

## **Rebecca S. Martínez, Ph.D., NCSP**

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### **ACADEMIC DEGREES**

Ph.D. 2002, University of Texas at Austin, Austin, TX (APA accredited)  
Major: School Psychology  
Dissertation: Comparison of Learning Disability Subtypes in Middle School: Self-Concept, Perceived Social Support and Emotional Functioning

M.S. 2001, University of Texas at Austin, Austin, TX  
Major: Program Evaluation  
Thesis: Are Your Customers Satisfied? Evaluation of the Hogg Foundation for Mental Health's Service Grants Program

B.S. 1993, Suma cum Laude, University of Florida, Gainesville, Florida.  
Major: Psychology  
Honors Thesis: Crandall, C., & Martínez, R. (1996). Culture, ideology and anti-fat attitudes. *Personality and Social Psychology Bulletin*, 22, 1165-1176.

### **CERTIFICATION AND LICENSURE**

2004 Indiana License in School Psychology (license number pending)  
2003 National Certification in School Psychology (NCSP); License number 32942  
1994 Lifetime Texas Teaching Certification in Bilingual Education and Early Childhood Education

### **PROFESSIONAL PUBLICATIONS**

#### Refereed Articles

Martínez, R.S., & Semrud-Clikeman, M. (in press). Psychosocial functioning of young adolescents with multiple vs. single learning disabilities. *Journal of Learning Disabilities*.

Crandall, C. & Martínez, R. (1996). Culture, ideology and anti-fat attitudes. *Personality and Social Psychology Bulletin*, 22, 1165-1176.

#### Manuscripts under review

Martínez, R. S. (under review). Impact of a graduate class on attitudes toward inclusion, perceived teaching efficacy and knowledge about adapting instruction for children with disabilities in inclusive settings.

Martínez, R. S. (under review). Social support and in inclusive middle schools: Perceptions of youth with multiple learning disabilities.

Martínez, R. S. (under review). General Education Teachers' Attitudes toward Inclusion: Implications for School Psychologists.

#### Manuscripts in preparation

Martínez, R. S. (in progress). Children's attitudes toward peers with disabilities: Effects of an intervention using children's literature, discussion and journaling to promote

acceptance.

Martínez, R. S. (in progress). Adolescents with Severe Learning Disabilities: A Comparison with Typical Peers in Global Self-Concept, Academic Self-Perception, and Emotional Functioning.

Martínez, R. S., & Hastings, R. (in progress). Attitudes toward inclusion: Cross Atlantic comparison between British and American preservice teachers.

Martínez, R. S. (in progress). Educating students with different disabilities in general education classes: Elementary and middle school teachers' perspectives.

Book chapters/encyclopedia entries in preparation

Martínez, R. S. (in progress). Including all children: Inclusionary practices in general education settings. In N. J. Salkind & K. DeRuyck (Eds.). *The Encyclopedia of Human Development*

Delgado-Romero, E. A., Fairley, B., Barfield, J., & Martínez, R. S. (in progress). Using the multicultural guidelines in individual and group counseling situations. In M. G. Constantine & D. W. Sue (Eds.). *Implementing the APA Multicultural Guidelines*.

Program Evaluation Reports

Martínez, R. S. (2003, December). Biennial Evaluation of Herod Elementary School's Project Conexiones/Connections. Evaluation report submitted to Title VII Federal Grant Division and The Houston Independent School District.

Martínez, R. S. (2002, October). Evaluation of Herod Elementary School's Project Conexiones/Connections: First Year Achievement Test Results. Evaluation report submitted to Herod Elementary School Administrative Staff.

Boardman, J., Fickle, J., & Martínez, R. (2000, August). Evaluation of the Hogg Foundation for Mental Health's Service Grant's Program. Evaluation report submitted to the Hogg Foundation for Mental Health's Executive Committee.

Borich, G., Martínez, R. & Davis, L. (1999, July). Evaluation of the Waterford Early Reading Program, Level Two. Evaluation report submitted to the Rapaport Foundation, Waco, Texas.

### **GRANTS AWARDED**

2004-2006: Psychosocial Adjustment over a Two-Year Period in Children with Learning Disabilities \$40,000

2003-2004: Emotional Sequelae of LD Subtypes in Elementary School \$6,000

2002: Educating Students with Disabilities in General Education Classes: Elementary and Middle School Teachers' Perspectives \$2,000

### **GRANTS IN PREPARATION**

Learning Disabilities and Mental Health: Research to Practice Project (RtPP)

### **PRESENTATIONS**

Refereed Presentations at Professional Meetings (last five years)

Martínez, R. S. (2004, July). Emotional Adjustment of Young Adolescents with Different Learning Disability Subtypes. Paper to be presented at the American Psychological Association, Honolulu, Hawaii.

Hasting, R., & Martínez, R. S. (2004, June). Service and Preservice Teacher Attitudes toward Inclusion. In R. Hastings and R. S. Martínez (Chairs), In Attitudes toward Inclusion. Symposium to be presented at the International Association for the Scientific Study of Intellectual Disabilities, Montpellier, France.

Martínez, R. S. (2004, March). Perceived Social Support of Middle School Students with Severe LD. To be presented at the National Association of School Psychologists 2004 Annual Convention in Dallas, Texas.

Martínez, R. S., & Schorzman, E. (2003, November). Using Storybook Reading to Promote Children's Acceptance of Peers with Disabilities. National Association for the Education of Young Children's 2003 Annual Conference and Expo, Chicago, Illinois.

Martínez, R. S., & Borich, G. (2000, August). Effects of the Waterford Early Reading Program on Reading Achievement. Poster presented at the American Psychological Association national conference in Washington, D.C.

Mahoney, M., & Martínez, R. S. (2000, October). Tejas Lee: An Update. Presented at the National Conference of Texas, Austin, TX.

Martínez, R. S., & Mahoney, M. (2000, October). Tejas Lee: Información para padres/TPRI: Answers for parents. Presented at the Fifth Annual Statewide Parent Involvement Conference, Fort Worth, TX.

### **Editorial Contributions and Reviews**

2003-2004

Chair, El Boletín's Translation Team, National Latino Psychological Association

2003 Fall

Peer reviewer for proposals submitted for Texas Education Agency's Texas Reading Initiative for Grades K-3 grants.

2003 Fall

Peer reviewer of proposals submitted for Head Start's 7th National Research Conference, Promoting Positive Development in Young Children: Designing Strategies That Work.

2002 Spring

Contributing Editor, Spotlighting Mathematics: Activities for the Young Child, published in 2002 by National Council Teachers of Mathematics and National Association for the Education of the Young Child.

### **PROFESSIONAL POSITIONS**

2003-Present

Assistant Professor, Counseling and Educational Psychology, School Psychology Program, Indiana University, Bloomington, IN.

2002-2003

Assistant Professor, Early Childhood Education Program, Department of Curriculum and Instruction, University of Houston, Houston, TX.

2001-2002

Psychology Intern, Department of Psychological Services, Cypress-Fairbanks Independent School District, Houston, Texas.

1999-2000

Program Specialist IV, Office of Statewide Initiatives, Texas Education Agency, Austin, TX.

1993-1996, 1997-1998

Elementary School Teacher  
First Grade, Brooke Elementary, AISD District, Austin, TX  
Prekindergarten, Whitney Elementary, PSJA-ISD, Pharr, TX  
Third Grade, Whitney Elementary, PSJA-ISD, Pharr, TX  
Fourth Grade, Whitney Elementary, PSJA-ISD, Pharr, TX