000

Project Period: 2/1/2021-2/28/2022

***“Multimo - Diagnostics and Multi-modal Multilevel Support of Children with Externalizing Behavioral Problems in the Multi-Professional Team of the Inclusive Elementary School.”*** [Multimo – Diagnostik und mul- timodale

mehrstufige Förderung von Kindern mit externalisierenden Verhaltensproblemen im multiprofessionellen Team der inklusiven Grund- schule] (Thomas Henneman and Charlotte Hanisch PIs)

Role: Co-I

Agency: University of Cologne, Cologne Germany

Amount: € 200,000

Project Period: 3/01/19-04/30/21

***“Parent engagement and ADHD risk: reciprocal relationships in elementary school”***

Role: Co-I

Agency: Social Sciences and Humanities Research Council of Canada

Amount: \$271,043

Project Period: 3/15/18 – 3/31/22

***“Using Mobile Technology to Enhance MST Outcomes (2R44MH097349-02A1, Dimeff and Schaeffer, MPIs)”***

Role: Consultant

Agency: National Institute of Mental Health

Type: SBIR

Amount: \$821,210

Project Period: 9/1/2017 - 8/30/2018

**“Development and validation of a web-based system for monitoring social behavior”**

Role: PI

Agency: Institute for Education Sciences

Type: Goal 5, Measurement

Amount: \$1.6 M

Project Period: 7/15-7/19

**“A System to Support Student Academic and Social Behavior to Facilitate Inclusion in German Schools”**

Role: PI

Type: Marbach Castle Residency Program

Agency: Jacobs Foundation

Amount: \$10,000

Project Period: 08/23/15-08/30/15

**“Effective Screening in Kindergarten: Partnering to Assess Behavioral and Academic Readiness to Learn”**

Role: Co-PI with Maria Rodgers, University of Ottawa, Canada

Type: Education Research Service Projects

Agency: American Educational Research Association

Amount: \$5,000

Project Period: 08/2016 – 08/2017

**“Cross-cultural Development and Evaluation of a Universal Behavior Screening Tool in Schools”**

Role: Co-PI with Michael Grosche, University of Wuppertal, Germany and Thomas Henneman, University of Cologne, Germany

Type: International Research Grant

Agency: Society for the Study of School Psychology

Amount: \$9,960

Project Period: 06/2015 – 05/2016

**“A System to Support Student Academic and Social Behavior to Facilitate Inclusion in German Schools”**

Type: Förderung internationaler Forschungsaktivitäten des wissenschaftlichen Nachwuchses [International Junior Research Grant 2016]

Role: Co-PI with Michael Grosche, University of Wuppertal, Germany and Thomas Henneman and Gino Casale, University of Cologne, Germany, and Amy Briesch, Northeastern University

Agency: Heilpädagogische Akademie [Academy of Special Education]

Amount: € 10,000

Project Period: 5/16 – 5/18

***“Attention-deficit/Hyperactivity Disorder and Academic Achievement: Understanding the Relationship to Develop Better Interventions”***

Role: PI

Agency: National Institutes of Health

Type: Clinical Research Loan Repayment Program: Renewal

Amount: \$10,035

Project Period: 10/06-10/08

***“Attention-deficit/Hyperactivity Disorder and Academic Achievement: Understanding the Relationship to Develop Better Interventions”***

Role: PI

Agency: National Institutes of Health

Type: Clinical Research Loan Repayment Program

Amount: \$13,016

Project Period: 10/04-10/06

***“Social Skills Improvement System Class-wide Intervention Program: An Efficacy Trial in the Primary Grades”***

Role: Consultant

Agency: Institute of Education Sciences, U.S. Department of Education

Type: Development Goal 3, Efficacy Trial

Amount: \$2.4 M

Project Period: 10/09-10/11

**Internal**

***Assessing the Scalability & Feasibility of Digitally Phenotyping Stress***

Role: Co-PI

Agency: Office of the Provost, Northeastern University

Type: Research and Scholarship Development Fund

Amount: \$50,000

Project Period: 07/22-07/24

***Sluggish Cognitive Tempo in the Assessment of Attention-deficit/Hyperactivity Disorder: Exploring Their Impact on Functional Impairment”***

Role: PI

Agency: Office of the Provost, Northeastern University

Type: Research and Scholarship Development Fund

Amount: \$14,500

Project Period: 07/06-07/07

## **TEACHING AND ADVISING**

### **Courses Taught**

#### Undergraduate

Issues in Psychology (Lehigh University)  
Emotional and Behavior Disorders of Childhood (Lehigh University and University of Vermont)

#### Graduate (at Northeastern University)

Learning Problems  
Personality Assessment  
Advanced Psychometric Principles  
Practicum in School Psychology 1 & 2  
Research Team Experience

### **Dissertation Committees (n = 16)**

- Emily Hill (Chair): "An Evaluation of Check-In/Check-Out for Students Exhibiting Social Withdrawal." Defended 8/24
- Jobi Yeung (Chair): "Reliability and validity of a universal social-emotional screener: Integrated Teacher Rating Form-Internalizing (ITRF-I)." Defended 4/22
- Sean Hallinan (Committee Member): "Assessing the Organizational Response to Vicarious Trauma in First Response Agencies." Defended 3/18
- Peter Ward (Committee Member): "Combined measures comparing readiness to change and process of change in opioid users." Defended 3/19
- Ruth Chaffee (Committee Member): "Effects of a class-wide positive peer reporting intervention on middle school student behavior." Defended 12/17
- Brian Daniels (Chair): "Evaluation of The ISIS Teacher Rating Form: Reliability, validity, and classification accuracy." Defended 12/14
- Matthew DuBois (Chair): "Evaluation of a computer-assisted tutoring program targeting letter sound knowledge in preschool-aged children with caregivers as interventionists." Defended 12/14
- Ryan Martin (Committee Member): "Parents' procedural fidelity of a home-based mathematics fluency intervention." Defended 4/16

- Jonathan Entis (Committee Member): "An analysis of the ethics of behaviors and attitudes towards making referrals in psychotherapy as assessed with a new instrument." Defended 12/14
- Christina Mule (Chair): "A comparison of two sight word interventions: traditional drill and worksheets." Defended 3/13
- Tyler Fergusson (Committee Member) "Examining the influence of interval and observation length on the dependability of data." Defended 1/14
- Kade Johnson (Committee Member): "An investigation of the effects of varying opportunities to respond and intelligence levels on sight word maintenance using incremental rehearsal." Defended 5/12 University of Utah
- Erin McLoughlin (Committee Member): "Peer-mediated momentary-DRO to improve on-task behavior for elementary students with autism." Defended 12/15 Simmons College
- Jason Kaplan (Committee Member): "School psychologists' concerns regarding the implementation of responsiveness to intervention: A concerns-based adoption model approach." Defended 5/12
- Victoria Salesman (Committee Member): "Reducing disruptive behavior during lunchtime in urban elementary school students: A comparison of two school-based lunchtime interventions." Defended 4/12
- Kaila Wilcox (Committee Member): "Promoting vegetable consumption among preschool students: Evaluation of a multi-component nutrition education program." Defended 11/10
- Maureen Piana (Chair): "A multi-dimensional intervention for students with ADHD and low math performance: targeting motivation and academic skill development." Defended 10/10

#### **Masters Thesis Committees (n = 8)**

- Emily Hill (Chair) "Initial reliability and validity of the Classroom Observation of Engagement, Disruptive, and Disrespectful Behavior."
- Aditya Ponnada (Committee Member) "Chronic Pain Assessment: Scales, Methods, and their Psychometric Properties" 10/17

- Stephanie Long (Chair) “Evaluating a computer-assisted tutoring program: An application to English language learners”
- Phillip Drazewski (Committee Member) “Comparison of two DBR-MIS scaling methods.”
- Genevieve Krebs (Chair) “Computer-aided interventions in math: A review of the evidence.” Completed 10/15
- Elizabeth Hemphill (Chair) “A pilot study measuring the effectiveness of the ISIS model to promote positive classroom behavior.” Completed 11/13
- Brian Daniels (Chair): “Observational assessment of student anxiety in naturalistic and clinic settings.” Completed 1/12
- Matthew DuBois (Chair) “A randomized control trial of a computer-aided tutoring program targeting letter sound knowledge.” Completed 5/12
- Tyler Ferguson (Committee Member). “The influence of observation length on the dependability of data.” Completed 6/12.

#### Other Committees

- Kathleen Pitterle (Committee Member) Tufts Medical Center Developmental Behavioral Pediatrics Fellows Project

### **SERVICE AND PROFESSIONAL DEVELOPMENT**

#### **Service to the Institution:**

##### **Department of Applied Psychology**

- Chair 2019-Present
- Interim Chair 2017-2019
- Core and Founding Faculty Member, School Psychology PhD Program 2009-present
- Core Faculty Member, MS/CAGS School Psychology Program 2005-present
- Core Faculty Member, Combined PhD in School and Counseling Psychology Program 2002-present
- Department Webpage Committee, Member 2005
- Department Strategic Planning Committee, Member 2014-Present
- Training Director, School Psychology PhD and MS/CAGS Programs – 2011-2013
- Representative of School Psychology Programs at MA Trainers 2011-2015
- Tenure Track Mentor: Dr. Mariya Shiko (Winner of the 2016 Kenerson Faculty Scholarship Award)
- Colloquium Committee, Chair 2009
- Department Merit Committee, Member 2010, 2011

- Department Merit Committee, Chair 2015
- Combined PhD Program Research Committee 2005-2011
- Department Tenure and Promotion Committee 2012-2013
- Department Search Committee, Member (3 hires), 2013-2014
- Department Search Committee, Member, 2009
- Department Search Committee, Member 2007
- Department Search Committee, Co-chair 2006
- APA Self-study Committee, Member 2005-2006
- Merit Committee, Member, 2003-2004
- Colloquium Committee, Chair, 2008-2009

#### **Bouvé College of Health Science**

- Dean's Senior Leadership Team, 2017-Present
- COMET Steering Committee 2018
- Bouvé Appointment, Tenure, and Promotion Committee, Member 2015-Present
- Bouvé College Media Committee, Member 2011-2013
- Search Committee for Associate Dean, Member 2012-2013

#### **Northeastern University**

- Tenure Appeals Committee 2017-Present
- Faculty Advisor to Men's Squash Team 2012-2014

#### **Service to the Discipline/Profession**

2015	Society for the Study of School Psychology, President (2017)
2013-16	Early Career Forum (Co-Founder), Member
2012-13	APA Division 16, Mental Health in the Schools Workgroup, Member
2010	Division 16, APA, Conference Chair
2009	Division 16, APA, Conference Co-Chair
2008	Outstanding Dissertation Award, Division 16, APA, Award Committee Chair
2007	Outstanding Dissertation Award, Division 16, APA, Award Committee Member
2006	Represented Northeastern University's Combined School/Counseling Psychology Doctoral Program at Council of Directors of School Psychology Programs Annual Conference
2004-05	Treasurer- Vermont Association of School Psychologists



## **Editorial Service**

### *School Psychology Review*

2025-	Consulting Editor
2009-2014	Associate Editor
2014	Guest Editor (Issue 2)
2010	Guest Editor (Issue 3)
2005	Guest Editor (Issue 4)
2005-2009	Editorial Board
2014-	Editorial Board

### *Journal of School Psychology*

2017-	Senior Science and Editorial Consultant
2011-2017	Editorial Board
2007-2009	Editorial Board
2008-2009	Action Editor

### *Psychology in the Schools: Practitioners Edition*

2004-2008	Associate Editor
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### *Journal of School Mental Health*

2014-2019	Editorial Board
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### *Journal of Attention Disorders*

2005-Present	Editorial Board
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### *Journal of Learning Disabilities*

2004-2005	Editorial Board
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### *School Psychology Forum*

2007-2011	Editorial Board
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### *School Psychology Quarterly*

1999-2001	Editorial Board (Student Member)
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### Ad-hoc Reviewing:

- *Journal of Psychoeducational Assessment*
- *International Journal of Environmental Research and Public Health*
- *Journal of Abnormal Child Psychology*
- *Journal of Clinical Child and Adolescent Psychology*
- *Journal of School Psychology*
- *Proven Practice: Prevention and Remediation Solutions for Schools*

- *School Psychology Review*
- *The Behavior Therapist*

Reviewed Submissions for the following meetings:

- Annual Meeting of the American Psychological Association (2001, 2002, 2015)

### **Grant Review Panels**

- Institute of Education Sciences (2020-2021)
- American Institute of Biological Sciences (2015)
- Israel Science Foundation (2015)
- Deborah Munroe Noonan Research Fund (2013-2016)

### **Other Professional Affiliations and Memberships**

2002-Present American Psychological Association  
 2019-Present International School Psychology Association  
 1997-Present APA -Division 16  
 2011-2019 APA -Division 54  
 1996-Present National Association of School Psychologists

### **CONSULTANTSHIPS AND ADVISORY BOARDS**

#### **\*Pro bono**

2014-2017	*Boston Public Schools Comprehensive Behavioral Health Model Member of Research Team
2012-2017	Pearson Assessment Consultant on problem-solving assessment tools and systems.
2011-2012	Psychological Software Solutions Consultant on problem-solving assessment tools and systems.
2009-2014	“Evaluation of the Social Skills Improvement System Class-wide Intervention Program” (U.S. Department of Education). Developed dependent measures to assess intervention effects and trained staff on use of systematic direct observation
2006- Present	*Scientific Advisory Board Member, Center for Behavioral Education and Research, University of Connecticut
2009-2011	*Newton Public Schools. Consulted on the evaluation of the Critical Problem Solving intervention

2007-2008	Collaborative Center for Literacy Development Evaluation of Kentucky's Early Childhood Academies for Graduate Credit
2006	Westborough State Hospital: Child and Adolescent Psychiatric Inpatient Unit, Westborough, MA. Trained staff in the use of a systematic direct observation system, and data analytic techniques to identify the functions of problematic behaviors. Consulted with staff to reduce the use of physical restraints
2002	New London Public Schools, New London, CT. Evaluated impact of the Responsive Classroom instructional approach on students' academic and social functioning
2002	"Automated Assessment of Child Attention-deficit/Hyperactivity Disorder" (National Institute of Mental Health). Designed and piloted a computerized assessment system designed to assess ADHD
2002	"Early Intervention for Young Children At-risk for Attention-deficit/Hyperactivity Disorder: School adjustment, Family, and Medical Outcomes" (D.R. Pool Health Care Trust). Conducted longitudinal analyses for a follow-up study investigating the long-term efficacy of a multi-setting early intervention for young children at-risk for ADHD, and co-authored a report summarizing the research findings
2001	*Provided technical and design consultation to a group developing observation-recording software (Behavioral Observation of Students in Schools) for handheld computers (2001)