

## **Faculty Profile Sheet**

### **Education:**

- Ph.D. School Psychology (APA-accredited Program)  
Texas A&M University, 1996
- M.A. Counselor Education and Counseling Psychology (APA-accredited Program) Western  
Michigan University, 1990
- M.S. Master of Education  
Oregon State University, 1987
- B.A. Curriculum and Instruction (Cum Laude), Minor: Spanish  
Texas A&M University, 1975

### **Credentials:**

- Licensed Psychologist, Texas, #30630, 1999
- Licensed Specialist School Psychologist # 30624, 1997
- Certified School Counselor, 1996
- Substance Abuse Certificate, State of Michigan, 1990
- Teaching Certificate, State of Texas, K-8, 1975

### **Teaching Areas:**

- Statistics I (Univariate)
- Statistics II (Multivariate)
- Methods of Research at Master's and Doctoral Levels (face-to-face and online)
- Assessment at Master's and Doctoral Levels (face-to-face and online)
- Use of the DSM-5 and ICD 10 Codes for Mental Health Diagnosis (on-line)

### **Research Areas:**

- School Bullying and School Climate
- Moral Development
- Stress, Coping, and Resilience in Education
- Assessment

### **Honors/Awards:**

- 2015-2016, Research Fellow, National Dropout Prevention Center
- 2010, Outstanding Research Award at Sam Houston State University
- 2004, Outstanding Grantsmanship Award, College of Education

## Grants

- 2016, Grant for developing Experiential Learning Modules for reducing food insecurity and improving the physical and mental health of children in Haiti. Grant from the United States Department of Agriculture, \$271,000
- 2007, Grant for assessing bullying rates; Assessing Bullying in Aldine ISD., from Aldine ISD, \$18,000
- 2007-2008, Grant for reducing domestic violence; Extending Mental Health Services to Communities, from Hogg Foundation, \$50,000
- 2003-2005, Developed a Bilingual School Bullying Curriculum Guide, "McKay Safe Schools," from Department of Education, Safe and Drug Free Schools, \$270,992
- 2007-2010, Engaging Hispanic Students in the STEM areas, from U.S. Department of Agriculture, \$410,000

## Professional Leadership Positions:

- 2004-2016, Editor, the *Journal of At-Risk Issues*
- 2012-2015, Chair, Stress, Coping and Resilience in Education, American Educational Research Association
- 2012-2016, Chair, Outstanding Dissertation Committee for the Education Testing Service and American Association of Hispanics in Higher Education
- 2014-2016, Chair, Counselor Education Advisory Council
- 2014-2016, Chair, Counselor Education Outstanding Dissertation Award
- 2015, Chair, School Counselor Position
- 2013-2016, Board Member, Brazos Valley of Psychologists and Mental Health Professionals
- 2001-2016 Dissertations; Completed 37, 8 as Chair, 6 as Co-Chair, rest as methodologist or member. One dissertation won national recognition (Manuel) and two dissertations (Gomas and Rosenblad) won departmental recognition in Counselor Education
- 2010-2012, Chair, Counselor Sig, Southwest Education Research Association
- 2014-2016, Reviewer, *The Journal of Latino/a Psychology*
- 2014-2016, Reviewer, *Advancing Women in Leadership*

## Publications

### Articles

- Denham, M. A., **Robles-Piña, R. A.**, Polnick, B. E., & Webb, D. W. (2016). Expanding the triad model of school policing. *Law Enforcement Executive Forum, 16*(2), 1-37.
- Lertora, I., Liu, V., **Robles-Piña, R. A.**, & Starkey, J. (2015). Experiential satisfaction predictors of the international student experience. *International Education Tennessee Counseling Association, 7* (1), 35 –52.
- Cullen, M., Slate, J. R., Polnick, B., & **Robles-Pina, R.** (2015). Instructional expenditures and school district wealth: A Texas multiyear analysis. In *Progress in Education, Volume 37*. Hauppauge, NY: Nova Publishers.  
[https://www.novapublishers.com/catalog/product\\_info.php?products\\_id=55550](https://www.novapublishers.com/catalog/product_info.php?products_id=55550)
- Cullen, M., Polnick, B., **Robles-Pina, R.**, & Slate, J. R. (2015). Instructional expenditures and student achievement: A multiyear statewide analysis. *Educational Research for Policy*

and Practice, Springer Science+Business Media Dordrecht, DOI 10.1007/s10671-014-9168-6

Vick, N., **Robles-Pina, R.**, Martirosyan, N. M., & Kite, V. (2015, Spring). The effectiveness of tutoring on developmental English grades. *Community College Enterprise*, 11-26.

**Robles-Pina, R. A.** & Denham, M. A. (2012). School resource officers for bullying interventions: A mixed methods analysis. *Journal of School Violence*, 11(1), 38-55. doi: 10.1080/15388220.2011.630311 <http://dx.doi.org/10.1080/15388220.2011.630311>

Lomas, G. I., Nichter, M. & **Robles-Piña, R. A.** (2011). The role of counselors serving deaf or hard of hearing students in public schools. *American Annals of the Deaf*, 156, 305-319.

## Books

**Robles-Piña, R. A.** & Rosenblad, S. (2016). *A template approach: Simplifying statistics for research*. College Station, TX: Views Unlimited, Inc.

**Robles-Piña, R. A.**, (2005). I was one of the authors that assisted in developing the curriculum guide, The McKay Foundation (2004). *Curriculum Guide: A safer tomorrow begins with us today* Conroe, TX.: McKay Publishing. Assisted in developing this bilingual (English/Spanish) Curriculum Guide to be used in elementary schools. The guide includes units on Self-esteem (Auto-Estima), Internet Safety (Seguridad en el Internet), When a Stranger Isn't So Strange (Cuando Un Extraño no es tan Extraño), No Bullying Allowed (Intimidación No Permitida), Stranger Beware Cuidado – Un Extraño), and Don't Invade My Space No Invadas mi Espacio). This curriculum is currently used in Houston ISD and Conroe ISD.

## Book Chapters

Section Editor and Author of Chapter for the following entries for Moral Development Theory, 2013. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. Jackson (Eds.), The handbook of educational theories Charlotte, NC: Information Age Publishing, Inc.

Majdalani, L. & **Robles-Piña, R. A.** (2014). A moral conflict development theory based on child and teacher interactions: A cross cultural perspective. In B. J. Irby, G. Brown, R. Lara-Alecio, & S. A. Jackson (Eds.) and **R. A. Robles-Piña** (Sect. Ed.), *The handbook of educational theories* (pp. 553-564). Charlotte, NC: Information Age Publishing.

**Robles-Piña, R. A.**, Norman, P., & Campbell-Bishop, C. (2010). A mixed methods investigation of Hispanic students' sense of self-efficacy in reaction to bullying stressors. In K. M. T. Collins, A. J. Onwuegbuzie, & Q. G. Jiao (Eds.), *Toward a Broader Understanding of Stress and Coping: Mixed Methods Approaches* (pp. 419-436). *The Research on Stress and Coping in Education Series, Volume V*.

**Robles-Piña, R. A.** Norman, P., & Campbell-Bishop, C. (2010). McKay school safety program (MSSP): A bilingual bicultural approach. In S. Jimerson, S. Swearer, & D. Espelage (Eds.). *The handbook of bullying in schools: An international perspective* (pp. 493-506). New York: Routledge Taylor & Francis Group.

**Robles-Piña, R. A.** & Hinojosa, R. (2007). The tipping point in home, school, and community support for Hispanic Students' Participation in Advanced Placement Courses. In L. K.

LeMasters & R. Papa (Eds.), *At the tipping point: Navigating the course for the preparation of educational administrators*. Lancaster, Pennsylvania, ProActive Publications. Inc.

**Robles-Piña, R. A.,** Reed, D., & Polnick, B. (2006). Best practices about bullying: What counselors and teachers know and what principals should know. In F. L. Dembowski & L. K. LeMasters (Eds.), *Unbridled spirit: Best practices in Educational Administration*. Lancaster, Pennsylvania, DEStech Publications, Inc.

**Robles-Piña, R. A. &** Butler, C. (2005). Trajectory from bullying to school violence: A gender perspective. In J. Koch & B. J. Irby (Eds.), *Gender and schooling in the early years*. Greenwich, Connecticut: Information Age Publishing.