

## CURRICULUM VITAE

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### **CURRENT POSITION**

Nova Southeastern University  
Associate Professor  
Director of Continuing Education and Special Projects

### **EDUCATION**

Graduate: Nova University  
Program: Doctor of Psychology  
Clinical Psychology  
APA Approved Program  
  
Undergraduate: University of Miami  
Major: Psychology  
Minors: Microbiology, Chemistry, Mathematics

### **LICENSE & CERTIFICATIONS**

Licensed Psychologist Florida PY0005446  
American Psychological Association Accreditation Site Visitor Training  
American Psychological Association Self-Study Training  
National Association of School Psychologists Program Reviewer Training  
National Council for Accreditation of Teacher Education Board of Program Reviewers  
National Association of School Psychologists Public Policy Training  
Florida Department of Education  
Certification in School Psychology  
Clinical Educator Supervision (30 hours) 50114200 02/02/96  
Clinical Educator Train the Trainer 07/31/06  
Issues and Strategies LEP (18 hours) 51718100 02/06/96  
Coalition for Education of Exceptional Students (CEES) 03/23/09

**ADMINISTRATIVE LEADERSHIP**

**Nova Southeastern University**

August 1999 to present

**Director of Continuing Education and Special Projects**

Dates: August 2006 to present

Developed doctoral program in school psychology. Worked on all aspects of program development including preparation of the program proposal to the university, creation of the SAC's documents, and all documentation associated with the program. Created philosophy, curriculum, competencies, goals, and course objectives based upon the standards set forth by the American Psychological Association (APA), the National Association of School Psychologists (NASP), and the Florida Department of Education (DOE). Monitored and refined curriculum based upon feedback from stakeholders and revision of standards. Ensured compliance with the Commission on Colleges of the Southern Association of Colleges and Schools (SACs). Developed a student organization, "GrASP" representing students promoting the educational and psychological needs of children and serve as faculty advisor.

Responsible for development of the Center's continuing education program to support faculty, student and practitioner lifelong learning. Ensure that programs meet criteria delineated by the American Psychological Association (APA), the National Association of School Psychologists (NASP), and the state of Florida, Department of Health and Professional Regulation. Submitted documentation and earned NASP Continuing Professional Development approval for CE program. Developed and maintain content for CE website. Developing web-based continuing education and certificate program. Provide faculty leadership surrounding center-wide activities, including Eating Disorder Awareness, Child Abuse Prevention and World Aids Day. Developed doctoral program in school psychology. Worked on all aspects of program development including preparation of the program proposal to the university, creation of the SAC's documents, and all documentation associated with the program. Created philosophy, curriculum, competencies, goals, and course objectives based upon the standards set forth by the American Psychological Association (APA), the National Association of School Psychologists (NASP), and the Florida Department of Education (DOE). Monitored and refined curriculum based upon feedback from stakeholders and revision of standards. Ensured compliance with the Commission on Colleges of the Southern Association of Colleges and Schools (SACs). Developed a student organization, "GrASP" representing students promoting the educational and psychological needs of children and serve as faculty advisor.

Responsible for development of the Center's continuing education program to support faculty, student and practitioner lifelong learning. Ensure that programs meet criteria delineated by the American Psychological Association (APA), the National Association of School Psychologists (NASP), and the state of Florida, Department of Health and Professional Regulation. Submitted documentation and earned NASP Continuing Professional Development approval for CE program. Developed and maintain content for CE website. Developing web-based continuing education and

certificate program. Provide faculty leadership surrounding center-wide activities, including Eating Disorder Awareness, Child Abuse Prevention and World Aids Day.

Developed interest group on the teaching of psychology for doctoral students. Established collaboration with faculty in the department of undergraduate behavioral sciences to facilitate mentorship of undergraduate students and teaching opportunities for graduate students. Created seminar course on the teaching of psychology to support these initiatives. Developing student interest group on the teaching of psychology.

Supporting center- wide implementation of the SAC's Quality Enhancement Plan. Developing an advisory board to provide guidance to process. Assisting in the development of a Professional Development Institute to support clinical training of students across academic programs. Developed mechanisms to support and recognize supervisors of students. Assisted in the development of pre-practicum training program. Received extensive training on the NSU Gallup initiative. Trained faculty and developing center-wide plan for enhanced engagement and recognition of students, staff, and faculty. Assisted in preparation for review by the Commission on Colleges of the Southern Association of Colleges and Schools (SAC's). Reviewed faculty credentials for courses throughout the center.

### **Faculty Coordinator of the School Psychology Major**

Dates: September 2000 – August 2006

Developed specialist program in school psychology. Worked on all aspects of program development including preparation of the program proposal to the university, creation of the SAC's documents, and all documentation associated with the program. Created philosophy, curriculum, competencies, goals, and course objectives based upon the standards set forth by the National Association of School Psychologists (NASP), and the Florida Department of Education (DOE). Monitored and refined curriculum based upon feedback from stakeholders and revision of standards. Ensured compliance with the Commission on Colleges of the Southern Association of Colleges and Schools (SACs), and NSU's Academic Review requirements and evaluation of the major project. Compiled documentation for NSU SAC's visit for school psychology. Developed and created the folio for program approval by the Florida Department of Education.

Interviewed and recruited prospective faculty. Worked with faculty across sites to ensure appropriate standards are met, implemented, and monitored across the curriculum. Implemented WebCT components to curriculum. Worked on all phases of development of the field based practica experiences. Piloted a school-based practicum at a local private school to carve out additional opportunities for training. Worked to create a web-based resource to log internship hours. Developed preparation program for the internship application process. Developed the curriculum for doctoral students to obtain certification in school psychology as an adjunct to their clinical degree.

Interviewed and recruited prospective students. Evaluated and mentored school psychology students around practice, research and professional association involvement. Monitored progress of specialist students through on-going annual review. Developed university and center-wide program for School

Psychology week.

Created liaisons for continuing education programs in the areas of autism, assessment, suicide prevention and the business of psychology. Obtained University Outreach agreement with the Psychological Corporation for CPS. Developed dual enrollment plan between Center for Psychological Studies and Jacksonville University.

### **UNIVERSITY COMMITTEE WORK**

Interdisciplinary Council for the Study of Autism Academic Subcommittee (2008 – present)

Gallup Facilitator (2008 – present)

New Program Review Representative for CPS (2007 – present)

CPS Diversity Committee (2007 – present)

CPS Student Life Achievement Representative (2007– present)

CPS Black History Month Representative (2007 – present)

Internal Review Committee-Educational Leadership (2006 – present)

Quality of Life Council (2006 – present)

Quality Enhancement Plan Committee Alternate Representative (2006 – present)

Integration Task Force for CPS and SHSS (2004 - 2005)

Faculty Search Committee (2003 - present)

Test Committee (2003 - present)

Institute for Children's Services (2003 - present)

Chair of the Search Committee for School Psychology Program Administrator (2002 - 2005)

Education Certification Council (ECC) (2001 - present)

University School/Nova Southeastern University Collaboration Committee (2001 – present)

Administration Committee (2001 – 2003, 2007 - present)

Chair of the Faculty Search Committee (2001 - 2003)

Academic Affairs Committee (2000 - 2002)

Professional Standing Committee (1999 - 2000)

### **ADDITIONAL ADMINISTRATIVE EXPERIENCE**

#### **Florida International University**

Dates of Employment: September 1994 to December 1994

Assisted in the development of a practicum program for school psychology students at Florida International University. Responsible for researching the method by which practica are implemented within school psychology programs throughout the country, as well as potential sites within Dade and Broward counties.

#### **Miami Sunset Adult Education Center**

Dates of Employment: May 1987 to May 1992

Assistant Coordinator and Counselor for English for Speakers of Other Languages (ESOL) program. Administrative duties included expansion of the program, development of workshops, administration of assessment devices, registration, and hiring. Counseled a multi-ethnic population of adult students

to assure resources were being accessed appropriately. Administered and analyzed the data for the Test of Adult Basic Education (TABE). Created the program, established the basic requirements, and designed the curriculum for the Amnesty-Citizenship classes. Assisted in the development and increase in the number of courses offered in computer assisted instruction.

### **The Children's Psychiatric Center**

Dates: September 1987 to August 1988

Actively participated in the APA accreditation process. Responsibilities consisted of working on the creation and design of the center's brochure, researching internship programs to provide suggestions for the enhancement and further development of the clinical training program, and assisting in preparation for the site visit.

### **PROFESSIONAL ASSOCIATION LEADERSHIP**

Serve as a liaison for school psychology within the university, as well as within state and national associations. Elected Florida Delegate for the National Association of School Psychologists (NASP) Delegate Assembly (2006 – 2012) and Credentialing Committee (2007 - present). Appointed to the NASP Standards Revision Level I Committee (2007 – present). Appointed National and State Credentialing Co-Chair (2007 – 2008 and Chair (2008 - present). Served in various leadership positions on the Florida Association of School Psychologists (FASP) Executive Board. Appointed Awards Committee Chair (2001), Training and Credentialing Chair (2002, 2004 - present), and Professional Development Chair (2003) for FASP.

As Training and Credentialing Chair, initiated and obtained consensus from trainers and supervisors throughout the state of Florida on the standardization of the application, interview, and selection process for school psychology interns. This process was instituted in January, 2005 for the '05-'06 internship class and has been endorsed by FASP. Currently researching standards and creating a "Best Practices" document for internship training to be utilized to provide support for internship program development and evaluation of internship sites in school psychology throughout the state of Florida. Maintain updated data surrounding the sixty-seven internships in the state. Facilitated creation, review, and dissemination of materials to support teachers, administrators and parents on the response to children following a hurricane. Facilitated the translation of these documents into Spanish and Creole. Provided leadership on the development of a bullying prevention position statement for FASP and the dissemination of these documents to the membership. Conference Chair for FASP Summer Institute (2004) on Response to Intervention.

Fundraising Chair for the FASP Children's Services Fund, Inc., (2003 to present). Organized statewide donation of items for auction, raising over \$35,000 to support families in crisis and to fund programs to meet the psychological and educational needs of disadvantaged children. Initiated NSU campus-wide donation of stuffed animals for victim's of domestic violence, raising thousands of stuffed animals for needy and victimized children. Nominated for the NASP Children's Services board. Currently serving as President of the Children's Services Fund. Founding member of the South Florida Consortium of School Psychology (2004 to present).

## **PROFESSIONAL ASSOCIATION MEMBERSHIP**

American Psychological Association

American Psychological Association, Division 16

National Association of School Psychologists

Florida Delegate (2006 - 2012)

National and State Credentialing Co-Chair (2007 – 2008, 2009- present)

National and State Credentialing Chair (2008- 2009)

Standards Revision Committee Level I (2007 – present)

Early Career Workgroup (2009-present)

NASP Children's Fund Volunteer

Trainer's of School Psychologists

Florida Association of School Psychologists

Legislative Committee (2004 - 2007)

Professional Development Chair (2003)

Training and Credentialing Chair (2002, 2004 - 2008)

Training and Credentialing Committee (2001 - 2008)

Awards Committee Chair (2001)

Children's Services Fund, Inc., Fundraising Chair (2003 - 2008)

President (2008-present)

South Florida Consortium of School Psychology (2004 - present)

## **CLINICAL EXPERIENCE**

### **Miami Children's Hospital Dan Marino Center**

Dates of Employment: November 1998 to July 1999

Staff pediatric school neuropsychologist and director of Pediatric Neuropsychology Services, a hospital based clinic at the Miami Children's Hospital Dan Marino Center. Initiated marketing plan to introduce services to the public. Provided lectures to staff, parent groups, and community on an as- needed basis.

### **Nova Southeastern University**

Post-doctoral residency in Clinical Neuropsychology

Dates: August 1997 to September 1998

3301 College Avenue

Davie, FL 33314

(954) 262-5774

Supervisors: Charles J. Golden, Ph.D. & W. Joseph Burns, Ph.D.

Total Hours: 2000

Completed post-doctoral residency in clinical neuropsychology at Nova Southeastern University Community Mental Health Center, Brain Injury Rehabilitation Program (BIRP). Formal training activities included approximately four hours of group and three hours of individual supervision weekly. Responsible for on-going supervision of master's level students and consultation as needed for doctoral students.

Completed approximately 50 psychoeducational/neuropsychological batteries, ninety percent of which were children and adolescents. Followed adult psychotherapy patients from the brain injury program for long-term psychotherapy.

### **Feiner & Associates**

Dates of Employment: October 1996 to July 1997

Part-time private practitioner specializing in the psychoeducational assessment of children. Provided psychotherapeutic services to children, adults, and families. Initiated advertising campaign to introduce community to the services offered. Provided lectures on autistic spectrum disorders to parent groups.

### **Dade County Public Schools**

Dates of Employment: May 1994 to May 1997

District school psychologist responsible for assessment, consultation, and diagnosis of children with autistic spectrum disorders throughout the Dade County Public School System. Responsible for assisting in program planning and placement, as well as consultation at child study team meetings and district staffings. Provided lectures on assessment and diagnosis to parents, staff, and community.

District school psychologist responsible for assessment of students who sustained a traumatic brain injury for children in the Dade County Public School System. Provided in-service presentations for educators on the cognitive sequelae of head injury. Presented on the behavioral manifestations and classroom interventions for children diagnosed with attention deficit hyperactivity disorder to faculty and staff at a number of schools throughout the county. Conducted psychoeducational assessment for children ranging in age from pre-school to late adolescence.

### **Nova Southeastern University**

Dates: March 1994 to October 1994

Supervisor: William J. Burns

Administered comprehensive psychoeducational/neuropsychological assessment batteries, interpreted test results, and compiled a formal report for children with a variety of disorders. Further responsible for videotaping administration sessions for use in a doctoral pediatric neuropsychology course at Nova Southeastern University.

### **University of Miami/Jackson Memorial Medical Center**

Pre-doctoral Internship (APA approved)

Dates: August 1991 to July 1992

1611 N.W. 12th Avenue

Miami, FL 33136

(305) 585-1111

Completed pre-doctoral appointment with the Division of Psychology, University of Miami/Jackson Memorial Medical Center.

Supervisor: Enrique Casero, Ph.D.

Orientation: Psychodynamic  
Total Hours: 1000

Completed six-month rotation at Highland Park, an in-patient, adult psychiatric facility. Activities included initial assessment of patients for placement into one of three group levels, co-facilitation of daily psychotherapy groups, and regular process oriented meetings with all staff members involved in the group program. Other responsibilities included individual psychotherapy, psychological assessment, weekly team meetings, and regular interdisciplinary consultations. Participated in a weekly psychodiagnostic seminar on projective assessment.

Supervisor: Barry Nierenberg, Ph.D.  
Orientation: Family Systems/Social Learning  
Total Hours: 1000

Completed six-month rotation in Pediatric Psychology. Responsibilities included psychological and neuropsychological screening of all children admitted to the Pediatric Rehabilitation Unit. Techniques utilized included behavioral modification, relaxation techniques, and imagery. Completed developmental assessment of children birth to three years of age at the Jackson Infant Toddler Shelter, as well as regular consultation throughout the medical center. Focus of treatment included family, individual, and play based therapy. Emphasis was placed on building staff cohesiveness and team building.

Initiated a lecture series with the multidisciplinary staff of the Jackson Infant Toddler Shelter. Participated in the preliminary stages of a coloring/activity book with the UM/JMH Burn Center Team for children grades K through 6. Assisted in the training of first year medical students in the development of interviewing skills. Attended continuing education lectures in child psychiatry.

### **Biscayne Gardens Elementary School**

Dates: February 1991 to August 1991

Supervisor: Haydee Prado, Psy.D.

Completed a school psychology internship in an Exceptional Student Education Center. Training included the administration and evaluation of a multitude of psychological and psychoeducational assessment devices, the development of behavioral interventions for use at home and in the classroom, parent conferences, child study teams, staffings, and in-service training to faculty and administrators. Numerous psychotherapeutic approaches, such as relaxation techniques, crisis intervention, grief counseling, and group therapy, in addition to traditional individual psychotherapy, were utilized.

### **Active Psychotherapy & Evaluation Center**

Dates of Employment: September 1989 to December 1990

Supervisor: Gabrielle Moscoso Berryer, Ph.D.

Conducted evaluations and wrote psychological reports for an adult population seeking disability and vocational rehabilitation services. Psychological batteries consisted of a clinical interview and a combination of intellectual, psychoeducational, neuropsychological, vocational, and personality measures. Intensive supervision was provided on all aspects of each case, including the intake,

administration of assessment devices, generation of hypotheses, and integration into a comprehensive psychological report. The analysis of countertransference issues, and further development and refinement of diagnostic skills were emphasized.

### **The Children's Psychiatric Center**

Dates: September 1987 to August 1988

15155 N.W. 7th Avenue

Miami, FL 33169

(305) 688-1193

Supervisor: Gabrielle Moscoso Berryer, Ph.D.

Orientation: Eclectic

Total Hours: 1000

Provided psychological services to children, adolescents, and their families with a variety of Axis I disorders. Clinical experiences included individual, play, group, and family psychotherapy, as well as psychological and psychoeducational evaluations, and clinical interviews. Weekly staffings, case presentations, didactic seminars, and individual supervision were additional components of the practicum training.

Year long seminar in family therapy. Didactic and experiential modes of learning included live supervision via a one-way mirror, videotaped feedback, structured exercises, readings, and lectures.

### **Nova University Community Mental Health Center**

Dates: September 1986 to August 1987

2331 N. State Road #7, Suite 205

Lauderhill, FL 33314

(954) 475-7553

Supervisor: Alan J. Kent, Ph.D.

Orientation: Eclectic

Total Hours: 500

Provided psychological services to children, adults, and families with a variety of Axis I and Axis II disorders. Clinical experiences included individual, child, family, and group psychotherapy, as well as psychological assessment and weekly clinical interviews.

## **RESEARCH**

### **Mailman Segal Institute for Early Childhood Studies at Nova Southeastern University/Jack and Jill Children's Center**

Dates: December 2001 to present

**Valley-Gray, S.,** Cash, R.E., Valley-Gray, S., Sheinberg, N., Kay, D., Robles-Melendez, W., Corbisiero, A., Cullen, C., Grubbs, E., Benmeleh, E., Fishgold, A., & Marcelo, C. (2007-

2008). *Evaluating the Efficacy of the “Parents Activate Literacy Skills (PALS)” Program*. Nova Southeastern University President’s Faculty Research and Development Grant (\$10,000).

Received NSU President’s Faculty Research and Development Grant, entitled “Evaluating the Efficacy of the Parents Activate Literacy Skills (PALS) Program” (2007-2008) to assess the efficacy of emergent literacy skills training and behavioral management on social emotional and academic functioning in preschoolers .

Cash, R.E., Valley-Gray, S., Waguespack, A., Grelling, K., Kasyan-Itzkowitz, P., Zucker, B., Pann, J., Scott Mills, D., Mahaphon, T. (2005-2006). *Ongoing research: Emergent literacy skills enhancement*. Nova Southeastern University President’s Faculty Research and Development Grant (\$10,000).

Received NSU President’s Faculty Research and Development Grant, entitled “Ongoing Research: Emergent Literacy Skills Enhancement (2005-2006) to determine the effectiveness of “Ladders to Literacy,” a preschool curriculum to enhance literacy acquisition.

Cash, R.E., **Valley-Gray, S.**, Waguespack, A., Grelling, K., Kasyan-Itzkowitz, P., Parker, R., Pann, J., Scott Mills, D. (2004-2005). *Factors predicting early reading skills in preschool children*. Nova Southeastern University President’s Faculty Research and Development Grant (\$10,000).

Received NSU President’s Faculty Research and Development Grant, entitled “Factors Predicting Early Reading Skills in Preschool Children” (2004-2005) to explore the factors associated with emergent literacy in preschoolers evaluated within the context of a multidisciplinary team of psychologists, speech pathologists, occupational therapists, and educators. Piloted a multidisciplinary screening team evaluating developmental delay and pre-literacy skills for training and research purposes.

Rosenthal, R., Shamus, E., **Valley-Gray, S.**, Lowe, M.A., Harper, J., Paige, D. (2007-2008). *Outcomes of an Interdisciplinary Therapy Program for Children with Disabilities*. Nova Southeastern University President’s Faculty Research and Development Grant (\$10,000).

### **Miami-Dade County Public Schools**

Dates: October 2004 to 2005

Pann, J., Scott Mills, D. **Valley-Gray, S.**, Waguespack, A., Cash R. E. (2004-2005). *Formative program evaluation of an innovative prereferral intervention process implemented in the Miami-Dade county public school district*. Nova Southeastern University President’s Faculty Research and Development Grant (\$10,000).

Researched the effectiveness of the School Support Team (SST), a model of pre-referral intervention and consultation developed within the Miami-Dade County Public school system.

### **The Psychological Corporation**

Dates: January 2002 to present

Participated in the restandardization of the Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III) for a population of children diagnosed within the autistic spectrum and the Wechsler Intelligence Scale for Children–Fourth Edition as a Process Instrument (WISC-IV-PI).

### **Survey Work on the Status of Internship Training in School Psychology**

Dates: June 2001 to June 2005

Conducted survey research on internship training in the state of Florida. These data were gleaned to guide the implementation of a standardized application and selection process for school psychology interns. Currently developing training guidelines to support districts in developing and strengthening existing placements through the development of Best Practices in Internship document.

### **Survey Work on the Status of Practicum Training in School Psychology**

Dates: June 2001 to June 2005

Conducted survey research on the status of practicum training in the state of Florida and nationally to guide decision making in program development at CPS.

### **The Psychological Corporation**

Dates: August 1994 to January 1995

Participated in the standardization of a comprehensive neuropsychological assessment battery for children, entitled the NEPSY: Developmental Assessment of Neuropsychological Functions.

### **University of Miami/Jackson Memorial Medical Center/Department of Health and Rehabilitative Services**

Dates of Employment: June 1993 to March 1994

Assisted in the development and implementation of a centralized, comprehensive intake and community linkage program through the coordinated efforts of the University of Miami/Jackson Memorial Medical Center and the Department of Health and Rehabilitative Services. The goal was to provide efficient utilization of existing community resources to families at risk of having their children placed in foster care.

Responsibilities further included grant writing to allow for the expansion of existing services. Assisted in the completion of a Center for Mental Health Service (CMHS)/Center for Substance Abuse Treatment (CSAT) collaborative demonstration program for homeless, pregnant, or post-partum women who suffered from substance use disorder and co-occurring mental illness. Mentored in the completion of a National Institute on Drug Abuse (NIDA) grant aimed at engaging perinatal substance abusing women and their families in treatment. Collected preliminary data for a manual outlining the engagement technique as well as its application through case studies, utilizing Strategic Structural Systems Therapy.

Contributed to a \$3.5 million Center for Substance Abuse Treatment (CSAT) grant proposing the development of a multisystems community based rehabilitation program for perinatal substance abusing women. Further assisted in the completion of a \$2.5 million CSAT grant proposing the collaboration of efforts between the University of Miami and major referral sources of the Juvenile Justice System. This grant was aimed specifically at inner-city substance abusing adolescents with

first time involvement with the legal system.

**Albert Einstein College of Medicine (Mailman Center for Child Development)**

Dates of Employment: October 1992 to March 1993

Participated in the Infant Health and Development Program (IHDP), a nationwide early intervention program evaluating the developmental outcome of premature, low birthweight infants. Received extensive training in the standardized administration of research protocol. Administered battery to school-aged children.

**University of Miami**

Dates of Employment: October 1992 to November 1992 and May 1993

Participated in research on the sequelae of Post-Traumatic Stress Disorder (PTSD) in children who were victims of Hurricane Andrew. Administered PTSD rating forms to children in the Dade County Public School System who were affected by the hurricane as well as a group from a similar socioeconomic background, not directly affected by the storm. Returned approximately six months later for re-evaluation.

**The Children's Diagnostic & Treatment Center**

Dates: September 1990 to July 1991

Supervisor: William J. Burns, Ph.D.

Compiled data for professional research project entitled, "Early School Progress in Children with Significant Birth Complications." Completed psychoeducational/neuropsychological assessment battery for approximately seventy children ages 5, 6, and 7 years, who sustained either severe perinatal complications, prematurity, or chronic illness at birth. Data were additionally collected from both the parent and the teacher regarding the child's academic and behavioral functioning. Parents were provided immediate feedback and psychological reports were compiled for each child.

**Nova University**

Dates of employment: September 1985 to May 1987

Assisted faculty with the development of an outline of the Diagnostic and Statistical Manual of Mental Disorders (Third Edition) (DSM-III), for a prospective publication.

**University of Miami**

Dates of employment: September 1982 to July 1983

Supervisor: Jack Tapp, Ph.D.

Involved in the design, preliminary testing, and administration of a questionnaire distributed to individuals participating in Health Fairs throughout Dade County. Obtained information regarding personality traits, perception of stressful stimuli, and recent changes in lifestyle. Input the resulting data into the computer. Examined the correlation between these variables and the physiological data acquired from routine preventive testing and the subject's reported medical history.

**SUPERVISORY EXPERIENCE**

## **Nova Southeastern University**

August 1999 to present

Internship supervisor for specialist students in school psychology (2004-2006). Faculty supervisor for doctoral students in clinical psychology (1999 to present). Coordinator of Clinical Training for the Child Outpatient Program at Nova Southeastern University Community Mental Health Clinic (1999-2003). Directed weekly two-hour case conference seminar. Implemented consultation component where practicum students discussed clinical and professional concerns with interns. Provided ongoing “supervision of consultation” to interns on a weekly basis. Further provided support to interns on psychological assessment as needed. Co-facilitated a weekly Case Conference Seminar for pre-doctoral interns (2000-2003). Faculty supervisor for doctoral students completing practicum and internship in school psychology (2001-2003).

## **Dade County Public Schools**

Dates of Employment: May 1994 to May 1997

Developed a peer supervision model for school psychologists, which was presented at the state school psychology convention and published in The Florida School Psychologist. Involved in the interview process for school psychology interns, as well as provided supervision.

## TEACHING EXPERIENCE

### **Nova Southeastern University**

August 1999 to present

Associate Professor at Nova Southeastern University in the Center for Psychological Studies. Researched the use of technology in the implementation of course work, including compressed video and WebCT resources. Implemented web-based resources for all weekend based courses in the school psychology curriculum. Below is a list of courses taught:

### **Teaching of Psychology (Doctoral)**

This seminar will focus on the theoretical and practical aspects of teaching undergraduate and graduate psychology. Examination of models of course construction, teaching pedagogy, and assessment of learning will be explored. Students will create an individual philosophy of teaching with a focus on identity development, both as a psychologist and educator. Didactic training will be complemented by experiential opportunities for teaching in a variety of formats.

### **Assessment: Intelligence Testing (Specialist, Doctoral)**

The administration, interpretation, and communication of results of major intelligence tests are the focus of this course. Emphasis is placed on the many aspects of interpretation and report writing.

### **Child and Adolescent Psychopathology (Doctoral)**

This course provides a comprehensive examination of specific disorders and problematic psychological states during childhood and adolescence. An emphasis is placed on the description, theoretical conceptualization, and etiology of disorders.

### **Child and Adolescent Psychopathology (Specialist)**

This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. Currently used interventions with psychologically troubled youths will be examined.

**Developmental: Child and Adolescent (Doctoral)**

This course covers issues in human development that are especially relevant to children and adolescents, beginning with the earliest aspects of development during the prenatal period and ending with the final phase of transition from adolescence to adulthood. Topics in this course are selected that focus on normal and accelerated developmental progress, as well as factors that threaten to impede normal development.

**Learning and Human Development (Masters, Specialist)**

This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept. Applications to the school setting are examined.

**Psychology of Exceptional and At-Risk Children (Masters)**

This course covers the etiology and characteristics of exceptionalities and children at risk of underachievement and dropping out. Also covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals.

**Psychology of Exceptional and At-Risk Children (Specialist, Doctoral)**

This course addresses the history, laws, policies and practices in exceptional student education. Included are the definitions, prevalence, causes, and assessment techniques utilized with the various exceptionalities within special education.

**Counseling Theories and Techniques (Masters, Specialist)**

This course surveys the field of counseling. It considers the various theories of counseling and issues of counseling in school settings and focuses on the development of school counseling skills including basic interviewing and other assessment skills, with an emphasis on therapeutic listening. Stress is placed on the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods include modeling and role playing, along with didactic presentations and readings.

**Practicum in School Psychology (School Based)**

The purpose of the school-based practicum is to provide doctoral students with an orientation to school and community professionals as well as to clarify the role of the school psychologist. The student will have the opportunity to conduct psychoeducational evaluations, develop behavioral interventions, provide consultation, participate in child student team meetings, and provide feedback to parents and teachers. Students are placed in a school setting one day per week in conjunction with this university-based course.

**Internship in School Psychology (Specialist)**

The student is required to complete a school psychology internship in a public or private school setting or related agency, covering a 30 week period of 1,200 hours. This will provide the student with an opportunity to demonstrate competencies and refine skills in the areas of psychoeducational assessment, consultation, and behavioral intervention.

### **Internship in School Psychology (Doctoral)**

The student is required to complete a school psychology internship in a public or private school setting consisting of a minimum of 1500 clock hours. This will provide the student with an opportunity to demonstrate competencies and refine skills in the areas of psychoeducational assessment, consultation, and behavioral intervention.

### **Miami Sunset Adult Education Center**

Dates of Employment: May 1987 to May 1992

Taught intermediate and advanced English and Amnesty-Citizenship classes to a multicultural, adult population.

### **Dade County Public School System**

Dates of Employment: June 1985 to June 1987

Substitute teacher for grades K through 12. Responsible for implementing lesson plans and maintaining discipline in the classroom.

### **Miami Lakes Junior High School**

Dates of Employment: August 1984 to June 1985

Seventh grade mathematics teacher for a Compensatory Education Program. Implemented behavioral modification techniques, initiated parent conferences, administered the Stanford Achievement Test, remediated students for the state-wide assessment program, and developed academic materials. Involved in various extra-curricular activities, including a drop-out prevention program geared toward students deemed to be at risk.

### **North Carol City Elementary School**

Dates of Employment: March 1984 to June 1984

Third grade classroom teacher. Implemented behavioral modification techniques, initiated parent conferences, administered the Stanford Achievement Test, remediated students for the state-wide assessment program, wrote student evaluations for permanent cumulative records, and developed academic materials for all subject areas.

### **AWARDS AND HONORS**

NSU Student Life Achievement Award Nominated for Center for Psychological Studies (2009)

NSU Center for Psychological Studies Specialist Program Professor of the Year (2003)

NSU Center for Psychological Studies Most Dedicated Professor (2002)

## **EDITORIAL ACTIVITIES**

Encyclopedia of Child Behavior and Development (2008)

Guest Reviewer, *Helping Children at Home and School: Handouts from your School Psychologist* (2<sup>nd</sup> Ed.).

Guest Reviewer, *Journal of Family Violence*

Guest Reviewer, *Professional Psychology: Research and Practice*

## **PRESENTATIONS**

Shapiro, L., Benmeleh, E., Bruder, L., Driest, J., Marocco, L., Cunningham, K., **Valley-Gray, S.**, & Cash, R.E. (2009). *Bilingualism and Emergent Literacy: What School Psychologists Need to Know*. Poster presented at the National Association of School Psychologist, Boston, MA.

Shapiro, L., Benmeleh, E., Driest, J., Bruder, L., Marocco, L., Garcia, J., Cunningham, K., **Valley-Gray, S.**, & Cash, R.E. (2009). *Teacher Expectations Regarding Preschoolers' Academic Performance*. Poster presented at the National Association of School Psychologists, Boston, MA.

Lennertz, L.E., Driest, J., & **Valley-Gray, S.** (2009). *Promoting Pre-Social Development Through a Positive Teacher-Child Relationship*. Poster presented at the National Association of School Psychologists, Boston, MA.

Armistead, R., Skalski, S., & **Valley-Gray, S.** (2009). *Update on the Model Licensure Act*. Presentation to the National Association of School Psychologists, Boston, MA.

Armistead, R., Skalski, S., & **Valley-Gray, S.** (2009). *The Model Licensure Act: Advocacy that will Sustain the Profession of School Psychology in Your State*. Presentation to the National Association of School Psychologists, Boston, MA.

Pluymert, K. & **Valley-Gray, S.** (2009). *Advocacy and the Model Licensure Act*. Presentation to the National Association of School Psychologists, Boston, MA.

Driest, J., Bruder, L., Mackelprang, J., & **Valley-Gray, S.** (2009). *Shaping the Future Teachers of Psychology*. Poster presented at the National Institute on the Teaching of Psychology 31<sup>st</sup> Annual Conference, St. Pete Beach, FL.

Rothenberg, A., Mackelprang, J., Driest, J., **Valley-Gray, S.**, & Cunningham, K. (2008). *Empowering Future Faculty: Graduate Training in the Teaching of Psychology*. Presentation to the Florida Association of School Psychologists 35<sup>th</sup> Annual Conference, Orlando, FL.

Bailar-Heath, M. & **Valley-Gray, S.** (2008). *Accident Prevention and Safety: Programs to Implement in Your School and Community*. Presentation to the Florida Association of School Psychologists 35<sup>th</sup> Annual Conference, Orlando, FL.

- Snyder, J., **Valley-Gray, S.**, Cash, G., Cunningham, K., & Driest, J. (2008). *Continuing Education: Fostering Lifelong Learning for School Psychologists*. Presentation to the Florida Association of School Psychologists 35<sup>th</sup> Annual Conference, Orlando, FL.
- Marocco, L., Klaiber, D., Majorossy, C., Miller, K., Shapiro, L., Van Epps, K., Hoefling, K., Fins, A., & **Valley-Gray, S.** (2008). *Empowering Parents and Teachers: The Effects of Sleep on Academic Success*. Presentation to the Florida Association of School Psychologists 35<sup>th</sup> Annual Conference, Orlando, FL.
- Benmeleh, E., Shapiro, L., Marocco, L., Driest, J., Bruder, L., Cash, R.E., & **Valley-Gray, S.** (2008). *Teacher Expectations Regarding Preschooler's Academic Performance*. Presentation to the Florida Association of School Psychologists 35<sup>th</sup> Annual Conference, Orlando, FL.
- Benmeleh, E., Shapiro, L., Marocco, L., Driest, J., Bruder, L., Cash, R.E., & **Valley-Gray, S.** (2008). *Latino Preschool Students: Sociocultural Factors Affecting Emerging Literacy*. Presentation to the Florida Association of School Psychologists 35<sup>th</sup> Annual Conference, Orlando, FL.
- Christiansen, H., Bronson, A., Corbisiero, A., & **Valley-Gray, S.** (2008). *Evaluating the efficacy of social skills training among children with cancer*. Poster presented at the National Conference in Child Health Psychology, Miami Beach, FL.
- Freedman, B., Durocher, Alessandri, M.S., **Valley-Gray, S.** (2008). *Personality style of fathers of children with autism spectrum disorders and impact on parenting experience*. Poster presented at the International Meeting for Autism Research, London, England.
- Bailar, M. B., & **Valley-Gray, S.** (2007). *Best Practices in the Provision of Service Delivery for TBI*. Presentation to the Florida Association of School Psychologists 34<sup>th</sup> Annual Conference, Daytona Beach, FL.
- Corbisiero, A.E., **Valley-Gray, S.** & Cash, R.E., (2007). *Social Emotional and Pre-Academic Skill Development in Preschoolers*. Presentation to the Florida Association of School Psychologists 34<sup>th</sup> Annual Conference, Daytona Beach, FL.
- Christiansen, H., Bronson, A., Corbisiero, A., & **Valley-Gray, S.** (2007). *Evaluating a Social Skills Training Intervention Among Children with Cancer*. Presentation to the Florida Association of School Psychologists 34<sup>th</sup> Annual Conference, Daytona Beach, FL.
- Cash, R.E., Cassel, R., Indelicato, H., Jean-Jacques, B., Johns, E., Lennertz, L., Matthews-Rurak, J., Mackelprang, J., Mancini, G., Poland, S., Regan, K., **Valley-Gray, S.**, Waguespack, A., & Williams, L., (2007). *Suicide Prevention Among Adolescents: Research and Evaluation (The SPARE Project)*. Presentation to the Florida Association of School Psychologists 34<sup>th</sup>

Annual Conference, Daytona Beach, FL.

Palamores, R., Cash, R.E., & **Valley-Gray, S.** (2007). *The APA Model Act for the Licensure of Psychologists: Proposed Revisions and Their Implications for School Psychology*. Presentation to the Florida Association of School Psychologists 34<sup>th</sup> Annual Conference, Daytona Beach, FL.

Rothenberg, A. & **Valley-Gray, S.** (2007). *Best Practices in Suicide Prevention, Interventions, and Post-vention*. Presentation to the Florida Association of School Psychologists 34<sup>th</sup> Annual Conference, Daytona Beach, FL.

Mackelprang, J., Marocco, L., Egan, J., Gonzalez, A., & **Valley-Gray, S.** (2007). *Preparing Graduate Teaching Assistants for Success in Academia*. Presentation to the Florida Association of School Psychologists 34<sup>th</sup> Annual Conference, Daytona Beach, FL.

Snyder, J. & **Valley-Gray, S.** (2007). *Promoting Successful School Reintegration for Childhood Cancer Survivors*. Presentation to the Florida Association of School Psychologists 34<sup>th</sup> Annual Conference, Daytona Beach, FL.

Fishgold, A. & **Valley-Gray, S.** (2007). *Emergent Literacy Effects on Social-Emotional Functioning of Children Age Birth to Five*. Presentation to the Florida Association of School Psychologists 34<sup>th</sup> Annual Conference, Daytona Beach, FL.

Stankiewicz, K. & **Valley-Gray, S.** (2007). *Handbook of Peer Victimization*. Presentation to the National Association of School Psychologists, New York, NY.

Freedman, B., Berger, E., **Valley-Gray, S.**, & Cash, R.E. (2007). *Parenting a Child Diagnosed with Autism: The Father's Perspective*. Presentation to the National Association of School Psychologists, New York, NY.

Corbisiero, A., Cullen, C., **Valley-Gray, S.**, Cash, R.E. (2007). *Social-Emotional and Emergent Literacy Skill Development in Preschoolers*. Presentation to the National Association of School Psychologists, New York, NY.

Rothenberg, A. & **Valley-Gray, S.** (2007). *Preventing the Tragedy: The Many Facets of Suicide Prevention*. Presentation to the National Association of School Psychologists, New York, NY.

Snyder, J., Christiansen, H., Cash, R.E., & **Valley-Gray, S.** (2006). *HIPAA and FERPA in the Schools*. Presentation to the Florida Association of School Psychologists, Orlando, FL.

Berger, E., Freedman, B., **Valley-Gray, S.**, & Cash, R.E. (2006). *How to Support Fathers of Children Diagnosed with Autism*. Presentation to the Florida Association of School Psychologists, Orlando, FL.

- Christiansen, H., Gioia, C., Cunningham, K., & **Valley-Gray, S.** (2006). *Results of the 2006 Internship Standardization Process: Lessons Learned*. Presentation to the Florida Association of School Psychologists, Orlando, FL.
- Cullen, C., Corbisiero, A., Henke, A., Cash, R.E., & **Valley-Gray, S.** (2006). *Practical Aspects of Implementing Emergent Literacy Enhancement*. Presentation to the Florida Association of School Psychologists, Orlando, FL.
- Freedman, B., Berger, E., **Valley-Gray, S.**, & Cash, R.E. (2006). *Fathers of Children with Autism: Personality and Parenting Stress*. Poster presented at the American Psychological Association, New Orleans, LA.
- Corbisiero, A., Cullen, C., **Valley-Gray, S.**, & Cash, R.E. (2006). *Emergent Literacy Skills in Preschoolers: Implications for Healthy Development*. Poster presented at the Florida Association for Infant Mental Health, Sarasota, FL.
- Corbisiero, A., Grubbs, E., **Valley-Gray, S.**, & Cash, R.E. (2006). *Prevention of Reading Difficulties The Importance of Early Intervention*. Presentation to the National Association of School Psychologists, Anaheim, CA.
- Valley-Gray, S.** & Zeldis, B. (2005). *Best Practices in the Identification, Evaluation, and Intervention of TBI*. Presentation to the Florida Association of School Psychologists, Hollywood, FL.
- Stankiewicz, K. & **Valley-Gray, S.** (2005). *Peer Victimization: Resources for Prevention and Intervention*. Presentation to the Florida Association of School Psychologists, Hollywood, FL.
- Cunningham, K., **Valley-Gray, S.**, & Templeton, B. (2005). *Standardized School Psychology Internship Application Process*. Presentation to the Florida Association of School Psychologists, Hollywood, FL.
- Richardson, K., **Valley-Gray, S.**, Templeton, B., & Myers, M.A. (2005). *FASP's Crisis Response to Hurricane Disasters: Information for Teachers, Administrators and Parents*. Presentation to the Florida Association of School Psychologists, Hollywood, FL.
- Cash, G., **Valley-Gray, S.**, & Waguespack, A. (2005). *IDEA Legislation and Regulation*. Presentation to the Florida Association of School Psychologists, Hollywood, FL.
- Cassel, R., Garcia, J. & Broderick, J., & **Valley-Gray, S.** (2005). *Executive Dysfunction: Assessment and Implications for the School Psychologist*. Presentation to the Florida Association of School Psychologists, Hollywood, FL.

**Valley-Gray, S. & Garcia, J. (2005).** *Psychology of Pediatric Traumatic Brain Injury Part I: Social and Emotional Challenges.* Presentation to the Brain Injury Association of Florida, Coral Springs, FL.

**Valley-Gray, S. & Garcia, J. (2005).** *Psychology of Pediatric Traumatic Brain Injury Part II: Using Strategies to Minimize Behavioral Dysfunction.* Presentation to the Brain Injury Association of Florida, Coral Springs, FL.

Pann, J., Scott Mills, D., Waguespack, A., **Valley-Gray, S.,** & Cash, R.E. (2005). *Applying a Formative Program Evaluation Model to Problem-Solving Teams.* Presentation to the National Association of School Psychologists, Atlanta, GA.

Garcia, J., Henke, A., & Broderick, J., & **Valley-Gray, S.** (2004). *Preparing for Reading Success: The Importance of Emergent Literacy.* Presentation to the Florida Association of School Psychologists, Sarasota, FL.

Cash, R.E., **Valley-Gray, S.,** Westwell, C., & Waguespack, A. (2004). *Collaboration in the Delivery of Mental Health Services in the Schools.* Poster presented at the 113<sup>th</sup> Annual Convention of the American Psychological Association, Honolulu, HA.

Shaup, S.S., Kelleher, W., Sellers, A.H., & **Valley-Gray, S.** (2004). *Treatment Goals Checklist: Usefulness and Impact on Psychotherapy Goal Setting.* Poster presented at the 113<sup>th</sup> Annual Convention of the American Psychological Association, Honolulu, HA.

Chuplis, K., **Valley-Gray, S.,** & Waguespack, A. (2003). *School psychology practicum: A national survey.* Presentation to the Florida Association of School Psychologists, Innisbrook, FL.

McManus, M., Waguespack, A., & **Valley-Gray, S.** (2003). *Helping teachers identify present levels of performance: Practical strategies and resources.* Presentation to the Florida Association of School Psychologists, Innisbrook, FL.

Richardson, K., Perez, C., Waguespack, A., & **Valley-Gray, S.** (2003). *Team building strategies: Enhancing student support teams.* Presentation to the Florida Association of School Psychologists, Innisbrook, FL.

Chuplis, K, **Valley-Gray, S.,** Kaufman, E., & Waguespack, A. (2002). *School Based Practicum: Implications for Training.* Presentation to the Florida Association of School Psychologists, Jacksonville, FL.

Reinehr, J., Hopkins, J., Mleko, A., & **Valley-Gray, S.** (2002). *The Effectiveness of Preschool Teachers at Screening for Developmental Delay.* Presentation to the Florida Association of School Psychologists, Jacksonville, FL.

- Waguespack, A., **Valley-Gray, S.**, Reinehr, J., & Mleko, A. (2002). *The Influence of '97 IDEA on the Everyday Practice of School Psychology*. Presentation to the Florida Association of School Psychologists, Jacksonville, FL.
- Mleko, A. & **Valley-Gray, S.** (2002). *Neuropsychological Sequelae of Pediatric Traumatic Brain Injury*. Presentation to the Florida Association of School Psychologists, Jacksonville, FL.
- Valley-Gray, S.** (2001). *Neuropsychological Assessment in the School Setting*. Continuing Education workshop for the 3<sup>rd</sup> Annual Assessment Psychology Conference.
- Freedman, B., Reinehr, J. Mleko, A., & **Valley-Gray, S.** (2001). *School Psychology Internship: An Overview of the Past, Perspectives on the Future*. Presentation to the Florida Association of School Psychologists, Orlando, FL.
- Kaufman, E., Chuplis, K.A., Levenson, L., & **Valley-Gray, S.** (2001). *Establishing Universal Practicum Guidelines for School Psychology Training*. Presentation to the Florida Association of School Psychologists, Orlando, FL.
- Natale, M., Burns, W.J., Golden, C., Escalona, A., Mleko, A., & **Valley-Gray, S.** (2001). *The Psychiatric-WISCIII IQ Relationship Revisited: Do Children with DSM Diagnoses Perform Worse than Children Without?* Poster presented at the 21<sup>st</sup> Annual Convention of the National Academy of Neuropsychologists.
- Valley-Gray, S.** (2000). *School Psychology: Implications for Practice*. Presentation for the Nova Southeastern University Fifth Annual Summer Institute for Professional Development.
- Valley-Gray, S.** (1999). *Staff Development Seminar for Dade County Public Schools Student Services Personnel*. Miami Beach, FL.
- Valley-Gray, S.** (1999). *Psychological Assessment of Children with Asperger Syndrome*. Baudhuin School at Nova Southeastern University, Ft. Lauderdale, FL.
- Valley-Gray, S.** (1997). *Diagnosis of Autistic Spectrum Disorders*. Presentation at Pasadena Lakes Elementary School, Hollywood, FL.
- Valley-Gray, S.**, & Jackson, J.L. (1996). *Collegial Coaching: State of the Art Practice and Application*. Presentation at the Florida Association of School Psychologists annual convention.
- Demsky, Y.I., Golden, C., Burns, W.J., **Valley, S.**, & Humphreys, B. (1996). *Landau-Kleffner syndrome: Case study of the neuropsychological test performance of an 8-year-old male*. Poster presented at the 16<sup>th</sup> annual Convention of the National Academy of Neuropsychology.

- Loewenstein, A., **Valley-Gray, S.**, Wardy, S., & Cocchi, R. (1996). *Diagnosis and Intervention for Students with High-Functioning Autism and Asperger Syndrome*. Presentation at the 5<sup>th</sup> Annual Children's Mental Health Conference for Mental Health.
- Valley, S.** (1994). *Cognitive Sequelae in Traumatic Brain Injured Students*. Presentation at the 2<sup>nd</sup> Annual Conference on Traumatic Brain Injury, Dade County Public Schools, Miami, FL.
- Widmayer, S., Burns, W.J., Peterson, L., Tanner, S., **Valley, S.**, Burns, K., & Bellio, T. (1994). *Prediction of Psychoeducational Status at 6 Years of Age Using MDI and PDI Scores from the Bayley Scales of Infant Development*. Poster presented at the 9th International Conference on Infant Studies (ICIS), Paris, France.
- Valley, S.**, Burns, W.J., Tanner, S., Widmayer, S., Peterson, L., & Dongarra, T. (1993). *The Relationship between Teacher Ratings and Psychoeducational Assessment in Children born with Perinatal Complications*. Poster presented at the 60th Anniversary Meeting of the Society for Research in Child Development, New Orleans, LA.
- Valley, S.** (1992). *The Role of Supervision in the Development of Professional Identity*. University of Miami/Jackson Memorial Medical Center, Miami, FL.
- Tanner, S., **Valley, S.**, Burns, W., Dongarra, T., Widmayer, S., & Peterson, L. (1992). *Birth Complications in Severely Ill Infants: Relationships with School Age Functioning*. Poster presented at the 8th International Conference on Infant Studies (ICIS), Miami Beach, FL.
- Tanner, S., Burns, W., **Valley, S.**, Widmayer, S., Peterson, L., & Dongarra, T. (1991). *Neuropsychological Interpretation of the WPPSI-R in Children Born With Perinatal Complications*. Poster presented at the 99<sup>th</sup> Annual Convention of the American Psychological Association, San Francisco, CA.

## **PUBLICATIONS**

- Valley-Gray, S., Poland, S., Marocco, L., Majorossy, C., Cash, R.E. (2009). *Communication at the Local Level: How The South Florida, School Psychology Consortium has Made a Difference in Enhancing the Academic and Social Emotional Health of our Children*. National Association of School Psychologists
- Bailar-Heath, M.B. & **Valley-Gray, S.** (2008). *Accident Prevention: Current Issues in Pediatrics in the Schools*, Corwin/Sage, NY. (submitted)
- Cash, R.E., Snyder, J., **Valley-Gray, S.**, & Cunningham, K. (2008). *Continuing Education: Contemporary School Psychology Training: University/Field Collaboration*. Vol.2: *Fostering Life Long Learning*. (submitted)

- Cullen, C., & **Valley-Gray, S.**, (2008). School Observations: What Parents and Teachers Should Know. *Helping Children at Home and School: Handouts from Your School Psychologist* (3<sup>rd</sup> ed.). National Association of School Psychologists.
- Snyder, J., & **Valley-Gray, S.**, (2008). Asthma: Information for Parents and Educators. *Helping Children at Home and School: Handouts from Your School Psychologist* (3<sup>rd</sup> ed.). National Association of School Psychologists.
- Cullen, C., & **Valley-Gray, S.**, (2008). Sexuality Education Curriculum. *Helping Children at Home and School: Handouts from Your School Psychologist* (3<sup>rd</sup> ed.). National Association of School Psychologists.
- Bailar-Heath, M.B. & **Valley-Gray, S.** (2008). Accident Prevention: Information for Parents and Educators, *Handouts from Your School Psychologist* (3<sup>rd</sup> ed.). National Association of School Psychologists.
- Feijó, L., Hernanedz-Reif, M., Field, T., Burns, W., **Valley-Gray, S.** & Simco, E. (2006). Mothers' depressed mood and anxiety levels are reduced after massaging their preterm infants, *Infant Behavior Development*: 29(3), 476-80.
- Reitman, D., Waguespack, A., & **Valley-Gray, S.** (2004). In M. Hersen, A.M. Gross, & R.S. Drabman (Eds.), *Encyclopedia of behavior therapy. Vol. 2: Child clinical applications*. New York: Sage.
- Goldstone, L. & **Valley-Gray, S.** (2004). Medications for Children with Behavior and Emotional Disorders. *Helping Children at Home and School: Handouts from Your School Psychologist* (2<sup>nd</sup> ed.). National Association of School Psychologists.
- Oliva, M. & **Valley-Gray, S.** (2004). Chronic Illness. *Helping Children at Home and School: Handouts from Your School Psychologist* (2<sup>nd</sup> ed.). National Association of School Psychologists.
- Whelan, E. & **Valley-Gray, S.** (2004). Hospitalization of Children. *Helping Children at Home and School: Handouts from Your School Psychologist* (2<sup>nd</sup> ed.). National Association of School Psychologists.
- Whelan, E. & **Valley-Gray, S.** (2004). Sexual Development and Education for Young Children. *Helping Children at Home and School: Handouts from Your School Psychologist* (2<sup>nd</sup> ed.). National Association of School Psychologists.
- Reinehr, J. & **Valley-Gray, S.** (2004). Spanking: Alternative Discipline Strategies. *Helping Children at Home and School: Handouts from Your School Psychologist* (2<sup>nd</sup> ed.). National Association of School Psychologists.

**Valley-Gray, S.,** & Jackson, J.L. (1997). Peer Supervision: A Model for Continuing Professional Development. *The Florida School Psychologist, 23*, 24-25.

Widmayer, S., Burns, W.J., Peterson, L., Tanner, S., **Valley, S.,** Burns, K., & Dongarra, T. (1994). Prediction of Psychoeducational Status at 6 Years from Bayley Scales of Infant Development Scores (Abstract). *Infant Behavior & Development. Special ICIS Issue.*

Tanner, S., **Valley, S.,** Burns, W.J., Dongarra, T., Widmayer, S., & Peterson, L. (1991). Birth Complications in Severely Ill Infants: Relationships with School Age Functioning (Abstract). *Infant Behavior & Development. Special ICIS Issue, 15*, 727.

03/23/09 update