

VINCENT C. ALFONSO, Ph.D.

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EDUCATION

Ph. D., Hofstra University, Hempstead, New York
Clinical/School Psychology.
December, 1990.

M. A. Hofstra University, Hempstead, New York
Clinical/School Psychology.
December, 1987.

B. S., City University of New York, Brooklyn College, Brooklyn, New York
Psychology, June 1986.

ACADEMIC EXPERIENCE

Gonzaga University, Spokane, WA
Professor, School of Education
September 2020 –

Yeshiva University, Bronx, NY
Interim Dean, Ferkauf Graduate School of Psychology
August 2019 – August 2020
Gonzaga University granted me a one-year unpaid leave of absence to assist Yeshiva University by leading their School of Psychology. When I return to Gonzaga, I have a one-semester paid sabbatical and then join the faculty as full professor.

Reporting to the Provost, I am responsible for:

- All academic programming and faculty to create a faculty governance, structure (including a curriculum committee, tenure and promotion committee, and academic standards committee)
- Working with program chairs to create academic policies related to rotating program chairs, distribution of lab space, etc.,
- Budgets oversight and control,
- Personnel matters including building faculty morale,
- Interactions with central administration including the President and Provost especially the latter regarding grant administration follow up,
- Representing the Graduate School of Psychology and Yeshiva University at local, regional, and national educational conferences and events.

Gonzaga University, Spokane, WA
Professor and Dean, School of Education

August 2013 – May 2019

Reporting to the Interim Provost, I am responsible for:

- All academic programming and faculty,
- Budgets within the School of Education (totaling \$4 million),
- Personnel matters including supervision of six staff members,
- Interactions with central administration including the President and Academic Vice President and,
- Representing the School of Education and Gonzaga University at local, regional, and national educational conferences and events.

Fordham University, New York, NY
Professor
Academic Training Consultant, R. A. Hagin School
Consultation and Early Childhood Centers

September 2004 – July 2013

Fordham University, New York, NY
Associate Dean and Professor, Graduate School of Education

August 2005 – August 2011

My duties were as the chief operating and academic officer of the Graduate School of Education at Fordham University. As such, I was responsible for the day-to-day operations of the School. I was responsible for the academic integrity of more than 1300 graduate students attending one of our three academic departments. In addition, I worked with more than 40 full-time faculty and dozens of adjunct faculty regarding course scheduling, room assignments, contracts, and the like. I also oversaw more than 20 staff members including all secretaries and administrators. More specifically, I was directly or indirectly involved with:

- all academic matters including student and faculty grievances
- coordination of academic scheduling and room assignments
- operations of four School-wide centers
- Administrative Council and School Council meetings
- the New York State Education Department (e.g., program proposals)
- graduation (e.g., approval of transcripts, diploma ceremony)
- community outreach
- fundraising
- accreditations (e.g., NCATE, APA)

Fordham University, New York, NY
Acting Dean and Professor, Graduate School of Education

September 2009 – June 2010

During the Fall of 2009, I accepted the position of *Acting Dean* as the Dean was on an extended medical leave. Reporting to the President and Senior Vice President for Academic Affairs/Chief Academic Officer, I was responsible for:

- Budgets within the School (totaling \$25 million),
- Personnel matters,

- Interactions with central administration including the President and Vice President for Academic Affairs, and,
- Representing the Graduate School of Education and Fordham University at local, regional, and national educational conferences and events.

Fordham University , New York, NY Executive Director, R. A. Hagin School Consultation and Early Childhood Centers	September 1996 – June 2004
Fordham University , New York, NY Coordinator, School Psychology Programs	September 2000 – June 2003
Fordham University , New York, NY Associate Professor	September 2000 – August 2004
Fordham University , New York, NY Assistant Professor	September 1994 – August 2000
St. John's University , Jamaica, New York Adjunct Assistant Professor	January 1993 – June 1994
Hofstra University , Hempstead, New York Adjunct Assistant Professor	January 1992 – August 1994
St. John's University , Jamaica, New York Adjunct Instructor	January 1990 – June 1990
Hofstra University , Hempstead, New York Adjunct Instructor	January 1989 – June 1990

Related Professional Experience

Center for Assessment , Dover, NH Technical Advisory Committee	Nov. 2014 – Nov. 2016
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Duties included advising on a variety of technical and policy-related issues.

Crossroads School for Child Development , Inwood, New York Psychological Consultant	July 2002 – Aug. 2009
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Duties included psychoeducational evaluations of preschool students, supervision, parent and teacher consultation, and various research activities.

Staten Island Mental Health Project, Staten Island, New York Nov. 1996 –
Aug. 1997

Psychological Consultant

Duties included psychological consultation with teachers, administration, and parents regarding individual children as well as classroom and program management consultation.

Crossroads School for Child Development, Inwood, New York May 1993 –
Dec. 1996

Psychological Consultant

Duties included psychoeducational evaluations of preschool students, supervision of graduate students, parent and teacher consultation, and various research activities.

Milestone School for Child Development, Bklyn, New York May 1993 –
Aug. 1994

Staff Psychologist

Duties included psychoeducational evaluations of preschool students, supervision of graduate students, parent and teacher consultation, and various research activities.

Adults and Children with Learning and Developmental Disabilities, Bayshore, New York
Nov. 1992 –
April 1993

Staff Psychologist

Duties included psychodiagnostic evaluations, parent education and consultation, teacher education and consultation, and applied research.

Sunset Park Mental Health Center, Bklyn, New York July 1992 –
Nov. 1992

Staff Psychologist

Duties included psychological intakes, psychodiagnostic evaluations, individual and group therapy (clinic and public schools), and clinical research.

Carle Place Union Free School District, Carle Place, New York Sept. 1990 –
June 1992

Psychologist

Duties included performing psychoeducational evaluations (new referrals, triennials, screenings), diagnosis and placement; administrative, teacher and parent consultation; and counseling of students from kindergarten through twelfth grade.

North Bellmore Union Free School District, Bellmore, New York May 1989 –
June 1989

Evaluator

Performed annual and triennial evaluations of special education students.

Hofstra University Counseling Center, Hempstead, New York Sept. 1988 - Aug. 1989
Intern Psychologist

Provided individual psychotherapy to college students and personnel.

Nassau Center for the Developmentally Disabled, Woodbury, New York June 1988 -
York Aug. 1988

Applied Behavior Science Specialist

Provided assistance in writing behavioral programs, intervening in client emergencies, and in enhancing staff relations.

St. Christopher Otilie, South Ozone Park, New York Jan. 1988 – Aug.
1988

Applied Behavior Specialist

Developed and implemented behavior modification programs for profoundly retarded individuals living in intermediate care facilities.

Merrick Union Free School District, Merrick, New York Sept. 1987 –
June 1988

Intern Psychologist

Provided psychological and educational evaluations and counseling for elementary and junior high school students.

Glen Cove School District, Glen Cove, New York Feb. 1987 – Feb.
1988

Evaluator and Administrative Assistant

Performed pre-kindergarten psychological and educational evaluations. Assisted with administrative duties.

Refereed Journal Articles

Engler, J. R., **Alfonso, V. C.**, White,* J. M., & Ray,* C. D. (2020). Assessing social-emotional abilities of preschool-aged children within a social-emotional learning framework. *Perspectives on Early Childhood Psychology and Education*, 5, 171-197.

Curby, T. W., Berke, E., **Alfonso, V. C.**, Blake, J. J., DeMarie, D., DuPaul, G. J., Flores, R., Hess, R. S., Howard, K. A. S., Lepore, J. C. C., & Subotnik, R. F. (2017). Kindergarten teacher perceptions of kindergarten readiness: The importance of social-emotional skills. *Perspectives on Early Childhood Psychology and Education*, 2, 117-137.

- Floyd, R. G., Shands, E. I., **Alfonso, V. C.**, Phillips, J., Autry, B. K., Mosteller, J. A., Skinner, M., & Irby, S. M. (2015). A systematic review and psychometric evaluation of adaptive behavior scales and recommendations for practice. *Journal of Applied School Psychology, 31*, 83-113.
- Reynolds, M. R., Keith, T. Z., Flanagan, D. P., & **Alfonso, V. C.** (2013). A cross-battery, reference variable, confirmatory factor analytic investigation of the CHC taxonomy. *Journal of School Psychology, 51*, 535-555.
- Alfonso, V. C.**, Rentz, E. A., & Chung S. (2010). Review of the Battelle Developmental Inventory-Second Edition. *Journal of Early Childhood and Infant Psychology, 6*, 21-40.
- Curran, M., Fuertes, J., **Alfonso, V. C.**, & Hennessy, J. J. (2010). The association of sensation seeking and impulsivity to driving while under the influence of alcohol. *Journal of Addictions and Offender Counseling, 30*, 84-98.
- Ramos, E., **Alfonso, V. C.**, & Schermerhorn, S. M. (2009). Graduate students' administration and scoring errors on the Woodcock-Johnson III Tests of Cognitive Abilities. *Psychology in the Schools, 46*, 650-657.
- Flanagan, D. P., Ortiz, S. O., **Alfonso, V. C.**, & Dynda, A. M. (2006). Integration of response to intervention and norm-referenced tests in learning disability identification: Learning from the Tower of Babel. *Psychology in the Schools, 43*, 1-19.
- Floyd, R. G., Bergeron, R., & **Alfonso, V. C.** (2006). Cattell-Horn-Carroll cognitive ability profiles of poor comprehenders. *Reading and Writing: An Interdisciplinary Journal, 19*, 427-456.
- Emmons, M., & **Alfonso, V. C.** (2005). A critical review of the technical characteristics of current preschool screening batteries. *Journal of Psychoeducational Assessment, 23*, 111-127.
- Darwish, D., Esquivel, G. B., Houtz, J. C., & **Alfonso, V. C.** (2001). Play and social skills in maltreated and non-maltreated preschoolers during peer interactions. *Child Abuse and Neglect, 25*, 13-31.
- Flanagan, D. P., & **Alfonso, V. C.** (2000). Essentially, essential for WAIS-III users. *Contemporary Psychology, 45*, 528-533.
- Alfonso, V. C.**, Oakland, T., LaRocca, R., & Spanakos, A. (2000). The course on individual cognitive assessment. *School Psychology Review, 29*, 52-64.
- Burkard, A. W., Ponterotto, J. G., Reynolds, A. L., & **Alfonso, V. C.** (1999). The impact of white counselor trainees' racial identity upon working alliance perceptions in same and cross racial dyads. *Journal of Counseling and Development, 77*, 324-329.
- Allison, D. B., Packer-Munter, W., Pietrobelli, A., **Alfonso, V. C.**, & Faith, M. S. (1998). Obesity and developmental disabilities: Pathogenesis and treatment. *Journal of Developmental and Physical Disabilities, 10*, 215-255.

- Alfonso, V. C.**, Johnson, A., Patinella, L., & Rader, D. E. (1998). Common WISC-III examiner errors: Evidence from graduate students in training. *Psychology in the Schools, 35*, 119-125.
- Alfonso, V. C.**, & Cancelli, A. A. (1997). The education of specialist level school psychologists: An unanswered challenge. *Journal of Psychological Practice, 3*, 89-104.
- Kaplan, S. L., & **Alfonso, V. C.** (1997). Confirmatory factor analysis of the Stanford-Binet Intelligence Scale: Fourth Edition with preschoolers with developmental delays. *Journal of Psychoeducational Assessment, 15*, 226-236.
- Alfonso, V. C.**, Allison, D. B., Rader, D. E., & Gorman, B. S. (1996). The Extended Satisfaction With Life Scale: Development and psychometric properties. *Social Indicators Research, 38*, 275-301.
- Allison, D. B., Neale, M. C., Kezia, M. I., **Alfonso, V. C.**, Heshka, S., & Heymsfield, S. B. (1996). Assortative mating for relative weight: Genetic implications. *Behavior Genetics, 26*, 103-111.
- Flanagan, D. P., **Alfonso, V. C.**, Primavera, L. H., Povall, L., & Higgins, D. (1996). Convergent validity of the BASC and SSRS: Implications for social skills assessment. *Psychology in the Schools, 33*, 5-15.
- Flanagan, D. P., **Alfonso, V. C.**, Kaminer, T., & Rader, D. E. (1995). Incidence of basic concepts in the directions of new and recently revised intelligence tests for preschoolers. *School Psychology International, 16*, 345-364.
- Flanagan, D. P., & **Alfonso, V. C.** (1995). A critical review of the technical characteristics of new and recently revised intelligence tests for preschoolers. *Journal of Psychoeducational Assessment, 13*, 66-90.
- Flanagan, D. P., **Alfonso, V. C.**, & Flanagan, R. (1994). A review of the Kaufman Adolescent and Adult Intelligence Test: An advancement in cognitive assessment? *School Psychology Review, 23*, 512-525.
- Flanagan, D. P., & **Alfonso, V. C.** (1993). WIAT subtest and composite predicted-achievement values based on WISC-III Verbal and Performance IQs. *Psychology in the Schools, 30*, 310-320.
- Flanagan, D. P., & **Alfonso, V. C.** (1993). Differences required for significance between Wechsler Verbal and Performance IQs and WIAT subtests and composites: The predicted-achievement method. *Psychology in the Schools, 30*, 125-132.
- Alfonso, V. C.**, Allison, D. B., & Dunn, G. M. (1992). Sexual fantasy and satisfaction: A multidimensional analysis of gender differences. *Journal of Psychology and Human Sexuality, 5*, 19-37.
- Buckhout, R., Rabinowitz, M., **Alfonso, V. C.**, Kanellis, D., & Anderson, J. (1988). Empirical assessment of lineups: Getting down to cases. *Law and Human Behavior, 12*, 323-331.

Scholarly Books

- Alfonso, V. C., Engler, J. R., & Turner, A. D.** (in press). *Essentials of Bayley-4 assessment*. Hoboken, NJ: John Wiley & Sons.
- Alfonso, V. C., & DuPaul, G. J.** (Eds.). (2020). *Healthy development in young children: Evidence-based interventions for early education*. Washington, DC: American Psychological Association.
- Alfonso, V. C., Bracken, B. A., & Nagle, R. J.** (Eds.). (2020). *Psychoeducational assessment of preschool children* (5th ed.). New York: Routledge.
- Alfonso, V. C., & Flanagan, D. P.** (Eds.). (2018). *Essentials of specific learning disability identification* (2nd ed.). Hoboken, NJ: John Wiley & Sons.
- Flanagan, D. P., & **Alfonso, V. C.** (2017). *Essentials of WISC-V assessment*. Hoboken, NJ: John Wiley & Sons.
- Flanagan, D. P., & **Alfonso, V. C.** (Eds.) (2016). *WJ IV clinical use and interpretation: Scientist-practitioner perspectives*. San Diego, CA: Elsevier.
- Mascolo, J. T., **Alfonso, V. C., & Flanagan, D. P.** (Eds.) (2014). *Essentials of planning, selecting, and tailoring interventions for unique learners*. Hoboken, NJ: John Wiley & Sons.
- Flanagan, D. P., Ortiz, S. O., & **Alfonso, V. C.** (2013). *Essentials of cross-battery assessment* (3rd ed.). Hoboken, NJ: John Wiley & Sons.
- Flanagan, D. P., & **Alfonso, V. C.** (Eds.). (2011). *Essentials of specific learning disability identification*. Hoboken, NJ: John Wiley & Sons.
- Flanagan, D. P., Ortiz, S., & **Alfonso, V. C.** (2007). *Essentials of cross-battery assessment* (2nd ed.). New York: John Wiley & Sons.
- Flanagan, D. P., Ortiz, S., **Alfonso, V. C., & Mascolo, J.** (2006). *The achievement test desk reference (ATDR): A guide to learning disability identification* (2nd ed.). New York: John Wiley & Sons.
- Flanagan, D. P., Ortiz, S., **Alfonso, V. C., & Mascolo, J.** (2002). *The achievement test desk reference (ATDR): Comprehensive assessment and learning disabilities*. New York: Allyn & Bacon.

Scholarly Book Chapters

- Alfonso, V. C., Engler, J. R., & Stavrou, E.** (in press). Assessment of preschoolers and school readiness. In L. A. Theodore, B. A. Bracken, & M. A. Bray (Eds.), *School psychology desk reference*. Oxford University Press.

- Alfonso, V. C., & DuPaul, G. J.** (2020). Introduction. In V. C. Alfonso, & G. J. DuPaul (Eds.), *Healthy development in young children: Evidence-based interventions for early education* (pp. 3-10). Washington, DC: American Psychological Association.
- Alfonso, V. C., Engler, J. R., & Lepore, C. C.** (2020). Assessing and evaluating young children: Developmental domains and methods. In V. C. Alfonso, & G. J. DuPaul (Eds.), *Healthy development in young children: Evidence-based interventions for early education* (pp. 13-44). Washington, DC: American Psychological Association.
- Engler, J. R., & **Alfonso, V. C.** (2020). Cognitive assessment of preschool children: A pragmatic review of theoretical, quantitative, and qualitative characteristics. In V. C. Alfonso, B. A. Bracken, & R. J. Nagle (Eds.), *Psychoeducational assessment of preschool children* (5th ed., pp. 226-249). New York: Routledge.
- Flanagan, D. P., **Alfonso, V. C.**, Costa, M., Palma, K., & Leahy, M. A. (2018). Use of ability tests in the identification of specific learning disabilities within the context of an operational definition. In D. P. Flanagan & E. M. McDonough (Eds.). (2018). *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed., pp. 608-661). New York: Guilford.
- Flanagan, D. P., Costa, M., Palma, K., Leahy, M. A., **Alfonso, V. C.**, & Ortiz, S. O. (2018). Cross-battery assessment, the cross-battery assessment software system, and the assessment-intervention connection. In D. P. Flanagan & E. M. McDonough (Eds.). (2018). *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed., pp. 731-776). New York: Guilford.
- McDonough, E. M., Flanagan, D. P., Sy, M. C., & **Alfonso, V. C.** (2018). The role of cognitive tests in DSM-5 diagnosis of specific learning disorder. In D. P. Flanagan & E. M. McDonough (Eds.). (2018). *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed., pp. 731-776). New York: Guilford.
- Curby, T. W., Berke, E., **Alfonso, V.**, Blake, J. J., DeMarie, D., DuPaul, G. J., Flores, R., Hess, R. S., Howard, K. A. S., Lepore, J. C. C., & Subotnik, R. F. (2018). Transition practices into kindergarten and the barriers teachers encounter. In A. Mashburn, J. LoCasale-Crouch, & K. Pears (Eds.) *Kindergarten transition and readiness: Promoting cognitive, social-emotional, and self-regulatory development*. New York: Springer.
- Flanagan, D. P., **Alfonso, V. C.**, Sy, M. C., Mascolo, J. T., & McDonough, E. M. (2017). Dual discrepancy/consistency operational definition of SLD: Integrating multiple data sources and multiple data-gathering methods. In V. C. Alfonso & D. P. Flanagan (Eds.). (2017). *Essentials of specific learning disability identification* (2nd ed.). Hoboken, NJ: John Wiley & Sons. Manuscript in preparation.
- Alfonso, V. C.**, Wissel, A. M., Ruby, S., & Davari, J. (2016). The evolving role of the school psychologist in preschool settings. In F. C. Worrell & Tammy L. Hughes (Eds.), *The Cambridge handbook of applied school psychology*, Cambridge, United Kingdom: Cambridge University Press. Submitted for publication.

- Ding, Y., & **Alfonso, V. C.** (2016). Overview of the Woodcock-Johnson IV: Organization, content, and psychometric properties. In D. P. Flanagan & V. C. **Alfonso** (Eds.), *WJ IV clinical use and interpretation: Scientist-practitioner perspectives* (pp. 1-30). San Diego, CA: Elsevier.
- Flanagan, D. P., **Alfonso, V. C.**, & Dixon, S. (2014). Cross-battery assessment of executive functions. In S. Goldstein & J. Naglieri (Eds.), *Handbook of executive functioning* (pp. 379-409). New York: Springer.
- Flanagan, D. P., **Alfonso, V. C.**, & Dixon, S. (2014). Academic achievement batteries. In S. Little and A. Akin-Little (Eds.), *Academic assessment and intervention* (pp. 33-78). New York: Routledge.
- Mascolo, J. T., Flanagan, D. P., & **Alfonso, V. C.** (2014). A systematic method of analyzing assessment results for tailoring interventions (SMAARTI). In J. T. Mascolo, D. P. **V. C. Alfonso**, & D. P. Flanagan (Eds.), *Essentials of planning, selecting, and tailoring interventions for unique learners* (pp. 3-55). Hoboken, NJ: John Wiley & Sons.
- Flanagan, D. P., **Alfonso, V. C.**, Ortiz, S. O., & Dynda, A. M. (2013). Cognitive assessment: Progress in psychometric theories of the structure of cognitive abilities, cognitive tests, and interpretive approaches to cognitive test performance. In D. Saklofske & V. Schwean (Eds.), *Oxford handbook of psychological assessment of children and Adolescents* (pp. 239-285). New York: Oxford University Press.
- Flanagan, D. P., **Alfonso, V. C.**, & Ortiz, S. O. (2012). The cross-battery assessment (XBA) approach: An overview, historical perspective, and current directions. In D. P. Flanagan & P. L. Harrison (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues* (3rd ed., pp. 459-483). New York: Guilford.
- Flanagan, D. P., **Alfonso, V. C.**, Mascolo, J. T., & Sotelo-Dynega, M. (2012). Use of ability tests in the identification of specific learning disabilities (SLD) within the context of an operational definition. In D. P. Flanagan & P. L. Harrison (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues* (3rd ed., pp. 643-669). New York: Guilford.
- Sotelo-Dynega, M., Flanagan, D. P., & **Alfonso, V. C.** (2011). Overview of specific learning disabilities. In D. P. Flanagan & V. C. Alfonso (Eds.), *Essentials of specific learning disability identification* (pp. 1-19) Hoboken, NJ: John Wiley & Sons.
- Flanagan, D. P., **Alfonso, V. C.**, & Mascolo, J. T. (2011). A CHC-based operational definition of SLD: Integrating multiple data sources and multiple data gathering methods. In D. P. Flanagan & V. C. Alfonso (Eds.), *Essentials of specific learning disability identification* (pp. 233-298). Hoboken, NJ: John Wiley & Sons.
- Flanagan, D. P., **Alfonso, V. C.**, Mascolo, J. T., & Hale, B. J. (2011). The Wechsler Intelligence Scale for Children, Fourth Edition in neuropsychological practice. In A. S. Davis (Ed.), *Handbook of pediatric neuropsychology* (pp. 397-414). New York: Springer Publishing.

- Flanagan, D. P., **Alfonso, V. C.**, Ortiz, S. O., & Dynda, A. M. (2010). Best practices in cognitive assessment for school neuropsychological evaluations. In D. C. Miller (Ed.), *Best practices in school neuropsychology: Guidelines for effective practice, assessment, and evidence-based intervention* (pp. 101-140). New York: John Wiley and Sons.
- Alfonso, V. C.**, & Flanagan, D. P. (2009). Assessment of preschool children. In B. A. Mowder, F. Rubinson, & A. Yasik (Eds.) *Evidence-based practice in infant and early childhood Psychology* (pp. 129-166). New York: John Wiley and Sons.
- Flanagan, D. P., Ortiz, S. O., **Alfonso, V. C.**, & Dynda, A. M. (2008). Best practices in cognitive assessment. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (5th ed., pp. 633-659). Washington, DC: National Association of School Psychologists.
- Fuertes, J. N., **Alfonso, V. C.**, & Schultz, J. J. (2007). Counseling culturally and linguistically diverse children and youth: A self-regulatory approach. In G. B. Esquivel, E. C. Lopez, & S. G. Nahari (Eds.), *The handbook of multicultural school psychology*. Hillsdale, NJ: Erlbaum.
- Alfonso, V. C.**, & Flanagan, D. P. (2007). Best practices in the use of the Stanford-Binet Intelligence Scales, Fifth Edition (SB5) with preschoolers. In B. A. Bracken & R. Nagle (Eds.), *Psychoeducational assessment of preschool children* (4th ed., pp. 267-295). Mahwah, NJ: Erlbaum.
- Fuertes, J. N., **Alfonso, V. C.**, & Schultz, J. J. (2005). Counseling South American immigrants. In M. J. Gonzalez & G. G. Gonzalez-Ramos (Eds.), *Clinical practice with new Hispanic immigrant* (pp. 155-169). New York: Haworth Press.
- Alfonso, V. C.**, Flanagan, D. P., & Radwan, S. (2005). The impact of the Cattell-Horn-Carroll theory on the assessment of cognitive abilities. In D. P. Flanagan & P. L. Harrison (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues* (2nd ed., pp. 185-202). New York: Guilford.
- Braden, J., & **Alfonso, V. C.** (2003). The Woodcock-Johnson III Tests of Cognitive Abilities in cognitive assessment courses. In F. A. Schrank & D. P. Flanagan (Eds.), *WJ III clinical use and interpretation* (pp. 377-401). San Diego, CA: Elsevier.
- Alfonso, V. C.**, & Flanagan, D. P. (1999). Assessment of cognitive functioning in preschoolers. In E. V. Nuttall, I. Romero, & J. Kalesnik (Eds.), *Assessing and screening preschoolers* (2nd ed.) (pp. 186-217). New York: Allyn & Bacon.
- Alfonso, V. C.**, & Pratt, S. I. (1997). Issues and suggestions for training professionals in assessing intelligence. In D. P. Flanagan, J. Genshaft, & P. L. Harrison (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues* (pp. 326-344). New York: Guilford.
- Primavera, L. H., Allison, D. B., & **Alfonso, V. C.** (1996). Measurement of dependent variables. In R. D. Franklin, D. B. Allison, & B. S. Gorman (Eds.), *Design and analysis of single case research* (pp. 41-92). Mahwah, NJ: Lawrence Earlbaum.

Alfonso, V. C. (1995). Measures of quality of life, subjective well-being, and satisfaction with life. In D. B. Allison (Ed.), *Handbook of assessment methods for eating behaviors and weight-related problems: Measures, theory, and research* (pp. 23-80). New York: Sage.

Additional Publications

Foster, L., **Alfonso, V. C.**, Abel, L., & Mulivrana, C. (2021, Spring). Assessments in the time of COVID-19 follow-up survey. *The Scope*, 42.

Foster, L., **Alfonso, V. C.**, Gessaman, B., Hernandez, C., & Mulivrana, C. (2020, Fall). Assessments in the time of COVID-19. *The Scope*, 41, 5-7.

Alfonso, V. C. (2019, Winter). The science and art of assessment and evaluation. *The Scope*, 40, 17-18.

Alfonso, V. C. (2018, Fall). Top 10 thoughts on specific learning disabilities and their identification. *The Scope*, 39, 4-5.

Flanagan, D. P., Mascolo, J. T., & **Alfonso, V. C.** (2017). Utility of KTEA-3 analysis for the diagnosis of specific learning disabilities. *Journal of Psychoeducational Assessment*, 35, 226-241.

Flanagan, D. P., **Alfonso, V. C.**, & Reynolds, M. R. (2014). Broad and narrow CHC abilities measured and not measured by the Wechsler scales: Moving beyond within-battery factor analysis. *Journal of Psychoeducational Assessment*, 31, 202-223.

Flanagan, D. P., Ortiz, S. O., & **Alfonso, V. C.** (2008, February). Response to intervention (RTI) and cognitive testing approaches provide different but complementary data sources that inform SLD identification. *Communique*, 36, 16-17.

Flanagan, D. P., **Alfonso, V. C.**, & Ortiz, S. O. (2007). The CHC cross-battery approach. In *The encyclopedia of special education* (3rd ed., pp. 403-417). New York: John Wiley & Sons.

Alfonso, V. C., Russo, P. M., Fortugno, D. A., & Rader, D. E. (2005, Spring). Critical review of the Bayley Scales of Infant Development-Second Edition: Implications for assessing young children with developmental delays. *The School Psychologist*, 59, 67-73.

Alfonso, V. C., & Tarnofsky, M. B. (2005). Research. In S. W. Lee (Ed.), *Encyclopedia of school psychology* (pp. 453-457). Thousand Oaks, CA: Sage.

Alfonso, V. C. (2004, July). How to be an educated consumer of assessment instruments: Brief tips for practitioners. *The Score*, 26, 10-11.

Mentore Lee, J., & **Alfonso, V. C.** (2003, Spring). The effectiveness of early intervention with young children "at-risk": A decade in review. *The School Psychologist*, 57, 42-49, 52.

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- Alfonso, V. C.**, & Santandreu, N. G. (1999, Winter). Multi-phase screening of learning and behavior problems. *The School Psychologist, 53*, 1, 4-7.
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- Alfonso, V. C.** (1995). President's corner. *NYSPA School Notes, 1*, 3.
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- Flanagan, D. P., & **Alfonso, V. C.** (1993, Summer). The Kaufman Adolescent and Adult Intelligence Test at a glance. *The School Psychologist, 47*, 1, 5, 10.
- Alfonso, V. C.** (1992). Commentary on "Should Trainees Undergo Psychotherapy?" *the Behavior Therapist, 15*, 139-140.
- Allison, D. B., **Alfonso, V. C.**, & Dunn, G. M. (1991). The Extended Satisfaction with Life Scale. *the Behavior Therapist, 14*, 15-16.
- Alfonso, V. C.** (1991). Predictors of perceived stress of graduate students (Doctoral dissertation, Hofstra University, 1990). *Dissertation Abstracts International, 52*, 508B.

Invited Book/Test Reviews

- Engler, J. R., & **Alfonso, V. C.** (2021). [Test review of the Bilingual English-Spanish Assessment]. In J. F. Carlson, K. F. Geisinger, & J. L. Johnson (Eds.), *The twenty-first mental measurements yearbook*.
- Alfonso, V. C.**, Wissel, A., & Lorimer, L. (2014). [Review of the Developmental Test of Visual Perception, Third Edition]. *The twentieth mental measurements yearbook*.
- Alfonso, V. C.**, Rentz, E., Orlovsky, K., & Ramos, E. (2007). Review of the School Social Behavior Scales, Second Edition. *Journal of Psychoeducational Assessment, 25*, 82-92.
- Kaufman, A. S., Flanagan, D. P., **Alfonso, V. C.**, & Mascolo, J. T. (2006). Review of the Wechsler Intelligence Scale for Children, Fourth Edition. *Journal of Psychoeducational Assessment, 24*, 278-295.

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Software

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Flanagan, D. P., Ortiz, S. O., & **Alfonso, V. C.** (2017). Cross-battery Assessment Software System (X-BASS) (Version 2.0) [Computer software]. Hoboken, NJ: John Wiley & Sons.

Videos

1997 "Working with culturally and linguistically diverse preschoolers." State Education Department of New York State. Video distributed throughout the state to early childhood agencies.

Blog Posts and Podcasts

Alfonso, V. C. (Producer). (2020, October 13). Science-based interventions for students with learning disabilities [Audiovisual podcast]. Retrieved from <https://www.buzzsprout.com/1133861/episodes/5892502>

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Curby, T., & **Alfonso, V. C.** (2018, January 22). What kindergarten teachers wish children knew [Web log post]. Retrieved from <http://psychlearningcurve.org/kindergarten-teachers-wish-children-knew/>

Alfonso, V. C. (2017, May 15). All about kindergarten screening: What you as a parent or caretaker should know [Web log post]. Retrieved from <http://psychlearningcurve.org/kindergarten-screening/>

DuPaul, G. J., & **Alfonso, V. C.** (2017, November 13). School psychologists: Powering growth in student's academic and mental health [Web log post]. Retrieved from <http://psychlearningcurve.org/school-psychologists/>

Presentations at International and National Conferences

Huk, O., **Alfonso, V. C.**, & Le,* K. (2021). *Presence of basic concepts in intelligence tests for preschool children*. Poster presented at the annual meeting of the National Association of School Psychologists.

Flanagan, D. P., & **Alfonso, V. C.** (2021, January). *The pattern of strengths and weaknesses method for identification and diagnosis of learning disabilities: The controversies, research, benefits, and limitations*. Presentation given at the inaugural science to practice strand of the Learning Disabilities Association of America.

DuPaul, G. J., & **Alfonso, V. C.** (2021, January). *Comorbidity of attention deficit hyperactivity disorder and specific learning disabilities*. Presentation given at the inaugural science to practice strand of the Learning Disabilities Association of America.

Alfonso, V. C., & DuPaul, G. J. (2020, November). *Comorbidity of attention deficit hyperactivity disorder and specific learning disabilities*. Presentation given at the annual meeting of Children and Adults with ADHD.

Shanock, A., Flanagan, D. P., **Alfonso, V. C.**, McHale-Small, M., & Engler, J. R. (2020, August). *Adopting PSW has negligible effect on school budgets: Separating fact from fiction*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.

Flanagan, D. P., **Alfonso, V. C.**, & McHale-Small, M. (2020, February). *What are learning Disabilities?: The past, current research, and the future of LD diagnosis*. Presentation given at the annual meeting of the Learning Disabilities Association of America, Orlando, Fla.

Flanagan, D. P., **Alfonso, V. C.**, & McHale-Small, M. (2020, February). *PSW models and psychological processing deficits: Why cognition matters*. Presentation given at the annual meeting of the Learning Disabilities Association of America, Orlando, Fla.

Alfonso, V. C., Engler, J. R., & Shanock, A. (2019, July). *Utility of the Cattell-Horn-Carroll theory of cognitive abilities to interpret performance on speech-language tests*. Poster presented at the annual meeting of the International Society for Intelligence Research, Minneapolis, MN.

Engler, J. R., **Alfonso, V. C.**, & Shanock, A. (2019, May). *A comparison of parent-child relationships amongst biological parents and treatment foster care parents*. Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.

Flanagan, D. P., Schneider, W. J., & **Alfonso, V. C.** (2019, February). *PSW methods: Comparisons, research, and how to use them responsibly*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

- Wade, R., Duhning, C., Flanagan, D. P., Ortiz, S. O., & **Alfonso, V. C.** (2019, February). *Cross-battery composites versus norm-based composites: Much ado about nothing*. Poster presented at the annual meeting of the National Association of School Psychologists, Atlanta.
- Muldoon, D., Benway, N., Shanock, A., & **Alfonso, V. C.** (2018, November). *A review of the psychometric integrity of preschool language tests: Findings and implications for SLPs*. Paper presented at the annual meeting of the American Speech-Language-Hearing Association, Boston.
- Alfonso, V. C.** (2018, August). Applying psychological science to teaching, learning, and well-being in schools. In P. N. Van Meter, C. Malone, R. F. Subotnik & P. A. Sperling (Co-Chairs), *Applying psychological science to teaching, learning, and well-being in schools*. Symposium presented at the annual meeting of the American Psychological Association, San Francisco.
- Alfonso, V. C.**, Shanock, A., Muldoon, D., Benway, N., & Oades-Sese (2018, May). *Psychometric integrity of preschool speech/language tests: Implications for diagnosis and progress monitoring of treatment*. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco.
- Flanagan, D. P., **Alfonso, V. C.**, & Schneider, W. J. (2018, February). *Using WISC-V and PSW for SLD identification amidst the controversy*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Chicago.
- Ledbetter, M., & **Alfonso, V. C.** (2018, February). *Normative base rates for WJIV extended clusters*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago.
- Alfonso, V. C.**, Ruby, S., Wissel, A. M., & Davari, J. (2017, August). *The evolving role of the school psychologist in early childhood settings*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Alfonso, V. C.** (2017, August). *How to be an educated consumer of assessment instruments*. Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.
- Alfonso, V. C.** (2017, August). *The importance of child-focused activities and routines in early childhood settings*. Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.
- Alfonso, V. C.** (2016, August). *Pattern of strengths and weaknesses-implications of assessment and intervention*. Symposium presented at the annual meeting of the American Psychological Association, Denver.
- Alfonso, V. C.**, & Flanagan, D. P. (2016, July). *The utility of X-BASS in the identification of SLD identification*. Presentation given at the 11th Annual School Neuropsychology Summer Institute, Dallas.

- Alfonso, V. C., & Flanagan, D. P.** (2016, February). *Utility of WISC-V, WIAT-III, and KTEA-3 for SLD identification*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, New Orleans.
- Flanagan, D. P., **Alfonso, V. C.**, & McDonough, E. (2016, February). *Use of WJ IV in a PSW approach for SLD identification*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, New Orleans.
- Davari, J., & **Alfonso, V. C.** (2016, February). *Moving from adverse to advantageous childhood experiences*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans.
- Alfonso, V. C.**, & Flanagan, D. P. (2015, February). *WJ IV and WISC-V cross-battery assessments for intervention in SLD referrals*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Orlando.
- Hynes, C. V., **Alfonso, V. C.**, & Flanagan, D. P. (2015, February). *CHC constructs measured by new and revised ability tests*. Poster presented at the annual meeting of the National Association of School Psychologists, Orlando.
- Flanagan, D. P., & **Alfonso, V. C.** (2015, February). *The SLD pattern of strengths and weaknesses and the WJ IV*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Orlando.
- Hynes, C. V., & **Alfonso, V. C.** (2014, August). *The Bronx project: A 16-year prevention and early intervention project*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Katsiotas, N., & **Alfonso, V. C.** (2014, August). *Is life satisfaction associated with access to social support for parents of children with special needs?* Poster session presented at the annual meeting of the American Psychological Association, Washington, DC.
- Alfonso, V. C.**, Flanagan, D. P., & Reynolds, M. R. (2014, February). *WISC-IV and WAIS-IV: Revisiting the factor structure and clinical interpretation*. Symposium presented at the National Association of School Psychologists, Washington, DC.
- Alfonso, V. C.** (2014, February). *Assessment for intervention in SLD referrals using the cross-battery approach*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Hynes, C. V., **Alfonso, V. C.**, & Flanagan, D. P. (2014, February). *CHC broad and narrow constructs measured by contemporary ability tests*. Poster presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
- Katsiotas, N., & **Alfonso, V. C.** (2013, August). *Summary descriptive statistics for the Extended Satisfaction with Life Scale: 1996 - 2012*. Poster session presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Alfonso, V. C.**, & Flanagan, D. P. (2013, February). *Cross-battery assessment for intervention in referrals for suspected SLD*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Seattle.

- Flanagan, D. P., & **Alfonso, V. C.** (2013, February). *Evaluation of the SLD pattern of strengths and weaknesses*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Seattle.
- Flanagan, D. P., & **Alfonso, V. C.** (2012, February). *SLD and other learning difficulties: Linking assessment to educational interventions*. Workshop presented at the annual meeting of the National Association of School Psychologists, Philadelphia.
- Sain, I. D., Bhalla, R., Kiraly, Z., **Alfonso, V. C.**, & Mance, M. (2012, February). *Common administration and scoring examiner errors on the Kaufman Test of Educational Achievement-Second Edition (KTEA-II)*. Poster presented at the annual meeting of the National Association of School Psychologists, Philadelphia.
- Alfonso, V. C.**, & Flanagan, D. P. (2011, August). *Diagnosis of specific learning disability*. Presentation given at the annual meeting of the American Psychological Association, Washington, DC.
- Flanagan, D. P., & **Alfonso, V. C.** (2011, February). *Essentials of specific learning disability identification with case presentations*. Workshop presented at the annual meeting of the National Association of School Psychologists, San Francisco.
- Flanagan, D. P., & **Alfonso, V. C.** (2010, March). *A research-based consensus definition of SLD integrating multiple data sources*. Workshop presented at the annual meeting of the National Association of School Psychologists, Chicago.
- Flanagan, D. P., & **Alfonso, V. C.** (2010, February). Presentation given at the annual meeting of the Learning Disabilities Association of America, Baltimore.
- Alfonso, V. C.** (2009, February). *Effective treatments for children with autism: Separating science from science fiction*. Presentation given at the annual meeting of the National Association of School Psychologists, Boston.
- Rosengarten, M., **Alfonso, V. C.**, & D. P. Flanagan (2009, February). *CHC abilities in young children measured by the WJ III COG*. Poster presented at the annual meeting of the National Association of School Psychologists, Boston.
- Alfonso, V. C.** (2008, March). *Improving the validity of cognitive and academic ability constructs via cross-battery assessment: A tribute to Anne Anastasi*. Paper presented at the annual meeting of the American Educational Research Association, New York City.
- Alfonso, V. C.**, Flanagan, D. P., Ortiz, S. O., & Dynda, A. M. (2008, February). A research-based consensus definition of specific learning disability integrating multiple data sources. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, New Orleans.
- Orlovsky, K., **Alfonso, V. C.**, Rentz, E., & Ramos, E. (2008, February). The Bronx Project: Service provision trends for inner city youth. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans.

- Rosengarten, M., **Alfonso, V. C.**, & Flanagan, D. P. (2008, February). *CHC subtest ability classifications of cognitive tests for preschool children*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans.
- Shands, E. I., Phillips, J. F., Autry, B. K., Hall, J. A., Floyd, R. G., **Alfonso, V. C.**, & Skinner, M. (2008, February). *A review of the technical characteristics of contemporary adaptive behavior assessment instruments: Preliminary results and conclusions*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans.
- Alfonso, V. C.**, Orlovsky, K. L., Ramos, E., & Rentz, E. (2007, August). *Bronx Project: A nine-year prevention and early intervention project*. Poster session presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Alfonso, V. C.**, Orlovsky, K. L., Ramos, E., & Rentz, E. (2007, August). *Prevention and early intervention: Screening of referred inner-city students*. Poster session presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Alfonso, V. C.**, Flanagan, D. P., & Ortiz, S. O. (2007, March). *RTI and testing: Responding with an operational definition of LD*. Paper presented at the annual meeting of the National Association of School Psychologists, New York City.
- Flanagan, D. P., Ortiz, S. O., **Alfonso, V. C.**, & Dynda, A. M. (2007, March). *Avoiding the tower of Babel: Responding to RTI versus testing*. Poster presented at the annual meeting of the National Association of School Psychologists, New York City.
- MacPhail, S. S., **Alfonso, V. C.**, & Brobst, K. E. (2007, March). *The relationship between cognitive processes and reading achievement in children of low SES referred for evaluation of learning and behavior problems*. Poster presented at the annual meeting of the National Association of School Psychologists, New York City.
- Alfonso, V. C.**, Kestenberg, L. B., Orlovsky, K. L., Rentz, E. A., & Ramos, E. (2006, May). *Establishing a database of university psychology training centers: A national sample*. Poster session presented at the annual meeting of the Association for Psychological Science, New York City.
- Kustanowitz, I., & **Alfonso, V. C.** (2006, May). *Characteristics contributing to positive well-being in preschoolers*. Poster session presented at the annual meeting of the Association for Psychological Science, New York City.
- Gur-Arie, S., Tal, A., & **Alfonso, V. C.** (2006, May). *Human sexuality: Its association with relationship myths and satisfaction in life domains*. Poster session presented at the annual meeting of the Association for Psychological Science, New York City.
- Orlovsky, K. L., **Alfonso, V. C.**, & Kestenberg, L. B. (2005, August). *Current university-based assessment center testing trends*. Poster session presented at the annual meeting of the American Psychological Association, Washington, DC.
- Ramos, E., **Alfonso, V. C.**, & Schermerhorn, S. (2005, August). *Graduate students' administration and scoring errors on the Woodcock-Johnson III Tests of Cognitive Abilities*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.

- Rentz, E. A., Kestemberg, L. B., Logan, J. P., **Alfonso, V. C.** (2005, August). *Clients' satisfaction at a university-based psychoeducational assessment center*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Alfonso, V. C.** (2004, April). *Woodcock-Johnson III cognitive ability profiles of children with reading comprehension difficulties*. Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, Texas.
- Oades-Sese, G., & **Alfonso, V. C.** (2003, August). *A critical review of the psychometric integrity of preschool language tests*. Poster presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.
- Gelb, M., & **Alfonso, V. C.** (2003, August). *Woodcock-Johnson III Tests of Cognitive Abilities and preschoolers with developmental delays*. Poster presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.
- Alfonso, V. C.** (2002, August). *Selecting an achievement test for learning disability assessment: Applications of psychometric characteristics*. Paper presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Tarnofsky, M. B., & **Alfonso, V. C.** (2001, August). *Factors that influence reading comprehension: Discriminating between good readers and poor readers*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Schermerhorn, S., & **Alfonso, V. C.** (2001, August). *The relationships between broad cognitive abilities and achievement functioning in a referred sample*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Alfonso, V. C.** (1999, August). *Assessment of cognitive functioning in preschoolers: Considerations for culturally and linguistically diverse populations*. Symposium presented at the annual meeting of the American Psychological Association, Boston, MA.
- Alfonso, V. C.**, & Tarnofsky, M. (1999, August). *Review of the psychometric properties of four achievement batteries*. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.
- Santandreu, N. G., & **Alfonso, V. C.** (1999, August). *Multi-phase screening of learning and behavior problems*. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.
- Alfonso, V. C.**, Zgodny, A., Berdugo, H., & Gorman, B. S. (1998, August). *Confirmatory factor analysis of the WISC-III with individuals referred for academic difficulties*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Alfonso, V. C.** (1996, August). *Training school psychologists in preschool psychology: Issues and recommendations*. Poster presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.

- Alfonso, V. C.** (1995, August). *Preschoolers: Assessment, intervention, clinical practice, and cultural diversity*. Chair, Symposium presented at the annual meeting of the American Psychological Association, New York City.
- Alfonso, V. C.**, Silverstein, J. M., Terjesen, M., & Rader, D. E. (1995, August). *Utility of the Bayley Scales of Infant Development-Second Edition for special education preschoolers*. Poster presented at the annual meeting of the American Psychological Association, New York City.
- Kaplan, S. L., & **Alfonso, V. C.** (1995, August). *Confirmatory factor analysis of the Stanford-Binet Intelligence Scale (Fourth Edition) with a preschool special-education sample*. Poster presented at the annual meeting of the American Psychological Association, New York City.
- Allison, D. B., Neale, M. C., Kezia, M. I., **Alfonso, V. C.**, Heshka, S., & Heymsfield, S. B. (1995, June). *Assortative mating for relative weight: Genetic implications*. Poster presented at the annual meeting of the American Psychological Society, New York City.
- Alfonso, V. C.**, Allison, D. B., & Rader, D. E. (1993, August). *The Extended Satisfaction With Life Scale: Convergent and Discriminant Validity*. Poster session presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Costantino, G., Malgady, R., & **Alfonso, V. C.** (1993, April). *Nonbiased projective assessment of culturally diverse children using TEMAS*. Mini Skill Workshop presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.
- Alfonso, V. C.**, & Allison, D. B. (1992, August). *Further Development of the Extended Satisfaction With Life Scale*. Poster session presented at the annual meeting of the American Psychological Association, Washington, DC.
- Alfonso, V. C.**, Allison, D., & Dunn, G. (1991, June). *The Development of the Extended Satisfaction With Life Scale*. Poster session presented at the first annual meeting of the American Association of Applied and Preventive Psychology, Washington, DC.

Presentations at Regional and Local Conferences

- Alfonso, V. C.**, & Flanagan, D. P. (2020, November). *Understanding the dual discrepancy/consistency model for SLD identification via excerpts from case studies*. Presentation given at the annual meeting of the California Association of School Psychologists.
- Flanagan, D. P., & **Alfonso, V. C.** (2020, November). *How to quickly and easily find and tailor intervention and resources for students with learning difficulties based on assessment results*. Presentation given at the annual meeting of the California Association of School Psychologists.

- Alfonso, V. C.** (2018, November). *Utility of patterns of strengths and weaknesses for specific learning disability identification and intervention for school psychologists*. Presentation given at the annual meeting of the California Association of School Psychologists, San Diego, CA.
- Alfonso, V. C.** (2018, October). *Using a pattern of strengths and weaknesses for specific learning disability identification*. Presentation given at the annual meeting of the Alaska School Psychology Association, Anchorage, AK.
- Alfonso, V. C.** (2018, October). *Using a pattern of strengths and weaknesses for specific learning disability identification*. Presentation given at the annual meeting of the Washington State Association of School Psychologists, Seattle, WA.
- Alfonso, V. C.** (2017, October). *How X-BASS can improve assessment for SLD identification*. Presentation given to the New York Association of School Psychologists, White Plains, NY.
- Alfonso, V. C.** (2017, October). *Cross-battery assessment, pattern of strengths and weaknesses, and X-BASS for specific learning disability identification*. Presentation given to the Nevada Association of School Psychologists, Las Vegas, Nevada.
- Alfonso, V. C.** (2016, May). *Cross-battery assessment, pattern of strengths and weaknesses, and X-BASS for specific learning disability identification*. Presentation given to the San Diego County Association of School Psychologists, San Diego, CA.
- Alfonso, V. C.** (2016, March). *Cross-battery assessment for specific learning disability identification and intervention for school psychologists and speech-language pathologists*. Presentation given at the 2016 General & Special Education Conference, Seattle, WA.
- Alfonso, V. C.** (2015, May). *CHC theory, the cross-battery assessment method and software, SLD identification, and X-BASS*. Presentation given to the Ventura County Association of School Psychologists, Ventura County, CA.
- Alfonso, V. C.** (2015, March). *Learning disabilities: Analyzing strengths and weaknesses and tailoring interventions*. Presentation given to the Chula Vista School District, Chula Vista, CA.
- Alfonso, V. C.** (2015, March). *Learning disabilities: Analyzing strengths and weaknesses*. Presentation given at the 2015 General & Special Education Conference, Seattle, WA.
- Alfonso, V. C.** (2015, March). *Learning disabilities: Tailoring interventions*. Presentation given at the 2015 General & Special Education Conference, Seattle, WA.
- Alfonso, V. C.** (2015, February). *CHC theory, the cross-battery assessment method and software, SLD identification, assessment of culturally and linguistically diverse individuals, and X-BASS*. Presentation given to the Capistrano Unified School District, San Juan Capistrano, CA.

- Alfonso, V. C.** (2014, October). *CHC theory, the cross-battery assessment method and software, SLD identification, and assessment of culturally and linguistically diverse individuals*. Presentation given at the annual meeting of the Ventura County Association of School Psychologists, Ventura County, CA.
- Alfonso, V. C.** (2014, October). *Utility of cross-battery assessment and pattern of strengths and weaknesses in SLD identification*. Presentation given at the annual meeting of the California Association of School Psychologists, San Diego, CA.
- Alfonso, V. C.** (2014, October). *The cross-battery approach: Overview and interpretation of results using the data management and interpretive assistant*. Presentation given at the annual meeting of the Oregon and Washington States Association of School Psychologists, Stevenson, WA.
- Alfonso, V. C., & Flanagan, D. P.** (2013, October). *Cross-battery assessment for SLD identification*. Presentation given at the annual meeting of the New York Association of School Psychologists, White Plains, New York.
- Alfonso, V. C., & Flanagan, D. P.** (2013, October). *Cross-battery assessment for SLD identification*. Presentation given at the annual meeting of the Hawaii Association of School Psychologists, Honolulu, Hawaii.
- Alfonso, V. C., & Flanagan, D. P.** (2013, September). *New developments in CHC theory, cross-battery assessment for intervention, and identification of SLD*. Presentation given at the annual meeting of the Puerto Rican Association of School Psychologists, San Juan, Puerto Rico.
- Flanagan, D. P., & Alfonso, V. C.** (2013, June). *New developments in the cross-battery assessment approach and guidance on how to use the data management and interpretive assistant software*. Presentation given at the inaugural Cross-Battery Assessment Summer Institute, New York, New York.
- Alfonso, V. C., & Flanagan, D. P.** (2012, November). *Cross-battery assessment for SLD identification and intervention*. Presentation given at the annual meeting of the Northeast Region of the National Association of School Psychologists, Portland, Maine.
- Alfonso, V. C.** (2012, October). *Early childhood assessment: Important considerations for diverse and underserved populations*. Presentation given at the annual meeting of the New York Association of School Psychologists, Buffalo, New York.
- Alfonso, V. C.** (2012, March). *Developmental indicators of learning and behavior problems*. Presentation given at the Early Childhood Extravaganza, Diocese of Brooklyn and Queens, New York.
- Alfonso, V. C.** (2011, July). *Assessment of and interventions for young children: Special considerations for diverse and underserved populations*. Presentation given at the Addressing School Readiness Gaps Summer Institute, Fordham University, New York.

- Alfonso, V. C.** (2011, April). *Assessment of young children: Special considerations for diverse and underserved populations*. Paper presented at the Eighth Annual Young Child Expo and Conference, New York, New York.
- Alfonso, V. C.** (2011, March). *Assessment of young children: Special considerations for diverse and underserved populations*. Presentation given at the sixth annual Celebration of Teaching and Learning, New York City.
- Flanagan, D. P., & **Alfonso, V. C.** (2010, November). A multi-method, multi-source approach to SLD identification. Presentation given at the annual meeting of the New York Association of School Psychologists, Lake George, New York.
- Alfonso, V. C.**, & Flanagan, D. P. (2009, October). Cognitive testing for tier-II nonresponders? Why is this the question? Presentation given at the annual meeting of the New York Association of School Psychologists, White Plains, New York.
- Alfonso, V. C.** (2009, March). *Effective treatments for children with autism: Separating science from science fiction*. Presentation given at the fourth annual Celebration of Teaching and Learning, New York City.
- Alfonso, V. C.** (2005, November). *Best practices in assessing young children*. Paper presented at the annual meeting of the New York Association of School Psychologists, White Plains, New York.
- Alfonso, V. C.** (2005, April). *Critical review of treatments of autism*. Paper presented at the Third Annual Fordham University and Los Ninos Services Early Childhood Conference, New York, New York.
- Alfonso, V. C.** (2004, June). *Cognitive assessment of preschoolers: The past, present, and future*. Paper presented at the Second Annual Fordham University and Los Ninos Services Early Childhood Conference, New York, New York.
- Alfonso, V. C.** (2003, April). *Best practices in the assessment of early childhood intelligence*. Paper presented at the Third Annual Symposium in Intelligence, Personality, and Learning: Assessing Early Childhood Intelligence and Temperament, Nashua, New Hampshire.
- Emmons, M., & **Alfonso, V. C.** (2001, November). *A critical review of the technical characteristics of current preschool screening batteries*. Poster session presented at the annual meeting of the New York Association of School Psychologists, White Plains, New York.
- Lupiani, J., & **Alfonso, V. C.** (2001, November). *Preliminary psychoeducational profiling of Early Head Start participants*. Poster session presented at the annual meeting of the New York Association of School Psychologists, White Plains, New York.
- Walter, S., **Alfonso, V. C.**, Rader, D. E., & Patelis, T. (2001, November). *Preliminary confirmatory factor analysis of the Differential Ability Scales with preschoolers with developmental delays*. Poster session presented at the annual meeting of the New York Association of School Psychologists, White Plains, New York.

- Alfonso, V. C.** (2000, January). *Current best practices for training psychologists to assess young children*. Paper presented at the winter meeting of the New York Association of Early Childhood and Infant Psychologists, Pace University, New York.
- Alfonso, V. C.** (1999, November). *Cognitive assessment of preschoolers: A critical review of various methods*. Presentation given at the annual preschool conference, Teachers College, Columbia University, New York.
- Alfonso, V. C., & Santandreu, N. G.** (1999, November). *A quantitative and qualitative review of preschool standardized cognitive assessment instruments*. Presentation given at the annual preschool conference, Teachers College, Columbia University, New York.
- Alfonso, V. C., & Santandreu, N. G.** (1998, June). *Multi-phased screening of learning and behavior problems: A prevention and early intervention project*. Presentation given on Brooklyn/Queens Day for New York City Board of Education Clinicians, Brooklyn, NY.
- Alfonso, V. C.** (1998, February). *Current directions in the assessment of young children*. Presentation given at the annual meeting of the Eastern Psychological Association, Boston, MA.
- Alfonso, V. C., LaRocca, R., & Spanakos, A.** (1997, November). *The course on individual mental assessment*. Poster session presented at the annual meeting of the New York Association of School Psychologists, White Plains, New York.
- Alfonso, V. C., Mentore, J. L., & Santandreu, N. G.** (1997, November). *Training competent early childhood school psychologists: Issues and suggestions*. Presentation given at the annual meeting of the New York Association of School Psychologists, White Plains, New York.
- Alfonso, V. C., & Bologna, T.** (1997, April). *How young children learn: Designing instructional environments for pre-k through third graders*. Presentation given for Fordham University's Center for Nonpublic Education, New York, New York.
- Alfonso, V. C.** (1996, June). *Early childhood and technology*. Presentation given at the Summer Institute for Fordham University's Center for Nonpublic Education, New York, New York.
- Alfonso, V. C.** (1996, June). *Psychology in the 21st century: Comments and predictions*. Presentation at the annual meeting of the New York State Psychological Association, Buffalo, New York.
- Alfonso, V. C., & Silverstein, J. M.** (1996, April). *Training, clinical, administrative, and legal issues involved in working with preschoolers*. Presentation given at Brooklyn College's conference "New Directions in Preschool Assessment and Intervention," Brooklyn, New York.
- Alfonso, V. C.** (1996, January). *Advances in the assessment of developmentally delayed infants and preschoolers: Bayley Scales of Infant Development-Second Edition*. Presentation given at the 32nd annual Queens College school psychology conference, Jamaica, New York.

- Alfonso, V. C., Patinella, L., Johnson, A., & Rader, D. E.** (1995, October) *Common WISC-III administration and scoring errors: Evidence from graduate students in training*. Poster session presented at the annual meeting of the New York Association of School Psychologists, Saratoga, New York.
- Alfonso, V. C.** (1995, April). *Cognitive assessment of culturally and linguistically diverse students*. Presentation given at the annual meeting of the New York State Association for Bilingual Education, Rye Brook, New York.
- Flanagan, D. P., & **Alfonso, V. C.** (1995, January). *Cognitive assessment of culturally diverse children*. Presentation given at the 31st annual school psychology conference, Queens College, New York.
- Flanagan, D. P., & **Alfonso, V. C.** (1994, May). *A critical review of intelligence tests for culturally diverse preschoolers*. Presentation given at the annual meeting of the New York State Psychological Association, Sagamore, New York.
- Flanagan, D. P., & **Alfonso, V. C.** (1994, April). *A critical appraisal of subtest and profile analysis of commonly used intelligence tests*. Workshop presented at St. John's University in conjunction with the New York State Psychological Association and the Suffolk County Psychological Association.
- Flanagan, D. P., & **Alfonso, V. C.** (1993, October). *A comprehensive review of intelligence tests for bilingual preschoolers*. Presentation given at the annual meeting of the New York Association of School Psychologists, Melville, New York.
- Flanagan, R., & **Alfonso, V. C.** (1993, May). *The TEMAS: An objective, culturally sensitive, projective story-telling technique*. Presentation given at the annual meeting of the New York State Psychological Association, Rye, New York.
- Alfonso, V. C., Allison, D., & Dunn, G.** (1990, February). *The Relationship Between Sexual Fantasy and Satisfaction: A Multidimensional Analysis of Gender Differences*. Presentation given at the annual meeting of the American Association of Sex Educators, Counselors, and Therapists, Arlington, VA.

Grants and Funded Projects

- 2012-2013 Principal Investigator. "*Prevention and Early Intervention Project*." United Parcel Service, Fordham University, Carvel Foundation, Mr. Art McEwen, individual contributors, and participating schools. \$146,000.
- 2011-2012 Principal Investigator. "*Prevention and Early Intervention Project*." United Parcel Service, Fordham University, Carvel Foundation, Mr. Art McEwen, individual contributors, and participating schools. \$125,000.
- 2010-2011 Principal Investigator. "*Prevention and Early Intervention Project*." United Parcel Service, Fordham University, Mr. Art McEwen, and participating schools. \$93,500.

- 2009-2010 Principal Investigator. "*Prevention and Early Intervention Project.*" United Parcel Service, Fordham University, Carvel Foundation, Mr. Art McEwen, and participating schools. \$110,000.
- 2008-2009 Principal Investigator. "*Prevention and Early Intervention Project.*" United Parcel Service, Fordham University, Carvel Foundation and participating schools. \$190,000.
- 2007-2008 Principal Investigator. "*Prevention and Early Intervention Project.*" Mr. Art McEwen, United Parcel Service, Fordham University, the Association for South Bronx Catholic Schools, St. Aloysius, and Our Lady Queen of Angels \$115,000.
- 2006-2007 Principal Investigator. "*Prevention and Early Intervention Project.*" Mr. Art McEwen, United Parcel Service, Fordham University, the Association for South Bronx Catholic Schools, the Alliance Bernstein Foundation, and Our Lady Queen of Angels \$158,000.
- 2005-2006 Principal Investigator. "*Prevention and Early Intervention Project.*" Mr. Art McEwen, United Parcel Service, Fordham University, the Association for South Bronx Catholic Schools, the Alliance Bernstein Foundation, St. Aloysius, and St. Ignatius \$206,250.
- 2004-2005 Principal Trainer. "*University Alliance Training Grant with American Guidance Service.*" American Guidance Service, \$10,000.
- 2004-2005 Principal Investigator. "*Prevention and Early Intervention Project.*" Carvel Foundation, United Parcel Service, Fordham University, the Association for South Bronx Catholic Schools, the Alliance Bernstein Foundation, and St. Aloysius, \$105,000.
- 2004 Principal Trainer. "*Woodcock-Johnson Tests of Cognitive Abilities materials grant.*" Woodcock-Munoz Foundation, \$5,880.
- 2004 Principal Investigator. "*Prevention and Early Intervention Project.*" United Parcel Service, Fordham University, Association for South Bronx Catholic Schools, and St. Aloysius School, \$ 75,000.
- 2003 Principal Trainer. "*Woodcock-Johnson Tests of Cognitive Abilities materials grant.*" Woodcock-Munoz Foundation, \$3,000.
- 2002-2003 Principal Investigator. "*Prevention and Early Intervention Project.*" Carvel Foundation, United Parcel Service, Fordham University, and the Association for South Bronx Catholic Schools, \$124,000.
- 2001-2002 Principal Investigator. "*Prevention and Early Intervention Project.*" Carvel Foundation, United Parcel Service, Fordham University, and the Association for South Bronx Catholic Schools, \$110,000.
- 2000-2001 Principal Trainer. "*University Alliance Training Grant with American Guidance Service.*" American Guidance Service, \$2,000.

- 2000-2001 Principal Trainer. "*Woodcock-Johnson Tests of Cognitive Abilities materials grant.*" Riverside Publishing, \$8,400.
- 2000-2001 Principal Investigator. "*Prevention and Early Intervention Project.*" Carvel Foundation, United Parcel Service, Fordham University, and the Association for South Bronx Catholic Schools, \$110,000.
- 1999-2000 Principal Investigator. "*Prevention and Early Intervention Project.*" Carvel Foundation and the Association for South Bronx Catholic Schools, \$70,000.
- 1999-2000 Principal Trainer. "*Woodcock-Johnson Tests of Cognitive Abilities materials grant.*" Riverside Publishing, \$8,400.
- 1998-1999 Principal Investigator. "*Prevention and Early Intervention Project.*" van Ameringen Foundation and the Association for South Bronx Catholic Schools, \$17,000.
- 1997-1998 Principal Investigator. "*Attention Deficit Hyperactivity Disorder in Graduate Students.*" Mr. Warren Grover, President, Jewish Historical Society of MetroWest, \$25,000.
- 1997-1998 Principal Investigator. "*Prevention and Early Intervention Project.*" van Ameringen Foundation and the Association for South Bronx Catholic Schools, \$30,000.
- 1993 Co-Investigator. "*Assortative mating for relative weight: Genetic and social implications.*" Henry A. Murray Research Center of Radcliffe University, \$5,000.

Grant Proposals

- 1997 Principal Investigator. "*Confirmatory factor analysis of the Wechsler Intelligence Scale for Children-Third Edition with Individuals Referred for Academic Difficulties.*" Society for the Study of School Psychology (not funded).

Editorial Experience

Publications Chair - Division 16 of the APA (2005 – 2006)

Editor - *Journal of Early Childhood and Infant Psychology* (now *Perspectives on Early Childhood Psychology and Education*) (2013 – 2018)

Editor - *The School Psychologist* (Division 16 Newsletter of the American Psychological Association, 2000 – 2003)

Associate Editor - *The School Psychologist* (Division 16 Newsletter of the American Psychological Association, 1997 – 2000)

Editorial Board - *Journal of Psychoeducational Assessment* (2020 –
 - *Psychological Assessment* (2009 – 2013)
 - *Journal of Early Childhood and Infant Psychology* (2004 – 2013)

- *The School Psychologist* (Division 16 Newsletter of the American Psychological Association; 2003 –)
- *Journal of Psychoeducational Assessment* (1998 – 2000)
- *School Psychology Review* (1999 – 2000)

Ad Hoc Reviewer - *Pediatrics*
 - *Psychology in the Schools*

Invited Lectures/In-services/Presentations

- Alfonso, V. C.** (2021, May). *Self-care part II*. In-service given for the Center for Educational Partnerships.
- Alfonso, V. C.** (2021, May). *Stress, COVID-19, the return, and self-care*. In-service given for the Evander Childs Educational Campus and MS 113 (X370).
- Alfonso, V. C.** (2021, May). *Stress, COVID-19, the return, and self-care*. In-service given for the Evander Childs Educational Campus and MS 113 (X287).
- Alfonso, V. C.** (2021, May). *Stress, COVID-19, the return, and self-care*. In-service given for the Evander Childs Educational Campus and MS 113 (X290).
- Alfonso, V. C.** (2021, April). *Stress, COVID-19, the return, and self-care*. In-service given for the Evander Childs Educational Campus and MS 113 (X265).
- Alfonso, V. C.** (2021, May). *Stress, COVID-19, the return, and self-care*. In-service given for the Evander Childs Educational Campus and MS 113 (X253).
- Alfonso, V. C.** (2021, April). *Stress, COVID-19, the return, and self-care*. In-service given for the Evander Childs Educational Campus and MS 113 (X544).
- Alfonso, V. C.** (2021, April). *Self-care*. In-service given for the Center for Educational Partnerships.
- Alfonso, V. C.** (2021, March). *How to find normalcy in a non-normal world: Reentry*. In-service given for the Edison Township School District.
- Alfonso, V. C.** (2020, October). *Freshman and sophomore parent night*. In-service given for the Edison Township School District.
- Alfonso, V. C.** (2020, September). *Trauma-informed practices*. In-service given for the Edison Township School District.
- Alfonso, V. C.** (2019, June). *SLD identification and X-BASS*. In-service given at the Burlington County Institute of Technology, Westhampton, New Jersey.
- Alfonso, V. C.** (2019, April). *Overview of specific learning disabilities: Past, present, and future*. Presentation given at the 14th Annual School Neuropsychology Conference, Long Beach, California.

- Alfonso, V. C.** (2017, April). *Working together, cross-battery assessment, pattern of strengths and weaknesses, and X-BASS for specific learning disability identification*. Presentation given to the San Diego South County SELPA, San Diego, California.
- Alfonso, V. C.** (2017, February). *Pattern of strengths and weaknesses: Sharing evaluation data, interpretations, and recommendations*. Presentation given to the San Diego South County SELPA, San Diego, California.
- Alfonso, V. C.** (2016, October). *Developmental indicators of learning and behavior problems*. Presentation given to the Camas Early Learning Center, Usk, Washington.
- Alfonso, V. C.** (2016, October). *Cross-battery assessment, pattern of strengths and weaknesses, and X-BASS for specific learning disability identification*. Presentation given to the North Orange County SELPA, Santa Ana, California.
- Alfonso, V. C.** (2016, May). *Working together, cross-battery assessment, pattern of strengths and weaknesses, and X-BASS for specific learning disability identification*. Presentation given to the Pasco School District, Pasco, WA.
- Alfonso, V. C.** (2014, October). *CHC theory, the cross-battery assessment method and software, SLD identification, and assessment of culturally and linguistically diverse individuals*. Presentation given to the Ventura County Association of School Psychologists, Camarillo, California.
- Alfonso, V. C.** (2014, February). *New developments in CHC theory, cross-battery assessment for intervention, and identification of SLD*. Presentation given to the San Diego School District, San Diego, California.
- Alfonso, V. C.** (October, 2012). *Understanding your child's psychological assessment-part II*. Presented at the Aaron School, New York, NY.
- Alfonso, V. C.** (April, 2012). *Understanding your child's psychological assessment*. Presented at the Aaron School, New York, NY.
- Alfonso, V. C.** (October, 2010). *Assessment of young children: Special considerations for diverse and underserved populations*. Presented at the Philadelphia College of Osteopathic Medicine, Rovinsky Lecture Series, Philadelphia, PA.
- Alfonso, V. C.** (October, 2010). *Maria Montessori: Deserving of a Nobel Peace Prize*. Presented at the 25th Italian Heritage Day, Nassau Community College, Hempstead, NY.
- New York City Department of Education (October, 2009). Presentation on the Woodcock-Johnson III Diagnostic Reading Battery. New York City.
- Hamden Public Schools (June, 2009). Presentation on the Kaufman Assessment Battery for Children, Second Edition and Kaufman Test of Educational Achievement, Second Edition. Hamden, CT.
- New York City Department of Education (May, 2009). Presentation on the Woodcock-Johnson III Diagnostic Reading Battery. New York City.

- New York City Department of Education (October, 2008). Presentation on the Woodcock-Johnson III Diagnostic Reading Battery. New York City.
- Alfonso, V. C., & Ventura, A.** (April, 2008). *A family affair: Clinical interventions with children and their families*. Clinical Grand Rounds, Fordham University, New York City.
- Alfonso, V. C.** (April, 2008). *CHC cross battery assessment*. Presentation given at Fordham University, New York City.
- Jackson Developmental Center (March, 2007). Presentation on the Bayley Scales of Infant and Toddler Development, Third Edition and Vineland Adaptive Behavior Scales, Second Edition. Jackson Heights, NY.
- New York Association of School Psychologists (October, 2006). Presentation on the Battelle Developmental Inventory, Second Edition. Syracuse, NY.
- Alfonso, V. C., Rentz, E., & Ramos, E.** (May, 2006). *What to expect from 3 to 5 years: Typical and atypical development and behavior*. Presentation given at Public School 153. Bronx, NY.
- Alfonso, V. C., Rentz, E., & Ramos, E.** (March, 2006). *What to expect from 3 to 5 years: Typical and atypical development and behavior*. Presentation given at The Bronx Library Center. Bronx, NY.
- Vermont State Education Department (March, 2006). Presentation on the Battelle Developmental Inventory-Second Edition.
- Alfonso, V. C.** (February, 2006). *Best practices in LD and nondiscriminatory assessment: Use of the KABC-II and other cognitive and academic tests with culturally and linguistically diverse students*. Hartford Public Schools. Hartford, CT.
- Crossroads School for Child Development (January, 2006). Presentation on the Battelle Developmental Inventory-Second Edition.
- Northeastern University (December, 2005). Presentation on the Kaufman Assessment Battery for Children-Second Edition.
- Alfonso, V. C., Ramos, E., & Rentz, E.** (November, 2005). *Identifying young children with special needs: What to do and what not to do*. Presentation given at the Early Childhood Resource and Information Center of The New York Public Library. New York, NY.
- Alfonso, V. C.** (September, 2005). *Best practices in LD and nondiscriminatory assessment: Use of the KABC-II and other cognitive and academic tests with culturally and linguistically diverse students*. Rhode Island School Psychology Association. Providence, RI.
- Alfonso, V. C.** (May, 2005). *Early childhood screening*. Presentation given to Psychologists in Training (PIT) of the New York City Board of Education, Fordham University, New York.

- Alfonso, V. C.** (May, 2005). *Overview of the new KABC-II and KTEA-II: Ethnic differences in performance compared to other recently revised intelligence tests*. Presentation given at the Fordham University, St. John's University, and AGS workshop, Best Practices in LD and Nondiscriminatory Assessment. New York, New York.
- NYC Board of Education (May, 2005). Presentation on the Stanford-Binet Intelligence Scales-Fifth Edition.
- Jersey City Public Schools (April, 2005). Presentation on the Battelle Developmental Inventory-Second Edition.
- Personal Touch (April, 2005). Presentation on the Battelle Developmental Inventory-Second Edition.
- St. Mary's Medical Center, West Palm Beach (March, 2005). Presentations on the Battelle Developmental Inventory-Second Edition.
- St. John's University (March, 2005). Presentation on the Stanford-Binet Intelligence Scales-Fifth Edition.
- New York Association of Early Childhood and Infant Psychologists (March, 2005). Presentation on the Battelle Developmental Inventory-Second Edition.
- White Plains Public Schools (March, 2005). Presentation on the Stanford-Binet Intelligence Scales-Fifth Edition.
- Alfonso, V. C.** (February, 2005). *Effective parenting*. Presentation given at the Jewish Community Center.
- Hanover Public Schools (February, 2005). Presentation on the Battelle Developmental Inventory-Second Edition.
- Lafayette Public Schools (January, 2005). Presentation on the Stanford-Binet Intelligence Scales-Fifth Edition.
- Alfonso, V. C., Rentz, E., & Ramos, E.** (January, 2005). *What to expect from 3 to 5 years: Typical and atypical development and behavior*. Presentation given at The Early Childhood Resource and Information Center of The New York Public Library, New York City.
- Nassau County Psychological Services Institute (December, 2004). Presentation on the Dean-Woodcock Neuropsychological Battery and Bender-Gestalt II.
- Huntington Hilton (November, 2004). Early childhood solutions and the Dean-Woodcock Neuropsychological Battery.
- Cherry Hill (October, 2004). Presentation on the Stanford-Binet Intelligence Scales-Fifth Edition.
- Alfonso, V. C.** (October, 2004). *So many IQ tests, so little time: Selective Cross-Battery Assessment*. Presentation sponsored by the Association of Specialists in the Assessment of Intellectual Functioning in Nashua, New Hampshire.

- Virginia Department of Corrections (July, 2004). Presentation on the Woodcock-Johnson III Psychoeducational Battery in Richmond, Virginia.
- Alfonso, V. C.** (June, 2004). *Interpretation of recently revised achievement tests*. Presentation given at East Islip School District, Islip Terrace, New York.
- Alfonso, V. C.** (May, 2004). *A critical review of standardized cognitive assessment instruments for preschoolers*. Presentation given at Los Ninos Services, New York City.
- Alfonso, V. C., & Sonpal, S.** (February, 2004). *Early literacy*. Presentation given at The Early Childhood Resource and Information Center of The New York Public Library, New York City.
- Hagedorn Little Village Preschool (January, 2004). Presentation on the Stanford Binet Intelligence Scales-Fifth Edition.
- Mount Vernon School District (December, 2003). Presentation on the Stanford Binet Intelligence Scales-Fifth Edition.
- NYC Board of Education (November, 2003). Presentation on the Woodcock-Johnson III Tests of Achievement.
- New York Association of School Psychologists (November, 2003). Presentation on the Stanford Binet Intelligence Scales-Fifth Edition. Albany, NY.
- McCarton Center (November, 2003). Presentation on the Stanford Binet Intelligence Scales-Fifth Edition.
- McCarton Center (November, 2003). Presentation on the Wechsler Preschool and Primary Scale of Intelligence and Wechsler Intelligence Scale for Children-Fourth Edition.
- NYC Board of Education (November, 2003). Presentation on the Stanford Binet Intelligence Scales-Fifth Edition.
- Yonkers School District (November, 2003). Advanced training in the Stanford Binet Intelligence Scales-Fifth Edition.
- Nassau County Psychological Association (November, 2003). Presentation on the Stanford Binet Intelligence Scales-Fifth Edition.
- NYC Board of Education (November, 2003). Presentation on the Woodcock-Johnson III Tests of Achievement.
- NYC Board of Education (October, 2003). Presentation on the Stanford Binet Intelligence Scales-Fifth Edition.
- Institute for Behavior Research (October, 2003). Presentation on the Stanford Binet Intelligence Scales- Fifth Edition.
- Penn State School Psychology Conference (October, 2003). Presentation on the Stanford Binet Intelligence Scales- Fifth Edition.

- East Islip School District (October, 2003). Presentation on the Stanford Binet Intelligence Scales-Fifth Edition.
- Fordham University (October, 2003). Presentation on the Stanford Binet Intelligence Scales-Fifth Edition.
- Rochester Institute of Technology (October, 2003). Presentation on the Stanford Binet Intelligence Scales-Fifth Edition.
- Yonkers School District (September, 2003). Presentation on the Stanford Binet Intelligence Scales-Fifth Edition.
- North Shore School District (March, 2003). Presentation on the Woodcock-Johnson III Tests of Achievement and learning disability assessment.
- Huntington School District (June, 2002). Presentation on the Woodcock-Johnson III Psychoeducational Battery.
- Massapequa School District (April, 2002). Best practices in assessing learning disabilities.
- North Shore School District (March, 2002). Presentation on the Woodcock-Johnson III Tests of Cognitive Abilities.
- NYC Board of Education, Queens High Schools (January, 2002). Presentation on the Woodcock-Johnson III Tests of Achievement.
- Valhalla School District (November, 2001). Presentation on the Woodcock-Johnson III Psychoeducational Battery.
- District 18, Board of Education (May, 2001). Presentation on the Woodcock-Johnson III Psychoeducational Battery.
- Alfonso, V. C.** (April, 2001). *Current best practices in preschool assessment*. Presentation given at the third annual Darlisa Thurmond Memorial Lecture, Queens College, Flushing, New York.
- Baldwin Union Free School District (March, 2001). Presentation on the Woodcock-Johnson III Psychoeducational Battery.
- District 17, Board of Education (March, 2001). Presentation on the Woodcock-Johnson III Psychoeducational Battery.
- District 31, Board of Education (March, 2001). Presentation on the Woodcock-Johnson III Tests of Achievement.
- Alfonso, V. C., & Solazzo, L. A.** (March, 2001). *Typical and atypical development in young children*. Presentation given at The Early Childhood Resource and Information Center of The New York Public Library, New York City.

- Alfonso, V. C., & Emmons, M.** (March, 2001). *Comprehensive assessment for LD determination*. Presentation given at District 28 of the New York City Board of Education, Queens, New York.
- St. Johns University (December, 2000). Presentation on the Woodcock-Johnson III Tests of Cognitive Abilities.
- St. John's University (October, 1999). Presentation on preschool psychology and the cognitive assessment of preschoolers.
- Alfonso, V. C., & Santandreu, N. G.** (January, 1999). *Multi-phase screening of learning and behavior problems*. Presentation given to Psychologists in Training (PIT) of the New York City Board of Education, Fordham University, New York.
- St. John's University (October, 1998). Presentation on preschool psychology and the cognitive assessment of preschoolers.
- Yeshiva University (April, 1998). Presentation conducted for school psychology graduate students on the Bayley Scales of Infant Development-Second Edition.
- Northside Center for Child Development (April, 1998). Inservice conducted for the staff on reporting child abuse and neglect.
- St. John's University (September, 1997). Presentation on preschool psychology and the cognitive assessment of preschoolers.
- Metropolitan Hospital (June, 1997). Presentation conducted with Nancee Santandreu for staff psychologists on recent developments in the assessment of preschoolers.
- Yeshiva University (May, 1997). Presentation conducted with Nancee Santandreu for school psychology graduate students on the Bayley Scales of Infant Development-Second Edition.
- Alfonso, V. C., & Santandreu, N. G.** (March, 1997). *Assessment of cognitive functioning in preschoolers*. Presentation given to Psychologists in Training (PIT) of the New York City Board of Education, Fordham University, New York.
- St. John's University (September, October, 1996). Presentations on preschool psychology and the cognitive assessment of preschoolers.
- Pace University (April, 1996). Presentation conducted for school psychology graduate students on recent legislation affecting school psychological training and practice in New York State.
- Yeshiva University (March, 1996). Presentation conducted for school psychology graduate students on the Bayley Scales of Infant Development-Second Edition.
- St. John's University (March, 1996). Presentation conducted for school psychology graduate students on the Bayley Scales of Infant Development-Second Edition.

Hunter College (November, 1995). Presentation conducted for undergraduates regarding careers in psychology.

Alfonso, V. C. (May, 1995). *Preschool assessment*. Presentation given to Psychologists in Training (PIT) of the New York City Board of Education, Fordham University, New York.

St. Agatha's Church (May, 1995). Presentation conducted for various church societies regarding how parents and grandparents can influence children.

Hunter College (November, 1994). Presentation conducted for psychology undergraduates regarding careers in school psychology.

St. John's University (October, 1994). Presentation conducted for Psi Chi members regarding applying for admission to graduate programs in psychology.

HONORS/AWARDS/RECOGNITIONS (FIELD AND COMMUNITY)

Faculty Award for Professional Contributions, Gonzaga University, Spring 2021
 Learning Disabilities Association of America, President's Award, 2021
 Nominated and Elected Member at Large, Council of Directors of School Psychology Programs, August 2020
 Nominated and Appointed to Council of Division/APA Relations, Spring 2020
 Nominated and Elected Commission on Accreditation Appeals Panel, Spring 2020
 Nominated and Elected Board of Directors, LDA, Spring 2020
 Nominated and Elected Fellow of APS, Spring 2019
 Nominated, Board of Educational Affairs, APA, June 2019
 Nominated, Finance Committee, APA, March 2019
 Nominated, Evaluation Section Representative, Division 5, APA, March 2019
 Nominated, Council of Representatives, Division 16, APA, February 2019
 Past President, Association of Jesuit Colleges and Universities (AJCU) Education Deans Conference, 2017–2019
 Past President, Washington Association of Colleges for Teacher Education (WACTE), 2017–2018
 Jack Bardon Distinguished Service Award, Division 16, APA, August 2017
 Nominated, Board of Educational Affairs, APA, March 2017
 President, Association of Jesuit Colleges and Universities (AJCU) Education Deans Conference, 2016–2017
 President, Washington Association of Colleges for Teacher Education (WACTE), 2016–2017
 President-elect, Washington Association of Colleges for Teacher Education (WACTE), 2015 – 2016
 Elected, Board of Educational Affairs, APA, January 2015
 President-elect, Association of Jesuit Colleges and Universities (AJCU) Education Deans Conference, 2014 – 2015
 Trainers of School Psychology Outstanding Contribution to Training, February 2014
 Past President, Division 16 of APA, January 2014
 Nominated, Board of Educational Affairs, APA, August 2013
 Elected, Executive Council, NASP, February 2013
 Elected, Delegate Assembly, NASP, February 2013

President, Division 16 of APA, January 2013
 Nominated, Board of Educational Affairs, APA, August 2012
 Elected New York State Democratic Committee, 2012 – 2013
 Nominee New York State Democratic Committee, 2012
 Elected, President-elect, Division 16 of APA, 2011
 Elected, Fellow of Division 5 of APA, August 2010
 Elected, Delegate Assembly, NASP, February 2010
 Nominated, Delegate Assembly, NASP, September 2009
 Nominated, President Division 16 of APA, January 2010
 Nominated, President Division 16 of APA, January 2009
 Elected Fellow of Division 16 of APA, August 2008
 Elected Secretary, Division 16 of APA, January 2007.
 Elected to Xaverian High School's Alumni Hall of Fame, November 2006.
 Elected Publications Chair, Division 16 of APA.
 Nominated, VPAA, Division 16 of APA, November 2003.
 Leadership in School Psychology Award, NYASP, November 2003.
 Member at Large, Association of Early Childhood & Infant Psychologists,
 Spring 1999 – Spring 2013
 Elected to Membership, International Who's Who, December 1998.
 Secretary, School Psychology Educators Council of New York State 1996 – 1998.
 Nominated for President, School Psychologist Educators Council of New York State.
 President, School Division, New York State Psychological Association 1994 – 1995.
 New York State Licensed Psychologist (#010944), December, 1991.
 New York State Certified School Psychologist, February, 1989.
 Elected to Membership, Psi Chi, Psychology Honor Society, Brooklyn College, 1985.
 Summa Cum Laude, Brooklyn College, June 1986.
 Student Speaker at Commencement, June 1986, Brooklyn College.
 Elected to membership, Phi Beta Kappa, Brooklyn College, June 1986.

SERVICE (UNIVERSITY AND SCHOOL)

Search Committee, Human Resources Academic Liaison, Spring/Fall 2016 & Spring 2017
 Co-chair, Search Committee, Dean of the Foley Library, Spring 2016
 Faculty Handbook Revision Steering Committee, Spring 2014 – Spring 2017
 Program Review and Evaluation Committee, Fall 2011 – Spring 2013
 Faculty Liaison to SASP, Fall 2011 – Spring 2013
 Coordinator, Comps, School Psychology Program, Fall 2011 – Spring 2013
 Established Annual Assessment Conference, Spring 2009 – Spring 2013
 Coordinator, Comps, School Psychology Program, Fall 2004 – Spring 2005.
 Coordinator, Admissions, School Psychology Program, Spring 2004.
 University Tenure Review Committee, Spring 2004 – Spring 2005.
 Merit Committee, Chair, Fall 2003 – Spring 2005.
 Established Young Child Expo and Conference, Spring 2003 – Spring 2013
 Coordinator, School Psychology Program, Fordham University, Fall 2000 – Spring 2003
 Bulletin Committee, Graduate School of Education, Fall 2002.
 Vice Chair, PES, Fall 2000 – Spring 2001.
 Handbook Committee, Fordham University, Fall 2000 – Spring 2005
 Student Life Committee, Graduate School of Education, Fall 1999 – Spring 2005.
 Curriculum Committee, Graduate School of Education, Fall 1997 – Spring 1999.
 Library/Technology Committee, Graduate School of Education, Fall 1997; Spring 1998.

Institutional Review Board Task Force, Fordham University, Summer 1998.
 Nominated for Faculty Senate, Spring 1998; Spring 1999; Spring 2002.
 Grievance Committee, Graduate School of Education, Spring/Fall 1996; Spring 1997;
 Fall 2004 – Spring 2005.
 Educational Psychology Program Faculty Search Committees, Spring 1995; Spring 1997.
 School Psychology Program Faculty Search Committees, Spring 1996; Spring 1997;
 Spring 1999.
 Space/Facilities Committee, Graduate School of Education, Spring/Fall 1996; Spring
 1997; Fall 1999- Spring 2000.
 Program Review and Evaluation Committee, Graduate School of Education, Spring/Fall
 1996.
 Counseling Program Faculty Search Committees, Graduate School of Education,
 Spring/Fall 1996; Spring 1999.
 Coordinator of Field Experiences, School Psychology Program, Fordham University
 1995–1997.
 Coordinator of Preschool Psychology, School Psychology Program, Fordham University
 1994–2013.

SERVICE (FIELD AND COMMUNITY)

American Psychological Foundation Sharon Stephens Brehm Scholarship
 Committee, Summer 2020
 Member at Large, Council of Directors of School Psychology Programs, August 2020 –
 Treasurer, Child Care Aware of Washington, Spring 2019 –
 Co-chair, NASP Writing Group on SLD Position Statement, 2017 – 2020
 Advisory Board Member, Salvation Army, October 2016 – July 2019
 Board of Directors, KSPS Television, September 2016 –
 Board of Directors, Child Care Aware, June 2015 –
 Board of Directors, SPARK Central, June 2015 – May 2019
 Board of Directors, Every Child's Place, 2015 – 2016
 Member, Priority Spokane, 2014 – 2019
 Board of Directors, Spokane International Academy, 2014 – 2015
 Board of Directors, Nazareth Guild, 2015 – 2019
 Leadership Team, Excelerate Success, United Way, 2013 – 2019
 Chair, Scholars Advisory Council, Brooklyn College, 2012 – 2013
 Board of Directors, Child School and Legacy High School, 2010 – 2015
 Board of Directors, Community Free Democrats, 2009 – 2013
 President, Community Free Democrats, March 2009 – February 2012
 Member at Large, Phi Beta Kappa of New York, August 2008 – August 2013
 Board of Directors, Community Free Democrats, February 2007 – February 2009
 Treasurer, Community Free Democrats, February 2000 – February 2002
 Secretary, Community Free Democrats, February 1999 – January 2000.
 Board of Directors, Community Free Democrats, February 1998 - February 1999.
 Co-Chair, School Psychology Committee, Nassau County Psychological Association
 1995 – 1996.
 Co-Chair, Research Committee, New York Association of School Psychologists 1995 –
 1997.

LICENSURE/CERTIFICATION

Washington State Licensed Psychologist
New York State Licensed Psychologist (#10944)
New York State Certified School Psychologist

PROFESSIONAL INTERESTS

Research: (1) Assessment and Treatment of Preschoolers; (2) Psychoeducational Assessment; (3) Life Satisfaction and Subjective Well-being; (4) Professional training; (5) Stressful Life Events, Social Support, and Health

Teaching: (1) Psychoeducational Assessment; (2) Developmental Psychology and Disabilities; (3) Preschool Assessment and Intervention

Applied: (1) Psychoeducational Assessment and Consultation; (2) Individual and Group Counseling and Psychotherapy; (3) Diagnosis, Placement, and Treatment of Preschoolers

PROFESSIONAL ASSOCIATIONS (Past and Present)

Learning Disabilities Association of America (LDA)
American Association of Colleges for Teacher Education (AACTE)
American Association of Marriage and Family Therapists (AAMFT)
American Educational Research Association (AERA)
American Psychological Association (APA)
Association of Early Childhood and Infant Psychologists (AECIP)
Association for Psychological Science (APS)
International Society for Intelligence Research (ISIR)
National Association of School Psychologists (NASP)
New York Association of School Psychologists (NYASP)
Trainers of School Psychologists New York State (TSPNY)
Trainers of School Psychologists (TSP)