

ROMAN GARCIA DE ALBA

1201 West University Dr.
Edinburg, Texas 78541.
Tel. (956) 381-3490
E-mail: rgarcia71@panam.edu

EDUCATION

Texas A&M University
Ph.D., 2006
Major: School Psychology
Areas of specialization: Disabled and At-risk Children and Youth
Research, Measurement, and Statistics

Texas A&M University
B.A., 2000 (Cum Laude)
Major: Psychology

RESEARCH EXPERIENCE

Salvador Hector Ochoa, Ph.D. December 1999 – May 2006

Research Assistant

Bilingual Program Evaluation at Jerry Junkins Head Start Center in Dallas, Texas.

- Trained evaluation personnel on assessment instruments used in the program evaluation.
- Coordinated project and implemented program evaluation design.
- Provided parent training seminars in early childhood issues.
- Conducted statistical analyses and created reports for findings of the program evaluation.
- Administered developmental screeners and language proficiency instruments.

Migrant Research Team

- Conducted literature review regarding psychosocial factors affecting migrants.
- Assisted in the creation of survey items.

Bilingual Assessment Research Team.

- Conducted statistical analyses of survey responses regarding current practices in school psychology with respect to the assessment and evaluation of minority students.

William A. Rae, Ph.D. January 2001- August 2003

Research Team Member

Ethics Research Team

- Conducted statistical analyses of survey responses regarding ethical behaviors and dilemmas commonly faced by school and pediatric psychologists.

Karla Anhalt, Ph.D. January 2001- May 2003

Research Team Member

Acculturation Research Team

- Conducted literature review regarding the acculturation process in minority students.

- ☒ Conducted a seminar on factor analytic procedures.
- ☒ Translated parent interview forms from English to Spanish.

Richard Parker, Ph.D.
2001

December 2000- December

Research Team Member

Single Case Research Team

- ☒ Scanned and obtained data from single case design articles using the I-extractor software.
- ☒ Conducted statistical analyses of single case designs.

James McNamara, Ph.D.

December 2000 - May 2001

Research Team Member

Logistic Regression

- ☒ Conducted Statistical Analyses on various data sets.

William G. Graziano, Ph.D.

August 1998 – May 2000

Research Team Member

Personality and Social Influence Research Team

Studies of personality and social development, perceived physical attractiveness and social influence.

Administered computerized personality assessments to children ages five through twelve.

Performed online observational coding of children's interactions.

Supervised groups of children in an experimental block-building task.

Assisted with experiments of perceived physical attractiveness and social influence.

Coded and entered Goldberg Personality inventory responses.

Coded Q-sort personality inventory responses.

Jan N. Hughes, Ph.D. and Tim Cavell, Ph.D.

July 1999 – May 2000

Research Team Member

Project Primetime

Studies of aggression and delinquency in school-aged children.

Participated in preparation of an empirical study investigating subtypes of aggression.

Co-led school-based social skills training groups for aggressive children.

Conducted clinical interviews for data collection.

Translated several clinical instruments from English to Spanish.

Coded data.

Scott P. Johnson, Ph.D.

January 1999 – August 1999

Research Assistant

Texas A&M Infant Laboratory

Studies of object and face perception mechanisms utilizing habituation, familiarization, and corneal reflection methods.

Assisted with data collection of infant habituation, familiarization, and corneal reflection eye tracking using the ASL system.

Explained experimental procedures to participants' parents.

Coded and analyzed data.

Louis Tassinari, Ph.D.

June 1999 – August 1999

Research Team Member

Critical evaluation of waist to hip ratio hypothesis.

Tested participants in an experiment examining physical attractiveness of animated androgynous human figures.

Ran research protocol for data collection of perceived physical attractiveness and corneal reflection using the ASL eye tracker.

CLINICAL EXPERIENCE

Scott Poland, Ed.D.

August 2004 – June 2005

School Psychology Intern

□ *School-based psychology Intern at Cypress-Fairbanks Independent School District.*

- Experience included assignment as a school psychology intern in a variety of educational settings, including 3 high schools, 1 middle school, 1 elementary, an alternative education setting, and an adaptive behavior center.
- Provided individual and group psychotherapeutic services to students in English and Spanish.
- Provided consultation services to parents and teachers.
- Conducted behavioral and psychological evaluation of students.
- Developed behavioral interventions and implemented Individual Education Plans for students.
- Provided family psychotherapeutic services in English and Spanish at the Cypress-Fairbanks Family Clinic.
- Provided training to school counselors on Attention Deficit Hyperactivity Disorder and the use of screening instruments in the referral process.
- Provided training to school personnel on suicide prevention and postvention.
- Provided English-Spanish interpreter services at school Admission, Review, and Dismissal meetings.

Michael J. Ash, Ph.D.

August 2002 – May 2003

School Psychology Trainee

□ *School-based practicum student at College Station Independent School District.*

- Provided individual psychotherapeutic services to students in English and Spanish.
- Provided consultation services to parents and teachers.
- Conducted psychological evaluations of students.

Karla Anhalt, Ph.D.

August 2001 – January 2002

School Psychology Trainee

Clinic-based practicum student at Texas A&M's Counseling and Assessment Clinic.

- Provided individual psychotherapeutic services to children and families in English and Spanish.
- Provided consultation services to parents and teachers.
- Conducted psychological evaluations of students.

Antonio Cepeda-Benito, Ph.D.

June 1999 – May 2000

Mentor

Mentored an individual with mental retardation.

Provided emotional support for a mentally retarded client.
Assisted client in developing social and daily living skills.
Assisted in monitoring client's behavior and any changes in his living environment.

TEACHING EXPERIENCE

Salvador Hector Ochoa, Ph.D.

August 2006 – Present

Assistant Professor

Teaching Cognitive Assessment at the University of Texas Pan-American

- Delivered weekly lectures to masters students on the history of intelligence testing and the professional and ethical issues related to intellectual assessment.
- Delivered weekly lectures to masters students on the theoretical foundations of major intelligence tests.
- Delivered weekly lectures to masters students on the general rules for administration and scoring of a variety of standardized measures of intelligence for use with individuals across the lifespan.

Salvador Hector Ochoa, Ph.D.

August 2005 – July 2006

Lecturer

Teaching Research, Methods, and Statistics at the University of Texas Pan-American

- Delivered weekly lectures to masters students on various topics dealing with univariate statistical techniques and their application.
- Delivered weekly lectures to masters students on various topics dealing with measurement of aptitudes and behaviors.
- Delivered weekly lectures to masters students on various topics dealing with conducting and evaluating research.

Salvador Hector Ochoa, Ph.D.

August 2003 – May 2004

Lecturer

Teaching practicum at Texas A&M University in Research, Methods, and Statistics

- Delivered weekly lectures to doctoral students on various topics dealing with univariate and multivariate statistical analyses.
- Trained students to use the Statistical Package for the Social Sciences (SPSS) to conduct data analysis.

WORK EXPERIENCE

American Guidance Services, INC.
2003

September 2002 – August

Editor

□ *Contract editor for American Guidance Services, INC.*

- Edited the Spanish translation of the Behavior Assessment Scales for Children – Parent Rating Scales, Behavior Assessment Scales for Children – Teacher Rating Scales, and Behavior Assessment Scales for Children – Self Report.
- Edited the Spanish translation of the Kaufman Assessment Battery for Children, Second Edition.

Nell Carvell, M.A.
2003

August 2002 – December

Translator and Editor

- *Contract translator and editor for an early literacy curriculum developed at Southern Methodist University*
 - ☒ Edited and assisted with the Spanish translation of the Early Literacy Curriculum named Learning Enrichment Activities Program (LEAP).

PUBLICATIONS

- Overton, T., Fielding, C., & Garcia de Alba, R. (submitted). Application of the ADOS revised algorithm: Exploratory analysis of specificity and predictive value with Hispanic children referred for autism spectrum disorders.
- Overton, T., Fielding, C., & Garcia de Alba, R. (submitted). False positives on the ADOS: When the clinical evidence outweighs the data.
- Overton, T., Fielding, C., & Garcia de Alba, R. (submitted). Differential diagnosis of Hispanic children referred for autism spectrum disorders: Complex issues.
- Overton, T., Fielding, C., & Garcia de Alba, R. (submitted). Realities of using the ADOS and the ADI-R in school-based assessment: Strengths and limitations.
- Parker, R.I., Brossart, D.F., Callicott, K.J., Long, J.R., Garcia de Alba, R., Baugh, F.G., & Sullivan, J.R. (2005). Effect sizes in single case research: How large is large? School Psychology Review. Vol34(1), Jan 2005, pp. 116.
- Ochoa, S. H., Riccio, C. A., Jimenez, S., Garcia de Alba, R., & Sines, M. (2004). Psychological assessment of limited English proficient and/or bilingual students: An investigation of school psychologists' current practices. Journal of Psychoeducational Assessment. Vol 22(3), Sep 2004, pp. 185-208.
- Garcia de Alba, R. (2003). Myoclonus. In E. Fletcher-Janzen and C. R. Reynolds (Eds.), *Childhood disorders: Diagnostic desk reference* (pp. 442). New York: Wiley.

PRESENTATIONS

National

- Garcia de Alba, R., Ochoa, S.H., & Ramos, N. (submitted). Using the DIAL-3 to Screen Spanish-speaking Children: A Psychometric Evaluation.
- Ramos, N. & Garcia de Alba, R. (submitted). Correlates in Teacher Perception of Parent Involvement.
- Ramos, N. & Garcia de Alba, R. (submitted). The Autistic Brain: Overview of Integrative

Theories and Neuroanatomy.

- Ramos, N., Garcia de Alba, R. Fournier, C. & Kocian, B. (March 2006). Teacher Perception of Parent Involvement: Influences of SES and Ethnicity. Presented at the National Association of School Psychologists National Convention, Anaheim, California.
- Gonzalez, J.E., Ramos, N. & Garcia de Alba, R. (March 2006). Oral Language Development Intervention for Preschool English Language Learners. Presented at the National Association of School Psychologists National Convention, Anaheim, California.
- Lamb, G.D., Ochoa, S.H., Gonzalez, J.E. & Garcia de Alba, R. (April 2004). Psychosocial Variables Affecting Migrant Students: Implications for School Psychologists. Presented at the National Association of School Psychologists National Convention, Atlanta, Georgia.
- Garcia de Alba, R., Ochoa, S.H., Ramirez, E., Carvell, N., Rice, M., & Minnis, A. Using the Developmental Indicators for the Assessment of Learning (DIAL-3) to Evaluate a Bilingual Curriculum for Hispanic English Language Learners. (June 2004). Presented at Head Start's Seventh National Research Conference, Washington, D.C.
- D'Esposito, S. E., Garcia de Alba, R., Rollins D., & Anhalt, K. (April 2003). The Differences in Parent-child Acculturation and its Influence on Behavioral Adjustment and Academic Achievement in Children. Presented at the National Association of School Psychologists National Convention, Toronto, Ontario, Canada.
- George, C., Garcia de Alba, R., Rae, W.A., Razo, N., Ramirez, E., D'Esposito, S., & Sullivan, J.R. (October 2002). Variables influencing ethical decision making with adolescent clients. Presented at the Kansas Conference for Clinical Child Psychology, Lawrence, Kansas.
- D'Esposito, S. E., Rollins D., Garcia de Alba, R., & Anhalt, K. (August 2002). Acculturation as a Predictor of Behavioral Adjustment and Academic Achievement. Presented at the 110th Annual Convention of the American Psychological Association, Chicago, Illinois.
- Rae, W.A., Razo, N., Sullivan, J.R., Ramirez, E., George, C.A., & Garcia de Alba, R. (August 2002). Breaking Confidentiality to Report Adolescent Risk-taking Behavior by School Psychologists. Presented at the 110th Annual Convention of the American Psychological Association, Chicago, Illinois.
- Garcia de Alba, R., Ochoa, S.H., Ramirez, E., Carvell, N., Rice, M., & Miniss, A. (June 2002). Using the Developmental Indicators for the Assessment of Learning (DIAL) – 3 Spanish version to evaluate a Bilingual Curriculum Program for Limited English proficient Hispanic preschoolers in Head Start. Presented at Head Start's Sixth National Research Conference, Washington, D.C.
- Ochoa, S.H., Riccio, C., Jimenez, S. Garcia de Alba, R., & Sines, M. (February 2002).

Psychological Assessment of Limited English Proficient and/or Bilingual Students: An Investigation of School Psychologists' Current Practices. Presented at the National Association of School Psychologists National Convention, Chicago, Illinois.

Ochoa, S.H., Amado, A.J., & Garcia de Alba, R. (April 2001). School Psychologists Concerns about Conducting Emotional/ Behavioral Assessment of African Americans. Presented at the National Association for School Psychologists National Convention, Washington, D.C.

Collie, C.F., Meehan, B.T., Cavell, T.A., Bergeron, D., Garcia de Alba, R., & Marr, K. (November 2000). Subtypes of Aggressive Children Identified by Teacher Reports of Students' Behavior. Presented at the Association for Advancement of Behavior Therapy, New Orleans, Louisiana.

Amado, A.J., Gonzales, C., & Ochoa, S.H., & Garcia de Alba, R. (August 2000). School Psychology Training: Psychological Assessment of Limited English Proficient Students. Presented at the 108th Annual American Psychological Association Convention, Washington, D.C.

Amado, A.J., Ochoa, S.H., Gonzalez, C., & Garcia de Alba, R. (March 2000). School psychologists training needs: Behavioral/emotional assessment of bilingual children. Presented at the National Association for School Psychologists National Convention, New Orleans, Louisiana

Local/Regional

Wright, N., Ryan-Arredondo, K., Garcia de Alba, R., & Baker, L. (November 2003). Schools and Access to Care: The Referral Process. Presented at the annual meeting of the Texas Psychological Association, Dallas, Texas.

Garcia de Alba, R. (January 2002). Mean Shift Regression Analysis in Multi-Phase Single Case Designs. Presented at the 7th Educational Research Exchange Mini-Conference, College Station, Texas. [Received Outstanding Research Presentation Award].

Garcia de Alba, R. (February 2001). Tests Are Not Reliable, The Nature of alpha, and Reliability Generalization As A Meta-Analytic Method. Presented at the annual meeting of the Southwest Educational Research Association, New Orleans, Louisiana.

ADDITIONAL PROFESSIONAL SKILLS

Literate in Spanish.

Experienced in working with Microsoft Office programs.

Experienced in conducting structural equation modeling using the Analysis of Moment Structures (AMOS) program.

Proficient in the use of the Statistical Package for the Social Sciences (SPSS) for Windows.

Proficient in the use of the Number Cruncher Statistical System (NCSS).

Experienced in working with digital information resources.

PROFESSIONAL ORGANIZATIONS

National Association of School Psychology, Student Affiliate

HONORS AND LEADERSHIP

United States Department of Education Fellow, Leadership Grant, Texas A&M University

Psi Chi, The National Honor Society in Psychology

Sigma Delta Pi, The National Collegiate Hispanic Honor Society,

Lambda Tau chapter (ex-president).

Honorary Citizen of the City of Montgomery, Alabama.

Honorary Citizen of the State of Alabama

(These citizenship awards were presented in recognition for having participated in an international youth conference promoting world peace. I was the delegate from Mexico.)

RELEVANT COURSEWORK:

- ❑ Measurement and Evaluation in Education
- ❑ Advanced Behavioral Measurement
- ❑ Experimental Design in Education I
- ❑ Experimental Design in Education II
- ❑ Meta-Analysis of Behavioral Research
- ❑ Theory of Item Response Theory
- ❑ Theory of Non-Parametric Methods
- ❑ Special Topic: Multivariate Research Methods
- ❑ Directed Studies: Structural Equation Modeling
- ❑ Single-Case Theory