

STEFAN C. DOMBROWSKI

Certified School Psychologist

Licensed Psychologist

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EDUCATION

University of California, Davis Medical Center (2001), Sacramento, California

Department of Pediatrics, CAARE Diagnostic and Treatment Center

Post-Doctoral Fellowship in Clinical Child Psychology

Member, APPIC

The University of Georgia (2000), Athens, Georgia

Doctor of Philosophy

Concentration in School Psychology (APA & NASP approved).

Minor in Counseling Psychology (APA & CACREP approved).

The University of Connecticut (1993), Storrs, Connecticut

Master of Business Administration

Concentration in Finance

The College of William and Mary (1991), Williamsburg, Virginia

Bachelor of Business Administration

Major: Personnel Management & Organizational Behavior

TEACHING EXPERIENCE

Professor & Director

(2007 to present)

Associate Professor & Director

(2005 to 2007)

Assistant Professor

(2001 to 2004)

Rider University, Lawrenceville, NJ

Director of the graduate program in School Psychology from 2005 to present. Restructured the program and attained National Association of School Psychologist (NASP) accreditation (2007) for the first time in the program's 40-year history. Reattained national accreditation in 2011, 2016 and 2023. Program was recently rated as being the fifth (#5) most scholarly productive Ed.S./Master's program in the country. Responsible for oversight of program including student and adjunct faculty recruitment, marketing of program, resolution of student and faculty matters,

insuring integrity of internship sites, alumni relations and curricular planning. Successfully able to recruit student cohort members from underrepresented groups. Contribute to the counseling psychology (Ed.S. & Masters) and special education (Masters & certification) programs. Courses taught include 1) Psychological Assessment & Report Writing, 2) Biological Basis of Behavior, 3) Counseling Psychology Theories, 4) Applied Behavior Analysis/Functional Behavioral Assessment, 5) Psychology of Learning Disabilities, 6) Human Growth & Development, 7) Psychology of Exceptionality, 8) Psychology of Cognitive Processes & Learning, 9) Practicum in Psychological Assessment & Report Writing, 10) Internship in School Psychology, 11) Professional Issues in School Psychology; 12) Statistics and Quantitative Analysis; 13) Developmental Child Psychopathology; and 14) Assessment of Intelligence. Participate on numerous college and university wide committees. Served as chair of numerous university wide committees including the University Faculty Academic Policy Committee (i.e., faculty senate), university wide faculty development day, and the School of Education Technology Committee. Serve as a member of the university's promotion and tenure committee since 2004.

Visiting Scholar

(5/2004 to 9/2004)

Children's Hospital of Philadelphia, Philadelphia, PA

Conducted research in the Attention-Deficit/Hyperactivity Disorder (ADHD) clinic.

Collaboration with colleagues at CHOP led to the research, development and publication of studies regarding the relationship between ADHD and homework as well as the development of the *Homework Performance Questionnaire*, a nationally normed assessment instrument.

Adjunct Assistant Professor

Passaic County Community College, Paterson, NJ

(1994 to 1996)

Taught coursework in business administration. Approximately 70% of the student population was from a culturally diverse background. English is the second language for a majority of the student population. Represented college faculty on a search committee that selected the President of the college.

Teaching Assistant

(9/97 to 6/98)

University of Georgia, Athens, GA

Provided assistance in teaching Educational Foundations, a 250-student class that explored important issues, trends, laws, programs, and policies in education. Provided assistance in coordinating the Millennium Commission, a committee charged with developing an improvement plan for the College of Education. Assisted in the creation of a web page for the commission.

Research Assistant

(8/96 to 3/98)

University of Georgia, Athens, GA

Involved in literature reviews and syntheses, and data compilation and analyses. Investigated association between maternal exposure to teratogens and later temperamental and behavioral outcomes in children. Involved in project that investigated association between temperament and cognitive ability.

Research Assistant

(9/91 to 5/92)

University of Connecticut, Storrs, CT (Center for Real Estate)

Created and wrote the first three issues of the Real Estate Center Newsletter which served as an outreach to alumni of UCONN's MBA program. Interviewed real estate practitioners.

Summarized and reported current Real Estate Center research.

CLINICAL EXPERIENCE**Private Practice Psychologist**

(7/01 to 2023)

Mt. Laurel, NJ

Provide psychotherapy to youth and adults referred for a range of conditions including anxiety, compassion fatigue, burnout, depression, anger control, relationship issues, social skills, and general adjustment. Conduct psychoeducational and functional behavioral assessments for a range of classification categories. Conducted forensic psychological evaluations for the New Jersey Court system (2004-2010). Provided psychological evaluations of youth incarcerated in juvenile detention centers. Testified before New Jersey Superior Court in matters of child custody and parental visitation (2002-2010).

University of California, Davis Medical Center

(7/00 to 6/01)

Sacramento, CA

Provided individual trauma focused cognitive-behavioral therapy and group psychotherapy to children and adolescents who have experienced a host of internalizing and externalizing problems related to child maltreatment. Provided Parent-Child Interaction Therapy (PCIT), a behaviorally based parenting skills training program, to preschool and school aged children and their caregivers. Conducted comprehensive psychological evaluations to determine diagnostic impressions, treatment recommendations, placement of children, termination of parental rights, and reunification recommendations. Expanded upon knowledge of current literature on child abuse and neglect. Testified as an expert witness in California Juvenile and Superior Courts. Refined ability to conceptualize clinical situations and demonstrate application of scientific theory/research in case management and psychotherapeutic responsibilities.

White House Counseling Center

(8/99 to 7/00)

Sacramento, CA

Provided individual counseling and psychotherapy to children, adolescents, and adults within a community-based counseling center open to all residents of the school district. Provided group counseling including bereavement, anger management, and social skills. Provided parenting skills training for pre-school aged Head Start children and their families. Honed administrative skills including submitting fees through Medi-Cal.

San Juan Unified School District

(8/99 to 7/00)

Sacramento, CA

Conducted psychological and psychoeducational evaluations of children and adolescents referred for attention problems, learning difficulties, school adjustment problems, and behavior and emotional problems. Prepared psychological reports and provided feedback to parents within the context of an IEP. Consulted with school staff, conducted functional behavioral assessments, and developed interventions for referred students.

University of Georgia Center for Counseling & Psychotherapy

(8/98 to 6/99)

Acquired advanced psychotherapy and counseling skills, including skills in couples counseling and therapy with adolescents, college students, and adults. Acquired knowledge of a range of theoretical approaches and techniques to address specific clinical issues (e.g., anxiety, depression, and anger management; child behavioral problems; family dysfunction; and parent-child problems). Honed ability to conceptualize clinical situations and demonstrate application of theory in case management and psychotherapeutic responsibilities. Participated in weekly individual and group supervision, and weekly clinical staffing.

University of Georgia Learning Disabilities Center

(6/98 to 6/99)

Conducted neuropsychological assessment of college students who were referred for learning problems. Gained familiarity with a range of norm-referenced and qualitative neuropsychological assessment instruments. Prepared psychological reports and provided feedback to clients.

University of Georgia Psychoeducational Assessment Clinic

(9/97 to 9/98)

Provided psychological assessment of school-aged children and adolescents referred for specific learning disabilities, attention problems, school adjustment problems, and behavior and emotional problems. Provided psychological assessment of infants and preschool age children who were referred for developmental delays, autistic spectrum disorders, school readiness issues, learning, and behavioral problems. Prepared psychological reports and provided feedback to parents. Attended clinic meetings for case review and presentation. Acquired group psychotherapy skills. Conducted ADHD and social skills training groups. Acquired skills in functional behavioral assessment for the design and implementation of effective behavior support plans in the schools.

OTHER EXPERIENCE**Crisis Intervention Hotline Volunteer**

(3/95 to 6/96)

Contact USA, Passaic/Morris County, New Jersey

Honed active listening and counseling skills as a volunteer at Contact USA, a crisis intervention/telephone helpline for those who are lonely, depressed, or upset.

Assistant Vice President

(6/93 to 8/96)

L. W. Ellwood & Company, a Division of Price Waterhouse Coopers, Ridgewood, New Jersey
Promoted from associate to senior associate and then to Assistant Vice President. Consulted with real estate industry participants including pension fund managers, real estate developers, attorneys, asset managers, brokers, and property managers on commercial real estate projects.

Extensively used technical writing skills to produce full narrative reports ranging from fifty to two hundred pages in length. Applied techniques of discounted cash flow analysis in valuing institutionally owned, investment-grade real estate on behalf of foreign and domestic institutions including investment and commercial banks, pension funds, insurance companies, and major corporations. Types of analyses were conducted for equity purchase, redevelopment scenarios, portfolio reporting requirements, mortgage financing, and joint venture partnership interests.

RESEARCH

Books

- 5) Dombrowski, S.C. (2020). *Psychoeducational assessment and report writing, Second Edition*. Springer Nature. <https://doi.org/10.1007/978-3-030-44641-3>
- 4) Dombrowski, S. C. (2015). *Psychoeducational assessment and report writing*. Springer Science <https://doi.org/10.1007/978-1-4939-1911-6>
- 3) Dombrowski, S. C., Gischlar, K. & Mrazik, M (2011). *Assessing and treating low incidence/high severity psychological disorders and childhood*. Springer Science <https://doi.org/10.1007/978-1-4419-9970-2>
- 2) Dombrowski, S. C. & Martin, R. P. (2009). *Maternal fever during pregnancy: Association with infant, preschool and child temperament*. VDM Verlag
- 1) Martin, R. P. & Dombrowski, S. C. (2008). *Prenatal Exposures: Psychological and Educational Consequences for Children*. Springer US. <https://doi.org/10.1007/978-0-387-74398-1>

Peer Reviewed Articles

- 81) Dombrowski, S. C. (2025). Contributing to the Reproducibility Crisis in Psychology: The Role of Statistical Software Choice on Factor Analysis. *Journal of School Psychology, 110*, (101462). <https://doi.org/10.1016/j.jsp.2025.101462>
- 80) McGill, R. J., Dombrowski, S. C., & Canivez, G. L. (2025). Beyond primary assessment on the WISC-V: An investigation of the structural validity of the ancillary scores. *Psychology in the Schools*. Advance online publication. <https://doi.org/10.1002/pits.23457>
- 79) Dombrowski, S. C., McGill, R. J., Canivez, G. L., Watkins, M. W., Pritchard, A. E., & Jacobson, L. A. (2025) Conjectures and refutations in cognitive ability structural validity research: Insights from Bayesian structural equation modeling. *Journal of School Psychology, 110*(101432). Advance online publication. <https://doi.org/10.1016/j.jsp.2025.101432>

- 78) Dombrowski, S. C., Benson, N. F., & Maki, K. E. (2024). A Systematic Review of the PSW Diagnostic Accuracy Evidence for SLD Identification: Is It Time to Abandon PSW? *School Psychology Review*, 1–19. <https://doi.org/10.1080/2372966X.2024.2369494>
- 77) Beaujean, A. A., McGill, R. J., & Dombrowski, S. C. (2024). Financial Conflicts of Interest in School Psychology: A Continuing Problem. *Contemporary School Psychology*, 28, 109-119. <https://doi.org/10.1007/s40688-022-00435-3>
- 76) Dombrowski, S. C., & McGill, R. J. (2024). Clinical Assessment in School Psychology: Impervious to Scientific Reform? *Canadian Journal of School Psychology*, 39(4), 297-306. <https://doi.org/10.1177/08295735231224052>
- 75) McGill, R. J., Beaujean, A. A., Benson, N. F., Dombrowski, S. C., & Canivez, G. L. (2024). Exploratory factor analysis of the NEPSY-II conceptual template: Acting on evidence. *Journal of Pediatric Neuropsychology*, 10(2), 107-110. <https://doi.org/10.1007/s40817-024-00158-8>
- 74) Dombrowski, S. C., Beaujean, A. A., McGill, R. J., & Farmer, R. L. (2023). Online cognitive assessment in the era of COVID-19: Examining the validity of the MEZURE. *Psychological Assessment*, 35(11), 901–910. <https://doi.org/10.1037/pas0001216>
- 73) Watkins, M. W., Dombrowski, S. C., McGill, R. J., Canivez, G. L., Pritchard, A. E., & Jacobson, L. A. (2023). Bootstrap Exploratory Graph Analysis of the WISC–V with a clinical sample. *Journal of Intelligence*, 11(137), 1-12. <https://doi.org/10.3390/jintelligence1107013>
- 72) Farmer, R. L., McGill, R. J., Lockwood, A. B., Dombrowski, S. C., Canivez, G. L., & Zaheer, I. (2022). Warning signs or hype in school-based assessment: Implications for training and pedagogy. *School Psychology: Training & Pedagogy*, 39(1), 11-24. <https://doi.org/10.31234/osf.io/ypcv7>
- 71) Dombrowski, S. C., McGill, R. J., Farmer, R. L., Kranzler, J. H., & Canivez, G. L. (2022). Beyond the rhetoric of evidence-based assessment: A framework for critical thinking in clinical practice. *School Psychology Review*, 51(6), 771-784. <https://doi.org/10.1080/2372966X.2021.1960126>
- 70) Dombrowski, S. C., McGill, R. J., Watkins, M. W., Canivez, G. L., Pritchard, A. E., & Jacobson, L. A. (2022). Will the real theoretical structure of the WISC-V please stand up? Implications for clinical interpretation. *Contemporary School Psychology*, 26(4), 492-503. <https://doi.org/10.1007/s40688-021-00365-6>
- 69) Watkins, M. W., Canivez, G. L., Dombrowski, S. C., McGill, R. J., Pritchard, A. E., Holingue, C. B., & Jacobson, L. A. (2022). Long-term stability of Wechsler Intelligence Scale for Children-fifth edition scores in a clinical sample. *Applied neuropsychology. Child*, 11(3), 422-428. <https://doi.org/10.1080/21622965.2021.1875827>
- 68) Farmer, R. L., McGill, R. J., Dombrowski, S. C., & Canivez, G. L. (2021). Why questionable assessment practices remain popular in school psychology: Instructional materials as pedagogic

vehicles. *Canadian Journal of School Psychology*, 36(2), 98-114.
<https://doi.org/10.1177/0829573520978111>

67) Dombrowski, S. C., Gischlar, Karen L., Green, L., Noonan, K., & Martin, R. P. (2021). Low birthweight and psychoeducational outcomes: Investigation of an African American birth cohort. *Journal of Psychoeducational Assessment*, 29(3), 346-353.
<https://doi.org/10.1177/0734282920965962>

66) Farmer, R. L., McGill, R. J., Dombrowski, S. C., Benson, N. F., Smith-Kellen, S., Lockwood, A. B., Powell, S., Pynn, C., & Stinnett, T. A. (2021). Conducting psychoeducational assessments during the COVID-19 crisis: The danger of good intentions. *Contemporary School Psychology*, 25, 27-32. <https://doi.org/10.1007/s40688-020-00293-x>

65) Canivez, G. L., McGill, R. J., & Dombrowski, S. C. (2021). Factor structure of the Differential Ability Scales-Second Edition core subtests: Standardization sample confirmatory factor analyses. *Journal of Psychoeducational Assessment*, 38(7), 791-815.
<https://doi.org/10.1177/0734282920914792>

64) Dombrowski, S. C., McGill, R. J. & Morgan, G. W. (2021). Monte Carlo Modeling of Contemporary Intelligence Test (IQ) Factor Structure: Implications for IQ Assessment, Interpretation and Theory. *Assessment*, 28(3), 977-993.
<https://doi.org/10.1177/1073191119869828>

63) Dombrowski, S. C., Watkins, M. W., McGill, R. J., Canivez, G. L., Holingue, C., Pritchard, A. E., & Jacobson, L. A. (2021). Measurement invariance of the Wechsler Intelligence Scale for Children, Fifth Edition 10-subtest primary battery: Can index scores be compared across age, sex, and diagnostic groups? *Journal of Psychoeducational Assessment*, 39(1), 89-99.
<https://doi.org/10.1177/0734282920954583>

62) Dombrowski, S. C., McGill, R. J., Canivez, G. L., Watkins, M. W., & A. A. Beaujean (2021). Factor analysis and variance partitioning in intelligence research: Clarifying misconceptions. *Journal of Psychoeducational Assessment*, 39(1), 28-28.
<https://doi.org/10.1177/0734282920961952>

61) Farmer, R. L., McGill, R. J., Dombrowski, S. C., McClain, M. B., Harris, B., Lockwood, A. B., Powell, S. L., Pynn, C., Smith-Kellen, S., Loethen, E., Benson, N. F., & Stinnett, T. A. (2020). Teleassessment with children and adolescents during the coronavirus (COVID-19) pandemic and beyond: Practice and policy implications. *Professional Psychology: Research and Practice*, 51(5), 477-487. <https://doi.org/10.1037/pro0000349>

60) Canivez, G. L., McGill, R. J., Dombrowski, S. C., Watkins, M. W., Pritchard, A. E., & Jacobson, L. A. (2020). Construct validity of the WISC-V in clinical cases: Exploratory and confirmatory factor analyses of the 10 primary subtests. *Assessment*, 27, 274-296.
<https://doi.org/10.1177/1073191118811609>

- 59) Dombrowski, S. C., Beaujean, A. A., Schneider, J. W. & McGill, R. J. & Benson, N. (2019). Using Exploratory Bifactor Analysis to Understand the Latent Structure of Multidimensional Psychological Measures: An Applied Example Featuring the WISC-V. *Structural Equation Modeling: A Multidisciplinary Journal*, 26(6), 847-860.
<https://doi.org/10.1080/10705511.2019.1622421>
- 58) McGill, R. J., & Dombrowski, S. C. (2019). Critically reflecting on the origins, evolution, and impact of the Cattell-Horn-Carroll (CHC) Model. *Applied Measurement in Education*, 32(3), 216-231. <https://doi.org/10.1080/08957347.2019.1619561>
- 57) Benson, N. F., Beaujean, A. A., McGill, R. J., & Dombrowski, S. C. (2019). Rising to the challenge of SLD identification: A rejoinder. *The DiaLog*, 48 (1), 17-18.
- 56) Dombrowski, S. C., McGill, R. J., Canivez, G. L., & Peterson, C. H. (2019). Investigating the theoretical structure of the Differential Ability Scales—Second Edition through hierarchical exploratory factor analysis. *Journal of Psychoeducational Assessment*, 37(1), 94-104.
<https://doi.org/10.1177/0734282918760724>
- 55) Dombrowski, S. C., McGill, R. J., Benson, N. & Beaujean, A. A. (2018). The Woodcock-Johnson IV Tests of Achievement provides too many scores for clinical interpretation. *Journal of Psychoeducational Assessment*, 37, 819-836.<https://doi.org/10.1177/0734282918800745>
- 54) McGill, R. J., Dombrowski, S. C. & Canivez, G. L. (2018). Cognitive Profile Analysis in School Psychology: History, Issues, and Continued Concerns. *Journal of School Psychology*, 71, 108-121. <https://doi.org/10.1016/j.jsp.2018.10.007>
- 53) Benson, N. F., Beaujean, A., McGill, R. J., & Dombrowski, S. C. (2018). Critique of the Core- Selective Evaluation Process. *The DiaLog*, 47 (2), 14-18.
<https://doi.org/10.1177/0734282918800745>
- 52) Watkins, M. W., Dombrowski, S. C., & Canivez, G. L. (2018). Reliability and factorial validity of the Canadian Wechsler Intelligence Scale for Children—Fifth Edition. *International Journal of School and Educational Psychology*, 6 (4), 252–265.
<https://doi.org/10.1080/21683603.2017.1342580>
- 51) McGill, R. J., & Dombrowski, S. C. (2018). Factor structure of the CHC model for the KABC II: Exploratory factor analyses with the 16 core and supplemental subtests. *Contemporary School Psychology*, 22, 279-293. <https://doi.org/10.1007/s40688-017-0152-z>
- 50) Benson, N. F., Beaujean, A. A., McGill, R. J., & Dombrowski, S. C. (2018). Revisiting Carroll's survey of factor-analytic studies: Implications for the clinical assessment of intelligence. *Psychological Assessment*, 30, 128-138. <https://doi.org/10.1037/pas0000556>
- 49) Beaujean, A. A., Benson, N., McGill, R. J. & Dombrowski, S. C. (2018). A Misuse of IQ

Scores: Using the Dual Discrepancy/Consistency Model for Identifying Specific Learning Disabilities. *Journal of Intelligence*, 6, 1-25. <https://doi.org/10.3390/jintelligence6030036>

48) Canivez, G. L., Dombrowski, S. C., & Watkins, M. W. (2018). Factor structure of the WISC– V for four standardization age groups: Exploratory and hierarchical factor analyses with the 16 primary and secondary subtests. *Psychology in the Schools*, 55, 741-769. <https://doi.org/10.1002/pits.22138>

47) Dombrowski, S. C., McGill, R. J., & Canivez, G. L. (2018). An alternative conceptualization of the theoretical structure of the Woodcock-Johnson IV Tests of Cognitive Abilities at school age: A confirmatory factor analytic investigation. *Archives of Scientific Psychology*, 6, 1-13. <https://doi.org/10.1037/arc0000039>

46) McGill, R. J., & Dombrowski, S. C. (2018). What does the WRAML2 core battery measure? Utilizing exploratory and confirmatory techniques to disclose higher-order structure. *Assessment*, 25, 729-743. <https://doi.org/10.1177/1073191116677799>

45) Dombrowski, S. C., Golay, P., McGill, R. J., & Canivez, G. L. (2018). Investigating the theoretical structure of the DAS-II core battery at school age using Bayesian structural equation modeling. *Psychology in the Schools*, 55, 190-207. <https://doi.org/10.1002/pits.22096>

44) Dombrowski, S. C., McGill, R. J., & Canivez, G. L. (2017). Hierarchical exploratory factor analyses of the Woodcock-Johnson IV full test battery: Implications for CHC application in school psychology. *School Psychology Quarterly*, 33, 235-250. <https://doi.org/10.1037/spq0000221>

43) Dombrowski, S. C., Canivez, G. L., & Watkins, M. W. (2017). Factor structure of the 10 WISC–V primary subtests across four standardization age groups. *Contemporary School Psychology*, 22, 90-104. <https://doi.org/10.1007/s40688-017-0125-2>

42) Peterson, C. H., Dalley, L. M., Dombrowski, S. C. & Maier, C. (2017). A Review of Instruments that Measure LGBTQ Affirmation and Discrimination Constructs in Adults, *Journal of LGBT Issues in Counseling*, 11(4), 230-246. <https://doi.org/10.1080/15538605.2017.1380555>

41) Shea, E., Dombrowski, S. C., & Silverstein, D. C. (2017). Survival analysis of hypotensive cats admitted to the intensive care unit with or without hyperlactatemia: 39 cases (2005 – 2011). *Journal of the American Veterinary Association*, 250, 887-893. <https://doi.org/10.2460/javma.250.8.887>

40) Dombrowski, S. C., McGill, R. J., & Canivez, G. L. (2017). Exploratory and hierarchical factor analysis of the WJ IV Cognitive at school age. *Psychological Assessment*, 29, 294-407. <https://doi.org/10.1037/pas0000350>

- 39) McGill, R. J., & Dombrowski, S. C. (2017). School psychologists as consumers of research: What school psychologists need to know about factor analysis. *Communiqué*, 46 (1), 16-18.
- 38) Canivez, G. L., Watkins, M. W. & Dombrowski, S. C. (2017). Structural Validity of the Wechsler Intelligence Scale for Children-Fifth Edition: Confirmatory Factor Analyses with the 16 Primary and Secondary Subtests. *Psychological Assessment*, 29, 458-472.
<https://doi.org/10.1037/pas0000358>
- 37) Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (2016). Factor structure of the Wechsler Intelligence Scale for Children -Fifth edition-exploratory factor analyses with the 16 primary and secondary subtests. *Psychological Assessment*, 28, 975-986.
<https://doi.org/10.1037/pas0000238>
- 36) Dombrowski, S. C., Canivez, G. L., Watkins, M. W., & Beaujean, A. (2015). Exploratory bifactor analysis of the Wechsler Intelligence Scale for Children—Fifth Edition with the 16 primary and secondary subtests. *Intelligence*, 53, 194-201.
<https://doi.org/10.1016/j.intell.2015.10.009>
- 35) Dombrowski, S. C. (2015). Exploratory bifactor analysis of the WJ III Achievement at school age via the Schmid-Leiman procedure. *Canadian Journal of School Psychology*, 30, 34-50. <https://doi.org/10.1177/0829573514560529>
- 34) Ateca, L. B., Dombrowski, S. C. & Silverstein, D. C. (2015). Survival analysis of critically ill dogs with hypotension with or without hyperlactatemia: 67 cases (2006–2011). *Journal of the American Veterinary Association*, 246, 100-104 [https://doi.org/ 10-104.10.2460/javma.246.1.100](https://doi.org/10.104.10.2460/javma.246.1.100)
- 33) Dombrowski, S. C. & Gischlar, K. L. (2014). Ethical and empirical considerations in the identification of learning disabilities. *Journal of Applied School Psychology*, 30, 68-82.
<https://doi.org/10.1080/15377903.2013.869786>
- 32) Dombrowski, S. C. (2014a). Exploratory Bifactor Analysis of the WJ-III Cognitive in Adulthood via the Schmid–Leiman Procedure. *Journal of Psychoeducational Assessment*, 32(4), 330- 341. <https://doi.org/10.1177/0734282913508243>
- 31) Dombrowski, S. C. (2014b). Investigating the structure of the WJ III Cognitive in early school age through two exploratory bifactor analysis procedures. *Journal of Psychoeducational Assessment*, 32 (6), 483-494. <https://doi.org/10.1177/0734282914530838>
- 30) Dombrowski, S. C. (2013). Investigating the structure of the WJ-III at school age. *School Psychology Quarterly*, 28 (2), 154-169. <https://doi.org/10.1037/spq0000010>
- 29) Dombrowski, S.C. & Watkins, M. W. (2013). Exploratory and Higher Order Factor Analysis of the WJ-III Full Test Battery: A School-Aged Analysis. *Psychological Assessment*, 25(2), 442-455. <https://doi.org/10.1177%2F1073191119845051>

- 28) Mrazik, M. & Dombrowski, S. C. (2012). Administration and Scoring Errors in the WISC-IV. *Canadian Journal of School Psychology*, 28(4), 1-9. <https://doi.org/10.1177/0829573512454106>
- 27) Mrazik, M. & Dombrowski, S. C. (2010). The neurobiological foundations of giftedness. *The Roeper Review*, 34, 224-234. <https://doi.org/10.1080/02783193.2010.508154>
- 26) Dombrowski, S. C., Watkins, M. W., & Brogan, M. J. (2009). An exploratory investigation of factor structure of the Reynolds Intellectual Assessment Scales (RIAS). *Journal of Psychoeducational Assessment*, 27,(6) 279-286. <https://doi.org/10.1177/0734282909333179>
- 25) Dombrowski, S. C., & Mrazik, M. (2008). Test Review: Reynolds Intellectual Assessment Scales. *Canadian Journal of School Psychology*, 23 (2), 223-230. <https://doi.org/10.1177/0829573508324458>
- 24) Brugerman, A.W., Kamphaus, R. W., & Dombrowski, S. C. (2008). A low achievement definition of Learning Disabilities: Current status and a research agenda. *Professional Psychology: Research & Practice*, 39(4), 421-429. <https://doi.org/10.1177/0829573508324458>
- 23) Dombrowski, S. C., Noonan, K., & Martin, R. P. (2007) Birth weight and cognitive outcomes: Evidence for a gradient relationship in an urban poor African American birth cohort. *School Psychology Quarterly*, 22(1), 26-43. <https://doi.org/10.1037/1045-3830.22.1.26>
- 22) Polizzi, N., Martin, R.P. & Dombrowski, S. C. (2007). Season of birth of students receiving special education services under a diagnosis of Emotional and Behavioral Disorder. *School Psychology Quarterly*, 22(1), 44-57. <https://doi.org/10.1037/1045-3830.22.1.44>
- 21) Dombrowski, S. C. & Martin, R. P. (2007). Pre and perinatal exposures in later psychological, behavioral, and cognitive disability. *School Psychology Quarterly*, 22(1), 1-7. <https://doi.org/10.1037/1045-3830.22.1.1>
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Book Chapters/Encyclopedia Entries/Test Reviews

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41) Dombrowski, S. C. & McGill, R. J. (in press). The WJ IV Cognitive: Evidence-based assessment and interpretation. In G.L. Canivez (Ed.), *Evidenced based interpretation of cognitive ability measures*. Rowman & Littlefield.

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- 4) Gischlar, K. L. & Dombrowski, S.C. (2005). Book review: Child abuse & culture. *Communiqué*, 34(2), 18.
- 3) Dombrowski, S. C., DiStefano, C., & Noonan, K. (2004). Review of the Stanford-Binet, Fifth Edition. *Communiqué*, 33(1), 12-15.
- 2) Dombrowski, S. C., & Noonan, K. (2004) Review of the WISC-IV. *Communiqué*, 33(2), 35-38.
- 1) Dombrowski, S. C. (2004). Book review: Educators' Handbook of Effective Testing. *Communiqué*, 33(3), 39.

Test Construction Projects

2) Dombrowski, S. C. (2020). *Child Development Questionnaire (CDQ)*. Unpublished Document.

1) Power, T. J., Dombrowski, S. C. et al. (2007). *The Homework Performance Questionnaire*.

Guest Edited Special Journal Issue

Dombrowski, S.C., & Martin, R. P. (2007; Guest Editors, *School Psychology Quarterly*). Perinatal Exposures in later psychological, behavioral, and cognitive disability.

Presentations (*Representative Sample*):

49) Benson, N. F., Dombrowski, S. C. & Maki, K. (2024). Review of the diagnostic accuracy of PSW. Poster presented at the National Association of School Psychologists annual meeting. New Orleans, LA.

48) Casey, C. J. & Dombrowski, S. C. (2023). Validity of the WJ IV Cognitive. Poster presented at the 2023 Annual Meeting of the National Association of School Psychologists, Denver, CO.

47) Dombrowski, S. C. (2023). Beyond the rhetoric of evidence-based professional practice: A framework for critical thinking in clinical practice. Australian Psychological Society, Melbourne, Australia.

46) Casey, C. J., & Dombrowski, S. (2021). Childhood Post-Traumatic Stress Disorder: Developmental Considerations, Comorbid Psychopathologies, and Evidence-Based Treatment Practices. Poster presented at the 2021 Annual Meeting of the National Association of School Psychologists.

45) McGill, R. J., Canivez, G. L., & Dombrowski, S. C. (2020, June). *Interpreting subscale scores in clinical practice: Acting on evidence* [Poster session]. Meeting of the Southeastern Psychological Association, New Orleans, LA.

44) McGill, R. J., Canivez, G. L., & Dombrowski, S. C. (2020, January). *Challenging orthodoxy in clinical assessment: Reviewing the origins and scientific status of CHC theory*. Paper presented at the 2nd Biennial Heterodoxy in Psychology Conference, Orange, CA.

43) McGill, R. J., & Dombrowski, S. C. (2019, August). Simulating the latent structure of achievement: Implications for theory and clinical interpretation. In A. A. Beaujean (Chair), *General academic achievement—attribute or artifact?* Symposium conducted at the meeting of the American Psychological Association, Chicago, IL.

42) McGill, R. J., Dombrowski, S. C., & Canivez, G. L. (2019, February). *Why do questionable assessment practices remain popular? Acting on evidence*. Poster presented at the meeting of the Trainers of School Psychologists, Atlanta, GA.

41) Canivez, G. L., Jacobson, L. A., Pritchard, A. A., Dombrowski, S. C., McGill, R. J., &

Watkins, M. W. (2018, August). *WISC-V Construct Validity: CFA with a Large Clinical Sample*. Paper presented at the 2018 Annual Convention of the American Psychological Association, San Francisco, CA

40) Watkins, M. W., Canivez, G. L., & Dombrowski, S. C. (2018, July). *Construct Validity and Reliability of the WISC-V Canadian: CFA and Omega Analyses*. Symposium paper presented at the 11th Conference of the International Test Commission, Montreal, CA.

39) Canivez, G. L., McGill, R. J., Pritchard, A. E., Jacobson, L. A., Dombrowski, S. C., & Watkins, M. W. (2018, February). *WISC-V Construct Validity with a Large Clinical Sample: CFA Evidence*. Paper presented at the 2018 Annual Convention of the National Association of School Psychologists, Chicago, IL.

38) Canivez, G. L., McGill, R. J., Pritchard, A. E., Jacobson, L. A., Dombrowski, S. C., & Watkins, M. W. (2018, February). *WISC-V Construct Validity with a Large Clinical Sample: EFA Evidence*. Paper presented at the 2018 Annual Convention of the National Association of School Psychologists, Chicago, IL.

37) Dombrowski, S. C. & McGill, R. J. (2017, August). *CHC Theory and Modern Tests of Intelligence: Reconciling Interpretive Ambitions with Empirical Realities*. Symposium presented at the 2017 Annual Convention of the American Psychological Association.

36) Dombrowski, S. C., McGill, R. J. & Canivez, G. L. (2017, February). *Exploratory and higher order modeling of the WJ IV Cognitive*. Poster presented at the 2017 Annual Convention of the National Association of School Psychologists, San Antonio, TX.

35) Canivez, G. L., Dombrowski, S. C., & Watkins, M. W. (2016, August). *WISC-V Standardization Sample Latent Factor Structure: CFA Bifactor Versus Higher-Order Models*. Paper presented at the 2016 Annual Convention of the American Psychological Association, Denver, CO.

34) Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (2016, July). *What does the WISC-V Measure? EFA and CFA with the 16 Primary and Secondary Subtests*. Symposium paper presented at the 10th Conference of the International Test Commission, Vancouver, BC, CA.

33) Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (2016, February). *Structural Validity of the WISC-V: Evidence from the Standardization Sample*. Paper to be presented at the 2016 Annual Convention of the National Association of School Psychologists, New Orleans, LA.

32) Dombrowski, S. C. (2015, April). *Compassion fatigue in the critical care veterinarian*. Paper presented at the European Emergency Critical Care Annual Meeting. Portoroz, Slovenia

31) Dombrowski, S. C. (2015, April). *Pet bereavement issues for veterinarians*. Paper presented at the European Emergency Critical Care Annual Meeting. Portoroz, Slovenia

30) Canivez, G. L., Dombrowski, S. C., & Watkins, M. W. (2015, August). *Hierarchical*

Exploratory Factor Analyses of the WISC–V in Four Standardization Sample Age Groups. Paper presented at the 2015 Annual Convention of the American Psychological Association. Toronto, ON, Canada

29) Dombrowski, S. C. (2014, June). *Bereavement issues in the critically ill pet*. Paper presented at the European Emergency Veterinary Critical Care Society Conference, Prague, Czech Republic.

28) Gischlar, K. L., Dombrowski, S. C., & Crosby-Robbins, M. R. (2014, February). *Child maltreatment: A survey of school psychologists' knowledge and practices*. Poster presented at the National Association of School Psychologists annual convention, Washington, D. C.

27) Dombrowski, S. C. (2013, March). *Gender incongruence: Need for greater awareness among school psychologists*. Paper presented at the National Association of School Psychologists, Philadelphia, PA.

26) Gischlar, K. L., & Dombrowski, S. C. (2010, March). *Non-suicidal self-injurious behavior in adolescents*. Paper presented at the National Association of School Psychologists annual convention, Chicago, IL.

25) Dombrowski, S. C., & Gischlar, K. L. (2008, February). *Juvenile fire setters: Assessment, intervention, and prevention*. Paper presented at the National Association of School Psychologists annual convention, New Orleans, LA.

24) Mautone, J., Power, T. J., Watkins, M., & Dombrowski, S. C. (2007, March). *Assessing the homework needs of children with ADHD*. Paper presented at the National Association of School Psychologists Annual Conference, New York, NY.

23) Gischlar, K. L., & Dombrowski, S. C. (2007, March). *Providing services for students with a childhood cancer diagnosis*. Paper presented at National Association of School Psychologists annual convention, New York, NY.

22) Gischlar, K. & Dombrowski, S. C. (2007, March) *Providing services for children with a childhood cancer diagnosis*. Paper presented at the National Association of School Psychologists Annual Conference, New York, NY.

21) Brugerman, A. W., Kamphaus, R. W., & Dombrowski, S. C. (March 2007). *A low achievement definition of learning disabilities*. Paper presented at the National Association of School Psychologists annual conference, New York, NY.

20) Power, T. J., Dombrowski, S. C., & Watkins, M. (August 2006). *Factor validation of the Homework Performance Scales*. Paper presented at the American Psychological Association annual conference, New Orleans, LA.

- 19) Dombrowski, S. C. (May, 2006). [Invited address]. *Protecting youth from the online hazards of pornography and sexual predation*. New Jersey Association of School Psychologist's Spring conference 2006.
- 18) Gischlar, K. L., & Dombrowski, S. C. (2006, March). *Child maltreatment: Assessment and intervention with culturally diverse families*. Paper presented at National Association of School Psychologists annual convention, Anaheim, CA.
- 17) Dombrowski, S. C. & Gischlar, K. (March, 2006). *Low birth weight/preterm birth: Prediction of early childhood outcomes*. Poster presented at the National Association of School Psychologists Annual Conference review, Anaheim, CA.
- 16) Kamphaus, R. W., Brumbaugh, A., & Dombrowski, S. C. (March, 2006). *Functional academic impairment model of learning disabilities*. Paper presented at the National Association of School Psychologists Annual Conference, Anaheim, CA.
- 15) Dombrowski, S.C. & Martin, R. P. (April, 2005). *Prenatal associations in psychological/behavioral pathology: A primer for school psychologists*. Paper presented at the National Association of School Psychologists Annual Conference, Atlanta, GA.
- 14) Dombrowski, S. C. & Gischlar, K. (April, 2005). *Mandated reporting in a multicultural environment: Considerations for school psychologists*. Paper presented at the National Association of School Psychologists Annual Conference, Atlanta, GA.
- 13) Dombrowski, S. C., Martin, R. P., & Huttunen, M. O. (April, 2005). *Maternal distress during pregnancy: Association with temperamental and behavioral outcomes in offspring*. Poster presented at the Society for Research in Child Development (SRCD) annual conference, Atlanta, GA.
- 12) Dombrowski, S. C. (October, 2004). *Is there a need for a new IQ test standard?* Paper accepted to the International Equitable Test Commission Annual Conference, Williamsburg, VA.
- 11) Dombrowski, S.C., Martin, R. P., & Mullis, C. (July, 2004). *Maternal smoking during pregnancy: Relation to psychological/behavioral outcomes in children*. Poster presented at the American Psychological Association Conference, Honolulu, Hawaii.
- 10) Dombrowski, S. C. (May, 2004). *Gestational fever and neuropsychiatric outcomes*. Paper presented at the National Children's Study workshop on inflammation and infection during pregnancy, Baltimore, MD. [Invited paper presentation]
- 9) Westburg, N. G., Murphy, J. M., & Dombrowski, S. C. (May, 2004). *Hope and the maltreated child*. Paper presented at the New Jersey Counseling Association Conference, Eatontown, NJ.

- 8) Dombrowski, S. C. (April, 2004). *Protecting children from online sexual predators: Implications for school psychologists*. Paper presented at the National Association of School Psychologists Conference, Dallas, TX.
- 7) Dombrowski, S. C. & Kamphaus, R. W. (April, 2004). *Beyond the demise of the discrepancy: Implications for school psychologists*. Paper presented at the National Association of School Psychologist Annual Conference, Dallas, TX.
- 6) Dombrowski, S. C. (March, 2004). *Strengths and limitations of norm-referenced and curriculum-based Assessment*. Paper presented at the Association of School Psychologists of Pennsylvania, Harrisburg, PA.
- 5) Dombrowski, S. C. (April, 2003). *Mandated child abuse reporting for the counseling profession*. Paper presented at the New Jersey Counseling Association, Princeton, NJ
- 4) Dombrowski, S. C. (March, 2003). *Mandated reporting for school psychologists: Implications for practice/policy*. Paper presented at the Association of School Psychologists of Pennsylvania, Harrisburg, PA.
- 3) Dombrowski, S. C. (March, 2003). *After the demise of the discrepancy: A proposed diagnostic approach for LD diagnosis*. Paper presented at the Association of School Psychologists of Pennsylvania, Harrisburg, PA.
- 2) Dombrowski, S. (March, 2002). *The response of maltreated children to the September 11th tragedy*. Paper presented at the New Jersey Counselors Association Conference, Princeton, NJ.
- 1) Dombrowski, S. C. (March, 2002). *The maltreated child, the school psychologist, and mandated reporting*. Paper presented at the Association of School Psychologists of Pennsylvania, Harrisburg, PA.

VALUE

Program Director School Psychology Program (2005 to 2016; 2019 to present)

Have served as program director for Rider's graduate program in school psychology. Wrote a the national accreditation report that resulted in national accreditation in 2007 for the first time in the program's 50-year history. All students in the program for the past 10 years have passed the national examination in school psychology and have successfully secured employment. Re-attained national accreditation in 2011, 2016 and 2023. Responsible for admissions interviews, open house nights, overseeing the program website, and developing marking brochures in coordination with graduate admissions.

School Psychology Program Review/Development (2001 to present)

Continuously review and revise the curriculum of the School Psychology program in an effort to maintain National Association of School Psychologists (NASP), CAEP, and NJ Department of Education accreditation. This has entailed substantial program revision on four occasions

(2007, 2011, 2016 and 2023), the creation of new courses, the adjusting of coursework sequencing, and the inclusion of additional program requirements for students (e.g., professional work characteristics ratings; comprehensive examination). This also has included review of student's portfolios, preparing annual student reviews with corresponding letters documenting areas of strength and needs for improvement, interviewing prospective students, discussing admission standards for entrance into the program, and aligning program requirements to be consistent with national standards and the needs of the field. Developed eight new courses in the program which helped the program maintain NASP accreditation.

School Psychology Program Admissions Interviews (2001 to present)

Conduct interviews of prospective candidates to the School Psychology program. This has encompassed approximately three full days to conduct the 20-to-30-minute interviews with each candidate.

Review of Culminating Projects and end of year student portfolios Responsible reviewing student portfolios and culminating student projects prior to graduation.

Development of the School Psychology Web Page

Guided the development of the School Psychology program website on three prior occasions.

Athletics Council (2022-present)

Serve as a bridge between athletics and faculty to address concerns and determine needs of student-athletes.

President's Advisory Council (2019 to 2022)

Attend monthly meetings to discuss general faculty and administrative issues and concerns.

AAUP Workload Committee (2016 to 2018)

Member of the committee charged with examining workload and program issues. Specifically charged with analyzing the workload commitment and graduate program director contract language.

Departmental Promotion and Tenure Review Committee (2004-2011; 2014-2023)

Participated on a committee to review and revise the departmental P&T guidelines.

Departmental Student Research Travel Award Committee (2019-present)

Served as chair of this committee to establish guidelines for the distribution of departmental funds to students who have been invited to present at conferences.

Proctor, Saturday Comprehensive Examinations (2001 to 2019)

Have proctored departmental comprehensive exams on Saturdays (9 am until 1 pm) in the fall or spring semester over the past 15 years.

Promotion and Tenure Committee (College of Education) (2004 to present)

Served on the College of Education promotion and tenure committee from 2004 to present. Responsible for reviewing and making decisions regarding promotion and/or tenure for faculty. Have represented numerous Graduate Education faculty on promotion and tenure cases including Drs. Peterson, Pertuit, Goduto, Ahia, Gischlar, Watson, Angello, and T. Buser.

Graduate Special Education Program Development (2001 to 2008)

Collaborate with the Director of the Special Education program to discuss the direction of the Special Education program. Discussed program philosophy and co-authored the Special Education Advisory Board Committee philosophy. Developed and scored the comprehensive exams. Revised coursework in accord with state code. Engaged in program development including sequencing of program coursework. Reviewed and revised Psychology of Exceptionality, Positive Behavior Support, and Psychology of Learning Disabilities. Participated in student matriculation and student remediation plans.

Provost Search Committee (2006-2007)

Served as a member of this committee that was responsible for screening, interviewing and offering recommendations to the president and board of trustees.

Chair, University Academic Policy Committee (Faculty Senate) (2003 to 2007)

Three-time chair of the University Academic Policy Committee. Responsible for facilitating discussion, debate, and the provision of feedback regarding university wide academic policy.

Chair, College of Education Human Subjects Review Board Committee (2003 to 2006)

Served on the committee from 2003 until 2009. Chair from 2005 until 2008. Reviewed proposed research projects involving human participants.

College of Education Academic Policy Committee (2003-2010)

Served on the School of Education's Academic Policy committee from 2003 until 2010.

Department of Graduate Education Policy Manual Committee (2003-2006)

Served on this three-year committee which was charged with reviewing and revising the Department's policy manual.

Chair, College of Education Technology Committee (2001 to 2004)

Served as chair of the school of education technology committee. This committee explored ways in which technology may be more appropriately integrated into instructor's pedagogical activities. As part of this process, the technology committee organized a successful technology faculty development day which was featured during the spring of 2003.

University Faculty Development Day Planning Committee (Co-Chair) (2003-2004)

Contributed to the initial development, planning, and organization of the Winter 2004 Faculty Development Day, which featured in large measure a technology showcase similar to the highly successful School of Education Technology showcase.

Society for the Study of School Psychology

(2022-present)

Treasurer

The Society for the Study of School Psychology is a scholarly society of elected members. Responsible for overseeing a six-million dollar endowment. Coordinate an annual budget of \$350,000 determining which initiatives should be funded. Oversaw an increase in the endowment from four-million to six million dollars.

New Membership Committee

(2018-2022)

Responsible for reviewing and determining new membership in the society based upon nominations from the field.

Early Career Research Award Committee

(2021-2022)

Reviewed applications for research awards and determined merits of submitted applications.

Journal of Psychoeducational Assessment

(2017-present)

Associate Editor

Responsible for reviewing and overseeing the review of upwards of 50 manuscripts per year submitted to this journal.

Editorial Board

Journal of School Psychology (2024 to present)

Journal of Psychoeducational Assessment (2014-present)

School Psychology Review (2020-present)

International Journal of School and Educational Psychology (2017-present)

Archives of Scientific Psychology (2015-2019)

Journal of Psychoeducational Assessment (2012 to present)

Communique (2003 to 2019)

Ad Hoc Reviewer

School Psychology Quarterly

Pediatrics

Child Maltreatment

Journal of School Psychology

Journal of Pediatric Psychology

Psychological Assessment

Child Abuse & Neglect

Contemporary School Psychology

Journal of Abnormal Psychology

Roeper Review

Assessment

Intelligence

Journal of Applied School Psychology

Journal of Consulting and Clinical Psychology

Archives of General Psychiatry

Archives of Scientific Psychology

Schizophrenia Review

Professional Psychology: Research and Practice
School Psychology Review
Child Abuse Review
Behavior Research Methods
Psychology in the Schools

National Association of School Psychologists Program Reviewer

Program #1 (Fall 2016)
Program #2 (Spring 2012)

In-Service Presentations/Colloquiums

- 1) Dombrowski, S. C. (September, 2005). Review of the BASC-2. Presented to the ADHD Clinic, Children's Hospital of Philadelphia, University of Pennsylvania School of Medicine
- 2) Dombrowski, S. C. (August, 2004). Proposed learning disabilities diagnostic approach. Presented to the ADHD Clinic, Children's Hospital of Philadelphia, University of Pennsylvania School of Medicine.
- 3) Dombrowski, S. C. (October, 2003). Workshop on the WISC-IV and Stanford-Binet 5. Presented to East Windsor Regional School District Psychological Services.
- 4) Dombrowski, S. C. (April, 2002). The temperamental characteristics of maltreated children. Presented to the Capella School, Princeton, NJ.
- 5) Dombrowski, S. C. (January, 2007). Factors in learning disabilities classification. Presented to the faculty and staff of the Wissahickon Charter School, Philadelphia, PA.

School District/Community Agency Consultation

Youth Education & Transition Services (2004 to 2011)
Wissahickon Charter School (2002 to 2018)
Folk Arts Cultural Treasures Charter School (2009 to 2011)
Bucks County Montessori School (2001 to 2003)
Council Rock School District (2003)

Professional Affiliations

National Association of School Psychologists
South Jersey Psychological Association

Professional Licensure and Certification

Licensed psychologist
-New Jersey
-Pennsylvania

Certified school psychologist

-New Jersey

-Pennsylvania

-Georgia (Inactive)

-California (Inactive)

Noteworthy Professional Accomplishments

Elected Member & Treasurer, Society for the Study of School Psychology (2017)

Rated as top 25 most productive school psychology faculty members and top 3 for non-doctoral faculty members from 2016-2020 (Hulac et al., 2024)

Rated as the 12th most productive school psychology faculty member among specialist level programs (2004-14 time period; Laurent et al., 2016)

Article of the year (2018)—Journal of School Psychology

Article of the year (runner up; 2021)—School Psychology Forum

Dominick Iorio Distinguished faculty research award (2011)—Rider University

Jane Bostrum Award for Scientific Contributions (2019) -New Jersey School Psychological Association

Interests

Tennis

Gardening

History

Staying active & somewhat fit

TED Ed Video

The Dark History of IQ tests (2020)

https://www.ted.com/talks/stefan_c_dombrowski_the_dark_history_of_iq_tests/transcript

Constant Wonder BYU-Sirius Radio Talk Show (2022)

The Complicated History of the World's Most Famous Test

<https://www.byuradio.org/718df4a9-e576-410b-b89a-18cf6d3c1d0d>

Invited Podcasts

Educational Diagnosticians (2024, September)

The slow learner: Why does it have to be so complicated?

<https://creators.spotify.com/pod/show/diagnosticians/episodes/Slow-Learner--Why-Does-it-Have-to-Be-So-Complicated--Stefan-Dombrowski-e2t2r99>

School Psyched (2020)

Learning disabilities assessment in school psychology – The COVID 19 pandemic and beyond

<https://schoolpsychedpodcast.wordpress.com/2020/05/18/spp-104-learning-disabilities-assessment-in-school-psychology-the-covid-19-pandemic-and-beyond/>

Spotify (2023)

What's the point of IQ testing?

<https://open.spotify.com/episode/6oPMum9XFJJxGv4G1Zl1CH>

National Television Appearance

NewsNation (2024, April)

Fall in IQ scores linked to technology use.

<https://www.newsnationnow.com/video/fall-in-iq-scores-linked-to-technology-use-professor-on-balance/9632596/>

Newspaper/Magazine Interviews/Write-ups

The Australian Age (2003)

Brain damage linked to flu in pregnancy

<https://www.theage.com.au/national/brain-damage-link-to-flu-in-pregnancy-20031229-gdx0o6.html>

London Telegraph (2004)

Flu in pregnant women can cause brain damage to unborn babies

<https://www.telegraph.co.uk/news/health/news/3304116/Flu-in-pregnant-women-can-cause-brain-damage-to-unborn-babies.html>

Science Daily (2011)

Could giftedness be linked to prenatal exposure of higher levels of hormones?

<https://www.sciencedaily.com/releases/2011/03/110311153549.htm>

Science Daily (2017)

Look to lactate to predict ill cats' prognoses

<https://www.sciencedaily.com/releases/2017/04/170412115754.htm>

Discover Magazine (2020)

Do IQ tests actually measure intelligence?

<https://www.discovermagazine.com/mind/do-iq-tests-actually-measure-intelligence>