

COLETTE L. INGRAHAM, Ph. D., NCSP

Department of Counseling & School Psychology
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EDUCATION

Ph.D. University of California, Berkeley, Educational and School Psychology, 1985

an APA-approved program, 140 semester graduate units completed, GPA=3.97

M.A. University of California, Berkeley, School Psychology, 1980

B.A. University of California, Davis, Psychology, 1977

Emphasis: Human Development and Learning

B.A. University of California, Davis, American Studies, 1977

Emphasis: American Education and Culture Analysis (Multidisciplinary)

PROFESSIONAL CREDENTIALS

Nationally Certified School Psychologist, National Association of School Psychologists,
1989-2000, 2003-2009, 2010-2019

School Psychologist Credential, California Clear, University of California, Berkeley, 1982. (Life
credential awarded 1987).

Nationally Certified Counselor, National Board of Certified Counselors, 1999-2009.

Pupil Personnel Services Credential, California Basic (School Counseling), University of California,
Berkeley, 1980. (Life credential awarded, 1987).

Multiple Subjects Teaching Credential, California Clear (Ryan), University of California, Davis 1977.

AREAS OF EXPERTISE

My work in school psychology has evolved into three specializations:

- 1) Consultation in culturally diverse schools,
- 2) Systems change, and
- 3) Developing professional leaders.

I focus on the structures (e.g., schools, organizations, and service delivery systems) and processes (e.g., collaboration, leadership, development, inclusion/exclusion, intervention, and mentorship) within a variety of educational systems. My professional experiences in education and psychology extend over the past forty years, starting as a classroom teaching aide in special education in during my high school years.

CURRENT EMPLOYMENT

1984-present **PROFESSOR** (2001-present) and **DIRECTOR, SCHOOL PSYCHOLOGY PROGRAM** (2008-2012), Dept. of Counseling and School Psychology, San Diego State University. (Associate Professor, 1989-2001; Assistant Professor 1984-89). **Doctoral Faculty, College of Education, SDSU** (1998-present).

Teaching Specialty: Systemic and multicultural/cross-cultural perspectives in consultation, intervention, program development and evaluation. Supervision of interns, mentoring culturally and linguistically diverse students and faculty for professional development.

Primary assignment:

School Psychology and School Counseling Programs. I have been a core faculty member and collaborator in extensive curricular and program development efforts in both the School Psychology and School Counseling programs since 1984.

HONORS AND LEADERSHIP

Selected Honors and Awards

- 2010 Senior Scholar, invited to the national School Psychology Research Summit
- 2010 Identified in Hazel, et al., study as author of the consultation work most frequently used in U.S. school psychology training programs
- 2007 Invited Featured Presentation (invited keynote), President's Strand, National Association of School Psychologists (on multicultural and cross-cultural consultation in schools)
- 2003 Listed in Academic Keys Who's Who in Education (WWE)
<http://Education.AcademicKeys.com>.
- 1993-2002 Listed in the national directory, *Leaders in School Psychology*, published annually by the American Psychological Association. In 1997, 1 of 9 psychologists in California and the only woman in Southern California to be listed.

Teaching Awards

- 2013 **Most Influential Faculty of the Year**, Department of Counseling & School Psychology, San Diego State University
- 2006 **Most Influential Faculty of the Year**, School Psychology Program, Department of Counseling and School Psychology, San Diego State University.
- 1997 **Meritorious Performance Award for Teaching & Program Leadership**, awarded for meritorious performance (PSSI) during 1994-97 academic years, SDSU.
- 1997 **Outstanding Faculty of the Year**, School Psychology Program, Department of Counseling and School Psychology, San Diego State University.
- 1994 **Outstanding Faculty Award**, Department of Counseling and School Psychology, College of Education, San Diego State University.
- 1987 **Outstanding Faculty Award**, Department of Counselor Education, College of Education, San Diego State University.

Scholarly Awards

- 1989 **Affirmative Action Faculty Development Program Award** for project titled "Research on Programs and Services for Underrepresented and At-Risk Students." San Diego State University.

- 1989 *Meritorious Performance and Professional Promise Award*, San Diego State University, San Diego, CA. (Awarded for meritorious professional accomplishments).
- 1986 *Outstanding Dissertation Award*, School of Education, University of California, Berkeley. Selected by faculty from among the 50+ doctoral graduates that year.
- 1985 Listed in *Outstanding Young Women of America*, Montgomery, AL.
- 1982 *Outstanding Advanced Credential Candidate*, School of Education, University of California, Berkeley, to honor outstanding performance in professional preparation.
- 1981-82 *Department of Education Graduate Scholarship*, UC Berkeley.
- 1980 *McConnel-OPI Research Award* for self-concept study, UC Berkeley.
- 1978-80 *National Institute of Mental Health Traineeship Award*, UC Berkeley.
- 1977 *Susan F. Regan Award for Outstanding Woman Senior*, for leadership and scholarship, University of California, Davis.
- 1976-77 *Prytanean Honor Society* member (Women scholars and leaders).
- 1973-77 *Regent Scholar* fellowship, University of California, Davis.

Service Awards

- 2008 **L. Ross Zatlin Mentor Award**, San Diego Chapter of the California Association of School Psychologists, awarded for “years of inspiration and encouragement to school psychologists.”
- 1996 **Administrator Award**, California School Counselor Association, for service to school counseling and leadership of the SDSU School Counseling Program.
- 1996 **Community Service Award**, Black Caucus, California Association for Counseling and Development, awarded for and leadership student mentorship in the CACD-BC scholarship program.

Selected Leadership Experiences

National:

- 2014-present *National Network of Restorative School Research* (NNRSR)
- 2010-2016 *International Advisory Board for Building Capacity in Military Connected Schools*, board member
<http://buildingcapacityarchive.usc.edu/about/faculty.html>
- 2006-current *Chair, Consultee-Centered Consultation Interest Group*, National Association of School Psychologists. Founding chair & charter author, with 120 new members, approved by NASP in July, 2006. Co-Chair with D. Newman 2013-present.
- 2017 *Co-Chair*, National Consultation Trainers Group, member 2006-present
- 2008-current *Member of the founding Board of Directors, International Society for Consultee-Centered Consultation*. J. Sandoval, President.
- 1999-2008 *Task Force on Evidence-Based Interventions in School Psychology* (called Empirically Supported Interventions prior to 9/00.) The EBI Task Force is sponsored

by the Division of School Psychology of the American Psychological Association and the Society for the Study of School Psychology.

The Task Force purpose is two-fold: 1) to examine and disseminate the knowledge base on what prevention and intervention programs or approaches for children, youth and families demonstrate empirical support for application in the school and community, and (b) to extend the knowledge base through facilitating sound research methodologies, technologies, and innovations.

Co-Chair (1999-2008) **Multicultural Issues strand**. Co-Chair with Dr. Evelyn Oka. Mission: conceptualize and advocate for inclusion of multicultural considerations in all Task Force domains and areas.

Member (2000-2008). **Interdisciplinary Qualitative Research Subcommittee**. Dr. Bonnie Nastasi, Chair. Mission: develop criteria for evaluating qualitative research.

- 2000-2002 **Vice-President for Membership**, American Psychological Association, Division 16 (School Psychology). 3-year term. Responsibilities: develop and implement membership recruitment approaches, communicate related to membership issues, and advise the national Div. 16 Student Association of School Psychology (SASP).
- 1999 **Committee for Children, Youth and Families, member**, American Psychological Association, a cross-division APA committee.
- 1994-1997 **Task Force on Cross-Cultural Competencies in School Psychology Practice, member**, American Psychological Association, Division 16.
- 1993-1994 **Committee on Professional Practice and Standards, member**, American Psychological Association, all APA committee member.
- 1992-1996 **Chair, Committee on Ethnic Minority Affairs**, Division 16, American Psychological Association.
- 1991 **Program Evaluator**, folio reviewer for school psychology program approval for the *National Association of School Psychologists*.
- 1990-91 **Chair, Training Committee; Accreditation, Credentialing & Training Committee**, National Association of School Psychologists.

State:

- 2017-present **Chair/Co-Chair, Action Group: School Psychology Faculty Needs, School Psychology Educators of California**.
- 2016-2017 **Chair, Action Group: Collaboration with the Field, School Psychology Educators of California**.
- 1998-1999 **Chair, Elections Committee, School Psychology Educators of California**.
- 1998 **Coordinator**, Committee on Student Incentives, and Member, **Task Force on Graduate Student Inclusion**, California Psychological Association.
- 1993-1996 **Task Force on Internship, member**, California Association of School Psychologists.
- 1990-91 **President, School Psychology Educators of California**. Founding President of reorganized organization of school psychology faculty from approximately 25 universities, formerly called California University Educators of School Psychologists (CUESP). **Member** of CUESP since 1984.
- 1990-91 **Coordinator**, two mini-conferences of the *School Psychology Educators of California and NASP-ACT*, Sunnyvale & Orange, CA.
- 1989-90 **Co-Chair, Constitution Committee**, California University Educators of School Psychologist
- 1988-current **Program Evaluator** for the *California Commission on Teacher Credentialing*, Program Evaluation unit, for school psychology and school counseling programs.

PUBLICATIONS

In Preparation

Ingraham, C. L. (revision in progress). Multicultural consultation. In C. Hatzichristou & B. Nastasi (Eds.) *Handbook of school psychology in a global context*. Springer.

Articles and Chapters

* indicates a student I mentored

1. Ingraham, C. L. (2017). Training and education of consultants: A global perspective. In C. Hatzichristou & S. Rosenfield (Eds.). *International handbook of consultation in educational settings* (pp. 291-311). New York: Routledge/Taylor & Francis Group.
2. Ingraham, C. L. (2017). Multicultural process and communications issues in consultee-centered consultation. Chapter in E. C. Lopez, S. H. Nahari, & S. L. Proctor. *Handbook of multicultural school psychology: An interdisciplinary perspective*, 2nd Edition (pp. 77-93). New York: Routledge/Taylor & Francis Group.
3. Newman, D., & Ingraham, C. L. (2017). Consultee-centered consultation: Contemporary perspectives and a framework for the future. *Journal of Educational and Psychological Consultation*, 26(1), 1-12. <http://dx.doi.org/10.1080/10474412.2016.1175307>
4. Ingraham, C. L. (2017). Educating consultants for multicultural practice of consultee-centered consultation. *Journal of Educational and Psychological Consultation*, 26(1), 72-95. <http://dx.doi.org/10.1080/10474412.2016.1174936>
5. Ingraham, C. L., Hokoda, A., *Moehlenbruck, D., *Karafin, M., *Manzo, C., *Ramirez, D. (2016). Consultation and collaboration to develop and implement restorative practices in a culturally and linguistically diverse elementary school. *Journal of Educational and Psychological Consultation*, 26(4), 354-384. 10.1080/10474412.2015.1124782
In special issue on "Restorative Justice and School Consultation: Current Science and Practice."
6. Ingraham, C. L. (2016). Foreword. In A. H. Miranda (Ed.). *Consultation across cultural contexts: Consultee-centered case studies* (pp. ix-xii). New York: Routledge/Taylor & Francis Group.
7. Ingraham, C. L. (2015). Competencies for Systems-level Consultants within Diverse Schools. *Journal of Educational and Psychological Consultation*, 25, 148-159. DOI: 10.1080/10474412.2014.963227
8. Ingraham, C. L. (2014). Studying multicultural aspects of consultation. In W. P. Erchul & S. M. Sheridan (Eds.). *Handbook of research in school consultation: Empirical foundations for the field* (2nd ed.)(pp. 323-348). New York: Routledge/Taylor & Francis Group.

9. Newman, D. S., Ingraham, C. L., & Shriberg, D. (2014). Consultee-centered consultation in contemporary schools. *Communiqué*, 42 (6), 14- 17. (National Association of School Psychologists)
10. Ingraham, C. L. (2013). School entry, school failure, and the discovery of learning disability. In J. Sandoval (Ed.), *Crisis counseling, prevention and intervention in the schools* (3rd ed.) (pp. 46-65). New York: Routledge/Taylor & Francis Group.
11. Ingraham, C. L. (2010). Context communication. In C. S. Clauss-Ehlers (Ed.) *Encyclopedia of cross-cultural school psychology*. New York: NY: Springer.
12. Green, T. D., Cook-Morales, V. J., Robinson-Zañartu, C. A., Ingraham, C. L. (2009). Pathways on a journey of getting it: Multicultural competence training and ongoing Learning. In J. Jones (Ed.) *The psychology of multiculturalism in the schools: A primer for practice, training, and research* (pp. 83-113). Bethesda, MD: National Association of School Psychologists.
13. Ingraham, C. L. (2008). Studying multicultural aspects of consultation. In W. P. Erchul & S. M. Sheridan (Eds.). *Handbook of research in school consultation: Empirical foundations for the field* (pp. 269-292). Mahwah, NJ: Erlbaum/Routledge.
14. Ingraham, C. L. (2007). Focusing on consultees in multicultural consultation. In G. B. Esquivel, E. C. Lopez, & S. Nahari (Eds.) *Handbook of multicultural school psychology* (pp. 98-118). Mahwah, NJ: Erlbaum/Routledge.
15. Ingraham, C. L. (2006). Context communication. In Y. Jackson (Ed.) *Encyclopedia of multicultural psychology* (pp. 110-111). Thousand Oaks: Sage.
16. Ingraham, C. L., & Oka, E. R. (2006). Multicultural issues in evidence-based intervention. *Journal of Applied School Psychology*, 22(2), 127-149.

Co-published in:
Ingraham, C. L., & Oka, E. R. (2006). Multicultural issues in evidence-based intervention. In B. K. Nastasi (Ed.) *Multicultural issues in school psychology* (pp. 127-149). New York: Hawthorn Press.
17. Ingraham, C. L. (2006). A woman with vision and drive: Remembering Dr. Nadine M. Lambert. *The School Psychologist*, 60(4), 143,145.
18. Ingraham, C. L. (2005). Cross-cultural consultation. In S. Lee (Ed.) *Encyclopedia of school psychology* (pp. 140-143). Thousand Oaks: Sage.
19. Green, T. D. & Ingraham, C. L. (2005). Multicultural education. In S. Lee (Ed.) *Encyclopedia of school psychology* (pp. 338-342). Thousand Oaks: Sage.
20. Ingraham, C. L. (2004). Multicultural consultation: Supporting consultees in the development of cultural competence. In N. M. Lambert, I. Hylander, & J. H. Sandoval

- (Eds.). *Consultee-centered consultation: Improving the quality of professional services in schools and community organizations* (pp. 133-148). Mahwah, NJ: Lawrence Erlbaum Associates.
21. Ingraham, C. L. (2003). Multicultural consultee-centered consultation: When novice consultants explore cultural hypotheses with experienced teacher consultees. *Journal of Educational and Psychological Consultation, 14* (3 & 4), 329-362.
 22. Ingraham, C. L. (2002). School and learning: School entry, school failure, and the discovery of learning disabilities. In J. Sandoval (Ed.), *Handbook of crisis counseling, intervention, and prevention in the schools* (pp. 59-82). Mahwah, NJ: Lawrence Erlbaum Associates.
 23. Ingraham, C. L., & Meyers, J. (Eds.) (2000). Multicultural and cross-cultural consultation in schools, [Special issue in] *School Psychology Review, 29*(3).
 24. Ingraham, C. L., & Meyers, J. (2000). Introduction to multicultural and cross-cultural Consultation in schools: Cultural diversity issues in school consultation. *School Psychology Review, 29*(3), 315-319.
 25. Ingraham, C. L. (2000). Consultation through a multicultural lens: Multicultural and cross-cultural consultation in schools. *School Psychology Review, 29*(3), 320-343.
 26. Rogers, M. R., Ingraham, C. L., Bursztyrn, A., Cajigas-Segredo, N., Esquivel, G., Hess, R., Lopez, E. C., & Nahari, S. G. (1999). Providing psychological services to racially, ethnically, culturally, and linguistically diverse individuals in the schools: Recommendations for practice. *School Psychology International Journal, 20*(3), 243-264.
 27. Ingraham, C. L. (1999). Towards systems interventions in multicultural schools: Practitioners' training needs. *The School Psychologist, 53*, 72-76.
 28. Tarver Behring, S., & Ingraham, C. L. (1998). Culture as a central component of consultation: A call to the field. *Journal of Educational and Psychological Consultation, 9*(1), 57-72.
 29. Ingraham, C. L. (1997). Responsive assessment: Changing the paradigm for linking assessment to intervention. *Contemporary Psychology, 42*(2), 108-110. (a data-based review).
 30. Ingraham, C. L. (1995). A tribute to a rising star: Dr. Michaelanthony Brown-Cheatham, 1960-1995. *The School Psychologist, 49*(4), 112.
 31. Harris, A. M., Ingraham, C. L., & Lam, M. K. (1994). Teacher expectations for female and male school-based consultants. *Journal of Educational and Psychological Consultation, 5*(2), 115-142.

32. Ingraham, C. L. (1993). Qualities of effective university supervision of school psychology students. *Trainers' Forum*, 12(1), 1, 3-4.
33. Ingraham, C. L. (1993). Survey for directory of psychologists with expertise in service delivery for culturally and linguistically diverse children and youth. *The School Psychologist*, 47(4), 16.
34. Ingraham, C. L. (1993). CEMA report. In M. Henning-Stout, B. Doll, C. Ingraham, B. Nastasi, J. Perry & E. Bard. Report from SEREMA. *The School Psychologist*, 47(4), 6,12.
35. Ingraham, C. L. (1992). Supervision in an era of professional development and school reform. *Trainers' Forum*, 11(4), 1, 5-6.
36. Ingraham, C. L. (1992). Attracting a diverse applicant pool to your school psychology program. *Trainers' Forum*, 11(2), 6-8.
37. Ingraham, C. L. (1989). The inverted pyramid model: Counselors collaborating on the Development of comprehensive student support services. *California Association for Counseling and Development Journal*, 9, 31-36.
38. Ingraham, C. L. (1989). Innovations in teaching assessment for school psychologists. *Trainers' Forum*, 9(2), 3.
39. Ingraham, C. L. (1988). Self-esteem, crisis, and school performance. In J. Sandoval (Ed.), *Crisis counseling, intervention, and prevention in the schools* (pp. 21-30). Hillsdale, NJ: Lawrence Erlbaum Associates.
40. Ingraham, C. L. (1988). School Related Crises. In J. Sandoval (Ed.), *Crisis counseling, intervention, and prevention in the schools* (pp. 35-49). Hillsdale, NJ: Lawrence Erlbaum Associates.
41. Ingraham, C. L. (1987). From crises to prevention: A service delivery system for school support services [Summary]. *Proceedings of the 19th Annual Convention of the National Association of School Psychologists*, 19, 4-5.
42. Ramage, J., Cook, V., Robinson, C., & Ingraham, C. (1987). Ethnic minority students in school psychology: Recruitment and retention [Summary]. *Proceedings of the 19th Annual Convention of the National Association of School Psychologists*, 19, 103-104.
43. Ingraham, C. L. (1985). Maximizing student contact and visibility through a systematic prevention program [Summary]. *Proceedings of the 17th Annual Convention of the National Association of School Psychologists*, 17, 117-119.
44. Ingraham, C. L. (1985). Cognitive-affective dynamics of crisis intervention for school entry, school transition, and school failure. *School Psychology Review*, 14, 266-279.

Publications Co-Authored with Professional Committees

45. Task Force on Evidence Based Interventions in School Psychology (2007). *Procedural and coding manual for review of evidence-based interventions* (2nd ed.) Co-authors: Kratochwill, T., Ingraham, C., Oka, E., & Nastasi, B. at <http://www.indiana.edu/~ebi/projects.html>
46. Task Force on Evidence Based Interventions in School Psychology (2003). *Procedural and Coding manual for identification of evidence-based interventions*. Co-chairs: T. Kratochwill & K. Stoiber. Available at <http://www.indiana.edu/~ebi/projects.html> (EBI Manual 6/2/03).
47. Task Force on Cross-Cultural School Psychology Competencies. (1997). *Best practices in providing psychological services to racially, ethnically, culturally, and linguistically diverse individuals in the schools*. Washington, DC: Executive Council, Division 16, American Psychological Association. (M. Rogers, Chair).
48. Committee on Professional Practice and Standards (COPPS). (1995). Twenty-four questions (and answers) about professional practice in the area of child abuse. *Professional Psychology: Research and Practice*, 26(4), 377-385.
49. California Association of School Psychologists (CASP) Internship Task Force (1995). *California Association of School Psychologist: Internship Manual*. Sacramento, CA: California Association of School Psychologists. (B. Leung, Chair).
50. Ingraham, C. L. (Ed.). (1995). *National directory of psychologists with expertise in working with culturally and linguistically diverse children and youth: Service delivery for culturally and linguistically diverse populations*. Washington DC: American Psychological Association, Education Directorate.
51. American Psychological Association Division 16. (1995). *Multicultural issues: 1995 conversation series*. Continuing Education Video Interviews and Study Guides, featuring Dr. Colette L. Ingraham and four other nationally known school psychologists. Washington, DC: American Psychological Association.
52. Committee on Professional Practice and Standards (COPPS). (1994). Guidelines for child custody evaluations in divorce proceedings. *American Psychologist*, 49(7), 677-680. Documents available from professional association.

Monographs of Outreach/School-Based Research

Ingraham, C. L. (1990). *Final report on a two-year study of elementary counseling services at Wegeforth Elementary School*. Research report prepared for San Diego Unified School District, San Diego, CA. (84 pages, includes multi-dimensional data-based research).

Ingraham, C. L. (1989). *The pyramid model for service delivery in schools: A collaborative*

systems approach for regular education. Commissioned paper for the California Department of Education, Program Development Unit, contract # 89:3828, Sacramento, CA. (33 pages).

Ingraham, C. L. (1987). *New teacher retention project in inner-city schools: Year one internal evaluation report*. San Diego: Dean's Office, College of Education, San Diego State University. (137 pages, includes multi-dimensional data-based research).

Ingraham, C. L., Cochran, A., & Childs, G. (1985). *Study of counseling and psychological services in Cajon Valley Union School District*. Research report prepared for the Board of Education, Cajon Valley Union School District, El Cajon, CA. (269 pages, includes multi-dimensional data-based research).

RELATED PROFESSIONAL EXPERIENCES

Editorial and Reviewing Experience

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|--------------|---|
| 2014-2017 | <i>Journal of Psychological and Educational Consultation</i> , guest co-editor with D. Newman for special issue on Consultee-Centered Consultation. |
| 2013, 2017 | <i>Journal of Applied School Psychology</i> , ad-hoc <u>reviewer</u> . |
| 2002-2007 | <i>School Psychology Quarterly</i> , <u>Editorial Advisory Board and reviewer</u> , the official peer-reviewed journal of the Division of School Psychology of the American Psychological Association. Rik D'Aamato, Editor. |
| 2001-current | <i>Journal of Educational and Psychological Consultation</i> . <u>Editorial Advisory Board and reviewer</u> , peer-reviewed journal. Emilia Lopez, Stephen Truscott, David Shriberg, Editors. |
| 2000-2002 | <i>School Psychology Review</i> , <u>Editorial Advisory Board and reviewer</u> , the official peer-reviewed journal of the National Association of School Psychologists. Susan Sheridan, Editor. |
| 2000-2006 | <i>California School Psychologist (CSP) Journal</i> , <u>Editorial Advisory Board and reviewer</u> , the official peer-reviewed journal of the California Association of School Psychologists. Shane Jimerson, Editor. |
| 2000-2013 | <i>Lawrence Erlbaum Associates</i> , <u>Reviewer</u> for book proposals for Lane Akers, Editorial Director. |
| 1999-2002 | <i>Psychology in the Schools</i> , <u>Editorial Review Board and reviewer</u> , peer-reviewed journal. LeAdelle Phelps, Editor. |
| 1998-2000 | <i>School Psychology Review (2000)</i> , <u>29(3)</u> , <u>Guest Editor</u> , special issue on "Multicultural and cross-cultural consultation schools: Cultural diversity issues in school consultation" (Colette Ingraham & Joel Meyers, co-editors) http://www.nasponline.org/ |
| 1997 | <u>Reviewer</u> , proposals for the <i>American Educational Research Association</i> 1998 convention. |
| 1995 | <u>Reviewer</u> , proposals for the <i>American Psychological Association</i> , Division 16, 1995 convention. |

1989-1993 *Trainers' Forum, Associate Editor*, official publication of the national organization, Trainers of School Psychology.

External Reviewer for University Personnel Decisions

Spring 2018 *Indiana University, External Evaluator*, Candidate for hire as Professor with tenure, review requested by Associate Dean.

Summer 2016 *Georgia State University, External Evaluator*, Candidate for promotion to the rank of Professor, review requested by Dean.

Fall 2014 *Queens College, City University of New York, External Evaluator*. Candidate for tenure and promotion to Associate Professor, review requested by Department Chair.

Summer 2014 *The Ohio State University, External Evaluator*. Candidate for promotion to Full Professor, review requester by Department. Chair.

Spring 2007 *Georgia State University, External Evaluator*. Candidate for tenure, Associate Professor, review requested by Dean.

Spring 2006 *Queens College, City University of New York, External Evaluator*. Candidate for promotion to Full Professor, review requested by Department Chair.

Fall 2003 *Georgia State University, External Evaluator*. Candidate for tenure, Associate Professor, review requested by Dean.

Fall 2001 *University of Rhode Island, Department of Psychology, External Evaluator*. Candidate for tenure and promotion to Associate Professor, review requested by Department Chair.

Fall 1999 *University of Colorado at Denver, School of Education, Comprehensive External Personnel Reviewer*. Full dossier for 4th year comprehensive review, review requested by Chair of Personnel Committee.

Fall 1998 *Humboldt State University, Department of Psychology, External Evaluator*. Candidate for Full Professor, review requested by Dept. Chair.

Fall 1997 *New Mexico State University, Department of Counseling and Educational Psychology, External Personnel Reviewer*. Candidate for tenure and promotion to Associate Professor, review requested by Department Head.

Grants and Contracts

- 2011-2014** Co-Principal Investigators: Ingraham, C., Hokoda, A., & Monk, G. Wellness and Restorative Practice Partnership, funded by The California Endowment. Three year pilot project to develop a multi- systemic intervention collaborative to build a healthy community, reduce violence, and improve school climate, increase school attendance and sense of community. Ingraham: Co-PI and Director of School Climate Domain.
- \$684,094**
- 2011-2013** PRINCIPAL INVESTIGATOR, *Building Capacity: Preparing School Psychology Trainees to Serve Military Connected Schools*, subcontract with USC, Directed by Ron Astor, who is funded for \$7.6 million by the US DoDEA to create sustainable and replicable infrastructures for data-driven models of responsive and supportive schools.
- \$71,954**

OSEP FEDERAL Grants

- 2007-2012** CONSULTANT, Interdisciplinary Leadership Training in the Transportability of Evidence-Based Interventions to Diverse Populations: Addressing Behavioral Problems in Early Childhood (2007-2011) funded by US OSERS, 4 year project directed by Carlson, Oka, & Ferreri, Michigan State University. Purpose: prepare doctoral leadership personnel as future faculty, with multicultural competence, **in** evidence-based interventions (EBIs) for early childhood populations, and in research methodologies that respect an individual's culture, context, and values within the measurement of change.
- 1996-2001** FACULTY PROJECT ASSOCIATE, *Multicultural/Cross-cultural School Psychology Project*, funded by US OSERS, Directed by V. Cook-Morales. Responsibilities: Develop new curriculum.
- 1989-1994** DIRECTOR (1991-1994, Multicultural School Support Personnel Project, (and Co-Director, 1989-91) funded by US OSERS. Primary responsibility for project management during 1990-present. Goal: Prepare multicultural school psychologists and school counselors to meet the special needs of ethnically diverse children, their families and teachers in special and general education. Co-Directed with V. Cook-Morales.
- \$423,000**
- 1991-1994** DIRECTOR (1993-1994) and Project Associate (1991-93), Multicultural Counseling for Children with Disabilities Project, funded by US OSERS, 1991-94 3-year budget: \$330,000. Goal: Prepare culturally diverse counselors to provide culturally appropriate, ecological, systemic services
- \$330,000**

on behalf of students with disabilities. The project is founded on my pyramid model for systemic coordinated service delivery and ecological counseling and consultation approaches.

1986-1989 FACULTY PROJECT ASSOCIATE, *Bilingual/Bicultural School Psychologists: Specialists in Assessment of Bilingual/Bicultural (Hispanic) Children project*, funded for 3years by U.S. OSERS, Directed by V. Cook.

Internally Funded Research Grants

2017-2018 DIRECTOR and Principal Investigator, ***Outcomes of giving and receiving feedback on multicultural consultation: Developing competence***. University Grant Program Award, San Diego State University, \$ 9,988. This is the first evidence-based study of the Consultation Peer Feedback Process (CPFP, Ingraham, 2016), from the perspectives of consultants, peers, and more-experienced mentors. It launches a new line of research on how the feedback processes and outcomes influence the consultants' development of competence for working in diverse schools. This investigation provides multicultural consultation outcomes data in one of the few uses of NVivo in school psychology research.

2007-2008 DIRECTOR and Principal Investigator, ***Developing Evidence-Based Practice in School Psychological Services: Culturally Responsive Interventions for High Needs***. University Grant Program Award, San Diego State University, \$ 7,500.
Goals: (a) to investigate teacher ratings of intervention needs for their students and schools as a means to develop school-based prevention and intervention efforts, (b) to evaluate the efficacy of the interventions developed, (c) to train school psychology graduate students in methods of participatory culture-specific research and evidence-based practice, and (d) to address high priority student and school needs at the 10 participating school sites.

2002 DIRECTOR and Principal Investigator, ***Training for Competence in Multicultural School Consultation***. Research, Scholarship, and Creative Activity Award, San Diego State University, \$ 1,900. Focus: a) to teach school psychology and counseling students methods of multicultural school consultation, and b) to expand the data-base for the MSC cases.

2000 DIRECTOR and Principal Investigator, ***Intervention Services Analyses (ISA): Extending the Field Testing and Data-Base for a Model for Systemic Assessment for Intervention in Schools***. Funded by COE Faculty Research Project Awards (FRPA), San Diego State University, \$ 1,100. Focus: a) to teach school psychology and school counseling students methods of systemic assessment which can guide their service delivery and reform efforts within schools, and b) to expand the data-base for the ISA process within the San Diego region.

1997 DIRECTOR and Principal Investigator, ***Intervention Services Analyses: Field Testing a Model for Systemic Assessment for Intervention in Schools***, Research, Scholarship, and Creative Activity Award, San Diego State University, \$ 3,723. Focus: Developed and directed a funded research team composed of 23 graduate students, taught a model of systemic assessment and research methods which lead to systemic change, intervention, and innovation in schools.

- 1992-93 DIRECTOR and Principal Investigator, *Early Intervention for At-Risk Students through Consultation: A Study of the Development of Consultation Skills*, College of Education Dean's Grant, \$1000. Focus: Study the perceptions of teachers, consultants-in-training, and professors as professionals learn to consult effectively with teachers.
- 1988-89 PROJECT DIRECTOR & Principal Investigator, *Developmental and Psychological Research Applications to School-Aged Youth: Counseling and Intervention*. College of Education Dean's Grant Program, SDSU. Focus: the needs of ethnically diverse populations and the roles of counselors and school psychologists in developing appropriate interventions. \$900.
- 1987-88 PROJECT DIRECTOR & Principal Investigator, *Psychological Factors Related to Success in School: A Multicultural Perspective*. College of Education Dean's Grant Program, SDSU.

Internally Funded Training Grants

- 1998 DIRECTOR and Principal Investigator, *Developing a Training Partnership for site-based school counseling at Juarez Elementary School*. College of Education Dean's Grant, \$3,031. Focus: Develop a partnership with a multicultural elementary school with a high SED population to develop graduate trainees' counseling, consultation, and intervention skills with diverse clients. Developed the partnership and provided counseling services to 19 students and consultation to their teachers.
- 1992-1993 DIRECTOR and Principal Investigator, *Curricular Development for Instruction of Professional Seminar on School Interventions*, College of Education Dean's Grant, \$800. Focus: Develop curricular materials to support new year-long graduate course sequence on ecologically-oriented systems interventions in schools. Developed School Intervention (CSP 710ASI, CSP 710SI) sequence, curriculum materials and cultivated partnerships with supervisors in schools where students completed fieldwork assignments to augment the seminars. Piloted early development of the Intervention Services Analysis project this year.

School-Based Grants and Contracts

- 1988-90 PROGRAM EVALUATOR (External). San Diego Unified School District, *Guidance Services*, San Diego. Contracted to evaluate the implementation and program effects of an elementary counseling center program over a three-year period. Developed instruments for data collection with students, parents and teachers, extensive consultation with administration and guidance staff. Directed data collection, coding, and analyses. Completed evaluation reports for each year, culminating with the 1990 100+ page final report.
- 1983-84 PROJECT DIRECTOR, *Success in Schools Project*. Napa Valley Unified, CA. School-based services to improve school climate, student attitudes, attendance, and outreach to ethnically and economically diverse student populations.

1983-84 PROJECT DIRECTOR, Napa Valley Unified School District, Napa, CA. Authored a funded grant and coordinated Success in School Project for grades K-6. Created and distributed programs and lessons for increasing motivation to attend school, succeed academically and socially, and learn and use higher-level thinking skills. Provided ongoing consultation with teachers, administrators, and parent groups and conducted needs assessment and program evaluation. A component of this project was presented at the 1985 NASP annual conference.

Other Research, Training and Curriculum Development Grants and Contracts

1989 COORDINATOR, California State Department of Education, Special Education Innovation Institute summer intensive course "The Consultation Intervention Model: A Framework for Identifying and Instructing At-Risk Pupils in the Regular Classroom". Coordinated the San Diego intensive course, developed and taught course sessions, and collaborated with guest presenters Drs. Daniel Reschly, Jacqueline Cheong, and Bill Begg. Course participants included CDE consultants, directors of special ed., school psychologists, resource and program specialists. The course was based on my pyramid model for service delivery and approaches for shifting the emphasis of services from assessment for eligibility toward consultation as a way to develop effective interventions.

1989 TRAINER, California State Department of Education, Special Education Innovation Institute summer intensive courses. Taught components of two courses: Screening and Educational Assessment for Effective Learning: Partnership in Teaching and Evaluation, July in Tahoe, and The Consultation Intervention Model: A Framework for Identifying and Instructing At-Risk Pupils in the Regular Classroom, June in San Jose. My class sessions included the pyramid model, problem-solving collaborative consultation, and interventions (individual to systems). Extensive collaborations with J. Cheong and D. Reschly.

1988 TRAINER, California State Department of Education, Special Education Innovation Institute, four-day intensive course: Consultation Skills and the Consultant Model. Collaborated with Dr. Kathleen Harris, course coordinator, in the development and delivery of this intensive professional development course for practicing specialists in education. I developed and taught the components on communication skills, approaches for dealing with resistance to change, and consultation approaches for the comprehensive delivery models for regular and special education.

1986 TRAINER, Clinical Teaching and Clinical Supervision Institute, College of Education, San Diego State University, San Diego, CA. Teamed with College of Education faculty to teach 39 master teachers (from surrounding school districts) techniques and principles of clinical teaching and clinical supervision for use in their supervision of SDSU student teachers.

Consultancies

2010 CONSULTANT, National Educational Psychological Service Agency, Republic of Ireland. Day-long training of trainers so that NEPS supervising psychologists have advanced consultation training and tools for expansion of consultation services across the country. Ingrid Hylander, co-trainer.

- 2007 CONSULTANT, Prince William County Schools, VA, Developed and delivered a full-day training for school psychologists and support personnel on multicultural consultation and communication in diverse schools.
- 2004 CONSULTANT, Bilingual School Psychology Institute, SDSU-San Diego City Schools. Develop and delivered 2-day training for bilingual school psychologists on cross-cultural consultation in school.
- 2000 CONSULTANT, Alliant University/California School of Professional Psychology. Consulted in the development of the new Ph.D. program in School Psychology at the Fresno campus. Reviewed program plans and advised regarding program components, structure, parsimony with NASP and APA standards, and innovations in the field.
- 2000 CONSULTANT on Crisis intervention in schools: Applications for Japanese schools. Video-taped interview and presentation during March, 2000 on crisis intervention in schools for use in Japan. I consulted with two Japanese professors, Drs. Yoshie Okada, Kyorin University, and Rika Imada, Shinshu University, on approaches for creating systems support for the development of Japanese school crisis intervention teams.
- 1997-98 CONSULTANT, The Bishop's School, La Jolla, CA. Designed and conducted systemic assessment and intervention process and training for Student Support Services Team (SST) and school leaders. Assessed the school's major mental health education and counseling needs and recommended appropriate prevention and service delivery approaches. Provided professional development experiences for school's SST members.
- 1992-1993 CONSULTANT, California Learning Record Project, a portfolio assessment process for Chapter 1 and linguistically diverse learners. Provided technical consultation, development of surveys and interviews, and consultation on project development, evaluation & research activities. Co-Directed by J. Cheong & M. Barr.
- 1989 CONSULTANT, California State Department of Education, Special Education Division. Consulted with the Director and staff regarding special education reform and the regular education initiative, service delivery within special and regular education, and contracted to develop a concept paper. Collaborated with consultant group in making recommendations that are reflected in state's Every Student Succeeds document and the California Strategic Plan for Education.
- 1984-86 CONSULTANT, Cajon Valley Union School District, El Cajon, CA. Extensive consultation with administrators, school psychologists, counselors, special educators, and School Board members of Cajon Valley schools regarding current and future practices & service delivery of psychologists, counselors, & resource specialists. Included development, research, & data analysis of multifaceted needs assessment of staff, administrators, parents & students. On-site in-service for school psychologists and steering committee; comprehensive report of findings & recommendations for program development & evaluation presented to the superintendent and Board of Education. A 5-level service delivery model was developed for comprehensive intervention from prevention to consultation to crisis intervention. 1985-1986 activities included in-service training for school psychologists, consultation with the Director & members of the Special Education & Student Support Services division.

- 1983-84 MANAGEMENT CONSULTANT, Stereo Broadcasting Corporation, California and Oregon. Developed and conducted quarterly professional development seminars and provided ongoing organizational and human resource consultation for management. Created and directed a series of two-day seminars on team-building, problem-solving strategies, and inter-departmental policy and communication for sales, production and administrative divisions for two radio stations and corporate offices. Also researched cognitive-motivational determinants of performance and recommended rewards and incentive programs. Activities included individual and group consultation, seminars, group workshops and consultation, surveys and office research.
- 1982-84 MENTAL HEALTH CONSULTANT, Napa Valley Human Services Delivery System and Napa Valley Unified School District, Napa, CA. Managed and coordinated Napa Valley Project and provided school-based psychological consultation and counseling. Consulted with teachers, administrators, parents, and community agencies regarding students with behavioral, personal, academic, and/or social difficulties; provided direct service, individual and group counseling; and consulted weekly with support specialists. Extensive facilitation and administrative collaboration regarding the student study team process and functioning. Also assisted in supervision and training of Primary Mental Health Project personnel (1982-83). In 1983-84, initiated, coordinated and supervised after school group counseling program and classroom prevention program with National Council for Alcoholism Prevention (N-CAP) and supervised N-CAP counselors on site. Developed primary prevention outreach program for low income, low achieving elementary population with 20% Spanish-speaking students.
- 1981-82 RESEARCH CONSULTANT, Privately funded Self-Concept Project, Alameda and Marin counties, CA. Consulted with project developer and developed research reviews and recommendations for a K-12 multi-media curriculum project designed to enhance self-concept, motivation and school performance.

Other Professional Experiences (abbreviated)

- 1999-2000 (Interim) DIRECTOR, School Counseling Graduate Program and Pupil Personnel Services. 1993-1996
- 1996-2001 FACULTY PROJECT ASSOCIATE, Multicultural/Cross-cultural School Psychology Project, funded by US OSERS for 1996-2001, Directed by V. Cook-Morales.
- 1988-present PROGRAM EVALUATOR, California Commission for Teacher Credentialing.
- 1986-89 FACULTY PROJECT ASSOCIATE, Bilingual/Bicultural School Psychologists: Specialists in Assessment of Bilingual/Bicultural (Hispanic) Children project, funded by U.S. OSERS for 1986-89, Directed by V. Cook.
- 1986-90
- 1986-87 PROGRAM EVALUATOR (Internal) New Teacher Retention in Inner-City Schools Project, College of Education and San Diego Unified School District, San Diego, CA..
- 1986 ASSISTANT TO DEAN, College of Education, San Diego State University. Coordinated program and grant development for Induction and residency programs for beginning and reassigned teachers.

- 1981-82 SCHOOL PSYCHOLOGIST INTERN, San Ramon Valley Unified School District, San Ramon, CA.
- PROJECT COORDINATOR and RESEARCH ASSISTANT, Special Education Information Systems Project, UC Berkeley and Alameda County Office of Education. Under direction of Professor Nadine M. Lambert, Principal Investigator and Project Director, UC Berkeley.
- 1977-79 RESEARCH ASSISTANT, Hyperactivity-Learning Disability Project. UC Berkeley. Professor Nadine M. Lambert, Principal Investigator & Project Director.
- 1979 TEACHER, San Ramon Unified School District-Community Center Summer Program, San Ramon, CA. Taught three K-8 classes and developed lesson materials for this new summer program
- 1977 TEACHER, Davis Migrant-Resident Summer School, Davis Joint Unified School District, Davis, CA. Developed curriculum & taught grades 1-2 reading, math, social studies, & community relations.

Professional Presentations

International Papers/Presentations:

- Ingraham, C. L., St. Andrews, A., & Stevens, J. (2015, January). *How ACEs Connection helps communities become trauma-informed.* Presentation at the 29th annual San Diego International Conference on child and family maltreatment. San Diego, CA.
- Ingraham, C. L. (2010, July). Providing feedback that supports consultant learning and growth. Paper presented as part of a symposium (S. Rosenfield, Chair), *Education and Supervision of Consultation Practitioners: From Novice to Competent.* International School Psychology Association Conference, Dublin, Ireland.
- Ingraham, C. L. (Chair) (2010, July). *Training and implementation of school based psychological consultation.* Three-hour session held to support national models of consultation service delivery across a variety of countries and continents. International School Psychology Association Conference, Dublin, Ireland.
- Ingraham, C. L. & Hylander, I. (2010, July). *Training for consultation supervisors and consulting educational psychologists.* Day-long training for the National Educational Psychological Service Agency, Republic of Ireland, Dublin. (Invited).
- Ingraham, C. L. with Sandoval, J. (2008, August). *Using questions to train consultants and foster conceptual development in Consultee-centered consultation.* Paper presented at the Fifth International Invitational Seminar on Consultee-Centered Consultation, Boston, MA.
- Ingraham, C. L. (2001, August). Multicultural consultee-centered consultation: A model for supporting consultees in the development of cultural competence. In *Explorations in process in practice.* (seminar proceedings.) Third International Seminar on Consultee-Centered Consultation, San Francisco, CA. (Invited Paper).

Ingraham, C. L. (1999, June). Multicultural consultee-centered consultation: A model for supporting consultees in the development of cultural competence. In *Explorations in process in practice*. (seminar proceedings.) Second International Seminar on Consultee-Centered Consultation, Stockholm, Sweden. (Invited Paper).

Ingraham, C. L. & Tarver Behring, S. (1998, August). *Multicultural consultation: A model for consultation in culturally diverse schools and communities*. Paper presented at the International Congress of Applied Psychology, San Francisco. (refereed)

Ingraham, C. L. (1995, May). *Cross-cultural applications of consultee-centered case consultation*. Paper presented at the invitational international seminar on Consultee-Centered Case Consultation, Stockholm, Sweden. (Invited Paper).

National Presentations

Newman, D. & Ingraham, C. L. (2018, August). *Cross-University Dialogues to Support Multicultural School Consultation Training*, poster to be presented at the annual conference of the American Psychological Association, San Francisco.

Ingraham, C. L., Medina Flores*, A. M., Johnson*, E., & Lopez*, K. (2017, February). *Enhance Your Consultation Skills for Work in CLD Schools*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.

Ingraham, C. L., Mesa*, D. R., & Martinez*, D. (2016, February). Enhancing Cultural Competence throughout the Professional Journey: The CLAD Model for Consultant Learning and Development. Paper presented in *Infusing Cultural Competence into Consultation and Professional Development*. Symposium presented at the annual conference of the National Association of School Psychologists, New Orleans, LA.

Ingraham, C. L. & Jones, J. (2016, February) Discussants for *Infusing Cultural Competence into University Training Programs*. Symposium presented at the annual conference of the National Association of School Psychologists, Orlando, FL.

Ingraham, C. L. (chair), Newman, D., Knotek, S., Rodriguez, B. J., Villarreal, F. C., Guiney, M. C., Zibulsky, J. (2016, February). *What's new in consultee-centered consultation: Research, theory, and practice*. Symposium presented at the annual conference of the National Association of School Psychologists, Orlando, FL.

Ingraham C. L. (2015, February). Educating consultants for multicultural consultee-centered consultation. Paper presented in C. L. Ingraham (Chair), et al., *What's new in consultee-centered consultation: Research, theory, and practice*. Symposium at the annual conference of the National Association of School Psychologists, Orlando, FL.

Invited guest (2014) and participant, *White House Convening: Strengthening the school counseling profession through the First Lady's Reach Higher Initiative*, San Diego, CA.

Ingraham, C.L., *Moehlenbruck, D., *Manzo, C. (2014, February). Implementing bilingual restorative practices in a high need elementary school. In A. Gregory (Chair), *Transforming school climate through restorative approaches to school discipline*. Symposium conducted at the annual conference of the National Association of School Psychologists, Washington, D.C (refereed)

- Ingraham, C. L. (Chair), *Moehlenbruck, D., *Manzo, C., *Flores, S., *Gutierrez, A. D., *June, E. A., *Martinez, D., *Wager, J. D., *Ramirez, D., Nastasi, B. K. (Discussant). (2014, February). *Implementing restorative practices within CLD schools: Strategies for systems change*. Symposium conducted at the annual conference of the National Association of School Psychologists, Washington, D.C. (refereed)
- Ingraham, C. L., & *Moehlenbruck, D. (2014, February). Restorative practices (RP) in CLD schools: Models, research, and rationale. In C. L. Ingraham (Chair), *Implementing restorative practices within CLD schools: Strategies for systems change*. Symposium presented at the annual conference of the National Association of School Psychologists, Washington, D.C. (refereed)
- *Manzo, C., *Ramirez, D. with *Marchetti, M., *Prounh, C., & Ingraham, C. L. (2014, February). Restorative Practices with ELL parents: Parent engagement and empowerment. In C. L. Ingraham (Chair), *Implementing restorative practices within CLD schools: Strategies for systems change*. Symposium presented at the annual conference of the National Association of School Psychologists, Washington, D.C. (refereed)
- Moehlenbruck, D., *Martinez, D., *Wager, J. D., & Ingraham, C.L. (2014, February). Changing school climate using RP in elementary school classrooms. In C. L. Ingraham (Chair), *Implementing restorative practices within CLD schools: Strategies for systems change*. Symposium presented at the annual conference of the National Association of School Psychologists, Washington, D.C. (refereed)
- Ingraham, C. L., & Oka, E. R. (2013, August). *Promoting cultural proficiency and conceptual change through web-based learning communities*. Poster presented at annual conference of American Psychological Association Honolulu, HI. (refereed)
- *Ontiverros, E., *Gutierrez, J., *Tang, K., & Ingraham, C. L. (2013, February). *Empowering Spanish speaking parents: A workshop on academic home involvement*. 2-hour workshop to be presented at the annual conference of NASP, Seattle, WA. (refereed)
- Oka, E. R., & Ingraham, C. L. (2013, January). *Promoting cultural competence through web-based learning communities*. Poster presented at annual conference of National Multicultural Summit, Houston, TX. (refereed)
- Estrada, J. N., & Ingraham, C. L. (2012, September). *Preparing school counselor & school psychology trainees to serve military-connected schools*. Invited presentation, Board of the National Board of Certified Counselors Foundation, San Diego, CA.
- Ingraham, C. Flanagan, R., Oka, E., & Truscott, S. (2011, February) *School-based consultation (SBC) in an evolving world of practice*, Paper presented at the annual convention of the National Association of School Psychologists, San Francisco. (refereed)
- Cook-Morales, V., Robinson-Zañartu, C., Ingraham, C., Green, T., & Lambros, K. (2011, February). *Equitable admissions: The missing key to recruitment and retention of diverse students*. Poster presentation at the annual convention of the national Trainers of School Psychologists, San Francisco.
- Sandoval, J & Ingraham, C. L. (2010, March). *Generating interventions in consultee centered consultation*. Two-hour mini-skills workshop presented at the National Association of School Psychologists annual convention, Chicago. (refereed)

- Ingraham, C. L. (2010, March). Senior Scholar and member of the *Consultation Training Collaborative*, invited to the national School Psychology Research Summit, Chicago.
- Ingraham, C.L., Oka. E.R., (2010, August). *Expanding learning and cultural competence across geographic and cultural communities*. Poster presented at the annual convention of the American Psychological Association, San Diego. (refereed)
- Ingraham, C. L. (2009, July). *Multicultural consultation and communication in diverse schools: Building capacity and cultural competence*, Half-day workshop presented at the NASP Summer conference, Albuquerque, NM. (Invited workshop).
- Oka. E.R., Ingraham, C.L., *Goforth, A.N., *Fis, F., *Palmer, D., & *Jacobs, D. (2009, August). *Developing Cultural Competence With Online Communities: Collaborations Across Programs*. Poster at annual conference of the American Psychological Association. (refereed)
- Ingraham, C.L., Oka. E.R., *Goforth, A.N., & *Fis, F. (2009, February). *Developing Cultural Competence Across the Country: Collaborations Through Technology*. Paper presented at annual conference of the National Association of School Psychologists, Boston. (refereed)
- Ingraham, C. L., & Sandoval, J. (2008, February) *Using questions to foster conceptual change in Consultee-Centered Consultation*. Two-hour mini-skills workshop presented at the annual convention of the National Association of School Psychologists, New Orleans. (refereed)
- Robinson Zañartu, C., Green, T. D., Cook-Morales, V. J. & Ingraham, C. (2008, February). Conceptualizing and operationalizing educational equity: The old and the new at SDSU. In Miranda, A. (Discussant). *Social Justice and School Psychology*. An Invited symposium presented to Trainers of School Psychologists, National Association of School Psychologists, New Orleans, LA. (refereed)
- Ingraham, C. L., *Covarrubias, Y., *Tsai, G., *Carney, J., *Nguyen, S., *Gorospe, J., *Castel, A. (2007, August). *Systemic assessment and intervention for student, teacher, and school needs*. Poster session at the annual meeting of the American Psychological Association, San Francisco CA. (refereed)
- Ingraham, C. L. (2007, August). Discussant in Knotek, S. E., Robinson, D., Meyers, J. Lopez, E. C., Sandoval. J. H. *Understanding, implementing, and sustaining organizational innovations through consultee-centered consultation*, symposium presented at the annual meeting of the American Psychological Association, San Francisco CA. (refereed)
- Kratochwill, T. R., Hoagwood. K., Ingraham, C. L., Nastasi, B. K., Oka. E. R., Rosenfield, S. (2007, August). Coding Research to Advance Evidence-Based Practice: Experiences in the Division 16 Task Force on Evidence-Based Interventions. In *Advancing evidence-based practice as contemporary standards for interventions in MRDD*, symposium presented at the annual meeting of the American Psychological Association, San Francisco CA. (refereed)
- Ingraham, C. L. (2007, March). *Multicultural consultation and communication in diverse schools: Tools for effectiveness*. Invited half-day workshop for the annual convention of the National Association of School Psychologists, New York, NY. (Invited)

- Ingraham, C. L., Lai, F., *Mohammed, C., *Medina, A., *Ikeda, M., *Ortega, O., & *Zacky, D. (2007, March). *Worldview and cross-cultural consultation: Responsiveness to diverse perspectives*. Paper presented at the annual convention of the National Association of School Psychologists, New York, NY. (refereed)
- Ingraham, C. L. (2007, March). *Multicultural consultation: Increasing responsiveness and cultural competence in schools*. Invited Featured Presentation as part of the President's Strand on Cultural Competence at the annual convention of the National Association of School Psychologists, New York, NY. (Invited)
- Ingraham, C. L. (2006, June). *Training for multicultural consultee-centered consultation*. Presentation at the first annual Consultee-Centered Consultation as a Delivery System for Evidence-Based Interventions: Training for the Future, Chapel Hill, NC. (Invited paper)
- Ingraham, C. L. (2006, March). *Multicultural consultation and communication in diverse schools: Tools for effectiveness*. Half-day workshop for the annual convention of the National Association of School Psychologists, Anaheim, CA. (refereed)
- Ingraham, C. L. (2006, March). *Developing communication bridges and cultural competence in consultation*. Paper presented at the annual convention of the National Association of School Psychologists, Anaheim, CA. (refereed)
- Robinson-Zañartu, C., Cook Morales, V. C., & Ingraham, C. L. (2006, March) *Increasing the diversity of school psychology graduate programs*. Invited presentation at the national Trainers of School Psychology annual meeting, Anaheim, CA.
- Ingraham, C. L. (2005, March). *Achieving student and consultee outcomes with consultee-centered multicultural consultation*. Annual convention of the National Association of School Psychologists, Atlanta. (refereed)
- Ingraham, C. L., Oka, E. R., Nastasi, B. (2005, January). *Infusing cultural validity criteria into the SP EBI scoring manual*. Poster presented at the National Multicultural Summit and Convention, Hollywood, CA. (refereed)
- Ingraham, C. L., Oka, E. R., Nastasi, B. (2004, August). *Developing cultural and methodological diversity in EBIs in school psychology*. Poster session at the annual meeting of the American Psychological Association, Honolulu, Hawaii. (refereed)
- Ingraham, C. L. (2002, February). *Multicultural consultation in schools: Strategies for supporting teacher and student success*, full-day workshop for the National Association of School Psychologists, Chicago, IL. Audio tape set available through NASP. (invited workshop)
- Ingraham, C. L. (2000, March). Theory and practice of multicultural and cross-cultural consultation in schools. In C. L. Ingraham (Chair), S. Tarver Behring, D. Crockett, J. Meyers, *Multicultural consultation in schools: Research and practice*. Symposium at the annual meeting of the National Association of School Psychologists, New Orleans, LA. (refereed)
- Ingraham, C. L. (1999, August). Cross-cultural consultation in schools: Challenges and rewards. In E. Vazquez Nuttall (Chair), *Cross-cultural themes in consultation*. Paper presented in a symposium at the annual meeting of the American Psychological Association, Boston. (refereed)

- Ingraham, C. L., & Bursztyn, A. (1999, August). Systems interventions: Psychologists' roles in shaping school culture, educational policy, and institutional advocacy. In M. Henning-Stout (Chair), *Cross-cultural school psychology—Advances in the field*. Paper presented in a symposium at the annual meeting of the American Psychological Association, Boston. (refereed)
- Ingraham, C. L. (1999, August). (Discussant). *Training school consultants to meet the next millennium*. Symposium conducted at the annual meeting of the American Psychological Association, Boston. (refereed)
- Ingraham, C. L., & Tarver Behring, S. (1999, April). *Multicultural consultation: A blueprint for school consultation in diverse school settings*. Paper presented at the annual meeting of the National Association of School Psychologists, Las Vegas, NV. (refereed)
- Ingraham, C. L., & Tarver Behring, S. (1998, August). *Multicultural consultation with diverse parent and teacher consultees: An analysis*. Poster session presented at the annual meeting of the American Psychological Association, San Francisco. (refereed)
- Ingraham, C. L., & Tarver Behring, S. (1998, April). *Developing teachers' capacity to work effectively with diverse learners*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA. (refereed)
- Tarver-Behring, S., & Ingraham, C. L. (1997, April). *Training school psychologists to be culturally competent consultants: Changing the system in diverse school and community settings*. Presentation at the National Association of School Psychologists/California Association of School Psychologists joint meeting, Anaheim, CA. (refereed)
- Tarver-Behring, S., & Ingraham, C. L. (1996, October). *Training counselors to be culturally competent consultants: Changing the system in diverse school and community settings*. Presentation at the annual national meeting of the Association of Counselor Educators and Supervisors, Portland, OR. (refereed)
- Ingraham, C. L. (Chair), Lopez, E., Brown-Cheatham, M., & Esquivel, G. (1994, August). *Models of developing cross-cultural competence among school psychologists: Consultation, intervention and assessment*. Roundtable presentation at the annual meeting of the American Psychological Association, Los Angeles. (refereed)
- Ingraham, C. L. (1994, August). *Developing cultural and cross-cultural competence through mentorship and intervention*. Presentation at the annual meeting of the American Psychological Association, Los Angeles. (refereed)
- Ingraham, C. L., *Valencia, A., *Freedman, D., *Knuth, D., & *Fast, R. (1994, June). *A model for collaboration and ecological intervention: The multicultural school counseling for children with disabilities project*. Paper presented at the annual meeting of the American School Counselor Association, Los Angeles. (refereed)
- Ingraham, C. L. (Chair), (1993, August). *Mentoring culturally and linguistically diverse graduate students: Faculty perspectives and approaches*. Roundtable presentation at the annual meeting of the American Psychological Association, Toronto.

- Ingraham, C. L. (1993, August). *Mentoring and bridging across dimensions of diversity: Honoring and supporting diversity*. Paper presented at a roundtable at the annual meeting of the American Psychological Association, Toronto. (refereed)
- Wulach, J. S., Ingraham, C. L., Northman, J. E., & Diequez, A. C. (1993, August). *Child-custody guidelines, child abuse information pamphlet, record-keeping guidelines, and criteria for guidelines development and review*. Symposium at the annual meeting of the American Psychological Association, Toronto. (refereed)
- Ingraham, C. L. (1993, April). *Training needs and perceived professional competencies: Results of a survey of practitioners*. Presentation at the Trainers of School Psychologists, National Association of School Psychologists meeting, Toronto.
- Ingraham, C. L. (1993, April). *Portfolio development and assessment: Using alternative assessment in school psychology courses*. Presentation at the Trainers of School Psychologists, National Association of School Psychologists meeting, Toronto.
- Ingraham, C. L. (1993, April). *Supports and barriers to increasing consultation/intervention with classroom teachers: Perspectives of 100 psychologists about job realities*. Research presentation at the annual meeting of the National Association of School Psychologists, Washington, DC. (refereed)
- Ingraham, C. L. (1993, February). The multicultural school support personnel project. Presentation in V. Cook-Morales (Chair), *Developing multicultural emphases in professional education: Federal personnel preparation grants*. Symposium at the annual meeting of the National Association for Multicultural Education, Los Angeles. (refereed)
- Ingraham, C. L. (1991, August). *Whither the Trainers' Forum? Questions seeking answers*. Presentation at annual meeting of the Trainers of School Psychologists, American Psychological Association meeting, San Francisco.
- Ingraham, C. L. (1991, March). Increasing the numbers and enhancing the diversity of school psychology graduate students. Paper presented in D. Reschly (Chair), *Personnel shortages: The school psychology crisis of the 1990's and beyond*. Symposium at the annual meeting of the National Association of School Psychologists, Dallas, TX. (refereed)
- Ingraham, C. L. (1991, March). The multicultural school support personnel (MSSP) project. Paper presented in V. Cook (Chair) *Beyond changing the face of school psychology: Evolution of a graduate program*. Symposium at the annual meeting of the National Association of School Psychologists, Dallas, TX. (refereed)
- Ingraham, C. L. (1991, March). (Chair). *Issues in student recruitment: Increasing the numbers and diversity of school psychology program applicants*. Roundtable at the annual meeting of National Association of School Psychologists, Dallas, TX.
- Ingraham, C. L. & Cheong, J. L. (1990, April). *School psychologists as leaders in change: A systems collaboration approach*. Two-hour workshop presented at the annual meeting of the National Association of School Psychologists, San Francisco. (refereed)
- Ingraham, C. L. (1989, March). (Chair), *School psychologists: Leaders in preventing*

- dropout/pushout of Hispanics*. Symposium presented at the annual meeting of the National Association of School Psychologists, Boston. (refereed)
- Ingraham, C. L. (1989, March). *At-risk prevention programs: Reaching across cultures*. Paper presented at the annual meeting of the National Association of School Psychologists, Boston. (refereed)
- Ingraham, C. L. (1989, March). *Graduate preparation in assessment*. Invited address to the Trainers of School Psychologists, National Association of School Psychologists meeting, Boston.
- Ingraham, C. L. (Chair), Ramirez, M., Aste, M., Cordova, I., Montez-Pry, D., & Ayala, E. (1988, April). *Uses and misuses of translators: A workshop for school psychologists*. Symposium and workshop presented at the annual meeting of the National Association of School Psychologists, Chicago. (refereed)
- Ingraham, C. L. (Chair), Ramage, J., Cook, V., & Priestley, M. (1988, April). *Changing roles in the delivery of psychological services*. Symposium presented at the annual meeting of the National Association of School Psychologists, Chicago. (refereed)
- Ingraham, C. L. (1987, March). Enhancing student interest, competence, and confidence in doing multicultural research. In J. Ramage, V. Cook, C. Robinson, & C. Ingraham, *Ethnic minority students in school psychology: Recruitment and retention*. Symposium at the annual meeting of the National Association of School Psychologists, New Orleans, LA. (refereed)
- Ingraham, C. L. (1986, April). Multicultural school psychology: Beyond ethnicity. In J. Ramage, V. Cook, C. Robinson, & C. Ingraham *Multicultural school psychology: Perspectives and issues*. Symposium at the annual meeting of the National Association of School Psychologists, Hollywood, FL. (refereed)
- Ingraham, C. L. (1983, April). *Longitudinal stability of social self-concept in 10-14-year-old boys and girls*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada. (refereed)
- Ingraham, C. L., & Lambert, N. M. (1983, April). *Current practices in curriculum planning for handicapped students: An analysis of IEP's*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada. (refereed)

Western Regional Presentations

- Ingraham, C. L., & Tarver Behring, S. (2000, November) *Multicultural consultation: Emerging research, practice and training issues*. Two hour workshop presented at the annual meeting of the Western Association for Counselor Education and Supervision, Los Gatos, CA. (refereed)
- Ingraham, C. L., & Tarver Behring, S. (1998, November). *How are we developing multicultural competence? Let's talk*. Presentation at the annual meeting of the Western Association for Counselor Education and Supervision, Seattle, WA. (refereed)
- Tarver Behring, S., Ingraham, C. L., & Spagna, M. (1997, November). *Strange bedmates: Collaboration across disciplines, departments, universities & systems*. Two hour process group at the annual meeting of the Western Association for Counselor Education and Supervision, Santa Barbara, CA. (refereed)

- Ingraham, C. L. (1985, November). *University supervision of school counseling interns: A multidimensional model*. Paper presented at the annual meeting of the Western Association of Counselor Educators and Supervisors, Las Vegas, NV. (refereed)
- Ingraham, C. L. (1983, April). *Valuation and school success: A cross-sectional study of student values, self-esteem and self-concept dimensions*. Presentation at the annual meeting of the Western Psychological Association, San Francisco. (refereed)
- Ingraham, C. L. (1983, April). *Assessing self-perception: A research-based framework and techniques for school psychologists*. Paper presented at the annual meeting of the Western Psychological Association, San Francisco. (refereed)
- Ingraham, C. L. (1983, April). *Self-perception and motivation at work: New directions for research and management*. Poster session at the annual meeting of the Western Psychological Association, San Francisco. (refereed)

California and Local Presentations

- Escoffery-Runnels, V., & Ingraham, C. (2017, October). *School Psychology Faculty Needs: Preliminary Results*. Research presented at the annual School Psychology Educator of California (SPEC) conference at the California Association of School Psychologists (CASP) annual convention, Anaheim, CA.
- Monk, G., & Ingraham, C. L. (Organizers and opening speakers) (2017, January). *Restorative Practices, PBIS, and Conflict Resolution*, College of Education Spring Faculty Assembly, San Diego State University.
- Hokoda, A., & Ingraham, C. L. (2017, January). *Implementing Restorative Practices in a High Need Elementary School in City Heights*. Presentation at the College of Education Spring Faculty Assembly, San Diego State University.
- Tran, N., Green, T., & Ingraham, C. (2016, August). *Bringing Black Lives Matter into the classroom*. Roundtable presentation and discussion at the College of Education Fall Faculty Assembly, San Diego State University.
- Ingraham, C. L., & *Manzo, C. (2015, October). *School-wide Restorative Practices (RP): Implementing and Evaluating RP through a Culturally-Matched, Trauma-Informed MTSS*. Paper presented at the annual conference of the California Association of School Psychologists, Riverside, CA.
- Ingraham, C. L., *Wager, J. D., & *Martinez, D. (2014, October). *Transforming school climate and reducing behavior referrals through Multi-Tiered Restorative Practices*. Paper presented at the annual conference of the California Association of School Psychologists, San Diego, CA.
- Ingraham, C. L., *Ortega, L., *Medina A.P., *Ikeda, M., & *Fis, F. (2009, March). *Advances in Cross-Cultural Consultation: Using worldview as a transformative lens*. Paper presented at the annual conference of the California Association of School Psychologists, Riverside, CA.
- Ingraham, C. L. (chair), *Denne, R., *Grande, T., *Jaramillo, A., *Simpson, T., and *Dang, H. (2004, March). *NCLB: Preparing school counselors and school psychologists as English language*

- acquisition consultants*. (PD's Cook-Morales, O'Shaughnessy, & Green). Invited presentation at the annual conference of the California Association for Counseling and Development & California Association for Multicultural Counseling & Development Conference, San Diego, CA.
- Ingraham, C. L. (2001, March). *Consultation in multicultural schools: Strategies for supporting teacher and student success*. Half-Day workshop delivered at the annual meeting of the California Association for School Psychologists, Costa Mesa, CA. Workshop approved for MCEP--licensed psychologists, CE credit--LCSW/MFT, and CPD--school psychologists. (refereed)
- Ingraham, C. L. (1998, May). *Building bridges and increasing cultural understanding through multicultural consultation with teachers*. Presentation at the annual meeting of Connecting for Success, San Diego, CA.
- Ingraham, C. L. (1998, March). *Cultural and cross-cultural consultation with teachers: Leading teachers through attitudinal and behavioral changes*. Paper presented at the annual meeting of the California Association of School Psychologists, Santa Clara, CA. (refereed)
- Ingraham, C. L. (1998, March). (Invited Presentation) *Straight from the source: University trainers & directors of special education*. Invited panel presentation with B. Duncan, K. Carey, C. Ingraham, B. Leung, and J. McBride at the annual meeting of the California Association of School Psychologists, Santa Clara, CA.
- Ingraham, C. L. (1998, February). *Bridging with integrity: Connecting across dimensions of diversity*. Paper presented at the annual meeting of the California Association for Counseling and Development, Los Angeles.
- Ingraham, C. L. (1997, April). (Facilitator). *San Diego Area Regional Professional Summit on School Violence*, sponsored by the California Commission on Teacher Credentialing, San Diego, CA.
- Ingraham, C. L. (1996, May). *Cross-cultural consultation in schools: Strategies to improve intervention effectiveness*. Presentation at the annual meeting of Connecting for Success, San Diego, CA.
- Ingraham, C. L. (1996, March). *Navigating the challenges of cross-cultural consultation: Paradigms and strategies for developing effective interventions*. Paper presentation at the annual meeting of the California Association for School Psychologists, San Diego, CA. (refereed)
- Ingraham, C. L., & Tarver-Behring, S. (1996, February). *Paradigms and strategies for effective cross-cultural consultation*, invited workshop for the annual meeting of the California Association for Counseling and Development, San Diego.
- Ingraham, C. L. (1996, February). *Cross-cultural consultation: Strategies for developing effective interventions in multicultural schools*. In S. Tarver Behring, C. L. Ingraham, R. T., Gelinas, P. Johnson, D. Kushida, A. Murguia, & T. Peyton. (1996, February). *Multicultural consultation theory and practice: School consultation with Asian American, African American and Hispanic American students and families*. Invited presentation at the Third Annual Conference for Los Angeles School Psychologists, Los Angeles, CA.
- Ingraham, C. L. (1995, March). *Bridging with integrity: A model for cross-cultural school psychology*. Presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA. (refereed)

- Ingraham, C. L., *Escoffery, V. E., *Valencia, A. Q., & *Yuhl, K. A. (1994, March). *Intervention services analyses: A model for making systems changes*. Paper presented at the annual meeting of the California Association of School Psychologists, Long Beach, CA. (refereed)
- Ingraham, C. L. (Chair) (1993, May). *Supervising school counseling and school psychology interns*. Panel presentation at the annual meeting of Connecting for Success, San Diego, CA.
- Ingraham, C. L. (1993, March). *What do California psychologists say is needed to support more teacher consultation and classroom intervention?* Research presentation at the annual meeting of the California Association of School Psychologists, Irvine, CA. (refereed)
- Ingraham, C. L. (Chair), *Cheketchsha, M., & *Akbar, A. (1993, February). *African American perspectives on counseling with children in schools*. Presentation at the annual meeting of the California Association for Counseling and Development, San Diego, CA.
- Ingraham, C. L. (Chair), *Dixon, J., & *Lovelace, C. (1993, February). *New ways to think about the images we convey to children of color*. Presentation at the annual meeting of the California Association for Counseling and Development, San Diego, CA.
- Ingraham, C. L. (1992, September). (Moderator) Distinguished panel of community leaders, *A Self-Esteem Conference: Changing the Social and Emotional Climate within School Systems*, San Diego, CA.
- Ingraham, C. L. (1991, May). *The role of the school psychologist in promoting multicultural competence: Reform, rethinking and retooling*. Invited address as the U.C. Berkeley School Psychology Conference titled "School Psychology and Educational Reform: Promoting Children's Competence in the 90's," Berkeley, CA.
- Ingraham, C. L. (1991, March). Panel participant in R. Lackey & J. Dear (Chairs), *Training for emerging roles...Tis a puzzlement*. Panel presentation at the annual meeting California Association of School Psychologists, Los Angeles.
- Ingraham, C. L. (1989, January). *Counselors as change agents*. Keynote Address to San Diego City Schools K-6 Counselors, San Diego Unified School District, San Diego, CA.
- Ingraham, C. L., *Callahan, W., & *Evans, D. (1989, February). *Does counseling work? A practical model for elementary counseling program evaluation*. Presentation at the annual meeting of the California Association for Counseling and Development, San Diego, CA.
- Ingraham, C. L., *Bronson, M., & *Crain, P. (1989, February). *The process of excellence: Successes and pitfalls of a dropout program*. Paper presented at the annual meeting of California Association for Counseling and Development, San Diego, CA.
- Ingraham, C. L. (Chair), *Ayala, E., *Ramirez, M., *Cordova, I., & *Montez-Pry, D. (1988, March). *Uses and misuses of translators: Help for school psychologists*. Symposium and papers presented at the annual meeting of the California Association of School Psychologists, Anaheim, CA. (refereed)
- Ingraham, C. L. (1987, March). *When crisis threatens self-esteem and school functioning:*

A look at underlying psychological dynamics. Paper presented at the annual meeting of California Association of School Psychologists, Anaheim, CA. (refereed)

Ingraham, C. L. (1987, March). Anticipating and providing interventions for developmental crises. In C. L. Ingraham (Chair), *The application of developmental theories to psychological services for children*. Symposium presented at the annual meeting of the California State Psychological Association, San Diego, CA. (refereed)

Ingraham, C. L. (1987, February). *Developing a psychological service delivery model for your school.* Paper presented at the annual meeting of California Association for Counseling and Development, Los Angeles, CA.

Ingraham, C. L. (1986, March). *Crises to prevention: Comprehensive service delivery for regular and special education.* Paper presented at the annual meeting of the California Association of School Psychologists, Oakland, CA. (refereed)

Ingraham, C. L. (1986, February). *Navigational charts for smooth sailing through developmental crises.* Paper presented at the annual meeting of the California Association for Counseling and Development, San Francisco.

Ingraham, C. L. (1985, March). *Reducing developmental crises: Preventing school failure and building student self-esteem.* Paper presented at the annual meeting of the California Association of School Psychologists, Los Angeles. (refereed)

Ingraham, C. L. & Schumacher, N. (1977). *What makes a good teacher?* A multimedia presentation and research summary presented to the RISE California State Commission on Education, Sacramento, CA.

Ingraham, C. L. (1976). *Middle-class male and female roles in selected areas of the United States and Mexico.* Paper presented at the National American Studies conference, California.

Cross-University Video/Virtual Presentations

Ingraham, C. L. (2016, April). *Multicultural and cross-cultural consultation: Key concepts to guide research and practice.* 2-hour video presentation with Dr. D. Newman's consultation class at the University of Cincinnati.

Ingraham, C. L. (2015, March). *Multicultural and cross-cultural consultation: Key concepts to guide research and practice.* 1.5 hour video presentation with Dr. D. Newman's consultation class at the National Louis University.

Ingraham, C. L. (2010-2014). Multiple and annual video presentations on Multicultural and Cross-cultural Consultation, Reframing, Communication Styles, and Cross-cultural Collaboration with Dr. E. Oka's consultation classes at Michigan State University.

UNIVERSITY SERVICE

San Diego State University Service

University

2015-2017

University Promotions and Tenure Review Panel, member

2009-2010 *University Promotions and Tenure Review Panel, member*
 2015-2016 *UPTRP Late Add Committee, member*
 2011-present *Judge, SDSU Student Research Symposium 2017, 2016, 2015, 2014, 2013, 2011*
 1987-1990 *University Research Committee, member.*
 1987-1990 *Faculty Grants Committee, member.*
 1985-1986 *University Library Committee, member.*

College of Education

2015-2018 *College of Education Policy Council, member*
 2010-2013
 2017-2018 *College of Education Executive Committee of Policy Council, member.*
 2017-2019 *Personnel Committee, College of Education, member.*
 2014-2015
 2011-2013
 2015 *COE Jt. Doctoral Steering Committee, member.*
 2007-2009 *Personnel Committee, College of Education, Chair 2008-09*
 2006-2007 *Future Doctoral Program Committee, member*
 2015-2016 *Honors and Awards Committee, College of Education, member.*
 2003-2004
 2001-2003 *Personnel Committee, College of Education, member*
 2000-2001 *Chair, Honors and Awards Committee, College of Education.*
 1997-1998 *Ad Hoc Committee on Faculty Development, member, College of Education.*
 1996-1997 *SDSU/USD Joint Doctoral Program Planning Committee, member.*
 1995-1997 *College of Education Research Committee, member.*
 1988-1990
 1992-1995 *College of Education Policy Council, member.*
 1992-1994 *Chair, College of Education Elections Committee*
 1989-1990 *Associate Dean Search Committee, member*
 1987-1988 *College of Education Social Committee, member*
 1986 *Chair, College of Education Induction Year Steering Committee*
 1984-1986 *Professional Activities Committee, member*
 1984-1985 *Research Colloquia Subcommittee, member.*

Department of Counseling & School Psychology

2016- current *Member, CSP Policy and 5 year Planning Committee*
 2017-2018 *Faculty Advisor, School Psychology Student Association*
 2016- 2017 *Member, CSP Research Committee*
 2016- 2017 *Member, CSP Curriculum Committee*
 2015- 2017 *Member, CSP Faculty Search Committee for School Psychology position*
 2013- 2015 *Co-Author, School Psychology NASP reaccreditation application report*
 2015 *Member, CSP Lecturer Periodic Review Committee & Evaluation Personnel Committee.*
 2011, 2014 *CSP Personnel Committee (formerly called *Reappointment, Tenure and Promotion Peer Review Committee*)*
 1990-2008 *Chair: 2003-2005, 1990-1991; Co-Chair: 1997-1998, 2006.*
 2014-2015 *Member, CSP Faculty Search Committee for Visiting SP position.*
 2008-2012 *CSP Chair's Council, member.*
 2001-2002
 1999-2000
 1993-1996
 2008-2012 *Director, School Psychology Program*

- 2010-2011 Member, CSP Faculty Search Committee for School Counseling position
- 2008-2010 Member, CSP Professional Standards Committee
- 2006(Mar-Apr) Acting Chair, Department of Counseling and School Psychology
- 2003-2008 Chair, CSP Doctoral Committee
- 1996-2003 Chair, CSP Research Committee
- 2001-2002 Interim Director, School Psychology Program
- 2002 Coordinator, Supervisor Institute for School Psychology and School Counseling Supervisor and programs
- 2000-2001 Chair, CSP Faculty Search Committee for School Psychology/School Community Counseling position
- 2000 Coordinator, School Psychology/School Counseling Joint Program Advisory Board.
- 1999-2000 Collaborator, CSP-Rehab.-PPS-School Counseling credential option for students in Rehabilitation Counseling
- 1999-2000 Member, CSP Faculty Search Committee for Department Chair position
- 1999-2000 Member, CSP Faculty Search Committee for School Psychology position
- 1999-2000 Director, School Counseling Graduate and Credential Program.
- 1993-1996
- 1988-1989
- 1984-current School Psychology Program Committee, member, Chair 2001-2002.
- 1984-current School Psychology Community Advisory Board, member.
- 1984-2000 School Counseling Program Committee, member.
Chair: 1988-1989, 1993-1996, 1999-2000.
- 1984-2000 School Counseling Program Community Advisory Board, member.
Chair: 1988-89, 1993-96, 1999-2000.
- 2001-2002 CSP Chair's Council, member.
- 1999-2000
- 1993-1996
- 1997 Coordinator for School Psychology Program Recruitment.
- 1992-1995 Co-Chair, Curriculum Committee, Department of Counseling & School Psychology.
- 1990-1991 Chair, Curriculum Committee, Department of Counselor Education.
- 1986-1988 Curriculum Committee, member.
- 1989-1994 Director, Multicultural School Support Personnel Project (1990-1994, with responsibility for overall project management; Co-Director 1989-91, with V. Cook-Morales) \$423,000, U. S. DOE Office of Special Education (OSEP).
- 1993-1994 Director, Multicultural Counseling for Children with Disabilities Project (Project Associate, 1991-93) \$ 330,000, U. S. DOE, OSEP.
- 1992, 1993 Coordinator, School Psychology Supervisor Training Institute.
- 1990-1991 Coordinator, School Psychology Program Advisory Board.
- 1989 Coordinator, Multicultural Think Tank for School Support Professionals, San Diego.
- 1986-1989 Center for the Study of Counselor Education, member, Department of Counselor Education.
- 1986-1989 Chair, School Counseling Curriculum Subcommittee.
- 1984-1985 Admissions Committee, member.
- 1987-1989

University of California, Berkeley, Graduate School of Education, Student Representative for:

- 1981 Dean's Committee to review Joint Doctoral Program in Special Education.

1979-1980	Founding Officer, <i>Organization of Graduate Students in Education</i>
1979-1980	<i>Dean's Executive Policy Committee.</i>
1978-1980	<i>Pupil Personnel Services Executive Committee.</i>
1978-1979	<i>Committee on the Evaluation of Teaching</i>

University of California, Davis, Chancellor's Advisory Committee Student Representative on:

1976-1977	<i>Chancellor's Counseling Program Administration Committee</i>
1975-1976	<i>Chancellor's Advisory Committee on the Status of Women at Davis</i>
1974-1975	<i>Chancellor's Advisory Committee on Student Health Services</i>

Selected Recent COMMUNITY SERVICE

Building Healthy Communities (2008-2012), a community engagement project of The California Endowment in City Heights, San Diego

- Community Congresses
- School Attendance Momentum Team member
- Peace Promotion Momentum Team member

Boy Scouts of America (2005-2012)

- Family Life Merit Badge Counselor
- Communications Merit Badge Counselor
- Training and Certification Coordinator, Troop 11
- Troop Adult Committee, Troop 11
- BSA trained in: Youth Protection, Safety Afloat, Safe Swim defense

COURSES TAUGHT AT SAN DIEGO STATE UNIVERSITY

Courses at the 600 and 700 level are graduate courses. Courses at the 500 level may be taken by undergraduates or graduates. (* indicates courses I initiated &/or wrote, developed and taught)

- * **Theory and Process of Consultation (CSP 680)**
- * **Ecosystems II Assessment-Intervention: Schools (CSP 622B)**
- * **Program Development and Evaluation (CSP 745)**
- * **Family-School Collaboration (CSP 726)**
- * **Advanced Consultation in Diverse Schools (CSP 784)**
- * **Foundations in Ecosystemic Thinking and School Psychology (CSP 619)**
- * **Advanced Seminar in Counseling: Leadership (CSP 770)**
- * **Counseling Interventions with Children and Adolescents (CSP 662)**
- * **School Psychology Internship Seminar and Supervision (CSP 780SP, Fall & Spring)**
- * **School Counseling Internship Seminar and Supervision (CSP 780SC)**
- * **Determinants of Behavior: Development (CSP 610C)**
- * **Professional Seminar: School Interventions (part one)(CSP 710ASI)**
- * **Professional Seminar: School Interventions (part two)(CSP 710BSI)**
- Ecobehavioral Assessment-Intervention (CSP 623)
- Professional Seminar in School Psychology (Research) (CnEd 710ASP)
- Advanced Seminar in School Psychology (Applied Research) (CnEd 760)
- Procedures of Investigation and Report (Research) (Ed 690)
- Professional Seminar: Portfolio Development in School Psychology (CSP 710B)
- Advanced Seminar in School Psychology (Portfolio Development) (CSP 760)
- Program Development in Pupil Services (CSP 745)

Fieldwork in School Psychology (CSP 730 (Fall and Spring)
 Professional Seminar in Counseling (FTB) (CnEd 710A)
 Introduction to School Psychology (CSP 621)
 Guidance Services in Public Education (CSP 620)
 Seminar and Practicum in School Psychology (CnEd 752)
 Practicum in Counseling (School-based at an elementary school) (CSP 740)
 Fieldwork in Counseling (CnEd 730 Fall & Spring)
 Assessment and Career Counseling (Assessment component) (CSP 645)
 Assessment and Career Counseling (Career component) (CSP 645)
 Individual Appraisal: Social, Personality, and Academic (CnEd 642B)
 Teaching the Special Child in the Regular Classroom (for teachers)(TE 526)
 Counselor as a Change Agent (CnEd 616)

PROFESSIONAL MEMBERSHIP

National or International:

International School Psychology Association member (2010-2013)

International Society for Consultee-Centered Consultation. (2008-current)

Board of Directors, founding member

American Psychological Association, member

Committee for Children, Youth and Families, member 1999

Committee on Professional Practice and Standards, member 1993-94

Division 16, School Psychology, member

Co-Chair, Consultation Workgroup for Globalization of School Psychology (2010-2012)

Vice President, Membership (2000-2002)

Chair, Committee on Ethnic Minority Affairs (1992-1996)

Task Force on Cross-Cultural Competencies in School Psychology Practice (1994-97)

Committee on Women, member (1992-98)

Convention Committee, member and proposal reviewer (1995)

School Psychology Quarterly Editorial Advisory Board, 2002-current

Task Force on Evidence-Based Interventions in School Psychology, sponsored by Div. 16 of APA, and the Society for the Study of School Psychology, (member: 1999-2007).

Co-Chair (1999-2007) *Multicultural Issues strand*

Member (2000-2007). *Interdisciplinary Qualitative Research Subcommittee.*

Division 45, Society for the Psychological Study of Ethnic Minority Issues, member

Division 15, Educational Psychology, member

National Association of School Psychologists, member

Consultee-Centered Consultation Interest Group chair (2006-2011) co-chair with D. Newman (2011-present)

School Psychology Review Editorial Advisory Board, member 2000-2002

Founding Chair & charter author, Consultee-Centered Consultation Interest Group, 2006

Chair, Training Committee of Accreditation, Credentialing & Training (1990-91)

Human Resources Task Force, member (1991)

Multicultural Affairs Committee, past member

Principal's Hotline Volunteer at National Elementary School Principals Conference, 2001

Reviewer for Conference Proposals for 2006 conference

Trainers of School Psychology, member*Associate Editor, Trainers' Forum* (1989-93)**American Educational Research Association, member**

Reviewer for proposals for the 1998 convention

Association for Supervision and Curriculum Development, member**American Counseling Association, member****Association for Counselor Educators and Supervisors, member****Association for Multicultural Counseling and Development, member****National Education Association, member****American School Counselor Association, member until 2005****Phi Beta Delta, Honor Society for International Studies, member (1999-current)**

Association for Educational and Psychological Consultants, past-member (approx. 1991-1998)

Society for Cross-Cultural Research (International), past-member (approx. 1993-1995)

American Evaluation Association, past-member (1987-90)

National Association for Multicultural Education, past-member (approx. 1994-96)

Western United States**Western Association for Counselor Educators and Supervisors, member**

1998 Candidate for President-Elect.

California:**School Psychology Educators of California, member***Founding President, 1990-91*, under new organizational structure & name.

Formerly: California University Educators of School Psychologists

Chair, Elections Committee, 1998-1999Policy and Practice Committee, *past-member**Co-Chair*, Constitution and Bylaws Committee (1989-90). Developed SPEC constitution and bylaws**California Association of School Psychologists, member***California School Psychologist Journal, Editorial Advisory Board*, member 2000-2014.

Task Force on Internship, member (1993-1996)

California Association for Multicultural Counselors, member**California Association for Counseling and Development, life member**

Scholarship Committee, Black Caucus (1996)

California School Counselor Association, member**California Association for Counselor Educators and Supervisors, member****California Psychological Association (past member)***Chair*, Incentives Committee, Student Inclusion Task Force (1998)**Certificates of Appreciation**

1998 Western Association for Counselor Education and Supervision. "In recognition of achievement in and contribution to the field of counselor education and supervision."

1997 "With appreciation to Dr. Colette Ingraham for her support of the School Psychology Student Association," San Diego State University.

- 1996 Students of the SDSU School Psychology Program, in recognition of “kindness, support and encouragement” and for “giving your time and effort to us and to the future of school psychology.”
- 1991 College of Education, San Diego State University, for “leadership of the Program Advisory Board and your dedication to the development of our School Psychology Internship Credential.”
- 1990 College of Education, San Diego State University, for "outstanding contributions and dedicated service to the Comprehensive Accreditation and Review in Education".