
Robert J. Volpe, Ph.D.

Northeastern University
Department of Counseling and Applied Educational Psychology
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PERSONAL DATA

Born: Bronx, New York, September 5, 1964
Citizenship: United States
Family: Married, one child
Home Address: 6 Oakland Ave.
Rockport, MA 01966

EDUCATION

Ph.D. School Psychology, Pediatric Subspecialization 2003

Lehigh University, Bethlehem, PA (APA Full Accreditation,
NASP Approved)

Dissertation: Effects of Two Academic Intervention Protocols on the
Disruptive Classroom Behavior of Children with ADHD.

June 2003

(Advisor: George J. DuPaul, Ph.D.)

Professional Psychology Internship 2003

Centennial School of Lehigh University

M.Ed. Human Development 2001

Lehigh University

(Advisor: George J. DuPaul, Ph.D.)

B.A. Psychology 1993

State University of New York at Stony Brook

Stony Brook, NY

Cum Laude

A.A. General Studies 1991

Suffolk Community College

Brentwood, NY

With Distinction

POSTGRADUATE TRAINING AND FELLOWSHIP APPOINTMENTS

2003-2005 **Postdoctoral Fellow**, Department of Psychiatry,
University of Vermont
(Advisors: Thomas M. Achenbach, Ph.D. & Stephanie H. McConaughy, Ph.D.)

FACULTY APPOINTMENTS

2005-Present **Assistant Professor**, Northeastern University,
Department of Counseling and Applied Educational Psychology

OTHER PROFESSIONAL EXPERIENCE

2003-2005 **Project Director**, “Child Behavior Study” (NICHD). Responsible for coordinating data collection across three sites (NY, PA, VT), creating an extensive database, coordinating training of data collectors, performing data analyses, and conducting structured clinical interviews with parents.

2001-2002 **Assistant Project Director**, “Prevention of Behavioral Deficits in Young ADHD Children” (NIMH). Responsible for contributing to the development of multiple intervention protocols for preschool-aged children at-risk for ADHD, training and supervision of data-collectors and database managers, development of dependent measures, data analyses, and design and maintenance of project web site.

2000-2001 **Project Coordinator-Database Manager/Analyst**, “Promoting Academic Achievement in ADHD Children” (NIMH). Developed a specialized observation code, produced training protocols and manuals for both a function-based academic intervention and a comparison academic intervention, directed training activities for academic consultants and data collectors, created an extensive data-base using SPSS, supervised data collection and data entry, and performed all statistical analyses.

RESEARCH INTERESTS

- Attention-deficit/hyperactivity disorder and other disruptive behavior disorders
- Academic interventions
- Early Literacy
- Behavioral Assessment

PUBLICATIONS**Refereed Articles (n = 47)**

Note: Student co-authors marked with *

- Joseph, L. M., Eveleigh, E., Konrad, M., Neef, N., & Volpe, R. J. (in press). Comparison of the effects of two flashcard drill methods on children's reading performance: Instructional efficiency revisited. *Journal of Applied School Psychology*.
- Volpe, R. J., Briesch, A., & Gadow, K. D. (2011). The efficiency of behavior rating scales to assess disruptive classroom behavior: Applying generalizability theory to streamline assessment. *Journal of School Psychology, 49*, 131-155.
- Volpe, R. J., Burns, M. K., DuBois, M.* & Zaslofsky, A. F.* (2011). Computer-assisted tutoring: Teaching letter sounds to kindergarten students using incremental rehearsal. *Psychology in the Schools, 48*, 332-342.
- Volpe, R. J., Mulé, C. M.* Briesch, A. M., Joseph, L. M., Burns, M. K. (2011). A comparison of two flashcard drill methods targeting word recognition. *Journal of Behavioral Education, 20*, 217-237.
- Volpe, R. J., Young, G.* Piana, M. E.* & Zaslofsky, A. F.* (2011). Integrating class-wide early literacy intervention and behavioral supports: A pilot investigation. *Journal of Positive Behavior Interventions, 48*, 332-342.
- Codding, R. S., Chan-Iannetta, L., George, S., Ferreira, K., & Volpe, R. J. (2011). Early number skills: Examining the effects of class-wide interventions on kindergarten performance. *School Psychology Quarterly, 26*, 85-96.
- DuPaul, G. J., Kern, L., Gormley, M. J., & Volpe, R. J. (2011). Early intervention for young children with ADHD: Academic outcomes for responders to behavioral treatment. *School Mental Health, 3*, 117-126.
- McConaughy, S. H., Volpe, R. J., Antshel, K. M., Gordon, M., & Eiraldi, R. (2011). Academic and social impairments associated with attention deficit/hyperactivity disorder. *School Psychology Review, 40*, 200-225.
- Volpe, R. J., & Gadow, K. D. (2010). Creating abbreviated rating scales to monitor classroom inattention-overactivity, aggression, and peer conflict: Reliability, validity, and treatment sensitivity. *School Psychology Review, 39*, 350-363.
- Volpe, R. J., Briesch, A. M., & Chafouleas, S. M. (2010). Linking screening for emotional and behavioral problems to problem-solving efforts: An adaptive model of behavioral assessment. *Assessment for Effective Intervention, 35*, 240-244.

- Chafouleas, S. M., Volpe, R. J., Gresham, F. M., & Cook, C. R. (2010). Behavioral assessment within problem-solving models: Current status and future directions. *School Psychology Review, 39*, 343-349.
- Cook, C., Volpe, R. J., & Livanis, A. (2010). Constructing a roadmap for future universal screening research beyond academics. *Assessment for Effective Intervention, 35*, 197-205.
- Cook, C., Volpe, R. J., & Livanis, A. (2010). Universal screening beyond academic performance: Introduction to the special series. *Assessment for Effective Intervention, 35*, 195-196.
- Zaslofsky, A. F.,* & Volpe, R. J. (2010). Graphing single case data in Microsoft Excel. *School Psychology Forum, 4*(2), 15-24.
- Volpe, R. J., McConaughy, S. H., & Hintze, J. M. (2009). Generalizability of classroom behavior problem and on-task scores from the Direct Observation Form. *School Psychology Review, 38*, 382-401.
- Volpe, R. J., DuPaul, G. J., Jitendra, A. K., & Tresco, K. E. (2009). Consultation-based academic interventions for children with ADHD: Effects on reading and mathematics outcomes at one-year follow-up. *School Psychology Review, 38*, 5-13.
- Volpe, R. J., Gadow, K. D., Blom-Hoffman, J., & Feinberg, A. B. (2009). Factor analytic and individualized approaches to constructing brief measures of ADHD behaviors. *Journal of Emotional and Behavioral Disorders, 17*, 118-128. DOI: 10.1177/1063426608323370.
- Mautone, J. A., DuPaul, G. J., Jitendra, A. K., Tresco, K. E., Vile Junod, E., & Volpe, R. J. (2009). The relationship between treatment integrity and acceptability of reading interventions for children with attention-deficit/hyperactivity disorder. *Psychology in the Schools, 25*, 47-70.
- Erchul, W. P., DuPaul, G. J., Bennett, M. S., Grissom, P. F., Jitendra, A. K., Tresco, K. E., Volpe, R. J., Vile Junod, R. E., Flammer-Rivera, L. M., & Mannella, M. C. (2009). A follow-up study of relational processes and consultation outcomes for students with ADHD. *School Psychology Review, 38*, 28-37.
- Walcott, C. M., Chafouleas, S. M., McDougal, J. L., Miller, D. N., Riley-Tillman, T. C., Blom-Hoffman, J., & Volpe, R. J. (2008). School-based health promotion: An introduction to the Practitioner's Edition. *Psychology in the Schools, 45*, 1-4.
- Briesch, A., & Volpe, R. J. (2007). Selecting progress monitoring tools for evaluating social behavior. *School Psychology Forum, 1*, 59-74.
- Erchul, W. P., DuPaul, G. J., Grissom, P. F., Vile Junod, R. E., Jitendra, A. K., Mannella, M., Tresco, K. E., Flammer, L., & Volpe, R. J. (2007). Relationships among relational communication processes and consultation outcomes for students with ADHD. *School Psychology Review, 36*, 111-129.

- Jitendra, A. K., DuPaul, G. J., Volpe, R. J., Tresco, K. E., Vile Junod, R. E., Lutz, J. G., Cleary, K. S., Flammer, L. M., & Mannella, M. C. (2007). Consultation-based academic intervention for children with ADHD: School functioning outcomes. *School Psychology Review, 36*, 217-236.
- Kern, L., DuPaul, G. J., Volpe, R. J., VanBrakle, J., Lutz, J. G., Arbolino, L. A., & Sokol, N. G. (2007). Multi-setting assessment-based intervention for young children at-risk for ADHD: Initial effects on academic and behavioral functioning. *School Psychology Review, 36*, 237-255.
- Loney, J., Ledolter, J., Kramer, J., & Volpe, R. J. (2007). Retrospective ratings of ADHD symptoms made at young adulthood by clinic-referred boys with ADHD-related problems, their brothers without ADHD and normal controls. *Psychological Assessment, 19*, 269-280.
- Miller, D. N., Blom-Hoffman, J., Chafouleas, S. M., Riley-Tillman, T. C., & Volpe, R. J. (2007). Navigating a successful academic career in psychology: Tips and recommendations for graduate students. *Graduate Student Journal of Psychology, 9*, 49-55.
- Miller, D. N., McDougal, J. L., Volpe, R. J., Blom-Hoffman, J., Chafouleas, S. M., & Riley-Tillman, T. C. (2007). Promoting behavioral competence: An introduction to the Practitioner's Edition. *Psychology in the Schools, 44*, 1-5.
- Volpe, R. J., DuPaul, G. J., DiPerna, J. C., Jitendra, A. K., Lutz, J. G., Tresco, K., & Junod, R. V. (2006). Attention-deficit/hyperactivity disorder and scholastic achievement: Models of mediation via academic enablers. *School Psychology Review, 35*, 47-61.
- Blom-Hoffman, J., O'Neil-Pirozzi, T., Volpe, R. J., Cutting, J., & Bissinger, E. (2006). Instructing parents to use dialogic reading strategies with preschool children. Impact of a video-based training program on caregiver reading behaviors. *Journal of Applied School Psychology, 1*, 117-131.
- DuPaul, G. J., Jitendra, A. K., Tresco, K., Junod, R. V., Volpe, R. J., & Lutz, J. G. (2006). Children with attention-deficit/hyperactivity disorder: Are there gender differences in school functioning? *School Psychology Review, 35*, 292-308.
- DuPaul, G. J., Jitendra, A. K., Volpe, R. J., Tresco, K., Lutz, J. G., Junod, R. V., Cleary, K. S., Flammer, L. M., & Mannella, M. C. (2006). Consultation-based academic interventions for children with ADHD: Effects on reading and mathematics achievement. *Journal of Abnormal Child Psychology, 34*, 635-648.
- Riley-Tillman, T. C., Chafouleas, S. M., Blom-Hoffman, J., Volpe, R. J., McDougal, J. L., & Miller, D. N. (2006). The value of applicability: Introducing the Practitioner's Edition on promoting academic success. *Psychology in the Schools, 43*, 1-5.
- Vile Junod, R. E., DuPaul, G. J., Jitendra, A. K., Volpe, R. J., & Lorah, K. S. (2006). Classroom observations of students with and without ADHD: Differences across academic subjects and types of engagement. *Journal of School Psychology, 44*, 87-104.

- DiPerna, J. C., Volpe, R. J., & Elliott, S.N. (2005). An examination of academic enablers and achievement in mathematics. *Journal of School Psychology, 43*, 379-392.
- DiPerna, J. C. & Volpe, R. J. (2005). Self-report on the social skills rating system (SSRS): Analysis of reliability and validity for an elementary sample. *Psychology in the Schools, 42*, 345-354.
- Volpe, R. J., DiPerna, J. C., Hintze, J. M., & Shapiro, E. S. (2005). Observing students in classroom settings: A review of seven coding schemes. *School Psychology Review, 34*, 454-474.
- Volpe, R. J., & McConaughy, S. H. (2005). Introduction to the mini-series: Systematic direct observational assessment of student behavior: Its use and interpretation in multiple settings. *School Psychology Review, 34*, 451-453.
- Volpe, R. J., Heick, P., & Gureasko-Moore, D. (2005). An agile model for monitoring the effects of stimulant medication in schools. *Psychology in the Schools, 42*, 509-523.
- Loney, J., Carlson, G. A., Salisbury, H., & Volpe, R. J. (2005). Validation of an expanded two-factor model of childhood psychopathology. *Journal of Attention Disorders, 8*, 169-181.
- McGoey, K. E., DuPaul, G. J., Eckert, T., Volpe, R. J., & VanBrakle, J. (2005). Outcomes of an early intervention program for preschoolers at-risk for ADHD. *Child & Family Behavior Therapy, 27*, 33-56.
- DuPaul, G. J., Volpe, R. J., Jitendra, A. K., Lutz, J. G., Lorah, K. S., & Grubner, R. (2004). Elementary school students with attention-deficit/hyperactivity disorder: Predictors of academic achievement. *Journal of School Psychology, 42*, 285-301.
- Angello, L. M., Volpe, R. J., DiPerna, J. C., Guerasko-Moore, S. P., Guerasko-Moore, D. P., Nebrig, M. R., & Ota, K. (2003). Assessment of attention deficit hyperactivity disorder: An evaluation of six published rating scales. *School Psychology Review, 32*, 241-262.
- Sprafkin, J., Volpe, R. J., Gadow, K. D., Nolan, E. E., & Kelly, K. (2002). A DSM-IV-referenced screening instrument for preschool children: The Early Childhood Inventory-4. *Journal of the American Academy of Child and Adolescent Psychiatry, 41*, 604-612.
- DiPerna, J. C., Volpe, R. J., & Elliott, S. N. (2001). A model of academic enablers and academic achievement. *School Psychology Review, 31*, 298-312.
- Volpe, R. J., DuPaul, G. J., Loney, J., & Salisbury, H. (1999). Alternative selection criteria for identifying children with ADHD: Observed behavior and self-reported internalizing symptoms. *Journal of Emotional and Behavioral Disorders, 7*, 103-109.
- Nolan, E. E., Volpe, R. J., Gadow, K. D., & Sprafkin, J. (1999). Developmental, gender, and comorbidity differences in clinically referred children with ADHD. *Journal of Emotional and Behavioral Disorders, 7*, 11-20.

Carlson, G., Loney, J., Salisbury, H., & Volpe, R. J. (1998). Young referred boys with DICA-P manic symptoms versus two comparison groups. *Journal of Affective Disorders, 51*, 113-123.

Non-refereed Articles (n = 4)

Note: Student co-authors marked with *

DuPaul, G. J., & Volpe, R. J. (2009). ADHD and learning disabilities: Research findings and clinical implications. *Current Attention Disorders Reports, 1*, 152–155.

Villiers, D.* & Volpe, R. J. (2006). Health risks for children with disruptive behavior disorders: Prevention strategies to minimize risk. *The Communique, 35*(4), 18, 20.

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

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

Books (1 under contract)

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

Book Chapters (n = 5)

Note: Student co-authors marked with *

Volpe, R. J., Anastasio, R. J.*, & DuPaul, G. J. (2011). Classroom and instructional strategies. In S. Goldstein & J. Naglieri (Eds.), *Learning and attention disorders in late adolescence and adulthood, second edition* (pp. 467-487). New York, NY: John Wiley & Sons, Inc.

Volpe, R. J. & Chafouleas, S. M. (2011). Assessment of externalizing behavioral deficits. In M. A. Bray & T. J. Kehle, T. J. (Eds.), *Oxford handbook of school psychology* (pp. 284-311). New York, NY: Oxford University Press.

Hintze, J. M., Volpe, R. J., & Shapiro, E. S. (2008). Best practices in systematic direct observation of student behavior. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (Vol. 2, pp. 319-335). Bethesda, MD: National Association of School Psychologists.

Hintze, J. M., Volpe, R. J., & Shapiro, E. S. (2002). Best practices in systematic direct observation of student behavior. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (Vol. 2, pp. 993-1006). Bethesda, MD: National Association of School Psychologists.

Volpe, R. J., & DuPaul, G. J. (2001). Assessment with brief behavior rating scales. In J. Andrews, H. Janzen & D. Saklofske (Eds.), *Handbook of psychoeducational assessment: Ability, achievement, and behavior in children* (pp. 357-387). San Diego, CA: Academic Press.

Other (n = 2)

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

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

Manuscripts Currently Under Review (n = 2)

Note: Student co-authors marked with *

Reid, R. R., DiPerna, J. C., Volpe, R. J., & Missall, K. *Reliability and structural validity of the teacher rating scales of early academic competence.*

Zaslowsky, A.,* Burns, M. K., & Volpe, R. J. *Effect of a computer delivered word reading intervention on retention and generalization with students identified with a learning disability.*

PRESENTATIONS

International (n = 9)

Volpe, R. J. (2009, August). Review of behavior rating scales. In S. M. Chafouleas (Chair), Review of methods for formative assessment of child social behavior. Symposium presented at the Annual Meeting of the American Psychological Association, Toronto, ON, Canada.

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

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

- Volpe, R. J. (2007, September). Pharmacologic follow-up strategies for students with ADHD. Paper presented at the 3rd meeting of the International Congress of ADHD, Mexico City, Mexico.
- Volpe, R. J., Lorah, K. S., DuPaul, G. J., & Jitendra, A. (2003, April). Students with AD/HD: Impairment in the school setting. Paper presented at the Annual Meeting of the National Association of School Psychologists, Toronto, ON, Canada.
- DiPerna, J. C., & Volpe, R. J. (2003, April). The responsive classroom: Enhancing academic outcomes for all children. Poster presented at the Annual Meeting of the National Association of School Psychologists, Toronto, ON, Canada.
- Nolan, E., Gadow, K. D., Sprafkin, J., & Volpe, R. (1997, October). Developmental changes and gender differences in inattention and hyperactivity-impulsivity. Poster presented at the 44th Annual Meeting of the American Academy of Adolescent and Child Psychiatry, Toronto, ON, Canada.
- Volpe, R. J., Loney, J., & Salisbury, H., (1997, June). Self-reported behavioral and emotional symptoms as predictors of observed behavior in young referred boys. Poster presented at the 1997 meeting of the International Society for Research in Child and Adolescent Psychopathology, Paris, France.
- Loney, J., Carlson, G., Salisbury, H., Ferguson, M., & Volpe, R. (1997, June). Associations between the self-reported childhood symptoms of mothers and their young referred sons. Poster presented at the 1997 meeting of the International Society for Research in Child and Adolescent Psychopathology, Paris, France.

National (n = 55)

Note: Student co-presenter marked with *

- Briesch, A. M., Ferguson, T. D.,* Volpe, R. J., Briesch, J. M.*, & Singer, L.* (2012, February). Examining teachers' perceptions of social-emotional and behavioral referral concerns. Poster to be presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Burns, M., Volpe, R. J., Mulé, C.*, Hall, M., Zaslofsky, A., & Karich, A. (2012, February). Using data to identify and deliver academic intervention. Symposium to be presented at the Annual Meeting of the National Association of School Psychologists, Philadelphia, PA.
- Mulé, C.*, Volpe, R. J., Briesch, A., Leslie, L., Martin, R., & McPherson, C. (2012, February). Effects of ADHD behaviors on response to sight word intervention. Poster to be presented at the Annual Meeting of the National Association of School Psychologists, Philadelphia, PA.

- Mulé, C.* , Volpe, R. J., Briesch, A., McPherson, C., & Martin, R. (2012, February). Comparison of sight word interventions: Do opportunities to respond matter? Poster to be presented at the Annual Meeting of the National Association of School Psychologists, Philadelphia, PA.
- Volpe, R. J., Briesch, A. M., DuPaul, G. J., & Daniels, B.* (2012, February). Use of peer comparison data in classroom observations. Paper to be presented at the Annual Meeting of the National Association of School Psychologists, Philadelphia, PA.
- Volpe, R. J., & Briesch, A. M. (2011, February). Society for the Study of School Psychology Research Series: Using generalizability theory to identify sources of error and increase the efficiency of assessment. Paper to be presented at the Annual Meeting of the National Association of School Psychologists, San Francisco, CA.
- Volpe, R. J., Gadow, K. D. (2011, February). Abbreviated behavior rating scales for monitoring response to intervention. Poster to be presented at the Annual Meeting of the National Association of School Psychologists, San Francisco, CA.
- Mule, C.* , Volpe, R. J., Briesch, A. M., Joseph, L. M., & Burns, M. K. (2010, February). A comparison of two flashcard interventions targeting sight words. Poster to be presented at the Annual Meeting of the National Association of School Psychologists, San Francisco, CA.
- Volpe, R. J., Briesch, A. M., Gadow, K. D. (2010, August). Applying generalizability theory to streamline behavioral assessment. Poster presented at the Annual Meeting of the American Psychological Association, San Diego, CA.
- Briesch, A. M., Volpe, R. J., & Romer, N.* (2010, August). Comparing behavior assessment methods: Molar vs. molecular assessment of ADHD. Poster presented at the Annual Meeting of the American Psychological Association, San Diego, CA.
- Volpe, R. J. (2010, March). Discussant for: M. Burns (Chair), Instructionally relevant memory research: Enhancing both retention and generalization. Symposium presented at the Annual meeting of the National Association of School Psychologists, Chicago, IL.
- Volpe, R. J., DuBois, M.,* Burns, M., Nashawaty, K.,* & Wehrly, S.* (2010, March). Teaching letter sounds to kindergarten students with incremental rehearsal. Poster presented at the Annual meeting of the National Association of School Psychologists, Chicago, IL.
- McConaughy, S. H, & Volpe, R. J. (2010, March). Observational assessment of students with attention and behavioral problems. Workshop presented at the Annual Meeting of the National Association of School Psychologists, Chicago, IL.

- Volpe, R. J. (2009, October). Attention-deficit/hyperactivity disorder and academic achievement: Exploring the relationship. In Richard Boon (Chair), Longitudinal development of children with learning disabilities. Symposium presented at the 18th Annual World Conference on Learning Disabilities. Burlington, MA.
- Volpe, R. J., Young, G.,* Piana, M.,* & Zaslofsky, A.* (2009, February). An integrated model of early literacy intervention in urban schools. Poster presented at the Annual Meeting of the National Association of School Psychologists, Boston, MA.
- McConaughy, S. H, & Volpe, R. J. (2009, February). Observational assessment of students with attention and behavioral problems. Workshop presented at the Annual Meeting of the National Association of School Psychologists, Boston, MA.
- Volpe, R. J. (2008, February). Discussant for: T. C. Riley-Tillman, S. M. Chafouleas, & T. J. Christ (Chairs), The development and technical adequacy of direct behavior ratings. Symposium presented at the Annual Meeting of the National Association of School Psychologists, New Orleans, LA.
- Piana, M.,* & Volpe, R. J. (2008, February). ADHD and motivation: Relevant research and meaningful strategies. Paper presented at the Annual Meeting of the National Association of School Psychologists, New Orleans, LA.
- Jitendra, A.K., DuPaul, G.J., Volpe, R.J., Tresco, K.E., Vile Junod, R.E. Lutz, J.G., Cleary, K.S., Flammer, L.M., & Mannella, M.C. (2007, April). Consultation-based academic intervention for children with ADHD: School functioning outcomes. Paper presented at the 2007 American Educational Research Association (AERA) Annual Convention, Chicago, IL.
- Volpe, R. J. (2007, March). Monitoring the effects of stimulant medication in the school setting using the ACCME. In R. J. Volpe (Chair), What every school psychologist should know about stimulant medication. Symposium presented at the Annual Meeting of the National Association of School Psychologists, New York, NY.
- Wieder, S.,* St. Peter, H.,* & Volpe, R. J. (2007, March). Do students abuse their prescribed stimulant medication? In R. J. Volpe (Chair), What every school psychologist should know about stimulant medication. Symposium presented at the Annual Meeting of the National Association of School Psychologists, New York, NY.
- DuPaul, G. J., Jitendra, A. K., Tresco, K. E., Volpe, R. J., Vile Junod, R. E., & Lutz, J. G. (August, 2006). Academic Interventions for children with ADHD: Short- and long-term effects. In T. J. Power (Chair), Innovations in treating ADHD in schools: Behavioral and ecological approaches. Symposium presented at the Annual Meeting of the American Psychological Association, New Orleans, LA.

- Volpe, R. J., & DiPerna, J. C. (2006, March). Confirmatory factor analysis of the ACES-Teacher. Poster presented at the Annual Meeting of the National Association of School Psychologists. Anaheim, CA.
- Volpe, R. J., Leff, S.S., & McConaughy, S. H. (2006, March). Linking direct observations across settings: Classroom and playground observations. Workshop presented at the Annual Meeting of the National Association of School Psychologists, Anaheim, CA.
- DuPaul, G. J., Jitendra, A. K., Volpe, R. J., & Vile Junod, R. E. (2006, March). Consultation-based academic interventions for children with ADHD: School functioning outcomes. Paper presented at the Annual Meeting of the National Association of School Psychologists, Anaheim, CA.
- McConaughy, S. H., Volpe, R. J., & Leff, S. S. (2006, March). Linking direct observations across settings: Test session and classroom observations. Workshop presented at the Annual Meeting of the National Association of School Psychologists, Anaheim, CA.
- DuPaul, G. J., Jitendra, A. K., Volpe, R. J., Lutz, J. G., Junod, R. V., Tresco, K., Mannella, M., Flammer, L. & Cleary, K. (2005, November). Promoting academic achievement in children with ADHD: A collaborative consultation model. Paper presented at the 39th Meeting of the American Association of Behavioral and Cognitive Therapists, Washington, DC.
- Volpe, R. J., DiPerna, J. C., DuPaul, G. J., Jitendra, A. K., Gruber, R., & Lorah, K. (2005, August). Teacher ratings of academic skills in children with ADHD. Poster presented at the Annual Meeting of the American Psychological Association, Washington, DC.
- DuPaul, G. J., Jitendra, A., Volpe, R. J., Lutz, J. G., Junod, R. V., Tresco, K., Cleary, K., Mannella, M. & Flammer, L. (2005, June). Consultation-based academic intervention for children with ADHD: Preliminary findings. Poster presented at the 2005 meeting of the International Society for Research in Child and Adolescent Psychopathology, New York, NY.
- Mautone, J., Lorah-Cleary, K.S., & Volpe, R. J. (2005, April). Relationship between treatment integrity and acceptability across two consultation models. Paper presented at the Annual Meeting of the National Association of School Psychologists, Atlanta, GA.
- DiPerna, J. C., Volpe, R. J., & Elliott, S. N. (2005, April). Academic enablers and early mathematics achievement in the elementary grades. Poster presented at the Annual Meeting of the National Association of School Psychologists, Atlanta, GA.
- Volpe, R. J., DuPaul, G. J., Lutz, J. G., & Jitendra, A. (2004, April). A model of the influence of ADHD on academic enablers and achievement. Paper presented at the Annual Meeting of the National Association of School Psychologists, Dallas, TX.

- Volpe, R. J., & Heick, P. F. (2004, April). The Agile Consultative Model for Medication Evaluation. In T.C. Riley-Tillman (Chair), *Bridging the gap: Translating research to practice*. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Dallas, TX.
- DiPerna, J. C., & Volpe, R. J., (2004, April). Validity of elementary self-report on the Social Skills Rating System. Poster presented at the Annual Meeting of the National Association of School Psychologists, Dallas, TX.
- Link, M. J., Volpe, R. J., George, M., & Pirapavel, C. (2004, April). Improving student behavior through the use of effective teaching strategies. Poster presented at the Annual Meeting of the National Association of School Psychologists, Dallas, TX.
- DuPaul, G. J., Jitendra, A. K., Volpe, R. J., Lutz, J. G., Gruber, R., Lorah, K., & Tresco, K. (2004, February). Promoting academic success in students with ADHD: Short-term outcomes. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
- DuPaul, G. J., Jitendra, A., Lorah, K. S., & Volpe, R. J. (2003, April). Promoting academic success in students with AD/HD. Paper presented at the Annual Meeting of the Council for Exceptional Children, Seattle, WA.
- Volpe, R. J., DuPaul, G. J., & Gadow, K. D. (2002, February). School-based monitoring of stimulants in children with ADHD: Making it happen. Mini-skills workshop presented at the Annual Meeting of the National Association of School Psychologists, Chicago, IL.
- DiPerna, J. C., Volpe, R. J., & Elliott, S. N. (2002, February). Pathways to academic success. Poster presented at the Annual Meeting of the American Psychological Association, Chicago, IL.
- Lorah, K. S., DuPaul, G.J., & Volpe, R. J. (2002, February). Project PASS: Academic Interventions for students with ADHD. In P. Graczyk (Chair), *Innovative approaches to treatment for students with ADHD*. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Chicago, IL.
- Volpe, R. J., DuPaul, G. J., Jitendra, A., & Lorah, K. S. (2001, August). Academic intervention effects: Reducing disruptive behavior in children with ADHD. Poster presented at the Annual Meeting of the American Psychological Association, San Francisco, CA.
- DuPaul, G. J., Volpe, R. J., & Lutz, J. G. (2001, August). ADHD and academic achievement: Relationship between developmental trajectories. Poster presented at the Annual Meeting of the American Psychological Association, San Francisco, CA.

- Volpe, R. J., DuPaul, G. J., Eckert, T. L., & McGoey, K. E. (2001, February). Discriminant- and predictive- validity of school- and laboratory-based observations of preschoolers. In R. J. Volpe (Chair), *Assessment of ADHD in preschool children*. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Washington, DC.
- Shapiro, E. S., Volpe, R. J., & Hintze, J. M. (2001, February). Seeing is believing: The use of systematic observation in school-based assessment. Mini-skills workshop presented at the Annual Meeting of the National Association of School Psychologists, Washington, DC.
- DiPerna, J. C., & Volpe, R. J. (2000, August). Evaluating web-based instruction in psychology. Poster presented at the Annual Meeting of the American Psychological Association, Washington, DC.
- DuPaul, G. J., Volpe, R. J., McGoey, K. E., & Eckert, T. L. (2000, August). Evaluation of a multi-method intervention for preschoolers at-risk for AD/HD. Poster presented at the Annual Meeting of the American Psychological Association, Washington, DC.
- Volpe, R. J., Loney, J., & Salisbury, H. (2000, March). Self-reported and mother-reported emotional and behavioral symptoms as predictors of observed behavior. In R. J. Volpe (Chair), *Current issues in the validity and utility of child self-reports*. Symposium presented at the Annual Meeting of the National Association of School Psychologists, New Orleans, LA.
- Feinberg, A. B., Nebrig, M. R., Volpe, R. J., & Byrnes, K. L. (2000, March). Effective interventions for writing difficulties. Paper presented at the Annual Meeting of the National Association of School Psychologists, New Orleans, LA.
- Volpe, R. J., DuPaul, G. J., Eckert, T. L., & McGoey, K. E. (1999, August). Preschoolers at-risk for AD/HD: A multitrait-multimethod analysis. Poster presented at the Annual Meeting of the American Psychological Association, Boston, MA.
- Volpe, R. J., & DuPaul, G. J. (1999, March). Teacher reported and child self-reported AD/HD: Differences in observed behavior and self-reported internalizing symptoms. Poster presented at the Annual Meeting of the National Association of School Psychologists, Las Vegas, NV.
- McGoey, K. E., DuPaul, G. J., Eckert, T. L., Boyajian-Mace, A., & Volpe, R. J. (1999, March). Young children at-risk for AD/HD: School functioning outcomes of a multi-method intervention. Paper presented at the Annual Meeting of the National Association of School Psychologists, Las Vegas, NV.
- Carlson, G., Loney, J., Salisbury, H., Volpe, R., Ferguson, M., & Lefkowitz, T. (1997, March). Young referred boys with DICA-P diagnoses of mania: CBCL profiles and comorbid

disorders. Paper presented at the NIMH meeting on Prepubertal Bipolar Disorder, Washington, DC.

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

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

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

Invited (n = 10)

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

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

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

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

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

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

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

SOFTWARE DEVELOPMENT

Volpe, R. J. (2009). Tutoring Buddy. Rockport, MA: Twin Lights Ltd.

Tutoring buddy is a computerized tutoring aid for teaching letter sounds using incremental rehearsal. It has been used in several schools in the Boston area to rapidly teach letter sounds to students who have been resistant to other forms of intervention targeting these essential early literacy skills.

GRANTS

External

“Promoting Literacy in Urban Schools (PLUS)”

Role: Principal Investigator

Agency: Institute for Educational Science

Type: Development Goal 2

Amount: \$883,284

Status: Pending

“Prevention of Behavioral Deficits in Young ADHD Children”

Role: Co-Investigator

Agency: National Institute of Mental Health

Type: Competing Continuation

Amount: \$2.5 M

Status: Not funded

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

Role: Consultant

Agency: Institute for Educational Science

Type: Development Goal 3

Amount: \$2.3 M

Status: Funded

“Project Early Literacy Intervention with Supports for Attention (ELISA)”

Role: Principal Investigator
Agency: Institute of Educational Science
Type: RTI Goal 2
Amount: \$1,671,020
Status: Not funded

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

Role: Principal Investigator
Agency: National Institutes of Health
Type: Clinical Research Loan Repayment Program: Renewal
Amount: \$10,035
Project Period: 10/06-10/08
Status: Funded

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

Role: Principal Investigator
Agency: National Institutes of Health
Type: Clinical Research Loan Repayment Program
Amount: \$13,016
Project Period: 10/04-10/06
Status: Funded

Internal

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

Role: Principal Investigator
Agency: Office of the Provost, Northeastern University
Type: Research and Scholarship Development Fund
Amount: \$14,500
Project Period: 07/06-07/07
Status: Funded

TEACHING AND ADVISING

Courses Taught

Undergraduate

Issues in Psychology
Emotional and Behavior Disorders of Childhood

Graduate

Learning Principles
Learning Problems (a service learning course)
Personality Assessment
Advanced Psychometric Principles
School Psychology Practicum

Supervision of Graduate Students

Master's/CAGS student advisees = 11

Doctoral student advisees = 2

Dissertation committees = 4

Supervision of Undergraduate Students

Not Applicable

Advising Activities

- Leader of Combined Doctoral Program School-based Research Team
- Review of student portfolios (master's thesis equivalent)
- Review of research portfolios (doctoral program)

EDITORIAL EXPERIENCE

- Associate Editor, *School Psychology Review*, 2009-Present
- Guest Editor, *School Psychology Review*, Issue 3, 2010
- Guest Editor, *School Psychology Review*, Issue 4, 2005
- Associate Editor, *Psychology in the Schools: Practitioner's Edition*, 2004-2008
- Editorial Board, *Journal of School Psychology*, 2007-2009, 2011-Present
- Editorial Board, *Journal of Attention Disorders*, 2005-Present
- Editorial Board, *Journal of Learning Disabilities*, 2004-2005
- *School Psychology Forum*, 2007-Present
- *School Psychology Review*, 2005-Present
- Ad-hoc Reviewer, *Journal of Abnormal Child Psychology*

- Ad-hoc Reviewer, *Journal of Clinical Child and Adolescent Psychology*, 2004-Present
- Ad-hoc Reviewer, *School Psychology Review*, 2001-2005
- Ad-hoc Reviewer, *Proven Practice: Prevention and Remediation Solutions for Schools*
- Ad-hoc Reviewer, *The Behavior Therapist*
- Review Board, Annual Meeting of the American Psychological Association, 2001, 2002
- Student Editorial Board, *School Psychology Quarterly*, 1999-2001

AWARDS AND HONORS

- Research Scholar, School Psychology Research Summit, Society for the Study of School Psychology, 2010
- Editorial Appreciation Award, *School Psychology Review*, 2008
- Early Career Scholar, School Psychology Research Collaboration Conference, Society for the Study of School Psychology/American Psychological Association Division 16/National Association for School Psychologists, 2007
- Article of the Year Award, *Journal of School Psychology*, 2004
- Pi Alpha Sigma, National Honors Society, 1991
- Golden Key, National Honors Society, 1993
- Psi Chi, National Honors Society of Psychology, 1993