

## *Curriculum Vitae*

June 2025

### **William P. Erchul, PhD, ABPP**

Professor Emeritus  
Department of Psychology  
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#### *Education*

- PhD University of Texas at Austin, Austin, TX, December 1984  
An Educational Psychology major with a specialization in School Psychology (APA-accredited doctoral training).  
Dissertation Advisor: Martin L. Tombari, PhD
- BA University of Wisconsin-Madison, Madison, WI, May 1979  
A UW Honors Program graduate with majors in Psychology and Communication Arts.  
Thesis Advisor: Willard R. Thurlow, PhD (1918-2022)

#### *Current Professional Credentials*

Licensed Psychologist, State of North Carolina  
Certified Health Service Provider Psychologist (HSP-P), State of North Carolina  
Board Certified in School Psychology, American Board of Professional Psychology (ABPP)  
E. Passport, Association of State and Provincial Psychology Boards (ASPPB)  
Authority to Practice Interjurisdictional Telepsychology (APIT) (ASPPB)

#### *Major Awards*

- 2019 Jack Bardon Distinguished Service Award, presented by the Division of School Psychology of the American Psychological Association in recognition of career service contributions to the field of school psychology
- 2011 Outstanding Service Award, presented by the American Board of Professional Psychology in recognition of outstanding contributions to ABPP board certification
- 2007 Elected Member, Society for the Study of School Psychology
- 2002 Elected Fellow, American Academy of School Psychology

- 1998 Outstanding Faculty Research Award, College of Education and Psychology, North Carolina State University
- 1995 Elected Fellow, American Psychological Association
- 1991 Lightner Witmer Award, presented by the Division of School Psychology of the American Psychological Association in recognition of early career research contributions to the field of school psychology
- 1991 Excellence in Staff Development Award, presented by the North Carolina School Psychology Association in recognition of efforts to provide continuing education to school psychologists within North Carolina

*Major Professional Service and Leadership Activities*

- 6/16 to 6/19 Director of School Psychology Training Program, Graduate School of Education, University of California, Riverside, CA (PhD training program accredited by the American Psychological Association and National Association of School Psychologists)
- 1/12 to 12/14 President-Elect/President/Past President, Society for the Study of School Psychology (a non-profit private foundation having the unique mission of providing financial support for research activities in school psychology)
- 7/87 to 6/04; 7/11 to 6/14 Director of School Psychology Training Program, Department of Psychology, North Carolina State University, Raleigh, NC (PhD training program accredited by the American Psychological Association and National Association of School Psychologists)
- 1/07 to 12/09 President-Elect/President/Past President, American Academy of School Psychology (an organization overseeing the practice of school psychology at its highest level of credentialing: board certification by ABPP)
- 10/99 to 12/01 Vice President of Publications, Communications, and Convention Affairs, Division 16 (School Psychology) of the American Psychological Association

*Professional Positions*

- 7/14 to present Professor Emeritus, Department of Psychology, College of Humanities and Social Sciences, North Carolina State University, Raleigh, NC
- 6/16 to 1/20 Professor (tenured), Graduate School of Education, University of California, Riverside, CA
- 6/16 to 6/19 Director of School Psychology Training Program, Graduate School of Education, University of California, Riverside, CA
- 1/14 to 6/16 Affiliated Researcher, T. Denny Sanford School of Social and Family Dynamics, Collaborative for Student Assessment and Educational Improvement Research, Arizona State University, Tempe, AZ

6/14 to 6/16	Research Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ
7/96 to 6/14	Professor (tenured), Department of Psychology, North Carolina State University, Raleigh, NC
9/12 to 7/13	National Affiliated Researcher, Learning Sciences Institute, Arizona State University, Tempe, AZ
1/08	Profesor Visitante, Escuela de Graduados, Facultad de Ciencias Sociales, Departamento de Psicología, Universidad de Concepción, Concepción, Chile
8/90 to 6/96	Associate Professor (tenured), Department of Psychology, North Carolina State University, Raleigh, NC
8/92 to 1/93	Visiting Associate Professor, School of Education, School Psychology Program, University of North Carolina, Chapel Hill, NC
8/84 to 7/90	Assistant Professor, Department of Psychology, North Carolina State University Raleigh, NC
1/84 to 5/84	Visiting Instructor, Department of Psychology, North Carolina State University Raleigh, NC
9/83 to 8/84	Predoctoral Intern in School/Clinical Psychology. Orange County (NC) Schools; NC Memorial Hospital (Chapel Hill, NC); and Orange-Person-Chatham Mental Health Center (Hillsborough, NC)
3/83 to 5/84	Research Associate, Human Interaction Research Institute, Los Angeles, CA
9/81 to 1/83	Assistant Instructor, Department of Educational Psychology, University of Texas at Austin
5/80 to 6/80	Research Assistant, Department of Educational Psychology, University of Texas at Austin
8/76 to 5/79	Research Assistant, Department of Psychology, University of Wisconsin- Madison

#### *Areas of Professional Interest*

- Psychological Consultation: Models of behavioral, conjoint behavioral, mental health, and organization development consultation/coaching applied primarily in educational settings
- Social/Interpersonal Influence: Social power base (person perception) and relational communication (face-to-face message exchange) theoretical/empirical/conceptual perspectives

- The intersection of psychological consultation and social influence (e.g., increasing an intervention agent's adherence to treatment components through the application of social influence strategies, such as performance feedback)
- The application of technology (e.g., videoconferencing, telepresence robots) to the delivery of psychological consultation and instructional coaching to teachers

### *Publications*

#### *Thesis and Dissertation*

Erchul, W. P. (1979). *Two types of auditory continuity effects: A study using skilled listeners*. Unpublished senior honors program thesis, University of Wisconsin-Madison.

Erchul, W. P. (1984). *A relational communication analysis of control in the consultant-consultee dyad across three interviews*. Unpublished doctoral dissertation, University of Texas at Austin.

#### *Books*

Erchul, W. P. (Ed.). (1993). *Consultation in community, school, and organizational practice: Gerald Caplan's contributions to professional psychology*. Washington, DC: Taylor & Francis.

Erchul, W. P., & Martens, B. K. (1997). *School consultation: Conceptual and empirical bases of practice*. New York: Plenum Press.

Erchul, W. P., & Martens, B. K. (2002). *School consultation: Conceptual and empirical bases of practice* (2nd ed.). New York: Kluwer Academic/Plenum Publishers.

Erchul, W. P., & Martens, B. K. (2006). *School consultation: Conceptual and empirical bases of practice* (reprinted 2nd ed.). New York: Springer.

Erchul, W. P., & Sheridan, S. M. (Eds.). (2008). *Handbook of research in school consultation: Empirical foundations for the field*. New York: Erlbaum/Taylor & Francis Group.

Erchul, W. P., & Martens, B. K. (2009). *School consultation: Conceptual and empirical bases of practice* (Japanese translation of 2<sup>nd</sup> ed.). New York: Springer.

Erchul, W. P., & Martens, B. K. (2010). *School consultation: Conceptual and empirical bases of practice* (3rd ed.). New York: Springer.

Erchul, W. P., & Martens, B. K. (2012). *School consultation: Conceptual and empirical bases of practice* (Paperbound version of 3rd ed.). New York: Springer.

Erchul, W. P., & Sheridan, S. M. (Eds.). (2014). *Handbook of research in school consultation* (2<sup>nd</sup> ed.). New York: Taylor & Francis Group/Routledge.

Erchul, W. P. (Ed.). (1993/2015). *Consultation in community, school, and organizational practice: Gerald Caplan's contributions to professional psychology*. New York: Routledge. (Re-published paperbound version of 1993 first edition)

Garbacz, S. A., Newman, D. S., Erchul, W. P., & Sheridan, S. M. (Eds.) (in press). *Handbook of research in school consultation: Empirical foundations for educational and human sciences* (3<sup>rd</sup> ed.). New York: Routledge.

*Articles in Refereed Journals*

Thurlow, W. R., & Erchul, W. P. (1977). Judged similarity in pitch of octave multiples. *Perception and Psychophysics*, 22, 177-182. <https://doi.org/10.3758/BF03198752>

Thurlow, W. R., & Erchul, W. P. (1978). Understanding continuity effects with complex stimuli. *Journal of the American Auditory Society*, 4, 113-116.

Erchul, W. P., & Backer, T. E. (1984). Recent developments in mental health consultation and education. *Consultation*, 3(3), 57-59.

Erchul, W. P., Stacey, D. C., & Atwood, C. W. (1986). Predictors of ability-achievement discrepancies in children referred for psychoeducational evaluation. *Psychology in the Schools*, 23, 27-33. [https://doi.org/10.1002/1520-6807\(198601\)23:1<27::AID-PITS2310230105>3.0.CO;2-N](https://doi.org/10.1002/1520-6807(198601)23:1<27::AID-PITS2310230105>3.0.CO;2-N)

Erchul, W. P. (1987). A relational communication analysis of control in school consultation. *Professional School Psychology*, 2, 113-124. <https://doi.org/10.1037/h0090534>

Erchul, W. P. (1987). Guest editor's comments: Family systems assessment and intervention. *School Psychology Review*, 16, 427-428. <https://doi.org/10.1080/02796015.1987.12085305>

Dombalis, A. O., & Erchul, W. P. (1987). Multiple family group therapy: A review of its applicability to the practice of school psychology. *School Psychology Review*, 16, 487-497. <https://doi.org/10.1080/02796015.1987.12085310>

Turner B. D., & Erchul, W. P. (1987). Visually impaired children I: Psychoeducational assessment issues. *School Psychology International*, 8, 105-115. <https://doi.org/10.1177/0143034387082006>

Erchul, W. P., & Turner, B. D. (1987). Visually impaired children II: Intervention strategies. *School Psychology International*, 8, 271-281. <https://doi.org/10.1177/014303438700800409>

Erchul, W. P., Scott, S. S., Dombalis, A. O., & Schulte, A. C. (1989). Characteristics and perceptions of beginning doctoral students in school psychology. *Professional School Psychology*, 4, 103-111. <https://doi.org/10.1037/h0090581>

Erchul, W. P., & Chewning, T. G. (1990). Behavioral consultation from a request-centered relational communication perspective. *School Psychology Quarterly*, 5, 1-20. <https://doi.org/10.1037/h0090598>

Erchul, W. P., & Schulte, A. C. (1990). The coding of consultation verbalizations: How much is enough? *School Psychology Quarterly*, 5, 256-264. <https://doi.org/10.1037/h0090616>

- Erchul, W. P., & Conoley, C. W. (1991). Helpful theories to guide counselors' practice of school-based consultation. *Elementary School Guidance and Counseling*, 25, 204-211.
- Erchul, W. P. (1991). Interpersonal process and outcome research in consultation: Guest editor's comments. *Journal of Educational and Psychological Consultation*, 2, 99-100.
- Witt, J. C., Erchul, W. P., McKee, W. T., Pardue, M. M., & Wickstrom, K. F. (1991). Conversational control in school-based consultation: The relationship between consultant and consultee topic determination and consultation outcome. *Journal of Educational and Psychological Consultation*, 2, 101-116. [https://doi.org/10.1207/s1532768xjepc0202\\_1](https://doi.org/10.1207/s1532768xjepc0202_1)
- Martens, B. K., Erchul, W. P., & Witt, J. C. (1992). Quantifying verbal interactions in school-based consultation: A comparison of four coding schemes. *School Psychology Review*, 21, 109-124. <https://doi.org/10.1080/02796015.1992.12085599>
- Erchul, W. P., Hughes, J. N., Meyers, J., Hickman, J. A., & Braden, J. P. (1992). Dyadic agreement concerning the consultation process and its relationship to outcome. *Journal of Educational and Psychological Consultation*, 3, 119-132. [https://doi.org/10.1207/s1532768xjepc0302\\_3](https://doi.org/10.1207/s1532768xjepc0302_3)
- Erchul, W. P. (1992). On dominance, cooperation, teamwork, and collaboration in school-based consultation. *Journal of Educational and Psychological Consultation*, 3, 363-366. [https://doi.org/10.1207/s1532768xjepc0304\\_5](https://doi.org/10.1207/s1532768xjepc0304_5)
- Erchul, W. P. (1993). Selected interpersonal perspectives in consultation research. *School Psychology Quarterly*, 8, 38-49. <https://doi.org/10.1037/h0088830>
- Caplan, G., Caplan, R. B., & Erchul, W. P. (1994). Caplanian mental health consultation: Historical background and current status. *Consulting Psychology Journal: Practice and Research*, 46(4), 2-12. <https://doi.org/10.1037/1061-4087.46.4.2>
- Caplan, G., Caplan, R. B., & Erchul, W. P. (1995). A contemporary view of mental health consultation: Comments on "Types of mental health consultation" by Gerald Caplan (1963). *Journal of Educational and Psychological Consultation*, 6, 23-30. [https://doi.org/10.1207/s1532768xjepc0601\\_2](https://doi.org/10.1207/s1532768xjepc0601_2)
- Erchul, W. P., Covington, C. G., Hughes, J. N., & Meyers, J. (1995). Further explorations of request-centered relational communication within school consultation. *School Psychology Review*, 24, 621-632. <https://doi.org/10.1080/02796015.1995.12085791>
- Erchul, W. P., & Schulte, A. C. (1996). Behavioral consultation as a work in progress: A reply to Witt, Gresham, and Noell. *Journal of Educational and Psychological Consultation*, 7, 345-354.
- Erchul, W. P., & Raven, B. H. (1997). Social power in school consultation: A contemporary view of French and Raven's bases of power model. *Journal of School Psychology*, 35, 137-171. [https://doi.org/10.1016/S0022-4405\(97\)00002-2](https://doi.org/10.1016/S0022-4405(97)00002-2)
- Hughes, J. N., Erchul, W. P., Yoon, J., Jackson, T., & Henington, C. (1997). Consultant use of questions and its relationship to consultee evaluation of effectiveness. *Journal of School Psychology*, 35, 281-297. [https://doi.org/10.1016/S0022-4405\(97\)00008-3](https://doi.org/10.1016/S0022-4405(97)00008-3)

- Schulte, A. C., Osborne, S. S., & Erchul, W. P. (1998). Effective special education: A United States dilemma. *School Psychology Review*, 27, 66-76. (Published simultaneously in Great Britain's *Educational and Child Psychology*, 15, 84-99) <https://doi.org/10.1080/02796015.1998.12085898>
- Erchul, W. P., Sheridan, S. M., Ryan, D. A., Grissom, P. F., Killough, C. E., Mettler, D. W. (1999). Patterns of relational communication in conjoint behavioral consultation. *School Psychology Quarterly*, 14, 121-147. <https://doi.org/10.1037/h0089001>
- Erchul, W. P. (1999). Two steps forward, one step back: Collaboration in school-based consultation. *Journal of School Psychology*, 37, 191-203. [https://doi.org/10.1016/S0022-4405\(99\)00004-7](https://doi.org/10.1016/S0022-4405(99)00004-7)
- Erchul, W. P., Raven, B. H., & Ray, A. G. (2001). School psychologists' perceptions of social power bases in teacher consultation. *Journal of Educational and Psychological Consultation*, 12, 1-23. [http://dx.doi.org/10.1207/S1532768XJEP1201\\_01](http://dx.doi.org/10.1207/S1532768XJEP1201_01)
- Erchul, W. P., Raven, B. H., & Whichard, S. M. (2001). School psychologist and teacher perceptions of social power bases in school consultation. *Journal of School Psychology*, 39, 483-497. [http://dx.doi.org/10.1016/S0022-4405\(01\)00085-1](http://dx.doi.org/10.1016/S0022-4405(01)00085-1)
- Erchul, W. P. (2003). Communication and interpersonal processes in consultation: Guest editor's comments. *Journal of Educational and Psychological Consultation*, 14, 105-107. [https://doi.org/10.1207/s1532768xjepc1402\\_1](https://doi.org/10.1207/s1532768xjepc1402_1)
- Grissom, P. F., Erchul, W. P., & Sheridan, S. M. (2003). Relationships among relational communication processes and perceptions of outcomes in conjoint behavioral consultation. *Journal of Educational and Psychological Consultation*, 14, 157-180. [https://doi.org/10.1207/s1532768xjepc1402\\_4](https://doi.org/10.1207/s1532768xjepc1402_4)
- Sheridan, S. M., Erchul, W. P., Brown, M. S., Dowd, S. E., Warnes, E. D., Marti, D. C., Schemm, A. V., & Eagle, J. W. (2004). Perceptions of helpfulness in conjoint behavioral consultation: Congruence and agreement between teachers and parents. *School Psychology Quarterly*, 19, 121-140. <https://doi.org/10.1521/scpq.19.2.121.33308>
- Erchul, W. P., Raven, B. H., & Wilson, K. E. (2004). The relationship between gender of consultant and social power perceptions within school consultation. *School Psychology Review*, 33, 582-590. <https://doi.org/10.1080/02796015.2004.12086269>
- Erchul, W. P., DuPaul, G. J., Grissom, P. F., Vile Junod, R., Jitendra, A. K., Mannella, M., Tresco, K., Flammer, L., & Volpe, R. J. (2007). Relationships among relational communication processes and consultation outcomes for students with ADHD. *School Psychology Review*, 36, 111-129. <https://doi.org/10.1080/02796015.2007.12087955>
- Wilson, K. E., Erchul, W. P., & Raven, B. H. (2008). The likelihood of use of social power strategies by school psychologists when consulting with teachers. *Journal of Educational and Psychological Consultation*, 18, 101-123. <http://dx.doi.org/10.1080/10474410701864321>
- Getty, K. C., & Erchul, W. P. (2009). The influence of gender on the likelihood of using soft social power strategies in school consultation. *Psychology in the Schools*, 46, 447-458. <https://doi.org/10.1002/pits.20389>

- 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 Attention Deficit Hyperactivity Disorder. *School Psychology Review*, 38, 28-37. [Reprinted in the fall, 2010, issue of the *Mensa Research Journal*]  
<https://doi.org/10.1080/02796015.2009.12087847>
- Erchul, W. P. (2009). Gerald Caplan: A tribute to the originator of mental health consultation. *Journal of Educational and Psychological Consultation*, 19, 95-105.  
<https://doi.org/10.1080/10474410902888418>
- Erchul, W. P. (2009). Gerald Caplan (1917-2008) [obituary]. *American Psychologist*, 64, 563.  
<https://doi.org/10.1037/a0015753>
- Easton, J. E., & Erchul, W. P. (2011). Teacher acceptability of treatment plan implementation monitoring and feedback methods. *Journal of Educational and Psychological Consultation*, 21, 56-77. <https://doi.org/10.1080/10474412.2011.544949>
- Erchul, W. P. (2011). School consultation and response to intervention: A tale of two literatures. *Journal of Educational and Psychological Consultation*, 21, 191-208.  
<https://doi.org/10.1080/10474412.2011.595198>
- Bennett, M. S., Erchul, W. P., Young, H. L., & Bartel, C. M. (2012). Exploring relational communication patterns in prereferral intervention teams. *Journal of Educational and Psychological Consultation*, 22, 187-207.  
<https://doi.org/10.1080/10474412.2012.706128>
- Erchul, W. P. (2013). Treatment integrity enhancement conceptualized as an exercise in social influence. *Journal of Educational and Psychological Consultation*, 23, 300-306.  
<https://doi.org/10.1080/10474412.2013.845497>
- Shajith, B. I., & Erchul, W. P. (2014). Bringing parents to school: The effect of invitations from school, teacher, and child on parental involvement in middle schools. *International Journal of School & Educational Psychology*, 2, 11-23.  
<https://doi.org/10.1080/21683603.2013.854186>
- Erchul, W. P. (2015). Put me in, coach: Observations on selected studies implementing supportive interventions to teachers. *School Mental Health*, 7, 74-79.  
<https://doi.org/10.1007/s12310-015-9144-1>
- Fischer, A. J., Schultz, B. K., Collier-Meek, M. A., Zoder-Martell, K. A., & Erchul, W. P. (2016). A critical review of videoconferencing software to support school consultation. *International Journal of School & Educational Psychology*, 6, 1-11.  
<https://doi.org/10.1080/21683603.2016.1240129>
- Owens, J. S., Schwartz, M. E., Erchul, W. P., Himawan, L., Coles, E. K., Evans, S. W., & Schulte, A. C. (2017). Teacher perceptions of school consultants' social influence: Replication and expansion. *Journal of Educational and Psychological Consultation*, 27(4), 411-436.  
<https://doi.org/10.1080/10474412.2016.1275649>



- Fischer, A. J., Collier-Meek, M. A., Bloomfield, B., Erchul, W. P., & Gresham, F. M. (2017). A comparison of problem identification interviews conducted face-to-face and via videoconferencing using the Consultation Analysis Record. *Journal of School Psychology, 63*, 63-76. <https://doi.org/10.1016/j.jsp.2017.03.009>
- Fischer, A. J., Erchul, W. P., & Schultz, B. K. (2018). Teleconsultation as the new frontier of educational and psychological consultation: Introduction to the special issue. *Journal of Educational and Psychological Consultation, 28*, 249-254. <https://doi.org/10.1080/10474412.2018.1425880>
- Schultz, B. K., Zoder-Martell, K. A., Fischer, A. J., Collier-Meek, M. A., Erchul, W. P., & Schoemann, A. M. (2018). When is teleconsultation acceptable to school psychologists? *Journal of Educational and Psychological Consultation, 28*, 279-296. <https://doi.org/10.1080/10474412.2017.1385397>
- Erchul, W. P., Fischer, A. J., Collier-Meek, M. A., Bloomfield, B. (2018). Highlighting the utility of the Consultation Analysis Record for consultation research and training. *Journal of Educational and Psychological Consultation, 28*, 445-459. <https://doi.org/10.1080/10474412.2017.1418366>
- Owens, J. S., Allan, D., Hustus, C., & Erchul, W. P. (2018). Examining correlates of teacher receptivity to social influence strategies within a school consultation relationship. *Psychology in the Schools, 55*, 1041-1055. <https://doi.org/10.1002/pits.22163>
- Fischer, A. J., Bloomfield, B. S., Clark, R. R., McClelland, A. L., Thompson, M. C., & Erchul, W. P. (2018). Increasing student compliance with teacher instructions using telepresence robot problem-solving teleconsultation. *International Journal of School & Educational Psychology, 10.1080/21683603.2018.1470948*
- Fischer, A. J., Clark, R. R., Bloomfield, B. S., Askings, D. C., & Erchul, W. P. (2019). Using teleconsultation to teach expressive number discrimination through stimulus fading and reinforcement. *Journal of Applied School Psychology, 35*, 339-356. [10.1080/15377903.2019.1587803](https://doi.org/10.1080/15377903.2019.1587803)
- Jones, B., Erchul, W. P., & Geraghty, C. A. (2020). Supplemental reading interventions implemented by paraprofessionals: A meta-analysis. *Psychology in the Schools, 10.1002/pits.22427*
- Erchul, W. P. (2020). In Memoriam: Bertram H. Raven (1926-2020). *American Psychologist, 75* (6), 869. <https://doi.org/10.1037/amp0000645>
- Erchul, W. P. (2023). As we coach, so shall we consult: A perspective on coaching research in education. *Journal of School Psychology, 96*, 88-94. <https://doi.org/10.1016/j.jsp.2022.10.004>

### Chapters

- Erchul, W. P. (1992). Social psychological perspectives on the school psychologist's involvement with parents. In F. J. Medway & T. P. Cafferty (Eds.), *School psychology: A social psychological perspective* (pp. 425-448). Hillsdale, NJ: Erlbaum.

- Erchul, W. P., & Schulte, A. C. (1993/2015). Gerald Caplan's contributions to professional psychology: Conceptual underpinnings. In W. P. Erchul (Ed.), *Consultation in community, school, and organizational practice: Gerald Caplan's contributions to professional psychology* (pp. 3-40). Washington, DC: Taylor & Francis.
- Erchul, W. P. (1993/2015). Reflections on mental health consultation: An interview with Gerald Caplan. In W. P. Erchul (Ed.), *Consultation in community, school, and organizational practice: Gerald Caplan's contributions to professional psychology* (pp. 57-72). Washington, DC: Taylor & Francis.
- Zins, J. E., & Erchul, W. P. (1995). Best practices in school consultation. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-III* (pp. 609-623). Washington, DC: National Association of School Psychologists.
- Zins, J. E., & Erchul, W. P. (2002). Best practices in school consultation. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-IV* (pp. 625-643). Washington, DC: National Association of School Psychologists.  
- According to Floyd et al. (2024), this publication is the top-cited chapter on consultation and the tenth-highest cited chapter overall of the 589 chapters appearing across six editions of *Best Practices in School Psychology* (1985-2014).
- Zins, J. E., & Erchul, W. P. (2003). The use of consultation and collaboration as a foundation for promoting health and preventing problems. In T. P. Gullotta & M. Bloom (Eds.), *Encyclopedia of primary prevention and health promotion* (pp. 80-85). New York, NY: Kluwer Academic/Plenum Publishers.
- Hardee, L., & Erchul, W. P. (2003). Preface. In *North Carolina best practices in school psychology*. Raleigh, NC: School Psychology Leadership Task Force.
- Howard, C., Yardley, R., & Erchul, W. P. (2003). Licensure for school psychologists in North Carolina. In *North Carolina best practices in school psychology*. Raleigh, NC: School Psychology Leadership Task Force.
- Erchul, W. P. (2003). North Carolina school psychology training programs. In *North Carolina best practices in school psychology*. Raleigh, NC: School Psychology Leadership Task Force.
- Erchul, W. P., Grissom, P. F., & Getty, K. C. (2008). Studying interpersonal influence within school consultation: Social power base and relational communication perspectives. In W. P. Erchul & S. M. Sheridan (Eds.), *Handbook of research in school consultation: Empirical foundations for the field* (pp. 293-322). Erlbaum.
- Erchul, W. P., & Sheridan, S. M. (2008). Overview: The state of scientific research in school consultation. In W. P. Erchul & S. M. Sheridan (Eds.), *Handbook of research in school consultation: Empirical foundations for the field* (pp. 3-12). Erlbaum.
- Sheridan, S. M., & Erchul, W. P. (2008). Epilogue: Final comments on school consultation research. In W. P. Erchul & S. M. Sheridan (Eds.), *Handbook of research in school consultation: Empirical foundations for the field* (pp. 375-380). Erlbaum.
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- Erchul, W. P., Raven, B. H., & Wilson, K. E. (2002, September). *Age and gender effects on social power perceptions within consultation*. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Charlotte, NC.
- Getty, K. C., & Erchul, W. P. (2003, September). *Social support, social skills, and educational setting as contributors to the perceived self-concept of children with learning disabilities*. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Raleigh, NC.
- Breckheimer, S. (Moderator), Armistead, L., Armistead, Braden, J., Deni, J., Erchul, W., Hardy-Braz, S., Hiemenz, J. Snyder, T., & Unruh, L. (2003, September). *The future of school psychology in North Carolina*. Panel discussion at the Fall Conference of the North Carolina School Psychology Association, Raleigh, NC.
- Sabourin Ward, C., & Erchul, W. P. (2004, September). *Functional behavioral assessment: A comparison of two approaches for practitioners*. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Wilmington, NC.
- Erchul, W. P., DuPaul, G. J., Grissom, P. F., Vile Junod, R., Jitendra, A. K., Mannella, M., Tresco, K., Flammer, L., & Volpe, R. J. (2005, August). Linking process to outcome in consultation for students with ADHD. In G. H. Noell (Chair), *Moderating variables in school consultation: Diversity, interaction, and follow-up*. Symposium presented at the meeting of the American Psychological Association, Washington, DC.
- Wilson, K. E., & Erchul, W. P. (2006, July). The likelihood of use of social power strategies by school psychologists when consulting with teachers. In W. P. Erchul & B. H. Raven (Co-chairs), *The Interpersonal Power Inventory: Theory, research, and instruction*. Symposium presented at the International Congress of Applied Psychology, Athens, Greece.

- Wilson, K. E., Erchul, W. P., & Raven, B. H. (2006, October). *School psychologists' likelihood of using specific social power strategies in teacher consultation*. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Raleigh, NC.
- Getty, K. C., & Erchul, W. P. (2007, August). *Factors related to consultants' likelihood of using social power strategies*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Getty, K. C., Erchul, W. P., & Raven, B. H. (2007, October). *The likelihood of use of soft power strategies in school consultation: The influence of gender and professional experience*. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Wilmington, NC.
- Unruh, L. (Moderator), Deni, J., Erchul, W., Myers, L., Phipps, C., Schlientz, M., & Tinker, M. (2007, October). *Practica and internships in North Carolina: A panel discussion*. Presented at the Fall Conference of the North Carolina School Psychology Association, Wilmington, NC.
- Miller, J. A. (Moderator), Erchul, W. P., Flanagan, R., Hatt, C., & Miller, D. C. (2008, February). *Obtaining the ABPP in school psychology*. A panel discussion presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- 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. (2008, August). *Consultation relational processes and outcomes for students with ADHD*. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.
- Bennett, M. S., Erchul, W. P., DuPaul, G. J., & Jitendra, A. K. (2008, October). *Contrasting control styles in school consultation*. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Charlotte, NC.
- 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. (2008, October). *Consultation relational processes and outcomes for students with ADHD*. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Charlotte, NC.
- Erchul, W. P. (Moderator), Miller, J. A., Tansy, M., Kaufman, J., & Powell, S. (2009, February). *Obtaining the ABPP/Board certification in school psychology*. Panel discussion presented at the annual meeting of the National Association of School Psychologists, Boston, MA.
- Rupard, M. D., & Erchul, W. P. (2009, August). *Development of a measure of social support for school consultation*. Poster presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.
- Easton, J., & Erchul, W. P. (2009, October). *Teacher acceptability of treatment plan implementation monitoring and feedback methods*. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Raleigh, NC.

- Rupard, M. D., & Erchul, W. P. (2009, October). *Development of a measure of social support for school consultation*. Poster presented at the Fall Conference of the North Carolina School Psychology Association, Raleigh, NC.
- Tansy, M. (Moderator), Caterino, L., Erchul, W. P., Kaufman, J., McIntosh, D. E., & Powell, S. (2010, March). *Obtaining the ABPP/Board certification in school psychology*. A panel discussion presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Bennett, M. S., Erchul, W. P., Young, H. L., & Bartel, C. M. (2010, August). *Exploring relational communication patterns in prereferral intervention teams*. Poster presented at the annual meeting of the American Psychological Association, San Diego, CA.
- Erchul, W. P. (2010, August). School consultation research in the response-to-intervention era. In S. D. Truscott (chair), *Four prominent researchers consider the future of school-based consultation*. Symposium presented at the annual meeting of the American Psychological Association, San Diego, CA.
- Shajith, B., & Erchul, W. P. (2010, October). *Bringing parents to school: The effect of invitations from school, teacher, and child on parental involvement in middle school*. Poster presented at the fall conference of the North Carolina School Psychology Association, Asheville, NC.
- Bennett, M. S., Erchul, W. P., Young, H. L., & Bartel, C. M. (2010, October). *Exploring relational communication patterns in prereferral intervention teams*. Poster presented at the fall conference of the North Carolina School Psychology Association, Asheville, NC.
- Easton, J. E., & Erchul, W. P. (2012, August). *Using implementation monitoring and group feedback to improve intervention implementation*. Poster presented at the annual meeting of the American Psychological Association, Orlando, FL.
- Mayer, J. E., & Erchul, W. P. (2012, October). *Using implementation monitoring and group feedback to improve intervention implementation*. Poster presented at the fall conference of the North Carolina School Psychology Association, Sunset Beach, NC.
- Erchul, W. P. (Moderator), Power, T., & Truscott, S. D. (2013, February). *What is the Society for the Study of School Psychology (SSSP)?* Panel discussion presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Bartel, C. M., Erchul, W. P., Young, H. L., & Whitenack, J. L. (2013, August). *Understanding problem-solving team consultation using the Consultation Analysis Record*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Shajith, B. I., & Erchul, W. P. (2013, August). *The effect of invitations on parental involvement in middle schools*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Bartel, C. M., Erchul, W. P., Young, H. L., & Whitenack, J. L. (2013, September). *Understanding problem-solving team consultation using the Consultation Analysis Record*. Poster presented at the fall conference of the North Carolina School Psychology Association, Cary, NC.

- Shajith, B. I., & Erchul, W. P. (2013, September). *The effect of invitations on parental involvement in middle schools*. Poster presented at the fall conference of the North Carolina School Psychology Association, Cary, NC.
- Schulte, A. C., & Erchul, W. P. (2014, September). *Achievement growth by students with and without disabilities*. Research presentation given to faculty associated with the Learning Sciences Institute Australia, Australian Catholic University, Brisbane, Australia.
- Fischer, A. J., Collier-Meek, M. A., Bloomfield, B., Erchul, W. P., & Gresham, F. M. (2016, February). *A comparison of problem identification interviews conducted face-to-face and via videoconferencing using the Consultation Analysis Record*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Erchul, W. P., Schwartz, M. E., Owens, J. S.,...& Schulte, A. C. (2016, February). Influence in school consultation: Raven's social power base/strategy perspective. In W. P. Erchul (chair), *Social influence in school consultation: Theory, research, and practice*. Symposium presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Schwartz, M. E., Owens, J. S., Erchul, W. P. ...& Schulte, A. C. (2016, February). Teacher perceptions of school consultants' social influence: Replication and expansion. In W. P. Erchul (chair), *Social influence in school consultation: Theory, research, and practice*. Symposium presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Owens, J. S., Erchul, W. P., Schwartz, M. E., ...Coles, E. K. (2016, February). The relationship between social influence and teachers' intervention implementation integrity. In W. P. Erchul (chair), *Social influence in school consultation: Theory, research, and practice*. Symposium presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Thompson, M. C., Clark, R. R., Bloomfield, B., Askings, D., McClelland, A., Lehman, E., May, E., Fischer, A. J., & Erchul, W. P. (2016, August). *Conjoint behavioral teleconsultation for special education teachers*. Poster presented at the annual meeting of the American Psychological Association, Denver, CO.
- Erchul, W. P., Fischer, A. J., Bloomfield, B., & Collier-Meek, M. A. (2017, February). *Examining what we say in consultation: The Consultation Analysis Record*. Paper presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- Fischer, A. J., Erchul, W. P., Schultz, B. K., Zoder-Martell, K., & Collier-Meeks, M. A. (2017, February). *School psychologists' acceptability of teleconsultation: A conjoint analysis*. Paper presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- Geraghty, C., Erchul, W. P., & Bains, B. (2019, February). *Using performance feedback to improve district-wide PBS implementation*. Paper presented at the meeting of the National Association of School Psychologists, Atlanta, GA.
- Mandrachia, N. R., & Erchul, W. P. (2020, February). *Using persuasive messaging in school-based administrative consultation*. Poster presented at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

*National Presentations (Invited)*

- Erchul, W. P. (1990, April). Parent/family consultation and school-based teacher consultation: Similarities and differences. Discussant's remarks in C. Carlson (Chair), *Working with families and schools: Shifting from problems to possibilities*. Symposium presented at the meeting of the National Association of School Psychologists, San Francisco, CA.
- Erchul, W. P. (1990, August). Impressions of scientist-practitioner training within school psychology. Discussant's remarks in S. W. Ehly (Chair), *National Scientist-Practitioner Conference and Governors' Association Education Summit: Taking stock in school/educational psychology*. Symposium presented at the meeting of the American Psychological Association, Boston, MA.
- Erchul, W. P. (1992, August). *Selected interpersonal perspectives in consultation research*. Lightner Witmer Award Invited Address presented at the meeting of the American Psychological Association, Washington, DC.
- Erchul, W. P. (1993, April). Question #1: Is collaborative consultation non-directive? In D. Fuchs (Chair), *Questioning popular beliefs about collaborative consultation*. Invited symposium presented at the meeting of the Council for Exceptional Children, San Antonio, TX.
- Erchul, W. P. (1998, August). Ten observations about consultation practice and research in school psychology. In S. DeMers (Chair), *State of the art--Consultation, assessment, and intervention: School-based and school-linked*. Invited symposium presented at the meeting of the American Psychological Association, San Francisco, CA.
- Erchul, W. P. (1999, April). *Three R's of school consultation: Role, relationship, and resistance*. Invited workshop presented at the meeting of the National Association of School Psychologists, Las Vegas, NV.
- Erchul, W. P. (2000, August). A critique of the Teacher Variance Approach to consultation. In J. Meyers (Chair), *Teacher resistance: Consultation acceptability and treatment integrity*. Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.
- Erchul, W. P. (2007, August). Gerald Caplan and consultee-centered consultation. Discussant's remarks in S. Knotek (Chair), *Understanding, implementing, and sustaining organizational innovations through consultee-centered consultation*. Symposium presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Erchul, W. P. (2013, August). Reflections on school psychology's past, present, and future research. In K. McIntosh (Chair), *School psychology research: Leading researchers weigh in on our past, present, and future*. Symposium presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Erchul, W. P. (2016, February). Reflections on the use of technology to enhance school consultation. Discussant's remarks in K. Zoder-Martell (Chair), *Conceptual and empirical issues using videoconferencing in school consultation*. Symposium presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.



Fischer, A. J. & Erchul, W. P. (2016, April). *Behavioral teleconsultation in schools through telepresence robots*. Invited presentation at the 2<sup>nd</sup> annual Miami Association for Applied Behavior Analysis Technology for Behavior Change (Tech B) conference, Coral Gables, FL.

Erchul, W. P. (2017, February). Discussant's remarks in A. J. Fischer (Chair), *Telepresence robot consultation for special education teachers and students*. Symposium presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

Erchul, W. P. (2018, May). *Behavioral consultation: Past, present, and future*. B. F. Skinner Invited Lecture presented at the annual convention of the Association for Behavior Analysis International, San Diego, CA.

#### *Selected Local and Regional Presentations (Invited)*

Erchul, W. P. (1979, April). *Reflections on Psi Chi's productive year*. Address presented at the University of Wisconsin-Madison Psi Chi (national honor society in psychology) chapter induction ceremony.

Erchul, W. P. (1985, February). *Teenage suicide*. Lecture presented to students and faculty at J. F. Webb High School, Oxford, NC.

Erchul, W. P. (1985, March). *Social power, relational communication, and psychological consultation*. Colloquium presented to UNC-Chapel Hill School Psychology Program.

Erchul, W. P. (1985, March). *Factors that enhance and inhibit the practice of organizational consultation in the schools*. Lecture presented to school psychology doctoral students at UNC-Chapel Hill.

Erchul, W. P. (1985, November). *On families and parenting*. Address presented at the North Carolina State University Psi Chi chapter induction ceremony.

Erchul, W. P. (1986, October). *Parenting and the new high school student*. Presentation made to parents of students enrolled at Enloe High School, Raleigh, NC.

Erchul, W. P. (1987, March). *Students' perceptions of doctoral training in school psychology: Results from a national survey*. Paper presented as a part of the NCSU Department of Psychology's annual colloquium series.

Erchul, W. P. (1987, October). *Training trends in school psychology*. Lecture presented to school psychology doctoral students at UNC-Chapel Hill.

Erchul, W. P. (1988, May). *Developing psychological consulting skills*. Workshop presented to school psychology staff of the Cumberland County (NC) Schools.

Erchul, W. P. (1991, July). *Dedication of the James W. Erchul, M.D., Creative Learning Center*. Remarks made to the physicians and staff at St. Elizabeth's Hospital in Appleton, WI.

Erchul, W. P. (1991, September). *The history of school psychology*. Lecture presented to school psychology graduate students at UNC-Chapel Hill.

- Erchul, W. P. (1992, October). *National and state awards in school psychology*. Lecture presented to school psychology graduate students at UNC-Chapel Hill.
- Erchul, W. P. (1997, September). *Consultation in school psychology: Let's give 'em something to talk about*. Presentation given at the Fall Conference of the North Carolina School Psychology Association, Charlotte, NC.
- Erchul, W. P. (1998, April). *School consultation: Some conceptual and empirical aspects*. Presentation given to NCSU College of Education and Psychology's faculty and students as part of the College's Research Day events.
- Erchul, W. P. (2002, March). *Behavioral consultation and the collaboration debate*. Lecture presented to school psychology graduate students at UNC-Chapel Hill.
- Erchul, W. P. (2002, October). *Introduction to the film, "A Beautiful Mind"*. Presentation given to NCSU students.
- Erchul, W. P. (2005, October). *Relational communication as a moderating variable in school consultation research*. Invited address given to graduate students and faculty in the school psychology program at Syracuse University, Syracuse, NY.
- Erchul, W. P. (2007, April). *Becoming a psychologist*. Presentation given to undergraduate students at NCSU, Raleigh, NC.
- Schulte, A. C. & Erchul, W. P. (2009, February). *Promises and problems of RTI*. Presentation given to school psychology staff at the Virginia Beach (VA) City Public Schools.
- Erchul, W. P. (2010, November). *Contemporary issues in school consultation*. Invited address given to graduate students and faculty in the school psychology program at Georgia State University, Atlanta, GA.
- Erchul, W. P. (2013, January). *Behavioral consultation: A celebration of its past, present, and future*. Invited address given to graduate students and faculty in the school psychology program at the University of Arizona, Tucson, AZ.
- Proffit, K., Remis, K., Hyde, J., & Erchul, W. P. (2015, November). *Consultation support to school teams: Helping students by working with adults*. Professional development session given to the Wake County (NC) Public School System school psychology staff, Raleigh, NC.
- Erchul, W. P. (2016, January). *Problem-solving consultation and RTI/MTSS*. Synchronous online lecture given to school psychology graduate students at the University of Oregon, Eugene, OR.
- Erchul, W. P. (2016, March). *Studying social influence in consultation using Raven's Power/Interaction Model of Interpersonal Influence*. Dean's Distinguished Lecture given to graduate students and faculty in the Graduate School of Education at the University of California, Riverside, CA.
- Erchul, W. P. (2017, February). *Studying social influence in consultation using Raven's Power/Interaction Model of Interpersonal Influence*. Synchronous online lecture given to school psychology graduate students at Northern Illinois University, DeKalb, IL.

Erchul, W. P. (2018, December). *The role of social influence in school and behavioral consultation*. Invited professional development training given to school psychologists and other personnel in the San Diego Unified School District, San Diego, CA.

Erchul, W. P. (2020, November). *Studying influence in consultation using Raven's Power/Interaction Model of Interpersonal Influence/The Consultation Analysis Record in context*. Synchronous online lecture given to applied behavior analysis doctoral students at Simmons University, Boston, MA.

Erchul, W. P. (2023, January). *Studying social influence in consultation using Raven's Power/Interaction Model of Interpersonal Influence*. Synchronous online lecture given to school psychology graduate students at NCSU, Raleigh, NC.

Erchul, W. P. (2024, April). *Studying social influence in consultation using Raven's Power/Interaction Model of Interpersonal Influence*. Synchronous online lecture given to school psychology graduate students at the University of Cincinnati.

Erchul, W. P. (2025, January). *Studying social influence in consultation using Raven's Power/Interaction Model of Interpersonal Influence*. Lecture given to school psychology graduate students at NCSU, Raleigh, NC.

#### *International and National Symposia and Invited Addresses Chaired*

Erchul, W. P. (Chair), Carlson, C., Valentine, M. R., & Dombalis, A. O. (1986, April). *Family intervention: Three models for school psychology practice*. Symposium presented at the meeting of the National Association of School Psychologists, Hollywood, FL.

Erchul, W. P. (Chair), Paget, K., Conoley, J. C., Carlson, C., & Guidubaldi, J. (1986, August). *Family assessment and intervention in school psychology*. Symposium presented at the meeting of the American Psychological Association, Washington, DC.

Phillips, B. N. (1988, August). *The role of the practitioner in applying science to practice*. Invited address presented at the meeting of the American Psychological Association, Atlanta, GA (W. P. Erchul, Chair).

Gettinger, M. (1988, August). *Time and school learning*. Invited address presented at the meeting of the American Psychological Association, Atlanta, GA (W. P. Erchul, Chair).

Keith, T. Z. (1989, August). *Testing influences on high school learning using extant data*. Invited address presented at the meeting of the American Psychological Association, New Orleans, LA (W. P. Erchul, Chair).

Caplan, G. (1990, August). *Mental health consultation, community mental health, and population-oriented psychiatry*. Invited address presented at the meeting of the American Psychological Association, Boston, MA (W. P. Erchul, Chair).

Erchul, W. P. (Chair), Backer, T. E., Meyers, J., Kelly, J. G., Iscoe, I., & Spielberger, C. D. (1990, August). *Gerald Caplan's contributions to American psychology: Views from the discipline*. Symposium presented at the meeting of the American Psychological Association, Boston, MA.

- Erchul, W. P. (Chair), Martens, B. K., Johnson, C. A., Witt, J. C., Shinn, M. R., & Kramer, J. J. (1992, March). *More than words: Studying what we say in consultation*. Symposium presented at the meeting of the National Association of School Psychologists, Nashville, TN.
- Erchul, W. P. (Chair), Bergan, J. R., Conoley, J. C., Martens, B. K., Reschly, D. J., Sheridan, S. M., & Witt, J. C. (1994, August). *Behavioral consultation: Advances in research and practice*. Symposium presented at the meeting of the American Psychological Association, Los Angeles, CA.
- Erchul, W. P. (Chair), Conoley, J. C., Gutkin, T. B., Kratochwill, T. R., Martens, B. K., & Sheridan, S. M. (1998, August). *School consultation partnerships: Controlling, cooperative, collaborative, or ?*. Symposium presented at the meeting of the American Psychological Association, San Francisco, CA.
- Erchul, W. P., & Raven, B. H. (Co-chairs) (2006, July). *The Interpersonal Power Inventory: Theory, research, and instruction*. Symposium presented at the International Congress of Applied Psychology, Athens, Greece.
- Erchul, W. P. (Chair), Schwartz, M. E., Owens, J. S., Evans, S. W., Himawan, L., Coles, E. K., & Schulte, A. C. (2016, February). *Social influence in school consultation: Theory, research, and practice*. Symposium presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

*Doctoral Dissertation Research Supervised as Faculty Committee Chair/Co-Chair/Major Advisor*

- The effect of intervention programs on the metacognitive characteristics, problem identification and academic performance of Black college freshmen (Theresa E. Hayes, PhD, NCSU, 1986).
- The relationship between K-ABC factors and Woodcock-Johnson achievement scores for reading disabled children (Carrie L. Baker, PhD, NCSU, 1987).
- Development and validation of an illustrated multiple-choice test of social skills knowledge of adolescents (R. Reid Whiteside, PhD, NCSU, 1987).
- Development of adaptive behavior in autistic children: Effects of age, IQ, and degree of autism (Luellen C. Hooks, PhD, NCSU, 1989).
- The relationship between classroom social climate and referral rates for specialized services at the junior high level (Richard W. Hollings, PhD, NCSU, 1991).
- A folk hero modeling/cultural awareness counseling intervention for Puerto Rican adolescent students (William M. Shannon, PhD, NCSU, 1991).
- The diagnostic implications of the WISC-R third factor for educationally at-risk children (John A. Bernard, PhD, NCSU, 1992).
- An investigation of the discriminant and concurrent validity of the Social Skills Rating System-Teacher Form (Teri G. Chewing, PhD, NCSU, 1992).

Development, implementation, and evaluation of a social skills training program for educable mentally handicapped children (Barbara D. Turner, PhD, NCSU, 1993).

Development and validation of a computerized word match test as an alternative to the Matching Familiar Figures Test as a measure of impulsivity-reflectivity (Paul E. Rowland, PhD, NCSU, 1993).

The relationship between two measures of interpersonal control and selected outcomes of school-based behavioral consultation (Amelia O. Dombalis, PhD, NCSU, 1993).

Teachers' attitudes toward multicultural education (L. Hope Saulter, PhD, NCSU, 1996).

Effectiveness of conjoint behavioral consultation as an intervention for young children with disruptive behaviors (Lynne W. Myers, PhD, NCSU, 1996).

The identification of paraprofessional training needs within the context of inclusive education (Cheryl F. Stallings, PhD, NCSU, 2000).

The relationship between selected process and outcome measures in conjoint behavioral consultation (Priscilla F. Grissom, PhD, NCSU, 2001).

The likelihood of use and acceptability of social power bases in school consultation (Kristen E. Wilson, PhD, NCSU, 2005).

Gender and professional experience as predictors of consultants' likelihood of use of social power bases (Kimberly C. Getty, PhD, NCSU, 2006).

Development and validation of a measure of social support for school consultation (Melinda D. Rupard, PhD, NCSU, 2008).

Exploring relational communication patterns in prereferral intervention teams (Megan S. Bennett, PhD, NCSU, 2010).

Bringing parents to school: The effect of invitations from school, teacher, and child on parental involvement in middle schools (Bindiya I. Shajith, PhD, NCSU, 2012).

An application of school-based intervention implementation adherence monitoring and performance feedback procedures (Julia E. Mayer, PhD, NCSU, 2012).

Understanding verbal interaction patterns in problem-solving team meetings using the Consultation Analysis Record (Chelsea M. Bartel, PhD, NCSU, 2012).

Do social, emotional, and behavioral problems impact vocabulary intervention gains? (Valencia Youkhanna, UCR, 2021).

Preliminary validation of the Brief Measure of Intervention Quality Scale (Anacary Ramirez, UCR, 2022).

While at NCSU and UCR, I also chaired approximately 25 MA/MS committees and served as a member of approximately 60 PhD/EdD committees and 100 MS/MEd committees.

*Graduate Courses Taught*

Psychological Consultation and Clinical Supervision  
School Psychological Consultation  
Seminar in School Psychology  
History and Systems of Psychology: Implications for School Psychologists  
Social Psychology: Theories, Concepts, Applications  
School Psychology Predoctoral Internship Supervision  
Teacher-Centered Services Practicum Supervision  
Psychoeducational Clinic Practicum Supervision  
Psychology of Families and Parenting  
Bases del Poder Social en los Contextos de Trabajo y Educativos

*Undergraduate Courses Taught*

Abnormal Psychology  
Educational Psychology  
Psychology in the Schools  
Tests and Measurement

*Awarded Grants and Contracts*

Principal Investigator. Students' perceptions of doctoral training in school psychology. Vice Chancellor's Reserve Fund for Research, North Carolina State University. 1986. \$875.00.

Co-Principal Investigator. A social skills training program to improve the effect of teacher instruction on underachieving adolescents. North Carolina State University School of Education Organized Research Fund. 1987. \$20,300.00.

Principal Investigator of several small projects funded through the North Carolina State University College of Education and Psychology Small Grants Research Fund. 1986-2001. Total: \$760.00.

Co-Principal Investigator. Staff development for instructors of company employees. Carolina Power & Light Company. 1988-1991. \$20,910.00.

Principal Investigator. Mental health consultation, community mental health, and population-oriented psychiatry. William T. Grant Foundation. 1990. \$1000.00.

Principal Investigator. Consultation in community, school, and organizational practice. Vice Chancellor's Reserve Fund for Research, North Carolina State University. 1990. \$4000.00.

Principal Investigator. Psychological screening of children with special educational needs. Franklin County (North Carolina) Schools. 1994. \$10,636.00.

Co-Principal Investigator. Staff development of school psychology personnel. Franklin County (North Carolina) Schools. 1995. \$1,000.00.

Principal Investigator. School psychologist and teacher perceptions of social power bases in school consultation. Society for the Study of School Psychology. 1998. \$5928.00.

Co-Principal Investigator. All Together Now: Aligning school psychology training and practice with the needs of students with disabilities in the general education curriculum. U. S. Department of Education, Office of Special Education Programs. 2001-2005. \$683,177.00.

Principal Investigator. American-Chilean collaboration to promote the cross-cultural study of social power strategies within educational and organizational settings. University Standing Committee on International Programs, North Carolina State University. 2007-2008. \$3400.00.

#### *Recent Grant Proposals Submitted/Under Review/Pending Resubmission*

Consultant. Enhancing access and equity to conjoint behavioral teleconsultation through contemporary technologies to support social, emotional, and behavioral outcomes for elementary-aged students with disabilities. U. S. Department of Education, Institute of Education Sciences. 2025-2029. \$1,975,000.

Consultant. Online Professional Education Network for Evidence-Based Directives Guiding Intervention (OPEN-EDGI): An experimental evaluation. Spencer Foundation: Large Research Grants on Education. 2025-2029. \$500,000.

#### *Other Awards and Honors*

Senior Class Valedictorian, Xavier High School, Appleton, WI, 1975.

William F. Vilas/Chancellor's Scholar, University of Wisconsin-Madison, 1975-1976.

College of Letters and Science Honors Program, University of Wisconsin-Madison, 1975-1979.

Gilchrist Research Competition Award - Honorable Mention, University of Wisconsin-Madison, 1979.

Psi Chi (national honor society in psychology) member, University of Wisconsin-Madison (1978-1998); NCSU (1998 - 2014).

National Institute of Mental Health, School Psychology Traineeship recipient, University of Texas at Austin, 1979-1981.

Professional Development Award, University of Texas at Austin, 1981; 1983.

Listed in the Thirteenth Edition of *Men of Achievement*, 1989.

Professional Development Award, NCSU College of Education and Psychology, 1988; 1989.

Nominated for the *School Psychology Quarterly*/Division 16 Fellows Award for best article: "Patterns of Relational Control in Conjoint Behavioral Consultation" (Erchul, Sheridan, Ryan, Grissom, Killough, & Mettler), 2000.

Nominated by the NCSU Department of Psychology's Awards Committee for the College of Humanities and Social Sciences' Outstanding Teacher Award (nominations declined), 2005, 2007.

Nominated by the NCSU Department of Psychology's Awards Committee for University Alumni Distinguished Graduate Professor Award (nomination declined), 2008.

### *Editorial Activities*

Senior Scientific and Editorial Board Consultant, *Journal of School Psychology*, 2013 to present.

Senior Advisory Board Member, *Journal of Educational and Psychological Consultation*, 2009 to present.

Editorial Advisory Board member, *Journal of Educational and Psychological Consultation*, 1988 to present.

- Guest Editor, 1991, 2(2), "Interpersonal Process and Outcome Research in Consultation"
- Guest Editor, 2003, 14(2), "Communication and Interpersonal Processes in Consultation"
- Guest Co-Editor, 2018, 28(3), "Teleconsultation in Educational and Psychological Settings"

Consulting Editor, *Journal of Emotional and Behavioral Disorders*, 1991 to 2006.

Editorial Advisory Board Member, *International Journal of School & Educational Psychology*, 2013 to 2019.

Editorial Advisory Board Member, *Encyclopedia of School Psychology* (Sage Publications), 2003-2005.

Editorial Advisory Board Member, *Journal of Applied School Psychology*, 2008 to 2019.

Editorial Consultant, *Journal of School Psychology*, 1994 to 1999.

Ad Hoc Reviewer, *American Psychologist*, 2017.

Ad Hoc Reviewer, *Journal of Applied Social Psychology*, 2002; 2006 to 2010.

Ad Hoc Reviewer, *Journal of Special Education*, 1992 to 1995.

Editorial Advisory Board Member, *Psychology in the Schools*, 2012 to 2014.

Editorial Advisory Board Member, *School Mental Health*, 2014 to 2019.

- Notable Reviewer Award, 2015

Editorial Advisory Board member, *School Psychology Review*, 1988 to 1995; 2001 to 2015.



- Guest Editor, 1987, *16* (4) "Family Systems Assessment and Intervention"

Associate Editor, *School Psychology Quarterly*, 1990 to 1994.

Editorial Advisory Board member, *School Psychology Quarterly*, 1989 to 1991; 1997 to 2008.

Editorial Advisory Board member, *Professional School Psychology*, 1989.

Ad Hoc Reviewer, *Psychology in the Schools*, 2000.

Ad Hoc Reviewer/Editor of books published by and book proposals submitted to:

Academic Press, New York, NY  
American Psychological Association, Washington, DC  
Grune & Stratton, Inc., Orlando, FL  
[www.guitarmadesimpler.com](http://www.guitarmadesimpler.com), Frisco, TX  
Jossey-Bass, Inc. Publishers, San Francisco, CA  
Kluwer Academic/Plenum Publishers, New York, NY  
Lawrence Erlbaum Associates, Mahwah, NJ  
Oxford University Press, New York, NY  
Sage Publications, Thousand Oaks, CA  
[www.SkepticalGuitarist.com](http://www.SkepticalGuitarist.com), Raleigh, NC  
John Wiley & Sons, Inc., New York, NY  
Routledge/Taylor & Francis Group, New York, NY  
Springer, New York, NY

#### *Other Professional Service and Leadership Activities*

School Psychology Training Program student representative; University of Texas at Austin, 1979 to 1982.

Department of Educational Psychology Graduate Studies Committee student representative, University of Texas at Austin, 1980 to 1981.

Invited student participant, Olympia Conference on the Future of School Psychology, Oconomowoc, WI, November 1981.

Member of NCDPI Task Force charged with developing initial certification standards for school psychologists in North Carolina, 1985 to 1986.

Reviewer of NCSU Merit Award Scholarship applications, 1985 to 1996.

Member of five, and chair of one, New Personnel Search Committees in the NCSU College of Education and Psychology, 1986 to 2001.

Member of Personnel Evaluation Committee, NCSU Department of Psychology, 1984 to 1989; 1994 to 1998.

Member of NCDPI Task Force charged with developing a vision statement on the future of school psychology in North Carolina, 1987 to 1988.

Member of Leadership Review Committee, NCSU Department of Psychology, 1987 to 1988.

Member of Convention Program Committee, Division 16 of the American Psychological Association, 1987 to 1988; 1992 to 1993; 2000 to 2013.

Member of NCDPI Task Force charged with revising training standards for school psychologists in North Carolina, 1988 to 1989.

Convention Program Co-chair, Division 16 of the American Psychological Association, 1988 to 1990.

Member of National Teacher Examination Validation Study Committee charged with validating the Educational Testing Service's school psychology certification exam for use in North Carolina, 1988.

Secretary/Treasurer of the North Carolina Inter-University Council on School Psychology, 1988 to 1989.

Member of NCPA/NCSPA Task Force charged with investigating psychological services available to children, youth, and families in North Carolina, 1989.

Member of NCSPA/NCPA Task Force charged with exploring issues concerned with the employment of school psychologists in North Carolina, 1989.

Member of NCDPI Task Force charged with developing school psychology internship guidelines for use within North Carolina, 1989.

President of the North Carolina Inter-University Council on School Psychology, 1989 to 1990; 1995 to 1998.

Developer of a continuing education seminar series for school psychologists in North Carolina, 1990 to 1991.

Member of North Carolina's School Psychology Forum, 1991 to 1998.

Chair of Lightner Witmer Award Committee, Division 16 of the American Psychological Association, 1993; 1999.

Member of Lightner Witmer Award Committee, Division 16 of the American Psychological Association, 1995; 1997; 2019.

Member of *School Psychology Quarterly* Editor-Elect Search Committee, 1996.

Member of New Fellows Selection Committee, Division 16 of the American Psychological Association, 1996 to 1997; 2003 to 2005; 2008 to 2013; 2017 to 2019.

Training Program Reviewer, National Association of School Psychologists, 1996 to 1997.

Chair of New Fellows Selection Committee, Division 16 of the American Psychological Association, 1997 to 1998.

Member of School Psychology Leadership Task Force (North Carolina), 1999 to 2004.

Executive Producer, *The Conversation Series*, Division 16 of American Psychological Association, 1999 to 2003.

Co-chair of School Psychology Journal Merger Committee, Division 16 of American Psychological Association and the Society for the Study of School Psychology, 2000 to 2001.

Chair of *School Psychology Quarterly* Editor-Elect Search Committee, 2001.

Chair of four New Personnel Search Committees in the NCSU College of Humanities and Social Sciences, 2001 to 2013.

Candidate for President, Division 16 of American Psychological Association, 2003.

Finalist for Head of Department of Psychology, NCSU, 2005.

Member, International Programs Committee, NCSU College of Humanities and Social Sciences, 2006 to 2008.

Catalyst Scholar for the Society for the Study of School Psychology's School Psychology Research Collaboration Conference, 2007, 2015.

American Academy of School Psychology representative to the School Psychology Leadership Roundtable, 2008 to 2010.

Member of committee to develop guidelines for the dissertation grant award competition and proposal reviewer, Society for the Study of School Psychology, 2010 to 2011.

Society for the Study of School Psychology representative to the School Psychology Leadership Roundtable, 2012 to 2013.

Member of Administrative Leadership Committee, Graduate Education Committee, Undergraduate Education Committee, and Graduate Advisory Committee in the Graduate School of Education, University of California, Riverside, 2016 to 2019.

Chair of two New Personnel Search Committees in the Graduate School of Education, University of California, Riverside, 2016 to 2018.

Member of International Initiatives/Research Award Committee, Society for the Study of School Psychology, 2018 to 2022.

Member of Advisory Board Committee charged with selecting Editor-Elect of the *Journal of Educational and Psychological Consultation*, 2019.

Finalist for Vice Provost for Administrative Resolution, University of California, Riverside, 2019.

Member/Chair of Jack Bardon Distinguished Service Award Committee, Division 16 of the American Psychological Association, 2020 to 2022; 2025.

Member of New Member Selection Committee, Society for the Study of School Psychology, 2025 to 2028.

*External reviewer of university faculty appointment/promotion/tenure candidates at:*

Alfred University  
East Carolina University  
Georgia State University (3)  
Louisiana State University (2)  
Michigan State University  
National Louis University  
North Carolina State University (2)  
Northeastern University  
Ohio University  
Pennsylvania State University  
State University of New York – University at Albany  
Syracuse University (2)  
Temple University  
University of California, Santa Barbara  
University of Cincinnati  
University of Connecticut (2)  
University of Georgia  
University of Kentucky  
University of Massachusetts - Amherst  
University of Massachusetts – Boston  
University of Missouri (2)  
University of Nebraska - Lincoln  
University of North Carolina at Chapel Hill  
University of Tennessee, Knoxville  
University of Utah  
Utah State University

*Current Professional Affiliations*

American Academy of School Psychology (Fellow; served as President from 2007 to 2009)  
American Board of Professional Psychology (Diplomate)  
American Board of School Psychology (Examiner)  
American Psychological Association (Life Status Member)  
American Psychological Association, Division of School Psychology (Fellow)  
National Association of School Psychologists (Member)  
Society for the Study of School Psychology (Member; served as President from 2012 to 2014)

*Previously Held Professional Credentials*

Level III (doctoral level) School Psychologist, State of North Carolina, 1985 to 2018  
Nationally Certified School Psychologist (NCSP), 1989 to 2006

*Notable Volunteer Experience*

Musical Instrument Museum, Phoenix, AZ (Trained museum guide/docent specializing in STEM group tours for elementary and middle school children as well as the demonstration of string instruments; Jan. 2015 to Sept. 2016).