CURRICULUM VITAE

**Elbedour, Salman, Ph.D.**

Tel: 703-341-7599

**Email: selbedour@howard.edu**

**Present Rank:** Professor at Howard University

School Psychology Program

**Department:** Human Development and Psychoeducational Studies

**Education**

Ph.D, University of Minnesota, Educational & Clinical School Psychology (1990-1993)

MA Specialist, Clinical School Psychology (1992)

MA, University of Minnesota, Educational Psychology (1990)

**University Faculty and other Professional Experience**:

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| --- | --- |
| **Name and Location of Institution** | **Position** |
| Howard University, Washington DC | Full Professor, 2001-Present |
| Howard University, Washington DC | Associate Professor, 2001-2006 |
| Macalester College, Minnesota International | Visiting Scholar, 1997-1998 |

**Visiting Scholar Positions**

[Al Ahliyya Amman University,](https://www.bing.com/search?q=al+ahliyya+amman+university&FORM=AWRE) Jordan Associate Dean/Graduate Studies, 2018-2019

**Outside References:**

1. Gregory Reed, Professor, Chair of School Psychology Program, School of Education. Howard university,

Washington, DC. G\_reed@howard.edu

1. Professor Geoffrey Maruyama, Interim Associate Vice President and Professor. University of Minnesota. Geoff@umn.edu

1. Professor Kimberley Freeman, Chair, Human Development and Psychoeducational Studies. School of Education. Howard university, kefreeman@howard.edu

**Memberships and Offices in Learned or Professional Societies:**

* + Member, Graduate School of Arts and Sciences, Howard University • Member, Graduate Certificate in International Studies, Howard University
  + Member, School Psychologist/K-12: District of Columbia.
  + Member, Israel School Psychologists Association
  + Member, School Psychologist Association, State of Minnesota
  + Member, Forum for the Advancement of Bedouin Children with Special Needs

**Honors, Awards, and Other Distinctions:**

Research Productivity Award, Division of Social Sciences, Graduate School, Howard University, April 11, 2006.

**Refereed Journal Articles Published**

## Merdad, N, Elbedour, S., Lau, J., & Barker, E. (Accepted, 2022). Polygamy and mental health among Saudi middle schoolers: The role of family cohesion and father involvement, Family Relations

1. Fatimah Tunsi,Shawn, Harford, MC., Reed, G. & Elbedour, S. (2022). Student engagement, self-efficacy and burnout among high school students in Saudi Arabia. Int J Child Adolesc Health, 15(2): 165-170.
2. Shawm, J., & Elbedour. S. (2023, Accepted). Using Ecological Systems Theory to Examine the Underrepresentation of Black Women in STEM, Journal of Negro Education.
3. Shawm, J., & Elbedour. S. (2023, Accepted). Superintendents as Social Justice Advocates for African American Female Students in STEM. American Journal of Education.
4. Shawm, J., Harford, Maura Claire., & Elbedour. S, & Karaburk, H. (Submitted, 2023). Saving the Lives of Black Women: Using an Ecological Model to Design Science, Technology, Engineering, and Math (STEM) Initiatives for Black Female Students, Science Education

## Breik, W., & Elbedour, S. (2021). The Predictive Ability of Type D Personality Pattern, Anxiety, and Depression in Cardiac Disease. European Journal of Mental Health, 16 (2), 196-209.

## Elbedour, S., [El Sheikh, R.,](https://www.sciencedirect.com/science/article/pii/S0190740919311478#!) [Bawalsah](https://www.sciencedirect.com/science/article/pii/S0190740919311478" \l "!)[,](https://www.sciencedirect.com/science/article/pii/S0190740919311478" \l "!) J., [Booker-Ammah,](https://www.sciencedirect.com/science/article/pii/S0190740919311478#!), B., & [Turner,](https://www.sciencedirect.com/science/article/pii/S0190740919311478#!) F. (2020). Cyberbullying: Roles of school psychologists and school counselors in addressing a pervasive social justice issue. [Children and Youth Services Review](https://www.sciencedirect.com/science/journal/01907409), [Volume 109](https://www.sciencedirect.com/journal/children-and-youth-services-review/vol/109/suppl/C), 104720

## Salman Elbedour, S., Alsubie, F., Al’Uqdah, S. N., & Bawalsah, J (2020). School Crisis-Management Planning, Children & Schools, Volume 42, Issue 4, October 2020, Pages 208–215,

1. Leena Elbedour, L., & Elbedour, S. & Almasudi, M. (2019). The mechanistic role of cytoadherence in thalassemia’s protection against malaria. J Pain Manage 2019;12(2).
2. Almasudi, M., & Elbedour, S. (2019). Looking anew at test anxiety.J Altern Med Res 2019;11(1)
3. Al-Krenawi, F Alotaibi, & S Elbedour (2021). [Acculturative stress among female Saudi college students in the United States](https://link.springer.com/article/10.1007/s10597-020-00659-8), Community mental health journal, [Community Mental Health Journal](https://link.springer.com/journal/10597), 57, 372–379.
4. Al-Krenawi, A., Alotaibi, F., & Elbedour, S. (2019). Acculturative stress among non-western female students in the west. The female Arab case. Academia Journal of Educational Research, 7 (10), 326-335.
5. Elbedour, S., Sawan, M., Bawalsah, J., Abu Mariam, A., Tarawneh, H., & Reed, G. (2019). The relationship between bilingualism and cognitive development among Saudi Arabian school-aged children. Int J Child Health Hum Dev 2019;12(2):161-170.
6. Abdul Rahman, M., Turner, F, Elbedour (2018). The U.S. Homeless Student Population. Journal of Behavioral and Social Sciences 2017, 4, 282–304
7. Alyamani,Y., Almala, Elbedour, Woodson, K, & Reed, G. (2018). Math Anxiety: Trends, Issues and Challenges. Journal of Psychology and Clinical Psychiatry Vol 9, No: 1-11
8. Alsubie, F., Elbedour, S., Augusto,J., Reed, G., & Merrick, J. (2017). School safety challenges and school crisis in Saudi Arabia. Int J Child Adolesc Health, 10 (3):357-376
9. Alsoqaih, M, Elbedour, Ph.D. & Bastien,D. (2017). The Internationalization of School Psychology. International Journal of Education and Human Developments Vol. 3 No. 1; 1-20
10. Aitcheson, R., Howell. K, Abu-bader, S., & Elbedour, S. (2016). Resilience in Palestinian Adolescents Living in Gaza. Psychological Trauma: Theory, Research, Practice, and Policy, 110, 2016.
11. Rahman, M., Turner, F., & Elbedour, S. (2015). The U.S. Homeless Student Population: Homeless Youth Education, Review of Research Classifications and Typologies, and the U.S. Federal Legislative Response, Child & Youth Care Forum, 44:687– 709.
12. Natur. N, Bart, W., & Elbedour, S, (2017). The Reliability and Validity of the Das–Naglieri Cognitive Assessment System (CAS) Basic Battery [Arabic Version]. International Journal of School & Educational Psychology
13. Elboudour, S. (2014). The Shyness Workbook: 30 Days to Dealing effectively with your Shyness. Arabic version in collaboration with Bernardo J. Carducci, Ph.D.
14. Abu Saad, H., Elbedour, S., Hallaq, E., Joav Merric, J., & Tenenbaum, A. (2014). Consanguineous marriage and intellectual and developmental disabilities among Arab Bedouins children of the Negev: a pilot study. Frontiers in Public Health, 2, 3:1-.3.
15. Elbedour, S., ElBassiouny, A., Bart, W.M., & Elbedour, H. (2012). School violence in Bedouin schools: A re-examination. *School Psychology International, 6* (12), 1-13
16. Elbedour, S., & Fields, R. & Dinero, S (accepted, 2013). 'Traditional' and 'Modern' Discourses in Negev Bedouin Women's Social Development: Confluences, Compliments and Conflicts Women's Studies International Forum
17. Elbedour**,** S., Onwuegbuzie, A. J., Jiao, Q. G., Abu-Rabia, A., Morad, M., & Merrick. J. (2011). Ethnicity and ethnic identity among Bedouin adolescents. In E. Bell & J. Merrick (Eds.), Rural child health international aspects (Health and Human Development) (pp. 81-103). New York, NY: Nova Biomedical Books.
18. Al-Krenawi, A., Elbedour, S., Parsons, J. E., Onwuegbuzie, A. J., Bart, W. M., & Ferguson, A.(2011). Trauma and war: Positive psychology/strengths approach. Arab Journal of Psychiatry, 23 (2), 103-112.
19. Waytowich, E. L., Onwuegbuzie, A. J. & Elbedour, S. (2011). Violence and attribution error in adolescent male and female delinquents. International Journal of Education, 3(1), 1-19.
20. Elbedour, S., Natur, N., Al-Rowaie, O, & Fields, R. (2010). School response to terrorism. In Caroline S. Clauss-Ehlers (Ed.) Encyclopedia of Cross-Cultural Psychology, (pp.845-847). Springer: New York.
21. Elbedour, S. & Al-Atawaneh, M. (2009). The Psychocultural and Religio-ethnopolitical Dimensions of Contemporary Terrorism, Analyses of social issues and Public policy, 9 (1), 375379
22. Abu-Rabia, A., Elbedour, S., and Scham, S. (2008). Polygyny and Post-nomadism among the Bedouin in Israel Anthropology of the Middle East, 3, (2), 20–37.
23. Elbedour, S. & Ferguson, A. (2008). Social and Clinical Aspects of the Israeli-Palestinian Conflict: Summary and New Directions. Analysis of Social Issues and Public Policy, 8(1), 261264.
24. Elbedour, Onwuegbuzie, T., Ghannam, J., Janine A. Whitcome, J. & Abu Hein, F. (2007). Posttraumatic stress disorder, depression, anxiety, and coping among adolescents in the wake of the second uprising (Intifada). Child Abuse and Neglect, 31(7), 719-729.
25. Elbedour, S., Bart, W., & Hecktner, J. (2007). The relationship between monogamous/polygamous family structure and the mental health of Bedouin Arab adolescents. Journal of Adolescence,30(2), 213-230.
26. Diamond, G., Farhat, A., Al-Amor, M., Elbedour, S.,Shelef, K., & Bar-Hamburger, R. (2008). Drug and alcohol use among the Bedouin of the Negev: Prevalence and psychosocial correlates. Addictive Behaviors, 33 (1), 143-151.
27. Elbedour, S., Onwuegbuzie, T., & Abu-Bader, S. Abu Rabia, A. & El-Aasam, S. (2006). The scope of violence, sexual, physical, and psychological abuse in a Bedouin Arab community of female adolescents: The interplay of racism, urbanization, and the social marginalization of women. Child Abuse and Neglect, 30, (3), 215-229.
28. Elbedour, S., Onwuegbuzie, T., Ghannam, J., & Hallaq, E. (2006, in press). A Preliminary investigation of PTSD and traumatic effects of violence on children: A report from Jenin. International Journal of Psychology
29. Fields, R., Elbedour, S., & Abu-Hein, F. (2002). The Palestinian suicide bomber. In C. E. Stout (Ed.) The psychology of terrorism. (pp. 193-223). Westport, CT: Praeger, Inc.

1. Onwuegbuzie, A. J., Mayes, E., Arthur, L. & Elbedour, S. (2005). Reading [comprehension among African American graduate students.](http://cassell.founders.howard.edu:2056/citation.asp?tb=1&_ug=sid+338199A9%2DFEB6%2D438C%2DBCD0%2D4F2EEF2C9E2B%40sessionmgr4+dbs+psyh+788E&_us=hd+True+hs+False+or+Date+ss+SO+sm+KS+sl+%2D1+ri+KAAACBYB00067255+dstb+KS+mh+1+frn+1+1078&_uso=hd+False+tg%5B0+%2D+st%5B0+%2Dsalman++elbedour+db%5B0+%2Dpsyh+op%5B0+%2D+6143&fn=1&rn=1) Journal of Negro Education, 73(4), 443-457.
2. Elbedour, S., Hecktner, J., Morad, M. & Abu-Bader, S. (2004). Parent-adolescent conflict and its resolution. The Scientific World Journal, 3, 1249-1264.
3. Elbedour, S., Bart, W., & Hecktner, J. (2003). Intelligence and family marital structure: the case of adolescents from monogamous and polygamous families among Bedouin Arabs. Journal of Social Psychology, 143 (1), 95-110. \
4. Elbedour, S., Onwuegbuzie, T., & Alatamin, M. (2003). Mental health and scholastic adjustment among Bedouin-Arab children from polygamous and monogamous marital family structure: Some developmental consideration. Genetic, Social, and General Psychology Monographs, 129 (3), 213-237.
5. Onwuegbuzie, A. J., Collins, K. M. T., & Elbedour, S. (2003). Aptitude by treatment interactions and Matthew effects in graduate-level cooperative learning groups. Journal of Educational Research, 96 (4), 217-230.
6. Elbedour, S., Onwuegbuzie. T., Caridine, C. & Abu-Saad, H. (2002). The effects of marital structure on behavioral, emotional, and academic adjustment in children: comprehensive review of the literature. Clinical Child and Family Psychology, 5 (4), 255-271**.**
7. Elbedour, S. & Johnson, S. (2002). Youth aggression and violence: a psychological approach. International Journal for the Advancement of Counseling, 24(2),137-141.
8. Elbedour, S., Abu-Rabia, S. & Al-Atawana, F. (2001). Profile of the status of education within theBedouin school system. Journal of Equality and Justice, 5, 1-32.
9. Hur, Yoon-Mi, Jeong Hoe-Uk , Elbedour, S, & Abu SaadH. (2005). The assessment of the positive and the negative emotionality factors in a Korean sample. Manuscript to be submitted for publication, Journal of Educational Psychology
10. Auerbach, J., Goldstein, E. & Elbedour, S. (2000). Mental health and behavior problems in Bedouin elementary schoolchildren. Transcultural Psychiatry, 37(2), 229-241.
11. Elbedour, S.,Bart, W., & Hecktner, J. (2000). Scholastic achievement and family marital structure. Bedouin Arab adolescents from monogamous and polygamous families in Israel. Journal of Social Psychology. 140(4), 503-514.
12. Lundeberg, M., Fox, P., Brown, A.C. & Elbedour S. (2000). Cultural influences on confidence: Country & gender. Journal of Educational Psychology, 92(1), 152-159.
13. Elbedour, S., & Belmaker, R.H. (1999). PTSD and depression psychological responses in family members after the Hebron massacre. Depression & Anxiety, 9(1), 27-31.
14. Elbedour, S., (1998). Youth in Crisis: The well-being of middle Eastern youth and adolescents during war and peace. Journal of Youth & Adolescence, 27((5), 539-556
15. Elbedour, S., & Bouchard, T. (1998). Similarity in general mental ability in Bedouin full and half siblings. Intelligence, 25(2), 71-82.
16. Elbedour, S., & Van Slyck, M. (1998). Psychosocial adjustment in Middle Eastern adolescents: The relative impact of violent vs. non-violent social disorganization. Community Mental Health Journal, 34(2), 191-205.
17. Van Slyck, M., Stern, M. & Elbedour, S. (1998). Adolescents’ beliefs about their conflict behavior: Correlates, consequences and cross-cultural issues. In A. Raviv, L. Oppenheimer & D. Bar-Tal, (Eds.), How Children Understand War and Peace. (pp.208-230). San Francisco: Jossey-Bass, Inc.
18. Elbedour, S., (1997). Psychological trauma reconsidered: Overview and proposed psychotherapy for survivors. Journal of Personal and Interpersonal Loss, 2(2), 149-165.
19. Elbedour, S., Bastien, D., & Center, B. (1997). Identity formation in the shadow of conflict: Projective drawings by Palestinian and Israeli Arab children from the West Bank and Gaza. Journal of Peace Research, 34(2), 217-231.
20. Elbedour, S., & Charlesworth, W. (1997). The impact of political violence on moral reasoning in children. Child Abuse and Neglect, 21(11), 1053-1066.
21. Elbedour, S., Center, B., Maruyama, J., & Assor, A. (1997). Physical and psychological maltreatment in schools: The abusive behaviors of teachers in schools. Journal of International School Psychology, 18(3), 18- 31.
22. Elbedour, S., Shulman, S. & Kedem, P. (1997). Children’s fears: Cultural and developmental perspectives. Behavioral Research and Therapy, 35(6), 491-496.
23. Elbedour, S., Shulman, S. & Kedem, P. (1996). Adolescent intimacy: A cross-cultural study. Journal of Cross-Cultural Psychology, 28(1), 5-22.
24. Puncochar, J., Fox, P. W., Fritz & Elbedour, S. (1996). Highly confidant, but wrong revisited overseas. Paper presented at the annual meeting of the American Educational Research Association, New York.
25. Elbedour, S., (1994). The Psychological development of justice and injustice in child maltreatment: Some theoretical implications. Early Child Development and Care, 101, 23-32.
26. Elbedour, S., (1993). Psychology of children of war. Dissertation Abstracts, International, 53(7A), 2247.
27. Elbedour, S., Bastien, D., & ten Bensel, R. (1993). Ecological integrated model of children of war/trauma: Individual and social psychology. Child Abuse and Neglect, 17(6),805-819.
28. Elbedour, S. & Maruyama, G. (1993). Children at risk: Psychological coping with war and conflict in the Middle East. International Journal of Mental Health, 22(3), 33-47.

These articles and monographs were published in peer-reviewed journals or in the mainstream press in book form—and, as shown above, I am listed as the first author for most of them. Within the respective research areas, the number and quality of these published pieces compares favorably with the established faculty standards for other high-ranked educational institutions.

These articles have been cited in the psychological literature. Several universities—including Gorge Mason University (GMU), & Oxford University—use my articles and research as learning and teaching resources. Some of these articles are used by encyclopedias as the main resource for certain subject areas, and some are used in pilot catalogues. The importance of the findings in these articles has attracted the attention of leading newspapers in the U.S. (including the *Washington Post*.

**Teaching Experience**

Teaching the following courses at Howard University and other institutions:

1) Child Abuse & Neglect: Intervention & Prevention

2) Developmental Psychopathology,

3) School Crisis Preparedness and Response**,**

4) Human Learning,

5) Personality and Social Development,

6) Culturally Competent Individual cognitive assessment,

7) Developmental Psychology,

8) Intelligence and Mental Retardation,

9) Assessment, Tests & Measurements,

10) Cognitive Psychology and Instruction,

11) Psychodiagnostics: Assessment, Diagnosis & Treatment,

12) Introduction Social Research,

13) Introduction to statistics,

14) Theories of Personality,

15) Professional Ethics & Legal Psych.

16) Consultation in Schools,

17) Learning disabilities,

18) Introduction to Psychology,

19) Introduction to Sociology,

20) Seminar in School Psychology,

21) Survey of Special Education, &

22) Techniques and Theories of Intervention & Prevention for Academic and Behavioral problems.

**Course evaluations:**

It is worth noting that I have been teaching at least two courses each semester while also serving as the Coordinator of the School Psychology program, despite the fact that it is customary for program coordinators/directors to teach only one course. Over my previous years of teaching at the college level, my student evaluations have been consistently high. At Howard University School of Education, my course evaluations are very high. As a result of working with me, some of my students have successfully published in peer-reviewed journals and presented at regional conferences.

**Teacher, Rahat High School, Rahat City, 1980-1986.**

**Directed Dissertations and Theses**:

Terrell Wyche, M.Ed. (2023). Teleconsultation in School Psychology: A Teacher's Perspective.

Yusra Albalawi(2023). Subject-specific test anxiety in English and Math among high school students in Saudi Arabia

Uhuud Alassaf (April 2022), The relationship between teacher job stress and teacher motivation: From self-determination framework. The case of schoolteachers in Saudi Arabia.

Dalal Alotaibi (March 21/2022). Teachers’ attitudes toward inclusion of students with disabilities in Saudi Arabia.

Toria Simpson (Spring, 2018). Impact of iPad Applications on Emergent Reading Skills.

Ebony Fitchue (Spring, 2018). The Impact of Brain Game Technology on the Memory Component of Executive Functioning.

Clarke, N. T (April 2017). The Role of Sex and Pre-Injury Psychiatric Disorders in Adolescent Concussion

Idris, H. (November 2017). The Social and Psychological Factors that Lead to Dropout among Gifted Minority Students in the Fairfax County Public Schools System Gifted Program.

Alshehri, A. (November 2017). Perfectionism: Relationship with Anxiety, Academic Procrastination, and Satisfaction with Life among International Saudi Arabian Students Studying in U.S. Universities.

Hani Abo2022 Awad (February 2017). Multi-ethnic identity among Bedouin children: A study of Bedouin children & home demolition

Assaf, L. (Spring, 2017). Higher Education and Empowerment of Saudi Women: The Role of the King Abdullah Scholarship Program (KASP)

Spann, R (Spring, 2017). The Effect of Spiritual Resilience on Adult Black Gay Males Against High-Risk Sexual Behaviors

White Saudi Arabia (Spring, 2017). Examining the differences between one and two parent African American families parental involvement and parenting styles in relations to achievement

Isom, D. Addressing the Dearth of Racially, Ethnically, and Linguistically Diverse (RELD) Faculty and Trainers in School Psychology

Vavassoeur, L, (Spring, 2017). Predictive Power of the Test of Everyday Attention for Children

(TEA-Ch) of Performance on Various Formats of Reading Comprehension Assessment in Urban Fourth Grade Students of Color."

Fawziyah Alotaibi (March,2017). Acculturative Stress among Female Saudi College Students in the U.S.

Mona Ibrahim Alsoqaih. (September,2016). School Psychology: A Case Study and Needs Assessment in Riyadh, Saudi Arabia.

Almotrefi, N. (September,2016). Extending the Use of Behavior Analytic Strategies to Address Behavioral Concerns Exhibited by Kindergarteners In Saudi Arabia.

Alsubie, F. (May 2016). School Safety Challenges and School Crisis in Saudi Arabia.

Alqahtani, S. (May 2016). Cyberbullying in Colleges and Universities: A survey of students' experiences and attitudes about Cyberbullying.

Manal Yamani (2016). An Exploration of Math Anxiety among males and females in Saudi Arabia schools.

Ebony J. P. Fitchue (Spring 2016). The Efficacy of Using Brain Game Technology To Improve Cognitive Performance in Two Areas of Executive Functioning: Memory and Attention

Swan, M., & Bart., W. (March 2015). The Relationship between Bilingualism and Cognitive Ability among Saudi Arabian School-Aged Children.

Abdul Rahman, M. (February,2014). The Demographic Profile of Black Homeless High School Students Residing in the District of Columbia Shelters and the Factors that Influence their Education

Nouracham Bechir Niam, (D, August 2013, Howard University). The Institutionalization of Arabic-French Bilingual Education in the Republic of Chad: Investigation into its Desirability, Appropriateness, and Feasibility – A Case Study.

Aitcheson, R. (D, 2014, Howard University). Resiliency among Palestinian children exposed to political violence.

Lakeisha Jourdan Kearney. (May, 2010) Title: Differences in self-concept, racial identity, selfefficacy, resilience, and achievement among African-American gifted and non-gifted students: Implications for retention and persistence of African Americans in gifted programs.

Natur, N. (D, 2006-2009, Howard University). An analysis of the Validity and Reliability of the Naglieri -Das Cognitive Assessment System- (CAS)-Arabic edition.

Jordan, L. (D, 2005-2009, Howard University). Persistence of African American Gifted Students in Gifted program: Factors influencing persistence and the Impact of Racial Identity, Self-Concept, Self-Efficacy and Resilience on Achievement.

Peterson Speight, N. **(**D, 2004-2009, Howard University). The Impact of Self-Efficacy and Resiliency on the Academic Achievement of Urban Adolescent Students

Johnson, S. (D, 2006-present, Howard University). Conflict resolution programs: Are they cost effective?

James, S. (D, 2004 – 2008, Howard University). The Impact of Kindergarten Scheduling, Gender, Geographic Location and Parental Involvement on the Achievement and Behavior of African American Full and Half-Day Kindergarten Students.

Wright, P.E. (D, 2006 – 2008, Howard University). Examining psychosocial factors related to condom use among African American Female College Students.

Collier, E.S.O. (D, 2008-present, Howard University): A comparative study of the effects of educational policies on primary and secondary education in Sierra Leone during colonial, postindependence, and post-civil war years.

Foster, C. (D, 2004-2007, Howard University). An examination of the relationship between family environment, school attitude, self-esteem, and race on academic achievement.

Jones, R. (D, 2000- 2003, Howard University). The effects of acculturation and self-construal on the mental health of African Americans.

Williams, S. R. (D, 2003, Howard University). African- American men in interracial relationships: Racial identity, self-esteem, and racial preference.

Dinkins, R. L. (D, 2003-2005, Howard University). The effect of support group counseling on the self-efficacy of Alzheimer’s patients.

Griffin, A. (D, 2003-2006, Howard University). The predictive utility of the Child Behavior Checklist for admissions into a private residential school.

Russell, E. (D, 2003-2007, Howard University). Career Activities and Worldview: Impact of an Intervention using Career Attitudes and Strategies Inventory.

Henderson, M. (D, 2004-2007, Howard University**).** Special education placement, attributions, and achievement of children.

Adigwe, P. U. (D, 2002-2006, Howard University). An examination of the effects of stress among college students.

Perkins, J., (M, 2002-2004, Howard University). Factors influencing sexual harassment: The relationship between age, status, work experience, perpetrator classification, knowledge of policy, and type of sexual harassment.

Diamond, M. (M, 2001-2003, Howard University). School violence and psychological abuse in schools: Preliminary investigation.

El-Sana, S. (M,2000-2001). The efficacy of early childhood education programs in the Bedouin community. Do these programs work?

Al-krenawi, S. (M,1999-2001). High school dropouts among the Bedouin Community population. (He was in a graduate program in Leeds, England; I am serving as co-advisor.)

Khateeb, S. (M, 2001). The prevalence of eating disorders within Bedouin female adolescents. A cross-cultural and developmental perspective.

Wakeed, Z. (M, 1997-1999). Bedouin families in transition: Risk and protective factors for sexual and physical abuse. Practical implications for schools.

Hamdan, S. (M,1996-1998). Course of developmental change in Bedouin children from polygamous and monogamous families. A developmental and cross-cultural study.

Menda, I. (M,1995-1997). Hyperactivity: Are attention deficit disorders with and without hyperactivity similar or dissimilar between Israeli Jewish and Palestinian Arab children.

Matityahu, P. (**2000**-2001). Do levels of estrogen predict levels of depression in women after an acute coronary episode?

Farhashian, A. (M, 1999). Do psychological factors predict symptoms of influenza among elderly residents of an old-age home?

Mosa, H. (M,1999). The social identity of the Arab communities in Israel. The influence of political violence in the region on identity formation of these groups.

**Conferences** & **Professional Development**

* American Educational Research Association, Washington, DC (April 2017).

Building peace Through Knowledge project, Dead Sea, Israel. February (March 2017).

* National Association of School Psychologists Conference (2014, NASP Annual Convention). February 18-21, Washington, DC.

* National Association of School Psychologists Conference (2008 NASP Annual Convention). February 6-9, New Orleans, LA

* National Association of School Psychologists Conference (2006 NASP Annual Convention). March 28- April1, 2006. Anaheim, California

* National Black Counseling Psychologist Conference, (April 14-April 15, 2006). Howard University, Washington, DC.

* National Association of School Psychologists Conference (NASP Annual Convention. Convention). March 28-April1, 2005. Atlanta

* American Psychological Association, Washington, Dc. (August, 2005). Topic: Voices of Arab adolescent girls-Research findings and clinical implications.

* Azhar Abu-Ali, PhD; Salman Elbedour, PhD; Mona Abu-Hamda, PsyD; Ibrahim Kira, PhD. Divisions: 35, 12, 17, 45 **...**

* American Educational Research Association, Montreal, Canada (2005, April).
* Southwest Educational Research Association, New Orleans, LA. (2005). Topic: Ethnicity and Ethnic Identity Among Bedouin-Arab Adolescents in Israel.

* University of Maryland. (2004). A Preliminary investigation of the PTSD and traumatic effects of violence on children: A report from Jenin. See:

[The Center for Children, Relationships, and Culture - University **...**](http://www.education.umd.edu/EDHD/centers/CCRC/colloquia.html)

* American Educational Research Association (AERA), (2004, April). Topic: Predictors of posttraumatic stress disorder among Palestinian and Arab adolescents from the Gaza Strip in the wake of the Middle East conflict. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA. [American Educational Research Association](http://convention.allacademic.com/aera2004/session_info.html?c_session_id=2261&dtr_id=4218)

* Salman Elbedour (Howard University), Anthony J. Onwuegbuzie (University of South Florida) Abstract Title: Predictors of Posttraumatic Stress Disorder Among **...**

* The 2004 Patterson Research Conference: Still not equal: Expanding opportunities in global societies. September 24-27, 2004., Washington, DC.

OSEP-Office of Special Education Programs 2004 Joint personnel Preparation/State Improvement/Comprehensive System of Personnel Development Conference (CSPD) conference. Accountability for results: A shared Responsibility. March 16-18., 2004., Arlington, Virginia.

* Hawaii International Conference on the Social Sciences (2003**).** I am participating by chairing a panel on “School violence: Global issues and interventions facing the education system.” Physical and psychological maltreatment in schools: The abusive behaviors of teachers in schools

* Elbedour, S., Onwuegbuzie, A. J., Abu Hein, F. K., & Abu-Saad, H. (2003, April). Incidence of posttraumatic stress disorder among Palestinian and Israeli Arab adolescents from Gaza in the wake of the Middle East conflict. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

* Elbedour, S., Hawaii International Conference on the Social Sciences (2003). I was invited to participate by chairing a panel on “School violence: Global issues and interventions facing the education system.” Physical and psychological maltreatment in schools: The abusive behaviors of teachers in schools

* Elbedour, S., (July 2002). Seeds of peace:International conference held by the U.S. State Department in Washington, DC.

* NASP 2002. National Association of School Psychologists Annual Convention. March 26-March 2, 2002.

* NIDA-National Institute on drug abuse. September 24-26, 2001. Philadelphia, PA.
* Elbedour, S. (2001). Society for Bedouin Studies conference:The prevalence of school and home violence within the Bedouin Community. Paper presented at the Society for Bedouin Studies, Sde Boker, Israel.

* Auerbach, J., Kamel, F., Goldstein, E. & Elbedour, S. (1999). "Behavior problems in Bedouin Arab and Arab children in Israel." Paper presented to the meetings of the Society for Research in Child Development. Albuquerque, New Mexico.

* Elbedour, S. (1996). "Integrating learners with severe handicaps into regular settings." Panel presentation. Education Ministry, Jerusalem.

* Elbedour, S., Stern, M., Van Slyck, M., Hare, P., & Abu Hein, F. (l995).

"Relationship between psychopathology, self-esteem and conflict management styles among Israeli Bedouin, Israeli Jewish and Palestinian adolescents from Gaza." Paper presented at the meeting of the Society for Research in Child Development. Indianapolis, Indiana.

Elbedour, S. (1995). "Child Behavioral Problems in the Negev Bedouin Population." 25th Scientific Conference - Israeli Psychological Association. Ben-Gurion University of the Negev, Beer-Sheva, Israel.

* Elbedour, S. (1994). "Research on learning in children with learning disabilities." Paper presented at the Seminar on Exceptional Children. Rahat.

* Elbedour, S. (1992). "Trauma of Abuse, Neglect and Other Community Violence on Children." Ninth International Congress on Child Abuse and Neglect. Chicago, Illinois, USA.

* Elbedour, S. (1991). "The Impact of Political Violence on the Mental Health of Children." Paper presented at the Humphrey Institute, Minneapolis, MN, USA.

* Elbedour, S. (1991). "The Gulf War and the Mental Health of Children in the Middle East." Panel discussion, University of Minnesota Cable Access, Minneapolis, MN, USA.

* Elbedour, S. (1989)."Israeli-Arab Conflict from Psychological Perspectives."

Paper presented at Jewish Studies Department, Hamline University, Minneapolis, MN, USA.

* Fox, P., Elbedour, S., and Puncochar, J. (1988). "Highly confident but wrong, revisited overseas; A Cross-cultural comparison of overconfidence in American and Israeli students." Submitted to the 1996 annual meeting of the American Educational Research Association.

* Elbedour, S., (July 2002). Seeds of peace:International conference held by the U.S. State Department in Washington, DC.

* Elbedour, S., July, (2002) Coping with political violence in Israel and the Palestinian occupied territories. Participated in international conference held in Israel. I presented a paper on my work with children exposed to political violence “The psychological wellbeing of the children of the Jenin refugee camp: A century of trauma, oppression, and displacement”

**Funded Grants:**

Total: $1,400, 000.00 Improving the preparation of personnel to serve children with Autism (Submitted, summer, 2023). U.S. Department of Education, Office of Special Education & Rehabilitative, (CFDA 84.325E). Washington, DC. 20202

Total: **$815,000.00** Elbedour, S. (2002-2007) Preparing Exceptional Students by providing Educators with Culturally Relevant Training (RESPECT) U. S. Department of Education: Office of Special Education Programs Washington, D.C. 20202

Total: **$14,000.00**  Elbedour, S. (2006). A preliminary investigation of the relationship between school climate, teacher job satisfaction, and school violence in the district of Columbia urban schools. The Walter and Theodora Daniel Endowed Educational

Research Fund Award

REHEARSE (Racial Equity for Homeless Educatees for Access Rights to Stem Education, National Science Foundation (NSF), Total **$3,546,271**

Total: **$3,869.** **00**  Elbedour, S. (2006). Fund for Academic Excellence. Howard University- Travel grant: Regional and National Conferences

Total: **$6,560.** **00**  Elbedour, S. (2005). Fund for Academic Excellence. Howard University- Travel grant: Regional and National Conferences

**Total: $25,000.00** (2003). Riverside Publishing Woodcock Johnson materials grant

Total: **$85,000**.**00** Elbedour, S. (2002-2003). Familial, educational, social, Psychological and cultural Predictors of drug use among minority Populations: A cross-cultural comparison.

Total **1,100.00**. Elbedour, S. (2003). A preliminary investigation of the relative impact of urban community violence vs political violence on the mental health of children: The case of Afro-American children in Washington, DC. and Palestinian children of Gaza. The Walter and Theodora Daniel Endowed Educational Research Fund Award

Total: **$ 90,000**.**00** Elbedour, S. (2001-2002). Correlates of drug use among Negev Antidrug Authority Bedouin Arabs.

Total: **$ 20,000**.**00** Elbedour, S. (2000-2001). Conflict and coexistence: A school-based People to People conflict resolution program in Israeli and Bedouin schools.

Total: **$ 20,000**.**00** Elbedour, S. ( 1995-1996). Child behavior problems in the Negev Bedouin population, Abraham Fund .

Total: **$ 57,000**.**00** Elbedour, S. (1997). Suicidal terrorism in children and adolescents. US Government.

Total: **$ 260,000**.**00**  Elbedour, S. & Bouchard, T. (1995). Similarity in general mental ability in Bedouin full and half siblings. Minnesota Center for Twin and Adoption Research.

Total: **$ 7,000.00 Elbedour**, S. (1990). Doctoral Dissertation Special Grant University of Minnesota.

Total: **$ 13,000.00 Elbedour**, S. (1992). Doctoral Dissertation Seed Grant Conflict and Change Center. University of Minnesota.

Total: **$ 17,000.00** Elbedour, S. (1992). Psychology of Children of War. Mac Arthur Interdisciplinary Program on Peace & International Cooperation, University of Minnesota.

**Academic Affairs and Leadership Experience**

My background experience of more than 20 years is a good match for the position because I have:

 Experience as a season administrator in academic affairs. From 2001- 2016, I served as the Coordinator for the School Psychology Program. I have contributed to this program and the department by taking on the role of Coordinator. In fact, last year I was the only School Psychology faculty at Howard University, supporting and serving the School Psychology students.

Expert knowledge of accreditation across international, regional and specialized accreditation (i.e. NCATE, etc.) including leading efforts for developing self-study reports, data collection and site visits.



 Conducted academic program review, program/course modifications and approval process and managing ongoing program assessment efforts.

 Managing and updating School Psychology program level governance documents, academic policies and procedures.

**Other roles and functions include:**

**2022- Present**: Chair, APT Committee (Appointment, Promotion & Tenure), Department of Human Development and Psychoeducational Studies, School of Education, Howard University.

 **2001-2004**: Chair of the Search Committee for the School Psychology faculty positions, I have personally contacted over 100 universities in an attempt to recruit faculty in School Psychology.

 **2001-2005**: Member of the Search Committee for the Counseling Psychology faculty position.

 **2017-2019**: Member of the Search Committee for the Educational Psychology faculty position.

**2001- 2004:** Chair, APT Committee (Appointment, Promotion & Tenure), Department of Human Development and Psychoeducational Studies, School of Education, Howard University.

**On a School level**, I have been actively involved in the following committees:

2009-2013: Chair: Departmental Curriculum Committee

2003-2004: Chair, School-Wide Curriculum Committee



2003- 2005: Member, Technology Committee

2002-2003: Member, Recruitment Committee

 Evaluator / Representing for the Department of Educational Administration and Policy -

Reappointment and promotion

**On a university-wide level,** I have been serving as member of the Graduate Certificate in International Studies Program and an evaluator of the **Fund for Academic Excellence proposals.**

**Review of Refereed Articles:**

1. *Sex Roles: A Journal of Research*
2. *Journal of Social Science and Medicine 3. Current Anthropology*
3. *JAMA.*
4. *Analysis of Social Issues and Public Policy (ASAP)*
5. *Journal of Social Psychology*
6. *School of Sociology, Social Policy and Social Work*
7. *Journal of Research on Adolescence*
8. *Transcultural Psychiatry*
9. *Child Development*

**Scholarship:**

As a former Coordinator of the School Psychology for more than 15 years and serving last year as Associate Dean/Graduate Studies at [Al Ahliyya Amman University,](https://www.bing.com/search?q=al+ahliyya+amman+university&FORM=AWRE) Jordan, I am very familiar with supporting faculty in their scholarly endeavors, finding resources to support faculty and students, examining effective data on workload, retention and recruitment of faculty and students, working with new faculty hires as well as providing direct support for faculty orientation, professional development, and leadership. I have held tenure and faculty rank of Full Professor in Clinical School Psychology. I remain active on the national and international levels by continuing to publish, present at conferences as well as serve on education and psychological boards.

**Workshops that I have provided to elementary and high school teachers: setting-USA**

The non-exhaustive listing below highlights some of the professional development services, specific knowledge and skills I have provided, and I can deliver to schools and educational institutions:

* Develop comprehensive School Safety & Crisis Plans – (preparedness, prevention, response/intervention, follow-up)
* Coping with anger: Ways and means a psychologist help teachers and students deal with and anger problems
* Diagnosing and managing autism: The use of applied behavioral analysis with autism spectrum disorders (ASD)
* Coping with war trauma: best practices of prevention and intervention
* Preparing teachers to provide trauma-informed psychological services in schools
* Building confidence and resilience in a time of war: Tips for students, teachers and parents
* Identifying and supporting trauma exposed students: Treatment and psychotherapy issues
* Preventing bullying behaviors in schools
* Preventing student suicide
* Preparing and engaging students for STEM: New and hands on approaches
* Evidenced based practices in mathematics assessment and intervention with K-12 students
* Teaching and instructional strategies to support the advance learning of gifted learners
* [Mind-body health: Obesity](http://www.apa.org/helpcenter/obesity.aspx) in schools, ways and means to help students
* Test anxiety: Symptoms, causes, prevention and intervention approaches
* School phobia: Assessment and Intervention of school refusal behavior
* Culturally responsive approaches to identify learning disabilities
* Interventional approaches for students with reading disabilities
* Best services and diagnostical tools for students with chronic illnesses
* School-Based interventions for students who suffer from anxiety and depression
* Self-monitoring procedure as intervention methods to students with Attention deficit/hyperactivity disorder (ADHD).
* Design, development and evaluation of a student gifted screening program
* Implementing Response to Intervention (RTI) in middle and high schools
* Attention and time on task in the classroom: The map road to success
* Training school psychologists in promoting emotional intelligence competencies among teachers
* Evidenced-based approach to conduct universal screening for math and reading skills
* Social skills training with progress monitoring scheme for students with autism spectrum disorder (ASD)
* Cooperative learning: Effective strategies to improve social skills and academic performance
* Drug and alcohol prevention and intervention programs for students with emotional disturbance
* Assessing and Training teachers in the special needs classroom
* Assessment and behavior ratings as reliable tools for teachers to screen internalizing and externalizing behavior problems
* Training teachers on using curriculum-based measurement (CBM) for elementary and high school science
* Culturally competent cognitive assessment: Progress and new directions in schools

All the above can be delivered online, face to face or blended (online and face to face). Teachers and professional staff may be able to complete the above training opportunities and workshops anywhere and anytime from their own homes and schools. This approach offers a greater degree of flexibility and convenience to teachers and administrators.

**Languages: English & Arabic**